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The Role of Beliefs on Second Language Learning

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The Role of Beliefs on Second Language
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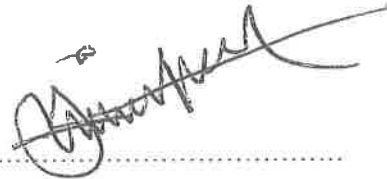Degree of

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This thesis is affectionately dedicated to my family.

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ABSTRACT

This study is based on an investigation designed to explore the potential influences of match and mismatch in the beliefs the teachers and students hold about language, and language teaching and learning on the learning outcomes in foreign language classrooms. The research context is a language center, Yadim, (where the researcher is a member of teaching staff) providing preparatory English Language instruction to prospective students of various departments at Çukurova University. Forty eight students and four core language teachers were selected for participation in the study based on match scores obtained through Statview analysis of the language learning inventory (Wenden and Rubin 1987) administered to 200 students at beginner level, and 17 teachers. Students and teachers whose beliefs were in agreement, and those whose beliefs did not resemble were assigned to two separate groups. The two groups received the same instruction for a period of two months. The classes were observed, and the observations and the inventories provided a base for subsequent interviews with the teachers and the learners. At the end of the course, the learners in the two groups were given an achievement test. The test scores of the two groups were compared, and triangulated with observation and interview data.

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CHAPTER 1.

INTRODUCTION

This chapter deals with the following parts which may be considered as a general outline of the study: Background to the study, statement of the problem, aim and scope of the study, hypothesis, and definition of the key terms.

1.1. Background to the study

The history of language teaching in the last hundred years has done much to support the impression that improvements in language teaching will result from improvements in the quality of methods, and ultimately an effective language teaching method will be developed, and an adaptation of a method such as Suggestopedia, the Silent Way, or the Natural Approach will bring about dramatic improvements in language teaching (Richards 1990). Despite the appeal of methods, their history is somewhat of an embarrassment. For example, Swaffar et al. (in Richards 1990), found out that many of the distinctions used to

contrast methods, particularly those based on classroom activities, did not exist in actual practice. Swaffar et al. claim that:

> Methodological labels assigned to teaching activities are, in themselves, not informative, because they refer to a pool of classroom practices used uniformly... The differences among major methodologies are to be found in the ordered hierarchy, the priorities assigned to tasks.
> (in Richards 1990: 37)

Richards argues that the basic problem is that methods present a predetermined, packaged deal for teachers that incorporates a static view of teaching. The assumption that underlies in general, an all-purpose method is hence essentially this: teachers can not be trusted to teach well. A method, because it imposes a uniform set of teaching roles, teaching styles, teaching strategies, and teaching techniques on the teacher, will not be affected by the variations that are found in individual teaching style in the real world.

Consequently, in language teaching, the scope of most research has been the teacher's actions, behaviours, and the methods and techniques employed in the classrooms. Successful results have been believed to depend mainly on the ways teachers presented the lesson. As the dominators of the learning society, and as the source of knowledge, teachers have been believed to play almost the most

important role considering the methods, in the second language classrooms.

As Richards and Lockhart (1994:29) state, "language teaching used to be described in terms of what teachers do: that is, in terms of the actions and behaviours which teachers carry out in the classroom, and the effects of these on the learners. This underlies a behaviourist view of language teaching and learning.

Recently, the scope of the studies, and research has shifted from teachers and methods only, to a larger variety of possibilities that may be influential on a more fruitful language teaching and learning. As a result, the things to be taken into consideration have not only been the teachers and their ways of teaching and attitudes, but also the learners and their opinions. Thus, learner-centered approaches have gained more importance. In learner-centered approaches, as Tudor (1993) points out, teachers are not the only knowers and activity organizers, but they have a further role as learning counselors. Teachers have to get to know their students to be able to find out their intentions and what they are able to do, and help them clarify their intentions, and develop their resources, as well as challenging student participation in a pedagogically useful direction. While doing this, things that teachers may take into account are raising self awareness as language learners,

raising awareness of their learning goals and learning options, and finally, raising language awareness. The teacher also has to help the students view themselves in an open and constructive manner, and in order to achieve this, skills that are designed to develop understanding human potential are required.

1.2. Statement of the Problem

As Wajnryb (1993) states, a group of learners in a classroom with a teacher comprises a learning community. The human element - both verbal, visible and barely perceptible - shapes human interaction qualitatively and may furnish the key to what happens (processes) and what eventuates (the outcomes).

One party of this community, students, as Sheerin (1989) points out, differ in their learning styles, and besides the variation in their way of learning, that is, some may be visual learners, where others may be auditory or analytic type, there are many other possible differences some of which may be related with the difference in their personalities, motivation or purposes of learning the foreign language.

Teachers also have their teaching strategies, ways of dealing with the problems they encounter in the classroom, their personalities and perceptions. If the teachers and the students in a classroom form a learning community, and if there is an interaction among the members of this community, then the interaction between the teacher and the learners, between the learners and the learners, and even between the learners and the classroom activities may be more fruitful in the classrooms where the beliefs and opinions of the two parties somewhat resemble one another. In order to find evidence about the beliefs both teachers and learners hold about the language they are learning and about language teaching and learning should be investigated.

1.3. Aim and Scope of the Study

Kyriacou (1991) states that the classroom climate established by the teacher can have a major impact on pupils' motivation and attitude towards learning. He further states that the type of classroom climate generally considered to best facilitate learning is one that is described as being purposeful, task- oriented, relaxed, warm, supportive, and having a sense of order. Such a climate is believed to facilitate learning, by

establishing and maintaining positive attitudes and motivation by the learners. As Young (1991) states, the effects of a low anxiety classroom were investigated and as some of these research suggest, a relationship between anxiety and foreign language learning exists. She further reports that, within these studies, however, some other findings suggest no relation between anxiety and performance whereas some suggest that anxiety may relate negatively to one language skill but not to another.

Young gives brief notes on the research conducted since 1985 in this field, and it appears that researchers have come up with different conclusions. For example, as she reports, in the study conducted by Tucker et al. classroom anxiety related negatively on reading skill in Junior High School students, but it showed no signs of a negative effect on oral skills.

Considering these findings, this study aims to provide evidence on whether a better learning takes place in the second language classroom where student belief systems resemble the teacher belief systems, and thus, a more relaxed atmosphere may exist in the classroom, by analyzing their views and opinions about language, language learning, and teaching by means of inventories. The possible effects of having similar and opposing views about the above

mentioned issues in the second language classroom were observed by forming two experimental groups one of whose climate was expected to be more positive due to the agreement in the beliefs of the teachers and the learners whereas the other's was expected to be less positive due to the disagreement in the beliefs of its teachers and the students. The agreement in the beliefs was believed to be a facilitating factor for a more successful learning and the disagreement in the beliefs was believed to have an inhibiting effect on both the teacher and the learners.

The research questions are as follows:

1- Can a more positive climate be established in the second language classroom by grouping the teachers and the learners according to the beliefs they hold about language, language learning, and teaching?

2- Is learning more fruitful in the second language classroom where the teachers' and the students' beliefs match ?

In order to accomplish the aim of the study, two groups of beginning students were observed for two months, that is, for the first block of the teaching period at Yadim, consisting of four separate

blocks. Group A consisted of teachers and students who appeared to have an agreement in their beliefs based on the results of the belief inventories whereas Group B is the one where a disagreement in beliefs of the teachers and students exists. Both classes were observed weekly for a class hour each, and teachers and volunteering students of each group were interviewed. The achievement test results were compared in order to find differences, if any, in the students' levels of success.

1.4. Hypotheses

On the basis of the assumption that an agreement in the students' and the teachers' belief systems results in a better classroom climate, and thus, may enhance learning, the following hypotheses are formed.

1. The grouping of the students and the teachers holding similar beliefs about the target language, language teaching and learning may lead to a better climate in the classroom.

2. A match in the beliefs teachers and the students hold may be a positive factor to enhance learning.

1.5. Definition of Terms

The definitions of certain terms are presented below for the benefit of the reader.

YADIM: Yadim is the Foreign Languages Center of Cukurova University in Adana, Turkiye, that offers preparatory language classes for both the graduate and undergraduate students of different faculties and institutes of the University.

PLACEMENT TEST: A test given to Yadim students at the beginning of the instruction. The aim of the test is to group the students according to their levels of proficiency.

ACHIEVEMENT TEST: An examination given at the end of each block, covering the syllabus of the related level.

LEVEL 1 : This is the first of totally 4 levels where beginners are offered English classes 24 hours each week for an 8 week period.

BALLI : Beliefs about Language Learning Inventory, by Elaine Horwitz.

CHAPTER 2.

REVIEW OF THE RELEVANT LITERATURE

2.1. Description of Language Teaching

As Stern (1991) puts it, teaching can be defined as the activities which are intended to bring about learning. On the other hand, Brown (1887) describes teaching as showing or helping someone to learn how to do something, giving instructions guiding the study of something, providing with knowledge, causing to know or understand. However, he further states that these definitions are rather awkward and teaching can not be defined apart from learning. He suggests that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. This seems to be the most plausible definition as we believe the teacher is not the authority or the knower but a guide or a counsellor in the classroom. Kyriacou (1991) also defines effective teaching and suggests that it is primarily concerned with setting up a learning activity for each pupil that is successful in bringing about the type of learning the teacher intends. He also cites Leinhardt and Greeno (p.3) who argue that teaching is a complex cognitive skill based on knowledge about how to construct and conduct a lesson, and knowledge about the content to be taught.

Bartlett (in Nunan and Richards 1991:204) describes teaching as essentially an interactive progress among a group of people learning in a social setting, usually described as "the classroom". He cites Galbo who defines interaction :

> all manner of behaviour in which individuals and groups act upon each other. The essential characteristics in reciprocity in actions and responses in an infinite variety of relationships; verbal, and, non-verbal,conscious and unconscious, enduring and casual. Interaction is seen as a continually emerging process, as communication in its inclusive sense.

As the above mentioned definitions imply, the word teaching seems to have different meanings according to the person who describes it.

2.2. Description of Belief System

As human beings living in a society , reading, seeing, hearing, or being taught, we form specific beliefs on particular issues. What we believe to be true, either true or false, has a definite impact on how we behave and how we perceive things. These beliefs altogether form our belief systems and influence how we do things. This is also

true for language learning and teaching. Belief systems are described more or less the same by different people whereas the influence of beliefs on second language learning and teaching is perceived differently. (This is dealt with in the following sections- teacher and learner beliefs) This section is devoted to descriptions in order to provide the reader with a better picture of how belief systems are perceived by different people.

Rokeach (in Johnson 1994) describes a belief system as "having represented within it, in some organized psychological but not necessarily logical form, each and every one of a person's countless beliefs about physical and social reality." He concludes that beliefs contain a cognitive, an affective, and a behavioural component and; therefore, act as influences on what one knows, feels, and does.

