GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEAHING DEPARTMENT
ENGLISH LANGUAGE TEACHING PROGRAMME

EXPLORING PREPARATORY SCHOOL EFL LEARNERS' AND
TEACHERS' BELIEFS ABOUT LANGUAGE LEARNING

MA THESIS

By

Çağla Gizem YALÇIN

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Çağla Gizem Yalçın'ın "Exploring Preparatory School EFL Learners' and Teachers' Beliefs About Language Learning" başlıklı tezi 23.07.2013 tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

	Adı Soyadı	İmza
Başkan:	....	....
Üye (Tez Danışmanı):	....	....
Üye:	....	....

ACKNOWLEDGEMENTS

ABSTRACT

EXPLORING PREPARATORY SCHOOL EFL LEARNERS' AND TEACHERS' BELIEFS ABOUT LANGUAGE LEARNING

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MA, English Language Teaching Programme

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July-2013, 139 Pages

In the study, the primary aim was to explore preparatory school students' and teachers' beliefs about language learning at Gazi University in Turkey. The second aim was to investigate whether teachers' beliefs and practices exert an impact on learners' beliefs. The study included 620 students and 33 teachers. The BALLI (Horwitz, 1987), a student interview and a teacher interview were used to gather well-rounded data about the learners' and the teachers' beliefs about language learning. The interviews showed that teachers' practices are parallel with their beliefs and that they exhibit different types of teacher beliefs about language learning. Since different beliefs and practices may not leave the same effect on learner beliefs, the teachers and the learners were categorized into three groups in accordance with the teachers' beliefs about language learning and their classroom practices. The teachers' and the learners' beliefs about language learning were discussed under these groups. Descriptive statistics and content analysis were used to analyze the data.

The findings indicated that after taking English classes for 5 months, there were some significant differences in the learners' beliefs. However, the significance of changes and the statements that contain significant differences were varied markedly in each group. Also, the learners' beliefs in the post-test showed parallelism with their teachers' beliefs. The findings of the study led to some conclusions: 1) The teachers' beliefs and practices had an impact on learner beliefs, 2) learner beliefs tended to show similarity with teacher beliefs in time and 3) the teachers were influential in exerting an impact on learner beliefs. Furthermore, the study indicated that belief change is possible but a radical

change in beliefs about language learning requires considerable amount of time and effort.

Key words: Beliefs about language learning, Learner beliefs, Teacher beliefs, Belief change, Teachers' effect on learner beliefs

ÖZET

HAZIRLIK OKULU ÖĞRENCİ VE ÖĞRETMENLERİNİN DİL ÖĞRENİMİNE İLİŞKİN İNANÇLARININ İNCELENMESİ

YALÇIN, Çağla Gizem

Yüksek Lisans, İngiliz Dili Öğretimi Bilim Dalı

Tez Danışmanı: Doç. Dr. Paşa Tevfik CEPHE

Temmuz-2013, 139 Sayfa

Çalışmadaki birincil amaç Gazi Üniversitesi, Türkiye'deki Hazırlık Okulu öğrenci ve öğretmenlerinin dil öğrenimine yönelik inançlarının incelenmesiydi. İkinci amaç ise öğretmenlerin inanç ve uygulamalarının öğrenci inançları üzerinde bir etki oluşturup oluşturmayacağını araştırmaktı. Çalışmada 620 öğrenci ve 33 öğretim elemanı yer aldı. Öğrencilerin ve öğretmenlerin dil öğrenimine ilişkin inançları konusunda kapsamlı veriler toplamak için Dil Öğrenimi İnançları Envanteri (BALLI) (Horwitz, 1987), öğrenci görüşmesi ve öğretmen görüşmesi kullanıldı. Öğretmenlerle ve öğrencilerle yapılan görüşmeler, öğretmenlerin uygulamalarının inançlarıyla paralel olduğunu ve öğretmenlerin dil öğrenimine yönelik olarak farklı türde inançlar sergilediklerini gösterdi. Farklı inanç ve uygulamalar öğrenci inançları üzerinde aynı etkiyi bırakmayabileceği için öğretmen ve öğrenciler, öğretmenlerin dil öğrenimi inançları ve sınıf içi uygulamalarına göre üç gruba ayrıldı. Öğretmen ve öğrencilerin dil öğrenimine ilişkin inançları bu gruplar altında ele alındı. Verileri analiz etmek için betimleyici istatistikler ve içerik analizi kullanıldı.

Bulgular, 5 ay boyunca İngilizce dersi aldıktan sonra, öğrencilerin inançlarında bazı anlamlı farklılıklar olduğunu gösterdi. Fakat, değişikliklerin anlamlılığı ve anlamlı farklılık içeren ifadeler her grupta önemli derecede farklıydı. Ayrıca, öğrencilerin son testteki inançları öğretmenlerinin inançlarıyla paralellik gösterdi. Çalışmanın bulguları bazı sonuçlara yönlendirdi: 1) Öğretmenlerin inanç ve uygulamalarının öğrenci inançları üzerinde etkisi vardı, 2) öğrenci inançları, zamanla, öğretmen inançlarına benzerlik gösterme eğilimindeydi ve 3) öğretmenler, öğrenci inançları üzerinde etki oluşturma

konusunda etkiliydi. Ayrıca, çalışma inanç değişiminin mümkün olduğunu fakat dil öğrenimine yönelik inançlardaki köklü değişimin önemli miktarda zaman ve çaba gerektirdiğini gösterdi.

Anahtar Kelimeler: Dil öğrenimi inançları, Öğrenci inançları, Öğretmen inançları, İnanç değişimi, Öğretmenlerin öğrenci inançlarına etkisi

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LIST OF ABBREVIATIONS

BALLI: Beliefs about Language Learning Inventory

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: Native Language

S: Student

T: Teacher

"What we can or cannot do, what we consider possible or impossible, is rarely a function of our true capability. It is more likely a function of our beliefs about who we are."

Tony Robbins

CHAPTER 1

INTRODUCTION

1.0 Introduction

Language learning and teaching is a complicated process. For many years, there has been an immense amount of research to make language learning and teaching more successful. Language teaching activities, methods, approaches and characteristics of the educational process have been analyzed thoroughly. However, methods or approaches may not be enough to render teaching and learning better. Gobel and Mori (2007) explore learners' attributional beliefs in language learning and they emphasize the finding that "The majority of attributions for both success and failure were considered internal" (p. 150). Teachers and learners, who are the basic elements of educational process and their beliefs about learning and teaching, have a direct impact on the success of the process.

Since the groundwork for the inquiry into learner beliefs in the 1970s and 1980s, learners' beliefs and expectations about learning, which are believed to be able to affect learners' learning and success, have taken great attention. Beliefs have been regarded as important factors in the teaching and learning process as they have the power to affect learners' and teachers' behaviour. Therefore, beliefs about language learning have been the research focus in many studies. Research in the field covers definitions and characteristics of beliefs, learners' beliefs about language learning, teachers' beliefs about language learning, the effects of beliefs, and belief change. Researchers have tried to gain better understanding of learners' and teachers' beliefs about language learning to create a more effective learning environment.

As Wesely (2012) argues "Understanding language learners is a matter of examining a variety of evidence, both observable and unobservable, about their learning of language" (p. 98). However, learner and teacher beliefs, which have great

significance for language learning, largely consist of unobservable attributions. Wesely (2012) explains: "In that these attributions are unobservable, the researchers who examine them largely ask learners to share what they think, and assume that these thoughts are important and pertinent to understanding how languages are learned and thought" (p. 98). Although eliciting beliefs is difficult, it is one of the best ways to understand the underlying reasons of classroom practices and behaviour.

In the last few decades, a wide range of studies have been conducted to investigate beliefs about language learning of various language learner groups including EFL (English as a Foreign Language) learners (Hong, 2006; Horwitz, 1988; Liao, 2006; Wang, 2005) and ESL (English as a Second Language) learners (Horwitz, 2000; Hosenfeld, 2003; Wu Man-fat, 2008). Studies have attempted to examine the relationship between beliefs and learning (Mori, 1999; Stritikus, 2003), the effects of beliefs (Chang & Shen, 2010), and influences of different variables such as gender, area and culture on beliefs (Horwitz, 1999; Yaman, 2012). All these studies showed that beliefs have the potential power to shape learning process. Thus, understanding, adjusting, refining and changing beliefs have become the primary goal of many studies and it has been suggested that if teachers can achieve this goal they can contribute to learning process to a considerable extent.

Beliefs are formed in a long time and they are influenced by learning experience as well as culture (Horwitz, 1999). It has been widely accepted that teachers who lead learners in each and every part of the educational process have significant effects on learners and they are important sources of learners' educational experience. Teachers influence not only learners' classroom performance but also learners' attitude towards learning, which affect the overall success. Therefore, many researchers who seek ways to refine learner beliefs have focused on teachers and their beliefs about language learning. Teacher beliefs and their classroom performance have been research focus in many studies (Berry, 2006; Buehl & Fives, 2008; Norton, Aiyegbayo, Harrington, Elander, & Reddy, 2010; Eds. Raths & McAninch, 2003; Stipek, Givvin, Salmon, & MacGyvers, 2001; Vibulphol, 2004; Woods, 1996). Furthermore, researchers have put emphasis on the effects of teachers and teacher beliefs on learner beliefs with the idea that teacher beliefs can shape and change learner beliefs. Teachers and learners are

thought to be partners and the connections between teacher and student attitudes and beliefs (Dewey, 2004; Horwitz, 2000; Torff, 2011) have gained importance.

Learner beliefs do not always have positive effects on classroom performance. They can also hinder learning. Therefore, one of the most significant responsibilities of a teacher is to change learner beliefs in a way that they facilitate learning. Research related to change in teacher and learner beliefs (Hino & Shigematsu, 2006; Nettle, 1998; Murphy & Mason, 2006; Smith, Hofer, Gillespie, Solomon, & Rowe, 2006; Tillema, 2000) gives explanations about the importance of belief change and the difficulty faced in the process.

Eliciting, fostering or changing learner beliefs may determine the effectiveness of the process and the way learning and teaching take place. Research in the field puts the necessary emphasis on beliefs and investigates different aspects of beliefs. As teacher beliefs may play a determinative role in learner beliefs, not only learner and teacher beliefs but also the effects of teacher beliefs on learner beliefs should be a focus in academic studies. However, little attempt has been made to find whether teacher beliefs have the potential to change learner beliefs.

1.1 Statement of the Problem

Learning English has great importance in Turkey and it is a necessity for job recruitment. English is one of the core subjects and within the long process, from primary school to university, learners devote many hours to learning English. Preparatory school is a great chance for learners in that it provides exposure to the language every day for a school year. When learners attend preparatory school they already have some beliefs about language learning, which can be either an advantage or disadvantage. As Russell (2006) said, "Differences between learner and teacher beliefs can often lead to a mismatch about what are considered useful classroom language learning activities" (p. 1). If there is a mismatch between learners' previous language learning experience and the way teachers teach and if learners' beliefs build a barrier to learning, learning process can be a challenge for teachers and it may require change in learner beliefs. Many preparatory school teachers face the problem of changing learners' beliefs about the difficulty of language and their incapability in language learning. In

such a context, it is uncontroversial that learner beliefs have importance for the educational process and outcomes.

Teachers lead not only learners but also their beliefs about language learning. There is a vast amount of research on teachers' and learners' beliefs and change in these beliefs. However, little research has been done on whether teacher beliefs exert an impact on learner beliefs. Empirical investigation of the effects of teacher beliefs on learner beliefs is necessary. Therefore, in this study, the research focus is on learners' beliefs, teachers' beliefs and practices, and the relationship between learner and teacher beliefs.

1.2 Aim of the Study

The purpose of the study is to examine teachers' and learners' beliefs about language learning, the effect of teachers' beliefs on learners' beliefs and change in learners' beliefs over time, with a focus on 620 preparatory school students and their teachers in the setting of Gazi University Preparatory School.

The researcher aims to highlight data related to beliefs about language learning and to address the following questions:

1. What types of beliefs do teachers have about language learning?
2. What types of beliefs do learners have about language learning?
3. What are the differences and similarities between learners' and teachers' beliefs?
4. Do teachers' beliefs and practices create a change on learners' beliefs?
5. To what extent do teachers' and learners' beliefs overlap?

1.3 Importance of the Study

For long years, effective teaching and learning has been the primary goal of educators and researchers. Although there are many factors to consider in order to provide effective language learning, it is undeniable that one of the most important factors which can shape the learning process and the outcomes of teaching is teachers' and learners' beliefs about language learning. Murphy and Mason (2006) express that "Meaningful learning is most likely to occur when an individual knows and believes in

the object of his or her interest" (p. 307). Positive beliefs about language learning encourage learners to learn and foster the idea that they have the capability of learning language, which is valuable to reflect one's potential power.

Effective language teaching starts with knowing learners' expectations and beliefs about language learning. Beliefs help to know learners; as Barcelos (2003) argues "Understanding students' beliefs means understanding their world and their identity" (p. 8). Also, learners' beliefs may provide the necessary information to shape the course in a way that facilitate learning and may result in making necessary changes, if there are any.

It can be said that there is little concern for the effects of teachers' beliefs on learners' beliefs. The research will show teachers' beliefs and their effects on learners' beliefs. Changes in learners' beliefs may give us an idea about the outcomes of the educational process. Considering all these aspects, this study can provide insights into learners' and teachers' beliefs about language learning as well as the effects of teachers' beliefs and practices on learners' beliefs about language learning, and make an important contribution to the discourse in the field.

1.4 Assumptions

In the study, it is assumed that teachers and learners will fill in the questionnaires carefully and in a way that reflect their real beliefs about language learning. Also, it is assumed that teachers voluntarily take part in the interview and give sincere answers reflecting their personal beliefs and classroom practices rather than the ones that are highly appreciated in the field or in their society. The researcher presumes that learners give a clear picture of the teaching and learning process and sincerely reflect on classroom experience.

1.5 Limitations

Despite the careful and detailed data collection and analysis process, the study has some limitations. The interviews and questionnaires conducted in the study require sincere answers related to teachers and learners' beliefs about language learning and teachers' classroom practices. The answers related to teachers' practice and beliefs may

not reflect actual teaching and learning environment. As Borg (2006) argues, theoretical measures of teacher cognition are inadequate to measure actual classroom practices as "teachers' responses may reflect their views of what should be done rather what they actually do" (p. 184).

In the study, Horwitz's (1987) Beliefs about Language Learning Inventory has been used. Although it has been proved to be effective in eliciting beliefs and used by many researchers, as all scales, it may include some limitations. Kagan (1990) highlights the problems that can be faced in short-answer and self-report scales:

> Any short-answer, self-report scale of teacher thinking has certain inherent limitations. First, teachers' responses may be influenced by social desirability (i.e., a teacher might be reluctant to endorse a professionally unpopular belief). Similarly, some might feign endorsement of items perceived to be 'correct'. In addition to conscious dishonesty, all self-report scales are vulnerable to the possibility that much teacher belief is unconsciously held. A teacher may not recognize a statement as his or her own belief because of the language in which the statement is couched (Kagan, 1990, p. 427, cited in Borg, 2006, p. 185).

The study attempts to investigate the connection between teacher and learner beliefs and examines whether there is change in learners' beliefs. It is known that change is a slow and long process and it requires time. Time allocated for this study may be limited for such a change. More time may be required to see a clear change in learner beliefs.

1.6 Definitions

English as a Foreign Language (EFL):
EFL refers to "language learning situations involving instruction of English to speakers of other languages in a non-English-speaking community or country" (Hong, 2006, p. 15).

English as a Second Language (ESL):

ESL refers to "language-learning situations involving instruction of English in an English-speaking community or country to students whose first language is not English" (Hong, 2006, p. 15).

Beliefs:

Beliefs refer to "convictions or opinions that are formed either by experience or by the intervention of ideas through the learning process" (Ford, 1994; cited in Borg, 2006, p. 36).

Behaviour:

Behaviour refers to "all the teaching and learning routines, everything that the teacher and students do in foreign language class" (Puchta, 2010, p. 6).

Beliefs about Language Learning:

Beliefs about language learning refers to language learners' preconceived ideas or notions about second or foreign language learning (Horwitz, 1987).

Beliefs about Language Learning Inventory (BALLI):

BALLI is an instrument assessing beliefs about language learning. It was developed by Horwitz in 1987 and it includes five categories: foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Definitions of Beliefs

Beliefs have been widely explored for their effects on teaching and learning process and there is a great diversity in defining beliefs. Murphy and Mason (2006) use the term 'belief' to refer to "all that one accepts as or wants to be true" and they emphasize that "Beliefs do not require verification and often cannot be verified" (p. 306). Researchers define beliefs in different ways. However, many people agree on Richardson's (2003) definition: "Beliefs are psychologically held understandings, premises, or propositions about the world that are felt to be true" (p. 2).

Beliefs are frequently used for making decisions related to classroom practice and sometimes it may be confusing to distinguish between what we know and what we believe. Beliefs and knowledge, two of the most important components of the classroom environment, are one within the other in the educational process. Snider and Roehl (2007) mention the complex relationship between beliefs and knowledge; beliefs influence the way knowledge is viewed and knowledge influences beliefs. Griffin and Ohlsson (2001) explain the distinction between belief and knowledge in a clear way: "knowledge refers to the representation of a proposition, and belief refers to the representation of a truth-value associated with a proposition" (p. 1). They define knowledge as "the comprehension or the awareness of an idea or proposition" and differentiate belief from knowledge by saying "After a proposition is known, one can accept it as true, . . . reject it as false . . . or withhold judgment about its true-value . . ." (p. 1).

Beliefs do not have to be demonstrable so there may be disagreements about them. Also, beliefs are related to strong emotions. Lefrançois (2003) emphasizes the emotional part of beliefs and notes that "Beliefs are personal convictions and unlike knowledge, which tends to be impersonal and impartial, a belief often has strong emotional components" (p. 5). Beswick (2010) points out that the distinction between knowledge and beliefs is "based upon notions of truth, certainty and justification" and adds that "These notions are necessarily linked since justification must relate to some

criteria for establishing truth and the extent to which such criteria are satisfied will influence the certainty with which a proposition is regarded as true" (p. 1).

2.2 Characteristics of Beliefs

Gaining a deeper understanding of beliefs facilitate investigating or changing them. In this sense, clear descriptions may provide advantages and positive results in teaching and learning process. Riley (2009) synthesized Pajares's (1992) assumptions related to beliefs as follows:

1. Beliefs are formed early, through a process of cultural transmission, and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience.

2. The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Belief change during adulthood is a relatively rare phenomenon.

3. Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding tasks. Beliefs strongly affect an individual's behaviour (p. 104).

Barcelos and Kalaja (2003) consider characteristics of beliefs as the best way to define beliefs and they point out that beliefs are dynamic and emergent, socially constructed and contextually situated, experiential, mediated, paradoxical and contradictory. They do not see beliefs as static and argue that "They change and evolve as we experience the world, interact with it, change it and are changed in turn by it". It has been suggested by many researchers that beliefs result from experiences and interactions between people. According to Dewey (1938), "Teaching and learning are continuous processes of reconstruction of experience" (cited in Barcelos 2003, p. 174). Similarly Barcelos (2003) states that "Beliefs are subjective and exist within one's experience" (p. 176).

It can be said that experiences have an indispensable role in belief formation. As well as personal experiences, information obtained from the environment or through education, has an important effect on beliefs. Therefore, we can say that beliefs are both social and individual, which exemplifies the contradictory characteristics of beliefs that Barcelos and Kalaja (2003) mention. What we have learned and how we have learned it

affects our beliefs about something and the way we perceive it. Beliefs reflect personal and educational experiences and guide actions.

Beliefs are difficult to identify. Beswick (2010) mentions the links among beliefs and expresses that "...an individual's beliefs are not held in isolation from one another, but rather they are related in complex ways that make their relationships, particularly with behaviors, difficult to unravel" (p. 5). Donaghue (2003) clearly explains why eliciting beliefs is difficult:

> The difficulty in eliciting beliefs lies in the fact that personal theories may be subconscious; teachers may be unable to articulate them. Also, related to this is the issue of self-image; subconsciously or consciously teachers may wish to promote a particular image of themselves. Furthermore, there is often a difference between espoused theory (theory claimed by a participant) and theory in action (what a participant actually does in the classroom) (p. 345).

2.3 Importance of Beliefs

Beliefs have a central role in educational process. Fives and Buehl (2008) underline the place that beliefs take: "Beliefs are at play in any learning experience" (p. 135). As Murphy and Mason (2006) say, "Individuals attribute a valence of importance to beliefs, and therefore, individuals are prepared to act on beliefs and to hold to them in the face of conflicting evidence" (p. 307). Puchta (2010) clearly explains the importance of beliefs:

> Beliefs have an important function because they serve as our guiding principles. They are generalizations about cause and effect, and they influence our inner representation of the world around us. They help us to make sense of that world, and they determine how we think and how we act. . . .When we believe something, we act as if it is true. And this makes it difficult to disprove. Beliefs are strong perceptual filters of reality. They make us interpret events from the perspective of the belief, and expectations are interpreted as evidence and further confirmation of the belief (p. 8).

Beliefs have the power to influence learners' approach towards the course, so outcomes of the learning process are largely affected by beliefs. This power makes

beliefs the focus and the goal of teaching. Barcelos (2003) emphasizes that beliefs have part in people's experience and regards beliefs as "obstacles and promoters of knowledge" and explains the importance of beliefs in this statement: "... the obstacles beliefs impose can start the chain of reflective thinking" (p. 176). Without beliefs we run out of doubts and problems that will form the basis of our reflective inquiry." Mori (1999b) notes the advantage provided by positive beliefs and states that "...students' beliefs about learning in general and their abilities to learn have differential effects on their learning; thus, positive beliefs could compensate for one's limited ability" (p. 381).

Beliefs, also, give clues about teaching and learning environment. Eliciting and understanding beliefs may provide the necessary information to improve the quality of education. Riley (2009) emphasizes the idea that "Learning is enhanced when students and teachers accurately perceive each others' expectations and intentions" and he adds: ". . .when teacher beliefs are not consistent with the beliefs and expectations of the students, a clash of expectations may result, leading to reduced success in language learning outcomes" (p. 103). Wiebe Berry (2006) focuses on the links between teachers' pedagogical beliefs and teaching practices and discusses the advantage one can have by uncovering teacher beliefs: "By revealing the beliefs and orientations underlying teachers' practices, information may be gained about how and why various contexts differentially mediate students' learning" (p. 11).

2.4 Belief Change

Smith et al. (2006) define change as "differences in thinking and acting, on and off the topic" (p. 44). People are resistant to change. Discarding or changing a belief is a challenging process. Hosenfeld (2003) focuses on the role of experiences in belief change and explains that "Since beliefs change along with the experiences in which they are embedded, it follows that beliefs are dynamic, socially constructed, and contextual" (p. 39). Ashton and Gregoire-Gill (2003) emphasize the emotional basis of belief change and note that "emotions shape the way we see the world and they play an important role in motivating change in beliefs" (pp. 99-101). Although belief change is not impossible it is really difficult and it may take a long time.

Considering belief change as a difficult pursuit in language learning, many researchers try to find ways to promote belief change. Some of them regard individuals' cognitive readiness as an important factor in belief change. In analyzing belief change, Woods (2003) emphasizes the necessity of an interaction between the interpretive processes of the teacher and the learners and argues that "There needs to be both readiness on the part of the learner to make a change in his or her beliefs, and some "input" related to beliefs" (p. 218). Then, he (2003) focuses on the role of the teacher in change process: "The teacher's strategy, then, is to plan for events which can be interpreted in such a way as to make sense to the learner, but which push the learner to revise some elements of his or her current belief system. . ." (p. 218).

Beliefs and actions are intertwined but a change in behaviour does not necessarily imply a change in beliefs. Teachers may adjust their behaviors depending on the necessities required by the institutions, administrators etc. but changing their beliefs may not be easy. Beswick (2010) cites Green (1971) and summarizes that more strongly held beliefs are more central, less strongly held beliefs are peripheral and "The more central a belief , the more resistant it is to questioning and change" (p. 5). Besides, even if a belief changes, other beliefs related to it may remain the same. As Beswick (2010) explains, ". . .changing an underlying belief need not result in change to beliefs derived from it since these beliefs may have become connected with other beliefs such that their maintenance is not dependent upon their source" (p. 5).

Before attempting to change beliefs, the characteristics of beliefs should be perceived clearly. Smith et al. (2006) summarize the characteristics of change: "Change is slow. Change requires support. Change is not always linear. Change is not easy. Change is not always direct or guaranteed" (p. 23).

2.5 Learner Beliefs

Producing successful learning is the general goal of teachers. The first and maybe the most important factor for this goal is learner beliefs. Learners' beliefs have a great power over their learning. Horwitz (1988) supports the idea that "...preconceived notions about language learning would likely influence a learners' effectiveness in the

classroom" (p. 283) and gives some examples about the effects of learner beliefs on their classroom performance:

> A student who believes, for example, that learning a second language primarily involves learning new vocabulary will expend most of his/her energy on vocabulary acquisition, while adults who believe in the superiority of younger learners probably begin language learning with fairly negative expectations of their own ultimate success. An unsuccessful learning experience could easily lead a student to the conclusion that special abilities are required to learn a foreign language and that s/he does not possess these necessary abilities (p. 283).

The most important source of learners' beliefs about language learning is their experience as a language learner. They are exposed to different teachers and teaching methods for long hours, which leads to having a certain idea about what kind of a language English is, what they should learn, how they should learn English, what they should do to learn it, to what degree they can learn it and how an effective teaching should be. These beliefs may be both positive and negative. While positive beliefs foster and facilitate their learning, negative beliefs may hinder learning. Although it is difficult, beliefs may change over time. However, as Yaman (2012) says "If learners' negative beliefs are proved to be true in lessons, then that means there will be a high wall which prevents effective learning" (p. 84).

Beliefs and their roots are considered main reasons of the variety in learner beliefs. Horwitz (2000) examines learner groups and finds difference between and among them, which indicates that social, political, and economic forces may affect learner beliefs; in addition to this, age, stage of life, or language learning context may be important sources of differences in learner beliefs. Bernat and Gvozdenko (2005) analyze the studies on learner beliefs and identify the factors thought to determine or influence learner beliefs. According to the authors, these factors include "family and home background, cultural background, classroom/social peers, interpretations of prior repetitive experiences, individual differences such as gender and personality" (p. 10) and they suggest that further research and a strong theoretical foundation is required to change language learners' beliefs in the classroom context.

2.6 Teacher Beliefs and Teachers' Influence on Learner Beliefs

Not only learners but also teachers bring with them strong beliefs about language teaching and learning into the classroom. Teachers' beliefs are crucial for the formation of learners' beliefs. Teachers' beliefs cannot be dissociated from students' beliefs as teachers' beliefs affect not only the way they teach in the classroom but also students' beliefs about language learning. Teachers' beliefs affect the way they think about their class and their practice. Studies in the field have found congruence between teacher beliefs and practices. For instance, teachers may avoid teaching the subjects that they believe they are not good at (Tatto & Copland, 2003) and this attitude may have a direct influence on students' beliefs about the subjects.

