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**TWO YEAR VOCATIONAL SCHOOL STUDENTS' PERCEPTIONS ON
LANGUAGE LEARNING AND THEIR PERFORMANCE DIFFERENCES**

M.A. THESIS

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İNGİLİZ DİLİ EĞİTİMİ

**TWO YEAR VOCATIONAL SCHOOL STUDENTS' PERCEPTIONS ON
LANGUAGE LEARNING AND THEIR PERFORMANCE DIFFERENCES**

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Yükseklisans tezi olarak sunduđum “Two year vocational school students’ perceptions on language learning and their performance differences” adlı alıřmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı dűşecek bir yardıma başvurulmaksızın yazıldıđını ve yararlandıđım eserlerin Kaynaka’da gűsterilenlerden olduđunu, bunlara atıf yapılarak yararlanmıř olduđumu belirtir ve bunu onurumla dođrularım.

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What is the relationship between students' beliefs about language learning and some variables?

1. Do students attending Muğla Vocational School (MVS) have any difference in their beliefs about language learning according to gender variable?
2. Do students attending MVS have any difference in their beliefs about language learning according to department variable?
3. Do students attending MVS have any difference in their beliefs about language learning according to high school variable?
4. Do students attending MVS have any difference in their beliefs about language learning according to compulsory prep school variable?
5. Do students attending MVS have any difference in their beliefs about language learning according to success variable?

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ABSTRACT

The aim of this study is to find out whether students who had one year prep school education and attending Muğla Vocational School have different beliefs about language learning or not according to some variables (gender, high school, department, compulsory prep school, success). Sampling of this study is composed of 248 students who attended Sıtkı Koçman Foreign Language School during 2007-2008 academic year. In this study as data collection device Beliefs About Language Learning (BALLI) which is designed by Horwitz (1988) is used. Gathered data is analyzed using SPSS 14 package program. According to study results it is found out that there is no significant difference in students' beliefs about language learning according to gender, high school and success variables while there are significant differences according to compulsory prep school and department.

Keywords: Beliefs about language learning prep school education, perception, Vocational School.

ÖZET

Bu çalışma Muğla Meslek Yüksekokuluna devam etmekte olan bir yıl zorunlu hazırlık almış öğrencilerin dil öğrenme inançlarının bazı değişkenlere (cinsiyet, mezun olunan lise, bölüm, zorunlu hazırlık, başarı) göre farklılaşıp farklılaşmadığını belirlemek amacıyla yapılmıştır. Çalışmadaki örneklem grubunu 2007-2008 öğretim yılında Sıtkı Koçman Yabancı Diller Yüksekokulunda hazırlık eğitimi almış 248 öğrenci oluşturmaktadır. Çalışmada veri toplama aracı olarak Horwitz tarafından geliştirilen BALLI (Beliefs About Language Learning) kullanılmıştır. Toplanan veriler SPSS 14 paket programı kullanılarak değerlendirilmiştir. Değerlendirme sonucunda öğrencilerin dil öğrenme inançlarının cinsiyet, mezun olunan lise ve başarı değişkenlerine göre farklılaşmadığı, zorunlu hazırlık ve bölüm değişkenine göre dil öğrenme inançlarının farklılaştığı tespit edilmiştir.

Anahtar kelimeler: Dil öğrenme inançları, hazırlık eğitimi, algı, meslek yüksekokulu

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Language learning is very important in today's society and everybody is looking for a way to succeed in teaching and learning language. Factors affecting success in language learning are the main interest of many researchers'. according to Pimsleur, Mosber, and Morrison (1962) and intelligence and aptitude are successful predictors of language learning. Gardner and Lambert (1972) conducted a study and it is followed by many other studies as well (for reviews see Dornyei and Skehan, 2003; Gardner 1985) and they showed that motivation is the most consistent predictor of language learning. Since their study in 1972 it is accepted that student's attitude towards teacher, the class, the speakers of the language and cultures of the language are the factors that influence motivation. Mantle-Bromley (1995) reported that students who participated in cultural-related lessons scored higher than the others who did not.

Their studies were very important because they show that affective factors are important in language learning but their studies did not examine all affective factors that influence language learning. Some researchers believe that students' beliefs about language learning influence language learning, students come into class with certain beliefs and misconceptions about language learning and those beliefs may cause anxiety or impede language learning (Green, 1993; Horwitz, 1988; Mantle-Bromley, 1995; Phillips, 1991). Beliefs that are detrimental for learning and beliefs that are contributing learning should be identified and detrimental beliefs should be replaced.

Teachers have an important role in language classroom. Most of the time they are models, source of the information and total authority. This is true in teacher-centered classes where teacher is dominant. In recent years the focus of the learning

process has been shifted to language learners in new teaching approaches (Bulut and Ügüten, 2003). Students became the centre in those approaches. Students are expected to take more responsibility in their learning process. Also learner differences are emphasized a lot and those differences are considered while designing course materials or developing syllabus. As Cook (1991) stated “features of learner’s personality or mind facilitate or inhibit L2 learning (Cook, 1991:72)”. Students have to be encouraged to express their perceptions for both themselves and their teachers. Doing so would allow learners to consider why they are participating in certain activities, how these activities help them learn English, and what use they can make of them both for academic purposes and outside of the classroom (in Bulut and Durak, 2002). Teachers are encouraged to learn more about their students and teaching /learning process. As language teachers we need to understand as much as possible about language teaching/learning process (McDonough, 1986). This is considered to be one of the best ways to facilitate learning. The better a teacher knows his/her students the more s/he can help them. We can come to the conclusion that we should be aware of our students and their perceptions so we can help them better.

1.2. Statement of the Problem

There is a Preparatory (Prep) school at Muğla University since 1992. The prep school gives one-year extensive English courses to many students from different departments. In 2005-2006 academic year there were 691 students and 302 students attending two-year vocational school. Among those students, 44 % are two-year vocational school students. At the end of each academic year these students have a proficiency exam to pass the prep school. They have to get 70 out of 100. They cannot graduate from university unless they pass this exam but they can continue their education in their departments whether they fail or not. When we examine their academic success in previous years, we see that most of them were unsuccessful in the final exams. In 2005-2006 academic year 60 % of them were unsuccessful. Although they have to get a certain grade to register at Muğla University, most of

them registered without university entrance exam as they have a right to continue their education after high school.

Language learning is a complex process involving different variables including learner (age, gender, educational background, motivation, etc), teacher, physical setting, time, teaching materials, social motives and so on. In our department we assume that the conditions are equal for all students. They follow the same curriculum, they have the same teaching material, and they have the same length of lessons. At the end of the year the results show us that some of the students are better than the others. “What is it that allows some learners to learn languages quicker and with more ease than others?” and “What are the qualities of such good language learners?” (Gardner and Lambert, 1972). Ellis tried to find answers to these questions and stated that attitudes, motivation, anxieties, feelings, and beliefs are all termed affective factors in language learning, and are of crucial importance in attempting to answer these questions and accounting for individual differences in language learning outcomes (e.g., Ellis, 1994).

Learning is a personal experience and most of it takes place after the lessons. A teacher can teach students a language but s/he cannot learn for them. Students have different educational backgrounds although they are from similar high schools. Each student has different theories about language learning. According to Hosenfeld (in Ellis, 1994:477) students form ‘mini theories’ of Second Language Learning. Some of them think that grammar is important and the others think speaking is important. Another group thinks that learning vocabulary is far important while learning a language. They bring their personal ideas into the classroom. These personal perceptions on language learning play an important role in their language learning experience and academic success. Abraham and Vann (in Ellis, 1994:478) found some evidence that beliefs may affect learning outcomes. These perceptions lead them to employ different language learning strategies as well. In this study, I will examine two year vocational school students’ perceptions (beliefs) according to some variables.

1.3. Significance of the Problem

Learning is a personal experience, but it cannot be separated from teaching because teachers help learners during their learning journey. Learning and teaching are interdependent. Teachers need to know students better if they want to teach them better. It is important to consider affective factors in teaching. Teaching method has to be chosen considering the personality, needs, expectations and beliefs of the learners. Beliefs have been found to be powerful subjective factors which influence one's judgment and perception (Abelson, 1979; Nespor, 1987). In order to more fully understand the language learning process, a better conception of the beliefs that learners bring to the classroom and which influence their perceptions of learning is required. If teachers explore their learners' beliefs they can choose the most effective teaching method for them easily (Wright, 1988). There might be some misperceptions that lead them to failure and some perceptions that facilitate learning. Misperceptions can be replaced with the right ones and right ones can be emphasized more. The correlation between students' perception and their success should be examined.

