A LOOK INTO THE LANGUAGE LEARNING BELIEFS: ENGLISH-MAJOR AND NON-ENGLISH MAJOR STUDENTS*

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ABSTRACT

As an indispensable part of learning process, beliefs can shape learners' decisions, learning strategies, and lifelong learning tendencies. Given the importance of beliefs in learning a foreign language, this study aims at specifying beliefs of students about learning English as a foreign language in tertiary context in Turkey. More specifically, the study bears the purpose of finding out the similarities and differences between English-major and non-English major students' language learning beliefs. The participants were 170 university students enrolled in Adana Science and Technology University and Çukurova University. Students in Translation and Interpreting Studies and English Language Teaching departments constituted English-major students in this study. As to non-English major students, they were from various departments and attended prep classes in Adana Science and Technology University. The data were gathered through the BALLI (Beliefs about Language Learning Inventory) and an open-ended questionnaire developed by the researchers. Based on mixed type research method, all data were analyzed both quantitatively and qualitatively. The data collected from the BALLI questionnaire were analyzed using Statistical Packages for Social Sciences (SPSS 21.0 version for Windows), and the quantitative data were analyzed using content analysis method. The study makes the beliefs of students in different departments explicit and shows their approaches to language, thus providing implications for both students and instructors at university level.

STRUCTURED ABSTRACT

This study looks into the beliefs of students of English-major and non-English major students about learning English as a foreign language in tertiary context in Turkey. The study also aims to explore the similarities and differences between the beliefs and attitudes of these two groups of students in terms of learning English as a foreign language. The role of beliefs in language learning is undeniable; they mould students' stance towards learning process and direct their actions in the process. Additionally, studying beliefs constitutes quite a clear way of eliciting more profound insight into the minds of language learners (Hosseini & Pourmandnia, 2013).An analysis of language learner attitudes and the underlying reasons for their actions makes it necessary to analyse the way they deem teaching and learning, and beliefs are worth researching since they either facilitate or hinder learning (Cephe & Yalçın, 2015). Similarly, Bagherzadeh (2012) notes that students' beliefs have an effect on their attitudes, willingness and experiences; hence, they hamper or boost their learning. Successful students develop perceptive beliefs about language learning process, their own skills and strategies, which makes learning easier (Bernat & Llyod, 2007). Identification of beliefs poses an impact not only on learning but also on teaching. As Bernat and Gvozdenko (2005) point out, specifying learner beliefs and their effects as well as learner expectations and strategies can provide insight on further syllabus design and teacher practice. Teachers who are aware of the group that they will address to can organize their classroom procedures more efficiently (Nikitina & Furuoka, 2006). According to Altan (2006), beliefs are also important in teacher education programmes since prospective teachers trained to be aware of conceptions and misconceptions of the learners can deal with potential problems in their future teaching environments.

English major and non-English major students constituted the participants of the present study. All the participants were enrolled in the preparatory class at Adana Science and Technology University and Çukurova University, and they were divided into two groups as English-major and non-English major students. English-major students were enrolled in two departments, Translation and Interpreting Studies and English Language Teaching. As to non-English major students, they were enrolled in various departments and attended preparatory class. The present study was comprised of both quantitative and qualitative data. The quantitative data were gathered through the BALLI (Beliefs about Language Learning Inventory) and the qualitative data were obtained from an open-ended questionnaire developed by the researchers. Through the 34-item BALLI, the participants were asked to comment on the areas of language learning which included a) language aptitude; b) difficulty; c) nature; d) communication strategies; and e) motivation. In addition to BALLI, all the participants were asked to answer 8 open-ended questions that aimed to explore more in-depth data with regard to the participants' views about various aspects of language learning. Hence, they were asked to complete sentences beginning as "Knowing a foreign language ..." "Learning a foreign language is like ...", "English is hard because...", "English is easy because...", "What I want to improve most in English is ...", " I learn English best by ...", "To learn a foreign language

better, students should ...", and "To help students learn a foreign language, teachers should...". Based on mixed type research, the analyses were conducted both quantitatively and qualitatively. Analysis of the data collected from BALLI was performed using Statistical Packages for Social Sciences (SPSS 21.0 version for Windows). All the data obtained from the open-ended questions were subjected to content analysis, without any limitations in the number of participants.

Quantitative results indicated that English-major and non-English major students have more similar beliefs than different ones in learning a foreign language. Although students think that everyone can speak English, they still believe that some people have special ability for learning a foreign language, which implies the impact of aptitude in learning success. When it comes to differences in their self-perceptions, more English-major students see themselves as ones with special ability to learn language, which can explain their career selection in language studies. In the difficulty issue, both English-major and non-English major students share common attitudes. For instance, they are aware of the fact that some languages are easier to learn. Likewise, students in both groups believe difficulty of speaking, and they regard writing harder than reading. Such a finding is quite expected since productive skills seem more difficult to learners and, they can be attained later than receptive skills. Zhang (2013) also remark that productive skills are more difficult for English language learners although both productive and receptive skills work in an interrelated fashion to improve one another. Both groups seem to agree with the factors making English easy, which includes its being everywhere in the world and there being many materials online. However, the two groups demonstrated differences in the factors that make learning English easy. For both groups, learning about English-speaking culture is necessary, which displays students' awareness in the role of culture in language learning. Within the framework of language learning, students attach great importance to learning new words. Data obtained from the open-ended questions also clearly indicate that students from both groups place speaking and learning vocabulary at the top of their learning goals. Motivation issue, which concerns almost all learners, did not yield unexpected findings. Both English-major and non-English major students have concurrent ideas. Both groups undoubtedly wish to speak English well, and they believe that speaking English well will provide them with better job opportunities, which alludes to high level of extrinsic motivation. As opposed to extrinsic one, students have low level of integrative motivation. "Being in another world", "gaining another identity" have been mentioned in other questions as well, specifically in the question that asked about students' metaphors. As for the things expected from the teachers, both groups stated that teachers should speak English and make students speak English all the time. Both groups also mentioned some personality traits such as being patient and understanding. All students want teachers to make lessons fun and interesting, which implies students' expecting humour in learning process.

Although contexts, needs and purposes differ, learning English as a foreign language is a great need, in fact a must, for learners in the globalized world. These differences undoubtedly cause learners to

develop various beliefs and attitudes towards learning English. Given that beliefs have a shaping role in learning and teaching processes, revealing learners' stance towards language can give a direction for students, parents, teachers and policy makers, and a different point that has never been thought before can provide an insight to all stakeholders. Uncovering the beliefs of different groups can especially be useful to obtain both similarities and differences, which could feed each other in different learning environments. Exploring students' deeper structures of beliefs may eliminate what is defined by Oxford et al. (1998) "style wars" between the teacher and students. Drawing on the findings of the present study, it is safe to say that students should be encouraged to define their beliefs and become aware of their own perspectives, and clearing students' misconceptions can make learning a conscious process. Teachers with some awareness of students' beliefs can be in a better position to help the students. Non-English major students should be encouraged to invest more time in learning English in its natural context, and students' roles in their own learning process should be emphasized. Cooperation can be built between English-major and non-English major students. Further studies should be conducted to explore similarities and differences in the following years of these students' education.

