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**IDENTIFYING HIGH SCHOOL STUDENTS' BELIEFS ABOUT
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

AYTEN ÇOKÇALIŞKAN

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AYTEN ÇOKÇALIŞKAN

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TUTANAK

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Adayın kişisel çalışmaya dayanan tezini savunmasından sonra .60 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin **kabul** edildiğine .oy..bicli.ği.. ile karar verilmiştir.

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Muğla Sıtkı Koçman Üniversitesi Eğitim BilimleriEnstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan "Identifying High School Students' Beliefs about Learning English as a Foreign Language" (Lise Öğrencilerinin İngilizceyi Yabancı Dil Olarak Öğrenme ile İlgili İnançlarının Tespit Edilmesi) başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
- Tüm bilgi, belge, değerlendirme ve sonuçların bilimsel etik ve ahlak kurallarına uygun olarak sunulduğunu,
- Tez çalışmasında yararlanılan eserlerin tümüne uygun atıfta bulunarak kaynak gösterildiğini,
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AYTEN ÇOKÇALIŞKAN

Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ABSTRACT

IDENTIFYING HIGH SCHOOL STUDENTS' BELIEFS ABOUT LEARNING ENGLISH AS A FOREIGN LANGUAGE

AYTEN ÇOKÇALIŞKAN

Master Thesis, Department of Foreign Languages Teacher Education / English Language Teaching Education Department

Supervisor: Assist. Prof. Dr. Sabriye ŞENER

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In every discipline, beliefs are fundamental constructs in relation to human behavior and learning. In some disciplines such as educational psychology, cognitive psychology, and social psychology, language learning beliefs are considered as an important construct to be investigated. This is mainly due to their potential impacts on the behaviors of language learners, and consequently, on the outcomes of language learning. The aim of this study is to characterize the high school students' beliefs about learning English as a foreign language and examine the relationship between their beliefs and some variables such as gender, and success. During the data collection and analysis phases, a mixed research design was employed. The quantitative data were collected from 401 high school students studying in the Muğla city center in the winter term of 2016-2017 Educational Year. The participants were determined by using a purposive sampling technique and only 9th graders were included in the study. The quantitative data were collected by means of the Turkish version of the "Beliefs about Language Learning Inventory (BALLI)" to investigate the participants' beliefs about learning English. Second, students' final English course scores were obtained from the school management. For the qualitative phase, interviews were conducted with 40 participants. Semi-structured interview questions were developed after examining some research studies, and getting advice and views of some experts in the field, and the interviews were recorded on a tape to be interpreted. Both quantitative and qualitative results revealed that the participants of this study generally hold positive beliefs about language learning and they mostly have extrinsic motivation to learn the foreign language. There are some differences among the results in terms of their gender and success. Identification of their beliefs and their relationship between gender and success may contribute to future curriculum designers and teachers.

Keywords: Learner beliefs, beliefs about learning language inventory (BALLI), learning English as a foreign language.

ÖZET

LİSE ÖĞRENCİLERİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENME İLE İLGİLİ İNANÇLARININ TESPİT EDİLMESİ

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Her bilim dalında inançlar insan davranışları ve öğrenmenin temel yapıtaşıdır. Eğitim psikolojisi, bilişsel psikoloji ve sosyal psikoloji gibi alanlarda da inançlar araştırılmaya değer yapılar olarak düşünülür. Bunun sebebi de inançların yabancı dil öğrenen öğrencilerin üzerindeki muhtemel etkileri ve bunun sonucundaki getirileridir. Bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen lise öğrencilerinin inançlarını tespit etmek ve inançların cinsiyet ve başarı değişkenleriyle olan ilişkisini incelemektir. Veri toplama ve analiz aşamasında karma araştırma yöntemi kullanılmıştır. Nicel veriler 2016-2017 eğitim-öğretim yılında Muğla il merkezinde bulunan 6 Anadolu lisesinde okuyan 401 öğrenciden toplanmıştır. Çalışma grubu amaçlı örneklem kullanılarak seçilmiş ve çalışma grubuna sadece 9. Sınıf öğrencileri dahil edilmiştir. Nicel veriler Dil Öğrenme İnançları Envanteri'nin Türkçe verisyonu ile toplanmıştır. Ayrıca okul müdürlüklerinden öğrencilerin final notları elde edilmiştir. Araştırmanın nitel aşaması 40 öğrenci ile yürütülmüştür. Yarı-yapılandırılmış görüşme soruları alandaki bazı araştırmalar incelenerek ve bazı uzmanların görüşleri alınarak geliştirilmiştir. Görüşmeler kayıt altına alınmıştır. Hem nicel hem de nitel sonuçlar öğrencilerin cinsiyet ve başarı ile ilgili bazı farklılıklar olmasına rağmen genellikle olumlu inançlara sahip olduklarını ve dışsal motivasyonlarının yüksek olduğunu göstermiştir. İnançların belirlenmesi ve cinsiyet ve başarı arasındaki ilişkinin incelenmesi öğretim programlarının oluşturulmasında yol gösterici olabilir ve öğretmenlere öğrenciler hakkında bilgi verebilir.

Anahtar kelimeler: Öğrenci inançları, dil öğrenme inançları envanteri, yabancı dil olarak İngilizce öğrenimi

ACKNOWLEDGEMENTS

Dedicated to Halil

and my family

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BALLI: The Beliefs about Language Learning Inventory

BLL: Beliefs about Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

IRR: Inter-rater Reliability

KRI: Kunz-Rifkin Instrument

LLB: Language Learning Beliefs

LLBS: Language Learning Beliefs Scale

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CHAPTER I

INTRODUCTION

This chapter includes introduction, background of the study, significance of the problem, purpose, assumptions and limitations of the study and operational definitions.

1.1. Introduction

In every discipline, beliefs are fundamental constructs in relation to human behavior and learning. In some disciplines such as educational psychology, cognitive psychology, and social psychology beliefs are considered as an important construct to be investigated. Educational psychology supports the importance of beliefs that learners hold because they are assumed as a defining factor of learners' learning behavior. Horwitz (1986) describes beliefs about language learning as "preconceived ideas about the nature of the language-learning task (p.283). She points out that learners' beliefs most probably have an effect on their learning, and the origins of beliefs come from learners' previous experience in learning a foreign language and cultural backgrounds. Ellis (2008) considers that learners vary in their beliefs and beliefs about language and language learning and he assumes that learners' beliefs can be effective on the process and product of learning. Pintrich and DeGroot (1990) point out that learners are more actively engaged in the learning process when they think their study is interesting and vital. In addition, Gabillon (2005) states that beliefs can be seen as an important construct which influences both learners' experience and actions and they have an impact on people's behavior. Thus, learners' beliefs about

foreign language learning have received a great attention of scientists in educational research because they are thought as the main part in learning process.

It is obvious that learner beliefs are one of the individual differences that play an important role in the process and product of the language learning. In addition to that, like the other individual difference variables, they are dynamic and situated. MacDonald, Badger, and White (2001) pointed out that beliefs are closely related to classroom practice. For this reason, they can be changed with some interventions and this can lead to perceptual changes.

Many researchers and educators have started to deal with learner beliefs and investigated the relationship between learner beliefs and some constructs, such as anxiety, social background, and motivation, learning strategy use, gender, and age. In order to investigate the impact of beliefs on learning, several instruments have been developed. Horwitz (1987), who is a pioneer specialist in the field of learner beliefs, described five basic areas of language learning beliefs; foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, motivations and expectations, and developed the Beliefs about Language Learning Inventory (BALLI) as a survey instrument to determine the beliefs of learners.

By using BALLI, Horwitz (1988) conducted a research study and investigated American university students' beliefs in learning a foreign language. It was found that many of the students had beliefs that were very different from the beliefs that were held by those language educators. She also found that language learners enter the classroom with certain perceptions on how a foreign or a second language is learned, and some of the beliefs can give negative influences as the language learning process takes place.

Similarly, there are some other researchers (Siebart, 2003; Bernat, 2006) who investigated the impact of social context and cultural background on learner beliefs. They concluded that learners' beliefs are affected by social context, and cultural differences are determined among learners of distinct cultural backgrounds.

It has been accepted that beliefs about language learning are context-specific and learners from different cultures may have different opinions, ideas, and attitudes towards learning a different language. Therefore, it is necessary to determine the language learning beliefs since identifying beliefs that learners hold have a crucial role in designing classroom procedures in the most effective way for learning. It is assumed that learners' beliefs about

language learning may influence learners' attitudes towards the task and their styles of classroom participation, their learning strategies, their motivation, and achievement.

1.2. Background of the Study

Determining the beliefs that language learners hold in the classroom is important for not only curriculum designers but also teachers. Rokeach (1968) stated that "beliefs are predispositions to action" (p. 113). This is mainly because of their potential impacts on the behaviors of language learners, and consequently, on the outcomes of language learning.

A considerable amount of research studies have been conducted in the language acquisition field so far. However, Wenden (2001) claims that foreign and second language learner beliefs have been neglected for years. Language instructors accept that learners bring their attitudes, experiences, beliefs, and learning strategies to the classroom (Benson, 2001). Research points out that the attitudes and beliefs have a strong impact on learning behavior (Bandura & Schunk, 1981), and learning outcomes (Weinert & Kluwe, 1987). It is also noted that learners' experience and achievements are related to their beliefs (Sakui & Gaies, 1999; Schommer, 1990). Successful learners can understand beliefs about the language learning process, their own abilities, and their learning styles (Ehrman & Oxford, 1990).

When it comes to the gender, Sibert (2003) determined a number of significant belief differences between males and females in terms of language learning. It was found that males were better than female students in learning a new language in a short time. There were other significant differences between two genders in terms of the importance of grammar. Bernat and Lloyd (2007) also investigated the relationship between beliefs about language learning and gender, and found that males and females responded in a similar fashion in terms of their beliefs about foreign language aptitude, the difficulty they perceive when learning a foreign language, the nature of language learning, strategies in learning and communication, and their motivations and expectations.

In the Turkish context, however, very few studies on the language beliefs of Turkish learners of English have been conducted. Halaçoğlu (1999) investigated the relationship between the beliefs and language success of the students at Foreign Language Centre of

Çukurova University about language learning. It was found that there was not a statistically significant relationship between learners' beliefs about language learning and their success.

Aktaş (2001) also conducted a study with 1004 students and 59 teachers at the Foreign Languages School of Anadolu University in order to investigate what beliefs teachers and students hold about foreign language learning, and whether there were any mismatches between learner and teacher beliefs. It was concluded that highly significant differences was found in the proficiency level of English and a significant difference was determined between genders related to language learning beliefs with a few items.

Similarly, Öz (2005) investigated beliefs of 470 EFL learners in secondary education about language learning and aimed at exploring what kind of beliefs they held about learning EFL, how their beliefs were organized, and whether there were significant differences in belief systems of learner groups according to variables such as social and school contexts, gender, age and grade level. He found that Turkish EFL learners had a broad range of conceptions both similar to and different from those reported in the literature and learners' metacognitive knowledge or beliefs about language learning had variability in terms of social and educational contexts, age, gender, and stages of language learning.

As can be seen from the studies mentioned above there are so many studies related to learners' beliefs about foreign language learning and the relationship between learners' beliefs and anxiety, motivation, success, and oral proficiency, etc. However, these studies have mostly focused on learners' beliefs about foreign language learning at university level. Relatively little research has been conducted investigating the beliefs of the learners and their relationship between achievement, gender, and the differences between state and private high school students. For these reasons, this study is designed to characterize the high school students' beliefs about learning English as a foreign language and examine the relationship between their beliefs and some variables such as gender, and success.

1.3. Significance of the Study

This present study is significant for both theoretical and practical reasons. It provides information about high school students' beliefs about learning English as a foreign language. It extends the discussion of the learners' beliefs by looking at how gender and achievement influence their beliefs about foreign language learning. At practical level, identification of learners' beliefs is assumed to provide a guideline to teachers in their teaching methods.

1.4. Purpose of the Study

The aim of this study is to identify the high school students' beliefs about learning English as a foreign language. It also investigates the relationship between their beliefs and some variables such as gender, and success.To reach this goal, this study seeks to find answers to the following questions:

1. What beliefs do high school students hold about learning English as a foreign language?
2. How does gender affect learners' beliefs about English language learning?
3. Is there a relationship between learners' beliefs about language learning and their achievement?

1.5. Assumptions of the Study

In this study, it is assumed that the participants will be willing to participate in the research. The researcher made use of the purposeful sampling where the participants were selected from those who were accessible with the assumption that those represent the universe. It is also assumed that the participants honestly will respond to the questions. Then, it is assumed that the findings of the study will reflect the real perceptions of the students. Finally, it is assumed that interview group participants will answer semi-structured questionnaires sincerely and this will give a chance to understand the issue better.

1.6. Limitations of the Study

This present study is not without its limitations. Although data collection and analyses were carried out with caution to ensure reliability and validity of the study, some limitations should be kept in mind when interpreting the findings. In the quantitative phase, the scale based on a 5-Likert-scale system was used. For this reason, validity of the results of the study depends on the participants' honesty, willingness, and ability to respond accurately to each question.

In addition, this study was limited to the data collected from students of 9th grade in three state and three private high schools in Menteşe-Muğla. Caution is required when making generalization of the findings to larger populations in a Turkish context or to other populations with different ethnic, linguistic, or educational backgrounds.

1.7. Operational Definitions

English as a Foreign Language: According to Richards and Schmidt (2010) English as a foreign language means that learning English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country English does not play an important role in internal communication.

Beliefs: Kuntz (1999) states that beliefs are "notions that language learning that adolescents have acquired before receiving instruction and may have changed while continuing their instruction."

Beliefs about Language Learning: It refers to "language learners' preconceived ideas or notions on a variety of issues related to second or foreign language learning" (Horwitz, 1987).

Learner Beliefs: They are described as "the ideas learners have concerning different aspects of language, language learning, and language teaching that may influence their attitudes and motivations in learning and have an effect on their learning strategies and learning outcomes" (Richards and Schmidt, 2010).

The Beliefs about Language Learning Inventory: It was developed by Elaine K. Horwitz (1988) in order to identify learners' ideas on a variety of issues and controversies related to language learning.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of literature on beliefs about learning language. In this chapter, definition of the term 'beliefs', the nature and origins of the beliefs, beliefs about language learning, factors influencing learner beliefs, approaches to the investigation of language learning beliefs, studies on beliefs about language learning, and pedagogical implications are presented.

2.1. Definition of the Term 'Beliefs'

There is a common agreement that learners hold different beliefs about language learning. These beliefs may affect deliberately learners' approaches to language learning (Mokhtari, 2007). Thus, it is very crucial to understand beliefs to understand learner approach. In order to examine the impacts of beliefs on language learning, determining the definitions of belief is essential.

Horwitz (1987), who is one of the pioneers in this area, described beliefs about language learning as learners' ideas or notions determined in advance on a variety of issues in relation with second or foreign language learning. Kunt (1997) and Wang (1996) also used the terms 'opinion', 'idea' and 'view' to refer to 'belief'.

It is widely accepted that beliefs about language learning may have vital impacts on learners' apptitude, motivation and expectation to learn a language. Horwitz (1999, p. 558) states that "it is important to understand learner beliefs about language learning in order to understand learner approaches to and satisfaction with language learning instruction". She also describes learner beliefs as a source of language anxiety.

Many researchers, from anthropologists to teachers have been studying on the nature and the effects of the beliefs. Richardson (1996) thinks beliefs are a part of teaching philosophy. She describes belief as a construct acknowledged as true by the person holding the belief. It is a psychological term and different from knowledge, which refers to epistemic warrant.

Beliefs of the learners have been treated and interpreted in a different way in the learning language naturally because there are various theoretical tendencies. Foss and Reitzel (1988) pointed out that beliefs are based on cultures and experiences. On the other hand, Wenden (1999) describes beliefs in a different way and states that meta-cognitive knowledge composes "a system of related ideas, some accepted without question and other validated by their experience" (p. 436). From this point of view, she sees beliefs as a separate construct from meta-cognitive knowledge, because beliefs are "value-related and tend to be held more tenaciously." Besides, she separates meta-cognitive knowledge from meta-cognitive strategies and refers to the former as information, which learners acquire about learning, while the latter consists of general skills that allow learners to "manage, direct, regulate, and guide" the learning process" (p.436).

