

# **EFL University Students' Beliefs about English Language Learning; the Case of Kazakhstan**

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## **ABSTRACT**

The purpose of the study is to investigate the university students' beliefs about English language learning at Kazakh Ablai Khan University of International Relations and World Languages and Gumilyov Eurasian National University in Kazakhstan. In the light of the aim, the study used qualitative and quantitative methods, involved 150 students from the second and third year in EFL department from two different universities. The instruments for the present study (1) Beliefs About Language Learning Inventory (BALLI), (2) Semi-structured interviews, and (3) classroom observations. Results reveal that Kazakhstan university students have positive and realistic beliefs about English language learning as regard their aptitude, the nature of language learning, communication strategies, motivation and expectations about learning English as foreign language. The study recommends some guidelines to EFL teachers in Kazakhstan in their teaching techniques and methods which would also match with their learners' beliefs. The present study has several differences and similarities when compared to other studies, like foreign language learners in the USA (Horwits, 1988; Kern, 1995; Kuntz, 1996; Oh, 1996, Hurt, 1997; Mori, 1997), New Zealand (Cotterall, 1995); Brazil (Barcelos, 1995), China (Wen and Johnson, 1997), North Cyprus (Kunt, 1997), Japan (Lupescu and Day, 1990; Keime at al., 1996). The first finding of the study was that Kazakhstan University students' believed that (1) Children are better learners than adults. (2) Everyone can speak a foreign language. (3) Some languages are easier than others (students compared different languages). (4) Will learn the English language very well. (5) Learning a foreign language is a matter of learning a lot of new vocabulary words. (6) Target environment is the best choice for learning a foreign language.

The second finding was about the differences between “high” and “low” proficiency language learners. It illustrated that (1) “high” and “low” proficiency language learners’ interests towards English language were different. “high” proficiency language learners are interested in learning English (Positive), while “low” proficiency learners learn the English language as a must (Negative). (2) Their motivations were different; “high” proficiency language learners are motivated by their Native speaker teachers, want to achieve native like speaker, for future carrier, or to learn more languages, while “low” proficiency language learners consider that they have low motivation for learning English language, and some of them were motivated by their teachers or classmates. (3) Their’ beliefs about foreign language learning were different. While “high” proficiency learners believed that hard work can get good level, “low” proficiency language learners believed that not all people can learn a foreign language; it depends on person, some people can learn foreign language; some others cannot learn foreign language. (4) Language learning Strategies. “high” proficiency language learners try to find English environment for practicing their English language, like reading book, watching movies with subtitle; communicate with others in English language. On the other hand “low” proficiency language learners said that they don’t know any language learning strategies.

**Keywords:** Beliefs about language learning, Beliefs about Language Learning Inventory (BALLI), Kazakhstan university students’ beliefs, English language learners, EFL.

## ÖZ

Bu çalışmanın amacı Kazakistan'da bulunan Kazakh Ablai Khan Üniversitesi Uluslararası İlişkiler ve Gumilyov Euroasian Milli Üniversitesi Dünya Dilleri öğrencilerinin İngiliz dili öğrenimi hakkındaki düşüncelerini( inançlarını) araştırmaktır. Bu amaç doğrultusunda, iki farklı Üniversitenin İngilizce öğreten bölümlerinden seçilen 150 kişilik ikinci ve üçüncü sınıf öğrenci gurupları ile nitel ve nicel yöntemler kullanılarak çalışma yürütülmüştür. Çalışmada şu 3 farklı enstrüman kullanılmıştır: 1) Dil öğrenimi envanteri hakkında düşünceler/inançlar (BALLİ). 2) Yarı yapılandırılmış anketler. 3) Sınıf gözlemleri.

Çalışmanın sonuçları Kazakistan Üniversite öğrencilerinin İngilizce'nin öğretimi ile ilgili olarak dil yeteneğinin, dil öğreniminin doğasının, iletişim stratejilerinin, motivasyon ve beklentilerin dilin öğrenilmesine yönelik olarak olumlu ve gerçekçi inançlar taşıdıklarını göstermektedir. Çalışma, Kazak İngilizce öğretmenlerine de, öğrencilerinin inançları ile uyumlu olan öğretim, yöntem ve teknikleri ile ilgili olarak bazı önerilerde bulunmaktadır. Bu çalışma, farklı ülkelerde, örneğin Amerika Birleşik Devletleri (Horwits,1988; Kern,1995; Kuntz,1996; Oh,1996; Hurt,1997; Mori,1997), Yeni Zelanda (Cotteral,1995); Çin (Wen ve Johnson,1997), Kuzey Kıbrıs (Kunt,1997), Japonya (Lupescu ve Day,1990; Keime ve diğerleri,1996) yabancı dil öğrenen öğrenciler arasında yapılan çalışmalarla kıyasladığında bazı benzerlikler ve farklılıklar içermektedir. Çalışma bulgularının birincisi Kazak Üniversite öğrencilerinin şunlara inandıklarını göstermektedir: 1. Çocuklar, yetişkinlere kıyasla, daha iyi öğrenenlerdir. 2. Herkes yabancı bir dili konuşabilir. 3. Bazı diller diğer dillerden daha kolaydır (öğrenciler farklı dilleri kıyaslamışlardır).

4. Çocuklar İngiliz dilini çok iyi öğrenirler. 5. Yeni bir dil öğrenmek bir hayli yeni kelime öğrenmektir. 6. Yabancı dilin konuşulduğu ülkede olmak, o dili öğrenmenin en kolay yoludur. Bulguların ikincisi ise dil seviyeleri ‘yüksek’ ve ‘düşük’ olan öğrencilerle ilgili farklılıklardır; şöyle ki;

- 1) Bu öğrencilerin İngilizce’ye karşı olan ilgileri farklıdır. ‘Yüksek’ dil seviyeli öğrenciler İngilizce’yi öğrenmek istemektedirler (olumlu), fakat ‘düşük’ dil seviyeli öğrenciler İngilizce’yi istedikleri için değil, zorunlu oldukları için öğreniyorlar (olumsuz).
- 2) Motivasyonları ise farklıdır; ‘Yüksek’ dil seviyeli öğrenciler İngilizce öğretmenlerini motive edici buluyorlar ve onlar gibi olmak istiyorlar, mesleki yaşamları için İngilizce öğrenmek istiyorlar, yeni bir dil öğrenmenin iyi bir şey olduğunu düşünüyorlar. ‘Düşük’ dil seviyeli öğrenciler ise dil öğrenmeye karşı çok az istekli olduklarını düşünüyorlar, ve bazıları öğretmenleri ve arkadaşları tarafından motive ediliyorlar.
- 3) İngilizce öğrenimine olan inançları farklıdır. ‘Yüksek’ dil seviyeli öğrenciler çok sıkı çalışmanın başarıyı getirdiğine inanırken, ‘düşük’ dil seviyeli öğrencilerse herkesin dil öğrenme yetisine sahip olmadığını düşünüyorlar.
- 4) Dil öğrenme stratejileri; ‘Yüksek’ dil seviyeli öğrenciler İngilizce’lerini kullanacakları ortamlar bulmaya (örneğin, altyazı ile televizyon izleme, başkaları ile İngilizce konuşma, gibi) çalışırken, ‘düşük’ dil seviyeli öğrencilerse dil öğrenme stratejilerini bilmediklerini söylüyorlar.

**Anahtar Kelimeler:** Dil öğrenimi hakkında düşünceler/inançlar, Dil Öğrenimi Envanteri (BALLI) hakkında düşünceler/inançlar, Kazak Üniversite öğrencilerinin inançları/düşünceleri, İngiliz Dili öğretmenleri, EFL.

## **DEDICATION**

**To my everything dear Father**

**Orynбек Ametbek**

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## **LIST OF ABBREVIATIONS**

BALLI	Beliefs about Language Learning Inventory
KAUIR	Kazakh Ablai Khan University of International Relations and World Languages
ENU	Gumilyov Eurasian National University
SPSS	Statistical Package for the Social Science
ESL	English as a Second Language
EFL	English as a Foreign Language

# **Chapter 1**

## **INTRODUCTION**

This chapter introduces each of the following: background of the study, statement of the problem, purpose of the study, research questions.

### **1.1Background of the Study**

Beliefs of language learning have been the area of concern of several contemporary studies in second language acquisition. The majority of studies declare that the success of language learning is highly reliant in instruments, skills and strategies, linguistics analysis, the interaction between participants of class and what is going in learners' mind (Stevick, 1890). Therefore, there is a relation between language learning beliefs of learners' language learning process. Language learners enter language courses with some previous beliefs and perceptions about language learning and method of language learning (Horwitz, 1987).

Richardson (2003) has defined beliefs as psychological perception and feeling of each individual about the life and the world. Beliefs cannot be visible or changeable in short period of time because they are subconscious. Hence, understanding language learners' beliefs is struggling and takes long period of time. They are potential to build powerful emotional parts (Lefrancois, 2000). Due to the mentioned facts, the constitution of beliefs is time-consuming while language learners refer to their beliefs in language learning process and try to perform the tasks of language learning in line with their beliefs subconsciously. These kinds of beliefs and ideas are

so potential that learners try to follow them subconsciously even if the opposite proof is declared (Murphy and Mason, 2006). It can be concluded that informing learners about their subconscious beliefs in educational system for both pre-service teachers and language learners is a time-consuming and difficult task. It is obvious that language learners' beliefs can directly have potential impact in language learning success. Furthermore, the success of language learners in classroom can be directly related to his/her beliefs about language learning.

## **1.2 Statement of the Problem**

As we live in global village, there are several inner circle native English speakers around the world. Furthermore, there are people who live in out circle and speak English as second language. The rest who live in expanding circle and use English as a foreign language. It is clear that more people use English as international language in this global world. People can feel the necessity of learning English language as the international language and increasing job opportunities. The main concern of modern educational system are beliefs of language learners about the process of language learning and their self-esteem. These can be the main issues in all aspects of educational systems like teacher education, curriculum design, teachers' making decisions, language learners' choice of skills and strategies (Horwitz, Bernat, 2006, Richard and Lockart, 1996).

For a long time researchers have claimed that every individual has some preconceived ideas about different topics which can affect their perception and response toward new incomes. As an example Puchta (1999) explained that people's beliefs are guided by their behaviors. For instance, our perception of cause and effect and our extension to other cases can be evidences of the impact of our beliefs

of our environment. These beliefs shape our feelings, emotions and attitude toward the world. Furthermore, these beliefs can shape our cognition and performance. Humankind' cognition and perception of new experiences and new knowledge and their reflection toward them are fundamentally on the basis of their previous beliefs, views and opinions toward life (Puchta, 1999). It is undeniable that language learner, educator and teacher are full of previous beliefs about the process of language learning (Horwitz, 1987). Learners' performance and perception is directed by their beliefs (White, 1999 and Horwitz, 1987). There are both facilitative beliefs like realistic perception and distractive beliefs like misunderstood ideas. For example, Mantle-Bromley (1995) suggested that constrictive and realistic attitude can bring more productive behavior as students learn language compared to distractive and miss understood beliefs. Likewise, Mori (1999) beliefs that constrictive attitude can make up for learners lack of capabilities. However, Horwitz (1987) believed that some mistaken beliefs could cause negative consequences in learners' desirable results.

As discussed earlier there are some assumptions that second language acquisition behaviors and success can be affected by their beliefs. As a result more than two decades researchers have been inspired that by understanding of beliefs and attitudes that learners bring to the classroom could be used to design well customized syllabus which is for different groups of learners with different beliefs.

What is more, there are also some beliefs that might affect negatively. It is worth mentioning that harmful beliefs can have non-compensatory effect in language learning. Therefore, they must be distinguished and redeemed. Language learning Beliefs about language learning include language learners' meta-cognitive self-

esteem, their aims, their necessary requirements (Baker, 2008). There is strong correlation between language learners' beliefs about language learning and their enthusiasm, eagerness and positive tendency toward learning language and their success in language classroom (Horwitz, 1988). Language learning beliefs is the central concern of education in contemporary decade (Kolaja & Barcelos, 2003).

Kazakhstan is bilingual country now. Kazakh language as state language is used as means of communication by 64.4 % of population. It is worth mentioning that Russian language as official language is spoken by all Kazakh population (Kazakhstan, 2012). Due to several global economic developments in present century, learning English language is the main concern of Kazakhstan educational system. The policy is to apply Kazakh language as "state" language, Russian as the "official" language and English as language of positive communication in the modern world.

The Tri-lingual policy framework (Nazarbayev, 2007) suggests that Kazakh language as the national language, Russian as the language of interethnic communication, and English as the language of successful integration in the global economy. According to Kusaniov (2013) study the elementary and secondary school children study seven subjects include Language and Literature. From third and fourth grades school children start to study English language as a foreign language with 2000 hours for per year. Kusaniov did compared research with Japanese school program of language learning in Japan, and he found out Kazakh school children have more hours for learning languages and literature but less quality. Present study illustrated that held by Kazakhstan University students learners' about English

language learning, also give some educational implications to the EFL teachers, that would be helpful to teachers to understand their students' needs and wants.

Understanding Kazakhstan university learners' beliefs is a key element in developing foreign language proficiency because beliefs can shape learners' self-esteem and their attitude toward the surrounded environment. The recognition and distinguishing of language learners' beliefs can be the remedy for solving several barriers of language learning and achievement of success in language learning (Pajares, 1992). It is worth mentioning that beliefs can influence in the election of skills and strategies, the level of foreign language anxieties, the motivation (Kunt, 1997 & Horwitz 1987).

The beliefs about the students have been significant factor in the process of language learning (Breen, 2001). Learner beliefs about language learning affects learner behaviors in complex ways and have been recognized as an important individual differences (ID) in the second/ foreign language acquisition (SLA; Dörnyei, 2005). Beliefs about language learning according to Wesely (2012), consist of three basic tents: what learner think about themselves, about the learning situation and about the target community. Learners' self-beliefs refer to how learners see themselves as language learners, and these beliefs affect the way learners manage and direct their own learning. Beliefs about the learning situation involve attitudes towards the learning sitting, including formal and informal language institutions, the teacher and other learners.

The target community encompasses learner beliefs about the people of the target language, and different ideologies and perceptions of the learners' about target

culture. Ellis (2008) argues that learner beliefs are dynamic and situated. Horwitz' BALLE has been used as beneficial instrument in the majority of studies about language learners' beliefs (Bernat, 2006; Peacock, 2001). Peacock did a kind of longitudinal research to discover the process of student-teachers' belief change in the first three years of their experience. He concluded that the source of pre-service teachers' beliefs is their individual language learning, especially in second language school. Bernat's study, conducted in different context, also discovered the same points of BALLE. The subjects of Bernat's research were 262 language learners registered in Academic English courses in one Australian University. Other studies found the similar data with tiny inconsiderable differences in various participants like English, Arabic, Japanese and German.

### **1.3 Purpose of the Study**

The primary purpose of this study is to investigate the Kazakhstan university students' beliefs about language learning in EFL context. Second goal is to identify what are the differences and similarities between two different university students' beliefs about English language learning. Third goal is to determine the differences held by poor and good proficiency learners' beliefs about English language learning.

### **1.4 Significant of the Study**

Studying learners' beliefs about language learning is a remedy of solving several barriers of language learning. According to Pajares (1992), the earlier beliefs have been shaped in mind, the more difficult to change them. Beliefs cannot be shaped in vacuum but they can be formed by social interaction and it can be inherited by generations (Bernat, 2005). The change of beliefs is time-consuming and struggling challenge but human mind is not fixed phenomena. Beliefs always dynamic and it is not easy to change it over time, but maybe express throughout in different context.

Investigating learners' beliefs in different context is essential for second language acquisition study.

The present study is significant in both theoretical and practical reasons. In theoretical part firstly, the context of the study is a new area for foreign language learning beliefs held by applied linguistics worldwide. Secondly, the research provides information about Kazakhstan University students' beliefs about English language learning. At the practical level, this study informs both educators and language learners about the Kazakhstan's language learners' beliefs about English language learning process in action. It can also be helpful for curriculum designers and educational policy system for making decision in all steps of education like the choice of methodology systems. Learners can also benefit from BALLI to distinguish the strong and weak points of their beliefs.

### **1.5 Research Questions**

This study intends to answer to the following research questions:

1. What are the beliefs of Kazakhstan University students about English Language Learning?
2. Are there any differences and similarities between the students of Kazakh Ablai Khan University of International Relations and World Languages and Gumilyov Eurasian National University regarding the beliefs about English language learning?
3. Are there any differences between high and low proficiency University students' beliefs about English language learning?

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section offers a theoretical foundation of studies on beliefs about second or foreign learning. Firstly, examine theories of second or foreign language learning beliefs. It incorporates their definitions, attributes, and development. Also, considers that explored connections between convictions about dialect learning and elements those are powerful in second or foreign language learning is taking into account.

#### **2.2 Beliefs about Language Learning**

Cognitive and affective variables like beliefs about language learning are the most demanding subjects for investigators of language learning because they believe that language proficiency achievement is highly dependent on what is inside the head of learners, educators and teachers rather than on instruments, skills and strategies or linguistic analysis (Stevick, 1890). Subjective and successful variables, above all Beliefs about second or foreign language learning, have drawn lots of attention on the analysts and researchers investigating about SLA. In Stevicks' perspective, learners' beliefs about language learning affect emphatically their target language learning process.

For a long time researchers have claimed that every individual has some preconceived ideas about different topics which can affect their perception and response toward new incomes. As an example Puchta (1999) explained that people's

beliefs are guided by their behaviors. He explained in more detail that the simplifications about the reasons, results, they impact our inward representation of our general surroundings. They help us comprehend the world, and those behaviors affect us to understand how we think and how we act differently.

According to Puchta, peoples' understanding and interpretation of new information and data and how they respond is based on ideas which preexists the subject. In a similar way students of foreign or second language are not coming to the class without any ideas about the nature and development of the learning. They have their own presumption about learning language and how they should learn foreign or second language (Horwitz, 1987). According to Horwitz, 1987 and White, 1999 how learners can approach and behave in their learning is affected by these preexisting beliefs. While some scholars suggest that some beliefs beneficial to learners, others argue beliefs could be distractive. For example, Mantle-Bromley (1995) suggested that constrictive and realistic attitude can bring more productive behavior as students learn language compared to distractive and miss understood beliefs. Likewise, Mori (1999) beliefs that constrictive attitude can make up for learners lack of capabilities. However, Horwitz (1987) believed that some mistaken beliefs could cause negative consequences in learners' desirable results.

As discussed earlier there are some assumptions that second language acquisition behaviors and success can be affected by their beliefs. As a result more than two decades researchers have been inspired that by understanding of beliefs and attitudes that learners bring to the classroom could be used to design well customized syllabus which is for different groups of learners with different beliefs. What is more, there

are also some beliefs that might affect negatively on learners success in their language learning process, hopefully these negative beliefs also could be refined.

At the present time, BALLI is studied in more detail (Kalaja & Barcelos, 2003). BALLI is learner's meta-cognitive perception, their self-esteem, their objects and their basic requirement (Bernat & Gwozdenko, 2005). Beliefs shape learners' eagerness and enthusiasm and their performance in the classrooms (Baker, 2008). This interest in learners' beliefs reflects the shift in focus in SLA to learners and their contributions to language learning along with other individual factors, e.g. learning strategies, motivation, aptitude, personality, etc. (Ellis, 2008). The last few decades have witnessed substantial amount of researches in this area.

### **2.2.1 Definitions of Beliefs about Language Learning**

Beliefs about language learning are considered by some scholars as a part of metacognitive knowledge. According to researchers' findings, Beliefs About Language Learning Inventory is one section of metacognitive knowledge. So, both terms can be replaced each other (Wenden, 1998). In fact, there is no clear and exact definition of beliefs about language learning or metacognitive knowledge because scholars perceive this item without difficulty but complex to define. For instance, even Horwitz declared that there is no obvious explanation about the beliefs about language learning (1985). Several researchers prefer to use pre-understood concept instead of beliefs about language learning while others prefer to use beliefs.

According to Wenden (1998) these two terms could be used switchable to address the same idea. In former researches, there was no clear definition for term beliefs about language learning. It is like researchers considered this term either easy to understand or too complicated to comprehend. In the majority of cases the

researchers use this term beliefs that about the language learning as a pre-understood concept which required no further explanation. However, the term beliefs defined alone by some other researchers.

Several studies have been done about the description of beliefs about language learning. It is interesting that they don't have the similar description. The introduction of the various definitions of beliefs about language learning sounds to be not easy. Pajares (1992) compared the definition of beliefs about language learning to the game of players' selection. Theory, worthiness, adjudication, axioms, ideas, views, understanding, conceptualization, bigotry, imposition, circumstantial notions, individual views, inner mind process, practical skills and strategies, practical rights, applicable axioms, the set of serious beliefs, and social strategies. Pajares claimed that researchers have difficulty to describe beliefs because they cannot make difference between belief and knowledge. Some investigators contend that both terms refer to the same issue. However, other investigators make distinction between two terms. Pajares (1992) clarified the definition of two terms as beliefs on the basis of the judgment and evaluation of the knowledge of fact.

Beliefs can have significant impact on humankind life like love and hatred (Bernat & Gvozdenko, 2005). Educational social cognitive theories shows that learners often do what they believe to be appropriate or inappropriate. The impact of beliefs are more significant than the influences of methods of teaching because learners act on the basis of their beliefs (Li & Walish, 2011). Riely (2009) was greatly influenced by the basic assumptions of Pajares (1992) about the effect of learners' beliefs. Beliefs can be shaped by cultural transmission, tendency to self-perpetuate, being aware of contradiction and trying to resist against them.

- It is difficult to change the earlier beliefs in contrary to elder beliefs. The change of beliefs particularly in adulthood can occur rarely.
- Beliefs play as influential means to define tasks and to the cognitive instruments to explain, to design, and to make decision.
- Beliefs can form every personal behavior. Investigators described beliefs about language learning like complex integrated construct. These kind of constructs are integrated and reliant in the context.

### **2.2.2 Characteristic of Beliefs about Language Learning**

Researchers depict beliefs about language learning like complex integrated construct.

These construct are related to each other and depend on context.

Convictions about dialect learning have been depicted as mind boggling related builds that are social and connection particular.

Notions about dialect learning have shown as mind integrated social connected construction. Beliefs about language learning are integrated to particular context. Metacognitive beliefs about language learning are defined in detail as the organization of integrated opinions that are section of learners' repository of attained knowledge (Wenden, 1998). Morri (1999) described six aspects of beliefs. These dimensions are the beliefs of difficulty of language learning, the positive effect of methodology, or various skills and strategies of language learning like ambiguity avoidance, analytic method and the effect of first language. These beliefs cannot be completely reshaped positively but they can be changed positively to some degree.

Based on the evidence from different studies beliefs are relational and context depended. Horwitz (1999) was first one who went through various studies

concerning beliefs about language learning. In her studies, she found that beliefs about language learning were relational and they could be affected by situations and conditions of learning, and also nature of the language they are learning. Researchers found different beliefs among learners who studied different languages and in different circumstances. Most importantly Horwitz findings showed that there are different beliefs about motivation for learning language among EFL and foreign language learners in the US. Instrumental motivations pushed EFL learners forward in their English studies. On the other hand for foreign language learners integrative motivation was the reason for learning target language.

Moreover, her findings showed that there is difference in beliefs of learners of different target languages. Particularly, she explained that American students who study Japanese share different beliefs about the difficulty of language learning, foreign language aptitude, the nature of language learning, and expectations about job opportunities, from those who study other foreign languages. Although they believed more strongly in the existence of the foreign language aptitude, they did not believe they themselves had foreign language aptitude. Also compared to American students of other foreign languages, Japanese learners had different points of view about how it is importance to learn vocabulary and grammar. The Japanese language learners were more optimistic than other language learners about the job opportunities because they beliefs Japanese language will bring them more job opportunities.

In the same way, Sakui and Gaies (1999) research illuminated the context that the respondents based their responses on which can testify the inconsistency in beliefs about language learning. Their researches about Japanese language learners

demonstrated that the answers to the same questionnaire item by the same learner at two different times can be two different replies because the learners think differently at two various occasions. One respondent declared that it is possible to learn English just by native speaker of English. She was comparing various native speakers when she was completing the survey.

The level of learning or the amount of language learning experience can have strong influence in beliefs of language learning. For instance, Japanese beginners and advanced beginners have different beliefs (Mori, 1999). There were differences between beliefs of difficulty of language learning, beliefs of ambiguity of truth, and beliefs of the complexity of linguistic analysis.

### **2.2.3 Development of Learner Beliefs about Language Learning**

Researchers and educators hope that by understanding how learners build and develop their beliefs about language learning, and then they can refine non supportive beliefs and improve productive ones that can affect the success of language learning. Different researchers have suggested that the learners beliefs about language learning is formed in earlier stages of their learning process based on what they experienced (Holec, 1987; Horwitz, 1987; Puchta, 1999).

As an example Horwitz (1987) explained that successful learning experiences usually result in beliefs of the existence of foreign language aptitude. According to Horwitz (1987), the positive beliefs about language learning can be the key to the success of language learning. The majority of unsuccessful language learners believe that they haven't got sufficient language aptitude. Similarly, Holec (1987) believed that there is strong correlation between students' beliefs of autonomous learning and

their cooperation in the classroom. He described more about passive language learners who cannot create innovative ideas of how to be autonomous learners.