1.4. Purpose of the Study

It is believed that teacher should guide the learner and teach the learner to learn. If teachers have enough information about their students they can help them better. Students might have some wrong ideas about language and language learning which affect their academic success. These false ideas can be replaced with the right ones. The aim of this study is to describe the perceptions of these students and help (English Language Teaching) ELT instructors and learners to change the ones that hinder learning

1.5. Research Questions

The focus of the study is to define the beliefs of the students and compare them according to some variables. The main question of this study is: What is the relationship between students' beliefs about language learning and some variables?

These are the following sub-research questions:

1. Do students attending Muğla Vocational School (MVS) have any difference in their beliefs about language learning according to gender?
2. Do students attending MVS have any difference in their beliefs about language learning according to department?
3. Do students attending MVS have any difference in their beliefs about language learning according to high school?
4. Do students attending MVS have any difference in their beliefs about language learning according to compulsory prep school?
5. Do students attending MVS have any difference in their beliefs about language learning according to success?

1.6. Assumptions and Limitations

Although there are many foreign language environments in which teachers and students may find themselves, this study addresses only students who attended School of Foreign Languages for one year and attending Muğla Vocational School this year. The focus of the study is to define the beliefs of the students and compare them according to some variables. In this study Beliefs About Language Learning (BALLI) which is designed by Horwitz (1988) is used. Horwitz (1988) herself, acknowledged the limitations of the BALLI, noting that a survey provides a static, cross-sectional view of student beliefs. For these reasons, a broader perspective is needed.

1.7. Operational Definitions

Perception, in psychology and the cognitive sciences, is the process of acquiring, interpreting, selecting, and organizing sensory information. The word *perception* comes from the Latin *perception-*, *perceptio*, meaning "receiving, collecting, action of taking possession, apprehension with the mind or senses" (oed.com.). The ecological understanding of perception advanced from Gibson's early work is perception-in-action, the notion that perception is a requisite property of animate action, without perception action would not be guided and without action perception would be pointless. Animate actions require perceiving and moving together (themedicineprogram.com). As stated above perception is a broad term covering beliefs, attitudes, and experience. When dealing with factors that affect language acquisition and learning, it can be difficult to distinguish between the constructs "belief" and "perception." Indeed, these constructs seem to be interchangeable in much of the literature (see for example Mori et al. 2007; Schulz, 2001; Tse, 2000). For the purpose of this study it can be assumed that "beliefs" and "perceptions" are synonymous. If for example, a student "believes" that something is ineffective, he or she "perceives" that thing to be ineffective.

Success: At prep school, students have to attend the courses. They fail if they miss 15 % of the courses. They have to get 70 out of 100 at the proficiency exam at the end of the year. Students, who get 70 or more, are considered to be successful and others are considered unsuccessful.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

Students learning English as a Foreign Language (EFL) in universities often find it difficult to reach a certain degree of proficiency especially in preparatory classes. Although all students are given the same kind of education, some learners experience great difficulty in learning a new language while others adapt to the learning atmosphere quickly and make progress easily. It is accepted that some students are better than others. However, this does not explain the situation clearly. Obviously, there are other factors which lead students to success or failure.

In the classroom context, the perceptions, beliefs, attitudes, and metacognitive knowledge that students bring with them to the learning situation have been recognized as a significant contributory factor in the learning process and ultimate success (Breen, 2001). Foreign language learners often hold different beliefs or notions about language learning (Horwitz, 1987). Among the differences between successful and unsuccessful language learners, researchers discovered that learners' language learning beliefs play a crucial role in influencing learners' choices along the learning process. Some even suggested that to understand learners' beliefs about language learning could help improve their learning skills (Huang et al, 2003). This role has been stated by other researchers such as Abraham and Vann, 1987; Horwitz, 1987, 1988; Wenden, 1986, 1987; Mantle-Bromley, 1995; Kern, 1995; Peacock, 1999; Benson and Lor, 1999; Cotterall, 1999. These beliefs also influence their proficiency and learning behaviors and learning outcomes. Horwitz (1988) indicated that if learners preconceived negative or unrealistic ideas about how foreign languages are learned, they might be unlikely to learn the languages effectively. Johnson (1998) reported that pre-conceived notions about language learning would be the main reason influencing learners' language proficiency in the EFL classroom. According to Davies (2003) beliefs do affect behavior and, especially, teachers' and students' beliefs influence language learning. To sum up, because learners'

preconceived beliefs about language learning would impact their learning in the language classroom, it is necessary for teachers to know learners' language learning beliefs, as these might hinder or help students' learning processes (Huang et al, 2003). Given the significant role that belief can play in determining behavior, beliefs relating to language learning are important. The combination of the beliefs of teachers and students may offer some illuminating and useful insights into their thinking processes and behaviors regarding language teaching and language learning.

2.2. Definition of belief and perception

Tercanlioğlu (2006:147) summarized the definition of belief in her article:

“According to Puchta (1999), "beliefs are guiding principles for our students' behavior and strong perceptual filters ... they act as if they were true". Stevick (1980) asserts that "success depends less on materials and techniques [and] more on what goes on inside [the learner]." Richardson (1996) defines beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true".”

As it is defined above because of students' previous learning experiences or the culture they live students bring some beliefs they have formed before into the classroom. In addition to these definitions Bernat and Gvozdenko (2005) made another summary of the beliefs depending on one's theoretical perspectives:

- mini-theories (Hosenfeld, 1978),
- insights (Omaggio, 1978),
- culture of learning (Cortazzi and Jin, 1996),
- learner assumptions (Riley, 1980),
- implicit theories (Clark, 1988),
- self-constructed representational systems (Rust, 1994),
- conceptions of learning (Benson and Lor, 1999), and
- "general assumptions that students hold about themselves as learners, about factors influencing language learning, and about the nature of language learning and teaching" (Victori and Lockhart, 1995: 224).

•Beliefs have also been said to "act as very strong filters of reality"
(Arnold, 1999:256).

Beliefs have been described as personal and subjective understandings, which individuals hold dear and which often become resistant to change (Alexander and Dochy, 1995). For many adults, beliefs are thought to play an important role in their actions and behaviors, and act as "significant forces in the process and outcomes of learning" (Alexander and Dochy, 1995:438). A scan of the literature in this area reveals that the concept of belief travels under many aliases; for example attitude, perception, value, philosophy and ideology. Because of this diversity, defining 'beliefs' is a daunting task.

“Perception is a psychological process whereby the mind interprets and recognizes what the body has sensed” (Ormrod, 1990:184). It refers to an individual's current appraisal of an object or program (Luzar and Cosse, 1998). According to the definition provided by Ittleson and Cantril (1954:3), who are recognized as two early pioneers in the study of perception, in social-psychological contexts perception is "The process by which a particular person, from his particular behavioral center, attributes significance to his immediate environmental situation". Its features include: “1) the facts of perception always present themselves through concrete individuals dealing with concrete situations; 2) perceiving is always done by particular persons from their own positions in space and time, with their own contributions of experience and needs; and 3) perceiving creates a psychological environment which exists independent of the experience” (Ittleson and Cantril, 1954:3). It is personal and it shapes your behavior and learning.

When dealing with factors that affect language acquisition and learning, it can be difficult to distinguish between the constructs "belief" and "perception." Indeed, these constructs seem to be interchangeable in much of the literature (e.g., Mori et al. 2007; Schulz, 2001; Tse, 2000).

2.3. Factors that Influence Students' Attitude and Beliefs

There are so many factors that influence students' beliefs and attitudes but research has shown that two factors are particularly influential: cultural background (Kuntz, 1996; Park, 1995; Truitt, 1995) and anxiety (Phillips, 1991; Young, 1991).