To have a clear idea about teachers' belief systems, which are built up gradually over time, the sources of teachers' beliefs should be considered. Richards and Lockhart (1996) mention six different sources of teachers' beliefs: "their own experience as language learners, experience of what works best, established practice, personality factors, educationally based or research-based principles and principles derived from an approach or method" (pp. 30-31). Borg (2003) refers to various studies and states that "Teachers' practices are also shaped by the social, psychological and environmental realities of the school and classroom" (p. 94). There are a lot of factors affecting teacher beliefs; however, teachers' experience, both as a language learner and a teacher, is one of the primary sources of their beliefs about language learning. As Borg (2003) expresses, "teachers learn a lot about teaching through their vast experience as learners" (p. 86) and these experiences may shape beliefs about learning and teaching. In addition, teachers try to implement the principles that they find effective. Their characteristics, also, have an impact on the way they prefer to teach and on the activities they choose. All these factors are important sources of beliefs and, in turn, they affect the classroom practice. Woods (1996) explains this by these words: ". . .teachers' interpretations of the process - including the method, the curriculum, learners' behaviour - affect in many ways what classroom activities are chosen and how they are carried out" (p. 21). Teachers depend on their beliefs in shaping the instructional practices and these practices and teachers' interpretations play a crucial role in the formulation of learners' beliefs about language learning.

Beliefs about teaching develop through experiences as a teacher and as a learner and gain depth over time. Beliefs affect teaching and they take active role in the interpretation of teaching events. As noted by Woods (1996), "...teacher's beliefs, assumptions and knowledge play an important role in how the teacher interprets events related to teaching (both in preparation for the teaching and in the classroom), and thus affect the teaching decisions that are ultimately made" (p. 184). Teachers make some assumptions about language while planning the course and these assumptions reflect their beliefs about the language itself, how it is learned and how it should be taught. Teachers who have different assumptions and beliefs about language teaching describe effective teaching in different ways, which affects how they teach and how they approach their teaching. Teachers' opinions, attitudes, judgments, decisions and behaviour related to the classroom practice reflect their deeply held beliefs about learning and teaching.

Much research is directed to teacher beliefs thanks to the potential effects they can create in learning. Donaghue (2003) puts emphasis on the importance of teacher beliefs: ". . .teachers' personal theories, beliefs, and assumptions need to be uncovered before development can occur, enabling critical reflection and then change" (p. 344). Rimm-Kaufman, Storm, Sawyer, Pianta, and LaParo (2006) make a clear summary of the characteristics and power of teachers' beliefs:

> Teachers' beliefs: (1) are based on judgment, evaluation, and values and do not require evidence to back them up , (2) guide their thinking, meaning-making, decision-making, and behaviour in the classroom, (3) may be unconscious such that the holder of beliefs is unaware of the ways in which they inform behavior, (4) cross between their personal and professional lives, reflecting both personal and cultural sources of knowledge, (5) become more personalized and richer as classroom experience grows, (6) may impede efforts to change classroom practice, and (7) are value-laden and can guide thinking and action (p. 143).

To clearly understand to what extent teachers may influence learners and their beliefs, teachers' roles in the educational process and the factors that may determine outcomes should be investigated. Teachers have lots of responsibilities in and out of the classroom; however, teachers, learners and institutions may have different ideas about

the role of the teacher. In Young and Sachdev's study (2011), teachers emphasized the importance of exhibiting high intercultural competence. Cephe (2009) draws attention to the fact that definition of an effective teacher can vary in different cultures and he points out that ". . .effective teacher blends the scientific knowledge with his/her own teaching skills in line with his/her personality" (p. 183). Borg (2003) explains the role of teachers: "Teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). Generally, teachers are expected to know students' needs, prepare their course considering students' needs, develop useful materials, support students academically and emotionally, improve themselves professionally, guide and encourage learners, facilitate learning, help students develop positive beliefs about language learning etc.. Even if the goals are similar, teachers' beliefs about their role can change depending on their personal opinions and the method or approach they prefer to follow. Different approaches define the roles of the teacher in different perspectives and teachers may utilise these perspectives while defining their roles within the classroom. Also, teachers' characteristics and experiences may lead them to have different opinions towards their roles.

Each teacher is different in terms of the way they teach. Teachers' knowledge and underlying beliefs are in direct relation with their approaches to language teaching. Therefore, even if the subject matter, course book and the materials are the same, the learning process may not be the same in two different classes with different teachers. However, all teachers decide what, when and how to teach considering aims of the course and learners' needs. While planning and organizing the course, teachers determine not only the classroom processes but also the success of language learning. The quality of the classes is an important factor for learners' beliefs about learning. Well-established classes lead learners to have positive attitudes towards the course while imprecise or ineffective classes may cause a reverse effect. As teachers plan and organize almost everything related to the course and as they are primary sources for learners to obtain knowledge, we can say that each teacher has the potential to influence, lead and guide learners and their beliefs either in a positive and negative way.

2.7 Beliefs about Language Learning

There is a large population of English language learners all over the world and in order to provide effective learning environment, the reasons to learn language, expectations and beliefs should be examined in detail. People learn English for different reasons such as communication, business and literature. Non-native speakers of English may have some challenges while developing their language skills. Learners need a guide to deal with the challenges they face in their language learning experience. The experience they have with the language and with the people who speak it influences their beliefs about what kind of a language English is. People's attitude and views about English may be based on their own learning experience, the views of the society they live in or the media.

In the field, it is aimed to promote foreign language learning and minimize the factors that discourage language learning. Piquemal and Renaud (2006) express that "a genuine interest in foreign languages as a field of study, and the perceived social value most probably associated with perceived opportunities" (pp. 129-130) are the factors that promote foreign language learning and they emphasize the importance of social value for generating more positive attitudes in learners. Learners' beliefs which are formed over time and affected from the social context, generally influence their interpretations about the classroom environment and learning process. Learners have some expectations about the types of activities and methods used in the class. These expectations are based on their beliefs about language learning and their goals for language learning. Horwitz's (1988) expression gives a clear idea about the role of beliefs in language learning and how teachers should approach learner beliefs:

> . . .students arrive at the task of language learning with definite preconceived notions of how to go about it. Foreign language teachers can ill afford to ignore these beliefs if they expect their students to be open to particular teaching methods and to receive the maximum benefit from them. Knowledge of learner beliefs about language learning should also increase teachers' understanding of how students approach the tasks required in language class and, ultimately, help teachers foster more effective learning strategies in their students (p.293).

Learners' beliefs serve as criteria to evaluate the effectiveness of language learning process. When learners' beliefs about language learning are different from the teachers' beliefs, learners expectations related to the focus of the course may not be met by the way they are taught. Sometimes learners may have some unrealistic expectations which should be dealt with carefully. As Riley (2009) explained, "Failure to address unrealistic student expectations or inaccurate student notions of how best to learn a second or foreign language can lead to feelings of mistrust and reluctance on the part of the students and ultimately a breakdown in learning" (pp. 102-103).

Learners and teachers bring some beliefs and expectations into the classroom. These expectations which influence their perceptions may be about the teaching and the learning process, the things they learn in the course and the way they learn them. Regarding the scope of learner beliefs, Wesely (2012) claims that "Learner beliefs have included what learners think about themselves, about the learning situation, and about the target community" (p. 100). Richards and Lockhart (1996) state that "Learners belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult, as well as the kind of learning strategies they favor" (p. 52).

Learners' beliefs about language learning may influence their in-class performance and may cause success or failure; on the other hand, teachers' beliefs about language learning may influence their teaching practice and attitudes towards the course and the students. While teachers' beliefs and actions may cause some changes on learners' beliefs, learners' beliefs and actions, also, may affect teachers' beliefs (Barcelos, 2003). Therefore, it can be said that teachers and learners' beliefs are interrelating.

2.8 Studies on Learners' Beliefs about Language Learning

There is a great amount of research in the field of beliefs about language learning and generally research focuses on different aspects of beliefs. While some researchers argue about the roots and characteristics of beliefs, some examine the effects of different variables on beliefs and still some others discuss beliefs regarding their effects on educational process and behaviour. Especially the effects of beliefs on actions

have been examined in detail as they are thought to be in a direct relationship with the outcomes of learning process. Mori (1999b) supports that ". . .learner beliefs cannot be reduced to a single dimension but are composed of multiple, autonomous dimensions, each of which has unique effects on learning" (p. 382). In parallel with Mori's (1999b) statement, while considering beliefs, researchers have had different approaches and focuses. Barcelos (2003) outlines and categorizes studies on learner beliefs. She mentions normative, metacognitive and contextual studies. Hosenfeld (2003) clearly summarizes the characteristics of studies according to Barcelos's (2003) classification, which focuses on definition of belief, data collection methods and views on the relationship between beliefs and actions:

> In normative studies, researchers regard beliefs as preconceived notions, use questionnaires to gather data, and establish a cause and effect relationship between beliefs and behaviours. In metacognitive studies, researchers perceive beliefs as metacognitive knowledge, use semi-structured interviews and self-reports, and establish a stronger cause and effect relationship between beliefs and behaviours. In contextual studies, researchers perceive beliefs as contextual, dynamic, and socially constructed, use ethnographic approaches, including phenomenography, metaphor and discourse analysis, and try to understand the contexts in which beliefs and actions occur (pp. 37-38).

Although the structure of the studies may differ, they share the view that beliefs about language learning are crucial to learning and there is a relationship between beliefs and behaviors. Horwitz's (1988) study contained 241 university students, eighty students of German, sixty-three French students and ninety-eight Spanish students, and aimed to describe their beliefs and to discuss the impact of these beliefs on learner expectations and strategies. The results showed that students already have definite beliefs about language learning when they start to learn a language. Considering the idea that learners' beliefs influence their in-class performance and the way they prefer to be taught, some recent research relate beliefs to learners' abilities and performance in the course (Mori, 1999a; Sioson, 2011), and their preferences for learning strategy use (Chang & Shen, 2010; Liao, 2006).

Studies that take learner beliefs as research focus, generally, support the idea that learners' beliefs on language determine the way they approach the language so they

attempt to deal with beliefs about language learning patterns separately and in detail. Wu Man-fat (2008) identifies beliefs about language learning that Chinese ESL learners undertaking vocational education have and reaches the interpretation that respondents hold some misconceptions on foreign language learning. Results of the study indicated that learners believed in the existence of foreign language aptitude but they believed that they do not have a special ability of learning foreign language; they thought language learning is different from other academic subjects and English is a language of medium difficulty; they gave importance to pronunciation, guessing word meaning, repetition and practicing.

Yin-kum Law et al. (2008) state that learners' beliefs about language learning vary; ". . .some students view it as understanding and knowledge construction (i.e. constructivist beliefs), whereas others see it as memorization and knowledge reproduction (i.e. reproductive beliefs)" (p. 53) and they emphasize that learners' beliefs affect the way they approach learning.

The relationship between beliefs about language learning and level of instruction is, also, a matter of debate. Piquemal and Renaud (2006) argue that ". . .by the second or third year of university, students might begin to get a clearer sense of their own educational and professional purposes with a more grounded view of what might be available to them professionally" (p. 127). They explore learners' beliefs about foreign language learning in broad social contexts with a large sample of university students from different year levels and find that while first-year students depend more on internal factors (e.g. personal attitude) for learning a foreign language, upper-year students' ". . . motivation to learn a foreign languages compared with that of first-year students is influenced less by perceived societal beliefs and more by intrinsic reasons" (p. 126). Cano (2005) analyzes students' beliefs about knowledge and learning, effects of students' beliefs on academic performance and the change in these beliefs as students progress through their studies. He finds that students' beliefs about knowledge and learning undergo change and these beliefs influence academic achievement directly and indirectly.

2.9 Studies on Teachers' Beliefs about Language Learning

Teachers have great importance in the educational process. Holt-Reynolds (2000) focuses on what the teacher does and considers students participation as a means and a context in which ". . .teachers work to help students think, question, revise understandings and learn something about a concept the teacher set out to teach" (p. 22). However a teacher's role is not just to provide the flow of knowledge or participation. The role a teacher plays in shaping and developing learner beliefs is crucial. Teacher beliefs about language learning may be some of the factors that underlie learner beliefs about language learning, which makes teacher beliefs a valuable area to investigate. Also, they are thought to be "a window on teachers' decision-making, practices, and in some cases, effectiveness" (Rimm-Kaufman et al., 2006, p.143).

One of the factors that are believed to contribute classroom practice is teachers' beliefs about teaching. Investigation of teachers' beliefs about teaching, teaching knowledge and teaching ability can provide insight into their classroom practices and in turn may affect learner beliefs in a positive way. Fives and Buehl (2008) highlight the importance of understanding teacher beliefs about teaching knowledge and ability and the effects of these beliefs:

> In learning contexts, pre-service and practicing teachers may be guided by their beliefs about teaching knowledge and ability. Such beliefs may lead them to question the value of information presented; make epistemic assumptions about the nature of teaching knowledge; question the validity of knowledge content; and support their views on teaching and the need for teacher education. Understanding these beliefs in the context of learning to teach and their relation to other important outcomes (e.g., classroom practices, students achievement) can inform the development of learning experiences tailored to the needs of future and practicing teachers (p. 135).

The assumption that teacher beliefs may influence overall success of educational process made researchers focus on teacher beliefs with different perspectives. Researchers investigated beliefs of teachers teaching in a culturally diverse setting (Natesan & Kieftenbeld, 2013), their beliefs about different identity groups (Silverman, 2010) and racial, cultural, and ethnic differences (Gay, 2010); looked for the ways teacher educators can change teacher beliefs (Raths, 2001); examined teachers beliefs

about teaching in a detailed way (Norton et al., 2005) and observed the effects of teacher beliefs on their practices and integration of some innovations and technology (Kim, Kyu Kim, Lee, Spector, & DeMeester, 2013). Although the research focuses of the studies are different, they unite under the idea that teacher beliefs take an undeniable place in learning process and affect learners' motivation, satisfaction and performance.

Teachers' beliefs about language learning have a clear impact on their instructional choices which determine the success of classroom practices. Stipek et al. (2001) assessed associations between teachers' beliefs and their classroom practices. Findings showed that teacher beliefs and practices were consistently associated. In addition to their effects on classroom practices, roles of teacher beliefs in learning programs (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2012), educational innovations (Errington, 2004), implementations of language policies (Farrell and Kun, 2007; Stritikus, 2003) and changes in learner beliefs cannot be ignored. Ravindran and Hashim (2012) emphasize the role beliefs and values play in interpreting policy requirements and claim that ". . . as participants of change teachers' teaching style, pedagogical assumptions and their values and beliefs need to be acknowledged in any change innovation" (p. 2185).

Recognizing the importance of teacher beliefs, many researchers put teacher beliefs at the centre of their studies. Donaghue (2003) suggests that "Teachers' beliefs influence the acceptance and uptake of new approaches, techniques, and activities, and therefore play an important part in teacher development" (p. 344). Lewin and Wadmany (2006) analyze the research in the field and summarize that "teachers' educational beliefs are considered a filter for teachers' instructional and curricular decision and actions and therefore can either promote or impede change" (p. 159). Therefore, a large amount of research which seeks answers to the questions related to the success of language learning process focuses on teachers' beliefs about language learning.

For long years, the scope and effects of teacher beliefs are examined in different ways. Tercanlıoğlu (2006) examined pre-service EFL teachers' beliefs about foreign language learning and she related teachers' beliefs to gender. Results showed that teachers thought motivations and expectations to learn are the most important factors in learning English as a foreign language; in addition, belief factors were all interrelated

and there was no significant difference regarding the relationship between belief factors and gender. Errington (2004) investigated teacher beliefs in relation to flexible learning innovation. He argued that dispositions regarding teaching and learning are central to a teacher's belief system and "They encompass held beliefs about what teachers believe they should be teaching, what learners should be learning, and the respective roles of teachers and learners in pursuing both" (p. 40). Norton et al. (2005) made a research into how new lecturers conceive learning, teaching and assessment and factors that have shaped their beliefs. In the study, most of the lecturers mentioned their role as facilitators and they valued the experience they gain by participating in educational programs but, sometimes, they found it hard to put their beliefs about learning and teaching into practice.

Learning environment includes lots of different emotions and beliefs which can make learning easier or more difficult. Zeng and Murphy (2007) aimed to explore EFL teachers' language learning experiences and beliefs. One of the categories of concepts they identified - positive versus negative affect in language learning- revealed that teachers associated positive affective factors such as motivation, confidence, and interest as well as negative affective factors such as fear, boredom, and shyness with language learning. Zeng and Murphy (2007) conclude that these concepts are not separate but are linked and the tensions within the categories and concepts show the complexity of EFL teaching and learning.

Teachers' beliefs about language learning shape their perspectives on teaching, learning, knowledge and classroom practice. Therefore, studies refer to teacher beliefs to investigate different aspects of educational process. Buehl and Fives's (2009) study offers insight into pre-service and practicing teachers' beliefs regarding the source and stability of knowledge. Snider and Roehl (2007) made research into teachers' beliefs about pedagogy and claimed that "The lack of consensus about empirically based teaching practices elevates the importance of teacher beliefs in education" and it is supported that "beliefs play a critical role in shaping teaching practices" (p. 873). Van der Schaaf, Stokking and Verloop (2008) support that ". . .teachers' beliefs towards teaching behaviour appear to be crucial for the improvement of their teaching. . ." (p. 1691) and conduct a study which concerns the relationship between teachers' beliefs

towards teaching behaviour and their actual teaching behaviour. They mention the way beliefs lead teacher behaviour:

> . . .beliefs may guide teacher behaviour either deliberately or spontaneously. In a deliberate way beliefs are retrieved or constructed with a lot of effort in a certain context and they are assumed to guide goal setting and behaviour. In a spontaneous way beliefs are activated by routine (p. 1692).

2.10 Studies on the Effects of Teacher Beliefs on Learner Beliefs

Teachers' and learners' beliefs about what is possible, what is necessary and what is really difficult or impossible in language learning are directly related to their acceptance or rejection of classroom implications. Researchers classify and examine beliefs and have a conclusion about their effects. Schunk and Zimmerman (2006) focus on competence and control beliefs- two types of self-beliefs- and they examine these beliefs and their effects on motivation and achievement in educational context. Schunk and Zimmerman (2006) define competence beliefs as "students' perceptions about their means, processes and capabilities to accomplish certain tasks" and control beliefs as "students' perceptions about the likelihood of accomplishing desired ends or outcomes under certain conditions" (p. 349). They conclude that "These beliefs are predictive of diverse outcomes such as learning, motivation, self-regulation, meta-cognition and volition" (p. 349).

Researchers interpret beliefs and their effects through different perspectives. McDonough (1995) addresses beliefs as important incentives for behaviour: ". . .what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, from the basis for our personal decisions as to how to proceed" (p. 9). Van der Schaaf et al. (2008) focus on the effects of teacher beliefs and state that ". . .teacher beliefs shape the way teachers perceive and interpret classroom interaction and influence their construction of intentions in response to those interactions. . ." (p. 1692). Erkmen (2012) mentions the positive effect of eliciting beliefs and emphasizes that eliciting beliefs is a way of raising teacher awareness.

Beliefs are, frequently, related to teacher education and teaching practice, which makes teacher beliefs worth investigating. Borg (2006) discusses the role of beliefs on teacher education and explains two perspectives about the role of beliefs in learning to teach: "the first relates to constructivist theories of learning that state that students bring beliefs to teacher education which influence what and how they learn. The second relates to belief change as a focus for teacher education" (p. 30). The study conducted by Farrell and Kun (2007) demonstrated that teacher' beliefs can be in conflict with each other and "...those beliefs exert different degrees of power and influence on the teachers' final classroom practices" (p. 396). Similarly, Erkmen (2012) highlights the influence of teacher beliefs on the ways they view and approach their work and summarizes the assumption underlies this view:

> . . .understanding teachers' beliefs and the principles they operate from will help to understand how teachers view their work; how teachers' beliefs affect their behaviour in the classroom; what goes on in the classroom; how teachers use new information about teaching and learning in their teaching; how teaching practices and professional teacher preparation programmes can be improved (p. 141).

To gain deeper understanding of learner beliefs and to provide change in learner beliefs, teacher beliefs should be investigated thoroughly. Brackett et al. (2012) mention teachers' potential power to shape the learning environment and impact learners' developmental outcomes. They support their idea with this statement: "Teachers' beliefs influence the type of learning environments they create, as well as students' academic performance and beliefs about their own abilities" (p. 230). They, also emphasized that "Students perform better when their teachers believe they will succeed, in part because teachers treat students differently when they hold high expectations for them" (p. 230). Dewey (2004) found connections between teacher attitudes and learner attitudes and supported that learner attitudes can be influenced by instructors. He explained that "The indirect influence of teacher attitudes on students is then twofold: (a) teacher attitudes affect learner attitudes, which can in turn affect motivation and achievement; (b) teacher attitudes also influence the strategies used in instruction, which then can affect achievement" (p. 578).

The effects of learner beliefs and teacher beliefs have been investigated in many studies but there is relatively little research concerning the effects of teacher beliefs on learner beliefs. Wesely (2012) summarizes Dewey's (2004) study in a clear way: ". . . when the instructors shared their beliefs with their students about a specific instructional technique, the students' beliefs tended to mirror those of their instructor after the class had been completed" (p. 107). This idea is supported by Rozelle and Wilson (2012) in their study concerning changes in beginning teachers' practices and beliefs during a year-long internship. They found that beginning teachers were strongly influenced by their mentors and their beliefs changed to match their mentors. Torff (2011) argues that "teacher beliefs shape learning for all students" so "educators' beliefs about how learning works and how teaching should proceed must be considered" (p. 21). Nettle's (1998) study supported the idea that there is a relationship between teacher and learner beliefs and indicated that ". . .there is an association between certain types of beliefs held by supervising teachers and the direction of change in student teachers' beliefs about teaching" (p. 202). Similarly, Riley (2009) conducted a study concerning changes in learner beliefs and found that learners' responses changed "in the direction of teacher responses" (p. 115).

2.11 Studies on Belief Change

Learners already have some beliefs about learning when they come into the classroom. While positive beliefs are great advantages for learning, negative beliefs have the potential to hinder learning. Misconceptions and erroneous beliefs about language learning can give harm to language learning process as they can block learners' progress and persistence in language learning. The results of Mantle-Bromley's (1995) study showed that students enter their language classes with misconceptions about foreign language learning. In this case, teachers have the responsibility for making differences in students' beliefs and attitudes towards language learning. Tillema (2000) argues that "Belief change arises from a need to revise one's ideas as a result of 'confronting' experiences. . ." (p. 577) and how learner beliefs are challenged can affect the occurrence of change.

Teachers and learners frequently face the challenge of changing beliefs. Belief change can be necessary not only for learners but also for teachers as they are

responsible for creating and adjusting the learning environment depending on the learners' needs. Therefore, belief change, an important component of educational process, has been widely investigated in the education field. Griffin and Ohlsson (2001) focus on conceptual change. They relate beliefs and knowledge with conceptual change and claim that "conceptual change involves both knowledge acquisition and belief revision" (p. 1). According to Griffin and Ohlsson (2001), ". . .belief revision is characterized by rationally disavowing a prior belief whenever the computed conceptual coherence of a new knowledge structure is higher" (p. 2).

Since there are lots of elements that may lead to belief change, the focus of research in the field differs. Many studies focus on the effects of knowledge on beliefs and examine the change in teachers' and learners' beliefs after taking a particular course (Busch, 2010; Cephe, 2009; Manchon, 2009) or an education program (Chai et al., 2009; Hino and Shigematsu, 2006; Mantle-Bromley, 1995; Nortan et. al., 2010 Özmen, 2012). Cephe's (2009) study exemplifies belief change caused by a course. His study revealed that that many teacher trainees who participate in the methodology course based on reflective approach changed their beliefs from a behaviorist perspective to constructivist/cognitive one.

A number of studies give priority to teachers' beliefs about language learning and examine change in their beliefs over time. Recent research shows that beliefs can change over time. Belief systems are seen as dynamic in nature (Barcelos, 2003; Dufva, 2003; Hosenfeld, 2003; Turner, Warzon, & Christensen, 2011; Woods, 2003). Studies show change in teachers' or pre-service teachers' beliefs about language learning and teaching after a course or an education program (Chai, Teo, & Lee, 2009). Smith et al. (2006) examined 106 teachers' change as a result of participating in professional development and found that although few teachers had no change at all, most teachers experienced change at least minimally. Similarly, Levin and Wadmany (2007) analyzed teachers' beliefs and classroom practices. They found change in teachers' beliefs and interpreted that changing classroom practice is easier than changing educational beliefs. Some researchers have investigated the change in teachers' beliefs and actions through inservice education programs (i.e, Hino and Shigematsu, 2006) and they have found some changes in teachers' actions which results in some changes in learners' behaviors in the class. Dufva (2003) considers beliefs in the 'dialogical' approach and argues that

beliefs are dynamic as they develop over a period of time and as they are "on the move in any current situation such as an interview" (p.143).

On the other hand, changing beliefs is not easily achieved. Mori (1999b) suggests that "Beliefs cannot be easily or quickly modified because they are formed over a long period" (p. 409). Some researchers found little or no change in beliefs. In Inozu's (2011) study, which consisted of 326 trainee teachers in a four-year teacher education program and focused on the changes in trainee teachers' beliefs over four years, the key beliefs of the participants remained the same and there were some changes only in a few beliefs. Stipek et al. (2001) put emphasis on teachers' beliefs and practices and had findings indicating that teachers' beliefs were stabile over the course of a school year. Nettle (1998) measured student teachers' beliefs about teaching before and after a period of practice teaching. Results provided evidence for both stability and change; beliefs of a majority of student teachers remained unchanged.

Changing teachers' and learners' beliefs have been proved to be difficult in many studies. Researchers explained the stability in beliefs in different ways. Nettle (1998) emphasized the influence of learners' prior beliefs and claimed that the stability in beliefs can be regarded as "a product of an active process of balancing pre-existing beliefs and present reality" (p. 200). Peacock (2001) emphasized the importance of changing trainee teachers' detrimental beliefs before they start teaching. In this regard, he made a study of trainee ESL teachers' beliefs about second language learning over a 3-year programme. The study indicated very little change in trainee teachers' beliefs and provided evidence of stability in beliefs. Peacock (2001) concluded that ". . .some detrimental beliefs were very slow to change despite instruction over 3 years on the nature of language learning. This is noteworthy because detrimental beliefs held by ESL students are probably even more resistant to change" (p. 187).

