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English Language Teaching Master of Arts Program**

**ELT STUDENT TEACHERS' BELIEFS ABOUT LANGUAGE  
LEARNING: THE CASE OF  
BURDUR MEHMET AKIF ERSOY UNIVERSITY**

**Hacer DEMİR  
A Master's Thesis**

**Thesis Supervisor  
Prof. Dr. Mustafa ŞEVİK**

**Burdur, 2022**



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## BİLDİRİM

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**ELT Student Teachers' Beliefs About Language Learning: The Case of  
Burdur Mehmet Akif Ersoy University**

**(Master Thesis)**

**Hacer Demir**

**ABSTRACT**

Learning English is a must because English is an inextricable element of people's academic lives and it is a highly popular and important issue that millions of people need to understand and learn English in this global world. Beliefs about learning a foreign language are thought to be a key factor in determining why and how people learn English. Having a serious look at the beliefs of student teachers about language learning serves as a facilitator to find out and recover the roadblocks on the path of learning and teaching English. The goal of this study is to determine English Language Teaching (ELT) student teachers' beliefs about language learning as well as whether there is any difference according to their gender and class using the Beliefs about Language Learning Inventory (BALLI) at Burdur Mehmet Akif Ersoy University. BALLI (Horwitz, 1988) is a self-report questionnaire with 34 statements and five categories elaborating on the beliefs about the difficulty of language learning, language learning aptitude, the nature of language learning, learning and communication strategies and motivation and expectations.

The overall results of the inventory were found as high. The means of the four categories out of five -foreign language aptitude mean, the difficulty of language learning mean, the nature of language learning, learning and communication strategies- were high. Motivations and expectations mean is very high. The overall results of the inventory differed significantly according to gender in favour of females over males. Foreign language aptitude results, the nature of language learning results, learning and communication strategies results and the motivations and expectations results of the student teachers differed significantly according to gender in favour of females over males. Difficulty of language learning results have not differed significantly according to gender. Neither of five categories' results have differed significantly according to class.

**Keywords:** Beliefs about Language Learning Inventory (BALLI), ELT, Foreign Language Teaching, Language Learning Beliefs, Student Teachers

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**İngilizce Öğretmenliği Öğrencilerinin Dil Öğrenmeye Dair İnançları:  
TC Burdur Mehmet Akif Ersoy Üniversitesi Örneği**

**(Yüksek Lisans Tezi)**

**Hacer DEMİR**

**ÖZ**

İngilizce öğrenmek olmazsa olmazdır çünkü İngilizce insanların akademik hayatlarının ayrılmaz bir parçasıdır ve çoğu zaman bu küresel dünyada milyonlarca insanın İngilizceyi anlamasının ve öğrenmesinin gerektiği oldukça popüler ve önemli bir konudur. Yabancı dil öğrenmeye ilişkin inançların, insanların İngilizceyi neden ve nasıl öğrendiklerini belirlemeye önemli bir faktör olduğu düşünülmektedir. Öğretmen adaylarının dil öğrenimi konusundaki inançlarına ciddi bir bakış atmak, İngilizce öğrenme ve öğretme yolundaki engelleri bulma ve düzeltme konusunda kolaylaştırıcı olarak hizmet eder. Bu çalışmanın amacı, Dil Öğrenmeye İlişkin İnançlar Envanteri (BALLI) kullanılarak Burdur Mehmet Akif Ersoy Üniversitesi İngilizce Öğretmenliği (ELT) öğretmen adaylarının dil öğrenmeye ilişkin inançları ile cinsiyet ve sınıflarına göre farklılık olup olmadığını belirlemektir. BALLI, Horwitz (1988) tarafından geliştirilen, dil öğrenmenin zorluğu, dil öğrenme yatkınlığı, dil öğrenmenin doğası, öğrenme ve iletişim stratejileri ile motivasyon ve bekleneler hakkındaki inançları detaylandıran 34 ifade ve beş kategoriden oluşan bir öz-bildirim anketidir. Envanterin genelinin sonuçlarının ortalaması yüksek bulunmuştur. Beş kategoriden dört kategorinin -yabancı dil yatkınlığı, dil öğrenmenin zorluğu, dil öğrenmenin doğası, öğrenme ve iletişim stratejileri- ortalamaları yüksek bulunmuştur. Motivasyon ve bekleneler ortalaması çok yüksek bulunmuştur. Genel envanterin cinsiyete göre önemli ölçüde farklılık gösterdiği ve kız öğrencilerin sonuçları erkeklerinkinden daha yüksek bulunmuştur. Yabancı dil yatkınlık sonuçları, dil öğrenmenin doğası sonuçları, öğrenme ve iletişim stratejileri sonuçları ile öğretmen adaylarının motivasyon ve bekleni sonuçlarının cinsiyete göre anlamlı düzeyde farklılığı ve kız öğrencilerin erkeklerle göre daha yüksek olduğu tespit edilmiştir. Dil öğrenmenin zorluğu sonuçları cinsiyete göre anlamlı bir farklılık göstermemiştir. Beş kategorinin hiçbirinin sonuçları sınıfa göre önemli ölçüde farklılık göstermemiştir.

*Anahtar Kelimeler:* Dil Öğrenmeye Dair İnançlar, Dil Öğrenmeye Dair İnançlar Envanteri (BALLI), İngilizce Öğretmenliği, Öğrenci Öğretmenler, Yabancı Dil Öğretimi

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## LIST OF ABBREVIATIONS

**A:** Agree

**ANOVA:** Analysis of One-way Variance

**BALLI:** Beliefs About Language Learning Inventory

**D:** Disagree

**EFL:** Teaching English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** Teaching English as a Second Language

**F:** Frequency

**FL:** Foreign Language

**L1:** The First Language

**L2:** The Second Language (or the target language currently being learned)

**M:** Mean

**NAND:** Neither Agree nor Disagree

**SA:** Strongly Agree

**SD:** Standard Deviation

**SD:** Strongly Disagree

**SLA:** Second Language Acquisition

**SPSS:** Statistical Package for the Social Sciences

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## CHAPTER I

### INTRODUCTION

In this chapter, background of the study, statement of the problem, purpose of the study, significance of the study, assumptions, limitations and definitions of key concepts have been elaborated.

#### **1.1. Background of The Study**

Learning English has gained great importance to enhance worldwide communication and to be able to keep up with the high-standards this global world requires. People are driven by both instrumental motivations such as getting a high-quality job earning them much or acceptance into a reputable university; and integrative motivations such as being keen on other cultures or being a very sociable person to learn English. According to Brown (2000), learning a language takes a long time and is challenging. A learner's entire existence is influenced when he seeks to move far beyond constraints of his own language and go into a new one, environment and mindset and set of ideas. Total commitment, total involvement and overall physical, cognitive and emotional responses are necessary to correctly transmit and receive signals in the new language. All this involvement and effort while trying to be a speaker of English makes us question whats, hows and whys during learning it and these questions pave the way into the research about beliefs about language learning. According to Horwitz (1988), "Although student beliefs about language learning would seem to have obvious relevance to the understanding of student expectations of, commitment to, success in, and satisfaction with their language classes, they have remained relatively unexplored" (p. 283). Hong (2006) states that language learning beliefs are regarded as one of the most important determinants of learning success or failure. Revealing beliefs of learners and teachers has a facilitating effect to understand the underlying reasons of not being able to learn and teach it successfully. It is significant that people hold different language learning beliefs which can either hinder or enhance their experience of learning. According to Benson and Lor (1999), teachers must understand not only what their students believe about language learning, but also whether such ideas are

constructive or destructive, as well as how deconstructive beliefs might be changed. In order to change beliefs, the student must also change the underlying assumptions that underpin them and pay attention to the context in which they operate.

Foreign language learners have a variety of beliefs and attitudes about language learning (Horwitz 1987), and it has been proposed that these beliefs can influence both their experiences and behavior as language learners. The fact that the revelation of beliefs means a great importance to to be able to comfort teaching and learning processes resulted in the creation of a such inventory. As clarified by Horwitz (1985, p.333) “so that prospective teachers may become more receptive to new information about language teaching, the methods instructor can encourage recognition and understanding of the beliefs these prospective teachers already have. Making the students’ belief systems explicit is the first step in their development as foreign language teachers.”

It has long been known that language learners hold positive or negative beliefs about the target language they are learning. While positive thoughts and beliefs contribute to one’s learning experience, negative thoughts, prejudices, misconceptions, fossilized and unbreakable beliefs may cause dramatic handicaps during this process. Victori and Lockhart (1995) differentiate between insightful beliefs held by successful learners and negative or restricted beliefs held by less successful learners, coming to the conclusion that if students develop or maintain preconceived notions about their own learning and place increased focus on factors beyond their control, they are unlikely to accept a responsible and productive approach to learning and may not ever become self - reliant. A person may act upon the belief that language learning means a lot of vocabulary build-up and another person may act upon the belief that language learning means a perfect command of grammar. While the former one equips himself with vocabulary studies, the latter equips himself with grammar activities and drills structure all the time. Again, the same attitude may prevail about the belief that younger people learn easily and this belief restrain that person from being successful whether or not he is a young or adult learner. One’s preconceived notion about his own effectiveness influences his success and performance in the class, no matter he is a student or a teacher. It is of vital importance to observe students’ and teachers’ attitudes and beliefs because they think their beliefs are the truth. According to Puchta

(1999), beliefs are both driving principles and potent sensory filters for students' achievement; they behave as if they really are true. People accept a belief as true, regardless of whether they believe it consciously or unconsciously, and that belief guides their thoughts and actions (Borg, 2001). Beliefs can be thought as important incentives for behaviors. According to McDonough (1995), our own decisions on how to proceed are based on what we believe, what we value, what we believe is necessary, how we choose to behave, and how we deal with challenges. Successful students can develop insightful beliefs about language courses, their own competences and the application of effective strategies, such as the amount of time required to achieve fluency, the relative difficulty of languages, the appropriate age to start language learning, the roles of grammar, vocabulary, and communication in language learning and other aspects of the learning experience (Yang, 1999). Indifference to learning, poor learning and memory, class anxiety, and a bad perception toward autonomy are all possible outcomes of incorrect or uninformed beliefs about language learning (Victori & Lockhart, 1995). Language learning beliefs, according to Barcelos (2000), are equivalent with preconceived assumptions, opinions and misconceptions. As a result, these beliefs must be discovered and corrected in order to assist language learners individually in setting more achievable goals, reducing their anxiety and developing more accomplished learning practices (Abdi & Asadi, 2015).

When students enroll in a language class, they bring all of their personal qualities within them, including their beliefs, attitude, and linguistic patterns, according to Hosseini and Pourmandnia (2013). Student teachers' beliefs take roots from their past and recent schooling, in this way, their professional learning is constructed and blended according to majority of students' belief systems through their education. Students' pre-existing belief systems are filtered through the courses they attend at universities. Recognizing students' beliefs in teacher education programs allows students to become more conscious of what they carry to their education and professors to adjust their methods classes precisely for the students (Horwitz, 1996). Johnson and Golombok (2018) emphasize the need of better understanding students, both in terms of their perceptions of themselves as future teachers/instructors and their long-term aspirations.

Lastly, the shift in focus from teacher-centered instruction into a learner-centered one has made investigating learners' beliefs a necessity. Every student is unique, according to learner-centered instruction and every student has his own beliefs system and background. A learner-centered educator seeks to match materials and methods to students' demands, emphasizing that their beliefs determine their objectives (Zmuda, Curtis, and Ullman, 2015). In addition, learner-centered classrooms promote a collaborative learning environment between students and teachers meaning an interaction of beliefs of each other. If an instructor or a teacher can grasp of what a student believes, he can better handle situations as a result of misbeliefs during the teaching act and pay attention to a learner's choice, cognitive, personal and social requirements.

## **1.2. The Statement of The Problem**

Prospective teachers do not begin teacher education as blank slates, according to Grossman (1991). ELT students carry pre-conceived beliefs loaded onto them thorough their educational background into their education programs at university and also to their classrooms in their future teaching. Not only these aspiring future teachers, but also their students will have already had a plethora of undiscovered beliefs that influence their ability to succeed or fail in the classroom. According to Horwitz (1988), "teachers will likely encounter ... many unanticipated beliefs, some enabling and some truly detrimental to successful language learning. . . foreign language teacher can ill afford to ignore those beliefs if they expect their students to be open to particular teaching methods and to receive the maximum benefit from them" (p. 293). So that these prospective teachers can define what they believe about learning and teaching English to cope with the unexpected situations with their students, having a serious glance at their own beliefs and modify them if needed is a first priority for themselves.

Some beliefs have negative impact on students' learning, teachers' instruction processes. Teachers of languages agree that a learner's beliefs have a significant impact on their language skills (Sakui & Gaies, 1999). Learners' beliefs towards success or failure has a critical impact on beliefs about the nature of a foreign language, its complexity, successful learning and communication strategies, learning aptitude, motives and expectations. According to Horwitz (1988), "learners' beliefs are related

with what the learners expect from learning, how they approach and commit themselves to learning process" (p. 238).

Teachers' attitudes and beliefs have also possible effects on their students by either facilitating or imposing the students with negative beliefs. If these are not properly discovered, they may go unreported and neglected, resulting in misinterpretation and miscommunication. In order to influence the process's outcomes, language teachers must be aware of their students' language learning beliefs (Horwitz, 1987).

What teachers and students believe and how they interpret classroom objectives and activities are critical to both teachers' and students' effectiveness in language learning. Students' attitudes, motivation, competency, anxiety, success, conduct and use of language learning tools, strategies are all influenced by their beliefs. "In order to get a deeper insight into the minds of language learners there is no more certain way than to study their beliefs" (Hosseini & Pourmandnia, 2013, p. 63).

In the light of all this information about the importance of on language learning beliefs, elaborating on student teachers' beliefs because of the fact that they are still learners at university and future teachers who will have an effect on their students and teaching experince is an essential study field to delve into. The need for uncovering student teachers' beliefs about language learning, taking also into account the gender and class effect on beliefs is essential to be able to understand what underlies in student teachers' minds as hinderance to learn English. They are both students and prospective English teachers. The data will appeal to both student beliefs and teacher beliefs studies.

**1.2.1. Research Questions.** 1-What beliefs do ELT students teachers at Mehmet Akif Ersoy University have about language learning?

2-Do gender and class of ELT student teachers affect language learning beliefs?

### **1.3. The Purpose of The Study**

The main purpose of this research is to identify language learning beliefs of ELT student teachers of Mehmet Akif Ersoy University, taking also into account the effects of gender and class they are enrolled in on language learning beliefs.

#### **1.4. The Significance of The Study**

This study aims to have an understanding of ELT student teachers beliefs in Burdur Mehmet Akif Ersoy University. Whether language learning beliefs harbor a relation to gender and age is aimed to be investigated in this study.

There are numerous studies on beliefs about language learning, but studies on beliefs of ELT students are limited. Beliefs of pre-service teachers were examined by Peacock (2001), Richardson (2003), Harrington and Hertel (2000), Vibulphol (2004),

Altan (2006), Altan (2012), Kunt and Özdemir (2009), Hişmanoğlu (2016), Çimen (2015) and Pajares (1992) and Erdem (2009) provided the relevance of class.

The reason why English teacher candidates have been preferred is that they are two edges of the same line, bringing their past beliefs straight into their future in their teaching. And these two edges being both a student and a teacher are equally important to investigate about in terms of their beliefs. The pedagogical significance of this research can be described with its potential to recognize prospective teachers' beliefs about language learning in order to assist them in identifying their beliefs and their effects on their future teaching.

Studying beliefs is an unceasing phenomenon; thus no matter how deep and comprehensive we study, every second, millions of beliefs about language learning are developed to be identified. When the results of the BALLI in this study are added to the results of other BALLI studies, the cumulation of the data collected in Turkey and internationally may signify importance which can be very useful for the academic field and researchers, teachers, students and educational authorities in the ELT field will have the tracks of current beliefs of future teachers to study over.

#### **1.5. Assumptions**

Some fundamental assumptions are made specific to this research on ELT student teachers' language learning beliefs.

1. The participants will attend the research through BALLI voluntarily.
2. The participants will read the questionnaire carefully and respond to BALLI items without skipping any items.

3. The participants identify their beliefs about language learning honestly.
4. The researcher will not direct any of the participants about any item.
5. BALLI will identify student teachers' beliefs about language learning in university context.

## **1.6. Limitations**

This research is limited to ELT students at Mehmet Akif Ersoy University in the fall semester of the 2021-2022 academic year. And also, the fact that the current research uses only a quantitative method and focuses on only one teacher education program's students via BALLI is its limitation.