Puchta (1999) gave examples of how foreign language learners formed their ideas and beliefs by following and modeling important other people, one of whom is the foreign language teacher. Beliefs about language learning are shaped by previous experiences in language learning, their teachers and their classmates. For instance, Huang (1997) discovered that teachers' beliefs about language learning can affect Taiwan language learners

### **2.3 Studies Related to Language Learning Beliefs**

Following all these assumptions, Due to all kinds of evidences, investigators believe that there is strong need for more studies about beliefs of language learning in relation to second language acquisition or foreign language learning.

Initially, discovering learners' beliefs about language learning can be helpful to change their attitudes and behavior (Benson & Lor, 1999). Furthermore, Horwitz (1987) declared that understanding learners' beliefs can be a key for new opinions and data and it can be an eraser of mistakes and errors and false beliefs as barriers of language learning. This will help them to "decondition" learners' fallacies and false beliefs that create resistance to teaching approaches of the teacher or the activities he brings to the classroom.

Horwitz found that when there is contradiction between learners' beliefs and teachers' beliefs, learners don't have enough confidence during the course generally and their final achievement is constricted. Learners cannot grant new beliefs when they confront with new opposite beliefs of their own selves. So, they cannot receive

new information (Cotterall, 1995; Donle & Sinatra, 1994). Hence, by trying to reshape learners' beliefs, educators and instructors can increase their learners' confidence and enthusiasm and attitude in language learning (Horwitz, 1987).

Discovering learners' beliefs about language learning can help to invent new skills and strategies of language learning (Wenden, 1987). It has been assumed that learners' language beliefs can be more influential than skills and strategies (Johnson, 1997). For instance, learners who preserve their own beliefs cannot apply appropriate skills and strategies of language learning. So, studying beliefs of language learners can show highlight guidance for curriculum design. Regarding this fact, Mantle Bromley (1995) focused on learner-centered beliefs and considered the need analysis. In addition to this, Cotterall (1995) tried to benefit from the discovery of language learners' beliefs to increase their autonomous learning. He did several interviews to find out the counterproductive beliefs and try to reform them (Victoria & Lockhart, 1995).

Having said all these regarding beliefs about language learning, Several studies have been done about language learners' beliefs with various participants like ESL students from different countries (Huang, 1997), American learners of foreign language learning (Simmy and Lee, 1997), EFL learners with various first languages (Wenden, 1987), in-service and pre-service teachers' beliefs (Peacock, 2011).

In summary, all of these researchers came to the conclusion that all these studies on beliefs about language learning in foreign or second language learning is really worth and the ideas inferred from such studies can help language teachers to develop their students' competency in language learning. Some scholars go even further and

advised teachers to help their students reform their beliefs about language learning; still some other scholars recommend that teachers try to raise awareness in their students with regard to beliefs about language learning.

### **2.3.1 Assessment of Beliefs about Language Learning**

Having overview on the diversity of beliefs about language learning, investigators have done several elicitation procedures. These elicitation procedures include continuous studies, conferences, explanations, articles, and reflective ideas. One of the most popular techniques is an inventory development of Horwitz: the Beliefs about Language Learning Inventory (BALLI).

## **2.4 The Development of the (Beliefs about Language Learning Inventory) BALLI**

Horwitz (1985) introduced the BALLI to study and observe teachers' beliefs on different issues and discussions about language learning. She introduced BALLI to do numerous studies and teacher education objects. For the purposes research, the BALLI is applied to discover views about the teachers' decision making in the adaption of method of teaching and tasks and to search about every possible controversy between learner and teacher beliefs. BALLI is beneficial in teacher educational system. For instance, educators can apply BALLI to understand to comprehend what kind of beliefs prospective teachers have.

The first type BALLI included twenty seven likert scale questions. These items ranged from strongly agree to strongly disagree. They tried to discover beliefs in four issues of foreign language talent, the complexity of language learning, the innate capacity of language learning and skills of language learning. Horwitz tried to adapt this version of BALLI to be beneficial for other groups too. Therefore, BALLI was improved in three types. These inventories are foreign language teacher version

(Horwitz, 1985), English as a second language version (Horwitz, 1987). It is worth mentioning that this inventory have also been used for English speaker learners of other languages.

Although Howritz did not decide to plan the inventory to benefit just in EFL context, it was adapted successfully for English-speaking learners of a foreign language. The model of inventory was applied for the English-speaking learners of a foreign language to guide researches in EFL context. The inventory questionnaire items was generally translated into first language of the learners to prevent language misunderstanding and to delight the effect language learners' language proficiency levels. The second ESL kind of the BALLI is adapted in the present research.

The second model of the BALLI 34 Likert-scale questions was designed to understand beliefs about language learning. These beliefs were classified as beliefs about foreign language motivation, beliefs about simplicity or complexity of language learning, beliefs about the essence of language learning. The subjects replied to questions ranging from strongly agree to strongly disagree. BALLE does not have total score. Each question is answered as discussion stimuli and as descriptions of the subjects' ideas about language learning (Horwitz, 1985).

## **2.5 Relationships between Beliefs and Language Learning**

In prior discussion we saw that success in language learning can be affected by believes of learners. These findings are supported by the all the evidence that have been gathered in researchers and studies. Studies showed that different learners with different levels of proficiency in foreign or second language learning have different beliefs about the process of learning a new language. Mori (1999) stated that there is

a remarkable correlation between three beliefs and achieving goals among American students who are learning Japanese (Demonstrated by every day short test, achievement test, proficiency test, placement exam). His finding in his study shows that those students that are successful in learning Japanese language usually have three beliefs: 1) They think that Japanese is not a difficult language to learn. 2) Connect several ambiguous. 3) Talent of learning a new language is not in born ability, but it is something that we can develop by ourselves.

Similarly Samimy and Lee (1997) stated that there is a relation between beliefs and success in learning Chinese as a foreign language, among final grade American college students of Chinese language. In their findings specifically they showed that usually successful students in Chinese language share these common points in the BALLI:

- The best place for learning Chinese language is Chinese speaking environment.
- Those successful students love and appreciate the opportunity to practice Chinese language with native Chinese speakers.
- These successful students all believe that they have a great talent in learning a foreign language.
- Everybody is able to learn and speak a foreign language.
- They love to find Chinese friends and colleges.
- Learning Chinese language very well will bring better job opportunities for them.
- Very much like speak Chinese language fluently.
- Speaking a foreign language is more convenient than understanding that language.

Along with two studies done by two foreign language instructors, some relations between beliefs and success in English language learning were found by Peacock (1999, 2001) in EFL context. The great investigation has been done about the language learners' beliefs of University EFL learners (1999) and Hong Kong pre-service teachers (2001). The findings illuminated that there is strong relation between general language proficiency and their attitude toward accuracy of language. According to the results of the research, while successful English language learners believed learning English was not the issue of learning vocabulary and grammar, less proficiency students refused to agree on it. The results and findings of all mentioned researchers include evidences which support the idea that there is a correlation between beliefs about learning a second or foreign language and doing successful in the learning process. There have been also some other researchers to explore whether there are any relations or correlations between beliefs about language learning and courses that may facilitates the learning process of students (Cotterall, 1995, Holec, 1987; Victori and Lockhart, 1995; White, 1999), The application of language learning design (Yang, 1992) and elements which decrease the value of learners' achievement in language learning (Horwitz, 1989).

### **2.5.1 Beliefs and Motivation**

We can think of motivation concept being made up from two main sub-types: intrinsic motivation (which results from the joy and pleasure of achieving or learning something, in other words, it's the interest that the subject or activity itself triggers in learner), and extrinsic motivation (this is result from external possible consequences such as receiving rewards or been punished). When we are discussing language learning, we can find the classification of intrinsic/extrinsic motivation in the concepts of 'integrative motivation', for example the desire and tendency to study

and learn a new language so that one could identify their selves with the culture of the language they are learning, and ‘instrumental motivation’, for instance the desire to learn a new language to have better job opportunities (Gardner 1985). Conditioning our conception of the way learners study new languages is one of the results of this intrinsic/ extrinsic classification. Considering the case of compulsory language learning, there is emphasize on extrinsic motivation. This motivation in schools usually ends up with rewarding systems (‘gold stars’, teachers praise, prizes, high grades tec.). in some other cases, extrinsic motivation can be used in pushing measurements (such as low grades, disciplinary measure etc.) to motivated students to learn new languages.

Motivation has been viewed for several decades as an important component for students to be successful in learning new languages. For almost about 3 decades, 12 motivation researches were directly by Grander and Lambert’s (1959, 1972) social psychology perspective. But latter in 1990s, the limitations of the social psychological perspective was began to be investigated by two researchers (Crookes & MSchimidt, 1991; Oxford & Shearin, 1994). They expand the social psychology prospective from just concentrating on social psychological approach: equity theories, expectancy-value theories, need theories, self-efficacy theory, attribution theory, and cognitive development theory (Dörnyei , 2001, 2005). Students’ success in learning new languages is not a matter of only aptitude. Language achievement relates not only to aptitude, but also attitudes continue to focus on the role of attitudes and motivation in second language acquisition (Gardner 2007). Central to their theoretical framework such as the social-educational model of second language acquisition developed by Gardner (1985) are three key components: integrativeness,

attitudes toward the learning situation and motivation (Masgoret and Gardner 2003:127).

Motivation is one of the highly studied issues within the field of second language education and it has been long the subject of research of many theoreticians, teachers, and psychology and other scientific disciplines. Kleinginna and Kleinginna (1981) present 102 statements referring to the concept of motivation. Therefore, it is not possible to say a simple definition of it. Keller (1983) states “Motivation refers to the choice people make as to what experience or goals they will approach or avoid, and the degree of effort will exert in this respect” (p.389).

Motivation is a key issue in teaching a foreign language as well as other subjects. The term is derived from a Latin word “movare” which means “to move”. Homola (1969) says that “motivation is a general term for all the conditions which determine any human activity”. In this influential definition of language learning motivation, Gardner (2001) maintains that motivation is basically the extent of the effort an individual is willing to exert to achieve the goal of learning a language because of a desire to do and of favorable attitudes towards such language. Fontana claims that “sufficient learning at school would not take place without motivation” (2003). Brown (2001) says that intrinsically motivated activities are those which are not compensated by anything visible, just by the activity itself. Pupils take part in activities spontaneously without outer influences. An intrinsically motivated student will be working on particular duty, because it looks fun or interesting, or the student will bring the student pleasure. In both examples the students does not work for any kind of reward (Bainbridge, 2010). Noels et al. (2001) carried out a study in which the authors considered the relations between intrinsic and extrinsic motivation and

the integrative orientation. It investigated 59 French Canadian students studying English in a summer immersion course. The participants had to complete a questionnaire addressing their reasons for L2 learning, perceptions of autonomy and competence, effort expended in language learning, motivation to pursue English studies, and course achievement. The author argue that they were not surprised when their subjects, who had devoted part of their summer vacation to this experiment, showed a high level of motivation, among of the reasons given were the students' interest in getting to know the English community better and to achieve valued personal goals or tangible rewards, such as jobs or course credits. However, whereas El-Dash & Busnardo (2001) concentrated on L2 cultural stereotypes and motivation, target culture interaction and motivation was the focus of Bongartz & Schneider's (2003) study. Data was obtained in a one-year period from the social interaction of two English-Speaking boys, age five and seven, who acquired German in an immersion context. The data revealed that preferred interactional motivation strategies led to differences in linguistic choices and hence to differences in Motivation for linguistic practice. In this sense, Linguistic development seemed to depend on social context. Another study which emphasizes the effect of the L2 culture on learner motivation and progress is Sasaki's study (2004). She was using multiple quantitative and qualitative data sources, this study investigated possible changes in Japanese' English writing behavior over a period of three years and a half. The author also examined the effect of an overseas English- speaking environment on some of the students' writing development. The results revealed that over the observation period, all of the students were able to improve their English proficiency, composition, and fluency and that the experiences of the ESL overseas students were quite helpful in improving their writing strategy, motivating them to write better

compositions. The term motivation differs among the theorists and researches from different fields and domains. In the expectancy-value theory model of achievement motivation, Eccles et al. (2005) defined learner motivation as the combination of individual's expectancy for success and their value beliefs in a task. They define expectancy as the individuals' beliefs about how well they will do an upcoming task; it depends on learners' confidence in their intellectual ability and on their estimation of the task difficulty, and relates to learners' sense of competence, self-efficacy and locus of control. In self-determination theory, competence refers to the feeling that one has the capacity to effectively carry out an action. Feelings of competence are promoted by communicating expectations that are challenging without being overwhelming. Guthrie et al. (2004) extensively explored the relationships between learners' motivation and reading performance in L1 English contexts for children, using intrinsic and extrinsic motivation as their key concepts.

### **2.5.2 Beliefs about Autonomy**

It has been consented that autonomy is a functional part which has salient influence in second language learning or foreign language learning. According to Rubin (1987), whenever language students have powerful tasks in learning process, learning can occur at the highest point of success.

Holec (1987) declared that the language students who are conscious of the methodology of learning can be successful in their learning process, and they can be considered the most successful learners. Discovering the influence of beliefs on learners' practices, desires have been made about the relationship between learners' beliefs and autonomy.

Educational experts defined Language students who grant the task of their own learning as autonomous learners. It is worth mentioning that autonomous learners

have definite beliefs that increase the influence of their participation in the learning. Holec (1987) claimed that more autonomous learners believe their task in second or foreign language learning, more understand their teachers role (they are the reader or manager of the learning), more be aware of their materials' role in learning process are characteristics of more successful learners. Holec (1987) declared that it is not possible to become successful autonomous learners who are the own managers of their thought learners unless they modify their own beliefs about language learning, the education, and the appropriate instruments to their cognition.

During several investigations about French learners who stimulated self-direct learning, Holec concluded that the language learners who were prepared when they start were more motivated and had more enthusiasm in doing tasks. Primarily, they expect themselves as the main creators with full of compulsory tasks rather than slaves or consumers. Then, they believed that their trainers are as assistant for their learning process. They don't consider their instructors as the only rich source of learning process or the main aim of process. Finally, they believe that instruments increase their learning while these instruments are in line with their learning methodologies that the learners themselves chose as perfect. Cotterall (1995, 1999) used Holec's table of independent learners' beliefs. Cotterall made an overview over the study of the run of distinctive beliefs which exist in autonomous learners' minds. She had hypothesis about the link between beliefs about language learning and autonomy. The participants of both researches were ESL students in Wellington, New Zealand of English language courses. Initially, the researchers discovered six different beliefs about language learning. These beliefs include primarily the role of the instructor, the role of the self-response, learners' independence, learner's confidence in language learning ability, learners' experiences about language

learning, and finally their approach to second or foreign language study. Based on the study, Cotterall perceived the trainers as organizers, not experts in the learning process who assessed learners' own learning achievement rather than feedbacks from their teachers. These successful learners often are independent, confident with their own capabilities and conscious about the process of their own learning. Therefore, they can be labeled as autonomous learners. Cotterall mentioned that perhaps there are no relationships between autonomy and second or foreign language learner's beliefs and made decision to follow this point in the next investigation.

Cotterall's second study (1999) was about finding the link between beliefs and autonomy. Primarily, Cotterall pointed to the kind of beliefs about the nature of the second or foreign language learning such as: the errors of learners in language learning procedure and beliefs that they require time to learn about language learning autonomy. Then, she discovered that learners' motivation to apply learning skills and strategies which are not sufficient to their succinct knowledge of the utilization of skills and strategies. Cotterall showed that learners will guess how to apply uninstructed methodologies. Furthermore, Cotterall clarified that the students' tendency to benefit from the organization of learning plan cannot guarantee that they are able to apply appropriate language learning strategies and skills. Cotterall clarified the way of learners to use unconscious language learning methods. Totally, the majority of studies show that there is direct link between learners' second or foreign language learning beliefs and their motivation to be autonomous language learners.

### **2.5.3 Beliefs about Using Learning Strategy**

In contemporary years, researchers are interested to recognize the necessity of language learner beliefs and also initiated to test the link between learners' beliefs and other learners' success. The majority of investigations testify that the beliefs of learners can have the potential effect on factors like: the selection of their learning strategies (Park, 1995; N. Yang, 1999; Zhong, 2008), the levels of learning autonomy (Cotterall, 1995; Zhong, 2010; 2013a), their learning results (Tanaka, 2004) and finally their speaking abilities in classrooms as well as language proficiency (Zhong, 2013b). Exploiting the relationship between and the application of language learning strategies has always been interesting issue. The diversity of the application of learning strategies by both successful and unsuccessful learners who have different understandings about language learning ESL contexts, like in Abraham and Vann (1987), their studies are essential in triggering learners' application of learning skills and strategies. Various researches have been done in both ESL and EFL context and their outcome was relevant and consistent in previous two decades. The results show that there are strong correlations between beliefs about language learning and learners' utilizing of language learning strategies.

Abraham and Vann (1987) investigated ESL learners with different ability levels. They interviewed successful and unsuccessful learners to obtain data about the relationships between beliefs and use of language learning strategies. Their findings showed that the two learners with various beliefs about language learning particularly on form and functions had various learning strategies. The successful learner used more flexible and various skills and strategies, whereas the unsuccessful learner perceived language learning in more constricted way and used fixed set of skills and strategies.

Wang also (1996) had great tendency in doing researches about how successful and unsuccessful language learners use language learning skills and strategies. Similarly, she discovered differences in beliefs and strategy application of the two groups. Wang used both studies and interviews in data collection. The BALLI derived beliefs about language learning, and the interviews were used to understand the use of language learning strategies. The outcomes provided the opportunity to understand that the majority of the unsuccessful learners have negative beliefs about language learning. For instance:

- 1: we don't have foreign language aptitude.
- 2: English is a difficult language.
- 3: translation in English learning is important.

On the contrary to unsuccessful language learner, successful language learners didn't have such harmful beliefs. Regarding the use of language learning strategies, Wang discovered that two groups' frequency of usage were not the same. For instance, the successful language learners used more flexible language learning skills and strategies than the others. The successful language learners used better succinct language learning strategies to do different tasks.

Similarly, Whenden (1987) observed these differences in language learning. she specifically tested beliefs and strategy of three different groups of learners function-based, rule-based, and affective-based learners by interview technics for collection. These groups of learners were found to have different beliefs about language learning and they were also found to use different learning strategies. The function-based groups of students were found to be "users of the language" by employing communication strategies and focusing more on meaning rather than form. They also

perceived listening and speaking to be essential skills. Therefore, their priority were communicative tasks and authentic materials. The rule-based group, who were considered as “learners of language” were using cognitive strategies, emphasized more on shape. They were also interested in appropriate language use and the necessity of grammar and vocabulary acquisition. The group who were described as “learns about the language” was not so much different from the other two groups with regard to the use of different strategies because they did not also used particular learning approach, focusing on form or functions. They paid attention to affective variables when they were evaluating their learning.

Three mentioned studies have the same finding about the various types of language learners with various beliefs about language learning and those they used various language learning skills and strategies. Some researches just tried to understand the relationship between beliefs and skills and strategies. They tried to benefit from the results of BALLE and strategy inventory for language learning without similarity and difference between two groups. The contexts of these researches were China (Wen & Johnson, 1997) and Taiwan (Yang, 1999). The results showed that there is strong relation between beliefs and application of skills and strategies. These strategies are self-efficacy, beliefs about the essence of language learning, the worth of language learning, the necessity of guessing, the pleasure of language learning.

The data clarified that there is strong correlation between self-efficacy and the wide usage of strategies in all parts, especially with the use of practical strategies. For instance, learners who cooperate more eagerly have positive beliefs about their self-efficacy. They read for the joy or watch movies or listen to radio and start taking part

in discussions. Huang (1997) discovered significant link between self-efficacy and the application of various skills and strategies like potential strategies.

1: I try to motivate myself to participate in discussions. (Metacognitive strategy)

2: I try to concentrate whenever other members of group. (Metacognitive strategy)

3: I try to imitate the native speakers particularly their voice. (Rational strategy)

In addition, Yang (1999) discovered that various beliefs can be lead to the use of various skills and strategies. She showed that learners who were afraid of speaking might not be successful in speaking. On the contrary, those who tried to use affective strategies like being comfortable and eager to speak.

Due to the results of these studies, teachers must concern learners' beliefs about language learning particularly during their lesson plan decision making, scheming tasks and the selection of instruments (Yang, 1999). Flowing this close connection between these self-efficacy and the sue of several strategies, teachers should take in to account students' self-efficacy by implementing a systematic, objective assessment for a complete evaluation of the progress of the students as well as indicating appreciation in students' progress (Huang, 1997).

#### **2.5.4 Beliefs about Foreign Language Aptitude**

Learning a language is considered to be one of the most vital characteristics of human existence. Being able to use the language can help us to express our ideas talk about our hopes and even will help us to articulate our dreams (Tavil, 2009). In the context of learning a foreign language, there are several factors that have an impact on the learning process, like motivation, attitudes, aptitude, age, personalities, etc (Lehman, 2006; Shams, 2008). Several researchers acknowledged that learners'

aptitude is one of the most important factors that has an impact on language learning (Fakeya, 2010).

There are different beliefs some stating that some people have special ability for learning foreign languages. However, other studies indicate that learners' beliefs can have negative effects on their language learning. Horwitz for example, the harmful effects of some beliefs about foreign language talents were examined in three researches (1985, 1987, 1988). Horwitz showed that even learners who grant language learning innate talent but believe that they do not possess this aptitude are not successful language proficiency achievers. Because their negative beliefs does not let them to use compensatory strategies and they are weak speakers.

Mori (1999) found another risk that learners take when they have the belief in the existence of language learning aptitude. She attempted to describe the learners' beliefs about language learning ability as "uncontrollable" or "fixed". In her own study of learners learning Japanese, she discussed in her research that those language learners who believe that language learning aptitude is innate and have low self-efficacy and low self-esteem are less successful achievers. On the contrary, those learners who believe that they can modify this aptitude and monitor their talents can gain more success.

In addition to several studies about the impact of negative beliefs about foreign language aptitude, several researches have been done to comprehend instructors' beliefs on language learning. Due to these findings, some studies pointed out that instructors who have negative beliefs about foreign language aptitude are exposed to the risk of harmful outcome not only on their own professional development but also

their learners' language learning process. Horwitz (1985) declared that both groups of teachers who believe or do not believe in the power of learners' aptitude of language learning are exposed to the risk taking for the performance of their students. Puchta (1999) also affirmed that the expectation of the teachers about their students' success can have potential effect in their interactions with language learners in classroom environment. He further clarified that successful professional learners are motivated to receive more introduction from their instructors both verbally and non-verbally (e.g. smiles and eye contacts). Those unsuccessful less professional learners are weak in their learning (Puchta, 1999).

Confirming all these findings, Horwitz (1989) found that highly anxious learners believed in the existence of foreign language aptitude. However, they didn't believe these sentences:

1: I have foreign language aptitude

2: Everyone can learn to speak a foreign language.

Interestingly, Oh (1996) investigated about this version of relationship. However, Oh did not discover any salient influence. Furthermore, no empirical evidence guaranteed the significant relation between instructors' beliefs about foreign language aptitude and students' language learning. Hence, a possible impact on beliefs about foreign language aptitude on teacher's teaching practices and learners, language learning requires more researches.

### **2.5.5 Beliefs on the Difficulty of Language Learning**

Beliefs about the relative difficulty of learning the second or foreign language have been examined and discussed, and it is found that this relative difficulty is relate to language learning success. Beliefs about language learning and the complexity of

language learning have also been argued particularly in relation to language learning success. Mori (1999) recognized that learners who perceive language learning as easy process are successful in language learning. Furthermore, she discovered that those who believe that language learning is complex will confront several dams in learning the target languages.

Both Horwitz (1989) and Truitt (1995) there is connection between the anxiety level and beliefs about the simplicity or complexity of language learning. The result of their findings testified that learners who believe that language learning is difficult have much higher anxiety than those learners who really perceive language learning as easy process. Due to these considerable findings, it is absolutely obvious that learners' beliefs about the difficulty of language learning can strongly be lead to success in language learning. Besides, learners who believe that language learning is not difficult can rarely be exposed to uneasiness in line with anxiety. In fact, these learners are hardworking because they try to apply their full power to achieve the highest point of success. On the contrary to these language learners, those who are suffering from the level anxiety or stress are not expected to achieve success because they preserve to do the unfamiliar language tasks and they cannot benefit from their own language skills. In fact, these learners will be very weak in doing classroom tasks.

The real evaluation and estimation are tremendously required to prevent harmful influences of false beliefs about the difficulty of language learning. The beliefs about the level of difficulty of language weather easy or difficult have the similar effect on the success of language learners. Due to this fact, the underestimation of the level of difficulty of language cannot have direct impact on being successful language

learners Horwitz (1985, 1987). Horwitz (1987) investigated the perception of language learners about the simplicity or complexity of language learning and their time-commitment. She concluded that those learners who perceive language learning as simple process but they cannot have obvious improvement might become frustrated soon. Peacock (1999) discovered that those who have real judgment about language learning are the highest successful achievers of language proficiency.

It is considerable that Diab (2000) discovered that the majority of the Lebanese participants assumed English as an “easy” or “very easy” language, and considered French as the most complex. Learners were considered to be successful in both English and French.

## **2.6 Summary**

In this chapter, the Beliefs about language learning, definition of beliefs about language learning, Characteristics of beliefs about language learning were explained, and studies on beliefs about language learning were reviewed. Furthermore, the development of the BALLI (beliefs about language learning inventory) was clarified; also relationships between beliefs and language learning were elucidated. Lastly, BALLIs’ five areas of studies were explained (Beliefs about Motivation, Beliefs about Autonomy, Beliefs about strategy use, Beliefs about foreign language aptitude, and Beliefs about difficulty of language learning).

