

Exploring Kurdish EFL University Students' Beliefs about Language Learning

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Abstract

This paper is an attempt to deal with language learners' beliefs. Researchers used Elaine Kolker Horwitz's model (1988), Beliefs about Language Learning Inventory, and they applied it to explore the views of Kurdish EFL university students concerning language learning. The study aims to investigate and expose their opinions regarding language learning generally, then English language more precisely. Its significance lies in exploring the beliefs of Kurdish EFL university students about language learning. It mainly answers the question, "what are the beliefs of Kurdish EFL university students about learning English?". The researchers administered a Beliefs about Language Learning Inventory (BALLI) questionnaire to seven universities to achieve this aim. The questionnaire includes several viewpoints regarding the difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivation and expectations. They collected and analyzed the questionnaire results and found out that the first category, the difficulty of language learning, has the lowest mean score among the five categories. In contrast, the fifth category, motivation and expectations, has the highest mean score. They ended the study with suitable beneficiary recommendations.

Keywords: BALLI, beliefs, Kurdish EFL university students, language learning difficulties, language learning strategies

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Introduction

Beliefs are essential in every human activity and behavior to help individuals know themselves and their surroundings (Nikitina & Furuoka, 2006). Beliefs are fundamental tools for determining behavior (Cephe & Yalcin, 2015; Parsi, 2017). Nikitina & Furuoka (2006, p. 2010) state that "Belief is a way of perceiving the world that generates the confidence to act upon matters accepted as true but may be questioned in the future. Beliefs in such a contextual approach are dynamic, socially constructed, situated, paradoxical, and related to action."

Horwitz (1999) confirms that beliefs about language learning form the students' perceptions and affect their performance in the classroom (as cited in Nikitina & Furuoka, 2006; Bidari, 2021). Teachers must understand their students' beliefs to know their context better and deal with it. They should be aware of the learners' views to decide on their language learning techniques and employ appropriate learning strategies to help them enhance their language skills. Educational psychology considers learner beliefs as essential factors of learning behavior. For example, students interested in their studies and consider it significant engage more actively in the learning process and work harder. Teachers must be familiar with their audience to design their materials in the most efficient manner possible for learning.

It is essential to understand language learners' beliefs for two reasons; first, these beliefs may influence language learners' expectations. Second, compared with attitude and motivation, these beliefs can be more easily changed (Horwitz, 1987, as cited in Diab, 2006; Jafari & Shokrpour, 2012).

Moreover, research in this field has shown that language learners' beliefs have a massive impact on their learning process and even affect many other aspects of language learning (Mohebi & Khodadady, 2011; Abdi & Asadi, 2015). Victori & Lockhart (1995, p. 224, cited in Meshkat & Saeb, 2014, p. 211) defined beliefs about language learning as "general assumptions that students hold about themselves as learners, about factors influencing language learning, and about the nature of language learning and teaching." Hayati (2015) defined beliefs as learners' opinions about language learning. They determine the learners' actions. Rokeach (1968, p. 113), cited in (Nikitina & Furuoka, 2006), states that "Beliefs are predispositions to action." Beliefs and actions help language learners to know themselves better and recognize their own identity in language learning (Kalaja et al., 2015).

Foreign language learners have different perspectives on the way languages are learned. Some learners think this process is easy, while others believe the opposite. Some others believe that children learn languages more easily and quickly than adults. Many believe that it does not need much time and others think it does. Several learners consider language learning a unique gift that some people have. There are many other such beliefs among language learners, and each learner has their own set of beliefs when s/he starts language learning and even during the process. These beliefs affect their language learning behavior and experience positively or negatively. In addition, these beliefs help them choose suitable learning approaches and strategies (Horwitz, 1988, 2008). Moreover, the views of language learners are affected by their past language learning experiences and cultural background (Hong, 2006; Saeb & Zamani, 2013; Azar & Saeidi, 2013; Cephe & Yalcin, 2015).

Many linguists and scholars have studied language learners' beliefs in different contexts. They discovered that these beliefs have a significant role in learning a language successfully (Horwitz, 1999). Most of them used Horwitz's (1988) BALLI questionnaire tool to explore foreign language learners' beliefs on language learning in their contexts. The purpose of this study is to explore and learn more about the ideas of Kurdish EFL university students about learning the English language. The study addresses the following research questions: What are the opinions of Kurdish EFL university students about learning English? Do Kurdish EFL university students have the same beliefs as the participants of Horwitz's (1988) study? The study adopts Horwitz's (1988) approach to data collection and analysis and descriptive statistics, but in a different context and with another research community.

Literature Review

Since the mid-1980s, researchers have been increasingly interested in the function of individual learners in language learning. Due to this curiosity, they were interested in learner variables as a technique for assessing students' performance in foreign language learning. The beliefs regarding language learning examined in foreign language learning are factors (Meshkat & Saeb, 2014).