Although questionnaires are widely used to investigate teacher cognition, because they are all self-report instruments, there is always the possibility of not receiving what the student teacher or the teacher truly thinks or believes. Adding a practice component in a longer period strengthens conclusions by allowing the student teachers or in-service teachers to corroborate their beliefs and differences through self-reports. A concept as deep and complicated in effective and cognitive dimensions as one's own belief system cannot be adequately captured by people's reactions to a series of normative statements (Wilkinson & Schwartz, 1991).

Wenden (1987) claims that questionnaires prevent students from articulating their own metacognitive knowledge; on the other hand, quantitative research methods employed in the normative approach give accuracy and clarity by using descriptive statistics and well-designed surveys and they may include a large number of respondents practically, and also by maintaining their anonymity.

## **1.7. Definitions of Key Concepts**

**1.7.1. Definition of beliefs.** It's difficult to define belief as it is both socially rooted and a metacognitive concept. When told "belief", a person thinks a thought, a concept, a perception and also thoughts, conceptions, insights, images in the mind, assumptions or tiny hypotheses. Many scholars have relied on Richardson's concept of beliefs as a starting point and to Richardson (1996), beliefs are psychologically held understandings, statements, or premises about the universe that are regarded as true.

The term "belief" has been described as "beliefs are "are held to be true and that guide behavior" (White, 1999, p. 443).

Beliefs can be characterized as a way of thinking that encompasses all topics about which we have no certain knowledge but are able to confidently act on, as well as matters that we presently accept as absolutely true, as knowledge, but which may be called into question in the future (Dewey, 1997).

According to Pajares (1992) beliefs are attitudes, perceptions, values, judgments, assumptions, opinions, worldview, conceptual systems, preconceived notions, dispositions, implicit and explicit theories, action strategies, internal mental processes, rules of practice, practical principles, perspectives and comprehending repertoires are all examples of beliefs.

Hosenfeld (1978) defined beliefs as mini theories; Cortazzi and Jin (1996) as culture of learning; Omaggio (1978) as insights.

**1.7.2. Definitions of language learning beliefs.** Numerous studies have been conducted about language learning beliefs and Horwitz (1988) elaborated in that beliefs are different perceptions and expectations that language learners carry into any language class and also used terms such as preconceived notions (1988), preconceived ideas (1987), preconceptions (1985), rather than defining beliefs about language learning in an exact manner.

According to Abraham and Vann (1987), beliefs about language learning are ideas about how language works and, as a result, how it is learnt. They are the steady, stateable, though occasionally inaccurate knowledge that learners have obtained about language, learning, and the linguistic process, according to Wenden (1986).

Learning beliefs, as defined by Cortazzi and Jin (1996), are cultural characteristics of teaching and learning; what people believe as normal and good learning activities and processes, taking their origins from a cultural background. Pajares (1992) describes beliefs as messy things; their specific definitions are constantly grasped and major assumptions are made about them when they are clearly comprehended.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Literary Framework

In this chapter, beliefs about language learning, the Beliefs About Language Learning Inventory (BALLI) and five categories, factors affecting beliefs of learners and teachers, interaction of the beliefs of teachers and students, change of beliefs, beliefs and anxiety and main studies conducted with BALLI and with student teachers have been elaborated.

**2.1.1. Beliefs about language learning.** Language learning beliefs has gained a vital importance as a result of an inevitable demand for English learning. Horwitz (1987) referred language learner beliefs as assumptions, thoughts and ideas of language learners, basing them on previous learning environments which may be formal or informal. Language learning beliefs, according to Victori and Lockhart (1995), comprise generic preconceptions that learners have about themselves as learner, about variables that impact language learning, and about the nature of language education. Learners' initial assumptions about their duties and the responsibilities of teachers and toward teaching materials, as well as learners' first behaviors towards their own duties, are all examples of learning beliefs, according to Holec (1987). Beliefs, according to Gardner (1988), are expectations that instructors, parents and students have about the entire study of second language learning.

Clarification of beliefs of both learners and teachers owing to their probable negative effects on teaching and learning is a need and this fact makes studying student teachers' beliefs a matter of priority in that they are both learners and future language teachers. According to Lortie (1975), one's personal patterns in his mind are not only important, but also essential to becoming a teacher and he used the term "the apprenticeship of observation" which is constructed in the years students allocate at school. The experience they have include beliefs about what it demanded to be an effective language teacher and how students should take their steps. Although they are mostly unarticulated or expressed only in a simple form, these beliefs are transferred into their field of study in teaching. Most of these beliefs are in line with teacher

educators' or academics' educational goals for teacher candidates, while others, regrettably, are not. Some student teachers' beliefs may be uncomfortable, such as an exaggerated optimism or an egocentric bias, which serves for themselves only and that they regard the most successful teaching as their own. They believe they will not experience the challenges the other teachers face and some feel they will be better teachers than their classmates. Because of these reasons, studying student teachers' beliefs is viewed as a facilitator to awaken them to what they have in their minds and how this could be beneficial or detrimental to their future teaching and thus delivering the information about their beliefs.

Formal and informal education a person has had in his background have many effects on his beliefs; these beliefs are loaded to both learners or teachers as a result of their education. Learning and teaching environments, thus, are places that impose people beliefs which are either positive or negative. Pedagogy creates the conditions and opportunities to contribute to educational field and for students to be more proactive and engaged during their education. Green (1971) claims that teaching is concerned, at least in part, with the construction of beliefs, which means that it is concerned not only with what we will believe, but also with how we will believe it. Teaching is an activity that involves the alteration and construction of belief systems, among many other things. Language learning beliefs are important, according to Abdi and Asadi (2015), because foreign language learning is likely certainly the subject of many strong beliefs and attitudes among EFL students, and these beliefs almost certainly influence language learning.

Beliefs can be taken as a core concept in any science field that studies human behavior and learning, so having a look on our beliefs as learners or teachers of a foreign language is a must. Rifkin (2000) points out that language learning beliefs have a critical importance for individuals to reach language proficiency. Students' perspectives, beliefs, attitudes, and metacognitive knowledge, that they bring to the learning, have been highlighted as an important contributory factor in the learning process and final success (Breen, Hird, Milton and Thwaite, 2001). How much time a learner should spend on learning a foreign language, how effective it is, which strategies to use while learning it, whether language learning is a matter of learning grammar, vocabulary or translation, to what extent the learner believes his own ability,

aptitude, capabilities and how different English is from that of learner's native language are also closely related to language learning and learner's beliefs. With the creation of BALLI, it was intended to identify different beliefs about language learning, aiming to discover whether or not people hold negative and preconceived ideas, unrealistic expectations about how foreign languages are learned (Horwitz, 1987). In this way, studying beliefs about language learning has been facilitated by questionnaires/inventories which enable learning beliefs to be identified.

**2.1.1.1. *The beliefs about language learning inventory (BALLI).*** The Beliefs about Language Learning Inventory (BALLI) was created to identify beliefs regarding language learning by Horwitz (1988). "The Beliefs about Language Learning Inventory (BALLI) was developed to assess student opinions on a variety of issues and controversies related to language learning. The BALLI contains items and assesses thirty-four student beliefs in five major areas: 1) difficulty of language learning; 2) foreign language aptitude; 3) the nature of language learning; 4) learning and communication strategies; and 5) motivations and expectations" (Horwitz, 1988, p. 284).

BALLI was aimed to study different learner perspectives on language learning with the goal of discovering "if learners have preconceived ideas and negative or unrealistic expectations about how foreign languages are learned" (Horwitz, 1987, p. 247). Horwitz (1985) initiated the inventory and since then, it has been divided into three distinct BALLIs: one for ESL students, one for foreign language teachers, and one for EFL students. The BALLI is self-report questionnaire including 34 items in the format of a Likert scale. The inventory has five categories intending to assess factors below:

- The difficulty of the language learning
- Foreign language aptitude
- Nature of language
- Learning and communication strategy
- Motivation and expectation

The inventory is according to Kuntz (1996), "a free- recall activity by 25 language teachers set as base for the inventory and it was developed the statements from this

“teacher- generated list of beliefs” (p. 2). According to Barcelos (2003), “BALLI is the most widely used questionnaire to investigate beliefs” (p. 11).

“Prior to the Horwitz research model, student beliefs about foreign language learning had not been analyzed systematically” (Kuntz, 1996, p. 22). Despite the fact that Wenden (1987) had previously studied language learning beliefs, until the late 1980s, there was no scale that systematically investigated individuals' language learning beliefs.

*2.1.1.1.1. Beliefs about the difficulty of language learning.* The assumption that English is difficult to learn because it is different from one's mother tongue is not helpful in the learning process. So that a student can flow in his learning, these impeding beliefs should be replaced with constructive ones. With so many prejudices against English structure, if a learner devotes enough effort to figure out the language, he can become aware of the differences between the two languages and begin to study them, as well as disentangle the barriers to learning English. Carroll (1963) proposes that the total length of time spent actively in the learning scenario is one of the most essential elements in the learning process.

Some differences differences may cause uncomfortable beliefs against learning English and resulting in unsuccess of a learner. Learners tend to feel more comfortable when studying languages that are comparable to their mother tongue in terms of structure. There are numerous challenges that English language learners face when learning the language which is quite different from their own. Grammar is one of these challenges. Misuse of grammar can lead to misconceptions of the speaker's intended message and a learner who is afraid to make a mistake feels uncomfortable and loan himself with disturbing beliefs against learning of that language. Another issue that English language learners experience is pronunciation. Many English students struggle to pronounce particular sounds. This is a prevalent problem for speakers of languages with shallow orthographies, such as Turkish, Finnish or Italian. These languages, unlike English, have a one-to-one correspondence between sound and letters (McClung, 2012). With the hesitation to make a mistake while pronouncing, a learner can get stressed and loan himself with the belief of incompetency in English. Another factor that learners of the English language find difficult is vocabulary. One

of the reasons for this is that the English language has a large vocabulary, making it difficult to master. English has a large number of idioms and phrasal verbs that are often incomprehensible to English language learners, causing from the fact that English is a global language and English corpus is being boosted every day. The deficient vocabulary causes stress in learners and equips them with incorrect beliefs to be capable in English. If learners stick to the difficulties above, they will develop negative beliefs which hinder them from learning the target language. If any negative beliefs are detected by learners or teachers, they should be immediately studied on and replaced with more positive and constructive ones.

*2.1.1.1.2. Beliefs about foreign language aptitude.* A presence of special talent for language learning, as well as beliefs about the characteristics of an effective and ineffective language learners and the question of individual language learning potential are discussed under the aptitude for language learning feature. Language learning aptitude is a forecast of how well an individual can learn a foreign language in a given length of time and under specific conditions in comparison to other people (Stansfield, 1989).

Carroll and Sapon (2002) define foreign language aptitude as having four main components: grammatical awareness, phonetic coding capability, inductive language skills, and rote memorization ability. Phonetic coding ability refers to the ability to code various sounds by forming associations with symbols. Grammatical sensitivity is the ability to recognize the grammatical functions of words and phrases. Rote learning is the ability to create relationships between words and their meanings. Inductive learning is the ability to deduce laws of linguistic structures (Rysiewicz, 2008).

As can be inferred, existence of an aptitude or a specific ability to learn a foreign language sound a restricting belief. If the students do not succeed in language learning, they will surely feel discouraged and this will awaken their anxiety and decrease their motivation for learning English. They feel unequal if they believe they do not own this aptitude/ability. Rather than taking the availability of aptitude as a very peculiar aspect, they should focus on the pleasure of learning a new language and believe in themselves and their capabilities.

*2.1.1.3. Beliefs about the nature of language learning.* The nature of language learning is a broad term and applies to concepts such as factors affecting language learning, cognitive aspect and different approaches towards language learning beliefs, socially formed beliefs, age and gender.

Skehan (1989) stated that the influences on the experience of a foreign language learning are intelligence, enthusiasm, motivation, attitude, age, gender, character, anxiety and other characteristics. One of the internal factors is, without doubt, one's attitude, which results from his beliefs, toward learning English. Students' beliefs can lead to success or failure as a result of a learner's fear, anxiety or a variety of other factors. The language learning process of an individual is a very peculiar and sensitive case indeed, so foreign language anxiety is a collection of self-perceptions, beliefs, behaviors, and attitudes related to language learning in the classroom.

Because of its potential to account for how experiences, beliefs, attitudes, and motivations impact the learning process, the cognitive approach has risen in prominence in recent decades. It is considered that people learn for themselves rather than for external benefits; thus, what happens in their mind and what they believe are internalized by learners and instructors. Success, according to Stevick (1980), is determined more by what happens inside and between the individuals in the classroom than by resources, strategies, or linguistic analyses.

Flavell (1979) emphasizes the study of meta-cognitive understanding in learning a foreign language and focuses on the individual. The metacognitive approach defines language learning beliefs as theories that are formed by individuals' metacognitive knowledge and that also process and facilitate learning (Wenden, 1987). The role of learners' thoughts, beliefs, attitudes, and values is emphasized in cognitive theories. This is referred to as "person knowledge" by him. Person knowledge refers to a learner's grasp of how cognitive and emotional factors like aptitude, personality, and motivation can affect learning. It also necessitates a thorough understanding of how these factors influence their experience. Another approach taking language learning beliefs in hand is contextual approach. The contextual method investigates language learning beliefs through ethnography, narratives, and metaphors (Barcelos, 2000). The contextual approach's research investigations are qualitative in nature and contribute to an interpretivist approach. Ethnography, narratives, and metaphors are used in the

contextual approach (Kramsch, 2003). Beliefs are considered as entrenched in students' settings, environments, background and culture in the contextual approach. If cultural beliefs about language learning are widespread, foreign language teachers must recognize that learners will bring these beliefs into the classroom with them (Horwitz, 1988).

Previous experiences have an impact on how a person constructs his or her environment. Early relationships with significant others (family, instructors, classmates and coworkers) are thought to serve as a model that influences the type of teacher an individual becomes. The expectations of major individuals in our lives, according to Seymour (1990), instill beliefs. High expectations (as long as they're reasonable) foster competence. Low expectations breed ineptness. Because we have no method of checking what we are taught in early ages, we believe what we are told about ourselves and these beliefs may continue despite our later success. This is a mutual act and everyone transforms his beliefs to his interlocutor and with whom you are means what you believe in the long term. An individual's these kinds of beliefs are deep-rooted and his core beliefs which are more difficult to change. Deep-rooted beliefs which teachers hold about language learning, according to Williams and Burden (1997), would infect their classroom activities more than a specific methodology they learned during their teacher school programs.

Fresh approaches will be accepted only if they correspond with the teachers' post beliefs, so inputs will become intakes after it has been processed thorough their belief systems, according to Pennington (1995). Teachers and students' behaviors are influenced by their assumptions and beliefs, which operate as a filter for a variety of educational choices and decisions. Significant learning occurs when the student finds the material to be meaningful, external criticism and anxiety related to the learner's self-image are minimal, according to Rogers (1969). The learner's freedom, ingenuity, and self-reliance are all assisted when self-evaluation is promoted. Certain behavioral characteristics are required in the facilitator-student connection for significant learning to occur.

According to Penfield and Roberts (1959), the learner's age is the most important aspect in the language-learning process: foreign-language learning must take place between the ages of four and ten, in conformity with the needs of brain physiology, if

it is to be successful. According to Penfield (1953), a young child's brain is extraordinarily well suited to language learning, and there is an optimal age at which many languages can be learnt flawlessly, with minimal effort and physiological confusion. The current increase of foreign-language education at the kindergarten and primary school level is based on the notion that young children are better able than older children or adults to acquire foreign languages quickly and efficiently and this requires us to elaborate on the age factor on the nature of language learning. With the concern of not being able to keep up with the world, parents have started to get their children tutored at the very early ages. From the age of two to puberty, Lenneberg (1967) had a critical era; on the other hand, other researchers have set the age limit at 12, 15, 16, or 18 years old (Muñoz & Singleton, 2011). Another assumption that can be made is that older students have already formed more effective learning strategies than younger students, whilst younger students have not yet been inundated with preconceived beliefs or negative learning experiences and are thus more likely to absorb information more quickly.

Gender is taken as an effective factor on the nature of language learning. It's plausible to assume that the language classroom has been defined a "girls' realm" because of the emphasis on social interaction (Sunderland, 1998). But this doesn't mean that they are more successful. Success depends on the effort, focus and time spared for language learning. It is probable that women's being more sociable make them more positive belief holders in terms of language learning. Carroll (1963) claimed that females had a tiny but considerable advantage over boys in foreign-language ability, but he lacked similar data on sex differences in accomplishment and found no sex differences in foreign-language attainment among male and female college and university students.

