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TURKISH ERASMUS EXCHANGE STUDENTS' SELF BELIEF IN ENGLISH LANGUAGE LEARNING[1]

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Abstract

Beliefs have been recognized as a core issiue among EFL (English as a Foreign Language) learners all over the World. Borg (2001) defines belief as "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further it serves as a guide to thought and behavior". Accordingly, beliefs may be described as the dynamic truths held by the individuals depending on the situation. In this regard, this paper examines Turkish ERASMUS exchange students' beliefs about English language learning experienced during Erasmus Student Exchange Programs abroad. In order to collect data, a questionnaire (Horwitz, 1988) was presented to 21 ERASMUS Exchange students and, then oral interviews were applied to 5 Turkish exchange students who were chosen randomly among the same data group at a foundation university in Turkey. The results of the research have indicated that the role of English is inevitably expanding and speaking English is becoming a necessity. As expressed by the exchange students, ERASMUS exchange program has defineltely a great and positive impact on students' English learning. ERASMUS program helped them to improve their English language learning skills and may provide them a better job in business life. Additionally, their self-beliefs are becoming higher with their study abroad experience.

Keywords: Self-belief, English language learning, ERASMUS study abroad program.

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1. INTRODUCTION

1.1. Background of the study

With the increasing popularity of the recent life-long learning concept, Erasmus Student Exchange program is gaining its importance among the youth generation since education is no longer considered as a specific period of time, but rather a continued voyage in an individual's life (Bandura, 2006). During this life-long voyage, learners tend to constitute their own judgments and create self-beliefs out of everything they are exposed to and these beliefs change from person to person. Undoubtedly, these beliefs of learners play an important role in second language acquisition processes since beliefs are considered as affective influencing the process and the outcome of the SLA (Kajala & Barcellos, 2003). Learners' participation to the Erasmus exchange program, which is the most popular exchange program in Europe, helps them increase their self-beliefs about English language learning from a cross cultural aspect of education. It is also able to offer a great opportunity for the learners to improve their self-belief in English language learning and gain intercultural interaction by allowing them to exchange their opinions with speakers of other cultures in English. It may also be stated that outcomes of the Erasmus exchange program perceived as success are likely to raise the students' self-belief in English language as well, which is a primary medium of instruction and a compulsory subject onwards in most universities in today's world.

2. LITERATURE REVIEW

2.1. Language Learners' Self-Belief

Language learners' beliefs have always been one of the most controversial topics in the field of English language teaching among many scholars from diverse disciplines. Beliefs are accepted as a central construct in every discipline dealing with human behavior and learning (Horwitz, 1985). Beliefs are recognized as a core subject among EFL (English as a Foreign Language) learners all over the World. Borg (2001) defines belief as "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further it serves as a guide to thought and behavior". In recent researches, *Knowledge and beliefs* concepts walk hand in hand since they both effect each other (Alexander & Dochy, 1995). Flavell (1979) describes beliefs as a part of self-knowledge, attaining their own *goals and needs*. Thus, learners' beliefs about their ability may effect their goals and motivational patterns, as well as their learning behaviors. Richards and Lockhart (1994) identify nine different areas in the belief systems of English language learners as followed:

- Beliefs about the nature of English: the significance and difficult aspects of the language
- Beliefs about speakers of English: their attitudes towards native speakers of the language
- Beliefs about the four language skills: listening, speaking, reading and writing.
- Beliefs about teaching: effective and ineffective teaching methods
- Beliefs about language learning: ways to learn a language, and useful activities and approaches

Following the emergence of the notion, studies about language learners' beliefs have been produced with different scopes and focal points. The issue of learners' belief has not been only examined from cognitive psychological perspective, but also from a socio-cultural perspective (Williams & Burden, 1997). According to Kajala (1995, p.87), beliefs can be

examined through two main approaches such as the mainstream approach which is stable and described as "beliefs as cognitive entities in learners' mind and the discursive approach, which is related to "the function of beliefs like talks and writing" and differs from person to person. Additionally, Barcelos (2000) composes three approaches such as "the normative approach, which infers beliefs from a pre-determined set of statements, the metacognitive approach, which infers beliefs from students" self-reports and interviews; and the contextual approach, which uses ethnography, narratives, and metaphors to investigate language learning belief." Moreover; Dole & Sinatra (1994) views beliefs about learning as a *component of metacognitive knowledge* in the scope of cognitive psychology which consists of concepts such as *knowledge about task, self as a learner, learning, and strategy.* On the other hand, beliefs are seen as the component of a life story and experiences during learning process which constitutes judgments. Bodily, it can be concluded that *beliefs are both outcomes of formal and informal learning experiences and determinants of learning process* (Sakui & Gaies, 1999).