Horwitz (1988) was the first researcher who practically researched second and foreign language learning beliefs. She works at the University of Texas as a professor. She investigated the language learning beliefs of French, German, and Spanish university students in the United States by developing the Beliefs About Language Learning Inventory (BALLI). The study's findings revealed that many students held opposing views to language educators. The participants in the research, for example, thought the language they were learning was simple and that they could acquire it in two years. They believed that learning a foreign language mostly entailed memorizing many new vocabulary words, grammatical rules, and translation. Horwitz (1988) concluded that language learners come to class with preconceived notions about language learning, some of which prevent language learning successfully. One of the aims of Horwitz was to inform teachers about their students' beliefs and perceptions (Horwitz, 1987, 1988, as cited in Riley, 2006).

As mentioned earlier, Horwitz researched the beliefs of students and instructors at the University of Texas at Austin. Later, other researchers used her tool worldwide. For example, Yang (1992) examined students' beliefs about language learning at six Taiwanese universities; Park (1995) studied learners' beliefs at two universities in Korea; Truitt (1995) explored Korean University students' beliefs about learning English (Nikitina & Furuoka, 2006).

Meshkat and Saeb (2014) state that there have been many other studies on language learners' beliefs that employed Horwitz's instrument (1987), Beliefs about Language Learning Inventory (BALLI), for different purposes. Some of these studies looked at the relationship between beliefs and other factors that influence language learning, such as strategies (Wenden, 1986; Yang, 1999); gender (Bernat & Lloyd, 2007; Tercanlioglu, 2004); language proficiency (Abedini et al., 2011); foreign language anxiety (Jee, 2014; Oh, 1996), (Truitt, 1995; Young, 1991); culture (Horwitz, 1999); and the secrets of beliefs (Sakui & Gaies, 1999). Moreover, Jafari and Shokrpour (2012) state that the BALLI has been broadly used in different ESL and EFL contexts and cultures to evaluate or explore the beliefs of ESL and EFL students. For example, in

China (Zhang & Cui, 2010); Hong Kong (Peacock, 2001); Hungary (Rieger, 2009); Korea (Park, 1995) and (Truitt, 1995); Lebanon (Diab, 2006); Malaysia (Nikitina & Furuoka, 2006); Thailand (Fujiwara, 2011); Turkey (Altan, 2006) and (Ariogul et al., 2009); and Vietnam (Bernat, 2004).

Diab (2000) modified the BALLI and used it to explore the beliefs of 284 students learning English and French as foreign languages at three Lebanese universities. He realized that the students learning English had the following viewpoints: integrative motivation, the difficulty of speaking and learning English, the importance of accuracy in speaking English, and English in Lebanon. While the students learning the French language had the following beliefs: "motivation/confidence in speaking French, the nature of learning French, the importance of French in Lebanon, and the importance of accuracy in speaking French." In terms of language learning difficulty, most of the participants believed that English is an easy or very easy language, but French is difficult. More French learners than English thought of learning a foreign language in a native country.

Apart from English language learners, the BALLI tool was also used to explore learners' beliefs in the other languages. For example, Horwitz (1988) researched the learners' French, German, and Spanish views at the University of Texas at Austin. Kuntz (1996) looked at Arabic and Swahili learners. Smith (1989) and Tumposky (1991) investigated the views of Russian language learners. Kern (1995) discovered French language learners' beliefs. Bacon and Finnemann (1990) researched Spanish language students' beliefs. Mori (1999) explored Japanese learners' ideas (Nikitina & Furuoka, 2006). Furthermore, Oh (1996) used the BALLI questionnaire with 195 first and second-year Japanese learners at the University of Texas at Austin to explore their language learning beliefs and anxiety in learning foreign languages.

Methods

The researchers used a quantitative method, which is a questionnaire, in conducting this study because it is a suitable way to achieve the aim of the study. The participants of the study reflected on the items of the questionnaire based on a Likert-type linear scale (Likert, 1932); strongly disagree, disagree, neutral, agree, and strongly agree, as it is a reliable rating scale to measure attitudes and gives more freedom to the participants in showing their agreement or disagreement with the statements than usual yes/no responses. The results of such scales are more precise and can be analyzed better.

Participants

The participants of this study are the Kurdish EFL university students studying English as a foreign language at the English language department during the academic year 2021/2022 in seven public and private universities located in different areas of the Iraqi Kurdistan Region. They are five public universities: the University of Halabja, the University of Sulaimani, Salahaddin University, Koya University, and Soran University. And two private universities; the University of Human Development and Tishk International University in Sulaimani. The overall number of the students who participated in filling out the questionnaire was 420. Their age is between 18-25 years, as shown in table one.