2.3.1. Cultural Background

Students in prep school had a previous language learning experience. They have had different language teachers and different teaching methods. Until they come to university level they have formed their own learning theories. While forming those theories students' culture and educational system have great influence on them. Many researchers have found cultural background affects attitude and beliefs. In her study Yang (as cited in Kuntz, 1996) surveyed Taiwanese students using Horwitz's BALLI. Her results suggest that each sample may have an underlying structure of beliefs unique to its culture. Kuntz (1996) found that ethnicity and culture influence the beliefs held by students. Park (1995) and Truitt (1995) separately surveyed university students studying English in Korea and both found that students' attitude and beliefs vary according to background and culture. Much of the research into students' beliefs during this period was aimed at establishing a relationship between students' beliefs and their uses of particular learning strategies. It is believed that wrong beliefs of the learners led them to use wrong strategy use.

Schulz (2001) examined the cultural differences in students' and teachers' beliefs. Her findings support the notion that cultural background influences students' and teachers' attitudes and beliefs. There were 607 Columbian L2 students and 122 of their teachers and 824 American L2 students and 92 of their teachers in her study. She examined the role of grammar instruction and corrective feedback. Although most of the participants agree that grammar instruction and error correction are important, Colombian students and their teachers had "stronger beliefs regarding the efficacy of explicit grammar instruction and error feedback" (Schulz, 2001:254).

O'Donnell (2003) conducted another survey and examined students entering the university in Japan. He found that the majority of the students' attitude remained "traditional" and was highly influenced by their secondary level experiences. He suggested that the students' attitude, which included "preferring teacher-dominated lectures" and not being willing to speak "for fear of making errors" may inhibit them from learning English. Students in Japan start learning English at university level and they have already formed their attitudes and their previous learning experiences have influence on their learning. O'Donnell (2003) concludes that teachers of English at the university level should become familiar with their students' language experiences and their resulting attitude and motivations. He says this will help bridging possible cultural and pedagogical gaps. (O'Donnell, 2003).

2.3.2. Anxiety

Beliefs have an important influence on anxiety. Phillips (1991) contends that certain beliefs about language learning, which she considers misconceptions and unrealistic expectations that students bring to the classroom, are likely to heighten anxiety. High anxiety would cause negative learning experience and consequently a negative attitude toward language learning. This is why methods like "The Natural Approach" (see Krashen and Terrell, 1983; Terrell, 1977), "The Silent Way" (see Gattegno, 1972), "Suggestopedia" (see Ostrander and Schroeder, 1970) and "Counseling Learning" (see Curran, 1976) tried to lower the anxiety. They believed that if it could be decreased, the chance to learn a language would increase. High anxiety has negative effects on language learning so researchers focused on the reasons of it and Young (1991) identified six main sources of language anxiety:

- 1) Personal and interpersonal anxieties,
- 2) Learner beliefs about language learning,
- 3) Instructor beliefs about language learning,
- 4) Instructor-learner interactions;
- 5) Classroom procedures, and
- 6) Language testing, (Young, 1991: 427).

In order to lower anxiety and facilitate learning teachers should be aware of their students' beliefs about language learning.

2.4. The Gap between Teacher and Learner Beliefs

In some research it is found out that teachers and students have different beliefs about language learning and these discrepancies cause some problems in the classroom. For example; McDonough (1995: 121) maintains that learners "have their own learning agendas", and that "activities valued by teachers were not the same as activities valued by learners". When there is a mismatch between teacher and student perception on classroom activities, students' participation and learning level decrease. In another study, Nunan (1988) compared the rating of "useful" ESL activities of 60 Australian ESL teachers and that of 517 Australian migrant ESL students conducted by Willing (cited in Nunan, 1988) and he reports little correlation between teacher and learner viewpoints. Students rated pronunciation practice and error correction much higher, and self-discovery of errors, pair work, and listening to/ using cassettes much lower than the teachers Nunan concludes that teachers seem to favor "communicative" activities, while learners like "traditional" activities more.

2.5. Recent Research on Student Perceptions of Language Teaching and Learning

As students' beliefs and perceptions have an irreplaceable place in language learning many studies have been conducted in order to understand students' beliefs and perceptions about language learning. Those kind of studies showed that beliefs and perceptions about language learning shapes their learning.

A few decades ago, Walker (1973) conducted a large survey to explore student perceptions of foreign language learning at the University of Texas at El Paso. He collected data through approximately 1,200 questionnaires. His findings about language teaching and learning are valuable. In his study, the most frequently mentioned item was the desire for more speaking practice in the classroom. Similar to our country, the students surveyed complained that after years of studying a second language, they still couldn't communicate orally. They think that primary

purpose of the language learning is to develop speaking ability. Since then many other studies have examined students' attitudes and perceptions as well as opinions and beliefs about the study of second languages and specific classroom activities (Horwitz, 1988; Buschenhofen, 1998; Tse, 2000; Norris-Holt, 2002; Kung and Chuo, 2002; Stepp-Greany, 2002; Savignon and Wang, 2003).

Tse (2000) used foreign language autobiographies to measure student views. He asked 10 open ended questions to 51 participants regarding the history of their foreign language experiences and opinions. Tse (2000) classified the participants' qualitative responses into three major categories: opinions about teacher interaction and methodology; evaluation of their own level of success in foreign language study; and attribution for the proficiency reached in the foreign language. Participants mostly complained about the lack of focus on communication and oral language development and the impracticality of the language presented in class. They commented that their foreign language classes taught the rudiments of reading and writing but did not focus on speaking (Tse, 2000).

Stepp-Greany's (2002) study mainly aimed to determine student perceptions of (a) the role and importance of the instructor in technology-enhanced language learning (TELL), (b) the accessibility and relevance of the lab and the individual technological components in student learning, and (c) the effects of the technology on the foreign language learning. It is revealed that students seemed to believe that the language lab activities were beneficial to their communicative skills. Two-thirds of participants think that their listening skills and reading skills had improved as a result of the lab activities. Therefore, this study has practical implications for teaching English listening and speaking skills to Chinese secondary school students.

Norris-Holt (2002) conducted a study to investigate Japanese high school students' attitudes toward the study of English. In the Norris-Holt study, attitudinal

measures such as level of student interest, study habits, and the perceived utility of English were examined. He compared first year junior high school and third year senior high school students' perception differences and used a 34-item 4-point Likert scale questionnaire. The findings of Norris-Holt's (2002) study showed both similarities and differences in the attitudes of both groups of students. Of interest is the overall agreement from both the first year junior high students and third year senior high students on the importance of studying English grammar and conversation. In term of speaking English during their class, both groups of students responded similarly. A total of 89.4% of students indicated that they made few verbalizations in English. With regard to the category of language skills, the majority of both junior and senior high students showed the same positive responses for the item "Listening and speaking skills in English are important," though English classes, especially those in senior school, are based on the Grammar-Translation Method (Norris-Holt, 2002). Although both groups of students indicated the importance of English conversation and the development of listening and speaking skills, few students from both the junior and senior groups selected the response "I often speak English in my English class." While it had been anticipated that a large percentage of students, especially senior high students, would favor the study of English for examination, their attitudes and perceptions toward the subject were quite different. A total of 68.4% senior students disagreed with the statement "The main reason I need to learn English is to pass exams in the future." This suggests that as to the importance and value of the study of English both groups of students have their own opinions and ideas.

Mantle-Bromley (1995) conducted research to understand whether language learners enter the language class with misperceptions, with mistaken beliefs, or both, that could cause frustration with the language learning process. The results of this research indicated that many students have misperceptions about language learning when they first enter the language class. About 69% of the students believed that one could become fluent in a second language in two years' time or less. Students who believe that language is easy to learn may become frustrated with the class or

themselves. These misperceptions were suggested to be a hindrance for students' progress and persistence in language study. Because students hold a wide variety of beliefs for foreign language learning before they learn the target language, it is important to realize that some of these beliefs may be detrimental to students' learning and motivation. When beliefs are inaccurate or unrealistic, teachers should help students rid themselves of preconceived notions and prejudices that would likely interfere with their language learning (Horwitz, 1988).

There are two studies that examine teachers' beliefs about teaching and learning. Richards and Lockhart (1994:3) conducted a study and described teachers' underlying belief systems, the information, attitudes, values, theories and assumptions about teaching and learning which they build up over time and bring with them to the classroom. Burns (1996) conducted an ethnographic style study with six ESL teachers about their beliefs and found that teachers' beliefs were immensely complex and emerged from interrelated contexts, networks and levels of thinking and centered around connected and interacting 'contextual' levels. Their beliefs about learning and teaching have an influence on them while choosing their method, material and teaching style in the classroom.