*2.1.1.4. Beliefs about communication and learning strategies.* Teachers are likely to have an aspiring impact on students' effectiveness while imposing them the courage to communicate in the target language and to make them adopt the most effective strategies. Nunan (1986) claims that it is the teacher's job to educate not only the language but also how to be a language learner, which includes convincing students of the importance of communicative classroom activities such as role - play and problem - solving skills through explanation, conversations and presentation. If

learners prefer to develop insightful beliefs toward communication in natural settings, they will have the chance to get rid of their disturbing beliefs in time and begin trying new ways to communicate in English. If they have had a supportive background in which they have been encouraged to speak and practice in real-life contexts, they are likely to adopt positive beliefs about the use of effective communications strategies. According to Peacock (1998), teachers should help students become more aware of their personal weaknesses and strengths in addition to their strategic knowledge, because beliefs that differ from that of the teacher can lead to dissatisfaction, frustration with the learning process, refusal to participate in communicative activities, and a lack of trust in the teacher, as well as its negative effect on achievement.

The techniques that language learners use to acquire a language are referred to as learning strategies. Learning strategies are divided into six categories by Oxford (2001) and they are cognitive and metacognitive strategies, memory-related and compensatory strategies, social strategies and emotional strategies. Recognizing one's own preferred learning style and need, organizing a learning environment with a schedule, planning a language assignment, organising and obtaining materials, dealing with mistakes, evaluating the success of learning strategies are all examples of metacognitive strategies. Learners can connect a concept to another by using memory-related means without requiring extensive knowledge. Learners can learn and retrieve information in an orderly manner by using acronyms, flashcards, body movements, images, mental pictures of a word or its meaning and through a specific location such as a page or blackboard, while others can learn and retrieve information by using sounds, body movements, images or mental pictures of a word or its meaning and flashcards from a page or blackboard (Oxford, 1990). Demanding help with a language task, as well as researching the target language's social customs and culture, are all social strategies that help the learner connect and interact with others, as well as comprehend the target culture and language. Deriving meaning from context by listening and reading or employing synonyms in writing and speaking or using pause words are all compensatory strategies that help the student fill in knowledge gaps. Anxiety pacifiers, applauding a successful performance, talking about feelings and using breathing techniques or positive self-talk have all been found to be strongly associated to foreign language proficiency (Oxford, 1996).

*2.1.1.5. Beliefs about motivation and expectations.* Learner attitudes and motivation may be influenced by learner beliefs that differ significantly from teacher beliefs. Learner motivation, according to Crookes and Schmidt (1991), is defined as interest combined with excitement, perseverance, attention, concentration, and pleasure. A variety of factors influence learners' motivation, including the teacher's role as a motivator and influencer of language learning beliefs. Motivation can also be influenced by external factors such as the learning environment and background; in other words, students' motivation is a multi-faceted process that is impacted by their beliefs as well as their learning environment. Outside of the classroom, motivation may be linked to a variety of factors such as a student's interest, the need for English proficiency, and the level to which English proficiency is required for his future career, education or integrative purposes into another country or culture. Attitudes and beliefs regarding the learning environment, beliefs about English native language speakers, and integrativeness are all influenced by motivation.

As a facilitator tool to grasp motivation of learners, Macintyre, Clement, Dörnyei and Noels (1998) developed a comprehensive foreign language willingness to communicate model that encompasses linguistic, psychological and communicative aspects. According to the model, emotional, social, cognitive and environmental elements impact foreign language learners' willingness to communicate, which predicts their actual use of the foreign language. It presents the most fundamental and straightforward factors that might influence people's desire to interact in a foreign language such as L2 use, willingness to communicate, desire to communicate with a specific person and state communicative self-confidence, interpersonal motivation, intergroup motivation, L2 self-confidence, intergroup attitudes, social situation, communicative competence, intergroup climate and personality. Moment-based impacts on readiness to speak in a foreign language context to more stable and long-term influences on readiness to speak in a foreign language environment are presented in the model (Macintyre et al., 1998).

**2.1.1.2. Factors affecting beliefs of learners and teachers.** Learner beliefs about learning, according to Epstein (1991), are connected with elements including identity and self-concept, self-efficacy, attitude and other personality factors. It is clear that scholars have differing perspectives on how language learning beliefs are formed. According Stevick (1980) language learning beliefs are directly related to learners' expectations, class participation, success and motivation. Sperber and Hirschfeld (1999) state that individuals' language learning backgrounds constitute language learning beliefs. Castellotti and Moore (2002) reveal that language learning beliefs are affected by the general perception of the society regarding foreign language learning. Other factors that influences beliefs is the teaching environment and context, which allows language teachers to implement teaching that is compatible with their beliefs or not. It has a lot to do with a learner's or teacher's background and the context elements that he or she has encountered in the workplace or in any educational setting. The educational background of a foreign language teacher or student, including schooling and formal education, opportunities to practice target language, and instructional circumstances, interact and impact teachers' teaching concepts. Teacher education, prior language learning experience, and practice are all key influences in the shaping of teachers' beliefs. Many contextual aspects that shape teachers' beliefs should not be disregarded, as they can either stymie or assist them in achieving their goals. Most human learning occurs in a social situation and through observation of others, according to Bandura's (1997) social cognitive learning theory; people learn rules, skills, strategies, beliefs, and attitudes through observing others.

In addition to aforementioned factors shaping beliefs, in the study of Burstal (1975), socio-economic conditions and economic conditions were shown as beliefs shaping factors. There was found a significant difference between the ones with high socio-economic conditions and low economic conditions. The experimental sample's beliefs, attitudes and achievement differed significantly depending on their socioeconomic status on each occasion of testing: positive attitudes and beliefs toward learning foreign language and high scores on target language achievement tests were consistently associated with high socioeconomic status, while negative attitudes and low scores were consistently associated with low socioeconomic status. Again, Burstall (1975) indicated that in big and small elementary schools, teachers and their

classes tended to have diverse characteristics. Teachers at small schools were older than those in large schools as can be expected, and so had more experience in the classroom. It is inevitable to think that teachers from small schools and teachers from big schools hold different beliefs about language learning.

The beliefs differ in terms of whether it is accepted as true or false and also in terms of origins, as well as its time. A person's beliefs may seem totally nonsensical to another, or it can simply be defined as "not familiar" with others'. Some of the students' beliefs are influenced by their earlier language learning experiences and the students' cultural origins. Beliefs may be influenced by the purposes of learning as well; Abid (2012) argues that language learning beliefs are shaped by individuals' different learning goals, such as learning a foreign language for communicative purposes, being successful in written exams, or doing research in the academic field.

As a result, investigating learners' beliefs allows us to evaluate which of their beliefs are practical and valuable, as well as identifying and eliminating those that are simplistic and unrealistic in order to assist learners in their learning. It is vital to explore and make learners and teachers aware of their own beliefs about learning, given the importance of beliefs and the role they play in the learning process.

**2.1.1.3. *Interaction of the beliefs of teachers and students.*** Beliefs of students and teachers about the activities in the class, error correction, translation, grammar and vocabulary learning and about many aspects may differ. The problem as a result of this difference was stated by Horwitz (1988) "a gap between teacher and learner beliefs can lead to reduced learner confidence in and satisfaction with the class and to unwillingness to participate in communicative activities" (p. 290), with a probable negative, unsuccessful learning-teaching act for both parts.

A discrepancy between beliefs and practices might generate teachers' and students' loss of self-confidence and unhappiness with the lesson, and also, they feel disappointed and alienated. Horwitz, Horwitz and Cope (1986) stated that foreign language teachers who are aware of their students' language learning beliefs can help them acquire self-confidence by coping with unfavorable conditions such as isolation and powerlessness in the classroom setting. The revelation of students' and teachers' beliefs thus means a lot. In a study conducted by Kern (1995), teachers' and students'

beliefs were parallel and effective on each other to some extent, but individual analyses revealed far bigger discrepancies as well.

When students and teachers properly interpret one other's expectations and intents, learning is increased (Barcelos, 2000). Most importantly, a reflective partnership between students and teachers can be fostered by discussing attitudes and beliefs about language learning and this creates an atmosphere of partnership that enables both parties to detect and possibly avoid learning difficulties through joint thought and action. When a teacher's beliefs do not align with the beliefs and expectations of learners, a collision of expectations can occur, resulting in worse language learning performance.

Learner and teacher beliefs are connected, according to Nettle (1998) and learner beliefs tend to evolve in the same direction of beliefs of the teacher. Riley (2009) claims that students' responses to their beliefs altered in the direction of teachers' reactions. According to Rozelle and Wilson (2012), regarding inexperienced teachers' behaviors and beliefs, mentors had a significant impact on them. Teachers' beliefs shifted to reflect those of their mentors.

**2.1.1.4. *Change of beliefs.*** The changeability of a belief is a point of contention among scholars who study "beliefs." There are various studies on teachers' beliefs and the changes in their beliefs. Horwitz (1987) defines language learning beliefs as internalized, stable and unchanging beliefs that are preserved in the mind. Wenden (1999) pointed out that when individuals reach cognitive maturity, they can change their negative language learning beliefs by reviewing them and create new ones instead. Some academics believe that language learning beliefs are rigid and difficult to alter (Peacock, 1999), but others disagree and believe that they can be dynamic and change over time (Ellis, 2008). In his study, Kern (1995) discovered relatively little change over the course of the semester, concluding that learner beliefs do not change automatically when they are just exposed to new approaches and that learner beliefs were deeply established.

It's tough to track learners' and teachers' belief changes; but, if we approach the matter from "changeable" perspective, both language learners and teachers must go through a psychological deconditioning process in order to get rid of preconceived beliefs and prejudices that would obstruct their language learning. Beliefs are supposed to drive

experiences and actions which result in changes in beliefs, according to Richardson (1996). The relevance of translation, grammar and vocabulary to detrimental beliefs make studying beliefs very important. If teachers and students' beliefs seem "changed" but stays unchanged in their approaches and practices, there will be a clash. Learner beliefs are "quite well entrenched" (Kern, 1995, p. 76) and do not automatically change in the case of learners' being exposed to new methods. Peacock (2001) looked into the impact of a teacher education program on changing teachers' beliefs about learning. He looked at how the teachers' beliefs changed over time and found no significant changes.

**2.1.1.5. Beliefs and anxiety.** Foreign language anxiety is a complex phenomenon that incorporates a person's thoughts, emotions, beliefs, and behaviors in foreign language learning, as well as a person's experience of being frightened and uncomfortable. It is commonly thought that anxiety gets its roots from a learner's negative beliefs. Studying what makes a student anxious is of great importance, because the harm these beliefs creates on the learner are not determined truly, they go unnoticed and unsolved, resulting in the failure of learning English. Learners' anxiety, learning style, motivation, and strategy uptake during language learning are all affected by their beliefs, according to Bernat and Gvozdenko (2005). Teachers who detect the prejudiced belief of his student have to cope the student's anxiety and recultivate an approach towards it. Supportive and positive beliefs, according to Puchta (1999), help learners overcome challenges by maintaining motivation, but negative beliefs might lead to insufficient motivation and anxiety.

Some of the primary factors of anxiety in foreign language learning include personal and impersonal worries, learners' beliefs about learning a foreign language, teachers' beliefs about teaching a foreign language, classroom practices and assessment (Horwitz & Young, 1991). Language anxiety does not just apply to the learners, but also to the teachers. Teachers who are more anxious are less likely to utilize English-intensive teaching methods and are more likely to use mother tongue in the classroom. Furthermore, foreign language anxiety may inhibit teachers from efficiently presenting the target language, interacting with students, and functioning as a good role model, potentially resulting in negative messages (imposing negative beliefs) about language

learning in the target language. Communicative activities in English, grammatical explanations in the target language and role play activities are avoided by the more anxious teachers.

## **2.2. Pioneering Studies Conducted with BALLI**

Horwitz (1985) conducted a research utilizing from the Foreign Language Survey (FLAS) which was pioneered by Garcia, Reynolds and Savignon (1974) and BALLI. Answers of the students showed that the types of beliefs that students held could hinder their ability to learn. In the foreign language methods class, it was also claimed that a systematic revaluation of beliefs about language learning improved student learning and satisfaction. Some overlaps between the two surveys was found discussed in the study.

Horwitz (1988) investigated the beliefs of a group of first-year foreign language students who were studying German, French and Spanish. The responses of the students were remarkably consistent. Regardless, the data revealed a few tiny differences across the groups. Most of the students thought difficulty of language is dependent and majority of them thought the target language is of medium difficulty. The majority felt 1-2 years would be enough to learn another language. They were mostly optimistic about their speaking abilities. Many of the students did not see themselves as “particularly gifted language learners”. Most of them thought it is easier learning a language for children than adults. They seemed against the belief about math-science and related to learning a language or women’s being better than men about learning a language. For the item 33 Americans’ being good at language learning, the result is concerning, many of them seems in disagreement. German and Spanish students were into translation (70-75%), but French students were not (15%). They all seemed to learn the language to know its speakers better.

Horwitz (1999) compared the beliefs of different cultural groups. Although there were some differences in terms of beliefs across American, Korean and Turkish heritage groups, there were no clear cultural differences in responses to individual BALLI items. Beliefs may have differed depending on their age and professional level due to variances in beliefs between French and American educators. Several of the disparities between the four American groups, as well as the two groups of learners with Korean

and Turkish ancestry, might be traced to differences in learning environments rather than culture.

Rıfkın (2000) conducted a very comprehensive study. Learners' beliefs in their first year of instruction were compared to learners' beliefs at other levels. Learners' beliefs in commonly versus less commonly taught languages were compared. Learners' beliefs at public research institutions versus learners' beliefs at small private liberal arts colleges were compared. The study was applied to 1,000 learners of 10 different languages at three different institutions. In the study were put forward three null hypotheses: *1-There is no relationship between beliefs about language learning and level of instruction. 2-There is no relationship between language learning beliefs and the language or language type studied. 3-There is no relationship between beliefs about language learning and the nature of the institution.* The first null hypothesis had to be rejected because learners at the first-year level held beliefs that were significantly different from those held by learners at other levels in. Second null hypothesis had to be rejected because learners of less commonly taught languages did not have significantly different beliefs about language learning than learners of more commonly taught languages. On the contrary, learners of commonly taught languages held similar beliefs to those held by their counterparts learning less commonly taught languages about some statements. It's probable that the particular language or its difficulty, rather than the language group (commonly or less commonly taught languages), has a bigger role in forming or forecasting learners' beliefs.) Third null hypothesis had to be rejected. It was probable that the individual institution or location of the institution, instead of the nature of the institution (large research institution or small private college) is an important factor in forming or forecasting learners' beliefs. The rejection rates of the three null hypotheses were varied.

**2.2.1. Studies conducted with BALLI with student teachers.** Pajares (1992), in his article, paid attention to the beliefs of teachers and teacher candidates and remarked a focus to educational field and informed the field through his study in a way that the deficiency of such kind of research could benefit from. The difficulty in studying teachers' beliefs may have been caused by definitional problems and poor conceptualizations and different concepts of beliefs and belief structure. The article

first examined the meaning given to beliefs and how those meanings differed from that of knowledge and provided a definition of belief and explored belief structures and their nature as in the path of main researchers in the field.

Harrington and Hertel (2000) investigated 20 pre-service teachers studying at English language teaching departments at two different universities. BALLI and FLAS were applied to the participants at the beginning and end of the teaching methods courses given in two different universities. The results showed that the language learning beliefs of most of the participants were fixed at the beginning and end of the lessons, while the language learning beliefs of some student teachers changed positively.

Peacock (2001) conducted a longitudinal research looking at how 146 trainee ESL teachers' beliefs regarding learning changed over the course of three-year program. BALLI was used to gather first-year student teachers' beliefs on language learning in comparison to teacher beliefs. Because of the fact that trainees may have had erroneous beliefs about language learning at the start of the program, it was intended that as they studied methodology, these beliefs would alter. It was thought that working on incorrect student teachers' beliefs was important because they could have a long-term impact on their future teaching experience. While student teachers progressed through their second and third years of study, developmental changes were monitored; but there were not notable changes in their beliefs. It was concluded that significant effort should be done to eradicate any negative trainee beliefs if available before trainee teachers begin teaching.

Richardson (2003) revisited the literature in her study on teacher candidates' beliefs to uncover the relationship between beliefs and actions and the changeability of these beliefs. She first developed a definition of beliefs in her paper on how those constructs differed from knowledge. She explained what was known about teacher candidates' beliefs on a variety of topics and where these beliefs may have come from. Recognizing student beliefs affect the ways in which teacher candidates approach the teacher education program and what they learn, because beliefs are taken as anticipated or unanticipated outcomes of the educational process. The focus in the preservice teacher education literature caught attention of many scholars and Richardson (2003) because of the fact that student teachers brought strong beliefs about teaching and learning with them at the end of twelve or more years as students in formal education.

How or whether or not these misdirected or the fact that incorrect or ineffectual beliefs may be changed during the teacher education program was taken in hand in the paper. It was suggested that beliefs were important in the education of student teacher education and that their change and development should be a priority to uncover.

