

Abstract

Whether explored or unexplored, beliefs and attitudes about language learning and teaching could have prominent effects on teaching and learning English as a foreign language. The present study aims to identify beliefs and attitudes about learning and teaching English as a foreign language in the context of preparatory programs in Turkey. The aim of the study is to find the similarities and differences between the students' and instructors' beliefs and attitudes. The participants were 111 preparatory program students enrolled at Adana Science and Technology University and 51 instructors who teach English in prep classes in various universities in Turkey. The data were collected through the BALLI (Beliefs about Language Learning Inventory) and an open-ended questionnaire developed by the researchers. The study adopted a mixed methods research design, which involved both qualitative and quantitative data collection tools. The data obtained from the BALLI were analyzed using Statistical Packages for Social Sciences (SPSS 17.0 version for Windows), and the data obtained from the open-ended questionnaire were analyzed using content analysis method. Results show that although similarities exist between students and instructors in their views about the procedures of learning English as a foreign language, there are also some notable differences. This study sheds light into the views of students and instructors on the issue of learning and teaching English as a foreign language at preparatory programs in Turkey.

Key Words: *Beliefs and attitudes in language learning, preparatory program, students, instructors, English as a foreign language.*

Özet

İnanç ve tutumların İngilizcenin yabancı dil olarak öğrenilmesi ve öğretilmesi konusunda önemli etkileri söz konusudur. Bu çalışma, Türkiye'deki hazırlık programlarında İngilizcenin yabancı dil olarak öğrenilmesi ve öğretilmesi konusundaki inanç ve tutumları belirlemeyi amaçlamaktadır. Çalışmanın amacı öğrenci ve öğretim elemanlarının inanç ve tutumlarındaki benzerlik ve farklılıkları ortaya çıkarmaktır. Çalışmanın katılımcıları, Adana Bilim ve Teknoloji Üniversitesi'nde hazırlık programına kayıtlı 111 öğrenci ile

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Türkiye'nin çeşitli üniversitelerinde hazırlık sınıflarında İngilizce öğreten 51 öğretim elemanı olmuştur. Veriler "Dil Öğrenimi Hakkında İnanç Envanteri" ve araştırmacılar tarafından geliştirilen açık uçlu anket ile toplanmıştır. Çalışma, nicel ve nitel verilerden oluşmaktadır. Dil Öğrenimi Hakkında İnanç Envanteri ile toplanan veriler SPSS programı ile analiz edilmiş olup açık uçlu anket ile elde edilen veriler içerik analizi ile incelenmiştir. Bulgular, öğrenciler ve öğretim elemanlarının inançları konusunda benzerlik olduğu kadar dikkate değer bazı farklılıkların da olduğunu göstermiştir. Çalışma bu yönüyle, Türkiye'deki hazırlık programlarında İngilizcenin yabancı dil olarak öğrenilmesi ve öğretilmesi konusunda inanç ve tutumları konusuna ışık tutmaktadır.

Anahtar Kelimeler: *Dil öğrenmede inanç ve tutumlar, hazırlık programı, öğrenciler, öğretim elemanları, yabancı dil olarak İngilizce.*

Introduction

Foreign language learning gains greater importance in a globalized world since it becomes a must in most contexts. However, as a process, language learning is multi-faceted, and it gets completed and shaped through different elements. Language beliefs, as one of those elements, occupy a significant place in the learning process as they reflect the learner's stance towards the language, and the beliefs are not isolated from this process since learners carry learning attitudes, experiences, expectations, beliefs and strategies to the classroom environment (Benson, 2001; Nyikos & Oxford, 1993; Oxford, 1992 in Bernat & Gvozdenko, 2005). Therefore, as Barcelos claims (2004 in Rodrigo, 2011), beliefs should be perceived as resources that students utilize in order to understand and deal with their learning context. This implies that learners can use their beliefs as a tool that provides them guidance, which helps them to structure their learning. Thus, among a lot of variables, beliefs are quite important in learning, the teaching process and strategy use (Yamini & Dehghan, 2005). Since beliefs make learning a meaningful process, it is undoubtedly influential in not only students' but also instructors' approach to language. Therefore, beliefs and attitudes in learning and teaching should not remain unexplored.

Student and Teacher Beliefs

The concept of belief is hard to define since, as Barcelos (2003, p.26 cited in Mercer, 2011) asserts, "belief systems are not linear or structured, but complex and embedded within sets of beliefs forming a multi-layered web of relationships". Beliefs are considered to have different dimensions owing to the complexity of the human mind (Peng, 2011). Bernat and Llyod (2007) address different terms that are used to define beliefs such as implicit theories (Clark, 1988), 'self-constructed representational systems' (Rust, 1994), and "general assumptions that students hold about themselves as learners, about factors influencing learning, and about the nature of learning and teaching" (Victori & Lockheart, 1995, p. 224). Barcelos (2000, p.43) presents a table that sheds light into different terms and definitions for language learning beliefs:

Table 1. Different terms and definitions for language learning beliefs

Terms	Definitions
Folklinguistic theories of learning (Miller & Ginsberg, 1995)	“Ideas that students have about language and language learning” (p.294)
Learner representations (Holec, 1987)	“Learners’ entering assumptions about roles and functions of teachers and teaching materials” (p.152)
Representations (Riley, 1989, 1994)	“Popular ideas about the nature of language and languages, language structure and language use, the relationship between thought and language, identity and language, language and intelligence, language and learning” (p.8)
Learners’ philosophy of language learning (Abraham & Vann, 1987)	“Beliefs about how language operates, and consequently, how it is learned” (p.95)
Beliefs (Wenden, 1986)	“Opinions which are based on experience and the opinions of respected others, which influence the way students act” (p.5)
Cultural beliefs (Gardner, 1988)	“Expectations in the minds of teacher, parents and students concerning the entire second language acquisition task” (p.110)
Learning culture (Riley, 1997)	“A set of representations, beliefs and values related to learning that directly influence students’ learning behaviour” (p.122)
Culture of learning (Cortazzi & Jinn, 1996)	“The cultural aspects of teaching and learning; what people believe about “normal” and “good” learning activities and processes, where such beliefs have a cultural origin” (p.230)

As displayed in Table 1, language learning beliefs have different aspects and do not have one static meaning. However, beliefs hint at learners’ stance towards what they feel and how they act in their learning process. Likewise, teacher beliefs about language learning relate to how they conceive and approach that learning process. However, “As beliefs are implicit, unobservable and complex in relation to what one knows and what one actually believes, both the labels and the definitions of teacher beliefs used in the literature are diverse and difficult to define” (Prestridge, 2012, p.450). Khademi and Shirzadeh (2015), referring to researchers such as Borg, 2001, 2003, 2006; Donaghue, 2003; Polat, 2010, Mellati, remark that teachers come to the language class with some preconceived ideas about learning that can reveal their expectations, actions and behaviours in their teaching. Just as what teachers believe about language learning is important, the sources of those beliefs and the changes they show in time are gaining importance; Barcelos and Kalaja (2011) assert that studies currently tend to investigate how beliefs develop, shift and affect behaviours, feelings and identities. As Feryok (2010) puts forward, language teacher cognition is complex, ranging over a lot of subjects, and dynamic, showing change over time. Since what we know and what we think we know impact what we do

and what we think we do (Negueruela-Azarola, 2011), and beliefs are subject to change in different contexts and periods, it is essential to study both students' and teachers' beliefs.