Stated in Kuntz (1996), Bacon and Finnemann (1990) conducted a survey consisting of 109 statements of beliefs that they have designed. Their instrument listed the statements in groups by factors. They found out that students at second and third quarter classes share same beliefs like beginners. They noted that not only must the teacher be familiar with these common student beliefs, but also the curriculum planner, the textbook author, and the students themselves.

In order to understand students' language learning beliefs, Horwitz (1988) carried out an influential study. There were 241 participants. They are university students enrolled in first-semester classes in French (63 students), German (80

students), and Spanish (98 students). She designed an instrument called the Beliefs about Language Learning Inventory (BALLI), and surveyed student opinions on a variety of issues and controversies including (1) the difficulty of language learning (DLL), (2) foreign language aptitude (FLA), (3) the nature of language learning (NLL), (4) learning and communication strategies (LCS), and (5) motivations and expectations (ME). From the findings of this study, 25% to 39% of the students in each group felt that the most important part of language study was learning vocabulary words, and at least 25% of each group believed that their main goal was to master grammar rules. The German and Spanish student groups overwhelmingly supported the idea that studying a foreign language consists of learning to translate from English. Many of the students in the study seemed to rely primarily on translation, word lists, and grammatical paradigms, a practice that would seem to limit their potential for linguistic achievement (Horwitz, 1989). Moreover, such a practice would greatly limit the development of students' listening and speaking skills.

In Turkey Tercanlioğlu (2006) examined “Pre-service EFL Teachers' Beliefs about Foreign Language Learning and How They Relate to Gender”. She found out that in learning English as a second language "motivations and expectations to learn" is more important. Belief factors are all interrelated and there is no significant difference between male and female students.

Yüzbaşıoğlu (1991) conducted a study about Turkish university students' metacognitive strategies and beliefs about language learning. There were twenty –ten males and ten females- participants from Bilkent University School of English Language (BUSEL) at the intermediate level. First, subjects were given BALLI developed by Horwitz (1987). Then, subjects were asked to identify beliefs and list metacognitive strategies to observe themselves. She found out that learners' metacognitive strategies are affected by their beliefs about language learning. Most of the students believe that vocabulary and grammar are the most important parts of language learning and this belief shapes their actual learning.

CHAPTER III

METHODOLOGY

3.1. Introduction

The aim of this study is to find out students' beliefs about language learning and if there is any significant difference in their beliefs according to some variables. Beliefs are thought to play a greater role in their actions than their knowledge. Beliefs can be considered significant in the process and outcomes of learning (Alexander et al. 1995:438). It is accepted that they have a crucial role and should be examined to facilitate learning. Beliefs that impede learning can be changed or neutralized.

In this chapter information will be provided about the participants and the instrument used to obtain the data. Subsequently, the data collection procedure and the data analysis strategies will be provided as well.

3.2. Model of the Survey

The aim of this study is to find out students' beliefs about language learning and if there is any significant difference in their beliefs according to some variables. Subjects of this study are attending Muğla University, Muğla Vocational School and had attended one year English prep school. In this research the relational survey method, which is one of general survey models that look for any differences and its level between two variables or more, was used (Karasar, 1998).

3.3. Setting

This study was conducted at Muğla Vocational School of Muğla University. There are different programs at Muğla Vocational School. This study, however, conducted with the programs, whose students attended English Prep School of Muğla University for one year. There are both compulsory programs; Foreign Trade (FT),

Traveling and Touring Services (TTS), Radio and Television Broadcasting (RTB) and voluntary programs; Tourism and Hotel Services (THS), Computer Technologies and Programming (CTP). Compulsory programs' students have to succeed in the proficiency exam to be graduated from the university, otherwise they do not get graduation certificate. Voluntary programs' students do not have to pass the proficiency exam. They can attend their undergraduate program. Both voluntary and compulsory students do not have to repeat the class, which means they are allowed to start their undergraduate education.

3.4. Participants

290 students who are attending their first year program at Muğla Vocational School participated in this study. 42 of the participants either forgot to fill in all the parts that are necessary or filled in demographic information part only so they were not included in the data analysis part. Here are the demographic features of the participants:

Table 1 Demographic Features

Demographic Features		Frequency	%
GENDER	Male	140	56,5
	Female	108	43,5
DEPARTMENT	Foreign Trade (FT)	61	24,6
	Traveling and Touring Services (TTS)	89	35,9
	Radio and Television Broadcasting (RTB)	29	11,7
	Tourism and Hotel Services (THS)	38	15,3

	Computer Technologies and Programming (CTP)	31	12,5
HIGH SCHOOL	Anatolian Vocational High School (AVHS)	179	72,2
	Vocational School (VS)	28	11,3
	State High School (SHS)	41	16,5
ENTRANCE EXAM	Yes	157	63,3
	No	91	36,7
COMPULSORY PREP SCHOOL	Yes	180	72,6
	No	68	27,4
SUCCESS	Yes	83	33,5
	No	165	66,5

The participants are 248 students: 140 males and 108 females. Distribution of the students according to their department is in the following way; there are 61 students in Foreign Trade, 89 students in Traveling and Touring Services, 29 students Radio and Television Broadcasting, 38 students in Tourism and Hotel Services, 31 students in Computer Technologies and Programming. They come mainly from Anatolian Vocational High Schools (179), 41 students are from State High School and 28 students are from Vocational High School. 157 of students took university entrance exam and 91 of them were placed without any exams. Prep school is compulsory for 180 students and elective for 68 students. At the end of the year 85 of the students were successful and 165 students were unsuccessful.

3.5. Instrument

Questionnaire technique is used to collect the data. Questionnaire technique is often used because little time is required for the implementation of this technique, participants are not required to perform extended writing in this technique, and it is

easy to process. Moreover, it is an efficient and viable way of gathering data from large sample groups (Oppenheim, 1992; Nunan, 2004).

The BALLI is a quantitative self-report questionnaire that investigates 34 different learner beliefs. Horwitz (1988) developed BALLI to assess students' beliefs about language learning in five major areas:

1. Foreign language aptitude (FLA). Items:

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages
6. People from my country are good at learning foreign languages.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. People who are good at mathematics or science are not good at learning foreign languages.
16. I have a special ability for learning foreign languages.
19. Women are better than men at learning foreign languages.
30. People who speak more than one language are very intelligent.
33. Everyone can learn to speak a foreign language.

2. The difficulty of language learning (DLL). Items :

3. Some languages are easier to learn than others.
4. English is:
 - a. a very difficult language
 - b. a difficult language
 - c. a language of medium difficulty
 - d. an easy language
 - e. a very easy language
5. I believe that I will learn to speak English very well.
15. If someone spent one hour a day learning a language how long would it take them to speak the language
 - 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

- 25. It is easier to speak than to understand a foreign language.
- 34. It is easier to read and write English than to speak and understand it.

3. The nature of language learning (NLL). Items:

- 8. It is necessary to know about English-speaking cultures in order to speak English.
- 12. It is best to learn English in an English-speaking country.
- 17. The most important part of learning a foreign language is learning vocabulary.
- 23. The most important part of learning a foreign language is learning the grammar.
- 27. Learning a foreign language is different from learning other academic subjects.
- 28. The most important part of learning English is learning how to translate from my native language.

4. Learning and communication strategies (LCS). Items:

- 7. It is important to speak English with an excellent pronunciation.
- 9. You shouldn't speak anything in English until you can say it correctly.
- 13. I enjoy practicing English with the native speakers of English I meet.
- 14. It's OK to guess if you don't know a word in English.
- 18. It is important to repeat and practice a lot.
- 21. I feel timid speaking English with other people.
- 22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
- 26. It is important to practice with cassettes or tapes.

5. Motivations and expectations (ME). Items 20, 24, 29, 31 and 32.

- 20. People in my country feel that it is important to speak English.
- 24. I would like to learn English so that I can get to know native speakers of English better.
- 29. If I learn English very well, I will have better opportunities for a good job.
- 31. I want to learn to speak English well.
- 32. I would like to have native-English speaking friends.

Kuntz (1996:5) summarized how BALLI was first created;

“The statements for the original BALLI were derived from a free-recall activity developed by 25 language teachers (1985, 1988). Using this teacher-generated list of beliefs, Horwitz then worked with colleagues in psychology and cognition in rephrasing the statements. Subsequently, she pilot-tested the instrument among 150 first-year language students at the University of Texas-Austin.”

