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EFL student teachers' beliefs about contemporary language teaching approaches

1. Introduction

EFL student teachers' beliefs are central to shaping their instructional practices and their openness to the principles of contemporary language teaching. They act as filters through which aspiring teachers construe theories and apply them to practices, ultimately affecting the effectiveness of education reforms. In the context of Ukrainian reform, "The New Ukrainian School," which aims to innovate its schooling system, understanding such beliefs becomes crucial. Despite the endorsement of contemporary language teaching by the reform and its inclusion in teacher education curricula, traditional teacher-centered methodologies with their emphasis on form-focused instruction, accuracy, and explicit grammar teaching continue to persist in classrooms (Lőrincz, 2025).

Consequently, exploring the beliefs of EFL student teachers can offer insights into the developmental trends of language education in our country, as well as factors affecting the adoption of modern approaches.

Beliefs reflect what teachers "know, believe, and think" (Borg, 2003, p. 81), which at times appear to be contradictory. Beliefs are shaped by an array of factors like prior learning experiences, cultural influences, and knowledge acquired during initial teacher education (Borg, 2003). Given that beliefs influence how student teachers interpret and act upon pedagogical knowledge, it is important to understand how they evolve in the course of teacher preparation. Pajares (1992) likened beliefs to filters that shape teachers' perceptions of educational settings, ultimately determining their instructional decision-making.

Literature observes that student teachers' beliefs heavily depend on their language learning experiences. Aspiring teachers form implicit beliefs about effective teaching long before entering teacher education programs (Lortie,

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1975). Such early, prematurely formed impressions are prone to align with traditional approaches like grammar-translation and teacher-centered methodologies. Even after years spent in the university and exposure to current methodologies, students persist in applying conventional approaches and are impervious to aligning their practices with more current principles (Tang et al., 2012). High-achieving students, knowledgeable in the theoretical foundations of contemporary EFL teaching, are no exception and endorse grammar-focused traditional approaches (Lőrincz, 2023).

Nevertheless, the notion of rigidity in pre-existing beliefs among student teachers has been questioned in several publications, in which teacher education programs played a pivotal role in refining or even redefining students' beliefs (Gatbonton, 2008). Thus, Cabaroglu and Roberts (2000) view belief development as an ongoing negotiation between personal and professional growth. The researchers categorized the processes through which beliefs evolved and emphasized that exposure to new theories and experiences could modify initial beliefs held by language teachers or their reinforcement. However, belief transformation in teacher education is non-linear and may be preconditioned by personal reflections or teaching experiences.

Field experiences, comprising observation and teaching practicum, were also shown to shape student teachers' beliefs. Debreli (2012) reported that practical experience, combined with a methods course, was a pivotal moment that allowed prospective teachers to critically reflect on the feasibility of their acquired knowledge in real classroom settings. Teaching practicum offers an invaluable opportunity for student teachers to test their beliefs by experimenting with contemporary approaches (Lőrincz, 2023, 2025). However, its effectiveness is contingent on the quality of mentoring and the alignment between practicum contexts and the principles of instruction espoused by teacher education programs (Zeichner, 2017).

In addition, reflective practices, such as maintaining teaching journals, action research, participating in case study analyses, and peer discussion, have been identified as tools for raising teachers' awareness of beliefs (Borg, 2011; Farrell, 2018). Farrell and Ives (2014) found that reflecting on and articulating their beliefs helped language teachers develop awareness of the meaning and influence of beliefs on their instructional practices. Consequently, engagement in reflective practices may lead to teachers' deeper understanding of how these beliefs align or diverge from modern principles of language education (Farrell, 2018).

In this respect, Farrell (2019) notes that many novice teachers find a significant gap between the content delivered by their programs and the exigencies of the classroom, mirroring a mismatch between their initial beliefs and realities. Language teacher education programs should, therefore, strive to

help students critically evaluate their implicit beliefs by fostering reflective practices. By making a case for reflection, Farrell (2019) argues that it can help language teachers make informed, context-sensitive decisions about their teaching. The author contends that language teachers grow and develop by regularly examining and evaluating their teaching approaches, which help them become effective (Farrell, 2018).