Changing teachers' beliefs is not adequate for creating the most effective learning environment, learners, also, should be a part of change. Thus, change in learners' beliefs is another focus of the studies. Changing learners' beliefs through some interventions is the aim of the studies in education and psychology. Some of these studies present that belief change is possible (Cephe, 2009; Kienhues, Bromme, & Stahl, 2008). Özmen (2012) emphasizes beliefs do not change overnight so he conducts

a longitudinal study about students teachers' beliefs about language learning and teaching, and he tracks the changes in the beliefs during four years. The study presented various changes in certain degrees.

2.12 Summary

The review of literature reveals that beliefs have been research focus in an immense number of studies. Beliefs generally refer to all the opinions and propositions that are accepted as true and they do not need to be proved or verified. It is frequently expressed that beliefs affect people's perceptions of the world and behaviour. Therefore, many researchers investigated teacher and learner beliefs and gave importance to the relationship between them with the assumptions that teacher beliefs may influence classroom practice and teachers' instructional practices affect learning experience from which learner beliefs develop. In the light of the research, it can be said that beliefs are crucial to learning, knowing learners' and teachers' beliefs, expectations and intentions may help to take the necessary steps for effective learning, teacher beliefs may influence learner beliefs, creating positive attitudes towards the course may require changing learner beliefs, which is a difficult task as people are resistant to change. Accordingly, the current study attempts to investigate preparatory school students' and teachers' beliefs and whether teacher beliefs and practice have the potential power to affect learner beliefs.

CHAPTER 3

METHODOLOGY

3.1 Research Design

The current study investigated Gazi University Preparatory School students' and teachers' beliefs about language learning. The main objectives of the study were to examine preparatory school students' and teachers' beliefs about language learning, to what extent teacher and learner beliefs overlap and whether teachers' beliefs and practices influence or change learner beliefs. The study included 620 students and 33 teachers. To gather data, both quantitative and qualitative research methods were used. The reason behind this is that beliefs are unobservable and difficult to elicit in that they involve numerous variables that are difficult to measure in a single-model research study.

In addition, both quantitative and qualitative research methods have some strengths and weaknesses. Punch (2009) mentions the strengths of quantitative and qualitative research as follows:

. . .quantitative research brings the strengths of conceptualizing variables, profiling dimensions, tracing trends and relationships, formalizing comparisons and using large and perhaps representative samples. On the other hand, qualitative research brings the strengths of sensitivity to meaning and to context, local groundedness, the in-depth study of smaller samples, and great methodological flexibility which enhances the ability to study process and change (p. 290).

Punch (2009), also, clearly explains the advantage that can be obtained by combining quantitative and qualitative research methods:

. . .qualitative methods can be strong in those areas where quantitative methods are weak, and similarly that quantitative methods can be strong in those areas where qualitative methods are weak. Combining the two methods therefore offers the possibility of combining these two sets of strengths, and compensating for the weaknesses (p. 290).

Using certain techniques of both qualitative and quantitative approaches, the researcher attempted to gather detailed, valid and reliable data and to minimize the weaknesses that may stem from the research methods. With this aim, a well-grounded questionnaire was conducted to gather quantitative data, and a teacher and a student interview were used to gather qualitative data.

3.2 Instruments

In the current study, both qualitative and quantitative research methods were used. To collect quantitative data BALLI was used and students and teacher interviews were used to gather qualitative data. Data collection instruments are discussed in detail below.

3.2.1 The Scale

In the study, Beliefs about Language Learning Inventory (BALLI) was conducted in the EFL context in pre and post-test design. The instrument, used in the current study, was developed by Horwitz in 1987 to identify teachers' and students' beliefs about language learning and since then it has been an indispensible part of numerous studies that lead their focus to learner and teacher beliefs. Kuntz (1996) reviewed studies based on Horwitz's model and concluded that ". . .development of the BALLI marked the beginning of systematic research on student beliefs about language learning, and subsequent research has identified common beliefs that should influence language instruction, curriculum development, textbook writing, and program planning" (p.1).

BALLI (Horwitz, 1987) contains 34 items and assesses learner beliefs in five areas: 1) foreign language aptitude (items 1, 2, 6, 10, 11, 16, 19, 30, 33); 2) the difficulty of language learning (items 3, 4, 5, 15, 25, 34); 3) the nature of language learning (items 8, 12, 17, 23, 27, 28); 4) learning and communication strategies (items 7, 9, 13, 14, 18, 21, 22, 26); 5) motivations and expectations (items 20, 24, 29, 31, 32). In BALLI, 32 items are scored on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree. Two items (item 4 and 15) have different response scales. Item 4 is related to the perceived degree of difficulty of English and responses include a) a very difficult language, b) a difficult language, c) a

language of medium difficulty, d) and easy language, e) a very easy language. Item 15 asks about the time needed to be spent to speak a language very well and answers include a) less than a year, b) 1-2 years, c) 3-5 years, d) 5-10 years, e) you can't learn a language in one hour a day.

The questionnaire was slightly changed to make the items clearer for Turkish EFL learners. In item 4, the expression "the language I'm trying to learn" was replaced with "English"; in item 8, rather than the expression "the foreign culture", "English-speaking cultures" was used; in items 7, 9, 12, 14, 21 the expression "the/a foreign language" was replaced with "English"; in items 5, 24, 28, 29, 3,1 instead of the expression "this language", "English" was used; in item 12, the expression "English-speaking country" took the place of the phrase "the foreign country"; the word "Americans" was replaced with "native speakers of English in item 13, with "native speakers of English in item 24 and with "friends whose native language is English" in item 32; in item 36 the phrase "cassettes or tapes" was replaced with "audio materials".

The questionnaire was conducted on the students and their teachers at Gazi University Preparatory School in 2012-2013 academic year. A short background questionnaire was added by the researcher to gather information about the participants' age and gender. The teachers were requested to answer the original (English) version of BALLI (see Appendix A). As learners weren't proficient in English at the beginning of the semester, BALLI was translated into Turkish (see Appendix B). For the Turkish version of BALLI three experts of Gazi University English Language Teaching Department were consulted and in the light of their opinions, necessary modifications were made to secure the validity.

3.2.2 Interviews

The study attempts to assess the influence of teachers' beliefs and practices on learners' beliefs about English and English language learning. However, a questionnaire may not be enough to gather well-rounded data about beliefs and classroom practices. Borg (2006) argues that using only theoretical measures can be inadequate to assess classroom practice and suggests supplementing theoretical measures with additional forms of data such as interviews. Therefore, semi-structured interviews for learners and

teachers were prepared and conducted to gather more detailed data. Borg (2006) describes semi-structured interviews as follows:

> Semi-structured interviews are typically based around a set of topics or a loosely defined series of questions; they're flexible, allowing the conversation a certain amount of freedom in terms of the direction it takes, and respondents are also encouraged to talk in an open-ended manner about the topics under discussion or any other matters they feel are relevant (p. 203).

An interview makes it possible to go to great depth so it may be very helpful in educational research. Punch (2009) expressed the function of the interview as follows: "It is a very good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality. It is also one of the most powerful ways of understanding others" (p.144). In the study, an interview was developed with the purpose of learning the details about teachers' classroom practices and their beliefs about ideal teaching and learning method. The interview prepared for teachers (see Appendix C) was in English and contained five questions about how they teach English; what kind of activities, tasks and assignments they use in class; which teaching strategies, skills, techniques and principles they prefer and use; how they approach students; what kind of an attitude they display towards errors; and what kind of roles teachers and learners have in and out of the classroom. Three instructors at Gazi University were consulted for their opinions about the interview questions and some modifications were made accordingly.

To verify teachers' answers to the interview questions related to their practices and attitudes in and out of the class and to find the learners' perceptions of the teachers' practices and attitudes, the same interview questions were adapted to learner context and were translated into Turkish to obtain valid and reliable data (see Appendix D). The experts' opinions about the translation of the interview questions were requested and thus the English and Turkish version of the interview took its final form.

3.3 Sample and Population

At Gazi University Preparatory School, there are approximately 1300 students from the Faculty of Architecture, the Faculty of Engineering, the Faculty of Sciences,

the Faculty of Arts, Gazi Faculty of Education, the Faculty of Medicine, the Faculty of Dentistry and the Faculty of Economics and Administrative Sciences. The classes consist of students from different faculties. The classes involved in the study were chosen randomly. Totally, 620 students and 33 teachers participated in the study.

To investigate the difference in learner beliefs before and after taking English classes, it was necessary to obtain data from the students who completed both questionnaires. Therefore, a total of 620 students took part in the pre and post-test process. However, for the student interview, 5 voluntary students from each class were chosen randomly and 165 students participated in the interview.

Among the 620 students who participated in the study, 277 (44.7 %) were males and 343 (55.3 %) were females. The participants were fairly balanced across age. The average age of male students was 18.81 while the average age of female students was 18,58 and group mean regarding age was 18.68. The information related to the gender and age of the students was given in Table 3.1.

Table 3.1

The Students Who Participated in the Study

STUDENTS	GENDER	F	%	AGE (MEAN)	AGE (GROUP MEAN)
TOTAL (N=620)	MALE	277	44.7	18.81	18.68
	FEMALE	343	55.3	18.58	

33 teachers participated in the study. All the teachers were involved in the interviews and they were surveyed once. Of the 33 teachers, 6 (18.2 %) were males and 27 (81.8 %) were females. The average age of male teachers was 29 while the average age of female teachers was 26.78 and group mean regarding age was 27.18. The information related to the gender and age of the students was shown in Table 3.2.

Table 3.2

The Teachers Who Participated in the Study

TEACHERS	GENDER	F	%	AGE (MEAN)	AGE (GROUP MEAN)
TOTAL (N=33)	MALE	6	18.2	29.00	27.18
	FEMALE	27	81.8	26.78	

3.4 Data Collection

Before the administration of the questionnaires and interviews, the researcher contacted the administrators and instructors and necessary permissions were obtained. The data were gathered during the spring semester 2012-2013 academic year. The researcher visited each class at a pre-arranged time and informed the students about the nature and purpose of the study and about the items in the questionnaire when it is necessary. Students were informed that they do not have to complete the questionnaire, they may refuse to participate and the questionnaires would have no effect on their grades. They were also informed about their rights to secure the ethical aspects of the study.

The questionnaires were conducted with the students who voluntarily participated in the study. Administration of the questionnaires took about 25 minutes. 620 students participated in the pre test and each student was given a number and noted down regarding their classes and teachers. The teachers were also surveyed to gather information related to their beliefs about language learning. Five months later from the pre test, post-test was conducted only with the students who attended the pre test.

The interviews with the teachers required extra attention as any misunderstanding may have caused inadequate or inaccurate information. If teachers feel that they are going to be assessed or judged, they may express what should be done instead of what they do and their answers may reflect highly appreciated teaching techniques rather than the ones they use in the class. Therefore, before the interview, teachers were informed about the nature and purpose of the study and they were assured that all the data they provided would be discussed in accordance with the confidentiality principles. Also, it was explained that the focus of the study is not on teachers' practices but on beliefs about language learning. The researcher asked for teachers' permission to record the interview. The interviews were made privately with 33 teachers at the predetermined date and time. The interviews were held in English and each interview took 5 -10 minutes. During the interviews note-taking techniques were used to prepare further questions that would provide in-depth data and, also, the interviews were recorded not to miss any vital information and to be able to get a direct quote.

The student interviews were made with 5 voluntary students from each class. Students were given information regarding the scope and purpose of the study. It was carefully explained that the study does not attempt to assess teachers or students. The students were assured about the confidentiality of their answers. The researcher asked for students' permission to record the interview and made the interviews privately at the prearranged date and time. The researcher tried to create a relaxed atmosphere to obtain clear and detailed data. Also, students hadn't had any interview experience so the interview process was explained and the questions were made clearer by giving examples. Students were not proficient enough to clearly express their ideas about classroom practices in English; in addition, they might not have felt comfortable while speaking English so in order to prevent undetailed or inaccurate information, conducting the interview in students' native language was the best choice. Therefore, the interviews were held in Turkish. Each interview took 3-5 minutes, the researcher took notes during the interview and all the interviews were recorded verbatim.

3.5 Data Analysis

In the current study, necessary data were collected through questionnaires and interviews for teachers and students. Including both quantitative and qualitative research methods, the study employed different techniques in data analysis phase.

To investigate the effects of teachers on learner beliefs, there was a need for the detailed explanation of teachers' beliefs and classroom practices. Thus, a semi-structured interview was conducted and analyzed using content analysis. The answers showed that teachers have different beliefs about the ideal way of learning and teaching English; therefore, their practices differ markedly. Students who learn a foreign language through different teaching techniques and who experience different attitudes and approaches towards the language and the course may be affected differently from the learning process and this may reflect on their beliefs, so they cannot be treated as a single group. Thus, there was a need to categorize teachers depending on their beliefs and practices. Cross-case analysis was used to examine the teacher interviews. The notes taken by the researcher during the interview and the transcriptions of the recorded interview were reviewed carefully. Similarly, the interviews, held with the students, went through a qualitative analysis process. The interviews led the researcher to

categorize teachers into three groups and examine the teachers' and their students' beliefs under these groups.

The quantitative data were collected by means of questionnaires. Teachers' beliefs about language learning, learners' beliefs about language learning at the beginning and end of the semester and the difference between them were calculated and tabulated for analysis. Descriptive statistics, including means, frequencies and percentages of the variables were computed in an attempt to represent demographic information obtained from teachers and learners, and to summarize the teachers' and students' answers related to beliefs about language learning.

On the purpose of measuring significance level, p-value was calculated. For all the statistical tests, the significance level was set up at $p<.05$. Paired sample t-test was used to examine whether there was a difference between the students' pre and post-test answers regarding their beliefs about language learning. As a result of the test, statistically significant differences between the responses were identified. The data obtained from the interviews and questionnaires are presented in a detailed way in the following chapter.

CHAPTER 4

FINDINGS AND DISCUSSIONS

The purpose of the study was to investigate language learning beliefs that teachers and learners have. The second goal was to examine the similarities and differences between teachers' and learners' beliefs. Furthermore, teachers' beliefs and practices were elicited and the effects of teacher beliefs and practices on learner beliefs were analyzed. The study contained a survey phase and a qualitative study phase. The findings obtained from the questionnaires and interviews are presented in this chapter.

4.1 Analysis of the Teacher and Student Interviews

Experience is one of the major sources of belief. Learning experience is generally obtained as a result of classroom practices so teachers have a vital role in the formation of learner beliefs about learning. Also, it is known that teachers' beliefs and practices have the potential to influence learner beliefs. Considering the fact that all teachers do not have the same practices and beliefs about language and learning, learners of different teachers cannot be expected to be affected from the educational process in the same way. Teachers may leave different impressions on learners regarding language learning. Therefore, to get a clear idea of learner beliefs and change in them, teacher beliefs and practices should be examined in detail and learner beliefs should be discussed considering their teachers' beliefs.

Regarding all the issues explained above, a teacher interview was conducted to gather well-rounded data about teacher beliefs and practices in the present study. Teachers' answers showed that all teachers do not have the same beliefs about language learning; however some teachers have similar beliefs and practices. Based on the answers obtained from the interview, teachers can be categorized into three groups. By and large, first group of teachers (Group A) claimed that the aim of language teaching is to improve communicative skills; real-life activities, role plays, group tasks, fun activities, games, songs take place in their class, they teach inductively; productive skills are the focus; teaching should be done in the target language; teaching is student-based, learners are encouraged to correct their own errors; teacher is a facilitator and guide. Second group of teachers (Group B) argued that using L1 is necessary while

teaching; teacher is the authority in the class; learners really need grammar and grammar is a very important part of learning; grammar should be taught explicitly with rules and lots of examples; students should be active in class; self and peer correction are promoted in the class. Third group of teachers (Group C) can be said to have a mixture of the ideas in the first and second group. They supported that communication should be the aim but sometimes traditional teaching methods can be used; fluency is important but grammar shouldn't be ignored; both communicative and grammar-based activities should take place in the classroom; self correction and peer correction are encouraged.

Learners' educational experience and beliefs about language learning are influenced and shaped by teachers. Teachers with different classroom practices and beliefs may affect learner beliefs in different ways so in the current study learners were grouped in accordance with their teachers. 5 learners from each class, totally 165 learners, were interviewed. The interviews held with the learners attempted to verify teachers' answers to the interview questions regarding their practices and to elicit their beliefs about the classroom practices and language learning.

Learners' answers related to classroom practice and their teachers' attitude towards the learners and the course were in parallel with teachers' answers. There was no difference between the teachers' and the learners' answers regarding classroom practices. Learners in Group A stated that the classroom language was always English; they were encouraged to speak English and participate in the activities; group/pair works, movies, videos, songs, games, role-plays, fun activities were used in the class; the teacher was positive, patient and friendly so they could ask questions freely and share everything with him/her; the teacher did not interrupt when there was a mistake, s/he helped learners to find their own errors and correct them; the teacher was a guide, advisor, facilitator in the learning process. Learners in Group B reported that dialogues, fill-in-the-gaps activities, grammar exercises, portfolio assignments and sentence formation activities were used in the class; the teacher was kind and patient; the course book was followed and the activities in the book were used; there weren't a lot of games, songs or role-plays, generally the focus was on writing; grammar was important and the structures were explained by using rules and lots of examples; the teacher encouraged learners to help each other to correct their errors. Learners in Group C

expressed that course book, role plays, group projects, games, and visuals were used in the class; the teacher was patients and friendly; the teacher generally used English in the class but while making explanations, especially while teaching grammar, s/he used L1; the teacher helped learners to find and correct their own errors, also the learners helped each other.

The interviews held with the learners revealed that almost all of the learners were pleased with the way they were taught and they thought that the activities and the way they were conducted were very helpful. Interestingly enough, although the learners learnt English in different ways, the majority of the learners believed that it was ideal to learn English in the way they were taught. For instance, S1 from Group A reported that the course was conducted only in the target language, and this was a better way of learning English. On the other hand, S21 from Group C stated that the teacher made some explanations in the native language and gave the Turkish equivalents of some words and this was very helpful. While S102 from Group B thought that focusing on grammar and writing dialogues in pairs were very useful as they gave the opportunity to collaborate and gain a better understanding of the topic; S4 from Group A believed that using movies, songs and fun activities was very useful and these activities encouraged them to learn. S5 from Group A reported that they got the meaning of a structure from a text and they found out the meaning and they had the chance to use the structures effectively whereas S33 from Group C thought that teacher's explanations and rules and examples were necessary while learning a new structure.

Generally, learners reported that the way they were taught was effective and the materials and teaching techniques used in the class were helpful. However, some learners were displeased with some practices. They thought that some activities and practices weren't enough to develop certain skills. To give an example, S105 from Group B stated that too many writing activities were carried out in class but there were few speaking activities; he also said that the learners in his class had difficulty in speaking so there should have been more speaking activities. S32 from Group C expressed that they should have focus on grammar less because speaking was a more important skill. Also, S101 from Group B thought that the time allocated to fun activities was very little.

Considering the overall answers given to the interview questions, the teachers and learners gave nearly the same answers related to the classroom practice. In the light of these answers, the teachers were divided into three groups and the teachers' and their students' beliefs about language learning were examined under these groups. Detailed descriptions of teachers' answers to each question and key content summarized through relevant quotations can be seen in the table below.

Table 4.1

Classification of the Teachers Regarding their Answers to the Interview

INTERVIEW QUESTIONS	GROUP A TEACHER ANSWERS	GROUP B TEACHER ANSWERS	GROUP C TEACHER ANSWERS
1. How do you teach English? Can you give specific examples of activities, exercises, tasks and assignments you use?	* Communication is the primary goal in the class. * Teaching should be conducted in the target language. *Students are at the center of the learning process. *I teach inductively. (T9, T16, T17, T18, T26, T32) *I benefit from technology, discovery learning, visual aids, task-based activities, group/pair works, , role plays, real life tasks, discussions, fun activities, games, songs, videos, communicative tasks.(T3, T5, T6, T 8, T11, T12,T14, T15, T16, T18,T19, T21, T25, T26)	*Learning grammar is the most important part of language learning. (T27) *It is necessary to use L1 in the class. (T13, T27) * I generally teach with rules and lots of examples. (T13, T27, T29) * I use drills, cloze tests, multiple choice questions, dialogs, and portfolio assignments. (T13) * I generally do not use games and group works (T27, T29) *Most of the times, I teach explicitly. (T27)	*I use pair/group activities, jigsaw reading, games, visuals, role plays, group projects. (T2, T4, T7, T22, T24, T30) *I follow the course book but sometimes modify it. (T1, T20, T28, T33) *I generally use the target language in the class but sometimes I use L1, especially when I'm making an explanation. (T1, T4, T7, T22, T33) *I do not focus on grammar too much but it shouldn't be ignored. Explanations can be made in the native language. (T4, T7, T22, T33)
2. What are the teaching strategies, skills, techniques and principles you prefer and use?	* I use integrated teaching methods.(T10, T12, T15, T25,T26) *I prefer eclectic method. (T8, T9, T11, T12, T17, T19)	* I follow some of the principles in GTM. (T13, T27, T29) *I benefit from eclectic method. (T27)	*I generally follow the principles of CLT but I sometimes benefit from GTM. (T1, T7, T24, T30, T33) *I prefer eclectic method. (T2, T4, T20, T22, T28)

	*I follow the principles of CLT. (T3, T14, T16, T18, T21, T23, T25, T31, T32)		
3. What specific attitudes do you display in and out of the class? How do you approach to the students?	* I am a friendly teacher. We are like friends but we keep the distance. (T8, T10, T11, T15, T17, T19, T23, T26, T31) * We are sincere to each other. They can easily share their ideas with me. (T3, T5, T16, T12, T14, T19, T21, T25) *I have a positive attitude. Students are free in my class. (T9, T14, T19)	* I am friendly but students should know that I am the teacher. (T13, T27) *I am patient and kind. I never insult the students. (T13, T29)	*I am a friendly teacher but there is a line between us. (T7, T22, T24, T33, T37) *I'm patient and positive towards students. (T28, T20, T30) *I'm not very strict but I have discipline in the class. (T1)
4.What is your attitude towards errors?	*I promote self and peer correction. *I do not interrupt students and correct their errors. (T17, T18, T21, T23, T31) *I guide students to find out the correct answer. (T8, T9, T12, T16) *Errors are opportunities for learning. (T5, T32)	* I do not interrupt students to correct their errors. (T27, T29) * I take notes and correct them after class. (T27) * Errors are steps to learning. (T13)	*Error correction is very important and helpful. (T4, T24, T28) *I promote self and peer correction. (T20, T22, T28, T30) *I do not correct errors immediately. (T1, T22, T30)
5.What are the roles of the teacher and the students in the classroom?	*I am a facilitator and guide. (T3, T12, T14, T16, T26, T32) *I am an advisor. I'm in the class to help them. (T5, T8, T21, T25) *Learners are active constructors of learning.(T9, T12, T15, T17, T18, T25)	*Students should be active in the class. (T29) *Teacher is the guide. (T13, T27, T29) *While teaching grammar teacher is the authority, students cannot be active. (T27)	*Teacher is a guide. (T2, T4, T24, T28, T33) *Teacher and students help each other. (T22, T24, T30) *Students are active learners. Teacher is a facilitator and helps students. (T2, T30) * Students are in the class to learn. They should complete their responsibilities. (T1, T20)

33 teachers that participated in the interview held different beliefs. The teachers were divided into three groups depending on their beliefs and classroom practices. The majority of the teachers were in Group A. In the group, there were 4 (20%) male and 16 (80%) female teachers. The average age of male teachers was 28,50 while the average age of female teachers was 25.63. Group B includes the least number of teachers, there weren't any (0%) male teachers and there were 3 (100%) female teachers with an average age of 32.33. Group C contained 2 (20%) male and 8 (80%) female teachers. The average age of male teachers was 29 and the average age of female teachers was 26.78. Table 4.2 focuses on teacher groups and shows distribution of the teachers by age and gender.

Table 4.2

Distribution of Teachers by Age and Gender

TEACHER GROUPS	GENDER	F (%)	AGE (MEAN)	AGE (GROUP MEAN)
GROUP A (N=20)	MALE	4 (20.0)	28.50	26.20
	FEMALE	16 (80.0)	25.63	
GROUP B (N=3)	MALE	-	-	32.33
	FEMALE	3 (100.0)	32.33	
GROUP C (N=10)	MALE	2 (20.0)	30.00	27.60
	FEMALE	8 (80.0)	27.00	
TOTAL (N=33)	MALE	6 (18.2)	29.00	27.18
	FEMALE	27 (81.8)	26.78	

Considering teachers' statements about classroom practices and general beliefs about language learning, it was clear that teaching process was carried out in different ways. As one of the purposes in the study was to discuss the effects of teachers' beliefs and practices on learners, learners were, also, categorized into three groups regarding their teachers' beliefs and practices. In Group A, there were 173 (43.6%) male and 224 (56.4%) female learners. Group B contained 14 (34.1%) male and 27 (65.9%) female learners. Of the 182 learners in Group C, 90 (49.5%) were males and 92 (50.5%) were females. In the groups, there was a balanced distribution regarding age. Distribution of learners by age and gender can be seen in Table 4.3.

Table 4.3

Distribution of Learners by Age and Gender

LEARNER GROUPS	GENDER	F(%)	AGE (MEAN)	AGE (GROUP MEAN)
GROUP A (N=397)	MALE	173 (43.6)	18.83	18.69
	FEMALE	224 (56.4)	18.58	
GROUP B (N=41)	MALE	14 (34.1)	18.93	18.95
	FEMALE	27 (65.9)	18.96	
GROUP C (N=182)	MALE	90 (49.5)	18.74	18.59
	FEMALE	92 (50.5)	18.45	
TOTAL (N=620)	MALE	277 (44.7)	18.81	18.68
	FEMALE	343 (55.3)	18.58	

4.2 Analysis of the Questionnaire:

In the study BALLI was used to examine teachers' beliefs about language learning and learners' beliefs about language learning before and after taking English courses. Descriptive statistics, including mean, percentage and frequency, were computed on teachers' and learners' responses to the BALLI items. The data obtained from the questionnaire was discussed in five major areas of the BALLI: 1) foreign language aptitude, 2) the difficulty of language learning, 3) the nature of language learning, 4) learning and communication strategies and 5) motivations and expectations. There are 9 items in the BALLI that are related to foreign language aptitude. Items 1, 2, 6, 10, 11, 16, 19, 30, and 33 address the characteristics of successful language learners and special abilities for language learning. Items 3, 4, 5, 15, 25, and 34 concern the difficulty of language learning; items 3 and 15 are related to general difficulty of foreign language learning, item 4 assesses the difficulty of English and items 25 and 34 focus on the difficulty of different language skills. Regarding the nature of language learning, items 8 and 12 focus on the role of culture and environment in language learning, item 27 concerns whether language learning is different from learning other academic subjects and items 17, 23, and 28 are related to the perceptions about the most important part of language learning. While items 7, 9, 13, 14, 21 and 22 are related to communication strategies, items 18 and 26 focus on learning strategies. Item 20 is related to the importance given to speaking English, item 24 and 32 concern individual motivations in learning English, item 29 focuses on instrumental motivation in learning English and item 31 asks about individual desire to learn English. In the study,

responses of the teachers' and the learners' in each group are presented category by category.