The questionnaire was administered in Turkish since the language may affect their responses. Cronbach's alpha was found to be .71. Previously, Kim-Yoon's (2000) Cronbach's alpha for the BALLI was .71, too. The acceptable value of Cronbach alpha is at least .70 (Hair et al. 1998). Subjects were asked to read a statement and decide if they: (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree with each statement. The quantitative analysis is carried out using SPSS in order to find out answers for the research questions. Bernat (2007) cited in her paper that The BALLI is a widely used instrument (e.g., Horwitz, 1989; Tumposky, 1991; Park, 1995; Kern, 1995; Oh, 1996; Yang, 1999, Kuntz, 1997; Tanaka and Ellis, 2003; Siebert, 2003) used to assess learner beliefs in relation to second or foreign language learning.

3.6. Procedures

Another version of the questionnaire was translated into Turkish by Yüzbaşıoğlu (1991) and that version was used in her thesis. Some of the items in this version are the same so it helped us a lot. After translating this version into Turkish some instructors from Foreign Language School checked it, and their comments on translation were considered. Then, as a pilot study, both Turkish and English versions were administered to thirty senior ELT students. There was not any problem with the translation. On the 5th January 2009 the questionnaire was applied to the Muğla Vocational School students. Then, the data obtained through questionnaire was analyzed by the researcher through Statistical Packages for Social Sciences (SPSS 14.0).

CHAPTER 4

DATA ANALYSIS

4.1. Introduction

In this study the data gathered is about the relationship between the students' beliefs about language learning and some variables. Findings of the questionnaire are analyzed to answer following sub-research questions:

1. Do students attending Muğla Vocational School (MVS) have any difference in their beliefs about language learning according to gender?
2. Do students attending MVS have any difference in their beliefs about language learning according to department?
3. Do students attending MVS have any difference in their beliefs about language learning according to high school?
4. Do students attending MVS have any difference in their beliefs about language learning according to compulsory prep school?
5. Do students attending MVS have any difference in their beliefs about language learning according to success?

4.2. Data Analysis

Statistical Packages for Social Sciences (SPSS 14,0) was used to analyze the quantitative data in this study. Findings are given in the same order as the sub-problems.

1. Do students attending MVS have any difference in their beliefs about language learning according to gender?

In this part students' language learning beliefs and their gender are compared in a statistical way. First of all, in order to see the homogeneity of the distribution firstly Levene Test is applied. The results from Levene Test helped us to decide whether to apply parametric or nonparametric tests.

Homogeneity test results concerning students' beliefs about language learning attending MVS according to gender variable are given in Table 2.

Table 2. Homogeneity test results concerning students' beliefs about language learning attending MVS according to gender

Dependent variables	Levene Statistic	df1	df2	Sig.
Nature of Language Learnng	,005	1	246	,942
LCS	,659	1	246	,418
FLA	,010	1	246	,919
DLL	1,000	1	246	,318
ME	2,930	1	246	,088

*p<0.05

To test the assumption that the variances belonging to the groups are equal Levene test results are examined (sub group results F=,005 p>0,05, F=,659 p>0,05, F=,010 p>0,05, F= 1,000 p>0,05, F=2,930 p>0,05) and it is seen that the assumption is provided. They are all homogenous because we look at P values and all values are bigger than 0.05

Descriptive statistics showing the relation between students' beliefs about language learning and gender, and the results of t-test which is applied to see if there is any difference in students beliefs about language learning according to gender variable are given in Table 3.

Table 3 N, \bar{X} and Sd values and t-test results concerning students' beliefs about language learning attending MVS according to gender

Beliefs About Language Learning	Gender	N	\bar{X}	Sd	t	P
ME	Male	140	9,3857	2,7078	-,754	,088
	Female	108	9,6759	3,3512		
NLL	Male	140	13,4571	3,1288	1,157	,942
	Female	108	12,9907	3,1696		
LCS	Male	140	19,2429	3,9290	1,794	,418
	Female	108	18,3333	3,9977		
FLA	Male	140	23,5857	4,2256	1,634	,919
	Female	108	22,7037	4,1989		
DLL	Male	140	14,8786	3,0546	-,116	,318
	Female	108	14,9259	3,3256		

*p<0.05

When Table 3 is examined it is seen that there is no significant difference in students' beliefs about language learning according to gender variable. P value should be less than 0,05 for significant difference.

2. Do students attending MVS have any difference in their beliefs about language learning according to department?

Homogeneity test results concerning students' beliefs about language learning attending MVS according to department variable are given in Table 4.

Table 4 Homogeneity test results concerning students' beliefs about language learning attending MVS according to department.

Beliefs About Language Learning	Levene Statistic	df1	df2	Sig.
NLL	,501	4	243	,735
LCS	,693	4	243	,598
FLA	1,945	4	243	,104
DLL	2,567	4	243	,039*
ME	1,621	4	243	,170

*p<0.05

When Table 4 is examined it is seen that the homogeneity assumption is provided in the following subgroups; NLL $F=, 501 p>0,05$, LCS $F=,693 p>0,05$ FLA $F=1,945 p>0,05$. ME $F= 1,621 p>0,05$. DLL subgroup is not homogeneous ($F=2,567 p<0,05$). One-way variance analysis is applied to the NLL, LCS, FLA and ME subgroups and the results are given in Table 6. Kruskal Wallis Test is applied to DLL subgroup which is not homogenous and the results are given in Table 8.

Descriptive statistics showing the relation between students' beliefs about language learning and department variable is given in Table 5.

Table 5 N, \bar{X} and Sd values concerning students' beliefs about language learning attending MVS according to department.

Beliefs About Language Learning	Department	N	\bar{X}	Std. Deviation
NLL	FT	61	13,2131	3,25635
	TTS	89	13,4382	3,14771
	RTB	29	14,4138	2,89726
	THS	38	12,4211	3,14197
	CTP	31	12,7419	2,96612
LCS	FT	61	19,2295	4,27549
	TTS	89	19,3258	3,45351
	RTB	29	20,4483	4,20532
	THS	38	16,8158	3,88938
	CTP	31	17,7097	3,67145
FLA	FT	61	24,2951	4,19660
	TTS	89	23,0562	3,68461
	RTB	29	24,2414	3,61204
	THS	38	20,5526	3,81106
	CTP	31	23,7419	5,41583
ME	FT	61	9,3443	2,79813
	TTS	89	9,5955	2,81118
	RTB	29	11,1034	3,77345
	THS	38	8,1842	2,29989
	CTP	31	9,7419	3,27585

When Table 5 is examined Radio and Television Broadcasting has the highest score in NLL, LCS and ME subgroups and Foreign Trade has the highest score in FLA subgroup.

Table 6 One-way variance analysis test results concerning students' beliefs about language learning attending MVS according to department.

Beliefs About Language Learning	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
NLL	Between Groups	76,623	4	19,156	1,962	,101
	Within Groups	2372,373	243	9,763		
	Total	2448,996	247			
LCS	Between Groups	300,570	4	75,142	5,064	,001**
	Within Groups	3605,607	243	14,838		
	Total	3906,177	247			
FLA	Between Groups	381,871	4	95,468	5,751	,000**
	Within Groups	4034,048	243	16,601		
	Total	4415,919	247			
ME	Between Groups	144,419	4	36,105	4,215	,003**
	Within Groups	2081,544	243	8,566		
	Total	2225,964	247			

**p<0.01

When Table 6 is examined there is significant difference in LCS, FLA and ME subgroups (p<0.01). Scheffe test is applied to see the difference between the groups and the results are given in Table 7.

Table 7 Scheffe test results concerning students' beliefs about language learning attending MVS according to department.

Dependent Variable	Department	Department	Mean Difference	Std. Error	Sig.
LCS	TTS	FT	,0963	,64028	1,000
		RTB	-1,1224	,82363	,762
		THS	2,5101	,74645	,025*
		CTP	1,6162	,80334	,402
	RTB	FT	1,2188	,86885	,742
		TTS	1,1224	,82363	,762
		THS	3,6325	,94980	,007**
		CTP	2,7386	,99513	,112
NLL	THS	FT	-3,7425	,84203	,001**
		TTS	-2,5035	,78956	,042*
		RTB	-3,6887	1,00465	,010**
		CTP	-3,1893	,98610	,036*
ME	RTB	FT	1,7592	,66016	,134
		TTS	1,5079	,62580	,218
		THS	2,9192	,72167	,003*
		CTP	1,3615	,75611	,519

**p<0.01, *p<0.05

When Table 7 is examined it is seen that there is a meaningful difference between TTS and TH S in LCS subgroup. THS has a higher score. In FLA subgroup THS has lower score than all other departments. In ME subgroup it is seen that RTB has a higher score than THS.

