

THE IMPACT OF MEDIUM OF INSTRUCTION  
ON  
STUDENTS' FOREIGN LANGUAGE LEARNING BELIEFS

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Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

# **THE IMPACT OF MEDIUM OF INSTRUCTION ON STUDENTS' FOREIGN LANGUAGE LEARNING BELIEFS**

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This thesis analyzes the impact and magnitude of the language medium of instruction adopted at undergraduate programs on the foreign language learning beliefs of students attending compulsory language preparatory programs of their universities prior to commencing their higher education.

The research was conducted at two universities in Ankara: Middle East Technical University (METU), where all academic education is provided in English, and TOBB University of Economics & Technology (TOBB), where programs are offered in either 100 per cent Turkish or a combination of 70 per cent Turkish and 30 per cent English. The data was collected through a survey questionnaire and semi-structured interviews. In total, 295 students participated in the questionnaire, and 26 in the interviews.

Data analysis was conducted both quantitatively and qualitatively in order to identify inter-group similarities and differences in the language learning belief patterns of English-medium students and Turkish-medium students regarding motivations, strategies, nature of language learning, apprehension/ difficulty, and aptitude in language learning. The research revealed that, although significant differences existed in some beliefs in the areas of motivations, strategies, nature of language learning and apprehension/ difficulty, the overall trend in beliefs were similar in both groups, emanating from students' awareness on the essentialness of learning English in the current era.

**Keywords:** Motivations in language learning, strategies in language learning, nature of language learning, apprehension/ difficulty in language learning, aptitude in language learning.

**ÖZ**

**EĞİTİM DİLİNİN  
ÖĞRENCİLERİN YABANCI DİL ÖĞRENİM İNANIŞLARI  
ÜZERİNDEKİ ETKİSİ**

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Bu çalışma, akademik programlarda kullanılan eğitim dilinin, üniversite öğrenimlerine başlamadan önce zorunlu yabancı dil hazırlık sınıfına devam etmekte olan öğrencilerin, yabancı dil öğrenim inanışları üzerindeki etkisini ve derecesini incelemiştir.

Çalışma Ankara’da yer alan, eğitim dili tamamen İngilizce olan Orta Doğu Teknik Üniversitesi (ODTÜ), ve eğitimini yüzde 100 Türkçe veya yüzde 70 Türkçe ve yüzde 30 İngilizce olarak karma vermekte olan TOBB Ekonomi ve Teknoloji Üniversitesi’nde gerçekleştirilmiştir. Araştırma verileri anket ve mülakat yöntemleriyle, toplamda ankete 295, mülakata 26 öğrencinin katılımıyla toplanmıştır.

Yüksek öğretimlerini İngilizce veya Türkçe olarak yapacak olan öğrencilerin yabancı dil öğrenimi konusundaki motivasyon, strateji, dil öğreniminin yapısı, kaygı/ zorluk, ve eğilim ile ilgili inanışları arasındaki benzerlik ve farklılıkları ortaya koymak amacıyla, nitel ve nicel data analizleri yapılmıştır. Araştırma sonucunda, iki grup arasında, motivasyon, strateji, dil öğreniminin yapısı ve kaygı/ zorluk alanlarında bazı inanışlar arasında istatistiksel farklılıklar gözlemlense de, öğrenciler, İngilizce öğrenmenin günümüz dünyasındaki önemi konusundaki farkındalıklarından kaynaklı olarak, genel itibariyle benzer inanışlar sergilemişlerdir.

**Anahtar Kelimeler:** Dil öğreniminde motivasyon, dil öğreniminde stratejiler, dil öğreniminin yapısı, dil öğreniminde kaygı/ zorluk, dil eğilimi.

*To My Family*



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## CHAPTER 1

### INTRODUCTION

#### 1.1. Background to the Study

The journey to the analysis of the impact of *language medium of instruction* at undergraduate programs on the *foreign language learning beliefs* of students attending compulsory English preparatory schools prior to commencing their university education will begin with the presentation of a background study comprising of three sections. The historical events leading to the succession of the English language to the throne of lingua franca will be discussed in the first section titled ‘The Evolution of English into the Contemporary Lingua Franca’. Consecutively, the globalization movement and its effect on the adoption of English in higher education institutions worldwide and in Europe will be analyzed in the second part ‘Globalization and the Adoption of English in Higher Education’. The third and final section will outline the prominence in Turkey, under the heading ‘The Status of English in the Turkish Higher Education System’.

##### 1.1.1. The Evolution of English into the Contemporary Lingua Franca

The English language is living its golden era as the lingua franca of today’s global and dynamic world. The historical events leading to this sequel date back to the British colonial rule across continents for more than a century. The reign of the Empire towards the end of the 19th century encompassed almost a quarter of the world’s total land area populated by over 445 million people, spreading its linguistic legacy all over the globe (Elkins, 2006).



The twentieth century brought together with it the two world wars marking the decline of the British Empire. However, neither this downturn nor even the ensuing decolonization movement was adequate to curb the ascent of the English language. The emergence of the United States as the new superpower in the west with a population of over 130 million sufficed to maintain and enhance its global status. The robust economy, supremacy in science and technology combined with pioneering developments in communication and mass media promoted the world-wide recognition and admiration of the American popular culture along with its language.

The acknowledgment of English as a working language by international institutions also gained momentum after World War II. The formation of the United Nations in 1945 initiated by the United States and the adoption of English as one of its official languages strengthened the position of the language in the international arena. The organs of the organization together with over fifty subsidiary bodies, programs, commissions and agencies constitute forums where world views, cultural concepts and ideas are exchanged by 193 member countries today.

The establishment of other major international and regional political, economic and financial organizations such as the IMF, NATO, the Commonwealth, the European Union, and OPEC followed, setting the scene for globalization. Crystal (2003) reports that in 1995-6, out of a sample of 500 international organizations from among 12,500 in the world, 85 per cent made official use of English, followed by 49 per cent using French. The only other languages achieving over 10 per cent official recognition were Arabic, Spanish and German.

The increasing global influence of English facilitated its adoption while in turn its widened adoption boosted its influence, causing a chain reaction empowering the language to reach its current lingua franca status.

English is the dominant language used in establishing worldwide economic, political and strategic alliances, technological and cultural cooperation, mass media, through multinational corporations, through improved communications, and through the internationalization of professional and personal domains of activity (Clyne 1984, 1995, as cited in Coleman 2006, p. 2).

More concisely, English is the language of globalization.

### **1.1.2. Globalization and the Adoption of English in Higher Education**

Globalization, characterized by the compression of time and distances by virtue of improvements in transportation and communication systems (Crystal, 2003; Giddens, 1990), has made the world a smaller place, enabling us to keep track of constant developments occurring in every part of the world with regard to every aspect of life, almost instantaneously. This desire to keep up and also have a say in global affairs has compelled the non-English speaking majority countries to incorporate English into their academic curriculum, notably in higher education.

Coleman (2006) identifies seven reasons inducing Higher Education Institutions (HEI) to include English in their academic programs: (1) *internationalization*, (2) *content and language integrated learning*, (3) *student exchanges*, (4) *teaching and research materials*, (5) *staff mobility*, (6) *graduate employability* and (7) *the market in international students*.

The internationalization of higher education in Europe is marked by the ‘Bologna Process’ initiated by the *Bologna Declaration* in 1999, aiming to construct a ‘European Higher Education Area (EHEA)’ by achieving greater comparability, compatibility and coherence among higher education systems. The main reforms pursued were:

1. Construction of a higher education qualifications framework along three cycles, i.e. Bachelor, Master, PhD – allowing for easily readable and comparable degrees,
2. Promoting cross border joint degree programmes,
3. Facilitating mobility of staff, students and graduates,
4. Recognition of qualifications through implementation of the *European Credit Transfer and Accumulation System* and the *Diploma Supplement*,
5. Quality assurance,
6. Granting learners equal opportunities,
7. Encouragement of lifelong learning,
8. Attainment of employability,
9. Development of a framework for cooperation at European, national and institutional level by adopting *The European Higher Education Area in a Global Setting* strategy including in addition the promotion of European higher education to enhance its world-wide attractiveness and competitiveness and strengthening cooperation based on partnership.

Currently, there are 47 countries including Turkey who joined the Bologna Process in 2001, the European Commission and eight other European associations participating as consultative members actively involved in the course of creating the EHEA (Austrian Federal Ministry of Science and Research, n.d.).

As it may be observed, the Bologna Process actually incorporates in its reform objectives, the internationalization, student exchanges, staff mobility, graduate employability, and international student market incentives for adopting English in higher education suggested by Coleman. The other major element *Content and Language Integrated Learning (CLIL)* has been defined by Marsh (2002) as “any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of nonlanguage content” (p. 2).

The language policy put forth by the European Council (2002) implicated the need for European citizens to converse in two foreign languages in addition to their mother tongue to enable them to benefit from the advantages of an integrated Europe and be more competitive in the global arena. The European Commission (2003) *Action Plan* for language learning and linguistic diversity listed CLIL as one of the innovative methods to overcome the additional course hours required to teach languages in already crowded curriculums. The prospect for students to put their language skills into practice instantaneously was asserted as a powerful motivational element of CLIL.

While in principle, of course, any second or foreign language can become the object of CLIL . . . in educational reality, English is the language which dominates the scene, be it as a foreign language in Europe and many parts of Asia, or as a second language in North America but also parts of Africa and Asia (Dalton-Puffer, 2007, p. 1).

In higher education, Graddol (1997) has described the global trend in education as the increasing number of courses being taught through the medium of English at universities. The tendency is also quite salient in Turkey.

### **1.1.3. The Status of English in the Turkish Higher Education System**

At present, there are 177 universities – 105 state and 72 private – in Turkey providing tertiary education mainly through the medium of Turkish, English, or a combination of both (YÖK, 2014). The number of institutions offering academic programs wholly or partly in English is well over 100, increasing day by day.

The Higher Education Council (HEC) of Turkey has placed great emphasis on foreign language education in universities over the years. The regulation put forth in 1996 obligated students lacking the required level of proficiency to attend and pass the ‘Language Preparatory Schools’ within their institutions, regardless of the medium of instruction at their prospective faculties (YÖK, 1996). This regulation was amended in June 2009, allowing for students who will receive their

higher education through Turkish the option to bypass preparatory school and start their undergraduate studies directly (YÖK, 2009). In addition, if these students chose to attend preparatory school, they were not required to obtain a passing grade to proceed on to their university education. The only academic programs for which preparatory school could be made compulsory were for those that provided at least 30 per cent of their course load in English. The amendment was welcomed by some HEI administrators and objected by others (Salman & Kotan, 2009).

The proponents of the June 2009 regulation advocated that the enactment would yield an increase in the number of courses and/or programs offered in English at HEIs. The opponents on the other hand, claimed that HEC did not support education in 100 per cent Turkish. These administrators argued that making language preparatory schools voluntary would reduce the education quality of their HEIs as some students would sidestep it; and even if they did choose to attend, excusing them from the obligation of receiving a passing grade would have a negative effect on their motivation. They expressed that the lack of proficiency on behalf of these students will not make it possible for them to follow international academic literature which will eventually lead to the diminishing of institutional education standards.

Indeed, the June 2009 regulation permitting exemption from preparatory school for Turkish-medium programs was suspended in October 2009, and annulled in October 2011.<sup>1</sup> However, the part of the amendment allowing for attending students to continue on to their higher education regardless of their grades remained in effect, provided they fulfill the requirements of their preparatory schools.

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<sup>1</sup>Annulment on October 26, 2011 in light of decisions 2009/6889E. and 2011/5183K. by Council of State, Chamber 8.

Very recently, during the course of this study, a new law almost identical to the June 2009 regulation has yet again been passed on 26 November, 2014.<sup>2</sup> The new legislation likewise allows for exemption from preparatory school for Turkish-medium programs, and relieves attending students of passing grade obligations.

## **1.2. Aim of the Study**

The debate on foreign language education at HEIs in Turkey appears likely to continue over the years to come. In less than a decade, the HEC regulation has been changed four times, shaping the academic lives and even future prospects of students. Although the arguments put forth by both supporters and opponents of compulsory preparatory schools seem quite plausible, it might provide useful at this stage to take into account the beliefs about foreign language learning of the university students themselves.

The purpose of this study is to shed light into the foreign language learning beliefs of university preparatory school students who will receive their undergraduate education through English, Turkish or a combination of both. It seeks to investigate the impact and magnitude of the medium of instruction effect on beliefs regarding motivations and expectations, strategies, nature of language learning, difficulty, and aptitude in language learning.

The foreign language learning beliefs of two groups of students are aimed to be revealed:

- Students who will attend *English-medium instruction (EMI)* academic programs at university, and
- Students who will attend wholly or mostly *Turkish-medium instruction (TMI)* academic programs at university.

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<sup>2</sup> Law number 6569, Article 28 published in the Official Gazette numbered 29187, dated November 26th, 2014.

### **1.3. Research Questions**

In pursuing the purpose of the study, the following research questions were formulated:

- 1. What are the 'language learning motivation' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
- 2. What are the 'language learning strategy' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
- 3. What are the 'language learning difficulty' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
- 4. What are the 'nature of language learning' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
- 5. What are the 'language learning aptitude' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

### **1.4. Significance of the Study**

Ample research has been conducted worldwide on the adoption of EMI as opposed to mother tongue instruction in education at all levels. The effect on learning of content or disciplinary material; participation; motivation; perceptions of students, teachers, administrators, parents; English language learning needs; problems; advantages and disadvantages, etc. have been investigated.

Research on language learning beliefs of students is also vast analyzing effects of various criteria on beliefs such as learner qualities, i.e. gender, proficiency levels, anxiety, motivation, strategies, etc.; contextual factors, i.e. second language acquisition (SLA) or foreign language acquisition (FLA); the nature of the target

language, i.e. difficulty, similarity, culture, etc. Numerous studies have also been conducted comparing the language learning beliefs of students to that of teachers.

Research on the effects of the medium of instruction on foreign language learning beliefs of students however, though also may be considered contextual, is very scarce. The study is significant first of all in this respect, in that it will contribute to filling this gap in literature.

Previous research has confirmed that language learning beliefs – considered to be one of the key elements contributing to individual differences in language learning (Tanaka & Ellis, 2003) – are predominant in influencing motivations, strategies, performances, and thus, inevitably affect the success or failure of students. This study is further significant in that unveiling of the language of instruction effect on these beliefs may provide valuable insight to educators and administrators of HEIs in determining the medium of instruction for academic programs and in the curriculum design and implementation at language preparatory schools.



## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. Beliefs and Knowledge

It is hardly necessary to lay stress upon the importance of belief. It covers all the matters of which we have no sure knowledge and yet we are sufficiently confident of to act upon and also the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future – just as much that passed as knowledge in the past has passed into the limbo of mere opinion or error (Dewey 1933, p. 116).

The literature review on *beliefs and knowledge* will comprise of five sections providing a thorough analysis moving from domain-general to domain-specific issues. The study will begin by presenting an overview in the ‘Beliefs, Attitude, Intentions, Actions and Experience’ section of how a stimulus enters into the belief system and becomes influential over the behaviors and actions of an individual. The reciprocal relationship between beliefs and experience constituting cycles of learning will be explored. In the second section, the role of experience in the learning and remembering process will be discussed under the heading ‘Schema Theory’. The subsequent part titled ‘Epistemology and Epistemological beliefs’ will investigate the notions principally at the personal level and study their effects in higher-order thinking. The fourth part ‘Metacognition and the Model of Cognitive Monitoring’, will study the concept of metacognition and its components with reference to the model proposed by Flavell. The review on beliefs and knowledge will conclude with an analysis of the links between the domain-specific beliefs about language learning and the phenomena introduced, in the final section titled ‘Synthesis’.

### 2.1.1. Beliefs, Attitudes, Intentions, Actions and Experience

Richardson (1996) defines 'beliefs' as "psychologically-held understandings, premises or propositions about the world that are thought to be true" (p. 103). Although defining the concept of beliefs has been viewed as 'particularly slippery', this definition is accepted to be congruent across branches in social sciences (Hofer & Pintrich, 1997).

Beliefs are labeled as a 'central construct' in every discipline that deals with human behavior and learning (Fishbein & Ajzen, 1975). They are termed central because formation of *beliefs* leads to the development of *attitudes* from which *intentions* and *actions* stem. Ajzen (2005), states that beliefs about an object are formed by associating it with certain *attributes*, i.e. characteristics, other objects, or events. He gives the example that as a result of watching a television program, a person may form a belief about the government of a specific country (the object) as corrupt because it imprisons innocent people, and mismanages the economy (attributes). As the attributes linked to the object are valued negatively, an unfavorable attitude is automatically and simultaneously acquired. Similarly, with an object associated with mostly desirable characteristics, a favorable attitude is formed. The probability that the object has the attributes in question is subjective and it is a major factor influencing the strength of the belief which is assumed to be the immediate determinant of a person's attitude.

According to Ajzen, beliefs about a variety of objects, actions, and events may be formed as a result of *direct observation*, *self-generated* by way of inference processes, or formed *indirectly* by accepting information from outside sources such as friends, television, newspapers, books, teachers, and so on. As attitudes are said to flow reasonably and spontaneously from beliefs, intentions and actions are seen to follow from attitudes. Individuals intend to perform a behavior if they

hold favorable attitudes toward it and excepting unforeseen events, translate their plans into actions.

The resulting outcomes of actions, i.e. *experiences*, either positive or negative, form standards for estimation, selection or rejection of the beliefs held (Dewey, 1938). The adjusted beliefs in turn leads to further actions in the future which yield new experiences upon which evaluations are again performed either crediting or discrediting beliefs. Dewey views this continuous process of reconstruction of experience process as *learning*.

According to Dewey, an experience is educational only if it fosters the growth of further experience. The educational value of an experience is determined by two fundamental criteria: ‘the principle of continuity’ and ‘the principle of interaction’. The *principle of the continuity of experience* or *the experiential continuum* maintains that every experience takes up something from past experience and modifies the quality of future experiences in accordance. *The principle of interaction* states that an experience is formed through a transaction between an individual and his/her environment which may constitute of persons, objects or places. It assigns equal rights to both external and internal factors in experience, and asserts that any experience is an interplay of these two sets of conditions, which taken together form a *situation*.

As an individual passes from one situation to another, his world, his environment expands or contracts and what he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with situations that follow. “The process goes on for as long as life and learning continue” (Dewey (1938, p. 44), each laying a brick in the construction of personal *schemata*.<sup>3</sup>

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<sup>3</sup> Plural for schema.

### 2.1.2. Schema Theory and Learning

Information in long-term memory is organized in terms of ‘schemata’ (Snowman, 2012). DiMaggio (1997) defines schemata as “interrelated representations of knowledge and information-processing mechanisms” (p. 269). He states that, information germane to existing schemata is more likely to be perceived and, if schematically embedded, more quickly and accurately recalled. However, people may also falsely recall embedded events that have not occurred as if they have. DiMaggio exemplifies the situation by referring to informants in the study by L. Freeman, Romney and S. Freeman (1987) who remembered regular attendees of meetings as present at the experimental meeting, even though they were absent.

The concept of ‘schema’ was first introduced to psychology and education by Bartlett (1932) who defined it as “an active organization of past reactions, or of past experiences which must always be supposed to be operating in any well-adapted organic response” (p. 201). In his famous *The War of the Ghost* experiments on *remembering*,<sup>4</sup> he asked students to read the North American folk-tale twice and required them to recall it at various time intervals, ranging from 15 minutes to a few weeks, months, or even years in some cases.

In reconstructing from memory, the subjects retained only the general framework or theme of the story with bits and pieces of detail, and filled in the rest by using their past knowledge, i.e. schema, of what the event was probably like (Roediger, Bergman, & Meade, 2000). Bartlett states that “. . . it is fitting to speak of every human cognitive reaction – perceiving, imaging, remembering, thinking and reasoning – as an *effort after meaning*” (1932, p. 44). The individual is constantly involved in assimilating new information and experience into his/ her schema to make sense of the world.

Bartlett observed three main types of systematic errors that subjects seemed to make which he interpreted as support for his *schema theory*:

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<sup>4</sup> Also the title of Bartlett’s book.

- (i) *Leveling* – omissions and condensation of irrelevant material that do not readily fit a schema,
- (ii) *Sharpening* – elaboration and emphasis of striking or unusual details,
- (iii) *Rationalization* – rendering material to be “acceptable, understandable, comfortable, straightforward; to rob it of all puzzling elements” (Bartlett, 1932, p. 89).

Inaccuracies also included transformations of the original material as well as the introduction of completely novel material reflecting the interests, biases, and knowledge systems of the participants. Furthermore, as time passed by, the amount of errors increased of which the subjects appeared to be totally unaware, and difficulty was observed in discriminating added or changed material from the original material. The underlying assumption in all the errors was *the effort to connect into a unified whole* (Brown, Smiley, Day, Townsend, & Lawton, 1977).

Bartlett states that, in the course of development, along with a growth in social life and improved means of communication, the number and variety of reactions incorporated in the schemata also increase in correspondence to the increase in special sense avenues. With this expansion in complexity, the competence to activate and reconstruct schemata is also acquired, enabling an incoming impulse to function both as a *cue* setting up an ordered *series of reactions* and as a *stimulus* triggering the relevant portion of *past responses*.

### **2.1.3. Epistemology and Epistemological Beliefs**

*Epistemology* is the branch of philosophy which investigates the origin, nature, limits, methods and justification of human knowledge (Hofer & Pintrich, 1997; Hofer, 2004). Schommer (1990) also includes the acquisition of knowledge in her definition of epistemology and correspondingly defines *personal epistemological beliefs* as beliefs an individual holds about the nature of knowledge and learning.

A growing area of interest for psychologists and educators is that of personal epistemological development and epistemological beliefs: how individuals come to know, the theories and beliefs they hold about knowing, and the manner in which such epistemological premises are a part of and an influence on the cognitive processes of thinking and reasoning (Hofer & Pintrich, 1997, p.88).

The research on the role of personal epistemology in learning was pioneered by Perry (1970) who studied the development of epistemological beliefs of Harvard undergraduate students over a four-year college education period. Through administering open-ended interviews and a questionnaire annually, Perry observed that, as years progressed, the majority of the students expressed more sophisticated beliefs. He constructed the heuristic *Scheme of Intellectual and Ethical Development* constituting of nine positions which were typically clustered into four main hierarchically integrated categories: ‘dualism’, ‘multiplicity’, ‘relativism’, and ‘commitment within relativism’ (Hofer & Pintrich, 1997).

The students in their freshman year mainly expressed *dualistic* beliefs about knowledge, i.e. absolutist view of the world, either right or wrong, black or white; and viewed authorities as the source of knowledge. When students moved on to the *multiplicity* stage, recognition and respect for differing views by different authorities developed. They began to accept that there may exist some areas outside the realm of authority in which there are no absolute answers. At the *relativism* stage, a shift toward a view of contextual relativism was observed. The self was acknowledged as an active maker of meaning. Knowledge was perceived as relative, contingent, and contextual and the need to choose and affirm personal commitments emerged. The last stage of *commitment within relativism*, although proposed as part of the scheme, was not commonly found among college students. The individuals who reached this stage of sophistication – mainly those with advanced higher education – demonstrated commitments to values, careers, relationships, and personal identity (Hofer, 2000; Hofer & Pintrich, 1997). “Educational level and experience have appeared as a key factor in epistemological change in both longitudinal and cross-sectional studies” (Tabak & Weinstock, 2008, p. 179).

The scheme proposed by Perry is representative of a formal developmental process and suggests inherent mechanisms of development. Schommer (1990), on the other hand, conceived epistemological beliefs as a system of beliefs that may be more or less *independent*, rather than a coherent *developmental* structure. “By system, it is meant that there is more than one belief to consider . . . By more or less independent, it is meant that an individual is not necessarily at the same level of sophistication across all the epistemological dimensions” (Schommer-Aikins, 2008, p.304). She proposed a belief system made up of five dimensions: ‘structure of knowledge’, ‘stability of knowledge’, ‘source of knowledge’, ‘speed of learning’, and ‘control of learning’. The beliefs of individuals were perceived to lie somewhere along the following continua:

- (1) *Structure of knowledge*: Ranging from ‘knowledge is organized as isolated facts’ to ‘knowledge is organized as integrated conceptions’;
- (2) *Stability of knowledge*: Ranging from ‘Knowledge is certain’ to ‘knowledge is tentative’;
- (3) *Source of knowledge*: Ranging from ‘knowledge is handed down by authority’ to ‘knowledge is self-generated’;
- (4) *Speed of learning*: Ranging from ‘learning is quick or not-at-all’ to ‘the speed of learning is gradual’;
- (5) *Control of learning*: Ranging from ‘the ability to learn is genetically determined’ to ‘the ability to learn is enhanced through education and experience’ (Schommer-Aikins, 2002; Muis, K.R. & Sinatra, 2008).

“Using this belief framework, Schommer and her colleagues found links between epistemological beliefs and students’ comprehension, meta-comprehension, study strategies, and interpretation of text” (Schommer, 2002, p. 9). For instance, it was observed that the more students believed that knowledge is complex rather than organized as isolated facts, the more successfully they comprehended and monitored their comprehension. The more they viewed knowledge as tentative, the more accurately they interpreted tentative information as uncertain; and the more they expressed belief in gradual learning rather than quick learning, the

higher grade point averages they achieved. In light of these findings, Schommer concluded that the effects of epistemological beliefs are most obvious in *higher order thinking*.

#### **2.1.4. Metacognition and the Model of Cognitive Monitoring**

Flavell (1985) defines *metacognition* as “cognition about cognition”. In other words, it is the self-monitoring of one’s own cognitive enterprises.<sup>5</sup> Flavell (1979) proposed a model of cognitive monitoring consisting of four interactive components: ‘metacognitive knowledge’, ‘metacognitive experiences’, ‘goals (or tasks)’, and ‘actions (or strategies)’.

*Metacognitive knowledge* which is fundamentally similar to other knowledge stored in long-term memory, may be activated both consciously and unconsciously, and most often affects the course and outcome of cognitive operations. Flavell emphasizes its importance in the processes of *selection, evaluation, revision, and abandoning of cognitive tasks, goals, and strategies*. Metacognitive knowledge encompasses in itself the knowledge or beliefs about the actions, interactions, or combinations among three major variable categories: ‘person’, ‘task’ and ‘strategy’.

The *person* factor includes both the beliefs about the nature of oneself, i.e. *intraindividual* beliefs, and others, i.e. *interindividual* beliefs, as cognitive processors. Flavell gives the example of a person holding beliefs that he/she can learn better by listening rather than reading, or that a friend is more socially sensitive than another. The *task* component covers all the information available together with its qualitative and quantitative features to perform a task. Knowledge regarding the goals, i.e. the objectives of a cognitive enterprise, is also

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<sup>5</sup> Flavell uses the term ‘cognitive enterprise’ to describe the self-awareness, goal-oriented uses of deliberate strategies by successfully maturing children in becoming active thinkers, planners, and learners (Belmont, 1989).



included within this category. The *strategy* component contains the collection of strategies effective in accomplishing specific tasks and achieving desired outcomes.

The outcome of the conscious or unconscious activation, interaction, or combination of the person, task and strategy variables may itself become a conscious experience, i.e. *a metacognitive experience*. Flavell gives examples of metacognitive experience as the belief/feeling people may suddenly have that they do not understand something, or that they are not able to communicate well enough how they feel. He suggests that these feelings usually occur in situations that require careful, conscious thinking. An example he gives is a novel situation where each step has to be planned and evaluated, and each decision and action carries high stakes. In these instances, metacognitive experiences, which include parts of metacognitive knowledge that have entered consciousness, can provide the kind of *quality control* necessary. They can lead a person to set new goals or revise existing ones, add to, restructure or delete from his/her metacognitive knowledge base, and activate strategies aimed at achieving goals.

*Goals* and *strategies* may both be either cognitive or metacognitive. Flavell gives the example of a student who will enter an exam and senses that he/she is not ready yet, i.e. metacognitive experience. He/she would wish to improve his/her knowledge, i.e. *cognitive goal*, by reading the relevant chapters in the book, i.e. *cognitive strategy* and afterwards, to assess his/her learnt knowledge, i.e. *metacognitive goal*, he/she may try to answer self-posed questions, i.e. *metacognitive strategy*. "Cognitive strategies are invoked to *make* cognitive progress, metacognitive strategies to *monitor* it" (p. 909).

As illustrated by the example above and as stated previously, metacognition involves the monitoring of cognitive enterprises through the actions and interactions among metacognitive knowledge, metacognitive experiences, goals and strategies. The interplay occurs in most real-life situations, as it does in many cognitive activities related to language use:

Metacognition plays an important role in oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition, and, various types of self-control and self-instruction (Flavell, 1979, p. 906).

### 2.1.5. Synthesis

The phenomena introduced in the previous sections with regards to domain-general aspects of beliefs could also be extended to the domain-specific beliefs about language learning.

Apropos of Ajzen's terminology, in the context of foreign/second language learning, 'English' is the *object* to which certain *attributes*, e.g. difficulty, culture, phonology, etc. are attached in the minds of learners in line with their previous direct, indirect or self-generated experience. Each student comes into the classroom bearing a personal *attitude* towards English and learning English, emanating from individually formed *beliefs* based on self-accumulated attributes associated with the language.