## **Chapter 3**

### **METHOD**

#### **3.1 Introduction**

This chapter describes the methodology used in the present study. It presents an overview of the design, and describes the setting, the participants, two types of instrumentation employed, and data analysis procedures.

The purpose of this study was to investigate beliefs about English language learning of BA students in Kazakhstan. This investigation tried to use both qualitative and quantitative data to discover the difficulty and unclear elements of language learning. Every methodology has its own pros and cons (Patton, 2002). Quantitative research can show all information in detail while qualitative methodology can show generalizable information. So, the application of both qualitative and quantitative methodology can be beneficial for obtaining correct findings (Ellis, 1994). Three various data collection were applied in this study. The use of BALLE can show us the quantitative data while observation and interviews showed qualitative information.

#### **3.2 Research Questions**

1. What are the beliefs of Kazakhstan University students about English Language Learning?
2. Are there any differences and similarities between the students of Kazakh Ablai Khan University of International Relations and World Languages and Gumilyov Eurasian National University regarding the beliefs about English language learning?

3. Are there any differences between high and low proficiency University students' beliefs about English language learning?

### **3.3 Research Context**

#### **3.3.1 Kazakh Ablai Khan University of International Relations and World**

##### **Languages**

Kazakh Ablai Khan University of International Relations and world Languages is closely related to the development of foreign language teaching in the country. Established in the Soviet period in 1941, after gaining the status of university it began a new page in its history. Kazakh Ablai Khan University of International Relations and World Languages is English program University and it has scientific and educational institution providing higher school due to the fact that it is recognized multi-profile scientific and educational institution providing teaching in 14 world languages. This implies a great responsibility on university because increasing role of education represents a strategic resource in formation of national competitiveness. At the present time there are seven departments of Bachelor's program: department of translation and philology, pedagogical department, department of management and international communication, department of international relations, department of economy and law, department of oriental studies, department of additional education. This research was conducted research in department of foreign languages. The main major is English and for second language should be chosen according to the students' interests. Classes meet five hours a week, extra two hours for English speaking practice with native speaker teachers. The everyday home work for the students of English language always focuses on course books, and grammar exercises. There is a testing exam holding on every Monday for checking of one week lessons.

### **3.3.2 Gumilyov Eurasian National University**

Gumilyov Eurasian National University is a national university located in capital city named Astana in Kazakhstan. At the present time there are 14 departments of Bachelor's program faculty, Information Technologies, Faculty of Natural Sciences, Faculty of Economics, Faculty of Philology, Faculty of Law, Faculty of Mathematics, Faculty of Journalism and Political Science, Faculty of Transport and Energy, Faculty of Architecture and Construction, Faculty of Physics and Technical Sciences, Faculty of Social Sciences, Faculty of History. The University features strong foreign language education programs and holds prospective students' performance on English language teaching as one of the most important admission criteria. Further, English language education is valued as an important component of all undergraduate programs in this university. The university provides opportunities for successful students to study abroad as exchange students once a year. As the same with other departments, the foreign language department also provides a chance to successful students about learning abroad for worldwide countries, like USA, UK, China, Korea, Turkey, Japan and some other European countries, mostly holding on 1-6 months, and one or two semester academic mobility program according to the students' department.

Classes meet four hours in a week and one hour for self-studying in classroom with supervisors; in this class students can practice their oral, writing, reading, sometimes listening skills according to the schedule of courses. Outside preparation for everyday homework includes reading, grammar exercises, and portfolio assignment once a week. Teachers of English language do not use course book materials in the classroom teaching, they use their own materials that downloaded from internet or some copies of some other English materials.

Table1: Demographic information from two schools

Context	Main hour	Extra practice	Testing	Main materials	Home work for daily
<b>KAUIR</b>	5	Two hours a week for practicing speaking skill with native speaker teacher.	Have a testing exam once a week.	Course book	Main focus on course book and grammar exercise.
<b>ENU</b>	4	One hour for self-study with supervisor weekly.	--	Teachers prepare materials	Students get reading material from teachers then answer some questions according to their understanding of the text, focus on grammar exercises.

There are differences between two schools in using main materials for teaching English language, Main hours for every day, extra practices for students, and students' homework holding every day.

### 3.4 Participants

The study was done on a group of a hundred fifty Kazakh undergraduate EFL learners learning English for BA degree in two universities, one is named Kazakh Ablaihan University of International Relation and World Languages in Almaty city and the other one named Gumilyov Eurasian National University in Astana city. Most of the students were juniors (48 %), (52%) were seniors. In terms of the gender, the students were not balanced with 122 Females (81.33%), 28 males (18.67%) and their age ranged from 18 to 21.

Table 2: Demographic information about all participants

Category	Level	N	Percentage
<b>University</b>	#KAUIR	96	64%
	*ENU	54	36%
<b>School year</b>	Junior	72	48%
	Senior	78	52%
<b>Gender</b>	Female	122	81%
	Male	28	19%
<b>Age</b>	18-21	--	--
<b>Nationality</b>	Kazakh	123	82%
	Russian	9	6%
	Others(Turk, Uygur, Ukrainian, Uzbek, Tatar)	18	12%

#KAUIR- Kazakh Ablaihan University of International Relation and World Languages

\*ENU- Gumilyov Eurasian National University

One hundred fifty students were participated from two universities named ENU, and KAUIR in Kazakhstan. Ninety six (64%) students were from KAUIR, and fifty four (36%) students from ENU, 72% were Junior 78 % were Senior, gender differences were not balanced with 81 % female and 28 % male, age differences ranged from 18 to 21. Participations included seven different ethnicity that were Kazakh (82%), Russian (6%), others (Turk, Uyghur, Ukrainian, Uzbek, Tatar) 12%.

### 3.4.1 Kazakh Ablaihan University of International Relation and World

#### Languages

Total 96 students were participated on this study from Kazakh Ablaihan University, 39 (40%) students were juniors and 57(59%) students were seniors. In this study 86% were female students and males only 13%. Ablaihan University in Almaty city is a only world language university in Kazakhstan, and Kazakhstan can be consider more nationality country so for this study seven different nationalities participated, but 78% of all participations were Kazakh nationality.

Table 3: Demographic information of participants from KAUIR

Category		Number	Percentage
<b>Kazakh Ablai Khan University of International Relations and world languages (KAUIR)</b>		96	100%
<b>School year</b>	Junior	39	40%
	Senior	57	59%
<b>Gender</b>	Male	13	14%
	Female	83	86%
<b>Nationality</b>	Kazakh	75	78%
	Russian	8	8%
	Other ethnic groups (Uyghur, Turk, Ukrainian, Uzbek, Tatar).	14	14%

KAUIR =Kazakh Ablai Khan University of International Relations and World Languages

### 3.4.2 Gumilyov Eurasian National University

Total numbers of participations in this university were 54, and 31 (57 %) students were junior, senior students were 23 which can be considering 43%.

Table 4: Demographic information of participants from ENU

Category		Number	Percentage
<b>Gumilyov Eurasian National University (ENU)</b>		54	100%
<b>School year</b>	Junior	31	57%
	Senior	23	43%
<b>Gender</b>	Male	15	28%
	Female	39	72%
<b>Nationality</b>	Kazakh	48	89%
	Russian	2	4%
	Other ethnic groups (Uyghur, Turk, Ukrainian).	4	7%

ENU= Gumilyov Eurasian National University

### 3.5 Data Collection Instruments

Three types of instruments were administered in this study (a) a written Quantitative questionnaire (BALLI), (b) Qualitative semi-structured interview, (c) Qualitative classroom observations.

#### 3.5.1 Quantitative Instrument

Quantitative instrumentation in the study is BALLI, and the questionnaire considers two parts:

##### 3.5.1.1 Beliefs about Language Learning Inventory (BALLI)

The beliefs of language learning can be estimated by BALLI. There are thirty three questions in this type BALLI. The version of the ESL/EFL BALLI used for this study contained 33 items. The items on the BALLI assess learners' beliefs in five areas:

1. Difficulty of the language learning. (six items: B2, B8, B10, B15, B32, B33)
2. Foreign language aptitude. (eight items: B1, B11, B16, B19, B22, B23, B31)
3. Nature of language learning. (eight items: B7, B9, B17, B18, B24, B25, B28, B30)
4. Learning and communication strategy. ( seven items: B4, B6, B12, B14, B21, B26, B27)
5. Motivation and expectation. (four items: B3, B5, B13, B20)

BALLI was planned on the basis of ordering respondents to make an agenda of their beliefs. Horwitz (1985) was the pioneer of BALLI. She invented three versions of BALLI. There were for foreign language instructors with 27 questions (1985), for English second language learners with 27 questions (1987), for US learners with 34 questions (1988). Questions had five point scores from strongly agree to strongly disagree. Having no idea, agree. Items were scored on a five-point: AD= strongly disagree, D= disagree, U= undecided, A= agree, SA=strongly agree.

### **3.5.1.2 Learners' Back Ground Information**

To gather information about each person's background, the investigator applied the individual survey. The questions of this survey were demographic and showed the respondents' age, gender, field, duration of their education, University also include some very detailed information like name, phone number, and E-mail address that was for the students who wants to give an interview.

### **3.5.2 Qualitative Instrumentation**

Qualitative instrumentation in this study involved semi-structured interview and classroom observations.

#### **3.5.2.1 Semi- Structured Interview**

In order to corroborate the data obtained from the survey instrument, semi-structured interviews were conducted with a selected sample of participants. The main purpose of the semi-structured interviews was to collect detailed information in a systematic fashion to facilitate analyzing the participants' responses. Further, the semi-structured interviews allowed a deeper probe into the students' reasoning behind data collected through the survey, permitting the researcher to gather insights into students' thinking by giving them an opportunity to expound and entrance their answers.

The semi-structured interviews focused on five main areas:

(A) learner's attitude towards English language learning:

Question (1) How do you describe your feelings and attitudes towards English language? Do you like English language, why?

(B) Learners motivation for English language learning:

Question (2) How do you describe your motivations for English language learning, is it high or low? (why do you learn this language?).

(C) Nature of language:

Question (3) Do you think English language is easy to learn or difficult, why?

(D) Learners autonomy of language learning:

Question (4) How many hours every week or every day do you spend for learning English language?

(5) Do you individually try to work on your language skills that are separated from classroom procedures?

(E) Strategy:

Question (6) Do you know any language learning strategies? (using dictionaries, making vocabulary notebook, using internet, watching movies in English, ect...), do you use any of them in your own language learning, is it effective (does it help you?)

### **3.6 The Reliability and Validity of BALLI**

BALLI has been extensively used many researchers worldwide to describe the language learning beliefs of different language learners in different culture contexts (Altan, 2006; Rad, 2010; Kunt, 1999, 2007, 2008, 2016). Reliability and Validity of BALLI has been proved reliable and valid by a number of researchers. Cronbach alpha of 0.69 (Yang, 1999) using principal component analysis, the study identified four factors: (a) self-efficacy and expectation about learning English. (b) Perceived

value and nature of learning spoken English. (c) Beliefs about foreign language aptitude, and (d) beliefs about formal structural studies (Yang, 1999) Cronbach Alpha for the four factors ranged from 0.52 to 0.71 (Yang, 1999), 0.6 in park (1995), 0.71 in Kunt (1997), and 0.59 in Kim-Yoon (2000).

### **3.7 Data collection Procedures**

As it is considered difficult to study beliefs directly, Wenden (1991) recommends the use of questionnaire, interview and observation as instruments for data collection to research on beliefs about second language acquisition. Qualitative methods such as interviews, classroom observations were used in the interpretive and critical paradigm. Interview section clarified the difficulty of modifying learners' beliefs and some other personal external information and produced knowledge (Kvale, 1996). Data were collected using BALLI (Horwitz 1987), structured open-ended interviews, and classroom observations at two universities in two cities in Kazakhstan during the period of First of February 2016- 19<sup>th</sup> of February 2016.

I contacted with two teachers in KAUIR before doing my research. One teacher named Gulnur is a dean of foreign philology faculty in KAUIR, and another one named Maye , she is an English language teacher at the same department. Before I went to the university the teachers had given some information about me and the research that would conducted with them. It was very helpful for me because I did not need any time to explain all information about my research and myself, it could take students and teachers time as well. The teacher helped me explained the purposes and design of the study and data collection procedures.

### **3.7.1 Collecting Quantitative Data**

BALLI was used to collect quantitative data. The researcher briefly described the purposes and design of the questionnaire and explain to their students how they should respond to it (there is no discussion when they are doing the questionnaire, and no correction after their first answers). The researcher spends more than three weeks for collecting data in two universities.

### **3.7.2 Collecting Qualitative Data**

Semi-structured interviews were arranged with a total 23 students from two universities. 14 students were interviewed (10 from KAUIR, 4 from ENU) one to one, and only 9 students interviewed personally on any one day. (4 students from KAUIR, 5 students from ENU). Interviews were carried out in Kazakh language and English language according to the students exception in a relaxed manner for an average of 10 to 20 minutes for each students in a quiet room and all of them were video-recorded with the permission of the participants and all students have intermediate level (according to teachers explanation the students have same level, but actually they were in different levels because some of them started to learn English from elementary school and some others participated in English courses outside university that is why they hold different levels, but they were in same class).

It seems that collecting data through interviews has advantages and disadvantages. A crucial advantage is that interviews can collect richer data than a closed-ended questionnaire. I was able to clarify a reason or the background of participant's answers. If I had to used only a questionnaire, their answers with a vague meaning would have been misunderstood. In fact, some participants wrote a different answer from their true intention in a questionnaire. Another advantage is that interviews can

sometimes draw additional information other than intended questions. These advantages played a significant role in my understanding of the participants' beliefs about language learning.

Although I believe that the interview is an appropriate method for interpretive research, I also noticed disadvantages. One of them is that the interview is demanding for both an interviewer and interviewees because it takes time and energy, and arrangement of the date is also nerve-wracking. Another disadvantage is that the difficulty in analyzing data compared to that of a closed-ended questionnaire, but it provides richer data. For the clearer about the student's reaction in the classroom I carried out Classroom observations with permission from the learners and teachers involved. The learners were observed and videotaped in their intact classroom about 100 min in Kazakh Ablaihan University of International Relation and World Language, and 50 min in Gumilyov Eurasian National University.

### **3.7.3 Classroom Observations**

#### **3.7.3.1 Kazakh Ablai Khan University of International Relations and World Languages**

After finishing my quantitative research with 96 students and interviewed with 15 students in KAUIR, I asked permission from an English language teacher about classroom observation, and got the exception of it with the lesson time. I did the observation in one hour with video-tape recording at foreign philology department major in two languages senior students. At the beginning of the class the teacher asked home work from students (it was paper based grammar explanation home work). Teacher almost spoke in English language in the classroom, and students try to answer teachers' questions in English. However more than half of the students used Kazakh language for replay, teachers speaking time much more than students

speaking time. All the students had course books and other supplementary materials include Oxford dictionaries on their desk, some of them had IPad. The students' interaction and behavior did not show that they were influenced by my observation, so the students felt free. Teacher almost focused on asking the meaning of the new words and some of students explained meaning of new vocabulary in English, and some others give translation meaning. Since university provide free Wi-Fi to the students so they easily checked the meaning from internet, or give some examples of using this word in general life. Every student had vocabulary note book and portfolio for new grammar and new vocabulary in the class time. Students work very active in the classroom, because they try to answer questions and try to speak it in English.

#### **3.7.3.2 Gumilyov Eurasian National University**

I was at the university early morning because of getting permission from the teachers for my classroom observation. One of the teachers accepted my requirement for afternoons' class. At the beginning of the lesson time the teacher collected all students' homework, then checked it. After that there was a dictation process about 10 minutes. I did not see any course book materials from students' desk, instead of course book students using some printed materials, and dictionaries. Teacher used code switching between Kazakh and English language all the time, also students did same process as teacher had done. Some students had IPad and those students did not use any paper based materials on their hand, since they had all materials on their IPad. Students did not have any vocabulary notebook, but they had portfolio.

### **3.8 Data Analyses**

In this mixed-method study, quantitative data and qualitative data were analyzed separately.

### **3.8.1 Analysis of the Quantitative Data**

Questionnaire data collected from two universities that were coded and analyzed in SPSS (version 22) for finding out the Kazakhstan University students' beliefs about English language learning, and analyzed separately for the purposes of investigate the differences between two schools' learners beliefs about English language learning . The collected data were entered in to the SPSS program for descriptive statistical analyses.

Descriptive statistical analyses: the participants' responses were deviations for each item, each subscale and the whole scale in part 1, part 2, Part 3, part 4 and part 5. For calculating the participants attitudes towards each item in the sections of foreign language aptitude (Part 1), the difficulty of language learning (part 2), the nature of language (part 3), learning and communication strategies (part 4), motivation (part 5). Responses for strongly disagree and agree were categorized as Disagree (D), neither disagree nor agree as Undecided (U), agree and strongly agree as agree (A).

#### **3.8.1.1 Reliability of the Questionnaire**

This part shows the findings of the internal consistency reliability of survey. Reliability coefficients shows the level of subscale and the degree of internal consistency or reliability. Cronbach alpha were used for every reliability. The percent of reliability or permanent variety in every material is defined as Cronbach. Cronbach alpha can be interpreted as the percentage of reliable or consistent variance in each instrument. For the current questionnaire, the reliability of subscale of part1 (B1, B11, B16, B19, B22, B23, B29, B31), part2 (B2, B8, B10, B15 B32, B33), part3 (B7, B9, B17, B18, B24, B25, B28, B30), part4 (B4, B6, B12, B14, B21, B26, B27), part5 (B3, B5, B13, B20).

Table 5: Reliability of the (BALLI) for present study

Content	Number	Item used	Cronbach alphas
<b>Part1:foreign language aptitude</b>	8	B1=0.95/B11=0.32/B16=0.76/ B19=0.9/ B22=0.94 B23=0.3 B29=0.88/ B31=0.97	0.75
<b>Part2: the difficulty of language learning</b>	6	B2=0.87/B8=0.97/B10=0.56/ B32=0.81/ B33=0.45 B15=0.3	0.61
<b>Part3: the nature of language learning</b>	8	B7=0.65/ B9=0.93/ B17=0.7/ B18= 0.34/ B24=0.8 B25=0.73/ B28=0.67/ B30=0.99	0.73
<b>Part4: learning and communication strategies</b>	7	B4=0.98/ B12=0.78/ B14=0.46/ B21=0.98/ B26=0.94 B27= 0.75/ B6=0.75	0.81
<b>Part5: Motivation</b>	4	B3=0.92/ B5=0.97/ B13=0.98/ B20=0.9	0.94

0.76

The reliability of “Nature of language” was a relatively acceptable 0.75, the reliability of “the difficulty of language learning” was acceptable 0.73, the reliability of “learning and communication strategy” was good 0.81, and the reliability of “motivation in language learning” was excellent 0.94. The reliability of BALLI items in the questionnaire was 0.76, acceptably high. A Cronbach alpha of 0.60 is granted in quantitative data collection (Dörnyei, 2007). Due to the standard criteria, the scale of this survey is high, regarding the reliability coefficients.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The theoretical value of alpha differs from zero to one, the portion of two different variances. But, considering to the evaluation of procedure, the degree of alpha can be estimated less than or equal to one. It also contains harmful values and positive values. The main desire is to obtain higher values of alpha. Some experts expect the reliability of 0.70 or more before material application.

Although Nunnally (1978) is often cited when it comes to this rule, he has actually never stated that 0.7 is a reasonable threshold in advanced research projects. This has resulted in a wide variance of test reliability. In the case of psychometric tests, most fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.9 (Nunnally 1978).

### **3.8.1 Qualitative Data Analysis**

#### **3.8.2.1 Semi-Structured Interviews**

Initially, transcription was applied in interview. The researcher transcribed video recorded interview while she was concerning about adding data. These kinds of information are regarding these three main topics (Dörnyei, 2007). The first issue considered the non-verbal dimension like body language. The transcription was weak due to non-presence of body language like facial expressions, gestures, or eye-movement. The second problem were referred to problematic supra-segmental like anxiety, intonation and Para-linguistic elements like acoustic or non-vocal noises. The third issue focused on the imperfect speaking as the result of false starts, word repetition, stammering, or linguistically mistakes and errors (Dörney, 2007).

This level was selected to recognize the appropriate interpretation of interviews to explain and compensate the loss of data due to the non-presence of recording of the

paralinguistic elements considered in detail in this research. It is worth considering that interviews' aim was to gather data about the beliefs of language learning rather than their knowledge of language. The whole transcription included seven thousand vocabularies, saved in computer and called interviews. The print of the interview was used for in-depth several re-readings to get a comprehensive view of every person's English language background, regarding to their beliefs, attitudes, skills and strategies, and the essence of language. Cross-Checked the translation work was done by English language teacher named Gulnur Aderbekova in KAUIR. She got MA degree in translation department at KAUIR, at the same time she is a dean of foreign language department.

Table 6: Examples from qualitative research for five categories of BALLI

Main Category	Quotations
<b>1.Foreign language aptitude</b>	I can speak four languages, and I think it is easy for me to learn another language, actually learning English is easy for everyone.
<b>2.The difficulty of language learning</b>	the most difficult for me is vocabulary. I always felt that my vocabulary is not large enough, and I spend a lot of time on memorizing it. / Listening part is the most difficult for me, I cannot understand my foreigner friends because they speak very quickly.
<b>3.The nature of language learning</b>	Learning English is easier than other languages./ to live the area with people who speak English language I think it really helps you to learn this language.
<b>4.Learning and communication strategy</b>	I can say that for practice my English the most important one is watching movies, TVs in English language, and nowadays You Tube is very popular. I watch You Tubers especially TED talks I love it very much.
<b>5.motivation</b>	My motivation for learning English is holding on a good job in the future. English is an international language, I am sure if I can speak this language very well I can find a good job with good salary.

### 3.8.2.2 Classroom Observations

This step was also to reflect on the transcript to note down my thoughts, what I saw in the classroom, students reaction in the lesson time, students materials that they use in language classroom, and their memos. This reflection process could shape the

researcher's thinking about the data and influence the way the researcher would go about the research.

### **3.9 Summary**

This chapter explained the methodology used in the present study (context, instruments, participants), then clarified how the quantitative and qualitative data were collected. Finally, the data collection and analysis procedures were clarified.

## **Chapter 4**

### **RESULTS**

#### **4.1 Introduction**

The purpose of this study was to investigate University students' beliefs about English language learning in Kazakhstan. The second goal was to explore any similarities and differences between higher professional and lower professional students' interims of their beliefs about language learning and strategy use. The third goal was to investigate the differences and similarities between two University students' beliefs about English language learning.

#### **4.2 Research Question1: What are the Beliefs of Kazakhstan University Students about English Language Learning?**

The report of the findings include: (1) Descriptive analyses (frequencies, means, and standard deviation) from the BALLI, (2) a qualitative analysis of the interview data.

The present study investigated beliefs about language learning of EFL university students in Kazakhstan. The study consisted of two phases: a survey phases and qualitative study phases.

##### **4.2.1 Descriptive Analyses of the BALLI**

The BALLI was used to examine the learners' beliefs about language learning. Descriptive statistics were computed on the students' responses to the BALLI items. The five major areas of the BALLI using Horwitz' (1987) originally grouping: foreign language aptitude, difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation. Since the BALLI

does not produce a composite score of students' responses, overall frequency (%) on each item, means, and standard deviations were computed to compare two universities. Again, the results for both groups are presented together for easier comparison reference.

#### **4.2.1.1 Beliefs about Foreign Language Aptitude**

BALLI items 1, 11, 16, 19, 22, 23, 29 and 31 cover beliefs about foreign language aptitude. Item 16, 19, 22 and 31 address the concept of special abilities for language learning. Items 1, 23 and 11 address the characteristics of potentially successful language learners. Table 7 shows the participants' responses to the BALLI items in this category. 95% of the respondents believed that It is easier for the children than adults to learn a foreign language (Item B1). 91% of them would think about everyone can learn speak a foreign language (Item B31). 76% of the learners in this study thought that it is easier for someone who already speaks a foreign language to learn another one (Item B19). 72% of the students believed that they have foreign language aptitude (Item B22). 75 % of the respondents agree that people who speak more than one language well are very intelligent (Item B29). This finding also illustrated in the interview:

I am really in love with language learning. I want to know more languages, and now I can speak four languages, and I think that learning a language can keep your mind sharp, and make it clear to understand something (P10 Q1).

She thinks that learning foreign languages can help someone to understand other things better and can keep mind sharp. However, 59% of the participants disagree that “people who are good at math and science are not good learning a foreign language” (Item B23). 44% of participants disagree the idea of women are better than men at learning foreign languages (Item B11). Almost half of the students (58%) believed that some people are bore with special ability which helps them learn

a foreign language (Item B16). In interview process also can show then same idea of this point:

Learning language is depends on the person, because there are people who like to study and easy going with language learning, and there are some others who cannot learn languages (P1 Q3).

I think I am not a person for learning foreign language, because other students learn language very easily and I am not, I don't have a ability to learn foreign language (P22 Q4).

The students believe that some people have special ability to learn languages, and some people they cannot learn foreign languages.