This view echoes in Clark and Peterson and Lynch (in Richards and Lockhart, 1994:29). They suggest that teacher beliefs and thinking processes underlie teacher's actions and that they should be examined in order to understand how teachers deal with the dimensions of teaching. This view of teaching also involves a cognitive, an affective, and a behavioural dimension, and it is based on the assumption that what teachers do is a reflection of what they know and believe, and that teacher knowledge and "teacher thinking"

provide the framework or schema which guides the teacher's classroom actions.

As Dunne (1993) states, teachers have implicit beliefs about teaching and learning which guide both their planning and decision making in the classroom. She further suggests that " teaching may belong to a belief system that belongs to everyday philosophy and may influence his/her behaviours even out of classroom." As she points out, a teacher's belief in equality of sexes, may influence her/his lifestyle as well as her/his classroom behaviours. However, many beliefs about teaching relate specifically to classroom practice and may develop only in the context of the classroom.

Johnson (1994: 439) also cites Nisbett and Ross who describe all human perceptions as being influenced by beliefs and; thus, beliefs influence the ways in which events are understood and acted upon. Learners , when exposed to second language instruction, also perceive things according to the beliefs they hold about language, language learning and ways of teaching the language. The role of learners' beliefs is dealt with in the following section.

2..3. Learner Beliefs

Learning a language is an emotional experience. While learning a language, a learner's heart, as well as his/her brain is involved. How students conceptualize language learning can affect how they go about learning the language. The beliefs students hold about language, learning, and teaching play an influential role on their ways of perceiving the teaching program, and their learning strategies. In order to have a deeper understanding of how students perceive and respond to certain issues, exploring their beliefs seems to be one important step towards a more successful classroom climate.

Learners' beliefs about the language they are learning may be considered as a keyword in order for a teacher to understand his/her students more deeply. The beliefs students hold about the language they are learning, and the ways to learn the language, guide them throughout their studies. As Wray (1993) points out, student teachers have specific beliefs about teaching and these beliefs might strongly influence their approaches to teaching, and that a course of teacher training needs to have some effect upon these beliefs in order for the course to be effective.

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Most of the time, learners have very focused perceptions about the nature of the language they are learning, the speakers of the target language, the four language skills, teaching and learning a language,

appropriate classroom behaviours, about self, and their goals. The beliefs on these issues form the learners' belief system which may be seen as the core of the strategies learners will then assign while learning the language.

The views the learners have about what constitutes appropriate classroom behaviour may vary from one student to another. Every student has his/her own reasons for learning a foreign language. Based on these reasons, individual learners may have various goals. Being able to make oneself understood may satisfy one learner while another student's goal may be speaking English with a native-like pronunciation. Learners sometimes have specific beliefs about their own abilities in language learning. They may think that they are not a good language learner or may believe that they have a special ability for keeping the vocabulary in mind. These beliefs may derive from the factors such as learner characteristics, cultural differences educational and socio-economical backgrounds etc. no matter where these beliefs come from, it is obvious that they influence the way and the degree of learning and that they have to be taken into consideration while teaching a foreign language. Horwitz (1987) claims that when language classes fail to meet students' expectations, students can lose confidence in the instructional approach and their ultimate achievement can be

limited. This view emphasizes the importance of studying beliefs and possible consequences of ignoring them.

As most of the learning takes place in a classroom setting, and as teachers and students form the learning society, teachers beliefs will be discussed in the following section.

2.4. Teacher Beliefs

Teachers also have their own beliefs they hold about certain issues, such as, language, language teaching and learning These beliefs guide them while doing their work in the classroom, and are influential on their choice of tasks, activities, decisions, and even behaviours. Johnson (1994:439) cites Clark and Peterson,1986; Munby, 1982; Nespor;1987; Pajares,1992; Pintrich,1990, who suggest that the nature of teachers' beliefs is portrayed as having a filtering aspect of teachers' thoughts, judgments, and decisions. Johnson summarizes three basic assumptions on teachers' beliefs. First, teachers' beliefs influence both perception and judgment which in turn, affects what teachers say and do in the classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new

information about learning and teaching and how that information is translated into classroom practices. Third, understanding teachers' beliefs is essential to improving teaching, teaching practices, and professional teacher preparation programs. Taking these views as a base, studying teachers' beliefs appear to be one of the most valuable constructs for teaching. Only recently has the importance of exploring teachers' beliefs been recognized. Due to this new trend, the influences of second language teachers' thoughts, judgments, and decisions have gained importance.

Richards and Lockhart (1994) suggest that teacher belief systems are built up gradually over time and consist of both subjective and objective dimensions. These beliefs are derived from a number of different sources. These may be from their own experiences as language learners, from the experience of what works best, from established practice, personality factors, educationally based or research based principles, principles derived from an approach or method, among others.

All second language teachers have gone through an experience of learning in their school years. As Calderhead and Robson (1992:1) cite, research on teacher socialization suggests teachers have spent thousands of hours in an "apprenticeship of observation" (Lortie,

1975) which leads to the development of a body of values, commitments, and practices. It is suggested that these established values and orientations persist despite the efforts of training institutions (Lacey, 1977 ; Tabachnick & Zeichner, 1884), thus, constituting a " latent culture" which is reinforced on entry to the teaching program. Depending on the way the students had been educated, they hold some beliefs about what is beneficial and what is unnecessary for them to do in the classroom to learn a foreign language. These preconceived beliefs, affect the learners' attitude toward the methods and approaches used in the classroom. No matter how important the teacher believes that a particular method is for a particular item to be presented, s/he may have to make some adaptations in order for the students to be interested in it, in most circumstances. In Tarone and Yule's (1989) terms, you have to fight' em', or `join' em', or to channel them. Learners' preconceived beliefs may be so powerful that teachers may well find themselves with a group of hostiles. Either they fight or join the students or channel them, an additional effort is needed beside the method. Consequently, it will be inadequate to claim that methods are the devices that can be used with any group of learners, in every circumstance. If we believe that the nature of the learner varies, we, therefore, have to believe that the nature of the instruction should vary accordingly.

As Wright (1988) claims, the influence of beliefs and attitudes on teacher's style is inevitable. These are the choice of behaviour in social groups, teacher's beliefs about the role of teaching and learning, his/her beliefs about the nature of learning and the nature of knowledge. Barnes (in Wright 1988 :62-3) categorizes teachers into two groups, depending on his findings in the research he conducted in 1969 and 1976, and he states that these teacher types are in fact no exact opposites but they are towards one extreme or the other. These two types are transmission and interpretation teachers.

Transmission teachers believe that science and foreign languages are distinctive disciplines, which the boundaries between these disciplines are very distinct, the disciplines have 'content' or 'things' to learn. They also believe that each discipline has standards laid down by which learners' performance can be evaluated, that teachers are to evaluate and correct learners' performance, and finally learners may find it difficult to gain access to the discipline because of the standards laid by the teacher.

Interpretation teachers, on the other hand, think that knowledge is the ability by which the thought is organized, that facts are interpreted and acted on, that learners are intrinsically interested and naturally inclined to explore their words. In order for the learners to

recognize their state of existing knowledge, teachers have to set up dialogues, and learners already know a great deal and have the ability to extend and refashion their knowledge.

For a transmission teacher, a teacher is the person who needs to have a high degree of control over the learners. S/he believes that the 'subject is central' and the one who embodies the subject is the teacher. For such teachers, results in examinations are the criterion of the teacher's success.

An interpretation teacher disperses responsibility for learning among the learners. This kind of teacher's position is weaker than that of transmission teacher, in terms of control over the learners. S/he believes that learners develop their knowledge of the subject and also refine their personalities. Understanding is the criterion of the teacher's success.

However, the beliefs teachers have changes as the teachers gain more experience. Sendan (1995) studied the nature and changes in the structure and content of 54 ELT student teachers' personal theories regarding effectiveness in teaching. He suggests that while the content of participating student teachers' personal theories showed only limited change, there was notable structural change. This view conflicts with

the above mentioned views proposing stability of personal theories throughout professional training. Sendan suggests that student teachers are capable of reflecting on their personal theories and training experiences when given the opportunity and a supportive environment, prior to extensive classroom experience. He further suggests that reflection may result in deconstruction and reconstruction of prior beliefs and preconceptions about teaching and learning and their views of self as teachers.

Calderhead and Robson (1991) report a research conducted with twelve student teachers through their first year in England. When they were asked about the kind of teacher they thought they would become, different views came depending on the beliefs the participants held. One of the participants told that she could not imagine herself standing at the board teaching, and she added that she had always imagined herself with little groups and moving round. Another participant's view was much more different from hers; he claimed that it was not until a teacher went out and did his work, he would be able to imagine himself as a teacher and had a picture of self in mind as a teacher.

Another example to student teacher beliefs is presented by Wubbels. As he (1992) states, many student teachers hold a strong,

often unconscious belief that good teaching in secondary education is explaining by lecturing. They believe that a teacher's job is explaining things clearly and for years and years they have experienced this when they were students themselves.

As it is obvious in the above mentioned participants' views, teachers have specific beliefs on teaching even when they have never experienced teaching and are yet students. The participant who can not imagine herself at the board teaching, may experience instances at which she would naturally do so due to the needs of her students, the nature of the item she has been teaching at that particular moment, which in turn may change her view. A good example for this is what a student teacher (Yasam) points out in Sendan's (1995) study. She explains how her view about a teacher who makes grammatical mistakes changed in the observation she had during her teaching practice. As she states she feels very surprised to hear the teacher say " Do he?", and has difficulty in understanding how a teacher does not know such a simple usage. Soon after the incident, she makes a very similar mistake saying "Doesn't they?" although she very well knows that it is not right to use such a combination. She learns not to judge people without empathizing them, and not to come to strict conclusions without thinking about it beforehand.

In another investigation carried out by Buitnik and Kemme (1986) regarding the question, "Do changes occur in teacher anxiety and teacher concerns of students, and what are the nature and causes of these changes?", student-teachers were also asked about their goals and understanding of teaching. The differences in their beliefs are clearly seen in their own definitions of their goals as a good teacher. A female participant (M) thought that getting the feeling that she controlled the situation in the classroom was her prior goal as a teacher while a male participant's (F) goal was maintaining a disciplined situation in the classroom, giving good explanations, and preparing pupils for the central examinations. Teachers with different beliefs and goals will accordingly have their own ways of teaching. The participant(M) who seems to be willing to act as the authority in the classroom, and comments on only this aspect of teaching will most probably assign rather different methods and techniques in the classroom from the participant (F) one of whose goals as a teacher is preparing his students for the central examinations. To sum up, we may conclude that the word "teaching" means different things to different teachers.

2.5. Match and Mismatch in Teacher - Learner Beliefs

If teaching is an interactive process, then there is the need to develop shared understandings in a community of knowledge users and developers. One possible way to establish this understanding may be to get the teachers and learners know about each other's beliefs. Thus, a teacher whose values resemble the students' will be more beneficial in creating a relaxed atmosphere in the second/foreign language classrooms. While a match in the beliefs of the teacher and the learners may be beneficial, a mismatch in the beliefs may lead to misunderstandings in the classroom.