If a student holds a favorable attitude towards English, he/she will plan to learn the language and will translate this plan into actions. If however, the attitude is unfavorable, the reverse will be true. Thus, beliefs can both *facilitate* or *hinder* the learning process. "From a practical point of view, teachers need to know not only what their learners believe about language learning, but also whether their beliefs are functional or dysfunctional and how dysfunctional beliefs can be modified" (Benson and Lor, 1999, p. 471). Drawing on *the experiential continuum* notion of Dewey, the correction of misconceived beliefs arising from former negative experience is essential in improving the educational value of future experience.

As proposed by Bartlett, the learner is constantly in an effort after meaning trying to make connections between new information and existing schema. During the course of formal or informal language learning through interaction with teachers, friends, etc., the schema is constantly checked, activated and reconstructed. Learning is successful to the degree of *assimilation* of the new into the known and *accommodation*<sup>6</sup> of the individual to the new needs and situations, i.e. *intellectual growth* (Piaget, 1952). It is therefore worthwhile to uncover previous learning experience and beliefs to promote consistency.

Beliefs about language learning are also found to be relatable to epistemological beliefs, i.e. beliefs about learning in general (Mori, 1999). In studying the beliefs of students studying Japanese at various levels, Mori revealed that although the results indicated the existence of domain specific beliefs, adopting the epistemological belief dimensions identified by Schommer, some of the learners' general beliefs in, for instance, *knowledge is certain* and *learning is quick*, was transferred into the domain of language learning.

In the study conducted by Ryan (1984) on the role of epistemological beliefs on reading comprehension, assuming the categories defined by Perry, Ryan observed that students with *dualistic* beliefs reported monitoring their reading comprehension based on the 'Knowledge' criterion, i.e. retrieval of text information, rather than the 'Comprehension/Application' criterion, i.e. transformation of text information – as opposed to students with *relativistic* beliefs. “These two categories were chosen to parallel the Knowledge and the Comprehension/ Application categories, respectively, of The taxonomy of educational objectives: Cognitive domain” (Bloom Engelhart, Furst, Hill & Krathwohl, 1956, as cited in Ryan, 1984, p.11–12).

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<sup>6</sup> Piaget refers to accommodation as 'experience' (Piaget, 1952, p. 410).

“Learner beliefs is a term that appears to be used interchangeably with metacognitive knowledge” (Wenden, 1999, p. 436). Following on the notion suggested by Flavell (1979, 1987), Wenden views learner beliefs as a subset of metacognitive knowledge and states that, the person, task and strategy categories of the ‘Model of Cognitive Monitoring’ are also applicable in the discipline of foreign/second language acquisition (1998, 1999).

“*Person knowledge* is general knowledge learners have acquired about human factors” (Wenden, 1998, p. 518). Variables such as age, gender, aptitude, motivation are some of the most common human factors researched in language acquisition. Learners’ individual experiences in connection with these variables are also included within this category, e.g. beliefs regarding proficiency in a skill, achievement beliefs, etc. “*Task knowledge*. . . refers to what learners know about the purpose of a task and how it will serve their language learning needs” (Wenden 1998, p. 518). This category also covers knowledge regarding the outcome and demands of the task, e.g. beliefs about the competency requirements, purpose of the task in serving learning goals, etc. “*Strategic knowledge* refers to general knowledge about what strategies are, why they are useful, and specific knowledge about when and how to use them” (Wenden 1998, p. 519). It includes strategies language learners actually use or think they use or should use, to aid in the learning process.

To summarize, there is no clear cut consensus on the distinction between beliefs and knowledge. Nevertheless, Wenden observes that the choice of one term over the other points to an implicit difference. She states that knowledge is generally perceived as being factual, objective information acquired through formal learning and probably representative of the body of knowledge that constitutes a particular discipline; and beliefs as individual subjective understandings, idiosyncratic truths which are often value related and characterized by a commitment not present in knowledge. Thus, owing to their value-relatedness and idiosyncratic nature, “beliefs would be held more tenaciously than knowledge” (p. 517).

## **2.2. Beliefs About Language Learning**

The literature review on beliefs about language learning will consist of two main sections. The first part titled ‘Origins and Terminology’ will reflect upon the sources of these beliefs and provide a synopsis on the substitute terms used within the discipline. The second section will outline the different approaches on researching language learning beliefs under the heading ‘Social, Cognitive and Sociocognitive Perspectives’.

### **2.2.1. Origins and Terminology**

Ellis (2008) has identified *past educational and language learning experiences*, *cultural background*, and *general factors* such as personality and cognitive style as some of the influential factors in the formation of beliefs. Other sources include (Bernat & Gvozdenko, 2005; Bernat, Carter, & Hall, 2009):

- Family and home background
- Classroom/social peers
- Individual differences
- Level of language instruction
- Nature of target language
- Type of educational institution
- Attitudes
- Nationality

The term *beliefs about language learning* was introduced into second/ foreign language literature through the pioneering studies of Elaine Horwitz, who broadly defined the concept as “opinions on a variety of issues and controversies related to language learning” (Horwitz, 1985, p. 334) . Considering their varying degrees of validity and numerous origins, she states that “in many cases, the term ‘myth’ might be a more accurate characterization” (1987, p. 119).

Over the decades, a number of other terms have emerged to refer to language learning beliefs (Barcelos, 2003):

**Table 2.1** Terminology on Beliefs About Language Learning

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 their 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, and so on” (1994, p.8)
Learners’ philosophy of language learning (Abraham & Vann, 1987)	“Beliefs about how language operates, and, consequently, how it is learned” (p. 95)
Metacognitive knowledge (Wenden, 1986)	“The stable, storable although sometimes incorrect knowledge that learners have acquired about language, learning and the language learning process; also referred to as knowledge or concepts about language learning or beliefs; there are three kinds: person, task and strategic knowledge” (p. 163)
Cultural beliefs (Gardner, 1988)	“Expectations in the minds of teachers, parents and students concerning the entire second language acquisition task” (p. 110)
Culture of learning (Cortazzi & Jinn, 1996)	“Learners’ initiative implicit (or explicit) knowledge made of beliefs, myths, cultural assumptions and ideals about how to learn languages. This knowledge, according to learners’ age and social economic level, is based upon their previous educational experience, previous (and present) readings about language learning and contact with other people like family, friends, relatives, teachers and so forth” (p.40)
Culture of learning languages (Barcelos, 1995)	“The culture aspect of teaching and learning; what people believe about ‘normal’ and ‘good’ learning activities and processes, where such beliefs have a cultural origin” (p. 230)

*Note.* Adapted from *Researching beliefs about SLA: A critical review*, p. 9, by A.M.F. Barcelos, 2003, NY: Springer.

As it may be observed from the definitions in Table 1.1, beliefs within the context of language learning, have both a *social dimension* and a *cognitive dimension* (Barcelos, 2003).

### **2.2.2. Social, Cognitive and Sociocognitive Perspectives**

“To what extent beliefs are social and cultural but also mental and individual has been the major debate in the social and cognitive psychological literature” (Gabillon, 2005, p. 239). The scholars taking a sociocultural stance state that beliefs should be considered within the social context they are shaped. Scholars holding a cognitivist viewpoint on the other hand stress that beliefs are “*well-organized schema* (networks of connected ideas) and belief formation is an individual autonomous act and each belief bears the mark of the individual” (p. 239).

The sociocultural theory of Vygotsky considers human mental functioning as being ‘mediated’ by *social* and *contextual* influences. “Language use, organization, and structure are the primary means of mediation” (Lantolf & Thorne, 2006, p. 197). It is perceived that higher order thinking develops through interaction in cultural, social settings such as family and friend groups, and institutional contexts like school and work. In this respect, the social dimension of consciousness is viewed as primary and the individual dimension as secondary (Bernat, 2008). “In other words, what impacts the phenomenon (e.g. learner beliefs) is of greater importance than the phenomenon itself, yet both are important to understanding the whole” (p. 13).

The sociocultural perspective recognizes *beliefs* as socially constructed representation systems through which the world is interpreted and acted upon (Rust, 1994). They are regarded as *fluid and dynamic*, shaped by contextual experience. Barcelos (2003) uses the term *contextual* approach, and describes beliefs as embedded in students’ own contexts. Studies embracing this point of

view generally employ *qualitative* research methods such as interviews, learner diaries and narratives, journal entries, discourse analysis, metaphor analysis and ethnographic classroom observations (Kalaja & Barcelos, 2003).

Most studies on language learning beliefs have adopted the cognitive perspective, also referred to as the *mainstream* or *normative*<sup>7</sup> approach (Barcelos & Kalaja, 2003; Bernat, 2008). The underlying assumption is that “nobody would doubt that language, whether first or second, is an aspect of human cognition” (DeKeyser & Juffs, 2005, p. 437). *Beliefs* are seen to be *more stable* as they are considered to be interwoven with such factors as self-concept and identity, self-efficacy, personality and other individual differences. As the name suggests, these studies adopt the normative approach characterized by the use of questionnaires as data collection instruments and *quantitative* methods of data analysis (Bernat, 2008).

Today, instead of assuming cognitive and sociocultural approaches as completely separate, most scholars adopt a *sociocognitive approach*. “Reflective of the socio-cognitive matrix is a poignant analogy once given by Michael Sharwood Smith in a conference paper. Sharwood observed that the ‘cake’ of SLA is cognitive, while the ‘icing’ is social” (Zuengler & Miller, 2006, p. 36, cited from Bernat, 2008, p. 20).

Likewise, the present study also adopts a *sociocognitive* stance in that both perspectives are assumed to be complementary, and since the approach best suits to serve the purpose and methodology of the research. It is aimed in this study to investigate the *contextual* influence of medium of instruction on *individual* foreign language learning beliefs of students employing both *qualitative* and *quantitative* methods of data collection and analysis.

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<sup>7</sup> “The term normative was used by Holliday (1994) to refer to studies on culture, which see students’ culture as an explanation for their behaviours in class” (Barcelos, 2003, p.11).



### **2.3. Studies on Second/Foreign Language Learning Beliefs**

Learner beliefs are considered to be one of the key elements contributing to individual differences in language learning. Their importance emanates from their impact on learner behaviors, especially in choice of learning strategies, affective states such as confidence and anxiety, and consequentially on both linguistic outcomes, i.e. changes in competence, knowledge, and skills in some aspect of the target language; and nonlinguistic outcomes, i.e. changes in reactions to the target language, the situation, and/or factors associated with the target language (Tanaka & Ellis, 2003). Thus, research in this area, initiated by the development of the 'Beliefs About Language Learning Inventory' (BALLI) by Horwitz in the late 1980s, and marked by the establishment of a link between metacognitive knowledge and learner beliefs by Wenden in the following decade, has been vast ever since.

The literature review on 'Studies on Language Learning Beliefs' comprising of five sections will present significant studies analyzing the relations between language learning beliefs and the factors of nature of target language, strategy use, motivation, proficiency, and gender; in the order listed.

#### **2.3.1. Language Learning Beliefs and Nature of Target Language**

Horwitz (1988) investigated the influence of the target language on students' language learning beliefs. The study was conducted on 63 French-learning, 80 German-learning and 98 Spanish-learning American students at the University of Texas. The BALLI questionnaire consisting of 34 items was administered to the three groups and the data were compared in terms of aptitude, nature of language learning, difficulty, strategies, motivation and expectation. It was observed that although there were slight differences in the percentages, the overall pattern in responses remained consistent across the language groups.

Kuntz (1996a), on the other hand, examined the differences in language learning beliefs of 53 university students learning Swahili— an indigenous African language, i.e. less commonly taught languages (LCTL), and 113 university students learning French and Spanish, i.e. commonly taught languages (CTL). A questionnaire containing 47 statements based on the BALLI was administered to both groups. The results of the survey indicated that students of Swahili responded more positively to statements indicating interest in the culture and people of Swahili and more negatively to items concerning employment prospects and the language learning process. The responses from both groups conveyed agreement that repeat and practice are important in foreign language learning.

### **2.3.2. Language Learning Beliefs and Strategy Use**

Wenden (1987) investigated the relationship between the preconceived language learning beliefs and strategy use of 25 adult students who had recently arrived in the USA and were enrolled in an advanced level language program at Columbia University. The data were collected through semi-structured interviews and self-reports.

Wenden categorized learners' prescriptive beliefs into three main groups according to their implied general approach to language learning: *use the language*, *learn about the language*, and *personal factors*. The students who emphasized to using the language believed in learning the natural way, practicing, thinking in the second language, living and studying in an environment where the target language is spoken, not worrying about mistakes and thus attended to meaning not form and employed *communication strategies*. The students who stressed the importance of learning about the language believed in learning grammar and vocabulary, taking a formal course, learning from mistakes, and being mentally active and thus attended more to form and employed *cognitive strategies*. The students who valued personal factors believed in the importance of the emotional aspect, self-concept, and aptitude for learning. They did not attend

specifically to form or meaning and did not use any distinguishing strategies from the other two groups.

### **2.3.3. Language Learning Beliefs and Motivation**

Kouritzin, Piquemal, and Renaud (2009) conducted an extensive survey investigating differences in language learning beliefs, attitudes, and motivations of university students in Canada, Japan, and France. A questionnaire consisting of 69 statements was designed based on mainly the BALLI and the Strategy Inventory for Language Learning (SILL). It was later translated into both Japanese and French and administered to 1,905 students learning French in Japan, 1,526 students learning Japanese in France, and 205 student studying French or Japanese as a second/foreign language in Canada. The students had to be fluent speakers of the dominant language in each country.

The data analysis of the questionnaire revealed differences between the three groups of learners. Japanese students were observed to be motivated to learn French for social reasons, i.e. extrinsic factors, significantly more than the Canadian and French students. The French students on the other hand, were mainly motivated to learn Japanese for personal reasons, i.e. intrinsic factors. The Canadian students showed motivation to learn French or Japanese for the perceived economic opportunities more than the other two groups.

The authors concluded that Canadian and Japanese students exhibited stronger *instrumental* motivation, i.e. “the language is being studied for practical or utilitarian purposes” (Gardner, 2005, p. 11), whereas French students exhibited stronger *integrative* motivation, i.e. “the individual's willingness and interest in having social interaction with members of the L2 group” (Gardner, Tremblay, Masgoret, 1997, p. 345).

#### **2.3.4. Language Learning Beliefs and Proficiency**

Peacock (2001) conducted a longitudinal study investigating the development in language learning beliefs of 146 ESL student teachers over three years of their college education in Hong Kong. The BALLI questionnaire was administered each year starting from their initial year. Besides analyzing the changes in beliefs of student teachers annually, Peacock also compared their beliefs with beliefs of experienced ESL teachers using data from his previous 1999 research. The study revealed that the trainee teachers believed more strongly in the importance of grammar, vocabulary, and intelligence in language learning than the experienced teachers. In addition, the beliefs of students did not show much change as they progressed in university.

#### **2.3.5. Language Learning Beliefs and Gender**

Bernat & Lloyd (2007) researched the possibility of gender differences in language learning beliefs of 155 female and 107 male EFL students from 19 different countries (the majority of whom were from far east countries), at an Australian university. The BALLI questionnaire was used to collect data and the beliefs of the two groups were compared according to the categories defined by Horwitz, i.e. aptitude, nature of language learning, difficulty, strategies, motivation and expectation. The findings of the study indicated that the two groups generally held similar beliefs, with significant differences in only two items: females agreed stronger that multilinguals are very intelligent, and less to enjoyment of practicing English with Australians.

## CHAPTER 3

### METHOD OF RESEARCH

The method of research employed in the study will be discussed in three sections. Initially, the first part titled ‘Research Design’ will provide the rationale for administering a *mixed methods research*. The second section ‘Settings’ will disclose information on the two universities and their English preparatory programs. Subsequently information on *EMI* and *TMI* students will be presented under the heading ‘Participants’. The fourth and final part titled ‘Data Collection Instruments and Procedures’ will analyze the development and implementation of the *survey questionnaire* and the *semi-structured interview*.

#### 3.1. Research Design

The study adopts a *sociocognitive* approach to studying language learning beliefs, as stated previously, since both sociocultural and cognitive factors are recognized to be influential in the formation of beliefs. The purpose of the research is to analyze the language medium of instruction effect on foreign language learning beliefs. To this aim, the following research questions have been formulated:

1. *What are the ‘language learning motivation’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
2. *What are the ‘language learning strategy’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

3. *What are the ‘language learning difficulty’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
4. *What are the ‘nature of language learning’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*
5. *What are the ‘language learning aptitude’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

The study is also sociocognitive as regards to the *mixed methods research* design employed. A specifically designed questionnaire – a quantitative method typical of cognitive studies; and a semi-structured interview – a qualitative method typical of sociocultural studies will be utilized.

The main reason to assume a mixed methods research is that “methodological *triangulation* [emphasis added] can help reduce the inherent weaknesses of individual methods by offsetting them by the strength of another, thereby maximizing both internal and external validity” (Dornyei, 2007, p. 43). In addition, it is anticipated to *add depth* to the quantitative data collected from structured questionnaire statements using qualitative data gathered from semi-structured interviews.

### **3.2. Settings**

Two universities in Ankara present the settings for this study:

#### **i. Middle East Technical University (METU)**

METU is a government university founded in 1956 under the name ‘Orta Doğu Yüksek Teknoloji Enstitüsü’ (Middle East High Technology Institute), with the mission of training students in the fields of natural and social sciences and thus

providing skilled workforce for not only Turkey, but also the Middle Eastern countries. The language of instruction at METU is English in all the academic programs offered. The students are required to obtain a passing grade from the *English Proficiency Exam (EPE)* administered by METU, or one of the international English examinations recognized by the university prior to starting their undergraduate studies. Students below proficiency level must attend the one-year intensive language program offered by the *Department of Basic English (DBE)* and successfully complete and fulfill its requirements. At the end of the academic year, students sit the EPE once again and those who obtain passing grades are qualified to become freshmen. Students can attend DBE for a maximum of two academic years. If they fail to pass EPE at the end of this period, they are dismissed from the university. They have the option however of applying to OSYM (Öğrenci Seçme ve Yerleştirme Merkezi [Student Selection and Placement Center]) for placement in an equivalent Turkish medium academic program at a different university (METU, 2014).

## **ii. TOBB University of Economics & Technology (TOBB)**

TOBB is a private university established in Ankara, in 2003. The medium of instruction is 100 per cent Turkish in some academic programs and a combination of 70 per cent Turkish and 30 per cent English in others. Students in all programs have to attend the *Preparatory English Program (PEP)* for one academic year unless they can certify that they have completed at least 3 years of their secondary or tertiary education at an English-speaking country or submit the minimum accepted passing score from one of the internationally recognized English language tests accepted by the university. Upon successfully completing the requirements of PEP, students are eligible to sit the *TOEFL-ITP*<sup>8</sup> exam administered at the university at the end of each semester.

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<sup>8</sup>The TOEFL-ITP (Institutional Testing Program) evaluates skills in three areas: listening, structure and reading.

The students who are registered in 100 per cent Turkish academic programs may start their undergraduate studies even if they do not receive a passing grade from the TOEFL-ITP examination, provided they have fulfilled the attendance requirement of PEP. They also have the option of continuing PEP for two more semesters and then commence their higher education.

The students who will receive their university education through a combination of 70 per cent Turkish and 30 per cent English are required to receive a passing score from the TOEFL-ITP exam in order to start their undergraduate programs. At the end of the second semester, should they fail from the TOEFL-ITP exam, they have the options of attending PEP for one or two more semesters, studying English outside school, or leaving the program and similarly applying to the OSYM for placement in an equivalent Turkish medium academic program at a different university. The students who fail to receive a passing score from the TOEFL-ITP exam at the end of the fourth semester are dismissed from the program. They too may apply to the OSYM for placement in an equivalent Turkish medium academic program (TOBB, 2014).

The two universities constituting the settings for the study are typically different – METU is a government institution, whereas TOBB is a private institution – which may be considered as a limitation for the study. The reason METU was selected was that the medium of instruction is 100 per cent English in all its academic programs; and as for TOBB, preparatory school is mandatory for all its programs, whether it be in 100 per cent Turkish or 70 per cent Turkish. According to the latest regulation by HEC, students who will receive their language in wholly Turkish do not have to attend preparatory school, or even if they do choose to attend, they are not required to obtain a passing grade from the courses. At TOBB however, even though students who will receive their higher education in completely Turkish are allowed to start their academic programs even if they do not get passing grades (provided that they attend preparatory school for a year), they are still required to receive a passing score from the TOEFL-ITP examination before they graduate. Since the aim of the study is to analyze the medium of



instruction effect on the language learning beliefs of students, it was crucial that the participants had an obligation to learn English.

### **3.3. Participants**

The students attending the English preparatory schools at METU and TOBB constitute the two participant groups in the study. With reference to the independent variable of *medium of instruction* at each university, students at METU will be referred to as the *EMI group*, and students at TOBB will be referred to as the *TMI group*.

Overall 295 students – 143 in the EMI and 152 in the TMI group – participated in the survey. The demographic characteristics of the participants were collected through the first section of the study questionnaire (see Appendix A), yielding the following results:

#### **i. Gender**

Figures 3.1a and 3.1b below represent the percentages of the female and male students in the two groups. The number of female students was a little higher than the male students in the EMI group, the frequencies being 80 and 63, respectively. In the TMI group, the frequencies were nearly the same for both, being 75 for female and 77 for the male students.

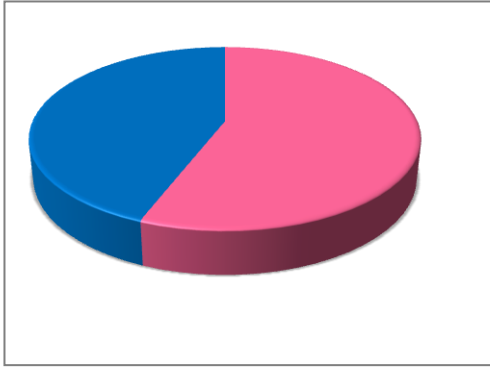


Figure 3.1a EMI Student Genders

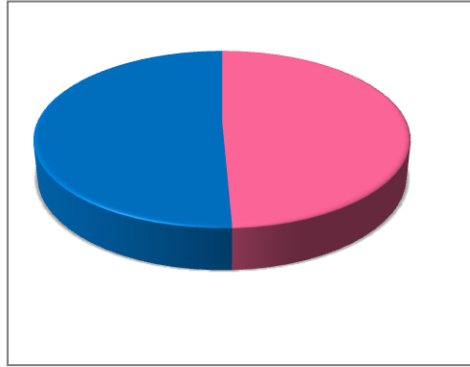


Figure 3.1b TMI Student Genders

## ii. Age

As shown in Tables 3.1a and 3.1b below, the age of the students in the EMI group ranged from 18 to 24, with the highest frequency being at age 19 (M=19.19). Ages of the participants in the TMI group on the other hand, ranged from 16 to 22, with the highest frequency observed at age 18 (M=18.39).

Table 3.1a EMI Group Ages

	Age	Frequency	Percent
Valid	18	29	20,3
	19	80	55,9
	20	24	16,8
	21	4	2,8
	22	1	0,7
	23	4	2,8
	24	1	0,7
	<b>Total</b>		<b>143</b>

Table 3.1b TMI Group Ages

	Age	Frequency	Percent	
Valid	16	1	0,7	
	17	2	1,3	
	18	103	67,8	
	19	34	22,4	
	20	8	5,3	
	21	3	2,0	
	22	1	0,7	
	<b>Total</b>		<b>152</b>	<b>100,0</b>

### iii. Disciplines of Study

The undergraduate programs the students at both universities will attend upon completing preparatory school were grouped into three major categories depending on their academic disciplines:

- (1) Arts, Humanities and Social Sciences
- (2) Engineering, Architecture, Mathematics and Science
- (3) Medical Sciences

The distribution of the EMI and TMI students according to the study categories defined are illustrated in Figure 3.2 below:

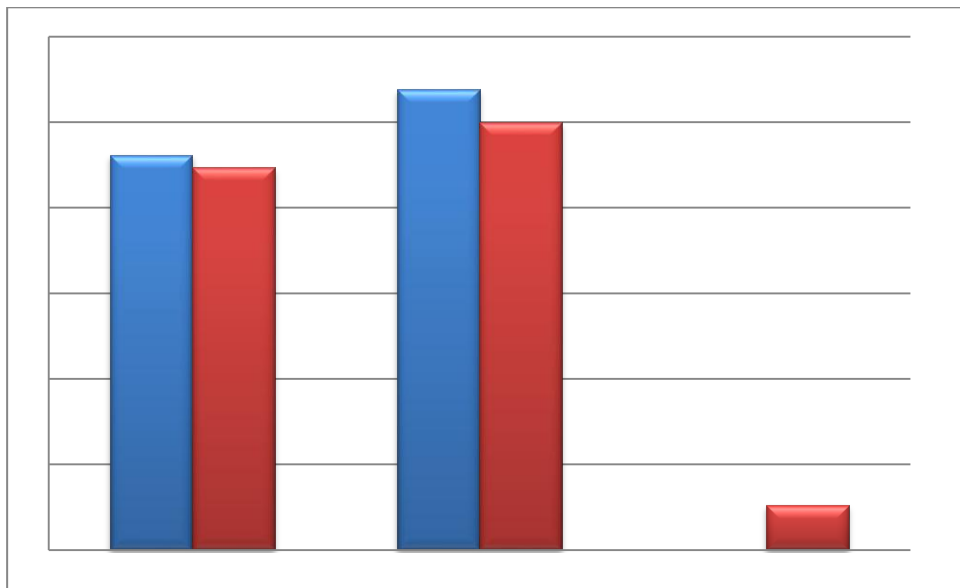


Figure 3.2 Academic Study Disciplines of EMI and TMI Students

As it may be observed from the chart above, the percentage of students who will attend undergraduate programs in the 'Engineering, Architecture, Mathematics

and Science’ disciplines are slightly higher than in the ‘Arts, Humanities and Social Sciences’ disciplines in both groups. The frequency results for the EMI group are 66 for the first and 77 for the second category. The frequency findings for the TMI group are 68 for the first, 76 for the second, and 8 for the additional medical sciences category offered at TOBB.

#### iv. Levels of English Proficiency

The students are grouped at the preparatory schools according to their proficiency levels determined by their scores from the EPE exam for the EMI group and by the TOEFL-ITP exam for the TMI group (METU, 2015; TOBB 2015). The levels in METU-DBE and TOBB-PEP are categorized correspondingly in Table 3.2 below:

Table 3.2 Categorization of English Levels

Category	METU-DBE (EMI)	TOBB-PEP (TMI)
1	Beginner	AF (Starter)
2	Elementary	A (Beginner)
3	Pre-intermediate	B (Pre-intermediate) <sup>9</sup>
4	Intermediate	C (Intermediate)
5	Upper-intermediate	
6	Advanced	

---

<sup>9</sup> The ‘B’ group is actually stated to include both ‘pre-intermediate and intermediate’ students, and the ‘C’ level to include only ‘intermediate’ students. For the sake of categorization, students who stated their group as ‘Pre-intermediate’ were placed in ‘B’ and as ‘Intermediate’ in ‘C’.

The levels of the students in the EMI and TMI groups are illustrated in Figure 3.3 below. As it may be observed, the majority of the students in both groups were pre-intermediate level, with the frequency being 141 for the EMI and 120 for the TMI group. The number of intermediate level students was 2 in the EMI and 31 in the TMI group. In addition there was 1 student in level A in the TMI group.

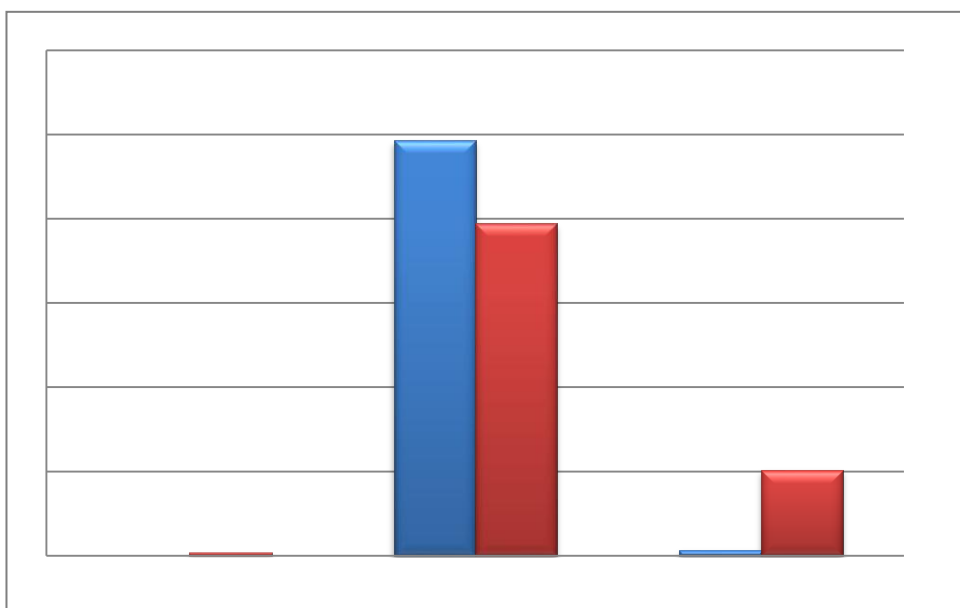


Figure 3.3 English Proficiency Levels of EMI and TMI Students

**v. Duration of English Learning**

The students were asked to specify the number of years they have been learning English. The results are illustrated in Figure 3.4 below:

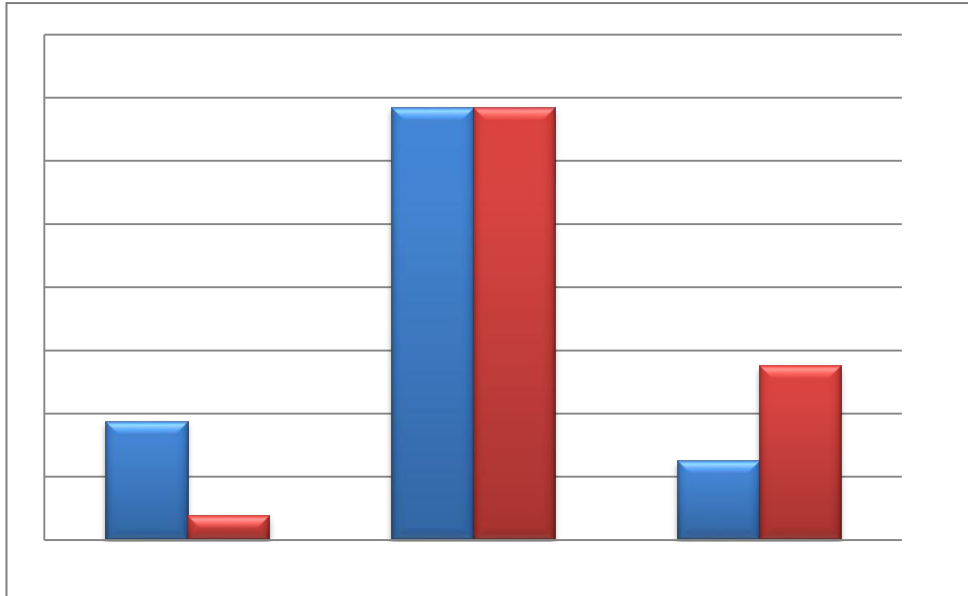


Figure 3.4 Duration of English Learning of EMI and TMI Students

The majority of the students in both groups stated the length of time they have been learning English to be between 5 to 10 years, with a frequency of 98 in the EMI group and 104 in the TMI group. The percentage of students who specified the duration to be less than 5 years was higher in the EMI than in the TMI group, the frequencies being 6 and 27 respectively. The proportion of students who stated they have been learning English for 10 years and above on the other hand was higher in the TMI group, with 42 students in the TMI and 18 in the EMI group.

