

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÜNİVERSİTE ÖĞRENCİLERİ VE  
ÖĞRETMENLERİNİN DİL ÖĞRENİMİNE İLİŞKİN  
İNANÇLARININ KARŞILAŞTIRMALI ÇALIŞMASI

BELIEFS ON THE NATURE OF LANGUAGE LEARNING :  
A COMPARATIVE STUDY OF TURKISH EFL LEARNERS'  
AND THEIR TEACHERS' BELIEFS AT UNIVERSITY LEVEL

Ayşegül Aktaş  
(Yüksek Lisans Tezi)  
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THESIS OF MASTER OF ARTS  
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## YÜKSEK LİSANS TEZ ÖZÜ

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Yabancı dil öğrenen öğrencilerin ve yabancı dil öğreten öğretmenlerin dil öğrenimi konusunda belli inançları vardır. Bu inançlar kişisel ve çevresel faktörlerce etkilenebilir ve dil öğrenim sürecini etkileyebilirler. Bu çalışma, sözü edilen inançları ve bu inançların öğrencilerin, cinsiyet, öğrenim gördüğü alan, mezun olduğu lise, ve İngilizce yeterlilik düzeyine ve öğretmenlerin, cinsiyet ve öğretme deneyimlerine göre değişip değişmediği ve ayrıca öğrenciler ve öğretmenlerinin inançlarının birbirine uyup uymadığını araştırmıştır.

Bu çalışmanın verileri Anadolu Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Programında toplanmıştır. Birbirine paralel iki anket 1004 öğrenci ve 59 öğretmene verilmiştir. Öğrenci anketi 34, öğretmen anketi 27 madde içermiştir. İstatistiksel veri analizleri için z test ve ANOVA test uygulanmış, öğrenciler ve öğretmenlerinin inançları belirlenmiş ve aralarında anlamlı farklar olup olmadığı araştırılmıştır.

Sonuç olarak, bu çalışma Anadolu Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Programı'ndaki öğrenciler ve öğretmenlerinin yabancı dil öğrenimi konusundaki inançlarını saptamıştır ve bu iki grubun benzer inançları paylaştıkları ve bulunan farklılıklarında çok büyük ve belirgin olmadığını ortaya koymuştur.

## THESIS OF MASTER OF ARTS

## ABSTRACT

BELIEFS ON THE NATURE OF LANGUAGE LEARNING: A COMPARATIVE STUDY  
OF TURKISH EFL LEARNERS' AND THEIR TEACHERS'  
BELIEFS AT UNIVERSITY LEVEL

Foreign language learners and their teachers have certain beliefs about language learning. These beliefs may have been affected by individual and environmental factors and they may affect language learning process. This study investigated what these beliefs are and also tried to find out whether they varied according to gender, major, educational background and English proficiency level of learners and gender and teaching experience of teachers. The study also explored whether there were any mismatches between learner and teacher beliefs.

The study was conducted at Anadolu University, School of Foreign Languages, English Preparatory Program. Two parallel questionnaires were given to 1004 students and 59 teachers of English. Learner version of the questionnaire included 34 items and teacher version 27 items. For the statistical data analysis of the responses z tests and ANOVA tests were performed to determine whether the quantitative differences in learners' and their teachers' beliefs were significant.

As a result, this study explored that English language learners and their teachers in this context mostly shared similar beliefs. In addition, there were also differences in their beliefs, however, they were not very large and considerably varying within groups.

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## **1. INTRODUCTION**

### **1.1. Background to the Study**

For a period extending over several decades, there has been a huge amount of research aimed at extending the knowledge of second/foreign language learning and teaching. Indeed, teaching methods have been examined, tested and compared to find the best one over a long period of time. Long (1991, 145) claims that “language teaching methods do not exist at least, not where they would matter, if they did, in the classroom.” In real life, he believes, teachers do not remember methods, as a result, methods do not matter; they do not exist he concluded.

In his study Woods (1996), for instance, found the teacher trying to do what he was taught to do, but finding it almost impossible to follow all those rules. So, as the finding suggests, in theory methods are fine but in practice they don't work, and there are other variables affecting the teaching situation.

As Johnson (1992) points out teachers' belief systems have a relationship with teachers' theory of language, the nature of language teaching, the role of the teacher, effective teaching practices and the teacher-student relationship (cited in Richards, 1996). Woods (1996), similarly, states that each teacher has an individual belief system integrated with his/her experience, knowledge and assumptions.

With minor variations, teaching is a very isolated profession. It is the teacher who decides what to do and how to do things, as well as which method to follow. The language teacher enters the classroom, closes the door and some kind of teaching activity starts inside. One very important thing here is that learners' beliefs, expectations, and attitudes should overlap with those of their teachers to create a real learning situation.

If language learning is examined from one perspective, it could be seen that every foreign/second language class is different from another, since there is a mixture of different social and cultural backgrounds, different personalities and different teacher/learner abilities of its teachers and learners. The important point, as Mantle-Bromley (1995) argues is that every single learner has his or her own personal traits, and also every single teacher has his or her own personal traits. This leads to the issue that learners come to the classroom with certain beliefs and expectations that may affect their language learning process. Therefore, language teachers are likely to encounter various kinds of beliefs in a language class. However, many of them ignore their students' beliefs on language learning.

Similarly, Kumaravadivelu (1991) claims that the teacher and the learner bring their own perceptions of what forms language teaching, learning and the final outcome of learning as well as their own thoughts about what their classroom roles should be. He also suggests that if the gap between teacher intention and learner interpretation is narrower, then the chances of achieving the desired learning outcome will be greater.

Lastly, Rifkin (2000) conducted studies in this complex area accepting that students' beliefs about foreign language learning, including beliefs about the time needed to gain fluency, beliefs about relative abilities of children and adults or males and females to learn a foreign language, beliefs about the roles of risk taking and communicating in foreign language, and other beliefs about the learning process are of critical importance for any student's efforts to master a foreign language.

As mentioned above, beliefs about language learning would have an impact on learner's effectiveness in an instructional setting. Furthermore, where these beliefs correspond or diverge is an important issue for the worth of investigation. For instance, for the teacher, what a learner interprets as a great conversation may be an "exercise gone astray" as suggested by Woods (1996).

## 1.2. Goals of the Study

The main purpose of this study is to determine the learner beliefs and to find out according to which factors these beliefs change. As pointed in the literature, any aim of research on learner beliefs generally looks for learners' preconceived ideas about what is involved in learning a foreign language, in order to forecast conflicts which may trigger student frustration, anxiety, demotivation and even giving up a foreign language study (Schumann and Schumann 1977; Schumann 1980, cited in Kern, 1995).

In addition, teacher beliefs are also examined in the same way, with a comparison being made to evaluate the degree of variation in beliefs of learners and their teachers about language learning within the same teaching setting. The final purpose of the comparison of their views is to see whether there are any mismatches.

In other words, the study tries to find out what language learners and their teachers believe about the nature of language learning; it is a comparative study. It does not try to change or eliminate the irrational beliefs of either the learners' or the teachers' beliefs. Neither does it deal with mismatched beliefs of the learners nor their teachers. Only suggestions in dealing with the possible problems created by these mismatches are made.

The final outcome success has not been focused on, either. Specifically, this study deals with identifying beliefs, and does not attempt to answer the question of how beliefs directly affect the learning/teaching process. There have been research studies comparing learner and teacher beliefs; however, the present study compares Turkish learners' beliefs with those of their teachers, in terms of different variables.

The study was carried out within a foreign language setting and a limited context: one language department at one university where all the teacher participants are native speakers of Turkish and have been trained in EFL.

### **1.3. Statement of Research Questions**

This study was designed to answer the following research questions:

1. What do Turkish students at Anadolu University Intensive Language Program believe about language learning?
2. What do their language teachers believe about language learning?
3. Do Turkish learner beliefs vary systematically by gender, major, educational background and language proficiency level?
4. Do Turkish teacher beliefs vary systematically by gender and teaching experience?
5. Are there any mismatches between the beliefs of these learners and those of their teachers?

## 2. REVIEW OF LITERATURE

### 2.1. Definition of Beliefs

Littlewood (1984) points out that beliefs are very difficult to interpret, but they are acquired at early ages and it is not easy to change them. Abelson (1979, cited in Woods, 1996) defines beliefs as involving the existence of abstract entities. They are evaluative, they have different degrees of strength and they are not clear. This implies that beliefs are not factual.

Some other researchers in this field define beliefs as, notions about language learning that students have acquired, and as an individual's opinions about language learning, synonymous with attitudes, representations and opinions. They are 'a learner's philosophy' (Abraham and Vann, 1990; Fraser and Gaskell, 1990; Banya and Cheng, 1997; Kuntz, 1997; cited in Asbjornson, 2000).

Studies on language learning beliefs began with early research in individual difference, which attempted to clarify differences between successful and less successful learners (Rubin, 1975, 1981; Naiman, Frohlich, Stern & Todesco, 1978; Fillmore, Kemler & Wong, 1979; Nation & Mc Laughlin, 1986). There has been a realization that learners' beliefs are of crucial importance in learning a language. They are likely to have a direct affect on L2 learning (cited in Ellis, 1995).

Many researchers claim that language learners may have some preconceived ideas about language learning and that they may bring these ideas, beliefs, goals and attitudes and decisions to the classroom, thereby affecting their learning. According to Hosenfeld (1978, cited in Chawhan and Oliver 2001), students form mini theories of L2 learning. There has been relatively little research into the nature of these theories about how learners' beliefs affect language learning.

Mantle-Bromley (1995) investigated middle school-aged students' beliefs about the language learning process. Results demonstrated that many students enter the



language class with misconceptions and mistaken beliefs about language learning that may hinder their progress in the language learning process. The evidence indicates that it is possible to help students overcome the blocks to language learning.

Horwitz also extensively studied beliefs. In one study (1985) she elicited student beliefs about language learning and teaching with two instruments: the Foreign Language Attitudes Survey (FLAS) and the Beliefs About Language Learning Inventory (BALLI). She found out that students enter a language class with many preconceived ideas about language learning which result mostly from the learners' socio-cultural and educational background.

In fact, teachers continually encounter variety of beliefs. For instance, whenever a student has a difficulty with the language, or evaluates a teaching approach, these beliefs are recognized. However, many teachers may ignore these beliefs. Furthermore, determining learner beliefs can help teachers and students "to construct a shared understanding of the language learning process and of the part they play in it" (Cotteral, 1995, cited in Chawhan and Oliver, 2001, 203). Chambers (1998, 254) also points out that it is important for teachers to access their students' views on their learning experience in order to provide for their varying needs, since each of them has a certain idea or expectation about learning a language.

In summary, it should be recognized that both language learners and teachers have certain beliefs about learning a foreign language and these beliefs could have been affected by their individual differences and other environmental factors. They might also affect the language learning process.

## **2.2. The Effects of Beliefs on Language Learning**

It is generally believed that a number of factors contribute to success in language learning. Ellis (1995) categorizes these factors as follows: learner beliefs' and learner affective states, which include anxiety and other general factors such as age, language aptitude, learning style, motivation, and personality. These may interact in sophisticated ways to affect language learning. As a result of these effective factors, some students

seem to learn very efficiently and reach a high level of ability in learning a language, while others seem only to achieve a very high level of frustration.

Similarly, Richards (1996) believes that learner belief systems include a variety of issues and that these systems can affect learner motivation and expectations about language learning and their learning strategies. Wenden (1987) also studied the beliefs of students. For her study, 25 adults who had lived in the U.S. for no longer than two years and who were enrolled part-time in the advanced level classes of the American Language Program at Colombia University, were selected, interviewed and tape-recorded. The results reveal that language learners have explicit beliefs about how to learn a second language and that these affect the way they approach language learning, which means those beliefs are consistent with their approaches to learning.

In another research Tse (2000) has pointed out that learner beliefs can be indicators of individual differences in effect and attitude during the language learning experience itself. Rifkin (2000) also investigated learner beliefs about learning a foreign language. The study was based on a survey of 1004 students, of 10 different languages, at different levels of instruction in three different institutions. He compared the beliefs with those held by learners in Horwitz's (1988) study. The results of the study reveal that learners at research institutions might be more likely to hold counter-productive beliefs about language learning, and also that learner beliefs may alter according to languages studied, levels, as well as the institutions that learners are studying at. In her study (1988), Horwitz found that substantial numbers of students believe that learning a second language primarily involves learning vocabulary or grammatical rules. Some others initially attempt to make translation from their language before any utterance. As a result of these misconceptions or mistaken beliefs, students may feel frustration, lack confidence and motivation or become demotivated, so ineffective language learning caused by powerful preconceptions may occur.

Learner beliefs have also been observed as an effective factor on learner anxiety, language aptitude, motivation, age, personality and learning style. The most obvious point to make about anxiety is that it is a well-known source of poor achievement.

Gardner and Mac Intyre (1993) define language anxiety as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient” (p.5). Therefore, a language learning environment such as the classroom, may cause learners feel anxious and constrained. Palacios (1998, cited in Horwitz 2001) examined the impact of the classroom atmosphere on a student’s degree of foreign language anxiety and found that several elements of the classroom atmosphere, namely the teacher, the learners’ peers and material are associated with higher and lower degrees of anxiety.

In addition, several theorists, including Gardner (1985), Mac Intyre (1995), and Krashen (1981), have focused on anxiety as a critical affective variable that may strongly influence language learning (cited in Tse, 2000). Young (1991) claims that learner beliefs about language learning and teacher beliefs about instruction is instrumental in sources of language learning anxiety.

Horwitz (2001) concludes that anxiety is not a realistic reaction. Learners with high anxiety feel uncomfortable about their abilities, although their objective abilities are good and anxiety may be thought of as the product of divergence, that is, mismatching at students’ and teachers’ beliefs about the nature of language. It can therefore be accepted that if learners have excessive anxiety and if teachers pretend not to be aware of it, less will be achieved in an instructional setting. What is vitally important about learner beliefs on learning and dealing with anxiety is teacher support, lack of competition, open teacher talks, teacher’s trust and his/her interest in learner ideas.

Language aptitude is the next personal factor which is highly influential in language learning, and which is affected by learner beliefs. Gardner (1987) defines language aptitude as a term used to describe the ability characteristics which affect how well students can learn a foreign language (cited in Ellis, 1995).

Carroll (1982) defines language aptitude as the capability of learning a task, claiming that it is very important in L2 learning and acquisition (cited in Ellis, 1995).

Gardner and Mac Intyre (1993, 215) also comment that “in the long run, language aptitude is probably the single best predictor of achievement in a second language.”

Mori (2000) studied learner beliefs about their own learning. In his study a belief questionnaire was administered at two private universities in the U.S. 187 students completed the questionnaire. The findings of the study supported the view that both language learner beliefs about learning in general, and beliefs about language learning in particular are characterized as a system consisting of multiple and distinct dimensions. Mori also claimed that learner beliefs about learning in general, and their language aptitude to learn, have different impacts on their learning; that is, positive beliefs could be beneficial for learner’s limited ability, as well as having unique effects on one’s language learning strategies.

Finally, Tse (2000) concludes that learners who believe in having ability to learn a language may persevere in foreign language classes for longer than those who perceive themselves as having no ability to learn another language.

The next personal factor having an effect on language learning is motivation. Gardner (1985) defines motivation as, “the combination of desire and effort made to achieve a goal; it links the individual’s rationale for any activity such as language learning with the range of behaviors and degree of effort employed in achieving goals.” Finocchiaro (1981) defines motivation as “the feeling nurtured primarily by the classroom teacher in the learning situation” (cited in Ellis, 1995, 516).

Littlewood (1984) argues that whether or not a learner will start to deal with a task is largely determined by his/her motivation. Motivation is composed of a lot of complex factors including the individual’s drive. Marinova-Todd and her friends (2000) investigated motivation as a determining factor in SLA success and found that some older beginners, who have achieved native-like proficiency, are characterized by very high levels of motivation. Of course, learner beliefs are an important contributor to proficiency. A sympathetic teacher may have a supportive effect on learners’ positive beliefs in terms of motivation.

Another factor that needs to be taken into consideration when examining the relationship between language learning and beliefs is age. This area has been a hotly debated topic. Ellis (1995) argues that many people believe younger L2 learners generally do better than older ones, concluding that learners at early ages achieve a more native-like accent than adolescents or adults and that they are also better in learning grammar.

Scarcella (1992) claims that age is the determiner of success or failure in foreign language learning. Krashen, Long and Scarcella (1982) investigated if adults might have learning advantages and if children have better pronunciation. Their findings show that adults never achieve perfect mastery of the language. This is because after the critical period which ends around puberty, adolescents and adults can no longer have natural learning processes. It then becomes an artificial process (cited in Scarcella, 1992)..

Many researchers have arrived at some common points on the age issue. For instance, that adult learners have some advantages in rate of learning, especially grammar, or that child learners may achieve a native-like accent and grammar at higher levels than adult learners. There have also been recent studies looking at late beginners who achieve native like levels of performance in L2, studies looking at very early beginners, studies looking at a post-pubertal L2 learning, and studies looking at the age effects which do not rely on neurolinguistic arguments. Concerning the achievements of late beginners, studies conducted by Bongaerts, 1999; Planjen and Schils, 1997; Mennen, Van der Slik, 2000; show that some learners whose exposure to an L2 begins after age 12 can nevertheless acquire an L2 accent, perceived as native by native speakers (cited in Singleton, 2001, 80).

To sum, Singleton (2001) concludes that second language age effects are neurologically based and that they are related to absolute, well-defined chronological limits. Therefore, age is critically affective on the learning stage. An adult may believe that it is too late to learn and perform a foreign language. Such beliefs might negatively affect the learning process.

Personality is one of a great many factors to be taken into account affecting the learning process from beliefs point of view. In an instructional environment, of course, each learner has certain personality traits, so their perspectives about language learning are different from each other. It is useful to consider whether learner personality increases the amount of learning, enthusiasm and enjoyment. For instance, extrovert learners may have certain advantages while learning a language. They may get involved in social interaction and may speak the language in a more confident manner in communicative situations where the environment is not real (Littlewood, 1984).

In a study by Adelaide Heyde (1979, cited in Littlewood, 1984) it was found that language learners with a high level of self-esteem were more successful, feeling less threatened when communicating in a strange language or in an unfamiliar situation.

Based on his own research, Ely (1988) investigated the effects of personality traits on attitudes toward different learning activities. The study was conducted with a group of 125 students of Spanish at university level. As well as the personality instrument, the students filled out the Likert-scaled attitude questionnaire. The findings indicate that certain personality factors change according to certain influences, and that motivation, self-esteem, anxiety level, risk taking ability, learning styles and strategies, significantly influence students belief, expectation and attitude perspectives through what occurs in the second language environment. Not every activity should be suitable to each of them, but a careful consideration may be helpful.

In sum, personality effects on foreign language learning require careful scrutiny. Any genuine further attempt at determining personal characteristics and their impact on beliefs while learning, and solutions for the drawbacks would be beneficial.