The Role of Beliefs in Foreign Language Learning

Since beliefs are likely to shape expectations and determine actions, they occupy a significant place in the language learning process. Beliefs are individual differences that affect both the process and product of learning, and they pose an indirect impact upon the learning strategies (Ellis, 2008). The belief system plays an important role in the way learners interpret their experiences, shape their actions and deal with their learning (Wenden, 1998 in Mercer, 2011). Similarly, beliefs have an effect on teachers' planning, as well as decisions and actions in the classroom (Erkmen, 2012). Given the fact that beliefs present a basis for action (Borg, 2011), belief systems could encourage both learners and teachers to plan and act in learning-teaching situations. The relation between belief and action can influence belief development and acquisition of self-directed learning skills, and investigation of this connection is indispensable to comprehension of any language learning behaviour (Navarro and Thornton, 2011). Moreover, beliefs, as a key concept in every discipline related with human behaviour and learning, have a potential to affect teachers' awareness, attitude, method and briefly teaching behaviour, which influences learner development (Altan, 2006). Therefore, it is safe to say that teacher and student beliefs are interrelated and likely to influence one another, with teacher beliefs contributing to students' improvement while student beliefs shape teachers' teaching behaviour. From the teachers' side, Phipps and Borg (2009) list the effect of beliefs on teachers' interpretation of new information and experience (Pajares, 1992), instructional practices (Crawley and Salyer, 1995), pedagogical decisions (Johnson, 1994), and learning in pre-service teacher education (Freeman and Richards, 1996). From the learners' side, beliefs are regarded as a defining factor in their own learning (Nikitina and Furuoka, 2006). Learner beliefs also impact learners' making sense of a language classroom (Peng, 2011). Furthermore, examining what people carry to the learning-teaching situation constitutes one of the key aspects of assessment and evaluation, which are of high importance in foreign language learning and teaching (Wan, Low and Li, 2011). As a consequence, beliefs, from both learner and teacher perspectives can be thought to have a shaping and defining potential in foreign language learning and teaching environments.

Method

The present study, which is descriptive in nature, aims to explore beliefs and attitudes of university students enrolled in the preparatory program and instructors who teach English as a foreign language in various preparatory programs in Turkey. The study adopted a mixed type research design, which involved both qualitative and quantitative data collection methods. The participants involved 111 students and 51 instructors. The students were enrolled in the preparatory class at Adana Science and Technology University in the 2015-2016 Academic year, and the instructors were those who taught English to preparatory class students in various universities in Turkey.

Data Collection Tools: The data were collected through Beliefs about Language Learning Inventory (BALLI) developed by Horwitz in 1988 and an Open-ended Questionnaire. The participants were given the 34-item BALLI in which they commented on the following areas of language learning: a) language aptitude; b) difficulty; c) nature; d) communication strategies; and e) motivation. The inventory is rated on a 5-point Likert scale that ranges between "Totally agree" and "Totally disagree". The instructors were

given the original form of BALLI while the students were provided with both English and Turkish forms of the inventory. The Turkish form was translated into Turkish by three linguistic experts and back translated for reliability purposes.

Beside BALLI, all the participants were asked to answer 8 open-ended questions that aimed to gather more in-depth data regarding their views about language learning from various aspects. The participants were asked to complete sentences beginning as "Knowing a foreign language ...", "Learning a foreign language is like ...", "English is hard because...", "English is easy because...", "What I want to improve most in English is ...", "I learn English best by ...", "To learn a foreign language better, students should ...", and "To help students learn a foreign language, teachers should...". The metaphor method was used in this study as metaphors occupy an important place in shaping people's thinking and learning, and they represent images in mind; in addition, teachers equipped with these images can help students to improve their learning strategies (Farjami, 2012).

Data Analysis: The data collected from BALLI were analysed using Statistical Packages for Social Sciences (SPSS 17.0 version for Windows). The data collected from the open-ended questions were analysed using the content analysis method; this procedure was applied to all qualitative data without limiting the number of participants. The coding process was completed in line with the steps mentioned by Miles and Huberman (1994) who states that content analysis is a technique in which the researcher analyzes a set of field notes to "dissect them meaningfully while keeping the relations between the parts intact" (p.16). Accordingly, s/he codes the data by marking chunks of the text with similar topics or information with the same label. The coding process involves choosing the representative words or phrases. Besides, authentic citations from the original utterances of the participants were also provided, as suggested by Patton (1990).

Results

Qualitative and quantitative data obtained from the students and instructors are presented under "Language Aptitude", "Difficulty", "Nature", "Communication Strategies", "Motivation", and "Teaching and Learning Procedures" subtitles. Data obtained from the BALLI questionnaire were presented with percentages, and the data obtained from the open-ended questions were demonstrated in frequencies indicating the number of citations. Findings in tables were presented in appendices part.

Language Aptitude

Table 1 (See Appendix) presents the students' beliefs concerning the concept of language learning ability. A great majority of the students (87,4%) believe that it is easier for children than adults to learn a second language. More than half of the students find it easier for someone already speaking a foreign language to learn another one. However, only 36% of them consider people speaking more than one language intelligent.

Although they think that children and adults are different from each other in terms of learning languages and that children can learn better, in their answers to the open-ended questions some students mentioned the similarity between a child's learning to speak or walk and an adult's learning a foreign language (f=13). One student, emphasizing the hard nature of the beginning process and then accelerating later, stated that "*like children, once you can learn to walk, you start to run*". More than half of the students disagree that people good at math and science are not good at learning foreign languages. Although most of the students (79,2%) hold the opinion that everyone can learn to speak

a second language, 72,9% of the students believe that some people have a special ability for learning a foreign language. According to the results obtained from BALLI, only one-fourth of the students believe that they have a special ability for learning a foreign language. Furthermore, approximately 40% of the students do not regard women better than men at learning foreign languages. On the other hand, Table 1 presents the quantitative findings regarding the instructors' beliefs on language aptitude. Even though 55% of the instructors hold the idea that everyone can learn to speak a second language, a great majority of the instructors (86,6%) believe that it is easier for children than adults to learn a second language. The same number of instructors is of the opinion that some people have a special ability for learning a foreign language. Similarly, 88,4% of the instructors think that it is easier for someone who already speaks a foreign language to learn another one. However, almost half of the instructors (48,1%) have no idea about women being better than men at learning foreign languages. Furthermore, nearly half of the instructors think that speaking more than one language hints at intelligence. As instructors, 65,4% of the instructor participants feel that they have a special ability for learning foreign languages, but a quarter of the instructors are unsure about this issue. Most of the instructors do not believe that people good at mathematics and science are not good at learning foreign languages.