In all, the existing literature showcases EFL student teachers' beliefs as crucial in shaping their teaching practices and their openness to contemporary approaches in language education. Even so, while much attention has been paid to theorizing on the development of beliefs, less is known about how EFL student teachers' beliefs manifest during initial teacher education in the context of educational reform movements, such as the "New Ukrainian School."

With this gap in mind, this study aims to look into the beliefs held by Ukrainian EFL student teachers about contemporary language teaching approaches. Accordingly, the study is guided by the following research question: What are the prevailing beliefs of EFL student teachers about contemporary and traditional language teaching approaches?

2. Method

2.1. Participants

The study involved 64 undergraduate students enrolled in the English Language and Literature teacher education program in a higher education institution in Ukraine. Their participation was voluntary and anonymous. The participants were completing the fourth year of the bachelor program, which was their final year of study. Forty-five were full-time students, while the remaining nineteen attended a correspondent course. All participants had undergone an extensive teaching practicum lasting six weeks in the current year. The students' exposure to school practicum, together with an eight-credit course in methodology, positioned them as eligible candidates for exploring beliefs about language teaching approaches.

2.2. Data collection and analysis

The study utilized a questionnaire developed by Lőrincz (2023) to explore EFL student teachers' beliefs about language teaching approaches. In particular, it looked into preferences across traditional language teaching (TLT) and contemporary language teaching (CLT).

The instrument comprises several thematic sections addressing principles of traditional and recent teaching principles:

(a) Instructional orientation and language focus: the TLT section emphasizes accuracy, explicit instruction of the language structure, and error-free production. The CLT part prioritizes meaningful communication, fluency, and contextualized grammar and vocabulary instruction. TLT discounts fluency in speaking as unattainable in an EFL setting and views reading comprehension with the help of a dictionary as more realistic. In contrast, CLT aspires to fluency and functional competence in the target language.

(b) Procedures and techniques: the instrument contrasts traditional language teaching techniques, like translation, drills, and textbook-centered learning, with communicative activities, real-world tasks, role-plays, and authentic materials.

(c) Interaction: CLT recognizes the advantages of collaborative interaction among students and incorporates pair and group work, while in TLT these forms of student work are believed to be less effective than teacher-led activities.

(d) Language use: TLT heavily relies on students' first language, and it does not serve as the principal means of classroom interactions, while CLT stresses the target language for classroom communication for teachers and learners alike.

(e) Teacher-centeredness vs. learners-centeredness: TLT advocates a teacher-led instructional environment with teachers being the principal source of knowledge and decision-makers in selecting learning content and activities. Conversely, CLT promotes learner autonomy, where teachers facilitate learning by considering learners' needs and interests.

The instrument collected quantitative data on a 5-point Likert scale. The choice fell on this questionnaire as it aligns with the study's research objective to examine prospective language teachers' beliefs about the expediency of language teaching methodologies. The data were collected via an online questionnaire and analyzed utilizing the SPSS statistical package.

3. Results

This section provides insight into how the participants conceptualize the goals of language education and the balance between traditional and contemporary principles in their prospective teaching. The results are organized around the key aspects of language instruction, including classroom orientation, instructional procedures, interaction patterns, and teacher-learner roles.

Table 1 sets out the data on student teachers' beliefs about the ultimate goals of language instruction and classroom orientation.

Table 1. Beliefs about goals and language focus
(M = mean; SD = standard deviation)