Vibulphol (2004) analyzed pre-service EFL teachers' beliefs about language learning and the link between their beliefs and teaching practices during their practice teaching. 42 pre-service EFL teachers completed BALLI before and after their practical teaching. Foreign language aptitude existed and they possessed it. English was a medium-difficult language that anyone could learn to speak fluently in five years. Some skills were found to be more difficult than others. Learning grammar rules, vocabulary and cultural knowledge was important and language immersion was beneficial. Learning how to translate was unnecessary.

Altan (2006) conducted BALLI research at five universities to 248 students. The participants were from the departments of English, German, French, Japanese, and Arabic. As a result of the research, it was found that students had various beliefs with varying degrees of realism. 74 of the student teachers were males and 174 of them were females. Most of them thought that difficulty of language is dependent. Japanese and Arabic language students rated the languages as very difficult, French and German language students followed them in lesser degrees. 70% of English language students believed English is an easy language to learn. Most of the students thought 1-2, 3-5 years would be enough to learn a language. Most of them believed in their own special abilities to learn and some people's being born with a special ability. Majority of them thought that everyone could learn a language. Most of the students stayed neutral against Turkish people's ability to learn a language and the result was found quite negative and concerning. 55% of them disagreed with the item stating learning a language is translation from target language.

Kunt and Özdemir (2009) checked possible change of beliefs of students who took methodology courses at the beginning and at the end of their teacher education program. BALLI was applied to pre-service English language teachers. The results indicated that there were various beliefs among all the pre-service teachers. The results showed that prospective teachers' engagement in methodology courses seemed to have a little impact on the improvement of their beliefs. The study had the objectives to

compare the student teachers' beliefs about language learning in the first and last year of a pre-service program and to describe the difference between the beliefs of students taking the initial and those taking the final methodology courses. There was not significant difference among the beliefs of students taking the first and the last methodology course. Nearly all beliefs of pre-service teachers stayed the same. They believed that some languages were easier to learn and majority of them agreed that the language they would teach in the future was of medium difficulty. It was found that student teachers believed that children were better learners and that if one had spoken a foreign language, it would be easier for them to learn another. Most of them believed that everyone could learn to speak a foreign language and believed that some people had a special ability to learn foreign languages. They believed they were among the people who had special ability to learn a language. They believed that repetition and practice were of great importance. Second and fourth year student teachers believed that it was important to speak the language with excellent pronunciation. Most of them disagreed with the belief that one shouldn't say anything until one could say it correctly. Majority of them stated that speaking English is very important in their country and nearly all believed that speaking English would give them opportunities to find better job.

Altan (2012) investigated 217 ELT students and BALLI was used to collect the data. Most of the students supported the item about children's language learning ability; the item about everyone can learn a language, the item about people who speaks more than one language are intelligent. They did not agree with the items for Turkish people abilities to learn a language, women were better learners than men. Nearly 40% of them thought English was a medium difficult language and could be learned 1-2 years or 3-5 years and student teachers believed that some languages were easier to learn. Most of them were into vocabulary learning, nearly 30% of them into grammar-based learning. They mostly disagreed that learning a new language is translation from target language. They seemed in favor of communicative environment opportunities for practicing the language.

Çimen (2015) investigated pre-service and in-service English language teachers' beliefs on language learning as well as whether there were any disparities between their beliefs. As a result of her study, fourth-year and in-service teachers aware found

to be more confident in their language learning abilities than pre-service teachers. People who spoke more than one language were considered to be clever by first-year pre-service teachers, but the belief appeared to eradicate as education and experience increased with fourth-year and in-service teachers. It was found that learning a language were more difficult for first-year pre-service teachers than for fourth-year pre-service teachers and in-service teachers. Translation played a big role for most of the first years although for fourth years and in-service teachers, it did not not. The first years believed that grammar was the most important part, on the other hand, the belief decreased to only 9% and 10% with fourth years and in-service teachers. Learners' beliefs of the importance of excellent pronunciation alter as they got more education in language teaching and experience with the language and teaching. In-service teachers and fourth-year students were more optimistic than first-year students about the importance of speaking English.

Hişmanoğlu (2016) investigated the beliefs of EFL students in preparatory programs, taking into account the effects of gender, language ability and foreign country experience on language learners' beliefs about language learning. 149 EFL students took part in the study. as a result of the study, it was found that male students had more positive beliefs about language learning than female students in terms of foreign language aptitude, difficulty of language learning and learning and communication strategies. Learners with a second language knowledge background had more positive beliefs in terms of foreign language aptitude, learning and communication strategies and the nature of language learning. Language learners with foreign country experience had more positive beliefs about language learning than language learners without foreign country experience in terms of language learning difficulty, learning and communication strategies, and language learning nature.

### **2.2.2. Studies conducted with BALLI taking into account gender effect.**

Tercanlıoğlu (2005) looked into language learning beliefs of pre-service EFL teachers with an addition of gender effect on beliefs. BALLI was completed by 118 EFL student teachers. The category of motivations and expectations received the highest score in the research. According to the analysis of gender-related differences, the results did not show significant differences between males and females.

Bernat and Lloyd (2007) investigated the relationship between gender and language learning beliefs in their study. Only one item was statistically significant, while another was only slightly significant, indicating that males and females had similar beliefs about language learning. Females were more inclined than men to feel that multilingual people are extremely brilliant. Females were less likely than men to like conversing in English.

Daif-Allah (2012) examined 250 male and female students' beliefs about learning including the role of gender, using BALLI. The results showed that they have positive and realistic beliefs on foreign language learning, communication skills, motivation, and expectations. About the difficulty and nature of language learning, males and females had similar beliefs. In the elements of English language aptitude, learning and communication strategies, motivations and expectations, statistical gender disparities were shown to be significant.

Yazıcı (2014), in her study, aimed to see if there was a statistically significant difference in attitudes toward language acquisition between male and female university prep class students. BALLI was customized for Turkish EFL students. Except for the item 30, the study found no significant differences between males and females. The study's only statistically significant difference involved the association between speaking multiple languages and being extremely brilliant. The item for those who spoke more than one language were exceptionally intelligent received substantially more approval from female students.

Mudra (2016) looked into the beliefs of prospective language teachers about language learning in addition to gender differences in their beliefs. Conducted with BALLI, 100 male and female EFL students participated in the study. Except for a few items, there was not any significant gender difference in beliefs about English learning. One difference in terms of beliefs is about the item of whether or not learners who are skilled at math will have difficulty in learning English. More female students believed in the item, but only fewer male students did. Another difference between males and females is whether or not they will ultimately be able to communicate effectively in English.

## **CHAPTER III**

### **METHODOLOGY**

In this section, there are explanations about the study's methodology and it includes research design, normality test results in BALLI in this study, the research questions, the study's participants, data collection tool, reliability level of BALLI in this study and in similar studies and data collection process.

#### **3.1. Research Design**

The study necessitated the quantitative research and analysis of data. Quantitative research method was characterized by Sukamolson (2010), "numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect" (p.4). And also, according to Aliaga and Gunderson (2000), quantitative research is gathering numerical data and analyzing it using mathematically based methodologies to describe the phenomenon. BALLI is a 34 item Likert-type self-report questionnaire which was applied to 211 ELT students teachers at Mehmet Akif Ersoy University, Burdur. The version of BALLI for EFL (English as a Foreign Language) students was utilized. The language learning beliefs of ELT student teachers were determined using a survey model, which serves as one of the quantitative research methods. According to Ponto (2015), the primary goal of survey research is to identify the characteristics of large sample groups for the research topic, and it can be done rapidly and efficiently. Due to the fact that the participants were pre-service English teachers, the scales were applied to the participants in their original form in English.

Percentages and mean scores were generated to indicate descriptive results in response to first and second research questions. Frequency and percentage analyzes were used to determine the descriptive characteristics of the participants and to analyze the answers they gave to 34 items in the inventory. Mean and standard deviation statistics were used to analyze the inventory. The data obtained through BALLI were analyzed using descriptive statistics in (the Statistical Package for the Social Sciences) SPSS 22.0. The t-test was used to investigate the differences according to the gender of the

students, and the one-way analysis of variance (ANOVA) was beneficial in the analyses according to the class, because the data indicated a normal distribution according to the Normality Test Results below.

### **3.2. Normality Test Results in BALLI in This Study**

In the relevant literature, it is accepted as a normal distribution that the results regarding Kurtosis and Skewness values of the variables are between +1.5 and -1.5 (Tabachnick and Fidell, 2007), +2.0 and -2.0 (George and Mallery, 2019).

Since the data showed a normal distribution according to the Normality Test Results below, the t-test was used to analyze the differences according to the gender of the students, and the one-way analysis of variance (ANOVA) was benefitted in the analyzes according to the class.

Table 1.

*Normality Test Results in BALLI in This Study*

Inventory/ Scale in General	Foreign Language Aptitude	Difficulty of Language Learning	Nature of Language Learning	Learning and communication Strategies	Motivations and Expectations
Kurtosis	,286	,099	,469	-,071	,450
Skewness	-,039	-,097	-,377	-,102	,240

### **3.3. Participants**

Participants of this study consists of Mehmet Akif Ersoy University's English Language Teaching (ELT) department's students in Burdur.

Table 2.

*Distribution of The Participants According to Their Descriptive Specialties*

Groups	Frequency(n)	Percentage (%)
Gender		
Female	125	59,2
Male	86	40,8
Class		
Preparatory Class	30	14,2
1	56	26,5
2	49	23,2
3	33	15,6
4	43	20,4

Total number of the students who filled the inventory without any absence were 211. %59.2 (125) of the participants were females and %40.8 (86) of the participants were males. %14.2 (30) of the participants were from preparatory class, %26.5 (56) of the participants were freshmen (first class), %23.2(49) of the participants were sophomores (second class), %15.6 (33) of the participants were juniors (third class), %20.4 (43) of the participants were seniors (fourth class). Only the students whose inventories were fully filled were taken into account and that had already been stated in the forms that Mehmet Akif Ersoy University demanded. While applying the inventories, they were required to fill those consent forms as well.

### **3.4. Data Collection Tool: Beliefs About Language Learning Inventory (BALLI)**

The instrument held in this study is called the Beliefs about Language Learning Inventory (BALLI), created by Elaine Kolker Horwitz in 1988. Horwitz created the inventory in 1985 and she later developed into three different BALLIs, the first for language teachers; the second one for ESL and EFL students and the third one for the students of commonly taught languages (CTLs) in the United States. The version of BALLI for EFL students has been utilized in the study. The components of each category are given below.

1. “The difficulty of the language learning” includes six items: B3, B4 B6 B14, B24 and B28.

2. “Foreign language aptitude” includes eight items: B1, B2, B10, B15, B22, B29, B32, B33, AND B34.
3. “Nature of language learning” includes eight items: B5, B8, B11, B16, B20, B25, B26, and B28.
4. “Learning and communication strategies” includes seven items: B7, B9, B12, B13, B17, B18, B19 and B21.
5. “Motivation and expectations” includes four items: B23, B27, B30 and B31.

Three items (B5, B30, and B33) were adapted to Turkish context in the study. The level of agreement in the inventory is assessed as: 1 meaning “strongly disagree” (SD), 2 meaning “disagree” (D), 3 meaning “neither agree nor disagree” (NAND), 4 meaning “agree” (A) and 5 meaning “strongly agree” (SA). Other than SD-SA, two items B4 and B14 were opted differently because two items were more verbal-like.

B4, *The language I am trying to learn is:*

- 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language.

B14, *If someone spent one hour a day learning a language, how long would it take them to speak the language very well?*

- 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) you cannot learn a language in one hour a day.

### **3.5. Reliability Level of BALLI in This Study and in Similar Studies**

Cronbach's alpha is a statistic used to determine whether or not tests and scales created or implemented for research projects are fit for purpose. Cronbach's alpha is a commonly used indicator of reliability in investigations. In this study Cronbach Alfa value of BALLI was calculated and it has been determined that the inventory has been reliable. Reliability level of this study is 0,854. The five main categories' Cronbach Alpha values were calculated and found respectively: 0.854, 0.849, 0.776, 0.800, 0.811, 0.862.

Table 3.

*Reliability Levels of BALLI in Similar Studies*

Reliability level in other studies	
Yang (1992)	0.69
Park (1995)	0.61
Truitt (1995)	0.63
Kunt (1997)	0.64
Kim-Yoon (2000)	0.60
Yaman (2012)	0.79
Jafari and Shokrpour (2012)	0.85
Özyer and Özcan (2020)	0.89
Genç, Kuluşaklı and Aydin (2016)	0.79
Dost (2021)	0.83

Cronbach Alpha values are demonstrated in similar studies conducted before Table 3 above.

Table 4.

*Reliability Level of BALLI and Its Categories in This Study*

Reliability Level of this study	0.854
Difficulty of Language Learning	0.849
Foreign Language Aptitude	0.776
Nature of Learning	0.800
Learning and Communication Strategies	0.811
Motivation and Expectations	0.862

On Table 4, the values of this research were given. Alpha was developed by Cronbach (1951) to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the interrelatedness of the items within the test" (Tavakol and Dennick, 2011, p.53)

Cronbach alpha must be higher than .70, according to Hair, Anderson, Tatham, and Black (1998). Nikitina and Furuoka (2006) stated that despite critiques and uncertainties surrounding the reliability of BALLI, Horwitz's instrument can be considered to be a good tool for conducting research on language acquisition beliefs in different socio-linguistic settings.

### **3.6. Data Collection Process**

The study was conducted in the second week of fall semester of 2021-2022 academic year using Beliefs about Language Learning Inventory (BALLI). The researcher informed all relevant departments about the study and sought authorization from the ethics committee. Instructors informed their students about the research in advance and the researcher was permitted to gather data at the end of each instructor's lesson. The inventory was applied by the researcher at the end of each course for approximately 15 minutes. During the data collection process, a stress-free environment was intended to be created so that participants would fill out the questionnaires accurately and completely. Some of the surveys, however, were discovered to be incomplete and were removed from the study. Finally, the researcher gathered all of the ELT student teachers' surveys and processed them for data analysis. Only the students whose inventories were fully filled were taken into account and that had already been stated in the forms that Mehmet Akif Ersoy University demanded. While applying the inventories, they were required to fill those consent forms as well.

## CHAPTER IV

### FINDINGS

The findings were compiled and presented in this chapter. The goal of this study has been to learn more about the beliefs of ELT student teachers at a Turkish state university. The study's second goal has been to see if there is a link between gender and students' beliefs about language learning and to see if there is a link between students' beliefs and the class they are enrolled in.

#### **4.1. Descriptive Analysis of the Findings of BALLI**

Students were given the BALLI to investigate their beliefs toward language learning. The data was assessed using descriptive statistics. Horwitz's (1988) original classification of five primary areas, including the difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies and motivation and expectation, guided the analysis of participants' replies. As BALLI just identifies students' beliefs about language learning, it does not yield a total score. As a result, students' responses to each item are taken in hand as an identification of a belief. Overall frequency of each question, mean scores, and percentages were determined.

The rating of the scale is “very low (1.00-1.79)”, “low (1.80-2.59)”, “medium (2.60-3.39)”, “high (3.40-4)”, “very high (4.20-5.00)”. The results for each of BALLI's five areas are presented on the following pages.

**4.1.1. Findings of the difficulty of language learning.** The BALLI items B3, B4, B6, B14, B24 and B28 defines the beliefs about the difficulty of language learning. Item B24 and B28 look at the relative difficulty of different language skills, while item B6 inquires about students' expectations of success. When the answers given by the participants of the research to the statements about the difficulty of learning are examined, the results have been gathered as below.

Table 5.

*Percentages and Frequencies of Beliefs about the Difficulty of Language Learning*

	Strongly Disagree		Disagree		NAND		Agree		Strongly Agree		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
B3	2	0,9	2	0,9	8	3,8	87	41,2	112	53,1	4,445	0,704
B4	12	5,7	43	20,4	110	52,1	42	19,9	4	1,9	2,919	0,839
B6	2	0,9	3	1,4	28	13,3	75	35,5	103	48,8	4,299	0,823
B14	10	4,7	13	6,2	63	29,9	90	42,7	35	16,6	3,602	0,992
B24	45	21,3	85	40,3	47	22,3	20	9,5	14	6,6	2,398	1,122
B28	17	8,1	46	21,8	31	14,7	65	30,8	52	24,6	3,422	1,290

For B3, *some languages are easier to learn than others*, %94,3 (n=199) of the respondents either agreed or strongly agreed. They agreed with the statement B3 at a very high level ( $\bar{x}=4,445$ ). For B6, *I believe that I will ultimately learn to speak this language very well*, %84,3 (n=178) of the respondents either agreed or strongly agreed. They agreed with the statement B6 at a very high level ( $\bar{x}=4,299$ ).