Table7: BALLI Survey result: Foreign language aptitude

Item	AG	U	DA	M	SD
<b>1.It is easier for the children than adults to learn a foreign language.</b>	95%	1%	4%	1.67	0.70
<b>11.Women are better than men at learning foreign languages.</b>	21%	35%	44%	3.28	1.17
<b>16.Some people are bore with special ability which helps them learn a foreign language.</b>	58%	23%	19%	2.49	1.08
<b>19.It is easier for someone who already speaks a foreign language to learn another one.</b>	76%	15%	10%	2.13	0.87
<b>22.I have foreign language aptitude.</b>	72%	23%	5%	2.17	0.74
<b>23.People who are good at math and science are not good learning foreign language.</b>	24%	17%	59%	3.47	1.25
<b>29.People who speak more than one language well are very intelligent.</b>	75%	15%	10%	2.13	0.91

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<b>31.Everyone can learn speak a foreign</b>	91%	6%	3%	1.59	0.75
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**language.**

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AG=agree, U=undecided, DA=disagree/ M= mean, SD= standard deviation

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#### **4.2.1.2 Beliefs about the Difficulty of Language Learning**

The second group of BALLI items concern beliefs about the difficulty of language learning. Table 8 and 9 present the results of the BALLI items in this category. Item 2, 15, and 32 address the relative difficulty of languages. Item 33 concerns time requirement for mastering English. Item 8 concerns self-efficacy in learning English. Item 10, 11, and 12 concern the relative difficulty of language skill.

Table 8 and Table 9 show the participants responses to the difficulty of language learning. Learners' confidence for learning English language on their responses to Item B8, 90% of the participants believed that they will learn to speak this language very well (Item B8). 86 % of the learners thought that some languages are easier than others (Item B2), and a majority of the interviews were found to English language is an easier language with compare to other languages:

In comparatively speaking, for me English language is easy. Because my second language is German, compare with German language English language is very easy for me. And I think maybe this is one reason why English became International language (P13 Q3).

For me it is easier to learn English language, because I lean Chinese language as my second foreign language, consider with this English language is easier than Chinese language (P11 Q3)

There is nothing would easy to learn, but I think English language is easier than other languages. Now I can speak four languages and I realized that easiest one to learn is English language. And I think maybe this is a reason for English language became International language (P16 Q3).

According to these three participants opinion English language is easy language to learn. 44% of them considered learning to read and write in English can be easier

than learning to speak it (Item B10). However, 53% of the participants disagree with the idea that “it is easier to speak than understand a foreign language” (Item B15).

56% of the participants agree that “English is a language of medium difficult” [Item B32 (3)]. 23% of the respondents believed that they could learn to speak English language well within 3 or 5 years, if they spent one hour a day [Item B32(3)], same percentage of them thought that they could do it within 1 to 2 years [Item B32(2)]. Only 3% of learners considered that they could not learn to speak English language well in less than a year [Item B32(1)]. 42% of the respondents believed that they would not learn a language using one hour a day.

Tabel8: BALLI Survey result: The difficulty of language learning

Item	AG	U	DA	M	SD
<b>2. Some languages are easier than others.</b>	86%	6%	9%	2.06	0.79
<b>8. I believe that I will ultimately learn to speak this language very well.</b>	90%	8%	3%	1.73	0.73
<b>10. It is easier to read and write this language than to speak and understand it.</b>	44%	22%	34%	2.83	1.17
<b>15. It is easier to speak than to understand a foreign language.</b>	23%	23%	53%	3.33	0.94

AG=agree, U=undecided, DA=disagree/ M= mean, SD= standard deviation

Table 9: BALLI Survey result: The difficulty of language learning

Item	Percentage	M	SD
<b>32.The language I am trying to learn is:</b>		2.71	0.73
1)A very difficult language	5%		
2)a difficult language	28%		
3)a language of medium difficult	59%		
4)an easy language	7%		
5) a very easy language	1%		
<b>33. Is someone spend one hour a day learning this language, how long would it take him/her to become fluent?</b>		3.6	1.32
1) less than a year	3%		
2)1-2 years	23%		
3)3-5years	23%		
4)5-10 years	9%		
5)you cannot learn a language in one hour a day.	42%		

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M= mean, SD= standard deviation

#### 4.2.1.3 Beliefs about the Nature of Language Learning

In the third category, the statements in the BALLI address the issues related to the nature of language learning. The responses of the BALLI items in this category are presented in Table 10. Items 7, 9, 17 and 28 concern the roles of vocabulary learning, grammar instruction, translation, and memorization in learning English. Item 24 and 30 concern the importance of cultural knowledge and learning immersion. Item 25 concerns the perception of English learning process in relation to that of other subject areas.

As shown in Table 10, 87% of the participants agree that learning a foreign language is mostly a matter of learning a lot of new vocabulary words (Item B9). 96% of the students in this study considered that it is better to learn the foreign language in the foreign country (Item B30). 73% learners believed that it is necessary to know the foreign culture in order to speak the foreign language (Item B24). These beliefs are echoed in the interviews. As indicated in the following extra, an English-speaking environment is considered to be facilitative to the participants' learning of English by creating opportunities for them to internalize what they have learned from the class (Bernat, 2006; peacock, 2001).

I think that it is very difficult to speak native like fluent if you do not live in English speaking countries (P5 Q3).

How to learn language depends on the person, depends on the culture, depends on the society, and depends on the environment where you stay. I think the environment is very important for learners in any kinds of language learning process. If someone lives in target country, he/ she would learn this language very easily (P18 Q3).

These two students believed that living in target country is the most important part of learning languages. If someone lives in target country he/she would learn this target language very easily. 46% of the students agree with the ItemB7 "learning a foreign language is mostly a matter of translation". 87% of participants believed that learning a foreign language is mostly a matter of learning a lot of grammar rules (Item B17). 54% of students thought that the most important part of learning English is learning how to translate from their native language (Item B28).

The findings that the participants held strong beliefs about the importance of vocabulary and grammar in learning English confirm previous studies (e.g, Li & Liang, 2012; Yang, 1999; Berson & Gao, 2008; Peng, 2012).

Table 10: BALLI Survey results: The nature of language

Item	AG	U	DA	M	SD
<b>7.Learning s foreign language is mostly a matter of translating.</b>	46%	28%	26%	2.73	0.99
<b>9.Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.</b>	87%	7%	6%	1.85	0.86
<b>17.Learning a foreign language is mostly a matter of learning of grammar rules.</b>	52%	25%	23%	2.57	1.06
<b>24.It is necessary to know the foreign culture in order to speak the foreign language.</b>	73%	9%	18%	2.27	1.23
<b>25. Learning a foreign is different from learning other school subjects.</b>	59%	19%	22%	2.51	1.03
<b>28.The most important part of learning English is learning how to translate from my native language.</b>	54%	21%	26%	2.66	1.07
<b>30.It is better to learn the foreign language in the foreign country.</b>	96%	4%	1%	1.43	0.6

AG=agree, U=undecided, DA=disagree/ M= mean, SD= standard deviation

#### 4.2.1.4 Beliefs about Learning and Communication Strategies

The fourth category of BALLI items addresses issues about learning and communication strategies. Seven items belong to this category; four of them (27, 4, and 26) concern learning strategies and the others (12, 14, 6 and 21) concern communication strategies. In the category of learning and communication strategies (Table11), almost all students 96% believed that it is important to repeat and practice a lot (Item B4). 82% of the students believed in the importance of practice with

cassettes and tapes (Item B26). Majority of the participants (84%) thought that they enjoyed practicing with the native speaker they met (Item B21), from Interview result we also can find out same idea:

I am practicing English language with my friends, and we spend our most time on English clubs with foreign friends, native speakers. I think talking to foreigners, native speakers, to live the area with people who speak English, I think it really helps you to learn this language. and I really enjoy spending time with them, I mean practice my language (P7 Q5).

She said that she use to practice English with her friends and sometimes with native speakers, or some other foreign friends since they use English for international communication, and she enjoy practicing her English with others. 63% of the participants agree that it is important to speak a foreign language with an excellent accent (Item B12). In Kunts' (2007) study it was shown 80% for the same idea. 62% of them thought that it was okay to guess if they did not know a word in English (Item B6). However, exactly half of the students (51%) agree that they fell self-conscious speaking the foreign language in front of other speakers.

Table 11: BALLI Survey results: Learning and communication strategies

Item	AG	U	DA	M	SD
<b>4.It is important to practice a lot.</b>	96%	3%	1%	1.29	0.58
<b>6.Its okay to guess if you don't know a word in a foreign language.</b>	62%	17%	20%	2.5	0.96
<b>12.It is important to speak a foreign language with an excellent accent.</b>	65%	17%	18%	2.35	1.06
<b>14.You shouldn't say anything in a foreign language until you can say it correctly.</b>	37%	21%	42%	3.07	1.3
<b>21.I heard someone speaking in the language I am trying to learn, I would go</b>	84%	15%	1%	1.99	0.63

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**up them so that I could practice speaking**

**the language.**

**26.It is important to practice with cassettes** 82% 13% 5% 1.93 0.8

**or tapes.**

**27.I fell self-conscious speaking the foreign** 51% 32% 16% 2.57 0.91

**language in front of other people.**

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AG=agree, U=undecided, DA=disagree/ M= mean, SD= standard deviation

#### **4.2.1.5 Beliefs about Motivations and Expectations**

The last category of beliefs about language learning in the BALLI concern learners' motivations and expectations in learning English. Table 12 presents the results of BALLI items in this category. Item 20 concerns the importance of English learning for Kazakh people. Items 5, 13, and 3 are concerns individual motivation in learning English.

Finally, in the area of motivation and expectations (Table11), almost all students (91%) agree that if they learn English language very well, they would have better opportunities for getting a good job (Item B13). 88% of the participants thought if they get to speak English very well, they will have many opportunities to use it (Item B3). 86% of the students believed that they would like to learn English to get to know native speakers better (Item B5). From interview result we can find out the same idea:

English is an international language, it is very useful. I am sure if I can learn this language very fluent native like speaker, I can find a very good job with high salary (P3 Q4).

The most important reason for me about learning English is a getting good job in the future. If I speak this language very well I can find a good job with high salary. I want to be a translator or want to be a English language teacher in the future (P13 Q4).

Students' main aim for learning English language is for getting good job in the future, and they believe that with fluent English language they will get very good job with high salary. With a somewhat lower percentage (83) of agreement they believed that Kazakhstanis think that it is important to speak a foreign language (ItemB20).

Table 12: BALLI Survey result: Motivation and expectations

Item	AG	U	DA	M	SD
<b>3.If I get to speak this language very well, I will have many opportunities to use it.</b>	88%	5%	7%	1.71	0.87
<b>5.I would like to learn this language so that I can get to know its speakers better.</b>	86%	12%	2%	1.84	0.71
<b>13.If I learn to speak this language very well, I will help get a good job.</b>	91%	7%	2%	1.71	0.75
<b>20. Kazakhstanis think that it is important to speak a foreign language.</b>	83%	9%	9%	1.99	0.91

AG=agree, U=undecided, DA=disagree/ M= mean, SD= standard deviation

### 4.3 Summary

The Kazakhstan University students' aptitudes towards English language are: they believed that it is easier for children than adults to learn a foreign language (with 95% agreement). Almost all participants believed that everyone can learn a foreign language, and people who speak more than one language well are very intelligent. However, they did not believe the idea of "women are better than men at learning foreign languages" (with 21% of agreement).

With the respect of the difficulty about language learning area of BALLI in this study 96% of the respondents thought that the environment of language learning is

the main point for learning a foreign language. They believed that the target country is the best place for learning languages. 87% was showed from the item of “learning a foreign language is a mostly matter of learning a lot of new vocabulary”, and half of the students in this study thought that they cannot learn a language in one hour a day. Beliefs about learning and communication, the key findings from this area were that believes about the necessity of practicing. In order be perfect, more than half of the students were interested in speaking English with “excellent accent”.

Considering in motivation and expectation, participants motivated for learning English language in instrumental and integrative motivation. Almost all of them believed that if they can speak English language very well, they will get a good job.

#### **4.4 Research Question2: Are There any Differences and Similarities between the Students of Kazakh Ablai Khan University of International Relations and World Languages and Gumilyov Eurasian National University Regarding the Beliefs about English Language Learning?**

Present study investigated two school students’ believes towards English language learning as a foreign language.

The report of the findings include: (1) Descriptive analyses (frequencies, means, and standard deviation) from the BALLI, (2) qualitative analyses of classroom observations.

##### **4.4.1 Beliefs about Foreign Language Aptitude**

Table 13 shows the participants responses to the learner’s aptitude towards English language learning. Both ENU and KAUIR students reported somewhat similar opinions. For instance, 92% of the students from ENU and 96% of the KANUIR students felt that it is easier for children than adults to learn a foreign language (Item

B1). Almost a quarter of both groups believed that women are better than men at learning foreign languages (Item B11). However, nearly same percentage (58%, 59%) students agree that some people are born with special ability which helps them learn a foreign language (Item B 16). Also 76% students from ENU and 74% students from KAUIR agree that it is easier for someone who already speaks a foreign language to learn another one (Item B 19). Almost three quarters of students from both universities believe that they have foreign language aptitude. Interestingly, very less number of students like 15% and 29% from both universities agree the idea of people who are good at math and science are not good learning foreign language (Item B23). 78% from ENU and 74% from KAUIR agree with the beliefs about people who speak more than one language well are very intelligent (Item B29). Nearly all students from both universities (90%, 92%) believe that everyone can learn to speak a foreign language (Item B31).

Table 13: BALLI Survey results: Foreign language aptitude

Item	Source	A	U	DA	M	SD
<b>1. It is easier for children than adults to learn a foreign language.</b>	*ENU	92	4	4	1.76	0.70
	#KAUIR	96	--	4	1.61	0.70
<b>11. Women are better than men at learning foreign language.</b>	*ENU	15	35	50	3.5	0.97
	#KAUIR	25	37	39	3.22	1.23
<b>16. Some people are born with special ability which helps them learn a foreign language.</b>	*ENU	58	19	24	2.56	1.09
	#KAUIR	59	27	14	2.44	1.05
<b>19. It is easier for someone</b>	*ENU	76	19	6	2.13	0.75

<b>who already speaks a foreign language to learn another one.</b>	#KAUIR	74	15	11	2.15	0.94
<b>22. I have foreign language aptitude.</b>	*ENU	78	19	4	2.2	0.66
	#KAUIR	68	26	5	2.2	0.78
<b>23. People who are good at math and science are not good learning foreign language.</b>	*ENU	15	13	73	3.69	1.15
	KAUIR	29	19	52	3.34	1.3
<b>29. People who speak more than one language well are very intelligent.</b>	*ENU	78	15	7	2.00	0.87
	#KAUIR	74	15	11	2.19	0.94
<b>31. Everyone learn speak a foreign language.</b>	*ENU	90	7	2	1.54	0.79
	#KAUIR	92	5	3	14	77

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Note: A=agree, U=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages.

The percentages (%) have been rounded to the nearest tenth.

#### 4.4.2 Beliefs about the Difficulty of Language Learning

The second group of BALLI items concern beliefs about the difficulty of language learning. Table 14 and 15 present the results of the BALLI items in this category. Item 2, 15, and 32 address the relative difficulty of languages. Item 33 concerns time requirement for mastering English. Item 8 concerns self-efficacy in learning English. Item 10, 11, and 12 concern the relative difficulty of language skill. A large number of students (89% ENU and 84% KUAIR) in each group agreed that some languages are easier to learn than others (Item B2). The same majority students from both universities (89%, 89%) believed that they will learn this language very well (Item B8). Less than half students (45% ENU, 25% KAUIR) from both universities agree

the idea of it is easier to read and write this language than to speak and understand it (Item B10), and less number of students (22%, 25%) believed it is easier to speak than to understand a foreign language (Item B15). When asked about the degree of difficulty for learning English language, only 7% of the students from ENU and 4% from KAUIR considered English to be a very difficult language to learn [Item B32 (1)]; almost half of the ENU students (22.2%) and 31% of KAUIR students consider English to be a difficult language [Item B32(2)]. More than half of the students from two universities agree English language can be considered medium difficult language [Item B32 (3)].

Many students (51% ENU and 36.5% KAUIR) reported that you cannot learn a language in one hour a day [Item B33 (5)], and for the spending time of learning English language in two universities were different 26% students from KAUIR believed in 3-5 years they can learn English language [Item B33 (3)], while 28% ENU students consider 1-2 years can enough for learning English language [Item B33 (2)].

Table 14: BALLI Survey results: The difficulty of language learning

Item	Source	AG	3	DA	M	SD
<b>2.some languages are easier than others.</b>	*ENU	<b>89</b>	6	<b>5</b>	2.06	0.81
	#KAUIR	<b>84</b>	7	<b>9</b>	2.06	0.84
<b>8.I believe that I will ultimately learn to speak this language very well.</b>	*ENU	<b>89</b>	7	<b>4</b>	1.74	0.75
	#KAUIR	<b>89</b>	9	<b>2</b>	1.73	0.72
<b>10.it is easier to read and write this language than to speak and understand it.</b>	*ENU	<b>45</b>	30	<b>26</b>	2.74	1.1
	#KAUIR	<b>25</b>	37	<b>39</b>	3.11	1.23

<b>15.it is easier to speak than to</b>	<b>*ENU</b>	<b>22</b>	<b>26</b>	<b>52</b>	<b>3.28</b>	<b>1.22</b>
<b>understand a foreign language.</b>	<b>#KAUIR</b>	<b>25</b>	<b>22</b>	<b>53</b>	<b>3.3</b>	<b>0.97</b>

Note: A=agree, U=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

Table 15: BALLI Survey results: The difficulty of language learning

<b>Item</b>	<b>Source</b>	<b>Percentage</b>	<b>M</b>	<b>SD</b>			
<b>32. 1) a very difficult language</b>	#KAUIR	4%	KAUIR	ENU	KAUIR	ENU	
	*ENU	7%					
<b>2) a difficult language</b>	#KAUIR	31%	2.71	2.7	0.74	0.72	
	*ENU	22%					
<b>3) a language of medium difficult</b>	#KAUIR	56%					
	*ENU	63%					
<b>4) an easy language</b>	#KAUIR	6%					
	*ENU	7%					
<b>5) a very easy language</b>	#KAUIR	2%					
	*ENU	--					
<b>33. 1) less than a year</b>	#KAUIR	4%	KAUIR	ENU	KAUIR	ENU	
	*ENU	2%					
<b>2) 1-2 years</b>	#KAUIR	20%	3.6	3.7	1.3	1.39	
	*ENU	28%					
<b>3) 3-5 years</b>	#KAUIR	26%					
	*ENU	17%					
<b>4) 5-10 years</b>	#KAUIR	14%					
	*ENU	2%					

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5) you cannot	#KAUIR	37%
learn a language	*ENU	52%
one hour a day.		

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\*ENU= Gumilyov Eurasian National University #KAUIR= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth

#### **4.4.3 Beliefs about the Nature of Language Learning**

In the third category, the statements in the BALLI address the issues related to the nature of language learning. The responses of the BALLI items in this category are presented in Table 15. Items 7, 9, 17 and 28 concern the roles of vocabulary learning, grammar instruction, translation, and memorization in learning English. Item 24 and 30 concern the importance of cultural knowledge and learning immersion. Item 25 concerns the perception of English learning process in relation to that of other subject areas.

In the area of the nature of language learning (Table 16), in both group nearly all students 95% from ENU and 92% from KAUIR believed that it is best to learn English in an English-speaking country (Item B30). The majority of many ENU students (93%) and 85% KAUIR students strongly agree and agree the idea of learning a foreign language is mostly a matter of learning a lot of new vocabulary words (Item B9), nearly three quarter students from both universities (69% ENU, 77% KAUIR) thought it is necessary to know the foreign culture in order to speak the foreign language (Item B24). However, 66% students from ENU, and 57% students from KAUIR felt that learning a foreign language is different from other subjects (Item B25).

Exactly half of the ENU students (50%) strongly agree or agree that the most important part of learning English language is learning how to translate from native language, while slightly more than half (56%) students from KAUIR also strongly agree or agree the same idea (Item B28). Again nearly same percentage (46% ENU, 56% KAUIR) students agree the idea of learning a foreign language is mostly matter of learning grammar rules (Item B17). Slightly less than half of the students (48% ENU, 47% KAUIR) agree that learning a foreign language a mostly matter of translation (Item B7).

Table 16: BALLI Survey results: The nature of language

Item	Source	AG	U	AD	M	SD
<b>7. learning a foreign language is</b>	*ENU	48	26	26	2.74	0.76
<b>mostly a matter of translating</b>	#KAUIR	47	29	24	2.69	1.03
<b>9. learning a foreign language is</b>	*ENU	93	2	6	1.76	0.75
<b>mostly a matter of leaning a lot</b>	#KAUIR	85	8	7	1.89	0.92
<b>of new vocabulary words.</b>						
<b>17. learning a foreign language is</b>	*ENU	46	28	26	2.74	0.98
<b>mostly a matter of learning of</b>	#KAUIR	56	24	20	2.46	1.1
<b>grammar rules.</b>						
<b>24. it is necessary to know the</b>	*ENU	69	9	23	2.39	1.1
<b>foreign culture in order to speak</b>	#KAUIR	77	7	15	2.16	1.1
<b>the foreign language.</b>						
<b>25. learning a foreign language is</b>	*ENU	66	22	13	2.37	0.85
<b>different from learning other</b>	#KAUIR	57	18	26	2.56	1.11
<b>school subjects.</b>						
<b>28. the most important part of</b>	*ENU	50	26	24	2.65	0.96
<b>learning English is learning how</b>	#KAUIR	56	18	26	2.65	0.95

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<b>to translate from my native</b>						
<b>language.</b>						
<b>30. it is better to learn the</b>	*ENU	95	6	---	1.41	0.6
<b>foreign language in the foreign</b>	#KAUIR	92	5	3	1.64	0.77
<b>country</b>						

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Note: AG=agree, U=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages.

The percentages (%) have been rounded to the nearest tenth.

#### **4.4.4 Beliefs about Learning and Communication Strategies**

The fourth category of BALLI items addresses issues about learning and communication strategies. Seven items belong to this category; four of them (27, 4, and 26) concern learning strategies and the others (12, 14, 6 and 21) concern communication strategies. The responses to the items in this category are reported in Table 17.

Regarding the beliefs about learning and communication strategies (Table 17), the majority of students (94% of the ENU and 96% of the KAUIR) agree that it is important to repeat and practice a great deal (Item B4). Many from both group (85% of ENU and 80% of KAUIR) believed that it is important to practice with cassettes or tapes (Item B26). The groups were equally disposed (61% of ENU students, 63% of KAUIR students) towards guessing unknown words in English (Item B6). However, exactly half (50%) of students from ENU disagree or strongly disagree the idea that you shouldn't say anything in a foreign language until you can say it correctly, while only 39% of KAUIR students had same believes about it (Item B14).

Slightly more than half (53%) of the KAUIR students thought that they felt self-conscious speaking the foreign language in front of other people, whereas exactly half (50%) ENU students had same idea about it (Item B27). 59 percent of ENU students and 68% of KAUIR students believed excellent pronunciation is important (Item B12).

Table 17: BALLI Survey results: learning and communication strategies

Item	Source	AG	3	DA	M	SD
<b>4. It is important to repeat and practice a lot.</b>	*ENU	<b>94</b>	6	--	1.22	0.53
	#KAUIR	<b>96</b>	2	<b>2</b>	1.34	0.63
<b>6. Is okay to guess if you don't know a word in a foreign language.</b>	*ENU	<b>61</b>	19	<b>21</b>	2.48	1.01
	#KAUIR	<b>63</b>	18	<b>19</b>	2.48	0.93
<b>12. It is important to speak a foreign language with an excellent accent.</b>	*ENU	<b>59</b>	22	<b>19</b>	2.52	0.95
	#KAUIR	<b>68</b>	15	<b>18</b>	2.26	1.1
<b>14. You shouldn't say anything in a foreign language until you can say it correctly.</b>	*ENU	<b>26</b>	24	<b>50</b>	3.28	1.22
	#KAUIR	<b>43</b>	19	<b>39</b>	2.94	1.33
<b>21. I heard someone speaking in the language I am trying to learn, I would go up them so that I could practice speaking the language.</b>	*ENU	<b>89</b>	11	---	1.93	0.54
	#KAUIR	<b>79</b>	19	<b>2</b>	2.3	0.69
<b>26. It is important to practice with cassettes or tapes.</b>	*ENU	<b>85</b>	13	<b>2</b>	1.83	0.72
	#KAUIR	<b>80</b>	13	<b>7</b>	1.97	0.85
<b>27. I fell self-conscious speaking</b>	*ENU	<b>50</b>	13	<b>2</b>	2.57	0.72

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the foreign language in front of	#KAUIR	53	29	<i>19</i>	2.56	0.95
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other people.

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Note: AG=agree, U=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages.

The percentages (%) have been rounded to the nearest tenth.

#### **4.4.5 Beliefs about Motivations and Expectations**

The last category of beliefs about language learning in the BALLI concern learners' motivations and expectations in learning English. Table 18 presents the results of BALLI items in this category. Item 32 concerns the importance of English learning for Kazakh people. Items 5, 13, and 3 are concerns individual motivation in learning English. In the area of motivation and expectations, ENU students showed higher agreement for all items compared to KAUIR students, except the opinion of people in Kazakhstan for speaking English language is important in country. A large number of ENU students (91%) and KAUIR students (85%) believed that they would have better opportunities for using English language in their country (Item B3). More ENU students (87%) and KAUIR students (85%) thought that they would like to learn English language so that they can get to know its speakers better (Item B5). Nearly all students from both universities (93% ENU, 90% KAUIR) strongly agree or agree that if they can learn English language very well, they would get a good job (Item B13). Most KAUIR students (84%) believed that people in their country felt that it was important to speak English very well, while 78% ENU students agree or strongly agree the same point with them (Item B20).