Richards and Lockhart suggest that:

> Differences between teachers' and learners' beliefs
> can sometimes lead to a mismatch between their
> assumptions about what is useful to focus on in a
> language lesson.
> (1994:53)

They also exemplify this mismatch by a very probable situation which many of us teachers may have experienced; a teacher who teaches a reading lesson with the purpose of developing extensive reading skills may be misunderstood by the students who think of the lesson as an opportunity for intensive reading, building up their knowledge of vocabulary and idioms. Differences between learners' and

teachers' beliefs can also lead to students undervaluing an activity assigned by the teacher. For example, a teacher who tries to make use of group or pair-work activities may be given poor evaluations by the students who believe that this kind of activities are only a waste of time.

Horwitz (in Wenden and Rubin: 78) points out student resistance to some of the teachers' instructional activities. As she suggests, while some students want more opportunities for free conversation, others distrust communicative approaches and insist that their every utterance be strictly corrected. This is due to the beliefs the students have about teaching and learning a language. Likewise, in Richards and Lockhart(1994), learner beliefs are explored and their contribution to learning is explained. As they put it, learners who feel that English grammar is a major obstacle to their learning may favour a grammar-based teaching methodology. As they state, learners often have specific views and attitudes about the native speakers of English derived from different sources, such as the media and these may influence the degree to which students wish to interact with the native speakers of the target language. Some students may believe that the best way to improve listening is by watching television whereas others may think that reading magazines is a waste of time because of the amount of unknown vocabulary. These views depend on the beliefs learners hold

about the four language skills. As a result of the instruction given through their school years, they have already formed certain perceptions about teaching. Based on these perceptions they expect their teachers to satisfy their needs in the way they believe to be appropriate. They further suggest that, students bring to the classroom specific assumptions about how to learn a language and useful kinds of activities and approaches. A student from a culture that values rote learning and memorization may think that these are the useful strategies in learning a language. A teacher who does not share these views would surely try to discourage their use by his/her learner. The beliefs held by the teacher and the learner may be contradictory. Furthermore, the learners themselves may have differing views about what constitutes appropriate classroom behaviour. This represents a dilemma for the classroom teacher and entails an awareness of these various views and their likely consequences if (s)he is to promote desired changes in his/her students' beliefs.

As Richards and Lockhart (1994) also point out, one of the students may believe that it is not a good thing to leave the classroom until the teacher dismisses the students whereas another student may think there is no need to wait for the teacher to leave the classroom, when the time is up.

Kyriacou (1991:65) writes about the importance of establishing a positive classroom climate, and describes it as being purposeful, task-oriented, relaxed, warm, supportive, and orderly. He claims that this kind of a climate facilitates learning, it establishes and maintains positive attitudes and motivates students toward the lesson. He also adds that in establishing this climate in the classroom, the things to be given the immense importance are the learners, their values and their learning. This view implies the importance of the views, opinions, preferences, shortly the beliefs of the learners. Kyriacou further suggests that part of establishing good rapport with pupils involves sharing to some extent each other's understanding, and perspective of demands of classroom life and life outside the classroom in general. He believes that this will include valuing and respecting each other as individuals and valuing each other's view points. His view reinforces Prabhu's opinion which marks the positive effects of learner-teacher rapport that has been established in the classroom.

As Prabhu indicates:

> There is a form of enjoyment arising from teacher-learner rapport that is less conspicuous but more integral to classroom activity more truly productive to learning.
> (1990: 161-76)

Both in Kyriacou's and in Prabhu's views, the importance of a properly established relationship is emphasized. Obviously, in order to establish such a relationship, people have to share or at least be aware of each other's views, beliefs, and values, in addition, they have to perceive, and empathize each other. In a classroom situation, as the members of that particular society, if teachers and learners perceive each other as individuals with personal theories, values, beliefs, needs, and expectations, the outcome of this relationship will be more fruitful than a monotonous, routine, and mechanical one.

Rivers (1990) states that teachers should not be looking for the best method for teaching languages (or helping students learn languages), but, rather the most appropriate approach, design of materials, or set of procedures in a particular case. She suggests that, teachers need to be flexible, they have to have a repertoire of techniques, and they should employ them as the circumstances dictate, as well as being aware of their own and the students' beliefs. Teachers should keep the interaction between teacher and student, student and student, and the author of texts, and students and the community that speaks the language.

2.6. Awareness of Beliefs and Methodological Implications

Wright (1988) explores teacher and learner roles in language learning. He argues that a teacher has more than one role. As he states, a teacher can be a father, mother, judge, salesman, technician, librarian, and more within the role, and the whole educational process is deeply influenced by beliefs and attitudes. They set the roles of learners and teachers, and influence the teaching-learning process, because as teachers have a set of professional, personal attitudes and beliefs, learners also have their own attitudes and beliefs, and these are likely differ considerably between teachers and learners.

As Wright (1988) states teaching methods, although important, are only one aspect of teaching. Every teaching situation involves an interaction between a given teaching method, the students, and the sociocultural context of learning. If this interaction is not a happy one, no matter how good the method that has been assigned is, learning is unlikely to be effective. Teaching method, therefore, needs to be chosen not only on the basis of what seems to be theoretically plausible, but also in the light of experience, personality and students' needs, expectations, and their beliefs.

Consequently, a teacher, as much as the students, must feel good about an approach for it to work well. Thus, teacher- learner rapport accompanies the classroom happenings, which in turn, makes the classroom climate more positive.

In order to establish a rapport, it seems necessary to investigate student beliefs. Knowing what the learners think and believe on certain issues serve to understand them, and thus, it will be much easier to decide on the activities, tasks, and behaviours to be assigned in the classroom. In a second language classroom, where the teacher is aware of his/ her own, and the students' beliefs establishing this rapport, may be much easier than expected. Related with this view, Horwitz (1987) claims that knowledge of student beliefs about language learning is an important step toward understanding the etiology of learning strategies. Horwitz also suggests that:

> Teachers are likely to find...instances of student
> concern or dissatisfaction whenever instructional
> activities are inconsistent with students'
> preconceived beliefs about language learning.
> (1987: 119)

This point of view has been a base for many theories of language teaching. Brown reports that:

> Understanding how humanbeings feel and respond, and, believe and value is an exceedingly important aspect of second language acquisition.
> (1987:101)

Likewise Richards and Lockhart point out that:

> Many models of second language acquisition attribute a central role to learner beliefs.....Learner belief systems cover a wide range of issues and can influence learner's motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the strategies they favour.
> (1994:52)

In all the above mentioned views, the importance of exploring beliefs is emphasised, and as the views imply, teacher and learner beliefs should be considered in order for the teachers to conduct more beneficial lessons. The new trend in teaching methods and techniques also consider the beliefs of both parties.

CHAPTER 3.

METHOD

3.1. Overview

This chapter presents information about our research, instruments and procedures used for belief systems; selection of participants, the research procedures, data collection, and the methods for data analysis.

The main hypothesis of this study is that teacher and learner belief systems should be investigated in order for the teacher and the learners to establish a rapport more easily. Thus, with a community where there are teachers and students who perceive each other's views and beliefs on certain issues, there may be a more positive climate in the classroom, and this may save the time to be devoted to understanding each other.

3.2. Subjects

The participants of this study are 48 Level 1 students of Yadim, Foreign Languages Center. The participants were selected by means of the Beliefs about Language Learning Inventory by Elaine Horwitz. (BALLI see App.1) In this study, both males and females took part. All the participants were 17-20 year- old students who were at Yadim in order to take their preparatory language courses. All the students had graduated from high schools, and all were undergraduates, no graduates participated in this study so as to maintain the homogeneity of the group. The effects of the differences in the students' socio-cultural background were minimized through stratified randomization, that is, although 300 students answered the inventory questions, randomly chosen 200 papers were analyzed.

Four Yadim teachers were also the participants of this study. Seventeen core language teachers of Yadim took the teachers' version (see App. 2) of the inventory, and among these, 4 teachers whose beliefs mostly resembled were selected. Two of them were matched with a group of students whose beliefs (see App. 3) were rather like theirs, the other two teachers were matched with a group of students who held opposite beliefs. The participant teachers were all

females between 25 - 30 years of age, truly representing the teacher population at Yadim. The majority of the teachers had 1-7 years of teaching experience. The reason for selecting 4 teachers was that in the first block, two teachers were to share one group, and thus, 4 teachers were needed for two groups. In order to match the experiences of the teachers who would share the same groups, one teacher who had 5 years of teaching experience was matched with another who had less than 2 years of experience. In both groups, more experienced teachers were assigned 15 hours a week, whereas the less experienced ones were assigned 8 hours per week during the first block which lasts 8 weeks.

3.2.1. Forming The Groups

At Yadim, each year students sit for a placement test before the instruction starts in order to group them according to their levels of proficiency. This year, for our study, an extra 15 minutes was added to the examination time and the students were required to answer the BALLI questions, thus, information on the beliefs the students held on certain aspects (see App.2) was gathered. Twenty four students were selected among the ones who appeared to have the most similar

beliefs to constitute Group A, whereas 24 students who seemed to be holding opposing beliefs according to the list gained were grouped together to form Group B.

3.2.2. Making Use of Questionnaire Results

The answers gained were analyzed by means of Stat View, a computer package programme which enabled us to categorize the students who answered the inventory questions very similarly, even the same. We had a list beginning from the ones who answered the questions very similarly (see App. 4) to the ones who gave answers that were completely in disagreement. (see App. 5)

3.3. Research Design

The aim of this experimental study is to explore the influence of belief systems on language learning and classroom climate. The study was conducted at Yadim, in 1996- 1997 academic year. Both

groups formed for this study consisted of Yadim students within the mentioned academic year.

The participant students of our study were selected by means of Horwitz's Beliefs About Language Learning Inventory. The teacher's version of the same inventory was administered to core language teachers of Yadim, thus participant teachers were selected according to the results gained. The two groups consisted of 24 level 1 (beginner) students and two core language teachers. During the 8 week period of Level 1 instruction, both groups were visited once a week, for one class hour. At the end of the first block, as well as the teachers, students from both groups were interviewed. Finally, the achievement test results of the two groups were compared in order to see if any of the groups had done better. The procedures and the rationale will fully be explained below.

3.4. Data Collection

In this study, data were collected by means of interviews with both the teachers and the students as well as the following instruments.

In order to find out about the beliefs students held about language, language learning, and teaching, Horwitz's BALLI was administered. Before the placement questions were handed out to the students, they were asked to answer the inventory questions, and an extra 15 minutes was added to the examination time. Totally 300 students took the placement test as well as the inventory. Randomly selected 200 inventories were analyzed and 48 students were selected. Taking their inventory results as a base, each group consisted of 24 students.

3.4.1. Classroom Visits

After the beginning of the academic year , both groups were visited regularly. The aim of these visits was to have a deeper view of the daily lives in the two groups. In order to decide on the days of the visits, appointments were made with the teachers and Mondays and Fridays were eliminated beforehand due to the possibility that a first or the last day of the week syndrome might contaminate the outcome of the visits. Both classes were visited in the first hour after lunch time, as the students and the teachers were expected to be

full and yet not tired. As a result, one hour a week observations with each group took part on Tuesdays and Thursdays.