Keywords: Beliefs and Attitudes in Language Learning, English-major students, Non-English major students

DİL ÖĞRENME İNANÇLARINA BİR BAKIŞ: BRANŞI İNGİLİZCE OLAN VE OLMAYAN ÖĞRENCİLER

ÖZET

Öğrenme sürecinin ayrılmaz bir parçası olarak inançlar, öğrenicilerin kararlarını, öğrenme stratejilerini ve hayat boyu öğrenme eğilimlerini şekillendirir. Yabancı dil öğrenmede inançların önemi göz önünde bulundurulduğunda, bu çalışma Türkiye'de üniversite öğrencilerinin yabancı dil olarak İngilizce öğrenme konusundaki inançlarını belirlemeyi hedeflemektedir. Daha özel olarak, çalışma branşı İngilizce olan ve olmayan öğrencilerin dil öğrenme konusundaki inançları arasındaki benzerlikleri ve farklılıkları ortaya çıkarmayı amaçlamaktadır. Katılımcılar, Adana Bilim ve Teknoloji Üniversitesi ile Çukurova Ünivesitesi'ne kayıtlı 170 öğrenciden oluşmaktadır. Mütercim Tercümanlık ve İngiliz Dili Eğitimi bölümleri çalışmanın İngilizce branşında okuyan öğrencilerini oluşturmaktadır. Branşı İngilizce olmayan öğrenciler ise, Adana Bilim ve Teknoloji Üniversitesi'nde farklı bölümlere kayıtlı hazırlık sınıfı öğrencileridir. Veriler "Dil Öğrenimi Hakkında İnanç Envanteri" ve araştırmacılar tarafından geliştirilen açık uçlu anket ile toplanmıştır. Tüm veriler nicel ve nitel olarak analiz edilmiştir. Dil Öğrenimi Hakkında İnanç Envanteri ile toplanan veriler SPSS programı ile analiz edilmiş olup açık uçlu anket ile elde edilen veriler içerik analizi ile incelenmiştir. Çalışma, farklı bölümlerde okuyan öğrencilerin inançlarını ortaya koymuş ve dile yaklaşımlarını göstermiştir, böylelikle üniversite düzeyinde öğrencilere ve öğretim elemanlarına çıkarımlar sunmuştur.

Anahtar Kelimeler: Dil Öğretiminde İnanç ve Tutumlar, İngilizce Branş Öğrencileri, Branşı İngilizce Olmayan Öğrenciler

Introduction

The role of beliefs in language learning is undeniable since they mould students' stance towards learning process and direct their actions in the process. Additionally, studying beliefs constitutes quite a clear way of eliciting more profound insight into the minds of language learners (Hosseini & Pourmandnia, 2013). However, defining beliefs is not so easy as stating their importance. Concerning the issue, Abdi and Asadi (2015) refer to complexity of giving a clear-cut definition of language beliefs and point out that the term is too complicated to be operationalized; therefore, researchers did not provide a clear definition of language learning beliefs. Considering the abstract nature of beliefs, it is quite safe to reflect on various dimensions of beliefs. To illustrate, Pan and Block (2011, p.392) provide Pajares' list on the key dimensions of beliefs such as;

- cognitive structures which are formed early in life and which are resilient to change;

- the function of beliefs and how they influence understandings of the world;

- how beliefs influence and shape behaviour;

- the relative strength of different beliefs in broader belief systems;

- the socially shared nature of beliefs; and finally,

- beliefs as a part of hierarchical cognitive architecture".

On the other hand, Gabillon (2002) presents different categories under which language learning beliefs are located such as a) L2 learners' metacognitive knowledge; b) mental and social representations; c) self-beliefs like self-concept beliefs, and self-efficacy beliefs: d) control-beliefs, like self-regulatory beliefs, locus of control-beliefs; e) attributions. All these concepts seem to be closely associated with learning beliefs. Likewise, Barcelos (2000), referring to different researchers, also notes the difficulty of defining beliefs due to use of different terms to identify them such as folklinguistic theories of learning (Miller & Ginsberb, 1995), learner representations (Holec, 1987), representations (Riley, 1994), learners' philosophy of language learning (Abraham & Vann, 1987), metacognitive knowledge (Wenden, 1986a, 1987), cultural beliefs (Gardner, 1988), learning culture (Riley, 1997), culture of learning languages (Barcelos, 1995) and culture of learning (Cortazzi & Jin, 1996). Even though conceptions differ, beliefs concern how learners view and shape learning in their minds. Considering the role of their mind-sets in learning process itself, systematic examination of beliefs becomes a more important issue.

An analysis of language learner attitudes and the underlying reasons for their actions makes it necessary to analyse the way they deem teaching and learning, and beliefs are worth researching since they either facilitate or hinder learning (Cephe & Yalçın, 2015). Similarly, Bagherzadeh (2012) notes that students' beliefs have an effect on their attitudes, willingness and experiences; hence, they hamper or boost their learning. Successful students develop perceptive beliefs about language learning process, their own skills and strategies, which makes learning easier (Bernat & Llyod, 2007).

Identification of beliefs poses an impact not only on learning but also on teaching. As Bernat and Gvozdenko (2005) point out, specifying learner beliefs and their effects as well as learner expectations and strategies can provide insight on further syllabus design and teacher practice. Teachers who are aware of the group that they will address to can organize their classroom procedures more efficiently (Nikitina & Furuoka, 2006). According to Altan (2006), beliefs are also

important in teacher education programmes since prospective teachers trained to be aware of conceptions and misconceptions of the learners can deal with potential problems in their future teaching environments.

Furthermore, as Tercanlıoğlu (2005) presents, beliefs can affect both experience and action of language learners. As a matter of fact, greater insight into belief system and its relation with learning behaviour has made the role of action more visible (Navarro and Thornton, 2011), which can hint at the close bond between belief and action. In addition, since English language learners are expected to achieve cultural survival in L2 environment and attain academic success (Polat, 2010), the shaping role of beliefs can benefit learners both culturally and academically.

What is more, beliefs hold a part in learners' choice and use of learning strategies. Referring to various studies (Cotterall, 1995; Horwitz, 1987, 1988; Victori and Lockhart, 1995; Wenden, 1986), Hu and Tian (2012) highlight the bond between learner beliefs and their selection of strategies. For instance, students who associate meaning of learning language with memorisation of grammar and vocabulary may spare a great deal of time on such an activity (Horwitz, 1988 cited in Peacock, 2001). Likewise, Yamini and Dehghan (2005) refer to a study conducted by Wenden (1987a) that indicated students who gave importance to using language would prefer communication strategies whereas those who stressed learning of language would choose cognitive strategies.

