Pre-Service EFL Teachers' Beliefs and Communicative Approach

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ABSTRACT

Teachers' beliefs are important in understanding their thought processes and classroom practices. In the field of second/foreign language education, what constructs the core of teacher knowledge has always been the topic of both discussion and research. Understanding pre-service teachers' beliefs is important since these beliefs will most likely determine the way teachers will teach in the future. This study aims at identifying pre-service EFL teachers' beliefs about Communicative Approach, their self-efficacy in its implementation, their self-efficacy beliefs regarding their foreign language skills, and their beliefs on the influence of the program related to CA. Forty-eight pre-service EFL teachers doing their practicum at a central Anatolian state university in Turkey participated in a 56 item questionnaire. The results reveal that pre-service EFL teachers have positive beliefs about CA, feel themselves efficient in their EFL skills, they are comfortable with implementing CA in their classrooms, and they believe that the ELT program they attended helped them to build the necessary skills to teach communicatively.

Key Words: Pre-service EFL teachers, Beliefs, Self-Efficacy, Communicative Approach.

1. Introduction

Teaching is a dynamic and multi-faceted process that requires solid previous knowledge along with on-the-spot decision making and acting to meet the needs of learners in the context. These decisions are often the results of teachers' reflections of beliefs both pedagogical content knowledge and to teaching in general they have gained during their education at teacher education programs. Therefore, there is already considerable proof to assert that teachers' beliefs influence their decisions about their teaching practices in the classroom.

Beliefs are central constructs in every discipline which deals with human behaviour and learning. Beliefs can be defined as 'psychologically held understandings, premises, or propositions about the world that are felt to be true' (Richardson 1996, 102).

Since we are what we believe in, there is now considerable data to claim that teachers' beliefs definitely influence their decisions about their classroom practices and as a result affect what happens in the classroom (Altan, 2012, Gabillon, 2012, Peacock, 2001, Yang 2000).

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Literature both on foreign/second language teacher beliefs and specifically on educational psychology have clearly shown that that teachers' beliefs about learning/teaching often shape their instructional practices and accordingly influence their students' beliefs about language learning (Altan 2006; Brown and McGannon 1998; Breen 1991; Diab 2009; Harrington and Hertel 2000; Horwitz 1985; Peacock 2001; Richards and Lockhart 1996). Such an influence also causes teachers to modify the 'official theory' and adopt approaches that are compatible with their beliefs. Teachers' beliefs about learning and teaching, whether explicit or implicit, thus affect everything teachers do in their classrooms.

Although the study of teacher beliefs has in the last 20 years or so appeared as one of the major topics of interest in teacher education in general and specifically in EFL/ESL not many research or very little research on pre-service EFL teachers' beliefs are present in the literature.

2. Beliefs and Pre-service Teachers

Defining beliefs is not very easy. Some of the areas we could come up with in the literature related to beliefs while defining it could be listed as "attitudes, values, judgements, opinions, axioms, ideology, conceptions, conceptual systems, personal theories, internal mental processes, action strategies, rules of practice, practical principals, perspectives, repertories of understanding, and social strategy" (Pajares, 1992:309).

Understanding preservice teachers' beliefs is important in the field of teacher education and with the same token in foreign language teacher education because these beliefs will likely determine the way teachers teach in the future (Ng, Nicholas & Williams, 2009; Pajares, 1992; Zheng, 2009), which will then as a result form their students' beliefs about learning (Peacock, 2001). Pajares (1992) further analyzed that prior educational experiences of pre-service teachers likely influence their beliefs about teaching and learning. Therefore, to understand the nature of these beliefs, pre-service teachers' prior experiences including their stories related to language learning and teacher training needs to be taken into account.