3.4.2. Selection of the Interviewees

At the end of the first block , as we tended to have interviews with the students, believing that forcing them to take part in the interviews would not be so fruitful, volunteering students of each group were asked questions about the classroom climate, their views on the classroom activities, teacher-student and student-student interaction, and their comments on the first block in general. The teachers of the two groups were also asked to comment on the teaching period as a whole and these were recorded. (for the interviews see App. 6)

3.4.3. Final Data

At the end of each block, all the students of Yadim take an achievement test . The students of all groups who are in the same

level are given the same achievement questions; thus, Group A and Group B students sat for the same achievement test. The results of the students of each group were compared in order to see if there is a significant difference.

3.5. Instruments

The instruments that were used in this study were the placement test, Beliefs about Language Learning Inventory, (BALLI) the adapted version of the inventory for the teachers, interviews, classroom observations, and finally the achievement test.

3.5.1. Placement Test

In order to group students according to their levels of proficiency at Yadim, Foreign Languages Education Centre, the students are supposed to sit for a placement test which consists of four separate parts attempting to assess the students' proficiency in reading, writing, listening, and core language. (see App.7 for the placement test). The

placement test which is given before the instruction starts, was accompanied with the BALLI, in order to group the students according to their beliefs they hold about language, learning and teaching.

3.5.2. Beliefs about Language Learning Inventory - Students' Version

Another source of data to constitute a base for the grouping of the students and the teachers in this study was the students' and the teachers' versions of BALLI (Beliefs about Language Learning Inventory - From E. Horwitz, "Surveying Students' Beliefs about Language Learning" in Wenden and Rubin Learner Strategies in Language Learning, 1987, see App. 1-2)

Horwitz's version of Balli consists of 34 questions which concern different aspects. In order for the teachers to benefit from the inventory, and students' responses, Horwitz gives brief explanations for each issue she means to explore. (see App. 1) As she states, Balli items 1,2,6,10,11,16,19,30,33, are about foreign language aptitude, and they concern the general existence of specialized abilities for learning a foreign language, and beliefs about more or less successful language

learners. Items 3,4,5,15,25,34, are about the difficulty of language learning, and they concern the difficulty of learning English as a second or foreign language. Items 8,12,17,23,27,28, are about the nature of language learning, and this category includes a broad range of issues related to the nature of language learning. Items 7,9,13,14,18,21,22,26, are about learning and communication strategies, and they concern the process of learning a language, and the practice of spontaneous communication in the classroom. Items 20,24,29,31,32 are about motivations, and they concern desires the students currently hold associated with the learning of English.

As Horwitz states, BALLI has been used, and proven very successful in the identification of many student beliefs about language learning. Other new studies using the BALLI are also in progress.

3.5.3. Teachers' Version of the Inventory

As Horwitz teachers' version of the inventory was not fully applicable to the Turkish teachers, taking Balli as a base, two of the inventory questions were adapted and a very similar version that attempts to find out about the beliefs that teachers hold about

language, learning, and teaching was formed. (see App. 2) This version was read and confirmed by colleagues, and was also introduced to a group of teachers from the Faculty of Education ELT Department, and Yadim at a seminar given at the Faculty of Education, on May 22nd, 1996. The adaptations were made on the questions 24 and 26. The original and adapted forms of the mentioned questions are as follows :

24- Americans think that it is important to speak a foreign language.

24- People in my country think that it is important to speak a foreign language.

26- Americans are good at learning foreign languages.

26- People in my country are good at learning foreign languages.

At Yadim, for the first block, only core language lessons are offered due to the nature of the instruction, thus, the teachers who took the questionnaire were the ones who would teach core language for the mentioned block. Seventeen teachers answered the questions of the questionnaire, and out of this number, 4 teachers were selected

according to their beliefs. All 4 teachers appeared to have very similar beliefs and they were assigned as core language instructors.

3.5.4. Classroom Observations

In order to obtain data about the actual happenings in the classes, both groups were visited regularly each week during the first block. In the classes , certain aspects of teacher and learner behaviours were observed, such as:

- classroom climate
- student participation
- student motivation
- teacher motivation
- the lack or the existence of empathy between teacher and students, and among students towards each other
- students response to the tasks and activities (i.e. response to grouping /pairing arrangements)
- students' willingness to ask when uncertain
- teacher's willingness to answer when students are uncertain

Each item was listed in a column, and in two other columns with the headings -positive / negative- , spaces were provided in order to tick the existing ones on a table. A fourth column was added to the table for the comments the observer might need to keep in mind. This form (see App. 8) was used for the observations of each group, and the results were compared in order to see to what extent, if any, the two groups differentiate.

3.5.5. Achievement Test

In the achievement test administered at the end of the first block, only core language questions were asked. Testing office members who prepared the test attempted to ask questions which cover the grammar items presented during the two month period.

The test consisted of 9 sections which included different types of questions:

In section A, students were required to fill in the blanks with appropriate prepositions by looking at a picture provided(1x9 marks).

Section B was a dialogue completion which students were to fill gaps using " some", "any", "how much", "how many" (10x 0.5 marks).

Students' knowledge of comparative and superlative form of adjectives and adverbs was assessed in section C. What students had to do here was to complete the sentences according to the table provided (8x1.5 marks).

Section D was a close test (10x1 marks) in which students were to fill in the gaps of a letter. In section E, the testees were required to write sentences making use of a table provided. The words to be used were "both - and", and "neither - nor" (4x1.5 marks).

In section F, a letter was provided and the students were to choose the correct tense to complete the letter (16 x 1.5) whereas there were gaps to be filled in section G using either adjectives or adverbs (10x1 marks).

Section H consisted of sentences which the students were required to ask questions to the words underlined (12x 1.5 marks).
In the last section, section I, there were expressions to be matched with responses (1x6 marks).

CHAPTER 4.

4. DATA ANALYSIS and RESULTS

This chapter deals with the procedures followed for analyses of belief inventories , observations and the interviews that took place after the administration of the placement test which consisted of core language, reading, writing, and listening sections in order to group the learners according to their levels of proficiency. The chapter also includes the results obtained and their interpretation.

4.1. Analysis of Belief Inventories

Horwitz's Beliefs about Language Learning Inventory (App.2) was administered to both 17 core language teachers and 300 undergraduate students of Yadim. The answers were analyzed by means of Stat View, a computer programme, thus, the people who answered the inventory questions were categorized according to the beliefs they held about language, language learning and teaching.

Consequently, we had two lists of students one of which consisted of people who answered the inventory questions very similarly whereas the other list consisted of people with inconsistent views.

(For the lists see App. 4 and 5)

4.2. The Analysis of Classroom Observations

During the classroom observations, notes were taken in order to remember what really happened in the classes. As well as these notes, classroom observation sheets were used for every single visit. (see App. 8) Observation sheets consisted of criteria determined beforehand. As the aim of the visits were to get a picture of the atmosphere in general, the aspects which would give hints about it were taken into consideration. These were certain aspects of classroom behaviours such as;

1- students' response to the tasks and activities, their attitude toward grouping or pairing arrangements, teachers' and students' motivation.

2- Teacher-student, student-teacher, and student-student interaction, that is, the lack or the existence of empathy amongst the members of the groups, students' willingness to consult their teachers when they were uncertain, and the teachers' willingness to answer the students' questions.

3- Students' participation as the natural result of the existence of all the above mentioned issues. The positive and the negative attitudes were ticked on the observation sheets during the visits, as well as taking notes on the column provided in order to remember more clearly how the students and the teachers behaved under what circumstances. After the end of the block, these sheets were put together so that we were able to see both the teachers' and the students' reactions to the criteria predetermined by the researcher of certain aspects of classroom happenings.

4.2.1. Findings of Classroom Observations

Group A

In the first visit to Group A (the one consisting of teachers and students holding similar beliefs) which was in the second week

of the first block, students were trying to speak in English. During the warm up stage, students reviewed the previous lesson together with their teacher using as much English as possible. They seemed eager to participate, and when asked a question, almost all the students raised hands. Although it was only the second week the teacher and the students had been together, the teacher had already learnt the students' names, and was calling them by their names. The students' motivation seemed high and they were all involved in the task. When they were uncertain, with no hesitation, they asked questions to the teacher who was always willing to help no matter how irrelevant the question was.

As well as the teacher, the learners tolerated each other's questions and mistakes. The teacher assigned a role-play activity to be conducted in pairs, one or two of the students just looked around. When the teacher went near them and offered help, they accepted it and started to work. The students seemed as eager as they were for the role-play activity when they did a listening activity filling gaps.

They wanted to listen to the text in order to practice the pronunciation of some of the words in the text. They had difficulty in pronouncing foreign names, being aware, the teacher guided the students beforehand.

In one of the following lessons, it was fun to see that both the teacher and the students started dancing at the same time during a listening activity, as they were to fill in the gaps in a song as they listened to it on the tape. Not only in the first observation, but also in the following ones, the lessons were full of fun, the teacher also seemed highly motivated which had a positive effect on the students. The students' behaviour was very respectful towards both the teacher and each other. The students' seemed highly motivated, and they were almost always willing to participate. They had some kind of a mutual feeling, which may be called as "spirit de corpse" ; they were behaving uniformly as if they were obeying an invisible treaty among each other. They all seemed very ambitious and highly willing to learn.

In one of the sessions, the teacher divided the students into pairs for an activity in which the students were to choose a job, a new identity and talk about themselves. As soon as the students were assigned the task, they started work trying to use as much English as possible. After they had finished it, almost all the students volunteered to act out the part they prepared.

In the second visit to Group A, the students were to listen to a song and fill in the gaps. As most of the students had used books,

the words to be used had already been written in the blanks provided in the book. It was nice to see the ones who already had the words in their books trying to erase them before the teacher started the song. Just at that moment, the teacher told the students that she gave a couple of minutes to them for erasing the words before they started. In the end, the students got all the words right, and they insisted on singing the song altogether, the teacher agreed.

Group B

In the first visit to Group B, (the one with opposing views) the teacher seemed very willing to teach, and seemed highly motivated although the students seemed a bit cautious to speak or ask something. Most of the students did not take part in the activity which required getting up and finding the person who did the same job (a role-play activity) until the teacher joined and politely forced them to participate. In one of the activities which the class would be divided into two and one group would play bank managers while the other group would be the customers who came to the bank to ask for credit, there were only two volunteers and those two were the ones

with a background preparatory class experience. The students did not seem to be very willing to try out new ideas no matter how hard the teacher encouraged them. This was one of the aspects which the teacher was mostly complaining about.

Throughout the block, the students' behaviour did not show a significant change, they might be called rather negative at times. Some of the students seemed slightly more proficient than the rest of the class, and this made them be overproud of themselves and they deemed themselves superior to the others. As the better ones showed signs of boredom, the others commented on the presented items using expressions such as " I understood nothing", or " how meaningless ".