**vi. Type of High School**

The type of high schools the participating students have graduated from has been categorized as follows:

Table 3.3 Categorization of High School Types

Category	High School Type
1	Science High School
2	High School with Language Preparatory Year
3	Anatolian High School
4	Anatolian Teacher High School
5	Anatolian Vocational High School
6	Anatolian Imam Hatip High School
7	Private High School
8	Normal High School
9	Open High School

The high schools of the students in the EMI and TMI groups are shown in Tables 3.4a and 3.4b below. As it may be observed, the majority of students in both groups have graduated from ‘Anatolian High School’, followed by ‘Anatolia Teacher High School’ in the EMI group and ‘Private High School’ in the TMI group.

Table 3.4a EMI High Schools

High School	Frequency	Percent
Valid		
1	7	4,9
2	2	1,4
3	81	56,6
4	26	18,2
5	12	8,4
6	1	0,7
7	6	4,2
8	8	5,6
9	0	0
<b>Total</b>	<b>143</b>	<b>100,0</b>

Table 3.4b TMI High Schools

High School	Frequency	Percent
Valid		
1	13	8,6
2	10	6,6
3	74	48,7
4	15	9,9
5	0	0
6	0	0
7	34	22,4
8	1	0,7
9	5	3,3
<b>Total</b>	<b>152</b>	<b>100,0</b>

**vii. Number of Other Foreign Languages**

The students were enquired about the number of other foreign languages they knew besides English and Turkish. As it may be observed from Figure 3.5 below, the highest majority of students in both groups did not know any other language, the frequencies being 110 in the EMI and 98 in the TMI group. The percentages for both 1 additional and 2 additional languages were higher in the TMI than in the EMI group. The number of students who stated they knew 1 additional language was 48 in the TMI group compared to 31 in the EMI group. The frequency of students who marked 2 additional languages was 5 in the TMI group and 2 in the EMI group. Only one student in the TMI group marked 3 and above languages.

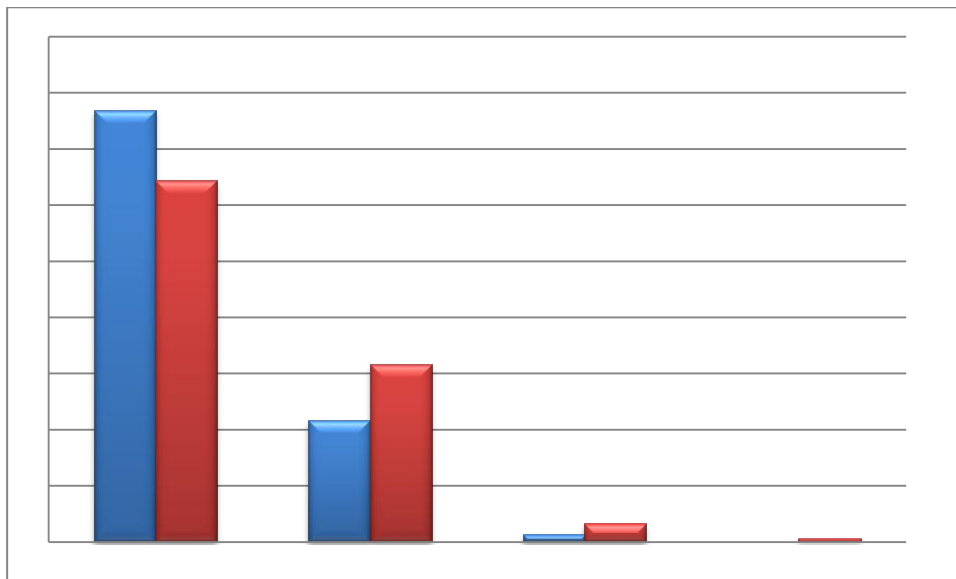


Figure 3.5 No. of Other Languages EMI and TMI Students Know



### **3.4. Data Collection Instruments and Procedures**

The data for the study was collected mainly through two instruments: a survey questionnaire, and a semi-structured interview. The prime reason for adopting both tools was to enhance the validity and reliability of the research through triangulation of data.

#### **3.4.1. Survey Questionnaire**

A questionnaire form of data collection was identified to be the most relevant in attaining the purpose of this study initially due to the factual, behavioral, and attitudinal data intended to be elicited from the respondents (Dornyei, 2010), and the large sample size desired for increased precision. The ‘survey questionnaire’ (SQ) was constructed in Turkish to safeguard the quality of the data obtained. The development and the implementation of the SQ occurred in four stages:

##### **1. Design Stage**

The *first version* of the SQ comprised of three sections. The first part included 7 author-designed items consisting of 4 specific open questions and 3 multiple choice questions aimed at obtaining the demographic, factual information about the EMI and TMI students, analyzed in the previous section. The second section containing 42 Likert-scale items was mainly based on the ‘BALLI – ESL Student Version’.

“The Beliefs About Language Learning Inventory (BALLI) was developed to assess student opinions on a variety of issues and controversies related to language learning” (Horwitz, 1987, p. 120). The belief statements constituting the BALLI were drawn from three sources:

- Free recall protocols of language teachers from different cultural backgrounds listing their own, other people's, and their students' beliefs about language learning,
- Foreign language teacher educators' beliefs about language learning,
- Beliefs emerging from focus group discussions between Horwitz and ESL and foreign language students.

The resulting BALLI (see Appendix B), consisting of 34 Likert-scale items ranging from 'strongly agree' to 'strongly disagree', was the outcome of a compilation of these beliefs aiming to assess student beliefs under the following themes:

1. Foreign language aptitude : items 1, 2, 6, 10, 11, 16, 19, 30, 33
2. The difficulty of language learning : items 3, 4, 5, 15, 25 34
3. The nature of language learning : items 8, 12, 17, 23, 27, 28
4. Learning and communication strategies: items 7, 9, 13, 14, 18, 21, 22, 26
5. Motivations: items 20, 24, 29, 31, 32.

The SQ contained 32 items from the BALLI. The items under each theme were ordered sequentially, instead of the mixed order assumed in BALLI. Some of the statements were reworded to reflect the context of the study and some modified to suit the overall structure of the questionnaire, i.e. items 4, 13, 21, 24, 26, and 28. For instance, Item 26 in the BALLI was 'It is important to practice with cassettes or tapes'; the SQ Item 30 was reworded as: 'It is important to practice English by listening to CDs, podcasts, etc.' Item 4 in the BALLI was 'English is: (a) a very difficult language, (b) a difficult language, (c) a language of medium difficulty, (d) an easy language, (e) a very easy difficult language'; the SQ Item 13 was modified to match the Likert-scale format as 'English is a difficult language to learn'. Items 15 and 32 of the BALLI were eliminated; Item 15 was not suitable to convert into Likert-scale and Item 32 seemed to overlap with Item 24.

The SQ included 10 additional statements. Item 20: ‘Language learning involves a lot of memorization’, was added from Yang (1999); Item 36: ‘I want to learn English well because it can help me access information from all around the world’, and Item 37: ‘Learning English will help me communicate with people from other countries because English is an international language’, was borrowed from Vibulphol (2004). Furthermore, seven more author-designed statements were added:

- Item 29: ‘It would be useful to practice English by watching TV, films, listening to the radio, etc.’
- Item 31: ‘It would be useful to practice English by reading books, newspapers, magazines, etc.’
- Item 38: ‘Learning English will help my personal growth’
- Item 39: ‘Learning English will help my cognitive growth’
- Item 40: ‘If I learn English well, I will have many opportunities to use it in my future life’
- Item 41: ‘Learning English is necessary for my academic life’
- Item 42: ‘Learning English will be necessary for me in my work life’

As it may be observed, the author-added statements are mostly related to language learning strategies and motivations. Although the items in the BALLI listed under the category of ‘Learning and Communication Strategies’ included statements stressing pronunciation, correctness, guessing unknown vocabulary, practicing with foreigners, repetition, apprehension, practicing with tapes and cassettes, no reference was made to practicing by reading or watching films, etc. Similarly, although the BALLI items under the theme ‘Motivations’ did include statements regarding instrumental and integrative goals, no items existed on anticipated personal growth or the need for English in the academic or work environment. Thus, the above listed items were added to the questionnaire to reveal student beliefs in these areas.

The third section of the SQ contained 5 items regarding the individual behavioral aspects of learning English. The first item was a multiple choice question enquiring about the daily hour(s) of studying English. The second item consisted of two parts: a multiple choice question requiring the participant to mark the language skill (out of reading, writing, speaking, and listening) he/she most enjoys studying, and a clarification part requesting the reasons. The third item was identical except that this time it enquired about the language skill least enjoyed. The fourth item was a multiple choice question giving a table with a range of scores for each language skill and asking the student to mark the average of his scores in each skill to date. The fifth item was an open-ended question requesting the respondent to give three major difficulties encountered in learning English.

## 2. Evaluation Stage

Upon completing the first version, the researcher presented the SQ to two English language teacher educators for their reviews. For the first section, their overall evaluation was positive. For the second section, they made the following remarks for the listed items:

- Item 6: “I have a special ability for learning foreign languages”; *it might be better to generalize the statement as ‘Some people have a special ability for learning foreign languages’*
- Item 29: ‘It would be useful to practice English by watching TV, films, listening to the radio, etc.’; *watching TV and films are visual, whereas listening to the radio is audial, therefore it would be preferable to place them in different items.* So the ‘listening to the radio’ phrase was included in Item 30: ‘It would be useful to practice English by listening to the radio, CDs, podcasts, etc.’
- Item 39: ‘Learning English will help my cognitive growth’; *the word ‘intellectual’ instead of ‘cognitive’ might be more understandable,*

- Item 40: ‘If I learn English well, I will have many opportunities to use it in my future life’; *it would be better to be more specific*, so the word ‘future’ was replaced by ‘social’.

For the third section, they remarked that Items 2 and 3 might be more elaborated to include the choices of ‘*grammar*’ and ‘*vocabulary*’ in addition to the language skills provided. They considered Item 4 enquiring participant scores to be beyond the scope of the study, so they advised its elimination. They proposed that Item 5 might be better answered at the interview together with other details.

Along these lines, the *second version* of the questionnaire was developed.

### **3. Piloting Stage**

Before administering on full scale, the SQ was subjected to pilot testing to detect any other possible flaws. The researcher individually administered the questionnaires herself to 10 randomly selected EMI students. The forms took approximately 10-15 minutes to complete and each student was enquired about their opinion immediately afterwards. Some students commented that Item 2: ‘Some people are talented from birth to learn foreign languages such as English’ and Item 6: ‘Some people have a special ability for learning foreign languages’, were very similar. Other students remarked that as well as reading, listening, watching, etc., they also practiced English extensively on the internet.

Thus, the *third version* of the SQ was developed in light of the suggestions made by the participants; Item 2 was deleted and Item 6 was moved in its place, and the following item specifying computer applications and websites as means of practicing was added:

- Item 28: ‘It would be useful to practice English with special computer applications, educational websites, etc.’

Following pilot testing, item analysis was also conducted to measure internal consistency reliability. The Cronbach’s Alpha value was computed as 0,818 as depicted in Table 3.5, indicating a high level of internal consistency.

Table 3.5 Pilot Data Cronbach’s Alpha

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<b>0,818</b>	<b>0,837</b>	<b>42</b>

#### **4. Administration Stage**

Prior to implementing the questionnaire, formal institutional consents were obtained from both universities (See Appendix C).

The SQ was administered to the EMI and TMI students during their class hours by their instructors. Participation was anonymous and on a voluntary basis. The students were initially handed out the ‘Voluntary Participation Form’ (See Appendix D) providing information about the researcher, the purpose of the study, participation procedures, and general instructions. The students were required to sign and return the form before administration began.

In total, 400 copies of the questionnaire – 200 at each university – were distributed. However, over one quarter of the forms were returned either completely empty or with missing items. In the EMI group, 37 questionnaires were left blank and 20 contained missing items; and from the TMI group, 24 blank forms and another 24 with missing items were returned. Only the fully

completed questionnaire forms were included in the study, which amounted to 143 in the EMI group and 152 in the TMI group. The data retrieved from the 295 questionnaires in total were entered into the ‘Statistical Package for Social Sciences’ (SPSS) for both intra and inter-group quantitative analysis.

### **3.4.2. Interview**

A ‘semi-structured interview’ (SSI) was designed to elaborate on the discrete type of quantitative questionnaire data obtained. The development and the implementation of the SSI similarly evolved in several stages.

Initially, a detailed interview guide was planned consisting of mainly 15 open-ended author-designed items. Subsequently, the questions were presented to the same two foreign language teacher educators for their evaluation. The educators suggested the rewording of some items and the elimination of some others. For instance one question enquired ‘What do you think about the preparatory program at your university?’ The question was suggested to be reworded as ‘Is the preparatory program in line with your learning objectives?’ Another question asked ‘What do you think could be done to improve the language preparatory program at your university?’ The item was regarded to be beyond the scope of the study and thus, discarded. Two other questions seeking the interviewee’s opinion on the easiest and the most difficult language skill in English from amongst reading, writing, listening and speaking was stated to be very similar to the SQ items in the last section, and thus advised to be eliminated.

Following the evaluation stage, the redesigned interview guide was likewise pilot-tested by the researcher herself. The SSI was conducted with 2 EMI students and took about 15-20 minutes each to complete. The interview was recorded and transcribed. Ensuing content analysis revealed no further complications, thus the final version of the SSI (see Appendix E) was seen fit for administration.

Official consents from the universities were also obtained for the interviews. The interviewees were randomly selected and participation was again voluntary and confidential. The researcher introduced herself and explained the purpose of the study and following their assent, voice-recorded the interviews. The SSIs were held with a total of 26 students – 13 from the EMI and 13 from the TMI group – and recordings were transcribed soon afterwards for content analysis.



## **CHAPTER 4**

### **DATA ANALYSIS AND RESULTS**

The data gathered from the survey questionnaire and the semi-structured interviews will be both quantitatively and qualitatively analyzed under the two main headings 'Questionnaire Data' and 'Interview Data' subsequently, in order to identify prevailing similarities and differences between the belief patterns of EMI and TMI students.

#### **4.1. Questionnaire Data**

The first section of the SQ revealed demographic characteristics of the two participant groups in the study. The data was analyzed by means of descriptive statistics and the results were discussed in the previous chapter. The analysis of the second part consisting of Likert-scale items mainly based on the BALLI and the third section containing multiple choice and open-end questions will follow consecutively.

##### **4.1.1. Likert-scale Items**

Despite the popularity of BALLI as a tool in investigating language learning beliefs, the subjective categorization of the items in the BALLI into the five themes defined by Horwitz without any statistical analysis such as factor analysis, cluster analysis, etc., and the employment of only descriptive statistics and no inferential statistics in the analysis of data have been criticized as aspects impairing the validity and reliability of the instrument (Kuntz, 1996b).

The plausibility of these criticisms will be tested against the SQ data in this section. Following the internal consistency analyses of the EMI and TMI questionnaire data, factor analysis of the Likert-scale items will be conducted in order to compare the themes obtained with those of Horwitz. Next, in addition to descriptive statistics, ANOVA results will be provided for a complete picture.

#### 4.1.1.1. Internal Consistency

The Cronbach Alpha for the Likert-scale items in the EMI and TMI group SQs were calculated as illustrated in Table 4.1a and Table 4.1b below:

Table 4.1a EMI Cronbach Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
<b>0,708</b>	<b>42</b>

Table 4.1b TMI Cronbach Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
<b>0,763</b>	<b>42</b>

As it may be observed, the Cronbach's Alpha values obtained for both the EMI and TMI questionnaires indicate a high level of internal consistency.

#### 4.1.1.2. Factor Analysis

Principal components analysis (PCA) and factor analysis (FA) are statistical techniques applied to a single set of variables when the researcher is interested in discovering which variables in the set form coherent subsets that are relatively independent of one another. Variables that are correlated with one another but largely independent of other subsets of variables are combined into factors (Tabachnick & Fidell, 2013, p. 612).

Initially, to determine the strength of the relationship among variables and hence assess the feasibility of conducting a factor analysis, the ‘Kaiser-Meyer-Olkin (KMO)’ and the ‘Bartlett's Test of Sphericity’ were performed. The KMO measures the adequacy of the sample size and its value should be a minimum of 0.5, but preferably within the range 0.7 to 0.8 (Kaiser, 1974). The Bartlett's test of sphericity tests the null hypothesis that the correlation matrix is an identity matrix.<sup>10</sup> To reject this hypothesis, the significance level has to be less than 0.05, similar to other tests of significance. The results obtained were as follows:

Table 4.2 KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		<b>0,784</b>
Bartlett's Test of Sphericity	Approx. Chi-Square	<b>3133,508</b>
	df	<b>861</b>
	Sig.	<b>0,000</b>

As it may be observed from Table 4.2, the KMO value is 0.776 which satisfies the adequacy of sampling criterion, and the significance level for Bartlett's test of sphericity is less than 0.05, which indicates that the correlation matrix is not an identity matrix.

In light of these findings, principal component analysis (PCA) was proceeded with. The rotated component matrix revealed four components containing at least 3 items with factor loadings above 0.40, as indicated in Table 4.3 below:

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<sup>10</sup> All diagonal elements are 1 and all off-diagonal elements are 0, i.e. the item correlates only with itself.

Table 4.3 PCA Components

Rotated Component Matrix <sup>a</sup>				
	Component			
	1	2	3	4
Q37	<b>,747</b>			
Q30	<b>,713</b>			
Q31	<b>,713</b>			
Q41	<b>,669</b>			
Q32	<b>,627</b>			
Q29	<b>,606</b>			
Q42	<b>,598</b>			
Q35	<b>,589</b>			
Q38	<b>,581</b>			
Q39	<b>,566</b>			
Q40	<b>,553</b>			
Q25	<b>,503</b>			
Q28	<b>,485</b>			
Q36	<b>,445</b>			
Q24	<b>,434</b>			
Q1				
Q15				
Q22				
Q26		<b>,544</b>		
Q10	<b>,460</b>	<b>-,537</b>		
Q23		<b>-,510</b>		
Q13		<b>,505</b>		
Q2		<b>,470</b>		
Q11		<b>-,467</b>		
Q8		<b>-,422</b>		
Q19				
Q5				
Q33				
Q6				
Q17			<b>,716</b>	
Q18			<b>,629</b>	
Q16			<b>,496</b>	
Q20			<b>,464</b>	
Q21				
Q14				
Q7				
Q34				
Q3				<b>,568</b>
Q9				<b>,443</b>
Q4				<b>,432</b>
Q12				
Q27				

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 5 iterations.

Factor loadings indicate the contribution of the latent variable on the items. In social sciences, it is preferable for an item to have a factor loading of at least 0.40 for significance (Costello & Osborne, 2005). "The usual case is that a minimum of three items must load significantly on each factor in a multidimensional scale, for all of the subscales to be successfully identified" (Raubenheimer, 2004, p. 60). It may be observed from Table 4.2 that some items have factor loadings over 0.40 in more than one component, i.e. cross-loading items. In such cases, the item will be considered in the component where it loads the highest (Di Iorio, 2005). The table also contains a component with both positive and negative factor loadings, i.e. a bipolar factor. Since the sign of the loading indicates the direction in which the item relates to the factor, negative loadings show that the item has the opposite characteristic of what the component measures.

The number of components extracted is in line with previous studies applying PCA to the BALLI items (Yang, 1999; Nikitina, 2006). For instance Yang similarly extracted four factors and labeled them as: (a) self-efficacy and expectation about learning English – BALLI Items 16, 5, 21, 4, 13, 6; (b) perceived value and nature of learning spoken English – BALLI Items 31, 18, 20, 12, 32, 7, 33, 29, 9; (c) beliefs about foreign language aptitude – BALLI Items 30, 2, 19, 11, 10, 8, 24; (d) beliefs in formal structural studies – BALLI Items 23, 17, 28, 35, 34, 22, 25.

The four components extracted by PCA in this study and their interpretations are as follows:

#### **A. Component 1**

The analysis of the items in Component 1 revealed the underlying theme of *language learning motivations and strategies*. Horwitz had logically categorized 'Motivations' and 'Learning and Communication Strategies' separately. Table 4.4 below compares the BALLI items to Component 1 items under these themes, highlighting those coinciding:

Table 4.4 BALLI and Component 1 Items

<b>Horwitz Theme</b>	<b>Component 1 Theme</b>
<b>‘Motivations’</b>	<b>‘Language Learning Motivations and Strategies’</b>
20. People in my country feel that it is important to speak English.	
24. I would like to learn English so that I can get to know Americans better.	
29. If I learn English very well, I will have better opportunities for a good job.	35. Learning English very well will help us in getting a good job.
31. I want to learn to speak English well.	32. I want to learn to speak English well.
32. I would like to have American friends.	36. I want to learn English well because it can help me access information from all around the world.
	37. Learning English will help me communicate with people from other countries because English is an international language.
	38. Learning English will help my personal growth.
	39. Learning English will improve my cognitive growth.
	40. If I learn English well, I will have many opportunities to use it in my social life.
	41. Learning English is necessary for my academic life
	42. English will be necessary for me in my work life.
<b>‘Learning and Communication Strategies’</b>	
7. It is important to speak English with an excellent pronunciation	
9. You shouldn’t say anything in English until you can say it correctly.	
*13. I enjoy practicing English with the Americans I meet.	<sup>a</sup> 10. I believe I will learn to speak English very well.
14. It’s OK to guess if you don’t know a word in English.	24. It’s OK to guess if you don’t know a word in English.
18. It is important to repeat and practice a lot.	25. In learning English, it is important to repeat and practice a lot.
**21. I feel timid speaking English with other people.	28. It would be useful to practice English with special computer applications, educational websites, etc.
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	29. It would be useful to practice English by watching TV, films, etc.
26. It is important to practice with cassettes or tapes.	30. It would be useful to practice English by listening to the radio, CDs, podcasts, etc.
	31. It would be useful to practice English by reading books, newspapers, magazines, etc.

<sup>a</sup> Included in Horwitz’s ‘The Difficulty of Language Learning’ category – BALLI Item 5.

\* Emerged with a (-) sign in component 2: ‘Language Learning Apprehension’ – SQ Item 23.

\*\* Emerged with a (+) sign in component 2: ‘Language Learning Apprehension’ – SQ Item 26.

In a study by Pintrich and De Groot (1990), it was found that *motivation* was closely linked to *cognitive strategy use*. Pintrich (1989) defines three components of ‘motivation’: (i) an expectancy component – beliefs about personal ability to perform a task, i.e. self-efficacy beliefs, (ii) a value component – goals and beliefs about the importance and interest of the task, e.g. learning or performance goals, intrinsic or extrinsic values, etc., and (iii) an affective component – emotional reactions to the task.

In relation to the ‘expectancy’ component, Pintrich and De Groot (1990) revealed that students who believed in their *self-efficacy* to achieve a task “were more likely to report use of cognitive strategies, [and] to be more self-regulating in terms of reporting more use of metacognitive strategies” (p. 37). Regarding the ‘value’ component, they found that “*intrinsic value* [emphasis added] was very strongly related to use of cognitive strategies and self-regulation” (p. 37). Their finding on the ‘affective’ component was that it did not relate to the use of cognitive strategies, but related negatively to self-efficacy beliefs.

“As predicted, higher levels of self-efficacy ( $r = .33$ ) and intrinsic value ( $r = .63$ ) were correlated with higher levels of cognitive strategy use” (p. 35). Similarly, Component 1 extracted by PCA revealed the positive correlation between self-efficacy (Item 10), intrinsic value (Items 32, 35, 36, 37, 38, 39, 40, 42) and cognitive strategies (Items 24, 25, 28, 29, 30, 31). In Yang’s study, Factor 2 labeled as ‘Perceived Value and Nature of Learning Spoken English’ likewise included items on motivations and strategies.

## **B. Component 2**

Component 2 emerged as a bipolar factor. The evaluation of the positive and negative items indicated to the theme of *language learning apprehension*. Anxiety in speaking English, the difficulty of learning English, and the belief in a special talent for learning languages are all directly related to measuring apprehension. On the other hand, beliefs in self-efficacy to learn English well, easiness of

speaking compared to understanding, language learning being an ability common to all, to avail of opportunities to practice with foreigners are all contradictory to apprehension, as reflected by their signs.

The theme of ‘language learning apprehension’ is not among the Horwitz categories. There is however, ‘The Difficulty of Language Learning’ theme which might be considered relational, as indicated by the highlighted items identical in both categories below:

Table 4.5 BALLI and Component 2 Items

Horwitz Theme	Component 2 Theme	Sign
<b>‘The Difficulty of Language Learning’</b>	<b>‘Language Learning Apprehension’</b>	
3. Some languages are easier to learn than others.	2. Some people have a special ability for learning foreign languages.	+
	<sup>a</sup> 8. Everyone can learn to speak a foreign language.	-
4. English is: (a) a very difficult language (b) a difficult language (c) a language of medium difficulty (d) an easy language (e) a very easy difficult language.	13. English is a difficult language to learn.	+
5. I believe I will learn to speak English very well.	<sup>b</sup> 10. I believe I will learn to speak English very well.	-
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well? (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	<sup>c</sup> 23. I take the opportunity to practice English with the foreigners I meet.	-
25. It is easier to speak than understand a foreign language.	11. It is easier to speak than understand a foreign language.	-
34. It is easier to read and write English than to speak and understand it.	<sup>d</sup> 26. It might be stressful speaking English with other people.	+

<sup>a</sup> Included in Horwitz’s ‘Foreign Language Aptitude’ category – BALLI Item 33.

<sup>b</sup> Included in Horwitz’s ‘Difficulty of Language Learning’ category – BALLI Item 5.

<sup>c</sup> Included in Horwitz’s ‘Learning and Communication Strategies’ category – BALLI Item 13.

<sup>d</sup> Included in Horwitz’s ‘Learning and Communication Strategies’ category – BALLI Item 21.



### C. Component 3

The items extracted in Component 3 are all related to the *nature of language learning*, and they are the same as some of the items in Horwitz’s ‘The Nature of Language Learning’ category, as highlighted in Table 4.6 below:

Table 4.6 BALLI and Component 3 Items

Horwitz Theme	Component 3 Theme
<b>‘The Nature of Language Learning’</b>	<b>‘Nature of Language Learning’</b>
8. It is necessary to know about English-speaking cultures in order to speak English.	
12. It is best to learn English in an English-speaking country.	
17. The most important part of learning a foreign language is learning vocabulary words.	16. The most important part of learning a foreign language is learning vocabulary words.
23. The most important part of learning a foreign language is learning the grammar.	17. The most important part of learning a foreign language is learning the grammar.
27. Learning a foreign language is different than learning other academic subjects.	
28. The most important part of learning English is learning how to translate from my native language.	18. The most important part of learning English is learning how to translate.
	20. Language learning involves a lot of memorization.