Self-beliefs are described as "general assumptions that students hold about themselves as learners, about factors influencing learning and about the nature of learning" (Victori & Lockhart, 1995). These beliefs definitely play a very important role in language learning process. Keles (2012) states that self-beliefs help us understand more about attitudes of an individual, especially in a culturally diverse world, where we may encounter people having different languages, races and opinions. Thus we should have a deeper understanding of intercultural communication concept which is considered as a very hot topic, these days. Beliefs about language learning are more context-specific and learners coming from different cultures may have different attitudes, approaches to and opinions about learning language (Nikitina & Furuoka, 2006). As Ellis (2008) states, beliefs are likely to constitute an individual difference and thus, it is difficult to conceive beliefs as a trait-like factor. Second language learners tend to have different beliefs and attitudes toward language learning as their previous experiences are shaped by their own cultural backgrounds (Horwitz, 1987).

2.1.2. The role of ERASMUS exchange program on language learning belief

ERASMUS student exchange program (which became a sub-program of SOCRATES in the mid-1990s) is the most popular study abroad program enabling university students to connect with one another via social interaction. ERASMUS has become one of the most popular study abroad programs day by day. Young Europeans who would like to expand their horizons to become a more successful individual desire to participate this program during their university period. Learners' participation to the Erasmus exchange program, which is now the most popular exchange program in Europe, helps them increase their self-beliefs about English language learning from a cross cultural aspect of education. It also offers a great opportunity for the learners to improve their self-belief in English language learning and gain intercultural interaction by allowing them to exchange their opinions with speakers of other cultures in English. It may also be stated that outcomes of the Erasmus exchange program perceived as success are likely to raise the students' self-belief in English language as well which is a primary medium of instruction and a compulsory subject onwards in most universities in today's world.

To study a few weeks abroad is a now an essential part of the university education in many countries. The reasons of going abroad can be different: to learn about a different culture, to extend mastery knowledge in a different institution, or simply to improve language skills. Studying abroad definitely help the learners become a world thinker in a globalized working environment. It is expected that the learners gain experiences by

dealing with people with different cultural backgrounds and improve social interaction skills (Porzelt & Behrnd, 2012).

Several studies have been conducted on the effects of abroad programs helping learners improve their socio-cultural knowledge on their beliefs in second language. Undoubtedly, these programs have a great contribution to increase learners' self-belief about language learning as well as social, interpersonal, communicational, and foreign language learning skills. Becoming a world citizen is a goal for many second language learners in foreign language education. Study abroad programs help learners improve their interaction skill by being aware of existence of different cultures by interacting with citizens in other countries (Elola&Oskoz, 2008). That way, learners will be easily breaking their stereotypes against different cultures.

Coronado-Aliegro (2006) argues that students having high self-belief are more inclined to approach comfortably to a specific material and raise more efficacies while performing a task. He also believes greater self-belief develops the feeling of mastery over the task when social interaction takes place. Thus, studying abroad helps learners to recognize the need to get engaged with the people from different and, as a result, they may develop positive beliefs and attain satisfactory learning experiences Yang, & Kim (2011).

1.3. Aim of the Study

The aim of this study is to explore the impact of study abroad on Erasmus Exchange program students' self-beliefs about English language learning held by the students: those who had been in Europe for approximately five months. Students' self-beliefs regarding English language after their experience in ERASMUS study program are going to be explored as an initial step.

1.4. Research Questions

Given the importance of learners' self-beliefs on language learning, the current study seeks to explore the relationships among learner beliefs, and study abroad by asking the following research question:

1. What are the Turkish exchange students' beliefs about English language learning after studying abroad for one semester?