Additionally, whatever their content and professional knowledge levels are, teachers' beliefs still play an important role in the learning and teaching process. While the term 'belief 'refers to a common concept studied broadly in the diverse fields of sociology, anthropology, psychology, philosophy and many other disciplines (Zheng, 2009: 74), teachers' beliefs refer relatively in a more restricted way to teachers' subjective and idiosyncratic understanding of teaching (Richardson, 1996). It's being subjective and idiosyncratic could be explained with such a situation when two EFL (English as a Foreign Language) teachers with equal knowledge prefer to teach the same subject in different ways because of the difference in their beliefs about teaching and learning. While one may prefer more structural based instructions supported with clarifications in the mother tongue, the other may prefer to teach even structures through communicative activities with just in case clarifications in the target language. This difference could be clarified with the fact that teachers' priorities of teaching are shaped by their beliefs (Clark & Peterson, 1986; Pajares, 1992; Xing, 2009). Calderhead (1996) suggests examining teachers' beliefs under five headings. They are beliefs about learners and learning, beliefs about teaching, beliefs about subject, and beliefs about learning to teach, beliefs about the self and the teaching role. Regarding especially the last two, beliefs about learning to teach together with beliefs about the self and the teaching role, the term 'beliefs' mentioned stands for the teachers' not beliefs not only about their preferences, but also in their efficacies.

Moreover, the relationship between students' language learning beliefs and teachers' teaching beliefs could be associated well through a comparative approach towards pre-service EFL teachers as they are both students and prospective teachers in a close future. This fact may probably lead them to think bi-directionally: from not only a learner, but also a teachers' viewpoint. The claim that inflexible beliefs of language teachers about language learning have significant influences on their instructional preferences (Altan, 2006; Altan, 2012; Brown & McGannon, 1998; Breen, 1991; Diab, 2009; Harrington and Hertel, 2000; Horwitz, 1985; Peacock, 2001; Richards & Lockhart, 1996; Yang, 2000) could be strong determinant on the way teacher educators would focus on shaping pre-service EFL teachers' beliefs in parallel with the new requirements, trends and innovations in language teaching.

Although there has been an interest in pre-service EFL teachers' beliefs about language learning and teaching (Altan, 2006; Altan, 2012; ; Uztosun, 2016; Yüksel, & Kavanoz, 2015) relatively little or no attention has been given to EFL pre-service teachers' beliefs on teaching and practices in implementing the communicative language teaching, present trend in foreign language teaching, in Turkish context. Therefore, the present study seeks to fill the knowledge gap left by a scarcity of research in this area. It is hoped that the insights gained from this study on pre-service EFL teachers' beliefs on communicative approach can contribute to the practice (s) of EFL teacher educators teaching methods and approaches along with teacher education curricula which may enhance beliefs that are supportive to the teaching approaches reflected in the national curriculum.

3. Self-Efficacy and Pre-service Teachers

Calderhead (1996) suggests examining teachers' beliefs under five headings. They are beliefs about learners and learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach, and beliefs about the self and the teaching role. Regarding especially the last two, beliefs about learning to teach together with beliefs about the self and the teaching role, the term 'beliefs' mentioned stands for the teachers' not only about their beliefs and their preferences, but also their efficacies.

Self-efficacy in teaching is a concept included in Bandura's (1977) social cognitive theory and generally refers to "beliefs in one's capacity to organize and execute the courses of action(s) required producing given attainments.

The fact that a teacher is equipped with sufficient content knowledge does not mean he or she could be able to transfer it into practice effectively. Succession in this issue mainly depends on one's belief in this efficacy. Bandura (1991) supports this idea with the claim that the strength of the perceived self-efficacy determines one's own targets and motivation for reaching them. Moreover, people with more self-efficacy perceptions seem more likely to deploy their attention and effort to the demands of the situation and are spurred by obstacles to greater effort (Bandura, 1986). Bandura (1982) points out four main sources of self-efficacy information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states besides warning about the fact that sole efficacy perception could not make much sense without the existence of requisite skills.