### D. Component 4

The items in Component 4 mostly implied the theme of *foreign language aptitude*. The items in BALLI and Component 4 under this theme are compared highlighting those identical in Table 4.7 below:

Table 4.7 BALLI and Component 4 Items

Horwitz Theme	Component 4 Theme
<b>'Foreign Language Aptitude'</b>	<b>'Foreign Language Aptitude'</b>
1. It is easier for children than adults to learn a foreign language.	
*2. Some people have a special ability for learning foreign languages.	
6. People from my country are good at learning foreign languages.	3. People in Turkey are good at learning foreign languages.
10. It is easier for someone who already speaks a foreign language to learn another one.	4. It is easier for someone who already speaks a foreign language to learn another one.
11. People who are good at math and science are not good at learning foreign languages.	<sup>a</sup> 9. Some languages are easier to learn than others.
16. I have a special ability for learning foreign languages.	
19. Women are better than men at learning foreign languages.	
30. People who speak more than one language well are very intelligent.	
**33. Everyone can learn to speak a foreign language.	

\*Emerged with (+) sign in Component 2: 'Language Learning Apprehension'– SQ Item 2.

\*\*Emerged with (-) sign in Component 2: 'Language Learning Apprehension'– SQ Item 8.

In addressing the criticism that the five Horwitz categories were subjectively defined with no statistical background, factor analysis was performed with the SQ data revealing four components containing 29 items in total. It was observed that the components extracted by PCA indicated similar if not identical themes to those identified by Horwitz.

The main difference between the Horwitz and the PCA categories lay in the grouping of the items as a consequence of correlational items appearing together in factor analysis. As presented in the tables above, the underlying themes common to the items in each component were easily interpretable. Thus, the categorization of the BALLI items under their currently defined themes might be reconsidered in light of these findings.

### 4.1.1.3. Data Analysis Results

Initially, descriptive statistics were generated for the questionnaire data obtained from both groups including frequencies, percentages, means and standard deviations for each response ranging from ‘1: Strongly Agree’ to ‘5: Strongly Disagree’, for each of the 42 Likert scale SQ items (see Appendix F). Subsequently, the questionnaire data was subjected to ANOVA in order to identify any significant differences between the SQ item means among the two groups (see Appendix G).

The data analysis results obtained, with reference to the themes and items extracted from PCA, are as follows:

#### 1. Language Learning Motivations and Strategies

The EMI and TMI means of the SQ items related to language learning motivations are illustrated in Table 4.8 below, highlighting those that yielded statistical significance in ANOVA:

Table 4.8 Language Learning Motivation

<b>SQ Item</b>	<b>Belief Statement</b>	<b>EMI Mean</b>	<b>TMI Mean</b>
32	I want to learn to speak English well.	1,2727	1,2500
35	If I learn English very well, I will have better opportunities for a good job.	1,5035	1,3618
36	I want to learn English well because it can help me access information from all around the world.	1,7063	1,6382
37	Learning English will help me communicate with people from other countries because English is an international language.	1,3706	1,2895
38	Learning English will help my personal growth.	1,7483	1,7303
39	Learning English will improve my cognitive growth.	2,1119	2,0855
40	If I learn English well, I will have many opportunities to use it in my social life.	1,9790	1,7632
41	Learning English is necessary for my academic life.	1,3636	1,3882
42	English will be necessary for me in my work life.	1,5035	1,3355

As it may be observed, the EMI and TMI students held similar motivational beliefs in general. The analysis of the highest percentage of responses for these items revealed that both groups

- *Strongly Agreed* to ‘I want to learn to speak English well’, with 76.2% in the EMI group and 81.6% in the TMI group,
- *Strongly Agreed* to ‘If I learn English very well, I will have better opportunities for a good job’, with 55.2% in the EMI group and 72.4% in the TMI group,
- *Strongly Agreed* to ‘Learning English will help me communicate with people from other countries because English is an international language’, with 65% in the EMI group and 77% in the TMI group,
- *Strongly Agreed* to ‘Learning English will help my personal growth’, with 45.55% in the EMI group and 55.3% in the TMI group,
- *Strongly Agreed* to ‘Learning English is necessary for my academic life’, with 67.1% in the EMI group and 72.4% in the TMI group,
- *Strongly Agreed* to ‘English will be necessary for me in my work life’, with 60.8% in the EMI group and 77.6% in the TMI group,

The EMI students *agreed* while the TMI students *agreed stronger* to the statement ‘Learning English will improve my cognitive growth’, with means of 2,1119 and 2,0855, respectively. The TMI students also agreed stronger to Item 40: ‘If I learn English well, I will have many opportunities to use it in my social life’, only this time the difference indicated by ANOVA was significant. The mean for this item was 1.9790 for the EMI group, compared to 1.7632 in the TMI group, with Likert scale responses given as shown in Figure 4.1 below:

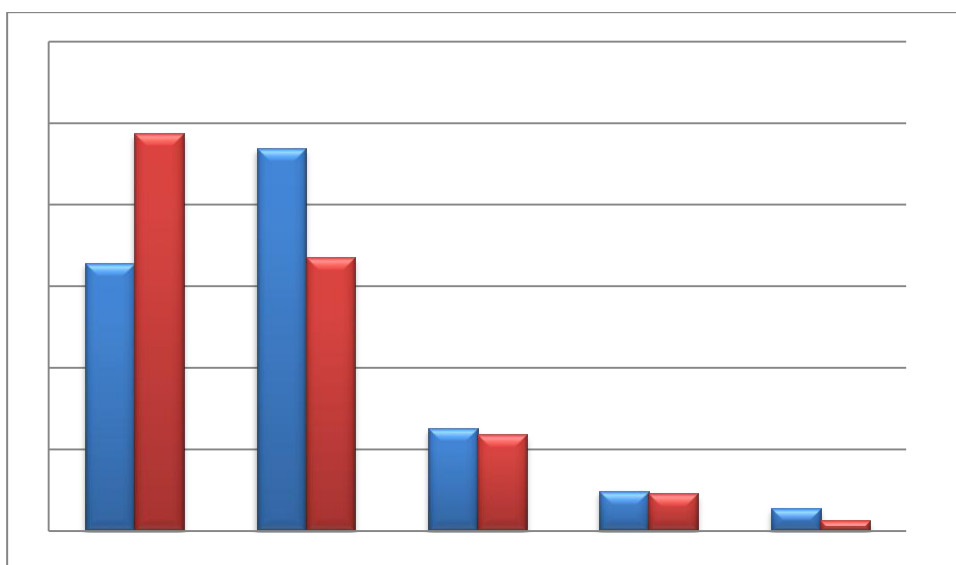


Figure 4.1 EMI and TMI Group Responses for SQ Item 40

The means of the SQ items related to language learning strategies for the two groups are illustrated in Table 4.9 below, with those yielding statistical significance in ANOVA highlighted:

Table 4.9 Language Learning Strategies

<b>SQ Item</b>	<b>Belief Statement</b>	<b>EMI Mean</b>	<b>TMI Mean</b>
<b>24</b>	It's OK to guess if you don't know a word in English.	<b>1,8671</b>	<b>1,8355</b>
<b>25</b>	In learning English, it is important to repeat and practice a lot.	<b>1,5594</b>	<b>1,5855</b>
<b>28</b>	It would be useful to practice English with special computer applications, educational websites, etc.	<b>1,9510</b>	<b>1,7566</b>
<b>29</b>	It would be useful to practice English by watching TV, films, etc.	<b>1,4825</b>	<b>1,3026</b>
<b>30</b>	It would be useful to practice English by listening to the radio, CDs, podcasts, etc.	<b>1,6434</b>	<b>1,4145</b>
<b>31</b>	It would be useful to practice English by reading books, newspapers, magazines, etc.	<b>1,5315</b>	<b>1,4474</b>

The analysis of the percentages of the responses revealed that the majority of both EMI and TMI students

- *Agreed* that ‘It’s OK to guess if you don’t know a word in English’, with 63.6% and 50.7% respectively,
- *Strongly Agreed* that ‘In learning English, it is important to repeat and practice a lot’, with 49.0% and 52.0% respectively, and
- *Strongly Agreed* that ‘It would be useful to practice English by reading books, newspapers, magazines, etc.’, with 49.0% and 61.2% respectively.

The EMI students *agreed* that ‘It would be useful to practice English with special computer applications, educational websites, etc.’, however, the TMI students *agreed stronger*. The TMI students also *agreed stronger* to items 29 and 30, which yielded statistical significance in ANOVA.

The mean for Item 29: ‘It would be useful to practice English by watching TV, films, etc.’, was 1.4825 for the EMI group and 1.3026 for the TMI group, with responses as follows:

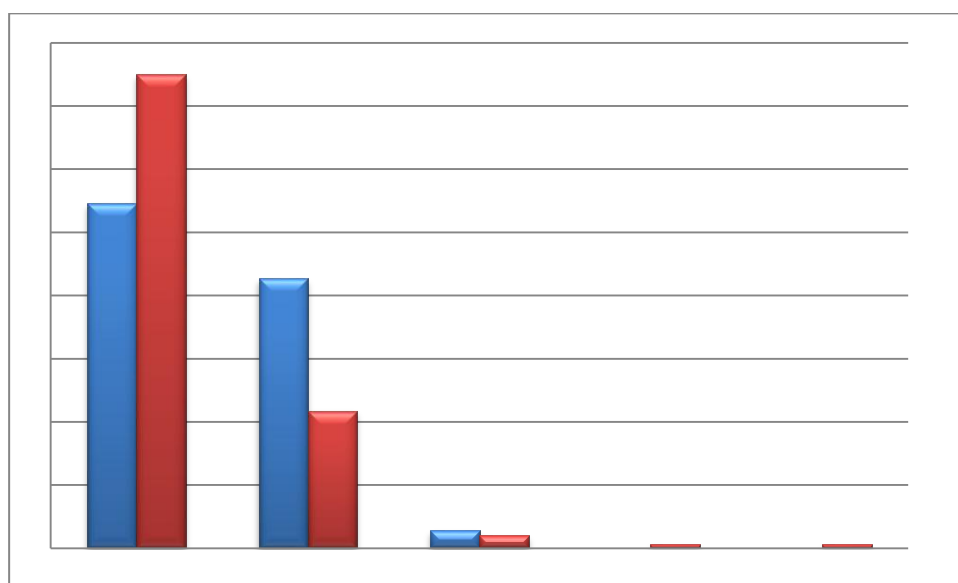


Figure 4.2 EMI and TMI Group Responses for SQ Item 29

The mean responses for Item 30: ‘It would be useful to practice English by listening to the radio, CDs, podcasts, etc.’, was 1.6434 for the EMI students compared to 1.4145 for the TMI students, with the following responses given:

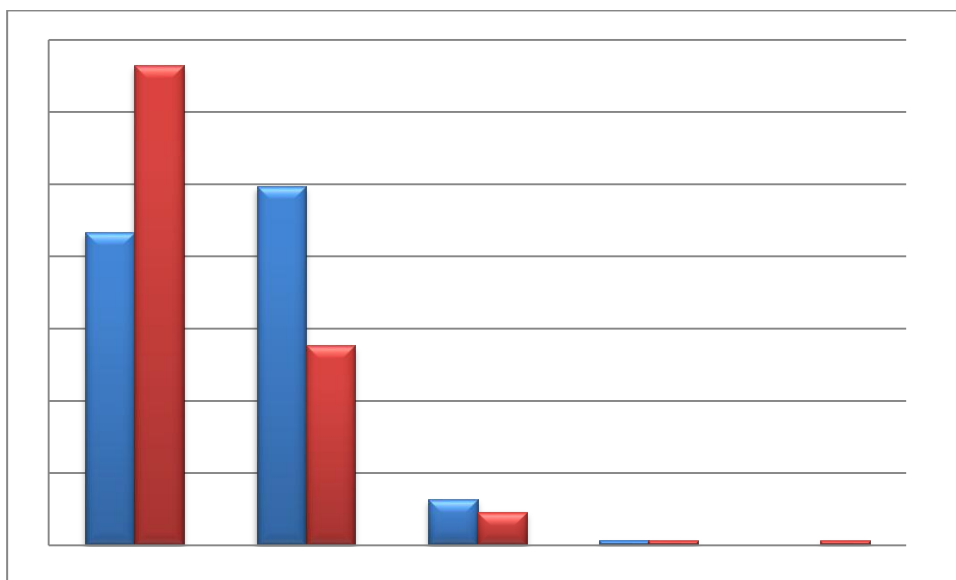


Figure 4.3 EMI and TMI Group Responses for SQ Item 30

## 2. Language Learning Apprehension

The items in the component of language learning apprehension are listed in Table 4.10 below together with their means for both groups, highlighting those yielding statistical significance in ANOVA:

Table 4.10 Language Learning Apprehension Beliefs

SQ Item	Belief Statement	EMI Mean	TMI Mean
2	Some people have a special ability for learning foreign languages.	1,4825	1,5461
8	Everyone can learn to speak a foreign language.	2,0420	2,2895
10	I believe I will learn to speak English very well.	2,2727	1,9868
11	It is easier to speak than understand a foreign language.	3,6224	3,7368
13	English is a difficult language to learn.	2,9650	3,4013
23	I enjoy practicing English with the foreigners I meet.	2,1608	2,0789
26	I feel timid speaking English with other people.	2,5315	1,18443

The analysis of the percentages of responses revealed that both the EMI and TMI group students

- *Strongly Agreed* that ‘Some people have a special ability for learning foreign languages’, with 60.8% and 57.2%, respectively,
- *Disagreed* that ‘It is easier to speak than understand a foreign language’, with 46.9% and 43.4%, respectively,
- *Agreed* to ‘I enjoy practicing English with the foreigners I meet’ with 50.3% and 46.7%, respectively,
- *Agreed to* ‘I feel timid speaking English with other people’, with 42% and 34.9%, respectively.

The responses of the students were significantly different for Items 8, 10, and 13. For the statement ‘Everyone can learn to speak a foreign language’, the EMI students responded with a mean of 2.0420, whereas the mean for the TMI group was 2.2895, indicating *stronger agreement* of the majority in the EMI group, as shown in Figure 4.4:



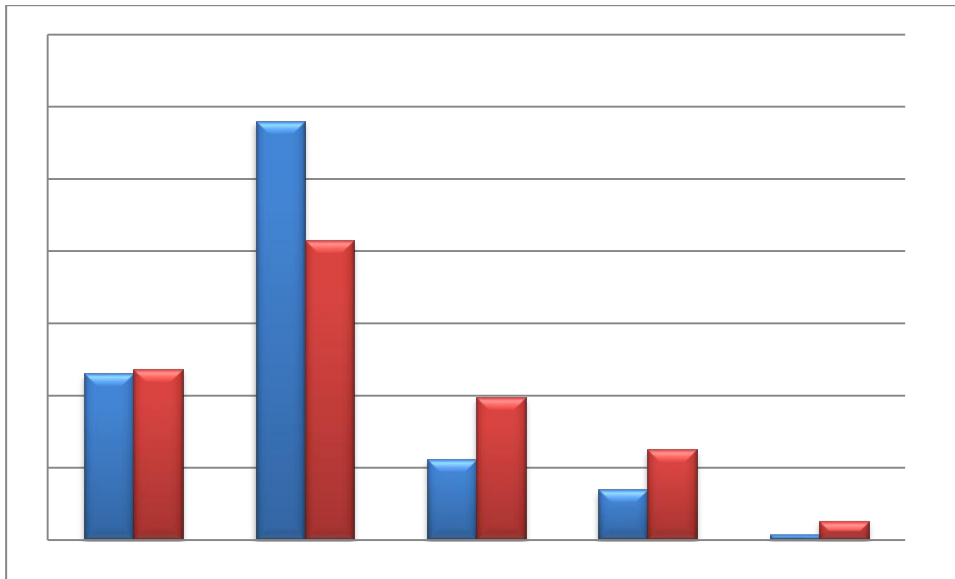


Figure 4.4 EMI and TMI Responses for SQ Item 8

The mean for Item 10 was 2.2727 for the EMI group and 1.9868 for the TMI group. Thus, the majority of the TMI students expressed *higher self-efficacy belief* in response to the statement ‘I believe I will learn to speak English very well’, as shown in Figure 4.5 below:

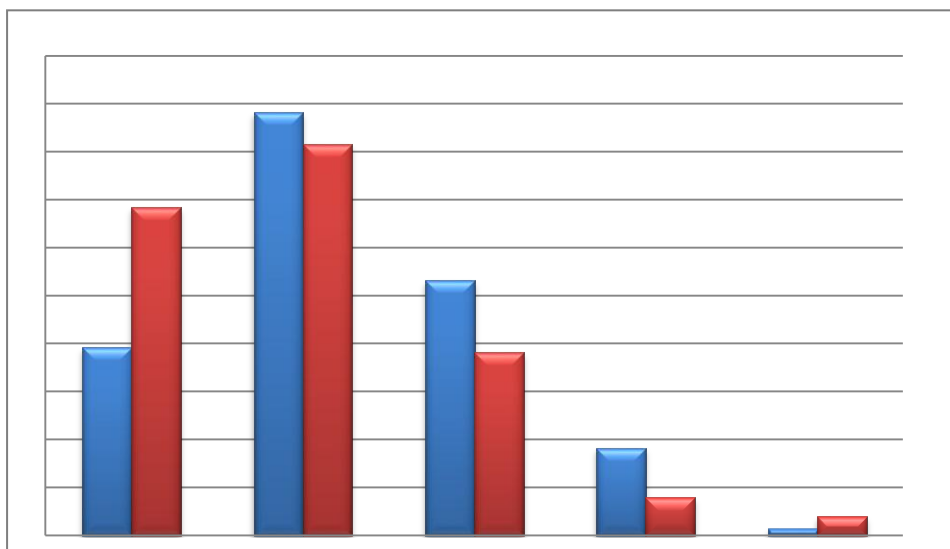


Figure 4.5 EMI and TMI Group Responses for SQ Item 10

However, for Item 13: ‘English is a difficult language to learn’, the mean for EMI was 2.9650 and 3.4013 for the TMI group, indicating *stronger agreement* by the majority of EMI students, as shown below:

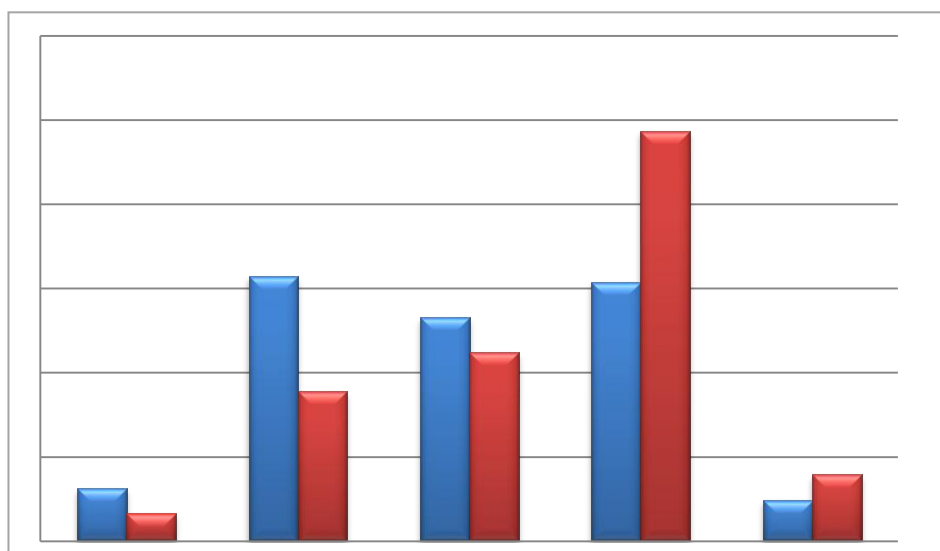


Figure 4.6 EMI and TMI Group Responses for SQ Item 13

### 3. Nature of Language Learning

The EMI and TMI group means of the items relating to this theme are as follows:

Table 4.11 The Nature of Language Learning Beliefs

<b>SQ Item</b>	<b>Belief Statement</b>	<b>EMI Mean</b>	<b>TMI Mean</b>
<b>16</b>	The most important part of learning a foreign language is learning vocabulary words.	<b>1,8951</b>	<b>2,4276</b>
<b>17</b>	The most important part of learning a foreign language is learning the grammar.	<b>3,2378</b>	<b>3,2566</b>
<b>18</b>	The most important part of learning English is learning how to translate from my native language.	<b>3,0559</b>	<b>3,2105</b>
<b>20</b>	Language learning involves a lot of memorization.	<b>2,4056</b>	<b>2,8289</b>

The analysis of the percentages of the responses for these items revealed that the EMI and TMI students both

- *Disagree* that ‘The most important part of learning a foreign language is learning the grammar’, with 56,6% for EMI and 37,5% for TMI group,
- *Neither Agree/ Disagree* that ‘The most important part of learning English is learning how to translate from my native language’ with 35.7% for EMI and 34.2% for TMI students.

The difference in the response means was statistically significant for Item 16: ‘The most important part of learning a foreign language is learning vocabulary words’, with the mean being 1.8951 for the EMI and 2.4276 for the TMI, indicating *stronger agreement* on behalf of EMI students:

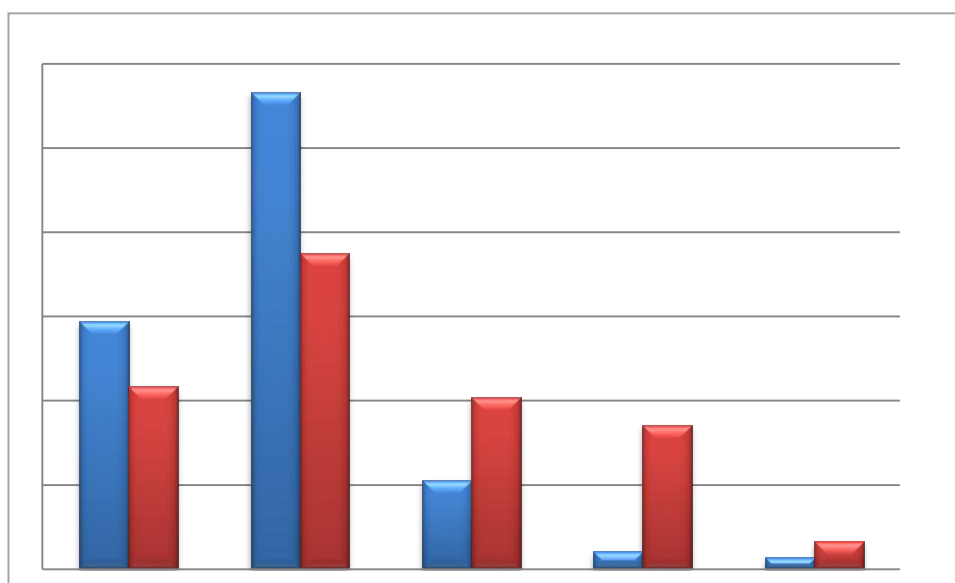


Figure 4.7 EMI and TMI Group Responses for SQ Item 16

The difference was also statistically significant for Item 20: ‘Language learning involves a lot of memorization’ with a mean of 2.4056 for the EMI and 2.8289 for the TMI, again indicating *stronger agreement* by the EMI students:

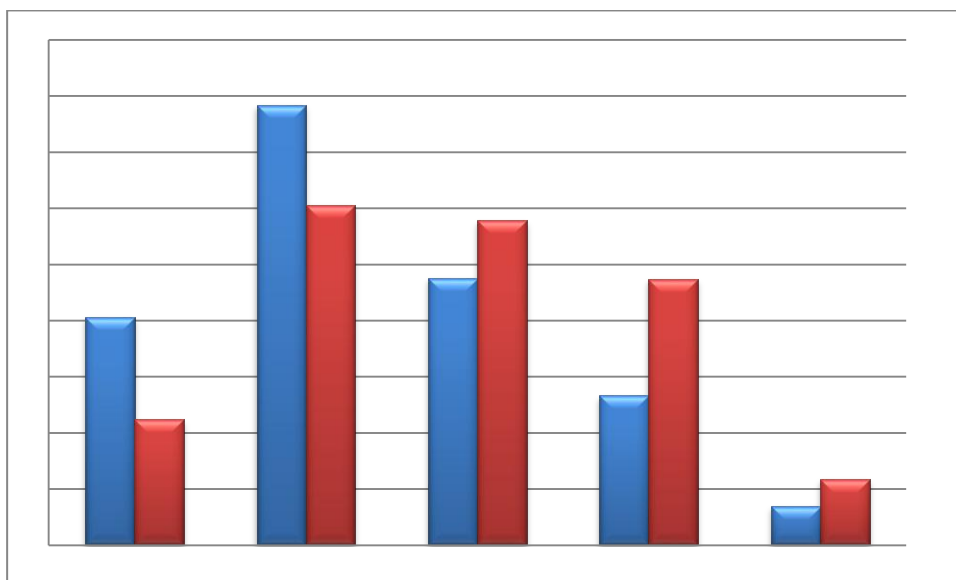


Figure 4.8 EMI and TMI Group Responses for SQ Item 20

#### 4. Language Learning Aptitude

The means of the items for the EMI and TMI groups in this component are as follows:

Table 4.12 Language Learning Aptitude Beliefs

SQ Item	Belief Statement	EMI Mean	TMI Mean
3	People in Turkey are good at learning foreign languages.	3,2168	3,3026
4	It is easier for someone who already speaks a foreign language to learn another one.	1,9650	1,9605
9	Some languages are easier to learn than others.	1,7483	1,6776

The analysis of the highest percentages of responses indicated that both the EMI and TMI students

- *Neither Agreed/Disagreed* that ‘People in Turkey are good at learning foreign languages’ with 66,4% in EMI and 54,6% in TMI
- *Agreed* that ‘It is easier for someone who already speaks a foreign language to learn another one’, with 55,9% for EMI and 56.6% for TMI
- *Agreed that* ‘Some languages are easier to learn than others’, with 54,5% for EMI and 49,3% for TMI.

There were no differences in the responses given in this category.

#### **4.1.1. Multiple-choice and Open-ended Items**

The third and final section of the questionnaire contained multiple-choice and open-ended clarification items enquiring behavioral aspects related to studying English. The multiple choice questions were analyzed quantitatively for frequencies and the open-ended items were processed qualitatively through content analysis involving the evaluation of each response individually for specific themes and the consecutive categorization of emerging themes into broader categories. The categories were then coded and similarly analyzed quantitatively for frequency of occurrences.

The questions and the analysis of the response data are as follows:

1. *How many hours approximately do you study for English each day (apart from school)?*

- |   |  |
|---|--|
| <input type="checkbox"/> less than 1 hour | <input type="checkbox"/> 2-3 hours         |
| <input type="checkbox"/> 1-2 hours        | <input type="checkbox"/> more than 3 hours |

The percentage of each response given by the EMI and TMI groups are illustrated in Figure 4.9 below:

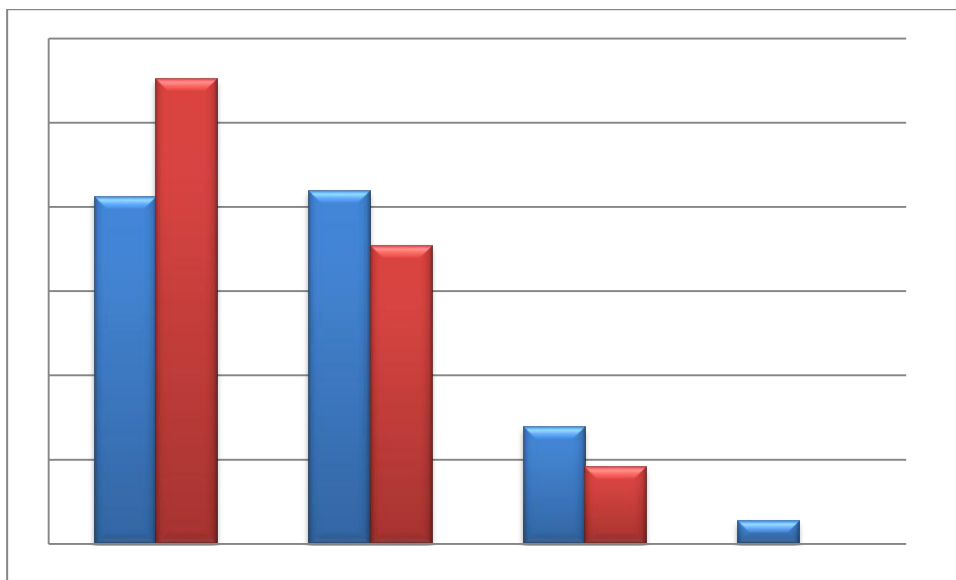


Figure 4.9 No. of Hours EMI and TMI Students Study English Each Day

The percentages of students who stated that they studied English for less than an hour and between 1 to 2 hours a day were very close in the EMI group, with frequencies being 59 and 60, respectively. The majority of the TMI students on the other hand answered less than an hour, with the frequency being 84. In the TMI group no student checked the box more than 3 hours a day, while a small percentage in the EMI group did, with a frequency of 4.