Pajares (1992) states that "beliefs are seldom clearly defined in studies or used explicitly as a conceptual tool, but the chosen and perhaps artificial distinction between belief and knowledge is common to most definitions: Belief is based on evaluation and judgment; knowledge is based on objective fact" (p. 313).

There are different definitions of "beliefs" based on the literature review:

- "Opinions which are based on experience and the opinions of respected others, which influence the way they (students) act" (Wenden, 1986, p. 5).
- "Learners'entering assumptions about their roles and functions of teachers and teaching materials" (Holec, 1987, p.152).
- "Expectations in the minds of teachers, parents and students concerning the entire second language acquisition task."(Gardener, 1988, p.110)
- "Learners'intuitive implicit (or explicit) knowledge made of beliefs, myths, cultural assumptions and ideals about how to learn languages. This knowledge, according to learners' age and social economic level, is based upon their previous educational experience, previous (and present) readings about

language learning and contact withother people like family, friends, relatives, teachers and so forth" (Barcelos, 1995, p. 4).

2.2. The Nature and Origins of Beliefs

Terms such as knowledge, perception, belief, opinion, etc. are generally used differently in research groups relying on different diverse theoretical orientations. The psychological research studies into beliefs about learning "opened a whole new Aladdin's cave of personal beliefs, myths, understandings, and superstitions as they were revealed by the persons' thoughts and feelings about their learning" (Thomas and Harri-Augustein,1983, p. 338). They stated that beliefs about learner capability were more central than theories accepted by everyone to understand individual's learning performance. Beliefs are thought as the learners' attitudes, awareness, thoughts, and emotions about their learning ability and interest in learning a language.

Beliefs may be considered as a shape of knowledge and they are seen as one of the most vital psychological aspect of education. However, they cannot be defined objectively. Nespor (1987) makes a clear distinction between belief and knowledge. He stated that knowledge can change and be judged and measured but beliefs are static and there are not obvious rules to judge or evaluate them.

Many researchers state different opinions about how beliefs occur. This difference stems from social, cultural, mental and individual factors. Gabillon (2005) points out that learners experience traditions of education consciously or unconsciously, they start to hold some beliefs about learning and teaching and the roles of learners and teachers. Cultural beliefs and past learning experience of learners have an effect on forming their beliefs about learning a language. Learners' previous experience and knowledge, cultural background and individual differences influence their beliefs about learning a language. No matter what their origins are, learners' attitude and motivation may be influenced by their beliefs (Yürük, 2008).

In cognitive psychology, beliefs about the nature of knowledge and learning have been studied considering that they are component of the underlying mechanisms of metacognition (Flavell, 1987; Ryan, 1984), and they are a driving force in intellectual performance. Bernat and Gvezdenko (2005) also point out that learners' beliefs in nature

of knowledge and learning, have been searched with the thought that they are part of the underlying mechanisms of metacognition, form the building blocks of epistemology, and are a driving force in intellectual performance.

From this view, beliefs about language learning are seen as a part of metacognitive knowledge (Flavell, 1987) that contain all people comprehend themselves as learners and thinkers and include their aims and demands. Flavell (1981) concentrates on the person and underlines the research of meta-cognitive knowledge in language learning. He terms this "person knowledge". Person knowledge is information that individuals have acquired about how cognitive and affective factors, aptitude, motivation, personality, etc., can affect learning. In person knowledge, there is specific knowledge on how these factors implement in their experience.

Wenden (1999) defines metacognitive knowledge as "a system of related ideas, some accepted without question and other validated by their experience (p. 436)". She also considers beliefs as different from metacognitive knowledge since beliefs are "value-related and tend to be held more tenaciously." Besides, Wenden separates metacognitive knowledge from metacognitive strategies and calls metacognitive knowledge as information related to learning and metacognitive strategies as general skills that enable students to control, conduct, regulate and guide the learning process. She concentrates on the nature of interaction which describes the relationship between their knowledge self-direction in learning. She also categorizes knowledge into three groups: person, task and strategy depending on eight chosen quotes of language learners' accounts. Wenden states that metacognitive knowledge is a precondition to the self-regulatory process to become autonomous. Besides, the improvement of learner autonomy is planning monitoring and evaluating.

Research studies reveal that learner beliefs about learning are interlocked with some structures such as self-efficacy, attitude, self-concept, etc. Learners' perception of success and expectancy levels' in learning can directly affect students (Bernat, 2004), enables students to feel confident or not. Expectancy can be explained as learners' beliefs about their responsibilities and abilities to perform a task (Truitt, 1995).

Learners' experiences and actions may also be affected by their beliefs. Psychological and sociocultural theories have focused on the effect of external situations (Gabillon,

2005). Sociocultural theories, particularly were influenced by Vygotsky's constructivist theory, stress on how beliefs occur and are mediated via social interactions.

2.3. Beliefs about Language Learning

In recent years, the notion of beliefs about language learning, one of the affective variables, has been considered one of the crucial concepts in language learning process. Language learners bring their expectations, beliefs, attitudes, experiences, motivations, and strategies for their own learning to the language class. Dörnyei (2005) states that learners' attempt to learn a language and their methods in language learning are influenced by their beliefs and points of views. Identifying learners' beliefs about language learning is fundamental for understanding learner strategies and planning suitable teaching instruction. There are some researchers who argue that some beliefs are useful for learners on the other hand there are some others who state that language learning is affected by certain beliefs negatively. In Horwitz's (1987) view, learners' achievement in learning language can be damaged by some misunderstandings and wrong beliefs. However, in the words of Mori (1999) learners' favorable beliefs may make for their restricted abilities.

To sum up, the role of learners' beliefs about language learning and their influence on some variables have been an issue investigated. It can be said that that they have a significant role in foreign language learning especially in terms of understanding how learners conceptualize language learning, studying what are the results of their beliefs and examining how these beliefs should be dealt with are of importance in developing language teaching and learning.

2.4. Factors Influencing Learner Beliefs

Beliefs are known as complicated and formed by various elements, so beliefs of language learners may facilitate the learning process or vice versa. Kunt (1997) states that learning experiences are the source of learners' beliefs and cultural backgrounds structure them. Since learners in the learning process have different educational and cultural background,

and learning styles, or other impacts, their beliefs about language learning can derive from the individual differences such as, age, gender, attitudes, aptitudes, earlier experiences, sociocultural environment, etc. Learners' beliefs are also important in identifying the strategy types they use in language learning. Learners believe that there are a lot of factors making contribution to language learning anxiety and language learning. These factors can contain being unsuccessful to understand their teachers and lessons, unfavorable classroom experience, anxiety, class mates' characteristics, etc.

Learners' purposes and reasons for learning a language can be the other factors influencing learners' beliefs about language learning. Wright (1987, p. 31) gives the reasons why the learners learn a foreign language such as learning a language is an interesting task, if they speak a second language, it will be easier to get a job, learning a language is a good mental discipline, it is both interesting and desirable to learn about other people's culture, acquiring foreign languages is both desirable and necessary for civilized existence, learning foreign languages gives you the chance to travel and speaking a foreign language shows that a person is educated.

2.5. Approaches to the Investigation of Language Learning Beliefs

Even though research studies on beliefs start in 1980s with the studies by Holec, Horwitz, Wenden, it is not a new field in psychology, anthropology, and, etc. There is a substantial amount of research studies investigating language learning beliefs. Barcelos (2000) approached beliefs about language learning from a different angle, and she classifies three different approaches in the investigation of learners' beliefs. This categorization includes definition of beliefs, research methodology and the relationship between beliefs and other factors.

2.5.1. The Normative Approach

The normative approach is one of the approaches which investigate language learning beliefs. Holliday (1999) uses the term "normative" to describe the studies related to culture. These studies accept learners' culture as an explanation for their behaviors in the

classroom environment. For this reason, the researchers use the normative approach agree that beliefs of language learners are indicators of learners' future behaviors.

The normative approach is described by the use of Likert-scale type questionnaires to identify the learner beliefs (Bernat and Gvozdenko, 2005). Horwitz (1985, 1988) is accepted as the pioneer in this field by the development of Belifs about Language Learning Inventory. She developed this 34-item questionnaire to determine learners', teachers' and teacher trainees' beliefs. It is so popular that it has been used by a lot in small and large-scale research studies. Most of the Large-scale research studies (Horwitz, 1988; Kern, 1995) found similar conclusions except a few items such as; learners' underestimations of the difficulty of language learning, holding misconceptions about learning foreign language, and placing more importance on pronunciation than teachers.

Beliefs about Language Learning Inventory is not the only one to investigate the beliefs of the learners'. There are some other type of Likert-type questionnaires, for example Cotterall, 1999 and Kuntz, 1996, also developed scales to identify learners'' beliefs about language learning. Sakui and Gaies (1999) used their own data collection tool, 45-item questionnaire, to examine 1296 EFL learners' beliefs at public and private school of higher education in Japanese context. The results recommend that beliefs about learning a language are dynamic and change according to the situations.

There are advantages in using the questionnaires in research studies as well as disadvantages. They are useful because they are suitable for research studies with large number of participants and they are easier to implement than observations or interviews. However, if participants of these studies understand the items differently from the researchers' intention, they can be disadvantageous (Akçakaya, 2009).

2.5.2. The Meta-cognitive Approach

Meta-cognitive knowledge is the source of the meta-cognitive approach in the field of beliefs about learning language. The term "meta-cognitive knowledge" derives from meta-cognitive theory by Flavell (1979), who describes meta-cognitive theory as people's beliefs or knowledge on their cognitive process. Within the scope of this knowledge, learners can be aware of how cognitive and effective factors may have an impact on their learning and their experience. The fundamental aim of this approach is that learners'

meta-cognitive knowledge also build their theories in action which enable them to reflect on their actions and improve their potential for learning (Wenden, 1987).

Many research studies on beliefs about language learning use meta-cognitive approach (Goh, 1997; Wenden, 1986; White, 1999). These studies try to describe beliefs by means of observations, interviews, learners' self-reports and diaries instead of using questionnaires.

Wenden is one of the researchers who carried out vital research studies in the field within this perspective. In a study conducted in 1987, Wenden used semi-structured interviews and self-reports as data collection instruments. The aim of the study was to identify whether the students held such beliefs, if so, what their beliefs were and what the importance of such beliefs was.

As all approaches in this field, meta-cognitive approach has also some advantages and disadvantages. Using interviews give learners a chance to elaborate and reflect on their own experiences. Besides, this approach recognizes beliefs as knowledge, learners' beliefs are a part of learners' questioning. Therefore, it is seen as an advantage. However, there are some disadvantages in using this approach. For example, it accepts beliefs as knowledge which means beliefs are abstract entities in learners' minds.

2.5.3.The Contextual Approach

There are some studies identifying learners' beliefs by using contextual approach in the field. Beliefs are seen as embedded in students' context in this approach. Research studies conducted within the framework of this approach are qualitative in nature and make contribution to an interpretive paradigm. Kramsch (2003) states that this type of approach benefits from ethnography, narratives, and metaphors. One of the characteristics of the studies adopted the contextual approach is that they do not only vary in the theoretical frameworks such as phenomenographical, neo-Vygotskian socio-cultural, etc. but also diverse in data collection methods including case studies, ethnographic classroom observations, informal discussions, etc.

The contextual approach offers a broader description of beliefs as dynamic and social and also an opportunity in using different methodology in examination of beliefs, so it is seen as useful. Woods (1997) explains that identifying learners' beliefs about learning

language in context means knowing about the reasons of learners' particular types of beliefs, and the relationship between their beliefs and actions. Besides, it gives much more favorable view of the learner than normative and meta-cognitive approaches because it takes learners' own point of views and contexts into account. However, some research studies adopted in this approach are unsuccessful to determine the evolution of learners' beliefs and the interaction between beliefs and actions.

As a result, various approaches can be applied in research studies on beliefs about language learning. The choice of the approaches can change according to the aim and context of the study.

Barcelos (2000) summarizes the features, advantages and disadvantages of the three approaches (See Table 2.1.).

Table 2.1.

Features, Advantages, and Disadvantages of the Three Approaches (Barcelos, 2000)

,	Normative	Metacognitive	Contextual
Methodology	Likert-scale questionnaires.	Interviews and self-reports.	Observations, interviews, diaries, and case studies.
LLB definition	LLB are seen as synonymous with preconceived notions, misconceptions, and opinions.	LLB are described as metacognitive knowledge: stable and sometimes fallible knowledge learners have about language learning.	LLB are part of the culture of learning and representations of language learning in a given society.
Relationship beliefs/actions	LLB are seen as indicators of future students' behaviors, autonomy, and effectiveness as language learners in a cause-effect relationship.	LLB are seen as good indicators of learners' autonomy and effectiveness in language learning, although it is admitted the influence of other factors, such as purpose.	LLB are seen as context-specific, i.e., students' beliefs are investigated within the context of their actions.
Advantages	Allows investigating beliefs with large samples, at different time slots, and at outside contexts.	Students use their own words, elaborate, and reflect about their lang. learning experiences.	Beliefs are investigated taking into account students' own words and the context of their actions.
Disadvantages	Restricts respondents' choices with a set of predetermined statements that be different from students' interpretations.	Beliefs are inferred only from students' statements, and are seen as a mental and abstract phenomenon.	More suitable with small samples only. It is time-consuming.

2.6. Studies on Beliefs about Language Learning

The motivational research studies of Gardner is seen as the beginning of the research studies which investigates beliefs about language learners and their attitudes in early 1970s. In the 1980s, language learners' beliefs have become a notable issue with the impact of studies on cognitive psychology. Gabillon (2005) states that second/foreign language learner beliefs have started to be investigated from different aspects such as social, psychological and sociocultural. Even though this area is accepted as recent, there are many research studies about beliefs of language learners and their effects.

Research studies based on learner beliefs' about was first introduced by Horwitz in the middle of 1980s. In the early research studies, learner beliefs were described as "the relatively stable information human thinkers have about their own cognitive processes and those of others" (Wenden, 1998 p.516).

This conception of learner beliefs as static, mental representations has seen researchers who use quantitative methods to measure the strength of learners' beliefs in different populations of learners and compare beliefs among them. Research studies on the beliefs about language learning have demonstrated that some of these beliefs have negative effects on their own learning. However, there is still a need for investigating the beliefs about language learning of learners.

There are many research studies investigating beliefs of second and foreign language learners' beliefs in different cultures and different learning settings. They have examined learners' beliefs in different ways.

2.6.1. Studies on Beliefs about Language Learning in Different Contexts

Truitt (1995) used BALLI in his research study and included an open-ended questions to determine the beliefs of 204 students learning English as a foreign language in the Korean context. Since he employed factor analysis with BALLI, 25 statements (out of a total of 34) are retained in the study. Five themes were labeled by Truitt as value and nature of learning English; self-efficacy/confidence in speaking; the importance of correctness/formal learning; ease of learning English; and motivation.

In a similar way, Park (1995) conducted a research study at Korean universities with 338 students learning English as a foreign language by using the 27-statements ESL BALLI with 10 additional statements. Based on the analyses, four themes were identified as, motivation and formal English; self-efficacy and social interaction; learning spoken English and foreign language aptitude.

Banya and Cheng (1997) carried out a research study on the relationship of beliefs about 32 language learning and factors such as motivation, attitude, motivational intensity, strategy use, anxiety, and English achievement by collecting data from 224 Taiwanese EFL learners. The results demonstrated that all variables mentioned above are influenced by students' beliefs, with attitude being the variable most greatly influenced by beliefs, while anxiety is negatively related to beliefs.

In China, Wang (2005) examined the relationship between foreign language anxiety and the beliefs about language learning of university students, 175 first and second year university students, by using BALLI. The results revealed that two BALLI factors were found to be significantly correlated with foreign language anxiety: the difficulty about language learning and beliefs about foreign language aptitude, suggesting that Chinese EFL students who believed English was not a very difficult language and perceived themselves as having higher language aptitude in language learning tended to have lower levels of language anxiety.