Data obtained from the open-ended questionnaire revealed no specific attribution to the relationship between language learning ability and learning English. When the students were asked about the best way they can learn English, *"I cannot learn English"* was cited by the students 4 times. Nearly half of the participants believe that everyone can learn to speak a second language. This finding was supported by the data obtained from the open-ended questions in that *"learning a foreign language is easy when you study"* and *"the more you learn, the easier it becomes"* were cited 13 and 10 times respectively.

Difficulty

What students view difficult about learning a foreign language is shown in Table 1. Even though nearly half of the students find reading easier than writing in a foreign language, only 28,8% of the students see speaking as easier than understanding it. In addition, more than half of the students believe that some languages are easier than others to learn (85%). As for English, more than half of the students deem it neither hard nor easy. The participants' responses to the open-ended questions support these findings in that they were found to regard English as *"not easy"* (f=20) and *"not hard"* (f=29). Things that make English hard were mentioned by students as *"differences between Turkish and English"* (f=19), *"too many words in English"* (f=8), and *"too many grammar rules"* (f=5). As to the features that make English easy, the students mainly stated *"it is easy when you study"* (f=13), *"the more you learn, the easier it becomes"* (f=10), *"You can see it everywhere"* (f=9), and *"the rules make it easy"* (f=8). Within the framework of difficulty category, roughly 40% of the students think that it would take 1 to 2 years to speak English very well if someone spent one hour a day learning a language. This finding was supported by 2 citations that indicate the difficulty of English in a short time *"learning English takes a long time (1-2 years)"*.

Table 1 portrays the instructors' beliefs about the difficulty of language, as well. The majority of the instructors hold the belief that some languages are easier than others (90,7% in total). When it comes to skills, 80,8% of the instructors think that reading is easier than writing a foreign language though more than half of the instructors do not consider speaking as easier than understanding it (63,5%). Less than half of the instructors (42,3%) consider English neither hard nor easy, and 36,5% think that English

is an easy language. Data obtained from the open-ended questions revealed the instructors' ideas about the factors that make learning a foreign language easy or difficult. The instructors believe that English is actually easy to learn because "its grammar rules are clear and easy" (f=11), "it has a simple pattern" (f=4), "it is everywhere" (f=7), "sources for learning English are accessible everywhere" (f=6) and "we are exposed to English every day" (f=6). In addition, some instructors thought that "one can learn English easily if s/he really want to" (f=5). On the other hand, the instructors mention such factors that make learning English hard as "it is very different from Turkish" (f=14), "its pronunciation is hard" (f=5), "there are too many words (f=4) and things (f=3) to learn", "it requires a lot of practice" (f=3), "there are always exceptions to the rules" (f=2), and "its syntax is difficult" (f=2). Although the majority of the citations about the difficulty of language learning focused on the nature of English and differences between Turkish and English, some other factors mentioned by the instructors included "teachers' not knowing how to teach English well" (f=1), "people's giving insufficient importance to learning English" (f=1), and "students' not being effectively supported to learn English". Half of the instructors are of the opinion that it would take 1 to 2 years to speak a foreign language very well if someone spent one hour a day learning it. While 19,2% of the instructors believe that it is impossible to learn a foreign language spending only one hour a day, the same number of the participant instructors think that it would take 3 to 5 years.

Nature

Considering the nature of the language, almost half of the students (51%) believe that it is of necessity to learn about English-speaking cultures to speak English, which hints at the importance of learning about culture in improving speaking skills. In a similar vein, the majority of the students (77,5%) find it best to learn English in an English-speaking country. Hence, in the open-ended questionnaire, "knowing a foreign language is knowing/learning another culture" was cited 10 times and "going to another country to learn English better" was cited 7 times. Furthermore, a great majority of the students (82,8%) view learning new words as the most important part of learning a foreign language, whereas nearly 40% of the students regard grammar as the most important element of learning language. In line with these findings, the importance of vocabulary was cited by the students in various questions in the open-ended questionnaire. For instance, "To learn a foreign language better, students should learn a lot of words" (f=26), "English is hard because it has too many words" (f=8), "What I want to improve most in English is my vocabulary" (f=10). On the other hand, grammar was cited only 6 times "what I want to improve most is grammar". None of the students mentioned focusing on grammar in learning or teaching English. Almost all of the students (92,8%) believe that if they can learn to speak English very well, they will have better job opportunities. Hence, "the probability of finding a good job" if they can learn English well was cited 20 times by students. The students were also found to think that knowing English well "contributes to personal development" (f=32), "is advantageous" (f=17), "is important" (f=16), "will somehow be helpful in the future" (f=14), and "is a must now" (f=5). Fewer students see making translation from mother tongue as the most important part of learning since almost half of the students have negative beliefs about this notion (47,7%). In line with this finding, the importance of translation in learning a foreign language was not cited in the qualitative data. When it comes to comparison of learning a foreign language with other academic subjects, 87% of the students believe the difference among them. The students' metaphors regarding learning a foreign language gives a clearer picture as to how they see learning English. Similarity between learning a foreign language and the development of a child was cited 13 times. The students emphasized that learning a foreign language was like "a child's learning to speak" or "walk", for example. They further

explained this metaphor by emphasizing that first steps of development in human life are harder, but later they become automatic. A number of students thought about the constructive nature of language learning, and so they said language learning was like *"building something"* (f=4) or *"learning a new sport"* (f=1) *"because it is learned step by step"*. These students emphasized the importance of building the construction strong enough. Some other students thought learning a foreign language was like *"exploring a new country/place"* (f=4). Those who thought so stated that learning a new language broadens one's horizon because it helps them to learn about other people's cultures and views.