**2. Which language area do you most enjoy studying?**

- |                                  |                                    |                                     |
|----------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Listening | <input type="checkbox"/> Grammar    |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Speaking  | <input type="checkbox"/> Vocabulary |

**Please specify the reasons:** \_\_\_\_\_

31 students in the EMI group and 32 students in the TMI group marked more than one choice for this question. In frequency counts, responses with only one box checked were included. Thus, the number of students dropped to 112 in the EMI group, and to 120 in the TMI group. The language areas the students in both groups most enjoyed studying are illustrated as follows:

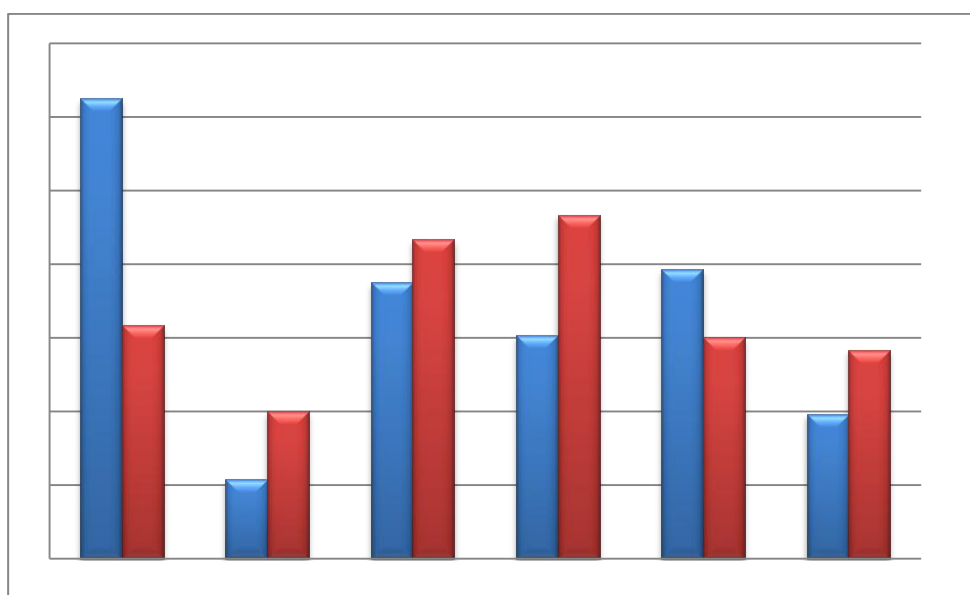


Figure 4.10 Most Enjoyed Language Area by EMI and TMI Students

As it may be observed from Figure 4.10, the language area most enjoyed by the majority of the students in the EMI group was ‘Reading’, whereas the TMI students mostly enjoyed studying ‘Speaking’. In both groups, only a minority of students enjoyed studying ‘Writing’.

Content analysis of the reasons the students gave for enjoying a language area the most was conducted separately for each group and frequency tables were constructed for the emerging categories. The tables were then merged for ease of comparison as illustrated in Table 4.13 below:

Table 4.13 Reasons Students Most Enjoy a Language Area

Language Area	Reasons	EMI	TMI
		<i>f</i>	<i>f</i>
READING	Improves grammar and vocabulary	7	3
	Interesting to learn new things in English	5	3
	Easier to remember recurring words	5	1
	Improves my English	4	
	I like reading	4	4
	Fun	3	
	Easier	2	2
	You may go back and read again	1	
	I'm best at reading	1	
	I feel happy when I can understand		1
	No comment	3	5
	TOTAL	35	19
WRITING	I'm more successful in this area		4
	There's time think, so I can practice, learn and correct my mistakes	2	1
	More comfortable in expressing my ideas	2	2
	Fun		2
	Easier	1	2
	Improves grammar and vocabulary	1	
	No comment		1
	TOTAL	6	12
LISTENING	It's fun practicing by watching films, TV series, etc.	7	9
	Watching and listening improves my English	3	2
	Easier	3	2
	I get motivated when I understand	3	1
	Improves phonological familiarity	1	1
	Best way to learn new words	1	
	I like music		2
	Necessary for pronunciation		2
	No comment	3	7
	TOTAL	21	26



Table 4.13 Reasons Students Most Enjoy a Language Area (continued)

Language Area	Reasons	EMI	TMI
		<i>f</i>	<i>f</i>
SPEAKING	Fun	1	7
	I enjoy feeling that I've learnt something	4	4
	I like talking	3	4
	I believe that if I can speak well, I can learn English	2	
	The aim of language is to communicate	2	3
	I can see my mistakes instantly	2	
	To gain practice	1	3
	Easier		2
	It's spontaneous		2
	There's human contact	1	
	I like learning by experiencing		1
	I will need this in my business life		1
	No comment	1	1
		TOTAL	17
GRAMMAR	Easier	8	6
	Fun	4	4
	I'm more successful in this area	3	1
	I can't understand sentences otherwise	3	
	Rules are definite	1	2
	It's similar to maths and science	1	
	I can study it by myself		1
	I want to improve my grammar		1
	No comment	2	3
	TOTAL	22	18
VOCABULARY	It's the most useful	4	5
	Fun	2	5
	Easier	1	4
	The more, the better I can express myself	2	
	It's definite, I can assess my own learning		1
	I am more successful in this area		1
	No comment	2	1
	TOTAL	11	17

The majority of the EMI students stated that they enjoyed 'Reading' the most with a frequency of 35 because they believed that reading improves both their grammar and vocabulary. Students quoted:

*I believe that I can improve my grammar and vocabulary knowledge through reading and thus as a result improve my writing skills.*

(EMI Participant 6)

*I think it's more useful. I see different sentence structures, learn words I don't know. These will help me.* (EMI Participant 91)

Another reason why students chose 'Reading' was that they liked acquiring new world knowledge at the same time:

*It makes me happy to learn new things in a different language.*

(EMI Participant 28)

Students also thought that learning vocabulary is easier through reading when they see recurring words:

*I can lose track when I'm listening. When writing, I can make a mistake and not realize. Speaking is very boring and doesn't add to your vocabulary. However when reading, I can learn words I don't know and if I see them for the second time, I don't forget.* (EMI Participant 33)

The majority of the TMI students on the other hand liked studying 'Speaking' more with a frequency of 28, because they mainly thought it was fun:

*I have a lot of foreigner friends. When I meet with them it's fun to both communicate and improve my speaking because it makes me learn.*

(TMI Participant 192)

*I like making accents like foreigners and expressing myself in English.*

(TMI Participant 236)

The other main reasons TMI students stated for enjoying speaking were that they liked talking and that they enjoyed the feeling they had learnt something:

*I like speaking and practicing the things I've learnt. And when I'm speaking, the person opposite me helps me with my mistakes if his/her English is better than mine.* (TMI Participant 169)

*I think speaking is the best way to practice, and when I speak correctly this makes me feel good. (TMI Participant 229)*

In second place, the EMI students most enjoyed ‘Grammar’, with a frequency of 22, because they mainly thought it was easier to learn:

*Formulating rules and developing learning techniques makes it easier for me to study this area. (EMI Participant 51)*

*It’s easy once you learn the rule. (EMI Participant 84)*

The TMI students enjoyed ‘Listening’ the second best, with a frequency of 26, because they mainly practiced by watching films, TV series, etc.

*Listening requires less effort compared to the others and it could be done for hours. (TMI Participant 252)*

‘Listening’ was in third place for the EMI group, only with a difference of one student. EMI Students, similar to the TMI group, stated that they enjoyed this area mainly because it is fun practicing by watching films, TV series, etc. One EMI student remarked:

*By practicing listening through films, we can improve our language without getting bored. (EMI Participant 77)*

In third place, the TMI students enjoyed reading because like the EMI group, they too thought that it was useful in improving grammar and vocabulary, and that it added to their world knowledge:

*I can look up words I don’t know, I can see the usage of the word in the sentence more clearly. (TMI Participant 162)*

*I like learning new knowledge in English. (Participant 216)*

3. Which language area do you least enjoy studying?

- Reading
- Listening
- Grammar
- Writing
- Speaking
- Vocabulary

Please specify the reasons: \_\_\_\_\_

21 students in the EMI and 24 students in the TMI group similarly marked more than one box for this item. Again only responses with single answers were included in the frequency counts. The number of students for this item therefore dropped to 122 in the EMI and 128 in the TMI group. The responses of the two groups were as illustrated in Figure 4.11 below:

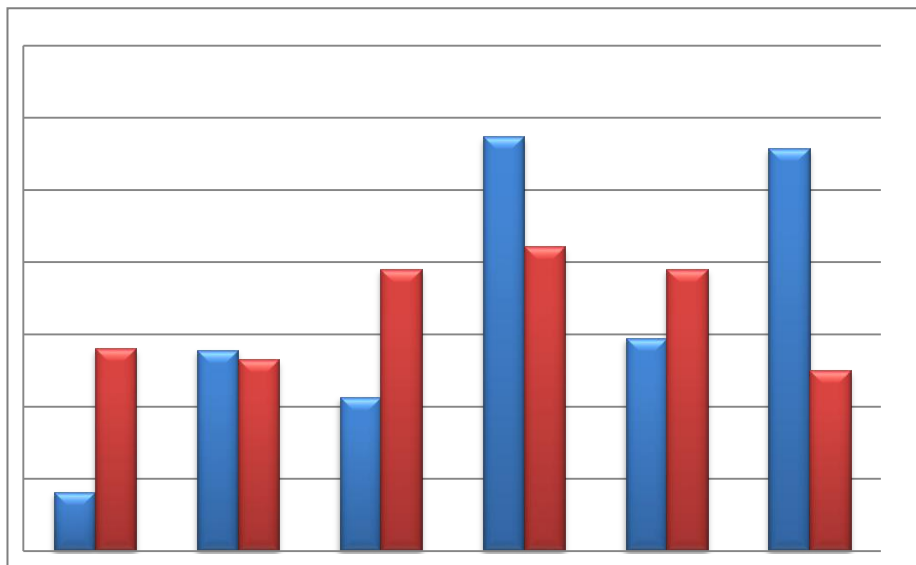


Figure 4.11 Least Enjoyed Language Area by EMI and TMI Students

Surprisingly, like the most enjoyed language area, the least enjoyed area by the TMI students was also 'Speaking'; it turned out that nearly equal proportions of students most liked and least liked studying 'Speaking'. The least enjoyed

language area by the EMI students was ‘Speaking’, closely followed by ‘Vocabulary’, which more or less reflects the predicted outcomes from the response data of the previous item; ‘Speaking’ was fourth and ‘Vocabulary’ was fifth place in the most enjoyed language area ranking.

Again the reasons stated for enjoying studying a particular language area the least were processed separately through content analysis and the results were merged together as presented in Table 4.14 below:

Table 4.14 Reasons of EMI Group Least Enjoying a Language Area

<b>Language Area</b>	<b>Reasons</b>	<b>EMI <i>f</i></b>	<b>TMI <i>f</i></b>
READING	Boring	1	4
	Time consuming due to unknown words	1	3
	Difficult		3
	I don't like reading in L1 either	2	2
	I can't concentrate		2
	No comment	1	4
	<b>TOTAL</b>	<b>5</b>	<b>18</b>
WRITING	Difficult	5	4
	It requires previous topic knowledge	3	
	I can't think of anything to write	2	2
	It requires grammar	2	
	It requires more effort		2
	Boring	1	1
	I make a lot of mistakes	1	1
	Very unnecessary		1
No comment	3	6	
	<b>TOTAL</b>	<b>17</b>	<b>17</b>
LISTENING	Difficult to understand	3	13
	I'm not very successful in this area	1	4
	Listening material in class is boring	3	2
	I lose track	2	2
	I feel bad when I don't understand	2	
	I need silence to study	1	
	No comment	1	4
	<b>TOTAL</b>	<b>13</b>	<b>25</b>

Table 4.14 Reasons of Students for Least Enjoying a Language Area (continued)

Language Area	Reasons	EMI	TMI
		<i>f</i>	<i>f</i>
SPEAKING	I can't speak well	6	7
	I don't like speaking	5	1
	I feel nervous	2	4
	I get stuck		4
	I'm shy	3	2
	Difficult	2	3
	I'm afraid of making mistakes	2	3
	I can't pronounce the words properly	2	
	I don't feel ready yet	2	2
	The person opposite uses advanced language	1	
	I have no opportunity to practice	1	
	I least like it compared to others	1	
	No comment	8	1
	TOTAL	35	27
GRAMMAR	It's not very necessary	4	10
	Boring	3	8
	Difficult		3
	It's based on memorization	3	3
	It shouldn't be primary in language learning	2	
	My grammar is bad	1	
	No comment	5	1
	TOTAL	18	25
VOCABULARY	Based on memorization	15	8
	Easily forgotten	6	2
	Difficult	4	2
	Inadequate just to learn the words	2	
	Boring	2	1
	Time consuming	1	
	No comment	4	3
	TOTAL	34	16

The least enjoyed language area by the EMI group was 'Speaking', with a frequency of 35, because students mostly believed that they couldn't speak well:

*Because I can't speak well, I don't feel like speaking.* (EMI Participant 5)

*I can't speak fluently. It takes me time to construct sentences.*

(EMI Participant 40)

The language area least enjoyed by the TMI group was also ‘Speaking’ due to mainly the same reason that the students believed they couldn’t speak well.

*I believe I can’t do it. (TMI Participant 168)*

*I don’t like it because I can’t speak very well. (TMI Participant 203)*

Students also felt very nervous while speaking:

*I feel nervous especially when I’m not acquainted with the person I’m talking to. (TMI Participant 166)*

*When speaking, words I don’t know come up and I start sweating. This is why I don’t like it. (TMI Participant 220)*

‘Vocabulary’ followed very closely in second place for the EMI group with a difference of only one student. Students expressed that they didn’t like studying vocabulary mainly because they thought it was based on memorization:

*I don’t like memorization. I don’t like memorizing while studying vocabulary either. Learning like this is not lasting. (EMI Participant 64)*

Another reason EMI students stated was that they forgot memorized vocabulary:

*Because I memorize and then forget. And this is nerve wrecking.*  
(EMI Participant 80)

In the TMI group ‘Listening’ and ‘Grammar’ closely followed with equal frequencies of 25. The students who didn’t like ‘Listening’ mainly stated that they couldn’t understand the native accent or that the speakers were talking too fast:

*I find it difficult to understand fluently spoken English.*  
(TMI Participant 162)

*Having difficulty understanding can be demotivating. (TMI Participant 175)*

The main reason the TMI students specified for not enjoying studying ‘Grammar’ was that they did not see it as very necessary for language learning:

*Grammar is the least we need unless we’re in a formal place.*  
(TMI Participant 163)

*Because I don’t find it very necessary to learn or study grammar.*  
(TMI Participant 208)

‘Grammar’ was in third place for the EMI group, with a frequency of 18. The majority of the students who marked this choice similarly thought it wasn’t very necessary for language learning:

*I think it is unnecessary to learn so many rules I don’t even know in my mother tongue.* (EMI Participant 91)

## **4.2. Interview Data**

The semi-structured interviews were held with 13 randomly selected students from each group. Sample interviews with both an EMI and a TMI student are provided in Appendix H and Appendix I, respectively.

The profiles of the interviewees in the EMI and TMI groups are illustrated in Table 4.15 and Table 4.16 below:



Table 4.15 Profiles of EMI Interviewees

	<b>Gender</b>	<b>Department</b>
EMI Interviewee 1	Female	Chemistry
EMI Interviewee 2	Male	Electric/Electronic Engineering
EMI Interviewee 3	Male	Civil Engineering
EMI Interviewee 4	Male	Electric/Electronic Engineering
EMI Interviewee 5	Female	Statistics
EMI Interviewee 6	Male	History
EMI Interviewee 7	Male	Mechanical Engineering
EMI Interviewee 8	Male	Mining Engineering
EMI Interviewee 9	Female	Business Administration
EMI Interviewee 10	Male	Environmental Engineering
EMI Interviewee 11	Male	Electric/Electronic Engineering
EMI Interviewee 12	Female	Chemical Engineering
EMI Interviewee 13	Male	Civil Engineering

Table 4.16 Profiles of TMI Interviewees

	<b>Gender</b>	<b>Department</b>
TMI Interviewee 1	Female	Biomedical Engineering
TMI Interviewee 2	Male	Electric/Electronic Engineering
TMI Interviewee 3	Female	Law
TMI Interviewee 4	Male	Electric/Electronic Engineering
TMI Interviewee 5	Male	Material Science and Nanotechnology
TMI Interviewee 6	Male	Economics
TMI Interviewee 7	Female	Economics
TMI Interviewee 8	Male	Business Administration
TMI Interviewee 9	Male	International Entrepreneurship
TMI Interviewee 10	Male	International Relations
TMI Interviewee 11	Female	Psychology
TMI Interviewee 12	Female	Economics
TMI Interviewee 13	Male	Mechanical Engineering

The questions directed in the interviews aimed to elaborate on the questionnaire data in line with the research question. The interviews were subjected to separate content analyses revealing qualitative data on beliefs about motivations, strategies, and difficulties in learning English; perceptions on preparatory school programs and compulsory attendance; and perceptions on English medium of instruction in higher education.

#### 4.2.1. Motivations in Learning English

The students were enquired about their motivations in learning English, and their perceptions about whether they will need it in the future. Most of the students in both groups expressed that in the current era learning English has become a necessity for everybody in every area, rather than a preference. They further stated that even learning English alone is not sufficient anymore, people need to learn two or even more foreign languages; many quoted the famous Turkish proverb, “One language, one person.”

The majority of the students – 10 in the EMI and 9 in the TMI group – wanted to learn English mainly for better career prospects:

*Now, education in English, as a global language English is spoken in nearly all countries, it's a language which has to be known and not only inside the country but also outside the country. If we want to work in an international job, English is necessary, this is why education in English is how it should be anyway. (EMI Interviewee 1)*

*My occupation is universal, I am thinking of working universally. If you have big ambitions, other languages are needed. (TMI Interviewee 2)*

Many students also expressed a desire to work abroad mainly because their work areas are limited in Turkey, which similarly necessitates them to learn English:

*For my department, there are not a lot of mines in Turkey so we have to go abroad, so it is good to receive English education in this respect. (EMI Interviewee 8)*

*I have to go abroad anyway because biomedical is not very widely known in Turkey. (TMI Interviewee 1)*

Apart from occupational ambitions, students also wished to learn English for educational reasons:

*Most of the academic literature is in English. (EMI Interviewee 8)*

*I am thinking of doing a Master's degree and joining the ERASMUS programme, so I think English will be an advantage for me in achieving this.*  
(EMI Interviewee 5)

*If you want to do your Master's degree abroad, English is required, but it doesn't mean that you're good because you know English, you have to know English in any case.* (TMI Interviewee 5)

*We will study engineering, maybe in other areas it won't be that necessary but it is the basis of our discipline.* (EMI Interviewee 12)

In addition to occupational and educational motives, the EMI and TMI interviewees also expressed social reasons for learning English:

*The most motivating thing for me is to understand the lyrics of the music I'm listening to. The second thing is I've started watching films and TV series even without subtitles, these are very motivating for me.*  
(EMI Interviewee 1)

*When I'm watching films, or surfing forums in English, to understand when I look at them, to understand the jokes makes me happy.*  
(TMI Interviewee 5)

*I think to understand foreign resources and communicate with foreign people drives me to learn English.* (TMI Interviewee 3)

*To be able to speak when I visit abroad.* (EMI Interviewee 3)

*When I go abroad I feel dumb and deaf.* (TMI Interviewee 6)

#### **4.2.2. Strategies in Learning English**

The students were asked about the material and methods they used to improve their English and/or study English. The majority in both groups – 9 in the EMI and 12 in the TMI group – stated that they mostly watched subtitled films, TV series, animations, etc.:

*To improve my English I mostly do reading or watch films. I especially enjoy watching animations, series like 'Pokemon', 'Avatar', I watched them, they were good.* (EMI Interviewee 8)

*Foreign TV series are really useful, you have fun and learn at the same time, you see how they use the language in speaking, . . . you see the toning, the stressing, everything. (TMI Interviewee 6)*

*I used to try and think in English, of course this happens by itself but I used to familiarize myself with English by watching films and TV series, by repeating what they say like a parrot, because children learn this way too.  
(TMI Interviewee 9)*

Reading books, newspapers, and English texts were also common:

*I think reading books is very useful. For example when we're translating from Turkish to English there are some very problematic areas, and there are some common expressions in English, certain usages, prepositions in English we have to know and I believe we can best learn these from books.  
(EMI Interviewee 10)*

Students also enjoyed practicing speaking with their friends or foreigners:

*If I get the chance I try to practice speaking, because I think it is useful for both listening and speaking. (EMI Interviewee 7)*

Two EMI interviewees and five TMI interviewees stated that they listened to songs in English and translated the lyrics into Turkish:

*For instance you listen to foreign songs, wonder about their lyrics, look up their translation phrase by phrase. (TMI Interviewee 8)*

A few interviewees stated that they studied by writing:

*I study English by writing, I constantly take notes. (EMI Interviewee 7)*

In studying grammar and vocabulary, students mostly stated that they memorized:

*You memorize the grammar part word by word, tenses and stuff, and memorize the vocabulary and insert them. (TMI Interviewee 6)*

### 4.2.3. Difficulties in Learning English

The interviewees were enquired about the major difficulties they experience in learning English. The majority of the students in the EMI group, the frequency being 9, stated that they had difficulty in spelling, memorizing and remembering vocabulary:

*The difference between the spelling and pronunciation of vocabulary is a very big problem. For instance there's a word you've heard, you remember it, you have to write it in the exam, you know the meaning of it and how the word is pronounced but you can't write it. (EMI Interviewee 1)*

*I memorize a word but because we don't use it much in daily life, I forget it again. (EMI Interviewee 13)*

Five EMI students expressed difficulty in grammar arising from structural differences between Turkish and English:

*Grammar structures not compatible with our language cause logical confusion. (EMI Interviewee 2)*

*It's not very similar to Turkish, I think of first thinking in Turkish and then translating into English, which by itself is a major difficulty.  
(EMI Interviewee 11)*

Although some interviewees in the TMI group also stated vocabulary and grammar, the majority stated speaking, followed by difficulty in understanding instructors:

*I can't speak because we don't get enough practice, I can understand but I don't know how to say it. (TMI Interviewee 2)*

*How proficient could a high school graduate be in English? When you come to this school there's directly a TOEFL oriented teaching. The instructors always speak in English, they use the same English in the A level, B level, C level . . . so it might be difficult to understand the instructor.  
(TMI Interviewee 4)*

#### 4.2.4. Perceptions on Preparatory Schools

The interviewees were enquired about their perceptions on the programs offered at their preparatory schools in meeting their expectations in learning English.

The majority of the students in both groups stated that the language education they were receiving was generally fulfilling in meeting their ambitions. Some expressed a desire for less grammar and more daily English, and others for preliminary domain-specific language courses:

*Actually the education is more based on grammar, if it was a bit more on speaking or daily speaking it would have been better. (EMI Interviewee 3)*

*I think a basic introduction to vocabulary or terminology related to students' own departments could be provided. (EMI Interviewee 10)*

The interviewees were asked whether they would have preferred to start their undergraduate studies without attending preparatory school. The majority of the students in both groups stated that they wouldn't, as illustrated in the charts below:

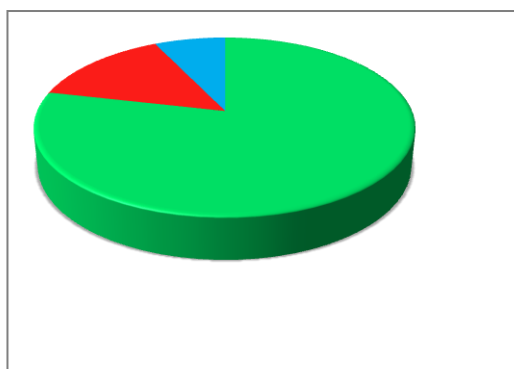


Figure 4.12a Perceptions of EMI Students on Attending Preparatory School

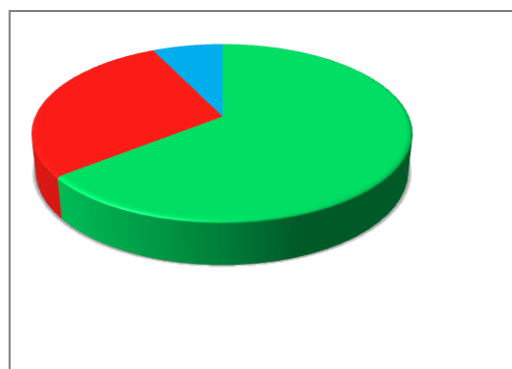


Figure 4.12b Perceptions of TMI Students on Attending Preparatory School

The frequency of interviewees who were for preparatory school was 11 in the EMI and 9 in the TMI group. One student in each group stated that they would want to learn English but would prefer to receive their higher education in Turkish.

#### **4.2.5. Perceptions on English Medium of Instruction**

The interviewees were enquired about their perceptions on English medium of instruction in higher education. Although advantages and disadvantages were specified in both groups, the majority of the students in the EMI group expressed a preference for English medium of instruction, whereas the TMI interviewees mostly supported education in the mother tongue:

*I am pleased, when you look at global educational standards it is utterly necessary and a feature increasing standards. (EMI Interviewee 6)*

*I want to work abroad as soon as I graduate, I think it's an exception to receive education through English. (EMI Interviewee 3)*

*Actually, I don't want education in English because if you don't know it well, the lecturer is teaching you a topic you don't know, you end up not learning your own field properly, so I'm against a hundred percent English education. (TMI Interviewee 6)*

*We are learning a subject we have difficulty understanding even in Turkish, so it is worse to learn it in English. Those who wish to improve their English can do so by themselves. (TMI Interviewee 8)*

Some students expressed that the issue of medium of instruction is more discipline related:

*I think some programs like History, Sociology, Philosophy are very difficult to be taught [in English] from the students' perspectives, for instance articles and such, in addition the probability of them working in international jobs is very low compared to other programs.*

(EMI Interviewee 1)

## CHAPTER 5

### CONCLUSION

The journey to the analysis of the impact of *language medium of instruction* at undergraduate programs on the *foreign language learning beliefs* of students attending compulsory English preparatory schools has come to a close. In this final chapter, a summary of the study will be presented, the research questions will be answered, and the implications of the study will be reviewed.

#### 5.1. Summary of the Study

Starting from the ‘Introduction’ chapter, the compelling reasons for acquiring foreign languages, especially English in the current era has been discussed with implications for adopting English in higher education worldwide and in Turkey. The perceived pros and cons of mandatory language preparatory schools until very recently were presented. It was proposed that taking into account the language learning beliefs of the university students themselves might shed light into the discussions. In serving this goal, the foreign language learning beliefs of university preparatory school students who will receive their undergraduate education through 100 per cent English, 100 per cent Turkish or a combination of 70 per cent Turkish and 30 per cent English were researched to investigate the impact and magnitude of the medium of instruction effect.

The ‘Review of Literature’ chapter presented concepts related to beliefs and explored their role in the learning process. It was discussed that individuals act upon objects they hold strong beliefs as possessing positive attributes and that the outcomes of these actions or *experiences* form standards for assessing the validity



of the beliefs held. The continuity of experience and the interaction of the individual with the environment were asserted to be essential elements for an experience to hold educational value. The efforts of the individual in constantly assimilating new information and experience into existing schema to make sense of the world were examined. The acquisition of knowledge, epistemological beliefs and their part and influence on cognitive processes were considered. The role of metacognitive knowledge in selecting, evaluating, revising, and abandoning cognitive tasks, goals, and strategies leading to metacognitive experiences were discussed.

The phenomena introduced were subsequently synthesized with the domain-specific beliefs about language learning. It was stated that each student comes into the learning environment bearing an attitude towards English and learning English in this particular instance, emanating from past experience. The intentions of the students in learning the language were stated to be in line with their attitudes towards English stemming from their beliefs. Consequently, as beliefs can both *facilitate* or *hinder* the language learning process, it was emphasized that being aware of students' beliefs and correction of any misconceived beliefs are imperative for quality education.

The chapter continued with the presentation of different terminology used for language learning beliefs in the field of second/ foreign language learning and the various research perspectives adopted. Significant studies in investigating the effect of different variables on language learning beliefs were analyzed.

The 'Method of Research' chapter introduced the research design, the two university settings, and the two groups of participants of the study together with their demographic characteristics. The development and administration stages the survey questionnaire and the semi-structured interview were explained.

The 'Data Analysis and Results' chapter disclosed the methods of analysis and the findings from the study instruments. The factor analysis of the SQ items revealed four categories uncovering similar themes to those defined in the BALLI; however with different grouping of the items. The analysis of the descriptive statistics from the SQ data of the two groups suggested a similar trend in the belief patterns of the EMI and TMI students; however ANOVA yielded some statistical significances. The ensuing analysis of the interview data provided further evidence in support of the results obtained from the questionnaire data.

## **5.2. Answering the Research Questions**

The data from the SQ and the SSI were subjected to both quantitative and qualitative analysis with the aim of identifying prevailing intra and intergroup similarities and differences between the beliefs of EMI and TMI students with regard to the five themes specified in the research questions.

### **5.2.1. Research Question 1**

*What are the 'language learning motivation' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

The SQ items and the SSI questions regarding language learning motivations were as follows:

Table 5.1 SQ Items and SSI Questions on Motivations

SQ Items	SSI Questions
32. I want to learn to speak English well.	3. What motivates you in learning English?
35. If I learn English very well, I will have better opportunities for a good job.	7. In which areas and to what extent do you think you will need English in the future?
36. I want to learn English well because it can help me access information from all around the world.	
37. Learning English will help me communicate with people from other countries because English is an international language.	
38. Learning English will help my personal growth.	
39. Learning English will improve my cognitive growth.	
40. If I learn English well, I will have many opportunities to use it in my social life.	
41. Learning English is necessary for my academic life.	
42. English will be necessary for me in my work life.	

The language learning motivation beliefs of EMI and TMI students were mainly observed to be similar. Both the EMI and TMI students had *strongly agreed* to ‘I want to learn to speak English well’; ‘If I learn English very well, I will have better opportunities for a good job’; ‘Learning English will help me communicate with people from other countries because English is an international language’; ‘Learning English will help my personal growth’; ‘Learning English is necessary for my academic life’; and ‘English will be necessary for me in my work life’.