Mattheoudakis (2006) conducted a longitudinal study to examine pre-service EFL teacher beliefs about learning and teaching in Greece. She attempted to track possible changes in those beliefs during a 3-year teacher education program and explores the impact of teaching practice, in particular, on student teachers' beliefs. The results of the study showed that while there was a gradual and sometimes significant development in student teachers' beliefs during the program, student teachers' engagement in the teaching practice seemed to have a low impact on the development of their beliefs.

In a different context, Daif-Allah (2012) carried out a research study by including first-year English language majors studying Intensive English Language Program in Saudi Arabia. The aim of this study was to identify the overall beliefs of 250 university students about learning English as a foreign language and to examine the effect of gender on those beliefs. The findings of the study showed that participants had positive and realistic beliefs about foreign language and overall males and females held similar beliefs about

language learning as regard the difficulty and the nature of language learning. Bagherzadeh and Azizi (2012) investigated language learning beliefs of non-English major 125 Iranian EFL students with different levels of English language proficiency on language learning and the effect of English proficiency level on the motivation of students. Based on the results that proficiency level had a significant effect on the motivation of students. More proficient participants stated that they held strong beliefs in the category of motivation and expectations.

Zhong (2014) carried out a longitudinal case study to determine the changes in two Chinese immigrant learners' beliefs and learning strategy use, and gains in their achieved proficiency in New Zealand. The findings of the study showed that both learners changed their beliefs to varying degrees. Common to both learners are changes in their beliefs about approaches to language learning from an initial analytical approach to a later more experiential one.

Abdolahzadeh and Nia (2014) investigated high school students' beliefs about language learning and the relationship between beliefs and achievement in Iranian context. The findings showed that learners held strong beliefs in the categories of "motivation and expectation" and "foreign language aptitude. A positive correlation between language proficiency and beliefs about language learning is also revealed at the end of the study.

Tang and Tian (2015) examined learners' beliefs about language learning and their choice of strategy categories among 546 graduate students in China. The results of the study showed that there was a statistically significant difference between genders and language proficiency level regarding learners' beliefs and a statistical difference was determined in different gender, major, age range plus proficiency level concerning the use of strategy categories.

Mudra (2016) also attempted to examine prospective EFL teachers' beliefs about English as a foreign language and the difference between male and female in the Indonesian context. The results revealed that there was no significant difference between genders in terms of their beliefs about English as a foreign language, except for some items.

Villarreal Suarez, Muñoz Taborda and Perdomo Santacruz (2016) conducted a research study to determine 6th to 11th graders' beliefs about their English class in a public institution in Armenia. Interviews, drawings and focus groups were used for data collection. Results revealed that there were four beliefs. It was also found that students'

beliefs were attached to the experiences they have lived in their English class; the discipline, the monotony, the lack of interesting materials, and the impact of foreign language learning.

There are also some other researchers who investigated beliefs about learning language as a second language. For example, Peacock (2001) conducted a longitudinal study and examined the changes in the beliefs about second language learning of 146 students over their 3-year program at the City University of Hong Kong. Even though, there were some differences in three key areas, namely, learning a second language means learning a lot of vocabulary and grammar rules and the belief that those speaking more than one language well are very intelligent, no significant changes were found. He assumed that the participants might underline the learning of vocabulary and grammar rules compared to the other classroom tasks necessary for foreign language learning when preparing their classroom tasks.

Al-Osaimi and Wedell (2014) investigated beliefs about learning Arabic as a second language hold by students of 61 nationalities at the Institute for the Teaching of Arabic to Non-Arabs (ITANA), Saudi Arabia. The findings from questionnaires and interwievs indicated that students' belief cluster, based on a perceived strong link between the Arabic language and Islam, the religion of the participants and other elements of the cluster consisted of beliefs concerning the importance of grammar, memorization and accuracy, and also the relative value of learning local and standard varieties of Arabic.

As can be seen, some of the findings in these studies reflect common findings. Truitt (1995), Park (1995), Banya and Cheng (1997) found almost similar results such as, motivation, attitude, foreign language aptitude and self confidence in speaking. Daif-Allah (2012) and Mudra (2016) stated that there was no significant difference between genders in terms of the beliefs about language learning except for some items. However, Tang and Tian (2015) found a statistically significant difference between genders and language proficiency level regarding learners' beliefs. A positive correlation between language proficiency and beliefs about language learning was revealed in some studies (Bagherzadeh and Azizi, 2012; Abdolahzadeh and Nia, 2014; Tang and Tian, 2015).

2.6.2. Studies on Beliefs about Language Learning in the Turkish Context

Yüzbaşıoğlu (1991) conducted a study with 20 students learning English for Academic purposes at Bilkent University to find out the relationship between the metacognitive strategies and beliefs about language learning as the learner variable. She states that the participants' beliefs have an impact on the way they approach the task. It is also identified that beliefs create only one aspect among many possible things that affect metacognition.

Halaçoğlu (1999) attempted to investigate beliefs about language learning of the students at Foreign Language Centre of Çukurova University to explore the effects of learners' beliefs on their language achievement. A modified version of BALLI was used to gather data and it was applied with 268 students. The findings indicated that there was not a statistically significant relationship between beliefs and achievement.

In another research study, Aktaş (2001) carried out a research study with 1004 students and 59 teachers at Anadolu University, School of Foreign Languages by using BALLI as a data collection instrument. The aim of this study was to identify what were the teachers' and students' beliefs about learning language and whether there were any mismatches between learner and teacher beliefs. Besides, the relationship between participants' beliefs and some variables such as, gender, major, educational background, etc. were investigated. The results showed both similarities and differences between learner and teacher beliefs. A significant difference was also identified between males and females related to language learning beliefs with a few items.

Öz (2005) examined beliefs about language learning of 470 EFL learners in secondary education to determine what beliefs they held about learning language, how the beliefs were organized and whether there were significant differences in their beliefs according to some variables, such as gender, age, grade level, etc. BALLI was used as data collection instrument. The findings indicated that Turkish EFL learners had a broad range of conceptions both similar to and different from those reported in the current literature.

Tercanlıoğlu (2005) also used BALLI to identify 118 EFL teacher trainees' beliefs and the relationship between beliefs and some variables. The results indicated that themes or dimensions of learners' beliefs were strongly correlated and motivations and expectations were more important.

Altan (2006) carried out a research study with 248 foreign language-major university students of five different universities. The participants of this study were comprised of the departments of English, German, French, Japanese and Arabic. The results showed that although most of the item alternatives got different percentages of responses, the overall results were dramatically consistent with language groups. It was also stated in the study that participants' beliefs differed with varying degrees of validity.

Arıoğul, Ünal and Onursal (2009) were also other researchers who investigated 343 English, German and French students in Turkey to determine the difference and similarities among the groups' beliefs about language learning. The results showed that even though French learners' expectations were more positive, all learners in three groups held some beliefs that may be harmful to long-term language learning process. They also suggested that in order to cope with these negative beliefs, the teachers should apply and discuss favorable instructional practices in the learning environment.

Büyükyazı (2010) aimed to examine the beliefs about language learning of 156 English as a foreign language (EFL) students and 19 EFL teachers in the Department of Foreign Languages at Celal Bayar University of Manisa. The findings revealed that learners had a broad range of conceptions both similar to and different from those reported by their teachers.

Göçmez (2014) attempted to investigate the learning beliefs held by distance foreign language learners and their readiness for autonomous learning with 947 first-year distance learners of Gazi University Distance Education Vocational School. She found that participants generally held positive beliefs and they were extrinsically motivated to learn the foreign language.

Geyimci (2015) examined 218 preparatory class university learners' beliefs about language learning and their strategy use. The results revealed that learners had strong motivations and they believed in the importance of learning English and less afraid of speaking English with English speakers. Moreover, students believed that repetition and practice had an important role in learning language and English was important to get a better job in the future.

Genç, Kuluşaklı and Aydın (2015) were other researchers who tried to investigate the relationship between EFL learners' beliefs about language learning according to gender, self-reported academic achievement, type of high school that they graduated from and

year at the faculty by using BALLI. The results indicated that there was a dynamic relationship between gender, self-reported academic success and type of high school.

More recently, Şevik, Yalçın and Bostancıoğlu (2018) conducted a research study including 296 university vocational school students of a state university by using BALLI as data gathering tool. The findings reveal that participants had a range of beliefs both similar to and different from those revealed by previous research on learner beliefs about language learning.

2.6.3. Other Studies (Non-BALLI) on Language Learning Beliefs

Research studies conducted to investigate the beliefs about learning language have benefitted from some other type of Likert-Scale type questionnaires to collect data. Some researchers have developed their own scales. Wenden (1986) by using semi-structured interviews as data collection tool conducted a research study with 34 adult learners in USA. He aimed to determine learners' explicit beliefs about learning a second language. The results indicated that those beliefs had an impact on learners' personal attempts at helping themselves to learn.

Luppescu and Day (1990), in their study, aimed to develop a questionnaire to identify a set of critical factors for successful teaching and learning of English in the Japanese context. They included 31 English teachers and 84 university students of English. Their instrument had 77 items with 9 categories. The results revealed that teachers generally agree with traditional items and disagree with contemporary items. Yet, students' responses tended to be inconsistent. In conclusion, the researchers stated that participants of their research study did not have the meta-knowledge about language teaching and learning and held coherent beliefs about learning English.

In an American context, Campbell, Shaw, Plageman and Allen (1993) carried out a research study to investigate the beliefs about language learning. The participants of the study included 70 American university students in their first lower-level course. They developed a questionnaire called Beliefs about Language Learning (BLL) with 7 statements and an open-ended question was attached to the questionnaire. The statements were related to grammar, aptitude, fluency and pronunciation. The results of the study showed that most students believed learning using grammar correctly was more difficult than learning vocabulary. In addition to this result, the open-ended questionnaire

indicated that two beliefs were similar to the findings of other researchers who used the BALLI. Age and repetition were the key issues to success. Yet, other beliefs indicated in the open-ended questions part were not present in any of the items of the BALLI. They were, determination, hard work, open mindedness, and teachers' teaching ability.

Cotterall (1995) attempted to identify the elements in learners' beliefs which could show their "readiness for autonomy". She developed a 5-point Likert scale questionnaire by benefitting from the interviews with 130 adult ESL learners in New Zealand. The results indicated six factors such as, the role of the teacher, the role of feedback, learner independence, learner confidence in study ability, experience of language learning, and approach to studying.

Mori (1997) is another researcher who investigated learners' beliefs and concentrated on epistemological beliefs and their relationship with LLB. She studied with 97 college students learning Japanese at different levels in US. A questionnaire based on epistemological beliefs developed by Schommer (1995) was used to collect data. The questionnaire consisted of 40 items, and 192 language learning beliefs. Results indicated that learners believing in perseverance usually show more risk-taking behavior while others believing in quick learning tended to perceive language learning as an easy task.

Rifkin (2000) examined 1004 students who take courses for 10 different languages in three different institutions in US by using Kunz-Rifkin Instrument (KRI) over a three-year period. The aim of this research study was to identify whether learners at the first year level of instruction held beliefs similar to those held by learners at other levels of study; whether learners of more commonly taught languages held similar beliefs to those of learners of less commonly taught languages. The results revealed that there was a relationship between learners' beliefs and the level of instruction.

In another study, Barcelos (2000) examined the relationship between the beliefs about language learning of three American ESL teachers and three Brazilian students at an English Language Institute in US. The study investigated both how teachers beliefs had an impact on students' beliefs and students' beliefs and actions influenced the teachers' actions and beliefs. The results showed that the students and teachers' language learning beliefs and actions shape context and are shaped by it.

In the Turkish context, Akçakaya (2009) developed her data collection instrument. The Language Learning Beliefs Scale (LLBS) was applied to 738 secondary school students.

As a result of an exploratory factor analysis, eight factors were identified as the underlying constructs of subjects' language learning beliefs. The results showed that variables such as gender, school type, etc. are important predictors of learners' beliefs about learning language.

2.7. Pedagogical Implications

It has been accepted that language learning has been affected by beliefs about language learning. Therefore, several and suitable teaching implications stated by the researchers and literature are given in this part. Although there is still a paucity of research studies conducted about impacts on learners' beliefs about language learning, several researchers put emphasis on identifying learner's beliefs which are believed to have an important role to find out and understand their learning process. Kuntz (1996) points out that prejudiced beliefs might have a direct impact upon learners' attitude, motivation, success or failure. Positive beliefs enable learners to cope with problems and failure, on the other hand, negative beliefs can make learners demotivate and annoyed. A lot of learners who are accepted as successful improve their favorable beliefs about their learning processes, skills, learning styles and strategies to facilitate their learning. However, negative beliefs that students hold can lead students to less efficient strategies and negative attitude towards learning and autonomy (Victori and Lickhart, 1995). Besides, a learning experience concluded unsuccessfully may lead students make an inference that some specific abilities and skills need to learn a foreign language (Horwitz, 1987). These beliefs may also shape learners' perceptions about the opinions and activities done in the classroom. Kern (1995) indicated that if there is a difference between students' beliefs and teachers' beliefs, the classroom might be tense. It is also believed that beliefs affect classroom anxiety.

Several research studies indicate that language learners hold improving and protective beliefs about learning language, implications for teaching get main interest. Researchers have pointed out some feasible measures to improve positive beliefs in learning and remove unfavorable ones. Wenden (1986) suggests that teachers should discover students' beliefs, characteristics, knowledge about their learning and they should also ensure activities which help learners examine their beliefs and learning strategies.

Identifying learners' attitudes and beliefs is probable because it is known that they are talented to bring their knowledge and beliefs to the class. Kunt (1997) states that learners' beliefs about language learning play a significant role in learning process. Determining learners' beliefs can enable teachers to create a learning environment according to learners' needs and targets.

Bassano (1986) states that learners' needs, preferences, beliefs, learning styles, attitudes, motivations, educational backgrounds, etc. are different but he also adds that the changes on these elements may cause negative reactions. He also suggests some stages to deal with learners' beliefs such as; noticing learners' experiences and assumptions about language learning, establishing confidence, showing them success, releasing them in their decisions, realizing learners' concerns, aims and targets. Determining learners' beliefs, their skills and their characteristics are important for teachers to make a decision about learning environment and teaching methods.

Another researcher, Morgan (1993) claims that learners' attitudes and beliefs can be changed if some aspects of classroom persuasion are considered. That is, contents of learning should activate learner involvement, the learning environment should be changed, learners should cope with complicated materials and come to a conclusion, and learners should be aware of their attitudes toward language and culture.

Even though there are some recommendations to improve language learning and reflect a humanistic approach to language teaching, it is doubtful to what extent they may have a role in learner's beliefs about learning language. The research studies are still inadequate and more studies are needed to identify learners' beliefs and their effects.

CHAPTER III

METHODOLOGY

The methodology section of the study consists of research design, participants, data collection instruments, data collection procedures, data analysis and statistical procedures conducted in the present research study.

3.1. Research Design

In this research study, for the data collection and analysis phases a mixed research design was employed. This method was used to provide a better understanding of the phenomena. Among five main types of mixed method, sequential explanatory mixed method design was benefitted in this research study. This means, the quantitative data were collected and analyzed and then, qualitative data were collected and analyzed. The main aim was to use qualitative results to facilitate in explaining and interpreting the findings of quantitative results (Creswell, 2003). The priority is given to the quantitative data, and the findings are integrated during the interpretation phase of the study. It is used to help explain, interpret or contextualize quantitative findings and to examine in more detail unexpected results from a quantitative study. Dörnyei (2007) claims that this design has both some advantages and disadvantages. It is a strength to use it since it is easy to implement because the steps fall into clear separate stages and the design is easy to describe and the results easy to report. However, it requires a substantial length of time to complete all data collection given the two separate phases.