Relatedly, Tschannen-Moran et al. (1998) define teachers' self-efficacy beliefs as their perception on their capability to provide expected positive outcomes in a learning-teaching process even under undesired conditions. Therefore, it could be derived that there is a necessity of both curriculum and professional knowledge base surrounded with self-efficacy perception for maximum outcome of the

learning/teaching process to happen. As a result, self-efficacy beliefs of the teachers are believed to have an important impact on the qualities of the teachers (Bandura, 1997; Pajares, 1992) and therefore, teachers' knowledge-based efficacy beliefs need to be developed in addition to shape their decisions related to teaching and specific classroom practices. In this way, they develop their self-efficacy beliefs through their informed beliefs and teaching performances (Bandura, 2005) in order to maximize students' learning outcomes in the desired way.

As a major source of information for self-efficacy (Bandura, 1982), EFL teachers' self-efficacy beliefs can be said that are directly shaped by their teaching performances in an either positive or negative way while their curriculum beliefs and language acquisition beliefs play a secondary role in shaping their self-efficacy beliefs. In other words, in order to achieve the learning/teaching outcomes, "teachers with a sense of efficacy, remain relatively more motivated despite inhibitions and obstacles" (Hoy and Woolfolk, 1990:282).

Furthermore, as their beliefs and ideas about teaching profession could not be based on actual teaching experiences due to their lack of field work, pre-service EFL teachers' beliefs and ideas about teaching could be considered as their future expectations influenced by their learning experiences and observations during their education life. So, it could be said that pre-service EFL teachers' negative prior learning experiences may lead to negative prejudices towards teaching (Mak, 2011, Pajares, 1992, Zheng, 2009). For this reason, pre-service EFL teachers need to be more focused on how they develop their self-efficacies and what factors determine their self-efficacies in the context of foreign language learning ((Raoofi, et al., 2012) and teacher educators need to be aware of this process in order to interfere for a positive change.

4. Communicative Approach & the Turkish Context

20th century has witnessed a great amount of methods and approaches in language teaching. The most attractive one and still is the Communicative Approach (CA). Briefly put, the goal of communicative competence was to prepare learners to make utterances appropriately in order to complete a specific goal, praising, apologizing, complaining, etc.(Altan, 2017:771).

Putting emphasis on purposeful and meaningful activities, making use of genuine elements and additional materials besides textbooks as well as various real life activities while avoiding mechanical drills in pair or group work activities (Yang and Cheung, 2003); CA has been an approved and acknowledged approach in the language teaching field for the last few decades (Savignon, 2001). Being highly accepted around the world, governments have made use of considerable financial and human resources for the purpose of providing learners with the necessary CA environment (Savignon, 2002).

"Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different

languages, and according to that individual's social and cultural background, environment, needs and/or interests" (EC, 2006, p. 14).

In this direction, Turkey has been taking some steps for the purpose of developing country's communicative success in English in formal education for many years to keep pace with the global changes and needs. MoNE (Ministry of National Education) changed curricula in 2011 and 2014 aiming at developing better conditions for both learners and teachers to develop learners' communicative competence by focusing on four skills in a relatively more student centred way (MoNE, 2011 & MoNE, 2014). With these reforms, foreign language education begins at 2nd grade at primary schools in Turkey today. In January 2017 MoNE announced another curriculum reform in all subject areas including English language to be implemented starting 2017-2018 academic year. In this new curriculum, MoNE has increased the number of chapters in English courses for fifth grade students as part of efforts to turn the grade into a foreign language preparation year in a few years.

It is also admitted that the curriculum aims especially to improve students' speaking and reading skills though in another part of the new curriculum it says "the new program places more emphasis on enhancing the writing and speaking skills of students, which is limited in the current curriculum" (MoNE, 2017). This multiple focus deficiency might be considered as a possible future problematic area during the classroom implementation. Chapters included in the new curriculum also focus more on technological and scientific terminology in order to make students more aware and relate them into the topics (Altan, 2017: 769).

It can also be observed from the new curriculum that while class time allocated for grammar has been decreased, more time will be allocated for improving writing skills. As pointed out elsewhere in the paper, everything seems alright on the paper. Implementation of the curriculum will show us how it will work and how this ambitious vision of the ministry about the English language proficiency will be accomplished in order to produce students with the foreign language skills necessary to contribute effectively to the ambition to position Turkey as one of the top ten global economies by 2023 (Altan, 2017:769).