For B4, *the language I am trying to learn is: A=Very difficult B=Difficult C= Medium difficulty D = Easy E = Very Easy*

%5,7 (n=12) of the respondents found English very difficult, %20,4 (n=43) of the respondents found English difficult, %52,1 (n=110) of the respondents found English medium-difficulty, %19,9 (n=42) of the respondents found English easy, %1,9 (n=4) of the respondents found English very easy. They mostly believed that English is a medium-difficult language to learn.

For B14, *If someone spent one hour a day learning a language, how long would it take him/her to become fluent? 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*,

%4,7 (n=10) of the respondents opted for *you can't learn a language in 1 hour a day*; (n=13) of the respondents opted for *1-2 years*; %29,9'u (n=63) of the respondents opted for *3-5 years*; %42,7 (n=90) of the respondents opted for *5-10 years*; %16,6 (n=35) of the respondents opted for *less than a year*. They mostly believed the optimum learning period of language learning is between 5-10 years.

For B24, *it is easier to speak than understand a foreign language*, %61,6 (n=130) of the respondents either strongly disagreed or disagreed, they agreed with the statement B24 at a weak level ( $\bar{x}=2,398$ ). For B28, *it is easier to read and write this language than to speak and understand it*, %55,4 (n=117) of the respondents either agreed or strongly agreed. They agreed with the statement B28 at a high level ( $\bar{x}=3,422$ ).

In sum, they believed some languages' being easier to learn and English was a medium difficult language and took 5-10 years to learn. They believed in their ultimate goal to learn english vey strictly and it was easier to read and write than to speak and understand it.

**4.1.2. Findings of foreign language aptitude.** BALLI items B1,B2, B10, B15, B22, B29, B32, B33 and B34 defines the beliefs the foreign language aptitude. The items examine whether student teachers believe in the presence of some specific talents for language acquisition in general, as well as opinions toward successful and unsuccessful language learners. When the answers given by the participants of the research to the statements about the foreign language aptitude are examined, the results have been gathered as below.

Table 6.

*Percentages and Frequencies of Beliefs about the Foreign Language Aptitude*

	Strongly Disagree		Disagree		NAND		Agree		Strongly Agree		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
B1	4	1,9	10	4,7	4	1,9	65	30,8	128	60,7	4,436	0,894
B2	9	4,3	17	8,1	36	17,1	90	42,7	59	28,0	3,820	1,063
B10	9	4,3	12	5,7	28	13,3	101	47,9	61	28,9	3,915	1,015
B15	1	0,5	5	2,4	48	22,7	98	46,4	59	28,0	3,991	0,805
B22	73	34,6	52	24,6	69	32,7	9	4,3	8	3,8	2,180	1,076
B29	89	42,2	73	34,6	29	13,7	15	7,1	5	2,4	1,929	1,028
B32	14	6,6	39	18,5	55	26,1	63	29,9	40	19,0	3,360	1,176
B33	95	45,00	77	36,5	24	11,4	6	2,8	9	4,3	1,848	1,022
B34	4	1,9	7	3,3	14	6,6	75	35,5	111	52,6	4,336	0,887

For B1, *it is easier for children than adults to learn a foreign language*, %91,5 (n=193) of the respondents either agreed or strongly agreed; they agreed with the statement B1 at a very high level ( $\bar{x}=4,436$ ). For B2, *some people are born with a special ability*

*which helps them learn a foreign language*, %70,7 (n=149) of the respondents either agreed or strongly agreed; they agreed with the statement B2 at a high level ( $\bar{x}=3,820$ ). For B10, *it is easier for someone who already speaks a foreign language to learn another one*, %76,8 (n=162) of the respondents either agreed or strongly agreed; they agreed with the statement B10 at a high level ( $\bar{x}=3,915$ ). For B15, *I have a foreign language aptitude*, %74,4 (n=157) of the respondents either agreed or strongly agreed; they agreed with the statement B15 at a high level ( $\bar{x}=3,991$ ). For B34, *everyone can learn to speak a foreign language*, %81,1 (n=186) of the respondents agreed or strongly agreed. They agreed with the statement B34 at a very high level ( $\bar{x}=4,336$ ).

For B22, *women are better than men at learning foreign languages*, %59,2 (n=125) of the respondents strongly disagreed or disagreed, they agreed with the statement B22 at a weak level ( $\bar{x}=2,180$ ). For B29, *people who are good at math and science are not good at learning foreign languages*, %76,8 (n=162) of the respondents strongly disagreed or disagreed, they agreed with the statement B29 at a weak level ( $\bar{x}=1,929$ ).

For B32, *people who speak more than one language well are very intelligent*, %25,5 of the respondents strongly disagreed or disagreed; %26,1 of the respondents were undecided, %48,9 of the respondents agreed or strongly agreed. They agreed with the statement B32 at a medium level ( $\bar{x}=3,360$ ). They seem indecisive about the item.

For B33, *Turkish people are good at learning foreign languages*, %81,6 (n=172) of the respondents strongly disagreed or disagreed; they agreed with the statement B33 at a weak level ( $\bar{x}=1,848$ ).

In sum, they believed children's superiority in language learning capability and some people's certain abilities to learn a foreign language and after mastering a foreign language, another one would be easier to learn. They also believed in their aptitude to learn and in other people's abilities learn languages. They did not agree with women's being superior in terms of language ability or a similarity between lannguage learning and learning other disciplines and they seem indecisive about multilingual people's being very intelligent. They did not agree with Turkish people's abilities to learn English.

**4.1.3. Findings of the nature of language learning.** BALLI items B5, B8, B11, B20, B25, B26, B28 deals with the beliefs about the nature of learning. The role of cultural involvement and linguistic engagement in language learning is examined in items B8 and B11. Item B25 assesses whether the learner regards language acquisition as distinct from other types of learning, whereas items B16, B20, and B26 assess the learners' understanding of the task's objective. Students' perceptions of structural differences between English and the target language are assessed in item B5. When the answers given by the participants of the research to the statements about the nature of learning are examined, the results have been gathered as below.

Table 7.

*Percentages and Frequencies of Beliefs about The Nature of Language Learning*

	Strongly Disagree		Disagree		NAND		Agree		Strongly Agree		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
B5	0	0,0	0	0,0	0	0,0	21	10,0	190	90,0	4,900	0,300
B8	6	2,8	37	17,5	48	22,7	77	36,5	43	20,4	3,540	1,088
B11	0	0,0	2	0,9	8	3,8	42	19,9	159	75,4	4,697	0,588
B16	5	2,4	13	6,2	26	12,3	102	48,3	65	30,8	3,991	0,946
B20	35	16,6	62	29,4	53	25,1	52	24,6	9	4,3	2,706	1,138
B25	6	2,8	12	5,7	16	7,6	97	46,0	80	37,9	4,104	0,965
B26	12	5,7	55	26,1	75	35,5	54	25,6	15	7,1	3,024	1,016
B28	17	8,1	46	21,8	31	14,7	65	30,8	52	24,6	3,422	1,290

For B5, *the structure of English is different from that of Turkish*, %10,0 (n=21) of the respondents agreed, %90,0 (n=190) of the respondents strongly agreed. They agreed with the statement B5 at a very high level ( $\bar{x}=4,900$ ). For B25, *learning a foreign language is different from learning other school subjects*, %83,9 (n=177) of the respondents agreed or strongly agreed. They agreed with the statement B25 at a high level ( $\bar{x}=4,104$ ). For B28, *it is easier to read and write this language than to speak and understand it*, %55,4 (n=117) of the respondents agreed or strongly agreed. They agreed with the statement B28 at a high level ( $\bar{x}=3,422$ ).

For B8, *it is necessary to know the foreign culture in order to speak the foreign language*, %56,9 (n=120) of the respondents agreed or strongly agreed. They agreed with the statement B8 at a high level ( $\bar{x}=3,540$ ). For B11, *it is better to learn a foreign language in the foreign country*, %95,3 (n=201) of the respondents strongly agreed or agreed. They agreed with the statement B11 at a very high level ( $\bar{x}=4,697$ ).

For B16, *learning a foreign language mostly a matter of learning many new vocabulary words*, %79,1 (n=167) of the respondents agreed or strongly agreed. They agreed with the statement B16 at a high level ( $\bar{x}=3,991$ ); on the other hand

for B20, *learning a foreign language is mostly a matter of learning a many of grammar rules*, %46,0 (n=97) of the respondents strongly disagreed or disagreed; %25,1 (n=53) of the respondents were undecided, %28,9 (n=61) of the respondents agreed or strongly agreed. It was determined that the participants agreed with the statement B20 at a medium level ( $\bar{x}=2,706$ ). For B26, *learning a foreign language is mostly a matter of translating from English*, %31,8 (n=67) of the respondents strongly disagreed or respondents disagreed, %35,5 (n=75) of the respondents were undecided, %32,7 (n=69) of the respondents agreed or strongly agreed. They agreed with the statement B26 at a medium level ( $\bar{x}=3,024$ ).

In sum, they seemed to be aware of structural differences between English and Turkish and also thought learning English is different from learning other disciplines and found it easier to read and write. They believed the importance of immersing in a culture both physically and communicatively. They believed in the importance of vocabulary learning most, grammar second and translation last. They did not believe in the importance of grammar and translation during learning English.

**4.1.4. Findings of learning and communication strategies.** BALLI items B7, B9, B12, B13, B17, B18, B19 and B21 deals with the beliefs about learning and communication strategies. They seem the most connected beliefs to a student's actual language learning experience. Items B17 and B21 deal with instructional strategies, whereas items B7, B9, B12, B13, B18 and B19 deal with communication strategies. When the answers given by the participants of the research to the statements about the learning and communicating strategies are examined, the results have been gathered as below.

Table 8.

*Percentages and Frequencies of Beliefs about the Learning and Communication Strategies*

	Strongly Disagree		Disagree		NAND		Agree		Strongly Agree			
	f	%	f	%	f	%	f	%	f	%	Mean	SD
B7	30	14,2	72	34,1	37	17,5	48	22,7	24	11,4	2,829	1,253
B9	3	1,4	21	10,0	96	45,5	69	32,7	22	10,4	3,408	0,859
B12	2	0,9	11	5,2	28	13,3	93	44,1	77	36,5	4,100	0,886
B13	7	3,3	13	6,2	39	18,5	97	46,0	55	26,1	3,853	0,987
B17	0	0,0	3	1,4	8	3,8	26	12,3	174	82,5	4,758	0,588
B18	12	5,7	41	19,4	47	22,3	69	32,7	42	19,9	3,417	1,174
B19	39	18,5	65	30,8	39	18,5	38	18,0	30	14,2	2,787	1,326
B21	0	0,0	12	5,7	41	19,4	109	51,7	49	23,2	3,924	0,807

For B7, *it is important to speak a foreign language with an excellent accent*, %14,2 (n=30) of the respondents strongly disagreed, %34,1 (n=72) of the respondents disagreed, %17,5(n=37) of the respondents neither agreed nor disagreed, %22,7 (n=48) of the respondents agreed, %11,4 (n=24) of the respondents strongly agreed. It was determined that the participants agreed with the statement B7 at a medium level ( $\bar{x}=2,829$ ). For B9, *you should not say anything in the foreign language until you can say it correctly*, %45.5 (n=96) of the respondents were undecided, %43,1 (n=91) of the respondents agreed or strongly agreed. They agreed with the statement B9 at a high level ( $\bar{x}=3,408$ ). For B13, *it is okay to guess if you do not know a word in the foreign language*, %72,1 (n=155) of the respondents agreed or strongly agreed. They agreed with the statement B13 at a high level ( $\bar{x}=3,853$ ). For B17, *it is important to repeat and practice often*, %94,8 (n=200) of the respondents agreed or strongly agreed. They agreed with the statement B17 at a very high level ( $\bar{x}=4,758$ ). For B19, *if you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on*, %49,3 (n=104) of the respondents strongly disagreed or disagreed, %32,2 (n=68) of the respondents agreed or strongly agreed. They agreed with the statement B19 at a medium level ( $\bar{x}=2,787$ ).

For B12, *if I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language*, %80,6 (n=170) of the

respondents agreed or strongly agreed. They agreed with the statement B12 at a high level ( $\bar{x}=4,100$ ). For B18, *I feel self-conscious speaking the foreign language in front of other people*, %52,6 (n=111) of the respondents agreed or strongly agreed. They agreed with the statement B18 at a high level ( $\bar{x}=3,417$ ). For B21, *it is important to practice in the language laboratory*, %74,9 (n=158) of the respondents agreed or strongly agreed. They agreed with the statement B21 at a high level ( $\bar{x}=3,924$ ).

In sum, they believed in the importance of speaking with accent semi-heartedly, but believed in the importance of correctly speaking, guessing an unknown word and repetition and practice strictly. They thought they felt self-conscious during speaking English, but again they believed they would go up to speak English. They seemed hesitant about the first mistakes and thought it would be harder to correct them afterwards.

**4.1.5. Findings of motivation and expectations.** BALLI items B23, B27, B30, and B31 deals with the beliefs about motivation and expectations and They relate to students' aspirations, possibilities, and prospects for achieving their target language goals and expectations. When the answers given by the participants of the research to the statements about the motivations and expectations are examined, the results have been gathered as below.

Table 9.

*Percentages and Frequencies of Beliefs about the Motivations and Expectations*

	Strongly Disagree		Disagree		NAND		Agree		Strongly Agree		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
B23	3	1,4	6	2,8	7	3,3	57	27,0	138	65,4	4,521	0,813
B27	3	1,4	4	1,9	12	5,7	66	31,3	126	59,7	4,460	0,806
B30	0	0,0	1	0,5	55	26,1	85	40,3	70	33,2	4,062	0,781
B31	4	1,9	2	0,9	16	7,6	66	31,3	123	58,3	4,431	0,827

For B23, *if I speak this language very well, I will have many opportunities to use it*, %92,4 of the respondents agreed or strongly agreed. They agreed with the statement B23 at a very high level ( $\bar{x}=4,521$ ). For B27, *if I learn to speak this language very well*

*it will help me get a good job*, %91 (n=192) of the respondents agreed or strongly agreed. They agreed with the statement B27 at a very high level ( $\bar{x}=4,460$ ).

For B30, *Turkish people think that it is important to speak a foreign language*, %73,5 (n=155) of the respondents agreed or strongly agreed. They agreed with the statement B30 at a high level ( $\bar{x}=4,062$ ). For B31, *I would like to learn this language so that I can get to know its speakers better*, %89,6 (n=189) of the respondents agreed or strongly agreed. They agreed with the statement B31 at a very high level ( $\bar{x}=4,431$ ).

In sum, they believed in the opportunities English would serve them and it would help them to get a job. They believed in Turkish people's need to learn English and also to know that language with an integrative purpose to know its speakers.

#### **4.2. Findings of Five Categories in terms of Means and Standard Deviation**

When the answers given by the participants of the research to the statements in general and under categories, the results have been gathered as below.

Table 10.

*Inventory Point Means*

	N	Mean	SD	Min.	Max.
General Scale/Inventory	211	3,659	0,271	2,880	4,410
FL Aptitude	211	3,486	0,398	2,220	4,560
The Difficulty of Language Learning	211	3,514	0,450	2,000	4,670
The Nature of Language Learning	211	3,798	0,423	2,620	4,750
Learning and Communicating Strategies	211	3,440	0,410	2,250	4,750
Motivations and Expectations	211	4,369	0,499	2,250	5,000

Participants' results of means has been found as follows: The "General Scale" mean of the participants is high  $3.659 \pm 0.271$  (Min=2.88; Max=4.41); "English Foreign Language Aptitude" mean is high  $3,486 \pm 0.398$  (Min=2.22; Max=4.56); "the Difficulty of Language Learning" mean is high  $3,514 \pm 0,450$  (Min=2; Max=4.67); "the Nature of Language Learning" mean is high  $3.798 \pm 0.423$  (Min=2.62; Max=4.75); "Learning and

Communication Strategies" mean is high  $3.440 \pm 0.410$  (Min=2.25; Max=4.75); "Motivations and Expectations" mean is very high  $4.369 \pm 0.499$  (Min=2.25; Max=5).

#### 4.3. Findings Related to The Effect of Gender on Learning Beliefs

As to the gender differences, the results have been gathered as below. The five categories and the overall inventory were assessed in terms of gender differentiation.

Table 11.