Learning style is another general factor to be examined when beliefs are considered. Keefe (1979, cited in Ellis, 1995, 499) defines learning style as “a consistent way of functioning, that reflects underlying causes of behavior.” Ellis (1995) found that learners differ enormously in their preferred approach to L2 learning, but

found it impossible to say which learning style works best. Student learning style and interests should be taken into consideration when choosing material and applying instruction.

Willing (1988, cited in Richards and Freeman, 1993) argues that if one chooses a suitable teaching style, methodology and course organization to accommodate learning styles, then, learner satisfaction and attainment will increase. On the other hand, Gaies (1998, cited in Asbjornson, 2000) proposes that beliefs are quite stable and idiosyncratic which means learners have their own beliefs on learning a language and that it is also difficult to change those beliefs. Similarly, learners have their own learning styles which affect their learning and which are difficult to change.

Learning strategies are techniques that learners apply of their own choice to enhance the effectiveness of their learning; in this sense, strategy use forms an example of motivated learning behavior. There is a close relationship between students' learning strategies, their beliefs and their motivation .

Another factor affecting learning is culture. It is accepted that culture plays an influential role in teaching and learning of foreign languages. Horwitz (1988) also stated if beliefs about language learning are prevalent in the culture at large, then foreign language teachers must consider that students bring these beliefs with them into the classroom.

Ryan (1996, 573) also claims that, "to study a language involves studying cultural aspects tied to a language; culture and language are inseparable." Therefore, when considering the issue of teaching a foreign language, it is prominent to keep culture in mind. As for learning a language, it cannot be learned in isolation from its cultural uses. Basically, culture is a relevant factor in the formation of belief systems as well as other social, institutional, educational and especially, individual factors.

To sum up, many different factors such as learners' affective states, their aptitude, learning style, motivation and personality might have effects on the formation of learner beliefs and on the language learning process in general.

### **2.3. Teacher Beliefs and Their Effects on Teaching and Learning in the Classroom**

Teacher's cognition in teaching is very important. Borg (1999, 19) defines cognition as, "the theories, and attitudes about all aspects of their work which teachers hold and which have a powerful impact on teachers' classroom practices." If he/she is not really aware of what to teach, the final result could be a disaster. However, everything in the classroom is performed behind closed doors. It is both the teacher's and the students' ability to create an efficient atmosphere where the real learning is achieved. It is impossible to observe every classroom, and as Borg (1999, 25) states, "no observed phenomenon is wholly real".

A primary source for teachers' classroom practices is teachers' belief systems as claimed by Richards (2001). Teachers build up their own attitudes, values, theories and assumptions on language teaching and learning and they reflect them to the classroom. Their beliefs are formed by their experience, school practice, personality, educational theory, reading and other sources. Johnson (1992, cited in Richards, 1996) investigated whether teachers' belief systems had a relationship with teachers' theory of language, the nature of language teaching, the role of the teacher, effective teaching practices and the teacher-student relationship. In her study, Schulz (2001) revealed how foreign language teachers have huge discrepancies in their belief systems. The sources of their beliefs are quite complicated. Teacher preparation and in-service development, professional experience and form of instruction play a valuable role. However, their own language learning experiences have absolutely colored their perceptions as well.

Therefore, it could be understood that teachers beliefs influence what is taught in the classroom and how it is taught. Moreover, teachers' classroom behavior is very much connected to what they have been taught. For instance, if during the class the conversation goes other than with the plan of things, following the learners interests, an organized teacher may feel nervous and out of control, no matter how stimulating the conversation is, and may miss an opportunity to focus on something that students could use; however, if the teacher is freer in approach, then, he/she will allow such a dialog to



continue being happy to accept whatever contributions the students have made to their learning as long as it is meaningful.

Yang (1993) investigated the beliefs of 505 students in Taiwan. Cotteral (1995) explored the beliefs of 139 students on language learning in New Zealand. Kern (1995) compared the beliefs of students about language learning with those of their teachers and with those of their peers at another institution. All these studies reveal that everything involved in the learning process has an influence on learning a language, including teacher, learner, materials and context. Of course, some specific differences such as the background of the students, their purpose in learning a language and where they study, affect their beliefs. Furthermore, these studies show that if the learner beliefs are understood, this may enhance the learning process, meaning that learners and their teachers may become more realistic in their learning and teaching goals. The teachers can be more productive or impressive while teaching and the students will consequently be more enthusiastic, eager and devoted. Thus, this can lead to a more productive and successful interaction.

Different teachers may have different views about teaching. However, facilitation of learner understanding of language is an involved skill. Tillema (1995) studied the professional knowledge and beliefs of teachers. He investigated how corresponding knowledge and beliefs between teachers and training content affect learning. The study was conducted among 146 primary school teachers participating in an in-service training course on special education and mainstreaming. The data was collected over a time period of two school years. Teachers were given the knowledge and belief tests. The data was then analyzed and discussed with the teachers in a planned meeting. The training sessions were audio-recorded. After the last training session, the post training tests were administered. Later, the teachers were given a portfolio assignment to complete. The results revealed that knowledge acquisition needs to be preceded or accompanied by changes in beliefs. Teacher beliefs were found to filter the knowledge acquisition process which meant if the correspondence between teacher beliefs and the presentation in training was great, then, more learning would

take place. It is clear that training is often effective, although it has drawbacks in determining and changing beliefs.

De Los Angeles Clemente (2001) studied the attitudes of teachers within a self-directed language learning situation. Attitude is one of the most important elements of the belief system of the teacher. The subjects were 15 language teachers from 8 different countries. She used an open questionnaire and an informal conversation setting to get the data. In the end, she found that classroom teachers are not always aware of their attitudes. Many professional mistakes are made and also a lot of things are taken for granted. Clemente believed that teachers past experience and present position support a positive attitude on their profession.

Karavas-Doukas (1996) used attitude scales to investigate teacher attitudes in Greek public secondary schools. She observed fourteen Greek ELT teachers and their classrooms. From her study she found that attitude scales could play a significant role in revealing teacher beliefs. The study revealed that communicative language teaching principles in classrooms are not frequent with many teachers having structural approaches in their classrooms. There is clearly a discrepancy between theory and classroom practice, caused by teachers attitudes. Additionally, teacher's educational theories and attitudes have an effect on their classroom behavior. The investigation of teachers attitudes can help identify the difficulties teachers face when implementing curricular innovations in the classroom. (Dingwall, 1985, cited in Karavas-Doukas, 1996).

Kagan and Tippins (1991) conducted a study to develop and evaluate a system of analyzing teachers' underlying beliefs. Twenty-four in-service teachers wrote four case narratives. The differences appearing in their study were: a feeling for the internal conflicts that a problem provokes in a teacher, the long-term nature of problems and their ethical undertones. It was found that when the teachers wrote their own cases they reflected their own beliefs in the writing.

In addition, Tsui (1995) pointed out that there are practical theories underlying teachers' classroom practices which seemed to be dominated by the differences in cultural and educational background of teachers (cited in Richards, 1996). On the other

hand, Richards (1996) studied the nature of teacher maxims through an analysis of teachers' accounts of their teaching and lesson protocols. As a result, he found that teachers maxims appear to reflect cultural factors, belief systems, experience and training. In his study Richards (1996) explored that some teachers are very much humanitarian in their beliefs, and believe that students learn if they feel a warm, cooperative atmosphere in the classroom. With a variety of activities and a cosy environment much could be achieved. It is important to be positive and to have a tremendous amount of patience and accordingly, to have a good attitude and project this to the students, and hopefully establish a relaxed atmosphere in the classroom.

✘ Burn (1988, cited in Borg, 1999, 24) argues that “teachers’ practices are shaped by beliefs relating to the institutional culture of the school they worked in, their own personal beliefs about language, learners and learning, and their beliefs about specific instructional tasks and materials.”

Ultimately, of course, the expression on the students’ faces and the atmosphere in the classroom during and at the end of the lesson could give some idea to the teacher about how that day’s performance had gone. That is the real measure in such a situation. As Richards (1996) states, teachers possess rational orientations towards teaching and these lead them to try to create specific conditions in their classrooms. These conditions reflect the teachers’ view of the role of the teacher and of the learners, their beliefs about the kind of classroom climate they think best supports learning, what they believe constitutes good methodology, and the quality of classroom interaction and language use they want to achieve.

From this, we could conclude that teaching is a very personal activity. Every teacher has his/her own method to apply. Teachers may hold different theories of teaching and have specific beliefs about language learning.

#### **2.4. The Relationship Between Learner and Teacher Beliefs**

Horwitz (2001, 121) claims that a consistent minority of language learners find language learning an uncomfortable and unsettling experience. When

learning a second language, too many people endure frustration and discomfort. Differences between teacher and learner beliefs can sometimes lead to a mismatch between their assumptions about what is useful to focus on in a language classroom. As Richards (1996) states, for instance, a teacher may teach a reading lesson with the purpose of developing extensive reading skills, while the students may think of the activity as an opportunity for intensive reading, building up their knowledge of vocabulary and idioms.

A significant finding of Weinstein's work (cited in Williams and Burden, 1997) was that learner perceptions of teachers' behavior in class did not necessarily correspond with those of their teachers' intentions nor with what actually occurred in the classroom. However, as he found out, it is the learners' perceptions and interpretations which have been found to have the greatest influence on achievement. In addition, if there are discrepancies between learner and teacher beliefs, this may lead to learners' undervaluing an activity assigned by the teacher.

According to Tarone and Yule (1989), some adult learners have quite powerful preconceptions about the form a language learning experience should take. Many learners are used to an educational setting in which teachers overtly control everything in a formal manner. If the teacher assumes a less authoritarian role, expects interactive group work among students or generally acts as if students should be responsible for their own learning, then the learners may feel that their teacher isn't doing the job properly.

Widdowson (1990) claims that, as in other areas of social life, success in interaction in the classroom depends on knowing the parts they have to play and how they relate with those that others enact in the encounters in which they are engaged. So, if both the students and the teachers are clear about their roles and expectations it will solve most of the possible problems before they even occur.

On the same issue, Horwitz (1990) illustrates that many teachers using communicative approaches have encountered students who complain if their every

mistake is not corrected. On the contrary, others might have students who value the communication of meaning over grammatical accuracy, and feel frustrated when their utterances are corrected constantly (cited in Kern, 1995). These kinds of mismatch between students and their teachers may cause less confidence and less satisfaction in a language classroom.

As further illustration, Borg (1998) suggests, a group of beginner students may feel upset if a certain grammar element is not given. So, it is more likely that such students may feel highly demotivated because most of them in such a classroom would be aiming at passing an exam, so learning the structure of the language is what they want. However, a few of the students may be aiming at learning how to communicate in the language. Thus, some of the class will be unhappy because their beliefs will not correspond with those of their teachers.

In another research, Schulz (2001) investigated students and their teachers perceptions concerning the role of explicit grammar instruction and corrective feedback in foreign language learning. A questionnaire was administered to 607 foreign language learners and 122 of their teachers. The results reveal that it is important to explore students perceptions regarding the factors believed to enhance the learning of a new language and make efforts to deal with conflicts between students' beliefs and their teachers' practices. It was also pointed out that if teacher behaviors do not match with learners' expectations, motivation and teacher credibility may be reduced.

In his study, Chambers (1998) reveals that the teacher comes out on top, being the factor which dominates almost every issue investigated in the survey relating to learners' feelings about learning a foreign language. Moreover, there is often a mismatch between what the teacher provides and the pupils' perceptions of their needs. Therefore, learners may strongly feel that it is the teachers' job to stimulate their students' interest and to motivate them, Even so, the beliefs or expectations may not correspond and the atmosphere may turn into an absolute disaster which disturbs both sides. Such mismatches are often unavoidable as seen earlier. What is proposed here is

that if the sources of mismatches are investigated, it would be helpful for both the teaching and the learning processes.

For instance, Kumaravadivelu (1991) studied teacher intention and learner interpretation. He aimed at investigating potential sources of mismatch between teacher intention and learner interpretation. In the study, two intermediate level English as a Second Language (ESL) classes taught by two different teachers participated. The teachers were given the same task and were advised to follow the strategies for classroom management provided by the textbook writers in the teacher's book. The classroom interaction was audiotaped and transcribed. The teachers and the students were interviewed to seek certain clarification during the analysis stage concerning the classroom interaction. The interactional analysis of data showed instances of mismatch between teacher intention and learner interpretation of classroom aims and events. Ten potential sources were discovered. These were cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional and attitudinal sources. He concludes that this knowledge will help teachers sensitize themselves and facilitate desired learning outcomes in the classroom. Mismatches between teacher intention and learner interpretation may therefore be inevitable. What is needed, as he points out, is "an understanding of the learners' capacity to draw their own maps so that we can promote successful learning outcomes" (p. 106).

When the teacher goes out of the classroom with a feeling that the lesson has been successful, he/she should also consider the students' feelings. Therefore, to have a beneficial result in a foreign language learning environment, mutual expectations should be considered. As Williams and Burden (1997, cited in Chawhan and Oliver, 2001) state, all learners may be affected by their personal feelings about their teachers so it would affect their motivation to learn in some way.

In summary, to overcome learners counterproductive beliefs about foreign language learning, those beliefs must be understood exactly first, since they may cause inhibitions about language learning (Rifkin, 2000)

### **3. METHODOLOGY**

#### **3.1 Participants and Setting**

##### **3.1.1 Language Learners**

The learner participants of the study were a heterogeneous group of adult students learning English as a foreign language in the English Preparatory Program of School of Foreign Languages at Anadolu University. The data were collected in the spring term of the 2000-2001 academic year during the learners' usual class time. The participants' age differed from 18 to 23. Students had been placed in the program according to a placement test scores which was given at the beginning of the second semester. Proficiency levels were ranked from beginner to advanced in 6 levels. Total number of the students was 1107. A total of 1004 students completed the questionnaire for this study. 12 of the participants were ignored because of their indifference to the questionnaire or lack of demographic information. Another 89 learners were absences of that day. Their distribution into levels is shown in Table 3.1

**Table 3. 1****The Distribution of Learner Respondents Regarding their Proficiency Level**

<b>Level</b>	<b><i>n</i></b>	<b>%</b>
Beginner	57	5,7
Elementary	311	31,0
Lower Intermediate	252	25,1
Intermediate	232	23,1
Upper Intermediate	130	12,9
Advanced	22	2,2
<b>TOTAL</b>	<b>1004</b>	<b>100,0</b>

*n*: number of the students                      %: percentage

The English Preparatory Program at the time had students from 10 different faculties. In this study, the faculties and the schools of students were divided into two groups for the analysis as follows: **Social Sciences** ( Faculty of Education, Faculty of Literature, Faculty of Communication Sciences, Faculty of Economics and Administrative Sciences, Faculty of Fine Arts, School of Tourism and Hotel Management) and **Natural Sciences** (Faculty of Engineering, School of Industrial Arts, Civil Aviation School, Faculty of Science). The number and the percentage of the learners in different departments are presented inTable 3.2

**Table 3. 2****The Distribution of Learner Respondents Regarding their Major**

<b>Major</b>	<b><i>n</i></b>	<b>%</b>
Social Sciences	449	44.7
Natural Sciences	555	55.3
<b>TOTAL</b>	<b>1004</b>	<b>100.0</b>



Out of 1004 participants, 529 of them were identified as male (52.7 %), the other 475 students being identified as female (47.3%) subjects. Their distribution is shown in Table 3.3

**Table 3. 3**  
**The Distribution of Learner Respondents Regarding their Gender**

<b>Gender</b>	<b><i>n</i></b>	<b>%</b>
Female	475	47.3
Male	529	52.7
<b>TOTAL</b>	1004	100.0

Considering the English language courses they receive a week, the educational background of the learner participants is categorized into four groups; normal state high schools, Anatolian high schools, private schools and others. Then, normal state high school is an example of the Turkish state high school in which only 4 hours of English language teaching is performed a week in grade 1, and none in the second and the third grades. The Anatolian high school is also a state school. However, here students start with a preparatory class in which 24 hours of English language education is given. Then, they continue with 8 hours of general English in addition to 2 hours of listening and speaking skills in the first grade. In the second grade, they study 4 hours of general English plus 2 hours of listening and speaking skills. In the third grade, the students study only 4 hours of general English. In private schools, students study 28 hours of English in preparatory class. However, in the first and the second grade, they study 8 hours of English but none in the third grade. Other schools are: teacher training high schools, vocational high schools, Anatolian vocational high schools, Anatolian commercial high schools, science high schools, and super lycees. The students who attend teacher training high schools, vocational high schools and science high schools study 4 hours of English in the first grade and none in the following years. The students who attend Anatolian vocational high schools, Anatolian commercial high schools and super lycees have the same English program as those who attend Anatolian high schools. As mentioned above, the educational background of the subjects varied a lot considering the English tuition they received in a week, but for practicality, they are

grouped into 4 categories for the analysis. The number and the percentage of the student participants are presented in Table 3.4

**Table 3. 4**  
**The Distribution of Learner Respondents Regarding their Educational Background**

<b>School Types</b>	<b><i>n</i></b>	<b>%</b>
Private Schools	57	5.7
Anatolian High Schools	144	14.3
NormalStateHighSchools	570	56.8
Others	233	23.2
<b>TOTAL</b>	1004	100.0

### 3.1.2 Language Teachers

The teacher participants who joined this study were all Turkish EFL teachers from the at the time English Preparatory Program of School of Foreign Languages at Anadolu University. There were 68 actively teaching instructors in this program. 5 native speakers of English teachers were eliminated from the study. Four of the Turkish teachers did not participate in the study for various reasons; as a result, the number of the teacher participants was 59. The teacher respondents' ages ranged from 22 to 48 years. 44 of the teachers were female and 15 were male. The distribution of their gender is shown in Table 3.5

**Table 3. 5**  
**The Distribution of Teacher Respondents Regarding their Gender**

<b>Gender</b>	<b><i>n</i></b>	<b>%</b>
Female	44	74.6
Male	15	25.4
<b>Total</b>	59	100.0

The teacher respondents' teaching experience, which was considered as one of the variables of the study, is categorized into 4 groups as shown in Table 3.6

**Table 3. 6**

**The Distribution of Teacher Respondents Regarding their Teaching Experience**

<b>Years</b>	<b><i>n</i></b>	<b>%</b>
1-3	27	45.8
3-6	15	25.4
6-10	5	8.5
10-over	12	20.3
<b>TOTAL</b>	<b>59</b>	<b>100.0</b>

### **3.2 Instruments**

In order to determine both the language learner and teacher beliefs related to language learning, two parallel questionnaires were utilized in this study.

#### **3.2.1 The Learner Version of the BALLI**

The language learners and their teachers were given a questionnaire called The Beliefs About Language Learning Inventory (BALLI). This belief questionnaire was designed by Horwitz (1985) in order to assess "opinions on a variety of issues and controversies related to language learning" (cited in Horwitz, 1998, 284). It was translated into Turkish by using back translation technique to prevent possible misunderstandings (Aydm, 2001).