The data obtained from the SSIs also supported these findings. As it may be recalled, interviewees mainly wanted to learn English for better *career opportunities*, including working internationally or abroad. Students also wished to learn English for *educational reasons*, and *social reasons* including communicating with foreigners.

Differences in the language learning motivation beliefs of EMI and TMI group students were observed for the statements ‘Learning English will improve my cognitive growth’, and ‘If I learn English well, I will have many opportunities to use it in my social life’. The EMI students had *agreed* while the TMI students had

*agreed stronger* to both statements. The difference for the Item 40 yielded statistical significance in ANOVA, again supported by data from SSI; the number of interviewees expressing a desire to communicate with foreigners was higher in the TMI group.

### 5.2.2. Research Question 2

*What are the ‘language learning strategy’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

The SQ items extracted from factor analysis and the SSI questions related to language learning strategies are as listed in Table 5.2 below:

Table 5.2 SQ Items and SSI Questions on Strategies

	<b>SQ Items</b>	<b>SSI Questions</b>
II.	24. It’s OK to guess if you don’t know a word in English.	5. How do you study English?
	25. In learning English, it is important to repeat and practice a lot.	
	28. It would be useful to practice English with special computer applications, educational websites, etc.	
	29. It would be useful to practice English by watching TV, films, etc.	
	30. It would be useful to practice English by listening to the radio, CDs, podcasts, etc.	
	31. It would be useful to practice English by reading books, newspapers, magazines, etc.	
III.	1. How many hours approximately do you study for English each day (apart from school)?	
	2. Which language area do you most enjoy studying? Please specify the reasons.	

The language learning strategy beliefs of EMI and TMI students were mainly similar. Both the EMI and TMI students had agreed that ‘It’s OK to guess if you don’t know a word in English’; *strongly agreed* that ‘In learning English, it is important to repeat and practice a lot’ and that ‘It would be useful to practice English by reading books, newspapers, magazines, etc.’.

The difference in the language learning strategy beliefs among the two groups were for the items ‘It would be useful to practice English with special computer applications, educational websites, etc.’; ‘It would be useful to practice English by watching TV, films, etc.’; and ‘It would be useful to practice English by listening to the radio, CDs, podcasts, etc.’ The EMI students *agreed* while the TMI students *agreed stronger* to all statements. The differences for the last two items were also statistically significant in ANOVA.

The findings were also supported with data from the third section of the questionnaire and the SSI. The participants were asked to specify the language area they most enjoyed studying; 21 out of 112 EMI and 26 out of 120 TMI participants specified *listening* stating that, ‘It’s fun practicing by watching films, TV series, etc.’ In the SSI, the students were enquired about how they studied English. Indeed in line with statistics obtained from the SQ, 9 EMI interviewees and 12 TMI interviewees stated that they mostly watched subtitled films, TV series, animations, etc.; 2 EMI students and 5 TMI students expressed that they listened to songs in English.

The participants were enquired about the number of hours they studied English each day in the last section of the SQ. Another difference, was observed in that the majority of the students in the EMI Group marked *1 to 2 hours*, whereas in the TMI Group *less than an hour*.

### 5.2.3. Research Question 3

*What are the ‘language learning apprehension<sup>11</sup>/ difficulty’ beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

The SQ items and the SSI questions regarding apprehension and difficulty in language learning are presented in Table 5.3 below:

Table 5.3 SQ Items and SSI Questions on Apprehension/ Difficulty

	SQ Items	SSI Questions
II.	2. Some people have a special ability for learning foreign languages.	6. What are the major difficulties you encounter in learning English? Why?
	8. Everyone can learn to speak a foreign language.	
	10. I believe I will learn to speak English very well.	
	11. It is easier to speak than understand a foreign language.	
	13. English is a difficult language to learn.	
	23. I enjoy practicing English with the foreigners I meet.	
	26. I feel timid speaking English with other people.	
III.	3. Which language area do you least enjoy studying? Please specify the reason.	

The EMI and TMI students had both *strongly agreed* that ‘Some people have a special ability for learning foreign languages’, *disagreed* that ‘It is easier to speak than understand a foreign language’, *agreed* to ‘I enjoy practicing English with the foreigners I meet’ and to ‘I feel timid speaking English with other people’.

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<sup>11</sup> The emerging theme from the items in the component extracted from PCA was in fact more related to ‘language learning apprehension’. As the research questions were formulated prior to data analysis with reference to the themes defined by Horwitz, and since the two concepts are related, both terms are retained.

The responses of the students were significantly different for the Items 8, 10 and 13. The EMI students *agreed stronger* with the statement ‘Everyone can learn to speak a foreign language’ and ‘English is a difficult language to learn’; the TMI students *agreed stronger* to ‘I believe I will learn to speak English very well’. These results indicate that the EMI students have a higher apprehension level.

The third question in the last section of the SQ enquired about the language area participants least enjoyed studying. The least enjoyed language area by the EMI group was *speaking*, with a frequency of 35 out of 122 participants, followed very closely by *vocabulary* with a difference of only one student, and *grammar* in third place with a frequency of 18.

The SSI enquired about the major difficulties interviewees faced in learning English. The majority of the students in the EMI group stated that they had difficulty in spelling, memorizing and remembering *vocabulary*, and in *grammar* arising from structural differences between Turkish and English – in line with the SQ findings.

The majority of the TMI interviewees had stated that they mainly experienced difficulty in *speaking*, followed by difficulty in understanding instructors. The language area the TMI students specified that they least enjoyed studying in the SQ was also *speaking*, with a frequency of 27 out of 128. This was closely followed by *listening* and *grammar* with equal frequencies of 25.

#### **5.2.4. Research Question 4**

*What are the ‘nature of language learning beliefs’ of EMI and TMI students? Are there any converging or diverging beliefs?*

The SQ items and the SSI questions regarding the nature of language learning are presented in Table 5.4 below:

Table 5.4 SQ Items and SSI Questions on Nature of Language Learning

	SQ Items	SSI Questions
II.	16. The most important part of learning a foreign language is learning vocabulary words.	4. What do you do to improve your English?
	17. The most important part of learning a foreign language is learning the grammar.	
	18. The most important part of learning English is learning how to translate from my native language.	
III.	2. Which language area do you most enjoy studying? Please specify the reason.	
	3. Which language area do you least enjoy studying? Please specify the reason.	

The EMI and TMI students had both *disagreed* that ‘The most important part of learning a foreign language is learning grammar’; *neither agreed/disagreed* that ‘The most important part of learning English is learning how to translate from my native language’.

The difference in the means was statistically significant for the statement ‘The most important part of learning a foreign language is learning vocabulary words’, to which EMI students expressed *stronger agreement*.

The items in the last section of the SQ enquired about the most and least enjoyed language areas. *Grammar* was ranked second by the EMI and fourth by the TMI students as the most enjoyed area; and again the second by the EMI and third by the TMI students in the least enjoyed area. As it may be recalled the majority of the students in both groups believed that grammar was not very necessary in language learning, in line with the common *disagreement* to the item ‘The most important part of learning a foreign language is learning grammar’.

*Vocabulary* was ranked fifth in the most enjoyed language area in both groups. In the least enjoyed, the EMI students ranked it the third whereas the TMI ranked it the last. The students most enjoying studying vocabulary stated that it was useful and those who least enjoyed stated that it was based on memorization.



The interviewees were enquired about what they did to improve their English. The majority in both groups stated that they mostly watched subtitled films, TV series, animations, etc. A number of interviewees also stated that they listened to songs in English and translated the lyrics into Turkish.

### 5.2.5. Research Question 5

*What are the 'language learning aptitude' beliefs of EMI and TMI students? Are there any converging or diverging beliefs?*

The SQ items and the SSI questions regarding language learning aptitude beliefs are as follows:

Table 5.5 SQ Items and SSI Questions on Aptitude

	<b>SQ Items</b>	<b>SSI Questions</b>
I.	4. Which level did you start preparatory school from?	9. Is there anything else you would like to add?
	6. How many hours a week on average did you have English in high school?	
II.	3. People in Turkey are good at learning foreign languages.	
	4. It is easier for someone who already speaks a foreign language to learn another one.	
	9. Some languages are easier to learn than others.	

Both the EMI and TMI students *neither agreed/disagreed* that 'People in Turkey are good at learning foreign languages'; *agreed* that 'It is easier for someone who already speaks a foreign language to learn another one' and that 'Some languages are easier to learn than others'.

In the first section of the SQ, the students were enquired about the number of hours of English a week they had in high school. The majority of the participants in both groups had written *4 hours*, thus the data was categorized into three groups. They were also asked about the level from which they started preparatory school. The results are presented in Figure 5.1 and 5.2 below:

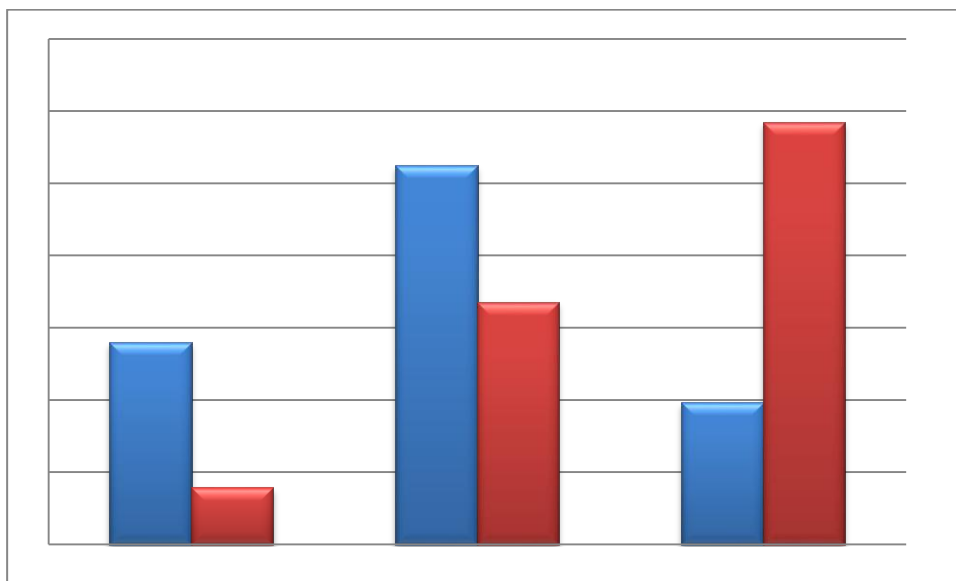


Figure 5.1 No. of Hours of English a Week in High School

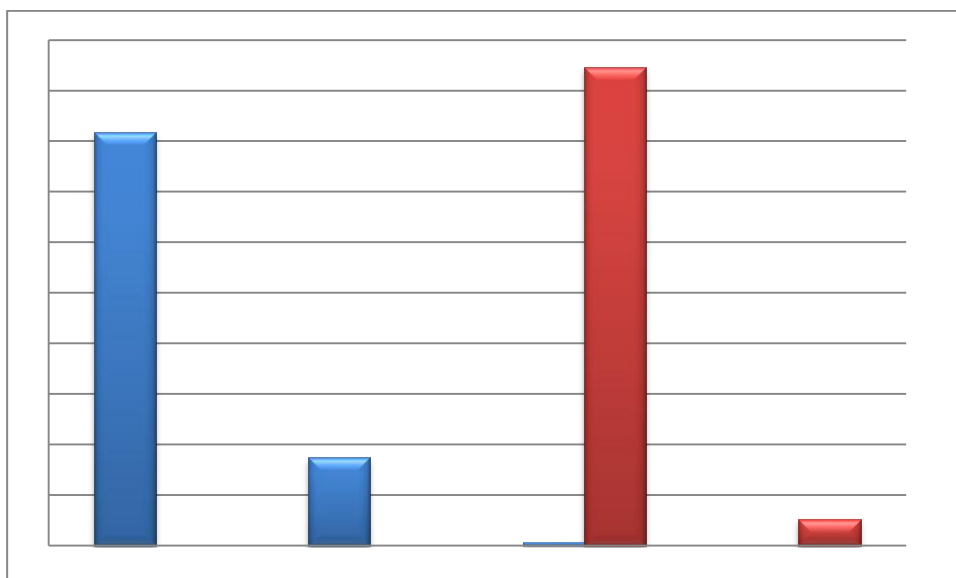


Figure 5.2 Preparatory School Beginning Level

As it may be recalled, the participants were asked about the length of time in years they had been learning English and the majority in both groups had stated it to be between 5 to 10 years – 68.5% in the EMI and 68.4% in the TMI group. Thus, the majority of the students in both groups had been learning English between *5 to 10 years* on an average of *4 hours a week*.

The interviewees were asked if they would like to make any further remarks. Some students touched on the amount of time they have been investing in learning English and the limited progress they had achieved:

*We receive education for so many years but when we get to university, most start from the lowest level again. If we are seeing so much English, then there are some things missing that we start from the lowest level. This means that so many lessons, so many lesson hours have been wasted.*

(EMI Interviewee 2)

*There's a problem with the system and the teachers, or maybe the education they receive. I'm sure they're aware of the problem as well because there's no way, from 4th grade until 12th, even if we have English for three hours a week, how many hours does it make? There's no way we couldn't learn, the problem is not us.* (TMI Interviewee 5)

### **5.3. Implications of the Study**

Considered as one of the key elements contributing to individual differences in language learning, beliefs influence the motivations, strategies, and performances of students, thus affecting their ultimate success or failure (Tanaka & Ellis, 2003). Research on the effects of different variables on language learning beliefs have been vast since the late 1980s. However, research on the medium of instruction effect is almost non-existent; thus, the study is significant in that it will contribute to the scant literature in this area.

The study also investigated the soundness of the criticisms put forth to the subjective identification of the themes and the categorization of the items in the BALLI. The PCA conducted in categorizing the questionnaire items revealed that, although the underlying themes were similar to the themes defined by Horwitz,

the grouping of the items differed from the BALLI. In addition, the theme ‘apprehension’ was more salient than the theme of ‘difficulty in learning English’ among the items clustered in Component 2. Thus, the instrument may be improved in light of these findings.

The study analyzed the language of instruction effect on the language learning beliefs of students who will receive their language in the mother tongue or in English using the SQ and the SSI. It was revealed that, although significant differences were observed for some items, in general the participants in both groups expressed similar agreement patterns to the statements in the SQ. The reason was uncovered in the SSI where almost all interviewees stated the importance of learning English in this current era. However, the TMI students specified that the preparatory school education alone if they will receive their undergraduate programs in 100% Turkish or even with a combination of 30% English is still inadequate in achieving a good command of English, and moreover, they will be prone to forget it by the time they graduate.

The acknowledgement of students on the essentialness of learning English in achieving their future instrumental goals may contribute to the discussions on making preparatory schools compulsory prior to tertiary education in Turkey. Students also commented on the domain-specificity aspect of receiving higher education in English or in Turkish. This perspective, instead of the medium of instruction at undergraduate programs, might add a new dimension to the preparatory school dilemma in Turkey.

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## APPENDICES

### APPENDIX A: SURVEY QUESTIONNAIRE

#### Dil Öğrenim İnanışları Anket Formu

Değerli Öğrenciler,

Bu anket yabancı dil öğrenimi ile ilgili kişisel inanışlar konusunda veri toplamak amacı ile düzenlenmektedir. Anket toplam üç bölümden oluşmakta ve tamamlanması yaklaşık 15 dakika sürmektedir. Yanıtlarınızın doğruluğu, araştırmanın niteliği açısından büyük önem taşımaktadır. Bu nedenle, ankette bulunan sorulara içtenlikle yanıt vermenizi rica eder, zaman ayırdığınız ve katılım sağladığınız için şimdiden çok teşekkür ederim.

Ayşegül  
Yurdakul  
Orta Doğu Teknik Üniversitesi  
Yabancı Diller Eğitimi Bölümü

#### Bölüm I

- Yaşınız: \_\_\_\_\_
- Cinsiyetiniz:  Kadın  Erkek
- Üniversiteniz: \_\_\_\_\_  
Bölümünüz: \_\_\_\_\_  
Bölümünüz derslerinin İngilizce ağırlık yüzdesi: % \_\_\_\_\_
- Hazırlığa ne zaman başladınız? \_\_\_\_\_  
Hangi kurdan başladınız? \_\_\_\_\_  
Şu anda hangi kurdasınız? \_\_\_\_\_
- Yaklaşık kaç yıldır İngilizce eğitimi alıyorsunuz?  
 5 seneden az  5-10 yıl arası  10 yıl ve yukarısı
- Mezun olduğunuz lise: \_\_\_\_\_  
Haftada ortalama kaç ders İngilizce görüyordunuz? \_\_\_\_\_
- İngilizce ve Türkçe dışında, kaç yabancı dil biliyorsunuz?  
 Hiç  2  
 1  3 ve yukarısı

## Bölüm II

Bu bölümde yabancı dil öğrenimi ile ilgili inanışlar konusunda sizin kişisel görüşünüzün belirlenmesi amaçlanmaktadır. Tabloda çeşitli inanışlar ve bu inanışlara katılım derecesini temsil eden rakamlar yer almaktadır:

- 1 : Kesinlikle katılıyorum
- 2 : Katılıyorum
- 3 : Kararsızım
- 4 : Katılmıyorum
- 5 : Kesinlikle katılmıyorum

Lütfen verilen her ifadeyi dikkatle okuyup, sizin görüşe katılım derecenizi en iyi yansıtan rakam kutucuğunu işaretleyiniz.

İnanış	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Çocukların yabancı dil öğrenmeleri büyüklere kıyasla daha kolaydır.	1	2	3	4	5
2. Bazı insanların yabancı dil öğrenmeye karşı özel bir yetenekleri vardır.	1	2	3	4	5
3. Türkiye'deki insanlar yabancı dil öğrenme konusunda iyidirler.	1	2	3	4	5
4. Yabancı dil bilen bir kimsenin yeni bir dil öğrenmesi daha kolaydır.	1	2	3	4	5
5. Matematik veya fen konularında iyi olan kişiler, yabancı dil öğrenme konusunda iyi değildirler.	1	2	3	4	5
6. Kadınlar dil öğrenme konusunda erkeklerden daha iyidirler.	1	2	3	4	5
7. Bir dilden fazla dil konuşabilen insanlar çok zekidirler.	1	2	3	4	5
8. Herkes yabancı bir dil konuşmayı öğrenebilir.	1	2	3	4	5
9. Bazı diller, diğer dillere göre daha kolay öğrenilir.	1	2	3	4	5
10. Ben çok iyi İngilizce konuşmayı öğreneceğime inanıyorum.	1	2	3	4	5



<b>İnanış</b>	<b>Kesinlikle Katılıyorum</b>	<b>Katılıyorum</b>	<b>Kararsızım</b>	<b>Katılmıyorum</b>	<b>Kesinlikle Katılmıyorum</b>
11. İngilizce konuşmak, söyleneni anlamaktan daha kolaydır.	1	2	3	4	5
12. İngilizce okumak ve yazmak, konuşmak ve söylenileni anlamaktan daha kolaydır.	1	2	3	4	5
13. İngilizce öğrenmesi zor bir dildir.	1	2	3	4	5
14. İngilizce konuşmak için, anadili İngilizce olan ülkelerin kültürlerini bilmek gerekir.	1	2	3	4	5
15. İngilizceyi İngilizce konuşulan bir ülkede öğrenmek daha iyidir.	1	2	3	4	5
16. İngilizce öğrenmek büyük ölçüde kelime öğrenmekten ibarettir.	1	2	3	4	5
17. İngilizce öğrenmek büyük ölçüde dil bilgisi öğrenmekten ibarettir.	1	2	3	4	5
18. İngilizce öğrenmek büyük ölçüde tercüme etmeyi öğrenmekten ibarettir.	1	2	3	4	5
19. İngilizce öğrenmek, diğer akademik dersleri öğrenmekten farklıdır.	1	2	3	4	5
20. İngilizce öğrenmek çok ezber yapmayı gerektirir.	1	2	3	4	5
21. İngilizceyi mükemmel bir aksanla konuşmak önemlidir.	1	2	3	4	5
22. Doğru bir şekilde söylemeyi öğrenene kadar, İngilizce hiçbir şey konuşmamalıyız.	1	2	3	4	5
23. Yabancılarla İngilizce pratik yapma fırsatlarını değerlendiririm.	1	2	3	4	5
24. Eğer İngilizce bir kelimenin anlamı bilinmiyorsa, tahmin yürütmekte sakınca yoktur.	1	2	3	4	5
25. İngilizce öğrenirken çok tekrar ve pratik yapmak önemlidir.	1	2	3	4	5
26. Başkaları ile İngilizce konuşmak stresli olabilir.	1	2	3	4	5

<b>İnanış</b>	<b>Kesinlikle Katılıyorum</b>	<b>Katılıyorum</b>	<b>Kararsızım</b>	<b>Katılmıyorum</b>	<b>Kesinlikle Katılmıyorum</b>
<b>27.</b> Eğer öğrencilere başlangıçta hata yapmalarına izin verilirse, daha sonra hatalarını düzeltmeleri zor olur.	1	2	3	4	5
<b>28.</b> İngilizce öğrenirken bilgisayar uygulamaları, öğretici web siteleri vb. ile pratik yapmak faydalı olur.	1	2	3	4	5
<b>29.</b> İngilizce öğrenirken İngilizce TV seyrederek, film seyrederek, vb. ile pratik yapmak faydalı olur.	1	2	3	4	5
<b>30.</b> İngilizce öğrenirken İngilizce radyo, CD, podcast vb. dinleyerek pratik yapmak faydalı olur.	1	2	3	4	5
<b>31.</b> İngilizce öğrenirken bolca İngilizce kitap, gazete, dergi, vb. okuyarak pratik yapmak faydalı olur.	1	2	3	4	5
<b>32.</b> İngilizceyi iyi öğrenmek istiyorum.	1	2	3	4	5
<b>33.</b> Türkiye’de insanlar, İngilizce öğrenmenin önemli olduğunu düşünürler.	1	2	3	4	5
<b>34.</b> İngilizce öğrenmeyi, ana dilleri İngilizce olan insanları daha yakından tanıyabilmek için istiyorum.	1	2	3	4	5
<b>35.</b> İngilizceyi iyi derecede bilmek, iyi bir iş bulmamızda yardımcı olur.	1	2	3	4	5
<b>36.</b> İngilizceyi iyi öğrenmek, dünya çapında her türlü bilgiye ulaşmamızda yardımcı olur.	1	2	3	4	5
<b>37.</b> Uluslararası bir dil olduğu için, İngilizce öğrenmek diğer ülkelerdeki insanlarla iletişim kurmamızda yardımcı olur.	1	2	3	4	5
<b>38.</b> İngilizce öğrenmek kişisel gelişimime katkıda bulunacaktır.	1	2	3	4	5

İnanış	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
39. İngilizce öğrenmek zihinsel gelişimime katkıda bulunacaktır.	1	2	3	4	5
40. İngilizceyi iyi öğrenirsem, sosyal yaşantımda kullanmak için birçok fırsatım olacaktır.	1	2	3	4	5
41. İngilizce öğrenmek eğitim hayatım için gereklidir.	1	2	3	4	5
42. İngilizce bana iş hayatımda gerekli olacaktır.	1	2	3	4	5

### Bölüm III : Lütfen aşağıdaki soruları kısaca yanıtlayınız.

1. Bir günde ortalama kaç saat İngilizce çalışıyorsunuz (okul dışında)?

- 1 saatten az                       2-3 saat arası  
 1-3 saat arası                       3 saatten fazla

2. En çok çalışmayı sevdiğiniz dilsel alan aşağıdakilerden hangisidir?

- Okuma                       Dinleme                       Dil bilgisi  
 Yazma                       Konuşma                       Kelime

Lütfen sebebini belirtiniz: \_\_\_\_\_  
 \_\_\_\_\_

3. En az çalışmayı sevdiğiniz dilsel alan aşağılardan hangisidir?

- Okuma                       Dinleme                       Dil bilgisi  
 Yazma                       Konuşma                       Kelime

Lütfen sebebini belirtiniz: \_\_\_\_\_  
 \_\_\_\_\_

**TEŞEKKÜRLER! ☺**

## APPENDIX B: BALLI

### (Beliefs About Language Learning Inventory)

Below are the beliefs that some people have about learning foreign languages. Read each belief statement and then decide if you:

- (1) strongly agree, (2) agree, (3) neither agree or disagree, (4) disagree, (5) strongly disagree

There are no right or wrong answers. We are simply interested in your opinions. Mark each answer on the special answer sheet. Questions 4 & 15 are slightly different and you should mark them as indicated.

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages.
3. Some languages are easier to learn than others.
4. English is: (a) a very difficult language  
(b) a difficult language  
(c) a language of medium difficulty  
(d) an easy language  
(e) a very easy difficult language.
5. I believe I will learn to speak English very well.
6. People from my country are good at learning foreign languages.
7. It is important to speak English with an excellent pronunciation.
8. It is necessary to know about English-speaking cultures in order to speak English.
9. You shouldn't say anything in English until you can say it correctly.
10. It easier for someone who already speaks a foreign language to learn another one.
11. People who are good at math and science are not good at learning foreign languages.
12. It is best to learn English in an English-speaking country.
13. I enjoy practicing English with the Americans I meet.
14. It's OK to guess if you don't know a word in English.
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?  
(a) less than a year  
(b) 1-2 years  
(c) 3-5 years  
(d) 5-10 years  
(e) you can't learn a language in 1 hour a day

16. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?
  - (f) less than a year
  - (g) 1-2 years
  - (h) 3-5 years
  - (i) 5-10 years
  - (j) you can't learn a language in 1 hour a day
17. I have a special ability for learning foreign languages.
18. The most important part of learning a foreign language is learning vocabulary words.
19. It is important to repeat and practice a lot.
20. Women are better than men at learning foreign languages.
21. People in my country feel that it is important to speak English.
22. I feel timid speaking English with other people.
23. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
24. The most important part of learning a foreign language is learning the grammar.
25. I would like to learn English so that I can get to know Americans better.
26. It is easier to speak than understand a foreign language.
27. It is important to practice with cassettes or tapes.
28. Learning a foreign language is different than learning other academic subjects.
29. The most important part of learning English is learning how to translate from my native language.
30. If I learn English very well, I will have better opportunities for a good job.
31. People who speak more than one language well are very intelligent.
32. I want to learn to speak English well.
33. I would like to have American friends.
34. Everyone can learn to speak a foreign language.
35. It is easier to read and write English than to speak and understand it.

## APPENDIX C: INSTITUTIONAL CONSENT FORM

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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09 Mayıs 2013

Gönderilen: Doç. Dr. Çiğdem Sağın Şimşek  
Yabancı Diller Eğitimi

Gönderen : Prof. Dr. Canan Özgen  
IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Yabancı Diller Eğitimi Bölümü Yüksek Lisans öğrencisi Ayşegül Yurdakul'un "Üniversite Eğitim Dilinin Yabancı Dil Öğrenim İnanışları Üzerindeki Etkisi" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

09/05/2013

Prof.Dr. Canan ÖZGEN  
Uygulamalı Etik Araştırma Merkezi  
( UEAM ) Başkanı  
ODTÜ 06531 ANKARA

## APPENDIX D: VOLUNTARY PARTICIPATION FORM

### Gönüllü Katılım Formu

Bu çalışma, Orta Doğu Teknik Üniversitesi, Yabancı Diller Eğitim bölümü yüksek lisans öğrencisi Ayşegül Yurdakul tarafından yürütülmektedir. Çalışmanın amacı, üniversitelerin eğitim dillerinin öğrencilerin yabancı dil öğrenme ile ilgili inanışları üzerindeki etkisini araştırmaktır. Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız gizli tutulacak, sadece araştırmacı tarafından değerlendirilecek ve yalnızca bilimsel amaçlı kullanılacaktır. Yine gönüllülük esasına göre katılacağınız mülakatta konu ile ilgili sorular sorularak daha ayrıntılı bilgi istenecektir. Mülakatlar sırasında ses kayıt cihazı kullanılacaktır.

Anket ve mülakatta, genel olarak kişisel rahatsızlık verebilecek soru içermemektedir. Ancak, katılımı herhangi bir nedenden dolayı istediğiniz zaman bırakabilirsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemeniz yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplandırılacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak isterseniz araştırmacı ile iletişim kurabilirsiniz ([aysegul.yurdakul@metu.edu.tr](mailto:aysegul.yurdakul@metu.edu.tr)).

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.*** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

----/----/-----

## APPENDIX E: INTERVIEW GUIDE

1. Üniversite eğitiminizi İngilizce olarak yapmak konusunda ne düşünüyorsunuz?
  - a. Olumlu yönleri nelerdir?
  - b. Olumsuz yönleri nelerdir?
2. Üniversitenizde verilen hazırlık eğitiminin sizin amaçlarınıza yönelik olduğunu düşünüyor musunuz?
3. İngilizce çalışırken sizi en çok motive eden nedir?
4. İngilizcenizi geliştirmek için nelerden faydalanıyorsunuz?
5. İngilizceyi nasıl çalışıyorsunuz?
6. Genel olarak İngilizce öğrenirken yaşadığınız başlıca zorluklar nelerdir?  
Neden?
7. İleriki yaşantınızda İngilizcenin size ne ölçüde ve hangi alanlarda gerekeceğini düşünüyorsunuz?
8. Eğer seçeneğiniz olsaydı, hazırlık eğitimi almadan bölümünüze Türkçe olarak devam etmek ister miydiniz?
9. Sizin ilave etmek istediğiniz başka görüş veya önerileriniz var mı?