*Differentiation of Inventory Scores by Gender*

	Group	N	Mean	SD	t	sd	p
General Scale	Female	125	3,718	0,263	3,941	209	0,000
	Male	86	3,574	0,261			
English FL Aptitude	Female	125	3,546	0,414	2,667	209	0,008
	Male	86	3,399	0,359			
The Difficulty of Language Learning	Female	125	3,553	0,473	1,526	209	0,128
	Male	86	3,457	0,411			
The Nature of Language Learning	Female	125	3,865	0,412	2,822	209	0,005
	Male	86	3,701	0,421			
Learning and Communicating Strategies	Female	125	3,504	0,399	2,797	209	0,006
	Male	86	3,346	0,410			
Motivations and Expectations	Female	125	4,430	0,436	2,178	209	0,040
	Male	86	4,279	0,569			
Independent Samples T-Test							

The overall scale scores of the participants differ significantly according to gender ( $t(209)=3.941$ ;  $p=0.000 < 0.05$ ). General scale scores of females ( $\bar{x}=3,718$ ) were found higher than males' general scale scores ( $\bar{x}=3,574$ ). English foreign language aptitude scores of the participants according to gender differ significantly ( $t(209)=2.667$ ;  $p=0.008 < 0.05$ ). English foreign language aptitude scores of females ( $\bar{x}=3,546$ ) are higher than male students' English foreign aptitude scores ( $\bar{x}=3,399$ ).

The nature of language learning scores of the participants differ significantly according to gender ( $t(209)=2.822$ ;  $p=0.005<0.05$ ). The nature of language learning scores of female students ( $\bar{x}=3,865$ ) are higher than male students ( $\bar{x}=3,701$ ).

Scores of learning and communication strategies differ significantly according to gender ( $t(209)=2.797$ ;  $p=0.006<0.05$ ). Learning and communication strategies scores of female students ( $\bar{x}=3,504$ ) are found to be higher than male students ( $\bar{x}=3,346$ ).

The motivations and expectations scores of the participants differ significantly according to gender ( $t(209)=2.178$ ;  $p=0.040<0.05$ ). The motivations and expectations scores of female students ( $\bar{x}=4.430$ ) are found to be higher than male students' scores ( $\bar{x}=4.279$ ).

Difficulty of language learning scores of the participants do not differ significantly according to gender ( $p>0,05$ ).

#### **4.4. Findings Related to The Effect of Class on Learning Beliefs**

As to the class distribution, the results have been gathered as below in general and under categories.

Table 12.

*Differentiation of Inventory Points According to Class – Analysis of One-Way Variance*

	Group	N	Mean	SD	F	p
General Scale	Preparatory	30	3,679	0,273		
	1	56	3,709	0,237		
	2	49	3,589	0,231	1,363	0,248
	3	33	3,673	0,282		
	4	43	3,650	0,332		
English FL Aptitude	Preparatory	30	3,448	0,442		
	1	56	3,587	0,409		
	2	49	3,438	0,350	1,264	0,285
	3	33	3,465	0,335		
	4	43	3,452	0,439		
The Difficulty of Language Learning	Preparatory	30	3,456	0,374		
	1	56	3,586	0,463	1,583	0,180

	2	49	3,486	0,421		
	3	33	3,621	0,425		
	4	43	3,411	0,516		
	Preparatory	30	3,867	0,411		
The Nature of Language Learning	1	56	3,804	0,356		
	2	49	3,663	0,451	2,280	0,062
	3	33	3,928	0,351		
	4	43	3,797	0,497		
	Preparatory	30	3,508	0,478		
Learning and Communicating Strategies	1	56	3,431	0,343		
	2	49	3,383	0,338	0,636	0,637
	3	33	3,413	0,448		
	4	43	3,488	0,485		
	Preparatory	30	4,475	0,466		
Motivations and Expectations	1	56	4,455	0,465		
	2	49	4,301	0,456	1,336	0,258
	3	33	4,280	0,681		
	4	43	4,326	0,435		
Analysis of One-Way Variance						

General scale, foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, motivations and expectations scores of the participants do not differ significantly according to class ( $p>0.05$ ).

## **CHAPTER V**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

In the framework two research questions, the researcher interprets and discusses the data presented in Chapter V in conclusion and discussion part. The purpose of this study was to look into the relationship between student teachers' beliefs about language learning and their relation to their gender and class in a university setting in Burdur, Turkey. BALLI was delivered to 211 ELT student teachers in order to identify participants' beliefs on language learning. Student teachers' beliefs about language learning were determined using descriptive analyses.

#### **5.1. Conclusion and Discussion**

ELT students of Burdur Mehmet Akif Ersoy University were found to believe some languages' easiness to learn and their own ability to learn English ultimately. They believed English was a medium difficult language to learn and a foreign language could be learned 5-10 years and 3-5 years. They found reading and writing easier in comparison to speaking and understanding the language. They believed in child learning superiority over adult learning and also believed in that some people were born with special talents to learn a foreign language and people who had already learned a foreign language could master another one easier. They believed everyone could learn a language and specially they believed in their own aptitude to learn English. They did not believe in female superiority of language learning and also believed that learning English was not related to learning math or science or related with learning other disciplines. They semi-agreed multilingual people's being clever. They did not believe in Turkish people's being good language learners. They seemed highly aware of the differences the structures of Turkish language and the importance of language laboratories. They believed in the importance of language learning in that foreign culture and the importance of talking with native speakers when they had the chance. They believed language learning required to learn vocabulary most and grammar second and did not seem to highly believe in grammar-based learning. They did not believe language learning meant translation from that language. They did not

believe in the necessity of speaking with an excellent accent and thought if a learner was allowed to make mistakes in the beginning, it would be more difficult to correct later; but they believed in the correct use of English during speaking and also found it was okay to guess the meaning of an unknown word. They were shown to be self-conscious during speaking. They believed in the chances English would create for them as job opportunities and believed that Turkish people thought it was important to know English. To summarize, transitioning from a student to a teacher is a very effort-demanding task and defining what ELT student teachers believe about language learning may be an constructive beginning to facilitate their education and in their quest to become effective teachers.

The General Scale mean of the participants have been found high. As to the four factors out of five factors, foreign language aptitude mean, the difficulty of language learning mean, the nature of language learning, learning and communication strategies means are high. Motivations and expectations mean is very high. The overall scale scores of the participants have been found to differ significantly according to gender.

General scale scores of females were found higher than males' general scale scores. Foreign language aptitude scores of the participants according to gender differ significantly. Foreign language aptitude scores of females are higher than male students' foreign aptitude scores. The nature of language learning scores of the participants differ significantly according to gender. The nature of language learning scores of female students are higher than male students. Scores of learning and communication strategies differ significantly according to gender. Learning and communication strategies scores of female students are found to be higher than male students. The motivations and expectations scores of the participants differ significantly according to gender. The motivations and expectations scores of female students are found to be higher than male students' scores. Difficulty of language learning scores of the participants do not differ significantly according to gender ( $p>0,05$ ).

General scale, foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, motivations and expectations scores of the participants do not differ significantly according to class ( $p>0,05$ ).

**5.1.1. What beliefs do ELT students teachers at Mehmet Akif Ersoy University have about language learning?** The BALLI items B3, B4, B6, B14, B24 and B28 focus on the difficulty of language learning. Item B24 and B28 examine the relative difficulty of various language skills, whereas item B6 asks about students' hopes for achievement.

For the item B24, *it is easier to speak than understand a foreign language*, most of the students disagreed with the item. For the item B28, *it is easier to read and write this language than to speak and understand it*, %51 of the participants either agreed or strongly agreed. Speaking and writing skills are not assessed in Turkish entrance exams and causing from this fact, Turkish students' requirements to learn English happens to be mainly directed for reading and understanding the grammar; thus, it is not surprising to confront this belief. Having positive beliefs and attitudes about examinations is one of the effectives causing learners to do better on tests (Malallah, 2000); thus they have instrumental motivation to be better in English in reading and figuring out the structure mostly. It is clear that neutral or disagreeing student teachers, consisting 49%, seem to have hesitations and hold a critical belief about writing with the item B28. The result seems to be a realistic one because during writing, they have to have already had a command of grammar and vocabulary, as well as spelling.

For the item B3, *some languages are easier to learn than others*, nearly all of the students agreed or strongly agreed. For the item B4 *the language I am trying to learn is very difficult, difficult, medium-difficult, easy or very easy*, they mostly thought English is medium difficulty language. %5,7 of them opted for *very difficult*, %20,4 of the student teachers opted for *difficult*, %52,1 of them opted for *medium difficulty*, %19,9 of them opted for *easy*, %1,9 of them opted for *very easy*. Regarding B3, most of the students seem aware of the structures and the difficulty/less difficulty of other languages. In general, the difficulty of a language is determined by how similar or dissimilar the target language is to the learner's native language and they seem to be aware of the dissimilarities between Turkish language structure from other languages. They do not underestimate the differences between their mother tongue and English.

For B14, *If someone spent one hour a day learning a language, how long would it take him/her to become fluent?* %42.7 opted for 5-10 years, %29.9 opted for 3-5 years. It is seen that they believe the optimal time for language learning is between 5-10 years

and 3-5 years and this result seems realistic and applicable, not an unrealistic belief. If learners feel that learning a second or foreign language in a short amount of time is doable, this belief may lead them to disappointment. Unrealistic student expectations or incorrect student beliefs about how to study a second or foreign language can lead to disappointment, mistrust and hesitation for students and eventually a breakdown in their learning. Students' perceptions of learning accomplishment and their levels of expectation have a direct impact on them, high levels that are actually achievable aid in the development of confidence; low or overly high expectations contribute to the development of incompetence (Puchta, 1999). This disappointment may even result in learning anxiety which is counted as one of the negative key factors underlying language anxiety (Horwitz & Young, 1991). The result of the item B14 partially aligns with the study of Horwitz (1988); 35% of the respondents of hers believed it would take three to five years to learn commonly taught languages.

BALLI items B1, B2, B10, B15, B22, B29, B32, B33 and B34 focus on the foreign language aptitude. The items assess if student teachers believe in the presence of special talents for language learning in general, as well as attitudes toward the characteristics of successful and failed language learners.

For the item B29, *people who are good at math and science are not good at learning foreign languages*, most of the students disagreed with the item. They are not into a comparison of disciplines apparently and seem aware of the fact that there is not an evident related link among math or science learning and learning English. The main distinction between learning a language and subjects like physics and math can be shown that a language may be learned in multiple dimensions. Similarly in El-Malki and Javid (2018) study, they found that students did not believe in a significant link between learning physics, math and learning English.

For the item B1, *it is easier for children than adults to learn a foreign language*, 90% of the participants agreed and strongly agreed. For the item B2, *some people are born with a special ability which helps them learn a foreign language*, 70% of the participants agreed strongly agreed to the statement. For the item B15, *I have a foreign language aptitude*, nearly all participants agreed or strongly agreed. The students of ELT seem to be aware of the innate ability for language acquisition. The students unanimously agreed that learning a foreign language is simpler for children than for

adults, confirming the popular belief. The strong belief that children can learn a foreign language more easily than adults is in line with the critical period hypothesis put forward by Lenneberg (1967). Starting English teaching to the second grade level of primary school in Turkey also indicates that the critical period assumption has been taken into account. To give an excellent English language education for Turkish elementary and lower secondary students, and in particular for English language education, from the second grade onwards, the system requires that English instruction be applied (MoNE 2013, 2018). On the other hand, adults who learn a foreign language and believe that children are advantageous in learning a foreign language may be affected by this belief and may develop negative attitudes when they start learning a foreign language (Bernat and Llyod, 2007). And as a supporting statement, Carroll (1963) suggests that learning process is influenced by the learner's age, with older learners being more efficient strategy users than younger ones. The older learners will have already developed more efficient learning strategies than the younger, while younger students hasn't yet been filled up with preconceived beliefs or negative learning experiences and are prone to take what is taught faster. Another contributory study to the literature is by Ghengesh (2010), it was found that as people became older, their motivation for learning a language decreased.

For B10, *it is easier for someone who already speaks a foreign language to learn another one*, nearly 80% of the participants agreed to the item. For B32, *people who speak more than one language well are very intelligent*, half of the total participants seems to agree with the item. Similar result were gathered in a study conducted by Peacock (2001) and he made a striking comment as a reaction. Most of the trainees participated stated that learning a second language meant learning a considerable quantity of vocabulary and grammar rules and that multilingual people were intelligent. Peacock (2001) found those beliefs "concerning" because they may have a negative impact on the trainees' future teaching practices, such as overemphasizing vocabulary and grammar rules and undervaluing their prospective students' intelligence in the event of failure or slow progress in learning a language and evaluated the belief about multilinguals' being depicted as intelligent a restricting one, because such belief might cause others to lose self-confidence in the cases of their failure in learning a foreign language.

For the item B6, *I believe that I will ultimately learn to speak this language very well*, most of the respondents agreed or strongly agreed. Those student teachers felt confident about their chances of succeeding as language learners and prospective teachers.

For the item B33, *Turkish people are good at learning foreign languages*, %45 of the respondents strongly disagreed, %36,5 of the respondents disagreed and the rest seems neutral or in agreement;

According to statistical data gathered from EF EPI (2021), (Education First EF Exam and English Proficiency Index) Turkey's rank is not pleasant at all. This shows learners incompetence in English. Our country's result 70th out of 112 countries/regions and 34th out of 35 among European countries. It means a low proficiency and low proficiency band specialties are as follows: Turkish people can navigate an English-speaking country as a tourist, can understand small talks with colleagues and understand simple emails from colleagues.

Horwitz (1988) focussed the attention on the fact that the participants had partially negative beliefs about their foreign language learning abilities and that they evaluated themselves as "only enough to do the language learning". In a study conducted by Şevik, Yalçın and Bostancıoğlu (2018), %30,7 of the participants felt pessimistic about Turkish people's capabilities about English learning and %43,6 of them stayed neutral instead of expressing their negative beliefs about Turks. Altan (2006) stated that while pre-service teachers believe that everyone can learn a foreign language, they disagree with the idea that Turks are competent at learning foreign languages according to his research. These beliefs of pre-service teachers may create a harmful effect that they might develop low expectations for foreign language learners in the future and learners might be adversely affected by this situation. According to Peacock (1998), erroneous beliefs can lead to a lack of student confidence by attributing failure to a lack of talent.

It was determined that the participants agreed with the statement B6 statement *I believe that I will ultimately learn to speak this language very well* at a very high level and nearly all of the participants agreed in themselves and also for B34, *everyone can learn to speak a foreign language*, most of the participants strongly agreed,; but in contrast to B6, for B33 item for Turks being good at language learning, the result is striking and clearly detrimental to their learning and future teaching. They believe in themselves for their ultimate proficiency in speaking, but it sounds very disappointing

that they do not believe in Turkish people capabilities about language learning. The concept of foreign language aptitude might lead to a pessimistic attitude toward language acquisition. A participant's notion that everyone can learn a foreign language, but Turks are neither good nor awful at it, can lead to negative expectations about their future teaching (Altan, 2006).

For the item B22, *women are better than men at learning foreign languages*, most of the participants disagreed to the item and preferred not making a discrimination.

Girls may learn to solve issues through social communication from an early age, whereas boys may learn to solve problems by physical exploration and self-action.

The most well-known 'gendered' aspect of second and foreign language learning, and indeed the key issue for many, is probably that girls tend to perform better (Arnot, 1996). Languages are commonly referred to be girls' subjects since girls choose to study them probably because of its cultural and communicative aspects. And these kinds of attitudes harbor a strong belief under them.

Studies on gender variations in language learning are controversial from a biological standpoint. According to Hirst (1982), sex variations in linguistic aptitude and functional brain lateralization may exist and the two may be causally linked. On the other hand, biological explanations, according to Klann-Delius (1981), cannot account for possible sex variations in the structure or rate of language acquisition. And as a conclusion, Ekstrand (1980) "two clear tendencies in the wider study of cognitive sex differences and resulted in "inconsistency of findings" and "relative smallness of the differences" (p. 203).

BALLI items B5, B8, B11, B20, B25, B26, B28 deals with the nature of learning. Item B8 and B11 examine the role of cultural engagement and linguistic immersion in language learning. Item B25 determines whether the learner beliefs language learning as separate from other types of learning, whereas items B16, B20 and B26 examine the learners' comprehension of the task's focus. Item B5 assesses students' beliefs on structural differences between English and the target language.

For the item B25, *learning a foreign language is different from learning other school subjects*, they mostly agreed to the item. Learning a foreign language is under the effect of many factor from beliefs to environments. The ways to learn English depends

heavily on the learners; thus, there is not a direct link among other subjects and learning English. Language abilities are improved based on needs and everyone's demands are different.

For the item B5, *the structure of English is different from that of Turkish*, nearly all of the students strongly agreed to the item. Structurally, Turkish is quite different from English in that it is from different language family and the structure of Turkish is again quite different from English. While English is a West Germanic language from the Indo-European language family, Turkish belongs to the Western Oğuz group of the southwestern branch of the Turkic languages within the Altaic language group. While English language's word order is subject + verb+ complement, word order of Turkish language is Subject+Object+Verb. Turkish language contains inversions most of the time during speech and writing, while English language is based on the same structure most of the time, according to Derin (2021).