1.5. Operational Definitions

Erasmus Exchange Program: The Erasmus program is one of the EU education program encouraging transnational cooperation between universities, European mobility, improving transparency and full academic recognition of studies and qualifications throughout the Union. The aim of the program which has been implemented in many European countries since 1987 is to increase the level of tertiary education and empower European dimension. The program tries to achieve its goals by encouraging the international cooperation between universities; by providing exchange of students and academics in Europe (Yagci, Cetin, Turhan, 2013). It both promotes professional collaboration, quality development and knowledge competition among the universities and encourages the interactions between citizens of different member or candidate countries (Bourdon, 2014)

Self-belief: Beliefs about language learning are defined as "opinions on a variety of issues and controversies related to language learning" (Horwitz, 1987). Bandura (1997) defines self-efficacy belief as an individual assessment about his own capacity to shape and conduct the necessary activities to a certain amount of performance while Zimmerman (1995) defines it as "an individual's judgements concerning his/her capabilities to fulfill or achieve a task" (p.82). According to the locial cognitive theory views self-efficacy as a person's beliefs about his/her abilities which is noted as one of the strongest predictor in performing performance (Klassen 2002). Individuals' self-beliefs are assumed to lead to their motivation and achievement in their tasks and performances (Pajares & Schunk, 2002).

2.   METHODOLOGY

3.1. Research Design

The present study was divided into two phases: a quantitative survey phase and a qualitative study; interview phase. The survey phase was aimed to obtain more general conclusions about language beliefs of Erasmus Exchange Program students by using the findings from the correspondences. The aim of the qualitative interview study phase is to investigate in-dept. information about language beliefs of the exchange students by asking them semi-structured questions. Two different research methods; quantitative and qualitative were preferred to be applied to elicit the data for the analysis since assessing self-beliefs about language learning might be a complicated and evanescent process. Using both research methods is advantageous to achieve accurate and reliable findings. While quantitative research method can achieve more generalizable findings, qualitative research method can analyze the generalized findings more detailed (Patton, 2002). Leedy and Ormrod (2001) summarize the two different research methods as followed;

> *Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory. What constitutes qualitative research involves purposeful use for describing, explaining, and interpreting collected data. It is less structured in description because it formulates and builds new theories* (p.66).

3.2. Participants

The participants of the current study were Turkish Erasmus exchange students who intended to study in different universities during the fall semester in 2014–2015 academic year. The students of a Turkish Foundation University went to study at different universities in Europe approximately for 5 months via Erasmus Student Exchange program. They were chosen randomly as the sample of the present study. The inventory was administered to 20 Turkish all non-native speakers of English, except 1 Turkish-American student, from different academic grades at the university. All students, of these 10 are males and 11 are females study a wide range of majors such as; Law, International departments (Management, Finance, Logistics, Trade, and Relations), and English Language Teaching. During the fourth year of their university programs, they are required to take all the courses in English aimed at developing their proficiency and using their English skills except Law department.

3.3. Instrumentation
3.3.1. Inventory/Survey

This study is a survey research which is quantitative method requiring standardized information of the subjects and involving investigations of the phenomenon. In order to investigate the possible changes in Erasmus Exchange students' language learning beliefs, the BALLI-Beliefs about Language Learning Inventory (Horwitz, 1988) which comprises 34 items assessing five belief areas: 1. the difficulty of language learning, 2. foreign language aptitude, 3. the nature of language learning, 4. learning and communication strategies, and 5. motivation and expectations was used as one of the data collection instruments. Turkish version of the BALLI Inventory (see Apendix 1), adapted by Karadeniz (2014) was applied to the Turkish university students to explain their opinions better in their native language and avoid any problem they might have encountered in completing the survey in English. The Beliefs About Language Learning Inventory-BALLI was developed to assess language learners' opinions on a variety of issues and controversies related to language learning" (Horwitz, 1985). Since the beliefs are considered as ever-changing concepts, examination of them is not an easy process. However, by using questionnaire, beliefs can be investigated more detailed *with large samples and at outside contexts* (Kalaja, 1995). Items in BALLI Inventory are scored on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

3.3.2. Interview

After Horwitz's BALLI Inventory was applied to the participants, they were interviewed by the researcher according to the responds of the survey. Two interview questions were asked to see if ERASMUS program has an impact on the exchange students' self-beliefs of their English proficiency skills in comparison, and their personal goals. The interview consisted of semi-structured questions about participants' experiences with and feelings about ERASMUS study program. The interview questions (See Appendix 2) are listed below:

1) Do you think speaking English perfectly is important? Why? Why not?

2) What do you think about Erasmus Exchange Program? How do you think your experience in ERAMUS improved your English language learning?