Kruskal Wallis test results concerning students' beliefs about language learning and department variable in DLL subgroup is given in Table 8.

Table 8 Kruskal Wallis test results concerning students' beliefs about language learning and department variable in DLL subgroup

Beliefs About Language Learning	Department	N	Mean Rank	sd	X²	p
DLL	FT	61	136,84	4	8,013	,091
	TTS	89	119,12			
	RTB	29	141,14			
	THS	38	101,33			
	CTP	31	128,50			

p<0.05

Test results show that there is no significant difference in students' language learning beliefs according to department variable in DLL subgroup. P value is bigger than 0,05 which means there is no significant difference.

3. Do students attending MVS have any difference in their beliefs about language learning according to high school?

Homogeneity test results concerning students' beliefs about language learning attending MVS according to high school variable are given in Table 9.

Table 9 Homogeneity test results concerning students' beliefs about language learning attending MVS according to high school.

Beliefs About Language Learning	Levene Statistic	df1	df2	Sig.
NLL	,134	2	245	,875
LCS	2,561	2	245	,079
FLA	1,069	2	245	,345
DLL	3,061	2	245	,049*
ME	,140	2	245	,869

*p<0.05

When Table 9 is examined it is seen that the following subgroups are homogenous; NLL,LCS, FLA and ME (F= ,134 p>0,05, F=2,561 p>0,05, F=1,069 p>0,05, F= ,140 p>0,05) . On the other hand in DLL subgroup the data is not homogeneous (F=3,061 p<0,059. In NLL, LCS, FLA and ME subgroups to test the difference according to high school variable one-way variance test is applied and the results are given in Table 11. In DLL subgroup which is nonhomogeneous Kruskal Wallis test is applied and the results are given in Table 12.

Descriptive statistics showing the relation between students' beliefs about language learning and high school variable are given in Table 10.

Table 10 N, \bar{X} and Sd values concerning students' beliefs about language learning attending MVS according to high school.

Beliefs About Language Learning	High School	N	Mean	Std. Deviation
NLL	AVHS	179	13,1229	3,04949
	VHS	28	12,7500	3,55512
	SHS	41	14,1707	3,19298
LCS	AVHS	179	18,5978	4,13470
	VHS	28	19,0714	3,91510
	SHS	41	19,7805	3,16632
FLA	AVHS	179	22,8771	4,16466
	VHS	28	24,1071	4,87123
	SHS	41	24,0000	3,93700
ME	AVHS	179	9,4525	3,02828
	VHS	28	9,6786	2,98209
	SHS	41	9,6585	2,96319

When Table 10 is examined it is seen that State High School students have higher scores in NLL and LCS subgroups and Vocational High School students have higher scores in FLA DLL and ME subgroups than all other students.

Table 11 One-way variance analysis test results concerning students' beliefs about language learning attending MVS according to high school.

Beliefs About Language Learning	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
NLL	Between Groups	44,645	2	22,323	2,275	,105
	Within Groups	2404,351	245	9,814		
	Total	2448,996	247			
LCS	Between Groups	48,257	2	24,128	1,532	,218
	Within Groups	3857,921	245	15,747		
	Total	3906,177	247			
FLA	Between Groups	67,945	2	33,972	1,914	,150
	Within Groups	4347,975	245	17,747		
	Total	4415,919	247			
ME	Between Groups	2,291	2	1,145	,126	,882
	Within Groups	2223,673	245	9,076		
	Total	2225,964	247			

p<0,05

When Table 11 is examined it is seen that all P values are bigger than 0.05 so there is no significant difference according to high school variance.

Table 12 Kruskal Wallis test results concerning students' beliefs about language learning and high school variable in DLL subgroup.

	High School	N	Mean Rank	sd	X²	p
DLL	Anatolian Vocational High School	179	125,71	2	1,564	,457
	Vocational High School	28	133,57			
	State High School	41	113,02			
	Total	207				

p>0,05

It is seen that there is no significant difference in DLL subgroup between students' beliefs about language learning and high school variable.

4. Do students attending MVS have any difference in their beliefs about language learning according to compulsory prep school?

Homogeneity test results concerning students' beliefs about language learning attending MVS according to compulsory prep school variable are given in Table 13.

Table 13. Homogeneity test results concerning students' beliefs about language learning attending MVS according to compulsory prep school.

Beliefs About Language Learning	Levene Statistic	df1	df2	Sig.
NLL	,036	1	246	,851
LCS	,013	1	246	,908
FLA	4,763	1	246	,030*
DLL	,496	1	246	,482
ME	,309	1	246	,579

*p<0.05

When Table 13 is examined ($F= ,036$ $p>0,05$, $F=,013$ $p>0,05$, $F=,496$ $p>0,05$, $F= ,309$ $p>0,05$) NLL, LCS, DLL and ME are homogeneous but FLA ($F=4,763$ $p<0,05$) is not homogeneous.

t-test is applied to see if there is any difference in students' beliefs about language learning according to compulsory prep school variable for DLL, ME, LCS, NLL subgroups. The t-test results are given in Table 14. In FLA subgroup which is nonhomogeneous Mann-Whitney U test is applied and the results are given in Table 15.

Table 14 N, \bar{X} and Sd values and t-test results concerning students' beliefs about language learning attending MVS according to compulsory prep school.

Beliefs About Language Learning	Compulsory Prep School	N	Mean	Std. Deviation	t	p
DLL	Yes	180	15,0500	3,09852	1,221	,482
	No	68	14,5000	3,33905		
ME	Yes	180	9,7556	3,01694	2,092	,579
	No	68	8,8676	2,88540		
LCS	Yes	180	19,4611	3,86990	4,082	,908
	No	68	17,2206	3,82000		
NLL	Yes	180	13,5167	3,14718	2,153	,851
	No	68	12,5588	3,06829		

* $p<0.05$

When Table 14 is examined it is seen that there is no significant difference in DLL, ME, LCS, NLL subgroups concerning students' beliefs about language learning according to compulsory prep school variable. All P values are bigger than 0.05

Table 15 Mann-Whitney U test results concerning students' beliefs about language learning and high school variable in FLA subgroup.

Beliefs About Language Learning	Compulsory Prep School	N	Mean Rank	Sum of Ranks	U	P
FLA	Yes	180	132,07	23773,5	4756,500	,007**
	No	68	104,45	7102,50		
	Total	248				

**p<0.01

When the test results are examined it is seen that there is a significant difference in FLA subgroup according to compulsory prep school variable. Students with compulsory prep school have a higher score than the students with elective prep school.

5. Do students attending MVS have any difference in their beliefs about language learning according to success?

Homogeneity test results concerning students' beliefs about language learning attending MVS according to success variable are given in Table 16.

Table 16 Homogeneity test results concerning students' beliefs about language learning attending MVS according to success.

Beliefs About Language Learning	Levene Statistic	df1	df2	Sig.
NLL	1,091	2	245	,338
LCS	1,905	2	245	,151
FLA	1,622	2	245	,200
DLL	1,289	2	245	,277
ME	2,237	2	245	,109

p>0,05

When Table 16 is examined (F=1,091 p>0,05, F=1,905 p>0,05, F=1,622 p>0,05, F= 1,289 p>0,05, F=2,237 p>0,05) all subgroups are homogeneous.

Table 17 N, \bar{X} and Sd values and t-test results concerning students' beliefs about language learning attending MVS according to success.

Beliefs About Language Learning	SUCCESS	N	Mean	Std. Deviation	t	p
DLL	Yes	82	14,3293	2,98992	-1,972	,307
	No	165	15,1697	3,23213		
ME	Yes	82	9,0732	2,65637	-1,561	,094
	No	165	9,7030	3,13560		
LCS	Yes	82	18,2561	3,73773	-1,604	,163
	No	165	19,1152	4,07013		
NLL	Yes	82	13,5000	3,05202	,832	,755
	No	165	13,1455	3,20300		
FLA	Yes	82	21,7195	3,71276	-4,020	,213
	No	165	23,9515	4,29237		

When Table 17 is examined it is seen that there is no significant difference in students' beliefs about language learning as all P values are bigger than 0,05.