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With the introduction of CA, teachers are required to conduct learner-centred classes contrary to the former teacher-centred practices. Considering the main principles of CA mentioned in the previous sections, the basic roles of teachers in CA classes could be defined as first enabling communication among all participants in the classroom together with familiarizing participants with various activities and texts; and second, acting as an independent participant in the teaching and learning groups (Breen and Candlin, 1980). Regarding these operational roles in the classrooms, CA teachers are defined as being facilitators, group process managers, needs analysts and counsellors (Richards & Rodgers, 2001). However, the suggested facilitator role of the teacher recommending minor teacher

talk while promoting more and more student talk during the classes could be handled carefully for avoiding another unexpected problem resulting from the less teacher talk.

Also, it could be disappointing for learners to shift from a classroom where CA is implemented to a daily life where it is hard to practice the competence earned. Deckert (1987) and Ellis (1996) argue the difficulty in the practicality of communicative competence outside the classroom in such countries as Brazil, Colombia, Japan (or Turkey) where English is not commonly of choice for communication in daily life. In such countries English may not be something beyond the classroom activities. Additionally, in such countries English learning is commonly regarded as a means of passing exams such as graduation or university entrance which makes learners step out of the communicative objective of language learning (Gorsuch, 2000; Li, 1998; Liao, 1997).

When it comes to the implementation of the policies offered by the policy makers, the roles and the importance of teachers come forward. Accordingly, not only EFL students, but also teachers need to be more touched on for the purpose of having a grasp about the background to their beliefs and the factors determining their beliefs in the context of foreign language learning and teaching (Raoofi, et al., 2012). In this sense, pre-service EFL teachers' beliefs become highly critical in meeting the demands of EFL teaching in Turkish formal education system.

In Turkish formal context, while some studies such as (Büyükkarcı, 2006; Karapirinler 200; Aktimur, 2007; Aliş, 2008; Tayhani-Temizgöl, 2013) revealed positive results for the practicality of CA in terms of various aspects of language learning and teaching in Turkish system, some other studies such as (Akkaş and Coker, 2016; Emeli, 1999; Karakaya, 2005; Yılmaz, 2005; Bağçeci and Yaşar, 2007; Coşkun, 201; Özşevik, 2010; Hunutlu, 2011; Altınuç, 2012; Soğuksu, 2013) revealed either negative results or not desired level for the effectiveness of CA in Turkish formal context because of various reasons such as anxiety of centrally made exams, lack of suitable classroom environment, difficulty in transforming into daily life etc.

Being relatively more related with the context of the present study, for example, Emeli (1999) argues that the teachers participated in her study were found to have negative beliefs about CA. Yet, the fact that there have been many years upon that work could be an answer to the question of why. Also, Hunutlu (2011) argues that teachers consider CA as a hard work in Turkish context caused by the lack of suitable both physical and mental environment even though they have positive attitudes towards the approach.

As it is the focus of the present study, the extent to which communicative approach contributes to a learning/teaching process is determined significantly by the beliefs and skills of the teachers in terms of the methodology (Richards, 2006; Crawford, 2004).

Due to those reasons stated above, it is hard to argue that the theories developed and put into practice by MoNE in Turkish formal education context for the purpose of improving foreign language teaching will yield the expected communicative results. This means that there is a necessity for the effective feedback for reporting its positive and negative aspects. However, even though there are large amount of studies on this issue applied on in-service teachers and language learners, there seems to be a lack of research based studies on pre-service EFL teachers' beliefs related to the use of CLT. For that reason, this descriptive survey study aims to contribute to the field and the literature in addition to presenting some data to policymakers, curriculum designers and academicians.

4.1. Study

In this study, beliefs of pre-service teachers were understood as any attitudes related to CA while teaching.