4.2.1 Teachers' Responses to the BALLI

4.2.1.1 Language Aptitude

Table 4.4

Group A- Teachers' Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	-	1 (5.0)	3 (15.0)	2 (10.0)	14 (70.0)	4.45
2. Some people have a special ability for learning foreign languages.	-	1 (5.0)	-	10 (50.0)	9 (45.0)	4.35
6. People from my country are good at learning foreign languages.	-	9 (45.0)	7 (35.0)	3 (15.0)	1 (5.0)	2.80
10. It is easier for someone who already speaks a foreign language to learn another one.	1 (5.0)	2 (10.0)	4 (20.0)	10 (50.0)	3 (15.0)	3.60
11. People who are good at mathematics or science are not good at learning foreign languages.	8 (40.0)	3 (15.0)	5 (25.0)	3 (15.0)	1 (5.0)	2.30
16. I have a special ability for learning foreign languages.	-	2 (10.0)	1 (5.0)	9 (45.0)	8 (40.0)	4.15
19. Women are better than men at learning foreign languages.	2 (10.0)	3 (15.0)	6 (30.0)	4 (20.0)	5 (25.0)	3.35
30. People who speak more than one language are very intelligent.	-	1 (5.0)	5 (25.0)	8 (40.0)	6 (30.0)	3.95
33. Everyone can learn to speak a foreign language.	-	2 (10.0)	3 (15.0)	8 (40.0)	7 (35.0)	4.00

As the table indicates, almost all of the teachers in Group A (95%) held the belief that some people have a special ability for language learning and only 5% of the teachers disagreed with the statement. Regarding their own ability to learn foreign languages, most of them (85%) believed that they have a special ability while 10% of

them disagreed. Many teachers (75%) thought that everyone can learn to speak a foreign language, the percentage of the teachers who disagreed was relatively low (10%) and none of the teachers strongly disagreed with the statement. However, almost half of the teachers (45%) did not support that Turkish people are good at learning a foreign language, 35% of the teachers weren't sure about it and only a minority of teachers (5%) endorsed the statement.

Responses obtained from the teachers indicated their belief in the relation between age and language learning. 80% of the teachers reported that "it is easier for children than adults to learn a foreign language". Considering the relation between gender and language learning, 45% of the teachers supported that in comparison with men, women are better at language learning, a quarter of the teachers did not agree with this statement and 30% of them weren't sure. More than half of the teachers (55%) did not agree with the statement "people who are good at mathematics or science are not good at learning foreign languages" while 20% of them endorsed this statement. 65% of the teachers believed that learning a foreign language is easier for someone who already speaks one and 70% of the teachers endorsed that people speaking more than one language are intelligent.

In Group B, there were a small number of teachers and their answers to the items were generally parallel. All of the teachers in the group held the belief that some people have a special ability for language leaning. Regarding their own ability to learn a foreign language, one of the teachers (33.3%) did not believe that s/he has a "special ability for learning foreign languages", one of them (33%) wasn't sure about it and the other (33.3%) agreed that s/he has a special ability. All of the teachers strongly agreed that "Everyone can learn to speak a foreign language". Also, 66.7% of the teachers reported that learning a foreign language is easier for someone who already speaks one and they did not believe that Turkish people are good at foreign language learning. While 66.7% of the teachers believed that people who can speak more than one language are intelligent, 33.3% of them strongly disagreed with this opinion. None of the teachers related age to language teaching. They all strongly disagreed that children can learn a foreign language more easily than adults. Regarding gender and subject interest, 66.7% of the teachers strongly believed that women are better than men in terms of learning foreign languages and "People who are good at mathematics or

science are not good at learning foreign languages"; however, 33.3% of the learners strongly disagreed with these statements.

Table 4.5

Group B- Teachers' Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	3 (100.0)	-	-	-	-	5.00
2. Some people have a special ability for learning foreign languages.	-	-	-	1 (33.3)	2 (66.7)	4.67
6. People from my country are good at learning foreign languages.	-	2 (66.7)	-	-	1 (33.3)	3.00
10. It is easier for someone who already speaks a foreign language to learn another one.	-	1 (33.3)	-	-	2 (66.7)	4.00
11. People who are good at mathematics or science are not good at learning foreign languages.	2 (66.7)	-	-	-	1 (33.3)	2.33
16. I have a special ability for learning foreign languages.	-	1 (33.3)	1 (33.3)	1 (33.3)	-	3.00
19. Women are better than men at learning foreign languages.	2 (66.7)	-	-	-	1 (33.3)	2.33
30. People who speak more than one language are very intelligent.	1 (33.3)	-	-	-	2 (66.7)	3.67
33. Everyone can learn to speak a foreign language.	-	-	-	-	3 (100.0)	5.00

Table 4.6

Group C- Teachers' Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	-	-	3 (30.0)	4 (40.0)	3 (30.0)	4.00
2. Some people have a special ability for learning foreign languages.	-	1 (10.0)	-	3 (30.0)	6 (60.0)	4.40
6. People from my country are good at learning foreign languages.	1 (10.0)	1 (10.0)	4 (40.0)	4 (40.0)	-	3.10
10. It is easier for someone who already speaks a foreign language to learn another one.	1 (10.0)	1 (10.0)	3 (30.0)	4 (40.0)	1 (10.0)	3.30
11. People who are good at mathematics or science are not good at learning foreign languages.	1 (10.0)	4 (40.0)	4 (40.0)	1 (10.0)	-	2.50
16. I have a special ability for learning foreign languages.	-	1 (10.0)	1 (10.0)	6 (60.0)	2 (20.0)	3.90
19. Women are better than men at learning foreign languages.	-	3 (30.0)	5 (50.0)	2 (20.0)	-	2.90
30. People who speak more than one language are very intelligent.	1 (10.0)	1 (10.0)	4 (40.0)	4 (40.0)	-	3.10
33. Everyone can learn to speak a foreign language.	-	1 (10.0)	4 (40.0)	3 (30.0)	2 (20.0)	3.60

The majority of the teachers in Group C endorsed that some people have a special ability for language learning (90%) and that they have this special ability (80%). 40% of the teachers stated that people from their country are good at language learning. Half of the teachers believed that everybody can learn how to speak a foreign language and learning a foreign language is easier for someone who already speaks one. 40% of the teachers believed that people that are able to speak more than one language are intelligent. Furthermore, most of the teachers thought that language learning is related to age and they endorsed that learning a foreign language is easier for children. Most of the teachers (90%) did not agree that people that are good at maths or science aren't good at language learning.

4.2.1.2 Difficulty of Language Learning

Table 4.7

Group A- Teachers' Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	2 (10.0)	1 (5.0)	2 (10.0)	9 (45.0)	6 (30.0)	3.80
5. I believe that I can learn to speak a foreign language very well.	-	2 (10.0)	1 (5.0)	6 (30.0)	11 (55.0)	4.30
25. It is easier to speak than understand a foreign language.	2 (10.0)	5 (25.0)	2 (10.0)	4 (20.0)	7 (35.0)	3.45
34. It is easier to read and write English than to speak and understand it.	1 (5.0)	-	2 (10.0)	9 (45.0)	8 (40.0)	4.15

Regarding the difficulty of language learning, three quarters of the teachers endorsed the idea that "Some languages are easier than others" while 15% of the teachers did not support the statement. The majority of the teachers (85%) reported that they believe they can learn to speak a foreign language well. Their responses regarding item 25 were varied; while more than half of the teachers (55%) agreed or strongly agreed that speaking a foreign language is easier than understanding it, 35% of them did not endorse this opinion and 10% of them weren't sure. However, most of them (85%) reported that reading and writing are easier than speaking and understanding English.

Table 4.8

Group A- Teachers' Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F(%)	F (%)	F (%)	Mean
4. English is	-	1 (5.0)	8 (40.0)	8 (40.0)	3 (15.0)	3.65

As for English, none of the teachers believed that English is a very difficult language. Minority of the teachers (5%) rated English as a difficult language. 40% of the teachers considered English to be a language of medium difficulty. For 40% of the

teachers, English is an easy language and 15% of the teachers thought that English is a very easy language.

Table 4.9

Group A- Teachers' Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in 1 hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	2 (10.0)	6 (30.0)	8 (40.0)	3 (15.0)	1 (5.0)	2.75

Although none of the teachers considered English to be a very difficult language, 5% of the teachers reported that a language cannot be learned in one hour a day. 15% of the teachers believed that it would take 5 to 10 years to speak a language well and for 40% of the teachers it would take 3 to 5 years. 30% of the teachers stated that the time required for such a progress is 1 to 2 years whereas 10% of the teachers reported that less than a year would be enough.

Table 4.10

Group B- Teachers' Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	3 (100.0)	-	-	-	-	5.00
5. I believe that I can learn to speak a foreign language very well.	-	-	1 (33.3)	-	2 (66.7)	4.33
25. It is easier to speak than understand a foreign language.	1 (33.3)	2 (66.7)	-	-	-	1.67
34. It is easier to read and write English than to speak and understand it.	-	-	-	1 (33.3)	2 (66.7)	4.67

The teachers in Group B (100%) strongly disagreed with the statement "Some languages are easier to learn than others". 66.7% of the learners believed that they "can learn to speak a foreign language very well". None of the teachers reported that

speaking a language is easier than understanding it and all of them endorsed that reading and writing English are easier than speaking and understanding it.

Table 4.11

Group B- Teachers' Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	-	-	1 (33.3)	-	2 (66.7)	4.33

In the group**,** 66.7% of the teachers considered English to be a very easy language and 33.3% of them rated English as a language of medium difficulty.

Table 4.12

Group B- Teachers' Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in 1 hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	-	1 (33.3)	1 (33.3)	1 (33.3)	-	3.00

As for the time needed in order to speak a language very well, one of the teachers stated that it would take 1 to 2 years, 33.3% of them thought that 3 to 5 years would be necessary for this progress, and 33.3% of them supported that 5 to 10 years would be enough.

As indicated by Table 4.13, half of the teachers believed that learning some languages is easier and only a small percentage (10%) disagreed with the statement. All of the teachers stated that they believe they can learn to speak a foreign language. The percentage of the teachers who endorsed that speaking a foreign language is easier to understand it was relatively low (10%). Regarding item 34, the responses were balanced. While 50% of the teachers reported that reading and writing English are easier than speaking and understanding it, 40% of the teachers opposed to this statement.

Table 4.13

Group C- Teachers' Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	-	1 (10.0)	4 (40.0)	3 (30.0)	2 (20.0)	3.60
5. I believe that I can learn to speak a foreign language very well.	-	-	-	2 (20.0)	8 (80.0)	4.80
25. It is easier to speak than understand a foreign language.	3 (30.0)	4 (40.0)	2 (20.0)	1 (10.0)	-	2.10
34. It is easier to read and write English than to speak and understand it.	1 (10.0)	3 (30.0)	1 (10.0)	3 (30.0)	2 (20.0)	3.20

Table 4.14

Group C- Teachers' Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	-	1 (10.0)	7 (70.0)	1 (10.0)	1 (10,0)	3.20

The majority of the teachers in Group C believed that English is a language of medium difficulty. For 10% of the teachers English is a difficult language. 10% of the teachers rated English as an easy language and 10% of them considered English to be a very easy language.

Table 4.15

Group C- Teachers' Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in 1 hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	2 (20.0)	4 (40.0)	2 (20.0)	-	2 (20.0)	2.60

Interestingly, although none of the teachers rated English as a very difficult language, 20% of them believed that a language cannot be learned in one hour a day. 20% of the teachers reported that it would take 3 to 5 years to speak a language very well. Other teachers were more optimistic. 40% of them stated that time required to learn to speak a foreign language is 1 to 2 years and 20% of the teachers thought that it would take less than a year.

4.2.1.3 Nature of Language Learning

Table 4.16

Group A- Teachers' Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	2 (10.0)	4 (20.0)	5 (25.0)	7 (35.0)	2 (10.0)	3.15
12. It is best to learn English in an English-speaking country.	-	-	3 (15.0)	4 (20.0)	13 (65.0)	4.50
17.The most important part of learning a foreign language is learning vocabulary words.	-	1 (5.0)	7 (35,0)	10 (50.0)	2 (10.0)	3.65
23.The most important part of learning a foreign language is learning the grammar.	3 (15.0)	4 (20.0)	6 (30.0)	4 (20.0)	3 (15.0)	3.00
27. Learning a foreign language is different than learning other academic subjects.	3 (15.0)	4 (20.0)	3 (15.0)	3 (15.0)	7 (35.0)	3.35
28. The most important part of learning English is learning how to translate from my native language.	3 (15.0)	5 (25.0)	4 (20.0)	2 (10.0)	6 (30.0)	3.15

It can be said that there wasn't a consensus on the necessity of knowing English-speaking cultures to speak English in Group A. 30% of the teachers did not believe in knowing the English-speaking cultures, a quarter of the teachers reported that they weren't sure and 45% of them endorsed the statement. None of the teachers disagreed with the statement "It is best to learn English in an English-speaking country" and most of them (85%) rated the statement in the 'agree' scale. 40% of the teachers considered learning a foreign language to be different than learning other academic subjects. In regard to the focus of language learning, 60% of the teachers rated learning vocabulary

words as the most important part of language learning, 35% of the teachers put the emphasis on learning grammar and 40% of them reported that translation is the most important part of learning English.

In Group B, most of the teachers (66.7%) thought that knowing about English-speaking cultures is important to speak English and learning languages is different from learning other academic subjects. All of the teachers held the belief that learning English in an English-speaking country is the best choice. 66.7% of the teachers strongly agreed that translation is the most important part of language learning whereas they did not agree that learning grammar is the focus of language learning and one of the teachers wasn't sure about the statement. Also, 66.7% of the teachers focus on the importance of learning vocabulary words.

Table 4.17

Group B- Teachers' Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	-	-	1 (33.3)	-	2 (66.7)	4.33
12. It is best to learn English in an English-speaking country.	-	-	-	1 (33.3)	2 (66.7)	4.67
17.The most important part of learning a foreign language is learning vocabulary words.	-	1 (33.3)	-	2 (66.7)	-	3.33
23.The most important part of learning a foreign language is learning the grammar.	2 (66.7)	-	1 (33.3)	-	-	1.67
27. Learning a foreign language is different than learning other academic subjects.	1 (33.3)	-	-	-	2 (66.7)	3.67
28. The most important part of learning English is learning how to translate from my native language.	1 (33.3)	-	-	-	2 (66.7)	3.67

As shown in Table 4.18, in Group C, most of the teachers stated that learning English in an English-speaking country is the best choice (70%) and knowing about the English-speaking culture is necessary to speak English (80%). 70% of the teachers

believed that learning a foreign language is different from learning other academic subjects. In regard to the focus of language learning, Half of the teachers considered learning vocabulary words to be the most important part of language learning whereas half of them weren't sure about the statement. 70% of the teachers disagreed or strongly disagreed that learning grammar or learning how to translate is the most important part of learning a foreign language.

Table 4.18

Group C- Teachers' Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	-	1 (10.0)	1 (10.0)	5 (50.0)	3 (30.0)	4.00
12. It is best to learn English in an English-speaking country.	1 (10.0)	-	2 (20.0)	3 (30.0)	4 (40.0)	3.90
17.The most important part of learning a foreign language is learning vocabulary words.	-	-	5 (50.0)	4 (40.0)	1 (10.0)	3.60
23.The most important part of learning a foreign language is learning the grammar.	1 (10.0)	6 (60.0)	3 (30.0)	-	-	2.20
27. Learning a foreign language is different than learning other academic subjects.	1 (10.0)	1 (10.0)	1 (10.0)	4 (40.0)	3 (30.0)	3.70
28. The most important part of learning English is learning how to translate from my native language.	3 (30.0)	4 (40.0)	2 (20.0)	1 (10.0)	-	2.10

4.2.1.4 Learning and Communication Strategies

Table 4.19 shows that 60% of the teachers believed in the importance of speaking English with an excellent pronunciation, 20% of them disagreed while 20% of them weren't sure. 80% of the teachers did not hold the belief that people shouldn't say anything in English until they can say it correctly. Repeating and practicing a lot were considered to be important by 80% of the teachers and 75% of them believed in the importance of practicing with audio materials. Almost all of the teachers (95%) stated that they enjoy practicing with native speakers of English and except for 15% of the

teachers, none of them reported that they "feel timid speaking English with other people". Regarding the use of guessing, 80% of the teachers thought that it's o.k. to guess the meaning of an unknown word whereas 15% of them disagreed with the statement. Teacher responses related to the immediate correction indicated that 40% of the teachers disagreed or strongly disagreed with the statement "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on", 30% of the teachers endorsed this statement and 30% of them weren't sure about it.

Table 4.19

Group A- Teachers' Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	-	4 (20.0)	4 (20.0)	8 (40.0)	4 (20.0)	3.60
9. You shouldn't say anything in English until you can say it correctly.	9 (45.0)	7 (35.0)	1 (5.0)	2 (10.0)	1 (5.0)	1.95
13. I enjoy practicing English with the native speakers of English I meet.	-	-	1 (5.0)	5 (25.0)	14 (70.0)	4.65
14. It's o.k. to guess if you do not know a word in English.	-	3 (15.0)	1 (5.0)	6 (30.0)	10 (50.0)	4.15
18. It is important to repeat and practice a lot.	-	-	3 (15.0)	3 (15.0)	14 (70.0)	4.55
21. I feel timid speaking English with other people.	7 (35.0)	6 (30.0)	4 (20.0)	2 (10.0)	1 (5.0)	2.20
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	4 (20.0)	4 (20.0)	6 (30.0)	4 (20.0)	2 (10.0)	2.80
26. It is important to practice with audio materials.	1 (5.0)	-	4 (20.0)	7 (35.0)	8 (40.0)	4.05

Teacher responses showed that 66.7% of the teachers in Group B believed in the importance of repeating and practicing a lot. Besides, they all endorsed that practicing with audio materials is important. All the teachers if they do not know a word it was o.k. to guess it. As for accuracy, 33.3% of the teachers did not believe in the necessity of excellent pronunciation while speaking English and 66.7% of them reported that they

weren't sure about the statement. 33.3% of the teachers thought that people shouldn't say anything in English until they can say it in a correct way but 66.7% of them strongly disagreed with the statement. None of the teachers endorsed that permitting to make errors in English will make speaking correctly more difficult for beginning learners. Regarding item 13, all of the teachers strongly disagreed with the statement "I enjoy practicing English with the native speakers of English I meet" and one of the teachers stated that s/he feels timid while English with other people, one of them wasn't sure about the statement and the other one strongly disagreed with the statement.

Table 4.20

Group B- Teachers' Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	-	1 (33.3)	2 (66.7)	-	-	2.67
9. You shouldn't say anything in English until you can say it correctly.	2 (66.7)	-	-	1 (33.3)	-	2.00
13. I enjoy practicing English with the native speakers of English I meet.	3 (100.0)	-	-	-	-	5.00
14. It's o.k. to guess if you do not know a word in English.	-	-	-	-	3 (100.0)	5.00
18. It is important to repeat and practice a lot.	-	1 (33.3)	-	1 (33.3)	1 (33.3)	3.67
21. I feel timid speaking English with other people.	1 (33.3)	-	1 (33.3)	-	1 (33.3)	3.00
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	2 (66.7)	1 (33.3)	-	-	-	1.33
26. It is important to practice with audio materials.	-	-	-	1 (33.3)	2 (66.7)	4.67

Table 4.21 clearly indicates that most of the teachers in the group (60%) reported that "It is important to speak English with an excellent pronunciation" but a higher percentage of them (90%) disagreed or strongly disagreed with the opinion that people shouldn't say anything in English until they can say it in a correct way. Also, 70% of the teachers disagreed or strongly disagreed with the statement "If beginning students are

permitted to make errors in English, it will be difficult for them to speak correctly later on ". Considering the use of guessing, 80% of the teachers it is o.k. to guess meaning of an unknown word. 90% of the teachers believed that repeating and practicing a lot, especially with audio materials are important. All of the teachers stated that they enjoy practicing English with the native speakers they meet and none of them reported that they feel timid while they are speaking English with other people.

Table 4.21

Group C- Teachers' Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	-	1 (10.0)	3 (30.0)	3 (30.0)	3 (30.0)	3.80
9. You shouldn't say anything in English until you can say it correctly.	3 (30.0)	6 (60.0)	1 (10.0)	-	-	1.80
13. I enjoy practicing English with the native speakers of English I meet.	-	-	-	3 (30.0)	7 (70.0)	4.70
14. It's o.k. to guess if you don't know a word in English.	-	1 (10.0)	1 (10.0)	4 (40.0)	4 (40.0)	4.10
18. It is important to repeat and practice a lot.	-	-	1 (10.0)	4 (40.0)	5 (50.0)	4.40
21. I feel timid speaking English with other people.	5 (50.0)	4 (40.0)	1 (10.0)	-	-	1.60
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	1 (10.0)	6 (60.0)	1 (10.0)	1 (10.0)	1 (10.0)	2.50
26. It is important to practice with audio materials.	-	1 (10.0)	-	6 (60.0)	3 (30.0)	4.10

4.2.1.5 Motivations and Expectations

Table 4.22

Group A- Teachers' Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	2 (10.0)	3 (15.0)	3 (15.0)	7 (35.0)	5 (25.0)	3.50
24. I would like to learn English so that I can get to know native speakers of English better.	2 (10.0)	6 (30.0)	2 (10.0)	6 (30.0)	4 (20.0)	3.20
29. If I learn English very well, I will have better opportunities for a good job.	-	3 (15.0)	2 (10.0)	6 (30.0)	9 (45.0)	4.05
31. I want to learn to speak English well.	-	-	-	3 (15.0)	17 (85.0)	4.85
32. I would like to have friends whose native language is English.	-	2 (10.0)	2 (10.0)	3 (15.0)	13 (65.0)	4.35

In Group A, 60% of the teachers reported that Turkish people think it's important to speak English and all of them stated that they want to speak English well. 80% of the teachers said that they wanted to "have friends whose native language is English". 75% of the teachers thought that learning English well may provide better opportunities for a good job, and half of them believed that leaning English can help to know native speakers of English better.

As Table 4.23 indicates, teacher responses related to Turkish people's opinions about speaking English, and whether learning English can provide better opportunities for a good job showed that one of the teachers endorsed the statement, one of them wasn't sure about the item and the other teacher did not agree with the statement. All of the teachers reported that they want to have friends who are native speakers of English. 66.7% of the teachers stated that their desire to speak English well and they believed that learning English may help to know native speakers of English better.

In addition, as Table 4.24 shows, Group C, 70% of the teachers agreed or strongly agreed that people in their country think that speaking English is important. Also, all of the teachers reported that they want to speak English well and have friends

who are native speakers of English. They all believed that learning English can provide better opportunities for a good job. While 40% of the teachers supported the aim of learning English as it can help to know native speakers of English better, 30% of the teachers did not agree with it.

Table 4.23

Group B- Teachers' Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	-	1 (33.3)	1 (33.3)	-	1 (33.3)	3.33
24. I would like to learn English so that I can get to know native speakers of English better.	-	-	1 (33.3)	-	2 (66.7)	4.33
29. If I learn English very well, I will have better opportunities for a good job.	1 (33.3)	-	1 (33.3)	-	1 (33.3)	3.00
31. I want to learn to speak English well.	-	-	1 (33.3)	-	2 (66.7)	4.33
32. I would like to have friends whose native language is English.	-	-	-	-	3 (100.0)	5.00

Table 4.24

Group C- Teachers' Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	-	-	3 (30.0)	4 (40.0)	3 (30.0)	4.00
24. I would like to learn English so that I can get to know native speakers of English better.	-	3 (30.0)	3 (30.0)	2 (20.0)	2 (20.0)	3.30
29. If I learn English very well, I will have better opportunities for a good job.	-	-	-	6 (60.0)	4 (40.0)	4.40
31. I want to learn to speak English well.	-	-	-	1 (10.0)	9 (90.0)	4.90
32. I would like to have friends whose native language is English.	-	-	-	3 (30.0)	7 (70.0)	4.70

4.2.2 Learners' Responses to the BALLI in the Pre-test

4.2.2.1 Language Aptitude

As shown in Table 4.25, regarding language aptitude, most of the learners believed that some people have a special ability for language learning. However when it comes to their own abilities to learn a foreign language they weren't very optimistic. Approximately half of the learners disagreed (22.9%) or strongly disagreed (23.2%) with the statement that "I have a special ability for learning foreign languages". Considering the potential to learn a foreign language, most of them weren't sure (40.3%) whether Turkish people are good at language learning. However most of them believed that "everyone can learn to speak a foreign language"; only 15.3% of them disagreed or strongly disagreed with the statement .

The majority of the learners in Group A, related age with the ability of language learning; two thirds of the learners (66.8%) strongly agreed that children learn a foreign language more easily compared to adults, 22.7% of the students agreed with the statement, and the percentages of the learners that weren't sure (5.5%), disagreed or strongly disagreed were quite low (3.3% and 1.8%). However, most of them did not relate gender and subject interest with language learning. When the learners were asked whether women are better than men at language learning, only about one fifth of the learners agreed (12.3%) or strongly agreed (10.8%) with the statement. As for the relation between subject interest and language learning, more than two thirds of the learners did not agree that "People who are good at mathematics or science aren't good at learning foreign languages".

Table 4.25

Group A- Learners' Pre-test Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	7 (1.8)	13 (3.3)	22 (5.5)	90 (22.7)	265 (66.8)	4.49
2. Some people have a special ability for learning foreign languages.	16 (4.0)	28 (7.1)	61 (15.4)	132 (33.2)	160 (40.3)	3.99
6. People from my country are good at learning foreign languages.	36 (9.1)	89 (22.4)	160 (40.3)	67 (16.9)	45 (11.3)	2.99
10. It is easier for someone who already speaks a foreign language to learn another one.	33 (8.3)	54 (13.6)	80 (20.2)	145 (36.5)	85 (21.4)	3.49
11. People who are good at mathematics or science are not good at learning foreign languages.	114 (28.7)	74 (18.6)	73 (18.4)	59 (14.9)	77 (19.4)	2.78
16. I have a special ability for learning foreign languages.	92 (23.2)	91 (22.9)	126 (8.6)	53 (13.4)	35 (8.8)	2.62
19. Women are better than men at learning foreign languages.	96 (24.2)	93 (23.4)	116 (29.2)	49 (12.3)	43 (10.8)	2.62
30. People who speak more than one language are very intelligent.	57 (14.4)	99 (24.9)	89 (22.4)	65 (16.4)	87 (21.9)	3.07
33. Everyone can learn to speak a foreign language.	20 (5.0)	41 (10.3)	68 (17.1)	154 (38.8)	114 (28.7)	3.76

More than half of the learners believed that it is easier to learn another foreign language for someone who already speaks a foreign language. However, the majority of the learners did not relate the ability to speak more than one language with intelligence; almost two thirds of them did not endorse the statement "People who speak more than one language are intelligent".