The learner version of the questionnaire (see Appendix A) contains 34 items. Learner beliefs are categorized into five areas by Horwitz (1985) as the following:

- 1) difficulty of learning a foreign language;
- 2) aptitude for language learning;
- 3) the nature of language learning process;
- 4) learning and communication strategies; and
- 5) motivations and expectations for language learning

The students were asked to read each item and respond using the five-point Likert-scale ranging from 1 (strongly agree) to 5 (strongly disagree). Students were also asked to indicate demographic information about themselves such as gender, age, field of study and the type of school from which they graduated.

### **3.2.2 The Teacher Version of the BALLI**

The teacher version of the BALLI (see Appendix B) which was also developed by Horwitz (1985) was given to teacher participants. This version was also translated into Turkish by using back translation technique (Aydın, 2001). It contains 27 items identifying teacher opinions related to foreign language learning. The teachers were also asked to respond to each item using the five-point Likert-scale ranging from 1 (strongly agree) to 5 (strongly disagree). The teachers were also asked to indicate some present information about themselves, such as gender and teaching experience.

### **3.3. Data Analysis**

Items in the learner version of the BALLI were grouped by Horwitz (1985) according to the following categories.

1. The difficulty of learning a foreign language: Items 3, 4, 6, 14, 24 and 28.
2. Aptitude for language learning: Items 1, 2, 10, 15, 22, 29, 32, 33, and 34.
3. The nature of the language learning process: Items 5, 8, 11, 16, 20, 25 and 26.
4. Learning and communication strategies: Items 7, 9, 12, 13, 17, 18, 19 and 21.
5. Motivations and expectations for language learning: Items 23, 27, 30 and 31.

In order to allow comparison of students' beliefs with those of their teachers, instructors were asked to complete a version of the BALLI adapted for teachers (Horwitz 1985). This version of the questionnaire contains 27 of 34 items. These items are categorized into 5 areas as follows:

1. The difficulty of learning a foreign language: Items 3, 4, 11, 18, and 22.
2. Aptitude for language learning: Items 1, 2, 8, 17, 23, 25, 26, and 27.
3. The nature of the language learning process: Items 6, 9, 12, 15, 19, and 20.
4. Learning and communication strategies: Items 5, 7, 10, 13, 14, and 16.
5. Motivations and expectations for language learning: Items 21 and 24.

In the analysis process, firstly, a general evaluation of the responses was conducted. In this general evaluation, the distributions of frequency and the percentage were found. In the next step, student beliefs were analyzed according to gender and major in terms of 34 items. Since there were only two variables, the z test was used to examine whether they had similarities or contrasts among the items.

On the other hand, the student respondents' beliefs were examined for their educational background and their language level using the Analysis of Variance (ANOVA), as they had more than one group.

Similarly, in order to analyze teacher beliefs regarding their gender, again, the z test was used and for the analysis of their beliefs regarding their teaching experience ANOVA was used.

### **3. 4. Overview of Some Statistical Terms**

The **z test** for two population means investigates the significance of the difference between the means of two populations. The calculated statistic is compared using normal standard distribution tables.

**The Analysis of Variance (ANOVA)** is a test of the statistical significance of the differences among the mean scores of two or more groups on one or more variables or factors. It is an extension of the t-test, which can only handle two groups, to a larger number of groups. More specifically, it is used for assessing the statistical significance of the relationship between categorical independent variables and a continuous dependent variable. The procedure in the ANOVA involves computing a ratio of the variance within the groups to a variance between the groups.

**One-way ANOVA** is the analysis of variance with only one independent variable.

The ANOVA and z test table consists of the following statistical elements:

**The degrees of freedom (df)** is the number of values free to vary when computing a statistic which is the **F** value in **ANOVA**.

**Sum of squares** is the result of adding together the squares of deviation scores. Analysis of variance is in fact analysis of sums of squares. Between sum of squares is a measure of between group differences. It is used in comparison to within group differences to compute the **F** statistic.

**Mean square** is calculated by dividing some of squares to degrees of freedom.

**F:** The **F** value is the ratio of explained to unexplained variance, that is, the ratio of the between group variance to the within group variance. To interpret the **F** ratio, we need to consult a table of **F** values for a particular level of statistical significance at the number of degrees of freedom in our study.

In addition, we can get the associated **P** value of a given **F** statistic and compare it with our acceptance level. ( $\alpha$ ).

## **4.DATA ANALYSIS**

### **4.1 Introduction**

The present study explored beliefs of students and teachers on language learning at Anadolu University, Foreign Language Department. The BALLI questionnaire was conducted to both students and teachers. This questionnaire asked learner respondents to rate their agreement to 34 items and teacher respondents to 27 items regarding their beliefs on a Likert-Scale from 1 (strongly agree) to 5 (strongly disagree). BALLI was used to determine the participants' beliefs concerning five areas of language learning; that is, the difficulty of language, foreign language aptitude, the nature of language learning and communication strategies, motivations and expectations.

The student version of BALLI was administered to 1004 students. At the beginning of the questionnaire the participants were asked to provide demographic information, including gender, age, major, educational background and English proficiency level. However, their ages were not taken into consideration. The overall frequency distribution of the personal traits of the language learners is explained in Table 4. 1.

**Table 4. 1**  
**The Frequency Distribution of Learner Respondents Regarding their Personal Traits**

		Frequency	Percentage
<b>Gender</b>	Female	475	47
	Male	529	53
<b>Major</b>	Natural Science	555	55
	Social Science	449	45
<b>High School</b>	Private School	60	6
	Anatolian High School	180	18
	Normal State High School	419	42
	Others	345	34
<b>Level of English</b>	Beginner	57	6
	Elementary	311	31
	Lower Intermediate	252	25
	Intermediate	232	23
	Upper Intermediate	130	13
	Advanced	22	2

As can be seen in Table 4. 1, of 1004 students who participated in the present study 475 were female and 529 were male. The vast majority of the respondents were of college age or slightly older (18-23 years old). The demographic profile of the respondents was potentially similar to each other. Of 1004 students, 555 were Natural Sciences students. The majority of the students (42%) were Normal State High School graduates. 311 respondents were learning English at Elementary Level. This provided the majority with 31%.

In her analysis of data collected on BALLI, Horwitz (1985) grouped items according to the following categories, as mentioned before;

1. The Difficulty of Learning a Foreign Language: Items 3, 4, 6, 14, 24, 28.
2. Aptitude For Language Learning: Items 1, 2, 10, 15, 22, 29, 32, 33 ,34.
3. The Nature of the Language Learning Process: Items 5, 8, 11, 16, 20, 25, 26.
4. Learning and Communication Strategies: Items 7, 9, 12, 13, 17, 18, 19 ,21.
5. Motivations and Expectations for Language Learning: Items 23, 27, 30 ,31

The following part of the chapter will answer the research questions in order.



## 4.2. Learner Beliefs About Language Learning

Table 4. 2

### The Difficulty of Language Learning

3. Some languages are easier to learn than others					
	1	2	3	4	5
Frequency	347	455	145	45	12
Percentage	35	45	14	5	1
4. The language I am trying to learn is;					
1. a very difficult language      2. a difficult language      3. a language of medium difficulty					
4. an easy language      5. a very easy language					
	1	2	3	4	5
Frequency	47	249	522	169	17
Percentage	5	30	52	17	2
6. I believe that I will ultimately learn to speak this language very well					
	1	2	3	4	5
Frequency	380	370	158	70	26
Percentage	38	37	16	7	3
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent					
1. less than a year      2. 1-2 years      3. 3-5 years      4. 5-10 years					
5. you can't learn a language in 1 hour a day.					
	1	2	3	4	5
Frequency	139	392	226	83	164
Percentage	14	39,0	23	8	16
24. It is easier to speak than understand a foreign language					
	1	2	3	4	5
Frequency	112	216	169	354	153
Percentage	11	22	17	35	15
28. It is easier to read and write this language than to speak and understand it.					
	1	2	3	4	5
Frequency	173	337	172	248	74
Percentage	17	34	17	25	7

In order to answer the first research question “What do Turkish students at Anadolu University English Preparatory Program believe about language learning?” The items in the BALLI were analyzed according to the five categories of the questionnaire. Table 4.2 presents the responses of the language learners; to the items related to the difficulty of language learning.

Related to the difficulty of language learning, as can be seen in table 4.2, a great majority of the students (80%) thought that some languages were easier to learn than others, while only 6% disagreed with this opinion. 52 % of the students believed that the language they were trying to learn was a language of medium difficulty, while 35% found it a difficult language, and 19% found an easy one. Most of the learners in the study (75%) expressed a belief that they would ultimately learn to speak this language very well, while only 10% did not have the same motivation. As an answer to the 14<sup>th</sup> question, 39% of the students believed that by studying for one hour a day, it would take 1-2 years to become fluent. While 14% of them thought less than a year would be sufficient, 8 % believed that it would 5-10 years to achieve fluency and 16% of the learners believed that a language cannot be learned by studying one hour a day.

Half of the learner participants believed that speaking English was easier than understanding it, while 33% of them thought just the opposite. Similarly, as an answer to item 28, 51% of them found reading and writing easier than speaking and understanding it. 32% of the learners disagreed with this idea.

The answers of the language learners related to the second category – foreign language aptitude – were presented in table 4.3 below.

**Table 4.3 Foreign Language Aptitude**

1. It is easier for children than adults to learn a foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	524	378	54	35	13
Percentage	52	38	5	4	1
2 Some people are born with a special ability which helps them learn a foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	154	357	214	172	106
Percentage	15	36	21	17	11
10. It is easier for someone who already speaks a foreign language to learn another one					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	271	460	199	55	19
Percentage	27	46	20	6	2
15. I have a foreign language aptitude					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	147	391	236	165	65
Percentage	15	39	24	16	7
22. Women are better than men at learning foreign languages					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	73	90	448	150	243
Percentage	7	9	45	15	24
29. People who are good at math and science are not good at learning foreign languages					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	77	112	365	209	241
Percentage	8	11	36	21	24
32. People who speak more than one language well are very intelligent					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	49	132	238	339	246
Percentage	5	13	24	34	25
33. Turkish people are good at learning foreign languages					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	55	159	616	122	52
Percentage	6	16	61	12	5
34. Everyone can learn to speak a foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	421	370	120	65	28
Percentage	50	37	12	7	3

As can be seen from the table, a great majority of the students (90%) agreed that it was easier for children than adults to learn a foreign language, while only 5% disagreed for the same item. For item 2 “some people are born with a special ability which helps them learn a foreign language” 51% of the students agreed while 28% disagreed. 73% of the students stated a belief that previous foreign language learning experience was the indicative of success in future foreign language learning, while 7% of them disagreed. 53% of the students believed that they had a foreign language aptitude while 23% thought the opposite. Learners were neutral (45%) about the role of the gender in learning a foreign language. However, 39% of the responses revealed that learner participants believed men were more successful at learning foreign languages. While 45% of the participants believed that if people are good at math and science, they are also successful language learners, 36% of them did not have definite ideas about this issue. 59% did not believe that people who spoke more than one language well were very intelligent while 18% agreed with the same item. Over half (66%) were neutral about Turkish people being good at learning foreign languages. Lastly, a great majority (79%) agreed that everyone could learn to speak a foreign language, while only 9% disagreed.

In table 4.4, the frequency distribution of the learner responses regarding the nature of language learning is presented.

**Table 4. 4.**  
**The Nature of Language Learning**

5. The structure of English is more difficult than the structure of Turkish					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	143	276	147	305	133
Percentage	14	28	15	30	13
8. It is necessary to know the foreign culture in order to speak the foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	140	300	186	271	107
Percentage	14	30	19	27	11
11. It is better to learn a foreign language in the foreign country					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	724	204	31	27	18
Percentage	72	20	3	3	2
16. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	124	263	115	379	123
Percentage	12	26	12	38	12
20. Learning a foreign language is mostly a matter of learning a lot of grammar rules					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	90	228	121	423	142
Percentage	9	23	12	42	14
25. Learning a foreign language is different from learning other school subjects					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	280	483	111	96	34
Percentage	30	48	11	10	3
26. Learning a foreign language is mostly a matter of translating from English					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	36	87	129	470	282
Percentage	4	9	13	47	28

As can be seen above, learner responses to item 5 revealed interesting results; while 42% of them found the structure of English more difficult than the structure of Turkish., the same number (43%) thought the opposite. 44% of the students believed that knowledge of the foreign culture was important in order to speak the foreign language, while 38% thought the opposite. Not surprisingly, a vast majority (92%) agreed that it was better to learn a language where it is spoken, while only 5% disagreed. While 38% of the students believed the importance of learning vocabulary in learning a foreign language, half of the students (50%) disagreed with this item. Similarly, more than the half of the students (56%) disagreed with the item stating that learning a foreign language is mostly a matter of learning a lot of grammar rules, 31% of them agreed with the opinion.

As expected, most of the students with 78% believed the difference of learning English from learning other school subjects. Only 13% of them disagreed with this item. Finally, 75% did not think that learning a foreign language was mostly a matter of translating from English, while 12% thought the opposite.

**Table 4. 5**  
**Learning and Communication Strategies**

7. It is important to speak a foreign language with an excellent accent					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	317	391	124	138	34
Percentage	32	40	12	14	3
9. You shouldn't say anything in the foreign language until you can say it correctly					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	48	60	85	364	447
Percentage	5	6	9	36	45
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	98	359	265	219	63
Percentage	10	36	26	22	6
13. It's O.K. to guess if you don't know a word in the foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	243	512	142	83	24
Percentage	24	51	14	8	2
17. It is important to repeat and practice a lot					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	672	261	32	22	17
Percentage	70	26	3	2	2
18. I feel self-conscious speaking the foreign language in front of other people					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	134	303	131	303	133
Percentage	13	30	13	30	13
19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	130	277	168	265	164
Percentage	13	28	17	26	16
21. It is important to practice in the language laboratory					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	298	393	210	76	26
Percentage	30	39	21	8	3

In Table 4.5, the frequency distribution of the students' responses regarding their learning and communication strategies is presented. In her study, Horwitz (1988) addressed the items 17 and 21 as learning strategies, and the rest as communication strategies (7, 9, 12, 13, 18, 19). In item 7, 72% believed the importance of speaking a foreign language with an excellent accent while 17% disagreed with this item. The overwhelming majority (81%) believed mistakes are natural parts of the process and disagreed with the statement "you shouldn't say anything in the foreign language until you can say it correctly", while 11% agreed. Less than half (46%) believed the importance of practicing speaking with native speakers, while 28% disagreed with this statement. 75% of the students believed that guessing is a useful strategy and you can guess if you don't know the meaning of a word in English, but 11% believed just the opposite. Not surprisingly, almost all (93%) agreed that practice and repetition are important in the language learning process. The rate of agreement and disagreement is equal (43%) for anxiety in speaking the foreign language in front of other people. 41% of the students believed that allowing students to make mistakes in the beginning would lead to fossilization later on, while 42% thought the opposite. And finally, 69% of the students viewed the language laboratory as an important element in language learning while 10 percent disagreed with this opinion.



In Table 4.6 the frequency distribution of the learner responses regarding motivations and expectations is presented.

**Table 4. 6**  
**Motivations and Expectations**

23. If I get to speak this language very well, I will have many opportunities to use it					
	1	2	3	4	5
Frequency	592	262	79	44	27
Percentage	59	26	8	4	3
27. If I learn to speak this language very well, it will help me get a good job					
	1	2	3	4	5
Frequency	633	274	45	36	16
Percentage	63	27	5	4	2
30. Turkish people think that it is important to speak a foreign language					
	1	2	3	4	5
Frequency	323	375	167	79	60
Percentage	32	37	17	8	6
31. I would like to learn this language so that I can get to know its speakers better					
	1	2	3	4	5
Frequency	80	213	131	391	189
Percentage	8	21	13	39	19

The vast majority (85%) thought that they would have many opportunities to use their new language after they learn it, but 7% of the learners were pessimistic about finding opportunities. Almost all learners were very optimistic about finding a job with the help of this language (90%). While the number of students who valued language learning revealed the majority (80%), 14% disagreed. This number decreased when the motivation for learning was to get to know its speakers better (29% agree) while this number increased for disagreement (58%).

### 4.3. Language Teachers' Beliefs About Language Learning

As an answer to the second research question “what do language teachers believe about language learning” the same procedure will be followed, and the teachers' responses will be discussed considering the categories of the questionnaire.

The frequency distribution of teacher respondents regarding their personal traits is presented in Table 4.7 below:

**Table 4.7**  
**The Frequency Distribution of Teacher Respondents**  
**Regarding Their Personal Traits**

	Gender		Years of Teaching Experience			
	Female	Male	1-3	3-6	6-10	10 +
<b>Frequency</b>	44	15	27	15	5	12
<b>Percentage</b>	75	25	46	25	9	20

As can be seen in Table 4.7, of 59 teachers who participated in this study, 44 were female and 15 were male subjects. The majority of them (46%) had a work experience of 1-3 years while 25% had a work experience of 3-6 years, 9% had 6-10 years, and 20% had a work experience of 10 years or over.

The responses to the items in the first category, the difficulty of language learning, are presented in Table 4.8 below.

**Table 4.8**  
**The Difficulty of Language Learning**

3. Some languages are easier to learn than others					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	20	30	6	3	0
Percentage	34	51	10	5	0
4. The language I am trying to learn is: 1. a very difficult language 2. a difficult language 3. a language of medium difficulty 4. an easy language 5. A very easy language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	1	9	34	13	2
Percentage	2	15	58	22	3
11. If someone spent one hour a day learning a language how long would it take him/her to become fluent 1. less than a year 2. 1-2 years 3. 5-10 years 4. 5-10 years 5. you can't learn in one hour a day					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	1	15	18	5	20
Percentage	2	25	31	9	34
18. It is easier to speak than understand a foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	0	7	2	39	11
Percentage	0	12	3	66	19
22. It is easier to read and write this language than to speak and understand it					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	3	25	10	20	1
Percentage	5	42	17	34	2

As can be seen in above table, 85% of the teacher respondents agreed with the statement that some languages were easier to learn than others, and only 5% of them disagreed with the item. The majority with 58% believed that English was the language of medium difficulty while other responses varied. 34% of the teachers believed that English couldn't be learnt with a one hour of study a day, whereas 25% believed that 1-2 years was enough for this process. 31% believed that 5-10 years of one hour a day study would be enough to learn the language. Furthermore, 85% of the respondents disagreed with item 18, and believed that speaking a foreign language is not easier than understanding it, while 12% agreed. Finally, in response to item 22, "it is easier to read and write a language than to speak and understand it," 47% of them agreed, 17% had no opinion and 36% disagreed.

Table 4.9 presents the teacher participants' responses to the items of the questionnaire related to foreign language aptitude.