Table 1 reveals the findings about nature of the language: 76,9% of the instructors believe that it is necessary to learn about English-speaking cultures to speak English. Similarly, a great number of the instructors hold the belief that it is best to learn English in an English-speaking country (40%). As for the most important part of learning a foreign language, a number of instructors put forth learning new words (33%). Only 13,5% of the instructors view grammar and 13,4% see translation as the most significant part of learning a foreign language. In addition, most of the instructors seem to accept the difference of English from other academic disciplines (87%). Qualitative data obtained from the open-ended questions suggest that the instructors find knowing a foreign language *"essential"* (f=13) and *"beneficial"* (f=10). To some instructors, knowing a foreign language is *"a privilege"* (f=8) and it is *"advantageous"* (f=7). Language is seen by some instructors as *"an opportunity to learn about different cultures"* (f=6) or *"a door to a different world"* (f=4). To some other instructors, knowing a foreign language is *"fun and enjoyable"* (f=7) or *"enriching"* (f=3). As a result, the data obtained from this question in the open-ended form suggest that the instructors have generally positive views about knowing a foreign language. To the instructors, learning a foreign language is like *"learning to drive a car or riding a bike"* (f=7) since at the beginning it requires both practice and self-confidence, *"swimming"* because it is hard at the beginning but in time it becomes automatic (f=4), *"exercising/body building"* (f=4) *"because it requires regular practice"*, *"discovering/opening up a new world"*, *"because there are so many new things to learn"*, and *"a life-time activity"* (f=2) *"because it is a never-ending process"*.

Communication Strategies

With respect to communication strategies, more than half of the students give importance to speaking English with an excellent pronunciation (54,9%), but they disagree with the idea of not saying anything until one can say it correctly (54,1%). The responses to the open-ended questions revealed that *"having a good pronunciation"* (f=6) and *"speaking with a good accent"* (f=8) were cited in the things students wanted to improve. On the other hand, the students seem to support allowing beginning students to make mistakes in English. More than half of the students (57,6%) claim not to have a sense of shyness while speaking English with other people. They even appear to enjoy practicing English with native speakers. Moreover, a great number of students are aware of the importance of *"repeating and practicing a lot"* as a communication strategy (55,9%). The importance given to practice was cited 31 times in what students should do to improve their English and 30 times in the section they learn best, indicating a parallel finding on this issue. Vocabulary, the most cited item following practice, was found to have great importance for students. The part that explored the things students wanted to improve most also included vocabulary, which was cited 26 times. Teachers' giving vocabulary exercises to teach English better was also cited 3 times by students. The inventory also aimed to explore the students' views about unknown vocabulary. More than half of the students do not mind guessing the meaning of unknown words (72%). According to the findings

obtained from the BALLI questionnaire, the students do not seem to give much importance to practicing in language laboratories; however, findings obtained from the open-ended questions revealed the importance of audio visual materials such as films and videos in learning English (f=13). In line with the findings obtained from the BALLI questionnaire, “*speaking fluently*” was cited 43 times as the thing students wanted to improve most. The students also reported improving their “*vocabulary knowledge*” (f=10), their “*accent*” (f=8), and their “*knowledge of grammar*” (f=6). Besides, the students stated that they learned best by “*practicing speaking*” (f=30) or “*speaking with foreigners*” (f=9). Table 1 demonstrates the instructors’ views on communication strategies. 63,4% of the instructors do not consider speaking English with an excellent pronunciation as important. Similarly, they deem the usage of a guessing strategy as normal in the case of not knowing a word in English (94,2%). Besides, almost all of the instructors do not support the notion of saying nothing in English until saying it correctly (94,3%). Likewise, a great majority of the instructors do not think that allowing beginner students to make mistakes in English will make it difficult for them to speak correctly (82,7%). Although all of the instructors believe in the importance of repetition and practice, 40,4% do not regard practice in language laboratories as important. Moreover, a great majority of the participant instructors enjoy practicing English with native speakers (94,2%), and they do not feel shy while speaking with native speakers (76,9%). (f=1).

Motivation

Students’ motivation, one of the essential elements of learning, is presented in Table 1. A great majority of the students (88,3%) are willing to learn to speak English very well, and they want to have native speaker friends (94%). However, only one third of the students would like to learn speaking in order that they can get to know people living in other countries (34%). The finding in relation to speaking was also supported in the open-ended data findings. The students were asked what they want to improve most in English. What students want to improve most was found to be “*speaking fluently*” (f=43). Other major things students want to improve included “*vocabulary knowledge*” (f=10), their “*accent*” (f=8), their “*knowledge of grammar*” (f=6), “*writing skills*” (f=4), and “*listening skills*” (f=3). Table 1 pictures the quantitative findings on the instructors’ beliefs about motivation in language learning, too. As instructors, most of them would like to learn English so that they can get to know people living in other countries (98.1%) and want to have native-speaker friends (92,2%). Likewise, almost all of the instructors believe that speaking English very well will bring better job opportunities (98%), and they would like to speak English very well (98,1%). Another finding regarding speaking indicates that most of the students believe that they will learn to speak English very well (82%). In the qualitative data form, speaking was cited 30 times as the way that best helped students to learn English. The instructors were also asked about what they want to improve most in English. Their answers showed similarity with that of students in that “*speaking*” was the most frequently cited item by the instructors (f=12). This was followed by “*academic writing*” (f=9), “*vocabulary*” (f=8), “*listening*” (f=4), “*pronunciation and word stress*” (f=3), “*communicative competence*” (f=2), “*idioms & proverbs*” (f=2), “*reading*” (f=1) “*native competence*” (f=1), and “*communication skills*”.

Learning and Teaching Procedures

Based on the open-ended questionnaire used in this study, this section was formed by the researchers in addition to the five categories of BALLI in order to present the qualitative data in relation to the learning and teaching procedures. All the participants were asked about the things students and instructors do to maintain success in English.

The students seem to focus more on “*practicing a lot*” (f=31), “*learning a lot of words*” (f=26), and “*reviewing the things learned*” (f=17) to succeed in English. None of the students mentioned specific foreign language ability required to learn English better. Qualitative data findings demonstrate that “*practicing in English*” was cited 31 times in the question that asked about the things students should do to learn English better. The question that aimed to explore the students’ expectations from teachers reveal that a number of students thought what teachers should do to help their students learn English better is to “*encourage students to speak English*” (f=14). Some of the participants mentioned the importance of “*being understanding and patient about the mistakes in speaking*” (f=10). The students were found to think their teachers should “*encourage students to speak*” (f=14) “*be understanding and patient about the mistakes in speaking*” (f=10), and “*support students’ learning*” (f=11). A number of students also indicated that “*teachers should forbid speaking in the mother tongue*” (f=6). The students indicated that they should “*learn as many words as possible*” (f=26) to improve their knowledge of English. Hence, learning best by watching films/videos was cited 19 times, and it was cited 13 times in the part that revealed what students should do.

Data obtained from the open-ended questions demonstrated the instructors’ views about how to learn a foreign language better. The instructors believe that to learn a foreign language better, students should “*practice a lot, in a meaningful context*” (f=15), they should “*be exposed to the language*” (f=10), and they should “*be interested in learning English*” (f=10). Some instructors think that students should “*practice reading*” (f=7) and “*listening*” (f=5) to improve their English. There were also some instructors who thought that “*all skills should be improved*” (f=2), learners should “*spend some time in a foreign country*” (f=2), “*learn chunks of language*” (f=2), they should “*be given the opportunity to improve their abilities*” (f=1), they should “*create and use a second identity*” (f=1), and “*they should have no fear of mistakes*” (f=1).