A mixed design involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) data. (Dörnyei,

2007). Creswell and Plano Clark (2011) point out that "mixed methods research provides more evidence for studying a research problem than either quantitative or qualitative research alone" (p. 12). As Cumming (2004) states the main purpose of using mixed method research design is that qualitative data can help explain quantitative results. For this reason, the aim of using quantitative and qualitative approach in a study can support each other.

Additionally, by mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent in using each approach by itself. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify the aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques. Successful triangulation requires careful analysis of the type of information provided by each method, including its strengths and weaknesses.

Using mixed method research design is important to understand the target phenomenon completely. Mertens (2005) states that mixed methods are valuable when it is intended to examine a matter embedded in a complicated educational or social context. She also adds that many researchers have preferred to use mixed method designs since it is clear that combining and increasing the research strategies could broaden the scope of the research study and richen the researchers' skill to conclude the problem investigated. Similiarly, Creswell (2003) points out that mixed method design in a research study is used by various purposes; to overcome the limitations of a single design, to explain and interpret, to explore a phenomenon, to complement the strengths of a single design, to overcome the weaknesses of a single design, to address a question at different levels, to address a theoretical perspective at different levels.

3.2. Participants

The study was conducted at three different state and three different private Anatolian High Schools in the Muğla city center in the winter term of 2016-2017 Educational Year.

The quantitative data were collected from 401 students of 9th grade. Most of these participants were females (227 females) compared to males (174). (See Table 3.1.).

Table 3.1.

Gender of the Participants in Quantitative Data

Gender	n	%
Female	174	43.4
Male	227	56.6
Total	401	100.0

In total, the questionnaire was been given to 426 students but 25 questionnaires were eliminated because of invalid answers. All of the students were Turkish and they studied English as a foreign language starting from the fourth grade of their primary education. Their level of English Language is assumed A1 and above. They are mainly from the same cultural and academic background. All of the participants were native speakers of Turkish. They all are willing to participate in this study.

Table 3.2.

School Type of the Participants in Quantitative Data

School type	n	%
State	357	89
Private	44	11
Total	401	100.0

A purposive sampling method was employed. Students in this school practice English intensively for 9 hours a week. This situation gives students a reason to learn English by motivating externally. Besides, belief is an abstract concept. Therefore, participants' developmental period should be suitable for answering the questionnaire.

For the qualitative phase of the study, 40 participants (22 females and 18 males) were chosen by the researcher according to the overall scores which participants got from the BALLI. 20 participants who got the highest mean score and 20 participants who got the lowest mean score were chosen for the interview.

3.3. Data Collection Instruments

The quantitative data were gathered by means of the "Beliefs about Language Learning Inventory (BALLI)" (Horwitz, 1988) to investigate the participants' beliefs about learning English as a foreign language.

The BALLI was developed by Horwitz (1985) to identify learners' beliefs. There are three different kinds of BALLI:

- BALLI for foreign language teachers developed in 1985 with 27 items.
- BALLI for ESL students developed in 1987 with 27 items
- BALLI for U.S. students learning a foreign language in 1988. This instrument consists of 34 Likert-scale items. 32 items are scored on a five-point Likert-scale but 2 items have different responses from the others (item 4 and item 15).

Items in the BALLI were divided into four groups related with their themes or groups in order to give the questionnaire a structure. In beginning, there were four categories in BALLI, namely, foreign language aptitude, difficulty of language learning, nature of language learning, language learning strategies. Then, Horwitz changed the fourth category, learning and communication strategies, and fifth category, motivation and expectation. The last version of BALLI (Horwitz, 1988) has this structure within 5 categories to elicit learners' beliefs. The questionnaire has a 5 point scale ranging from "strongly disagree" to "strongly agree".

In this research study, the third of the BALLI was used. It is a 5 likert-scale with 34 items and 5 categories (See Appendix 3.1). That is, English language aptitude with 9 items; the difficulty of language learning with 7 items; learning and communicating strategies with 8 items; the nature of language learning, with 6 items and motivation including expectation with 4 items.

The BALLI determines learners' comprehensions about learning a language. For this reason, the inventory cannot give a total compound score for the whole instruments, and there is no apparent right or wrong answers in the inventory. The responses of each item in the inventory should be analyzed individually.

Table 3.3.

Information about the Questionnaire

BALLI	Items	n	Cron. Alpha
Foreign Language Aptitude	1, 2, 10, 15, 22, 29, 32, 33, 34	9	.84
Difficulty of Language Learning	3,4, 5, 6, 14, 24, 28	7	.82
Nature of Language Learning	8, 11, 16, 20, 25, 26	6	.84
Language Learning Strategies	7, 9, 12, 13, 17, 18, 19, 21	8	.80
Motivation and Expectation	23, 27, 30, 31	4	.89
	Total	34	.87

BALLI have been used as a highly popular scale to determine learner beliefs in many small and large-scale research studies. It is accepted as a dependable data collection tool with good psychometric qualities, and numerous studies applied the BALLI as a research tool. However, there have been some comments on the questionnaire is complicated and some belief dimensions are seen to overlap.

Since the native language of the participants was Turkish, the BALLI was translated into Turkish in order to eliminate the potential misunderstandings because of the language.

First of all, the questionnaire was translated into Turkish by 5 experts who have high level of proficiency in English and experience in Translation and Interpretation. For each statement, the one which most closely resembles its original was selected among. Then, some advice was taken about Turkish and English forms from instructors in ELT Department of Muğla Sıtkı Koçman University and controversial items were addressed. To determine language equivalence between English and Turkish forms, language equivalence study was conducted.

The data, to examine the language equivalency of the scale the correlations between Turkish and English forms, were collected from the students in English Language Teaching Department of Muğla Sıtkı Koçman University. The participants included 100 senior students. They were 76 females and 23 males. First, the English version of the questionnaire (See Appendix 3.2) was applied to this group. Then, 3 weeks later, Turkish version (See Appendix 3.3) was distributed. After the analysis of two forms of the questionnaire, language equivalence was identified.

Table 3.4.

Results of the language equivalency of the questionnaire

		English
Turkish	Pearson Correlation	.944
	Sig. (2-tailed)	.000
	n	100

A significant positive (.944) relationship was found between the scores of the Turkish and English forms of the BALLI.

In addition to BALLI, students' final English course scores was obtained from the school management to investigate the relationship between learners' beliefs about language learning and achievement. The scores were ranged as accepted by Ministry of National Education;

54 – lower: Low

55-69: Medium

70-100: High

Table 3.5

Scores of the Participants in the Quantitative Data

Score	n	%
Low	7	1.7
Medium	267	66.6
High	127	31.7
Total	401	100.0

In the qualitative phase of the study, in order to collect data, semi-structured interviews were developed by the researcher. They were developed after examining some research studies (Horwitz, 1985, 1987; Kunt, 1997; Wenden, 1998; Zhong, 2014). The beginning, there were 12 questions in the semi-structured interviews. Yet, after getting advice and views of 5 experts (three experts were in ELT field and two experts in Educational Sciences) 4 questions were eliminated and 8 questions left.

Then, a pilot study was conducted by 10 participants to identify whether the questions in the interviews worked well, an addition to the data collection tool was necessary, the questions were clear and understandable. At the end of the piloting, it was seen that there

were two questions in the interviews which did not work well. Therefore, they were also eliminated and 6 open-ended questions left (See Appendix 3.4).

3.4. Data Collection Procedure

Since the design of the study is sequential explanatory mixed method design, first the quantitative data were collected by using BALLI and then the interviews were conducted for the qualitative data.

3.4.1. Quantitative Data Collection Procedure

First of all, the permission was obtained from the Ministry of National Education (See Appendix 3.5) to carry out this research study in 3 state and 3 private Anatolian high schools. Then, when the permission was taken, the procedure for collecting data started. The quantitative data were collected in the winter term of 2016-2017 Educational Year. Participants were asked to take part in the study. The participants who did not volunteer did not attend in the survey questionnaire in class. The other students answered the questionnaire in the study willingly. Before answering the questionnaire, the students were informed that their responses would be confidential. The Turkish version of the BALLI was administered to hinder the misunderstandings. The teachers also were given information about the research study. The questionnaire were handed in regular class hours, and it took approximately 40 minutes to complete it. The English teachers who applied the questionnaire stated that participants understood the instructions and items and answered the questions seriously. They did not respond the items randomly.

3.4.2. Qualitative Data Collection Procedure

In the second phase of the research study, in order to get indepth information, interviews were conducted. After the analysis of the quantitative data, learners' beliefs about language learning were determined and the participants who had the highest mean scores (20 participants) and the lowest mean scores (20 participants) for the interviews were determined. They all were informed about the purpose and content of the study and they

asked to participate the study willingly. The qualitative data were collected in the spring term of 2016-2017 educational year.

Before collecting data all participants were informed about the ethical issues and that their personal information would not be used by anyone (See Appendix 3.6). All of the interviews were recorded and transcribed word by word soon after the interviews. Since all of the participants were Turkish, the language of the interviews was Turkish. Then, the language was changed into English by the researcher. By agreeing with the teachers, students and school management on their convenient days, all the participants were interviewed on different days in their schools, in a convenient room suggested by the school management. Each interview lasted approximately 30 minutes and all of them answered the questions openly and enthusiastically. They seemed to be ready to share their perceptions. They did not use their real names, they all chose pseudonyms.

3.5. Data Analysis Procedure

In order to address the research questions, both quantitative and qualitative data are analyzed separately concerning research instruments.

3.5.1. Quantitative Data Analysis

The quantitative data gathered from the students were analyzed by using the Statistical Package for the Social Sciences 20 (SPSS 20). Descriptive statistics, including means, standard deviations, and frequencies were calculated to represent demographic information and to identify the learners' beliefs about language learning.

In order to determine the suitable statistic tests to analyze the collected data, there was first the need to assess the distribution of the variables in terms of its normality. To do so, the Kolmogorov-Smirnov Test and Shapiro-Wilk Test were used in order to reveal possible errors in the data, reveal features of the data set, e.g. skew, scatter, to test for a normal distribution, and to determine whether parametric or non-parametric tests should be used.

Table 3.6.

The Results of Normality Test

Themes of Questionnaire	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Foreign Language Aptitude	.060	401	.001	.993	401	.054
Difficulty of Language Learning	.080	401	.000	.984	401	.000
Nature of Language Learning	.111	401	.000	.969	401	.000
Learning and Communication Strategies	.080	401	.000	.986	401	.001
Motivation and Expectation	.178	401	.000	.884	401	.000

When five themes of the questionnaire are thought, according to Kolmogorov-Smirnov Test, it can be said that the data do not show a normal distribution. In addition, in terms of the Shapiro-Wilk test, it is seen that there is a significant difference from the normal distribution in themes except for Foreign Language Aptitude (p <.05). Mann Whitney-U was used to identify differences in analysis of two categorical variables and Kruskal Wallis-H test was used for analysis of multiple variables from nonparametric analyzes.

3.5.2. Qualitative Data Analysis

In order to have a deep understanding about learners' beliefs about foreign language, the qualitative data have been collected and analyzed through the content analysis. The content analysis is a very common, widely used and popular analytic technique in the qualitative research. Weber (1990) describes content analysis as "a research method that uses a set of procedures to make valid inferences from text." (p. 117). It is a process to analyze messages systematically in any type of communication.

Ellis and Barkhuizen (2005) points out that the content analysis follows the generalized sequence of coding for themes, searching for patterns, making interpretations, and establishing a theory. Dörnyei (2007) adds an initial phase of "transcribing data" because much qualitative data consists of recorded spoken data that needs to be transcribed.

In the analysis phase, the qualitative data gathered were organized and coded. The connections between codes were looked for during and after coding. Responses were categorized and then the themes were identified.

In order to ensure reliability, inter-rater (inter-coder) reliability was established. It is a method for ensuring the trustworthiness of the study when multiple researchers are involved with coding. Walther, Sochacka and Kellam (2013) recommend that inter-rater reliability is a way to "mitigate interpretative bias" and ensure a "continuous dialogue between researchers to maintain consistency of the coding" (p. 650). Miles and Huberman (1994) suggest that an IRR of 80% agreement between coders on 95% of the codes is sufficient agreement among multiple coders. After checking the similarities and differences between the two researchers, the reliability was obtained with the inter-coder reliability using the formula suggested by Miles and Huberman (1994) and it was found reliable (0.87).

This formula described in Miles and Huberman (1994) was benefitted for this research study:

$$\text{reliability} = \frac{\text{number of agreements}}{\text{number of agreements} + \text{disagreements}}$$

Figure 3.1. *Miles and Huberman's reliability formula*

CHAPTER IV

RESULTS

This chapter reports on participants' responses to items in questionnaire and some questions related to their gender, school type, and other variables mentioned before. The results are presented in separate parts.

4.1. The Results of the First Research Question

R.Q. 1. What beliefs do high school students hold about learning English as a foreign language?

In order to determine participants' beliefs about learning language, the responses of the students in the questionnaire were analyzed and the results were given as frequencies and percentages in the tables below. The findings of the BALLI were separated in five themes as in the instrument and the results were presented according to these five areas. These themes were suggested by Horwitz (1988). In each theme, the beliefs of participants were presented in percentages. In the questionnaire, there were two positively worded points, namely strongly agree and agree; two negative worded points, strongly disagree and disagree and one neutral point. When the mean scores of the themes are compared, it can be seen that motivation and expectation and nature of language learning have the highest mean score. The mean score of learning and communication strategies is 3.38; foreign language aptitude is 3.11 and difficulty of language learning is 3.10 (See Table 4.1.).

Table 4.1.

The Mean of the Questionnaire

Themes of the Questionnaire	N	Mean	Sd	Level
Foreign Language Aptitude	401	3.11	.43	Medium
Difficulty of Language Learning	401	3.10	.48	Medium
Nature of Language Learning	401	3.53	.57	High
Learning and Communication Strategies	401	3.38	.44	Medium
Motivation and Expectation	401	3.99	.79	High

4.1.1. Foreign Language Aptitude

The purpose of the items in this theme is to identify whether the participants believe in the existence of specialized abilities regarding foreign language learning.

Table 4.2.

Foreign Language Aptitude

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Sd
	n	%	n	%	n	%	n	%	n	%		
1. It is easier for children than adults to learn a foreign language.	18	4.5	26	6.5	71	17.7	150	37.4	136	33.9	3.89	1.08
10. It is easier for someone who already speaks a foreign language to learn another one.	15	3.7	40	10	122	30.4	151	37.7	73	18.2	3.56	1.01
15. I have a foreign language aptitude.	37	9.2	60	15	142	35.4	108	26.9	54	13.5	3.20	1.13
2. Some people are born with a special ability which helps them learn a foreign language.	68	17	86	21.4	99	24.7	94	23.4	54	13.5	2.95	1.29
22. Women are better than men at learning foreign languages.	135	33.7	74	18.5	129	32.2	31	7.7	32	8	2.37	1.24
29. People who are good at math and science are not good at learning foreign languages.	127	31.7	120	29.9	84	20.9	38	9.5	32	8	2.32	1.23

Table 4.2.

Foreign Language Aptitude (continues)

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Sd
	n	%	n	%	n	%	n	%	n	%		
34. Everyone can learn to speak a foreign language.	27	6.7	35	8.7	55	13.7	135	33.7	149	37.2	3.85	1.2
33. Turkish people are good at learning foreign languages.	29	7.2	57	14.2	213	53.1	82	20.4	20	5	3.01	.91
32. People who speak more than one language well are very intelligent.	66	16.5	102	25.4	96	23.9	90	22.4	47	11.7	2.87	1.26

When the table 4.2. is examined, it can be seen that item 1, "it is easier for children than adults to learn a foreign language"; item 34, "everyone can learn to speak a foreign language", and item 10, "it is easier for someone who already speaks a foreign language to learn another one" have the highest mean scores.

Significantly, the majority of the students strongly agree and agree (71, 3%) that it is easier for children than adults to learn a foreign language (Item 1). As the results demonstrate that only 11% of the students strongly disagree and disagree with this item. However, 17, 7% of the participants state that they have no idea about it.

While 70, 9% of the students hold a strong belief that everyone can learn to speak a foreign language (Item 34), only 15, 4% of them disagree with this idea. Fifty five students (13, 7%) do not have any idea on this item.