Table 18: BALLI Survey results: Motivation and expectations

Item	Source	AG	3	DA	M	SD
<b>3. If I get to speak this</b>	*ENU	<b>91</b>	4	<b>6</b>	1.59	0.81
<b>language very well, I will</b>	#KAUIR	<b>85</b>	6	<b>9</b>	1.8	0.93
<b>have many opportunities to</b>						
<b>use it.</b>						
<b>5. I would like to learn this</b>	*ENU	<b>87</b>	13	---	1.76	0.67
<b>language so that I can get to</b>	#KAUIR	<b>85</b>	11	<b>3</b>	1.88	0.73
<b>know its speakers better.</b>						
<b>13. If I learn to speak this</b>	*ENU	<b>93</b>	6	<b>2</b>	1.8	0.71
<b>language very well, I will</b>	#KAUIR	<b>90</b>	8.3	<b>2</b>	1.65	0.77
<b>help get a good job.</b>						
<b>20. Kazakhstan's think that</b>	*ENU	<b>78</b>	15	<b>7</b>	2.07	0.82
<b>it is important to speak a</b>	#KAUIR	<b>84</b>	7	<b>8</b>	1.95	0.94
<b>foreign language.</b>						

Note: AG=agree, 3=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages.

The percentages (%) have been rounded to the nearest tenth.

## 4.5 Summary

There are a lot of similarities between two schools' students' beliefs about English language learning, also appears some differences. With the respect of the difficulty of language learning, the differences were about "it is easier to read and write English language than to speak and understand it". Only 25% of KAUIR respondents agree this point, while 45% was shown in ENU students questionnaire (almost twice). When 37% of KAUIR students believed that you cannot learn a

language one hour a day, 52% of participants from ENU agree the same idea. In learning and communication strategies, exactly half of the ENU students disagree the idea of you shouldn't say anything until you can say it, while 39% of the participants from KAUIR also disagree this point.

These two universities are different from each other may be that is a reason for the differences of the students' beliefs about English language learning, one is world language university the other one is national university but include foreign language department. The differences between two universities are in several parts. Firstly, KAUIR provide five hours a week for main session course; also include two hours for oral practice with native speaker teachers. They use main course book materials for classroom language teaching, and there is a texting exam once a week. However, ENU provide four hours main course, extra one hour students working time with supervisor weekly. They don't have any course book material, teachers' of English language teaching were responsible for materials (teachers bring different materials to the classroom according to teacher's needs). The differences of students' reaction and teachers can be clearly identified in classroom observation process.

#### **4.6 Research Question 3: Are There any Differences between High and Low Proficiency University Students' Beliefs about English Language Learning?**

In order to categorize the students as "high" and "low" proficiency learners, two language instructors were asked to identify "high" proficiency level and "low" proficiency students in their classes on the basis of certain criteria: classroom observation, students' participation and performance, progress and students' assignments, their weekly task, and their communication ability (speaking ability). The beliefs that "the teachers are in the best position to make judgments about

students' relative success, and as they had been observing their students" was taken into for identifying learners level about English language. There were four "low" and four "high" proficiency level students in the semi-structured interview phases.

The analysis of the data from the three sources reveals that the students learning approaches were influenced by their beliefs about language learning to a certain extent. According to the interview the high proficiency and low proficiency students had different beliefs about English language learning.

The interview questions were on four main area of BALLI.

1. Motivation for English language learning.
2. Beliefs about the nature of language learning.
3. Beliefs about English language learning autonomy.
4. Beliefs about English language learning strategies.

#### **4.6.1 Learners Attitude towards English Language**

An interim of identifying students' attitudes towards English language one interview question was proposed. According to the report there are eight reasons given by students for loving English language (Table 19). Firstly, 43% students love this language because it is an international language. Secondly, 17% students love English language because of their future job. Thirdly, only two students love this language because they interested in culture of English speaking countries. One students (4%) love English language because of the motivation from his parents. 9% of the students in the interview love this language for the reason of they love learning languages. Another reason for loving English language from one student was that she loves this language because of getting higher education. Lastly, one student (4%) loved this language because of the affection of his native speaker teacher.

Q1. How do you describe your feelings and attitudes towards English language? Do you like this language? Why?

Table 19: Q1 interview results: students' attitude towards English language

Main answers	the number of the students	Percentage (%)
1. I love English language because it is international language.	(1), (9), (11), (12), (14), (16), (17), (18), (21), (23)	43%
2. I love this language because of my future job.	(3), (5), (6), (19)	17%
3. I love this language because of the native culture.	(7), (20)	9%
4. I love this language because my parents motivated me.	(4)	4%
5. At the beginning it was difficult for me, but now I love this language.	(2)	4%
6. I love English language, because I love learning languages.	(10), (13)	9%
7. I love English language, because of affection from my native teacher.	(15)	4%
8. I love this language because of getting higher education.	(22)	4%

Each number [(1)(2)(3...(23))] represent a candidate of the participant.

According to the interview results 43 percent students love English language because it is an international language (1), (9), (11), (12), (14), (16), (17), (18), (21), (23).

They are expressed their view as follows:

Actually I am very love English language. I think that it can help us to understand global skills or to understand globally, because it is an international language, technology of the language. it is very important for our future carrier (P9).

yes I love English language because it is the most popular language in the world, and we use this language for many professional level, that is why I like this language very much (P14).

yes, I like it because it is very important language and international language (P17).

I like this language because English as an international language, if you know this language very well you will not have any difficulties in communicating with others (P18).

English language is a most popular, international language in the world. I live this language very much because of the worldly using (P21).

of course I love this language very much. It is an international language, global language, and in the 21<sup>st</sup> century everyone should speak this language (P23).

**P9** express that he loves English language because it helps him to understand world, and it is an international language, and this language is very important for his future carrier. **P14** said that because English language is an international language that is the reason for her to love this language. **P17** believes English language is a very important language and international language, and this is the main reason of loving this language. **P18** says that if you know English language, you will not have any problem for communicating with others. **P21** mentioned that he loves English language very much because it is an international language, worldly using language. **P23** believes that in the 21<sup>st</sup> century everyone should speak English language, because it is the language use for internationally.

#### **4.6.2 Learners Motivation towards English Language Learning**

Motivation has been discussed as one of the main factors accounted for success in second language learning. The majority in all studies reported high motivation for learning English. The students' beliefs that English is an international language, it is

important in their country, and they want to learn English for instrumental and integrative reasons such as good job opportunities, English-speaking friends, knowing about English speaker, or native culture.

Q2. How do you describe your motivations for English language learning, is it high or low? Why do you learning English language?

Table 20: Q2 interview results: English language learning Motivation

Main answers	The number of students	Percentage (%)
<b>1. My motivation is not high.</b>	(1)	4%
<b>2. For good job.</b>	(2), (3), (7), (8), (11), (13), (17), (19), (21)	39%
<b>3. Speak like native speaker.</b>	(5), (16)	9%
<b>4. English as an International language and necessary to learn it. (Traveling)</b>	(6), (18)	9%
<b>5. For knowing more languages.</b>	(10)	4%
<b>6. Get motivation from others (friends, teachers, parents, native speakers).</b>	(12), (14), (22), (23)	17%
<b>7. For getting good knowledge.</b>	(15), (20)	9%

Each number [(1), (2), (3)...(23)] represent a candidate of the participant.

English language learning motivations for participants (23) were different. The result for the motivation was categorized seven different parts. In first part 39% of the responds were motivated by instrumental reasons such as getting good job opportunities (Table20). Nine percent students were motivated by their dream about

speak like native speakers. 17 % students in the interview were motivated by others, like their parents, friends, teachers, native speakers. They expressed their perception as follows:

English today is everywhere. If I wanted to successful life I have to learn this language. I have to know this language very perfectly then I will have a good job and good life (P1).

I think my motivation is very high. English as an international language, it is very useful. I am sure if I can learn this language very fluent like native speakers I can find very good job with high salary. And there is another reason for me to learn this language that is I line traveling, I want to travel all over the world and I am sure with English language I will not have any problem in communicating with other foreigners. All people speak English language in the world that is very good (P3).

My motivation is very high, because English is a language of international communication and we use it in whole world, and I am sure if I can speak this language like native speaker, I will get a good job. and another motivation of mine is I want to learn native culture (P7).

The most important reason for me to learn English is getting a good job in the future. Secondly, I love learning languages, and language is a tool for communication with foreigners and gets the news from internet. English is an international language, so if I can speak this language very good I can get my dream easily (P9).

Mu future is very connected with English language I think, because in the future I want to be connected with the world like an international relation job. I have a dream to be worker in international relation about worldwide countries. These are my motivations (P19).

**P1** express that everyone can speak English language in the world, and she believes if she can speak this language very well she will find good job, and good life. **P3** says that she has two different motivations for learning English language one is for getting good job, the other one is for traveling all over the world, and she believes if she can speak English language she will not have any problem in communication with others. **P7** says that his motivation is very high. She believes if she can speak English language very fluently like native speaker, she will find good job, and she is interested in learning target culture. **P9** says that the reason for learning English

language is having a good job in the future, and she believes English is the language of world communication. **P19** says that he is motivated because of getting good job.

#### 4.6.3 Learners Beliefs about Nature of Language Learning

According to the interview result (Table 21) 26% of the participants believed that learning English language is depending on the learner's ability, their language learning style, strategies. Slightly less than half of the students (43%) believe that English language is easier than other languages. 9% of the students in the study believed that Learning English language needs practices, hard work, and native environment. Some others (13%) believed that English language is not easy language.

Q3. Do you think English language is easy to learn or difficult, why?

Table 21: Q3 interview results: nature of language learning

Main answers	The number of the students	Percentage (%)
<b>1. Depending on the personal ability.</b>	(1), (3), (5), (8), (13), (22)	26%
<b>2. Depending on learning style.</b>	(4), (13)	9%
<b>3. English language is easier than other languages.</b>	(4), (5), (7), (9), (10), (11), (16), (19), (22), (23)	43%
<b>4. It needs practice and hard work.</b>	(6), (20)	9%
<b>5. It is depending on the environment.</b>	(5), (14), (18)	13%
<b>6. It is not easy language.</b>	(8), (10), (12)	13%
<b>7. Because of technology we learn it easily.</b>	(17)	4%

Each number [(1), (2), (3)...(23)] represent a candidate of the participant.

The students articulated their opinions as follows:

It depends in the person, because there are people who like study and easy going with English language, and there are some others who cannot learn languages (P1).

I think it is depending on the person. In comparatively speaking for me it is easy, because my second foreign language is German language. Compare with German language, English language is very easy for me, and I think maybe it is a one reason why English language became an international language (P3).

Well it depends, I think it is very difficult to speak native like fluent if you don't live in English speaking countries. However, if you study hard you can achieve a good level of English language (P5).

I don't find difficulties in it. From my personal experiences I don't think it is difficult but maybe to others it might be difficult. It depends on the person. If the person hard working s/he would learn any language, and it needs practices (P13).

**P1** explained that learning English language it is depending on the person, because there are some they have special ability to learn languages, and there are some they cannot learn foreign languages. **P3** thought learning a language is depending on the person, and she said that for her English language is not so difficult, because she is learning German language at the same time and that language is more difficult than English language. **P5** believes that learning a foreign language is depending on the person, and it is impossible getting native like fluent in language, but if you work hard she said you will get good level. **P13** said that it depending on the person, for her English language is not difficult language, but she said that maybe for others it might be difficult language.

#### **4.6.4 Learners Beliefs about Difficulty of Language Learning (Spending Time)**

According to the interview result (Table 22) higher professional level and lower professional level students spend different time for learning English language. Lower professional level students spend only one hour a day, while higher professional level

students try to spend more hours on learning English language like, 3-6 hours per day. And others spent at least two hours every day.

Q4. How many hours every week or every day do you spend for learning English language?

Table 22: Q4 interview results: difficulty of language learning (spending time)

Main answers	the number of the students	Percentage (%)
1. One or two hours a day.	(9), (11), (12), (13), (17), (21), (22), (23)	35%
2. At least two hours a day.	(2), (3), (4), (14), (16), (19), (21), (22), (23)	39%
3. 3-6 hours a day.	(5), (8), (10), (15), (18), (20)	26%
4. 3-6 hours a week.	(1), (6), (7)	13%

Each number [(1), (2), (3)...(23)] represent a candidate of the participant.

With regarded to the beliefs about “learning English language”, there were no similarities between the higher professional level students and lower professional level students for spending time on learning English language. As for differences the higher professional students spend more time on learning this language, they expressed their perception as follows:

Now I am practicing my English around university and search for the information from the internet, try to watch films and of course to read books in English. I think reading is a best way to improve your knowledge as well as skills in English. For all my practice I spend at list two hours every day, about fifteen or seventeen hours per week (P3).

I spend five or four hours a day for learning this language, so it is about forty hours a week (P5).

I try to practice my English every day, maybe three hours a day (P8).

Except for university classes I spend more than three hours per day for learning this language, including watching movies, practice my speaking skills with my friends. I have many international friends, communicate with them in English through WhatsApp, Skype, Facebook, etc... there are also English websites named Interpose, Kaki, I know many of them and they are very useful (P14).

I spend 4-5 hours for studying on it every day. Now I am preparing IELTS exam, that is why I am spending my all time on learning it. But other days I mean before I spend more than two or three hours per day on learning this language (P15).

I cannot say the exact hour of my time that I spend for learning English language every week, but usually by watching movies, listening to music, reading books I spend more than three hour a day I think (P18).

I spend my lots of time on learning this language. Except my university study I spend more than three hours every day on it. I love reading short stories in English, and every day I spend one hour for reading, one hour for doing my English homework, and doing some grammar exercise some time (P20).

**P3** says that she spend at least two hours every day for learning English language, and she use too read books, watching movies. She believes that reading is the best way of improving knowledge and language skills. **P5** said that she spends around five or four hours per day for learning English language. **P8** said that he try to practice his English every day, and spend about three hours a day. **P14** express that she spends more than three hours per day for learning English language. She has lots of international friends and she try to communicate with them for improving her English skills, also try to watch movies in her free time. **P15** said that she is preparing IELTS exam, so she spends more time on learning this language, maybe five or four hours spending on it every day. **P18** said that I cannot say the exact time for learning on English language, but include watching movies, reading book maybe about more than three hours a day. **P20** said that every day for doing homework,

reading some materials and also focusing on grammar exercises she spends one hour per day.

Lower professional level students' expression for spending time on learning English language:

Despite the hours that I spend at university maybe three hours a week. Since I have other subjects I should focus on, so I just try to my best on this language, maybe more than three or four hours a week (P1).

Except university class time, I spend five hours a week for learning English (P7).

I think I spend five or six hours a week for learning English (P6).

One hour at least a day (P9).

I try to spend my all time on this language. I think I am not a person for learning a foreign language, because why the other students learn language very easily and I am not? This is a big question for me. I spend my most of the time on learning grammar; I don't have any foreign friends for communication, I mean with native speakers. But my teacher said that it is impossible to learn one language without grammar, I don't know which idea is writing. I want to take English course with native English speaker, maybe I will find out my answers. I spend one or two hours a day for learning English language (P22).

**P1** said that she try to spend more time on learning English language, but she has other subject she should focus on, so she just spend three or four hours a week. **P7** said that she spend five hours a week for learning this language. **P6** said that she spend five or six hours per day for learning this language. **P9** said that for learning English language she spends one hour a day. **P22** said that she try to spend her all time on learning English language, but she believes that she is not a person for learning foreign language, because she thought other can learn this language very good but I cannot learn it. She spends her most time on learning grammar rules and she complained because I don't have any foreigner friends for communication, practice speaking skill. She wants to take English course with native speaker teacher,

and she believes with native speaker teacher she can improve her language skills in a short time.

#### **4.6.5 Learners Beliefs about English Language Learning Strategies**

As a result of interview (Table 23) there are differences between higher professional students and lower professional students using language learning strategies on learning. Higher professional students not just limited on learning text books, learning vocabulary and grammar, they were more focus on communication strategies like, try to communicate with others in English, watching movies, reading books and magazines. One very important difference was one of the higher professional student always try to use task based learning strategies. For example, checking his level from online or doing tasks always. However, almost all lower professional level students focusing on learning grammar rules, and said they don't know any other language learning strategies.

Q5. Do you know any language learning strategies?

Table 23: Q5 interview results: English language learning strategies

<b>Main answers</b>	<b>The number of the students</b>	<b>Percentage (%)</b>
<b>1. I don't know the good language learning strategies.</b>	(1), (17), (22)	13%
<b>2. Learning grammar and new words.</b>	(1), (13)	9%
<b>3. Communicate with others (native speakers).</b>	(2), (5), (11), (19)	17%
<b>4. Focusing on checking English language level (test based</b>	(3)	4%

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earning).

<b>5. Practice a lot.</b>	(6)	4%
<b>6. Listening and reading.</b>	(7), (9), (12), (14), (19), (21), (23)	30%
<b>7. Watching movies, listening to the music's.</b>	(8), (16), (15), (20)	17%
<b>8. Ideal expectations. (practice with native speakers)</b>	(17), (18)	9%
<b>9. Using strategies depending on the students level.</b>	(19)	4 %

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Each number [(1), (2), (3)...(23)] represent a candidate of the participant.

The higher professional level students perceived “learning a foreign language” as something related to communication, for example, to acquire the means of communication or learning from every day conversation, watching movies, listening to music. They expressed their view as follows:

I am learning English through activities like games, films and communication with foreigners or try to speak English with my friends. They cannot speak very well but we try our best to practice it (P2).

I think the best strategy for learning English is to speak it and especially with native speakers, and we lots of opportunities using this language outside classroom. For example, in English courses you can speak with native speakers, using internet, Skype and other programs, movies, TV programs (P5).

lower professional level students though learning a foreign language is learning a grammar rule or learning new words, and some of the lower professional students said that they don't know any language learning strategies, and this is a reason for them cannot get good level of English. They expressed their view as follows:

I started learning English language at university; I don't know good language learning strategies. I think that is why my English language is not good. Just reading some texts from journals or internet, and sometimes watching videos but I don't really understand them. Sometimes I watch videos but I don't really understand them. Sometimes I spend my time on learning grammar, because I think grammar is more important in learning language process. I am sure it is impossible to speak the foreign language before you learn its grammar perfectly (P1).

I don't know any effective language learning strategies, if I know I will not have these kinds of difficulties on it actually (P22).

In generally I carry on my vocabulary note book with me because of taking notes. I used to taking notes about grammar or new words for understanding or remembering, and I can say that this strategy helped me a lot. Because, I can take my notebook wherever I am, even in the bus or coffee or somewhere else and try to repeat those again and again. I believe that repetition is the mother of success. I also use internet for reading, there is a Magazine named Hot English for English grammar explanation and culture explanation, I have learned a lot from it (P13).

Students' ideal expectations: there are two (9%) students with ideal expectation for learning English language or learning foreign languages. They didn't use these kinds of strategies but they believe in these ways.

I don't know any language learning strategies this is different from others. I use the way as same as others using. I use dictionaries every day. I downloaded oxford dictionaries. But I think it is not good way for learning languages, because for learning any language the practice is the most important one. I don't have any foreign friends for communication or practice my English. I have a native speaker teacher, but have class once a week and only one hour, and it is not enough for me. I want to take English courses outside of university with native speaker teachers. The cost with native speaker teacher is expensive but I have to improve my language skills. My parents also believe that having class with native speaker is the best way to learn English language. I can say that the best strategy for learning a foreign language is having an opportunity to use this language in your daily life. I mean if someone has a chance to communicate with native speakers/he will learn this language very well and in a short time. if there is no opportunity to use this language outside of the classroom, just using books and under the helping of teachers, it will more difficult to learn this language (P17).

I think the native environment is the best place for learning any languages. I want to go to USA for learning English, I mean for improving my English. I want to get a native like level (P18).

One higher professional level student (4%) beliefs that for using strategies on learning English language or any foreign language is depending on the students' level:

I think I know a lot of language learning strategies, like reading books, watching movies, listening to the song in target language, but I think what kinds of strategy do people use, it depends on what kind of level they have. Because when I was beginning level, I always use to have vocabulary note book, instead of reading text used to memory the vocabulary. Then when I was in intermediate level, I use dictionaries always, but then I found that the most important strategy for he learners is to learn how to listen improve the listening skills, learn how to write about your idea on the paper. According to my experience of learning language, I would say practice your oral speaking fist then you can develop other skills easily (P19).

He explained that according to his experiences throughout his learning process, using what kind of language learning strategies is depending on the learners' level. But he conclude that the most effective way of language learning is improve listening and speaking skills fist then the learner can easily develop other language skills in a short time.

#### **4.6.6 Learners Beliefs about Language Learning Autonomy**

Higher professional level and lower professional level students individually work on learning English themselves. Lower professional level learners always try to learn new vocabularies, watching movies without subtitle. On the other hand higher professional level students try to communicate with others, reading several kinds of materials like, short stories, newspapers, watching movies with subtitles. Almost half of the students (44%) did same work for individual language learning like, watching movies and videos in English without subtitle. Thirteen percent students tried to work on learning new words, grammar rules, making vocabulary notebooks. Nine percent students focus on reading short stories or newspapers in English. Four students (17%) try to communicate with foreign friends. Also 13% of the students using internet for reading English materials (Table 24)

Q6. Do you individually try to work on your language skills that are separated from classroom procedures?

Table 24: Q6 interview results: learners' autonomy for language learning

Main answers	the number of the students	Percentage (%)
<b>1. Watching movies and videos in English.</b>	(5), (3), (4), (8), (14), (9), (20)	30%
<b>2. Learning new words, learning grammar rules, making vocabulary notebooks.</b>	(2), (1), (22), (9)	17%
<b>3. Read short stories, magazines, newspapers in English.</b>	(6), (23), (3), (5), (6), (13), (15), (19), (18), (4)	43%
<b>4. Focus on communication</b>	(7), (11), (14), (16)	17%
<b>5. Create your own strategies</b>	(10), (5)	9%
<b>6. Do not know about self-learning</b>	(12)	4%

Each number [(1), (2), (3)...(23)] represent a candidate of the participant.

Autonomy for language learning part was categorized as same as other parts of interview questions. The main ideas were focus on six different arias (Table 24). According to interview results 30% of the students were spending their more time on watching movies and videos in English. 17% of the students more focus on learning new words and grammar rules. However, 43% students believe reading is the best method for learning languages. on the other hand 17% students said that communication strategy is the key for learning languages. Two students (9%) create their own language learning strategies, because they believe people are different and

different people can create their own learning strategies according to their ability, and only one student mentioned that she doesn't know about self-learning. They expressed their view as follows:

Of course I try to improve my English skills by reading books, learning grammar. I think without perfect grammar we cannot learn one language perfectly, so most of my time I spend on learning grammar (P1).

She thought she can improve her English throughout reading, and learning grammar.

And she believed without perfect grammar it is difficult to learn any language, and she said she spend most of her time on learning grammar rules.

I think English language is connected all my life, and my activities. I am studying about four hours at the university for my courses, and I spend about one or two hours on learning English language, it is depending on my free time actually. At weekend I spend my all time in front of the computer for reading, watching, playing in English I just try to find out English environment for myself to practice my English (P5).

He said he spend most of his time on learning English, try to create English environment by himself like watching movies or reading English books.

Classroom procedures and learning by yourselves by using own strategies are totally different two things. Since, those classroom procedures always focus on grammar point not for speaking, that is why we couldn't speak this language. However, those strategies I use outside classroom like, reading books, watching movies are the language which is belongs to real world and real life. And this way helped me a lot for improving my English skills (P10).

He think that classroom procedures and learning by yourself are totally different two things, because classroom learning always focus on grammar rules not for speaking, and she believed that this is a reason why she cannot speak English. She try to read books, watch movies, and she thought the language from books or TVs' are the real language she needs to learn.

I don't know exactly about it (P12).

I try to my best to learn this language throughout watching movies in English, Listening to English songs and I think they have helped me to develop my vocabulary. And when I watch English movies, I don't use subtitle, because for listening is the most important part rather than reading actually, and if you

use subtitle you always focus on subtitle and forget what you are listening. And one thing I am very happy that I was in England two years ago for travel. I stayed there just 12 days but I got the target culture in the target country, I found it a great experience , and from that time I had a big motivation for learning this language very good (P15).

He use several strategies for learning English like, reading, watching, listening English songs. He traveled to England and he said that is a golden opportunity to him to understand target culture, and he motivated from it.

I do like study by myself, actually the classroom teaching is most important because the teacher can teach you something different that I cannot find from internet. As I said before I usually try to learn this language through internet and reading books (P19).

He said that there are differences between classroom learning and learn by himself. He believed classroom learning is important because he can learn something different.

Yeah, I try to learn myself. I always make vocabulary notebook, use internet for checking some materials. Especially focus on grammar point (P22).

She uses to have vocabulary notebook, and focus on grammar point.

#### 4.4.7 Main Differences Between “High” Proficiency and “Low” Proficiency

##### English Language Learners:

Based on the result of the semi-structured interview it can be identified that for “high” and “low” proficiency level learners in two different universities coming out different ideas. According to the six different semi-structured interview questions the answers from two different level students were illustrated in the table25.

Table25: Differences between “high” and “low” proficiency English language learners.