Although the teacher was very helpful, and had a smiling face all the time, they sometimes showed aggressive reactions. Most of the time, the teacher had to answer her own questions herself as well as reminding the class of her presence in the classroom. The students were often not very willing to respond to grouping or pairing activities, and they rarely asked questions to the teacher when they were uncertain.

In the second week of the block, the students of Group B did not seem ready to use English yet. Some kind of a non-

comprehension was obvious in the students' faces as the teacher was addressing the students in English. There was a role -play activity which required the students to choose a new identity and a job, and then stand up and look for people who chose the same job in the classroom. When the time for preparation was up, there was no one in the classroom who stood up. Even after the teacher tried to encourage the students to act out their roles, most of the students were still sitting on their chairs.

Another activity was to be done in one of the visits to Group B. The teacher was trying to teach a lullaby. Before she began, she explained what a lullaby was and asked the students to remind their friends of a Turkish one. Although everybody smiled, no one volunteered, at last the teacher sang a part of one of the Turkish lullabies. After teaching the song to the class, she asked the students to sing it in chorus, none of the students began singing. She divided the class into two and declared that this was a competition between the two groups of students, at that moment both group of students shouted that it was unfair because the other group consisted of more people. At last, most of the students seemed to feel offended and they stated that they would be sleeping not singing or they did not want to be disturbed. These contradictions in the attitudes of the students of both groups may be considered as a sign for the positive

effect of a match in the beliefs of teachers and learners on a more positive classroom climate.

As the above mentioned examples imply, the students of group A seem to be much more content with the ongoing lessons and the climate of their classroom whereas the students of Group B comment on the lessons as being "negative".

Group A seems to be aware of the methodology, and the rationale for it, on the other hand ,the students of Group B believe that it is their own success to have achieved to learn something during the first block but not the teachers' or of the methodology used. It is apparent that there is a mutual understanding between the teachers and the students among the people of Group A which makes the relationship more smooth whereas one of the interviewees of Group B openly declared that she can not put herself in her teacher's shoes. The students seem to be very fond of their teachers and vice versa in Group A. The members of Group A were so happy with their life during the first block that they insistently demanded that their teachers should not be changed by the administration in the forthcoming blocks. Group B members did not seem very hopeful about the new block taking the previous one as a base but as they stated "they had to stand it because learning English was a must".

Taking all these findings into consideration, it looks obvious that a match in beliefs serves to promote a better climate in the second language classroom whereas a mismatch in beliefs leads to some kind of an irritation in both the teachers and the learners.

4.3. Interviews with the Students

At the end of the block, volunteering students of each group were interviewed and the interviews were recorded. Unfortunately, three group B students were assigned by their teacher for the interview as there were no volunteers whereas six students volunteered in Group A. The interview was semi-structured, that is, during the interview, the students were asked open ended questions which mainly focused on the issues the researcher observed in the visits. That was done in order to confirm or reject the validity of the views the researcher gained during the observations, and voice at least a sampling amount of participants. As the questions were open ended, the interview continued more like a friendly talk. This was recorded and the script was written down. The next step was to select the

views directly related to our criteria set. (see 3.5.4.) These were then used for the content analysis.

In the interview, the students were first asked to comment on the atmosphere in the classroom. As the members of Group A stated, in two months time, they succeeded in establishing a positive climate in the classroom. One of the most important reasons for this was the teacher's positive and supporting attitudes towards the students. They believed that it was not only the teachers' but also the students' responsibility to maintain a better climate in the classroom. Meanwhile, the teacher would guide them. In their opinion, their teachers were the most effective factor for them in order to get rid of the fear of being unsuccessful. An example for this belief is illustrated in the following excerpts from the interview.

Res. Now that you have completed the first block here at Yadim, you should have your views about this two months period. What things have you got to say about it in general?

Int.1. When I first came to Yadim, I was so scared that I would not be successful because I had never had English lessons before. It was our teachers who supported and motivated us. Their approach and their attitude to us made us love the lesson and thus, the language. Our teachers had a positive effect on us all and so the

atmosphere of our classroom was positive. Although it has been only two months since we started, we all feel happy with the progress we made and we are now sure to succeed.(in students' own words)

The students also commented on the teachers' and the learners' motivation. Their answers were consistent with one another's as can be seen in the following examples .

Res. How would you comment on your friends' and teachers' motivation during the first block?

Int.1. As our teachers have encouraged us to ask questions, and take part in the lessons, both motivation and participation are high in our classroom.

Int.2. In my opinion everybody is highly motivated.

Int.3. I personally participate more now than before because I feel more confident.

Res. You say that you and your teachers understand each other. Was there such a feeling among the students? Were you able to put yourselves in each other's shoes?

Int.6. You feel some things but you do not show it to the others. For example, if one of our friends asks a stupid question, we can understand what he thinks. Maybe he is not in a good mood that day, or we understand that there is something wrong with him so we

do not judge our friend. We think that we might have been the one who asked that question.

Res. So you have a mutual understanding.

Int.2. Of course. I believe our teachers are very friendly, I have seen our teachers spend a lot of breaks teaching something in their offices. They are so warm and ready to help.

The students seemed aware of the approach used at Yadim, and approved of the methods and techniques that were made use of. The following passages examplify their comments on the approach.

Int.5. I think, everything done at Yadim is to enable the students to speak the language, rather than focusing on grammar practice. Our teachers try to get the students to understand what they listen and read, and produce the language themselves. This makes the lessons more fun. If the teachers had thought intensive grammar in the lessons, instead of using group and pair work, or teaching songs and holding contests, the lessons would not have been that beneficial. Now, we speak and understand the language and that is much better. I mean, I am very content.

Res. Do you all think so?

Int.4. I think, the relevance of the selection of the activities depends on the teacher's efficiency. Our teacher instantly perceives the

mood of the students and she uses easier or more difficult activities. This motivates us, and we enjoy the lesson more.

Int.2. I mean, our teachers understand us and conduct the lessons accordingly.

As the students stated, the atmosphere in the classroom when there was another teacher was not the same as the one when they were with their own teachers. They mentioned their feelings towards different teachers who taught them in the absence of their teachers.

Res. Did you ever have lessons with other teachers in the first block? What can you say about the atmosphere in the classroom?

Int.5. Yes, once or twice, some other teachers taught us. The atmosphere was not the same. It is very good with our own teachers.

Int.2. Sometimes some other teachers come to our classroom, we don't understand why but we feel like enemies, but with our teachers, everything is very good. Our teachers love us and we love them very much. I mean, we are very happy this way. Would you please help us to have the same teachers for the forthcoming blocks?

(Upon these comments the researcher reported the academic assistant director who listened to the recording. This group has been given instruction by the same teachers since then.)

The students of Group B did not seem very content with the first block and the classroom climate during the lessons. The interviewees believed that this was due to the fact that the majority of the students were not very willing to learn. As they claimed, there was nothing to do to change the situation because of the nature of the students who formed the group.

They seemed very pessimistic about the first block and the atmosphere in the classroom. Their view was apparent in the expressions they used. One of the interviewee's words reflects the general opinion of the rest of the interviewees:

Res. What would you like to say about the first block, and the atmosphere in your classroom?

Int.1. It was passive. That was because of the students, they did not have awareness, and that's why the motivation was not high.

It was obvious that the students who were assigned for the interview were talking, isolating themselves from the rest of the group. They seemed mostly disturbed by their friends and their attitudes. The answer to the following question gives very important clues for the

positive influence of a match in the beliefs between the students and its effect on the climate of the classroom.

Res. Do you mean if the group had consisted of people who had a more similar way of thinking, the atmosphere in the classroom would have been much better?

Int.1. Of course, if everybody had the same purposes, if everybody had been more determined, then things would have gone more smoothly.

The students seemed to have the view that the improvement of people in the classroom depended on their own effort such as using their previous knowledge of English or studying on their own.

Int.3. In our group, there are students who had never learnt English before. They work a lot, and they have made progress. This is all their success.

Int.2. If you are forced to do something, you have such a feeling that you believe that you will never be successful. In spite of every thing, we have covered a long way, I think.

As the students stated, the participation for grouping pairing activities was not satisfactory. When they were asked how many per

cent of the classroom population wanted to take part in these activities, the answers were as follows:

Res. How many per cent of the classroom population wanted to take part in these activities?

Int.1. Nobody.

Int.2. Of course, now more people participate. As much as % 50, but there are the ones who never take part in these.

(For more details see App. 6)

4.4. Interviews with the Teachers

After each visit to the classes, teachers were asked to comment on the lessons. The teacher of Group A was content with her students and lessons. As she stated, her students were almost always willing to learn although sometimes she was tired of the students' being overactive. She reported that the students were motivated, open to new ideas, and their participation was satisfactory. The students were very fond of their teacher, and they had a mutual understanding towards each other, as well as towards the teacher. Their reaction to the activities were rather positive. They were even ready and willing to

come to the blackboard to role-play or for games, which most students would most probably escape from. In general, the teacher seemed rather pleased with her students and the ongoing lessons. It was nice to hear the teacher talk about the students as "my children".

When asked to comment on her students and the lessons, the teacher of Group B complained about the performance of her students and their lack of motivation. As she explained, her students mostly showed slight or no reaction to the lessons, however, some of the students were more eager at times. The group consisted of students of mixed ability, as in the placement test students who scored between 0 and 30 are placed in beginner levels. She sometimes found it hard to cope with such a group nature, no matter how hard she tried. Some students were better than the others which made them feel over confident, whereas some others were feeling too unprepared to answer any of the questions. As she related, and as we observed in the sessions, she often had to remind the students of her presence in the classroom, and draw their attention to the lesson. Most of the time the teachers of Group B complained about the students. Most of the complaint arose from the students' lack of motivation and consequently the lack of participation.

4.5. Findings of the Achievement Test Results

In the achievement test, which is prepared by the testing office members at Yadim, only core language questions were asked due to the nature of the instruction throughout the first block. (As the achievement test questions are kept confidential at Yadim, it is not included in the Appendixes) Both groups were administered the same test as well as the rest of level 1 students at Yadim.

At Yadim, the students sit for 4 achievement tests at the end of each block throughout the academic year. The students do not pass or fail these achievement tests but their average achievement grades determine whether they can take the final exam or not. The ones whose achievement averages are 50 and up can take the final test whereas the ones with averages below 50 take the make up exam after an optional summer school. (This has changed due to the new regulations.)

The results of the achievement test administered to Group A are presented in Table 1.

Table 1. shows the results gained by the students of Group A in the achievement test. The amount of students who scored over 70, (that is, good) is 21. The number of the students who scored below 70 is 3. None of the students scored poorly, that is, below 50. The average score gained by Group A students was 75.90 %.