3.4. Procedural Details

Before the data collection, the researcher organized a meeting in Çağ University International Office with the exchange students of 2014-2015 academic year to take their permission for conducting the study. The procedures of the study were explained to the students and, also that participation was voluntary. Ethical issues were given a big importance. Thus, the participants were assured that the data collected will be used only for this study and their personal privacy and anonymity will be preserved by the researcher. Data collection took two school days; participants were given the survey the first day and then only some students were interviewed according to the answers they gave on the survey.

Since Karadeniz's (2014) Turkish version of BALLI Inventory was intended to be applied, necessary permission was taken from her via e-mail. The interview was conducted in Turkish which is assumed very important for the participants to be able to express

themselves comfortably in their native language. Only one student (Turkish-American) was interviewed in English since she preferred speaking English. Participants were asked to talk about changes in their beliefs about language learning during the ERASMUS period. To analyze the data, their answers were audio-taped data and transcribed. Moreover; coding technique was used to categorize the recurring themes given by the participants.

3.5. DataAnalysis

As the first step, whether our sample size was adequate for factor analysis was found out. Then, Cronbach's alpha coefficient was conducted to determine the internal consistency of the inventory as a whole and sub categories that were generated as a result of the factor analysis. For the survey analysis, computerized data analysis of SPSS (Statistical Package for the Social Sciences) which is a very popular versatile package consisting of different types of analyses, transformation of the data used in academic matters (Arkkelin, 2014) was applied to analyze the data. Descriptive statistics were used to interpret the data to be able to answer the research questions by describing variables, correlations and means. Descriptive statistics concerns with different descriptive measures such as mean and median as measures of location, the standard deviation or interquartile range as measures of scale, and the classical measures of skewness, kurtosis and correlation (Bickeland & Lehmann, 1975). The data from the survey was supported by semi-structured interviews. For the interview, content analysis was used in order to identify the specified characteristics of the participant responses (Holsti, 1969).

3.6. Reliability/Trustworthiness

One of the potential reliability problems may occur in the interpretation of interview responses. In order to minimize misinterpretations that could lead to improper analysis, the audio-tape recordings and the transcripts were viewed by two other English language teachers. This research was made more trustworthy by conducting the interviews conducted orally rather than in writing. Thus, participants could express themselves without being limited by their writing abilities Oral interviews also helped the participants to give more detailed information which may be not fully understood in the survey. Furthermore; both codes and their validity were examined by the same two colleagues, who also assessed the interviews together with the researcher.

4. FINDINGS & DISCUSSION

4.1. Findings

As previously explained, two different data collection instruments were used in this study: survey and semi-structured interview. Initially, the survey/inventory was distributed to 20 Turkish exchange students. Quantitative data were obtained via the Beliefs about Language Learning Inventory (BALLI) from the participants at the end of their study abroad experiences as Erasmus exchange students. In order to answer the research questions, percentages, mean scores and standard deviation values were computed to show the descriptive results of the students' ERASMUS abroad experience. The descriptive statistics were applied to analyze the data of the BALLI Inventory. Results were displayed in the present chapter.

As a result of the students' positive judgments and beliefs about their social competence, they tend to perform better in accomplishing the academic tasks after Erasmus period. Table 1 presents the mean and standard deviation scores of the items related to students'

self-beliefs about English Language learning. As the scale has a minimum value of 1 and maximum 5, there are only two items above the average, which is 2.5. The highest means were observed in item 5 (m=3.33) and item 6 (m=3.14). As can be seen from *Table 1*, in Item 5, Turkish exchange students are neutral about the similarity between English and Turkish in terms of the structure which is indicating the highest mean score (m=3.33). However; it cannot be concluded that the students have a strong belief in their English speaking skill which is stated in item 6 (m=3.33). It might be the reason why they think it is important to speak the language they are learning (English) excellently, in Item 7 (m=1.10). Furthermore; as stated in Item 8, they think it is necessary for anyone to have some sort of knowledge about the English culture to be able to speak (m=1.19).

According to the given answers, they also believe studying English in a foreign country is a more effective way to learn the English language which is stated in Item 11 (m=1.14). As it is clear in Item 15, the students absolutely think they have a foreign language (English) aptitude with a really high mean score (1.67). As a result of the answers given for Item 27, it can be concluded that Turkish exchange students totally agree with this statement: they will not have a big difficulty to find a good job in the future whether they learn English and speak it perfectly. So, they believe having a good English speaking skill and practice will help them be successful individuals in their career path.