Just as instructional resolutions of active, thinking and decision-maker teachers are highly affected by their cognitions about learning and teaching (Borg, 1999), students' learning decisions are influenced by their conceptions in their minds. Mercer and Ryan (2009) also discussed the role of mind-sets and their powerful impact on students' language learning approaches, aims and success. Kim (2012) states that learner beliefs constitute significant individual difference variable and refers to a body of research to show the connection of beliefs with other variables such as L2 learning strategies (Abraham & Vann, 1987; Horwitz, 1987, 1988; Yang, 1999), L2 anxiety (Horwitz, 1988; Truitt, 1995) and attitudes (Mantle-Bromley, 1995), and L2 proficiency (Kim, 2003; Mantle-Bromley, 1995; Peacock, 1999); the researcher also emphasizes that beliefs are socially and culturally situated; therefore, different instructional settings in different cultures should be considered. What is more, Agudo (2014) suggests that students own general, and sometimes incorrect beliefs about the way to teach and learn second languages, some of which are affected by past learning experiences and some of which by cultural background and personal traits; therefore, it is better for teachers to be aware of students' cognitions and whether there is a mismatch between their own beliefs and students' beliefs as this probable mismatch leads to lack of learning.

Beliefs display differences in each individual and they are likely to be influenced to a large extent by learners' personality and cognitive style; belief is not a static construct (Ellis, 2008). Since beliefs are subjective and personal (Woods & Çakır, 2011), and born out of certain sociocultural environments (Peng, 2011), the findings of various studies might be context-specific; therefore, it is of quite importance to study beliefs in many different contexts to obtain multi-dimensional results. Within this framework, the present study aims to shed light into the following questions:

1.   What are the beliefs and attitudes of English-major students about learning English as a foreign language?

2.   What are the beliefs and attitudes of non- English major students about learning English as a foreign language?

3.   What are the similarities and differences between English-major and non-English major students in terms of their beliefs and attitudes towards learning English as a foreign language?

METHOD

Aim

This study, which is descriptive in nature, aims to explore beliefs and attitudes of university students (n=170) who attend preparatory programs of various departments.

Participants

All the participants were enrolled in the preparatory class at Adana Science and Technology University and Çukurova University in the 2015-2016 Academic year, and they were divided into two groups as English-major and non-English major students. English-major students were enrolled in two departments, Translation and Interpreting Studies and English Language Teaching. As to non-English major students, they were enrolled in various departments and attended prep class.

Data Collection Tools: The data collection tools utilized in the study included 1) Beliefs about Language Learning Inventory (BALLI) developed by Horwitz in 1988 and 2) Open-ended Questionnaire developed by the researchers. Through the 34-item BALLI, the participants were asked to comment on the areas of language learning which included a) language aptitude; b) difficulty; c) nature; d) communication strategies; and e) motivation. The inventory, which is rated on a 5-point Likert scale, has options that range from "Totally agree" to "Totally disagree". The English-major students were given the original form of BALLI while the non-English major students were provided with both English and Turkish forms of the inventory. The Turkish form was translated into Turkish by three linguistic experts and back translated for reliability purposes.

In addition to BALLI, all the participants were asked to answer 8 open-ended questions that aimed to explore more in-depth data with regard to the participants' views about various aspects of language learning. Hence, they were asked to complete sentences beginning as "Knowing a foreign language …" "Learning a foreign language is like ...", "English is hard because…", "English is easy because…", "What I want to improve most in English is …", " I learn English best by …", "To learn a foreign language better, students should …", and "To help students learn a foreign language, teachers should…".

With their important and unique qualities, metaphors could be used as a helpful tool for the exploration of various topics. Srivastva and Barrett (1988) stated that analysing metaphors presents a unique opportunity to obtain a broader picture of the speaker's mental images. Moreover, it has the potential to demonstrate "a meaning much larger and fuller than its speaker intended, perhaps even outside his own awareness" (p. 36). Therefore, the present study included questions about metaphors so as to explore students' mental image of learning English as a foreign language.

Data Analysis: Analysis of the data collected from BALLI was performed using SPSS statistical package programming for Windows; and content analysis method was utilized for the data collected from the open-ended questions. All the data obtained from the open-ended questions were subjected the same procedure, without any limitations in the number of participants. Hsieh & Shannon (2005) define qualitative content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (p.1278). The coding process involves choosing the representative words or phrases. The process of qualitative data analysis was completed in line with the guidelines recommended by Miles and Huberman (1994).

FINDINGS

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

Aptitude

Aptitude, one of the categories of BALLI, refers to the concept of ability in language learning. Within this framework, a great majority of both non-English major (85,9 %) and English-major (90,6 %) students think that it is easier for children than adults to learn a second language. When it comes to gender, both groups do not believe that women are better than men at learning foreign languages, although 40 % of the English-major students seem to be unsure about the issue. Despite their disbelief in women's greater ability in language learning, most of the students in both groups hold the idea that some people have a special ability for learning a foreign language. The results also show that more than half of the English-major students see themselves as ones with special ability to learn language while nearly half of the non-English major students do not believe that they have a special ability for foreign languages. Nevertheless, like English-major students (78,8 %), a great number of non-English major students (84,7 %) are of the opinion that everyone can speak a second language. Likewise, most of the students in both groups do not believe that people who are good at mathematics or science are not skilful in learning a foreign language. However, opinions of the two groups differ in the role of knowing a foreign language in learning another one; while a number of English-major students (70,6 %) believe knowing a foreign language makes learning another one easier, more than one third of the non-English major students (37,7 %) appear unsure about the issue. In addition, nearly 45 % of the non-English major students do not seem to build a connection between intelligence and speaking more than one language whereas roughly 45 % of the English-major students hold the belief that people speaking more than one language are very intelligent.

Data obtained from "Learning a foreign language is …" item in the open-ended questionnaire revealed "learning about another culture (f=21)", "job opportunities" (f=15), "being a step further in life" (f=15) issues from English-major students' viewpoints. As for non-English major students, the top three issues emerged from this item were "job opportunities" (f=33), "contribution to personal development" (f=10) and "the opportunity to communicate with new people" (f=10). Other themes elicited from the English-major department students' answers to this question included some other aspects such as learning English "is fun" (f=12), "is important" (f=10), "brings another identity" (f=9), "is advantageous"(f=9), "contributes to personality" (f=10), and "broadens one's horizon" (f=7). Non-English major students' answers also included knowing English "is advantageous" (f=9), "is necessary" (f=5), and "broadens one's horizon" (f=2) responses.

The participants were asked to complete "English is like …" sentence, which aimed to elicit their metaphors about learning a foreign language. To English-major students, English is closely associated with "learning culture through language" (f=12). English-major students' metaphors about learning English included answers such as learning English is like "the development of a new-born baby" (f=6), "looking at the world through different windows" (f=6), "transition to another world" (f=5), "having another identity" (f=4), "a new road one can go through" (f=3), and "discovering new planets" (f=2). While similar metaphors such as English is like "becoming another person" (f=6), and "looking at life from a different window" (f=3) metaphors were mentioned by non-English major students, too; their metaphors also reflected something that requires much effort.