## APPENDIX F: DESCRIPTIVE STATISTICS

**Table A1. EMI and TMI Group Descriptive Statistics**

Item	Group	N	1 Strongly Agree		2 Agree		3 Neither Agree/ Disagree		4 Disagree		5 Strongly Disagree		Mean	Standard Deviation
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
1	EMI	143	91	63,6	45	31,5	3	2,1	2	1,4	2	1,4	1,4545	,73855
	TMI	152	112	73,7	36	23,7	2	1,3	1	,7	1	,7	1,3092	,60059
2	EMI	143	87	60,8	48	33,6	5	3,5	1	,7	2	1,4	1,4825	,73017
	TMI	152	87	57,2	55	36,2	6	3,9	0	0	4	2,6	1,5461	,80428
3	EMI	143	3	2,1	8	5,6	95	66,4	29	20,3	8	5,6	3,2168	,72325
	TMI	152	2	1,3	12	7,9	83	54,6	48	31,6	7	4,6	3,3026	,73727
4	EMI	143	37	25,9	80	55,9	21	14,7	4	2,8	1	,7	1,9650	,76373
	TMI	152	39	25,7	86	56,6	23	15,1	2	1,3	2	1,3	1,9605	,76237
5	EMI	143	12	8,4	12	8,4	48	33,6	48	33,6	23	16,1	3,4056	1,11480
	TMI	152	12	7,9	15	9,9	49	32,2	45	29,6	31	20,4	3,4474	1,15540
6	EMI	143	5	3,5	20	14,0	58	40,6	39	27,3	21	14,7	3,3566	1,00985
	TMI	152	13	8,6	23	15,1	55	36,2	39	25,7	22	14,5	3,2237	1,13463
7	EMI	143	5	3,5	21	14,7	33	23,1	59	41,3	25	17,5	3,5455	1,05301
	TMI	152	9	5,9	26	17,1	42	27,6	54	35,5	21	13,8	3,3421	1,09850
8	EMI	143	33	23,1	83	58,0	16	11,2	10	7,0	1	,7	2,0420	,82968
	TMI	152	36	23,7	63	41,4	30	19,7	19	12,5	4	2,6	2,2895	1,04616
9	EMI	143	52	36,4	78	54,5	11	7,7	1	,7	1	,7	1,7483	,68658
	TMI	152	67	44,1	75	49,3	4	2,6	4	2,6	2	1,3	1,6776	,76861

**Table A1. EMI and TMI Group Descriptive Statistics (continued)**

Item	Group	N	1 Strongly Agree		2 Agree		3 Neither Agree/ Disagree		4 Disagree		5 Strongly Disagree		Mean	Standard Deviation
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
10	EMI	143	28	19,6	63	44,1	38	26,6	13	9,1	1	,7	2,2727	,90524
	TMI	152	52	34,2	62	40,8	29	19,1	6	3,9	3	2,0	1,9868	,93488
11	EMI	143	10	7,0	14	9,8	24	16,8	67	46,9	28	19,6	3,6224	1,11838
	TMI	152	9	5,9	10	6,6	30	19,7	66	43,4	37	24,3	3,7368	1,08412
12	EMI	143	27	18,9	59	41,3	21	14,7	29	20,3	7	4,9	2,5105	1,15592
	TMI	152	28	18,4	47	30,9	32	21,1	35	23,0	10	6,6	2,6842	1,20386
13	EMI	143	9	6,3	45	31,5	38	26,6	44	30,8	7	4,9	2,9650	1,03742
	TMI	152	5	3,3	27	17,8	34	22,4	74	48,7	12	7,9	3,4013	,97831
14	EMI	143	7	4,9	39	27,3	35	24,5	52	36,4	10	7,0	3,1329	1,04973
	TMI	152	10	6,6	39	25,7	38	25,0	48	31,6	17	11,2	3,1513	1,12621
15	EMI	143	88	61,5	51	35,7	3	2,1	1	,7	0	0	1,4196	,57424
	TMI	152	103	67,8	41	27,0	4	2,6	3	2,0	1	,7	1,4079	,70340
16	EMI	143	42	29,4	81	56,6	15	10,5	3	2,1	2	1,4	1,8951	,77563
	TMI	152	33	21,7	57	37,5	31	20,4	26	17,1	5	3,3	2,4276	1,10748
17	EMI	143	8	5,6	23	16,1	50	35,0	51	35,7	11	7,7	3,2378	,99970
	TMI	152	9	5,9	25	16,4	48	31,6	58	38,2	12	7,9	3,2566	1,01965
18	EMI	143	9	6,3	32	22,4	51	35,7	44	30,8	7	4,9	3,0559	,99134
	TMI	152	8	5,3	28	18,4	52	34,2	52	34,2	12	7,9	3,2105	1,00747
19	EMI	143	47	32,9	81	56,6	11	7,7	3	2,1	1	,7	1,8112	,72141
	TMI	152	50	32,9	83	54,6	11	7,2	7	4,6	1	,7	1,8553	,79241
20	EMI	143	29	20,3	56	39,2	34	23,8	19	13,3	5	3,5	2,4056	1,06307
	TMI	152	17	11,2	46	30,3	44	28,9	36	23,7	9	5,9	2,8289	1,09651

**Table A1. EMI and TMI Group Descriptive Statistics (continued)**

Item	Group	N	1 Strongly Agree		2 Agree		3 Neither Agree/ Disagree		4 Disagree		5 Strongly Disagree		Mean	Standard Deviation
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
21	EMI	143	12	8,4	39	27,3	46	32,2	43	30,1	3	2,1	2,9021	,99516
	TMI	152	19	12,5	50	32,9	30	19,7	40	26,3	13	8,6	2,8553	1,19274
22	EMI	143	0	0	2	1,4	8	5,6	48	33,6	85	59,4	4,5105	,66995
	TMI	152	5	3,3	3	2,0	3	2,0	35	23,0	106	69,7	4,5395	,89799
23	EMI	143	33	23,1	72	50,3	25	17,5	8	5,6	5	3,5	2,1608	,96159
	TMI	152	42	27,6	71	46,7	26	17,1	11	7,2	2	1,3	2,0789	,92447
24	EMI	143	37	25,9	91	63,6	12	8,4	3	2,1	0	0	1,8671	,64172
	TMI	152	54	35,5	77	50,7	14	9,2	6	3,9	1	,7	1,8355	,80103
25	EMI	143	70	49,0	67	46,9	5	3,5	1	,7	0	0	1,5594	,60073
	TMI	152	79	52,0	62	40,8	8	5,3	1	,7	2	1,3	1,5855	,74090
26	EMI	143	24	16,8	60	42,0	26	18,2	25	17,5	8	5,6	2,5315	1,13090
	TMI	152	31	20,4	53	34,9	36	23,7	20	13,2	12	7,9	2,5329	1,18443
27	EMI	143	8	5,6	18	12,6	35	24,5	47	32,9	35	24,5	3,5804	1,15315
	TMI	152	12	7,9	15	9,9	27	17,8	50	32,9	48	31,6	3,7039	1,23331
28	EMI	143	33	23,1	90	62,9	15	10,5	4	2,8	1	,7	1,9510	,71531
	TMI	152	80	52,6	50	32,9	9	5,9	5	3,3	8	5,3	1,7566	1,06725
29	EMI	143	78	54,5	61	42,7	4	2,8	0	0	0	0	1,4825	,55479
	TMI	152	114	75,0	33	21,7	3	2,0	1	,7	1	,7	1,3026	,60941
30	EMI	143	62	43,4	71	49,7	9	6,3	1	,7	0	0	1,6434	,63252
	TMI	152	101	66,4	42	27,6	7	4,6	1	,7	1	,7	1,4145	,67544
31	EMI	143	70	49,0	70	49,0	3	2,1	0	0	0	0	1,5315	,54131
	TMI	152	93	61,2	53	34,9	4	2,6	1	,7	1	,7	1,4474	,64889

**Table A1. EMI and TMI Group Descriptive Statistics (continued)**

Item	Group	N	1 Strongly Agree		2 Agree		3 Neither Agree/ Disagree		4 Disagree		5 Strongly Disagree		Mean	Standard Deviation
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
32	EMI	143	109	76,2	30	21,0	3	2,1	1	,7	0	0	1,2727	,53315
	TMI	152	124	81,6	21	13,8	5	3,3	1	,7	1	,7	1,2500	,61170
33	EMI	143	43	30,1	76	53,1	17	11,9	5	3,5	2	1,4	1,9301	,82778
	TMI	152	51	33,6	64	42,1	24	15,8	12	7,9	1	,7	2,0000	,93497
34	EMI	143	12	8,4	29	20,3	32	22,4	47	32,9	23	16,1	3,2797	1,20097
	TMI	152	23	15,1	31	20,4	32	21,1	48	31,6	18	11,8	3,0461	1,26773
35	EMI	143	79	55,2	58	40,6	4	2,8	2	1,4	0	0	1,5035	,62657
	TMI	152	110	72,4	34	22,4	4	2,6	3	2,0	1	,7	1,3618	,69577
36	EMI	143	68	47,6	55	38,5	14	9,8	6	4,2	0	0	1,7063	,81216
	TMI	152	82	53,9	52	34,2	10	6,6	7	4,6	1	,7	1,6382	,85000
37	EMI	143	93	65,0	48	33,6	1	,7	1	,7	0	0	1,3706	,53967
	TMI	152	117	77,0	29	19,1	3	2,0	3	2,0	0	0	1,2895	,60496
38	EMI	143	65	45,5	60	42,0	10	7,0	5	3,5	3	2,1	1,7483	,89181
	TMI	152	84	55,3	44	28,9	12	7,9	5	3,3	7	4,6	1,7303	1,05460
39	EMI	143	44	30,8	55	38,5	31	21,7	10	7,0	3	2,1	2,1119	,99368
	TMI	152	55	36,2	54	35,5	26	17,1	9	5,9	8	5,3	2,0855	1,11548
40	EMI	143	47	32,9	67	46,9	18	12,6	7	4,9	4	2,8	1,9790	,95289
	TMI	152	74	48,7	51	33,6	18	11,8	7	4,6	2	1,3	1,7632	,92598
41	EMI	143	96	67,1	43	30,1	3	2,1	1	,7	0	0	1,3636	,56351
	TMI	152	110	72,4	31	20,4	7	4,6	2	1,3	2	1,3	1,3882	,75511
42	EMI	143	87	60,8	44	30,8	9	6,3	2	1,4	1	,7	1,5035	,73995
	TMI	152	118	77,6	27	17,8	1	,7	2	1,3	4	2,6	1,3355	,79688

## APPENDIX G: ANOVA RESULTS

**Table A2. ANOVA Results**

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Q1</b>	Between Groups	1,556	1	1,556	3,457	<b>,064</b>
	Within Groups	131,922	293	,450		
	Total	133,478	294			
<b>Q2</b>	Between Groups	,297	1	,297	,503	<b>,479</b>
	Within Groups	173,384	293	,592		
	Total	173,681	294			
<b>Q3</b>	Between Groups	,543	1	,543	1,018	<b>,314</b>
	Within Groups	156,359	293	,534		
	Total	156,902	294			
<b>Q4</b>	Between Groups	,001	1	,001	,003	<b>,960</b>
	Within Groups	170,588	293	,582		
	Total	170,590	294			
<b>Q5</b>	Between Groups	,129	1	,129	,100	<b>,752</b>
	Within Groups	378,054	293	1,290		
	Total	378,183	294			
<b>Q6</b>	Between Groups	1,303	1	1,303	1,125	<b>,290</b>
	Within Groups	339,206	293	1,158		
	Total	340,508	294			
<b>Q7</b>	Between Groups	3,047	1	3,047	2,628	<b>,106</b>
	Within Groups	339,665	293	1,159		
	Total	342,712	294			
<b>Q8</b>	Between Groups	4,514	1	4,514	5,029	<b>,026</b>
	Within Groups	263,011	293	,898		
	Total	267,525	294			
<b>Q9</b>	Between Groups	,367	1	,367	,690	<b>,407</b>
	Within Groups	156,141	293	,533		
	Total	156,508	294			
<b>Q10</b>	Between Groups	6,022	1	6,022	7,105	<b>,008</b>
	Within Groups	248,337	293	,848		
	Total	254,359	294			
<b>Q11</b>	Between Groups	,965	1	,965	,797	<b>,373</b>
	Within Groups	355,082	293	1,212		
	Total	356,047	294			
<b>Q12</b>	Between Groups	2,224	1	2,224	1,595	<b>,208</b>
	Within Groups	408,576	293	1,394		
	Total	410,800	294			
<b>Q13</b>	Between Groups	14,025	1	14,025	13,820	<b>,000</b>
	Within Groups	297,345	293	1,015		
	Total	311,369	294			
<b>Q14</b>	Between Groups	,025	1	,025	,021	<b>,885</b>
	Within Groups	347,995	293	1,188		
	Total	348,020	294			
<b>Q15</b>	Between Groups	,010	1	,010	,024	<b>,876</b>
	Within Groups	121,536	293	,415		
	Total	121,546	294			

Table 4.9 ANOVA Results (continued)

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Q16</b>	Between Groups	20,895	1	20,895	22,622	<b>,000</b>
	Within Groups	270,631	293	,924		
	Total	291,525	294			
<b>Q17</b>	Between Groups	,026	1	,026	,026	<b>,873</b>
	Within Groups	298,910	293	1,020		
	Total	298,936	294			
<b>Q18</b>	Between Groups	1,761	1	1,761	1,762	<b>,185</b>
	Within Groups	292,816	293	,999		
	Total	294,576	294			
<b>Q19</b>	Between Groups	,143	1	,143	,249	<b>,618</b>
	Within Groups	168,718	293	,576		
	Total	168,861	294			
<b>Q20</b>	Between Groups	13,206	1	13,206	11,313	<b>,001</b>
	Within Groups	342,028	293	1,167		
	Total	355,234	294			
<b>Q21</b>	Between Groups	,162	1	,162	,133	<b>,715</b>
	Within Groups	355,445	293	1,213		
	Total	355,607	294			
<b>Q22</b>	Between Groups	,062	1	,062	,098	<b>,755</b>
	Within Groups	185,497	293	,633		
	Total	185,559	294			
<b>Q23</b>	Between Groups	,494	1	,494	,556	<b>,456</b>
	Within Groups	260,353	293	,889		
	Total	260,847	294			
<b>Q24</b>	Between Groups	,074	1	,074	,139	<b>,710</b>
	Within Groups	155,364	293	,530		
	Total	155,437	294			
<b>Q25</b>	Between Groups	,050	1	,050	,110	<b>,741</b>
	Within Groups	134,133	293	,458		
	Total	134,183	294			
<b>Q26</b>	Between Groups	,000	1	,000	,000	<b>,992</b>
	Within Groups	393,444	293	1,343		
	Total	393,444	294			
<b>Q27</b>	Between Groups	1,124	1	1,124	,787	<b>,376</b>
	Within Groups	418,503	293	1,428		
	Total	419,627	294			
<b>Q28</b>	Between Groups	2,787	1	2,787	3,337	<b>,069</b>
	Within Groups	244,651	293	,835		
	Total	247,437	294			
<b>Q29</b>	Between Groups	2,384	1	2,384	7,001	<b>,009</b>
	Within Groups	99,785	293	,341		
	Total	102,169	294			
<b>Q30</b>	Between Groups	3,860	1	3,860	8,997	<b>,003</b>
	Within Groups	125,699	293	,429		
	Total	129,559	294			
<b>Q31</b>	Between Groups	,521	1	,521	1,452	<b>,229</b>
	Within Groups	105,187	293	,359		
	Total	105,708	294			
<b>Q32</b>	Between Groups	,038	1	,038	,115	<b>,735</b>
	Within Groups	96,864	293	,331		
	Total	96,902	294			
<b>Q33</b>	Between Groups	,360	1	,360	,460	<b>,498</b>
	Within Groups	229,301	293	,783		
	Total	229,661	294			

Table 4.9 ANOVA Results (continued)

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Q34</b>	Between Groups	4,023	1	4,023	2,634	<b>,106</b>
	Within Groups	447,489	293	1,527		
	Total	451,512	294			
<b>Q35</b>	Between Groups	1,478	1	1,478	3,362	<b>,068</b>
	Within Groups	128,847	293	,440		
	Total	130,325	294			
<b>Q36</b>	Between Groups	,342	1	,342	,494	<b>,483</b>
	Within Groups	202,763	293	,692		
	Total	203,105	294			
<b>Q37</b>	Between Groups	,485	1	,485	1,472	<b>,226</b>
	Within Groups	96,620	293	,330		
	Total	97,105	294			
<b>Q38</b>	Between Groups	,024	1	,024	,025	<b>,875</b>
	Within Groups	280,878	293	,959		
	Total	280,902	294			
<b>Q39</b>	Between Groups	,051	1	,051	,046	<b>,831</b>
	Within Groups	328,098	293	1,120		
	Total	328,149	294			
<b>Q40</b>	Between Groups	3,433	1	3,433	3,893	<b>,049</b>
	Within Groups	258,411	293	,882		
	Total	261,844	294			
<b>Q41</b>	Between Groups	,044	1	,044	,099	<b>,753</b>
	Within Groups	131,190	293	,448		
	Total	131,234	294			
<b>Q42</b>	Between Groups	2,079	1	2,079	3,508	<b>,062</b>
	Within Groups	173,636	293	,593		
	Total	175,715	294			

## APPENDIX H: SAMPLE EMI STUDENT INTERVIEW

### (EMI Interviewee 1)

*Bölümünüzü öğrenebilir miyim?*

Kimya.

*Üniversite eğitiminizi İngilizce olarak yapmak konusunda ne düşünüyorsunuz?  
Olumlu yönleri nelerdir? Olumsuz yönleri nelerdir?*

Şimdi İngilizce eğitim... sonuçta dünya dili olarak İngilizce konuşuluyor her ülkede neredeyse... bilinmesi gereken bir dil ve artık sadece ülke içinde değil ülke dışında yani international bir şey nasıl diyeyim işte çalışmak istiyorsak zaten İngilizce gerekli, bu yüzden İngilizce eğitim zaten olması gereken bir şey. Olumsuz yönleri şöyle... Türkiye'de en azından lisede verilen İngilizce eğitimle burada bizim hani hazırlıkta aldığımız İngilizce eğitim çok farklı. Yani biz lisede herhangi bir temel almadan buraya geliyoruz ve en baştan İngilizce öğrenmeye başlıyoruz. Sadece hazırlık senesi için hani bu çok zorlayıcı olabiliyor çoğu öğrenci için ki bu benim için de böyle, mesela ben sınıfta kaldım hani geçen sene. Onun dışında, işte tarih mesela, tarih bölümünün İngilizce olması bence bana biraz gereksiz geliyor...

*Sizin bölümünüz Tarih miydi?*

Benim bölümüm Kimya, hayır, ama hani böyle bölümler için söylüyorum, en azından ODTÜ için konuşuyorum. Hani Tarih, Sosyoloji, Felsefe, böyle bölümlerin İngilizce öğretilmesi hem çok zor öğrenciler açısından, işte makalelerdir, şunlardır, bunlardır, hem de... uluslararası bir işte çalışma ihtimalleri daha düşük hani diğer bölümlere göre. Olumsuz da başka bir yönü olduğunu düşünmüyorum.

*Üniversitenizde verilen hazırlık eğitiminin sizin amaçlarınıza yönelik olduğunu düşünüyor musunuz?*

Kesinlikle düşünüyorum. Zaten hani İngilizce bir eğitim alınacaksa Türkiye üzerinde kesinlikle ODTÜ'de alınmalı bence. Çok da güzel eğitim veriyorlar bence.

*İngilizcenizi geliştirmek için nelerden faydalanıyorsunuz?*

Dizi izliyorum ben zaten yabancı dizi izlemeyi hani çok severim ve bunun bana çok büyük bir katkısı olduğuna eminim. Onun dışında pek de hani artı olarak işte ders çalışmanın dışında bir şey yapmıyorum.



*İngilizceyi nasıl çalışıyorsunuz?*

İngilizceyi nasıl çalışıyorum... Gramer temeli oluşturuyorum, üstüne kelime çalışıyorum, en son işte 'reading'dir, 'listening'dir, öyle şeyleri ekliyorum.

*Genel olarak İngilizce öğrenirken yaşadığınız başlıca zorluklar nelerdir?*

Kesinlikle kelime... Bir hani okunuşu yazılışından farklı olması çok büyük bir sorun. Hani mesela duyduğunuz bir kelime var, hani o aklınızda kalıyor ama sınavda yazmanız gerekiyor, hani anlamını da biliyorsunuz, kelimenin nasıl telaffuz edildiğini de biliyorsunuz, ama yazamıyorsunuz yani, o yüzden en büyük sıkıntı kelime bence.

*İleriki yaşantınızda İngilizcenin size ne ölçüde ve hangi alanlarda gerekeceğini düşünüyorsunuz?*

Şöyle... zaten şimdi uluslararası değişim programları var ki bu programlar için de İngilizce şart yani. Yurt dışına çıkmak için, yurt dışında çalışmak için, orada yaşamak için, hepsini geçtim hani gezmeye gittiğinizde bile en azından kendinizi ifade edebilmek için İngilizce zaten şart.

*Eğer seçeneğiniz olsaydı, hazırlık eğitimi almadan bölümünüze Türkçe olarak devam etmek ister miydiniz?*

ODTÜ'de böyle bir şansım olsaydı isterdim.

*Sizin ilave etmek istediğiniz başka görüş veya önerileriniz var mı?*

Yok, teşekkür ediyorum.

*Ben çok teşekkür ediyorum.*

## APPENDIX I: SAMPLE TMI STUDENT INTERVIEW

### (TMI Interviewee 3)

*Bölümünüzü öğrenebilir miyim?*

Hukuk.

*Sizin yüzde yüz Türkçe, değil mi?*

Evet.

*Şu anda sistem tekrar değişti, sizin durumunuz nedir? Yine TOEFL'u vermek zorunda mısınız?*

Yani biz bölüme şartlı geçiş yapabiliyoruz ama bölüm bittikten sonra eğer TOEFL'u veremezsek alamıyoruz belgemizi.

*Mezun olamıyor musunuz?*

Evet, mezun olamıyoruz.

*Siz ne düşünüyorsunuz peki şartlı geçişle ilgili? Yine bitirmeyi düşünüyor musunuz hazırlığı?*

Tabi. Şartlı geçiş tabi yapılabilir ama bölüme başladıktan sonra vermenin imkanı yok yani hukuk gibi bölümde eğer şimdi veremezseniz asla veremezsiniz.

*Peki, üniversite eğitiminin İngilizce olarak yapılması konusunda ne düşünüyorsunuz? Siz ister miydiniz bölümünüzün bir kısmını İngilizce görmek?*

Bence benim bölümümde İngilizce olarak görmek sadece belki hukuk kurallarını İngilizceye çevirmek, terimler olabilir, o zaten o ders veriliyor bizim okulda... Ama onun haricindeki bölümlerin tamamen İngilizce olmasının daha iyi olacağını düşünüyorum. Türkçe bölümlü olması bana daha saçma geliyor.

*Üniversitenizde verilen hazırlık eğitiminin sizin amaçlarınıza yönelik olduğunu düşünüyor musunuz?*

Tabi ki ama... sonuçta insanın kendine katması gereken şeyler var yani okuldan mezun olmanız bir şey ifade etmiyor, seçeceğiniz alan, uzmanlaşacağınız yer size kalmış bir şey, dolayısıyla bunu master la doktorayla destekliyorsunuz ya da okulda o bölüme doğru yöneliyorsunuz ama tabi ki okul sizin tamamen ne yapmak istediğinizle ilgili bir yer değil, sadece basic yani temel şeyler veriliyor.

*İngilizce çalışırken sizi en çok motive eden nedir?*

Herhalde yabancı kaynakları anlayabilmek, ondan sonra yabancı insanlarla iletişim kurabilmek beni daha çok İngilizce'ye itiyor.

*İngilizcenizi geliřtirmek için nelerden faydalanıyorsunuz?*

Yabancı insanlarla çok konuřuyorum... sürekli yabancı film izliyorum, konuřuyorum, TOEFL kaynaklarına bakıyorum, kısıtlı zaten İngilizce öğrenmek için yapılabilecek şeyler.

*İngilizceyi nasıl çalışıyorsunuz?*

Genelde önce grameri çalışıyorum ve İngilizce kitap okuyorum o şekilde bir de sürekli konuřtuğumdan dolayı.

*Genel olarak İngilizce öğrenirken yaşadığınız başlıca zorluklar nelerdir? Neden?*

Benim daha çok sıkıntım gramerle ilgili.

*İleriki yaşantınızda İngilizcenin size ne ölçüde ve hangi alanlarda gerekeceğini düşünüyorsunuz?*

Ya mesela Hukuk gibi bir alanda şöyle olabilir... mesela bu yeni şeyde, Enerji avukatlığı diye bir şey var mesela... böyle uluslararası şirketlerde çalışıyorsunuz ve sonuçta iş arkadaşlarınız ya da yaptığınız anlaşmalar İngilizce oluyor, hatta başka diller de öğrenmek gerekiyor, yani sadece bu değil. Dolayısıyla böyle Enerji avukatlığı gibi şeylerde Rusça Arapça çok gereken şeyler yani sadece bir dil değil bütün dillerle, öğrenebildiğimiz kadar dillerle desteklemek gerekiyor. İngilizce bu konuda belki international şirketler dolayısıyla olabilir.

*Eğer seçeneğiniz olsaydı, hazırlık eğitimi almadan bölümünüze Türkçe olarak devam etmek ister miydiniz?*

Hayır, asla.

*Sizin ilave etmek istediğiniz başka görüş veya önerileriniz var mı?*

Hayır, teşekkür ederim

*Ben çok teşekkür ederim.*

## APPENDIX J: TURKISH SUMMARY

### EĞİTİM DİLİNİN ÖĞRENCİLERİN YABANCI DİL ÖĞRENİM İNANIŞLARI ÜZERİNDEKİ ETKİSİ

#### GİRİŞ

İngiliz dili günümüz küresel ve dinamik dünyasında altın çağını yaşamaktadır. Tarih boyunca İngiltere ve Amerika'nın etkisiyle kullanımı yaygınlaşan İngilizce, İkinci Dünya Savaşı sonrasında, başta Birleşmiş Milletler Topluluğu olmak üzere birçok uluslararası kuruluşun resmi dili olmuştur. İngilizcenin küreselleşmenin etkisiyle giderek yaygınlaşan kullanımı, başta yüksek öğrenim kuruluşları olmak üzere, dünya çapında ve Türkiye'de eğitim kurumlarının İngilizceyi ders müfredatlarına eklemelerini zorunlu kılmıştır.

Avrupa'da yüksek öğrenim alanında uluslararası işbirliği yolunda, Türkiye'nin de aralarında bulunduğu üye ülkeler tarafından 1999'da imzalanan Bologna Deklarasyonu ile, yüksek öğretim sistemleri arasında karşılaştırma ve uyumun sağlanabileceği bir Avrupa Yüksek Öğretim Alanı (EHEA) oluşturulması amaçlanmıştır. Üniversiteler arası öğrenci ve öğretim üyesi hareketliliği, eğitim kalitesi, yaşam boyu öğrenme ve istihdam ana hedefleri arasında yer almaktadır.

Avrupa Konseyi tarafından 2002'de öne sürülen dil politikası, Avrupa vatandaşlarının küresel dünyada rekabet edebilmeleri açısından, kendi ana dilleri dışında en az iki yabancı dil daha öğrenmeleri konusundaki gerekliliği vurgulamıştır. Bu bağlamda, Avrupa Komisyonu 2003 Eylem Planında, zaten yoğun olan ders müfredatlarına yabancı dili entegre etmenin bir yolu olarak, CLIL (içerik ve dili bir arada öğrenme) metodu önerilmiştir. Teoride CLIL'nin hedefi

herhangi bir yabancı dilin öğrenilmesi olsa da, pratikte Avrupa ve dünyada İngilizce hakimiyet sürmektedir. Türkiye’de de durum aynıdır.

Hali hazırda Türkiye’de, 105’i devlet, 72’si özel olmak üzere, toplamda 177 üniversite mevcuttur. Bu kurumlarda eğitim genel olarak İngilizce, Türkçe veya ikisinin karması olarak verilmektedir.

Yüksek Öğrenim Kurumu (YÖK), süregelen yıllarda üniversitelerde yabancı dil öğretimine büyük önem vermiştir. Öyle ki, 1996 yönetmeliğinde, lisans programlarındaki eğitim diline bakılmaksızın, hazırlık eğitimi bütün öğrenciler için zorunlu hale getirilmiştir. 2009 Haziran ayında, eğitimlerini tamamen Türkçe olarak göreceğ öğrenciler için hazırlık sınıfının tercihe bırakılması yolunda mevzuatta değişikliğe gidilmiştir. Değişikliği olumlu bulanlar, uygulamanın İngilizce verilen ders sayısında artış sağlayacağını öne sürmüşler, olumsuz bulanlar ise hazırlık sınıfının isteğe bağlı bırakılmasının bazı öğrencilerin hazırlık eğitimi almamaları sonucunda uluslar arası akademik literatürü takip edememelerine ve bu durumun orta ve uzun vadede kuruluşlarının eğitim standartlarında düşüşe yol açacağını belirtmişlerdir. Sonuç itibarıyla, Haziran 2009 yönetmeliği Ekim 2009’da askıya alınmış, ve Ekim 2011 tarihinde de yürürlükten kaldırılmıştır.