Orientation and language focus	M	SD
Goals		
TLT		
Becoming a fluent speaker of English is an unrealistic goal in the EFL context.	2.29	1.03
A realistic goal of language teaching is the ability to read and understand texts with a dictionary.	2.84	1.28
CLT		
Becoming a fluent speaker of English is the ultimate goal of language teaching.	4.13	0.89
TLT		
Focus on forms and accuracy		
Knowing the rules of grammar is necessary for effective communication. They help learners to talk to native speakers.	3.52	1.05
Explicit grammar teaching (teaching rules, doing grammar exercises) should occur in almost every lesson.	3.28	1.02
Accurate use of language is the principal criterion of language knowledge.	3.89	0.91
The teacher should present words and grammar structures in isolation so that learners understand their meaning and usage.	3.78	0.92
The teacher should emphasize correct language production (students speak and write correctly).	4.25	0.82
Over-emphasizing communication in the lessons leads to students' inability to speak correctly.	3.06	1.08
One has truly mastered a language only if they speak without errors.	3.2	1.21
CLT		
Focus on fluency and meaning		
The teacher should focus on developing students' ability to engage in real-life communication in English.	4.47	0.83
Grammar structures and words are best taught in the meaningful context.	4.09	0.79
Knowledge of grammar rules is not enough for effective communication. It is possible to speak fluently without knowing the rules.	3.72	1.13
Some grammar structures can be taught implicitly (without rules).	3.64	1.12
The primary focus of the lesson should be meaningful language use, with some attention given to the form (grammar, words).	3.84	0.84
The ability to communicate ideas effectively and appropriately for the context is more important than producing grammatically correct sentences.	3.72	0.83
Students should be taught to do things with language, i.e., apologize, promise, invite, agree or disagree.	4.44	0.83

The participants' beliefs about the goals of language teaching revealed a definitive preference for fluency in English ($M=4.13$) in line with the principles of CLT. Conversely, the students rejected the idea that fluency was an unrealistic goal rating it much lower ($M=2.29$). With regard to language focus, the participants moderately endorsed traditional views with an emphasis on accuracy and explicit grammar teaching. The highest-rated statement in this category concerned correct language production ($M=4.25$), thus prioritizing accurate language use. However, the beliefs that explicit grammar teaching should occur in every lesson ($M=3.28$) or that language mastery equals accuracy ($M=3.2$) showed only moderate support. Students were also partly skeptical about the notion that overemphasizing communication may result in learners' low accuracy ($M=3.06$). The principles underscoring fluency and meaningful communication underlying CLT received the highest overall ratings. Of these, developing skills of engaging in authentic communication ($M=4.47$), teaching language functions ($M=4.44$), and contextualized grammar teaching ($M=4.09$) had the highest mean scores. Students also moderately supported the idea that some structures can be taught implicitly ($M=3.64$) and that knowing grammar is insufficient for effective communication ($M=3.72$).

Hence, the data suggest a clear preference for CLT over TLT. Although the participants recognize the significance of accuracy and explicit instruction, their beliefs strongly align with real-world communication. Overall, they favor a balanced approach with an inclination toward CLT principles.

Table 2 displays the findings of the study of student teachers' beliefs about classroom procedures and techniques.

Table 2. Beliefs about classroom procedures
(M = mean; SD = standard deviation)

Classroom procedures	M	SD
TLT		
Translation should be a central part of the lesson.	3.56	0.83
The teacher should strive to cover all material and exercises included in a textbook.	2.97	1.01
Analysis of syntactic structures is indispensable for effective learning and should be regularly used in the lessons.	3.16	0.88
Memorization of dialogues and texts is essential in language teaching.	2.98	0.99
Tasks teaching the correct use of language should prevail in the lessons.	3.83	0.88
Drills (e.g., exercises in which learners repeat sentence patterns, changing them slightly) are extremely effective in language teaching.	3.88	0.88
CLT		
The teacher should use activities that resemble real-world tasks.	4.22	0.92

Classroom procedures	M	SD
Activities simulating real-life communication should prevail in the lessons.	4.23	0.95
The teacher should supply learners with additional materials apart from course books based on students' individual needs.	4.27	0.78
Using games and role-plays simulating real-life communication is essential for language learning.	4.39	0.83
The teacher should use authentic materials (e.g., magazine or newspaper articles, advertisements, travel brochures, menus) in teaching English.	3.78	1.13

Similar to the previous category, the participants' beliefs about instructional procedures indicate a clear preference for CLT, especially communicative approach and task-based instruction. Thus, using activities like games and role-plays stimulating authentic communication ($M=4.39$) and real-world tasks ($M=4.22$) scored the highest. Students are also convinced that activities encouraging authentic communication should prevail in the lessons ($M=4.23$). At the same time, a significant part of the respondents supports the belief that lessons should mainly include activities teaching accurate language use ($M=3.83$). Translation ($M=3.56$), drills ($M=3.88$), and analysis of structures ($M=3.16$) were also moderately supported. Hence, traditional teaching practices are not unanimously favored.