Research Questions

The aim of the present study is to have an insight into 4 major research questions listed below:

1. What are pre-service EFL teachers' beliefs about CA?
2. What are participants' self-efficacy beliefs regarding their foreign language skills?
3. What are participants' self-efficacy beliefs in CA?
4. To what extent do pre-service EFL teachers think the way they were taught influences the way they will teach related to CA?

Participants

The participants of the present study were 48 (42 female, 6 male) senior pre-service EFL teachers attending at an ELT (English Language Teaching) department of a state university in central Anatolia, Kayseri. All participants were Turkish and had similar English language competences due to University Placement Exam. Participants' ages ranged between 21and 28.

Instrument and Data Collection Process

In this study, the teacher beliefs questionnaire developed by Nishino (2012) was used. As Nishino's study was targeted at actively working teachers, some items of the questionnaire were adapted into future form to suit to pre-service teachers. The questionnaire was designed in a 5 point Likert-type scale ranging from strongly agree to strongly disagree and included 56 items in seven parts.

The data were collected in May 2018 while participants were doing their practicum. Participation was on a voluntarily basis and they were assured that the data would only be used for research purposes and would not be shared by third parties. The data were collected anonymously in order to protect the identities of the participants.

The pre-service teachers' beliefs questionnaire is divided into seven parts. In the first part, questions related to beliefs about CA are asked. The data sought in this section is intended to see participants' beliefs about CA. That is to say, their attitudes, whether positive or negative, towards main principles of CA was aimed to be sought in the first part. In the second part, questions related to participants' self-efficacy beliefs in their foreign language skills are asked. The questions in this section are directly related to participants' language skills and aimed to find out their beliefs about their four skills in addition to their knowledge of grammar and target culture. In the third part, the questions are related to the participants' self-efficacy beliefs in CA. In part four, the questions are related with the participants' ideas about the teacher training program they have attended within the scope of CA. In the fifth part, the participants' ideas about their teaching career are investigated in terms of external factors such as student attitudes, parent behaviours, central syllabuses, school environments, materials etc. In the sixth part, their personal teaching preferences including the techniques they would prefer for teaching are investigated. In the last part, the participants' beliefs about their previous education life are investigated within the scope of their English teachers. In this part, their ideas about which methods or techniques they think they have been exposed to most or least during their English classes are sought. Only first four parts of the questionnaire will be presented since the rest of the parts do not have direct relation with scope of the study.

Data Analysis

Table one presents participants beliefs related to CA. The aim was to determine the participants' attitudes whether positive or negative towards the main principles of CA. There were seven items in this part.

Table 1: Pre-Service EFL Teachers' Beliefs about CA

Item	Mean
Developing students' ability to communicate in real world situations	4, 85
Classroom activities should engage students in meaningful communication	4, 85
Students' motivating to use English may be increased through CAs	4, 68
CA could promote developing students' communicative competences	4, 39
Developing students' fluency can be as important as developing their accuracy	4, 35
Group/pair work could play an important role helping students acquire English	4, 33
One of the other language teaching approaches could be applied better than CA for a better communicative competence development	2, 75

As seen in Table 1, pre-service EFL teachers strongly believe in the importance of developing learners' ability to communicate in real world situations along with the fact that classroom activities should engage students in meaningful communication. By admitting this, participants reveal that these two are the most important characteristics of CA (M= 4,85). Participants believe that students' motivation to use English may increase through communicative activities (M= 4,68). In the fourth place, participants believe that Communicative Approach could promote developing students' communicative competences (M= 4, 39) followed by developing students' fluency can be as important as developing their accuracy (M= 4,35). Pre-service EFL teachers also believe that group/pair work could play an important role in helping students acquire English (M= 4,33). Participants hold somewhat disagree/ neutral position about the statement emphasising that CA may not be the best approach for communication development that some other language teaching approaches could be applied better than CA for a better communicative development.

It is clear that pre-service EFL teachers seem to believe in the main characteristics of CA and have highly positive ideas about CA (M= 4,31).

Table two shows participants' self-efficacy beliefs in their foreign language skills including their knowledge of grammar and the target culture. There were six items in this part.