**Table 4. 9**  
**Foreign Language Aptitude**

1. It is easier for children than adults to learn a foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	40	15	1	3	0
Percentage	68	25	2	5	0
2. Some people are born with a special ability which helps them learn a language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	23	28	1	7	0
Percentage	39	48	2	12	0
8. It is easier for someone who already speaks a foreign language to learn another one					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	19	33	3	3	1
Percentage	32	56	5	5	2
17. Women are better than men at learning foreign languages					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	5	22	23	8	1
Percentage	9	37	39	14	2
23. People who are good at math and science are not good at learning foreign languages					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	0	12	29	15	3
Percentage	0	20	49	25	5
25. People who speak more than one language well are very intelligent					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	2	8	23	21	5
Percentage	3	14	39	36	9
26. Turkish people are good at learning foreign languages					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	0	12	39	8	0
Percentage	0	20	66	14	0
27. Everyone can learn to speak a foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	16	24	6	13	0
Percentage	27	41	10	22	0

As can be seen in Table 4. 9, almost all of the teacher respondents (93%) believed that children learn a foreign language easier than adults do. Similarly the vast majority (87%) believed that some people had a special ability to learn a foreign language while only 12% of the respondents disagreed with the item. In addition, 88% believed that learning a foreign language was easier if one already speaks one. Related to the gender and foreign language learning relationship, almost half of the teachers (46%) believed that women are better language learners. On the other hand, 39% of them did not have certain ideas about the topic. The result for the item 23 stating that if people were good at science and math, they wouldn't be good at learning a foreign language. The percentages revealed 49 for neutral, 31 for disagreement and 20 for agreement. Only 17% of the respondents agreed that if one spoke more than one language he/she was very intelligent, while this percentage was 39 for neutral and 44 for disagreement. The outcome for item 26 "Turkish people are good at learning foreign languages" was absolutely different. No respondents strongly agreed or disagreed; however, 66% was neutral while 20% showed agreement and 14% disagreement. Finally, 68% believed that everybody could learn a language, while 22% thought the opposite;

The answers related to the nature of language learning group of items are presented in Table 4.10 below:

**Table 4.10**  
**The Nature of Language Learning**

6. It is necessary to know the foreign culture in order to speak the foreign language					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	2	37	4	14	2
Percentage	3	63	7	24	3
9. It is better to learn a foreign language in the foreign country					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	34	23	2	0	0
Percentage	58	39	3	0	0
12. Learning a foreign language is mostly a matter of learning a lot of new vocabulary					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	0	4	7	23	25
Percentage	0	7	12	39	42
15. Learning a foreign language is mostly a matter of learning a lot of grammar rules					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	0	1	1	34	23
Percentage	0	2	2	58	39
19. Learning a foreign language is different from learning other school subjects					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	17	31	6	5	0
Percentage	29	53	10	9	0
20. Learning a foreign language is mostly a matter of translating from Turkish					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	1	3	0	21	34
Percentage	2	5	0	36	58

66% of the teachers agreed with the statement, “it is necessary to know the foreign culture in order to speak the foreign language”, while 27% of them disagreed. Additionally, almost all (97%) of the teachers agreed that it was better to learn the language where it was spoken, while 3% thought the opposite. 81% disagreed that learning English was learning its vocabulary, and 97% did not believe that learning

English is merely learning its grammar rules. An overwhelming majority (81%) agreed that learning a language was different from learning other school subjects while only 9% disagreed with this statement. Unsurprisingly, 93% disagreed with item 20 stating that learning a foreign language was mostly a matter of translating from Turkish, however, 7% agreed with the same item.

The responses to the items related to the learning and communication strategies are presented in Table 4.11.

**Table 4.11**  
**Learning and Communication Strategies**

<b>5. It is important to speak a foreign language with an excellent accent</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	9	28	9	11	2
Percentage	15	48	15	19	3
<b>7. You shouldn't say anything in the foreign language until you can say it correctly</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	3	3	1	11	41
Percentage	5	5	2	19	70
<b>10. It's O.K. to guess if you don't know a word in the foreign language</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	29	25	1	4	0
Percentage	49	42	2	7	0
<b>13. It is important to repeat and practice a lot</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	42	16	1	0	0
Percentage	71	27	2	0	0
<b>14. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	1	23	10	19	6
Percentage	2	39	17	32	10
<b>16. It is important to practice in the language laboratory</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Frequency	10	27	10	12	0
Percentage	17	46	17	20	0



As can be seen in Table 4.11, a majority (63%) of teacher respondents agreed that speaking the language with an excellent accent was important whereas 22% thought that it was not important. In addition, 89% of the teacher respondents believed that mistakes are a natural part of the language learning process and they disagreed that one shouldn't say anything in the target language until one could say it correctly, while 10% thought the opposite. As expected, 91% agreed that guessing was a useful strategy if the meaning was unknown, whereas 7% disagreed with this opinion. Surprisingly, while an overwhelming majority (98%) agreed with the importance of practicing and repeating, one teacher was neutral with this opinion. 41% of the respondents believed that mistakes should be corrected while 42% thought the opposite. 63% of the respondents agreed with the importance of language laboratories in language learning.

In Table 4.12, teacher respondents' beliefs regarding motivations and expectations group of items are presented.

**Table 4.12**  
**Motivations and Expectations**

21. If the students learn to speak this language very well, it will help them get a good job.					
	1	2	3	4	5
Frequency	23	31	1	2	2
Percentage	39	53	2	3	3
24. Turkish people think that it is important to speak a foreign language					
	1	2	3	4	5
Frequency	15	39	2	2	1
Percentage	25	66	3	3	2

As can be seen in Table 4.12, for item 21 stating that, if students learn to speak the language well, it would help them get a good job, teachers indicated a strong agreement (92%), while only 6% revealed disagreement. For item 24, a vast majority of teachers, similarly, (92%) believed that it was important for Turkish people to speak a foreign language.

#### 4. 4. Analysis of Learner Beliefs Regarding their Gender, Major, Educational Background and Language Proficiency Level

In order to answer the third research question “do Turkish learner beliefs vary systematically by gender, major, educational background and language proficiency level” z test and ANOVA were applied and the results were presented in the following section.

##### 4. 4.1 z Test Results for the Student Respondents Regarding Their Gender

In this section, student respondents’ beliefs were analyzed by means of z test regarding their gender. In the tables below, the results were presented according to five groups of items of the BALLI to see whether there were any differences between male and female learner beliefs.

In Table 4.13, learner responses to the items related to the difficulty of language learning are presented.

**Table 4. 13**  
**z Test Results for The Difficulty of Language Learning**

	z	df	p
3. Some languages are easier to learn than others	1,476	1002	,140
4. The language I am trying to learn is; 1. a very difficult language      2. a difficult language 3. a language of medium difficulty 4. an easy language                  5. a very easy language	2,683	1002	,007
6. I believe that I will ultimately learn to speak this language very well	1,508	1002	,132
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent 1. less than a year      2. 1-2 years      3. 3-5 years 4. 5-10 years      5. you can't learn a language in 1 hour a day.	2,688	1002	,007
24. It is easier to speak than understand a foreign language	,964	1002	,335
28. It is easier to read and write this language than to speak and understand it.	,342	1002	,732

As can be seen in Table 4.13, only two of the items in this category revealed significant differences the possibility (p) values of both items were .007 which meant less than 0.05 and were, therefore, statistically significant. For item 4 which was about the difficulty of English, male and female student respondents gave different answers. That is, while female subjects found English a difficult language to learn, males thought it was a language of medium difficulty. Accordingly, for item 14 which concerned the duration of being fluent at the target language, male and female students gave different answers. Male language learners believed that one or two years would be enough to become fluent, however, female learners believed that three or five years would be necessary.

Table 4.14 presents the differences of the female and male learners' responses related to the items in foreign language aptitude category.

**Table 4. 14**  
**z Test Results for Foreign Language Aptitude**

	Z	df	P
1.It is easier for children than adults to learn a foreign language	-2,674	1002	,008
2.Some people are born with a special ability which helps them learn a foreign language	-1,856	1002	,064
10.It is easier for someone who already speaks a foreign language to learn another one	,618	1002	,537
15.I have a foreign language aptitude	1,303	1002	,193
22.Women are better than men at learning foreign languages	-7,022	1002	,000
29.People who are good at math and science are not good at learning foreign languages	2,271	1002	,023
32.People who speak more than one language well are very intelligent	-,777	1002	,437
33.Turkish people are good at learning foreign languages	-1,365	1002	,173
34.Everyone can learn to speak a foreign language	-1,379	1002	,168

The results revealed that the learners' answers differed for three of the items in this category. For the item (1), "it is easier for children than adults to learn a foreign language" the p value was .008 which meant male and female respondents had different opinions. For item 22, stating that women are better language learners, while female subjects did not express any certain belief, male subjects disagreed with such a relationship. On the contrary, item 29 looking for a relationship between learning a foreign language and learning math and science revealed that male subjects did not express any strong belief, but females disagreed with the same item. There were no significant differences in the other items in this category.

Table 4.15 below presents the differences of the answers related to the nature of language learning group of items.

**Table 4. 15**  
**z Test Results for The Nature of Language Learning**

	Z	df	P
5.The structure of English is more difficult than the structure of Turkish		1002	,062
8.It is necessary to know the foreign culture in order to speak the foreign language	,689	1002	,491
11.It is better to learn a foreign language in the foreign country	,260	1002	,795
16.Learning a foreign language is mostly a matter of learning a lot of new vocabulary words	-1,672	1002	,095
20.Learning a foreign language is mostly a matter of learning a lot of grammar rules	-1,152	1001	,249
25.Learning a foreign language is different from learning other school subject	2,132	1002	,033
26.Learning a foreign language is mostly a matter of translating from English	,129	1002	,897

In this category, for only one item (25) males and females had different beliefs about the difference of learning English from other school subjects. Male subjects believed that learning English was different from any other subjects, but female learners did not express any certain belief about it. It could be said that there was a statistically significant difference concerning this item.

The following table reveals the answer related to the learning and communication strategies group of items.

**Table 4. 16**

**z Test Results for Learning and Communication Strategies**

	Z	df	P
7.It is important to speak a foreign language with an excellent accent	-1,222	1002	,222
9.You shouldn't say anything in the foreign language until you can say it correctly	1,104	1002	,270
12.If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language	1,549	1002	,122
13.It's O.K. to guess if you don't know a word in the foreign language	-,237	1002	,813
17.It is important to repeat and practice a lot	-1,621	1002	,105
18.I feel self-conscious speaking the foreign language in front of other people	-5,509	1002	,000
19.If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on	,408	1002	,683
21.It is important to practice in the language laboratory	1,342	1002	,180

In table 4.16, again only one item (18) which was about feeling anxious while talking in front of other people revealed a difference; the p value was .000 which revealed a significant difference. While female subjects expressed feeling self-conscious speaking the foreign language in front of other people, male subjects expressed feeling neutral in the same situation.

The last table in this category presents the results related to the motivations and expectations group of items.

**Table 4. 17**

**z Test Results for Motivations and Expectations**

	Z	df	P
23.If I get to speak this language very well, I will have many opportunities to use it	,263	1002	,793
27.If I learn to speak this language very well, it will help me get a good job	-,375	1002	,708
30.Turkish people think that it is important to speak a foreign language	-,979	1002	,328
31.I would like to learn this language so that I can get to know its speakers better	-,265	1002	,791

As can be seen in table 4.17, no significant difference was found between the beliefs of male and female learners related to their motivations and expectations in learning English

#### 4.4.2 z Test Results for Learner Respondents Regarding Their Major

The learner responses regarding their major were analyzed in two groups: Natural Sciences and Social Sciences. Therefore, since there were only two groups the z test was applied to see whether the students' beliefs change according to their major.

The same procedure will be followed in the following part and the results will be presented according to the five categories of the questionnaire. The answers of the first category, that is the difficulty of language learning, are presented in table 4. 18.

**Table 4. 18**  
**z Test Results for the Difficulty of Language Learning**

	Z	df	p
3. Some languages are easier to learn than others	-1,155	1002	,248
4. The language I am trying to learn is; 1. a very difficult language      2. a difficult language 3. a language of medium difficulty 4. an easy language                  5. a very easy language	2,711	1002	,007
6. I believe that I will ultimately learn to speak this language very well	1,300	1002	,194
14.If someone spent one hour a day learning a language, how long would it take him/her to become fluent 1. less than a year      2. 1-2 years      3. 3-5 years 4. 5-10 years              5. you can't learn a language in 1 hour a day.	-1,541	1002	,124
24. It is easier to speak than understand a foreign language	,828	1002	,408
28. It is easier to read and write this language than to speak and understand it	-,487	1002	,627

In this category only item 4, which was about difficulty of language learning, revealed significant differences. While students who study Natural Sciences believed that English was a language of medium difficulty, students who study Social Sciences believed that it was a difficult language. In this group for the other items no statistically

significant difference was seen. Therefore, for the rest, it could be said that students of both Natural and Social Sciences shared similar opinions about the difficulty of language learning.

Table 4.19 presents the differences related the foreign language aptitude category.

**Table 4. 19**  
**z Test Results for Foreign Language Aptitude**

	Z	df	P
1. It is easier for children than adults to learn a foreign language	-1,169	1002	,243
2 .Some people are born with a special ability which helps them learn a foreign language	1,469	1002	,142
10. It is easier for someone who already speaks a foreign language to learn another one	2,242	1002	,025
15. I have a foreign language aptitude	-,875	1002	,382
22. Women are better than men at learning foreign languages	,048	1002	,961
29 People who are good at math and science are not good at learning foreign languages	-,317	1002	,751
32. People who speak more than one language well are very intelligent	-,516	1002	,606
33. Turkish people are good at learning foreign languages	-1,076	1002	,282
34. People who speak more than one language well are very intelligent	,503	1002	,615

In this category, again for only one item (10) learner beliefs differed. Students of Natural Sciences believed that if someone spoke one language, it was easier to learn another. Students of Social Sciences disagreed with this belief. Therefore, the difference was statistically significant. For the other items no significant difference was seen.

Table 4.20 presents the answers related to the nature of language learning group of items.

In Table 4.21, again both Natural and Social Sciences students had similar beliefs about Learning and Communication Strategies group of items. There was no statistically significant difference.

Finally, the answers of the last category related to the motivations and expectations, are presented in the table below;

**Table 4. 22**  
**z Test Results for Motivations and Expectations**

	z	df	P
23.If I get to speak this language very well, I will have many opportunities to use it	,332	1002	,740
27.If I learn to speak this language very well, it will help me get a good job	1,671	1002	,095
30.Turkish people think that it is important to speak a foreign language	-,644	1002	,520
31.I would like to learn this language so that I can get to know its speakers better	1,448	1002	,148

In table 4.22, there was again no significant difference in Natural and Social Sciences student beliefs about Motivations and Expectations group of items.

#### **4.4.3 ANOVA Results for Learner Respondents Regarding Their Educational Background**

The students were categorized into four groups according to the high school they graduated. These were: private high school, Anatolian high school, normal state high school and others. Since there were more than two groups ANOVA test was applied to obtain a picture of whether there were any statistical differences according to their educational background.

The following table presents the differences of the answers related to the difficulty of language learning group of items.



**Table 4. 23**  
**ANOVA Results for the Difficulty of Language Learning**

	Sum of Squares	df	Mean Square	F	p
3. Some languages are easier to learn than others	5,363	3	1,788	2,325	,073
4. The language I am trying to learn is: 1. a very difficult language 2. a difficult language 3. a language of medium difficulty 4. an easy language 5. A very easy language	5,260	3	1,753	2,698	,045
6. I believe that I will ultimately learn to speak this language very well	3,073	3	1,024	,986	,399
14. If some spent one hour a day learning a language, how long would it take him/her to become fluent? 1. less than a year 2. 1-2 years 3. 3-5 years 4. 5-10 years 5. You can't learn a language in one hour a day	4,259	3	1,420	,879	,452
24. It is easier to speak than understand a foreign language	2,386	3	,795	,504	,680
28. It is easier to read and write this language than to speak and understand it	2,603	3	,868	,584	,625

In Table 4. 23 the results of variance analysis regarding the difficulty of language learning group of items were examined. When the probability (p) values of each item were observed, since the others were more than 0:05, it could be said that there was only one statistically significant difference which was .045. Students had different beliefs about the difficulty of English language learning which was impressed in item 4; that is, students who graduated from private high school thought English was a language of medium difficulty, while the others found it a difficult language. No significant differences were found in the other items of this category.

The next table presents the answers related to the foreign language aptitude group of items.

**Table 4. 24**  
**ANOVA Results for Foreign Language Aptitude**

	Sum of Squares	df	Mean Square	F	P
1.It is easier for children than adults to learn a foreign language	1,600	3	,533	,764	,514
2.Some people are born with a special ability which helps them learn a foreign language	10,051	3	3,350	,776	,507
10.It is easier for someone who already speaks a foreign language to learn another one	1,986	3	,662	,781	,505
15.I have a foreign language aptitude	10,644	3	3,548	2,873	,035
22.Women are better than men at learning foreign languages	1,002	3	,334	,248	,863
29.People who are good at math and science are not good at learning foreign languages	3,113	3	1,038	,739	,529
32.People who speak more than one language well are very intelligent	2,713	3	,904	,701	,552
33.Turkish people are good at learning foreign languages	1,948	3	,649	,916	,432
34.Everyone can learn to speak a foreign language	4,093	3	1,364	1,315	,268

In Table 4.24, the results of variance analysis regarding 'Foreign Language Aptitude' group of items were examined. When the p values of each item were observed, it was possible to see that the answers given to item (15) 'I have foreign language aptitude' differed. Its p value was .035 which meant it was less than 0.05. So, there was a statistically significant difference with this item; private school graduates reflected a very strong agreement related to having language aptitude.

Table 4.25 gives results related to the nature of language learning group of items as seen below;

**Table 4.25**  
**ANOVA Results for Nature of Language Learning**

	Sum of Squares	df	Mean Square	F	P
5.The structure of English is more difficult than the structure of Turkish	26,668	3	8,889	5,374	,001
8.It is necessary to know the foreign culture in order to speak the foreign language	3,625	3	1,208	,779	,506
11.It is better to learn a foreign language in the foreign country	1,903	3	,634	,924	,428
16.Learning a foreign language is mostly a matter of learning a lot of new vocabulary words	18,643	3	6,214	1,665	,173
20.Learning a foreign language is mostly a matter of learning a lot of grammar rules	19,741	3	6,580	4,495	,004
25.Learning a foreign language is different from learning other school subjects	1,521	3	,507	,477	,698
26.Learning a foreign language is mostly a matter of translating from English	6,437	3	2,146	2,015	,110

In Table 4.25 concerning the difficulty of English grammar structure, learners' answers revealed differences. Normal state high school graduates found English structure more difficult than the structure of their own language. For the statement concerning learning a lot of grammar rules, student respondents' beliefs differed as well. While students graduating from normal state high schools believed that learning a foreign language is mostly matter of learning a lot of grammar rules, the others did not agree with them. Those values were .001 and .004 given respectively here.