Afterwards, qualitative data were gathered through semi-structured interviews that were applied only to some students chosen randomly according to the answers indicated in BALLI Inventory by the Turkish exchange students. 5 students were asked 3 questions which were developed by coding technique. There were 2 main codes: speaking English perfectly and impact of Erasmus (studying abroad) on English language learning. They were asked why the think speaking English is very important and what they think about the Erasmus Exchange program in aspect of English learning. Abstracts of the students' voice records are given below:

Abstract 1

I think speaking English very well is very important because I am studying all my courses in English. Everyone wants to communicate in English all around the world. Thus, I need to speak English very good, as well. ERASMUS program is the best opportunity for the students who would like to improve their English skills. You have to find a mutual language to speak with people coming from different countries and that language is English. ERASMUS program absolutely has a positive impact on my English learning. I recognized I am able to speak English more fluent when I was back from abroad.

Abstract 2

I absolutely agree that English is the most important language in the world because everyone speaks English. If you can speak English, you can easily find a good job anywhere in the world. ERASMUS is the best thing ever happening to a student during his study life. You can practice what you have learnt in the university with foreign people and that way, you can improve your English speaking skill. Moreover; I believe ERASMUS is going to help me find a good job in a company in the future since it is a very prestigious thing to do in someone's life.

Abstract 3

I believe speaking English is very hard, but is very important since it is required to be able to get a good job in Turkey. In this aspect, having an experience abroad via ERASMUS is going to make my finding job process easier. Besides all, ERASMUS program made a great impact on my English speaking skill. I could not speak it very fluent before I went abroad to study. Even if it was for a short period of time, I loved being an ERASMUS student.

Abstract 4

Yes, I think speaking English is very important, especially in Turkey. Everyone wants to learn English to be able to find a good job. Actually, companies are looking for a person who speaks at least two other foreign language since English is assumed to be already spoken. In that sense, ERASMUS has been the greatest program helping me improve my English a lot. Now, I do not have any problem to speak English with anyone from other countries. I definitely agree everyone should go and experience ERASMUS or other study abroad programs if they would like to improve their English.

Table 1
Students' self-belief about English language learning

	Mean	Std. Deviation
1. It is easier for children than adults to learn a foreign language.	1.57	.746
2. Some people are born with a special ability which helps them learn a foreign language.	1.29	.463
3. Some languages are easier to learn than others.	1.48	.512
4. The language I am trying to learn (English) is:	1.19	.402
5. The language I am trying to learn (English) is structured in the same way as Turkish.	**3.33**	1.426
6. I believe that I will ultimately learn to speak English very well.	**3.14**	.727
7. It is important to speak English with an excellent accent.	**1.10**	.301
8. It is necessary to know the foreign culture in order to speak the foreign language.	**1.19**	.602
9. You should not say anything in the foreign language until you can say it correctly.	1.24	.436
10. It is easier for someone who already speaks a foreign language to learn another one.	1.29	.463
11. It is better to learn a foreign language (English) in the foreign country.	**1.14**	.359
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.	1.29	.463
13. It is okay to guess-if you do not know a word in the foreign language.	1.33	.483
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?	1.52	.512
15. I have a foreign language aptitude.	**1.67**	.483
16. Learning a foreign language mostly a matter of learning many new vocabulary words.	1.10	.301
17. It is important to repeat and practice often.	1.62	.498
18. I feel self-conscious speaking the foreign language in front of other people.	1.43	.507
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.	1.00	.000
20. Learning a foreign language is mostly a matter of learning a many of grammar rules.	1.10	.301
21. It is important to practice in the language laboratory.	1.00	.000
22. Women are better than men at learning foreign languages.	1.67	.483
23. If I speak this language very well, I will have many opportunities to use it.	1.29	.463
24. It is easier to speak than understand a foreign language.	1.14	.359
25. Learning a foreign language is different from learning other school subjects.	1.67	.483
26. Learning a foreign language is mostly a matter of translating from English.	1.81	.402