Both the students and instructors were asked about the ways they learned English best. The students reported that they learned best by “*speaking*” (f=30), “*watching videos/films*” (f=19), listening (f=11), “*speaking with foreigners*” (f=9), writing (f=8), “*making revisions*” (f=6), and “*memorizing words*” (f=5). It is important to note that some students thought they could “*not learn English*” (f=4). The instructors’ opinions regarding the best ways to learn English included “*reading*” (f=16) and “*speaking*” (f=14) respectively. Their answers to this question were followed by “*listening*” (f=9), “*watching films and TV series*” (f=6), “*practicing with native speakers*” (f=4), “*being exposed to the language*” (f=3), “*going abroad*” (f=2), “*analyzing texts*” (f=1), “*listening to songs*” (f=1), and “*studying morphology*” (f=1).

Discussion

The present study aims to identify students’ and instructors’ beliefs and attitudes about learning and teaching English as a foreign language in the context of preparatory programs in Turkey. Although the data obtained from the open-ended questionnaire supported the data obtained from the BALLI and indicated parallel findings in most of the issues, some aspects of learning and teaching English as a foreign language revealed differences between students and instructors.

Concerning aptitude, all the participants in this study seem to believe in the role of aptitude in the language learning process. To both students and instructors, it is easier for children than adults to learn a foreign language. Ainoa (2015) points out that children are better at learning a second language from both a cognitive and affective perspective

since cognitively early exposure to a second language is useful due to the benefit from the innate capacity that children appear to own, and affectively children seem to have fewer tendencies that can step in their learning based on the affective purity argument. Besides, both students and instructors think that knowing two languages makes another foreign language learning process easier and that some people have a special ability to learn languages. This finding can be confirmed by a study conducted by Akpınar Dellal and Boran Günak (2009). They found that students who learn German as their second foreign language benefitted from English as their first foreign language; they made associations with English, made comparisons based on their English knowledge, developed new strategies through these comparisons and they realized that their motivation in the first foreign language influenced their learning strategies.

That speaking hints at intelligence is not favored much by students. A similar finding was elicited in a study done by Vibulphol (2004) which revealed that participants did not associate second language learning ability with intelligence. However, the instructors in the present study seem to consider a connection between intelligence and speaking a foreign language. Unlike students, the instructors seem to acknowledge the role of intelligence in learning a foreign language.

The instructors seem to attribute more value to learning English, as their responses included *learning English is "a window to a new world"*, *"broadens one's horizon"*, and it is *"a key to learn about different cultures"*. In a study conducted by Pan and Block (2011), teachers were found to view education as more a process of compiling knowledge rather than a practical process of utilizing knowledge for short-term purposes. Our conclusion can be reached by looking at the finding that while many students do not think they have a special ability to learn a foreign language, a majority of the instructors think they have a special ability to learn a foreign language. This result is somewhat expected because all the student participants are from the engineering departments, with poor English background in the process of preparing for the university entrance exam. Considering the limited English learning opportunities they received in this process, and even more limited use of it, their lack of interest in English and/or belief that they lack this ability is understandable. This finding is in parallel with the study conducted by Can and Can (2014). In their study, almost all of the students were found to give inadequate importance to foreign language because there are no questions about foreign language in the university entrance exam.

Another finding regarding aptitude is in the gender dimension. Most students do not agree with the idea that girls are better language learners than boys. Their beliefs are not in parallel with the findings of the study carried out by Zoghi, Kazemi and Kalani (2013) since the researchers found that gender had an important effect on success and that female students outperformed male students in language achievement tests. However, in the present study the majority of the instructors-- as opposed to students-- are not sure about this issue. The participant instructors of this study are all from foreign language schools in which the students are enrolled from various departments. While generally there are more girls than boys in foreign language departments, making generalizations about gender might seem difficult to the instructors in this particular context.

According to both students and instructors, some languages are easier than others, reading is easier than writing, and if someone spends 1 hour it would take 1-2 years to learn to speak in the target language. Given that receptive skills are learned first and productive skills are more difficult to attain, the notion behind this finding is somewhat expected. Rico (2014) proposed unwillingness to use the target language, teacher's

methodology, lack of knowledge, insecurity, language transfer and time allocation as the reasons behind the difficulties of productive skills among foreign languages. Once people learn another language, they go through inter-language processes and inevitably compare the language they are learning with their own language. They may find some components of one language easier or more difficult than the other. Therefore, the participants might have already developed an attitude towards the difficulty of learning some languages.

Another similar idea held by all the participants is that English is neither easy nor difficult. The difference in this item is the factors that they believed made English hard. That is to say, their opinion about the difficulty level of the English language is the same while their attributions of its difficulty or easiness are different. They attribute different reasons to this issue. For instance, while students think that English is hard because of the “*differences between Turkish and English*” “*too many words in English*” and “*too many grammar rules*”, for instructors, English is hard because “*it is very different from Turkish*”, “*its pronunciation is hard*”, “*there are too many words*” and “*things to learn*”, “*it requires a lot of practice*”, “*there are always exceptions to the rules*”, and “*its syntax is difficult*”. While the students make more general evaluations, the instructors seem to mention more theoretical and grammatical aspects making English hard to learn and teach. On the other hand, English was considered easy by students due to such factors as its becoming easy when one studies, its becoming easier as it is learned, its being seen everywhere, and its becoming easy with the rules. Probably due to having limited access to English learning materials before instructors seems to give more importance to the available sources that enable learning English more easily. Although students emphasize that English could be learned through effort, instructors seem to think that with all the materials available, it is easy for students to learn English. Therefore, instructors' beliefs seem to be in line with Callum, Jeffrey and Kinshuk (2014) who point out that accessibility of mobile learning devices helps educators to support student learning inside and outside the classroom, and makes learning more interactional and dynamic. In addition, although the students think that language laboratories are important, the instructors do not seem to give so much importance to language laboratories, which could be associated with the instructors' beliefs about the available resources, particularly online

All the participants give importance to learning about the culture while learning a foreign language. In line with this, all the participants seem to believe that visiting other countries or living in other countries accelerates the language learning process. Language reflects culture, and exposure to culture during the learning process encourages students to construct their meaning and reflect on the target culture (Choudhury, 2014). Therefore, limiting the foreign language learning process to the classroom environment does not provide effective language learning opportunities. Both students and instructors seem to give importance to learning English in its natural context. Concerning this issue, Er (2006) mentions that lack of exposure to the culture of the target language makes learning harder and less interesting to the students, and cultural aspects allow students to build empathy towards foreigners.