These included learning English is like "being a baby again" (f=5) and "building something" (f=2). These students also mentioned the contribution of learning a foreign language in their life. For example, in their responses to this question, they wrote learning English is like "something that makes your life different" (f=4) and "being a step further in life" (f=2).

Difficulty

Another sub-category of BALLI concerns the difficulty issue. A majority of the students in both groups believe that some languages are easier than others. Similarly, both groups share the idea about the difficulty of speaking since more than half of the students do not think that it is easier to speak than understand a foreign language. When it comes to reading, almost 40% of the English-major students find reading easier than writing while nearly 40 % of the same group do not seem to find it easier than writing. Within the non-English major students group, 41,2 % view reading easier than writing while about one-third (30,6 %) seem to have no idea about the difficulty of the relevant skills. When it comes to difficulty level of English, more than half of the non-English major (56,5 %) and English-major students (63,6 %) think English is neither hard nor easy. Furthermore, 44,7 % of the non-English major students believe that spending one hour a day would allow one to speak a foreign language very well in 1 to 2 years. However, this percentage decreases in English-major students, only 36,5 % of them think that it would take 1 to 2 years, which is followed by 24,8 % of the students believing that it would take 3 to 5 years to speak a language very well by sparing only one hour for that language daily. As for their self-belief, a majority of English-major (88,2 %) and more than half of the non-English major (68,2 %) students conceive that they will learn to speak English very well.

To many English-major students, English is "not hard" (f=22), and "the more one learns, the easier it becomes" (f=29). However, they also mention some factors that make English hard, which included the facts that "it has too many words" (f=11), "there are too many grammar rules" (f=9), "it is different from Turkish" (f=10), and "it requires a lot of practice" (f=4). To both student groups (English-major students and non-English major students respectively), English could be considered hard because "it is different from Turkish" (f=10 vs f=4), "there are too many words" (f=11 vs f=3), "there are too many grammar rules" (f=9 vs f=3), "it is complicated" (f=3 vs f=4), and "it requires a lot of time and effort" (f=4 vs f=2). However, to non-English major students, English is hard because of some other reasons such as "students are afraid of making mistakes" (f=4), they "cannot understand English" (f=3), they are "not familiar with English" (f=3), and "the education system is not effective" (f=3).

The participants' views about the things that make English easy reveal similar issues in both groups (English-major students and non-English major students respectively); for instance, English is easy because "it is spoken worldwide" (f=9 vs f=7 for), "it has easy rules/patterns" (f=9 vs f=6), and "its grammar is easy" (f=6 vs f=3). On the other hand, two notable differences were detected between English-major and non-English major students. While according to English major students "the more you learn the easier it becomes" (f=29), according to their non-English major counterparts "it is easy when you study" (f=7), which indicates the extra time and effort they think they should allocate for this task. Next, while some English-major students mentioned the role of their "talent" in making English easy (f=6), this issue was cited only by one non-English major student (f=1). Besides, although "morphology of English" seems to be easy to English-major students (f=6), "many vocabulary forms" (f=3) is an issue that makes English hard for some non-English major students. Finally, English-major students seem to be more aware of the role of available materials for learning English because their answer included the issue of "there are too many online materials available" (f=6).

Nature

Both groups put forth their beliefs about the nature of the language, as well. Culture constitutes one of the prominent components of nature category. More than half of the non-English major students (55,3 %) see learning culture as necessary to speak English. This number increases with English-major students; nearly 70 % of them believe the necessity of learning English-speaking cultures. As far as learning English in natural environment is?? concerned, almost all of the students in both groups hold the belief that it is best to learn English in an English-speaking country. As to the most important part of learning foreign language, more than 80 % of the non-English major students attach great importance to learning new words. When it comes to grammar and making translation, this number drops to nearly 45 %; however, 35,3 % of the students, which is a considerable amount, seem to be unsure about making translation to learn a foreign language. Likewise, most of the English-major students (63,5 %) deem new vocabulary as the most important part of learning a foreign language, which is lower than the other group. As compared to non-English major students, this group of students give less importance to learning grammar (20 %) and 33 % of them do not regard making translation as the most important part of learning. Moreover, both groups accept the fact that language learning is different than learning other academic disciplines.

Data obtained from the open-ended questionnaire revealed "learning about another culture" (f=21) issue mentioned by specifically English-major students. In fact, English-major students seem to find language learning and culture two inseparable concepts. English is closely associated with "*learning about culture (f=12).* On the other hand, non-English major students see foreign language learning as a tool that helps them learn about another culture" (f=8). Besides, some students from both groups seem to believe the importance of learning a foreign language in the country where it is spoken (f=3 vs f=4).

Communication

Communication strategies form another category of BALLI. A considerable amount of non-English major students believe that it is important to speak English with perfect pronunciation, in contrast, fewer English-major students (49,5 %) seem to give importance to perfect pronunciation. However, a good deal of students in both groups do not support the idea of saying nothing in English until one says it correctly. Accordingly, more than half of the students in both groups do not think that if the beginning students are allowed to make mistakes in English it will be difficult for them to speak correctly later on. Similarly, despite different percentages, most of the students in non-English-major (62,4 %) and English-major groups (80,1 %) consider using guessing strategy in case of an unknown word. Another point in which both groups show similarity is the issue of practice; almost all of the students favour the importance of repeating and practising a lot. Despite with lower percentages, the notion of practising in language laboratories is supported by more than half of the students in both groups. In addition, 57,1 % of the non-English major students claim that they do not feel shy while speaking English, and in accordance with this, nearly 67 % of them enjoy practising English with native speakers although a quarter of the students in this group seem to have unclear ideas about practising with native speakers. In spite of the similar beliefs, these numbers show changes with English-major students. 67,1 % of these students do not appear to have the sense of shyness in speaking English, and in line with this, nearly 90 % of them take pleasure out of practising with native speakers.

When the participants were asked what they wanted to improve most in English, the top three items shared by all the participants in two groups (English-major vs non-English major students respectively) included "speaking fluently" (f=48 vs f=50), "vocabulary" (f=8 vs f=9), and "accent/pronunciation" (f=7 vs f=4). "Academic writing" (f=15) and "listening comprehension"

(f=11) were mentioned as second and third most important items by English-major students. However, non-English major students do not seem to give much detail about the other components of learning English such as learning about culture, translating, and reading authentic texts. Results clearly indicate the importance attached to speaking and vocabulary knowledge in both groups.