The answer related to the leaning and communication strategies are presented in table 4.26 below;

**Table 4. 26**  
**ANOVA Results for Learning and Communication Strategies**

	Sum of Squares	df	Mean Square	F	p
7.It is important to speak a foreign language with an excellent accent	,523	3	,174	,137	,938
9.You shouldn't say anything in the foreign language until you can say it correctly	12,906	3	4,302	3,632	,013
12.If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language	,683	3	,228	,057	,982
13.It's O.K. to guess if you don't know a word in the foreign language	1,458	3	,486	,486	,692
17.It is important to repeat and practice a lot	,976	3	,325	,502	,681
18.I feel self-conscious speaking the foreign language in front of other people	21,325	3	7,108	4,312	,005
19.If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on	2,346	3	,782	,458	,712
21.It is important to practice in the language laboratory	3,351	3	1,117	,724	,538

In Table 4.26 the answers to the item (9), "You shouldn't say anything in the foreign language until you can say it correctly" differed. The p value was .013 for this item while Anatolian high school graduates thought one can make mistakes in learning a foreign language process, the others were against making mistakes. For the item (18) "I feel self-conscious speaking the foreign language in front of other people" students gave different answers. It was found that normal state high school graduates were more anxious language learners than the others. The p value for this item was .005. Therefore, it could be said that statistically there were significant differences.

**Table 4. 27**  
**ANOVA Results for Motivations and Expectations**

	Sum of Squares	df	Mean Square	F	p
23.If I get to speak this language very well, I will have many opportunities to use it	1,567	3	,522	,536	,658
27.If I learn to speak this language very well, it will help me get a good job	,169	3	.056	,075	,974
30.Turkish people think that it is important to speak a foreign language	2,332	3	,777	,592	,620
31.I would like to learn this language so that I can get to know its speakers better	1,402	3	,467	,307	,821

In Table 4.27, the results of variance analysis regarding Motivations and Expectations group of items were examined, however no difference in their beliefs were explored. Therefore, it could be said that all the learners shared similar beliefs.

#### **4.4.4 ANOVA Results for Learner Respondents' English Proficiency Level**

ANOVA was applied to explore whether learners' opinions revealed any differences regarding their English language level. They had six different English levels ranging from Beginner to Advanced. Therefore, the answers of student respondents to 5 different groups of statements were examined by one-way ANOVA since there are more than two groups.

The results will be presented considering the answers learners gave to the items in different categories of the questionnaire.

**Table 4. 28**  
**ANOVA Results for The Difficulty of Language Learning**

	Sum of Squares	df	Mean Square	F	P
3. Some languages are easier to learn than others	15,087	5	3,017	3,967	,001
4. The language I am trying to learn is: 1. a very difficult language 2. a difficult language 3. a language of medium difficulty 4. an easy language 5. A very easy language	17,441	5	3,488	5,465	,000
6. I believe that I will ultimately learn to speak this language very well	6,445	5	1,289	1,230	,293
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent? 1. less than a year 2. 1-2 years 3. 3-5 years 4. 5-10 years 5. You can't learn a language in one hour a day	12,035	5	2,407	1,494	,189
24. It is easier to speak than understand a foreign language	11,003	5	2,201	1,398	,222
28. It is easier to read and write this language than to speak and understand it	11,414	5	2,283	1,540	,175

As can be seen in Table 4.28, to the item (3) stating that some languages are easier to learn than others and the item (4) asking about the difficulty of language learning student respondents gave significantly different answers. The p values associated with these items were .001 and .000 which meant less than 0.005, therefore, the respondents had different opinions regarding these items and their levels.

Advanced learners of the study strongly believed that some languages are easier than others. Beginner level learners revealed that English is a difficult language while learners of other levels were more neutral.

In table 4.29, the results of variance analysis regarding foreign language aptitude group of items are presented.

**Table 4.29**  
**ANOVA Results for Foreign Language Aptitude**

	Sum of Squares	df	Mean Square	F	p
1.It is easier for children than adults to learn a foreign language	8,213	5	1,643	2,352	,039
2.Some people are born with a special ability which helps them learn a foreign language	23,605	5	4,721	1,095	,361
10.It is easier for someone who already speaks a foreign language to learn another one	5,795	5	1,159	1,367	,234
15.I have a foreign language aptitude	38,288	5	7,658	6,294	,000
22.Women are better than men at learning foreign languages	3,198	5	,640	,476	,794
29.People who are good at math and science are not good at learning foreign languages	11,603	5	2,321	1,653	,143
32.People who speak more than one language well are very intelligent	11,888	5	2,378	1,855	,100
33.Turkish people are good at learning foreign languages	5,705	5	1,141	1,623	,151
34.Everyone can learn to speak a foreign language	6,892	5	1,378	1,325	,251

As can be seen only for the item (15). "I have foreign language aptitude" and the item (1) "it is easier for children than adults to learn a foreign language" a significant difference can be accepted since the p values for these items were less than 0.05.

Turkish learners from beginner levels expressed a strong agreement for the importance of learning a foreign language at early ages; they thought it was easier. These learners also believed that they did not have a foreign language aptitude while advanced learners revealed a strong agreement for having an aptitude related to foreign language learning. No significant differences were found for the other items in this category.

Table 4.30 presents the results related to the nature of language learning group of items.

**Table 4. 30**  
**ANOVA Results for the Nature of Language Learning**

	Sum of Squares	df	Mean Square	F	P
5.The structure of English is more difficult than the structure of Turkish	33,502	5	6,700	4,049	,001
8.It is necessary to know the foreign culture in order to speak the foreign language	11,772	5	2,354	1,528	,178
11.It is better to learn a foreign language in the foreign country	2,896	5	,579	,848	,515
16.Learning a foreign language is mostly a matter of learning a lot of new vocabulary words	42,224	5	8,445	2,269	,046
20.Learning a foreign language is mostly a matter of learning a lot of grammar rules	49,072	5	9,814	6,805	,000
25.Learning a foreign language is different from learning other school subjects	11,267	5	2,253	2,133	,059
26.Learning a foreign language is mostly a matter of translating from English	15,380	5	3,076	2,921	,013

As seen in table 4. 30, most of the items in this category revealed significant differences. For the items 5, 16, 20, 26, students respondents' answers differed. The p values for these items were less than 0.05. These were, 001; 046; .000 and 013 respectively. While lower level of the language learners found the structure of English more difficult than the structure of Turkish, advanced and upper-intermediate learners were neutral about this item. Similarly, while beginner and elementary levels thought that learning a foreign language is mostly a matter of learning a lot of new vocabulary words (item 16) and a lot of grammar rules (item 20), learners with higher proficiency levels did not agree with them. For item 26 stating that learning a foreign language is mostly a matter of translating from Turkish, while beginner learners revealed neutral results, all the other levels showed strong disagreement.



The following table presents the results related to the learning and communication strategies category;

**Table 4.31**  
**ANOVA Results for Learning and Communication Strategies**

	Sum of Squares	df	Mean Square	F	P
7.It is important to speak a foreign language with an excellent accent	6,545	5	1,309	1,038	,394
9.You shouldn't say anything in the foreign language until you can say it correctly	8,996	5	1,799	1,515	,182
12.If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language	57,805	5	11,561	2,925	,013
13.It's O.K. to guess if you don't know a word in the foreign language	10,244	5	2,049	2,059	,068
17.It is important to repeat and practice a lot	7,359	5	1,472	2,289	,044
18.I feel self-conscious speaking the foreign language in front of other people	22,101	5	4,420	2,670	,021
19.If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on	3,029	5	,606	,353	,880
21.It is important to practice in the language laboratory	3,840	5	,768	,496	,779

As can be seen in Table 4.31, the p values for the items 12, 17, 18 were less than 0.05. Therefore, students' answers to these items could be seen as statistically significant. While beginner level learners felt anxious speaking the foreign language with other people, the others used this situation as an opportunity to practice their language. Similarly, for item 18, intermediate, upper-intermediate, and advanced levels of learners expressed feeling self-conscious speaking the foreign language in front of others in the classroom as well. Almost all of the learners, as can be expected, believed that practising and repeating a lot is very important.

In table 4. 32 responses to motivations and expectations group of items are presented;

**Table 4.32**  
**ANOVA Results for Motivations and Expectations**

	Sum of Squares	df	Mean Square	F	P
23.If I get to speak this language very well, I will have many opportunities to use it	4,635	5	,927	,956	,444
27.If I learn to speak this language very well, it will help me get a good job	2,257	5	,451	,604	,697
30.Turkish people think that it is important to speak a foreign language	10,364	5	2,073	1,588	,161
31.I would like to learn this language so that I can get to know its speakers better	15,976	5	3,195	2,115	,061

As seen, no p value revealed any significant difference. Therefore, it could be said that to this group of items no differences could be observed among the answers of the students regarding their English proficiency level. It is possible to conclude that learners with all proficiency had similar beliefs about motivations and expectations group of items.

#### **4.5 Analysis of Teacher Beliefs Regarding their Gender and Teaching Experience**

In order to find out the variations in teacher responses regarding their gender, z test was applied. On the other hand, ANOVA test was applied to examine the differences in their responses regarding their teaching experience.

##### **4. 5.1 z Test Results For Teacher Respondents Regarding Their Gender**

Each teacher's responses were analyzed to see whether there were any effects of gender on teacher beliefs about language learning. In order to do that, the z test was

applied. The way to explain these tables is to examine the last column of each table. In the last column, if the p value is less than 0.05, it then will be accepted that there is a difference between teacher beliefs regarding their gender. That is, responses differ between males and females. If the p value is more than 0.05, then, it can be accepted that there is no difference. Their responses will be presented considering the categories of the questionnaire and table 4.33 presents the results of the first category;

**Table 4. 33**  
**z Test Results for the Difficulty of Language Learning**

	z	df	P
3. Some languages are easier to learn than others	1,114	57	,270
4. The language I am trying to learn is: 1. a very difficult language    2. a difficult language 3. a language of medium difficulty 4. an easy language                5. A very easy language	,995	57	,324
11. If someone spent one hour a day learning a language how long would it take him/her to become fluent 1. less than a year    2. 1-2 years        3. 5-10 years    4. 5-10 years 5. you can't learn a language in one hour a day	1,478	57	,145
18. It is easier to speak than understand a foreign language	-,096	57	,924
22. It is easier to read and write this language than to speak and understand it	1,096	57	,277

In Table 4.33, since all the p values were more than 0.05, it could be said that there weren't any significant differences. That is, male and female teachers had similar opinions about the difficulty of language learning.

The second category results related to the foreign language aptitude group of items are presented in the table below;

**Table 4. 34**  
**z Test Results for Foreign Language Aptitude**

	z	df	P
1. It is easier for children than adults to learn a foreign language	-2,153	57	,036
2. Some people are born with a special ability which helps them learn a language	-,327	57	,745
8. It is easier for someone who already speaks a foreign language to learn another one	-,621	57	,537
17. Women are better than men at learning foreign languages	-1,565	57	,123
23. People who are good at math and science are not good at learning foreign languages	,847	57	,400
25. People who speak more than one language well are very intelligent	,581	57	,564
26. Turkish people are good at learning foreign languages	-,518	57	,606
27. Everyone can learn to speak a foreign language	,018	57	,985

According to the z test results given in Table 4. 34, only in one of the statements (item 1) in this group, “it is easier for children than adults to learn a foreign language” male and female teacher respondents differed which meant statistically that there was a significant difference. As can be seen in group statistics given in Appendix H for this statement male and female teachers did not give the same response. For other statements, there was no significant difference. Although both groups agreed, female teachers strongly believed that children learn a foreign language easier than adults do.

The other category results relating to the nature of language learning are presented in table 4. 35;

**Table 4. 35**  
**z Test Results for The Nature of Language Learning**

	z	df	P
6. It is necessary to know the foreign culture in order to speak the foreign language	-,849	57	,399
9. It is better to learn a foreign language in the foreign country	,453	57	,652
12. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words	1,190	57	,239
15. Learning a foreign language is mostly a matter of learning a lot of grammar rules	1,543	57	,128
19. Learning a foreign language is different from learning other school subjects	-1,493	57	,141
20. Learning a foreign language is mostly a matter of translating from Turkish	2,246	57	,029

According to the z test results given in Table 4.35, in only one of the statements in this group “learning English is mostly a matter of translating from Turkish” (item 20) male and female teacher respondents did not share the same opinion. Since the result was .029 which meant the p value was less than 0.05, it revealed that statistically there was a significant difference between male and female teacher respondents about this statement. While female teachers strongly disagreed, male teachers merely disagreed.

The results for learning and communication strategies group of items are presented in table 4.36 below;

**Table 4. 36**  
**z Test Results for Learning and Communication Strategies**

	z	df	P
5. It is important to speak a foreign language with an excellent accent	,309	57	,758
7. You shouldn't say anything in the foreign language until you can say it correctly	,636	57	,527
10. It's O.K. to guess if you don't know a word in the foreign language	,330	57	,742
13. It is important to repeat and practice a lot	-2,106	57	,040
14. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on	-1,804	57	,077
16. It is important to practice in the language laboratory	-,863	57	,392

As seen in Table 4.36, there was also only one significant difference between male and female teachers. For the statement “it is important to repeat and practice a lot” (item 13) while male teacher respondents agreed, female respondents strongly agreed.

The items in the last category were presented in table 4. 37 below;

**Table 4. 37**

**z Test Results for Motivations and Expectations**

	z	df	P
21. If the students learn to speak this language very well, it will help them get a good job.	,640	57	,525
24. Turkish people think that it is important to speak a foreign language	-,205	57	,838

According to the z test results given in Table 4.37, as can be seen in Appendix H in group statistics the mean was between 1.6-1.9 which meant respondents in both groups agreed because the value was close to scale 2 (agree).

As a result, it is possible to say that while female and male English language teachers had different believes related to some aspects of language learning, they mostly shared the same opinons.

#### **4.5. 2. ANOVA Results for Teacher Respondents Regarding Their Teaching Experience**

In this section teacher respondents’ answers to each item were examined regarding their teaching experience. The years they worked were grouped as 1-3, 3-6, 6-10, 10 and over. Since the groups were more than two again ANOVA test was applied to get a perspective of whether there were any statistical differences.

The items related to the difficulty of language learning are presented in table 4.38 below;

**Table 4.38**  
**ANOVA Results for The Difficulty of Language Learning**

	Sum of Squares	df	Mean Square	F	P
3. Some languages are easier to learn than others	,441	3	,147	,222	,881
4. The language I am trying to learn is: 1. a very difficult language 2. a difficult language 3. a language of medium difficulty 4. an easy language 5. A very easy language	3,516	3	1,172	2,158	,103
11. If someone spent one hour a day learning a language how long would it take him/her to become fluent 1. less than a year 2. 1-2 years 3. 5-10 years 4. 5-10 years 5. you can't learn a language in one hour a day	3,660	3	1,220	,771	,515
18. It is easier to speak than understand a foreign language	,213	3	7,110E-02	,097	,961
22. It is easier to read and write this language than to speak and understand it	1,160	3	,387	,364	,779

In Table 4.38, the results of variance analysis regarding The difficulty of language learning group of items were examined. When the p value of each item was observed, since they were less than 0.05, it could be accepted that there was no statistical difference. It is possible to conclude that language teachers' beliefs related to the difficulty of language learning did not reveal any significant differences regarding their teaching experience.

Table 4. 39 presents the results for foreign language aptitude group of items;

**Table 4.39**  
**ANOVA Results for Foreign Language Aptitude**

	Sum of Squares	df	Mean Square	F	P
1. It is easier for children than adults to learn a foreign language	1,152	3	,384	,632	,597
2. Some people are born with a special ability which helps them learn a language	3,213	3	1,071	1,235	,306
8. It is easier for someone who already speaks a foreign language to learn another one	,779	3	,260	,345	,793
17. Women are better than men at learning foreign languages	1,161	3	,387	,477	,700
23. People who are good at math and science are not good at learning foreign languages	,375	3	,125	,185	,906
25. People who speak more than one language well are very intelligent	,631	3	,210	,230	,875
26. Turkish people are good at learning foreign languages	,299	3	9,973E-02	,282	,838
27. Everyone can learn to speak a foreign language	8,404	3	2,801	2,515	,068

As seen in table 4.39, there were also no statistically significant differences between teacher beliefs about foreign language aptitude regarding their teaching experience.



The other category related to the nature of language learning is presented below;

**Table 4. 40**  
**ANOVA Results for the Nature of Language Learning**

	Sum of Squares	df	Mean Square	F	P
6. It is necessary to know the foreign culture in order to speak the foreign language	1,760	3	,587	,573	,635
9. It is better to learn a foreign language in the foreign country	,414	3	,138	,417	,742
12. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words	1,048	3	,349	,424	,736
15. Learning a foreign language is mostly a matter of learning a lot of grammar rules	1,835	3	,612	1,736	,170
19. Learning a foreign language is different from learning other school subjects	2,176	3	,725	,977	,410
20. Learning a foreign language is mostly a matter of translating from Turkish	1,207	3	,402	,512	,676

In Table 4.40, there were no statistical differences among the answers the teacher respondents had given. As a result, the teaching experience did not have any effect on the teachers' beliefs when the nature of language learning is considered.

The results for learning and communication strategies group of items are presented in table 4. 41 below;

**Table 4. 41**  
**ANOVA for Learning and Communication Strategies**

	Sum of Squares	df	Mean Square	F	P
5. It is important to speak a foreign language with an excellent accent	6,995	3	2,332	2,148	,105
7. You shouldn't say anything in the foreign language until you can say it correctly	1,416	3	,472	,376	,770
10. It's O.K. to guess if you don't know a word in the foreign language	,687	3	,229	,327	,806
13. It is important to repeat and practice a lot	,375	3	,125	,487	,693
14. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on	6,590	3	2,197	1,924	,136
16. It is important to practice in the language laboratory	1,158	3	,386	,372	,774

In accordance with the other results, in Table 4.41, there were no statistical differences among the answers the teacher respondents had given regarding learning and communication strategies.

The items related to the motivations and expectations are given in table 4.42 below;

**Table 4. 42**  
**ANOVA Results for Motivations and Expectations**

	Sum of Squares	df	Mean Square	F	p
21. If the students learn to speak this language very well, it will help them get a good job.	1,443	3	,481	,574	,635
24. Turkish people think that it is important to speak a foreign language	1,738	3	,579	1,007	,397

As seen in the last category in this section, there were no statistical differences between the answers of teacher respondents.

Therefore, according to variance analysis results when the motivations and expectations related to the language learning were considered, it was seen that there were no statistically significant differences among the beliefs of teacher respondents considering their teaching experience.

#### **4.6 Results and Discussion**

This section will clarify the highlights of the data regarding the five research questions rather than observe each BALLI item in depth.

##### *Research Question 1*

*What do Turkish students at Anadolu University, School of Foreign Languages, English Preparatory Program believe about foreign language learning?*

The results revealed that a great majority of the learners believed that some languages are easier to learn than the others; half of the total group agreed that English was a language of medium difficulty. Learners were very optimistic about the issue that they would learn to speak this language at the end (75%). In accordance with this, half of the learners believed that they could learn the language in at most two years. Therefore, it is possible to conclude that Turkish language learners have optimistic and motivating beliefs related to the difficulty of the language they are learning. Furthermore, half of the learners believed that speaking English was easier than understanding it, and also reading and writing the language was easier than speaking and understanding it. This may be because of the nature of listening and speaking classes whose activities have always been found more challenging and demanding than the others by the learners.