For the item B8, *it is necessary to know the foreign culture in order to speak the foreign language*, the participants seem to mostly agree to two items, for B11, *it is better to learn a foreign language in the foreign country*, nearly all participants highly agreed to the item. Teachers and students generally agree that one of the best ways to learn a foreign language is to study abroad (Kuntz & Belnap, 2001). Studying abroad offers a distinct amount and type of language exposure, as well as engagement and cultural exposure chances. Bernat and Llyod (2007) attributed to the importance of knowing the cultures of English-speaking countries in learning English due to the fact that pre-service teachers consider pragmatic knowledge as important as linguistic knowledge in ensuring effective communication in a foreign language. A learner's readiness and willingness to speak in a foreign language can be linked to their interest in international events, willingness to go overseas and willingness to engage with them. International stance has a clear but weak link with readiness to speak in English, according to Yashima (2002). The beliefs of pre-service teachers about the target culture is important. As teachers, if they know about the target culture, they can transfer this to their students. The more positive they impose the target culture into students, the more motivated the students will feel.

For the item B21, *it is important to practice in the language laboratory*, nearly 75% of the students of ELT found language laboratories effective for language learning.

Just as the library affects the readers, the language lab affects the students in the same way like a butterfly effect. Learning/teaching in the language laboratory adorned with cultural elements like posters, maps, visuals or travelling brochures has the capacity to make the learning experience more attractive and the learners will feel more interested in the context of learning due to their willingness to integrate into the target culture. According to Er (2006), using cultural characteristics of the language taught in foreign language instruction, as well as grammar rules, will make learning more pleasurable and meaningful, as well as contribute to learners' favorable attitudes about foreign language learning. The laboratory is not equal to the target languages own culture and learning in the native culture of the target language for sure; but the lab will at least make an impact. According to Tudor (2001), the classroom is a social and communicative reality in its own right. Language classroom is a social environment in which teachers interact with students, negotiate their values, and develop teaching strategies. As a result, it's reasonable to think of the classroom as a lively location where a variety of dynamic contextual elements interact and influence teachers' and students' beliefs and practices. Language classrooms have long been seen to have its own culture, complete with practices, social scripts and cultural symbols (Breen, 1985). The language lesson is also a routinized social event, with roles and role ties established by custom and tradition for teachers and students in the classroom (Prabhu, 1992). Unarticulated rules on the teacher's authority and students' learning duties and obligations, limits to force them to communicate in English and punishment and reward schemes may exist in this social setting.

For the item B20, *learning a foreign language is mostly a matter of learning a many of grammar rules*, just %30 of the participants seem to agree to the item; the rest disagree or is neutral. For the item B16, *learning a foreign language mostly a matter of learning many new vocabulary words*, they seem mostly in agreement with the item. For B26, *learning a foreign language is mostly a matter of translating from English*, most of the participants (%66) seemed neutral or in disagreement.

What student teachers believe makes up what they will practice in their future classrooms and what they give importance to will define what they will teach in those classrooms. From the inventory's result, it can be seen that these future teachers will give the importance on vocabulary teaching first, grammar second and utilize from

translation last. A supporting statement was made by Horwitz (1988), “if students believe language learning means learning vocabulary and grammar rules, they will spend most of their time memorizing vocabulary lists and grammar rules rather than doing the tasks their teacher plans for them” (p. 289). As to the matter of translation, direct absorption of meaning from oral or written text or attempting to understand what the teacher means in the target language consist key part of a learning foreign language; but a large focus on translation rather than meaning is likely to redirect students' focus away from their most critical tasks.

BALLI items B7, B9, B12, B13, B17, B18, B19 and B21 deals with learning and communication strategies which are arguably the most closely tied to a student's real language learning practices. Items B17 and B21 deal with instructional strategies, whereas items B7, B9, B12, B13, B18 and B19 deal with communication strategies.

For the item B7, *it is important to speak a foreign language with an excellent accent*, 34% of the participants agreed to the item with medium level. For the item B9, *you should not say anything in the foreign language until you can say it correctly*, nearly half of the students seems to have agreed with the item, the other half seems neutral about the item. For the item B18, *I feel self-conscious speaking the foreign language in front of other people*, nearly half of the participants are either in disagreement or neutral about this statement while the other half of the whole participants seems to agree.

Given that non-native speakers use English more frequently than native speakers (Jenkins, 2000), foreign language learners may need to master more easily learned sounds of English (rather than the more complicated sounds) for mutual intelligibility. Mutual intelligibility and communicability should be of great concern, not the accent. Fortunately, 102 students of ELT seem aware of this restricting and disturbing belief; but the rest's beliefs should be evaluated in deep and worked on. The fact that 72 participants who value flawless pronunciation may lead to a negative impact on their students. Trying to speak with standard accent can limit the efficacy of communication, but it should not destroy people's desire to interact. Speaking a language with its native accent is less significant in everyday communication than utilizing it to express messages.

They seem concerned about correctness and speaking in public and it is probable that their beliefs influence them. According to Cotterall (1995), learning attitudes, as well as the perception and beliefs that shape them, have a significant impact on learning behavior. And similarly, learners' attitudes can be taken as affective factors influenced by the surrounding environment (Yan & Horwitz, 2008). Peng and Woodrow (2010) found that the learners' foreign language willingness to communicate was affected by a combined influence of their beliefs, classroom environment, and motivation. Adults and children form "self-schemata" concerning capabilities and limitations, degree of personal control over academic achievement, reasons for success and failure at different tasks, and expectancies for the future (Wenden, 1991, pp. 12-13).

For the item B12, *if I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language*, they mostly agreed to the item. For the item B17, *it is important to repeat and practice often*, most of the students agreed and strongly agreed.

Interaction is of great importance in foreign language learning. Interaction with speakers of the target language can be seen to improve language learning by raising learners' intrinsic learning potential as well as some beliefs by motivating them. In recent years, choices of English learners in Turkey for private schools and courses with English speaker teachers and the increase in their demand for foreign language education programs abroad suggest that more emphasis is placed on interacting with native speakers of English. According to Macintyre, Clément, Dörnyei and Noels (1998), EFL learners willingness to communicate is called as the willingness to engage in a foreign language conversation with a certain person or group of people at a specific time. There may be other layers of influencing elements between owning the ability to communicate and trying to put that capacity into practice, such as encouragement, positive beliefs about studying and mastering a foreign language or positive beliefs about one's own abilities, and integrative objectives, such as learners' intrinsic desire to generate the language and being a part of the global world. The readiness of students to speak in English when given the opportunity is a primary emphasis of their communication. Their willingness to communicate with others encourages or limits their capacity to interact with others.

For the item B19, *if you are allowed to make mistakes in the beginning it will be hard to get rid of them later on*. 49% of the participants disagreed with the item and 18,5% of the participants felt undecided. For the item B13, *it is okay to guess if you do not know a word in the foreign language*, most of the participants agreed with the item. The result, especially for ELT student teachers' context is very precious because they are prospective language teachers and they should act in comforting manners to their students about their mistakes. If the teachers do not believe in the fact that the misbeliefs or negative beliefs can be changed or modified into better ones, the students may never believe in their potentials, thus their success or failure. Whether to correct mistakes during teaching act in a foreign language classroom is a contentious topic. In the communicative approach, it is important to enable learners to express their ideas, to welcome their mistakes to a certain level, and to offer options in communicating (Freeman, 2000). Pronunciation and grammatical faults should be corrected as soon as possible, but deferred correction is recommended from a communicative standpoint. On the other hand, Selinker (1972) is the pioneering scholar who put forward the notion of fossilization in interlanguage. As a performance-related structural notion, interlanguage can be denoted specifically to Selinker (1972) as “the regular reappearance in second-language performance of linguistic phenomena which were thought to be eradicated in the performance of the learner” (p. 211). According to Selinker (1972), “fossilization [is] a mechanism . . . [that] underlies surface linguistic material which speakers will tend to keep in their IL productive performance, no matter what the age of the learner or the amount of instruction he receives in the target language” (p. 229). As inferred, the vast majority of second language learners, do not achieve native-speaker proficiency. It is debatable to what extent their fossilized errors will change, but for sure, a betterment can be reached with substantial effort.

BALLI items B23, B27, B30, and B31 deals with in motivation and expectations and they address students' wishes, possibilities, and opportunities related to obtaining their target language motivations and expectations.

For the item B30, *Turkish people think that it is important to speak a foreign language*. For the item B31, *I would like to learn this language so that I can get to know its speakers better* and the item B23, *if I speak this language very well, I will have many opportunities to use it* and also the item B27, *if I learn to speak this*

*language very well it will help me get a good job*, most of ELT student teachers highly agree to these statement. The item B31 reflects a measure of these subjects' integrative motivation by surveying students' willingness to encounter speakers of English. In addition to their strong agreement to the item B31, for the items B23 and B27, they strongly agree. It can be seen from these results that most of students has fundamental intrinsic instrumental or integrative drives to learn a language, because they make every effort to make the most of their experience. Speaking English has become a *sine-qua-non* for admission to quality jobs, thus people are paying much more money for English medium universities or private courses to ensure higher opportunities to get English education.

Given the global relevance of understanding English, pre-service teachers' instrumental motivation can be linked to their belief that knowing English would lead to improved career possibilities. Foreign language learners exhibit high levels of instrumental and strategic motivation, according to similar studies (Bernat & Llyod, 2007; Vibulphol, 2004). Furthermore, the majority of the participants in the survey expressed a desire to integrate with the culture of the learned language (item B31), such as learning to speak English fluently (item B6), establishing friends with native English speakers, and getting to know native English speakers. These findings suggested that pre-service teachers in this study act upon their motivation for both integrative and instrumental reasons.

It is normal for an ELT student in Turkey to think that being foreign language teacher means having a good job. Defining a typical good job may vary individually. A good, quality employment should include some aspects such as a livable pay, basic benefits, career-building chances, wealth-building opportunities, and a fair and engaging workplace. Especially for Turkish context, “being a state teacher” is seen as a good, satisfying and comfortable job.

**5.1.2. Do gender and class of the student teachers affect their language learning beliefs?** Except for the difficulty of language learning, female students seems to have agreed with both categories and in general more. In terms of class effect on learning beliefs, there have not been found any significant differences among preparatory class and senior class. It is not a surprising result because they have barely

had professional experience in teaching. Çimen (2015) implied a difference in changes according to class and related the fact to the education they were enrolled. Rıfkın (2000) found that learners at the first-year level held beliefs that were significantly different from those held by learners at other levels in his comprehensive study. 125 of the participants were females and 86 of the participants were males in this study and this dominance on the agreement may have taken its ground from the dominance in number.

In the study of Tercanlioğlu (2005), there were not any significant differences according to gender. Bernat and Lloyd (2007) investigated the relationship between gender and language learning beliefs in their study and the results indicated that males and females had similar beliefs about language learning. In the study of Mudra (2016), there were a few variables that showed statistically significant differences in gender individually, but in general there was not found any significant difference between female and male students.

## 5.2. Recommendations

Undercovering the beliefs learners have is the best way to ease the experience of learning and teaching. Teacher education programs can help pre-service ELT teachers by increasing their awareness of their beliefs and pushing them to think about them more because the study's ELT student teachers are still in school and they have the chance to revisit their beliefs and make modifications in the effective ways. More research could be done with a larger sample of Turkish EFL learners at different levels of proficiency, taking into consideration other variables such as age, personality traits, educational backgrounds and possibly adopting an integrated quantitative and qualitative research methods. Their beliefs as student teachers should be studied further, perhaps in a longitudinal research that extends into students' last year of education and also first year of teaching in their jobs to see if they still retain those beliefs or have switched to those influenced by their practice.

Language learning beliefs are complex and multidimensional and they may be investigated from a variety of angles to understand more about what goes on in their heads and how they can better assist their students. We won't be able to assess what obstacles lay in the way of language teachers' instruction unless we take a serious look

at their attitudes, beliefs and motives. Without understanding learners and teachers beliefs, no matter how well-trained or talented a teacher is, ineffective learning and teaching techniques will continue. Given that pre-service ELT teachers' language learning beliefs can influence their classroom practices in the future, it can be recommended to utilize from the findings of the current study to become more aware of beliefs about language learning. Finding out language learner beliefs about language learning will not only be helpful in forming effective learning methods and approaches, but also serve as a guideline for student teachers, in service language teachers, instructors and researchers, syllabus planners to meet learner beliefs and expectations.



## Genişletilmiş Özет

### Giriş

İngilizce öğrenmek, dünya çapında iletişimini geliştirmek ve bu küresel dünyanın gerektirdiği üst düzey standartlara ayak uydurmak için büyük önem kazanmıştır. İnsanlar, onları çok para kazandıran yüksek kalitede bir iş bulma veya saygın bir üniversiteye kabul etme gibi araçlık güdülenmesinin yanısıra ve diğer kültürlerle meraklı olma veya öğrenmeye meraklı olma gibi bütünleyici güdülenme ile de İngilizce öğrenmek ister. Brown'a (2000) göre, bir dil öğrenmek uzun zaman alır ve zordur. Bir öğrencinin tüm varlığı, yeni bir dil öğrenmeye başladığında, kendi anadilinin kısıtlamalarının çok ötesine geçmeye çalıştığında, yeni bir çevreye ve onların zihniyetine ve fikirlerine girmeye çalıştığında etkilenir. Yeni dildeki mesajları doğru bir şekilde iletmek ve almak için tamamen bir bağlılık, katılım ve genel olarak fiziksel, bilişsel ve duygusal tepkiler gereklidir. İngilizce öğrenme esnasında sarf edilen tüm çaba ve katılım, öğrenme sırasında neyin, nasıl ve neden olduğunu sorgulamamıza yol açar ve bu sorular, öğrenenleri, dil öğrenimine dair inançları konusunda araştırmalara sevk eder. Horwitz'e (1988) göre, "Dil öğrenimi hakkındaki öğrenci inançları, öğrenci bekleneleri, kararlılıklar, başarı ve dil sınıflarından memnuniyet anlayışı ile açık bir ilgisi olmasına rağmen, nispeten keşfedilmemiş olarak kalmışlardır" (s. 283). Hong (2006), dil öğrenme inançlarının öğrenme başarısı veya başarısızlığının en önemli belirleyicilerinden biri olarak kabul edildiğini belirtmektedir. Öğrencilerin ve öğretmenlerin inançlarını ortaya çıkarmak, başarılı bir şekilde öğrenememenin ve öğretmemenin altında yatan nedenleri anlamak için kolaylaştırıcı bir etkiye sahiptir.

İnsanların öğrenme deneyimlerini engelleyebilecek veya geliştirebilecek farklı dil öğrenme inançlarına sahip oldukları bir gerçekdir. Benson ve Lor'a (1999) göre, öğretmenler sadece öğrencilerinin dil öğrenimi hakkında neye inandıklarını değil, aynı zamanda bu tür fikirlerin yapıçı mı yıkıcı mı olduğunu ve bu inançların nasıl değiştirilebileceğini anlamalıdır. İnançları değiştirmek için, öğrenci de onları destekleyen temel varsayımları değiştirmeli ve faaliyet gösterdikleri bağlama dikkat etmelidir.

Yabancı dil öğrencileri dil öğrenimi ile ilgili çeşitli inançlara ve tutumlara sahiptir (Horwitz 1987) ve bu inançların dil öğrenenlerin hem deneyimlerini hem de

davranışlarını etkileyebileceği önerilmiştir. İnançların ortaya çıkarılmasının, öğretme ve öğrenme süreçlerini iyileştirmek için büyük önemteşkil etmesi, böyle bir envanterin yaratılmasına neden olmuştur.

Horwitz (1985) tarafından açıklığa kavuşturulduğu gibi, “öğretmen adayları dil öğretimi hakkında yeni bilgilere ve yöntemlere daha açık hale gelebilirler. Eğitmenler, öğretmen adaylarının eskiden beri sahip olduğu inançların tanımmasını ve anlamasını teşvik edebilir. Öğrencilerin inanç sistemlerini açık hale getirmek, yabancı dil öğretmenleri olarak gelişimlerinin ilk adımıdır” (s.333).

### **Problem Durumu**

Grossman'a (1991) göre, öğretmen adayları öğretmenlik eğitimine boş bir levha olarak başlamazlar. İngilizce Öğretmenliği öğrencileri, eğitim geçmişlerinin onlara kazandırdığı kimi inançları üniversitedeki eğitim programlarına taşırlar ve ayrıca bunları gelecekte öğretmeni oldukları sınıflara da taşırlar. Sadece öğretmen adayları değil, aynı zamanda onların gelecekteki öğrencileri de, sınıftaki başarılarını ve başarısızlarını etkileyebilecek çok sayıda keşfedilmemiş inançlara sahip olacaklardır. Horwitz'e (1988) göre, “öğretmenler muhtemelen beklenmedik birçok inançla karşılaşacaklar... kimileri iyileştirici kimileri ise dil öğrenimi süreci için gerçekten zararlı olacaktır... Yabancı dil öğretmeni, öğrencilerinin belirli öğretim yöntemlerine açık olmalarını ve onlardan maksimum faydayı almasını bekliyorsa eğer, bu inançları görmezden gelmeyi göze alamaz” (s. 293). Dil öğrenme inançlarının önemine dair tüm bu bilgiler ışığında, İngilizce öğretmenliği öğrencilerinin hala öğrenim görüyor olması sebebiyle, aday öğretmenlerin inançlarına ışık tutmak önemlidir; çünkü bu bilgiler onların gelecekteki öğretmenlik deneyimine etki edecektir.