Table 1. Achievement Results 'Group A'

Group A Achievement Test Scores		
Average : 75.90 %		
Participants	Grades	
1 st	97,5	
2 nd	97,0	
3 rd	95,5	
4 th	95,0	
5 th	93,5	
6 th	89,5	
7 th	89,5	
8 th	89,5	
9 th	88,5	
10 th	87,0	
11 th	77,0	
12 th	76,5	
13 th	76,0	
14 th	75,5	
15 th	75,0	
16 th	74,5	
17 th	73,0	
18 th	72,5	
19 th	71,5	
20 th	71,0	
21 st	61,5	
22 nd	60,0	
23 rd	58,5	
24 th	53,5	

Figure 1. shows how Group A students are grouped according to the grades they scored in the achievement test. As seen in the figure, the whole population of this group scored over 50, that is above poor. Twenty students out of 24 scored over 70, which may be said to imply that this exam result may higher up their achievement averages.
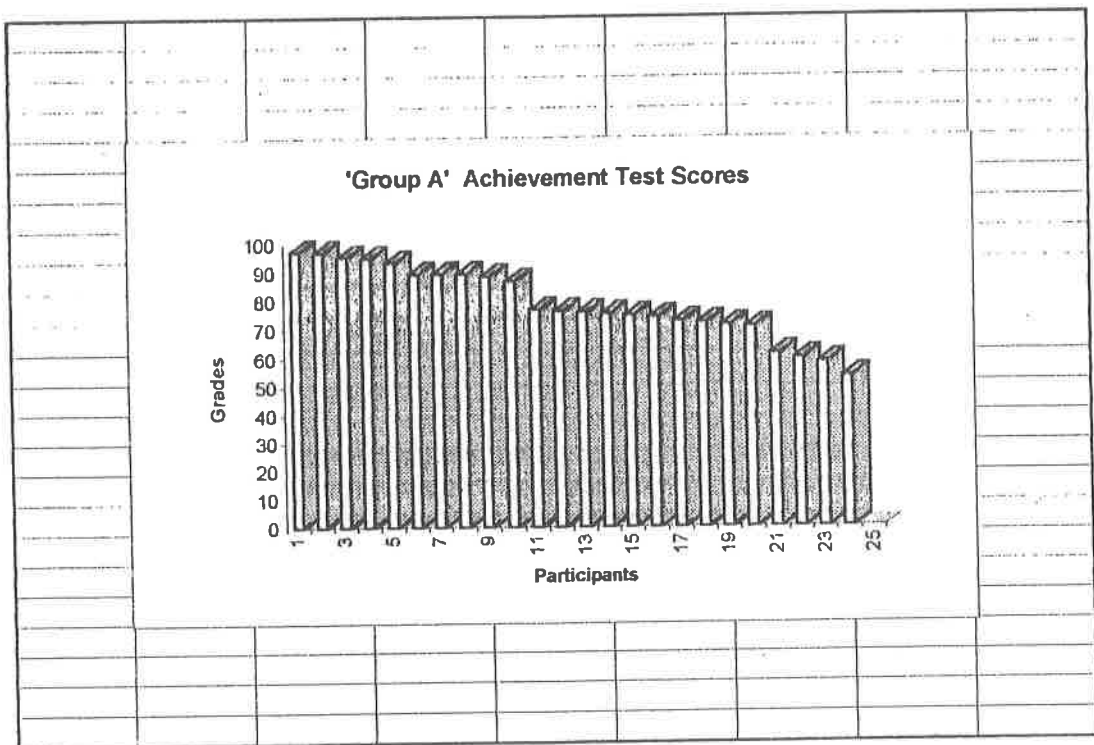
Figure 1. Display of Achievement Test Scores 'Group A'

The results Group B students gained in the achievement test are presented in Table 2.

On the other hand, in Group B, the average score is 76.60. Seventeen students scored over 70, 7 students (2 of whose grades were below 50 ,that is they got poor grades,) scored below 70 .

Table 2. Achievement Results 'Group B'

Group B Achievement Test Scores				
Average : 76.60 %				
Participants		Grades		
1 st		96,5		
2 nd		95,0		
3 rd		90,0		
4 th		89,0		
5 th		88,0		
6 th		87,5		
7 th		87,0		
8 th		86,5		
9 th		85,0		
10 th		83,5		
11 th		82,0		
12 th		81,0		
13 th		79,0		
14 th		77,0		
15 th		73,5		
16 th		72,0		
17 th		71,5		
18 th		69,5		
19 th		69,0		
20 th		63,0		
21 st		62,5		
22 nd		58,5		
23 rd		48,5		
24 th		43,5		

The scores gained by the two groups showed a slight difference in the form of raw data. The average score by Group A students is 75.90 % (53,5 - 97,5) whereas the students of Group B reached 76.60 (43,5 - 96,5).

Figure 2. shows the grouping of Group B students taking their achievement results as a base. According to the table, 17 out of 24 students scored above 70, and unlike Group A members, two of the students of Group B had poor exam papers.

'Group B' Achievement Test Scores
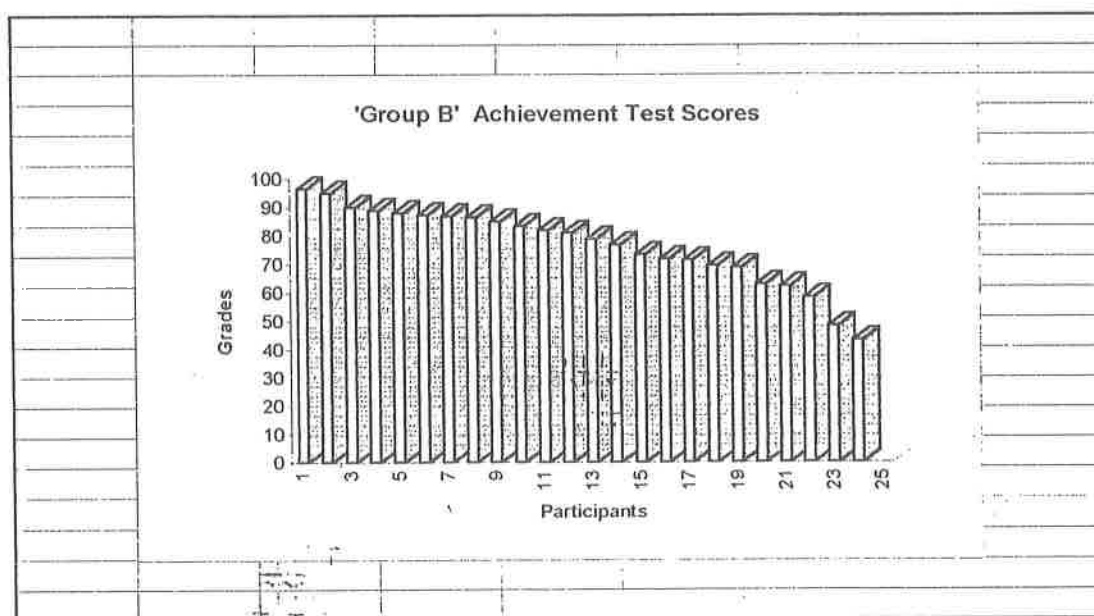
Figure 2. Display of Achievement Test Scores 'Group B'

The scores the members of the two groups obtained were also analyzed by means of t-test, and the results appeared to be statistically nonsignificant. According to the results gained in the t-test, the table is as follows:

Table 3. T-test for Achievement scores

	n	Mean	Sd	Std.Error	t-value	P	df
Group A	24	79.062	13.03	2.66	.632	.5308	46
Group B	24	76.604	13.92	2.84			

As the table shows, mean value for group A is 79.062 and for Group B, it is 76.604. Standard deviation for Group A is 13.03, and 13.92 for Group B. Standard errors for Group A and B are 2.66 and 2.84 respectively. T value is .632 and $p = .5308$ which means the result is insignificant. Degrees of freedom in this analysis is 46.

As the above mentioned tables and figures suggest, the results of the achievement test administered to both groups do not show a significant difference between the members of the group with

70

an agreement in their beliefs and the group which consisted of students and teachers with inconsistent beliefs about language, language learning and teaching.

CHAPTER 5.

CONCLUSION

This study investigated whether or not a match in the beliefs of the students and the teachers of a language class would serve to provide a more relaxed atmosphere. In addition, we aimed to find out if such an atmosphere would help to enhance learning by lowering the anxiety in the classroom. To achieve this, two groups were formed according to the match or mismatch that exists in the teachers' and the students' beliefs. Both groups were observed during the first block and they both were visited regularly. The volunteering students and the teachers of the two groups were interviewed and the data were analyzed. The findings of the data collected showed that a match in the teachers' and the students' beliefs played an important role on the existence of a more positive classroom climate whereas it did not show a significant impact on a better learning. To sum up, we may conclude that a match in the beliefs of a learning community serves to maintain the positive classroom climate in the classroom. It helps to establish a teacher learner rapport more easily,

and the time devoted to get to know and understand each other in the classroom is saved and may be devoted to teaching.

Although a match in the beliefs played an influential role on the existence of a more relaxed atmosphere in the classroom, a significant effect on test results was not observed. In spite of the positive features of Group A, the students' eagerness and enthusiasm to practice the language, and participate in the lessons, their exam results were not ahead of those of the students of Group B. This may be due to the exam consisting of core language questions only, or the type of the learners, or we may merely infer that although a match in the teachers' and the learners' beliefs helps to create a better climate in the second language classroom, it has not a direct effect on the students' exam performance on core language. However, Group A students might have been more proficient on communicative skills, but this study mainly focused on core language. To pursue this issue, further research is needed.

The students of Group B stated that they were studying because they had to learn English. This thought might have prompted them to study harder than the students of Group A, whereas the relaxed atmosphere in the classroom might have led the students of Group A to be over relaxed and not to deem their lessons as seriously as

they should have. It may even be suggested that a certain amount of anxiety may be a facilitating factor for some students rather than being debilitating, and what's more, the possibility of students' being individual learners, -that is , the learners may be more successful by studying alone and compensating for their lack of interest in the classroom by concentrating on their lessons at home-   might have had an impact on their exam performances.

Therefore, it may be suggested that although a match may be considered as an enhancing factor on creating a more positive climate in the classroom, the outcomes of this study does not give hints for its positive influence on more successful learning.

5.1. Implications and Suggestions for Further Research

Exploring learners' beliefs is one of the most important means in order for a teacher to perceive her/his students preconceptions about the language they are learning, and the ways they would prefer to be taught. As Savignon (in Horwitz 1985: 334) suggests, teachers' attitudes and motivation should also be investigated in order to determine what obstacles lie in the way of creating the kinds of

environments which would be most helpful to the learners. We have already argued that teachers' actions and behaviours in and out of classroom derived from the beliefs they hold both about the language, and about the life out of classroom. (see 2.4.) The views we have explored so far lead us to the suggestion that teachers' beliefs should also be investigated and teachers should be made aware of not only their own but also their learners' beliefs. As Horwitz suggests (1985) in order to achieve this, teachers' and learners' versions of the Beliefs About Language Learning Inventory may be utilized for a solution. She further suggests that the teachers can devote some of their time to answer the inventory questions which later on should be discussed with the colleagues. Doing so, teachers may have the chance to hear other peoples' views which may lead them to think critically about their own thoughts.