The vast majority (90%) of the learners believed that it was easier for children to learn a foreign language; when their age is considered it might be assumed that having such a belief may be a demotivating factor for these learners. Half of the participants believed that some people are born with a special ability which helps them learn a foreign language, and the half believed that they had such an ability which would serve as a very motivating factor for language learning. Language learning and gender relationship did not reveal any significant results in the study. Turkish language learners did neither believe that Turkish people in general were good language learners.

Surprisingly, a large majority (92%) thought that learning the language in a country where it is spoken is essential for the eventual mastery of a foreign language. That might be the reason why learners are negatively affected when they are instructed in something contrary to their beliefs. For learners (over half), the importance of vocabulary and grammar rules remained as a prominent issue. This suggests that the exposure to previous foreign language learning might have influenced learner perceptions of language learning processes. However, it is encouraging that many students believed that learning a language was different from other subjects. One of the most striking answers was the disagreement about translating from English while learning the language. This is also a very encouraging finding; language learners are very well aware that learning a foreign language is a creative process not just a direct translation from their own language.

In terms of their beliefs about learning and communication strategies, over 90 percent knew the importance of repeating and practicing. Item 7 concerning indispensable necessity of correct utterance elicited strong disagreement. Learners are positive (75%) about guessing the vocabulary. These promising may due to the nature of the current learners and the teachers, as well as the methodology followed in the program. That is, they are not afraid of making mistakes and guesses and their teachers' attitude towards mistakes is a flexible one. This may due to their previous style of reading classes. About 43 percent thought mistakes wouldn't lead to fossilization. Learners indicated high optimism about finding many opportunities to use the language

and getting better jobs (85%, 90% respectively). Therefore, it might be assumed that their expectations would be very encouraging for the learning process.

### *Research Question 2*

#### *What do their language teachers believe about language learning?*

In terms of the difficulty of language learning most teachers (84%) agreed that some languages were easier to learn than others and more than half of them found English a language of medium difficulty. Item 18 stating that speaking is easier than understanding brought strong disagreement among the teachers. However, half of them found reading and writing easier than speaking and understanding. This may be because of the program they are following and the learners' attitude towards speaking and listening classes.

Teachers clearly indicated that (93%) it was easier for children than adults to learn a foreign language. Instructors' belief for this item is very reasonable because they have experienced both learning and teaching. Some may have started learning at very early ages in Germany, for instance and found it an easy task. Considering the majority of teacher subjects were female, not surprisingly, about 46 percent found women more successful than men at learning languages. In this group of items about language aptitude, for items 23, 25, 26, 27 teachers held similar opinions which were not very striking. 70 percent believed that cultural understanding is necessary to learn a language. This may be because of their language learning and teaching experience, teachers may have improved their beliefs for the importance of cultural learning. Almost all teachers (97%) agreed that it was better to learn the language where it was spoken. When the language learning context they are in is considered, this would be an interesting result. Believing the importance of learning a language in the natural environment, and trying to teach it in a foreign language learning environment might be conflicting issues for the teacher.

Like their learners, language teachers did not believe that Turkish people are good learners; but, they did believe that everyone could learn a language. Of the items dealing with the nature of language, items 12, 15, 20 focusing on only one aspect of language learning process (vocabulary; grammar; translation) elicited strong disagreement ranging from 80 percent to 94. This may be due to their communicative approach to teaching. They may feel that real life communicative tasks play a very important role in learning a language and learning a foreign language is not a matter of learning a lot of new vocabulary items or grammar rules and also it is neither a matter of translating from their own language.

In terms of learning and communication strategies, expectedly, 99 percent believed that frequent practice is vitally important. A sizeable majority (42%) did not believe that learners' errors are fossilized, so they can guess and make mistakes while learning the language; and it is a natural part of their language learning process. They didn't think that mistakes would lead to problems later on. In brief, there was a considerable lack of agreement for this item.

Considering motivations and expectations group of items, one of the most striking agreements is for item 24; teachers (91%) strongly indicated that it was important for Turkish people to speak a foreign language. This may be because of the nature of Turkish society. In Turkish society, English language is prevalent, when applying for a job it is the primary requirement. Therefore, teachers are very much aware of the issue and they most probably try to impose on the learners how speaking a foreign language will be of importance in their working lives. More than half of them thought that language laboratories are important for practice. Considering that there is no laboratory in the context they work in, it might cause some confusions in their belief systems and that is why they might also find listening a difficult skill to cope with.

### *Research Question 3*

*Do Turkish learner beliefs vary systematically by gender, major, educational background or language proficiency level?*

The z test was conducted to determine whether male student responses differed significantly from female learner responses. The results were statistically significant for items 1, 4, 14, 18, 22, 25, 29. The results for the items (4, 14) dealing with the difficulty of language revealed that male learners were more optimistic than girls. While females tended to believe English was a difficult language, male learners' results were closer to the choice saying it was of a medium difficulty. Accordingly, male learners revealed the tendency as 1-2 years for the length of time to achieve the eventual mastery of speaking the language by studying one hour a day, although females were closer to believing the need for 3-5 years. This may be due to the nature of Turkish society. When children are brought up, they are often treated in different ways according to their gender and females tend to have more responsibilities related to certain aspects of life such as housework. This may affect their educational life as well and female language learners might find the language learning process more demanding than their male counterparts when the other duties are added.

Items 1, 22, 29 deal with foreign language aptitude. Although that was not a very considerable result, for item 1 "it is easier for children than adults to learn a foreign language" while females strongly agreed, males just agreed. result. The largest discrepancy was found for item 22, "women are better than men at learning foreign languages", between males and females. While females were neutral, males showed disagreement. This may be because of their own gender. For item 29, "people who are good at math and science are not good at learning foreign language languages", while females were closer to disagreement, males were more hesitant to make such a claim, staying neutral. The last two categories of the questionnaire did not reveal any significant differences between male and female subjects. In terms of the nature of language learning for item 25, males agreed that learning English was different from other school subjects. However, females were more hesitant, being closer to neutral. For item 18, dealing with learning and communication strategies, which males were neutral, females were closer to agreement, that is female language learners were identified as more anxious language learners in the classroom.

In summary, it is possible to conclude that, although some differences were identified, gender did not play an important role in terms of the learner beliefs about the language learning process.

The z test was also used to examine possible differences in responses of the learners considering the major they are studying; that is, between Social Sciences and Natural Sciences. Significant differences among those learner responses were found for only two of the 34 items. For item 4, students of Social Sciences indicated that English is a difficult language, while students of Natural Sciences were closer to the belief that it is of medium difficulty. In accordance with that, for item 10 indicating that it is easier to learn another foreign language if you already speak one, students of Social Sciences indicated agreement, while students of Natural Sciences were more hesitant. They revealed less agreement. Those results may be due to the nature of both groups of students. The students of Natural Sciences may include students who are able to think analytically. That may be the reason that they found English a language of medium difficulty. In addition, perhaps their previous language learning process was challenging and they may not be willing to learn another language, thereby affecting their belief systems about learning languages.

ANOVA test was conducted to determine whether learner responses differed significantly according to their educational background. Significant differences among the learners regarding their educational background were explored for six of the 34 items (4, 5, 8, 9, 15, 20).

Private High School graduates found English language of medium difficulty, while the rest was closer to thinking it was a difficult language. In addition, this group of students were also closer to disagreement about the statement English had a more difficult structure than Turkish, while the rest was more neutral. Concerning the item dealing with the knowledge of the foreign culture, Private High School graduates were neutral. However, Anatolian High School, Normal State High School and the last group marked others indicated more agreement. For item 9, "you shouldn't say anything in the language until you can say it correctly." Anatolian High School graduates



revealed the strongest disagreement. Normal State High School graduates revealed more agreement. Their previous language learning experience might be effective in the learners' having such a belief about making mistakes. Private School graduates reflected the strongest agreement for their current language aptitude. Normal State High School graduates were more neutral than other groups about the necessity of the focus on forms.

In conclusion, very few items revealed significant differences. Therefore, for these discrepancies, it could be said that learner beliefs start to form with very early language learning experience. So, teacher beliefs may be very important in this forming process. Teachers should be very careful while teaching, in order not to make students gain incorrect beliefs and hesitant attitudes about language learning in the future; since clarifying the intentions behind these responses might be difficult in the future.

ANOVA test was also used to examine possible differences in responses regarding the learners' language proficiency level. In fact, the sums of percentages expressing discrepancies in beliefs were quite close. However, the items 1, 3, 4, 5, 12, 15, 16, 17, 20, 26 indicated some discrepancies. Beginner learners of English revealed stronger agreement than the other levels of learners about learning the language at early ages. This may be because they find it challenging to learn the language at their age. They may find it so tough. Advanced learners strongly believed that some languages were easier to learn. The same group found English language of medium difficulty while the other groups were closer to the belief that it was difficult. Advanced and Upper-Intermediate levels of learners were neutral about the difficulty of English language structure while other levels of students found it more difficult.

Beginner levels of learners showed disagreement about having enough courage to go and speak when hearing someone talking English. Other levels of learners were more courageous in that when compared with beginners. The same level of learners believed that they didn't have enough foreign language aptitude. For this item, the strongest agreement came from advanced learners, that is they believed in having an aptitude for language learning. Beginner and Elementary levels of learners believed that

learning English was a matter of learning a lot of words, while other levels of learners were neutral, the advanced group showed disagreement which may result from their attainment in English. For item 17 dealing with the importance of practice and revision, almost all learners revealed strong agreement. For item 20, dealing with the necessity of focus on forms, beginner levels agreed as in the other items, while advanced and upper-intermediate levels disagreed, and other levels were neutral. For item 26, claiming that learning English was translating from Turkish, only beginner level of students were neutral, other levels including elementary, lower-intermediate, intermediate, upper intermediate and advanced groups showed relatively high disagreement.

These results dealing with the proficiency level of English suggest that when viewed from a global perspective, it may seem that learners beliefs of how languages are learnt in non-natural settings affect their current beliefs strongly. In addition, as it has been interpreted in almost each section of the study, learners' previous instructional experiences may be very much affective. According to these results, it was observed that the beginner level of learners had counterproductive (i.e. not conducive) beliefs. So, perhaps, with the increase of learners' knowledge of the language and experience, their beliefs, then, may alter, so they might be helped to hold more motivating and encouraging beliefs towards language learning.

#### *Research Question 4*

*Do Turkish teacher beliefs vary systematically by gender or teaching experience?*

The z test was used to analyze possible differences in responses between male and female teachers. Statistically significant results were obtained for only three of the 27 items (1, 13, 20).

The differences revealed that male and female language teachers did not have completely different beliefs related to language learning, but their degree of agreement or disagreement differed according to their opinions. The first item claiming that it was

easier for children than adults to learn a language elicited strong agreement from females but merely agreement from males. Accordingly, for item 13 “it is important to repeat and practise a lot” while females strongly agreed, males only agreed. For item 20, “learning a foreign language is mostly a matter of translating from Turkish” female teachers revealed strong disagreement while male teachers merely disagreed. (See Appendix H) Therefore, this picture suggests that Turkish teacher beliefs vary by gender but not so considerably.

ANOVA test was used to determine whether teacher beliefs vary significantly by teaching experience. The test revealed no significant differences for any of the items in the questionnaire. Therefore, this suggests that teaching experience may not play an important role in shaping teacher beliefs; not at least in this particular context. Considering the dominant young generation of the teachers, this result may not be perceived surprisingly.

#### *Research Question 5*

*Are there any mismatches between the beliefs of these learners and those of their teachers?*

When the first category, the difficulty of language learning, was considered, the statistical results revealed that language learners and their teachers mostly had similar beliefs. They both agreed that some languages are easier than the others and that English is a language of medium difficulty. Again both of the groups disagreed with item 18 stating that speaking is easier than understanding it. Similarly they thought reading and writing skills are easier than speaking and listening skills. On the other hand, results revealed that while language learners are more pessimistic about the time required to become fluent, their teachers, most probably being aware of the process, reported that a longer period is needed.

Related to the second category of the questionnaire, the strongest agreement was identified about the effect of age on language learning process; they both strongly

believed that it was easier for children than adults to learn a foreign language. Similarly, the existence of a special aptitude for language learning was agreeable by both groups. Learning another foreign language after one, was found easier by everybody as well. The gender and language learning relationship revealed different results; while almost half of the language learners and 39% of the teachers did not have any firm beliefs about this kind of a relationship, 39% of the language learners disagreed that women are better language learners while 46% of the teachers agreed with this opinion. Similarly, about the relationship between learning math and science and learning a foreign language, they were dominantly neutral about this issue. The item related to the Turkish people's ability for learning a foreign language revealed a neutral result for both of the groups, but still they both believed that everyone can learn to speak a foreign language.

The third category, the nature of language learning, revealed similar beliefs of learners and their teachers. They dominantly believed the importance of learning the foreign language in the foreign country as well as its culture. The items stating that language learning is mostly a matter of learning a lot of vocabulary words, grammar rules and translating from L1 revealed varying beliefs. While half of the language learners believed that learning vocabulary was not the main part of language learning process, teachers' disagreement was stronger for this item. Grammar rules and translation revealed similar results, but again the percentage for disagreement was stronger for teacher participants. Finally, both teachers and learners agreed that learning English was different from learning other school subjects.

Learning and communication strategies revealed results where the learners and the teachers mostly agreed. For instance, they both believed that speaking with an excellent accent was important and it is ok, to guess if you don't know a word in the foreign language. The importance of repetition and practice and the language laboratory was perceived by both of the groups. The item stating you should not say anything in the foreign language until you can say it correctly was rejected both by the language learners and their teachers.

The items in the last category related to motivations and expectations revealed no differences between language learners and their teachers; they both, with a vast majority, believed that speaking English has an important place in Turkish society and learning this language has advantages for good job opportunities.

As a conclusion, it is possible to say that Turkish language learners and their teachers mostly share similar beliefs related to language learning process. Considering the findings of the studies in the literature, it could be said that not having great differences would benefit both the learners for their learning in an efficient way and the teachers for their teaching in the classroom.

To sum up, when the variables of the study :gender, major, educational background and language proficiency level were considered, only the results dealing with the porficiency level of English revealed highly significant differences. Beginner level of students learning a foreign language believed that they had no foreign language aptitude and they were scared of speaking in front of other people and they also believed that grammar, vocabulary and translation were vitally important in this process. On the other hand, upper intermediate and mostly advanced learners of English believed that learning the language was not so difficult, and also they were more courages about practicing the language with native speakers and lastly, they also believed that grammar, vocabulary and translation were not very important in learning a foreign language. Therefore, beginner level of learners' previous instructional experiences may be very much affective on their current language learning process. They may have some counterproductive beliefs and misconceptions ,however, as the time goes and they gain the knowledge of the language and have more experience, these mistaken beliefs may change .

Therefore, related to this context, it could be said that experience has a great impact on learners' present beliefs about learning a foreign language.

## 5. CONCLUSION

### 5.1. Summary

The purpose of this study was to investigate learner and teacher beliefs concerning language learning and to find out whether they vary according to gender, major, educational background, language proficiency level of learners, and gender and teaching experience of their teachers. It also tried to find out whether the beliefs of learners and their teachers mismatch.

The study was conducted at Anadolu University, School of Foreign Languages, English Preparatory Program. Two parallel questionnaires were given to 1004 students and 59 teachers of English. Learner version of the questionnaire included 34 items and the teacher version 27 items, since some of the items expressed idiosyncratic beliefs of learners, they were eliminated in the teacher version.

Learners and their teachers were asked to respond to each item using the five-point Likert-scale, ranging from 1 (strongly agree) to 5 (strongly disagree). The participants were also asked to provide demographic information.

Then, in the data analysis process the items were categorized into five groups in both questionnaires as in Horwitz's (1985) study. Next step was to analyze participants' overall beliefs about foreign language learning, and, an analysis of those beliefs regarding the learners' and teachers' personal traits. For the statistical analysis of the responses, to determine whether the quantitative differences in the learners' and their teachers' beliefs were significant, z tests and ANOVA tests were performed.

All of the analyses were run with SPSS. After the statistical evaluations, the frequency distribution of learner beliefs revealed that learners had given varied responses to most of the items. However, item 1 "it is easier for children than adults to learn a foreign language" reflected the strongest agreement. In addition, a number of discrepancies were evident between learner and teacher beliefs. It was also evident that

regarding their teaching experience there was no significant difference within teacher beliefs. For instance, about 30 percent of learners believed in the necessity of learning grammar rules while only 1.7 percent of teachers revealed agreement for this item. However, for item 1 both sides beliefs matched. Regarding their educational background, for items 4, 5, 8, 9, 15, 20 only, learner beliefs differed. Regarding their language proficiency level, their beliefs revealed significant differences for items 1, 3, 4, 5, 12, 15, 16, 17, 20, and 26.

In sum, this study explored the contention that differences in learner and teacher beliefs are not very large or too considerable within either group. It is hoped that the issues raised here will be of help to foreign language teachers interested in improving learner motivation and desire to learn a language.

## 5.2. Conclusion

Murphey (1995, 34) defines beliefs as values and meanings. He states that, "In my own teaching, I have often operated on the assumption that beliefs were the most generative of change for language learners. I have tried to cultivate beliefs like "English is fun and good to learn" and mistakes are helpful and "people want to talk to me" so that students would learn with more enthusiasm and energy."

As Asbjornson (2000) suggests, the issue of beliefs about language learning must be examined carefully, since it would enrich the learning process. For instance, he believes that native speakers may not be good models for students learning a language as it's their mother-tongue and they speak fluently. However, a fluent non-native speaker who has never been abroad may be a very inspiring model for students learning that language. Therefore, the students may develop a belief that at some time in the future they may achieve such fluency. As can be seen in the example above, some beliefs could be altered with inspirational ideas unless they are fossilized.

Kern (1995) considers the issue that beliefs are based on idiosyncratic personal factors and socio-cultural forces. Therefore, each learner has his own personal traits.

Beliefs may result from either these traits or environmental factors. However, it is hard to tell by just giving the questionnaire and examining the results, if identifying the beliefs and changing them is easy. Indeed, where differences are observed, there may be valuable teaching points to be found. It should also be absolutely understood that although the teacher is very well-trained or very positive about language teaching he/she may not succeed in altering any misconceptions which inhibit learning.

### **5. 3. Pedagogical Implications**

A number of educators and researchers point out that learner beliefs play an important role in motivation, selection of learning strategies and learning in general (Horwitz, 1985, 1988, 1989, 1990; Wenden, 1986; Kern, 1995; Ellis, 1995; Mantle-Bromley, 1995; Richards, 1996).

As Schulz (2001) suggests foreign language educators need to keep these beliefs in mind when planning classroom activities, given that teaching activities need to be perceived in the learners' minds as beneficial for learning.