The results on group interaction perceptions (Table 3) demonstrated a strong support for collaborative learning in line with CLT principles. The highest score was obtained for pair- and group work effectiveness ($M=4.03$), while teacher-led ($M=2.7$) and whole-class work ($M=2.84$) were not given precedence by the participants.

Table 3. Group interaction and their perceived effectiveness
(M = mean; SD = standard deviation)

Group interaction	M	SD
TLT Pair- and group work is very time-consuming and less effective than teacher-led work.	2.7	1.02
Learning as a whole class is more effective than pair- and group work. Small group work can be used in the lesson only occasionally.	2.84	1.07
CLT Pair- and group work is effective because it facilitates genuine communication among students. It should be a regular part of a lesson.	4.03	1.04

Student teachers' beliefs about language use (Table 4) in the instructional process likewise align with CLT. The participants were convinced of the utility of

interactions in the target language ($M=4.3$) and its predominant use ($M=4.14$), and they mainly rejected the idea that teachers can frequently resort to the learners' first language ($M=3.27$).

Table 4. Language use preferences: native language vs. target language
(M = mean; SD = standard deviation)

Language use	M	SD
TLT Teaching English can take place in the native language of students whenever necessary (even for half of the lesson or more).	3.27	0.88
It is unrealistic to expect students to communicate with one another or the teacher in English.	2.17	1.1
CLT The teacher should speak English rather than the learners' mother tongue in the lesson.	4.14	0.89
Students should use English to communicate with one another and the teacher.	4.3	0.79

Contrary to previous observations, students' beliefs about learner and teacher roles ran counter to the contemporary learner-centered paradigm. While they acknowledged that a language teacher was mainly a facilitator of learning ($M=4.33$) who carefully considered learners' needs and interests ($M=4.05$), they still thought it unreasonable to let students decide for themselves how and what to learn ($M=2.98$) as they were not sufficiently competent ($M=3.38$). Additionally, they most likely adopted an authoritative teaching style by carefully controlling all proceedings in the lessons ($M=4.27$), and by believing that their principal responsibility was to transmit knowledge ($M=4.1$).

Table 5. Beliefs about teacher and learner roles
(M = mean; SD = standard deviation)

Roles	M	SD
TLT It is almost impossible to teach English taking into account each student's interests and needs. It is too much of an imposition on the teacher (asking too much of a teacher).	3.34	1.1
The teacher should carefully control the procedure of the lesson.	4.27	0.8
The teacher should carefully lead all discussions in the lesson.	3.83	0.9
The teacher knows better what students need to know and how they should learn.	3.52	0.98
The teachers' principal responsibility is to transmit knowledge, e.g., by explaining new material and directing activities.	4.1	0.89

Roles	M	SD
The students are not competent enough to select the material and tasks to work on in the lesson or as homework.	3.38	0.92
CLT		
Learners should take responsibility for their learning.	4.14	0.91
The teachers' principal role is to facilitate learning (help students learn).	4.33	0.87
The teacher should allow students to select what they want to learn and do in the lessons.	2.98	1.18
Students learn best when they can explore the material for themselves.	3.73	0.98
The teacher should organize teaching taking into account students' interests and needs.	4.05	0.92

The analysis of participants' beliefs about language teaching approaches and methods (Table 6) revealed a balanced stance. For one thing, students unanimously support the belief that all language skills should be developed holistically ($M=4.55$), respect for learners ($M=4.59$), cooperation among students ($M=4.02$), and target language interaction as the foundation of language acquisition ($M=4.41$). Moderate support was documented for task-based learning ($M=3.55$), content-based instruction ($M=3.38$), and integration of technologies or computer-assisted language learning ($M=3.8$). However, repetition and habit formation underlying audiolingualism ($M=4.31$) and careful attention to language forms as the basis of language teaching (grammar-translation) ($M=3.58$) also indicate robust support.