	“high” proficiency learners	“low” proficiency learners
Q1	P5) I love English language because my future is related to this	P1) I love this language because it is an international language. P9) I love this

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	language. P10) I love English language because it is an international because I love learning languages, language and it is very important for our now I can speak four languages. future carrier. P12) I love this language P15) I love this language because I because it is in an international language, have been learning this language everyone should learn it. P22) I love this more than ten years, started from language because it is an international kindergarten. I had a native speaker language. teacher who affected my attitude towards English language. P19) I like this language because I want to understand more about the world.
<b>Q2</b>	P5) my motivation is speak this P1) my motivation is not high. I love language like native speaker. P10) French language more than English. P9) my my motivation is wants to more motivation is for getting a good job. P12) I languages. P15) I want to learn this get motivation from my friends, I want to language very day that is my be like them. P22) my motivation is motivation. P19) my motivation is sometimes high, sometimes low. to be a worker of international worldwide countries.
<b>Q3</b>	P5) it is very difficult to get native P1) it depends on the person, some of them like level if you not live in English easy to learn languages and other cannot speaking countries. But if you study learn languages. P9) learning language is hard you can achieve a good level. not easy, but compare with other languages P10) compare with other languages English is easier than others. P12) for the English is easier. P15) it is up to the beginning it would be more difficult. P22) person. P19) compare with other it is depending on the person. Grammar part languages English language is easy. is difficult for me .

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<b>Q4</b>	P5) spend 4-5 hours a day.	P1) 3 hours a week.
	P10) spend 3 hours a day.	P9) one hour a day.
	P15) spend more than 3 hours a day.	P12) one hour a day.
	P19) spend at least two hours a day.	P22) at least two hours a day.
<b>Q5</b>	P5) try to find English environments for myself to practice my English.	P1) I don't know good strategies.
	P10) reading books.	P9) watch movies.
	P15) communicate with others, get target culture.	P12) I don't know exactly about it.
	P19) reading books.	P22) learn Grammar
	P5) best strategy is speaking with native speakers.	P1) I don't know good strategies.
<b>Q6</b>		P9) watch movies.
	P10) focus on communication.	P12) learning vocabulary, more focus on grammar rules.
	P15) focus on communication, more practice listening and speaking skills.	P22) I don't know any effective language learning strategies.
	P19) using the strategies depending on what level you are in. first focus on oral skill.	

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1) The “high” proficiency level language learners interested in English language because as following reasons: (a) their future carrier, (b) because of native speaker teachers’ affection. (c) Want to understand more about the world. While low proficiency level learners attitude towards English language learning are: (a) love

this language because it is international language. (b) love this language because it is international language also very important for future carrier. (c) Everyone should learn this language. In here we can understand that there are differences between “high” and “low” proficiency language learners towards English language. “high” proficiency language learners’ attitude towards learning English language is they interested in this language, or they want to know world, while poor language learners attitude towards English language is they want to learn English language because it is an international language, and they believe they should learn this language.

2) The high proficiency language learners’ motivations for learning English language are: (a) want to speak native like. (b) Learn more language. (c) Love English language. (d) For the future job, and the learner of English wants to work in international worldwide countries. However, “low” proficiency language learners’ motivations for learning English language are: (a) low motivation for learning English because she loves French language more than English (b) get motivation from friend. (c) Motivation is for getting good job in the future.

3) “high” proficiency level students believe that: (a) it is very difficult to get native like level if you not live in English speaking countries. And they believe that if you study hard can get good level. (b) Compared with other languages English language is easier. While poor language learners coming out the idea of; (a) learning language it is depending on the person some of them they can learn foreign languages, but some others cannot learn. (b) Learning language is not easy. (c) For the beginning it would be difficult. (d) It is depending on the person, and grammar part is difficult.

4) Spending time for English language learning good language learners spend more time like, 4-5 hours a day, while poor language learners always spend less time on learning English language, like, one hour a day or three hour a week.

5) language learning strategies, good language learners try to find out English environment for practicing their English, reading book is the most important strategy for them, and communicating with others. Poor language learners try to learn Grammar, watching movie or they said that they don't know any language learning strategies.

According to our analyzing between "high" and "low" proficiency language learners we can come out the idea of: "high" proficiency language learners always get integrative motivation. For example, the learners interested in English culture or they want to learn more languages, and they spend more time on learning English language, they believe that getting native like proficiency level is impossible if someone live in English speaking country, but if someone work hard can get good level of English. "high" proficiency language learners always try to find out target environment for themselves and practice their language skills, they are more focus on communication skills. While "low" proficiency language learners always spending less time on learning English language, they don't have any idea about language learning strategies, even one of the student believed that she didn't know any language learning strategies and she thought that this was why she cannot learn English language. one of the "low" proficiency language learner consider that she focus on learning grammar instead of improving other language skills in English, because she believed that Grammar is the most important part of language learning.

## 4.7 Summary

This chapter presented the findings through the analysis of both quantitative and qualitative survey. The findings indicated that Kazakhstan University students' believe (1) Children are the better learners than adults. (2) Everyone can speak a foreign language. (3) Some languages are easier than others (students compared different languages). (4) Will learn English language very well. (5) Learning a foreign language is mostly a matter of learning a lot of new vocabulary words. (6) Target environment is the best choice for learning foreign language.

The second finding was that differences between two schools students beliefs about English language learning. There were some differences in difficulty of language learning and motivation and expectations area. ENU students had stronger believes in the items of "It is easier to read and write English language than to speak and understand it", and "you shouldn't say anything in a foreign language until you can say it" than KAUIR.

The third finding was differences between poor and good language learners. It illustrated that (1) Poor and Good language learners' interesting towards English language were different. Good language learners interested in learning English (Positive), while the poor learners learn English language because it is a must job they should do (Negative). (2) Their motivations were different. Good language learners motivated by their Native speaker teachers, want to achieve native like speaker, for future carrier, or to learn more languages, while poor language learners consider that they have low motivation for learning English language, and some of them were motivated by their teachers or classmates. (3) Their' believes about foreign language learning were different. When good learners believed that if

someone does hard work can get good level, poor language learners believed that learning a foreign language is depending on person, some people can learn foreign language; some others cannot learn foreign language. (4) Language learning Strategies. Good language learners try to find out English environment for practicing their English language, like reading book, watching movies with subtitle; communicate with others in English language. on the other hand poor language learners said that they don't know any language learning strategies.

## **Chapter 5**

### **DISCUSSION AND RECOMMENDATION**

In this chapter, the findings of the study are discussed according to previous studies' findings. BALLI five areas (Beliefs about foreign language aptitude, The difficulty of language learning, The nature of language learning, The communication strategies and Motivation), differences between “poor” and “good” language learners about English language learning are discussed by addressing the relevant literature. After discussing the study some pedagogical implication, limitations of the study and recommendation for further study are given.

#### **5.1 Introduction**

The purpose of the study is to learn about learners' beliefs of English language learning in Kazakhstan university context, also want to distinguish the differences of the beliefs between poor and good learners about English language learning.

This investigation poses the following questions:

1. What are the differences and similarities between two different universities students' beliefs about language learning?
2. What differences are there in the beliefs held by poor and good learners about English language learning?
3. What beliefs do Kazakh learners have about English language learning?

A substantial amount of data was collected in this study. The data were collected with the help of a questionnaire (BALLI) with 150 students, and semi- structured interview with 23 undergraduate students. Additional descriptive data were collected

through classroom observations of the two classes from two universities (150 mins). Findings are supported by both quantitative and qualitative data, literature from chapter two will be used to show how the findings of this study support past research and data to the body of knowledge concerning learners beliefs about English language learning in general.

The BALLI findings of this study, for a better understanding of Kazakhstan University students' beliefs about English language learning compared with the previous studies, and showed both similarities and differences. The findings of the study were equated with those of the previous studies that used Horwitz's (1988) BALLI category. These studies are: (Dornyei, 2002, 2005) Turkish EFL students, Buyukazi (2010) Turkish EFL students, Diab (2006) Lebanese EFL students, Nikitina & Furuoka (2007) Japanese EFL students, Kunt (2007) Turkish university students beliefs about language learning and Kunt (2008, 2016) North Cyprus international students learn Turkish as a foreign language, Kern, (1995) American students of Japanese.

## **5.2 Beliefs about Foreign Language Aptitude**

Kazakhstan university students believe that some people have spatial ability to learn languages. Ariogul et al. (2009) compared French, English, German language learners' beliefs using of BALLI. All three groups came out the same idea of "some people have spatial ability to learn foreign language". In Kunt's study (2008) 85% of the participants thought that some people have special ability.

"it is easier for children than adults to learn a foreign language" consistent with the common wisdom that children are better than adults, especially in pronunciation (Donato, Antonek & Tucker, 1996). The younger the Child, the more skilled the

child is in acquiring L2, some researchers argue that earlier children begin to learn a second language the better (e.g., Krashen, Long and Scarcella, 1979). Considering the students' answer to the BALLI items, 95% of Kazakhstan EFL learners believed that "it is easier for the children than adults to learn a foreign language".. Also 91% of students from both schools believe that everyone can learn speak a foreign language. Horwitz study in 1987 In ESL context almost 85% learners agreed that everyone can learn to speak a foreign language. University students in Kazakhstan have self-confident about their ability to learn English language. 72% of students strongly agree to the item that I have foreign language aptitude. This is similar to the findings of Diab's (2000) and Kunt (2007, 2008). And most of Kazakhstan students believed that "it is easier for someone who already speaks a foreign language to learn another one" and "people who speak more than one language well are very intelligent" (76%, 75%) . this finding showed similar appraisers in peacock (2001) and Altass' study (2012) the result showed 85% of the participants believed that it is easier for someone who already speaks a foreign language to learn another one.

Table 26: BALLI survey: Foreign Language aptitude

Item	Source	AG	U	DA	M	SD
<b>1. It is easier for children than adults to learn a foreign language.</b>	*ENU	<b>92</b>	4	<b>4</b>	1.76	0.70
	#KAUIR	<b>96</b>	--	<b>4</b>	1.61	0.70
<b>22. I have foreign language aptitude.</b>	*ENU	<b>78</b>	19	<b>4</b>	2.2	0.66
	#KAUIR	<b>68</b>	26	<b>5</b>	2.2	0.78
<b>31. Everyone can speak a foreign language.</b>	*ENU	<b>90</b>	7	<b>2</b>	1.54	0.79
	#KAUIR	<b>92</b>	5	<b>3</b>	1.64	0.77

Note: AG=agree, U=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages.

The percentages (%) have been rounded to the nearest tenth.

### 5.3 The Difficulty of Language Learning

Considering the students' answer to the BALLI items, most of the Kazakh universities students in this study believed that some languages are easier than others, comparatively English is easier language than other languages. This is similar to the results of Diabs' study (2006), the scholar found that Lebanese University students considered English to be an easy language to learn whereas they found French to be a difficult language. Nikitina & Furupka, 2007 also came out the same idea of most learners believed that Russian is a difficult language to learn. Almost all (90%) Kazakhstan learners believed that they will learn this language very well. 59% of the participants believed that English language can be consider medium difficult language, which is also shown same findings from M. Amiryousefis' study (2015).

Table 27: BALII Survey: The difficulty of language learning

Item	Source	AG	U	DA	M	SD
<b>2. some languages are easier</b>	*ENU	<b>89</b>	6	<b>5</b>	2.06	0.81
<b>than others.</b>	#KAUIR	<b>84</b>	7	<b>9</b>	2.06	0.84
<b>8. I believe that I will</b>	*ENU	<b>89</b>	7	<b>4</b>	1.74	0.75
<b>ultimately learn to speak this</b>	#KAUIR	<b>89</b>	9	<b>2</b>	1.73	0.72
<b>language very well.</b>						

Note: AG=agree, U=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages.

The percentages (%) have been rounded to the nearest tenth.

## 5.4 The Nature of Language Learning

Peacock (2001) reports changes in longitudinal study that investigated changes in the beliefs about second language learning of 146 trainee ESL students over their 3 year program at the City University of Hong Kong. Although he reports differences in three key areas, disturbingly, no significant changes have been found. These key is: learning a second language means learning a lot of vocabulary and grammar rules, in present study 87% of the participants agree that learning a foreign language mostly matter of learning a lot of new vocabulary. Other scholars' findings, (Schmitt, 2010, 2000; Alderson, 2005; Read, 2004; Richards & Renandya, 2002) claim that vocabulary is an important part of language which forms the basis of communicative proficiency. Only 46% of them agree the idea of learning a foreign language is mostly matter of translations. This findings different from Altans' study in (2006), in his study he expressed that people believe that learning other language is merely a matter of translating from the target language or learning grammar rules or new vocabulary words, and almost 90% students beliefs that learning a another language

is a matter of translating from target language, 85% were agree the idea of the most important part of learning a language is learning vocabulary words, and almost 50% students though that learning a foreign language is mostly matter of learning a lot of grammar rules. 96% students in this study agree that it is better to learn the foreign language in the foreign country. This finding with similar appearances as a study by Kim & Yang (2010) reported that their participants imagined “an ideal study abroad context where all local English speakers around them would be willing to support their L2 development”. When compared to other studies (Horwitz, 1988; Kern 1995; Truitt, 1995) and Kim & Yang (2010) covered same findings in this point.

Regarding the nature of foreign language learning the Kazakhstan universities students in this study gave a high support to the statement “it is necessary to know about the culture” and “It is better to learn a foreign language where is spoken as a native language” with 73% and 94 %, when compared to previous studies (Horwitz, 1988; Kern 1995; Truitt, 1995). Horwitz (1987) she was high lighting the relationship between the beliefs that students have, and their language learning strategies. Beliefs about language learning may have an effect or in fact may interfere with the learners’ strategy use and choice. For example, a students who believes that a foreign language is learned in the country where it is spoken may underestimate his/her own capacity and resources to utilize in a non-native speaking environment and hence start language learning with a fairly negative expectation of his/her learning outcome. There is distinguishable relationship between language and culture, and majority of the learners believe that you cannot separate language and culture within another.

Table 28: BALLI Survey: The nature of language

Item	Source	AG	U	DA	M	SD
<b>7. learning a foreign language is</b>	*ENU	<b>48</b>	26	<b>26</b>	2.74	0.76
<b>mostly a matter of translating.</b>	#KAUIR	<b>47</b>	29	<b>24</b>	2.69	1.03
<b>9. Learning a foreign language</b>	*ENU	<b>93</b>	2	<b>6</b>	1.76	0.75
<b>is mostly a matter of learning a</b>	#KAUIR	<b>85</b>	8	<b>7</b>	1.89	0.92
<b>lot of new vocabulary words.</b>						
<b>17. Learning a foreign language</b>	*ENU	<b>46</b>	28	<b>26</b>	2.74	0.92
<b>is most matter of learning a</b>	#KAUIR	<b>56</b>	24	<b>20</b>	2.47	1.1
<b>grammar rules.</b>						
<b>28. The most important part of</b>	*ENU	<b>50</b>	26	<b>24</b>	2.65	0.96
<b>learning English is learning</b>	#KAUIR	<b>56</b>	18	<b>26</b>	2.65	0.95
<b>how to translate from my native</b>						
<b>language.</b>						
<b>30. It is better to learn the</b>	*ENU	<b>95</b>	6	--	1.41	0.6
<b>foreign language in the foreign</b>	#KAUIR	<b>92</b>	5	<b>3</b>	1.64	0.77
<b>country.</b>						

Note: AG=agree, 3=undecided, DA=disagree

\*ENU= Gumilyov Eurasian National University

#KAUIR= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

## 5.5 The Communication Strategies and Motivations

The high majority of students (91%) expressed the idea of ‘If I get to speak this language very well, I will have many opportunities to use it’. While only two percent students disagreed to the same idea. And this is a main motivation for the students to learn English:

I think my motivation is very high. English as an international language, it is very useful. I am sure if I can learn this language very fluent like native speaker I can find a very good job with high salary (P3).

My future is very connected with English language I think, because in the future I want to work on connected with world like an international relation job. I have dream to work in international relation about worldwide countries. These are my motivation (P19).

With the imagination perspective the students imagined themselves to be a member of an international organization. They found themselves that a high level of English proficiency and a global perspective would bring them one step closer to realizing their career aspirations.

According to students explanation in interview part the highest motivation for them is getting a good job in the future. The result is in line with earlier done on the field of learners' beliefs about language learning, Kunt (2007) find out 89% of the participants believed that if they learn English language well they will find out good job. also Kunt's study (2008) about International students learning Turkish as a Second language and she found out almost all student believe the same idea. Kim (2008) reported that a widespread belief among Koreans is to equate high English proficiency with better job opportunities. 95% students from two universities believe that it is important to repeat and practice a lot. By comparing this finding of this study with previous investigations, Truitt (1995) has 90%, Kunt (1997) has 96%, Kunt (2008) has 86%, Kunt (2007) has 96%, and Horwitz (1988) has 98%.

Another finding from present study is that "good" language learners spend more time compare with "poor" language learners. It can show that "time" can effect language learning achievement. Dornyei (2001) stated that certain beliefs about language learning have significant effect on learners' motivation to learn the target language; for example, beliefs about regarding the amount of time required to become

proficient in a second. Furthermore, the results show that the use of new technologies and computer assisted programs can enhance vocabulary learning and teaching.

Interview result explanation:

I cannot say that English language is difficult, because we have all opportunities in today to learn this language. We have language school, now we have good native speaker teachers, and also we have lots of materials that provide us more opportunities for learning English language like, internet, E-materials, and using technology. We can use Skype, Facebook for communication with other foreign friends. That means we can easily create English language environment by ourselves (P17).

This present research is in consensus with Carmean & Haefner (2002). They believed that new technology can create an educational environment which is social, active, contextual, engaging and students- owned. They can provide students with authentic materials which are not easily accessible in traditional ways. Also, they can increase students' contact and exposure to the language through providing authentic materials that can be reached and worked on at the students' ease (Blak,2011; Melodie, 2014). And other studies for example, M. Amiryousefi, 2015; Carmean and Haefner ,2002) believed that new technologies can create an educational environment which is social, active, contextual, engaging and student-owned. They can provide students with ample authentic materials which are not easily accessible in traditional ways. Also they can increase students' context and exposure to the language through providing authentic materials that can be reached and worked on at the students' ease (Blake, 2011: Melodie, 2014). Moreover, language learners can repeatedly see, listen to or watch the material and vocabulary elements (Brett, 1996).

## **5.6 “High” and “Low” Proficiency English Language Learners**

Taking a look at the semi-structured interview phases the participants (four “high” and four “low” proficiency learners) were came out in five different arias within different idea about language learning. Firstly the main reason for language learning.

Secondly, differences in motivations. Thirdly, differences in the students beliefs about nature of language learning. Fourthly, differences in the time for spending on learning English language. Fifthly, differences in the use of strategies. “high” proficiency English language learners try to find out English environment for practicing their English, while “low” proficiency English language learners focus on grammar rules. If we look at the previous research (Horwitz 1985, 1987; Mori, 1999; Wang (1999) found out that unsuccessful language learners tended to possess negative beliefs while successful learners have positive beliefs about language learning. (Chamot, 1987; Rubin, 1975; Stern, 1975) focused on what it was that “good” language learners actually do unlike what the “poor” learners do when they try to learn a second or foreign language. . This interest was stimulated particularly by the assumption that some students are more successful than others in learning a foreign language under the same environment, and “good learners” differ to some extent in certain sets of behaviors which they employ to enable them to be more successful. by considering how he is successful, what strategies, what cognitive processes he uses to learn a language, we may be led to well-developed theories of the processing of linguistic information which can be taught to others (Rubin, 1975). Rubin (1975), Stern (1978) and Naiman et al. (1978) initially attempted to identify characteristics of the good language learner and came up with an inventory. Good language learners are characterized by (a) making inferences, (b) using sources and strategies including gestures, paraphrasing, and accommodation skills, (c) making use of cognitive skills such as analyzing, categorizing, and synthesizing, (d) taking practicing opportunities such as meeting people and joining social activities, which would enable them to use the target language in an authentic communicative context, (e) observing people who use the target language well, (f) taking responsibility for

their own learning and tailor their learning conditions, (g) challenging the complexities of the target language, (h) associating new items with the learned ones and (i) being keen on analyzing, categorizing, synthesizing the information he/ she encounters in order to classify it and grasp patterns in the language.

## **5.7 Conclusion**

The current study is consistent with the findings of earlier studies in the literature on learners' beliefs about language learning. When compared to Horwitz (1985, 1987, 1988) on American foreign language students, Yang (1992) on Taiwanese EFL students, Truitt (1995) Korean EFL students, Kern, (1995) on American students of Japanese, Oh (1996) on American students of French, Kunt (1997, 2007) on Turkish speaking students of English, Kunt (2008, 2016) on International students beliefs about learning Turkish language as a second language.

Compared to the other students learning English as a second language, in this study Kazakhstan university students do have strong beliefs about learning a foreign language is a mostly matter of learning a lot of new vocabulary words, and they do believe that it is better to learn the foreign language in the foreign country. Unlike most of the studies, Kazakhstan University students in the present study were more motivated to learn target language well, both instrumentally motivated and integratively motivated, the participants in this study not very much interested in target culture, and also they do not believe the idea of it is very important speaking a foreign language with "an excellent accent". Kazakhstan university students do believe that compared with other languages English is not difficult language.

“high” and “low” proficiency English language learners had different language learning beliefs according to using language learning strategies, their language learning motivations, their attitudes towards English language, even the time their using for English language learning.

### **5.8 Pedagogical Implication**

Based on present studies’ finding as far as the learners beliefs about language learning and different attitudes between “good” and “poor” learners in Kazakhstan context, Some pedagogical implications can be gleaned from the current study. Firstly, understanding of the learners beliefs about English language learning may help them to identify their negative effect on language learning. Kazakhstan university students’ beliefs about language learning can be considered as follows:

1. Kazakhstan University EFL learners believe that everyone can learn a foreign language.
2. Kazakhstan university EFL learners believe that some languages are easier than others, and comparing with other languages they believe that English language is easier. Students also came out the idea that because English language is easy to learn and they believe that may be this is one of the reasons for English as in international language.
3. Kazakhstan university EFL learners believe that you cannot learn a language in one hour a day, so for learning a foreign language student should spend more time on it. This idea also comes across the findings of differences between “poor” and “good” language learners. “Good” language learners spend more time on learning English language compare with “poor” language learners.
4. Kazakhstan university EFL learners believe that learning a foreign language is mostly a matter of learning a lot of new vocabulary words. From this findings teacher

should more focus on teaching new words than always explaining grammar in the class room. Classroom teaching always focuses on the grammar rule than other skills in Kazakhstan.

5. Kazakhstan university EFL students believe the importance of the repetition and practice. This is the main point of the “Good” language learners do in their learning language process.

6. Kazakhstan university EFL students held high motivations within instrumental and integrative. “Good” language learners always motivated by native speakers or target culture, while “poor” language learners motivated from their colleges or their English language teachers. So according to this finding we can understand how important teaching target culture in language classroom.

7. Finding out the differences between “good” and “poor” language learners. It can be concluded that how important using language learning strategies, learners attitude towards target language, and how they spend time on it.

Secondly, the identification of Kazakhstan university EFL learners beliefs about English language learning might provide guidelines to EFL teachers in Kazakhstan, also help them to understand their students’ needs and beliefs about language learning, avoid miss understanding between classroom practices and their beliefs. Thirdly, teachers of EFL take learners’ prior beliefs about English language learning into account when preparing language learning syllabi because materials for language learning it should fit students’ needs, and wants. So teachers firstly should understand what their students’ beliefs, and their expectations about language learning. Understanding learners’ beliefs are most importance because through understanding the beliefs of learners, teachers can raise their awareness about their students expectation and approaches to language learning and then try to correct

those beliefs which are inaccurate and unrealistic and to plan their instructions based on those which are realistic and accurate (Mohebi & Khodadadi, 2001).

## **5.9 Limitations**

There are some limitations can be put in to consideration in current study. Firstly, it did not investigate learners' beliefs about language learning in different genders. The choice of the gender differences in this study were not balanced because of less male students in language learning department. Secondly, the study did not investigate students' beliefs about language learning within different languages like, Turkish language, Korean language, Chinese language, German language, Japanese language, etc.

## **5.10 Recommendations for Further Research**

If the present study would repeated again, the study will be pursue more investigation for how and why every individual in this study hold their beliefs about English language learning, as developing beliefs in their own abilities to control the process of learning English could pay a critical role in sustaining their learning an extended period of time. Knowing the nature of learners' beliefs is beneficial not only for the learners but also to the teachers, because teaching include understanding of learners view. However, Teachers beliefs can consider one of the main affection for learners learning, because it is helpful for understanding issues about learning English (Pajares, 1992). Teacher can make more informed choice about teaching (Bernat & Govdenko, 2005) and adopt "a more sensitive approach to the organization of learning opportunities" (Cotteral, 1999). Many studies investigated teachers beliefs (Calderhead, 1996; Pajares, 1992; Richardson, 1996; Lockhart, 1994; Burden, 1997; Ellis, 2008). Investigating Kazakhstan universities teachers' beliefs

about language learning can be consider one of the main further researches for next step.

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## **APPENDICES**

## **Appendix A: Semi-Structured Interview Questions**

### **A. learner's attitude towards English language learning:**

Question (1) how do you describe your feelings and attitudes towards English language? Do you like English language, why?

### **B. Learners motivation for English language learning:**

Question (2) how do you describe your motivations for English language learning, is it high or low? (why do you learn this language?).

### **C. Nature of language:**

Question (3) Do you think English language is easy to learn or difficult, why?

### **D. Learners autonomy of language learning:**

Question (4) how many hours every week or every day do you spend for learning

English language?

Question (5) Do you individually try to work on your language skills that are separated from

classroom procedures?

### **E. Strategy:**

Question (6) Do you know any language learning strategies? (using dictionaries,

use making vocabulary notebook, using internet, watching movies in English,

ect...), do you any of them in your own language learning, is it effective (does it

help you?)

## Appendix B: Students (BALLI) Questionnaire

### BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)

Read each statement on the following pages. Please respond to the statements as they apply to English language study.