27. If I learn to speak this language very well it will help me get a good job.	**1.00**	.000
28. It is easier to read and write this language than to speak and understand it.	1.57	.676
29. People who are good at math and science are not good at learning foreign languages.	1.52	.512
30. Turkish people think that it is important to speak a foreign language.	1.05	.218
31. I would like to learn this language so that I can get to know its speakers better.	1.00	.000
32. People who speak more than one language well are very intelligent.	1.38	.498
33. Turkish people are good a learning foreign languages.	1.33	.483
34. Everyone can learn to speak a foreign language.	1.00	.000

Based on the findings, Turkish Exchange students absolutely agree that speaking English is a very important skill. They discussed the fact that English is necessary for a successful individual business life. According to the answers given, Turkish exchange students believe it is much better to learn English abroad where they can practice English rather than in Turkey. In Turkish society, students unfortunately might not find a lot of opportunity to practice English both for their academic and daily life. In this respect, it explains why they chose to study abroad even if Erasmus program is practiced in the countries where English is not the mother tongue and students need to communicate by using English as lingua franca between speakers with different native languages (Seidlhofer, 2005). Moreover, the majority of the participants in this study were precise that ERASMUS Exchange Program had a vital role in improving their English language proficiency (Teichler and Janson, 2007) Similarly, Jenkins (2009) found out that English speaking skill seemed to be improved after ERASMUS program experience. Hence, it can be stated that ERASMUS exchange program has a great and positive impact on students' English learning. Exchange students are inclined to do better in speaking a foreign language than the non-mobile students (Weber, 1976) since they are experience the international and globalized atmosphere during ERAMUS study exchange period. Speaking specifically, some of the participants indicated that their improved skills of English would make a great impact on their business life, as well. Especially if we consider the situation in Turkey, which is a developing country, finding a good job is sometimes a struggle. Institutions want to hire a qualified, and more international individuals. Thus, ERASMUS exchange program gives those individuals a great chance to be a strong candidate in competitive business life. Besides these all, they get to know people and cultures from many different nationalities. Their common sense and tolerance are likely to increase. They become more willing to embrace the differences and varieties. All in all, ERASMUS Exchange program completely change people's life and make them a new person whose awareness is high and more qualified.

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4. APPENDICES

4.1. APPENDIX 1: BALLI-BELIEFS ABOUT LANGUAGE LEARNING INVENTORY

Students are asked to read each statement and indicate:
(A) Strongly agree (B) Agree (C) neither agree nor disagree
(D) Disagree (E) Strongly disagree
1. It is easier for children than adults to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others.
4. The language I am trying to learn is:
A = Very difficult B = Difficult C = Medium difficulty
D = Easy E = Very Easy
5. The language I am trying to learn is structured in the same way as English.
6. I believe that I will ultimately learn to speak this language very well.
7. It is important to speak a foreign language with an excellent accent.
8. It is necessary to know the foreign culture in order to speak the foreign language.
9. You should not say anything in the foreign language until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is better to learn a foreign language in the foreign country.

12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.
13. It is okay to guess-if you do not know a word in the foreign language.
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
A = less than a year
B = 1-2 years
C = 3-5 years
D = 5-10 years
E = you can't learn a language in 1 hour a day
15. I have a foreign language aptitude.
16. Learning a foreign language mostly a matter of learning many new vocabulary words.
17. It is important to repeat and practice often.
18. I feel self-conscious speaking the foreign language in front of other people.
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.
20. Learning a foreign language is mostly a matter of learning a many of grammar rules.
21. It is important to practice in the language laboratory.
22. Women are better than men at learning foreign languages.
23. If I speak this language very well, I will have many opportunities to use it.
24. It is easier to speak than understand a foreign language.
25. Learning a foreign language is different from learning other school subjects.
26. Learning a foreign language is mostly a matter of translating from English.
27. If I learn to speak this language very well it will help me get a good job.
28. It is easier to read and write this language than to speak and understand it.
29. People who are good at math and science are not good at learning foreign languages.
30. Americans think that it is important to speak a foreign language.
31. I would like to learn this language so that I can get to know its speakers better.
32. People who speak more than one language well are very intelligent.
33. Americans are good a learning foreign languages.
34. Everyone can learn to speak a foreign language.
Adapted from (Horwitz, 1988)

4.1. APENDIX 2. INTERVIEW QUESTIONS

1) Do you think speaking English perfectly is important? Why? Why not?
2) What do you think about Erasmus Exchange Program? How do you think your experience in ERAMUS improved your English language learning?