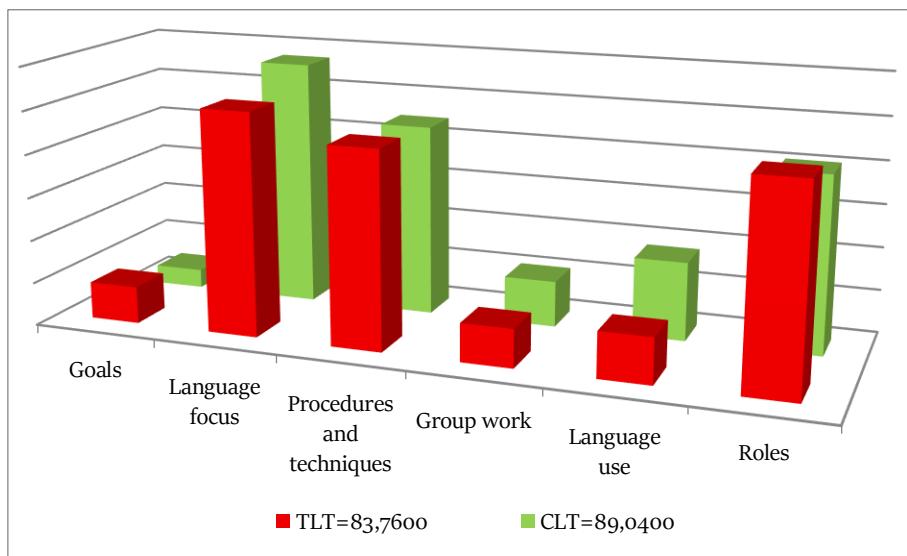
Table 6. Attitudes towards approaches and methods
(M = mean; SD = standard deviation)

Approaches and methods	M	SD
TLT		
Careful attention to language forms (e.g., grammatical structures, words, phrases) is the basis of language teaching.	3.58	0.92
Repetition is the basis of language learning, because it helps develop language habits.	4.31	0.81
Reading comprehension is the main skill worth emphasizing.	3.1	0.88
CLT		
Interaction (communication) in the target language is the basis of language learning.	4.41	0.83
The teacher should provide a balanced practice in all four language skills (speaking, writing, reading, and listening)	4.55	0.83
Language is best learned when one is solving meaningful tasks and not analyzing language elements.	3.55	0.91
The class atmosphere is more important than activities in the lesson.	3.42	0.92

Approaches and methods	M	SD
Students learn the language best when the teacher shows respect and cares for them.	4.59	0.77
Students' cooperating and interacting with one another facilitates language learning.	4.02	0.89
Language is learned effectively when dealing with the material from other disciplines that interest students (e.g., history, literature, geography). It is not necessary to make language forms (e.g., words, grammar, pronunciation) the central focus of the lesson.	3.38	1.05
Modern technologies are indispensable in language teaching.	3.8	0.91

Figure 1 visualizes the results of the comparative analysis of student teachers' beliefs about principles of language instruction.

Figure 1. Comparison of beliefs



Overall, the summative findings indicate the participants' preference for contemporary language teaching approaches with selective endorsement of TLT principles. Although authentic communication and interaction in the target language were central to students' understanding, linguistic accuracy and attention to language forms also featured centrally. As such, the participants' beliefs tend to align with CLT, which advocates for eclectic and adaptable teaching practices.

4. Discussion

While the principles of contemporary language teaching are widely promoted in EFL education, the extent of their endorsement by aspiring teachers remains underexplored. Therefore, this study looked into the beliefs of EFL student teachers about contemporary approaches as they intersect with traditional language teaching.