Motivation

Motivation, as one of the central issues in language learning, is another dimension of the present study. While only 21,2 % of the non-English major students would like to learn English to get to know people living in other countries better, almost all of these students believe that speaking English very well will bring them better job opportunities. Similar beliefs, with minor differences in percentages, are held by English-major students. 35,3 % of these students want to learn English in order to get to know people living in other countries, which is higher than non-English major students, while nearly 92 % of English-major students want to learn English to obtain better job opportunities. Despite low level of integrative motivation, almost all of the students tend to have native speaker friends. What is more, all of the students in both groups, despite only one student with no idea in non-English major students, undoubtedly, would like to speak English very well.

The participants were also asked how they learned best, to which both groups (English-major vs non-English major students respectively) responded by putting "practicing speaking" at the top of their list (f=39 vs f=23); by "watching films and videos" (f=24 vs f=18) and "by listening" (f=14 vs f=9) were also shared in both groups. While the third factor that helps non-English major students is to "learn vocabulary" (f=14), English-major students seem to be more inclined to learn English in context as they learn best through "reading English books/materials" (f=15). English-major students also mentioned factors such as "internalising the language they are learning" (f=2), "studying details and examples" (f=2), and "translating" (f=3).

Learning and Teaching Procedures

What students should do to learn English better revealed the following items in common from both groups (English-major vs non-English major students respectively) : students should "practice speaking" (f=36 vs f=37), "revise what is learned"(f=17 vs f=34), "learn vocabulary" (f=14 vs f=25), "watch movies" (f=15 vs f=12), and "learn more about grammar" (f=9 vs f=6). Results show that English-major students mention the importance of "finding native speaker friends" (f=14) to practice English and emphasize that watching movies should aim to "hear native speakers", and non-English major department students seem to focus on "revising what is learned" (f=34). What is important to note that English-major students believe students should "maintain interest in language" (f=11) even in cases of failure and "make English center of their life" (f=5).

Students in both groups (English-major vs non-English major students respectively) agree on some items about the things teachers should do, which included "speaking English" and "making students speak English" (f=28 vs f=15), being "patient" and "understanding" (f=12 vs f=12), "making lessons fun and interesting" (f=9 vs f=4), and "considering students' levels and learning styles" (f=5 vs f=3). The major difference was found to be in the items "speaking English all the time" and "speaking Turkish when necessary" items. While English-major students believe that teachers should "speak English all the time" (f=8), non-English major students think that teachers should "speak Turkish when necessary" (f=7). Some English-major students also mentioned the importance of the instruction of "all skills" (f=4).

DISCUSSION

This study, which is descriptive in nature, aimed to identify beliefs and attitudes of students in prep class and explore the similarities and differences between English-major and non-English

major groups. Both quantitative and qualitative tools were utilized, which allowed to elicit multi-dimensional responses.

Quantitative results indicated that English-major and non-English major students have more similar beliefs than different ones in learning a foreign language. To illustrate, both groups view learning a second language as easier for children than adults, which hints at the role of the age in language learning. This finding is compatible with Lenneberg's (1976) Critical Period Hypothesis, which claims that higher predisposition to acquire a language in early years disappears after puberty. Dong and Ren (2013) also state that age-related decline in second language acquisition capacity can be observed both phonologically, morphologically and syntactically in learners. However, the researchers also note that ultimate level of attainment is higher in children while initial rate of learning is greater in adults. In contrast to age factor, students do not seem to attach great importance to role of gender in language learning; that is to say, they show disbelief in women's greater ability in language learning. This finding does not seem to be parallel with other studies that indicate female students' greater success in achievement tests and use of more language learning strategies (Aslan, 2009; Nelson, Devardhi & Berhanu, 2014). Similarly, the study conducted by Lopez, Rua (2006) displayed that girls are equipped with a good network of different variables such as superior verbal intelligence, high aptitude, more motivation, a social role of modelling behaviour and supporting communication, the assumption of tasks requiring verbal interaction, which occupy a role in their foreign language learning success.

Although students think that everyone can speak English, they still believe that some people have special ability for learning a foreign language, which implies the impact of aptitude in learning success. When it comes to differences in their self-perceptions, more English-major students see themselves as ones with special ability to learn language, which can explain their career selection in language studies. Accordingly, Nasir and Lin (2012) found a positive relation between self-concept and career awareness; that is, higher self-concept can explain higher level of career awareness. Furthermore, English-major students believe in the role of knowing a foreign language in learning another one, and they have a more tendency for a connection between intelligence and speaking more than one language. As Dante (2015) points out, bilingualism contributes to different cognitive effects, and another study by Costa & Sebastian-Galles (2014) explains that bilinguals are supposed to deal with higher processing demands which can cause an increase in brain activity, and ability to cope with this increase, which continues throughout life, can also boost cognitive reserve in older ages.

In the difficulty issue, both English-major and non-English major students share common attitudes. For instance, they are aware of the fact that some languages are easier to learn. Likewise, students in both groups believe difficulty of speaking, and they regard writing harder than reading. Such a finding is quite expected since productive skills seem more difficult to learners and, they can be attained later than receptive skills. Zhang (2013) also remark that productive skills are more difficult for English language learners although both productive and receptive skills work in an interrelated fashion to improve one another. They also share common belief in the difficulty level of English; to them English is neither difficult nor easy, and they feel confident about speaking English well one day. However, they dissociate in the amount of time to be spent in learning to speak English well. In contrast to non-English major students, English-major students hold the belief that learning to speak requires more time than 1 to 2 years if only one hour is spared daily. This result implies that English-major students are more aware of the fact that success in speaking may take a long time to mature. Therefore, English-major students seem more realistic about the development of speaking skill. The language education they take may play a role in their awareness level, and probably the concept of speaking in the mind-sets of the students in both groups shows difference; that is, the ability to speak in English may have different meanings for students; it may imply

qualification for English-major students, but survival for non-English major students, for this reason, they may have attached different time limits for speaking well.

Both English-major and non-English major students agree with some factors that make English hard; the shared issues include the facts that English has too many words; there are too many grammar rules; it is different from Turkish in nature; and it requires a lot of time, effort and practice. Results also revealed that English major students accept these difficulties and overcome them because they have discovered that the more one learns, the easier it becomes; and reportedly it is not actually hard. When students are motivated and have aptitude for language learning, their learning process accelerates. In line with this, Oroujluo and Vahedi (2011) express that motivation and aptitude provide an essential stimulus to start and sustain second language learning process, and they occupy a role in increasing proficiency and efficiency of language learners. In this regard, English-major students seem to deal with the process easily. Another difference in the answers of two groups includes non-English major students' mentioning some external factors that make learning English hard; for example the inefficiency of the education system and some personal barriers such as students' fears and insufficient familiarity with English.

Both groups seem to agree with the factors making English easy, which includes its being everywhere in the world and there being many materials online. However, the two groups demonstrated differences in the factors that make learning English easy. English-major students believe that the more they learn, the easier it becomes. It seems that becoming more and more familiar with the language through exposure makes it easier. As well as motivation and efficiency of language learner, exposure to second language is also counted as one of the main elements for successful second language acquisition (Becker, 2007). Thus, while morphological   or other grammatical structures are complicated for students from non-English major departments,   English-major students think that they become easier in time, when they are exposed to English.