Yakın bir geçmişte, 26 Kasım 2014’de, Haziran 2009 yönetmeliğine benzer olarak, eğitim dili tamamen Türkçe olan lisans programları için tekrar hazırlık sınıfı muafiyeti getirilmiştir. Mevzuatı destekleyenlerin de, karşı çıkanların da sebepleri her ne kadar meşru olsa da, hazırlık öğrencilerinin kendi yabancı dil öğrenim inanışlarının açığa çıkarılması tartışmalara ışık tutabilme açısından önem teşkil etmektedir.

Bu çalışmanın amacı, eğitim dilinin, üniversite öğrenimlerini İngilizce (EMI) veya Türkçe (TMI) olarak göreceğ olan hazırlık sınıfı öğrencilerinin, motivasyon, strateji, dil öğreniminin yapısı, zorluk ve eğilim ile ilgili dil öğrenim inanışları

üzerindeki etkisinin incelenmesidir. Aşağıda verilen araştırma sorularına yanıt aranmıştır:

1. EMI ve TMI öğrencilerinin ‘dil öğrenim motivasyonu’ ile ilgili inanışları nelerdir? Benzer ve farklı inanışlar var mıdır?
2. EMI ve TMI öğrencilerinin ‘dil öğrenim stratejileri’ ile ilgili inanışları nelerdir? Benzer ve farklı inanışlar var mıdır?
3. EMI ve TMI öğrencilerinin ‘dil öğrenim zorlukları’ ile ilgili inanışları nelerdir? Benzer ve farklı inanışlar var mıdır?
4. EMI ve TMI öğrencilerinin ‘dil öğreniminin yapısı’ ile ilgili inanışları nelerdir? Benzer ve farklı inanışlar var mıdır?
5. EMI ve TMI öğrencilerinin ‘dil öğrenim eğilimi’ ile ilgili inanışları nelerdir? Benzer ve farklı inanışlar var mıdır?

Bugüne kadar anadilde eğitime karşın yabancı dilde eğitim yapılması üzerine sayısız çalışma yapılmıştır. Çeşitli değişkenlerin öğrencilerin yabancı dil veya ikinci dil öğrenim inanışları üzerindeki etkisini araştıran çalışmalar da oldukça fazladır. Ancak, eğitim dilinin öğrencilerin dil öğrenim inanışları üzerindeki etkisini araştıran çalışma sayısı yok denecek kadar azdır. Bu çalışma, bu anlamda literatüre katkı sağlayacağından dolayı önem arz etmektedir.

Yabancı dil eğitiminde, kişisel farklılık faktörlerinden önemli biri olarak belirtilen dil öğrenim inanışlarının, öğrencilerin motivasyon durumlarını, stratejilerini, performanslarını, dolayısıyla başarılarını etkiledikleri daha önce yapılan araştırmalarda gözlemlenmiştir. Bu çalışmanın bir diğer önemi, eğitim dilinin bu inanışlar üzerindeki etkisinin açığa çıkarmak yoluyla, yüksek öğretim kurumlarında verilen akademik programlardaki eğitim dilinin saptanması, ve hazırlık sınıfları ders müfredatının hazırlanması ve uygulanması konusunda fayda sağlayabileceği olacaktır.

## LİTERATÜR TARAMASI ÖZETİ

Fishbein ve Ajzen (1975), inanışların, insan davranışları ve öğrenimi ile ilgili olan her disiplinde temel yapı taşlarından bir olduklarını belirtmişlerdir. Bunun sebebi, inanışların eylemlere yol açan tutumların gelişimine yol açmaları olarak gösterilmiştir. Ajzen'in (2005) belirttiği gibi herhangi bir obje ile ilgili inanışlar onu belli özellikler ile ilişkilendirerek oluşur. Eğer ilişkilendirilen özellikler olumlu ise, otomatik olarak pozitif bir tutum oluşur. Bunun tersi olarak, özelliklerin olumsuz olması halinde, negatif bir tutum oluşur. Objenin söz konusu özelliklere sahip olması subjektif bir varsayımdır ve bu değer kişinin tutumunu belirleyen inanışın kuvvetini etkileyen en önemli faktördür. İnanışlar doğrudan gözlem sonucunda kişisel çıkarımlarla veya dolaylı olarak çevresel kaynaklardan gelen bilgilerin algılanması yoluyla oluşmaktadır. Tutumların inanışlardan kaynaklandığı gibi, eylemler de tutumlardan kaynaklanır. Kişiler bir davranışı o eyleme karşı olumlu bir tutum içerisinde iseler planlarlar ve bu planlarını eylemlere dönüştürürler.

Dewey'e (1938) göre eylemlerin sonucu olarak oluşan pozitif ya da negatif deneyimler, inanışların değerlendirilmesi, seçilmesi, veya reddedilmesi konusunda standartlar oluştururlar. Yapılandırılan inanışlar döngüye yeniden yeni deneyimlere yol açacak eylemlere sebebiyet vermek üzere katılırlar. Dewey, deneyimin sürekli olarak yeniden yapılandırıldığı bu sonsuz döngüyü 'öğrenme' olarak tanımlamıştır.

Her öğrenci sınıfa, daha önceki öğrenim deneyimlerine bağlı olarak İngilizce ve İngilizce öğrenme konusunda, inanışlarından kaynaklı kişisel bir tutumla gelir. Eğer öğrencinin tutumu olumlu ise, dili öğrenme konusunda plan yapar ve bu planı eyleme dönüştürür. Diğer taraftan, eğer tutum olumsuzsa, öğrenci dili öğrenmek adına herhangi bir niyet beslemez. Dolayısıyla, inanışlar öğrenim sürecini hem kolaylaştırabilir hem de sekteye uğratabilir. Bu sebepten eğitimci,

öğrencilerinin yalnızca dil öğrenim inanışlarını öğrenmekle kalmayıp, aynı zamanda bu inanışların işlevsel olup olmadıklarını belirleyerek, öğrencinin gelecekteki deneyimlerin eğitim kalitesini yükseltebilmek açısından işlevsel olmayanların düzeltilmesini temin etmelidirler.

Bartlett (1932) tarafından ifade edildiği gibi, öğrenci yeni bilgi ve var olan şeması (düşünsel çerçeve kuramı) arasında sürekli bir bağlantı kurma çabası içerisinde. Öğretmenleri, arkadaşları, vs. ile resmi ya da gayri resmi dil öğrenimi süresi boyunca şema devamlı kontrol edilir, aktive edilir ve yeniden yapılandırılır. Öğrenme, yeni bilginin var olan bilgiye asimile edilmesi yoluyla bireyin ihtiyaç ve durumlara adapte olabilme derecesidir (Piaget, 1952).

Dil öğrenim inanışlarının epistemolojik inanışlar (genel öğrenme inanışları) ile bağlantılı oldukları gözlemlenmiştir. Kişisel epistemoloji alanındaki çalışmalara öncülük eden Perry (1970), Harvard üniversitesinde dört sene içerisinde öğrenci inanışlarının uğradıkları değişiklikleri araştırmıştır. Yıllık olarak uyguladığı anket ve mülakatlarda Perry öğrencilerin çoğunun üniversite eğitimlerinin sonunda daha sofistike inanışlar sergilediklerini ortaya çıkarmıştır. Bunun sonucunda ikicilik, çoğulculuk, görecelilik, ve bağlamsal görecelilik aşamalarından oluşan ‘Zihinsel ve Etik Gelişim’ modelini geliştirmiştir.

Üniversite öğrenimlerinin ilk senesinde olan öğrencilerin bilgi konusunda *ikicilik* (örneğin, doğru ya da yanlış, siyah ya da beyaz) inanışlara, kesin bilginin sahibi olarak da otoriteyi gördükleri gözlemlenmiştir. Öğrenciler *çoğulculuk* aşamasına geçtiklerinde, otoritenin dışında da değişik görüşler olabileceğini ve bilginin kesin olamayabileceğini konusunda inanışlar sergilemişlerdir. *Görecelilik* aşamasına gelen öğrenciler ise, bilginin göreceli, şartlar ve çevresel faktörlere bağlı olduğunu ve kendilerinin de bilginin kaynağı olabileceklerine inanmaya başlamışlardır. Perry en son, üniversite öğrencilerinde sıklıkla görülmemesine rağmen, *bağlamsal görecelilik* aşamasını tanımlamıştır. Değer yargılarına,



kariyere, ilişkilere, ve kişisel kimliğe bağlılık olarak ifade edilen bu seviyedeki inanışların daha çok lisansüstü öğrenim gören bireylerde gözlendiği belirtilmektedir.

Perry tarafından önerilen bu modelde, inanışların içsel ve resmi gelişimsel süreçlerden geçerek aşamalı olarak gelişme gösterdiklerine vurgu yapılmıştır. Schommer (1990) ise, inanışların birbirinden bağımsız olarak farklı derecelerde gelişim gösterebileceklerini savunarak, bilginin yapısı, değişmezliği, kaynağı, hızı, ve kontrolü konusunda ifadeler barındıran ‘Epistemolojik İnanışlar Ölçeği’ni oluşturmuştur. Bu ölçek kullanılarak yapılan çalışmalarda, epistemolojik inanışlar ile öğrencilerin anlama, anlama ve çalışma stratejileri ve metni yorumlayabilme başarıları arasında ilişki olduğu ortaya çıkarılmıştır. Bu bağlamda Schommer, epistemolojik inanışların üst düzey düşünme becerileri üzerinde etkili oldukları sonucuna ulaşmıştır.

Mori (1999), Schommer’in ‘Epistemolojik İnanışlar Ölçeği’ni yabancı dil alanında uyguladığı çalışmasında, çeşitli seviyelerde Japonca öğrenimi gören öğrencilerin, örneğin ‘Bilgi kesindir’ veya ‘Öğrenme çabuktur’ gibi genel öğrenme inanışlarının yabancı dil öğrenim inanışlarını etkilendiklerini ortaya çıkarmıştır.

Wenden’e (1999) göre öğrenci inanışları ve biliş ötesi bilgi eşanlamlıdır. İnanışların biliş ötesi bilginin bir alt kümesi olduğunu savunarak, Flavell (1979, 1987) tarafından geliştirilen ‘Biliş ve Üstbiliş’ modelinin yabancı dil öğrenim alanına da uygulanabileceğini belirtmiştir. Modelde yer alan *birey* bilgisinin bu alanda sıklıkla araştırılan yaş, cinsiyet, eğilim, motivasyon gibi insan faktörlere ilave olarak kişinin bu değişkenler ile ilgili yeterlilik, başarı gibi deneyimleri de kapsadığını; *görev* bilgisinin öğrencilerin verilen görev ile ilgili bilgilerini ve bu görevin onların dil öğrenme amaçlarına ne derecede katkı sağlayacağı, gerektireceği çabayı, sonucu ve kişinin görevi yerine getirebilme konusundaki yeterlilik inanışlarını kapsadığını; *stratejik* bilginin ise genel olarak stratejilerin ne

olduđu, neden faydalı oldukları, ne zaman ve hangi durumlarda kullanılmalrı gerektiđi, ve öğrenim sürecini nasıl kolaylaştırabilecekleri gibi inanışları kapsadığını belirtmiştir.

Wenden bilgi ve inanış terimleri arasındaki genel farkın bilginin daha çok resmi eğitim kanalıyla edinilen belli bir disipline özgü bilimsel ve objektif gerçekleri yansıttığını, inanışların ise kişilerin güçlü bir bağlılıkla tutundukları sübjektif değer yargıları olduğunu ifade etmiştir.

## **ARAŞTIRMA YÖNTEMİ**

Öğrencilerin yabancı dil öğrenim inanışlarının sosyokültürel ve bilişsel faktörler tarafından şekillendirildiđi göz önünde bulundurularak, inanışların araştırılması konusunda sosyokognitif bir yaklaşım tarzı benimsenmiştir. Çalışmada uygulanan nitel ve nicel yöntemleri kapsayan karma araştırma yöntemi de bu tarzı desteklemektedir.

Çalışma Ankara'da yer alan, eğitim dili tamamen İngilizce olan Orta Dođu Teknik Üniversitesi (ODTÜ), ve eğitimini bazı programlarda yüzde 100 Türkçe diğerlerinde ise yüzde 70 Türkçe ve yüzde 30 İngilizce olarak karma vermekte olan TOBB Ekonomi ve Teknoloji Üniversitesi'nde gerçekleştirilmiştir (TOBB). Her iki üniversitede de hazırlık eğitimi tüm programlar için zorunludur. TOBB'da yeni YÖK yönetmeliđi doğrultusunda, yüksek öğrenimlerini Türkçe olarak göreceğ öğrencilere bir yılın sonunda hazırlık sınıfından geçer not almasalar dahi, lisans eğitimlerine başlama hakkı tanınmaktadır. Ancak bu öğrenciler mezuniyetlerine kadar TOEFL-ITP sınavından geçer not almak durumundadırlar.

Araştırma verileri anket ve mülakat yöntemleriyle, toplamda ankete 295, mülakata 26 öğrencinin katılımıyla toplanmıştır. Anket yöntemi, araştırmanın amacına uygun olarak, yüksek oranda katılımın sağlanabileceđi, gerçekçi, davranışsal ve tutumsal faktörlerin objektif olarak yansıtılacağı bir metot olması bakımında

seçilmiştir. Araştırmada kullanılan anket, Türkçe olarak ve Horwitz'in BALLI (Dil Öğrenim İnanışları Envanteri) enstrümanı baz alınarak hazırlanmıştır. Toplam üç bölümden oluşan anketin ilk bölümünde katılımcıların demografik özelliklerinin çoktan seçmeli ve açık uçlu sorularla ortaya çıkarılması amaçlanmıştır. İkinci bölümde BALLI başta olmak üzere farklı kaynaklardan derlenen ve araştırmacının kendisinin ilave ettiği Likert ölçekli sorular yoluyla öğrencilerin dil öğrenim inanışlarının saptanması hedeflenmiştir. Son bölümde yine çoktan seçmeli ve açık uçlu sorular yoluyla katılımcıların İngilizce çalışmalarındaki davranışsal özelliklerinin belirlenmesi hedef alınmıştır. Araştırma anketi geliştirme, değerlendirme ve pilot uygulama süreçlerinden geçerek ODTÜ'de 143 ve TOBB'da 152 öğrenci katılımcıyla gerçekleştirilmiştir.

Anketlerden elde edilen veriler, yüz yüze mülakatlardan elde edilen verilerle desteklenmiştir. Aynı geliştirme ve uygulama aşamalarından geçen mülakatlar, her üniversiteden 13'er gönüllü öğrenci ile yüz yüze olarak Türkçe yapılmış, görüşmeler veri analizi açısından kaydedilmiştir.

## **VERİ ANALİZ VE SONUÇLARI**

BALLI envanterinin öğrencilerin yabancı dil öğrenim inanışlarının araştırılmasındaki popülaritesine rağmen, bazı araştırmacılar BALLI kategorilerinin istatistiksel bir zemine dayalı olmadan Horwitz tarafından subjektif olarak belirlenmesini ve veri analizinde çıkarımsal istatistik verilerine yer verilmeyerek yalnızca betimsel istatistik kullanılmasını eleştirmişlerdir. Bu eleştirilerin gerçeklik payını araştırmak amacıyla araştırmada elde edilen anket verilerine PCA (Temel Bileşen Analizi) uygulanmıştır. Analiz sonucu olarak dört temel bileşen elde edilmiştir. İnceleme sonucunda bileşenlerde beliren değişkenlerin Horwitz tarafından belirlenen temalarla yüksek oranda benzerlik taşıdıkları gözlemlenmiştir. Yalnızca ikinci bileşende dil öğrenim kaygısı, Horwitz teması olan dil öğrenim zorluklarından daha baskın çıkmıştır. Temel farklılık öğelerin gruplandırılmasında gözlemlenmiştir. PCA'da bazı öğeler Horwitz'in belirlediği kategorilerde değil, farklı bileşenlerde ortaya çıkmışlardır.

Bu aşamayı takiben, ankette yer alan Likert ölçekli sorulara, ‘1: Kesinlikle Katılıyorum’, ‘2: Katılıyorum’, ‘3: Kararsızım’, ‘4: Katılmıyorum’, ‘5: Kesinlikle Katılmıyorum’ olmak üzere verilen yanıtlar SPSS programında betimsel istatistik incelemesine tabi tutularak grup içi aritmetik ortalama, frekans, yüzde, standart sapma değerlerine ulaşılmıştır. Daha sonra her iki grubun cevap ortalamalarındaki farklılıkların istatistiksel anlam bakımından analizi için ANOVA uygulanmıştır.

Anketin son bölümündeki açık uçlu sorular ve mülakatlardan elde edilen veriler içerik analiz yöntemiyle değerlendirilmiştir.

İstatistik sonuçlarına göre genel olarak EMI ve TMI grupları benzer dil öğrenim inanışları sergilemişlerdir. Yüzde verilerinin analizine göre, PCA’da açığa çıkarılan temalar ve öğeler ışığı altında iki grup arasında aşağıda belirtilen ifadelerde benzerlikler ve farklılıklar gözlemlenmiştir:

#### 1. a) Dil Öğrenim Motivasyonu

Her iki gruptaki katılımcılar çoğunlukla aşağıdaki öğeler için *Kesinlikle Katılıyorum* şikkını işaretlemişlerdir:

- ‘32. İngilizceyi iyi öğrenmek istiyorum’
- ‘35. İngilizceyi iyi derecede bilmek, iyi bir iş bulmamızda yardımcı’
- ‘37. Uluslararası bir dil olduğu için, İngilizce öğrenmek diğer ülkelerdeki insanlarla iletişim kurmamızda yardımcı olur’
- ‘38. İngilizce öğrenmek kişisel gelişimime katkıda bulunacaktır’
- ‘41. İngilizce öğrenmek eğitim hayatım için gereklidir’
- ‘42. İngilizce bana iş hayatımda gerekli olacaktır’

Mülakatlardan elde edilen veriler de bu bulguları desteklemektedir. Gerek EMI, gerekse TMI katılımcılarının çoğu İngilizceyi en başta daha iyi *kariyer olanakları*

için öğrenmek istediklerini belirtmişlerdir. Akabinde *akademik* sebepleri ve yabancılarla iletişim kurma gibi *sosyal* sebepleri sıralamışlardır.

Aşağıda verilen öğelerde ise EMI grubu *Katılıyorum*, TMI grubu ise *Kesinlikle Katılıyorum* şıklarını çoğunluk olarak işaretlemişlerdir:

- '39. İngilizce öğrenmek zihinsel gelişimime katkıda bulunacaktır'
- '40. İngilizceyi iyi öğrenirsem, sosyal yaşantımda kullanmak için birçok fırsatım olacaktır'

ANOVA sonuçlarına göre, 40. soruda oluşan farklılık istatistiksel anlam taşımaktadır. Mülakatlarda da daha yüksek sayıda TMI öğrencisi yabancılarla iletişim kurma isteği belirtmişlerdir.

#### 1. b) Dil Öğrenim Stratejileri

EMI ve TMI grubu öğrencilerinin büyük bir çoğunluğu

- '24. Eğer İngilizce bir kelimenin anlamı bilinmiyorsa, tahmin yürütmekte sakınca yoktur' ögesine *Katılıyorum*,
- '25. İngilizce öğrenirken çok tekrar ve pratik yapmak önemlidir' ve '31. İngilizce öğrenirken bolca İngilizce kitap, gazete, dergi, vb. okuyarak yapmak faydalı olur' öğeleri için *Kesinlikle Katılıyorum* şikkını işaretlemişlerdir.

Aşağıdaki öğelerde ise EMI öğrencilerinin çoğu *Katılıyorum* şikkını işaretlerken, TMI öğrencilerinin çoğu *Kesinlikle Katılıyorum* şikkını işaretlemişlerdir:

- '28. İngilizce öğrenirken bilgisayar uygulamaları, öğretici web siteleri vb. ile pratik yapmak faydalı olur'
- '29. İngilizce öğrenirken İngilizce TV seyrederek, film seyrederek, vb. ile pratik yapmak faydalı olur'

- '30. İngilizce öğrenirken İngilizce radyo, CD, podcast vb. dinleyerek pratik yapmak faydalı olur'

ANOVA sonuçlarına göre, iki grup tarafından 29. ve 30. sorulara verilen cevaplardaki farklılıklar istatistiksel anlam taşımaktadır.

Bu sonuçlar anketin üçüncü bölümünden elde edilen veriler ve mülakat verileri ile benzerlik göstermektedirler. Ankette yer alan 'En çok çalışmayı sevdiğiniz dilsel alan aşağıdakilerden hangisidir?' çok seçmeli sorusuna daha yüksek oranda TMI öğrencisi 'Dinleme' cevabını vermiştir. Sebebini soran açık uçlu soruya çoğunluk olarak 'Dizi, film seyrederek pratik yapmak eğlenceli' cevabını vermişlerdir. Mülakatta da her iki gruptan yüksek sayıda öğrenci İngilizce öğrenmek için dizi, film, animasyon seyrettiklerini dile getirmişlerdir.

İki grup arasında gözlemlenen bir diğer fark ankette çoktan seçmeli soru olarak yer alan günlük ders dışı İngilizce çalışma saatlerinde gözlemlenmiştir. EMI öğrencilerinin çoğu günde ortalama 1-2 saat çalıştıklarını belirtirken, TMI öğrencileri 1 saatten az şikkını işaretlemişlerdir.

## 2. Dil Öğrenim Kaygısı/ Zorluğu

EMI ve TMI öğrencilerinin çoğu

- '2. Bazı insanların yabancı dil öğrenmeye karşı özel bir yetenekleri vardır' ögesi için *Kesinlikle Katılıyorum*,
- '11. İngilizce konuşmak, söyleneni anlamaktan daha kolaydır' ögesi için *Katılmıyorum*,
- '23. Yabancılarla İngilizce pratik yapma fırsatlarını değerlendiririm' ögesi için *Katılıyorum*,
- '26. Başkaları ile İngilizce konuşmak stresli olabilir' ögesi için *Katılıyorum* şikkını işaretlemişlerdir.

İki grubun cevabı aşağıdaki ögeler için, aynı zamanda ANOVA sonuçlarına göre de anlamlı olan farklılıklar taşımaktadır:

- '8. Herkes yabancı bir dil konuşmayı öğrenebilir' ve '13. İngilizce öğrenmesi zor bir dildir' ögelerine EMI öğrencilerinin çoğu *Kesinlikle Katılıyorum* şikkını işaretlerken, TMI öğrencilerinin çoğu *Katılıyorum* şikkını işaretlemişlerdir,
- 'Ben çok iyi İngilizce konuşmayı öğreneceğime inanıyorum' ögesine ise, TMI öğrencilerinin çoğu *Kesinlikle Katılıyorum* cevabını verirken, EMI öğrencilerinin çoğu *Katılıyorum* cevabını vermişlerdir.

Bu cevaplar EMI öğrencilerinin daha yüksek kaygı düzeylerine işaret etmektedir.

Anketin son bölümünde yer alan 'En az çalışmayı sevdiğiniz dilsel alan aşağılardan hangisidir?' seçmeli sorusuna EMI öğrencilerinin cevabı sırasıyla 'Konuşma', 'Kelime' ve 'Dil Bilgisi' olmuştur. Mülakata katılan EMI öğrencileri de bunlara paralel olarak İngilizce öğrenirken yaşadıkları en büyük zorluk olarak kelimelerin yazılışları, ezberlemesi, ve hatırlaması, ayrıca Türkçe ve İngilizce gramerleri arasındaki yapısal farklılıkları belirtmişlerdir.

TMI öğrencilerinin çoğu da en az çalışmayı sevdiükleri dilsel alanı 'Konuşma' olarak belirtmişlerdir. Onlar da EMI öğrencileri gibi bunun sebebinin İngilizceyi iyi konuşamadıklarını düşünmeleri olarak ifade etmişlerdir.

### 3. Dil Öğreniminin Yapısı

Her iki gruptaki öğrencilerin çoğu

- '17. İngilizce öğrenmek büyük ölçüde dil bilgisi öğrenmekten ibarettir' ögesi için *Katılmıyorum*,
- '18. İngilizce öğrenmek büyük ölçüde tercüme etmeyi öğrenmekten ibarettir' ögesi için *Kararsızım* cevabını vermişlerdir.

EMI ve TMI katılımcılarının aşağıdaki ögeye verdikleri cevaplar istatistiksel olarak da anlamlı farklılık taşımaktadır:

- '16. İngilizce öğrenmek büyük ölçüde kelime öğrenmekten ibarettir' ifadesine EMI öğrencilerinin çoğu *Kesinlikle Katılıyorum* cevabını verirken, TMI öğrencileri *Katılıyorum* cevabını vermişlerdir.

Anketin son bölümünde yer alan en az çalışılması sevilen dilsel alan sorusuna cevaben 'Dil Bilgisi' cevabı veren her iki gruptaki öğrencilerin çoğu sebep olarak gramerin yabancı dil öğreniminde çok önemli olmadığı kanısını dile getirmişlerdir.

#### 4. Dil Öğrenim Eğilimi

Her iki gruptaki katılımcılar

- '3. Türkiye'deki insanlar yabancı dil öğrenme konusunda iyidirler' ögesine *Kararsızım*,
- '4. Yabancı dil bilen bir kimsenin yeni bir dil öğrenmesi daha kolaydır' ve 'Bazı diller, diğer dillere göre daha kolay öğrenilir' ögeleri için *Katılıyorum* cevabını vermişlerdir.

Bu kategoride iki grubun cevapları arasında herhangi bir farklılık gözlemlenmemiştir.

Anketin ilk kısmında öğrencilere yaklaşık kaç senedir İngilizce eğitim gördükleri ve lisedeyken haftada kaç saat İngilizce gördükleri sorulmuştur. Her iki gruptaki öğrenciler çoğunlukta 5-10 senedir haftada ortalama dört saat İngilizce gördüklerini belirtmişlerdir. Öğrencilere aynı zamanda hazırlık sınıfına hangi kurdan başladıkları sorulmuştur. EMI ve TMI katılımcılarının çoğu alt-orta seviyeden başladıklarını belirtmişlerdir. Katılımcılar mülakatta İngilizce eğitim için harcanan zamanın fazlalığına ve buna rağmen elde edilen ilerlemenin azlığına



dikkat çekerek, bunun dil öğrenme eğilimi kaynaklı sebeplerden olmadığını düşündüklerini belirtmişlerdir.

## ÇIKARIMLAR

1. Çalışma BALLI envanterine yöneltilen eleştirileri istatistiksel analiz metotları ile değerlendirmiştir. Uygulanan PCA’da bileşenlerde açığa çıkan temalar ile Horwitz tarafından belirlenen temalar arasında büyük ölçüde benzerlik gözlemlenmiştir. Horwitz’in kategorilerinden farklı olarak ‘kaygı’ teması ‘dil öğrenim zorlukları’ temasından daha baskın çıkmıştır. Ancak asıl farklılık öğelerin bu temalar altında gruplanmaları ile BALLI’deki gruplandırılmaları arasında ortaya çıkmıştır. Dil öğrenme inanışlarını ölçme konusunda dünyada en yaygın olarak kullanılan bu enstrüman bu bulgular ışığı altında geliştirilebilir.
2. Çalışmada yüksek öğretimlerini İngilizce veya Türkçe olarak yapacak olan öğrencilerin yabancı dil öğrenimi konusundaki motivasyon, strateji, dil öğreniminin yapısı, kaygı/ zorluk, ve eğilim ile ilgili inanışları arasındaki benzerlik ve farklılıkları ortaya koymak amacıyla, nitel ve nicel data analizleri yapılmıştır. Araştırma sonucunda, iki grup arasında, bazı inanışlar arasında istatistiksel farklılıklar gözlemlense de, çoğu inanışları benzer bir trend sergilemiştir. Bunun sebebinin hem EMI hem de TMI öğrencilerinin İngilizce öğrenmenin günümüz dünyasındaki önemi konusunda yüksek farkındalık düzeylerinden kaynaklı olduğu gözlemlenmiştir. Ancak TMI öğrencileri tek başına hazırlık eğitiminin, ya da üniversite öğrenimlerini yüzde otuz İngilizce katkısı ile bile görmenin İngilizceyi etkili bir şekilde kullanmalarına olanak sağlamadığını, dahası bu şekilde mezun olana kadar, hazırlık senesinde edindikleri İngilizcenin çoğunu unutacaklarını düşündüklerini ifade etmişlerdir.
3. Öğrencilerin hedeflerine ulaşabilmek için İngilizcenin önemi konusundaki farkındalıkları Türkiye’de üniversite eğitimi öncesinde hazırlık eğitiminin

zorunlu ya da isteğe bađlı olarak uygulanması konusundaki tartıřmalara ışık tutabilme aısından katkı sađlayacaktır. Buna paralel olarak, ğrenciler yksek ğrenimde kullanılan eđitim dilinin akademik disipline gre İngilizce ya da Trke olarak tayin edilmesinin daha fazla yarar sađlayacađını dřndklerini ifade etmiřlerdir.

## APPENDIX J: TEZ FOTOKOPİSİ İZİN FORMU

### ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

### YAZARIN

Soyadı : Yurdakul  
Adı : Ayşegül  
Bölümü : İngiliz Dili Öğretimi

**TEZİN ADI** (İngilizce) : The Impact of Medium of Instruction on Students' Foreign Language Learning Beliefs

**TEZİN TÜRÜ** : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**