Horwitz (1985) points out that the students' version of the inventory can be used in one class hour and students may be required to answer the inventory questions, the answers may then be discussed in the classroom by the learners. This process has two advantages: One is on behalf of the teacher; s/he has the opportunity to get to know the students, and learn about the students' beliefs and preconceptions about the language and learning and teaching, - this is very important, because for example, a teacher who holds the belief

that s/he is teaching a very easy language may have negative feelings towards a student who believes the language s/he is trying to learn is a very difficult one , and thus, is less successful. The second one is on behalf of the learners; a learner who answers the inventory questions and compares the answers with one other student will be able to determine the main areas of agreement and disagreement. This will prompt the students to reevaluate their beliefs and be aware of other people's beliefs which will broaden their views.

These instruments are most effective when administered at the beginning of the semester, and thus, teachers and learners are made aware of each other's beliefs as soon as possible. If for example a teacher finds out that her/his learners do not believe rote - learning is a useful means for learning the language, the teacher needs little time to spend on this technique. Teachers may take the advantage of the information obtained from the inventory results, and use the students' beliefs as a starting point in their discussions. The inventory also challenges to point out that different students do well under different instructional conditions, by revealing the contrasts in the students' own experiences. Knowing about the learners' beliefs may also serve to make the teacher reflect on the classroom happenings from both the learners' and her/his perspectives. This will have a more positive effect on the learners because learners who are forced to shift their

opinions too quickly cling even more strongly to their old opinions. To conclude, although it is to some extent in contradiction with our results, as Horwitz puts it, a systematic assessment of students' beliefs would certainly facilitate learning. In our study, due to the time constraints, the groups could not be observed throughout the academic year. The results of this study could have been more comprising as it would not have focused on only core language but also reading, writing, listening and speaking . However, this study may constitute a base for further research by which the effects of a match and a mismatch in beliefs on the above mentioned language skills may also be measured.

Young (1991) writes about the ways of reducing second language anxiety to facilitate learning. As she states, several techniques are offered for this, stemming from learner beliefs, and these same techniques apply when dealing with personal and interpersonal anxieties. It is argued if students can recognize their irrational beliefs and fears about language learning, they will be able to interpret thought provoking situations rather than trying to avoid them. In order to lower the anxiety for a more relaxed climate in the classroom, Foss and Reitzel (in Young,1994:3)recommend that the teachers should have their students to voice their beliefs and fears. Another suggested technique is using the anxiety graphs by which the

students chart their level of anxiety to show that not every phase of , for example , an oral interaction produces equal amount of anxiety, thus, highest level of anxiety can be pinpointed at a given interaction. To reduce anxieties based on learner beliefs, Horwitz (in Young 1991) suggests that instructors discuss with their students reasonable commitments for successful language learning. She further suggests that not only the learners' but also the teachers' beliefs may be the reason for a sense of anxiety in the classroom. In order to reduce this kind of an anxiety, it might be useful for teachers to examine consciously their own beliefs on language teaching to dispel the beliefs that negatively influence the learners.

The views that were summarized above imply that beliefs both teachers and learners hold about language, learning and teaching play a very important role on second language teaching. What we aimed with our study was to create awareness of beliefs and identify their impact on the classroom climate. The above mentioned suggestions support our views. Beliefs is a vast area to be explored. Horwitz (1988) points out "although 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." Taking this view into consideration, our study attempted to explore the

influences of a match and a mismatch in the teachers' and the learners' beliefs as well as searching for the possible effects of them. We specifically focused on core language , further research may be conducted on one or all four language skills . The way we conducted our study might be considered as more time consuming as we had 300 students to answer inventory questions and analyzed the data to match the teachers and the students. An easier way to explore the beliefs as Horwitz suggests may be devoting a single class hour to inventories and discussing the answers to observe the possible influences of the awareness of beliefs. Teachers' beliefs and their effects on their ways of teaching might be explored and student teachers' preconceptions about teaching and their impact on their future instructional goals may also be research questions for further research.

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APPENDIX 1

-STUDENT'S VERSION-

Below are beliefs that some people have about learning foreign languages. Read each statement and then decide if you:

1) strongly agree 2) agree 3) neither agree or disagree 4)disagree 5)strongly disagree

There are no right or wrong answers. We are simply interested in your opinions. Mark each answer in the answer sheet Questions 4 & 15 are slightly different and you should mark them as indicated.

1) It is easier for children than adults to learn a foreign language.

2) Some people have a special ability for learning a foreign language.

3) Some languages are easier to learn than others.

4) English is:

a) a very difficult language

b) a difficult language

c) a language of medium difficulty

d) a very easy language

5) I believe that I will learn English very well.

6) People from my country are very good at learning foreign languages.

7) It is important to speak English with an excellent pronunciation.

8) It is necessary to know about English-speaking cultures in order to speak English.

9) You should not say anything until you can say it correctly

10) It is easier for someone who already speaks a foreign language to learn another language.

11) People who are good at mathematics or science are not good at learning a foreign language.

12) It is best to learn English in an English-speaking country

13) I enjoy practicing English with the Americans I meet.

14) It is OK to guess if you don't know a word in English.

15) If someone spent an hour a day learning a language, how long would it take them to speak the language very well:

a) less than a year

b) 1-2 years

c) 3-5 years

d) you can't learn a language in 1 hour a day

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

17) The most important part of learning a foreign language is to learn the vocabulary words.

18) It is important to learn and practice a lot.

19) Women are better than men in learning foreign languages.

20) People in my country feel that it is important to speak English.

21) I feel timid speaking English with other people.

22) If beginning students are allowed to make errors in English, it will be difficult for them to speak correctly later on.

23) The most important part of learning a foreign language is learning its grammar.

24) I would like to learn English so that I can get to know Americans better.

25) It is easier to speak than understand a foreign language.

26) It is important to practice with cassettes or tapes.

27) Learning a foreign language is different from learning other academic subjects.

28) The most difficult part of learning English is learning how to translate from my native language.

29) If I learn English very well, I will have better opportunities for a good job.

30) People who speak more than one language are very intelligent.

31) I want to learn to speak English very well.

32) I would like to have American friends.

33) Everyone can learn to speak a foreign language.

34) It is easier to read and write English than to speak and understand it.

APPENDIX 2

-TEACHER'S VERSION-

Below are beliefs that some people have about teaching foreign languages. Read each of the statements and then decide if you;

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

1) It is easier to teach a foreign language to children than adults.

2) Some people have a special ability for learning a foreign language.

3) Some languages are easier to teach than others.

4) English is:

        a) a very difficult language

        b) a difficult language

        c) a language of medium difficulty

        d) a very easy language

5) I believe my students will learn English very well.

6) People from my country are good at learning foreign languages.

7) It is important to speak English with an excellent pronunciation as a teacher as well as teaching it to the students.

8) It is necessary to teach about English-speaking cultures to the students for them to speak English.

9) Students should not say anything until they can say it correctly.

10) It is easier to teach someone English who already speaks a foreign language.

11) People who are good at mathematics or science are not good at learning a foreign language.

12) Students would learn English best in an English-speaking country.

13) I think students enjoy practicing English with the Americans they meet.

14) It is OK if students guess the meanings when they come across with an unknown word.

15) If you spent an hour a day teaching a language to your students, how long would it take your students to speak the language very well:

    a) less than a year

    b) 1-2 years

c) 3-5 years

d) you can't learn a language in one hour a day.

16) I have a special ability for teaching foreign languages.

17) The most important part of teaching a foreign language is to teach the vocabulary words.

18) It is important to practice a lot to learn.

19) Women are better than men in learning foreign languages.

20) People in my country feel that it is important to speak English.

21) I think students feel timid speaking English with other people.

22) If I allow my beginning students to make errors in English, it will be difficult for them to speak correctly later on.

23) The most important part of teaching a language is to teach its grammar.

24) Students would like to learn English so that they can get to know Americans better.

25) Students find it easier to speak than understand a foreign language.

26) It is important to practice with cassettes and tapes.

27) Teaching a foreign language is different from teaching other academic skills.

28) The most difficult part of teaching English is teaching how to translate from the students' native language.

29) If students learn English very well, they will have better opportunities for a good job.

30) People who speak more than one language are very intelligent.

31) Students should learn to speak English very well.

32) Students would like to have American friends.

33) Everyone can learn to speak a foreign language.

34) Students find it easier to read and write English than to speak and understand it .

APPENDIX 3

Teachers' Statview Analysis   (Teachers of Group A and B)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Tülin Dağınık	3	2	2	4	1	4	2	2	5	3	4	2	3	1	1	2	4	2	3	2	3	5	3	3	5	2	2	3	1	2	1	2	2	2
Azime Yumru	1	2	2	4	3	2	2	2	5	2	5	1	2	1	3	3	4	1	2	2	1	3	3	4	1	1	3	5	1	2	2	2	2	1

APPENDIX 4

List of Group A Students Statview Analysis

APPENDIX 5

List of Group B Students Statview Analysis

APPENDIX 6

Students of Group A

The students made consistent remarks on role-play activities, and grouping- pairing arrangements.

Res. Surely, you have done some role-play activities, group or pair-work so far, how was the general attitude towards those arrangements? Was the motivation of the students still high or do you think that the time could have been spent for something more useful?

Int.4 We were trying to be more careful, because it is a groupwork, and if you make a mistake, this will affect your friend(s) in the group or pair, he/she may misunderstands you, as a result, the conversation may divert from its purpose. You have to be clearer. That's why we take this kind of work more seriously.

Res. Were all the students willing to participate in those activities or were some of your friends hiding themselves at the back?

Int.1. Generally, all the students were willing. It is fun that's why.

Int.2. It is not only fun but also you learn a lot while doing such things.

The students seemed to have empathy towards their teacher as well as each other. When asked about their teachers' motivation, the answers were very tolerant and understanding.

Res. Do you think that your teachers' motivation was high throughout the first block?

Int.3. It depends on that specific day. What things have happened that day, this is very important. It influences the teacher, but this is the same for us students too. Sometimes, the teachers looks very cheerful but you can not guarantee to be the same all the time. For example, we students may not be that good in the lessons, and we do not want to do anything that day, our teachers understand us, and they behave accordingly. We understand them and they understand us.

Int.3. But we learn from friends from other classes, they say that their teachers are not as tolerant as ours I mean, we are lucky.

The students seemed to be very content with their teachers and the ongoing lessons. This is apparent in all the interviewers' views. For example, when they talk about their friends' questions to the teacher, they state that their teachers have always been very understanding, and have always tried to explain things and teach, although even the students sometimes thought that the question was very irrelevant. They also point out that the students in their group have always been very willing to learn. They seem to believe that they are superior to the other groups from this aspect.

Int.4. I want to say something here. Our group consists of students who are all very willing to learn. I don't think the other classes are the same, but this is true for our class.

Res. What things would have been done to improve the quality of the lessons, was there anything you believe to be missing?

Int.1. The only problem was the book at the beginning of the term, but with our teachers' help, we overcame the difficulties. The climate of the classroom was also an advantage for us.

Int. 3. I believe that even the book was not a big problem. Let me give you an example, when you go to a drugstore to have an

injection, the man does not inject the whole medicine at once. It is the same in language teaching, you are given bits of knowledge, in time. For example, if we had started with the grammatical patterns, how could we have learnt to communicate without knowing enough vocabulary? I think, after we have learnt some basic structures through use of speaking the language, the details will be presented and we will not even be aware of being taught. Some day, we will realize that we have already learnt the language.