Decide whether you agree or disagree with each statement. For example, if you strongly agree (SA), mark:

Strongly agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly disagree (SD)
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions:

	SA	A	U	D	SD
1.It is easier for children than adults to learn a foreign language.					
2.Some languages are easier than others.					
3.If I get to speak this language very well, I will have many opportunities to use it.					
4.It is important to repeat and practice a lot.					
5.I would like to learn this language so that I can get to know its speakers better.					
6.It's okay to guess if you don't know a word in a foreign language.					
7.Learning a foreign language is mostly a matter of translating.					

8.I believe that I will ultimately learn to speak this language very well.					
9.Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.					
10.It is easier to read and write this language than to speak and understand it.					
11.Women are better than men at learning foreign languages.					
12.It is important to speak a foreign language with an excellent accent.					
13.If I learn to speak this language very well, I will help get a good job.					
14.You shouldn't say anything in a foreign language until you can say it correctly.					
15.It is easier to speak than to understand a foreign language.					
16.Some people are born with a special ability which helps them learn a foreign language.					
17.Learning a foreign language is mostly a matter of learning a lot of grammar rules.					
18.It is easier to speak than to understand a foreign language.					
19.It is easier for someone who already speaks a foreign language to learn another one.					
20.Kazakhstan's think that it is important to speak a foreign language.					
21.I heard someone speaking in the language I am trying to learn, I would go up to them so that I could practice speaking the language.					
22.I have foreign language aptitude.					
23.People who are good at maths and science are not good at learning foreign languages.					
24.It is necessary to know the foreign culture in order to speak the foreign language.					

25.Learning a foreign language is different from learning other school subjects.					
26.It is important to practice with cassettes or tapes.					
27.I fell self-conscious speaking the foreign language in front of other people.					
28.The most important part of learning English is learning how to translate from my native language.					
29.People who speak more than one language well are very intelligent.					
30.It is better to learn the foreign language in the foreign country.					
31.Everyone can learn to speak a foreign language.					

32.The language I am trying to learn is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language.

33.If someone spent one hour a day learning this language, how long would it take him/her to become fluent? 1) less than a year, 2)1-2 years, 3) 3-5 years, 4) 5-10 years, 5) you

can't learn a language in one hour a day.

## 2. General background

University:

(1) Kazakh Ablaihan University of International Relation and World

Languages ( )

(2) Gumilyov Eurasian National University

( )

Department:

Year:

Nationality:

Male ( )

Female ( )

I would like to conduct a more in-depth interview on some of the student's completing this questionnaire. If you are interested in talking part in interview, please leave your name, telephone number, and Email address.

(1) Name:

(2) Tel:

(3) Email address:

## **Appendix C: Interview Transcription**

### **1. How do you describe your feelings and attitudes towards English language?**

#### **Do you like English language, why?**

- P1) I am very love to learn English language, because it is a international language, I think it canna be helpful my future profession.

- P2) I have been learning English about 10 years; I started to learn this language since I was 10 years old. It was very difficult for me when I was start to learn this language at the beginning time actually, but I continued to learn this language, and now I belief my level is quite good.

- P3) I want to learn English language because I want to developing my future profession and I want to be a translator, not just only English language I also want to learn more foreign languages for being translator.

- P4) I've been studying English since I was little child and my father and mother know English very high level, and when I was five years old I started to learn this language. So I love this language.

- P5) I love English language very much, and I've been studying this language almost ten years and I will continue to learn English language, because my future is related to this language.

- P6) Of course I love this language very much, because everyone speaks this language in the world, you can learn this language everywhere, and language of my future profession.

- P7) Yes of course I like this language, and it helps me to widen my horizons because of English culture and I adore this language.

- P8) I love English language, I studied this language since little childhood, and I want to speak this language very fluent.

- P9) Actually I am very love English language. I think that it can help us understand global skills, or understand globally, because it is an international language, technology of the language so it is very important for our future carrier.

- P10) Of course I love this (English) language and now I am studying world Languages University and that..... I really in love learning languages. I have like .....the in my dreams like.. I want to know more languages and now I can speak 4 languages. I think learning a language is keep your mind clear and helps you to understand other cultures and when you learn ... for example English you also know about the culture of English countries. So I think it really helps you.

- P11) Yes sure, I like English language very much. You know nowadays it is a international language that is why we should speak in English, we should speak English very fluently and.... My mom told me to choose this way. I mean to study language and I said ok to her. But actually I want to be a journalist but later I understand that it is important to our life. Nowadays we should know this language and we should speak this language very well because even business, communication with others a lot of things due to English language, with English we can communicate with others we can do business, that is why we should know it

- P12) - Of course I like English language very much, and English language is a one of the international language. Learning English in this 21st century is a permission for all young generation, I think everyone should know how to speak English language, because is it a tool for internationally communicate. That is why I am learning this language

- P13) I love English language and I love learning languages. Now I am studying two languages; English language and French. I love both of them.
- P14) Yes, I love English language because it is the most popular language in the world , and we use this language for many professional level that is why I like this language very much.
- P15) Actually when I was a child I used to learn this language, I mean when I was a kindergarten I had English lessons, so I started from kindergarten to learn this language. Then when I was a primary school I had an American Teacher, may be you know the program about the peace corps and this program existed in Kazakhstan since I don't remember the exact date but the program finished in 2012. When I was a school I had American teachers, those American teachers affected my attitude for learning this language and I love this language very much.
- P16) I like English language because it is easy to learn and international language, and also I like the sound of English language that is the reason for me to learn it.
- P17) Yes, I like English language because it is very important language and international language.
- P18) Of course I like it because English as an international language, if you know this language very well you will not have any difficulties in communicating with others.
- P19) -yeah, I really like English language and I like this language more than other languages actually, I like this language more than my mother tongue, because this is a language give us the opportunity and make the world beyond our country, like understand more about the world. That is the main reason for me why I like this language very much.

- P20) yes I do like this language, because I wanted to understand this language when I was child, I wanted to understand the English movies, music and I had a goal for learning it, that is why I love this language from the beginning.

- P21) English language is a most popular, international language in the world; I love this language very much because of the worldly using.

- P22) Of course I love this language very much, according to the development of our country more and more foreign companies came for doing business. For getting higher education the best university like Nazarbive we need perfect English level. And nowadays English language education start from elementary school, but when I was in elementary school there was no English language education, but for today's elementary school they have their own course books according to their level, this all because of English as an international language in the world and all high level education is in English, technology is in English, international business is in English language, medicine is in English, traveling is in English, best movies in English, best books in English, all the things are in English, so that is why I am learning this language and I love this language.

- P23) Of course I love this language very much. It is an international language, global language, and in the 21<sup>st</sup> century everyone should speaks this language.

**2. How do describe your motivations for English language learning, is it high or low? Why do you learn English language? (for better job, for emigration, for better life ect..)**

- P1) I think my motivation for English language is not high, because now I am studying English language also studying French language, and French is my priority.

- P2) English today is everywhere. If I wanted successful life I have to learn this language, I have to now this language very perfectly then I will have a good life.

- P3) I think it is very high. English is an international language, it is very useful. I am sure if I can learn this language very fluent native like speaker I can find very good job with high salary. And there is another language for me to learn this language that is I like traveling, I want to travel all over the world one day and that is my future dream about world, and I am sure with English language I will not have any problem in communication with other foreigners. All people speak English in the world. That is very good.

- P4) I suppose that the main point is the desire to learn English. The desire is the main thing in any spare of your live. I think there is no easy thing in the live, if you don't pay attention, or you don't practice them in some process. Actually English language is easier than other languages.

- P5) I think my motivation is very high, since I have been studying this language so long time and I want speak it fluently as a native speaker.

- P6) I can consider my motivation is very high because English is very wide spread language , and I think everyone necessary to learn this language.

- P7) My motivation is very high, because English is a language of international communication and we can use it in all world, and I am sure if I can speak this language like native speaker I will get good job. And another motivation for me is want to learn native culture.

- P8) My Motivation for learning English language is very high and I do all my best in order to improve it.

- P9) The most important reason for me of learning English is getting good job in the future, then second one is I love learning languages, and language is the tool for communication with others, so I am sure the language learner ever never stack the problem about finding a job or traveling or communication with foreigners and

getting the news from internet. And English is an international language so if I can speak this language very good I can get my dream easily.

- P10) I'm sure that I can say that my motivation is very high. I am not learning English because of better job or Emigration to other countries (target countries) I just want to learn English, Just want to know more languages, because I really love to learn languages.

- P11) Yes, my motivation for English language I can say that it is very high because from last year I've been working on foreigner' sports center like being translator. There are lots of foreigners and I can communicate with them as a friend as well. The foreigners come from internationally and all of them speak English , that means English as an international language for communication. Sometimes I have very big problem on listening, even in the school, at the class time I have this problems. Yeah at first time I should to tell that my foreign friends said please speak slowly or may be repeated several times then understand. Of course for a good job I need fluent English.

- P12) I can say my motivation is high because if I took my friends, my teachers who around me example they are very knowledgeable and they are the lite house for me to get motivation from them, I also want to have a good level like them, and sometimes speak to myself that the others can learn it why not you?

- P13) my motivation for learning this language is holding on a good job in the future. For example, 2017 there will be international expo in my country, and I am sure English will be the most useable language in that time, because we know English as an international language. If I speak this language very well I can find a good job with high salary. I want to be a translator in future or want to be a English language teacher. That is the main reason for me learning this language.

- P14) I think I was motivated by native speakers in my school. I had a teacher he came from USA. We had lessons with her and we try to take part in her lessons always, because at that time I understood that learning foreign language is very interesting.
- P15) I think it is high. I have been studying English for many years. I had never thought it is enough, I mean I want to develop myself, study English every day. It is my motivation.
- P16) My aim for learning English is will be a native like fluent. Knowing many foreign languages is very significant. I learn English not for finding a good job or going to other countries I learn it just I love it and I interested it.
- P17) Firstly, It is actually for better job. Secondly, for knowing the target culture. I like English culture, their life style, their movies, their songs. I am dreaming to immigrate to English countries like USA, UK, Canada, and Australia. I like English culture very much.
- P18) First I love this language. Second, I like traveling and I want to travel all over the world, this is my dream and I belief the dream will be come true. If I can speak English very well I will not have any difficulties for communicating with others.
- P19) My future is very connected with English language I think, because in the future I want to be connected with the world like international relation job, I have a dream to be a worker of international relation worldwide countries. That is my motivation..
- P20) My motivation for learning English language is very high, because it is a global language. I want to immigrate to other English speaking countries or get education from English speaking countries, and I am sure if I learn this language

very fluent like native speaker I can find a good job from all over the world not only my country.

- P21) My motivation for learning this language is getting good job firstly, and according to the development of my country the third official language will be English as our president said. Secondly, I love traveling, and my aim is about traveling all over the world and I am sure English language is a tool for worldwide communication, if I can speak this language very well I will not have any difficulties about communication with other foreigners.

- P22) My motivation for learning English language is sometimes high and sometimes low. One of my friends she has been learned this language in proficiency level. She was in Dubai, Malaysia, England, Turkey and she is like native English speaker, and when I see her I got very high motivation from her, and I want to be like her. She told her stories in to me that she was in other foreign countries, and I was very interested in them, even dream to go other countries. I want to be a like native speaker of English that is my motivation. But sometimes I get depress, because of grammar, I think English grammar is very complicated. Everyone is different may be for others this language is easy but for me it is not easy. Learning language needs memorizing, and I have poor skill on it.

- P23) My motivation for learning this language is very high, because of my group mates and my teachers I got motivation from them to learn this language. I am sure if I learn this language very good level I can find a good job in the future, and I can continue my master degree in other country.

### **3. Do you think English language is easy to learn or difficult, why?**

- P1) It depends on the person, because there are people who like to study and easy going with English language, and there are some others who cannot learn Languages.

- P2) English today is everywhere. If I wanted successful life I have to learn this language, I have to now this language very perfectly then I will have a good life.
- P3) I think it is depending on the person. In comparatively speaking for me it is easy, because my second foreign language is German. Compare with German language English language is very easy for me, and I think maybe it is a one reason why English became international language.
- P4) I suppose that the main point is the desire to learn English. The desire is the main thing in any spare of your live. I think there is no easy thing in the live, if you don't pay attention, or you don't practice them in some process. Actually English language is easier than other languages.
- P5) Well it depends, I think that it is very difficult to speak native like fluent if you don't live English speaking countries. However, if you study hard you can achieve a good level of English language.
- P6) I think it depends on the person, because for me from the beginning it was difficult, it needed my hard work but now I think more easily.
- P7) It depends on the person, but as for me it is easier to learn this language. Because I learn Chines language as my second foreign language, consider with this language English language is easier than this language. And I think maybe this is the one reason of English as an international language.
- P8) I think it is not very easy, because there is nothing easy at beginning time , actually I had a lot of difficult times when I was starting to learn this language, especially in pronunciations. However, it depends on person, and person's attitude to study languages.
- P9) I think it is easy if you want to do it. Actually learning language is not easy but compare with other languages English language is the easiest one.

- P10) I could not say learning a language is easy. It is difficult learning a language always. But in compare to other languages English is easier than others. In our university we should learn two languages, and my other language is French, and this language is more difficult than English, include grammar, pronunciation, structure everything is difficult to learn.

- P11) I would say there is no easy language, all languages have their own difficulties, but in comparison between English and French language I would say English language is easier than French. In grammar point of English language is difficult for me as well but compare with French, English is easier. For example, there are only three articles in English language which are “a/an /the”, but in French every noun has its own article, that means you should remember all nouns with their article, it needs too much for concentrating and remembering.

- P12) For the beginning It would be more difficult, because you don't know how to learn, how to practice this language. By making practice, reading books you understand that it is not so difficult.

- P13) I don't find difficulties in it. From my personal experiences I don't think it is difficult but maybe other it might be difficult. It depends on the person. If the person is hard working, he/ she would learn any language, and it needs practice.

- P14) I think it is not so difficult language. Comparing with other languages I can say it is easy to learn. For example I am learning two languages at the same time one is English the other one is Chinese language, and Chinese language is very difficult I spend my most time on learning Chinese language but still now I could not speak even one sentence correctly. However, I spent two hours every day on learning English but now I can communicate with my foreign friends, I can read short stories,

can watch movies, I mean can understand, not actually understand all of the movie but 30% can understand that is why I watch movies with subtitles.

- P15) It is up to the Pearson. Because some might find it is easy, if you have an opportunity to speak with the native speakers it will be easy for you. However, if there is no chance for using this language in your daily life I mean no native speakers to practice it, it would be more difficult to learn it only through English materials like books or other materials.

- P16) There is nothing would easy to learn. But I think English language is easier then other languages. Now I can speak four languages and I realized the easiest one to learn is English, I think this is a one reason for English as a international language.

- P17) I cannot say that it is difficult, because we have all opportunities in today to learn this language. We have language school, now we have good native speaker teachers, and also we have lots of materials that provide us more opportunities for learning English language. For example, like internet, E- materials, and using technology , and also we can use Skype, face book for communication with other foreign friends, that means we can easily create English language environment by ourselves.

- P18) it depends on the person, depends on culture, depends on even society, depends on the environment where you grow up, because I think the environment is very important for learners in any kinds of languages. for me it was not such easy at the beginning time, I think the one reason is cultural differences of mine and English. I have many foreign friends and we connected each other always through Skype, Facebook and I learned easily from communication process.

- P19) English language is very easy to learn, because now I am learning French language as my second foreign language, and compared with French language English language is very easy.

- P20) I don't think learning a foreign language is very easy, because everything has its difficulties, but I can say that if you do hard work I mean if you practice more you can learn this language very easily, if not it you will not learn any language. Repetition is a mother of success, so I can say that only hard work makes everything be perfect and easy.

- P21) I think English language is not difficult language for me, I think my culture and English culture have similarities maybe this is a one point for me to learn this language very easily.

- P22) It is depending on the person. For me it is not very easy language, but compare with French language, English language is easier then it. The difficult part of English language is grammar for me, especially in writing skill; I have faced to several difficulties on it. For example, in my mother tongue, there is no present perfect, past perfect, and these are very difficult for me to understand. I don't know how the others can get the differences between my mother tongue and this language.

- P23) I cannot say that learning a foreign language is easy. But in comparison English language is easier than other language. Now I am learning French language as my second foreign language, compare with it English language is more easier than it.

**4. How many hours every week or every day do you spend for learning English language?**

- P1) Despite the hours at the university may be three hours a week. Since have other subject I should focus on, so I just try to my best on this language not more than 3 or 4 hours a week.
- P2) I spent two hours at least per day for learning this language. On weekend time I spend most of the time on learning English, include all my reading and watching I think at least I spent 20 hours each week.
- P3) Now I am practices my English around university and search for the information from the internet, try to watch films and of course to read books in English. I think reading is a best way to improve your knowledge as well as skills in English. For all my practice I spent at a list two hours every day, about fifteen or seventeen hours every week .
- P4) I try to spend lots of time on learning this language. Every day except my English courses in University at list I spent two hours on learning English.
- P5) I spend five or four hours a day so it about forty hours a week.
- P6) I think I spend five or six hours a week for learning English.
- P7) Except university class time I spend five hours a week.
- P8) I try to practice my English every day, maybe three hours a day.
- P9) at least one hour a day.
- P10) Every day, as I say that I practice my English, I watch some films read books and also nowadays You Tube is very popular and I watch some You Tubers in English Language and the famous program TED talks... it really motivates me to learn English. From TED talks I know more not only about something in English but also I can learn about the life.
- P11) One or two hours per day.

- P12) If I have a free time I try to spend my all time on learning this language. I try to watch movies without subtitle. I think watch movie without subtitle is more helpful for us, because if you are watch movie with subtitle you just foxes on the subtitle and forget to listen it, that means you are trying to improve your reading skill I think. So for me I have to improve my listing skills and I think listening is everything, if you can listen and understand that language that means you can speak it. This is the main reason for learning foreign language I think. Also try to read book in my free time, and try to learn new vocabularies. Every day I spent at least one hour, in weekend more than 2 or three hours for learning English language. In weekend time I always spending my time on watching movies and videos from internet in English.

- P13) Every day I spend one or two hours for learning English except watching movies, because when I watch movies I don't know about the time, it start from morning continue to evening time some times. I watch them in English with subtitles. I also interested in reading short stories in English. For spending time of reading book, I don't know exactly how many hours I can spent for it in weekly may be two or three hours, I am not sure.

- P14) I spend more than two hours every day, but I think it does not enough for me to improve my English level. I think we should study this language at least four hours every day then we can achieve what we expected.

- P15) Except for University classes I spent more than three hours per day for learning this language, including watching movies, practice my speaking skills with my friends. I have many international friends with communicate each other with English through what sup, Skype, Facebook, ect. There are also English sites for

practicing English language with native speakers like, conversation exchange site, interpose, kaki. I know many of them and they are very useful.

- P15) I spend 4-5 hours for studying on it and now I am preparing IELTS exam, that is why I spending my all time on learning it. But other days I mean before I spend more than two or three hours on learning this language.

- P16) Firstly, I spend four hours at the University for learning English language, and I study by myself two hours a day I think.

- P17) About one or two hours every day. I doesn't enough for me, and I will try to spend much time on it.

- P18) I cannot say the exact hour of my time that I spend for learning English every week, but usually by watching movies, listening music, reading book I spend more then three hours a day I think.

- P19) I spend at least two hours for learning this language every day.

- P20) I spend my lots of time on learning this language. Except my university study I spend more than three hours every day on it. I love reading short stories in English, and every day I spend one hour for reading, one hour for doing my English homework, and doing some grammar exercises some times. And I love making vocabulary not book and portfolio; I spend most of the time for making them on weekend time.

- P21) When I was start to learn this language I went to English language course three times per week, and I spend most of my free time to learn this language. I love reading, so I spend one or two hours for learning books.

- P22) I try to spend my all time on this language. I think I am not a person for learning foreign language, because why the other students learn language very easily and I am not? This is a big question for me. I spend my most of the time on learning

grammar, I don't have any foreign friends for communication. One of my friends said if you want to learn English easily to communicate with the native speaker and practice your speaking skills not just focus on the grammar part, but my teacher said it is impossible to learn one language without grammar, I don't know which idea is write, but I want to take English course with native English speaker, maybe I will find my answer. I spend more than two hours every day on learning this language.

- P23) I spend more than two hours on it. Spend most of the time on doing grammar exercises.

**5. Do you individually try to work on your language skills that are separated from classroom procedures?**

- P1) Of course I try to improve my English skills by reading books, learning grammar, I think without perfect grammar we cannot learn one language perfectly, so most of the time I spend most time on learning grammar.

- P2) Yes, I do a lot of work on English that is separated from classroom presiders. I always try to learn new word, expend my vocabulary and also pay attention to speaking and writing skills.

- P3) I try to my best to learn this language usually I spend my time on reading, watching movies some times, and watch you tube videos.

- P4) Yeah , for example I try to read books in English or watch movies.

- P5) I think English language is connected all my life, and all my activities. I am studying about for hours every day and I spend around one or two hours, it depends on my free time. at weekend I spend all my time in front of the computer reading, watching playing in English. I just try to find English environments for myself to practice my English.

- P6) I try to work on individually; I use to read short stories, newspapers, but I don't understand all of them but I try my best to read them, without knowing all words I can understand the main ideas about the text, and I feel very happy because of it.

- P7) Yes of course, and sometimes even like...even it is not English lessons.....we are ..our friends we speak English to practice and to improve our English skills..and also we are going to English clubs with foreign friends , native speakers....I think talking to foreigners ..to live the area with people who speak English I think it really helps you to learn this language.

- P8) Yeah, as my group mates told you, they see some films in English. I also do like that, I try to improve my English. And I told you I have problem in listening so I try to watch English Movies without subtitle.

- P9) I f I have a free time I try to spend my all time on learning this language. I try to watch movies without subtitle. I think watch movie without subtitle is more helpful for us, because if you are watch movie with subtitle you just foxes on the subtitle and forget to listen it, that means you are trying to improve your reading skill I think. So for me I have to improve my listing skills and I think listening is everything, if you can listen and understand that language that means you can speak it. This is the main reason for learning foreign language I think. Also try to read book in my free time, and try to learn new vocabularies. Every day I spent at least one hour, in weekend more than 2 or three hours for learning English language. In weekend time I always spending my time on watching movies and videos from internet in English.

- P10) Of course it helps me a lot. Classroom procedures and learning by yourself using your own strategies are totally different two things. Since, that classroom

procedures always focus on Grammar point not for speaking, that is why we could not speak this language, just knowing the grammar passing from the exam, it does not mean you learned this language. However, those strategies I use outside class room like, reading books, watching movies are the language which is belongs to real world and real life. And this way helped me a lot for improving my English skills.

- P11) I take part in some discussion club to improve my English skills, I think it helps me a lot and I think my accent will be excellent by practicing with native speakers.

- P12) I don't know exactly about it

- P13) Read books, watching movies, listening to music. I try to listen one music several times, since I could not understand the meaning of the lyrics at first or second time. The native speakers they speak too quickly .some time I don't understand even after listening several times then I check the lyrics of that song then listen again. I think listening to the music can improve our listening skills.

- P14) I always try to watch movies without subtitles, because when you watch movies with subtitle not focus on listening you focus on reading it. I think reading and writing are easier than listening and speaking skills. I also try to read books in English and talk to some native speakers, actually I have a native speaker teacher and I practice my English with her a lot also I learned a lot from her about English culture , their life styles and foods.

- P15) I try to my best to learn this language like, watch movies in English, listen to English songs and I think it is very help me to develop my vocabulary. And when I watch English movies I don't use subtitle, because for learning language the listening is the most important part rather than reading actually, and if you use subtitle you always focus on subtitle and forget what you are listening. And one thing I very

appreciate is I was in English two years ago for travel. I stayed there just 12 days but I got the target culture in the target country, I found it a great experience, and from that time I had a big motivation for learning this language very good.

- P16) I spend much more time on watching movies, listening to music, but I don't find any usefulness on them. After that I start to reading books, I think reading a book is very good way learning English. Since very easy vocabularies, and easy grammar are used in the short stories, and I can understand it easily.

- P13) Except for University classes I spent more than three hours per day for learning this language, including watching movies, practice my speaking skills with my friends. I have many international friends with communicate each other with English through what sup, skype, facebook, ect. There are also English sites for practicing English language with native speakers like, conversation exchange site, interpose, kaki. I know many of them and they are very useful.

- P18) yeah of course I work by myself for improving my English proficiency. Reading, listening are the most important part in every kind of language skills, so I try to read some reading maybe articles, texts, short stories, then I try to watch movies, of course I don't understand all the movies but I try my best, but I use to watch movies with subtitles, because it is difficult to understand native speakers and with subtitle I can read from it and get idea. And doing grammar exercises.

- P19) I do like study by myself, actually the classroom teaching is most important because the teacher can teach you something different that I cannot find from internet. As I said before I usually try to learn this language through internet and reading books.

- P20) Yeah, I love learning by myself. I am sure it helps me a lot, because when I work by myself I can release what skills I should work a lot and what skill I know better. Then I focus on them. Usually watching videos and that is my fevered.

- P21) I have several foreign friends and we communicated with each other always with Skype, Facebook. And nowadays I am taking IELTS course with native speaker teacher named Petter from Canada, I love him very much. He is very kind, helpful person, and I learned a lot from him.

- P22) Yeah, I try to learn myself. I always make vocabulary notebook, use internet for checking some materials. Especially focus on grammar point.