This study has called attention to the various beliefs that language learners and those of their teachers hold. Results from this study would suggest that this study supports the idea that exploring learners beliefs may be of benefit to teachers looking for ways to improve their current instructional collection according to learner beliefs and expectations. This study should also be helpful in finding inconsistencies in learner and teacher beliefs as well as increasing the chance of reaching a deeper understanding of the factors shaping the beliefs of language learners.

Therefore, this study should be of help to educators in identifying the learner and teacher beliefs and it may also have implications in the areas of curriculum design, materials development, student orientation and teacher training.

Although each learner has a specific concern, it is encouraging that many students believe that they will ultimately learn the language. Once again, although these



analyses leave some ground for further discussion, the results require language teachers to examine learner beliefs more closely. This may be an important step toward better language teaching.

Most importantly, learners have great expectations about the effect of a foreign language in their future lives and which is very encouraging. However, only half of the students believed that they possessed a foreign language aptitude which was unfortunate. No teachers would like learners who lack self-confidence. Additionally, many of the learners believed that cultural learning was not necessary. Approximately, half of the learners believed speaking with an excellent accent was desirable. From the global perspective it is understood that speaking, which is the subject matter in many of the BALLI items, seems frightening for students. Therefore, once again, it is suggested that speaking, as well as listening materials and activities, should be examined and chosen very carefully before any instruction.

Another point is that, unexpectedly, 6.8 percent of teachers disagreed with guessing the meanings of difficult words. Perhaps, workshop style teacher training courses focusing on the importance of using the guessing strategy in real life may be beneficial for teachers. By doing so, they might hopefully include ways to teach and encourage their own learners in the usage of this strategy in their classrooms.

To sum up, this study may be helpful for instructors who would like to know the sources of their learners' beliefs so that language classes may be organized in a manner which minimizes any negativeness in learner beliefs. As Larsen-Freeman (1991, 130) suggests, "we should weave all the strands together: teaching, learning, teacher, learner, materials, context. Until that time, however, there is much groundwork to be laid"

#### **5. 4. Suggestions for Further Studies**

In terms of future research, it could be beneficial to do a longitudinal study on whether teachers could help students to get rid of preconceived ideas which affect their learning. For instance, as students first enter the language class, their beliefs on

language learning could be explored and, after studying the target language for one or two semesters, it could be investigated whether there are any discrepancies in their beliefs compared with those held on their first arrival. In other words, such research may shed light on how learner beliefs actually change through time with instructor's effect.

On the other hand, teacher beliefs may be studied. Hargraves (1994) claims that researchers know less about how teachers feel while they teach, about emotions, or about desires which motivate and moderate their work. (cited in Clemente, 2001). Therefore, further study could explore the relationship between teachers' beliefs and their instructional behavior in the classroom.

Additionally, this study did not demonstrate that certain beliefs were related to achievement (i.e., success or failure) so, in a further study any researcher could explore the relationship between learner beliefs and the learners' achievement in a foreign language learning process.

Another suggestion is that the beliefs of novice teachers and those of experienced teachers could be compared to see whether teaching experience has any effect on teachers' beliefs. Eventually training courses or workshops could be suggested for refreshment of experienced teachers and for a practical contribution to novice teachers, although no discrepancies between experienced and inexperienced teachers have been elicited in this study. Additionally, learner beliefs may also be clarified by interviews and journals, with the results being more realistic, since the learners will have more time to speak and write on the issue.

Obviously, more research is needed to enrich our understanding of foreign language learning and teaching. This could enable us to explore the learners' as well as our own beliefs, and to examine many factors which shape the outcome in a language classroom. This could certainly prove helpful knowledge in improving the planning and instruction of foreign language teaching.

**APPENDIX A**  
**ENGLISH VERSION OF THE BALLI**  
**STUDENT QUESTIONNAIRE**

Below are beliefs that some people have about learning foreign languages.

Read each statement and then decide if you :

- 1-) strongly agree    2-)agree    3-) neither agree nor disagree  
 4-)disagree    5-) strongly disagree

There are no right or wrong answers. We are simply interested in your opinion. Mark each answer on the special answer sheet.

1. It is easier for children to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others
4. The language I am trying to learn is:
  1. a very difficult language                      2. a difficult language
  3. a language of medium difficulty
  4. an easy language                                      5. a very easy language
5. The structure of English is more difficult than the structure of Turkish
6. I believe that I will ultimately learn to speak this language very well.
7. It is important to speak a foreign language with an excellent accent.
8. It is necessary to know the foreign culture in order to speak the foreign language.
9. You shouldn't say anything in the foreign language until you say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is better to learn a foreign language in the foreign country.
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practise speaking the language.
13. It's O.K. to guess if you don't know a word in the foreign language.

14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
- 1) less than a year,    2) 1-2 years,    3) 3-5 years,    4) 5-10 years,
  - 5) You can't learn a language in 1 hour a day.
15. I have foreign language aptitude.
16. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.
17. It is important to repeat and practise a lot.
18. I feel self-conscious speaking the foreign language in front of other people.
19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.
20. Learning a foreign language is mostly of learning a lot of grammar rules.
21. It is important to practise in the language laboratory.
22. Women are better than men at learning foreign languages.
23. If I get to speak this language very well. I will have many opportunities to use it.
24. It is easier to speak than understand a foreign language.
25. Learning a foreign language is different from learning other school subjects.
26. Learning a foreign language is mostly a matter of translating from English.
27. If I learn this language very well, it will help me to get a good job.
28. It is easier to read and write this language than to speak and understand it.
29. People who are good at math and science are not good at learning foreign languages.
30. Turkish people think that it is important to speak a foreign language.
31. I would like to learn this language so that I can get to know its speakers better.
32. People who speak more than one language well are very intelligent.
33. Turkish people are good at learning a foreign language.
34. Everyone can learn to speak a foreign language.

**APPENDIX B**  
**ENGLISH VERSION OF THE BALLI**  
**TEACHER QUESTIONNAIRE**

Below are beliefs that some people have about learning foreign languages.

Read each statement and then decide if you :

- 1-) strongly agree    2-)agree    3-) neither agree nor disagree  
 4-)disagree    5-) strongly disagree

There are no right or wrong answers. We are simply interested in your opinion. Mark each answer on the special answer sheet.

1. It is easier for children to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others
4. The language I am trying to learn is:
  1. a very difficult language                      2. a difficult language
  3. a language of medium difficulty            4. an easy language
  5. a very easy language
5. The structure of English is more difficult than the structure of Turkish.
6. It is important to speak a foreign language with an excellent accent.
7. It is necessary to know the foreign culture in order to speak the foreign language.
8. You shouldn't say anything in the foreign language until you say it correctly.
9. It is easier for someone who already speaks a foreign language to learn another one.
10. It is better to learn a foreign language in the foreign country.
11. It's O.K. to guess if you don't know a word in the foreign language.
12. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
  - 1) less than a year,            2) 1-2 years,    3) 3-5 years,    4) 5-10 years,
  - 5) You can't learn a language in 1 hour a day.

13. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.
14. It is important to repeat and practise a lot.
15. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.
16. Learning a foreign language is mostly of learning a lot of grammar rules.
17. It is important to practise in the language laboratory.
18. Women are better than men at learning foreign languages.
19. It is easier to speak than understand a foreign language.
20. Learning a foreign language is different from learning other school subjects.
21. Learning a foreign language is mostly a matter of translating from English.
22. It is easier to read and write this language than to speak and understand it.
23. People who are good at math and science are not good at learning foreign languages.
24. Turkish people think that it is important to speak a foreign language.
25. People who speak more than one language well are very intelligent.
26. Turkish people are good at learning a foreign language.
27. Everyone can learn to speak a foreign language.

**APPENDIX C**  
**TURKISH VERSION OF THE BALLI**  
**STUDENT QUESTIONNAIRE**

Aşağıdaki her bir ifadeyi okuduktan sonra seçeneklerden birisini size verilen kağıda işaretleyiniz

Hiçbir ifadeyi boş bırakmayınız

1. Kesinlikle katılıyorum    2. Katılıyorum    3. Fikrim yok    4. Katılmıyorum  
 5. Kesinlikle katılmıyorum

1. Çocuklar büyüklere göre daha kolay yabancı dil öğrenirler.
2. Bazı insanlar yabancı dil öğrenmelerini kolaylaştıran özel bir yetenekle doğarlar.
3. Bazı dilleri öğrenmek diğerlerine göre daha kolaydır.
4. İngilizce
  1. Çok zor bir dil
  2. Zor bir dil
  3. Orta zorlukta bir dil
  4. Kolay bir dil
  5. Çok kolay bir dil
5. İngilizce'nin yapısı Türkçe'ninkinden daha zor.
6. İngilizce'yi çok iyi konuşmayı eninde sonunda öğreneceğime inanıyorum.
7. İngilizceyi iyi bir aksanla konuşmak çok önemlidir.
8. Yabancı dil konuşabilmek için o dilin konuşulduğu ülkenin kültürünü bilmek çok önemlidir.
9. Yabancı dilde, bir şeyi tam anlamıyla doğru söyleyebilene kadar hiçbir şey söylememek gerekir.
10. Bir yabancı dil bilen kişinin bir başka yabancı dil öğrenmesi daha kolaydır.
11. Yabancı dili o dilin konuşulduğu ülkede öğrenmek daha iyidir.
12. Birinin İngilizce konuştuğunu duyarsam, pratik yapabilmek için hemen yanına gidip onunla konuşurum.
13. İngilizce'de bir kelimenin anlamını bilmiyorsa, anlamını tahmin etmekte bir sakınca yoktur.
14. Eğer bir kişi İngilizce öğrenmek için günde 1 saatini ayırırsa, akıcı bir şekilde İngilizce konuşması ne kadar süre alır?
  1. 1 yıldan az
  2. 1-2 yıl
  3. 3-5 yıl
  4. 5-10 yıl
  5. Günde 1 saat ayırarak İngilizce öğrenilmez

15. Ben İngilizce öğrenmeye yatkın bir insanım.
16. İngilizce öğrenmek, aslında bir sürü kelime ezberlemekten ibarettir.
17. Bol bol tekrar etmek ve pratik yapmak önemlidir.
18. Başka insanların önünde İngilizce konuşmak beni tedirgin ediyor.
19. Eğer başlarda hata yapmaya izin verilirse, daha sonra o hatalardan kurtulmak zor olur.
20. İngilizce öğrenmek, aslında bir sürü gramer kuralı ezberlemekten ibarettir.
21. Yabancı dil laboratuvarlarında pratik yapmak önemlidir.
22. Kadınlar yabancı dil öğrenmeye erkeklerden daha yatkındır.
23. İngilizce'yi çok iyi öğrenirsem, onu kullanabileceğim bir çok fırsatım olacaktır.
24. İngilizce konuşmak, anlamaktan daha kolaydır.
25. İngilizce öğrenmek, okuldaki diğer derslerden daha farklıdır.
26. İngilizce öğrenmek, Türkçe'den çeviri yapmak demektir.
27. İngilizce'yi iyi konuşmayı öğrenebilirim, bu bana iyi bir iş bulmamda yardımcı olur.
28. İngilizce'yi okumak ve yazmak, konuşmak ve anlamaktan daha kolaydır.
29. Matematik ve Fen derslerinde iyi olanlar, İngilizce öğreniminde pek başarılı değildirler.
30. Türkler için yabancı dil bilmek önemlidir.
31. İngilizce konuşan insanları daha yakından tanıyabilmek için bu dili öğrenmek istiyorum.
32. Birden fazla dil konuşabilen insanlar çok akıllıdır.
33. Türkler yabancı dil öğrenmede başarılıdır.
34. Herkes yabancı dil öğrenebilir.



**APPENDIX D**  
**TURKISH VERSION OF THE BALLI**  
**TEACHER QUESTIONNAIRE**

Aşağıdaki her bir ifadeyi okuduktan sonra seçeneklerden birisini size verilen kağıda işaretleyiniz

Hiçbir ifadeyi boş bırakmayınız

1. Kesinlikle katılıyorum    2. Katılıyorum    3. Fikrim yok    4. Katılmıyorum  
 5. Kesinlikle katılmıyorum

1. Çocuklar büyüklere göre daha kolay yabancı dil öğrenirler.
2. Bazı insanlar yabancı dil öğrenmelerini kolaylaştıran özel bir yetenekle doğarlar.
3. Bazı dilleri öğrenmek diğerlerine göre daha kolaydır.
4. İngilizce
  1. çok zor bir dil    2. zor bir dil    3. orta zorlukta bir dil    4. kolay bir dil
  5. çok kolay bir dil
5. İngilizce'nin yapısı Türkçe'ninkinden daha zor.
6. İngilizce'yi iyi bir aksanla konuşmak çok önemlidir.
7. Yabancı dil konuşabilmek için o dilin konuşulduğu ülkenin kültürünü bilmek çok önemlidir.
8. Yabancı dilde, bir şeyi tam anlamıyla doğru söyleyebilene kadar hiçbir şey söylememek gerekir.
9. Bir yabancı dil bilen kişinin bir başka yabancı dil öğrenmesi daha kolaydır.
10. Yabancı dili o dilin konuşulduğu ülkede öğrenmek daha iyidir.
11. İngilizce'de bir kelimenin anlamını bilmiyorsam, anlamını tahmin etmekte bir sakınca yoktur.
12. Eğer bir kişi İngilizce öğrenmek için günde 1 saatini ayırırsa, akıcı bir şekilde İngilizce konuşması ne kadar süre alır?
  1. 1 yıldan az    2. 1-2 yıl    3. 3-5 yıl    4. 5-10 yıl
  5. Günde 1 saat ayırarak İngilizce öğrenilmez
13. İngilizce öğrenmek, aslında bir sürü kelime ezberlemekten ibarettir.
14. Bol bol tekrar etmek ve pratik yapmak önemlidir.

15. Eğer başlarda hata yapmaya izin verilirse, daha sonra o hatalardan kurtulmak zor olur.
16. İngilizce öğrenmek, aslında bir sürü gramer kuralı ezberlemekten ibarettir.
17. Yabancı dil laboratuvarlarında pratik yapmak önemlidir.
18. Kadınlar yabancı dil öğrenmeye erkeklerden daha yatkındır.
19. İngilizce konuşmak, anlamaktan daha kolaydır.
20. İngilizce öğrenmek, okuldaki diğer derslerden daha farklıdır.
21. İngilizce öğrenmek, Türkçe'den çeviri yapmak demektir.
22. İngilizce'yi okumak ve yazmak, konuşmak ve anlamaktan daha kolaydır.
23. Matematik ve Fen derslerinde iyi olanlar, İngilizce öğreniminde pek başarılı değildirler.
24. Türkler için yabancı dil bilmek önemlidir.
25. Birden fazla dil konuşabilen insanlar çok akıllıdır.
26. Türkler yabancı dil öğrenmede başarılıdır.
27. Herkes yabancı dil öğrenebilir.

## APPENDIX E

## Group Statistics Regarding Learner Respondents' Major

	Major	N	Mean	Std. Deviation	Std. Error Mean
Item 1	Natural	555	1,6126	,8430	3,578E-02
	Social	449	1,6748	,8325	3,929E-02
Item 2	Natural	555	2,8595	2,5552	,1085
	Social	449	2,6659	1,2499	5,899E-02
Item 3	Natural	555	1,8955	,8127	3,450E-02
	Social	449	1,9599	,9535	4,500E-02
Item 4	Natural	555	2,9225	,7990	3,392E-02
	Social	449	2,7840	,8129	3,836E-02
Item 5	Natural	555	3,0793	1,2946	5,495E-02
	Social	449	2,9220	1,2941	6,107E-02
Item 6	Natural	555	2,0306	1,0289	4,367E-02
	Social	449	1,9532	1,0177	4,803E-02
Item 7	Natural	555	2,2144	1,0877	4,617E-02
	Social	449	2,1470	1,1653	5,499E-02
Item 8	Natural	555	2,9207	1,2405	5,266E-02
	Social	449	2,8864	1,2475	5,887E-02
Item 9	Natural	555	4,1045	1,0914	4,633E-02
	Social	449	4,0891	1,0922	5,154E-02
Item 10	Natural	555	2,1532	,9012	3,826E-02
	Social	449	2,0223	,9423	4,447E-02
Item 11	Natural	555	1,3982	,8072	3,427E-02
	Social	449	1,4410	,8487	4,005E-02
Item 12	Natural	555	2,8216	1,0810	4,588E-02
	Social	449	2,8664	2,7362	,1291
Item 13	Natural	555	2,1532	1,0389	4,410E-02
	Social	449	2,1314	,9511	4,488E-02
Item 14	Natural	555	2,6865	1,2383	5,256E-02
	Social	449	2,8107	1,3084	6,175E-02
Item 15	Natural	555	2,5838	1,1454	4,862E-02
	Social	449	2,6459	1,0822	5,107E-02
Item 16	Natural	555	3,1586	2,1863	9,280E-02
	Social	449	3,1871	1,5728	7,423E-02
Item 17	Natural	555	1,4468	,7916	3,360E-02
	Social	449	1,4699	,8208	3,874E-02
Item 18	Natural	555	2,9910	1,2977	5,508E-02
	Social	449	3,0067	1,2861	6,069E-02
Item 19	Natural	555	3,0739	1,3095	5,558E-02
	Social	449	3,0334	1,3063	6,165E-02
Item 20	Natural	554	3,3592	1,1888	5,051E-02
	Social	449	3,2183	1,2505	5,902E-02
Item 21	Natural	555	2,1459	1,3931	5,913E-02
	Social	449	2,1871	1,0267	4,846E-02

Item 22	Natural	555	3,4000	1,1814	5,015E-02
	Social	449	3,3964	1,1294	5,330E-02
Item 23	Natural	555	1,6667	,9756	4,141E-02
	Social	449	1,6459	,9963	4,702E-02
Item 24	Natural	555	3,2486	1,2500	5,306E-02
	Social	449	3,1826	1,2633	5,962E-02
Item 25	Natural	555	2,1568	1,0297	4,371E-02
	Social	449	2,0846	1,0316	4,869E-02
Item 26	Natural	555	3,8613	1,0217	4,337E-02
	Social	449	3,8842	1,0437	4,925E-02
Item 27	Natural	555	1,5748	,8929	3,790E-02
	Social	449	1,4833	,8239	3,888E-02
Item 28	Natural	555	2,6973	1,2351	5,243E-02
	Social	449	2,7350	1,2003	5,665E-02
Item 29	Natural	555	3,4126	1,2848	5,454E-02
	Social	449	3,4365	1,0548	4,978E-02
Item 30	Natural	555	2,1604	1,1166	4,740E-02
	Social	449	2,2071	1,1781	5,560E-02
Item 31	Natural	555	3,4450	1,2010	5,098E-02
	Social	449	3,3318	1,2691	5,989E-02
Item 32	Natural	555	3,5820	1,1392	4,836E-02
	Social	449	3,6192	1,1298	5,332E-02
Item 33	Natural	555	2,9315	,8341	3,540E-02
	Social	449	2,9889	,8464	3,994E-02
Item 34	Natural	555	1,9279	1,0010	4,249E-02
	Social	449	1,8953	1,0459	4,936E-02