The findings reveal that though the participants mainly favored principles of contemporary approaches by fostering fluency, meaningful interactions in the target language, and collaborative learning, they also moderately supported features of TLT like grammar-focused instruction, accuracy, repetition, and teacher-centeredness. Given this, student teachers' responses may reflect openness to a balanced approach and eclecticism, where both innovation and adherence to verified through time traditional practices are combined.

As such, these results echo prior research demonstrating that language teachers tend to combine the strengths of CLT and TLT to meet diverse learner needs (e.g., Scheffler, 2013; Ellis, 2016; Lőrincz, 2023, 2025). The findings also align with Borg (2003), who studied the interplay between pre-existing beliefs and professional growth during teacher education and development. The moderate support for traditional practices like drills, accuracy, and translation may also point to the influence of prior language learning experiences or classroom realities. Such persistence of traditional beliefs corroborates the observations of Tang et al. (2012), who noted a deep-rooted impact of learning experiences.

Interestingly, the participants' beliefs about teacher and learner roles disclosed a tension between learner autonomy central to CLT and traditional views of teacher authority. Even though they were convinced that teachers should act as facilitators of language learning, they were reluctant to relinquish control, showing their reservations about learner-centeredness. Such a duality of views reflects Farrell's (2019) observations regarding the gap between course content delivered at universities and its practical construal in the classroom by novices. Accordingly, to bridge this gap, teacher education programs should encourage student teachers to use aspects of traditional approaches more judiciously, leveraging their strengths while prioritizing communicative goals.

5. Conclusions

The study looked into EFL student teachers' beliefs about contemporary and traditional language teaching, with the aim of disclosing their instructional preferences. The findings provided insights into how prospective teachers perceived and reconciled the principles of CLT with those of TLT. Although the participants demonstrated a strong inclination toward contemporary methodology, including meaningful target language interactions, focus on

fluency, and collaborative learning, they also partly believed in the utility of traditional aspects, especially emphasizing accuracy, focus on grammar, and teacher-centeredness. While these may appear as conflicting views, their preferences may reflect an acceptance of post-methodology and an openness to eclectic principles founded on informed decision-making by teachers in selecting context-bound teaching approaches. The participants underscored holistic language instruction and the utility of communicative competence, as shown by their support of target-language interactions, contextualized grammar instruction, and cooperative learning. At the same time, the persistence of traditional beliefs points to the impact of prior learning experiences and classroom realities. Encouraging prospective teachers to critically evaluate the principles of traditional and contemporary approaches can support the goals of the New Ukrainian school reform of fostering communicative, learner-centered instruction adapted to Ukrainian educational realities. Future research could look into cross-cultural differences between student teachers' beliefs to understand how contextual factors affect the adoption of the principles of CLT and TLT in language education.

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Beliefs held by aspiring EFL teachers are foundational to their pedagogical practices, affecting their conceptualization, evaluation, and implementation of contemporary language teaching approaches. In the context of the reform movement “New Ukrainian School,” disclosing the nature of these beliefs is critical to implementing the stipulated innovations into classroom practices. Therefore, this study explored prospective language teachers' beliefs regarding contemporary and traditional language teaching.

A survey was conducted among 64 final-year undergraduate students enrolled in an English Language and Literature education program. The questionnaire assessed their beliefs across domains of language instruction, such as goals, classroom procedures, language use, and teacher/learner roles. Quantitative data analysis revealed a strong preference for principles underlying contemporary language teaching, particularly those emphasizing fluency, target language use, and cooperative learning. However, the respondents also expressed moderate support for aspects of traditional language

teaching, such as explicit grammar instruction, accuracy, repetition, and teacher-centeredness. Such duality suggests students' inclination for eclecticism and post-method pedagogy, where pre-service teachers selectively apply principles from both instructional paradigms to suit specific contexts. The findings point to the complexity of beliefs development during initial teacher education, underscoring the need for targeted methodological intervention to raise students' awareness of their tacit beliefs.