Approximately half of the students (55, 9%) believe that it is easier for someone who already speaks a foreign language to learn another one (Item 10), 13, 7% of the students state their disagreement on this item. The results also show that 30, 4 of the students are neutral with this statement.

When it comes to the lowest mean scores, it can be said that item 29, "people who are good at math and science are not good at learning foreign languages"; item 22, "women are better than men at learning foreign languages", and item 32, "people who speak more than one language well are very intelligent" have the lowest mean scores.

Remarkably, a huge amount of the students (61, 6%) do not believe the idea that people who good at math and science are not good at learning foreign languages. However, only

17, 5% of the students state their agreement on this statement. 23, 9% of the participants indicate that they do not either agree or disagree on the item.

Almost half of the students, namely 52, 2% of the participants, do not hold the belief that women are better than men at learning foreign languages. Yet, 15, 7% of the respondents in this study either strongly agree or agree with the item 22. For this item, 32, 2% state that they are undecided. 41, 9% of the respondents in this study either strongly disagree or disagree with statement 32, which shows that people who speak more than one language well are very intelligent. However, 34, 1% of the students state their agreement on this item. 96 students do not have any idea about this item.

4.1.2. The Difficulty of Language Learning

The statements in this theme aim to determine the perceptions of the learners on the foreign language they learn. They are related to the difficulty of learning English as a foreign language.

Table 4.3.

The Difficulty of Language Learning

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Sd
	n	%	n	%	n	%	n	%	n	%		
3. Some languages are easier to learn than others.	21	5.2	19	4.7	83	20.7	175	43.6	103	25.7	3.79	1.04
5. The language I am trying to learn is structured in the same way as Turkish.	120	29.9	155	38.7	76	19	36	9	14	3.5	2.17	1.06
6. I believe that I will ultimately learn to speak this language very well.	21	5.2	46	11.5	123	30.7	114	28.4	97	24.2	3.54	1.13
24. It is easier to speak than understand a foreign language.	59	14.7	91	22.7	160	39.9	56	14	35	8.7	2.79	1.12
28. It is easier to read and write this language than to speak and understand it.	56	14	94	23.4	151	37.7	70	17.5	30	7.5	2.81	1.11

In "The Difficulty of Language Learning" category, item 3, some languages are easier to learn than others; item 6, I believe that I will ultimately learn to speak this language very

well, and item 14, if someone spent one hour a day learning a language, how long would it take him/her to become fluent? are the items which have the highest mean scores.

Table 4.4.

Results of Item 4

Item 4		n	%	Mean	Sd
	Very difficult	31	7.7		
	Difficult	58	14.5		
4.The language I am trying to learn is:	**Medium difficult**	202	50.4	3.07	1.01
	Easy	70	17.5		
	Very easy	40	10		

It can be seen that a great number of the students (69, 3%) most strongly believe that some languages are easier to learn than others but only 9, 9% of the participants in this study either strongly disagree or disagree with this item. Besides, 20,7 % of the respondents state that they are undecided.

More than half of the participants (%52, 6) either strongly agree or agree with the statement 6, which shows that the respondents believe that they will ultimately learn to speak this language very well. Nearly %17 participants indicates that they strongly disagree or disagree with this statement. The number of students who are neutral with the statement in item 6 is 30, 7%.

Table 4.5.

Results of Item 14

Question		N	%	Mean	Sd
	Less than a year	45	11.2		
14. If someone spent one hour a day learning a	**1 – 2 year**	37	9.2		
language, how long	**3 – 5 year**	73	18.2	3.53	1.26
would it take him/her to become fluent?	**5 – 10 year**	150	37.4		
	You can't learn language in 1 hour a day	96	23.9		

Regarding the lowest mean scores, it can be seen that item 5, "the language I am trying to learn is structured in the same way as Turkish"; item 24, "it is easier to speak than understand a foreign language", and item 28, "it is easier to read and write this language than to speak and understand it" have the lowest mean scores.

While the percentage of the participants strongly disagree and disagree with the statement in item 5 is 68, 6%, the percent of respondents in this study either strongly agree or agree

with the statement is 12, 5%. Around 31% of the students state that they are undecided about the item.

When it comes to the item 24, the percentage of the participants who show strongly disagreement and disagreement is 37, 4% while 22, 7% of them strongly agree and agree. Interestingly, nearly 40% of the participants are neutral.

The percentage of participants who do not believe that it is easier to read and write this language than to speak and understand it (Item 28) is approximately 38%. However, 25% of the participants state their strong agreement and agreement on this item. 37, 7 % of them have no idea about it.

4.1.3. The Nature of Language Learning

The items in this category aim to determine how the foreign language is best learnt. In other words, this category consists of different items regarding the nature of language.

Table 4.6.

The Nature of Language Learning

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Sd
	n	%	n	%	n	%	n	%	n	%		
11. It is better to learn a foreign language in the foreign country.	22	5.5	17	4.2	32	8	97	24.2	233	58.1	4.25	1.12
16. Learning a foreign language mostly a matter of learning many new vocabulary words.	21	5.2	19	4.7	37	9.2	156	38.9	168	41.9	4.07	1.08
25. Learning a foreign language is different from learning other school subjects.	24	6	34	8.5	91	22.7	152	37.9	100	24.9	3.67	1.11
20. Learning a foreign language is mostly a matter of learning a many of grammar rules.	22	5.5	47	11.7	96	23.9	172	42.9	64	16	3.52	1.06
26. Learning a foreign language is mostly a matter of translating from English.	35	8.7	98	24.4	136	33.9	101	25.2	31	7.7	2.98	1.07
8. It is necessary to know the foreign culture in order to speak the foreign language.	49	12.2	144	35.9	112	27.9	72	18	24	6	2.69	1.08

When the responses for the category of the nature of language learning are examined, item 11, "it is better to learn a foreign language in the foreign country"; item 16, "learning a foreign language mostly a matter of learning many new vocabulary words"; item 25, "learning a foreign language is different from learning other school subjects" and item 20, "learning a foreign language is mostly a matter of learning a many of grammar rules" have the highest mean scores.

As for the item 11, concerning the idea that learning a foreign language in the foreign country is better, 82, 3% are in agreement, and only 9, 7% respondents disagree and 8% are neutral.

A large number of participants (80, 8%) believe that learning a foreign language mostly is a matter of learning many new vocabulary words. The percentage of the participants who show disagreement is 9, 7% while only 8% of them are neutral.

62, 8% of the participants in this study either strongly agree or agree with the statement 25, which learning a foreign language is different from learning other school subjects. 14, 5% of the participants state that they strongly disagree or disagree with this item and 22, 7% of them have no idea about it.

The percentage of participants who believe that learning a foreign language is mostly a matter of learning a many of grammar rules is 58, 9%. Yet, 23, 9 of the participants state that they are neutral and 17, 2 % of them strongly disagree or disagree with it.

As for the lowest mean scores, item 8, it is necessary to know the foreign culture in order to speak the foreign language and item 26, learning a foreign language is mostly a matter of translating from English have the lowest mean scores.

Regarding the item concerning the idea that it is necessary to know the foreign culture in order to speak the foreign language, 48, 1% are in disagreement, 27, 9 respond neutrally and 24% strongly agree or agree.

An interesting result is that while 33, 1% of the students strongly disagree or disagree that learning a foreign language is mostly a matter of translating from English, 32, 9% of them strongly agree or agree with this idea. 24, 4% of the students have no idea about it.

4.1.4. Learning and Communication Strategies

The BALLI items in this theme concentrate on the use of learning strategies and they are related to communication strategies. They determine learners' beliefs during actual classroom practice.

Table 4.7.

Learning and Communication Strategies

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Sd
	n	%	n	%	n	%	n	%	n	%		
17. It is important to repeat and practice often.	15	3.7	10	2.5	27	6.7	128	31.9	211	55.1	4.32	.97
7. It is important to speak a foreign language with an excellent accent.	20	5	65	16.2	67	16.7	151	37.7	98	24.4	3.60	1.16
13. It is okay to guess if you do not know a word in the foreign language.	23	5.7	42	10.5	93	23.2	174	43.4	69	17.2	3.55	1.07
21. It is important to practice in the language laboratory.	16	4	44	11	141	35.2	148	36.9	52	13	3.43	.98
9. You should not say anything in the foreign language until you can say it correctly.	30	7.5	81	20.2	87	21.7	121	30.2	82	20.4	3.35	1.22
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.	29	7.2	65	16.2	117	29.2	120	29.9	70	17.5	3.34	1.15
18. I feel self-conscious speaking the foreign language in front of other people.	53	13.2	95	23.7	97	24.2	90	22.4	66	16.5	3.05	1.28
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.	114	28.4	120	29.9	98	24.4	44	11	25	6.2	2.36	1.18

When the table 4.7. is examined, it can be seen that item 17, "it is important to repeat and practice often" received the highest mean score (4.32). Item 7, "it is important to speak a foreign language with an excellent accent", and item 13, "it is okay to guess if you do not know a word in the foreign language" have the second and third mean scores. While the

level of agreement on item 17 and item 7 are very high, the agreement's level of item 13 is high.

Remarkably, a huge amount of the students (87%) believe that it is important to repeat and practice often. As the findings show only 6, 2 % of the participants strongly disagree or disagree with this item. 6, 2% of the students have no idea about it.

Regarding the statement concerning the idea that it is important to speak a foreign language with an excellent accent, 62, 1 are in agreement, 21, 2% state their disagreement and 16, 7% respond neutrally.

The percentage of the participants who believe "it is okay to guess if you do not know a word in the foreign language" is approximately 61%. However, 23, 2 % of the students state that they have no idea about it. 16, 2% of them strongly disagree or disagree with the item.

Regarding the lowest mean scores, it can be understood from the Table 4.7. that item 19, "if you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on"; item 18, "I feel self-conscious speaking the foreign language in front of other people" and item 12, "If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language" get the lowest mean scores. Their levels are medium.

As for the item concerning the idea that if you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on, 58, 3%, 24, 4% respond neutrally and 17, 2% strongly agree or agree.

While 36, 9% of the students do not hold the belief that I feel self-conscious speaking the foreign language in front of other people, 38, 9% of them strongly agree or agree with this idea. 24, 2% of the participants are neutral.

4.1.5. Motivation and Expectations

These statements are related with the desire for learning of English. As can beobserved in Table 4.8. in "Motivation and Expectation" category, item 27, "If I learn to speak this language very well, it will help me get a good job" is found to have the highest mean score (m=4.28). The mean score is for item 23, "If I speak this language very well, I will have many opportunities to use it" is 4.13. Item 31, "I would like to learn this language

so that I can get to know its speakers better" received the third highest mean score (m=4.03) and item 30, "Turks think that it is important to speak a foreign language" received the lowest score (m=35) in this group.

Table 4.8.

Motivation and Expectation

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Sd
	n	%	n	%	n	%	n	%	n	%		
27. If I learn to speak this language very well it will help me get a good job.	20	5	12	3	31	7.7	108	26.9	230	57.4	4.28	1.06
23. If I speak this language very well, I will have many opportunities to use it.	21	5.2	18	4.5	48	12	133	28.2	201	50.1	4.13	1.21
31. I would like to learn this language so that I can get to know its speakers better.	18	4.5	21	5.2	47	11.7	157	39.2	158	39.4	4.03	1.06
30. Turkish people think that it is important to speak a foreign language.	35	8.7	36	9	115	28.7	123	30.7	92	22.9	3.5	1.89

Significantly, the overwhelming majority of the participants (78, 1%) believe that if they learn to speak this language very well it will help them get a good job. However, only 9, 7% of the students strongly disagree or disagree in this item. %12 of them have no idea about it.

As for the item 23 concerning the idea that if they speak this language very well, they will have many opportunities to use it, 84, 3% are in agreement, 8% disagree and 7, 7% respond neutrally.

More than half of the respondents (53, 6%) in this research study either strongly agree or agree with the statement 31, I would like to learn this language so that I can get to know its speakers better. The percentage of the participants who show disagreement is 9, 7% while only 11, 7% of them are neutral.

In order to get a deep understanding for this research question, the qualitative data were gathered. The findings of the qualitative data gathered through the interviews with 40 participants selected, the results were put under categories and presented in table 4.11.

The data obtained from the semi-structured interviews revealed four categories related to learners' beliefs. They are; beliefs about personal factors (f=38), beliefs about learning

situation (f=37), beliefs about external factors (f=36), beliefs about nature of language learning (f=33).

Table 4.9.

Learners' thought about language learning

Theme	Categories	Codes
Learners' beliefs/thoughts about learning language	Beliefs about personal factors (38)	It widens horizon (10)
		It is related to aptitude (5)
		It is interesting (5)
		It is related to time and effort (6)
		Self-confidence and motivation is important (6)
		It is hard to overcome the beliefs that English is very difficult to learn. (6)
	Beliefs about learning situation (37)	It shouldn't be a compulsory course (5)
		It is unnecessary (6)
		It is necessary but demanding (7)
		Because of not using in daily life, English cannot be learnt (10)
		It is thought only for exams (9)
	Beliefs about external factors (36)	It is a part of our life (10)
		It is important for finding a job (15)
		It takes a step further in life (4)
		It is important for communicating with other people/culture (3)
		It is a necessity in life (4)
	Beliefs about nature of language learning (33)	Grammar is the most important in language learning (13)
		Vocabulary learning is important (11)
		Accuracy is vital (9)

First of all, the participants stated that they have some beliefs about personal factors. It was observed that participants had mostly positive beliefs and thoughts about learning English. They (16) said that they learn English because it broaden their horizons. Some

of them (5) indicated that language learning aptitude is important in order to learn a language. However, there were also learners (6) who stated that learning language is related to time and effort. While some participants (6) pointed out that learning a language is interesting, some of them (6) declared that it is not easy to overcome beliefs that English is very difficult to learn. Self-confidence and motivation are mentioned as beliefs about personal factors.

Some excerpts of the participants are given below:

P1 *"Dil öğrenmenin yetenekle ilgili olduğuna inanmıyorum. Gerçekten isteyen ve çaba gösteren herkes öğrenebilir. Fakat kesinlikle dil öğrenmek zaman alır." (I do not believe that learning a language is not related to aptitude. Everyone who makes efforts and really wants can learn easily. However, it takes time, of course.)*

P 18 *"Dil öğrenme hakkında ne düşüneceğimi bilmiyorum. Eminim, tabi yetenek İngilizce öğrenmek için gereklidir ama bence çok fazla çalışarak öğrenilebilir." (I do not know what I think about learning language. I am sure aptitude is necessary for learning English, but I think it can be learnt by studying a lot.)*

P 23 *"(Yabancı dil öğrenmeyi gerçekten seviyorum ve bir yabancı dil öğrenmek gerçekten gereklilik, bence." (I love learning foreign language and I think learning a foreign language is a necessity.)*

P 24 *"Dil öğrenmek bizim ufkumuzu açar, yeni bakış açıları kazanmamızı sağlar ve kişisel gelişimimize katkı sağlar." (Learning language widens our horizons, help us develop new point of views and contribute our personal development.)*

P36 *"Yabancı dil öğrenmek bir avantaj. Yetenek dil öğrenmek için bir gereklilik değil yeteri kadar çalışan herkes öğrenebilir." (Learning a foreign language is advantageous. Aptitude is not a need for learning English, everybody who study enough can learn it.)*

It is also seen that learners mentioned beliefs about learning situation. It referred to learners' overall views about learning and teaching. Five participants stated that learning English was good but it should not have been a compulsory course. Only 6 participants regarded learning English as unnecessary. It was also seen that learning language was regarded as necessary however, it was demanding. Some of the participants (10) also said that they could not learn English because they were only exposed to English in their classes. In their daily life, they did not use English. Besides, related to this idea, they (9) also believed that English was thought only for exams.

Some excerpts of the participants are given below:

P2 "İngilizce öğrenmeyi çok gereksiz buluyorum. Öğrenmek istemiyorum." (I find learning English unnecessary. I do not want to learn it.)