## APPENDIX F

## Group Statistics Regarding Learner Respondents' Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Item 1	Female	476	1,5651	,7093	3,251E-02
	Male	528	1,7064	,9358	4,073E-02
Item 2	Female	476	2,6450	1,1938	5,472E-02
	Male	528	2,8883	2,6261	,1143
Item 3	Female	476	1,9643	,9227	4,229E-02
	Male	528	1,8826	,8319	3,620E-02
Item 4	Female	476	2,7878	,7617	3,491E-02
	Male	528	2,9242	,8413	3,661E-02
Item 5	Female	476	2,9349	1,2790	5,862E-02
	Male	528	3,0833	1,3085	5,695E-02
Item 6	Female	475	2,0442	,9895	4,540E-02
	Male	528	1,9470	1,0459	4,552E-02
Item 7	Female	476	2,1387	1,1001	5,042E-02
	Male	528	2,2254	1,1427	4,973E-02
Item 8	Female	476	2,9349	1,2183	5,584E-02
	Male	528	2,8807	1,2666	5,512E-02
Item 9	Female	476	4,1387	1,0671	4,891E-02
	Male	528	4,0625	1,1131	4,844E-02
Item 10	Female	476	2,1155	,9321	4,272E-02
	Male	528	2,0795	,9123	3,970E-02
Item 11	Female	476	1,4265	,7953	3,645E-02
	Male	528	1,4129	,8558	3,724E-02
Item 12	Female	476	2,9454	2,6749	,1226
	Male	528	2,7500	1,0608	4,616E-02
Item 13	Female	476	2,1366	,9516	4,362E-02
	Male	528	2,1515	1,0417	4,533E-02
Item 14	Female	476	2,8571	1,2751	5,844E-02
	Male	528	2,6420	1,2575	5,473E-02
Item 15	Female	476	2,6639	1,0743	4,924E-02
	Male	528	2,5720	1,1519	5,013E-02
Item 16	Female	476	3,0609	1,2709	5,825E-02
	Male	528	3,2652	2,3767	,1034
Item 17	Female	476	1,4139	,7532	3,452E-02
	Male	528	1,4962	,8469	3,686E-02
Item 18	Female	476	2,7668	1,2708	5,825E-02
	Male	528	3,2102	1,2757	5,552E-02
Item 19	Female	476	3,0735	1,3443	6,162E-02
	Male	528	3,0398	1,2746	5,547E-02
Item 20	Female	475	3,2484	1,2054	5,531E-02
	Male	528	3,3371	1,2274	5,342E-02

Item 21	Female	476	2,2227	1,4671	6,724E-02
	Male	528	2,1174	,9940	4,326E-02
Item 22	Female	476	3,1345	1,1006	5,045E-02
	Male	528	3,6364	1,1576	5,038E-02
Item 23	Female	476	1,6660	1,0238	4,693E-02
	Male	528	1,6496	,9486	4,128E-02
Item 24	Female	476	3,2584	1,2167	5,577E-02
	Male	528	3,1818	1,2912	5,619E-02
Item 25	Female	476	2,1954	1,0866	4,980E-02
	Male	528	2,0568	,9724	4,232E-02
Item 26	Female	476	3,8739	1,0099	4,629E-02
	Male	528	3,8655	1,0504	4,571E-02
Item 27	Female	476	1,5231	,8519	3,905E-02
	Male	528	1,5436	,8745	3,806E-02
Item 28	Female	476	2,7290	1,2157	5,572E-02
	Male	528	2,7027	1,2215	5,316E-02
Item 29	Female	476	3,5147	1,1579	5,307E-02
	Male	528	3,3447	1,2082	5,258E-02
Item 30	Female	476	2,1471	1,1199	5,133E-02
	Male	528	2,2178	1,1639	5,065E-02
Item 31	Female	476	3,3866	1,2182	5,583E-02
	Male	528	3,4072	1,2424	5,407E-02
Item 32	Female	476	3,5693	1,1246	5,154E-02
	Male	528	3,6250	1,1424	4,972E-02
Item 33	Female	476	2,9202	,7773	3,563E-02
	Male	528	2,9924	,8884	3,866E-02
Item 34	Female	476	1,8655	,9813	4,498E-02
	Male	528	1,9545	1,0553	4,593E-02

## APPENDIX G

**Group Statistics Regarding Learner Respondents'  
Educational Background**

	<b>Private School</b>	<b>Anatolian High School</b>	<b>Normal State High School</b>	<b>Others</b>
<b>Item 1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Frequency	57	144	570	233
Mean	1,5614	1,6528	1,6140	1,7124
<b>Item 2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Frequency	57	144	570	233
Mean	2,5789	2,5903	2,8035	2,8498
<b>Item 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Frequency	57	144	570	233
Mean	1,9649	1,7014	1,9965	1,8755
<b>Item 4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Frequency	57	144	570	233
Mean	3,0526	2,9167	2,8158	2,9013
<b>Item 5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
Frequency	57	144	570	233
Mean	3,4035	3,2083	2,9018	3,0558
<b>Item 6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Frequency	57	144	570	233
Mean	2,0877	1,8889	2,0333	1,9353
<b>Item 7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
Frequency	57	144	570	233
Mean	2,2105	2,2639	2,1825	2,1416
<b>Item 8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
Frequency	57	144	570	233
Mean	3,0000	2,9167	2,8877	2,9056
<b>Item 9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
Frequency	57	144	570	233
Mean	4,1930	4,2986	4,0105	4,1717
<b>Item 10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
Frequency	57	144	570	233
Mean	2,1754	2,0833	2,0684	2,1245
<b>Item 11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
Frequency	57	144	570	233
Mean	1,3860	1,4306	1,4211	1,4077
<b>Item 12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
Frequency	57	144	570	233
Mean	2,9649	2,8125	2,8579	2,7854
<b>Item 13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>
Frequency	57	144	570	233
Mean	2,3333	1,9861	2,1842	2,0858

Item	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>
Frequency	57	144	570	233
Mean	2,4912	2,7014	2,7579	2,7854
Item	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
Frequency	57	144	570	233
Mean	2,2456	2,5417	2,6772	2,5579
Item	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
Frequency	57	144	570	233
Mean	3,1579	3,6181	3,0737	3,1202
Item	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>
Frequency	57	144	570	233
Mean	1,4211	1,5417	1,4737	1,3691
Item	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>
Frequency	57	144	570	233
Mean	3,2982	3,2222	2,8807	3,0901
Item	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
Frequency	57	144	570	233
Mean	3,0175	3,2153	3,0281	3,0472
Item	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
Frequency	57	144	570	233
Mean	3,3509	3,4097	3,1828	3,5021
Item	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>
Frequency	57	144	570	233
Mean	2,0351	2,1806	2,2035	2,0730
Item	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>
Frequency	57	144	570	233
Mean	3,5439	3,4097	3,3649	3,4249
Item	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>
Frequency	57	144	570	233
Mean	1,8246	1,5694	1,7140	1,5494
Item	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>
Frequency	57	144	570	233
Mean	3,3158	3,1875	3,2053	3,2446
Item	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Frequency	57	144	570	233
Mean	2,1754	2,2639	2,0947	2,1073
Item	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
Frequency	57	144	570	233
Mean	4,0175	3,9097	3,8035	3,9614
Item	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>
Frequency	57	144	570	233
Mean	1,5965	1,4931	1,5684	1,4764
Item	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>
Frequency	57	144	570	233
Mean	2,7895	2,7361	2,6719	2,8283



Item	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>
Frequency	57	144	570	233
Mean	3,4561	3,4306	3,3807	3,5279
Item	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
Frequency	57	144	570	233
Mean	2,0526	2,2083	2,1807	2,2060
Item	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
Frequency	57	144	570	233
Mean	3,3509	3,4514	3,3702	3,4206
Item	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>
Frequency	57	144	570	233
Mean	3,4211	3,4375	3,6474	3,6052
Item	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>
Frequency	57	144	570	233
Mean	3,0351	2,7708	2,9737	2,9871
Item	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>
Frequency	57	144	570	233
Mean	2,1754	1,8750	1,9	1,8155

**APPENDIX H**  
**Group Statistics Regarding Learner Respondents'**  
**English Proficiency Level**

	<b>Beginner</b>	<b>Elementary</b>	<b>Lower Intermediate</b>	<b>Intermediate</b>	<b>Upper Intermediate</b>	<b>Advance</b>
Item	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Frequency	57	311	252	232	130	22
Mean	1,4912	1,5585	1,7063	1,7328	1,5692	1,8636
Item	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Frequency	57	311	252	232	130	22
Mean	2,9298	2,7685	2,9563	2,7155	2,5692	2,1818
Item	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Frequency	57	311	252	232	130	22
Mean	2,2632	1,9357	2,000	1,8319	1,7923	1,7727
Item	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Frequency	57	311	252	232	130	22
Mean	2,4737	2,7974	2,8294	2,9526	3,0231	3,2273
Item	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
Frequency	57	311	252	232	130	22
Mean	2,6842	2,8489	2,9841	3,1897	3,2462	3,2727
Item	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Frequency	57	310	252	232	130	22
Mean	2,0526	1,9000	2,0833	1,9957	2,0692	1,7727
Item	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
Frequency	57	311	252	232	130	22
Mean	2,0877	2,1093	2,2937	2,1897	2,2077	2,0909
Item	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
Frequency	57	311	252	232	130	22
Mean	2,9825	2,7717	3,0000	3,0043	2,9000	2,4545
Item	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
Frequency	57	311	252	232	130	22
Mean	4,2456	3,9936	4,0952	4,1164	4,2308	4,3182
Item	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
Frequency	57	311	252	232	130	22
Mean	2,0351	1,9968	2,1389	2,1509	2,1923	1,8636
Item	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
Frequency	57	311	252	232	130	22
Mean	1,4912	1,3666	1,4444	1,4612	1,3692	1,5000
Item	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
Frequency	57	311	252	232	130	22
Mean	3,7193	2,6592	2,7738	2,9655	2,8231	2,7273
Item	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>
Frequency	57	311	252	232	130	22
Mean	2,4561	2,1479	2,1786	2,1078	1,9769	2,4091

Item	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>
Frequency	57	311	252	232	130	22
Mean	2,8421	2,6463	2,8770	2,6897	2,7692	2,8636
Item	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
Frequency	57	311	252	232	130	22
Mean	3,2105	2,6013	2,6270	2,6509	2,3154	2,1364
Item	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
Frequency	57	311	252	232	130	22
Mean	2,7018	3,0032	3,3492	3,1466	3,4231	3,4545
Item	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>
Frequency	57	311	252	232	130	22
Mean	1,4737	1,3955	1,4048	1,5905	1,4308	1,5909
Item	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>
Frequency	57	311	252	232	130	22
Mean	2,8070	2,865	2,9802	3,1595	3,1000	3,5000
Item	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
Frequency	57	311	252	232	130	22
Mean	2,9474	3,0129	3,0992	3,1164	3,0692	2,9545
Item	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
Frequency	57	311	252	231	130	22
Mean	2,7719	3,1801	3,3413	3,3074	3,6385	3,8182
Item	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>
Frequency	57	311	252	232	130	22
Mean	2,1053	2,0997	2,2381	2,2026	2,1462	2,000
Item	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>
Frequency	57	311	252	232	130	22
Mean	3,2456	3,4116	3,4405	3,4353	3,3077	3,2727
Item	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>
Frequency	57	311	252	232	130	22
Mean	1,9298	1,6495	1,7143	1,5991	1,6000	1,5909
Item	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>
Frequency	57	311	252	232	130	22
Mean	2,9825	3,2090	3,2817	3,1293	3,3308	3,5000
Item	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Frequency	57	311	252	232	130	22
Mean	1,8947	2,0354	2,1032	2,2414	2,2462	2,2727
Item	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
Frequency	57	311	252	232	130	22
Mean	3,4561	3,8489	3,8294	3,8793	4,0846	4,1364
Item	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>
Frequency	57	311	252	232	130	22
Mean	1,7018	1,4887	1,5397	1,5733	1,5077	1,5000
Item	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>
Frequency	57	311	252	232	130	22
Mean	2,5965	2,6109	2,7698	2,7716	2,8692	2,5455

Item	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>
Frequency	57	311	252	232	130	22
Mean	3,2281	3,3987	3,4683	3,3448	3,5615	3,9545
Item	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
Frequency	57	311	252	232	130	22
Mean	1,9298	2,1093	2,2738	2,2931	2,1385	2,0455
Item	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
Frequency	57	311	252	232	130	22
Mean	3,4035	3,2283	3,5079	3,4957	3,4231	3,1364
Item	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>
Frequency	57	311	252	232	130	22
Mean	3,9649	3,5691	3,6151	3,5603	3,6231	3,1818
Item	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>
Frequency	57	311	252	232	130	22
Mean	3,2632	2,9582	2,9206	2,9828	2,8538	2,7273
Item	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>
Frequency	57	311	252	232	130	22
Mean	1,8596	1,8778	1,8810	2,0302	1,8615	2,0455

## APPENDIX I

## Group Statistics Regarding Teacher Respondents' Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Item 1	Female	44	1,3182	,6388	9,630E-02
	Male	15	1,8000	1,0142	,2619
Item 2	Female	44	1,8409	,9387	,1415
	Male	15	1,9333	,9612	,2482
Item 3	Female	44	1,9318	,8463	,1276
	Male	15	1,6667	,6172	,1594
Item 4	Female	44	3,1591	,6450	9,723E-02
	Male	15	2,9333	1,0328	,2667
Item 5	Female	44	2,5000	1,0891	,1642
	Male	15	2,4000	1,0556	,2726
Item 6	Female	44	2,5455	,9265	,1397
	Male	15	2,8000	1,2071	,3117
Item 7	Female	44	4,4773	1,1100	,1673
	Male	15	4,2667	1,0998	,2840
Item 8	Female	44	1,8409	,8053	,1214
	Male	15	2,0000	1,0000	,2582
Item 9	Female	44	1,4773	,5902	8,897E-02
	Male	15	1,4000	,5071	,1309
Item 10	Female	44	1,6818	,9092	,1371
	Male	15	1,6000	,5071	,1309
Item 11	Female	44	3,6136	1,2615	,1902
	Male	15	3,0667	1,1629	,3003
Item 12	Female	44	4,2500	,8105	,1222
	Male	15	3,9333	1,0998	,2840
Item 13	Female	44	1,2273	,4756	7,170E-02
	Male	15	1,5333	,5164	,1333
Item 14	Female	44	2,9545	1,1403	,1719
	Male	15	3,5333	,8338	,2153
Item 15	Female	44	4,4091	,5421	8,172E-02
	Male	15	4,1333	,7432	,1919
Item 16	Female	44	2,3409	1,0330	,1557
	Male	15	2,6000	,9103	,2350
Item 17	Female	44	2,5227	,8209	,1238
	Male	15	2,9333	1,0328	,2667
Item 18	Female	44	3,9091	,8302	,1252
	Male	15	3,9333	,8837	,2282
Item 19	Female	44	1,8864	,8131	,1226
	Male	15	2,2667	,9612	,2482
Item 20	Female	44	4,5682	,7281	,1098
	Male	15	4,0000	1,1339	,2928

Item 21	Female	44	1,8409	,9387	,1415
	Male	15	1,6667	,8165	,2108
Item 22	Female	44	2,9318	,9740	,1468
	Male	15	2,6000	1,1212	,2895
Item 23	Female	44	3,2045	,8235	,1241
	Male	15	3,0000	,7559	,1952
Item 24	Female	44	1,8864	,7538	,1136
	Male	15	1,9333	,7988	,2063
Item 25	Female	44	3,3636	,9904	,1493
	Male	15	3,2000	,7746	,2000
Item 26	Female	44	2,9091	,5631	8,490E-02
	Male	15	3,0000	,6547	,1690
Item 27	Female	44	2,2727	1,1687	,1762
	Male	15	2,2667	,8837	,2282

**APPENDIX J**  
**Group Statistics Regarding Teacher Respondents'**  
**Teaching Experience**

	<b>1-3 years</b>	<b>3-6 years</b>	<b>6-10 years</b>	<b>10 years and over</b>
Item	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Frequency	27	15	5	12
Mean	1,5185	1,4667	1,0000	1,4167
Item	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Frequency	27	15	5	12
Mean	1,9259	1,5333	2,4000	1,9167
Item	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Frequency	27	15	5	12
Mean	1,8148	1,8000	2,0000	2,0000
Item	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Frequency	27	15	5	12
Mean	2,8519	3,4000	3,4000	3,1667
Item	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
Frequency	27	15	5	12
Mean	2,2222	2,4000	3,4000	2,7500
Item	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Frequency	27	15	5	12
Mean	2,4815	2,8667	2,8000	2,5000
Item	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
Frequency	27	15	5	12
Mean	2,4815	4,3333	4,0000	4,5833
Item	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
Frequency	27	15	5	12
Mean	1,8148	1,8000	2,0000	2,0833
Item	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
Frequency	27	15	5	12
Mean	1,3704	1,5333	1,6000	1,5000
Item	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
Frequency	27	15	5	12
Mean	1,5556	1,8000	1,8000	1,6667
Item	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
Frequency	27	15	5	12
Mean	3,5926	3,6667	3,4000	3,0000
Item	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
Frequency	27	15	5	12
Mean	4,1481	4,1333	4,6000	4,0833
Item	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>
Frequency	27	15	5	12
Mean	1,2222	1,4000	1,4000	1,3333

Item	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>
Frequency	27	15	5	12
Mean	3,0000	3,000	4,2000	3,0000
Item	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
Frequency	27	15	5	12
Mean	4,2593	4,4667	4,8000	4,1667
Item	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
Frequency	27	15	5	12
Mean	2,2963	2,5333	2,2000	2,5833
Item	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>
Frequency	27	15	5	12
Mean	2,5926	2,8000	2,8000	2,4167
Item	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>
Frequency	27	15	5	12
Mean	3,9630	3,9333	3,8000	3,8333
Item	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
Frequency	27	15	5	12
Mean	2,1481	1,7333	2,2000	1,833
Item	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
Frequency	27	15	5	12
Mean	4,3333	4,3333	4,6000	4,6667
Item	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>
Frequency	27	15	5	12
Mean	1,8889	1,6667	1,4000	1,9167
Item	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>
Frequency	27	15	5	12
Mean	2,8889	2,6667	3,2000	2,8333
Item	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>
Frequency	27	15	5	12
Mean	3,0741	3,2667	3,2000	3,1667
Item	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>
Frequency	27	15	5	12
Mean	2,0741	1,6667	1,8000	1,8333
Item	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Frequency	27	15	5	12
Mean	3,3333	3,3333	3,0000	3,4167
Item	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
Frequency	27	15	5	12
Mean	2,9630	3,0000	2,8000	2,8333
Item	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>
Frequency	27	15	5	12
Mean	2,1481	2,8667	1,6000	2,0833



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