The students all seemed very fond of their teachers. At the beginning of each block, the teachers change, and new teachers start sharing the classes. When asked how they felt about this, they looked very unhappy.

Res. In the forthcoming block, you are going to be with different teachers. What do you think about that?

Int. 3. We are so sorry about this. Is it possible to have the same teachers for the next blocks?

Int.1. We now know each other with our teachers. We understand each other. Our teachers can understand our mood, it would be much better if the teachers did not change.

Int.3. As my friend says, our teachers know all about our weaknesses and strengths. They know what each learner needs, and they focus on each of us accordingly. With a new teacher, it would be very difficult to establish such an understanding.

Int. 1. The one who is going to suffer from this will be me. I can not even seem to teach my name to other teachers. They do not want to believe that my name is Cerkez.

Int.3. Our teachers are very good. They help us a lot. They prepare us for the examination. They even give us some examples about the test types used at Yadim. This is because our teachers are so skillful, and know their jobs very well. We both learn the language, and get ready for the exams.

Int.1. I believe that we are the luckiest group at Yadim, and other groups are jealous of us.

Students of Group B

The students of Group B did not seem very content with the first block and the classroom climate during the lessons. The

interviewers believed that this was due to the majority of the students who were not very willing to learn, and they claimed that there was nothing else to do to change this because of the nature of the students in the group.

Res. What could have been done in order to motivate the students or to raise their awareness?

Int.2. Nothing, everybody did his best, some people I mean, most of the students did nothing to improve the situation. The things done in the classroom was not much.

As the students claimed this had a negative effect on the teachers and their motivation was low accordingly at times.

Int.1. The teachers' motivation was sometimes good, but they were not very motivated in all the lessons. This is an interaction. Sometimes the students misunderstood the teachers, and sometimes we were not able to understand our teachers. It was changeable.

The students stated that there were not severe examples of unusual behaviours in the classroom, they explained that this was due to the obligation of learning the language. Although there were some

irrelevant questions, those who asked them were not alienated in the classroom, students explained, although sometimes the teachers were feeling angry.

Int.1. Sometimes our teachers get very angry, but we can handle it.

Int.2. If you are forced to do something you have such a feeling that you believe that you will never be successful. In spite of everything, we have covered a long way, I think.

The interviewees seemed to believe that the participation was not very good because most of the students were not good at English. The interest for grouping -pairing was not high. As they stated, this kind of activities were far beyond the ones they are used to do in their educational background. This led them to be more cautious towards such things.

Int.3. We are not used to doing things such as singing, groupwork, pair-work, or role-play activities, because you listen to the lesson, you study, take the examination and pass. We found this kind of work very strange at the beginning. Especially the songs are very difficult, but you have to get used to them.

When asked about the use of these activities, there were two answers:

Int.1. They are good.

Int.3. They are like listening to something, I mean that we are learning listening.

Res. Do some of your friends think that you are wasting your time with activities like that?

Int.2. No, because they are fun.

The interviewees seemed to be the ones who are more proficient than most of the students of the group. When asked, they told if the interviewees had been chosen from the poorer learners, the answers would have been more pessimistic. As they stated, the less proficient learners would have accused their teachers of being unable to teach them. One of the interviewee's opinion was as follows:

Int.2. Nobody likes to find himself guilty, so the first one to be accused would be the teacher. This talk would be a bit

different with other students but we all try to find positive side of things although everything is rather negative.

Her words give clues about the degree of empathy students feel towards their teacher.

Int.2. To tell the truth, I can't see myself in the teacher's shoes. I mean, I can not. If you want an example, just yesterday the quiz results were announced and when I checked my paper, I realized that the teacher had failed to mark two of my answers. She refused to believe me when I told her about it and she told me that I had just added the answers without letting the teacher see I felt very sorry. I did not feel like attending the classes this morning.

APPENDIX 7

1st mark	2nd mark	final mark

A)   Complete the conversation below with the correct forms of the verbs in parenthesis. (0.5x26= 13 marks)

A   (1) _____ you _____ (type out) the report yet?

B   Yes, here you (2) _____ (be).

A   Thanks.

B   Er, (3)_____ it _____ (be) all right if I (4) _____ (go) home early today? My car (5)_____ (need) servicing and my local garage (6)_____ (shut) at five.

A   This (7)_____ (be) the third time this week that you (8)_____ (ask) for time off work. On Monday you (9)_____ (say) that your cat (10)_____ (be) ill and that you (11)_____ (have/take) it to the vet before five o'clock. On Tuesday you (12)_____ (ask) me if you (13)_____ (can/go) home early because you (14)_____ (not feel) well, and now today you (15)_____ (ask) me (16)_____ (let) you (17)_____ (leave) early! What (18) _____ (be) more, you only (19)_____ (start) this job last week! (20)_____ (be) it really necessary (21)_____ (have) your car (22)_____ (service) today? (23)_____ it _____ (not/can/do) at the weekend?

B   I (24)_____ (go) away this weekend. I (25)_____ (not suppose) I could leave work early on Friday afternoon, (26)_____ (can) I?

B) Rewrite each sentence in sentence in such a way that it means exactly the same as the sentence above it. (1x8= 8 marks)

1. "Don't wait up for me as I shall be home very late," she said to her mother.
    She told _____

2. "We have never been to Italy, but we hope to go there one day."
    He said _____

3. "What do you do for a living, John?"
    She asked _____

4. "Is everything all right?"
    She asked _____

5. Chemicals are polluting the air.
    The air _____

6. You should leave the meat in the oven for one hour.
    The meat _____

7. They have built a new bridge over the river.
    A new bridge _____

8. He was wearing a woollen sweater. It was brown and it was old.
    He was wearing _____

C) Combine the following sentences using "Relative Pronouns". (1x3= 3 marks)

1. I noticed that some of those people have no qualifications at all. They have applied for the post.

2. Mary has lost a purse. It contained 50 pounds and a return air ticket.

3. Several young mothers waited patiently at the clinic. Their babies were crying.

D) Circle the most suitable choice in the following statements.
(0.5x12= 6 marks)

1. This is the first time I _____ tennis this month.

   a)play   b)our playing   c)have played   d)played

2. When you _____ him tomorrow, you'll think he is ten years old.

   a)see   b)will see   c)would see   d)are going to see

3. The packages are _____ special care because they are fragile.

   a)give   b)gives   c)given   d)giving

4. The meat must be nearly ready. It's _____ for nearly fifteen minutes.

   a)been cooking   b)cooking   c)cooked   d)has been cooked

5. We can't wait any longer. Something _____ immediately.

   a)must be done   b)should have been done
   c)must do   d)may have done

6. He wanted to know _____ there.

   a)when would I be   b)when was
   c)how long I had been   d)how long had I been

7. Everybody said "We're glad the danger is over."
   Everybody said that _____.

   a)he was glad the danger was over.
   b)they are glad the danger is over.
   c)they were glad the danger was over.
   d)he's glad the danger's over.

8. Do you mind _____ the window?

   a)closing   b)close   c)to close   d)to closing

9. The transistor _____ in 1948. Since then, both the size and the cost of electric equipment _____ greatly reduced.

   a)invented/were   b)was invented/have been
   c)was invented/has been   d)is invented/have been

10. Someone _____ my bike last night. _____ you ever _____ your bike stolen?

    a)stole/were/having   b)stolen/have/was
    c)stole/have/had   d)stole/have/to have

11. People are not allowed _____ in the hospitals in Turkey.

    a)smoking   b)to smoke   c)smoke   d)smoked

12. _____ long have you been studying in the library?

    a)what   b)which   c)when   d)how

Name:
Class No:

1st mark	2nd mark	final mark

A.   Read the passage and then answer the questions below. You
     must circle the correct letter (question 1) or write in a few
     words (questions 2 and 3). (12 marks)

       Parents whose children show a special interest in sports have
a difficult decision to make about their children's careers.
Should they allow their children to train to become top sportsmen
and women?   For many children this means starting very young.

5 School work, going out with friends and other interests have to
take second place. It's very difficult to explain to a young child
why he or she has to train for five hours a day, even at the
weekend, when most of his or her friends are playing.
     Another problem is of course money. In many countries money

10 for training is available from the government for the very best
young sportsmen and women. If this help cannot be given, it means
that it is the parents who have to find the time and the money to
support their child's development, --to but sports clothes, pay for
transport to competitions, and special equipment, etc. It can all

15 be very expensive.
     Many parents are understandably worried that it is dangerous
to start serious training in a sport at an early age. Some doctors
agree that young muscles may be damaged by training before they are
properly developed. Professional trainers, however, believe that

20 it is only by starting young that you can reach the top as a
successful sports person. What is clear is that very few people do
reach the top and both parents and children should be prepared for
failure even after many years of training.

1.   What is the writer's intention? (2 marks)

     a)   to inform us about training.
     b)   to tell how to improve training methods.
     c)   to give details about training costs.
     d)   to suggest a training programme.

2.   How do some governments help young people who are good at
     sport? (3 marks)

3.   Give one advantage and one disadvantage of early training.
     (3.5x2= 7 marks)

    a) Advantage:

    b) Disadvantage:

B.   Match the words in Column A with their closest meanings in
     Column B.   (1.5x6= 9 marks)

     COLUMN A   COLUMN B

____1. allow (line 3)   a) expensive

____2. is available (line 10)   b) let

____3. support (line 13)   c) help

____4. serious (line 17)   d) extremely

____5. properly (line 19)   e) lack of success

____6. failure (line 23)   f) completely

                                      g) hard, programmed

                                      h) can be taken

C.   What do the following words refer to in the passage. (1x4= 4
     marks)

1.   their (line 3):

2.   this (line 4):

3.   this (line 11):

4.   they (line 19):

Name: .
Class No:

1st mark	2nd mark	final mark

Your teacher is going to read a passage about 2 restaurants twice.
Listen to him/her carefully and then fill in the charts below.
(2x10= 20 marks)

(1) _____ _____ Bistro

Open from 12 to (2) _____

Price (3) _____

includes
    soup
    main course
    fruit or (4) _____

Tel: (5) _____

(6) _____ Restaurant

Open from (7) _____ to 2 a.m.

Speciality (8) _____
            always fresh

Price (9) _____

Tel: (10) _____

Name:
Class No:

1st mark	2nd mark	final mark

Describe how the world will be in the year 2100 and give your
reasons. Write in about 100 words.

1

APPENDIX 8

GROUP A	Positive	Negative	Notes
Classroom climate			
Student participation			
Student motivation			
Teacher motivation			
Empathy towards teacher-ss/ss-ss			
Student response to task & activities			
Student willingness to ask when uncertain			

GROUP B	Positive	Negative	Notes
Classroom climate			
Student participation			
Student motivation			
Teacher motivation			
Empathy towards teacher-ss/ss-ss			
Student response to task & activities			
Student willingness to ask when uncertain			

CURRICULUM VITAE

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