P 12 "İngilizceyi gerçekten çok öğrenmek istiyorum. Çok gerekli ve faydalı. Fakat çok zor ne yazık ki." (I want to learn English, really. It is necessary and useful. However, it is very hard to learn, unfortunately."

P 28 "İngilizceyi sadece sınavlarda iyi not alayım diye öğreniyorum. Bence öğretmenlerimizin de amacı bu." (I learn English only for getting high grades. I think, the aim of the teachers is this, too.)

P39 "Ben İngilizceyi öğrenebileceğimi düşünüyorum fakat İngilizceyi kullanabildiğim tek yer sınıf, başka hiçbir yerde kullanamıyorum." (I think I can learn English but the only place I use English in class. I cannot use it at any other places.)

Thirdly, beliefs about external factors category refers to some external factors such as, classroom environment, the role of teaches and friends, and related to life. Most of the participants (15) had the idea that learning language provided an advantage in finding a good job. Ten participants saw English as a part of their lives. Four participants mentioned that learning a language took a step further in life and it was a necessity in life, too. Some of them (3) regarded English as important in communicating with other people in life.

Some excerpts of the participants are given below:

P6 "Dil öğrenmek insanlar için her türlü avantajlıdır örneğin iş bulmak çok fazla kolaylaşır." (Learning a language is advantageous for people in every aspect, for example, finding a job becomes easier.)

P 9 "Yabancı dil öğrenmek diğer kültürlerle yani insanlarla anlaşmak için gerekli bir faktördür." (Learning a foreign language is a necessary factor in communicating with people from other countries/cultures.)

P 27 "(İnsanların hayatları için gerekli bir şeydir." (It is a necessity for people's lives.)

P30 "Yabancı dil öğrenmek demek diğerlerinden bir adım öndesin, daha iyisin demektir." (Learning a foreign language means that you are better than the others.)

As for the last category, it is related to beliefs about nature of language learning. Most of the participants (13) focused on the importance of grammar in language learning.

Moreover, some of them (11) stated that vocabulary learning is important and nine of them said accuracy is vital.

Some excerpts of the participants are given below:

P5 "Dil öğrenirken doğru bir şekilde konuşmak en önmli etkendir. Eğer doğru bir şekilde konuşmuyorsan, konuşana kadar beklemelisin." (In a language learning, accuracy is the most important factor. If you do not speak accurately, you should wait until you can.)

P 17 "Kelime dağarcığı her zaman benim İngilizce öğrenmemi etkilemiştir. Kelimenin önemli olduğuına inanıyorum." (Vocabulary size of me always affect my learning English. I believe that vocabulary learning is important.)

P 21 "Dilbilgisi dil öğrenmedeki en önemli şeydir. Bir binanın temeli gibidir." (Grammar is the most important thing in a language learning, it is like a foundation of a building."

4.2. The Results of the Second Research Question

R.Q. 2. How does gender affect learners' beliefs about English language learning?

In order to respond this research question, the difference between learners' beliefs about language learning and their gender were investigated. Mann-Whitney U test was applied in order to identify the difference between learners' beliefs and their gender. In an attempt to identify the distribution of gender and beliefs Kolmogorov-Smirnov test results were taken into consideration and it is seen that the distribution is not normal. The results were presented on table 4.10.

Table 4.10.

Results of Mann-Whitney U test for the Role of Gender on Learner Beliefs about Language Learning

Categories	Gender	n	Mean Rank	Sum of Ranks	U	z	p
Foreign Language Aptitude	Male	174	191.43	333308.00			
	Female	227	208.34	47293.00	18083.00	-1.45	.14
	Total	401					
Difficulty of Language Learning	Male	174	203.07	35334.50			
	Female	227	199.41	45266.00	19388.50	-.31	.75
	Total	401					

Table 4.10.

Results of Mann-Whitney U test for the Role of Gender on Learner Beliefs about Language Learning (continues)

Categories	Gender	n	Mean Rank	Sum of Ranks	U	z	p
Nature of Language Learning	Male	174	187.81	32679.00			
	Female	227	211.11	47922.00	17454.00	-2.00	.04
	Total	401					
Learning and Communication Strategies	Male	174	195.50	34017.50			
	Female	227	205.21	46583.50	18792.50	-.83	.40
	Total	401					
Motivation and Expectation	Male	174	189.57	32986.00			
	Female	227	209.76	47615.00	17761.00	-1.74	.08
	Total	401					

When the Table 4.9. is examined, the results indicate that the overall males and females hold similar beliefs about language learning. When the beliefs of the male and female participants about foreign language aptitude are compared, a meaningful difference cannot be viewed. In learning and communication strategies category, there is also no significant difference found. Regarding the difficulty of language learning, both the males and the females show similar beliefs. There is no statistically significant difference on this category However, when it comes to the nature of language learning, there is a statistically difference in favor of females. Female participants' beliefs differ from the those of males in terms of how the foreign language is best learned. When the both group of students' responses to the items measuring their motivation levels in learning foreign languages are compared, a significant difference cannot be detected.

4.3. The Results of the Third Research Question

R.Q.3. Is there a relationship between learners' beliefs about language learning and their achievement?

In order to investigate whether there was any relationship between the participants' beliefs about language learning and their achievement, a series of analyses were carried out and it was found that the variance of learners' beliefs about language learning and their success was not distributed homogenously. For that reason, to identify the difference

between these two variables Kruskal-Wallis test was applied. The results are presented in Table 4.11.

Table 4.11.

Results of Kruskal-Wallis Test for the Role of Learners' Achievement on Their Beliefs

Grade	Groups	n	Mean Rank	x^2	sd	p
Foreign Language Aptitude	Low	7	99.43			
	Avarage	267	194.16	10.14	2	.01
	High	127	220.97			
	Total	401				
Difficulty of Language Learning	Low	7	84.14			
	Avarage	267	177.00	49.63	2	.00
	High	127	257.90			
	Total	401				
Nature of Language Learning	Low	7	144.29			
	Avarage	267	197.28	3.11	2	.21
	High	127	211.94			
	Total	401				
Learning and Communication Strategies	Low	7	176.50			
	Avarage	267	180.00	28.88	2	.00
	High	127	246.51			
	Total	401				
Motivation and Expectation	Low	7	67.57			
	Avarage	267	187.20	25.99	2	.00
	High	127	237.37			
	Total	401				

As shown in table 4.10., there is a statistically difference between learners' achievement level and their beliefs regarding the categories of foreign language aptitude, difficulty of language learning, learning and communication strategies, motivation and expectation. However, there is no statistical difference between learners' beliefs about language learning and their academic level in terms of the nature of language learning.

Regarding the foreign language aptitude, there is a difference between students with medium level and students with low level in favor of students with medium level; students with high level and students with low level in favor of students with high level and students with high level and students with medium level in favor of students with high level.

As for the difficulty of language learning category, a significant difference is also identified. There is a difference between students with medium level and students with low level in favor of students with medium level; students with high level and students with low level in favor of students with high level and students with high level and students with medium level in favor of students with high level.

When it comes to the nature of language learning, a meaningful difference cannot be observed when the beliefs of the students' achievement and their beliefs are compared.

In learning and communication strategies, there is only a meaningful significant difference between the students with high level and the students with medium level in favor of the students with high level.

As for the motivation and expectation category, a statistically significant difference is also identified. There is a difference between students with medium level and students with low level in favor of students with medium level; students with high level and students with low level in favor of students with high level and students with high level and students with medium level in favor of students with high level.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

In this chapter firstly the discussion of the findings will be presented. Then, in the conclusion part, a brief summary of the study will be summarized. Finally, in the implications, some key issues about language learningwill be reviewed and suggestions for further research will be presented.

5.1. Discussion

In this research study, it is aimed to identify what beliefs high school students hold about learning English as a foreign language, how gender affects learners' beliefs about English language learning and whether there is a relationship between learners' beliefs about language learning and their achievement. When the findings of the study is considered, learners hold the belief that learning a foreign language is easier for children than adults. This result may show that the participants of this research study hold beliefs consistent with many research studies showing a positive effect of young age on language acquisition. There are many research studies about the differences between children and adults in language learning. Şevik, et al. (2018) found similar results in their research study. They stated that most of the participants either strongly agreed or agreed with the common wisdom that children are better language learners than adults. Some other researchers also state that starting language learning education as early as possible enables learners to improve language learning easier and faster (Cook, 1996; Brown, 2000; Moon, 2000; Yürük, 2008; Daif-Allah, 2012; Göçmez, 2014).

Ur (1991) also argues the importance of critical period. She states that if the students get too old and pass this period, they will have significantly more difficulty in learning. For this reason, starting the education early seems essential.

Most of the participants in this study hold a strong belief that everyone can learn to speak a foreign language. That means, they believe that foreign language aptitude is a construct cannot be denied but this is not a real prerequisite for learning a language. This result is in line with some research studies which demonstrate that Turkish learners do not support the concept of language aptitude (Öz, 2007; Genç, et al., 2015; Geyimci, 2015; Şevik et al. 2018). However, there are some other research studies which are in line with this finding. Daif-Allah (2012) found that the participants supported the idea of foreign language aptitude or special abilities.

In this study, almost half of the students believe that it is easier for someone who already speaks a foreign language to learn another one. This belief may be the notion that languages use different grammars or vocabulary but when the function of each part is understood, it can turn into an advantage. Similarly, Geyimci's (2015) study indicated that the half of the participants agreed or strongly agreed with the belief that it is easier for someone who already speaks a foreign language to learn another one. Besides, Yürük (2008) stated in her research study that almost half of the students confirm that idea.

A huge amount of the students in this study do not believe the idea that people who are good at math and science are not good at learning foreign languages. This result can be commented as these students do not distinguish an aptitude for the sciences and an aptitude for humanities namely, a distinction put forward by Gardner (1983) in his multiple intelligence theory distinguishing linguistic intelligence from logical/mathematical intelligence (Bernat 2006). This finding is parallel with Altan's (2012) study. However, Geyimci (2015) mentioned that the majority of the participants in the study were undecided regarding this belief people who are good at mathematics or science are not good at learning foreign languages.

As for the learning and communication strategies, the findings reveal that some of the participants do not feel-conscious speaking the foreign language in front of other people. This finding is parallele to some other studies. Şener (2014) concluded that students' communication anxiety was highly negatively correlated with their self-perceived

communication competence. Students seemed to experience considerable level of anxiety when speaking in English in front of their peers and instructors.

In motivation and expectation category, more that half of the students state that they would like to learn this language so that they can get to know its speakers better. This shows Turkish students' positive attitudes towards international communities. As it was stated in Şener's (2014) study, positive attitudes of the learners towards the target language, its people and culture were among the factors which facilitate foreign and second language leraning.

When it comes to gender difference, the results indicate that the males and females hold similar beliefs about language learning. When the beliefs of the male and female participants about foreign language aptitude, difficulty of language learning, learning and communication strategies, and motivation and expectation are compared, a statistically significant difference cannot be viewed. However, regarding the nature of language learning, there is a statistically difference in favor of the females. Female participants' beliefs differ in terms of how the foreign language is best learned. These results show that there is no difference between Turkish male and female students in terms of concerns about those beliefs. Akçayoğlu and Dişlen Dağgöl (2017) also found no gender differences in terms of foreign language aptitude. However, Daif-Allah (2012) stated that in his research study, he found that there were differences between male and female beliefs about learning English in three aspects out of five. It means that both genders that participated in this study analysis did have significant concern in terms of English language aptitude, learning and communication strategies and motivation and expectations. This difference may stem from the context of the studies. Tercanlıoğlu (2005) is another researcher who found no significant differences in beliefs about language learning of 45 male and 73 female EFL teacher trainees in the Turkish context. Genç et al. (2015) also investigated this issue and they found that there was a significant effect of gender only on the beliefs related to the difficulty of language learning. Males' scores were higher than those of females. Bacon and Finneman (1992) examined gender differences and they found that females in the study were more open to authentic input and possess a higher level of motivation and social interaction with the target language. Moreover, Siebert (2003) determined significant gender-related differences. While Ellis (1994) states that gender is a social variable, the findings of the study may be regarded as representative of socio-cultural effect on learners' beliefs.

Regarding the relationship between learners' beliefs and achievement, according to the overall results, it can be said that students with high level have more positive beliefs than students with low level. However, there is not any statistical difference between learners' beliefs about language learning and their academic level in terms of the nature of language learning. Turkish high school students who were accepted as successful in this study believe that there is such a thing as foreign language aptitude and they have ability which seems to increase their motivation and expectations as well. Consistent with literature, successful students are seen to have more positive feelings about the existence of language aptitude and they believe they also have higher motivation and expectations about learning English. Moreover, they hold strong beliefs about the difficulty of language learning. In her study, Mori (1999) found some evidence for the relationship between learners' beliefs and achievement in a foreign language context. Horwitz (1987) states that learners' judgments about the difficulty of language learning are vital in their commitment to language learning. She also adds that if learners underestimate the task difficulty, they can get frustrated easily and give up studies. Since self-reported successful students seem to have higher motivation and expectation in spite of their beliefs towards the difficulty of English language learning, it can be said that they do not underestimate the task of learning English and committed to study. In other words, students with positive beliefs about foreign language learning tend to hold favorable attitude and higher motivational intensity, use more strategies, are less anxious, and are more successful (Banya and Cheng, 1997).

It is a fact that learners who see themselves as successful believe that they have more potential to learn English and possibly had superior abilities in learning English than those who see themselves as low achievers. There are some research studies which are in line with these findings (Bialystok, 2001 and Suwanarak, 2012). Some other studies demonstrate that some beliefs of the language learner could be facilitative and detrimental in the language learning process (Horwitz, Horwitz, & Cope, 1986; Mori, 1999; Peacock, 2001; Truitt; 1995; Yang, 1999). According to this research studies, it can be concluded that learners' perceptions about themselves as successful learners may be under the influence of facilitative effect of language learning beliefs whereas the students perceiving themselves unsuccessful may be under the influence of detrimental effects.

When it comes to the qualitative analysis, the results reveal that there are four categories related to learners' beliefs. Namely; beliefs about personal factors, beliefs about learning situation, beliefs about external factors, beliefs about nature of language learning.

In beliefs about personal factor category, it is understood that individual learner factors such as age, aptitude, attitude, etc. play an important role as well as the other beliefs related to learners' beliefs about their own aims. Personal factors play an important role in language learning. As Victori and Lockhart (1995) state beliefs about language learning includes "general assumptions that learners hold about themselves as learners, about factors influencing language learning" (p.224). Some of these beliefs are influenced by learners' positive or negative experiences as language learners and some others are formed by their cultural background, family background, individual differences, etc. Cotterall (1995) also states that "regardless of their origin, attitudes to learning and the perceptions and beliefs which determine them may have a profound influence on learning behavior, and may directly influence or even determine a learner's attitude and motivation when learning the language in question." (p. 199). Dewey (1983) also states that "We cannot preserve significance and decline the personal attitude in which it is inscribed and operative…. Beliefs are personal affairs, and personal affairs are adventures, and adventures are, if you please, shady." (p. 84). Interestingly, in the results of the questionnaire, the participants state that language aptitude is not important in language learning. However, the results of the interview show that participants believe vice versa. It may stem from the beliefs of selected group.

Beliefs about learning situation is another finding in the study. That means, they are the beliefs about language learning and teaching. The most striking results are that some of the participants said that they could not learn English because they were only exposed to English in their classes and in their daily life, they did not use English. According to this result, it is seen that learners are motivated and willing to use language but they do not have enough chance to use it. These results are also in line with the quantitative results of the study concerning the idea that if they speak this language very well, they will have many opportunities to use it, 84, 3% are in agreement. In line with these findings, Yashima and Zenuk-Nishide (2008) also found that learners' beliefs have an effect on their motivation and attitudes. Because of the fact that learners' motivations are involved, this essentially provides a link to learner's beliefs, which are regarded as a subset of attitudes.

