

## ABSTRACT

In the literature of teacher belief, it assumes that 1) teachers' beliefs are critical in their impact on their teaching practices and professional development; 2) Changes in teachers' behaviours, actions and practices stem from changes in teachers' beliefs; 3) understanding how teachers' beliefs construct or reshape as they learn to teach is essential to inform and strengthen teacher education programs. Under these assumptions, rather in ELT field in Thailand, there has been a great likelihood of student teachers receiving training in their teaching practices. Importantly, general or specific beliefs have largely dawned when training through ELT teacher education program. They bring those conscious or unconscious beliefs about language learning and teaching to their practicum classes. This present study is undertaken in order to investigate what beliefs a group of postgraduate student teachers hold with respect to language teaching over a M.A ELT program in Thailand and the leading question underlying this study is whether the M.A ELT program results in significant developments or changes of student teachers' beliefs about language teaching. It employs both of quantitative and qualitative instruments for data collection in order to elicit beliefs. All relevant data were collected and analysed from four sources: a questionnaire, the interviews, classroom observations and teaching journals. This study found that student teachers hold extensive beliefs about language teaching, importantly those beliefs can be either reinforced or changed by the language teacher education program. A number of contextual constraints within the relationship between student teachers' beliefs and their practices were identified and discussed. This study would do its share for a better understanding of what extent student teachers' beliefs about language teaching lead to good teachers and inspiring the ELT educators to pay a close attention teacher education curriculum construction.