Table 4.26

Group B- Learners' Pre-test Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	2 (4.9)	1 (2.4)	2 (4.9)	10 (24.4)	26 (63.4)	4.39
2. Some people have a special ability for learning foreign languages.	2 (4.9)	3 (7.3)	6 (14.6)	10 (24.4)	20 (48.8)	4.05
6. People from my country are good at learning foreign languages.	4 (9.8)	14 (34.1)	12 (29.3)	5 (12.2)	6 (14.6)	2.88
10. It is easier for someone who already speaks a foreign language to learn another one.	6 (14.6)	6 (14.6)	6 (14.6)	15 (36.6)	8 (19.5)	3.32
11. People who are good at mathematics or science are not good at learning foreign languages.	13 (31.7)	8 (19.5)	6 (14.6)	5 (12.2)	9 (22.0)	2.73
16. I have a special ability for learning foreign languages.	10 (24.4)	10 (24.4)	10 (24.4)	7 (17.1)	4 (9.8)	2.63
19. Women are better than men at learning foreign languages.	11 (26.8)	5 (12.2)	13 (31.7)	6 (14.6)	6 (14.6)	2.78
30. People who speak more than one language are very intelligent.	7 (17.1)	4 (9.8)	8 (19.5)	10 (24.4)	12 (29.3)	3.39
33. Everyone can learn to speak a foreign language.	3 (7.3)	5 (12.2)	8 (19.5)	9 (22.0)	16 (39.0)	3.73

In Group B, most of the learners believed that "Some people have a special ability for learning foreign languages"; 48.8% of the learners responded to this statement in the "strongly agree" scale, and 24.4% in the 'agree' scale. However, as for their own language learning ability, only 26.9% of them believed that they have a special ability to learn a foreign language. Also, most of the learners did not think that Turkish people are good at language learning; only 26.8% of them agreed with the statement "People from my country are good at learning foreign languages". On the contrary, in regard to the potential to speak English, more than half of the learners believed that everyone can learn to speak English. The responses to the items concerning individual characteristics such as age, gender, language learning experience and subject interest were varied. Overwhelmingly, the learners (87.8%) indicated that it

is easier for children than adults to learn a foreign language. About the effect of gender in language learning, the answers showed that only 29.2% of the learners believed that "Women are better than men at learning foreign languages". More than half of the learners reported believing in the effect of knowing a foreign language on learning another one. However they did not believe in the effect of subject interest; almost two thirds of the learners did not agree with the statement "People who are good at mathematics or science aren't good at learning foreign languages". 53.7% of the learners in the group endorsed the idea that people speaking more than one language are intelligent.

Table 4.27

Group C- Learners' Pre-test Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	8 (4.4)	14 (7.7)	6 (3.3)	36 (19.8)	118 (64.8)	4.33
2. Some people have a special ability for learning foreign languages.	14 (7.7)	7 (3.8)	21 (11.5)	70 (38.5)	70 (38.5)	3.96
6. People from my country are good at learning foreign languages.	28 (15.4)	31 (17.0)	77 (42.3)	29 (15.9)	17 (9.3)	2.87
10. It is easier for someone who already speaks a foreign language to learn another one.	16 (8.8)	16 (8.8)	33 (18.1)	72 (39.6)	45 (24.7)	3.63
11. People who are good at mathematics or science are not good at learning foreign languages.	66 (36.3)	39 (21.4)	30 (16.5)	23 (12.6)	24 (13.2)	2.45
16. I have a special ability for learning foreign languages.	38 (20.9)	53 (29.1)	51 (28.0)	26 (14.3)	14 (7.7)	2.59
19. Women are better than men at learning foreign languages.	60 (33.0)	30 (16.5)	49 (26.9)	18 (9.9)	25 (13.7)	2.55
30. People who speak more than one language are very intelligent.	30 (16.5)	40 (22.0)	44 (24.2)	32 (17.6)	36 (19.8)	3.02
33. Everyone can learn to speak a foreign language.	15 (8.2)	20 (11.0)	29 (15.9)	53 (29.1)	65 (35.7)	3.73

Table 4.27 indicates that most of the learners in Group C believed in the concept of language aptitude and they endorsed that "Some people have a special ability for learning foreign languages"; only 11% of them did not support this concept. the percentage of the learners who thought that they have a special ability to learn a foreign language was 22%. Also, the learners, except for 25.2% of them, did not believe that Turkish people are good at learning languages. Almost two thirds of the learners agreed with the statement "Everyone can learn to speak a foreign language". A great majority of the learners (84.6%) believed in the effect of age; they reported that children learn a foreign language more easily than adults. However, almost three quarters of them did not relate gender and the ability of language learning; only 23.6% of the learners believed that women are better language learners. Also, for most of the learners, subject interest wasn't related to language learning; they did not agree that people good at maths aren't good at language learning. On the other hand, 64.3% of them agreed (39.6%) or strongly agreed (34.7%) with the statement "It is easier for someone who already speaks a foreign language to learn another one" and 37.4% of them believed that people speaking more than one language are intelligent.

4.2.2.2 The Difficulty of Language Learning

Table 4.28

Group A- Learners' Pre-test Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	5 (1.3)	25 (6.3)	78 (19.6)	154 (38.8)	135 (34.0)	3.98
5. I believe that I will learn to speak English well.	18 (4.5)	27 (6.8)	117 (29.5)	146 (36.8)	89 (22.4)	3.66
25. It is easier to speak than understand a foreign language.	106 (26.7)	103 (25.9)	70 (17.6)	66 (16.6)	52 (13.1)	2.63
34. It is easier to read and write English than to speak and understand it.	40 (10.1)	58 (14.6)	64 (16.1)	94 (23.7)	141 (35.5)	3.60

As presented in Table 4.28, most of the learners thought the difficulty of language depends on the target language selected; 72.8% of the learners believed that some languages are easier to learn than others. Overwhelmingly, they were optimistic about their future success; only a minority (11.3%) disagreed or strongly disagreed with

the statement "I believe that I will learn to speak English well". While 29.7% of the learners believed that "It is easier to speak than understand a foreign language", the majority of them (59.2%) believed that "It is easier to read and write English than to speak and understand it".

Table 4.29

Group A- Learners' Pre-test Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	10 (2.5)	78 (19.6)	228 (57.4)	68 (17.1)	13 (3.3)	2.99

Regarding the difficulty of English, the responses were varied. 2.5% the learners thought that English is a very difficult language, 19.6% of them rated English as a difficult language, the majority of the learners (57.4%) believed that English is a language of medium difficulty, 17.1% of them considered English to be an easy language and only 3.3% of the learners rated English as a very easy language.

Table 4.30

Group A- Learners' Pre-test Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in one hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	39 (9.8)	27 (6.8)	82 (20.7)	170 (42.8)	79 (19.9)	2.44

Considering the time required to learn and speak the language very well, 9.8% of the learners stated that one could speak English very well in less than a year, 6.8% of them indicated that it would take 1 to 2 years to speak a language very well if they spent one hour a day learning it, 20.7% of the learners expressed that it would take 3 to 5 years; the majority of the learners (42.8%) believed that it would take 5 to 10 years while 19.9% of them reported that one can't learn a language in one hour a day.

Table 4.31

Group B- Learners' Pre-test Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	-	-	5 (12.2)	17 (41.5)	19 (46.3)	4.34
5. I believe that I will learn to speak English well.	4 (9.8)	5 (12.2)	8 (19.5)	15 (36.6)	9 (22.0)	3.49
25. It is easier to speak than understand a foreign language.	9 (22.0)	7 (17.1)	7 (17.1)	10 (24.4)	8 (19.5)	3.02
34. It is easier to read and write English than to speak and understand it.	1 (2.4)	3 (7.3)	5 (12.2)	7 (17.1)	25 (61.0)	4.27

Table 4.31 reveals that 87.8% of the learners in Group B endorsed the statement "Some languages are easier to learn than others" and there weren't any answers ranked in 'strongly disagree' or 'disagree' scale. More than three quarters of the learners (78.1%) believed that reading or writing English is easier to speaking and understanding it and less than 10% of the learners (9.7%) disagreed or strongly disagreed with this statement. On the other hand, responses to the statement "It is easier to speak than understand a foreign language" were relatively balanced; 43.9% of the learners agreed or strongly agreed while 39.1% of them disagreed or strongly disagreed. More than half of the learners were optimistic about their expectation of success; 58.8% of them believed that they will learn to speak English well.

Table 4.32

Group B- Learners' Pre-test Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	1 (2.4)	11 (26.8)	23 (56.1)	6 (14.6)	-	2.83

As for the difficulty of English, none of the learners in the group considered English to be a very easy language, also only 2.4% of them rated English as a very difficult language. For 26.8% of the learners, English was a difficult language, 14.6% of

them reported that English is an easy language. Most of the learners (56.1%) rated English as a language of medium difficulty.

Table 4.33

Group B- Learners' Pre-test Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in one hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	1 (2.4)	3 (7.3)	8 (19.5)	15 (36.6)	14 (34.1)	2.07

The learners' estimations related to the time required to learn a language included some differences from their ratings about the difficulty of the language. Although only 2.4% of the learners considered English as a very difficult language 34.1% of them believed that one hour a day wasn't enough to learn a language. 36.6% of them thought that 5 to 10 years were needed for language learning. For 19.5% of the learners, 3 to 5 years were enough, 7.3% of them believed that it would take 1 to 2 years to speak a language very well and only 2.4% of them reported that it would take less than a year.

Table 4.34

Group C- Learners' Pre-test Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	3 (1.6)	6 (3.3)	25 (13.7)	71 (39.0)	77 (42.3)	4.17
5. I believe that I will learn to speak English well.	13 (7.1)	17 (9.3)	48 (26.4)	62 (34.1)	42 (23.1)	3.57
25. It is easier to speak than understand a foreign language.	45 (24.7)	41 (22.5)	39 (21.4)	35 (19.2)	22 (12.1)	2.71
34. It is easier to read and write English than to speak and understand it.	11 (6.0)	23 (12.6)	33 (18.1)	47 (25.8)	68 (37.4)	3.76

As can be seen in the table above, overwhelmingly (81.3%) the learners in Group C believed that some languages are easier to learn. Most of them (47.2%) found it more difficult to speak a foreign language than understand it and, in parallel with this statement, almost two thirds of them (63.2%) believed that "It is easier to read and write English than to speak and understand it". In regard to their estimation about the future success more than half of the learners (57.2%) believed that they will learn to speak English well and a relatively limited number of learners (16.4%) did not endorse the idea that they will learn to speak English well.

Table 4.35

Group C- Learners' Pre-test Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	9 (4.9)	47 (25.8)	98 (53.8)	22 (12.1)	6 (3.3)	2.83

When the learners were asked about their opinions related to the difficulty of English, the majority of the learners (53.8%) reported that English is a language of medium difficulty, 4.9% of them considered English to be a very difficult language, a quarter of them ranged English as a difficult language whereas 12.1% the learners believed that English was an easy language. The percentage of the learners who considered English to be a very easy language was 3.3%.

Table 4.36

Group C- Learners' Pre-test Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in one hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	21 (11.5)	6 (3.3)	37 (20.3)	90 (49.5)	28 (15.4)	2.46

Learners' responses to the item related to the time required to speak a language very well weren't as optimistic as their responses about the difficulty of English. 11.5%

of the learners reported that learning to speak a language very well would take less than a year, 3.3% of them thought it would take 1 to 2 years, 20.3% of the learners reported that 3 to 5 years were required to speak English very well. The majority of them (49.5%) believed that it would take 5 to 10 years and 15.4% of the learners stated that one couldn't learn a language in one hour a day.

4.2.2.3 The Nature of Language Learning

Table 4.37

Group A- Learners' Pre-test Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	76 (19.1)	117 (29.5)	90 (22.7)	79 (19.9)	35 (8.8)	2.70
12. It is best to learn English in an English-speaking country.	10 (2.5)	15 (3.8)	26 (6.5)	110 (27.7)	236 (59.4)	4.38
17. The most important part of learning a foreign language is learning vocabulary words.	14 (3.5)	29 (7.3)	48 (12.1)	146 (36.8)	160 (40.3)	4.03
23. The most important part of learning a foreign language is learning the grammar.	56 (14.1)	110 (27.7)	103 (25.9)	82 (20.7)	46 (11.6)	2.88
27. Learning a foreign language is different than learning other academic subjects.	10 (2.5)	19 (4.8)	42 (10.6)	121 (30.5)	205 (51.6)	4.24
28. The most important part of learning English is learning how to translate from my native language.	32 (8.1)	54 (13.6)	106 (26.7)	120 (30.2)	85 (21.4)	3.43

In Group A, although 87.1% of the learners held the beliefs that learning English in an English-speaking country is the best choice, except for 28.7% of them, none of them agreed that "It is necessary to know about English-speaking countries in order to speak English". A clear majority of learners (82.1%) endorsed the statement "Learning a foreign language is different than learning other academic subjects". Regarding the focus of learning English, 77.1% of the learners believed that learning vocabulary words is the most important part of language learning. 32.3% of the learners put learning the

grammar at the centre of language learning and for 51.6% of them translation is the most important part of learning English.

The responses given by the learners in Group B indicated that there wasn't a consensus related to the statement "It is necessary to know about English speaking cultures in order to speak English. While 34.2% of the learners endorsed the statement, 46.3% of them disagreed or strongly disagreed with the statement and 19.5% of them weren't sure. However, 87.8% of the learners held the belief that "it is best to learn English in an English-speaking country". Mostly (68.2%), the learners believed that "Learning a foreign language is different than learning academic subjects", only 14.6% of the learners disagreed or strongly disagreed with the idea that learning language isn't the same as learning other academic subjects. With regard to the focus of language learning, 70.7% of the learners considered learning vocabulary words to be the most important part of language learning whereas 46.3% of them believed that learning grammar is the focus. The percentage of the learners who believed that the most important part of learning English is translating from one's native language was 58.6%.

Table 4.38

Group B- Learners' Pre-test Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	8 (19.5)	11 (26.8)	8 (19.5)	10 (24.4)	4 (9.8)	2.78
12. It is best to learn English in an English-speaking country.	1 (2.4)	3 (7.3)	1 (2.4)	8 (19.5)	28 (68.3)	4.44
17.The most important part of learning a foreign language is learning vocabulary words.	1 (2.4)	4 (9.8)	7 (17.1)	14 (34.1)	15 (36.6)	3.93
23.The most important part of learning a foreign language is learning the grammar.	3 (7.3)	13 (31.7)	6 (14.6)	13 (31.7)	6 (14.6)	3.15
27. Learning a foreign language is different than learning other academic subjects.	1 (2.4)	5 (12.2)	7 (17.1)	14 (34.1)	14 (34.1)	3.85
28. The most important part of learning English is learning how to translate from my native language.	5 (12.2)	7 (17.1)	5 (12.2)	9 (22.0)	15 (36.6)	3.54

Considering Table 4.39, it is clear that while the majority of the learners (88.5%) held the belief that" it is best to learn English in an English-speaking country", the responses related to the necessity of knowing English-speaking cultures were varied. 33.5% of the learners believed in the necessity of knowing English-speaking cultures whereas 44.5% found it unnecessary. To most of the learners (83%) foreign language learning is different from learning other academic subjects and when the learners were asked about the focus of language learning, their responses showed that for 72% of the learners, learning vocabulary words is the most important part of learning a language. 31.3% of the learners considered learning grammar to be the focus of learning a foreign language and regarding the focus of learning English, 48.3% of them believed in the importance of translation.

Table 4.39

Group C- Learners' Pre-test Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	34 (18.7)	47 (25.8)	40 (22.0)	34 (18.7)	27 (14.8)	2.85
12. It is best to learn English in an English-speaking country.	7 (3.8)	6 (3.3)	8 (4.4)	26 (14.3)	135 (74.2)	4.52
17.The most important part of learning a foreign language is learning vocabulary words.	5 (2.7)	15 (8.2)	31 (17.0)	61 (33.5)	70 (38.5)	3.97
23.The most important part of learning a foreign language is learning the grammar.	28 (15.4)	40 (22.0)	57 (31.3)	39 (21.4)	18 (9.9)	2.88
27. Learning a foreign language is different than learning other academic subjects.	5 (2.7)	9 (4.9)	17 (9.3)	52 (28.6)	99 (54.4)	4.27
28. The most important part of learning English is learning how to translate from my native language.	12 (6.6)	30 (16.5)	52 (28.6)	47 (25.8)	41 (22.5)	3.41

4.2.2.4 Learning and Communication Strategies

The learners in Group A endorsed the concept of practice. 83.6% of the learners found it important to repeat and practice a lot. A clear majority of the learners (87.7%)

supported the idea of practicing with audio materials. Also, 69.3% of them reported that they enjoy practicing English with native speakers of English. However, almost one third of them (31.4%) stated that they feel timid while they are speaking English with other people.

Table 4.40

Group A- Learners' Pre-test Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	34 (8.6)	56 (14.1)	68 (17.1)	121 (30.5)	118 (29.7)	3.59
9. You shouldn't say anything in English until you can say it correctly.	176 (44.3)	92 (23.2)	56 (14.1)	46 (11.6)	27 (6.8)	2.13
13. I enjoy practicing English with the native speakers of English I meet.	22 (5.5)	32 (8.1)	68 (17.1)	136 (34.3)	139 (35.0)	3.85
14. It's o.k. to guess if you don't know a word in English.	48 (12.1)	77 (19.4)	111 (28.0)	115 (29.0)	46 (11.6)	3.09
18. It is important to repeat and practice a lot.	13 (3.3)	25 (6.3)	27 (6.8)	99 (24.9)	233 (58.7)	4.29
21. I feel timid speaking English with other people.	76 (19.1)	108 (27.2)	88 (22.2)	74 (18.6)	51 (12.8)	2.79
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	85 (21.4)	83 (20.9)	91 (22.9)	79 (19.9)	59 (14.9)	2.86
26. It is important to practice with audio materials.	9 (2.3)	10 (2.5)	30 (7.6)	154 (38.8)	194 (48.9)	4.29

The responses related to the communication strategies were contrasting and the learners were concerned about accuracy. With regard to pronunciation, more than half of the learners (60.2%) believed that "It is important to speak English with an excellent pronunciation" but overwhelmingly (81.6%) they did not held the belief that "You shouldn't say anything in English until you can say it correctly". Also, the beliefs in the use of guessing were varied. While 40.6% of the learners endorsed the use of guessing, 31.5% of them did not support it and 28% of them weren't sure. Considering immediate correction, approximately two thirds of the learners (65.2%) did not agree with the

statement "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on".

As Table 4.41 shows, 83% of the learners in group B agreed or strongly agreed that repetition and practice are very important. Among the learners, there was an overwhelming agreement (85.4%) on the use of audio materials for practice and most of the learners (78.1%) reported that they enjoy practicing with the native speakers of English. Also, 63.4% of them did not agree with the statement "I feel timid speaking English with other people"; however, approximately one third of the learners (36.6%) agreed or strongly agreed with the statement.

Table 4.41

Group B- Learners' Pre-test Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	6 (14.6)	4 (9.8)	7 (17.1)	11 (26.8)	13 (31.7)	3.51
9. You shouldn't say anything in English until you can say it correctly.	19 (46.3)	12 (29.3)	3 (7.3)	5 (12.2)	2 (4.9)	2.00
13. I enjoy practicing English with the native speakers of English I meet.	2 (4.9)	1 (2.4)	6 (14.6)	15 (36.6)	17 (41.5)	4.07
14. It's o.k. to guess if you don't know a word in English.	5 (12.2)	12 (29.3)	7 (17.1)	11 (26.8)	6 (14.6)	3.02
18. It is important to repeat and practice a lot.	2 (4.9)	2 (4.9)	3 (7.3)	9 (22.0)	25 (61.0)	4.29
21. I feel timid speaking English with other people.	11 (26.8)	9 (22.0)	6 (14.6)	7 (17.1)	8 (19.5)	2.80
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	12 (29.3)	8 (19.5)	6 (14.6)	10 (24.4)	5 (12.2)	2.71
26. It is important to practice with audio materials.	3 (7.3)	3 (7.3)	-	18 (43.9)	17 (41.5)	4.05

More than half of the learners were concerned about accuracy. 58,5% of them held the belief that speaking English with an excellent pronunciation is important.

However, most of them (82.9%) did not support the idea that nothing should be said in English until it can be said correctly. In the group, there wasn't a consensus on the use of guessing. 41.4% of the learners agreed or strongly agreed with the statement "It's o.k. to guess if you don't know a word in English", 41.5% of the learners disagreed or strongly disagreed with this statement and 17.1% of them weren't sure. Regarding error correction, 63.4% of the learners did not held the belief that "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on".

Table 4.42

Group C- Learners' Pre-test Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	14 (7.7)	22 (12.1)	26 (14.3)	53 (29.1)	67 (36.8)	3.75
9. You shouldn't say anything in English until you can say it correctly.	93 (51.1)	44 (24.2)	17 (9.3)	19 (10.4)	9 (4.9)	1.94
13. I enjoy practicing English with the native speakers of English I meet.	9 (4.9)	14 (7.7)	31 (17.0)	61 (33.5)	67 (36.8)	3.90
14. It's o.k. to guess if you don't know a word in English.	19 (10.4)	43 (23.6)	54 (29.7)	46 (25.3)	20 (11.0)	3.03
18. It is important to repeat and practice a lot.	5 (2.7)	9 (4.9)	6 (3.3)	40 (22.0)	122 (67.0)	4.46
21. I feel timid speaking English with other people.	33 (18.1)	50 (27.5)	48 (26.4)	31 (17.0)	20 (11.0)	2.75
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	47 (25.8)	30 (16.5)	39 (21.4)	39 (21.4)	27 (14.8)	2.83
26. It is important to practice with audio materials.	3 (1.6)	7 (3.8)	10 (5.5)	63 (34.6)	99 (54.4)	4.36

The results of the questionnaire showed that a great majority the learners in Group C (89%) believed in the necessity of repetition and practice, particularly with audio materials. Besides, 70.3% of the learners reported that they enjoy practicing English with the native speakers of English they meet but 45.6% of them stated that they feel timid while speaking English with other people. Most of the learners (65.9%)

believed in the importance of speaking English with an excellent pronunciation but only a minority of the students (15.3%) agreed or strongly agreed that one shouldn't say anything in English until s/he can say it in a correct way. Although the majority of the learners did not agree with the statement "you shouldn't say anything in English until you can say it correctly", many of them (42.3%) believed that beginning students shouldn't be permitted to make errors in English as it will be difficult for them to speak correctly later on. The distribution of the responses to the use of guessing was balanced; 36.3% of the learners thought that it's o.k. to guess if they don't know a word in English, 34% of them did not support this idea and 29.7% of them weren't sure.

4.2.2.5 Motivations and Expectations

Table 4.43

Group A- Learners' Pre-test Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	24 (6.0)	34 (8.6)	52 (13.1)	163 (41.1)	124 (31.2)	3.83
24. I would like to learn English so that I can get to know native speakers of English better.	28 (7.1)	32 (8.1)	48 (12.1)	140 (35.3)	149 (37.5)	3.88
29. If I learn English very well, I will have better opportunities for a good job.	18 (4.5)	19 (4.8)	24 (6.0)	61 (15.4)	275 (69.3)	4.40
31. I want to learn to speak English well.	9 (2.3)	9 (2.3)	22 (5.5)	61 (15.4)	296 (74.6)	4.58
32. I would like to have friends whose native language is English.	12 (3.0)	19 (4.8)	50 (12.6)	123 (31.0)	193 (48.6)	4.17

Table 4.43 showed that the majority of the learners agreed with the BALLI items in this category. 72.3% of the learners reported that Turkish people think that it is important to speak English. Their responses indicated that English is important and many learners (90%) reported that they want to learn to speak English well. As for the reasons of learning English, 72.8% of the learners focused on the fact that they want to learn English to know native speakers of English better. 79.6% of them stated that they

would like to have friends who are native speakers of English. 84.7% of them believed that if they learn English very well, they will have better opportunities for a good job.

As indicated Table 4.44, 51.2% of the learners in Group B thought that it is important to speak English for Turkish people but 24,4% of them disagreed or strongly disagreed with this opinion. As for the desire of learning English, 90.4% of the learners reported that they want to learn to speak English well. Almost three quarters of the learners (73.1%) believed that they will have better opportunities for a good job if they learn English very well but 17.1% of the learners disagreed or strongly disagreed with this statement. 78.1% of the learners reported that they would like to have friends who are native speakers of English and the percentage of the learners.

Table 4.44

Group B- Learners' Pre-test Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	5 (12.2)	5 (12.2)	10 (24.4)	10 (24.4)	11 (26.8)	3.41
24. I would like to learn English so that I can get to know native speakers of English better.	7 (17.1)	2 (4.9)	9 (22.0)	9 (22.0)	14 (34.1)	3.51
29. If I learn English very well, I will have better opportunities for a good job.	3 (7.3)	4 (9.8)	4 (9.8)	6 (14.6)	24 (58.5)	4.07
31. I want to learn to speak English well.	1 (2.4)	-	3 (7.3)	6 (14.6)	31 (75.6)	4.61
32. I would like to have friends whose native language is English.	2 (4.9)	2 (4.9)	5 (12.2)	10 (24.4)	22 (53.7)	4.17

As shown by Table 4. 45, responses of the majority of learners in Group C (90.1%) indicated that they want to speak English well and as 65.9% of the learners reported, Turkish people think that speaking English is important. The responses also showed that 79.2% of the learners want to "learn English so they can get to know native speakers of English better" and 76.9% of them want to "have friends whose native language is English". A high percentage of the learners (86.8%) believed that if they

learn English well, they will have better job opportunities. who want to learn English to know native speakers of English better was 56.1%.

Table 4.45

Group C- Learners' Pre-test Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	20 (11.0)	13 (7.1)	29 (15.9)	59 (32.4)	61 (33.5)	3.70
24. I would like to learn English so that I can get to know native speakers of English better.	10 (5.5)	10 (5.5)	18 (9.9)	62 (34.1)	82 (45.1)	4.08
29. If I learn English very well, I will have better opportunities for a good job.	8 (4.4)	8 (4.4)	8 (4.4)	22 (12.1)	136 (74.7)	4.48
31. I want to learn to speak English well.	8 (4.4)	4 (2.2)	6 (3.3)	28 (15.4)	136 (74.7)	4.54
32. I would like to have friends whose native language is English.	9 (4.9)	9 (4.9)	24 (13.2)	47 (25.8)	93 (51.1)	4.13

4.2.3 Learners' Responses to the BALLI in the Post-test and Comparison of Pre and Post-test results

An examination of the post-test results in comparison to pre test results indicates that there are slight changes in most of the items. The items showing significant changes vary in each group. The differences in each category and item are shown in the following part.