Beliefs about external factors are an important result of this study. It refers to some external factors such as, classroom environment, the role of teaches and friends, and related to life. Most of the participants have the idea that learning language provided an advantage in finding a good job. Similarly, in the quantitative results, the overwhelming majority of the participants believe that if they learn to speak this language very well it will help them get a good job. Altan (2012) in his research study, highlighted the importance of English by arguing that the importance of English as a worldwide language has been increasing rapidly and more and more people are aware of the fact that at least some knowledge of English is necessary to get ahead in life since it brings high social status to the individual, as well as extending job opportunities.

The last category is beliefs about nature of language learning and it is seen that most of the participants focused on the importance of grammar in language learning, some of them stated that vocabulary learning is important and nine of them said accuracy is vital. In quantitative findings, similar results were obtained namely, learning a foreign language mostly a matter of learning many new vocabulary words and learning a foreign language is mostly a matter of learning a many of grammar rules have the highest mean scores. They still believe the importance of grammar. The reason for this may be related to the teaching methods (i.e Grammar Translation Method) used in their past English courses. As Lortie (1975) pointed out that teachers are likely to teach in the same way they that themselves were taught.

5.2. Conclusion

The purpose of the study was to identify high school students' beliefs about learning English as a foreign language. Moreover, this study aimed to find out whether the beliefs of the participants about learning language differs according to their gender. It finally aimed to investigate the relationship between their beliefs and their achievement. The research questions below were presented with these aims:

1. What beliefs do high school students hold about learning English as a foreign language?
2. How does gender affect learners' beliefs about English language learning?

3. Is there a relationship between learners' beliefs about language learning and their achievement?

In order to respond the research questions firstly, Beliefs about Language Learning Inventory was applied to 401 high school students in 2016-2017 education year. After the analysis of the qualitative data, forty students were chosen among the participants for the qualitative phase of the study.

A brief conclusion of this study was presented at the following statements;

In the category the foreign language aptitude, the majority of the students strongly agree and agree that it is easier for children than adults to learn a foreign language. This result may show that the participants of this research study hold beliefs consistent with many research studies showing a positive effect of young age on language acquisition.

While 70, 3% of the students hold a strong belief that everyone can learn to speak a foreign language, only 15, 4% of them disagree with this idea. That means, they believe that foreign language aptitude is a construct that cannot be denied but this is not a real prerequisite for learning a language. This result is in line with some research studies which demonstrate that Turkish learners do not support the concept of language aptitude (Öz, 2007; Genç, et al., 2015; Geyimci, 2015; Şevik et al. 2018).

Remarkably, a huge amount of the students believe the idea that people who are good at math and science are not good at learning foreign languages. This finding is parallel with Altan's (2012) study. However, Geyimci (2015) mentioned that the majority of the participants in the study were undecided regarding this belief people who are good at mathematics or science are not good at learning foreign languages.

In the difficulty of language learning category, a great number of the students most strongly believe that some languages are easier to learn than others while Regarding the lowest mean scores, the language I am trying to learn is structured in the same way as English gets the lowest score.

When the responses for the category of the nature of language learning are examined, it is better to learn a foreign language in the foreign country, learning a foreign language mostly a matter of learning many new vocabulary words, learning a foreign language is different from learning other school subjects and learning a foreign language is mostly a matter of learning many of grammar rules, have the highest mean scores. As for the lowest mean scores, it is necessary to know the foreign culture in order to speak the foreign

language and learning a foreign language is mostly a matter of translating from English, have the lowest mean scores.

Remarkably, a huge amount of the students believe that it is important to repeat and practice often. As the findings show only 6, 2 % of the participants strongly disagree or disagree with this item. Regarding concerning the idea that it is important to speak a foreign language with an excellent accent, 62, 1 are in agreement. In motivation and expectation category, if I learn to speak this language very well it will help me get a good job is found as the highest mean score.

When it comes to gender difference, the results indicate that the overall males and females hold similar beliefs about language learning. When the beliefs of the male and female participants about foreign language aptitude are compared, a meaningful difference cannot be viewed.

As for the relationship between beliefs and achievement, there is a statistically difference between learners' achievement level and their beliefs regarding the categories of foreign language aptitude, difficulty of language learning, learning and communication strategies, motivation and expectation. However, there is no any statistical difference between learners' beliefs about language learning and their academic level in terms of the nature of language learning.

As for the qualitative result of the study, the data obtained from the semi-structured interviews revealed four categories related to learners' beliefs. They are; beliefs about personal factors (f=38), beliefs about learning situation (f=37), beliefs about external factors (f=36), beliefs about nature of language learning (f=33).

5.3. Implications

This research study identifies high school students' beliefs about language learning. Characterizing learners' beliefs about language learning widens the understanding of some important factors hinder learners from reaching their aims in language learning. Kumaravadivelu (1991) also points out that when learners' personal approaches and personal concepts are known better, more sufficient intervention can be made.

The term of beliefs about language learning is still an interest for researchers in this field.

Beliefs investigated in this study are the examples of the types that every teacher may deal with in their teaching process and the findings of the study may recommend ways to recommend ways to make a generalization these findings in different aspects of language teaching and learning.

The findings of this research study may be illuminating. There may be a number of pedagogical implications in the result of this study. First of all, identifying the learners' beliefs and reflection on possible impact on language learning is very important because this identification can be a factor for increased awareness and expectations. Understanding the dynamics of beliefs and their roles in learning process is a necessity for providing a productive learning environment. Moreover, the identification of learner beliefs may guide EFL teachers to adjust their teaching methods, classroom practices according to learners' beliefs. Nunan (1991) states that learners bring their beliefs and attitudes about language learning to the learning environment. Teachers should keep in mind learners' beliefs and attitudes in language teaching. Therefore, it is obvious that teachers are responsible for forming learners' beliefs in an planned way because it is not easy to change beliefs. It is important for teachers to take these learner factors into consideration while planning a course to optimize learning. Since identification of learners' beliefs provides teachers better understanding of learners' expectations for language learning, teachers consider these beliefs to develop suitable teaching methodologies. The identification and evaluation of probable impacts of beliefs on language learning may be useful for syllabus and curriculum designers, textbook writers, program planners and also language learners to design influential planning and suitable instructions according to learners' beliefs. It is a necessity for teachers to encourage and motivate their learners and learners' positive beliefs and they should be careful about learners' negative beliefs. This can be provided through suitable choice of task and materials and feedback. Therefore, this research study may lead the language teachers to make beliefs functional in the process of language learning.

Many researchers indicate that time and effort spent to investigate and improve positive beliefs lead to minimize negative beliefs (Wenden, 1991; Yang, 1992). Teachers can eliminate learners' misconceptions and negative beliefs by providing necessary knowledge and learning environment in the process of language learning.

It is crucial to remember that learners' beliefs about language learning have an impact on their learning process. Learners can develop their self-knowledge and autonomy for the

development of language learning capacity by detecting their beliefs. Today's language learners are accepted as active and responsible participants. In other words, they learn from their experience, make their own decisions (Williams and Burden, 1997). That means, materials and syllabi should be designed according to learners' beliefs. Benson and Lor (1999) state that if learners believe that the best way for learning a language is repetition and practicing, the materials should be structured as giving enough opportunity to learners to exercise the language in different contexts and through the varying skills of speaking, writing, reading and listening.

Horwitz (1988) also concludes that English teachers need to be aware of their students' beliefs to have opinion about the ways to promote efficient learners strategies. Teachers may eliminate their learners' misconceptions by supporting their students by providing knowledge about the nature of language learning, and language learning process. For this reason, this research study may help teachers determine their learners' beliefs so that they can organize their lessons according to their beliefs and minimize negative beliefs.

This research study might enable relate the learners' beliefs about language learning and language teaching process at high schools. Thanks to the beliefs of participants, the teachers in high schools may provide learners with an opportunity to learn language according to their beliefs. However, because the findings of this study present only s static of learner beliefs. It is very possible that learner beliefs vary, change over time and according to the implementation they are exposed. Further research may be conducted to identify language learners' beliefs and their relationship between some factors such as age, motivation, anxiety, attitude and self-efficacy, etc. Moreover, research studies are

usually conducted about identifying learners' beliefs and their relationships with some variables. Rather than determining beliefs, some research study could also aim to find the ways to change beliefs through different approaches and methods.

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APPENDICES

Appendix 3.1. Beliefs about Language Learning Inventory

Sevgili öğrenciler,

Lise öğrencilerinin İngilizce öğrenmeleri hakkındaki görüşlerini araştırmaktayım. Aşağıdaki anket soruları, sizlerin dil öğrenme ile ilgili görüşlerinizi saptamak üzere geliştirilmiştir. Bilgileriniz saklı tutulacak ve sadece araştırma amacına yönelik kullanılacaktır.

Araştırmaya destek verdiğiniz için çok teşekkür ederim.

Ayten ÇOKÇALIŞKAN

1. BÖLÜM: DEMOGRAFİK BİLGİLER

Adınız- Soyadınız: …………………………………..

Cinsiyetiniz: Kız □   Erkek □

Okulunuzun Adı: …………………............................

Okulunuzun Türü: Devlet □   Özel □

Sınıfınız: …………..

Mezun Olduğunuz Ortaokul Adı: ………………………

2. BÖLÜM: İNGİLİZCE ÖĞRENME İLE İLGİLİ DÜŞÜNCELERİNİZ

Aşağıdaki soruların doğru ya da yanlış cevabı yoktur. Lütfen her bir cümleyi dikkatlice okuyarak gerçek düşüncelerinize en yakın olan kutucuğu işaretleyiniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Çocuklar için yabancı dil öğrenmek yetişkinlere göre daha kolaydır.					
2	Bazı insanlar yabancı dil öğrenmelerini kolaylaştıran özel bir yetenekle doğarlar.					
3	Bazı dilleri öğrenmek diğerlerine oranla daha kolaydır.					
4	Bu soruyu size uygun seçenekle tamamlayınız: İngilizce öğrenmek……………….. **a.** çok zor. **b.** zor. **c.** orta zorlukta. **d.** kolay. **e.** çok kolay.					
5	İngilizcenin dil bilgisel yapısı Türkçeyle aynıdır.					
6	Ben İngilizceyi çok iyi bir şekilde konuşmayı öğrenebileceğime inanıyorum.					
7	İngilizceyi mükemmel bir aksanla konuşmak önemlidir.					

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
8	İngilizceyi konuşabilmek için İngiliz kültürünü bilmek gerekir.					
9	Doğrusunu ifade edemedikçe yabancı dilde hiçbir şey söylememelisin.					
10	Bir yabancı dili bilen kişi için ikincisini öğrenmek daha kolaydır.					
11	Yabancı dili konuşulduğu ülkede öğrenmek daha kolaydır. /İngilizceyi İngilizce konuşulan bir ülkede öğrenmek daha kolaydır.					
12	Birilerinin İngilizce konuştuğunu duyarsam pratik yapabileyim diye onların yanına giderim.					
13	Yabancı dilde bir kelime bilmiyorsam onun ne olduğunu tahmin etmek iyi bir şeydir.					
14	*Bu soruda size uygun seçeneği işaretleyiniz:* Bir kişi günde 1 saat İngilizce çalışarak ne kadar sürede İngilizceyi akıcı bir şekilde konuşabilir? **a.**Bir yıldan az bir sürede. **b.**1-2 yılda. **c.**3-5 yılda. **d.**5-10 yılda. **e.**Günde 1 saat çalışarak İngilizce öğrenilemez.					
15	Yabancı dil öğrenme yeteneğim var.					
16	İngilizce öğrenmek çok sayıda yeni kelime öğrenmek demektir.					
17	Yabancı dil öğrenirken sık sık tekrar ve pratik yapmak önemlidir.					
18	Başkalarının önünde İngilizce konuşmaktan endişelenirim / rahatsızlık duyarım.					
19	İngilizce konuşurken (başından beri) hata yapmana izin verilirse o hatalardan daha sonra kurtulmak zor olur.					
20	İngilizce öğrenmek çoğunlukla birçok dilbilgisi kuralı öğrenmektir (öğrenmek demektir.)					
21	Dil laboratuvarında pratik yapmak önemlidir.					
22	Kadınlar yabancı dil öğrenmede erkeklerden daha başarılıdır.					
23	Eğer İngilizceyi iyi konuşabilirsem onu kullanmak için birçok fırsatım olacaktır.					
24	Bir yabancı dili konuşmak anlamaktan daha kolaydır.					
25	Bir yabancı dili öğrenmek diğer okul derslerini öğrenmekten farklıdır.					
26	Yabancı dil öğrenmek çoğunlukla Türkçe' den o dile çeviri yapmaktır.					
27	Eğer İngilizceyi iyi öğrenirsem iyi bir iş bulmamda yardımcı olacaktır.					

28	İngilizceyi okumak ve yazmak, onu anlamak ve konuşmaktan daha kolaydır.					
29	Matematik ve fen bilimleri alanlarında iyi olan kişiler yabancı dil öğrenmede iyi değillerdir.					
30	Ülkemde insanlar yabancı bir dil bilmenin önemli olduğunu düşünür.					
31	İngilizceyi öğrenmek istiyorum çünkü böylece bu dili konuşan insanları daha iyi tanıyabileceğim.					
32	Birden fazla yabancı dil konuşabilen kişiler zekidirler.					
33	Türkler yabancı dil öğrenmede başarılıdırlar/ iyidirler.					
34	Herkes yabancı dil öğrenebilir.					

TEŞEKKÜRLER…

Appendix 3.2. Beliefs about Language Learning Inventory (English version of the questionnaire for language equivalency)

Dear students,

I have been investigating the high school students' beliefs about language learning. This inventory has been developed for this reason. There is not a correct or wrong answer in the questions below. Please, read carefully and state your personal opinion. Thank you.

Ayten ÇOKAÇLIŞKAN

Name-Surname: ……………………

Gender: Male □ Female □

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	It is easier for children than adults to learn a foreign language.					
2	Some people are born with a special ability which helps them learn a foreign language.					
3	Some languages are easier to learn than others.					
4	The language I am trying to learn is: a. very difficult b. difficult c. medium difficult d. easy e. very easy					
5	The language I am trying to learn is structured in the same way as Turkish.					
6	I believe that I will ultimately learn to speak this language very well.					
7	It is important to speak a foreign language with an excellent accent.					
8	It is necessary to know the foreign culture in order to speak the foreign language.					
9	You should not say anything in the foreign language until you can say it correctly.					
10	It is easier for someone who already speaks a foreign language to learn another one.					
11	It is better to learn a foreign language in the foreign country.					
12	If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.					
13	It is okay to guess if you do not know a word in the foreign language.					
14	If someone spent one hour a day learning a language, how long would it take him/her to become fluent? a. Less than a year b. 1-2 years c. 3-5 years d. 5-10 years e. You can't learn a language in 1 hour a day					

15	I have a foreign language aptitude.					
16	Learning a foreign language mostly a matter of learning many new vocabulary words.					
17	It is important to repeat and practice often.					
18	I feel self-conscious speaking the foreign language in front of other people.					
19	If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.					
20	Learning a foreign language is mostly a matter of learning a many of grammar rules.					
21	It is important to practice in the language laboratory.					
22	Women are better than men at learning foreign languages.					
23	If I speak this language very well, I will have many opportunities to use it.					
24	It is easier to speak than understand a foreign language.					
25	Learning a foreign language is different from learning other school subjects.					
26	Learning a foreign language is mostly a matter of translating from English.					
27	If I learn to speak this language very well it will help me get a good job.					
28	It is easier to read and write this language than to speak and understand it.					
29	People who are good at math and science are not good at learning foreign languages.					
30	Turkish people think that it is important to speak a foreign language.					
31	I would like to learn this language so that I can get to know its speakers better.					
32	People who speak more than one language well are very intelligent.					
33	Turkish people are good at learning foreign languages.					
34	Everyone can learn to speak a foreign language.					

Appendix 3.3. Dil Öğrenme İnançları Envanteri (Turkish version of the questionnaire for language equivalency)

Sevgili öğrenci,

Üniversite öğrencilerinin yabancı dil öğrenme hususundaki görüşlerini araştırıyorum. Aşağıdaki anket soruları bunu saptamak üzere geliştirilmiştir. Aşağıdaki soruların doğru ya da yanlış cevabı yoktur. Lütfen sorular hakkındaki gerçek düşüncelerinizi belirtiniz. Araştırmaya destek verdiğiniz için çok teşekkür ederim.