Apart from aptitude and difficulty, both groups have more similar ideas in nature of the language. For both groups, learning about English-speaking culture is necessary, which displays students' awareness in the role of culture in language learning. Culture and language are strongly bound and culture is reflected in language, and therefore, culture pose influence upon vocabulary, listening, speaking, reading and translating in language learning and teaching process (Choudhury, 2014). Likewise, both groups support learning English in English speaking countries. Students' responses hint at the influence of learning language in its natural environment. Collentine and Freed (2004) mention the influence of context on language learning, and add that using language in the target culture can allow learners to develop more sophisticated strategies in social interaction. Considering such factors, it is clear that students deem learning language as different from learning other disciplines. Although the ultimate aim is to "learn" in all disciplines, it is quite obvious that the way we learn or the way we reach our goal may show differences. On the other hand, students from the two groups also displayed some differences in their views about knowing a foreign language. While to non-English major students, knowing a foreign language is something that contributes to personal development and brings the chance of meeting new people, to English-major students it is a tool to learn about another culture and takes the one who knows a foreign language a step further in life. Based on these responses, English-major students seem to internalize the language they are learning more than non-English major students do.

Within the framework of language learning, students attach great importance to learning new words. Data obtained from the open-ended questions also clearly indicate that students from both groups place speaking and learning vocabulary at the top of their learning goals. While in general speaking was the thing all students would like to improve, some students were more specific and mentioned accent/pronunciation as important components. Vocabulary is the other most important

component that is prioritised by students from both groups. As students are aware of the richness of English in terms of vocabulary, it is not surprising that they would like to learn more and more vocabulary. In a study conducted in Taiwan, Mermelstein (2014) reports that in spite of the current emphasis around the world on communicative language teaching (CLT), vocabulary learning remains a primary focus in many EFL classrooms in Taiwan. Parallel to the findings in the present study, many EFL learners claim that learning vocabulary is the largest obstacle they have to overcome in order to learn English. However, students were found to differ in grammar issue. Non-English major students give importance to grammar more than English-major students. The educational system to which they are exposed at university might play a role in the construction of this belief. Since English-major students are subjected to more comprehensive language instruction, they may experience a change in their attitudes towards grammar. In accordance with this finding, English-major students do not view translation as the most important part of learning.

When it comes to notion of making mistakes, both groups seem to have reasonable beliefs since they approach this issue in a sound and moderate fashion. They do not support saying nothing until saying it correctly. Waiting to be perfect can hinder natural improvement or cause learners not to be involved in the process. Moreover, this can move students away being involved in the learning community, damaging the social side of learning. Therefore, teachers should encourage learners to participate in learning process despite incorrect sentences, which are quite natural part of learning. Likewise, students do not think that making mistakes in the beginning level will prevent them from speaking correctly. In other words, students think that mistakes should be allowed, which exhibits their view of mistakes as possible and natural components of the process. Their perspective also signs the accuracy-fluency issue. Students seem to believe that fluency should not be ruined for the sake of accuracy. Despite their positive attitude towards mistakes, non-English major students give more importance to speaking with perfect pronunciation. They approach the pronunciation issue in a perfectionist manner. This may cause them to speak and join in communication less given that English-major students seem more willing to speak to native speakers. In a study carried out by Gregersen and Horwitz (2002), a link was found between language anxiety and perfectionism. Additionally, Toth (2007) found a weak connection between foreign language and anxiety in a study conducted among English-major students. Furthermore, it is quite clear that students in both groups believe the importance of practice in learning a language; neither denies its importance. Students also support practising in language laboratories. It seems that students from both groups learn best by speaking, watching videos, and listening. It is interesting to note that English-major students would like to learn by reading in English, which was not mentioned by non-English major students. With the internet factor today, learning has become more mobile and easy, it seems that all students benefit from videos as learning materials.

Motivation issue, which concerns almost all learners, did not yield unexpected findings. Both English-major and non-English major students have concurrent ideas. Both groups undoubtedly wish to speak English well, and they believe that speaking English well will provide them with better job opportunities, which alludes to high level of extrinsic motivation. Both English-major and non-English major students think that knowing a foreign language brings them job opportunities. Hence, both groups seem to be aware of the importance of speaking more than one language in business life and to believe that their efforts now will contribute them in their career. This finding is pleasing, because it both indicates students' long-term goals and motivate them for the future. As stated by Oroujlou & Vahedi (2011) having goals and expectations leads to increased motivation, which in turn, leads to a higher level of language competence. They further explain the relationship between motivation and goals by stating that without sufficient motivation even learners with remarkable abilities have difficulties in achieving their long-term goals.

As opposed to extrinsic one, students have low level of integrative motivation. "Being in another world", "gaining another identity" have been mentioned in other questions as well, specifically in the question that asked about students' metaphors. Hence, English-major students think that they are looking at the world through different windows; their knowledge of foreign language is a transition to another world; they are going through a wide road; and they enjoy having another identity and discovering new planets in this process. These responses reveal the pleasure they get in the long and hard process of learning a foreign language, which indicates their intrinsic motivation. However, non-English major students' responses reveal the effort they need put in this task. For instance, they see learning another language like being a baby again, maybe doing similar mistakes, having difficulty in constructing sentences, etc. Their answers also point at the constructive nature of learning a language because they think learning a foreign language is like building something.

Another difference is non-English major students' considering English important, beneficial and essential. They seem to feel that they have to learn English so that they can succeed in their career. However, English-major students' mention some other features beyond importance. To English-major students, the process could also be considered "fun", "advantageous", and more interestingly, "brings another identity". It seems that English-major students enjoy the process and see themselves in a different world where they gain another identity. This finding reveals similarities with what Henter (2014, p.377) describes for English majoring students; they have "a positive attitude towards this language and everything regarding it", as English is their major.

Students from both groups mentioned the things that should be done by students to succeed in English. Hence, both groups seem to agree on the items such as "practice speaking", "revise what is learned", "learn more vocabulary", "watch movies"   and "learn more about grammar" items. However, English-major students suggest finding native speaker friends to practice English and aiming to hear native speakers in the listening materials they choose. The most notable suggestion revealed in the open-ended questionnaire results came from English-major department students, who mentioned that students should maintain interest in the language they are learning and they should make English center of their life. While these results are pleasing for English-major students, they also raise an important issue for non-English major students, as mentioned by Hussin, Maarof and D'Cruz (2001), maintaining students' interest in language learning when English is not considered important for their immediate needs other than to pass the examinations.

As for the things expected from the teachers, both groups stated that teachers should speak English and make students speak English all the time. Both groups also mentioned some personality traits such as being patient and understanding. All students want teachers to make lessons fun and interesting, which implies students' expecting humor in learning process. Concerning the issue, Raj (2016) voices the important role of humor in language learning, and views it as pedagogical instrument, adding that humor facilitates learning vocabulary, syntax and semantics, enhances psychologically positive environment, and make classroom more interesting and participatory. In addition, English-major students think that teachers should speak English all the time and instruct all skills. However, to non-English majors teachers should also speak Turkish when necessary.