4.2.3.1 Language Aptitude

According to the post-test results, most of learners in Group A believed that people may have a special ability for language learning (75.3%), children can learn a foreign language more easily than adults (92%) and if someone speaks a foreign language, it is easier for him/her to learn another one (59%). Generally, they (39.8%) weren't sure whether Turkish people are good at language learning. The majority of the learners did not believe that they have a special ability for language learning and they did not support that language learning is related to subject interest or gender. Almost

two thirds of the learners (65.5%) believed that "Everyone can learn to speak a foreign language" but they (52.6%) did not agree with the statement "People who speak more than one language are very intelligent".

Table 4.46

Group A- Learners' Post-test Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	7 (1.8)	11 (2.8)	14 (3.5)	92 (23.2)	273 (68.8)	4.54
2. Some people have a special ability for learning foreign languages.	16 (4.0)	22 (5.5)	60 (15.1)	139 (35.0)	160 (40.3)	4.02
6. People from my country are good at learning foreign languages.	26 (6.5)	96 (24.2)	158 (39.8)	76 (19.1)	41 (10.3)	3.03
10. It is easier for someone who already speaks a foreign language to learn another one.	38 (9.6)	43 (10.8)	82 (20.7)	146 (36.8)	88 (22.2)	3.51
11. People who are good at mathematics or science are not good at learning foreign languages.	122 (30.7)	89 (22.4)	72 (18.1)	38 (9.6)	76 (19.1)	2.64
16. I have a special ability for learning foreign languages.	78 (19.6)	89 (22.4)	133 (33.5)	67 (16.9)	30 (7.6)	2.70
19. Women are better than men at learning foreign languages.	105 (26.4)	78 (19.6)	93 (23.4)	58 (14.6)	63 (15.9)	2.74
30. People who speak more than one language are very intelligent.	47 (11.8)	78 (19.6)	84 (21.2)	73 (18.4)	115 (29.0)	3.33
33. Everyone can learn to speak a foreign language.	24 (6,0)	36 (9.1)	77 (19.4)	122 (30.7)	138 (34.8)	3.79

Table 4.47

Group A- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Language Aptitude

	LANGUAGE APTITUDE (N=397)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
1	4,49	4,54	0,409
2	3,99	4,02	0,671
6	2,99	3,03	0,649
10	3,49	3,51	0,815
11	2,78	2,64	0,191
16	2,62	2,70	0,327
19	2,62	2,74	0,219
30	3,07	3,33	0,006
33	3,76	3,79	0,688

As Table 4.47 shows, generally there are slight differences between pre and post-test results. The mean scores are slightly higher in all of the items except item 11. The percentage of the learners who believed that it is easier for children to learn a foreign language increased from 89.5% to 92%. In the post-test, the statement "Some people have a special ability for learning foreign languages" received more agreements. More learners agreed that people from their country are good at language learning and someone who speaks a foreign language can learn another one more easily. Regarding the statement "People who are good at mathematics or science are not good at learning foreign languages" the percentage of the learners that endorsed this statement dropped from 34.3% to 28.7.

There was an increase in learner beliefs about their ability for language learning and more learners thought that women are better than men at language learning. Also, there was a slight increase in the belief that "Everyone can learn to speak a foreign language". Item 30 showed significant change. In the first survey 38.3% of the learners believed that people who speak more than one language are intelligent. In the second survey, this percentage increased to 47.4% and the percentage of the learners who disagreed or strongly disagree decreased.

Table 4.48

Group B- Learners' Post-test Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	2 (4.9)	1 (2.4)	1 (2.4)	7 (17.1)	30 (73.2)	4.51
2. Some people have a special ability for learning foreign languages.	2 (4.9)	2 (4.9)	7 (17.1)	15 (36.6)	15 (36.6)	3.95
6. People from my country are good at learning foreign languages.	3 (7.3)	9 (22.0)	16 (39.0)	9 (22.0)	4 (9.8)	3.05
10. It is easier for someone who already speaks a foreign language to learn another one.	4 (9.8)	6 (14.6)	7 (17.1)	12 (29.3)	12 (29.3)	3.54
11. People who are good at mathematics or science are not good at learning foreign languages.	17 (41.5)	7 (17.1)	7 (17.1)	4 (9.8)	6 (14.6)	2.39
16. I have a special ability for learning foreign languages.	8 (19.5)	8 (19.5)	11 (26.8)	6 (14.6)	8 (19.5)	2.95
19. Women are better than men at learning foreign languages.	20 (48.8)	4 (9.8)	10 (24.4)	5 (12.2)	2 (4.9)	2.15
30. People who speak more than one language are very intelligent.	7 (17.1)	5 (12.2)	11 (26.8)	7 (17.1)	11 (26.8)	3.24
33. Everyone can learn to speak a foreign language.	5 (12.2)	5 (12.2)	6 (14.6)	8 (19.5)	17 (41.5)	3.66

The results indicated that many of the learners in Group B (73.2%) reported that "Some people have a special ability for learning foreign languages" but except 34.1% of the learners, they did not believe that they have a special ability for language learning and 68.3 % of the learners did not agree that Turkish people are good at language learning. 58.6% of the learners supported that learning a foreign language is easier for people who already speak one. Also, 90.3% of the learners related language learning with age and stated that children can learn a foreign language more easily than adults. However, generally, they did not relate subject interest (75.7%) and gender (83%) with language learning. More than half of the learners (56.1%) did not agree that "People who speak more than one language are very intelligent" and 61% of them endorsed that everyone can learn to speak a foreign language.

Table 4.49

Group B- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Language Aptitude

	LANGUAGE APTITUDE (N=41)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
1	4,39	4,51	0,559
2	4,05	3,95	0,708
6	2,88	3,05	0,501
10	3,32	3,54	0,442
11	2,73	2,39	0,369
16	2,63	2,95	0,254
19	2,78	2,15	0,043
30	3,39	3,24	0,678
33	3,73	3,66	0,829

According to the table, the percentage of the learners who believe that children can learn a foreign language more easily and Turkish people are good at language learning increased. More learners weren't sure about the statement "Some people have a special ability for learning foreign languages". The percentage of the learners endorsing that learning a foreign language is easier for someone who already speaks one was higher. Fewer learners held the belief that "People who are good at mathematics or science are not good at learning foreign languages". The number of the learners who believed that they have a special ability for foreign language learning and the percentage of the learners who disagreed or strongly disagreed with the statement "Everyone can learn to speak a foreign language" increased. Fewer learners held the belief that "People who speak more than one language are very intelligent". There was a significant change in learner beliefs regarding the relation between language learning and gender. The percentage of the learners who reported that "Women are better than men at learning foreign languages" decreased from 29.2% to 17.1%. While the number of the learners who disagreed or strongly disagreed with the statement increased, the percentage of the learners who weren't sure about the statement was lower.

Table 4.50

Group C- Learners' Post-test Responses about Language Aptitude

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
1. It is easier for children than adults to learn a foreign language.	12 (6.6)	6 (3.3)	9 (4.9)	54 (29.7)	101 (55.5)	4.24
2. Some people have a special ability for learning foreign languages.	11 (6.0)	18 (9.9)	27 (14.8)	60 (33.0)	66 (36.3)	3.84
6. People from my country are good at learning foreign languages.	23 (12.6)	35 (19.2)	76 (41.8)	31 (17.0)	17 (9.3)	2.91
10. It is easier for someone who already speaks a foreign language to learn another one.	19 (10.4)	18 (9.9)	37 (20.3)	65 (35.7)	43 (23.6)	3.52
11. People who are good at mathematics or science are not good at learning foreign languages.	57 (31.3)	45 (24.7)	35 (19.2)	19 (10.4)	26 (14.3)	2.52
16. I have a special ability for learning foreign languages.	31 (17.0)	42 (23.1)	60 (33.0)	25 (13.7)	24 (13.2)	2.83
19. Women are better than men at learning foreign languages.	56 (30.8)	38 (20.9)	36 (19.8)	26 (14.3)	26 (14.3)	2.60
30. People who speak more than one language are very intelligent.	28 (15.4)	27 (14.8)	43 (23.6)	41 (22.5)	43 (23.6)	3.24
33. Everyone can learn to speak a foreign language.	13 (7.1)	16 (8.8)	38 (20.9)	45 (24.7)	70 (38.5)	3.79

The majority of the learners (85.2%) related language learning to age and reported that children can learn a foreign language more easily than adults. However, they did not believe in a relation between language learning and gender (71.5%) subject interest (75.2%). More than two thirds of the learners (69.3%) agreed or strongly agreed that some people have a special ability for language learning but only 26.9% of them believed that they have a special ability for language learning. Most of the learners (41.8%) weren't sure whether Turkish people are good at learning. 63.2% of the learners held the belief that "Everyone can learn to speak a foreign language" and almost half of the learners (46.1%) agreed or strongly agreed with the statement "People who speak more than one language are very intelligent". Also, 59.3% of the learners supported that learning a foreign language is easier for someone who already speaks one.

Table 4.51

Group C- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Language Aptitude

	LANGUAGE APTITUDE (N=182)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
1	4,33	4,24	0,475
2	3,96	3,84	0,345
6	2,87	2,91	0,723
10	3,63	3,52	0,402
11	2,45	2,52	0,664
16	2,59	2,83	0,061
19	2,55	2,60	0,719
30	3,02	3,24	0,130
33	3,73	3,79	0,677

As can been in Table 4.51, the results did not indicate any significant differences in this category despite the existence of some slight changes. The percentages of the learners who believed that "Some people have a special ability for learning languages" or who believed that foreign language learning is easier for someone who can already speak one were lower in the post-test. More learners reported that Turkish people are good at language learning and they have a special ability for language learning. The percentage of the learners who believed that they a special ability for language learning or who endorsed the statement "Everyone can learn to speak a foreign language" increased. Besides, more learners weren't sure about the relation between language learning and age or subject interest but the number of the learners who reported that "People who speak more than one language are very intelligent" increased.

4.2.3.2 The Difficulty of Language Learning

It can be seen in Table 4.52 that in Group A, only a minority of the learners (6.8%) disagreed or strongly disagreed with the statement "Some languages are easier to learn than others". Also, more than half of them (56.2%) believed that they will ultimately learn to speak English well. Learners' opinions on the item 25 were varied. 37.5% of them agreed or strongly agreed with the statement but 44.1% of them did not support it and 18.4% reported that they weren't sure. However, most of them (62.4%) thought that reading and writing are easier than speaking and understanding.

Table 4.52

Group A- Learners' Post-test Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	12 (3.0)	15 (3.8)	68 (17.1)	145 (36.5)	157 (39.5)	4.06
5. I believe that I will learn to speak English well.	20 (5.0)	23 (5.8)	131 (33.0)	137 (34.5)	86 (21.7)	3.62
25. It is easier to speak than understand a foreign language.	93 (23.4)	82 (20.7)	73 (18.4)	75 (18.9)	74 (18.6)	2.89
34. It is easier to read and write English than to speak and understand it.	29 (7.3)	40 (10.1)	80 (20.2)	101 (25.4)	147 (37.0)	3.75

Table 4.53

Group A- Learners' Post-test Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
		F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	11 (2.8)	56 (14.1)	231 (58.2)	78 (19.6)	21 (5.3)	3.11

In the group, the percentages of the learners who believe that English is a very difficult (2.8%) or a very easy language (5.3%) were relatively low. 14.1% of the learners reported that English is a difficult language while 19.6% of them thought that it is an easy language. The majority of the learners held the belief that English is a language of medium difficulty.

Table 4.54

Group A- Learners' Post-test Responses about the Time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in one hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	29 (7,3)	29 (7,3)	100 (25,2)	155 (39,0)	84 (21,2)	2,41

When the learners were asked about the time required to speak a language very well, 14.6% of them believed that it would take less than two years, a quarter of the learners (25.2%) thought that it would take 3 to 5 years, more than a third of them (39%) reported that it would take 5-10 years and 21.2% of the learners did not endorse that one could learn a language in one hour a day.

Table 4.55

Group A- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about the Difficulty of Language Learning

DIFFICULTY OF LANGUAGE LEARNING (N=397)			
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
3	3,98	4,06	0,264
4	2,99	3,11	0,043
5	3,66	3,62	0,611
15	2,44	2,41	0,682
25	2,63	2,89	0,010
34	3,60	3,75	0,116

In the post-test, the statement "Some languages are easier than others" received more agreement. More learners reported that reading and writing English are easier than speaking and understanding it. The percentage of the learners who believe that they will learn to speak English well showed a slight decrease. The percentage of the learners who reported that people can't learn a language in hour a day decreased and more learners thought that speaking a language would take 5 to 10 years. The changes in item 4 and item 25 were significant. The percentage of the learners who believed that speaking a foreign language is easier to understand it increased from 29.7% to 37.7% and fewer learners disagreed or strongly disagreed with the statement. The percentage of the learners who rated English as a difficult language dropped from 19.6% to 14.4% and more learners considered English to be an easy language.

According to the results shown in Table 4.56, three quarters of the learners (75.6%) reported that some languages are easier than others. While reading and writing are, generally (73.2%), believed to be easier than speaking and understanding there wasn't a consensus on the statement "It is easier to speak than understand a foreign language". Considering their future success, 56.1% believed that they would learn to speak English well.

Table 4.56

Group B- Learners' Post-test Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	2 (49)	1 (2.4)	7 (17.1)	17 (41.5)	14 (34.1)	3.98
5. I believe that I will learn to speak English well.	1 (2.4)	5 (12.2)	12 (29.3)	15 (36.6)	8 (19.5)	3.59
25. It is easier to speak than understand a foreign language.	10 (24.4)	5 (12.2)	14 (34.1)	5 (12.2)	7 (17.1)	2.85
34. It is easier to read and write English than to speak and understand it.	4 (9.8)	3 (7.3)	4 (9.8)	12 (29.3)	18 (43.9)	3.90

Table 4.57

Group B- Learners' Post-test Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	1 (2.4)	9 (22.0)	24 (58.5)	5 (12.2)	2 (4.9)	2.95

The majority of the learners in Group B rated English as a language of medium difficulty. 22% of them considered English to be a difficult language and 2.4% of them believed that English is a very difficult language. The percentage of the learners rating English as an easy language was 12.2% whereas 4.9% of them reported that English is a very easy language.

Table 4.58

Group B- Learners' Post-test Responses about the Time Required to Speak English Fluently

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	1 (2.4)	3 (7.3)	12 (29.3)	19 (46.3)	6 (14.6)	2.37

Regarding the time needed to learn a language, 46.3% of the learners reported that it would take 5 to 10 years to speak a language very well whereas 14.6% of them did not believe that one can learn a language in one hour a day. 29.3% of them thought that 3 to 5 years would be enough to speak a language well. 9.7% of the learners were more optimistic, they stated that someone could learn to speak a language in less than 2 years.

Table 4.59

Group B- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about the Difficulty of Language Learning

DIFFICULTY OF LANGUAGE LEARNING (N=41)			
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
3	4,34	3,98	0,092
4	2,83	2,95	0,491
5	3,49	3,59	0,705
15	2,07	3,37	0,244
25	3,02	2,85	0,649
34	4,27	3,90	0,165

As the table indicates, there wasn't a significant change in learner beliefs regarding the difficulty of language learning although there were slight chances in the items. There was a decrease in the number of learners who endorsed that some languages are easier to learn. The percentage of the learners who rated English as a difficult language decreased and more learners considered English to be an easy or very easy language. However, the percentage of the learners who believed that they "will learn to speak English well" decreased and more of them weren't sure about the statement. The percentage of the learners who stated that the time required to speak a language very well is less than a year or 1 to 2 years remained constant and more learners reported that 3 to 5 years would be enough. There was a decrease in the number of learners who endorsed that speaking a foreign language is easier than understanding it. Also, the percentage of the learners believing that reading and writing English is easier than speaking and understanding it decreased.

Table 4.60

Group C- Learners' Post-test Responses about the Difficulty of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
3. Some languages are easier to learn than others.	6 (3.3)	9 (4.9)	33 (18.1)	75 (41.2)	59 (32.4)	3.95
5. I believe that I will learn to speak English well.	14 (7.7)	16 (8.8)	55 (30.2)	55 (30.2)	42 (23.1)	3.52
25. It is easier to speak than understand a foreign language.	39 (21.4)	35 (19.2)	41 (22.5)	36 (19.8)	31 (17.0)	2.92
34. It is easier to read and write English than to speak and understand it.	13 (7.1)	19 (10.4)	30 (16.5)	53 (29.1)	67 (36.8)	3.78

In the group, 73.6% of the learners held the belief that some languages are easier to learn. and regarding their future success in speaking English, half of the learners (53.3%) believed that they will learn to speak English well. While 40.6% of the learners endorsed that speaking a foreign language is easier than understanding it, 36.8% of the learners disagreed or strongly disagreed with this statement. The percentage of the learners who believed that "It is easier to read and write English than to speak and understand it" was 65.9%.

Table 4.61

Group C- Learners' Post-test Responses about the Difficulty of English

Item	A very difficult language	A difficult language	A language of medium difficulty	An easy language	A very easy language	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
4. English is	5 (2.7)	34 (18.7)	105 (57.7)	25 (13.7)	13 (7.1)	3.04

For more than half of the learners, English was a language of medium difficulty. The percentages of the learners who supported that English is a very difficult (2.7%) or a very easy (7.1%) language were low. 18.7% of the learners rated English as a difficult language whereas 13.7% of them considered English to be an easy language.

Table 4.62

Group C- Learners' Post-test Responses about the time Required to Speak English Fluently

Item	Less than a year	1-2 years	3-5 years	5-10 years	You can't learn a language in one hour a day	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well	18 (9.8)	13 (7.1)	53 (29.1)	69 (37.9)	29 (15.9)	2.56

As the table indicates, 9.8% of the learners thought that it would take less than a year to speak a language very well if one hour a day is spent. 7.1% of the learners believed that it would take 1 to 2 years. For 29.1% of the learners endorsed that 3 to 5 years are required to speak a language very well. Most of the learners (37.9%) believed that it would take 5 to 10 years and 15.9% of the learners reported that a language cannot be learned in one hour a day.

Table 4.63

Group C- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about the Difficulty of Language Learning

ITEMS	DIFFICULTY OF LANGUAGE LEARNING (N=182)		
	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
3	4.17	3.95	0.026
4	2.83	3.04	0.021
5	3.57	3.52	0.700
15	2.46	2.56	0.419
25	2.71	2.92	0.183
34	3.76	3.78	0.872

There were significant changes in the items 3 and 4. The percentage of the learners who held the belief that "some languages are easier to learn than others" dropped from 81.3% to 73.6% and the was an increase of 4.4% in the number of the learners who weren't sure about the statement. Fewer learners regarded English as a very difficult language or a difficult language while more of them rated English as a

language of medium difficulty, an easy language, a very easy language. The percentage of the learners held the belief that they will learn how to speak English very well decreased by 3.9%. Furthermore, the percentages of the learners who stated that speaking a foreign language is easier than understand it or who endorsed that reading and writing English are easier than speaking and understanding it were slightly higher in the post-test.

4.2.3.3 Nature of Language Learning

Table 4.64

Group A- Learners' Post-test Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	83 (20.9)	88 (22.2)	100 (25.2)	81 (20.4)	45 (11.3)	2.79
12. It is best to learn English in an English-speaking country.	12 (3.0)	11 (2.8)	26 (6.5)	109 (27.5)	239 (60.2)	4.39
17. The most important part of learning a foreign language is learning vocabulary words.	6 (1.5)	18 (4.5)	68 (17.1)	162 (40.8)	143 (36.0)	4.05
23. The most important part of learning a foreign language is learning the grammar.	40 (10.1)	79 (19.9)	122 (30.7)	104 (26.2)	52 (13.1)	3.12
27. Learning a foreign language is different than learning other academic subjects.	11 (2.8)	29 (7.3)	41 (10.3)	138 (34.8)	178 (44.8)	4.12
28. The most important part of learning English is learning how to translate from my native language.	38 (9.6)	66 (16.6)	113 (28.5)	87 (21.9)	93 (23.4)	3.33

Regarding the nature of language learning, more than two thirds of the learners in Group A (68.3%) did not support that knowing English- speaking cultures is necessary to speak English but 87.2% of them reported that "It is best to learn English in an English-speaking country". For 76.8% of the learners, the most important part of language learning was learning vocabulary words, 39.3% of them thought that the most important part is learning grammar and 45.3% of them believed that translation is the focus of language learning. Although their opinions on the focus of language were

different, most of them (79.6%) held the belief that "Learning a foreign language is different from learning other academic subjects".

Table 4.65

Group A- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about the Nature of Language Learning

	NATURE OF LANGUAGE LEARNING (N=397)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
8	2,70	2,79	0,280
12	4,38	4,39	0,857
17	4,03	4,05	0,743
23	2,88	3,12	0,004
27	4,24	4,12	0,081
28	3,43	3,33	0,227

More learners believed in the necessity of knowing English-speaking cultures in order to speak English. Also, the percentage of the learners stating "It is best to learn English in an English-speaking country" was slightly increased and more learners believed in the importance of learning vocabulary words. Fewer learners considered learning translation to be the most important part of language learning and a lower percentage of them endorsed the statement "Learning a foreign language is different from learning other academic subjects". There was a significant change in item 23. The percentage of the learners who did not agree with the statement "the most important part of learning a foreign language is learning the grammar" decreased form 41.8% to 30% and the percentage of the learners who weren't sure or agreed with the statement was higher.

As can be seen in Table 4.66, although 90.2% of the learners believed that learning English in an English-speaking country is the best choice, 63.5% of them did not agree that knowing about English-speaking cultures is necessary to speak English. Furthermore, only 4.9% of the learners strongly disagreed that learning foreign language is different than learning other academic subjects. With regard to focus of language learning, 80.4% of the learners put the emphasis on learning vocabulary words, 29.3% of them endorsed the importance of learning grammar and slightly more than half of the learners (51.2%) reported that translation is the most important part of learning English.

Table 4.66

Group B- Learners' Post-test Responses about the Nature of Language Learning

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	10 (24.4)	9 (22.0)	7 (17.1)	8 (19.5)	7 (17.1)	2.83
12. It is best to learn English in an English-speaking country.	2 (4.9)	1 (2.4)	1 (2.4)	11 (26.8)	26 (63.4)	4.41
17.The most important part of learning a foreign language is learning vocabulary words.	2 (4.9)	1 (2.4)	5 (12.2)	14 (34.1)	19 (46.3)	4.15
23.The most important part of learning a foreign language is learning the grammar.	5 (12.2)	13 (31.7)	11 (26.8)	10 (24.4)	2 (4.9)	2.78
27. Learning a foreign language is different than learning other academic subjects.	2 (4.9)	-	7 (17.1)	15 (36.6)	17 (41.5)	4.10
28. The most important part of learning English is learning how to translate from my native language.	1 (2.4)	7 (17.1)	12 (29.3)	7 (17.1)	14 (34.1)	3.63

As indicated by Table 4.67, the responses obtained from the learners in Group B did not show any significant differences. The percentages of the learners who believed that knowing about English-speaking cultures is necessary and endorsed that language learning is different from learning other academic subjects were higher. Regarding learner beliefs about learning English in an English-speaking country there was almost no change. There was a small amount of decrease in the number of the learners who held the belief that learning grammar is the most important part of language learning and more learners weren't sure about the statement, whereas the percentages of the learners who endorsed that learning vocabulary words is the focus of language learning or translation is the most important part of language learning were higher.

Table 4.67

Group B- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about the Nature of Language Learning

	NATURE OF LANGUAGE LEARNING (N=41)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
8	2,78	2,83	0,861
12	4,44	4,41	0,916
17	3,93	4,15	0,311
23	3,15	2,78	0,183
27	3,85	4,10	0,342
28	3,54	3,63	0,740

Table 4.68

Group C- Learners' Post-test Responses about the Nature of Language Learning

Items	Strongly Disagree F (%)	Disagree F (%)	Not Sure F (%)	Agree F (%)	Strongly Agree F (%)	Mean
8. It is necessary to know about English-speaking cultures in order to speak English.	34 (18.7)	46 (25.3)	41 (22.5)	41 (22.5)	20 (11.0)	2.82
12. It is best to learn English in an English-speaking country.	5 (2.7)	8 (4.4)	14 (7.7)	33 (18.1)	122 (67.0)	4.42
17.The most important part of learning a foreign language is learning vocabulary words.	6 (3.3)	8 (4.4)	33 (18.1)	65 (35.7)	70 (38.5)	4.02
23.The most important part of learning a foreign language is learning the grammar.	22 (12.1)	46 (25.3)	43 (23.6)	43 (23.6)	28 (15.4)	3.05
27. Learning a foreign language is different than learning other academic subjects.	12 (6.6)	10 (5.5)	17 (9.3)	62 (34.1)	81 (44.5)	4.04
28. The most important part of learning English is learning how to translate from my native language.	17 (9.3)	20 (11.0)	53 (29.1)	59 (32.4)	33 (18.1)	3.39

As Table 4.68 indicates, 33.5% of the learners in Group C endorsed the necessity of knowing about the English-speaking cultures to speak English. The percentage of the learners who believed that learning English in an English-speaking country is the best was much higher (85.1%). More than three quarters of the learners (78.6%) held the

belief that "Learning a foreign language is different than learning other academic subjects". Learner responses regarding the most important part of language learning were varied. 74.2% of the learners regarded learning vocabulary as the focus, 39% of them considered learning grammar as the most important part of language learning and half of the learners (50.5%) thought that the most important part is learning how to translate.

Table 4.69

Group C- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about the Nature of Language Learning

| ITEMS | NATURE OF LANGUAGE LEARNING (N=182) | | |
	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
8	2,85	2,82	0,796
12	4,52	4,42	0,376
17	3,97	4,02	0,658
23	2,88	3,05	0,213
27	4,27	4,04	0,053
28	3,41	3,39	0,843

As indicated by the table, there weren't any significant differences in the learners beliefs regarding the nature of language learning. The responses given to item 8 and item 28 were almost the same but learner responses considering learning English in an English-speaking country indicated a lower percentage of agreement. In regard to the most important part of language learning, more learners put the emphasis on learning vocabulary words or learning grammar. A lower percentage of learners endorsed that foreign language learning is different than learning other academic subjects.

4.2.3.4 Learning and Communication Strategies

As Table 4.70 shows, 65% of the learners believed in the importance of speaking English with an excellent pronunciation but the majority of them did not agree with the statement "You shouldn't say anything in English until you can say it correctly". 82.9% of the learners held the belief that repetition and practice are important, many learners (87.7%) found it important to practice with audio materials. Most of the learners (74.1%) reported that they enjoy practicing English with native speakers and they (69.2%) did not agree that they feel timid while speaking English with other people. For 45.9% of them, it was o.k. to guess the meanings of the unknown words. In regard to

error correction, generally the learners (68.5%) did not agree with the statement "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on".