İngilizce öğrenmede engel teşkil edebilecek aday öğretmenlerin zihinlerinde neyin yattığını anlayabilmek için, öğretmen adaylarının dil öğrenimi konusundaki inançlarını cinsiyet ve sınıf etkisini de dikkate alarak ortaya çıkarmak gereklidir; çünkü onlar hem öğrenci hem de geleceğin İngilizce öğretmenlerdir; bu sebeple ortaya çıkan veriler hem öğrenci inançlarına hem de öğretmen inançlarına dair çalışmalarla katkıda bulunacaktır.

## **Araştırmanın Amacı**

Bu araştırmanın temel amacı, Mehmet Akif Ersoy Üniversitesi'nin ingilizce Öğretmenlik bölümü öğrencilerinin dil öğrenmeye dair inançlarını cinsiyet ve kayılı oldukları sınıfın etkilerini de dikkate alarak tanımlamaktır.

## **Alt Problemeler**

- 1- Mehmet Akif Ersoy Üniversitesi İngilizce Öğretmenliği öğrencilerinin dil öğrenmeye dair inançları nelerdir?
- 2- İngilizce Öğretmenliği öğrencilerinin cinsiyetleri ve kayıtlı oldukları sınıfların, dil öğrenmeye dair inançları üzerinde etkisi var mıdır?

## **Araştırmanın Önemi**

Bu çalışma, Burdur Mehmet Akif Ersoy Üniversitesi'ndeki İngilizce Öğretmenliği öğrencilerinin inançlarını anlamayı amaçlamaktadır. Dil öğrenme inançlarının öğrencilerin cinsiyet ve eğitim aldığı sınıfla ilişkisi olup olmadığı bu çalışmada amaçlanmıştır.

Dil öğrenimine dair inançlar hakkında çok sayıda çalışma vardır, ancak İngilizce Öğretmenliği öğrencilerinin inançları üzerine çalışmalar sınırlıdır. Öğretmen adaylarının inançlarına dair çalışmalar Peacock (2001), Richardson (2003), Harrington ve Hertel (2000), Vibulphol (2004), Altan (2006), Altan (2012), Kunt ve Özdemir (2009), Hişmanoğlu (2016), Çimen (2015), Pajares (1992) ve Erdem (2009) tarafından yapılmıştır.

İngilizce öğretmeni adaylarının tercih edilmesinin nedeni, aynı çizginin iki ucu olmalarıdır; sahip oldukları geçmiş inançlarını gelecekteki öğretmenlik tecrübelerine doğrudan taşıyacak olmalarıdır. Bu iki ucu hem öğrenci hem de öğretmen gözünden araştırmak eşit derecede önemlidir. Bu araştırmanın pedagojik önemi, öğretmen adaylarının inançlarının gelecekte verecekleri eğitimleri etkileyeceği farz edilerek, bu etkileri belirlemeye yardımcı olmak için öğretmen adaylarının dil öğrenimine dair inançlarını tanımlamak olarak gösterilebilir.

## **Yöntem**

Çalışma, verilerin nicel araştırılmasını ve analizini gerektirmiştir. BALLI, Burdur Mehmet Akif Ersoy Üniversitesi'ndeki 211 İngilizce Öğretmenliği öğrencisine uygulanan 34 ögeli Likert tipi öz bildirim anketidir. BALLI'nin EFL versiyonu (yabancı dil olarak İngilizce) kullanılmıştır. Öğretmen adaylarının dil öğrenme inançları, nicel araştırma yöntemlerinden biri olarak hizmet veren bir anket modeli kullanılarak belirlenmiştir. Ponto'ya (2015) göre, anket araştırmasının temel amacı araştırma konusu için büyük örnek grupların özelliklerini tanımlamaktır ve hızlı ve verimli bir şekilde yapılabilir. Katılımcıların İngilizce Öğretmenliği bölümü öğrencileri olması nedeniyle, ölçekler katılımcılara İngilizce orijinal formlarında uygulanmıştır. Birinci ve ikinci araştırma sorularına yanıt olarak tanımlayıcı sonuçları belirtmek için yüzdeler ve ortalama puanlar üretilmiştir. Katılımcıların tanımlayıcı özelliklerini belirlemek ve envanterdeki 34 maddeye verdikleri cevapları analiz etmek için sıklık ve yüzde analizleri kullanılmıştır. Envanteri analiz etmek için ortalama ve standart sapma istatistikleri kullanılmıştır. BALLI yoluyla elde edilen veriler (Sosyal Bilimler için İstatistik Paketi) SPSS 22.0'da tanımlayıcı istatistikler kullanılarak analiz edilmiştir. T-testi, öğrencilerin cinsiyetine göre farklılıklar araştırmak için kullanılmıştır ve sınıfı göre analizlerde tek yönlü varyans analizinden (ANOVA) faydalanyanmıştır, çünkü veriler Normallik Test sonuçlarına göre normal bir dağılım göstermiştir.

## **Çalışma Grubu**

Bu çalışmanın katılımcıları Burdur Mehmet Akif Ersoy Üniversitesi'nin İngilizce Öğretmenliği bölümünün öğrencilerinden oluşmaktadır. Envanteri eksiksiz dolduran toplam öğrencilerin sayısı 211'dir. Katılımcıların %59.2 (125) kadın, %40.8 (86) erkektir. Katılımcıların %14.2 (30) hazırlık sınıfından, %26.5 (56) birinci sınıf öğrencisi, %23.2 (49) ikinci sınıf, %15.6 (33) üçüncü sınıf, katılımcıların %20.4 (43) dördüncü sınıfıdır.

## **Veri Toplama Aracı**

Bu çalışmada kullanılan araç 1988'de Elaine Kolker Horwitz tarafından oluşturulan Dil Öğrenmeye Dair İnançlar Envanteridir (BALLI). Envanterin kategorilerinin bileşenleri aşağıda verilmiştir.

1. “Dil Öğrenme Zorluğu” kategorisinin altı maddesi vardır: B3, B4, B6, B14, B24 ve B28.
2. “Dil öğrenme Yatkınlığı” kategorisinin sekiz maddesi vardır: B1, B2, B10, B15, B22, B29, B32, B33 ve B34.
3. “Dil Öğrenmenin Doğası” kategorisinin sekiz maddesi vardır: B5, B8, B11, B16, B20, B25, B26 ve B28.
4. “Öğrenme ve İletişim Stratejileri” kategorisinin sekiz maddesi vardır: B7, B9, B12, B13, B17, B18, B19 ve B21.
5. “Motivasyon ve Beklentiler” kategorisinin dört maddesi vardır: B23, B27, B30 ve B31.

### **Bulgular**

Katılımcıların envanter sonuçları şu şekilde bulunmuştur: "Genel Envanter" ortalaması yüksektir:  $3.659 \pm 0.271$  (Min=2.88; Max=4.41); "Dil Öğrenme Yatkınlığı" ortalaması yüksektir:  $3,486 \pm 0.398$  (Min=2.22; Max=4.56); "Dil Öğrenme zorluğu" ortalaması yüksektir:  $3,514 \pm 0,450$  (Min=2; Max=4.67); "Dil Öğrenme Doğası" ortalaması yüksektir:  $3.798 \pm 0.423$  (Min=2.62; Max=4.75); "Öğrenme Ve İletişim Stratejileri" ortalaması yüksektir:  $3.440 \pm 0.410$  (Min=2.25; Max=4.75); "Motivasyon ve Beklentiler" ortalaması çok yüksektir.  $4.369 \pm 0.499$  (Min=2.25; Max=5).

Envanter genel katılım cinsiyete göre anlamlı farklılık göstermiştir: ( $t(209)=3.941$ ;  $p=0.000 < 0.05$ ). Genel envanterde, kadınların sonuçları ( $\bar{x}=3,718$ ) erkeklerinkine ( $\bar{x}=3.574$ ) göre daha yüksektir.

Dil öğrenme yatkınlığı kategorisinde cinsiyete göre anlamlı farklılık göstermiştir ( $t(209)=2.667$ ;  $p=0.008 < 0.05$ ). Dil öğrenme yatkınlığı kategorisinde kadınların sonuçları ( $\bar{x}=3,546$ ) erkeklerinkine ( $\bar{x}=3,399$ ) göre daha yüksektir.

Dil öğrenmenin doğası kategorisinde cinsiyete göre anlamlı farklılık göstermiştir ( $t(209)=2.822$ ;  $p=0.005 < 0.05$ ). Dil öğrenmenin doğası kategorisinde kadınların sonuçları ( $\bar{x}=3,865$ ) erkeklerinkine ( $\bar{x}=3,701$ ) göre daha yüksektir..

Öğrenme ve iletişim stratejileri kategorisinde cinsiyete göre anlamlı farklılık göstermiştir ( $t(209)=2.797$ ;  $p=0.006 < 0.05$ ). Öğrenme ve iletişim stratejileri

kategorisinde kadınların sonuçları ( $\bar{x}=3,504$ ) erkeklerinkine ( $\bar{x}=3,346$ ) göre daha yüksektir..

Motivasyon ve beklentiler kategorisinde cinsiyete göre anlamlı farklılık göstermiştir ( $t(209)=2.178$ ;  $p=0.040<0.05$ ). Motivasyon ve beklentiler kategorisinde kadınların sonuçları ( $\bar{x}=4.430$ ) erkeklerinkine ( $\bar{x}=4.279$ ) göre daha yüksektir. Dil Öğrenme Zorluğu cinsiyete göre anlamlı farklılık göstermemiştir ( $p>0,05$ ).

Genel envanterde, dil öğrenme zorluğu, dil öğrenme yatkınlığı, dil öğrenmenin doğası

Öğrenme ve iletişim stratejileri ve motivasyon ve beklentiler kategorilerinde öğrencilerin kayıtlı oldukları sınıflara göre anlamlı bir farklılık bulunmamıştır ( $p>0.05$ ).

### **Sonuç, Tartışma ve Öneriler**

Mehmet Akif Ersoy Üniversitesi İngilizce Öğretmenliği öğrencilerinin, bazı dillerin öğrenme bakımından daha kolay olduğuna ve İngilizce öğrenme yeteneklerine inandıkları ortaya çıktı. İngilizcenin öğrenilmek için orta zorlukta bir dil olduğuna inandıkları ve yabancı dil öğrenmenin 5-10 yıl yahut 3-5 yıl alacağına inandıkları ortaya çıktı. Yabancı dilde konuşma ve anlamayı daha zor, okuma ve yazmayı daha kolay bulduklarına inandıkları saptandı. Yetişkin öğrenimine kıyasla üzerinde çocukların öğrenmenin üstünlüğüne inandıkları ve bazı insanların yabancı bir dil öğrenmek için özel yeteneklerle doğduğuna ve hali hazırda yabancı bir dil öğrenmiş olan insanların yeni bir dil öğrenirken kolaylıkla yapabileceklerine inandıkları ortaya çıktı. Herkesin bir dil öğrenebileceğine inandıkları ve özellikle kendi İngilizce öğrenme yeteneklerine inandıkları ortaya kondu. Dil öğrenirken kadın üstünlüğüne inanmadılar ve İngilizce öğrenmenin matematik, fen bilgisi öğrenme veya diğer branşları öğrenme ile bir ilgisinin olmadığına inanıborlardı. Çok dilli insanların zeki olduğuna kısmen inandılar. Türk halkının iyi bir yabancı dil öğrencisi olduğuna inanmadılar. Türk dilinin yapısının İngilizceden farklılığına ve dil laboratuvarlarının önemine inandıkları görüldü. Yabancı kültürde dil öğrenmenin önemine ve şansları olduğunda anadili konuşanlarla irtibatta olmanın önemine inanıldıkları görüldü. Dil öğrenmenin en çok kelime bilgisi demek olduğuna inandılar ve daha düşük oranda da dil bilgisi öğrenmek anlamına geldiğine inandılar. Dilbilgisi tabanlı öğrenmeye çok

inanmadıkları görüldü. Dil öğrenmesinin çeviri anlamına geldiğine inanmadıkları görüldü. Mükemmel bir aksanla konuşma gerekliliğine inanmadılar ve bir öğrencinin başlangıçta hata yapmasına izin verilirse, daha sonra düzeltmenin daha zor olacağını düşündükleri görüldü; ancak konuşma sırasında İngilizcenin doğru kullanımına inandılar ve bilinmeyen bir kelimenin anlamını tahmin etmenin iyi bir şey olduğuna inandıları bulundu. Konuşma sırasında kendilerinin farkında oldukları ortaya çıktı. İngilizcenin onlara iş fırsatları yaratacağına inandıları görüldü ve Türk halkın İngilizce bilmenin önemli olduğunu düşündüklerine inandıları görüldü. Özetlemek gerekirse, bir öğrenciden öğretmene dönüşmek çok çaba gerektiren bir görev ve İngilizce öğretmeni adaylarının dil öğrenimi hakkında neye inandılarını tanımlamak, eğitimlerini kolaylaştırmak ve etkili öğretmen olma arayışlarında yapıcı bir başlangıç olabilir.

İngilizce öğretmen adaylarının dil öğrenme inançlarının gelecekte sınıf uygulamalarını etkileyebileceği göz önüne alındığında, dil öğrenimi hakkındaki inançların daha fazla farkında olmak için mevcut çalışmanın bulgularından yararlanması önerilebilir. Dil öğrenenlerin dil öğrenimine dair inançlarını ortaya çıkarmak, sadece etkili öğrenme yöntemleri ve yaklaşımları oluşturmada yardımcı olmakla kalmayacak, aynı zamanda öğretmen adaylarına, tecrübeli öğretmenlere, eğitmenler ve araştırmacılara, ders programı planlayıcılarına, öğrenci inançlarını ve bekłentilerini karşılamak için bir rehber olarak hizmet edecektir.

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## APPENDICES

**Appendix-1**  
**Beliefs About Language Learning Inventory (BALLI)**

BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)  
(Horwitz,1988)

Students are asked to read each statement and indicate:

(A)Strongly Agree	(B)Agree	(C)Neither Agree nor Disagree	(D)Disagree	(E)Strongly Disagree				
					SA	A	NAND	D
1. It is easier for children than adults to learn a foreign language.								
2. Some people are born with a special ability which helps them learn a foreign language.								
3. Some languages are easier to learn than others.								
5. The structure of English is different from that of Turkish.								
6. I believe that I will ultimately learn to speak this language very well.								
7. It is important to speak a foreign language with an excellent accent.								
8. It is necessary to know the foreign culture in order to speak the foreign language.								
9. You should not say anything in the foreign language you can say it correctly.								
10. It is easier for someone who already speaks a foreign language to learn another one.								
11. It is better to learn a foreign language in the foreign country.								
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.								
13. It is okay to guess if you do not know a word in the foreign language.								
15. I have a foreign language aptitude.								
16. Learning a foreign language mostly a matter of learning many new vocabulary words.								
17. It is important to repeat and practice often.								
18. I feel self-conscious speaking the foreign language in front of other people.								
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.								
20. Learning a foreign language is mostly a matter of learning a many of grammar rules.								

Adapted from Elaine K. Horwitz, *The Modern Language Journal*, Vol. 72, No. 3 (Autumn, 1988), pp. 283-294.

BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)  
(Horwitz, 1988)

21. It is important to practice in the language laboratory.				
22. Women are better than men at learning foreign languages.				
23. If I speak this language very well, I will have many opportunities to use it.				
24. It is easier to speak than understand a foreign language.				
25. Learning a foreign language is different from learning other school subjects.				
26. Learning a foreign language is mostly a matter of translating from English.				
27. If I learn to speak this language very well it will help me get a good job.				
28. It is easier to read and write this language than to speak and understand it.				
29. People who are good at math and science are not good at learning foreign languages.				
30. Turkish people think that it is important to speak a foreign language.				
31. I would like to learn this language so that I can get to know its speakers better.				
32. People who speak more than one language well are very intelligent.				
33. Turkish people are good at learning foreign languages.				
34. Everyone can learn to speak a foreign language.				
4. The language I am trying to learn is: A=Very difficult B=Difficult C= Medium difficulty D = Easy E = Very Easy				
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent? 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				

Adapted from Elaine K. Horwitz, *The Modern Language Journal*, Vol. 72, No. 3 (Autumn, 1988), pp. 283-294.