Ayten ÇOKÇALIŞKAN

Ad- Soyad: ……………………

Cinsiyet: Kadın □ Erkek □

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Çocuklar için yabancı dil öğrenmek yetişkinlere göre daha kolaydır.					
2	Bazı insanlar yabancı dil öğrenmelerini kolaylaştıran özel bir yetenekle doğarlar.					
3	Bazı dilleri öğrenmek diğerlerine oranla daha kolaydır.					
4	Bu soruyu size uygun seçenekle tamamlayınız: İngilizce öğrenmek……………….. **a.** çok zor. **b.** zor. **c.** orta zorlukta. **d.** kolay. **e.** çok kolay.					
5	İngilizcenin dil bilgisel yapısı Türkçeyle aynıdır.					
6	Ben İngilizceyi çok iyi bir şekilde konuşmayı öğrenebileceğime inanıyorum.					
7	İngilizceyi mükemmel bir aksanla konuşmak önemlidir.					
8	İngilizceyi konuşabilmek için İngiliz kültürünü bilmek gerekir.					
9	Doğrusunu ifade edemedikçe yabancı dilde hiçbir şey söylememelisin.					
10	Bir yabancı dili bilen kişi için ikincisini öğrenmek daha kolaydır.					
11	Yabancı dili konuşulduğu ülkede öğrenmek daha kolaydır. /İngilizceyi İngilizce konuşulan bir ülkede öğrenmek daha kolaydır.					
12	Birilerinin İngilizce konuştuğunu duyarsam pratik yapabileyim diye onların yanına giderim.					
13	Yabancı dilde bir kelime bilmiyorsam onun ne olduğunu tahmin etmek iyi bir şeydir.					

14	**Bu soruda size uygun seçeneği işaretleyiniz:** Bir kişi günde 1 saat İngilizce çalışarak ne kadar sürede İngilizceyi akıcı bir şekilde konuşabilir? **a.** Bir yıldan az bir sürede. **b.** 1-2 yılda. **c.** 3-5 yılda. **d.** 5-10 yılda. **e.** Günde 1 saat çalışarak İngilizce öğrenilemez.					
15	Yabancı dil öğrenme yeteneğim var.					
16	İngilizce öğrenmek çok sayıda yeni kelime öğrenmek demektir.					
17	Yabancı dil öğrenirken sık sık tekrar ve pratik yapmak önemlidir.					
18	Başkalarının önünde İngilizce konuşmaktan endişelenirim / rahatsızlık duyarım.					
19	İngilizce konuşurken (başından beri) hata yapmana izin verilirse o hatalardan daha sonra kurtulmak zor olur.					
20	İngilizce öğrenmek çoğunlukla birçok dilbilgisi kuralı öğrenmektir (öğrenmek demektir.)					
21	Dil laboratuvarında pratik yapmak önemlidir.					
22	Kadınlar yabancı dil öğrenmede erkeklerden daha başarılıdır.					
23	Eğer İngilizceyi iyi konuşabilirsem onu kullanmak için birçok fırsatım olacaktır.					
24	Bir yabancı dili konuşmak anlamaktan daha kolaydır.					
25	Bir yabancı dili öğrenmek diğer okul derslerini öğrenmekten farklıdır.					
26	Yabancı dil öğrenmek çoğunlukla Türkçe' den o dile çeviri yapmaktır.					
27	Eğer İngilizceyi iyi öğrenirsem iyi bir iş bulmamda yardımcı olacaktır.					
28	İngilizceyi okumak ve yazmak, onu anlamak ve konuşmaktan daha kolaydır.					
29	Matematik ve fen bilimleri alanlarında iyi olan kişiler yabancı dil öğrenmede iyi değillerdir.					
30	Ülkemde insanlar yabancı bir dil bilmenin önemli olduğunu düşünür.					
31	İngilizceyi öğrenmek istiyorum çünkü böylece bu dili konuşan insanları daha iyi tanıyabileceğim.					
32	Birden fazla yabancı dil konuşabilen kişiler zekidirler.					
33	Türkler yabancı dil öğrenmede başarılıdırlar/ iyidirler.					
34	Herkes yabancı dil öğrenebilir.					

Appendix 3.4. Interview Questions

Kendi adınız dışında çalışmada kullanmak istediğiniz takma ad:

1. Yabancı dil öğrenmek hakkında düşünceleriniz/görüşleriniz nelerdir?
2. Sizce yabancı dil öğrenmek bir yetenek işi midir? Görüşlerinizi açıklayınız.
3. Yabancı dili öğrenmek için sizce ne kadar süreye ihtiyaç vardır? Açıklayınız.
4. Yabancı dil derslerinde en çok dikkat ettiğiniz/dikkatinizi çeken durum nedir?
5. Yabancı dil öğrenirken en çok odaklandığınız nokta ne/en çok neyin üzerinde duruyorsunuz?
6. İngilizce'yi en çok neden öğrenmek istiyorsunuz? İngilizce öğrenmek sizin ne işinize yarayacak? Açıklayınız.

Appendix 3.5. MEB İzin formu

T.C.
MUĞLA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 70004082-605.01-E.12788455   14/11/2016
Konu : İzin Talebi

VALİLİK MAKAMINA

İlgi   a) Muğla Sıtkı Koçman Üniversitesi Rektörlüğü Personel Daire Başkanlığının 07/11/2016 tarih ve 17051 sayılı yazısı.
b)20/10/2016 tarihli ve11693632 sayılı makam oluru.

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitim Bilim Dalı yüksek lisans öğrencisi Ayten ÇOKÇALIŞKAN'ın Muğla İl Milli Eğitim Müdürlüğüne bağlı Turgut Reis Anadolu Lisesi,Muğla Anadolu Lisesi Gazi Anadolu Lisesi Özel Final Temel Lisesi Özel Yönelt Anadolu Lisesi Özel Muğla Tekonoloji ve Kültür Anadolu Lisesi,9.sınıf öğrencilerine anket uygulamaya yönelik talebiyle ilgili ilgi (a) yazı ve ekleri yazımız ekinde sunulmaktadır.

Bu nedenle, Bakanlığımızın 07/03/2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı yazısı (2012/13 No'lu GENELGE) doğrultusunda ve ilgi (b) makam onayı ile oluşturulan komisyonun uygun görüşüyle, Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitim Bilim Dalı yüksek lisans öğrencisi Ayten ÇOKÇALIŞKAN'ın "Lise öğrencilerin İngilizce öğrenme hakkındaki inançlarını belirlemek ve inançlarının başarı, cinsiyet, okudukları okul türü gibi değişkenlere göre farklılaşma durumlarını incelenmek amacıyla 'İdentifying High School Students' Beliefs about Learning English as a Foreign Language" konulu çalışmasını;

2016-2017 Eğitim Öğretim yılında ve eğitim öğretimi aksatmayacak şekilde, kurum müdürünün uygun gördüğü bir zamanda,kurum öğretmen ve öğrenci veli izinlerininde alınarak; Muğla İl Milli Eğitim Müdürlüğüne bağlı Turgut Reis Anadolu Lisesi,Muğla Anadolu Lisesi Gazi Anadolu Lisesi Özel Final Temel Lisesi Özel Yönelt Anadolu Lisesi Özel Muğla Tekonoloji ve Kültür Anadolu Lisesi, 9.sınıf öğrencilerine anket ve tez çalışması uygulaması, müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Celalettin EKİNCİ
İl Milli Eğitim Müdürü

OLUR
14/11/2016
Salih GÜRHAN
Vali a.
Vali Yardımcısı.

Muğla İl Milli Eğitim Müdürlüğü   Ayrıntılı bilgi için: Strateji Geliştirme
Elektronik Ağ: muglamem@meb.gov.tr   Tel : (0 252) 280 4824
e-posta: ozelburo48@meb.gov.tr   Faks: (0 252) 280 4868

Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden 0acf-3437-3c27-9b8a-1329 kodu ile teyit edilebilir.

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Ayten ÇOKÇALIŞKAN
Kurumu / Üniversitesi	Muğla Sıtkı Koçman Üniversitesi
Araştırma yapılacak iller	Muğla
Araştırma yapılacak eğitim kurumu ve kademesi	Muğla İl Milli Eğitim Müdürlüğü'ne bağlı; • Turgut Reis Anadolu Lisesi • Muğla Anadolu Lisesi • Gazi Anadolu Lisesi • Özel Final Temel Lisesi • Özel Yönelt anadolu Lisesi • Özel Muğla Teknoloji ve Kültür Anadolu Lisesi, 9. Sınıf öğrencilerine uygulanacaktır.
Araştırmanın konusu	Lise öğrencilerinin İngilizce öğrenme hakkındaki inançlarını belirlemek ve inançlarının başarı, cinsiyet, okudukları okul türü gibi değişkenlere göre farklılaşma durumlarını incelemek amacıyla "Identifying High School Students' Beliefs about Learning English as a Foreign Language" isimli bir proje planlanmıştır.
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez Önerisi
Veri toplama araçları	"Dil Öğrenme İnançları Ölçeği"
KOMİSYON GÖRÜŞÜ	
	Muğla Sıtkı Koçman Üniversitesi Rektörlüğünden, Müdürlüğümüze iletilen yukarıda belirtilen araştırma örneğinin araştırma sahasında uygulanabilirliği hususunda incelenerek Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 07/03/2012 tarih ve 2012/13 sayılı Genelgeye uygun olarak hazırlandığı görülmüştür. Söz konusu anket uygulamasının, 2015-2016 Eğitim-Öğretim yılı içerisinde, eğitim öğretimi aksatmayacak şekilde, veli izninin alınarak, Kurum Müdürünün de uygun gördüğü zamanda yapılması uygun görülmüştür.
Komisyon kararı	Oybirliği /.Oyçokluğu ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	Gerekçesi;.. ....

KOMİSYON

11/11/2016

Tarık TÜFEKÇİ
Komisyon Başkanı

Şule ARMUTÇUOĞLU
Üye

Gözde GÜRDAL
Üye

Appendix 3.6. Consent From for Interviews

Öğrenci Mülakat Formu

Tez Konusu: Lise öğrencilerinin İngilizce'yi yabancı dil olarak öğrenme hakkındaki inançlarının belirlenmesi

Tez Danışmanı: Yrd. Doç. Dr. Sabriye ŞENER   **Tez Sorumlusu:** Ayten ÇOKÇALIŞKAN

- 01.06.2017 tarihinde, bu araştırma projesi için hazırlanan bilgilendirme formunu okudum ve anladım.
- Araştırma ile ilgili soru sorma ve cevaplarını alma fırsatım olmuştur.
- Görüşme esnasında söylediklerimin not edileceğini ve kaydedileceğini anlamış bulunuyorum.
- İstediğim anda projeden ayrılabileceğimi veya bu çalışma ile ilgili vermiş olduğum bilgilerin bana hiçbir şekilde zararının dokunmayacağını anlamış bulunuyorum.
- Projeye katılmaktan vazgeçersem tutulan bütün notlar dahil olmak üzere her şey yok edilecektir.
- Bu çalışmada yer almayı ve verdiğim bilgilerin yabancı dil öğretimi ve öğrenimi çalışmalarında kullanılmasını Kabul ediyorum.
- Verdiğim bilgilere, sadece tez sorumlusunun ve danışmanının ulaşacağını ve bilgilerimin daima gizli kalacağını anlıyorum.

Katılımcının Adı:

Katılımcının imzası:

Tez sorumlusu: Ayten ÇOKÇALIŞKAN   **Tez Danışmanı:** Yrd. Doç. Dr. Sabriye ŞENER

Gsm: 0542 223 32 74   **Tel:** 0252 211 10 00

E-posta: aytencokcaliskan@hotmail.com

Sayın Veli,

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi alanında tezli yüksek lisans öğrencisiyim. Bu araştırmayı yapmak için Muğla İl Milli Eğitim Müdürlüğü ve Muğla Sıtkı Koçman Üniversitesi'nden gerekli izinleri almış bulunmaktayım. Bu araştırmaya katılan öğrencilerden alınan bilgiler kesinlikle hiç kimse ile paylaşılmayacaktır. Eğer öğrencinizin bu araştırmaya katılmasını istiyorsanız lütfen aşağıdaki bölüme adınızı ve soyadınızı yazınız ve imzanızı atınız. Aklınıza gelen her türlü soru için benimle iletişime geçebilirsiniz.

Velinin Adı:

Velinin imzası:

                                                                    Teşekkürler

CV

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EDUCATIONAL BACKGROUND

Degree	Institution	Year
Bachelor	Ufuk University	2011
	Faculty of Education	

WORK EXPERIENCE

Employment	Institution	Year
English Teacher	Ministry of National Education	2013-still on

PUBLICATIONS

International Summits Oral Presentations (Abstract Published)

1. Şener S., and Çokçalışkan A. (2018). Examining of Self-directed Learning Readiness of Teachers Trainees. 5th International Eurasian Educational Research Congress (EJER), Antalya.

2. Şener S., and Çokçalışkan A. (2018). Identifying Teacher Trainees' Metacognitive Awareness of Reading Strategies. 10th International ELT Research Conference, Antalya.

3. Şener S., and Çokçalışkan A. (2018). The relationship between Teacher Trainees' Academic Self-efficacy and Academic Achievement. 10th International Congress of Educational Research, Nevşehir.

4. Şener S., and Çokçalışkan A. (2017). The Impact of the Theme-Based Instruction on Young Learners' Success. 4th International EurasianEducational Research Congress (EJER), Denizli.

5. Çokçalışkan, A., and Çokçalışkan, H. (2017). The Relationship between Pre-service Primary School Teachers' Foreign Language Classroom Anxiety and Self-regulated Learning Styles. 3rd International Symposium on Language Education and Teaching, Rome.

6. Şener, Ş. Çokçalışkan, A. (2017). Identifying High School Students' Beliefs about Learning English as a Foreign Language. 3rd International Symposium on Language Education and Teaching, Rome.

7. Şener, Ş. Çokçalışkan, A. (2017). English Language Teachers' Perceptions on Prfessional Development: A Case Study of In-service Teachers in Muğla. 7th International Congress of Research in Education.

8. Şener, S., and Çokçalışkan, A. (2017). In-service Teachers' Perceptions and Practises on Learner Autonomy: Muğla Case. International Contemporary Educational Research Congress, Muğla

9. Çokçalışkan, H., and Çokçalışkan, A. (2016). Investigating English Self-Efficacy Beliefs of the Prospective Primary School Teachers. Uluslararası Sınıf Öğretmenliği Sempozyumu, Muğla.

10. Şener, S., and Çokçalışkan, A. (2016). The Investigation Between Multiple Intelligences Learning Styles. 3rd International Eurasian Educational Research Congress (EJER), Muğla.

11. Şener, S., and Çokçalışkan, A. (2016). The Relationship between Secondary School Students' Foreign Language Anxiety and Success. International Contemporary Educational Research Congress, Muğla.

International Summits Oral Presentations (Full Text Published)

1. Şener, S., and Çokçalışkan, A. (2016). The Relationship between Secondary School Students' Foreign Language Anxiety and Success. International Contemporary Educational Research Congress, Muğla.

The articles published in National Journals

1. Şener.,S., and Çokçalışkan., A., 2016. Protect the environment, take your breath. *Araştırma Temelli Etkinlik Dergisi (ATED) 6*(1), 19-26.

The articles published in International Journals

1. Şener S., and Çokçalışkan A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies 6*(2), 125-132

2. Şener S., and Çokçalışkan A. (2017). English language teachers' perceptions on professional development: A case study of in-service teachers in Muğla. *ELT Research Journal 6*(2), 205-217

Chapter in a Book Published by International Press

1. Şener, S. and Çokçalışkan, A. (2017). In-service teachers' perceptions on learner autonomy and democratic education: Muğla Case. In Dellal Akpınar, N. (Ed.), *Democratic value education* (pp.83-98) LAMBERT Academic Publishing.