Another point shared by both students and instructors is the importance of learning vocabulary. All the participants consider that learning vocabulary is the most important part in learning a foreign language. Although students seem to attach more importance to learning grammar, the instructors do not think that grammar should be given priority. It can thus be said that the instructors are more aware of four skills as the components of a language. This finding has parallel points with the results of the study done by Yamini and Dehghan (2005). They found that although students in general prefer communicative

approaches, those with a lower level of English have the propensity for memorization and learning a lot of grammar rules; however, as the proficiency level increases, they alter their beliefs about the nature of language and their tendency moves away from traditional ways of learning. Given the proficiency level of the students compared to teachers in the present study, students' higher priority for grammar than teachers' is understandable.

In their metaphors that defined English and learning English, the students focused on the constructive nature of learning something. They were found to perceive learning English as something to be learned in a constructive manner. They seem to think that the learning process is very hard and naïve at the beginning, but in time it becomes automatic. For students it is like a new-born child's development, which requires some stages to follow and construct. Similarly, the study that explored student metaphors showed learning a foreign language as a baby experience; for instance baby enjoying talking, child learning to speak and baby demonstrating curiosity (Farjami, 2012). On the other hand, the instructors believe that learning English well could be possible by persistent practice. They gave examples from learning a sport or skill that becomes automatic through regular practice such as "driving a car", "riding a bike", "swimming", "exercising/body building", "cooking", and the like. The instructors also emphasize the "never-ending" process of learning English.

Both students and instructors favour letting students make mistakes at the beginning stages and believe that practice is important. The importance of practice was mentioned by both students and instructors. A great majority of the students seem to give importance to practice, but the instructors emphasize the importance of "practicing in a meaningful context". The importance of practice was also found in a study by Mokhtari (2007) that explored student beliefs in different contexts and showed that almost all students in three different universities believed that it is important to repeat and practice a lot.

The finding that is worth noting regarding components of learning English is that according to students it is important to speak with perfect pronunciation. To teachers, however, excellent pronunciation is not a must. This finding indicates that students might not speak in classes as they think they do not have excellent pronunciation, but instructors seem to be ready to appreciate their efforts to communicate regardless of their pronunciation mistakes. Therefore, it seems that teachers move away from the traditional notion of perfect pronunciation and support comprehensible communication since a perfectionist attitude can be disappointing for students who feel inadequate (Morley, 1991). More participation could be enhanced if students were more aware about this notion of instructors.

Results indicate low integrative motivation on the students' side, which might result from the fact that most of the student participants are engineering department students who need English in the future. Thus, the students' short-term plan is to pass the preparatory class and their long-term motivation is to use their English knowledge in the future when they look for a good job. The participants' instrumental motivation causes students to perceive English as something to be learned, rather than something to be enjoyed and explored. It is interesting to note that although the students found English advantageous, important, and helpful for the future, almost none of them find this process fun or enjoyable. However, the instructors consider learning English fun. The instructors, who majored in English, seem to have integrative motivation. Responsibilities as students may affect the type of motivation they have since in a study by Altan (2006), it was found that students in teaching departments had a high level of instrumental but moderate level of

integrative motivation. Therefore, the participant students in this study can be expected to experience a change in their motivation to learn English. Learning is an ongoing process, thus all the participants were asked what they want to improve most in English. All the participants want to be fluent speakers of English, and they would like to practice with foreigners. Although this question was answered as "*speaking fluently and learning more vocabulary*" by the majority of the students, the instructors also placed speaking and learning vocabulary in the top three. Unlike students, the instructors would like to learn more about academic writing.

There is a generation gap between instructors and students, specifically in terms of the learning and teaching opportunities they had. Thus, they were asked how they learn English best. While the top three options mentioned by students included learning by practicing speaking, watching videos/films and listening, these options included reading, speaking, and listening for instructors. It is interesting to note that no students mentioned reading as an effective way of learning. This finding of the study is similar to the one done by Khairuddin (2013), which introduced that students have relatively low interest in reading English materials. Lack of reading or use of reading as a learning tool can be explained by more exposure to visuals than before and by the less practical nature of reading rather than listening or watching.

All the participants were asked what teachers and students should do to learn a foreign language better. To students, the things that students should do are practicing a lot, learning a lot of words, reviewing the things learned, and watching films and videos. To teachers, students should practice a lot in a meaningful context, be exposed to English, and be interested in learning English. Being interested was not mentioned by students. What is notable here is that while the instructors emphasize "*interest*" and practice "*in a meaningful context*", students emphasized only practice.

Finally, all the participants were asked what teachers should do to help students learn better. To students, teachers should "*make the lessons fun and interesting*", "*support students' learning*" and "*encourage students to speak English*" and "*be patient and understanding in the process*". As for teachers, what teachers should do includes "*encouraging their students*", "*motivating them*", "*helping them to practice*", and "*creating a good learning atmosphere*". Therefore, both students and teachers attribute facilitating and affective roles to the teachers. Similarly, in a study carried out by Shafie and Nayan (2010), teachers with various years of experience were found to see the teacher as facilitator, the common answer among all different responses. From an affective perspective, facilitating refers to being a humanistic teacher, motivating in the English teaching process, designing affective courses and building a psychologically secure environment for students (Xu and Huang, 2010).

Conclusion

Learning English as a foreign language is a challenging task for millions of learners in the world, and Turkey is no exception. Given the role of knowing English for students, the importance of exploring the issue of learning and teaching English from various aspects is self-evident. With this intention, the present study explored the issue from the eyes of the two opposite sides of the context and aimed to identify teachers' and students' beliefs and attitudes, which are known to have serious effects in the whole teaching and learning process. The findings provided valuable insight indicating both similarities and differences from the aptitude, difficulty, nature of language, motivation, communication, and learning and teaching domains. As it sheds light on teachers' and students' views on

the same issue, the picture obtained in the present study could contribute to the hard job of providing education opportunities to students learning English as a foreign language at the university level in Turkey. Considering the differences and similarities revealed in this study, both students and teachers can make their own learning and teaching a more conscious process. Students can view language learning from the teachers' perspective, thus taking an effective path to success. Likewise, teachers can get a chance to understand the foreign language learning process from the students' eyes, and thus gain clearer ideas about students' expectations.

Limitations

This study was conducted with students only from one institution and instructors from various universities located in Turkey. A large scale study with more participants would probably shed more light on the issue.