Table 2: Pre-Service EFL Teachers' Self-efficacy Beliefs in EFL Skills

Item (In order to be a good English teacher, I think I have ..)	Mean
The ability to understand the others properly	4, 52
The ability to understand well what I read	4, 50
A good knowledge of grammar	4, 29
The ability to speak fluently	4, 27
The ability to write properly for specific situations	4, 10
Considerable knowledge of English speaking nations' cultures	3, 85

Participants strongly believe in that they have the ability to understand the others properly (M=4, 52). They also strongly believe in that they have ability of understanding of what they read (M= 4, 50). Participants also have the confidence in their grammatical competence (M= 4, 29) followed by their ability to speak fluently (M= 4, 27). Participants have the least confidence in the ability to write properly for specific situations (M= 4, 10) and knowledge of L1 culture (3, 85).

Pre-service EFL teachers participated in the study seem to feel themselves efficient in their EFL skills (M= 4,29) though their self-efficacy beliefs on speaking and writing for specific situations and the knowledge of L1 culture fall below the average mean.

Table three includes four items to determine participants' self-efficacy beliefs in CA.

Table 3: Communicative Approach Self-Efficacy Beliefs

Item (When I start teaching, I think I will…)	Mean
Be able to provide activities in which my students can enjoy communicating in English	4, 50
Be able to adequately facilitate my students' English communicative activities	4, 31
Be able to manage the classroom adequately when students are doing group/pair work	4, 08
Not feel good if the class is not teacher-fronted	2, 56

Participants strongly believe in that when they start teaching, they will be able to create communicative activities in their classrooms (M=4.50). In parallel to their belief in creating communicative activities in their classrooms, they also feel that they have the ability to facilitate communicative activities (M= 4.31). Participants also believe in their ability to manage the classroom adequately when students are doing group or pair work (M= 4.08). Participants are prone to a neutral position regarding their role in the classroom when asked how they will feel if they do not have a central role in the classroom (M= 2, 56).

When it comes to their self-efficacy beliefs in implementing CA, pre-service EFL teachers are found to be at somewhat higher than neutral level (M=3,86). It is interesting to see that being in the centre as a teacher is still in the minds of some pre-service EFL teachers since they do not strongly reject the idea that they will not feel good if the classroom is not teacher-fronted.

Table four includes five items related to diagnose the participants' beliefs about the impact of teacher training program they have attended within the scope of CA.

Table 4: The impact of ELT program related to CA

Item (Teacher education courses I have been taking at university...)	Mean
May have improved my skills of managing group/ pair work	4,20
May have provided materials for communicative activities	4.04
May have promoted my grasp of CA	3,91
May have provided chances to give CA practice lessons	3,89
May have provided chances to observe CA lessons	3,85

In terms of the participants' ideas about the teaching training they have been exposed to, pre-service EFL teachers are found to be at almost agree level (M= 3,97). They believe that ELT program they have attended improved their skills of managing group/pair work (M=4,20), the program provided them the materials for communicative activities (M= 4.04). Participants believe that, though not strongly enough, the program also promoted their grasp of communicative approach (M= 3,91), provided chances to give CA practice lessons (M= 3,89) and provided chances to observe CA lessons (M= 3,85).

This data may imply the fact that pre-service teachers are somewhat pleased with the quality of their teaching program on the basis of the communicative requirements and the program helped them to build the necessary skills to teach communicatively.

5. Discussion

This study aimed at investigating pre-service EFL teachers' beliefs about communicative approach and their self-efficacy beliefs in implementing it. The data were collected in order to meet the aforementioned aim of this study.

As for the first question, it is clear that it is clear that pre-service EFL teachers seem to believe in the main characteristics of CA and have highly positive ideas about CA. This is a promising result however should be taken seriously and need to be observed in actual situations whether pre-service teachers would follow the rules and regulations of CA n their classrooms.

The second question was about participants' self-efficacy beliefs regarding their foreign language skills? The data reveal that participants are confident about their EFL skills. There seems to be no lack of confidence in participants' reading, speaking and listening skills. Feeling competent in the target language is important in order to teach effectively (Richards, 1998). It is also clear that such a confidence in the competence will eventually lead to the development of more positive self-efficacy beliefs (Chacón, 2005).