Conclusion

Although contexts, needs and purposes differ, learning English as a foreign language is a great need, in fact a must, for learners in the globalized world. These differences undoubtedly cause learners to develop various beliefs and attitudes towards learning English. Given that beliefs have a shaping role in learning and teaching processes, revealing learners' stance towards language can give a direction for students, parents, teachers and policy makers, and a different point that has never been

thought before can provide an insight to all stakeholders. Uncovering the beliefs of different groups can especially be useful to obtain both similarities and differences, which could feed each other in different learning environments. Exploring students' deeper structures of beliefs may eliminate what is defined by Oxford et al. (1998) "style wars" between the teacher and students. Drawing on the findings of the present study, it is safe to say that students should be encouraged to define their beliefs and become aware of their own perspectives, and clearing students' misconceptions can make learning a conscious process. Teachers with some awareness of students' beliefs can be in a better position to help the students. Non-English major students should be encouraged to invest more time in learning English in its natural context, and students' roles in their own learning process should be emphasized. Cooperation can be built between English-major and non-English major students. Further studies should be conducted to explore similarities and differences in the following years of these students' education.

Table 1. Findings of English-Major Students (BALLI)

	ITEMS	Totally agree		Agree		No Idea		Disagree		Totally disagree	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
LANGUAGE APTITUDE											
1	Easier for children than adults to learn a second language	56	65,9	21	24,7	5	5,9	3	3,5	0	0,0
2	Some people have a special ability for learning a foreign language	42	49,4	35	41,2	4	4,7	4	4,7	0	0,0
6	People in my country are very good at learning second languages	3	3,5	8	9,4	37	43,5	26	30,6	11	12,9
10	Easier for someone who already speaks a foreign language to learn another one	22	25,9	38	44,7	23	27,1	1	1,2	1	1,2
11	People good at mathematics or science are not good at learning foreign languages	2	2,4	4	4,7	19	22,4	29	34,1	31	36,5
16	I have a special ability for learning foreign languages	11	12,9	41	48,2	20	23,5	9	10,6	4	4,7
19	Women are better than men at learning foreign languages	6	7,1	13	15,3	40	47,1	14	16,5	12	14,1
30	People who speak more than one language are very intelligent	14	16,5	22	25,9	30	35,3	17	20,0	2	2,4
33	Everyone can learn to speak a second language	34	40,0	33	38,8	14	16,5	4	4,7	0	0,0
DIFFICULTY											
3	Some languages are easier than others	34	40,0	37	43,6	11	12,9	3	3,5	0	0,0
5	I believe I will learn to speak English very well	42	49,4	33	38,8	8	9,4	2	2,4	0	0,0
25	It is easier to speak than understand a foreign language	4	4,7	10	11,8	17	20,0	44	52,8	10	11,8
34	It is easier to read than to write a foreign language	9	10,6	23	27,1	21	24,7	27	31,8	5	5,9
NATURE											
8	It is necessary to learn about English-speaking cultures to speak English	20	23,5	39	45,9	13	15,3	12	14,1	1	1,2
12	It is best to learn English in an English-speaking country	53	62,4	28	32,9	1	1,2	3	3,5	0	0,0
17	The most important part of learning a foreign language is learning new words	16	18,8	38	44,7	16	18,8	13	15,3	2	2,4
23	The most important part of learning a foreign language is learning grammar	2	2,4	15	17,6	16	18,8	41	48,2	11	12,9
27	Learning a foreign language is different than learning other academic subjects	26	30,6	43	50,6	10	11,8	6	7,1	0	0,0
28	The most important part of learning a foreign language is learning to translate from my own language	5	5,9	30	35,3	22	25,9	22	25,9	6	7,1
COMMUNICATION STRATEGIES											
7	It is important to speak English with an excellent pronunciation	19	22,4	23	27,1	14	16,5	27	31,8	2	2,4

		f	%	f	%	f	%	f	%	f	%
9	You shouldn't say anything in English until you say it correctly	1	1,2	4	4,7	2	2,4	27	31,8	51	60,0
13	I enjoy practicing English with native speakers	34	40,0	42	49,4	4	4,7	4	4,7	1	1,2
14	It's OK to guess if you don't know a word in English	31	36,5	37	43,6	14	16,5	3	3,5	0	0,0
18	It is important to repeat and practice a lot	54	63,6	29	34,1	1	1,2	1	1,2	0	0,0
21	I feel shy speaking English with other people	7	8,2	17	20,0	4	4,7	36	42,4	21	24,7
22	If beginning students are allowed to make mistakes in English it will be difficult for them to speak correctly later on	1	1,2	11	12,9	13	15,3	27	31,8	33	38,8
26	It is important to practice in language laboratories	23	27,1	32	37,6	27	31,8	2	2,4	1	1,2
MOTIVATION											
20	People in my country believe that it is important to speak a foreign language	20	23,5	31	36,5	19	22,4	11	12,9	4	4,7
24	I would like to learn English so that I can get to know people living in other countries better	9	10,6	21	24,7	8	9,4	34	40,0	13	15,3
29	If I learn to speak English very well, I will have better job opportunities	56	65,9	22	25,9	5	5,9	1	1,2	1	1,2
31	I would like to learn to speak English very well	79	92,9	6	7,1	0	0,0	0	0,0	0	0,0
32	I would like to have friends who are native speakers	72	84,7	11	12,9	2	2,4	0	0,0	0	0,0

Table 2. Findings of Non-English Major Students (BALLI)

	ITEMS	Totally agree		Agree		No Idea		Disagree		Totally disagree	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
LANGUAGE APTITUDE											
1	Easier for children than adults to learn a second language	50	58,8	23	27,1	7	8,2	2	2,4	3	3,5
2	Some people have a special ability for learning a foreign language	31	36,5	30	35,3	12	14,1	10	11,8	2	2,4
6	People in my country are very good at learning second languages	6	7,1	17	20,0	32	37,7	20	23,5	10	11,8
10	Easier for someone who already speaks a foreign language to learn another one	12	14,1	26	30,6	32	37,7	9	10,6	6	7,1
11	People good at mathematics or science are not good at learning foreign languages	7	8,2	1	1,2	17	20,0	21	24,7	39	45,9
16	I have a special ability for learning foreign languages	5	5,9	11	12,9	29	34,1	21	24,7	19	22,4
19	Women are better than men at learning foreign languages	5	5,9	3	3,5	33	38,8	19	22,4	25	29,4
30	People who speak more than one language are very intelligent	11	12,9	12	14,1	25	29,4	18	21,2	19	22,4
33	Everyone can learn to speak a second language	41	48,2	31	36,5	9	10,6	2	2,4	2	2,4
DIFFICULTY											
3	Some languages are easier than others	33	38,8	32	37,7	15	17,6	3	3,5	2	2,4
5	I believe I will learn to speak English very well	32	37,6	26	30,6	22	25,9	4	4,7	1	1,2
25	It is easier to speak than understand a foreign language	5	5,9	8	9,4	16	18,8	33	38,8	23	27,1
34	It is easier to read than to write a foreign language	16	18,8	19	22,4	26	30,6	19	22,4	5	5,9
NATURE											
8	It is necessary to learn about English-speaking cultures to speak English	24	28,2	23	27,1	17	20,0	18	21,2	3	3,5
12	It is best to learn English in an English-speaking country	54	63,5	27	31,8	2	2,4	1	1,2	1	1,2
17	The most important part of learning a foreign language is learning new words	33	38,8	36	42,4	11	12,9	5	5,9	0	0,0
23	The most important part of learning a foreign language is learning grammar	9	10,6	29	34,1	19	22,4	21	24,7	7	8,2