Table 4.70

Group A- Learners' Post-test Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	24 (6.0)	51 (12.8)	64 (16.1)	137 (34.5)	121 (30.5)	3.71
9. You shouldn't say anything in English until you can say it correctly.	187 (47.1)	89 (22.4)	53 (13.4)	43 (10.8)	25 (6.3)	2.07
13. I enjoy practicing English with the native speakers of English I meet.	13 (3.3)	22 (5.5)	68 (17.1)	146 (36.8)	148 (37.3)	3.99
14. It's o.k. to guess if you don't know a word in English.	34 (8.6)	64 (16.1)	117 (29.5)	129 (32.5)	53 (13.4)	3.26
18. It is important to repeat and practice a lot.	14 (3.5)	16 (4.0)	38 (9.6)	108 (27.2)	221 (55.7)	4.27
21. I feel timid speaking English with other people.	77 (19.4)	103 (25.9)	95 (23.9)	79 (19.9)	43 (10.8)	2.77
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	89 (22.4)	88 (22.2)	95 (23.9)	86 (21.7)	39 (9.8)	2.74
26. It is important to practice with audio materials.	6 (1.5)	20 (5.0)	23 (5.8)	161 (40.6)	187 (47.1)	4.27

Table 4.71

Group A- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Learning and Communication Strategies

LEARNING AND COMMUNICATION STRATEGIES (N=397)			
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
7	3,59	3,71	0,179
9	2,13	2,07	0,472
13	3,85	3,99	0,072
14	3,09	3,26	0,035
18	4,29	4,27	0,788
21	2,79	2,77	0,829
22	2,86	2,74	0,202
26	4,29	4,27	0,665

As the table indicates, more learners believed in the importance of speaking English with an excellent pronunciation and a higher percentage of learners reported that they enjoy practicing English with native speakers. The percentage of the learners supporting that people shouldn't say anything until they can say it correctly decreased. There was a significant change in the learners' beliefs about the use of guessing. The percentage of the learners who agreed or strongly agreed with the statement "It's o.k. to guess if you don't know a word in English" increased by 5.3%, the percentage of the learners who weren't sure about the same remained constant and the percentage of learners who disagreed or strongly disagreed with the statement decreased. Fewer learners disagreed or strongly disagreed that repetition and practice are important and more learners stated that they weren't sure whether feel timid while they are speaking English with other people. The percentage of learners who agreed or strongly agreed that "If beginning students are permitted to make errors in English, it will be more difficult for them to speak correctly later on" decreased by 3.3% and fewer learners agreed with the importance of practicing with audio materials.

According to Table 4.72, most of the learners in Group B (80.5%) agreed or strongly agreed that "It is important to repeat and practice a lot" and, particularly, practicing with audio materials was supported by a high percentage of learners (80.5%). Also, a clear majority of learners (80.4%) reported that they enjoy practicing English with the native speakers and almost a quarter of the learners (24.4%) stated that they feel timid while speaking English with other people. The importance of speaking English with an excellent pronunciation was endorsed by 70.7% of the learners and a small group of learners (19.5%) agreed or strongly agreed with the statement "You shouldn't say anything in English until you can say it correctly". Immediate error correction was supported by 31.8% of the learners and if a word isn't known, guessing was o.k. for 39% of the learners.

Table 4.72

Group B- Learners' Post-test Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	2 (4.9)	4 (9.8)	6 (14.6)	13 (31.7)	16 (39.0)	3.90
9. You shouldn't say anything in English until you can say it correctly.	21 (51.2)	4 (9.8)	8 (19.5)	3 (7.3)	5 (12.2)	2.20
13. I enjoy practicing English with the native speakers of English I meet.	2 (4.9)	1 (2.4)	5 (12.2)	14 (34.1)	19 (46.3)	4.15
14. It's o.k. to guess if you don't know a word in English.	5 (12.2)	8 (19.5)	12 (29.3)	11 (26.8)	5 (12.2)	3.07
18. It is important to repeat and practice a lot.	2 (4.9)	1 (2.4)	5 (12.2)	13 (31.7)	20 (48.8)	4.17
21. I feel timid speaking English with other people.	11 (26.8)	8 (19.5)	12 (29.3)	7 (17.1)	3 (7.3)	2.59
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	10 (24.4)	8 (19.5)	10 (24.4)	4 (9.8)	9 (22.0)	2.85
26. It is important to practice with audio materials.	2 (4.9)	2 (4.9)	4 (9.8)	13 (31.7)	20 (48.8)	4.15

As can be seen in Table 4.73, although there weren't significant differences in the learners' responses, there were some slight changes. There was an increase in the number of the learners who endorsed that speaking English with an excellent pronunciation is important. More learners agreed or strongly agreed with the statement "You shouldn't say anything in English until you can say it correctly". The percentage of the learners who reported that they enjoy practicing English with native speakers was higher. Furthermore, the percentages of the learners who supported that the use of guessing is o.k. if a word isn't known or believed in the importance of practicing with audio materials were higher. However, fewer learners held the belief that repetition and practice are important. The percentage of the learners who reported that they feel timid while they are speaking English with other people was lower and more learners believed in the necessity of immediate correction.

Table 4.73

Group B- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Learning and Communication Strategies

	LEARNING AND COMMUNICATION STRATEGIES (N=41)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
7	3,51	3,90	0,163
9	2,00	2,20	0,536
13	4,07	4,15	0,755
14	3,02	3,07	0,869
18	4,29	4,17	0,665
21	2,80	2,59	0,496
22	2,71	2,85	0,649
26	4,05	4,15	0,691

Table 4.74

Group C- Learners' Post-test Responses about Learning and Communication Strategies

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
7. It is important to speak English with an excellent pronunciation.	9 (4.9)	16 (8.8)	31 (17,0)	60 (33.0)	66 (36.3)	3.87
9. You shouldn't say anything in English until you can say it correctly.	80 (44.0)	44 (24.2)	22 (12,1)	20 (11.0)	16 (8.8)	2.16
13. I enjoy practicing English with the native speakers of English I meet.	14 (7.7)	9 (4.9)	27 (14,8)	72 (39.6)	60 (33.0)	3.85
14. It's o.k. to guess if you don't know a word in English.	20 (11.0)	32 (17.6)	46 (25,3)	57 (31.3)	27 (14.8)	3.21
18. It is important to repeat and practice a lot.	5 (2.7)	7 (3.8)	12 (6,6)	53 (29.1)	105 (57.7)	4.35
21. I feel timid speaking English with other people.	33 (18.1)	38 (20.9)	42 (23,1)	41 (22.5)	28 (15.4)	2.96
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	34 (18.7)	40 (22.0)	43 (23,6)	35 (19.2)	30 (16.5)	2.93
26. It is important to practice with audio materials.	8 (4.4)	6 (3.3)	14 (7.7)	64 (35.2)	90 (49.5)	4.22

Table 4.74 indicates that 69.3% of the learners in Group C endorsed the importance of speaking English with an excellent pronunciation. The percentage of the learners who believed that they shouldn't say anything until they can say it correctly was relatively low (19.8%). 35.7% of the learners focused on immediate error correction and agreed or strongly agreed with the statement "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on". 46.1% of the learners thought that it's o.k. to guess the meaning of an unknown word. Many learners (86.8%) believed in the importance of repetition and practice, especially with audio materials (84.7%). 72.6% of the learners reported that they enjoy practicing with the native speakers of English but 37.9% of them stated that they feel timid while speaking English with other people.

Table 4.75

Group C- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Learning and Communication Strategies

| ITEMS | LEARNING AND COMMUNICATION STRATEGIES (N=182) | | |
	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
7	3,75	3,87	0,357
9	1,94	2,16	0,102
13	3,90	3,85	0,710
14	3,03	3,21	0,136
18	4,46	4,35	0,306
21	2,75	2,96	0,121
22	2,83	2,93	0,514
26	4,36	4,22	0,125

The table shows that there weren't significant changes in learner beliefs. However, the percentages of the learners who endorsed the importance of speaking English with an excellent pronunciation or who agreed with the statement "You shouldn't say anything in English until you can say it correctly" showed a slight increase. The statement "It's o.k. to guess if you don't know a word in English" received more agreements and fewer learners reported that they weren't sure whether they enjoy practicing English with native speakers. There was a decrease in the percentage of the learners believing in the importance of repeating and practicing, particularly with audio materials. The percentage of the learners who reported that they feel timid while they are speaking English with other people was higher. Furthermore, fewer learners

disagreed or strongly disagreed with immediate correction while more of them weren't sure about it.

4.2.3.5 Motivations and Expectations

Table 4.76

Group A- Learners' Post-test Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	17 (4.3)	37 (9.3)	57 (14.4)	160 (40.3)	126 (31.7)	3.86
24. I would like to learn English so that I can get to know native speakers of English better.	31 (7.8)	31 (7.8)	61 (15.4)	148 (37.3)	126 (31.7)	3.77
29. If I learn English very well, I will have better opportunities for a good job.	26 (6.5)	21 (5.3)	35 (8.8)	90 (22.7)	225 (56.7)	4.18
31. I want to learn to speak English well.	11 (2.8)	7 (1.8)	16 (4.0)	85 (21.4)	278 (70.0)	4.54
32. I would like to have friends whose native language is English.	14 (3.5)	23 (5.8)	49 (12.3)	109 (27.5)	202 (50.9)	4.16

72% of the learners reported that Turkish people find speaking English important. A great majority of learners (91.4%) stated that they wanted to speak English well. While 69% of the learners said that they wanted to learn English to know native speakers of English better, 79.4% of them focused on the opportunities for a good job. Also, most of the learners (78.4%) reported that they wanted to have friends who are native speakers of English.

Table 4.77

Group A- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Motivations and Expectations

MOTIVATIONS AND EXPECTATIONS (N=397)			
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
20	3,83	3,86	0,691
24	3,88	3,77	0,196
29	4,40	4,18	0,008
31	4,58	4,54	0,553
32	4,17	4,16	0,891

According to the results of the surveys, fewer learners in Group A stated that Turkish people think that speaking English is important and more of them weren't sure about the statement. Also, fewer learners reported that they want to learn English to know native speakers of English better. The only statement that showed significant chance was "If I learn English very well, I will have better opportunities for a good job". The percentage of the learners who agreed or strongly agreed with the statement dropped from 84.7% to 79.4%, more learners reported that they weren't sure and the percentage of the learners who agreed or disagreed with the statement increased by 2.5%. The number of learners who stated that they want to learn how to speak English well or that they disagree with the statement slightly increased while the percentage of the learners reporting they want to "have friends whose native language is English" showed a slight decrease.

Table 4.78

Group B- Learners' Post-test Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	2 (4.9)	4 (9.8)	11 (26.8)	10 (24.4)	14 (34.1)	3.73
24. I would like to learn English so that I can get to know native speakers of English better.	2 (4.9)	4 (9.8)	6 (14.6)	12 (29.3)	17 (41.5)	3.93
29. If I learn English very well, I will have better opportunities for a good job.	2 (4.9)	2 (4.9)	4 (9.8)	7 (17.1)	26 (63.4)	4.29
31. I want to learn to speak English well.	2 (4.9)	-	3 (7.3)	8 (19.5)	28 (68.3)	4.46
32. I would like to have friends whose native language is English.	2 (4.9)	3 (7.3)	10 (24.4)	7 (17.1)	19 (46.3)	3.93

As shown by the table, 58.5% of the learners in Group B indicated that for Turkish people, it is important to speak English. 63.4% of the learners want to have friends who are native speakers of English. As for their desire to learn English, 87.8% of the learners stated that they want to learn to speak English well. 70.8% of the learners

want to learn English in order to know native speakers of English better while 80.5% of them want it to have better job opportunities.

Table 4.79

Group B- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Motivations and Expectations

	MOTIVATIONS AND EXPECTATIONS (N=41)		
ITEMS	PRE TEST MEAN SCORES	POST-TEST MEAN SCORES	p
20	3,41	3,73	0,282
24	3,51	3,93	0,184
29	4,07	4,29	0,452
31	4,61	4,46	0,509
32	4,17	3,93	0,394

Despite the fact that there weren't significant differences in learners' motivations and expectations, there was an increase in the percentage of the learners who stated that people from their country think that speaking English important. More learners reported that they want to learn English to know the native speakers of English better or to have better opportunities for a good job whereas fewer learners stated that they want to "have friends whose native language is English". The percentage of the learners who reported that they wanted to speak English well decreased.

Table 4.80

Group C- Learners' Post-test Responses about Motivations and Expectations

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
	F (%)	F (%)	F (%)	F (%)	F (%)	Mean
20. People in my country feel that it is important to speak English.	16 (8.8)	18 (9.9)	20 (11.0)	64 (35.2)	64 (35.2)	3.78
24. I would like to learn English so that I can get to know native speakers of English better.	13 (7.1)	16 (8.8)	24 (13.2)	56 (30.8)	73 (40.1)	3.88
29. If I learn English very well, I will have better opportunities for a good job.	11 (6.0)	6 (3.3)	16 (8.8)	32 (17.6)	117 (64.3)	4.31
31. I want to learn to speak English well.	6 (3.3)	4 (2.2)	13 (7.1)	30 (16.5)	129 (70.9)	4.49
32. I would like to have friends whose native language is English.	10 (5.5)	13 (7.1)	19 (10.4)	38 (20.9)	102 (56.0)	4.15

According to Table 4.80, most of the learners in Group C (70.4%) agreed or strongly agreed with the statement "People from my country feel that it is important to speak English". 87.4% reported that they want to speak English well. As for the reason to learn English well, 81.9% of the learners focused on better opportunities for a good job while 70.9% of them gave importance to know native speakers of English better. Also, 76.9% of the learners stated that they want to "have friends whose native language is English".

Table 4.81

Group C- Comparison of Pre and Post-test Mean Scores of Learners' Beliefs about Motivations and Expectations

MOTIVATIONS AND EXPECTATIONS (N=182)			
ITEMS	PRE TEST MEAN SCORES	PRE TEST MEAN SCORES	p
20	3,70	3,78	0,585
24	4,08	3,88	0,088
29	4,48	4,31	0,126
31	4,54	4,49	0,670
32	4,13	4,15	0,898

The results of the learner responses did not indicate a significant difference in learners' motivations and expectations. However, there was a small amount of increase in the percentage of the learners who reported that Turkish people think that speaking English is important. The number of the learners who reported that they want to learn English so that they can know native speakers of English better or they can get better opportunities for a good job decreased but slightly more learners stated that they want to have friends who are native speakers of English. Fewer learners said that they want to learn to speak English well.

4.3 The Effects of Teachers' Beliefs on Learners Beliefs

The results of the study indicated that there were changes in almost all of the items. Generally, the changes in learner beliefs were in parallel with their teachers' beliefs. Although learner responses weren't exactly the same as teacher responses, in the post-test, the percentages of learner beliefs were closer to the percentages of teacher beliefs. However, not all of these differences were significant. The number of the items that showed a significant difference was varied regarding the groups.

In Group A, there were significant changes in each category. Regarding the category called language aptitude, the percentage of the teachers who believed that "People who speak more than one language are very intelligent" was 70% and there was a clear increase in the percentage of the learners endorsing this statement. Considering the difficulty of language learning, generally, teachers rated English as a language of medium difficulty or easy language. Similarly, learners considered English to be a language of medium difficulty and the percentage of the learners who believed that English is an easy or very easy language was higher in the post-test. Also, in the post-test, the percentage of the learners who reported that speaking a foreign language is easier than understanding it was 37.5%, which was closer to the percentage of teacher responses. In regard to the nature of language learning, the teachers in Group A did not lay much stress on learning grammar but half of the teachers reported the importance of learning grammar; learner responses changed in this direction. In terms of learning and communication strategies, the clear majority of the teachers (80%) reported that it's o.k. to guess the meaning of an unknown word and the percentage of the learners who agreed or strongly agreed with the statement increased by 5.3%. In the "motivations and expectations category", 75% of the teachers endorsed the statement "If I learn English well, I will have better opportunities for a good job". In the pre test the percentage of the learners who believed in the statement was 84.7% but in the post-test this percentage decreased to 79.4%, which was closer to the mean score of the teacher responses.

In Group B, although there are some changes in most of the items, there was only one significant difference. In 'language aptitude' category, 66.7% of the teachers strongly disagreed with the opinion that "Women are better than men at learning foreign languages". Similarly, in the post-test, the percentage of the learners who disagreed or strongly disagreed with the statement increased from 39% to 58.6%. There were other changes showing parallelism with teacher beliefs even if they weren't significant. For example, none of the teachers in Group B agreed with the statement "Some languages are easier than others". Accordingly, the percentage of the learners who endorsed this statement decreased from 87.8% to 75.6%.

In Group C, there were two significant differences and these changes were related to the difficulty of language learning. Half of the teachers agreed or strongly

agreed with the statement "Some languages are easier to learn than others" and the percentage of the learners who endorsed the statement dropped from 81.3% to 73.6%. Furthermore, most of the teachers believed that English is a language of medium difficulty, only 10% percentages of the teachers rated English as a difficult language and none of the teachers considered English to be a very difficult language. In the same vein, for more than half of the learners (57.7%) English was a language of medium difficulty and the percentages of the learners who believed that English is a difficult or a very difficult language decreased.

The results of the study showed that the items which indicated significant differences and the significance of them were different in each group. Also, learner beliefs showed parallelism with teacher beliefs and the changes created a similarity between teacher and learner beliefs.

4.4 The Effects of Learner Beliefs and Classroom Practices on Learners' Success

There are many variables that have the power of affecting academic success so learner beliefs cannot be considered to be the only factor influencing learners' success. Also, learner success isn't a focus in the present study and it wasn't included in the research questions. However, the responses to the student interview indicated that most of the learners believed that the way they are taught is ideal for language learning and it will have some positive results on their future success. The classroom practices and learners' and teachers' beliefs were different in each group, which may affect academic success. Therefore, the researcher investigated means of the learners' exam scores at the end of the semester.

According to the results, there wasn't a big difference among the means of the learners' exam scores. In Group A, mean of the learners' exam scores was 78.05. In Group B, mean score of academic success was 73.58 and in Group C, mean of the exam scores was 77.75. Group A had the highest mean score in terms of academic success while the lowest mean score belonged to Group B. The mean scores of academic success were close to each other but the success rating of the groups showed a similarity with the rating of the belief change. In the study, Group A showed the biggest significant difference while in Group B, there was no significant change in learner

beliefs. Therefore, it can be said that classroom practice and beliefs have a great power on learners' learning experience and they can affect academic success as well. The reason of the difference among learners' academic success may be the beliefs held by the learners or the classroom practices. However, more detailed research is required to reach a definite conclusion. The effects of learner beliefs or classroom practices on learners' success may be examined in detail in further research.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

Courses in the preparatory school are conducted with the same course books, materials and exams; however, learner beliefs and attitude towards language learning vary. The reason behind this can be teacher beliefs and practices; furthermore, practices can influence and change learner beliefs. With these assumptions, the current study has presented empirical evidence reflecting the interaction between teachers' beliefs and practices and learners' beliefs. The BALLI (Horwitz, 1987) and a semi-structured teacher and student interview were used in the study. BALLI was conducted to 620 learners and the interviews were held with 33 teachers and 165 learners. The interviews conducted to the teachers and the learners included questions related to beliefs about language learning and classroom practices. Teachers' answers to the questionnaire were verified by student interviews and the findings revealed that teachers have different beliefs and classroom practices so they were categorized into three groups depending on their answers to the interview questions. As different beliefs and practices do not have the same impact on learners, the learners participating in the study weren't treated as a single group. Learners and teachers were divided into three groups and their answers to the questionnaire were discussed under these groups. The learners were surveyed twice and the change in their beliefs was discussed in detail.

5.1 Summary of the Findings

The findings obtained from the quantitative and qualitative survey phase are presented in the order of the research questions.

5.1.1 Research Question 1

"What kind of beliefs do teachers have about language learning?"

First of all a teacher interview was conducted to gain understanding into the teachers' classroom practices and beliefs about language learning. All of the teachers in Group A reported that teaching should be conducted in the target language and learners should be at the center of the learning process. The majority of the teachers stated that they prefer teaching inductively using fun activities, group/pair works, games, role

plays, communicative tasks, songs, videos etc. They described themselves as a friendly teacher, a facilitator, guide and an advisor and they stated that students can easily share their ideas with them and they are free in the class. According to the teacher responses, they use eclectic method or integrated teaching methods and they follow the principles of CLT. For most of the teachers in Group A, errors are opportunities for learning and self and peer correction should be promoted.

The teachers in Group B considered grammar to be the most important part of language learning. They reported that they teach explicitly with rules, lots of examples, drills, cloze tests, multiple choice questions, dialogues and portfolio assessment and they do not use games or group works. The teachers thought that it is necessary to use L1 in the class and they stated that they follow some of the principles in GTM. Also, they described themselves as a friendly, patient and kind teacher and emphasized that students should be aware of the fact that they are the teacher in the class.

In group C, the teachers said that they generally use the target language but sometimes, especially when they are making an explanation, they use L1. They emphasized that even if they do not focus on grammar too much, it shouldn't be ignored and grammar explanations can be made in the native language. The majority of the teachers in Group C stated that they generally prefer eclectic method or CLT but they sometimes benefit from GTM. They described themselves as friendly, patient and positive towards the learners. The teachers believed that error correction is very helpful and important; also self and peer correction should be promoted. Regarding the roles of teachers and learners, they thought that teachers are guides and facilitators and students are active participants.

Teachers' Beliefs about Language Learning Aptitude: The findings related to language learning aptitude revealed that most of the teachers in Group A believed in the existence of language aptitude and reported that they have this ability. Also, they believed that everyone could learn to speak a foreign language. The majority of the teachers thought that children learn a foreign language more easily than adults and people who can speak more than one language are intelligent. However, they did not endorse that people who are good at mathematics or science can't do well language

learning. There wasn't a consensus on language learning ability of Turkish people and on whether women are better language learners than men.

All of the teachers in Group B believed that there is language aptitude and everyone can learn to speak a foreign language. However, there wasn't an agreement on whether they themselves have a special ability for learning a language. Most of them did not endorse the idea that Turkish people are good at language learning; also, they did not thought that women are better language learners comparing to men or people who have science or mathematics abilities aren't good at foreign language learning. However they believed that speaking a foreign language is easier for someone who already speaks one. The majority of the teachers believed that people who speak more than one language are intelligent but none of them agreed that learning a foreign language is easier for children.

In Group C, almost all of the teachers believed in language aptitude and they themselves have the ability. Most of the teachers believed that everyone can learn to speak a foreign language but there wasn't an agreement on language learning ability of Turkish people. The findings did not show a consensus on language learning ability of the people who are good at mathematics and science or on whether people who can speak more than one language are intelligent. Also, there wasn't an agreement on their beliefs about the statement "it is easier for someone who already speaks a foreign language to learn another one". While the majority of the teachers held the belief that foreign language learning is easier for children, a large number of teachers weren't sure about the foreign language ability of women and men.

Teachers' Beliefs about the Difficulty of Language Learning: Teachers' responses regarding the difficulty of language learning indicated that most of the teachers in Group A reported that some languages are easier than others and if someone already speaks a foreign language, it is easier for him/her to learn another one. Generally, they rated English as a difficult language or as a language of medium difficulty and none of the teachers regarded English as a very difficult language. Concordantly, they generally stated that time needed to become fluent in English is 1 to 2 years (30%) or 3 to 5 years (40%); only a minority of the teachers (5%) did not believe that people can learn a language in one hour a day. Also, they believed that they

can learn to speak a foreign language well. Regarding the difficulty of English language skills, a majority reported that speaking a foreign language is easier than understanding it; also, reading and writing are easier than speaking and understanding.

All of the teachers in Group B strongly disagreed with the statement "Some languages are easier than other". They generally held the belief that they can learn to speak a foreign language well. The majority of the teachers regarded English as a very easy language; however there wasn't a strong consensus on the time required to become fluent in English. As to the difficulty of language skills, none of them endorsed that speaking a foreign language is easier than understanding it and they all supported that reading and writing English are easier than speaking and understanding it.

In general, teachers in Group C, reported that some languages are easier and all of them believed that they can learn to speak a foreign language well. For most of the teachers in the group English was a language of medium difficulty and it could be learned in 1 to 2 years. Considering language skills, only a minority of the teachers thought that speaking a foreign language is easier than understanding it and they did not reach an agreement on the statement "It is easier to read and write English than to speak and understand it".

Teachers' Beliefs about the Nature of Language Learning: Concerning the nature of language learning, almost half of the teachers in Group A believed in the importance of cultural knowledge and the majority of them reported believing that it is best to learn English in an English-speaking country. Half of the teachers considered learning English to be different from learning other academic subjects. While most of the teachers emphasized the importance of learning vocabulary words, there wasn't a strong agreement on the importance of learning grammar and translation.

All of the teachers in Group B reported believing that it is best to learn English in an English-speaking country and most of them emphasized the importance of cultural knowledge. Generally, they thought that language learning is different from learning other academic subjects. While most of them did not considered learning grammar as the focus of language learning, a majority believed in the importance of learning vocabulary words and translation.

Regarding the answers obtained from the teachers in Group C it can be said that a great majority of the teachers believed in the necessity of learning English-speaking cultures and reported that it is best to learn English in an English-speaking country. In general they regarded learning a foreign language as different from learning other academic subjects. They did not think that learning grammar and how to translate are the most important part of language learning but they supported that learning vocabulary words is the focus of language learning.

Teachers' Beliefs about Learning and Communication Strategies: As for learning and communication strategies, most of the teachers in Group A reported concerns about correct pronunciation but they did not endorse that learners shouldn't say anything until they can say it correctly. The majority of the teachers stated that they do not feel timid while speaking English with foreigners and they enjoy practicing English with them. They encouraged the use of guessing. In addition, they emphasized the importance of repeating and practicing a lot and they supported practicing English with audio materials. A minority of the teachers strongly believed that if teachers allow beginning students to make errors, it will be difficult for them to speak correctly later on.

In Group B, most of the teachers weren't sure about the necessity of speaking English with an excellent pronunciation buy they did not think that learners shouldn't say anything in English until they can say it correctly. None of the teachers reported that they enjoy practicing English with native speakers of English and their responses to the statement "I feel timid while speaking English with other people" were varied. The majority of them thought that repetition and practice are important and they all agreed that practicing with audio materials is important. The whole group supported the use of guessing but they did not believe that learners may have difficulty in speaking if they are allowed to make mistakes at the beginning.

The teachers in Group C, generally, reported concerns about speaking English with an excellent pronunciation but they did not endorse the idea of not saying anything until being able to say it correctly. All of the teachers reported that they enjoy practicing English with the native speakers and none of them stated that they feel timid while speaking English with foreigners. Most of the teachers encouraged the use of guessing and emphasized the importance of repeating and practicing with audio materials. In

general they disagreed that allowing beginning students to make errors would cause having difficulty in speaking correctly.

Teachers' Beliefs about Motivations and Expectations: In the last category, the majority of the teachers in Group A highly valued learning English and they regarded English as a tool for communication and job opportunities. Most of them stated that Turkish people think that speaking English is important. The teachers in the group reported that they want to have friends whose native language is English and they believed that learning English may provide more opportunities to know native speakers better.