Table 2. Findings about the Students' Responses to Open-ended Questions

Q1. Knowing a foreign language ...	f	Q2. Learning a foreign language is like ...	f
Contributes to personal development	32	A new born child's development	13
Is a key to find a good job	20	Building something	4
Is advantageous	17	Becoming two persons in one	4
Is Important	16	Exploring a new country/place	3
Will be helpful in the future	14	Eating the same food in another place	1
Helps you to know new people/places	11	Splitting your brain into two parts	1
Is knowing another culture	10	Having a good equipment that functions well	1
Is necessary /a must	5	A turning point in your life	1
Cannot be learned by everyone	1	Learning a new sport	1
Q3. English is hard because ...		Q4. In fact, English is easy because ...	f
It is not hard	29	It is not easy	20
It is different from Turkish	19	It's easy when you study	13
It has too many words	8	The more you learn, the easier it becomes	10
It has too many grammar rules	5	You can see it everywhere	9
Its spelling and pronunciation are different	4	The rules make it easy	8
Our background knowledge is not sufficient	3	It is easy to learn	6
It has various accents	2	It's not a head-final language	4
Words have more than one meaning	2	Many people know English	3
Learning English takes a long time (2 years)	2	It has similar features to Turkish	3
We cannot learn it	2	We have been learning since primary school	2
We have no opportunities to practice	1	It's grammar is easy	2
Q5. What I want to improve most in English is ...	f	Q6. I learn English best by ...	f
Speaking fluently	43	Speaking	30
My vocabulary knowledge	10	Watching videos/films	19
My accent	8	Listening	11

Knowledge of grammar	6	Speaking with foreigners	9
My pronunciation	6	Writing	8
Writing skills	4	Making revisions	6
Listening skills	3	Memorising words	5
My comprehension skills	3	Listening to the teacher	4
Reading skills	2	I cannot learn it	4
Everything about English	2	Visiting/living in another country	2
Q7. To learn a foreign language better, students should ...		Q8. To help students learn a foreign language, teachers should ...	
Practice a lot	31	Make the lessons fun and interesting	15
Learn a lot of words	26	Support students' learning	11
Review the things learned	17	Encourage students to speak English	14
Watch films/videos	13	Be patient and understanding	10
Reading English books	8	Speak only English	6
Love/enjoy learning	8	They are already doing what should be done	4
Go to another country	7	Give vocabulary exercises	2
Do exercises	6	Success depends on Students rather than Teachers	2
Listen to music	5	Make some explanations in Turkish	2
Listen in English a lot	4	Move from easy to more difficult	2
Learn out of school, as well	4	Do a lot of exercises	2

Table 3. Findings about the Instructors' Responses to Open-ended Questions

Q1. Knowing a foreign language ...	f	Q2. Learning a foreign language is like ...	f
Is essential	13	Learning to drive or riding a bike	7
Is beneficial	10	Swimming	4
Is a Privilege	8	Exercising/body building	4
Is fun and enjoyable	7	Discovering/opening up a new world	2
Is advantageous	7	Taking a long journey	2
Is knowing about different cultures	6	Undoing a knot	1
Is a door to different World	4	A life time activity	2
Is enriching	3	Learning how to cook	1
(Language defined **)	6	Being free like a bird	1
Q3. English is hard because ...		Q4. In fact, English is easy because ...	f
It is very different from Turkish	14	Its grammar rules are clear and easy	11
Its pronunciation is hard	5	It is everywhere	7
There are too many words to learn	4	You can access sources everywhere	6
It requires a lot of practice	4	We are exposed to it every day	6
There are so many things to learn	3	You can learn if you really want	5
There are always exceptions of the rules	2	It has a simple pattern/structure	4
Its syntax is difficult	2	It has no articles or cases (like in German or French)	2
It is not spelled as it is pronounced	2	It is neither easy nor difficult	2
Teachers don't know how to teach it well	1	It is fun to learn	2
We do not give enough importance to	1	You construct sentences by adding	1

learning it		chunks together	
Students are not effectively supported to learn it	1	It has similar features to Turkish	1
Q5. What I want to improve most in English is ...	f	Q6. I learn English best by ...	f
Speaking skills	12	Reading	16
Academic writing	9	Speaking	14
Vocabulary	8	Listening	9
Listening	4	Watching films/TV series	6
Pronunciation, word stress	3	Practicing with native speakers	4
Communicative competence	2	Being exposed to the language	3
Idioms & proverbs	2	Going abroad	2
Reading	1	Analysing texts	1
Native competence	1	Listening to songs	1
Communication skills	1	Studying morphology	1
Q7. To learn a foreign language better, students should ...		Q8. To help students learn a foreign language, teachers should ...	
Practice a lot, in a meaningful context	15	Encourage their students	12
Be exposed to the language	10	Motivate their students	11
Be interested in learning English	10	Help students practice	7
Practice reading	7	Create a good learning atmosphere	6
Practice listening	5	Help them take the responsibility of their own learning	4
Improve all skills	2	Provide them with input	4
Spend time in a foreign country	3	Be patient and understanding	4
Learn chunks of language	2	Guide them well	4
Be given opportunities to enhance their abilities	2	Always speak English	2
Create and use a second identity	1	Develop themselves first	1
Have no fear of mistakes	1	Teach not only the language but also the culture	1

*5 teachers did not answer the open-ended questions

** 6 teachers provided a formal definition of language

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APPENDIX

Table 4. Findings of Students (BALLI)