- P23) I think learning at university and learning by yourselves are two different processes. Because in classroom study we always focus on grammar explanation point and doing exercises on it, and working by yourself is a freedom process, and you can work according to your interest. Like, I can read some interesting short stories, watching English videos.

**6. Do you know any language learning strategies? (using dictionaries, making vocabulary note book, using internet, watching movies in English, ect..), do you use any of them in your own language learning , are they effective?**

- P1) I started learning English language at university, I don't know good strategies. I think that is why my English language is not good. Just reading some texts from journals or internet, and sometimes watching videos but I don't really understand them. Sometimes learn grammar, because I think grammar is more important in learning language process. I am sure it is impossible to speak the other language before you learn its grammar perfectly.

- P2) I am learning English through activities like games, films and communication with foreigners or try to speak English with my friends. They cannot speak very good, but we try our best to practice our English language.
- P3) Yeas I know lots of language learning strategies and because of that strategies I learned this language quit good level I think. For example, I always to find some tests in order to check my level from this language, also I can find my week and strong point of this language, like If my listening part is better than reading or writing part next time I could pay more attention or can improve my less successful part(skill). And I also use shed weeing it is interpreting me and tern on some kinds of video or lecture and repeating after the lecture, can correct or train your pronunciation also.
- P4) As I mentioned before the most important thing in learn any language is the desire of learning. And we should get off the laziness and try to communicate with native speakers, to understand native cultures.
- P5) I think the best strategy for learning English is to speak it and especially with native speakers and we have a lot of opportunities using this language outside classroom. For example, in English courses you can speak with native speakers, using internet , Skype and other programs, movies, TV's they are a lot.
- P6) As for me the best strategy is practices, practice is the mother of success. Spatially for foreign language learner they should need practices a lot .
- P7) According to my learning language experiences I think the most helpful language learning strategy is reading, listen then read. I always try to find any texts with M3, and listen them many times then try to read with the reader in M3. I think it gives you comfortable and trust; also you can correct your pronunciations through

this way. Also I try to read English stories, and storytelling, using internet so on, there are lots of language learning strategies.

- P8) There are lots of language learning strategies as I said reading books, watching movies, communicating with others( native speakers or communicate the person who can speak this language), learning vocabularies.

- P9) - Yeah as I said .. I watch films, TVs are very helpful, because you are interested in this TV serials then you realized that you understand more than you understood before. Listening to the music is really helpful not only just listen, you have to know what exactly they are singing out...and some..I think that at first it depending on your motivation to learn this language. So I think...every strategies helps you if you want to learn this language. Actually I've been studying this language since I was in primary school, but I think at that time I wasn't interested in English language so much. One year ago I went to Turkey as an exchange student and as I said the environment is very important for us. It was really good, there were a lot of international students like me (exchange students) from all over the world in international university, and we were speaking English every day and I lived to with my friend from English speaking country, and I think it helped me a lot. I was just two months- stayed only two months, but even that months really helped me a lot, I improved a lot. So I think environment is the most important one. Before I don't have any confidences for speaking with others in English or speaking to foreigners, but now I feel free and I'm very great full for that. So I can say that if anyone have a chance going abroad I think that is the best way to improve their English.

- P10) I want to enjoy what I learn, so instead of using course books, I use to read short stories, I want to learn more about daily useful words, and using those words in my real time I mean communicate with my friends use those words. Sometimes I

think the textbook new words we don't use our daily life or it is hard to use them on daily life. Using internet, checking news also my favorite.

- P11) I try to communicate the others in English, but it is very hard to find someone who can speak English, so always I speak to myself. I think the practice very important in learning language, you should practice a lot. And I also use internet for watching movies, TED Talks I like very much, and I use dictionaries always, if I don't understand some words I just try to translated it.

- P12) Reading magazines is a one I love very much, because of the easy vocabulary. Magazines always use easy words for providing meaningful texts to the reader. Sometimes I wonder why our text books not using easy words instead of such a boring, not useful and very hard to remembering words. Furthermore we can learn how to speak from the text of Magazines, they write as the why of speaking, I love such a meaningful and useful ways. I always try to read books. According to my view of point reading is the number one input for the learners of language. When you are reading some texts you can improve your vocabulary, can improve grammar ability, and if you read that texts loudly you also can develop you listening and speaking skill at the same time.

- P13) In generally I carry on my vocabulary note book with me because of taking notes. I sued to taking notes about grammar or new wards for understanding or remembering, and I can say this strategy helped me a lot. Because I can take my notebook where ever I am, even in the bus or coffee or somewhere else and try to repeat those notes again and again. I believe reputation is the mother of success. We take English language exam every week and I just use that note book for preparation. Also I use internet a lot for reading news reading Magazines. There is a Magazine named Hot English. it includes English grammar explanation, target cultural

knowledge explanation, introducing some cities in England or USA, and also include some short stories. I buy this Magazine every month and have learned a lot from it.

- P14) There are many ways to learn foreign languages. You can learn foreign language by watching videos, you can also watch movies with subtitles, this can help you to understand the speaking, and also listening to the music also help you to improve your English skills. And I think the main way is reading books, it is the best way learning languages. I don't have any vocabulary note books but I use Dictionaries for checking the meaning of new words. You are not only know the meaning of the new words also you can know how to spell, how to pronounce. I also use online translators, because you also can listen how the words pronounce, and you can repeat at the same time.

- P15) When I was a child I use to have a vocabulary note books, but now I don't use any vocabulary note book because if you have any opportunity for using this language it doesn't need it, since you practice your vocabulary with others and that can be a note book in your mind. I also love to listen to music, watching movies also one of my favorite hoppy, also reading books. For watching movies I use to watch it without subtitle, because I think if you watch movies with subtitle you just focus on the subtitle and forget about listening. The most important and most difficult part of learning any language I think is listening and speaking. If you can listen it I am sure you can speak it, but reading and writing is another one. So in my view of point just practice your listening skills first then learn how to speak then you can improve the other skills very quickly. This is my way and my strategy of learning any language and it affects a lot.

- P16) Watching movies supposed to be a very effective, and I think it is better to the learners of language create their own learning styles since everyone is different from each other. The strategy that is effective for me may not effective to others because we have different ability for learning something. Like some people they good ad meth but some others good ad literature. And my own strategy for learning a language is I use to reside the dialogues or some short stories that I like. And I found this way is very effective.

- P17) I don't know any language learning strategies that is different from others. I use the way that as same as the others using. I use dictionaries every day, I downloaded Oxford dictionaries in my phone and use to check it when I face to new vocabularies. But I think it is not good way for learning languages, because for learning any language the practices is the most important one. I don't have any foreign friend for communication or practice my English, I have native speaker teacher but I have class with her once a week and only one hour every time it is not enough for me. And I want to take English course outside university with native speaker teacher. The costs for having native English teacher are expensive but I have to improve my language skill. My parents and I believe it is the best way to learn it. I can say the best strategy for leaning s language is have an opportunity to use this language in your daily life. I mean if someone have a chance to communicate with native speakers he/ she will learn this language very well and in a short time. If there is no opportunity to use this language outside of the classroom , just using books and helping of teachers it will more difficult to learn this language.

- P18) I think the native environment is the best place for learning any language. I want to go to USA for learning English, I mean for improving my English. I want to get a native like level.

- P19) I think I know a lot of language learning strategies, like reading books, watching movies, listening to the song in target language, but I think what kinds of strategy do people use it depends on what kind of level they have, because when I was in beginning level, I always use to have vocabulary note book, instead of reading text I used to memory the vocabulary. Then when I was in intermediate level, I use to translate to my mother tongue about the text of the every lesson. I use to use dictionaries always, but then I found that the most important strategy for the learners is to learn how to listen, improve the listening skills before reading, listen then speak then read the last part for develop your language skill is learn how to write, learn how to write about your idea to the paper. According to my experience of learning language, I would say practice your oral speaking first then you can develop other skills easily.

- P20) Usually I use internet like watching movies from internet, reading books, listening to the music. However, when I was beginning level I use to make vocabulary notebook, and even now I use to make some vocabulary note book, and I think this strategy is very helpful for me. I can carry my little vocabulary note book wherever I am then easily read it.

- P21) I think one of the effective and easiest way in learning English is improve your listening and speaking skills, and I believe this is a way how child learn mother tongue, foreign language learning is the same process of the child's learning language process, so I can say fist focus on listening, then speaking, then reading the last one is writing.

- P22) I don't know any effective language learning strategies, if I know I will not have this kinds of difficulties on it actually.

- P23) I think the most effective strategy for learning any language is reading. If you understand what you reading you can improve your writing skill, speaking skills at the same time, because reading is a input for you. I think learning a foreign language is a matter of learning a vocabulary, if you know all the words on it, you can know this language, so using reading strategy we can improve our vocabulary scope. And I think reading short stories is the language we use in our daily life, and you can pick up them very easily, and when you relies you are understanding what you are reading you can get motivation from it, and wants to read more and more. I don't like the course books we use in our English language in university, especially the texts I don't like them, and the vocabulary we don't use in our daily life and why we learn such kinds of new wards spending our all time on it? Once I told about it to my English language teacher and she was very angry and said that if you don't like it go and build your own university. I think university should listen us, should understand our needs, but unfortunately there is no one listen to us, and it is impassible!

**Appendix D: The Result of the BALLI Questionnaire with 150 Students.**

	SA	A	U	D	SD	M	SD
1. It is easier for children than adults to learn a foreign language.	64 43%	78 52%	2 1%	6 4%	---	1.67	0.70
2. Some languages are easier than others	26 17%	103 69%	9 6%	10 8%	10 1%	2.06	0.79
3. If I get to speak this language very well, I will have many opportunities to use it.	73 49%	58 39%	8 5%	11 7%	--	1.71	0.87
4. It is important to repeat and practice a lot.	115 77%	29 19%	4 3%	2 1%	--	1.29	0.58
5. I would like to learn this language so that I can get to know its speakers better.	48 32%	81 54%	18 12%	3 2%	--	1.84	0.71
6. Its okay to guess if you don't know a word in a foreign language.	15 10%	78 52%	26 17%	29 19%	2 1%	2.50	0.96
7. Learning a foreign language is mostly a matter of translating.	13 9%	56 37%	42 28%	36 24%	3 2%	2.73	0.99
8. I believe that I will ultimately learn to speak this language very well	61 41%	73 49%	12 8%	4 3%	--	1.73	0.72 3
9. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.	54 36%	76 51%	10 7%	8 5%	2 1%	1.85	0.86 2
10. It is easier to read and write this language than to speak and understand it.	21 14%	45 30%	33 22%	41 27%	10 7%	2.83	1.17

11. Women are better than men at learning foreign languages.	16 11%	15 10%	53 35%	43 29%	23 15%	3.28	1.17
12. It is important to speak a foreign language with an excellent accent.	31 21%	66 44%	26 17%	23 15%	4 3%	2.35	1.06
13. If I learn to speak this language very well, I will help get a good job.	63 42%	73 49%	11 7%	1 1%	2 1%	1.71	0.75
14. You shouldn't say anything in a foreign language until you can say it correctly	22 15%	33 22%	31 21%	41 27%	23 15%	3.07	1.30
15. It is easier to speak than to understand a foreign language.	3 2%	32 21%	35 23%	72 48%	8 5%	3.33	0.94
16. Some people are born with special ability which helps them learn a foreign language.	24 16%	63 42%	35 23%	21 14%	7 5%	2.49	1.08
17. Learning a foreign language is mostly a matter of learning of grammar rules.	24 16%	54 36%	38 25%	30 20%	4 3%	2.57	1.06
18. It is easier to speak than to understand a foreign language.	4 3%	35 23%	36 24%	64 43%	11 7%	3.29	0.99
19. It is easier for someone who already speaks a foreign language to learn another one.	32 21%	82 55%	22 15%	13 9%	1 1%	2.13	0.87
20. Kazakhstan's think that it is important to speak a foreign language.	43 29%	81 54%	13 9%	10 7%	3 2%	1.99	0.91
21. I hear someone speaking in the language I am trying to learn, I would go up to them so that I could practice speaking the language.	28 19%	97 65%	23 15%	2 1%	--	1.99	0.63

22. I have foreign language aptitude.	23 15%	86 57%	34 23%	7 5%	--	2.17	0.74
23. people who are good at math and science are not good learning foreign language	15 10%	21 14%	25 17%	57 38%	32 21%	3.47	1.25
24. It is necessary to know the foreign culture in order to speak the foreign language.	36 24%	73 49%	13 9%	20 13%	8 5%	2.27	1.23
25. Learning a foreign language is difficult from learning other school subjects.	21 14%	67 45%	29 19%	30 20%	3 2%	2.51	1.03
26. It is important to practice with cassettes or tapes.	46 31%	77 51%	19 13%	8 5%	--	1.93	0.8
27. I fell self-conscious speaking the foreign language in front of other people.	14 9%	63 42%	48 32%	23 15%	2 1%	2.57	0.9 1
28. The most important part of learning English is learning how to translate from my native language.	16 11%	65 43%	30 21%	32 21%	7 5%	2.66	1.0 7
29. People who speak more than one language well are very intelligent.	35 23%	78 52%	22 15%	13 9%	2 1%	2.13	0.9 1
30. It is better to learn the foreign language in the foreign country.	94 63%	49 33%	6 4%	1 1%	--	1.43	0.6 0
31. Everyone can learn to speak a foreign language.	80 53%	57 38%	9 6%	3 2%	1 1%	1.59	0.7 5

32.	1) a very difficult language	8	5%	Mean	Std. Deviation
	2) a difficult language	42	28%		
	3) a language of medium difficulty	88	59%	2.71	0.73
	4) a very difficult language	10	7%	Mean	Std. Deviation
	5) a very easy language	2	1%		
33.	1) less than a year	5	3%	3.6	1.32
	2) 1-2 years	34	23%		
	3) 3-5 years	34	23%		
	4) 5-10 years	14	9%		
	5) you cannot learn a language in one hour a day.	63	42%		

## Appendix E: ENU Participants' Questionnaire (56 Students)

	SA	A	U	D	SD	M	SD
1. It is easier for children than adults to learn a foreign language.	19 35%	31 57.4 %	2 3.7%	2 3.7%	---	1.76	0.70
2. Some languages are easier than others	7 13%	41 75.9 %	3 5.6%	2 3.7%	1 1.9%	2.06	0.81
3. If I get to speak this language very well, I will have many opportunities to use it.	30 55.6%	19 35.2 %	2 3.7%	3 5.6%	--	1.59	0.81
4. It is important to repeat and practice a lot.	45 83.3%	6 11.1 %	3 5.6%	---	--	1.22	0.53
5. I would like to learn this language so that I can get to know its speakers better.	20 37%	27 50%	7 13%	--	--	1.76	0.67
6. It's okay to guess if you don't know a word in a foreign language.	7 13%	26 48.1 %	10 18.5 %	10 18.5 %	1 1.9%	2.48	1.01
7. Learning a foreign language is mostly a matter of translating.	2 3.7%	24 44.4 %	14 25.9 %	14 25.9 %	--	2.74	0.76
8. I believe that I will ultimately learn to speak this language very well	22 40.7%	26 48.1 %	4 7.4%	2 3.7%	--	1.74	0.75
9. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.	20 37%	30 55.6 %	1 1.9%	3 5.6%	--	1.76	0.75
10. It is easier to read and write this language than to speak and understand it.	7 13%	17 31.5 %	16 29.6 %	11 20.4	3 5.6%	2.74	1.1
11. Women are better than men at learning	1	7	19	18	9	3.5	0.97

foreign languages.	1.9%	13%	35.2 %	33.3 %	16.7 %		
12. It is important to speak a foreign language with an excellent accent.	5 9.3%	27 50%	12 22.2 %	9 16.7 %	1 1.9%	2.52	0.95
13. If I learn to speak this language very well, I will help get a good job.	17 31.5%	33 61.1 %	3 5.6%	1 1.9%	--	1.8	0.71
14. You shouldn't say anything in a foreign language until you can say it correctly	6 11.1%	8 14.8 %	13 24.1 %	19 35.2 %	8 14.8 %	3.28	1.22
15. It is easier to speak than to understand a foreign language.	1 1.9%	11 20.4 %	14 25.9 %	26 48.1 %	2 3.7%	3.31	0.9
16. Some people are bore with special ability which helps them learn a foreign language.	8 14.8%	23 42.6 %	10 18.5 %	11 20.4 %	2 3.7%	2.56	1.09
17. Learning a foreign language is mostly a matter of learning of grammar rules.	4 7.4%	21 38.9 %	15 27.8 %	13 24.1 %	1 1.9%	2.74	0.98
18. It is easier to speak than to understand a foreign language.	2 3.7%	11 20.4 %	15 27.8 %	24 44.4 %	2 3.7%	3.24	0.95
19. It is easier for someone who already speaks a foreign language to learn another one.	9 16.7%	32 59.3 %	10 18.5 %	3 5.6%	--	2.13	0.75
20. Kazakhstan's think that it is important to speak a foreign language.	12 22.2%	30 55.6 %	8 14.8 %	4 7.4%	--	2.07	0.82
21. I hear someone speaking in the language I am trying to learn, I would go up them so that I could practice speaking the language.	10 18.5%	38 70.4 %	6 11.1 %	--	--	1.93	0.54
22. I have foreign language aptitude.	6 11.1%	36 66.7	10 18.5	2 3.7%	--	2.2	0.66

		%	%				
23. people who are good at math and science are not good learning foreign language	5 9.3%	3 5.6%	7 13%	28 51.9%	11 20.4%	3.69	1.15
24. It is necessary to know the foreign culture in order to speak the foreign language.	10 18.5%	27 50%	5 9.3%	10 18.5%	2 3.7%	2.39	1.1
25. Learning a foreign language is difficult from learning other school subjects.	6 11.1%	29 53.7%	12 22.2%	7 13%	--	2.37	0.85
26. It is important to practice with cassettes or tapes.	18 33.3%	28 51.9%	7 13%	1 1.9%	--	1.83	0.7 2
27. I fell self-conscious speaking the foreign language in front of other people.	4 (7.4%)	23 42.6%	7 13%	1 1.9%	--	2.57	0.7 2
28. The most important part of learning English is learning how to translate from my native language.	5 (9.3%)	22 (40.7%)	14 (25.9%)	13 (24.1%)	--	2.65	0.9 6
29. People who speak more than one language well are very intelligent.	16 (29.6%)	26 (48.1%)	8 (14.8%)	4 (7.4%)	--	2.00	0.8 7
30. It is better to learn the foreign language in the foreign country.	35 (64.8%)	16 (29.6%)	3 (5.6%)	--	--	1.41	0.6
31. Everyone can learn to speak a foreign language.	33 (61.1%)	15 (27.8%)	4 (7.4%)	2 (3.7%)		1.54	0.7 9

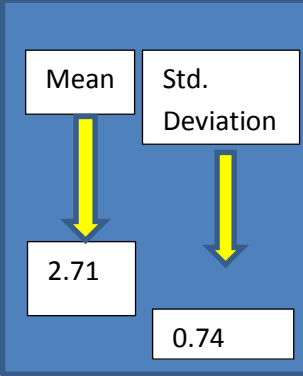
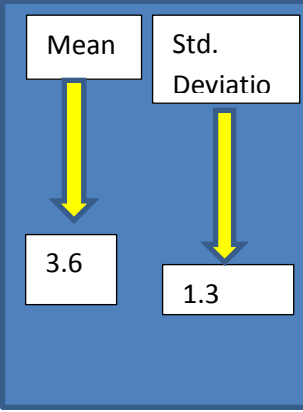
32.	1) a very difficult language	4	7.4%	Mean	Std. Deviation
	2) a difficult language	12	22.2%	↓	↓
	3) a language of medium difficulty	34	63%	2.7	0.72
	4) a very difficult language	4	4.7%		
	5) a very easy language	--	--		
33.	1) less than a year	1	1.9%	Mean	Std. Deviation
	2) 1-2 years	15	27.8%	↓	↓
	3) 3-5 years	9	16.7%	3.7	1.39
	4) 5-10 years	1	1.9%		
	5) you cannot learn a language in one hour a day.	28	51.9%		

## Appendix F: KAUIR Participants' Questionnaire

	SA	A	U	D	SD	M	SD
1. It is easier for children than adults to learn a foreign language.	45 46.9 %	47 49%	--	4 4.2%	---	1.6 1	0.70
2. Some languages are easier than others	20 20.8 %	60 62.5 %	7 7.3%	8 8.3%	1 1%	2.0 6	0.84
3. If I get to speak this language very well, I will have many opportunities to use it.	43 44.8 %	38 39.6 %	6 6.3%	9 9.4%	--	1.8	0.93
4. It is important to repeat and practice a lot.	69 71.9 %	23 24%	2 2.1%	2 2.1%	--	1.3 4	0.630
5. I would like to learn this language so that I can get to know its speakers better.	29 30.2 %	53 55.2 %	11 11.5 %	3 3.1%	--	1.8 8	0.73
6. Its okay to guess if you don't know a word in a foreign language.	8 8.3%	53 55.2 %	17 17.7 %	17 17.7 %	1 1%	2.4 8	0.92
7. Learning a foreign language is mostly a matter of translating.	11 11.5 %	34 35.4 %	28 29.2 %	20 20.8 %	3 3.1%	2.6 9	1.03
8. I believe that I will ultimately learn to speak this language very well	39 40.6 %	46 47.9 %	9 9.4%	2 2.1%	--	1.7 3	0.72
9. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.	35 36.5 %	46 47.9 %	8 8.3%	5 5.2%	2 2.1%	1.8 9	0.92
10. It is easier to read and write this language than to speak and understand it.	15 15.6 %	29 30.2 %	17 17.7 %	28 29.2 %	7 7.3%	2.8 2	1.22
11. Women are better than men at learning foreign languages.	15 15.6 %	9 9.4%	35 36.5 %	24 25%	13 13.5 %	3.1 1	1.23
12. It is important to speak a foreign language	26	39	14	14	3	2.2 6	1.1

with an excellent accent.	27.1 %	40.6 %	14.6 %	14.6 %	3.1%		
13. If I learn to speak this language very well, I will help get a good job.	47 49%	39 40.6 %	8 8.3%	1 1%	1 1%	1.6 5	0.77
14. You shouldn't say anything in a foreign language until you can say it correctly	16 16.7 %	25 26%	18 18.8 %	23 24%	14 14.6 %	2.9 4	1.33
15. It is easier to speak than to understand a foreign language.	2 2.1%	22 22.9 %	21 21.9 %	45 46.9 %	6 6.3%	3.3	0.97
16. Some people are bore with special ability which helps them learn a foreign language.	17 17.7 %	39 40.6 %	26 27.1 %	9 9.4%	5 5.2%	2.4 4	1.05
17. Learning a foreign language is mostly a matter of learning of grammar rules.	20 20.8 %	34 35.4 %	23 24%	16 16.7 %	3 3.1%	2.4 6	1.1
18. It is easier to speak than to understand a foreign language.	2 2.1%	25 26%	21 21.9 %	39 40.6 %	9 9.4%	3.2 9	1.03
19. It is easier for someone who already speaks a foreign language to learn another one.	23 24%	48 50%	14 14.6 %	10 10.4 %	1 1%	2.1 5	0.94
20. Kazakhstan's think that it is important to speak a foreign language.	31 32.3 %	50 52.1 %	7 7.3%	5 5.2%	3 3.1%	1.9 5	0.94
21. I hear someone speaking in the language I am trying to learn, I would go up them so that I could practice speaking the language.	19 19.8 %	57 59.4 %	18 18.8 %	2 2.1%	--	2.3	0.69
22. I have foreign language aptitude.	16 16.7 %	50 52.1 %	25 26%	5 5.2%	--	2.2	0.78
23. people who are good at math and science are not good learning foreign language	10 10.4	18 18.8	18 18.8	29 30.2	21 21.9	3.3 4	1.3

	%	%	%		%		
24. It is necessary to know the foreign culture in order to speak the foreign language.	27 28.1 %	47 49%	7 7.3%	10 10.4 %	5 5.2%	2.1 6	1.1
25. Learning a foreign language is difficult from learning other school subjects.	16 16.7 %	38 39.6 %	17 17.7 %	22 22.9 %	3 3.1%	2.5 6	1.11
26. It is important to practice with cassettes or tapes.	29 30.2 %	48 50%	12 12.5 %	7 7.3%	--	1.9 7	0.8 5
27. I fell self-conscious speaking the foreign language in front of other people.	10 10.4 %	41 42.7 %	28 29.2 %	15 15.6 %	2 2.1%	2.5 6	0.9 5
28. The most important part of learning English is learning how to translate from my native language.	12 12.5 %	42 43.8 %	7 17.7 %	18 18.8 %	7 7.3%	2.6 5	0.9 5
29. People who speak more than one language well are very intelligent.	20 20.8 %	51 53.1 %	14 14.6	9 9.4%	2 2.1%	2.1 9	0.9 4
30. It is better to learn the foreign language in the foreign country.	58 60.4 %	34 35.4 %	3 3.1%	1 1%	--	1.4 5	0.6
31. Everyone can learn to speak a foreign language.	47 (49% )	41 42.7 %	5 5.2%	2 2.1%	1 1%	1.6 4	0.7 7

32.	1) a very difficult language	4	4.2%	
	2) a difficult language	30	31.3%	
	3) a language of medium difficulty	54	56.3%	
	4) a very difficult language	6	6.3%	
	5) a very easy language	2	2.1%	
33.	1) less than a year	4	4.2%	
	2) 1-2 years	19	19.8%	
	3) 3-5 years	25	26%	
	4) 5-10 years	13	13.5%	
	5) you cannot learn a language in one hour a day.	35	36.5%	