CHAPTER 5

DISCUSSION AND RESULTS

5.1. Introduction

The purpose of this chapter is to answer the research questions by explaining the results of the statistical analyses, the limitations of these results as well as the limitations of the interpretations offered, and to give suggestions for future research.

5.2. Answers to the Research Questions

What is the relationship between students' beliefs about language learning and some variables?

In this study five variables and their relationship with students' beliefs about language learning was examined. At the end of the study it was found out that gender and success are not effective in students' beliefs about language learning. High school, department and compulsory prep school have some effect on their beliefs about language learning. Details are given below with sub- research questions.

1. Do students attending MVS have any difference in their beliefs about language learning according to gender variable?

When we look at the results it is seen that there is no difference in students' beliefs according to gender variable. In some research it is seen that females are better than males in language learning. The results show us that both groups have similar beliefs.

In psychology, researchers, who have long been interested in the relationship of gender to behavior and cognition, have found significant gender-related differences in social behavior, cognitive activity, and general verbal ability (Bacon and Finnemann, 1992). Siebert (2003) conducted a research using BALLI and found

out a number of significant differences in beliefs among males and females in relation to language learning and strategy use. Male students rated their abilities higher than female students. Males said they have ability to learn a language Bacon and Finnemann(1992) using their own questionnaire found that female compared to male students reported a higher level of motivation and strategy use in language learning, greater use of global strategies in dealing with authentic input, and a higher level of social interaction with the target language (Spanish). Tercanlioglu (2005) performed an ANOVA and did not find any difference between males and females. Bernat (2007) used BALLI in Australian context to see if there is a difference between males and females in their beliefs about language learning and found that they generally have similar beliefs. In each study a different technique is used to analyze the data so it might be the reason of that difference.

2. Do students attending MVS have any difference in their beliefs about language learning according to department variable?

When Table 4 is examined Radio and Television Broadcasting (RTB) has the highest score in NLL, LCS, DLL and ME subgroups and Foreign Trade (FT) has the highest score in FLA subgroup. The reason for these results may be that prep-school is compulsory for both RTB and FT programs. In addition to that RTB is the most successful program with 41% success level. Although FT students think that they have foreign language aptitude they are the most unsuccessful group with %23 success level. There is no research in literature that examines beliefs according to department variable. It is a surprising result because TTS and THS students need English more than FT and RTB departments because during their practicum and in their career TTS and THS students will actively use language during their practicum and their career.

When we look at the Scheffe Test results it is seen that there is a significant difference between Traveling and Touring Services (TTS) and Tourism and Hotel Services (THS) in LCS subgroup. THS has a higher score. When we examine the

students' high schools, Anatolian Vocational High schools student ratio in THS (94%) is higher than TTS (70%).

In FLA subgroup THS has lower score than all other departments. In ME subgroup it is seen that RTB has a higher score than THS. As it is mentioned above THS and TTS need to use language more actively than other departments. RTB has a higher score in Motivation and Expectation subgroup.

3. Do students attending MVS have any difference in their beliefs about language learning according to high school variable?

They come from three different high schools and it is seen that State High School students have higher scores in NLL and LCS subgroups and Vocational High School students have higher scores in FLA, DLL and ME subgroups than all other students. Although Anatolian Vocational Schools have more English lessons in their curriculum, they have lower scores in all subgroups. It can be interpreted that Vocational and State High School students want to use the chance to learn a language during prep-school.

4. Do students attending MVS have any difference in their beliefs about language learning according to compulsory prep school variable?

There is no significant difference in DLL, ME, LCS, and NLL subgroups concerning students' beliefs about language learning according to compulsory prep school variable. On the other hand in FLA subgroup students with compulsory prep school have a higher score than the students with elective prep school. Students with compulsory prep school have to pass the proficiency exam before they graduate if they cannot get their diploma.

5. Do students attending MVS have any difference in their beliefs about language learning according to success variable?

There is no significant difference in their beliefs according to success variable. There are some studies that a good language learner has some qualifications that are different from other learners. It can be said that success has no meaningful effect on students' beliefs about language learning.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

6. 1. Introduction

In this chapter, a brief summary of the study is provided, and then the implications of the study are discussed. Finally, the suggestions for further research are presented.

6. 2. Summary of the Study

This study intends to analyze the MVS students' beliefs about language learning according to some variables: gender, department, high school, compulsory prep school and success. MVS students were unsuccessful in language learning and their beliefs might have a role in their success. In the classroom context, perceptions, beliefs, attitudes, and metacognitive knowledge that students bring with them to the learning situation have been recognized as significant contributory factors in the learning process and ultimate success (Breen, 2001). Some researchers believe that students' beliefs about language learning influence language learning. Students come into class with certain beliefs and misconceptions about language learning. Those beliefs may cause anxiety or impede language learning (Green 1993; Horwitz, 1988; Mantle-Bromley, 1995; Phillips, 1991). BALLI which was designed by Horwitz (1988) is used for data collection. In this research the relational survey method as one of general survey models that look for any differences and its level between two variables or more was used.

At the end of the study it is found out that there is no significant difference in students' beliefs about language learning according to gender variable. When we look at department variable there is a significant difference between Traveling and Touring Services (TTS) and Tourism and Hotel Services (THS) in LCS subgroup. THS has a higher score. In FLA subgroup THS has lower score than all other departments. In ME subgroup it is seen that RTB has a higher score than THS. Test results show that there is no significant difference in students' language learning

beliefs according to department variable in DLL subgroup. In FLA subgroup THS has lower score than all other departments. In ME subgroup it is seen that RTB has a higher score than THS. There is no significant difference in their beliefs according to high school variable. It is seen that there is no significant difference in DLL, ME, LCS, NLL subgroups concerning students' beliefs about language learning according to compulsory prep school variable. On the other hand there is a significant difference in FLA subgroup according to compulsory prep school variable. Students with compulsory prep school have a higher score than the students with elective prep school. Starting point of the study is success but in this variable there is no significant difference in students' beliefs about language learning.

6. 3. Implications of the Study

Gender has no effect on students' beliefs about language learning. It can be said that it is not always a determining factor in language learning. There is a significant difference between TTS and THS in LCS subgroup. THS has a higher score. It is a surprising result because they are similar departments except the difference that TTS has a compulsory prep school and THS does not have a compulsory prep school. Both departments need communication strategies because they have to use the language actively in their career. There is no significant difference in DLL according to department variable. They all think that learning English is easy but their success level shows the opposite. The most successful department has 41% success level. In ME sub group RTB has a higher score than THS. The difference can be seen in their success level as well; RTB has 41% success level while THS has 32%. The implication of this result is that if students' motivation and expectations are high they are more successful. High school is not an effective factor in their language learning beliefs. According to compulsory prep school variable there is a significant difference in FLA sub group for compulsory students. They have a higher foreign language aptitude because they cannot graduate unless they pass the proficiency exam. There is no significant difference in their beliefs about language learning according to success variable. It is believed that good language learners have certain qualities compared to the others; here it does not have

any effect in their beliefs. However, in this study, the result does not show any implications of effect in their beliefs.

6. 4. Suggestions for further research

It is known by EFL instructors that students enter the classroom with preconceived ideas about language learning that are effective on their performance. If a student thinks that learning vocabulary is the most important part of language learning he spends most of his time to memorize vocabulary. Students should be guided to eliminate that kind of false ideas. Beliefs give the instructors a general idea about the students, so they can prepare suitable activities and use suitable methods in the classroom. They can help students modify their erroneous beliefs and develop effective learning strategies.

Students' beliefs about language learning should be identified and evaluated at the beginning of the year. Instructors and the curriculum makers should be informed about students' beliefs about language learning so they can make necessary changes in the curriculum. Students who think that listening is the most important part of language learning can be grouped into the same class and a program that enhances listening can be designed for them.

Motivation is a contributing factor in learning and success. Activities that help to increase and keep their motivation should be integrated into the curriculum. During the term at certain times questionnaires on motivation should be applied and necessary precautions should be taken to keep their motivation at a certain level. It is known that if there is a conflict between the teachers' and students' beliefs about language learning students do not like the lesson and their participation level decreases.

In this study BALLI is applied to the students at the end of the year. There is no information about how their beliefs changed at the end of prep school. To see what kind of a difference happened during the term and what caused this difference should be identified.