Keywords: *English as a foreign language, learning, teaching, approaches, methods, contemporary vs. traditional, teacher beliefs, EFL student teachers.*

Погляди майбутніх учителів іноземних мов на сучасні лінгводидактичні підходи

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Стаття присвячена дослідженню поглядів майбутніх учителів англійської мови як іноземної щодо традиційних і сучасних підходів до викладання іноземних мов. З урахуванням пріоритетів освітньої політики України, визначених реформою «Нова українська школа», яка орієнтується на формування іншомовної комунікативної компетентності, актуалізується необхідність вивчення рівня готовності студентів до впровадження інноваційних змін у професійній діяльності. У зв'язку з цим метою дослідження є з'ясування ставлення здобувачів вищої освіти до доцільності застосування сучасних лінгводидактичних підходів і методів, а також виявлення їхніх професійних уподобань.

У дослідженні використано метод анкетування з подальшою статистичною обробкою даних. Вибірку становили шістдесят чотири здобувачі першого (бакалаврського) рівня вищої освіти, які завершили виробництво педагогічну практику на четвертому курсі. Результати аналізу засвідчили переважну підтримку сучасних лінгводидактичних принципів, таких як орієнтація на формування іншомовної комунікативної компетентності, використання англійської мови як основного засобу комунікації під час заняття, а також організація роботи у групах і парах. Водночас респонденти частково визнають доцільність використання традиційних підходів – зокрема, через акцент на граматичній точності, експліцитне навчання граматики та провідну роль викладача.

Отримані результати свідчать про прагнення студентів до еклектичного підходу у викладанні іноземних мов, що передбачає гнучке поєднання різних методик залежно від освітнього контексту та потреб здобувачів освіти.

Ключові слова: *англійська мова як іноземна, засвоєння мови, викладання іноземних мов, підхід, метод, сучасний, традиційний, майбутні учителі англійської мови, погляди вчителів.*

Az angol szakos tanárjelöltek nézetei a modern nyelvoktatási megközelítésekről

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A leendő angol mint idegen nyelv tanárok véleményei és attitűdjei alapvetően meghatározzák pedagógiai gyakorlatukat, ezáltal befolyásolva a kortárs nyelvoktatási megközelítések értelmezését, értékelését és használatát. Az „Új ukrán iskola” oktatási reform kontextusában e vélekedések természetének feltárása kulcsfontosságú az előírt innovációk tantermi gyakorlatba való bevezetéséhez. Ennek megfelelően a kutatás a leendő nyelvtanárok kortárs és hagyományos nyelvoktatással kapcsolatos nézeteit vizsgálta.

A felmérést 64 végzős BA-hallgató körében végeztük el, akik angol nyelv és irodalom tanárképzésben vettek részt. A kérdőív a nyelvoktatás különböző területeire vonatkozó nézeteket mérte fel, mint például az oktatás céljai, a tanórai eljárások, a nyelvhasználat, valamint a tanár és a tanuló szerepkörei. A kvantitatív adatelemzés erős preferenciát mutatott a modern nyelvoktatás alapelvei iránt, különösen a folyékony nyelvhasználat, a cényelv alkalmazása és az együttműködésen alapuló tanulás hangsúlyozása tekintetében. Ugyanakkor a válaszadók mérsékelt támogatást fejeztek ki a hagyományos nyelvoktatás egyes elemei iránt is, mint az explicit nyelvtanoktatás, a grammaticai pontosság, az ismétlés és a tanárközpontúság. Ez a kettősség a hallgatók eklektikus szemléletére és a posztmetódus pedagógia iránti nyitottságára utal, amelyben a tanárjelöltek minden oktatási paradigmából szelektíven alkalmaznak elveket az adott kontextushoz igazodva. Az eredmények rávilágítanak a tanárszakos hallgatók nézeteinek összetettségére a tanárképzés során, és hangsúlyozzák a célzott módszertani beavatkozások szükségeségét a hallgatók rejttett attitűdjéinek tudatosítása érdekében.

Kulcsszavak: *angol mint idegen nyelv, tanulás, tanítás, megközelítések, módszerek, kortárs vs. hagyományos, tanári nézetek, tanárjelöltek*