However, participants confess that they have the least confidence in their ability to write properly for specific situations and on the knowledge of L1 culture.. Writing and listening are the least touched areas in EFL teaching in Turkey (Altan, 2017b) and knowledge about the target culture is also one of the less touched areas in ELT programs in Turkey. Although ELT programs have writing classes, perhaps the curriculum of these courses should be reshaped to include more and different real life situations to prepare future teachers to the real life and help them to build confidence in their ability to write on such situations.

The third research question was about participants' self-efficacy beliefs in CA. The data reveal clearly that participants are confident enough to create the necessary environment for communicative activities in their classrooms when they start teaching. They also feel that they are able to facilitate communicative activities and manage the classroom during group or pair work activities. It is interesting to see that participants do not disagree or strongly disagree the statement that they will not feel good if the classroom is not teacher-fronted. This result is somehow in contradiction with the participants' strong belief in the characteristics of CA.

The forth research question aimed at determining the impact of pre-service EFL teachers education background on their possible teaching. The data clearly show that participants believe that ELT program they have attended helped them to improve their skills of performing communicative tasks. However, they might be given more chances to observe more CA lessons.

6. Conclusions and Implications

As already being discussed, beliefs are an important topic nearly in all areas since they are related to both human learning and behavior and possible changes. Beliefs, perceptions and attitudes that teachers bring with them to the learning/teaching situation are important factors in both learning and teaching process. Therefore, pre-service teachers' beliefs related to the common teaching approach are highly valuable and such beliefs can inform teacher education programs as well as in-service training programs.

Pre-service teachers who have strong beliefs about the nature of language, individual learning differences in foreign language learning and teaching and have high expectations about success and teaching methodologies will ultimately be very successful in their teaching practices. Therefore, recognition of these beliefs and their effects on language learning and teaching can definitely help teachers design syllabus and shape their teaching practices.

It is highly promising to see that this group of pre-service EFL teachers is aware of the importance of CA and believe that they have the competence to perform CA activities in their classrooms. MoNE wants foreign language teachers to teach communicatively but to the knowledge of the authors, there is no such a study showing that teacher education is designed to help pre-service teachers develop their thinking and practices related to this concept. Therefore, there is a strong necessity for cooperation between MoNE and teacher education programs.

Will novice teachers' knowledge and self-efficacy be enough to get the students to the desired level? As Altan warns us "With present CLT practices, though in ill-form and even with the very good intentions hold in the new curriculum prepared by the Ministry of Education (MoNE) and which will be implemented starting 2017-2018 academic year, EFL in Turkey is faced with a great mismatch between desired aim and the language required by 21st century learners in academic and scientific areas" (2017a: 771).

Altan (2017a) further discusses that "what is required from today's EFL teachers is to be able to prepare students not only to daily conversations but also to more advanced and specialized language situations in order to meet academic and scientific as well as advanced social needs of the learners since they will most probably participate in global contexts where they would need to communicate both orally and written. ELT programs should be able to prepare future teachers to perform both orally and written" (p.771). As participants emphasized they do not feel confident enough about their written skills in specific contexts, programs should focus on improving future teachers' writing competence too.

The results of this study should be taken cautiously since this study holds some limitations that will likely caution their application within a broader context since the study only involved forty eight participants who were enrolled in an ELT program at a central Anatolian state university, Turkey. Although ELT programs in Turkey are supposed to follow the same curriculum, some alterations are possible and this ELT program has some specific courses and the content of these courses might have helped them to build confidence in both CA and implementation of it.

It is generally believed that teachers teach the way they are thought. However, as Mattheoudakis (2007) states few prior beliefs of the participants remain the same and most of them were transformed after a few years of training. Therefore, longitudinal studies definitely must be carried out to see if this group of participants performs what they preach or not. If unexamined, what is preached and what is practiced would be totally different and the results would be highly misleading.

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