In Group B, there wasn't a consensus on Turkish people's beliefs about the importance of speaking English. Also, the teachers did not reach an agreement about whether learning English can provide better job opportunities. Most of the teachers attached great importance to speaking English well. All of the teachers reported that they want to have friends who are native speakers of English and they believed that learning English may help them to know native speakers better.

Most of the teachers in Group C agreed that learning English is important for Turkish people. All of the teachers reported that they want to speak English well and to have friends whose native language is English. In addition, they believed that learning English very well would provide better job opportunities. However, there wasn't a consensus on the opinion that learning English helps to know native speakers of English better.

5.1.2 Research question 2

"What types of beliefs do learners have about language learning?"

Learners' Beliefs about Language Aptitude: In general, most of the learners in Group A believed in the existence of language aptitude but they did not think that they themselves possess this ability. Most of them reported that everybody can learn to speak a foreign language but only a small number of learners stated that Turkish people are good at foreign language learning. Regarding potentially successful learners, a great

majority of the learners held the beliefs that children can learn a foreign language more easily than adults but most of them did not agree that women are better language learners. Also, almost half of the learners did not relate language learning to subject interest. More than half of the learners stated that learning a foreign language is easier for someone who already speaks one but they did not think that people who can speak more than one language are intelligent.

Almost three quarters of the learners in Group B thought that some people have a special ability for language learning but less than a quarter of the learners stated that they possess this ability. Also, most of the learners stated that everybody can learn to speak a foreign language but they did not think that Turkish people are good at language learning. The majority of the learners did not agree that women are better language learners or people who are good at mathematics or science have difficulty in language learning. However, a great majority of the learners related language learning to age and reported that children can learn a foreign language more easily than adults. More than half of the learners said that learning a foreign language is easier for someone who already speaks one and they thought that people who can speak more than one language are intelligent.

In Group C, the learners held the belief that some languages are easier than other but a small amount of them agreed that they possess this ability. Most of the learners did not endorse that Turkish people are good at language learning but more than half of the learners thought that everybody can learn to speak a foreign language. They generally did not support the opinion that women are better language learners. Regarding the relation between language learning and subject interest, slightly more than a quarter of the learners believed that people who are good at mathematics or science aren't good at language learning. Also, a clear majority of the learners stated that it is easier for children to learn a foreign language. More than half of the learners agreed that if someone speaks a foreign language it is easier for him/her to learn another one. However, there wasn't a clear consensus on whether people who speak more than one language are intelligent or not.

Learners' Beliefs about the Difficulty of Language Learning: In regard to the difficulty of language, more than two thirds of the learners in Group A believed that

some languages are easier to learn. More than half of the learners were optimistic about their future success in language learning, they believed that they will learn to speak English very well and they rated English as a language of medium difficulty. The majority of the learners thought that the time required to be fluent in English is 5 to 10 years. Considering language skills, the learners, generally, did not agree that speaking a foreign language is easier than understanding it and for more than half of the learners, reading and writing English were easier than speaking and understanding it.

In Group B, a vast majority of the learners held the belief that some languages are easier to learn. More than half of the learners considered English to be a language of medium difficulty and their expectation of success in foreign language learning was high. Although only a minority of the learners rated English as a very difficult language, a substantial number of learners thought that becoming fluent in English requires 5 to 10 years or a foreign language cannot be learned in one hour a day. For more than a third of the learners, speaking a foreign language was easier than understanding it and most of the learners reported believing that reading and writing English are easier than speaking and understanding it.

The majority of the learners in Group C believed that some languages are easier than others. Most of them reported believing that they will learn to speak English very well. For more than half of the learners, English was a language of medium difficulty and as to the time needed to become fluent in English, half of the learners thought that 5 to 10 years are required. Considering the difficulty of language skills, the learners, generally, did not agree that speaking a foreign language is easier than understanding it and they thought that reading and writing English are easier than speaking and understanding it.

Learners' Beliefs about the Nature of Language Learning: In regard to the nature of language learning, the learners in Group A, generally, did not find it necessary to know English-speaking cultures but they believed that "It is best to learn English in an English-speaking country". The majority of the learners stated that learning a foreign language is different from learning other academic subjects. Most of them thought that the most important part of language learning is to learn vocabulary words and slightly

more than half of the learners considered translation to be the focus of language learning. However, they did not agree with the importance of learning grammar.

In Group B, the majority of the learners endorsed that learning English in an English-speaking country is the best option but they generally did not think that having cultural knowledge is necessary. For almost two thirds of the learners, foreign language learning was different than learning other academic subjects. Also, most of them believed in the importance of learning vocabulary words, grammar and how to translate.

For a clear majority of learners in Group C, it was the best to learn English in an English-speaking country but most of them did not agree with the necessity of knowing English-speaking cultures to speak English. Generally, they thought that language learning is different from learning other academic subjects and they considered learning vocabulary words to be the most important part of language learning. While almost half of the learners thought that learning how to translate is the most important part of language learning, they did not think that learning grammar is the focus of language learning.

Learners' Beliefs about Learning and Communication Strategies: More than half of the learners in Group A reported concerns about correct pronunciation but a relatively small number of learners thought that learners shouldn't say anything in English until they can say it correctly. However, the majority of the learners did not agree that permitting beginning learners to make errors in English can cause having difficulty in speaking correctly later on. In general, the learners reported enjoying practicing English with the native speakers and they did not agree that they feel timid while speaking English with foreigners. Most of the learners believed in the importance of repetition and practice and they endorsed practicing with audio materials and guessing the unknown words.

In Group B, more than half of the learners believed in the importance of speaking English with an excellent pronunciation but a minority of learners thought that if learners can't say something correctly, they shouldn't say it. Also, a vast number of learners did not endorse immediate correction. A substantial number of learners reported that they enjoy practicing English with the native speakers and almost half of

them reported that do not feel timid while speaking English with foreigners. A clear majority of the learners considered repeating and practicing to be important and they supported practicing with audio materials. However, there wasn't a consensus on the use of guessing.

For most of the learners in Group C, speaking English with an excellent pronunciation was important but they did not think that learners should hold their speaking practice until speaking with a correct pronunciation. Besides, most of them did not endorse immediate correction. Approximately two thirds of the learners stated that they enjoy practicing English with the native speakers and slightly more than a quarter of them said that they feel timid while speaking English with other people. A great number of learners believed in the importance of practice, particularly with audio materials, and repetition but there wasn't a strong agreement on the use of guessing.

Learners' Beliefs about Motivations and Expectations: A substantial number of the learners in Group A highly valued learning English and they believed that speaking English is important for Turkish people. Also, they reported that they want to have friends whose native language is English. A clear majority of the learners believed that learning English may provide them opportunities for knowing native speakers of English better and for a good job.

Slightly more than half of the learners in Group B thought that speaking English is important for Turkish people and a great many learners stated that they want to learn to speak English well. Most of them said that they want to have friends whose native language is English and they generally considered learning English as a tool for a good job or for knowing the native speakers of English better.

In Group C, the learners generally reported that Turkish people believe in the importance of speaking English. Also, most of the learners stated that they want to speak English well and to have friends who are native speakers of English. For a clear majority of the learners learning English may provide opportunities for a good job and help to know native speakers of English better.

Learner interviews indicated that a vast majority of the learners believed that they are learning with the best methods and they were pleased with the way they are taught and the activities and materials used in the classroom.

5.1.3 Research Question 3

"What are the differences and similarities between learners' and teachers' beliefs?"

The data obtained from the interviews and questionnaires revealed that the learners possessed similar beliefs to those of their teachers. Also, there were differences between learner and teacher beliefs. The similarities and differences between beliefs that teachers and learners possessed varied in each group.

In Group A, there were differences in teachers' and learners' expectations of success and their own ability for language learning. Also, their beliefs about the use of guessing, the necessity of cultural knowledge and the potentially successful learners differed. The number of the teachers who reported that they enjoy practicing English with the native speakers and thought that speaking a foreign language is easier than understanding it was much more than that of learners. Regarding the nature of language learning much more learners believed that language learning is different from learning other academic subjects. In addition, there were some difference between their beliefs about the difficulty of language and language skills. Teachers' and learners' beliefs on the other statements were similar.

In Group B, the teachers and learners reported similar beliefs on accuracy, the relationship between language learning and subject interest or gender, and Turkish people's opinions about language learning or their ability to learn a language. Besides, their beliefs about the nature of English and the focus of language learning showed similarity. Teachers' and learners' statements regarding their desire to learn a foreign language and their own ability for language learning were, also, similar. They had common beliefs on the difficulty of language skills. For the other statements, although teachers' and learners' beliefs weren't totally different, there were clear differences in the mean scores of the items.

Responses of the teachers and the learners in Group C showed some differences on their desire to learn to speak a foreign language, the necessity of cultural knowledge, the difficulty of language skills and their perceived ability for language learning. Also, their statements about the focus of language learning were different. The percentages of the learners who thought that some languages are easier than others and who reported feeling while speaking English with foreigners were higher than those of the teachers. Comparing to the learners, fewer teachers believed that language learning is different from learning other academic subjects. Besides, their ideas about having friends whose native language is English and practicing English with the native speakers weren't the same. However, there was a similarity in the other statements.

5.1.4 Research Question 4

"Do teachers' beliefs and practices create a change on learners' beliefs?"

The findings from the qualitative study phase indicated that learner beliefs can be influenced by teachers' beliefs and classroom practices. The responses given by the learners in pre and post-test showed a difference in each statement; however, only a limited number of these changes were significant. In Group A, there were significant differences in all of the categories. Learners' beliefs about the statements "some languages are easier to learn than others" and "If I learn English very well, I will have better opportunities for a good job" changed. Also, their beliefs about the most important part of language learning, the use of guessing and the difficulty of English and language skills were significantly different. In Group B, there was a significant difference only in the 'language learning aptitude' category. The learners' beliefs about the relationship between language learning and gender changed. In Group C, there were two significant changes in learner beliefs and these changes were in the category called the difficulty of language learning. The learners' beliefs about the difficulty of English and about the statement "Some languages are easier than others" showed a significant change.

5.1.5 Research Question 5

"To what extent do teachers' and learners' beliefs overlap?"

After taking English courses for 5 months, learner beliefs showed some significant changes. Although there weren't a great many significant changes in each category, it can be said that learner beliefs showed tendency to change in concordance with teacher beliefs. The mean scores of learners' and teachers' responses were closer in the post-test and there were much more similarities between teacher and learner beliefs about language learning. Teachers' and learners' beliefs still show some differences but they overlap to a large extent. Also, the results of the data revealed that teachers and learners share some common beliefs, especially in the second survey.

The research questions did not include the relation among beliefs, practices and success; however, learners' statements regarding the way they were taught led the researcher to examine academic success of the learners in each group. The results showed that there wasn't a big difference among learners' exam scores. While mean scores of the exam results were the highest in Group A, the lowest mean score belonged to the learners from Group B.

5.2 Summary of Discussion

Learner beliefs are influenced by learning experience. The findings of the first questionnaire showed that the learners brought some beliefs about language learning into the classroom. These beliefs were results of their past learning experience. The learners' beliefs about classroom practices and language learning reflected what kind of English instruction they received. Generally, participants attached great importance to the practices which they were familiar with and they believed in the necessity of some specific instructions. Their beliefs about language learning had already been formed before they attended classes. Also, after taking courses their beliefs showed some differences. Therefore, it is clear that learning experiences have the power to affect learner beliefs. Similarly, the sources of learner beliefs have been the focus of many studies (Bernat & Gvozdenko, 2005; Horwitz, 2000; Richards & Lockhart, 1996; Wesely, 2012) and they generally emphasized the importance of learning experience as learner (Horwitz, 1988; Yaman, 2012; Zeng & Murphy, 2007).

Teachers teach in accordance with their beliefs. In the study, as well as the BALLI, an interview was held with the teachers and the results showed that the teachers had some clear beliefs about language learning. They explained their classroom practices and techniques or materials they used in detail. The results showed that teachers' classroom practices were affected by their beliefs. They focused on the language skills that they thought to be crucial. Teachers' beliefs influenced the selection of the class materials and activities. The beliefs, also, determined whether the focus was on form or meaning. Teachers' beliefs about the necessity of using English as a medium of instruction was influenced by their beliefs to a large extent. Furthermore, their beliefs about the difficulty of English, the importance of grammar or vocabulary instruction, and listening or speaking practice shaped their instructional practices. The teachers showed tendency to give instruction in accordance with their beliefs. The findings of the current study may lend support to the arguments of many researchers (Erkmen, 2012; Fives and Buehl, 2008; Lewin and Wadmany, 2006; Rimm-Kaufman et al, 2006; Van der Schaaf, 2008; Woods, 1996;) in that teachers' beliefs had a strong influence on teachers' practices.

Learner beliefs are influenced by teachers' beliefs and practices. In the study, the learners were surveyed twice. The first questionnaire was conducted at the beginning of the semester before the learners took English courses. The second questionnaire was conducted after they took English courses for 5 months. The findings showed that there were some significant differences in learner beliefs. It was clear that classroom practices influenced learner beliefs. The learners reported believing in the necessity of some specific practices that they experienced in the classroom. Also, there was a similarity between teachers' beliefs and learners' final beliefs. In the second questionnaire, the teachers' and the learners' responses were more similar. Furthermore, different results were obtained in each group which was taught in different ways. It can be said that different teacher beliefs and practices can influence learn beliefs in different ways. All these findings showed that teachers' beliefs as well as practices can affect learner beliefs. Similar results can be found in a great amount of research whose focus was on beliefs about language learning (Barcelos, 2003; Dewey, 2004; Nettle, 1998; Riley, 2009; Rozelle and Wilson, 2012; Torff, 2011; Van der Schaaf et al, 2008; Wesely, 2012).

Learner beliefs can be changed but it is a long and challenging process. The findings of the study indicated some significant differences in learner beliefs. However, each group of learner did not experience the same change. In Group A, there were much more changes than the other groups. Therefore, it can be said that teacher beliefs and practices have great importance in the formation of beliefs and also, they can create change in learner beliefs. Although, there were many changes in the beliefs of the learners from Group A, the number of significant differences in the others groups were limited. These findings lead to the conclusion that changing learner beliefs is possible but creating a change in some learners' beliefs may require more time or effort. A substantial number of researchers (Barcelos, 2003; Dufva, 2003; Cano, 2005; Peacock, 2001; Hosenfeld, 2003; Özmen, 2012; Turner et al., 2011; Woods, 2003) reached similar results and reported that belief change is possible but it requires time and effort.

5.3 Pedagogical Implications

The current study obtained some findings that can suggest the following pedagogical implications.

Helping teachers to gain insights into their own beliefs may promote their instructional practices, which, in turn, may influence learner beliefs and attitudes towards the course. Therefore, teacher education programmes should focus on teacher beliefs and they should be designed to enhance teachers' understanding of their own beliefs and the effects of teacher beliefs on classroom practices and learner beliefs.

Learner beliefs may have great importance for learners' future success and they can determine learners' attitude towards language learning. Teacher educators should raise awareness on the importance of learner beliefs, which are indispensible parts of language learning. This awareness can influence the way teachers approach to the learners and the course, and it can help to form positive beliefs about language learning.

5.4 Suggestions for Further Studies

Based on the findings from the present study, some areas can be suggested for further research.

Belief systems are complex and eliciting beliefs is a challenging task. The application of the questionnaires alone may not be enough to gather detailed data regarding beliefs. The results of the surveys should be supported with interviews and observations. The discussion of the survey findings should be conducted with detailed and complementary information. In the present study, interviews were used as well as a questionnaire. In the further studies the findings can be supported with classroom observations.

In the current study, some significant changes in learner beliefs were found but many beliefs remained constant; the results of the study are both similar to and different from previous studies whose focus is on belief change. Therefore, to make generalizations regarding learner or teacher beliefs and belief change, the study should be replicated with a larger sample. Also, the study can be carried out with students with different backgrounds or with participants in other age groups.

Changes in beliefs are difficult to occur and they can emerge over a long time. As people are resistant to change, belief change requires great time and effort. The study allocated 5 months to track changes and it was found that while there were some significant changes in some beliefs, others did not change at all and remained constant. This may have resulted from time limitation. In further studies, more time can be allocated for instructional practice, which, in turn, can influence learner beliefs and create change.

The present study investigated the effects of teacher beliefs and practices on learner beliefs. The results showed that different teacher beliefs and classroom practices may create different results in learner beliefs. Also, it was found that teachers have the power to influence learners' beliefs about language learning as well their attitude towards language learning. However, as suggested by Barcelos (2003), while teacher beliefs and practices have the power to influence learner beliefs, learners' beliefs, actions and attitude in the classroom may affect teacher beliefs. Therefore, the effects of learner beliefs and actions on teacher beliefs or change in teacher beliefs after practicing can be investigated in further studies.

The interviews revealed that teachers tended to teach with different approaches, techniques, methods and activities but almost all of the learners thought that they were thought with the best methods and sources; also, they stated that the way they learned English is ideal for language learning so there was a need to examine the effects of beliefs and practices on learners' academic success. However, as academic success wasn't a focus in the current study, the relationship between beliefs and academic success wasn't investigated extendedly. Further studies may focus on the effects of teacher beliefs and practices on learners' academic success and examine this relationship in detail.

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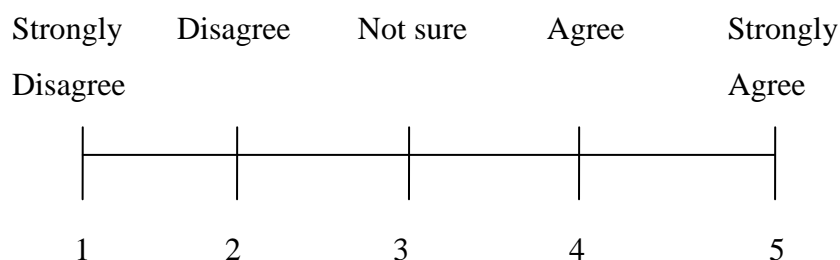
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APPENDICES

APPENDIX A: Beliefs About Language Learning Inventroy (Horwitz, 1987)

The statements below are beliefs that some people have about learning a foreign language, English in particular. All the items in the survey uses rating scales, ranging from strongly disagree (1) to strongly agree (5), except items 4 and 15. After reading each statement, mark "X" under the column (1, 2, 3, 4, or 5) which indicates your opinion about the statement. The number on the top of each column means the following:
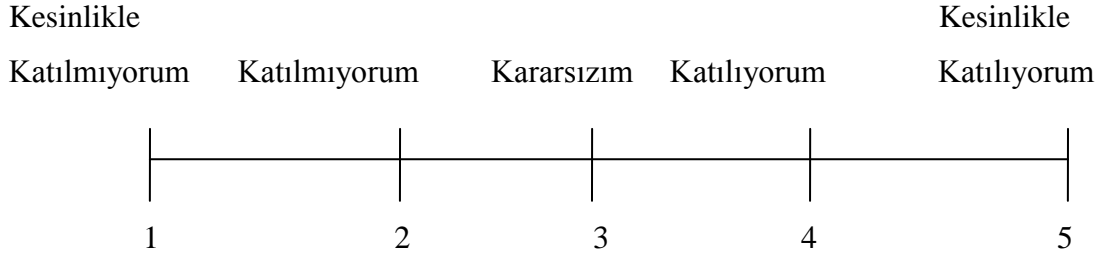
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

Age: _____

Gender: Female ☐

    Male ☐

Statements	Opinion				
	1	2	3	4	5
1. It is easier for children than adults to learn a foreign language.					
2. Some people have a special ability for learning foreign languages.					
3. Some languages are easier to learn than others.					

4. English is
       a) a very difficult language
       b) a difficult language
       c) a language of medium difficulty
       d) an easy language
      e) a very easy language					

5. I believe that I will learn to speak English very well.					
6. People from my country are good at learning foreign languages.					
7. It is important to speak English with an excellent pronunciation.					
8. It is necessary to know about English-speaking cultures in order to speak English.					
9. You shouldn't say anything in English until you can say it correctly.					
10. It is easier for someone who already speaks a foreign language to learn another one.					
11. People who are good at mathematics or science are not good at learning foreign languages.					
12. It is best to learn English in an English-speaking country.					
13. I enjoy practicing English with the native speakers of English I meet.					
14. It's o.k. to guess if you don't know a word in English.					

15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well:
 	
       a) less than a year
       b) 1-2 years
       c) 3-5 years
       d) 5-10 years
       e) You can't learn a language in 1 hour a day.					

16. I have a special ability for learning foreign languages.					

17.The most important part of learning a foreign language is learning vocabulary words.				
18. It is important to repeat and practice a lot.				
19. Women are better than men at learning foreign languages.				
20. People in my country feel that it is important to speak English.				
21. I feel timid speaking English with other people.				
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.				
23.The most important part of learning a foreign language is learning the grammar.				
24. I would like to learn English so that I can get to know native speakers of English better.				
25. It is easier to speak than understand a foreign language.				
26. It is important to practice with audio materials.				
27. Learning a foreign language is different than learning other academic subjects.				
28. The most important part of learning English is learning how to translate from my native language.				
29. If I learn English very well, I will have better opportunities for a good job.				
30. People who speak more than one language are very intelligent.				
31. I want to learn to speak English well.				
32. I would like to have friends whose native language is English.				
33. Everyone can learn to speak a foreign language.				
34. It is easier to read and write English than to speak and understand it.				

APPENDIX B: Dil Öğrenimi İnançları Envanteri (Horwitz, 1987)

Aşağıdaki ifadeler bazı insanların yabancı dil, özel olarak İngilizce, öğrenimi konusundaki inançlarıdır. Anketteki 4. ve 15. maddeler hariç tüm maddeler kesinlikle katılmıyorum (1) ile kesinlikle katılıyorum (5) arasında bir değerlendirme ölçeği kullanmaktadır. Her bir ifadeyi okuduktan sonra ifadeyle ilgili fikrinizi belirten satırın altını (1, 2, 3, 4 ya da 5) "X" ile işaretleyin. Her satırın en üstünde yer alan rakamlar şunu ifade etmektedir:

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

Yaş: _____

Cinsiyet:　　Kadın ☐

　　　　　　　Erkek ☐

İfadeler	Görüş				
	1	2	3	4	5
1.Yabancı dil öğrenmek çocuklar için yetişkinlere oranla daha kolaydır.					
2. Bazı insanlar yabancı dil öğrenme konusunda özel bir yeteneğe sahiptir.					
3.Bazı dilleri öğrenmek diğerlerinden daha kolaydır.					

4. İngilizce:
      a)   çok zor bir dildir.
      b)   zor bir dildir.
      c)   orta zorlukta bir dildir.
      d)   kolay bir dildir.
      e) çok kolay bir dildir.					

5. İngilizceyi iyi konuşmayı öğreneceğime inanıyorum.					
6. Türkler yabancı dil öğrenmede iyidirler.					
7. İngilizceyi mükemmel bir telaffuzla konuşmak önemlidir.					
8. İngilizce konuşmak için İngilizce konuşulan ülkelerin kültürlerini bilmek gereklidir.					
9.Herhangi bir şeyi İngilizce olarak doğru söyleyinceye kadar hiçbir şey söylememelisiniz.					
10. Bir yabancı dili konuşabilenler için başka bir yabancı dil öğrenmek daha kolaydır.					
11. Matematik ya da fen alanında iyi olan kişiler yabancı dil öğreniminde iyi değillerdir.					
12. İngilizce konuşulan bir ülkede İngilizce öğrenmek en iyi seçenektir.					
13. Tanıştığım, ana dili İngilizce olan bireylerle İngilizce pratik yapmaktan keyif alıyorum.					
14. İngilizce bir kelimeyi bilmiyorsanız kelimenin anlamını tahmin edebilirsiniz.					

15. Kişi günde bir saatini dil öğrenmeye ayırırsa hedef dili çok iyi konuşmak ne kadar vaktini alır?
 	
      a) bir yıldan az
      b) 1-2 yıl
      c) 3-5 yıl
      d) 5-10 yıl
      e) günde 1 saatte dil öğrenemezsiniz					

16. Yabancı dil öğrenme konusunda özel bir yeteneğe sahibim.					
17. Yabancı dil öğrenmenin en önemli bölümü kelime öğrenmektir.					

18. Çok fazla tekrar etmek ve pratik yapmak önemlidir.				
19. Kadınlar yabancı dil öğrenme konusunda erkeklerden daha iyidirler.				
20. Ülkemdeki insanlar İngilizce konuşmanın önemli olduğunu düşünmektedir.				
21. İnsanlarla İngilizce konuşmaktan çekiniyorum.				
22. Başlangıç düzeyindeki öğrencilerin İngilizcede hata yapmalarına izin verilirse bu öğrenciler için daha sonra doğru biçimde konuşmak zor olacaktır.				
23. Yabancı dil öğrenmenin en önemli bölümü dilbilgisi öğrenmektir.				
24. İngilizce öğrenmek istiyorum böylece ana dili İngilizce olan bireyleri daha iyi tanıyabilirim.				
25. Bir dili konuşmak, anlamaktan daha kolaydır.				
26. İşitsel materyallerle pratik yapmak önemlidir.				
27. Yabancı dil öğrenmek diğer dersleri öğrenmekten farklıdır.				
28. Yabancı dil öğrenmenin en önemli bölümü ana dilimden çevri yapmayı öğrenmektir.				
29. İngilizceyi çok iyi öğrenirsem iyi bir iş bulmak için daha iyi fırsatlarım olur.				
30. Birden fazla dil konuşan kişiler çok zekidir.				
31. İngilizceyi iyi konuşmayı öğrenmek istiyorum.				
32. Ana dili İngilizce olan arkadaşlarım olsun istiyorum.				
33. Herkes yabancı dil konuşmayı öğrenebilir.				
34. İngilizceyi okumak ve yazmak, konuşmak ve anlamaktan daha kolaydır.				

APPENDIX C: Interview Questions For Teachers

1. How do you teach English? Can you give specific examples of activities, exercises, tasks and assignments you use?

2. What are the teaching strategies, skills, techniques and principles you prefer and use?

3. What specific attitudes do you display in and out of the class? For example, how do you approach to the students?

4.What is your attitude towards errors?

5.What are the roles of the teacher and the students in the classroom?

APPENDIX D: Interview Questions for Learners

1. Öğretmeniniz İngilizceyi hangi yollarla öğretiyor? Sınıfta kullanılan aktivitelerden, alıştırmalardan, sınıf içi görevlerden ve verilen ödevlerden örnekler verebilir misiniz?

2. Sınıfınızda ne tür öğretim teknikleri uygulanıyor?

3. Öğretmeniniz sınıf içinde ve dışında nasıl bir tutum sergiliyor? Örneğin öğrencilere yaklaşımı nasıl?

4. Öğretmeninizin hatalara karşı tutumu nasıl? Hatalarınız nasıl düzeltiliyor?

5. Sınıfınızda öğretmenin ve öğrencilerin rolü nedir?