	ITEMS	Totally agree		Agree		No Idea		Disagree		Totally disagree	
		f	%	f	%	f	%	f	%	f	%
LANGUAGE APTITUDE											
1	Easier for children than adults to learn a second language	78	70,3	19	17,1	5	4,5	3	2,7	6	5,4
2	Some people have a special ability for learning a foreign language	46	41,4	35	31,5	13	11,7	9	8,1	8	7,2
6	People in my country are very good at learning second languages	11	9,9	20	18	41	36,9	22	19,8	17	15,3
10	Easier for someone who already speaks a foreign language to learn another one	26	23,4	38	34,2	25	22,5	14	12,6	8	7,2
11	People good at mathematics or science are not good at learning foreign languages	12	10,8	9	8,1	22	19,8	35	31,5	33	29,7
16	I have a special ability for learning foreign languages	15	13,5	13	11,7	37	33,3	22	19,8	24	21,6
19	Women are better than men at learning foreign languages	14	12,6	15	13,5	38	34,2	18	16,2	26	23,4
30	People who speak more than one language are very intelligent	16	14,4	24	21,6	34	30,6	26	23,4	11	9,9
33	Everyone can learn to speak a second language	55	49,5	33	29,7	8	7,2	7	6,3	8	7,2
DIFFICULTY											
3	Some languages are easier than others	44	39,6	41	36,9	17	15,3	2	1,8	7	6,3
5	I believe I will learn to speak English very well	36	32,4	46	41,4	19	17,1	5	4,5	5	4,5
25	It is easier to speak than understand a foreign language	18	16,2	14	12,6	34	30,6	25	22,5	20	18
34	It is easier to read than to write a foreign language	24	21,6	24	21,6	25	22,5	26	23,4	12	10,8
NATURE											
8	It is necessary to learn about English-speaking cultures to speak English	25	22,5	26	23,4	26	23,4	20	18	14	12,6
12	It is best to learn English in an English-speaking country	65	58,6	21	18,9	12	10,8	6	5,4	7	6,3
17	The most important part of learning a foreign language is learning new words	49	44,1	43	38,7	12	10,8	5	4,5	2	1,8
23	The most important part of learning a foreign language is learning grammar	16	14,4	28	25,2	26	23,4	25	22,5	16	14,4
27	Learning a foreign language is different than learning other academic subjects	41	36,9	46	41,4	12	10,8	11	9,9	1	0,9
28	The most important part of learning a foreign language is learning to translate from my own language	15	13,5	18	16,2	25	22,5	34	30,6	19	17,1
COMMUNICATION STRATEGIES											
7	It is important to speak English with an excellent pronunciation	27	24,3	34	30,6	24	21,6	21	18,9	5	4,5
9	You shouldn't say anything in English until you say it correctly	6	5,4	8	7,2	13	11,7	24	21,6	60	54,1
13	I enjoy practicing English with native speakers	42	37,8	39	35,1	15	13,5	6	5,4	9	8,1
14	It's OK to guess if you don't know a word in English	32	28,8	40	36	15	13,5	18	16,2	6	5,4
18	It is important to repeat and practice a lot	62	55,9	36	32,4	3	2,7	6	5,4	4	3,6
21	I feel shy speaking English with other people	13	11,7	18	16,2	16	14,4	32	28,8	32	28,8
22	If beginning students are allowed to make mistakes in English it will be difficult for them to speak correctly	17	15,3	7	6,3	20	18	33	29,7	34	30,6

	later on										
26	It is important to practice in language laboratories	30	27	33	29,7	34	30,6	11	9,9	3	2,7
MOTIVATION											
20	People in my country believe that it is important to speak a foreign language	31	27,9	47	42,3	17	15,3	7	6,3	9	8,1
24	I would like to learn English so that I can get to know people living in other countries better	16	14,4	18	16,2	17	15,3	33	29,7	27	24,3
29	If I learn to speak English very well, I will have better job opportunities	70	63,1	33	29,7	2	1,8	1	0,9	5	4,5
31	I would like to learn to speak English very well	81	73	17	15,3	8	7,2	0	0	5	4,5
32	I would like to have friends who are native speakers	70	63,1	24	21,6	8	7,2	5	4,5	4	3,6

Table 5. Findings of Instructors (BALI)

	ITEMS	Totally agree		Agree		No Idea		Disagree		Totally disagree	
		f	%	f	%	f	%	f	%	f	%
LANGUAGE APTITUDE											
1	Easier for children than adults to learn a second language	25	48,1	20	38,5	1	1,9	5	9,6	1	1,9
2	Some people have a special ability for learning a foreign language	25	48,1	20	38,5	5	9,6	2	3,8	0	0,0
6	People in my country are very good at learning second languages	2	3,8	9	17,3	13	25,0	20	38,5	8	15,4
10	Easier for someone who already speaks a foreign language to learn another one	14	26,9	32	61,5	6	11,5	0	0,0	0	0,0
11	People good at mathematics or science are not good at learning foreign languages	0	0,0	5	9,6	11	21,2	18	34,6	18	34,6
16	I have a special ability for learning foreign languages	10	19,2	24	46,2	13	25,0	5	9,6	0	0,0
19	Women are better than men at learning foreign languages	7	13,5	13	25,0	25	48,1	3	5,8	4	7,7
30	People who speak more than one language are very intelligent	6	11,5	19	36,5	18	34,6	7	13,5	2	3,8
33	Everyone can learn to speak a second language	17	32,7	22	42,3	8	15,4	3	5,8	2	3,8
DIFFICULTY											
3	Some languages are easier than others	14	26,9	28	63,8	4	7,7	2	3,8	4	7,7
5	I believe I will learn to speak English very well	30	57,7	19	36,5	1	1,9	2	3,8	0	0,0
25	It is easier to speak than understand a foreign language	5	9,6	6	11,5	8	15,4	26	50,0	7	13,5
34	It is easier to read than to write a foreign language	25	48,1	17	32,7	8	15,4	1	1,9	1	1,9
NATURE											
8	It is necessary to learn about English-speaking cultures to speak English	13	25,0	27	51,9	3	5,8	4	7,7	5	9,6
12	It is best to learn English in an English-speaking country	30	57,7	18	34,6	1	1,9	3	5,8	0	0,0
17	The most important part of learning a foreign language is learning new words	4	7,7	29	55,8	10	19,2	8	15,4	1	1,9
23	The most important part of learning a foreign language is learning grammar	0	0,0	7	13,5	8	15,4	26	50,0	11	21,2
27	Learning a foreign language is different than learning other academic subjects	13	25,0	30	57,7	4	7,7	4	7,7	1	1,9
28	The most important part of learning a foreign language is learning to translate from my own language	1	1,9	6	11,5	11	21,2	19	36,5	15	28,8
COMMUNICATION STRATEGIES											
7	It is important to speak English with an excellent pronunciation	5	9,6	9	17,3	5	9,6	27	51,9	6	11,5
9	You shouldn't say anything in English until you say it correctly	1	1,9	0	0,0	2	3,8	12	23,1	37	71,2
13	I enjoy practicing English with native speakers	32	61,5	17	32,7	2	3,8	1	1,9	0	0,0
14	It's OK to guess if you don't know a word in English	23	44,2	26	50,0	3	5,8	0	0,0	0	0,0

18	It is important to repeat and practice a lot	35	67,3	17	32,7	0	0,0	0	0,0	0	0,0
21	I feel shy speaking English with other people	2	3,8	5	9,6	5	9,6	22	42,3	18	34,6
22	If beginning students are allowed to make mistakes in English it will be difficult for them to speak correctly later on	0	0,0	3	5,8	6	11,5	20	38,5	23	44,2
26	It is important to practice in language laboratories	4	7,7	13	25,0	14	26,9	14	26,9	7	13,5
MOTIVATION											
20	People in my country believe that it is important to speak a foreign language	22	42,3	27	51,9	1	1,9	2	3,8	0	0,0
24	I would like to learn English so that I can get to know people living in other countries better	9	17,3	32	61,5	2	3,8	7	13,5	2	3,8
29	If I learn to speak English very well, I will have better job opportunities	28	53,8	23	44,2	1	1,9	0	0,0	0	0,0
31	I would like to learn to speak English very well	39	75,0	12	23,1	1	1,9	0	0,0	0	0,0
32	I would like to have friends who are native speakers	28	53,8	20	38,4	3	5,8	1	1,9	0	0,0