Not only students' beliefs but also teachers' beliefs are important in language learning. If there is a mismatch between students' and teachers' beliefs students' participation level decreases in the class. Another study to compare students' and teachers' beliefs should be conducted. Other instruments should be used to see their beliefs as well.

The sampling of the study is limited to MVS students so another study with a larger sample should be conducted. In this study only five variables that may effect language learning beliefs were analyzed. Language learning is a complex process so other variables should also be considered.

Beliefs are formed by our experiences and previous educational background. Studies that examine different levels like primary and high school should be conducted as well.

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APPENDICES

Appendix A -Beliefs About Language Learning (BALLI)

Sex : Male (...) Female (...)

Faculty/Department:.....

Name of your High School :.....

Were you placed in your department without entrance exam? Yes (..) No (..)

Is prep School compulsory for your department? Yes (..) No (..)

Were you successful in proficiency exam? Yes (..) No (..)

Below are some statements about learning foreign languages. Read each statement and then decide if you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, (5) strongly disagree. There is no right or wrong answers. We are simply interested in your opinions. Questions 4 & 15 are slightly different and you should mark them as indicated.

REMEMBER: 1. Strongly agree 2. Agree 3. Neither agree nor disagree
4. Disagree 5. Strongly disagree

	Strongly agree	Agree	Neither agree nor	Disagree	Strongly disagree
1. It is easier for children than adults to learn a foreign language.					
2. Some people have a special ability for learning foreign languages					
3. Some languages are easier to learn than others.					
4. English is: a. a very difficult language b. a difficult language c. a language of medium difficulty d. an easy language e. a very easy language					
5. I believe that I will learn to speak English very well					
6. People from my country are good at learning foreign languages.					
7. It is important to speak English with an excellent pronunciation.					
8. It is necessary to know about English-speaking cultures in order to speak English.					
9. You shouldn't speak anything in English until you can say it correctly.					
10. It is easier for someone who already speaks a foreign language to learn another one.					
11. . People who are good at mathematics or science are not good at learning foreign languages.					
12. It is best to learn English in an English-speaking country.					
13. I enjoy practicing English with the native speakers of English I meet					
14. It's OK to guess if you don't know a word in English.					
15. If someone spent one hour a day learning a language how long would it take them to speak the language a. less than a year b. 1-2 years c. 3-5 years d. 5-10 years e. You can't learn a language in 1 hour a day					
16. I have a special ability for learning foreign languages.					

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
17. The most important part of learning a foreign language is learning vocabulary.					
18. It is important to repeat and practice a lot.					
19. Women are better than men at learning foreign languages.					
20. People in my country feel that it is important to speak English.					
21. I feel timid speaking English with other people.					
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.					
23. The most important part of learning a foreign language is learning the grammar.					
24. I would like to learn English so that I can get to know native speakers of English better.					
25. It is easier to speak than to understand a foreign language.					
26. It is important to practice with cassettes or tapes.					
27. Learning a foreign language is different from learning other academic subjects.					
28. The most important part of learning English is learning how to translate from my native language.					
29. If I learn English very well, I will have better opportunities for a good job.					
30. People who speak more than one language are very intelligent.					
31. I want to learn to speak English well.					
32. I would like to have native-English speaking friends.					
33. Everyone can learn to speak a foreign language.					
34. It is easier to read and write English than to speak and understand it.					

Appendix B –Dil Öğrenme İnançları Envanteri

Cinsiyetiniz : Erkek (...) Bayan (...)

Bölümünüz :.....

Mezun olduğunuz lisenin adı :.....

Bölümünüze sınavsız geçiş hakkı ile mi yerleştirildiniz? Evet (..) Hayır (..)

Hazırlık eğitimi bölümünüz için zorunlu mu? Evet (..) Hayır (..)

Hazırlık Muafiyet sınavını başarıyla geçtiniz mi? Evet (..) Hayır (..)

Aşağıda yabancı dil öğrenme konusunda bazı inançlar yer almaktadır. Her birini okuyup kendi görüşünüzü:

(1)Kesinlikle katılıyorum, (2)Katılıyorum, (3)Bir fikrim yok, (4)Katılmıyorum, (5)Kesinlikle katılmıyorum.

seçeneklerinden birine (X) koyarak belirtiniz. Bu ankette doğru veya yanlış yanıtlar yoktur; önemli olan kendi görüşlerinizi açıkça belirtmenizdir. 4 ve 15 nolu soruları (a),(b),(c),(d),(e) seçeneklerinden birini seçerek yanıtlayınız.

UNUTMAYINIZ!!!

(1)Kesinlikle katılıyorum, (2)Katılıyorum, (3)Bir fikrim yok, (4)Katılmıyorum, (5)Kesinlikle katılmıyorum.

	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Çocuklar için bir yabancı dili öğrenmesi yetişkinlere göre daha kolaydır.					
2. Bazı insanların yabancı dil öğrenme konusunda özel bir yetenekleri vardır.					
3. Bazı diller diğerlerinden daha kolay öğrenilir.					
4. İngilizce: a) çok zor bir dildir. b) zor bir dildir. c) orta zorlukta bir dildir d) kolay bir dildir e) çok kolay bir dildir.					
5. Çok iyi İngilizce konuşmayı öğreneceğime inanıyorum.					
6. Türkler yabancı dil öğrenmekte başarılıdır.					
7. İngilizceyi mükemmel bir telaffuzla konuşmak önemlidir					
8. İngilizce konuşabilmek için İngilizce konuşan toplumların kültürleri hakkında bilgi sahibi olmak gerekir.					
9. Doğru söyleyeceğinizden emin olmadan hiçbir şeyi İngilizce olarak söylememeniz gerekir					
10. Yabancı bir dil bilen biri, başka bir yabancı dili daha kolay öğrenir.					
11. Matematikte ve fende başarılı olanlar yabancı dil öğrenmede başarılı olamaz.					
12. İngilizceyi İngilizce konuşulan bir ülkede öğrenmek en iyisidir.					
13. Karşılaştığım anadili İngilizce olan kişilerle pratik yapmayı severim.					
14. İngilizcede bilmediğiniz bir sözcüğün anlamını tahmin etmekte sakınca yoktur.					
15. Bir insan yabancı bir dili öğrenmek için her gün bir saat harcarsa, o dili çok iyi konuşması için ne kadar süre gerekir? a) 1 yıldan az b) 1-2 yıl c) 3-5 yıl d) 5-10 yıl e) günde bir saat çalışmakla yabancı dil öğrenilmez.					
16. Yabancı dil öğrenme konusunda özel bir yeteneğim var.					

	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
17. Yabancı dili öğrenmenin en önemli bölümü sözcük öğrenmektir.					
18. Tekrar ve çok pratik yapmak önemlidir					
19. Kadınlar dil öğrenmede erkeklerden daha iyidir.					
20. Türkiye’de insanlar bir yabancı dil konuşmanın önemli olduğunu düşünürler.					
21. Diğer insanlarla İngilizce konuşurken utangaç hissederim.					
22. Eğer başlangıç öğrencilerinin İngilizce’de hata yapmalarına izin verilirse onlar için daha sonra düzgün konuşmak zor olacaktır.					
23. Yabancı dil öğrenmenin en önemli bölümü dilbilgisi kurallarını öğrenmektir					
24. İngilizce konuşan insanları daha iyi tanıyabilmek için İngilizce öğrenmeyi istiyorum.					
25. Yabancı bir dili konuşmak anlamaktan daha kolaydır.					
26.Kaset ve kasetçalarla pratik yapmak önemlidir.					
27. Yabancı dil öğrenmek diğer akademik konuları öğrenmekten farklıdır.					
28. İngilizce öğrenmenin en önemli bölümü Türkçe’den İngilizce’ye çeviri yapmaktır					
29.Eğer İngilizce konuşmayı çok iyi öğrenebilirim iyi bir iş için daha iyi fırsatlara sahip olurum.					
30. Birden fazla iyi dil konuşabilen insanlar çok zekidirler.					
31. İngilizceyi iyi konuşmayı öğrenmek istiyorum.					
32. Ana dili İngilizce olan arkadaşlarım olsun istiyorum.					
33. Herkes yabancı dil konuşmayı öğrenebilir					
34. İngilizce okumak ve yazmak konuşmak ve anlamaktan daha kolaydır					