27	Learning a foreign language is different than learning other academic subjects	46	54,1	30	35,3	3	3,5	5	5,9	1	1,2
28	The most important part of learning a foreign language is learning to translate from my own language	14	16,5	22	25,9	30	35,3	14	16,5	5	5,9
COMMUNICATION STRATEGIES										
7	It is important to speak English with an excellent pronunciation	29	34,1	33	38,9	9	10,6	13	15,3	1	1,2
9	You shouldn't say anything in English until you say it correctly	2	2,4	4	4,7	4	4,7	12	14,1	63	74,1
13	I enjoy practicing English with native speakers	18	21,2	39	45,9	21	24,7	5	5,9	2	2,4
14	It's OK to guess if you don't know a word in English	17	20,0	36	42,4	14	16,5	12	14,1	6	7,1
18	It is important to repeat and practice a lot	60	70,6	23	27,1	2	2,4	0	0,0	0	0,0
21	I feel shy speaking English with other people	5	5,9	16	18,8	15	17,6	26	30,6	23	27,1
22	If beginning students are allowed to make mistakes in English it will be difficult for them to speak correctly later on	4	4,7	10	11,8	18	21,2	17	20,0	36	42,4
26	It is important to practice in language laboratories	20	23,5	37	43,5	25	29,4	0	0,0	3	3,5
MOTIVATION										
20	People in my country believe that it is important to speak a foreign language	26	30,6	35	41,2	8	9,4	9	10,6	7	8,2
24	I would like to learn English so that I can get to know people living in other countries better	5	5,9	13	15,3	19	22,4	32	37,6	16	18,8
29	If I learn to speak English very well, I will have better job opportunities	71	83,6	11	12,9	3	3,5	0	0,0	0	0,0
31	I would like to learn to speak English very well	68	80,0	16	18,8	1	1,2	0	0,0	0	0,0
32	I would like to have friends who are native speakers	55	64,7	25	29,4	5	5,9	0	0,0	0	0,0

Table 3. Findings of Open-ended Questionnaire

ENGLISH MAJOR		NON-ENGLISH MAJOR	
Knowing English …	**f**	**Knowing English …**	**f**
Is learning about another culture	21	Brings Job opportunities	33
Brings Job opportunities	15	Contributes to my personal development	10
Takes you a step further in life	15	Helps to communicate with new people	10
Is fun – enjoyable	12	Is advantageous	9
Is important	10	Is Important/necessary	5
Contributes to personality	10	Broadens one's horizon	2
Is advantageous	9	Makes you different	1
Brings another identity /world	9	Requires Talent	1
Broadens one's horizon	7	Brings success	1
Knowing English is like…		**Knowing English is like…**	
Learning culture through language	12	Becoming another person	6
The development of a new-born baby	6	Being a baby again	5
Looking at the world through different windows	6	Something that makes your life different	4
Transition to another world	5	Looking at life from a different window	3
Having another identity	4	Building something	1
A wide road one can go through	3	Being a step further in life	2
Discovering new planets	2	a hobby	1
English is easy because…	**f**	**English is easy because…**	**f**
The more you learn the easier it becomes	29	It is used and spoken worldwide	7
The whole world speaks it	9	It's easy when you study:	7

Its grammar rules are easy	9	I like it:	4
Its morphology is easy	6	I can understand it	3
Because I have talent	6	I have talent	1
There are too many materials available	6	It has easy patterns:	6
It is not easy	3	Its grammar is easy	3
It is everywhere	6	It has similar words in Turkish	3
English is hard because …	**f**	**English is hard because…**	**f**
It is not hard	22	It is complicated	4
It has too many words	11	We are afraid of making mistakes	4
It is different from Turkish	10	It is different from Turkish	4
There are too many grammar rules	10	There are too many words	3
It requires a lot of practice	4	There are many vocabulary forms	3
It is complicated	3	There are too many grammar rules	3
There is no end	1	I cannot understand it	3
Its pronunciation is hard	3	We are not familiar with it	3
There are no practice opportunities	2	Our education system is not effective	3
All languages are difficult	3	It requires effort and time	2

Continued (Table 3)

ENGLISH MAJOR		NON-ENGLISH MAJOR	
What I want to improve most is …	**f**	**What I want to improve most is…**	f
Speaking fluently	48	Speaking fluently	50
Writing (academic)	15	Vocabulary	9
Vocabulary	8	Pronunciation	4
Accent/pronunciation	7	Grammar	3
Grammar	6	Listening comprehension	2
Listening Comprehension	1	Writing	2
Reading authentic texts	3	Reading books in my field	1
I learn best by…	f	**I learn best by…**	f
Practicing speaking	39	Practicing speaking	23
Watching films and videos	24	Watching films and videos	18
Reading English books/materials	15	Vocabulary	14
Listening	14	Listening Comprehension	9
Writing	9	Writing	7
Translating	3	Revising what I learned	5
Internalizing the language	2	Reading	3
Students should …		**Students should …**	
Practice speaking	36	Practice speaking	37
Revise what is learned	17	Revise what is learned	34
Find native speakers friends	14	Learn Vocabulary	25
Watch movies to hear native speakers	15	Watch movies	12
Learn more vocabulary	14	Read English books	6
Reading materials written in English	13	Learn grammar	6
Maintain interest in the language	11	Listen to the teacher	4
Learn more about grammar	9	Go to the country where English is spoken	4

Make English center of their life	5	Be exposed to English	2
Write in that language	4	Enjoy learning English	2
Learn the language in a foreign country	3	Be persistent	1
Teachers should …	**f**	**Teachers should …**	f
Make students speak English	28	Speak English	15
Motivate their students	13	Understand their students	12
Be patient and understanding	12	Speak Turkish when necessary	7
Make lessons fun and interesting	9	Give extra homework	4
Speak English all the time	8	Help students love English	4
Consider their students' level and learning styles	5	Make lessons fun	4
Help students love the language	5	Communicate well with students	3
Teach all skills	4	Let students make mistakes	3

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