Table 1. *Students' ages*

Age	Frequencies	Percentages
18	69	16.4%
19	89	21.2%
20	100	23.8%
21	77	18.3%
22	49	11.7%
23-25	36	8.6%
Total	420	100%

Table two shows the frequencies and percentages of the students' genders. As seen in the table, more female students participated in filling out the questionnaire than males.

Table 2. *Students' genders*

Gender	Frequencies	Percentages
Female	297	70.7%
Male	123	29.3%
Total	420	100%

Table three indicates the distribution of the students according to their stages. The first-year students participated more, followed by the third, second, and fourth-year students.

Table 3. *Stages of the students*

Stage	Frequencies	Percentages
First	125	29.8%
Second	100	23.8%
Third	108	25.7%
Fourth	87	20.7%
Total	420	100%

Furthermore, the participant's responses to the three background questions are shown in table four below.

Table 4. *Participants' answers to the background questions*

Q1. How much do you usually study the English language outside the classroom daily?						
Fewer than 30 minutes	30 to 60 minutes	1 to 2 hours	2 to 3 hours	3 hours and more		
27.4%	25.7%	26.4%	11.7%	8.8%		
Q2. What is your main reason for studying and learning the English language?						
(1) To get a degree	(2) To get a better career and education in the future	(3) I like the English language and culture		Other		
7.1%	67.6%	22.4%		2.9%		
Q3. Which language do you usually use to speak with your colleagues?						
Kurdish	English	Both (Equally)	Sometimes English	Mostly English	Mostly Kurdish	Other
36.2%	15.5%	25.7%	11.2%	3.3%	7.4%	0.7%

The table shows that (27.4%) of the participants spend less than 30 minutes studying English outside class per day, (25.7%) spend 30 minutes to 1 hour, (26.4%) spend 1 to 2 hours, (and 11.7%)

spend 2 to 3 hours, and only (8.8%) spend more than 3 hours. Most students spend less than two hours per day studying the English language outside class.

Concerning the participants' main reason for studying and learning the English language, only (7.1%) of them study to get a degree. While (67.6%) study it for future careers and education, and (22.4%) are interested in the English language and culture. This means that most students have a relevant aim in studying and learning the English language, not just to get a degree.

Regarding the students' preferred language for communication with their colleagues; (36.2%) use only Kurdish, (15.5%) use only English, (25.7%) use both equally, and (21.9%) use either English or Kurdish with various portions. Only (0.7%) use other languages, especially Arabic. This means that all the participants are Kurdish nationals and are learning English as a foreign language. In addition, they do not use the English language only for everyday communication outside the classroom.

Research Instrument

Questionnaire

The researchers intended to investigate the language learning beliefs of EFL students in Kurdish universities. To achieve this aim, they adapted Horwitz's (1988) questionnaire "Beliefs About Language Learning Inventory (BALLI)." They distributed it among the target group at the English language departments in seven universities in Iraqi Kurdistan Region.

They divided the questionnaire into two parts; part one asks about demographic information of the participants and three background questions concerning their own language learning experience. The second part is devoted to the items of the BALLI questionnaire, which consists of 34 statements. According to Horwitz (1987), the statements are grouped into five categories: "the difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies (learning strategies and communication strategies), and motivation and expectations."

They have modified or restructured some items in the original BALLI questionnaire to adjust to the present study's aim and setting. For example, they changed expressions referring to "foreign language" in general to "English language" or "English as a foreign language."

According to the Likert-type linear scale, they asked the students to show their agreement with the statements (Likert, 1932; McLeod, 2019). The rankings are referred to as follows: ((1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree). However, the fourth and fourteenth items have different scales. The fourth item has the following scales: ((1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, and (5) a very easy language). While the fourteenth item has the following scales: ((1) you can't learn a language in 1 hour a day, (2) 5-10 years, (3) 3-5 years, (4) 1-2 years, and (5) less than a year).

Procedure

The researchers used the “Google Forms” platform to collect the research data and sent the online questionnaire link to the students of the English language departments to fill. The link was active during January 2022 to let the target students access it. They described the paper’s topic to the students and instructed them to complete the questionnaire correctly. They allowed them to ask questions if they needed clarification on any item to ensure they understood everything before answering it.

They analyzed the quantitative data using Google Sheets, Microsoft Office Excel, and IBM SPSS Statistics Software. They determined percentages, averages, and modes of all the questionnaire items and shaped them into the form of a table, see the Appendix. Based on the data, they made discussions, outlined the most significant conclusions, and provided specific recommendations to show the importance of language learners' beliefs and how language educators consider them.

Results and Discussion

This section presents the questionnaire results and discussions that address the research questions and attain the study's goal. The table in the appendix illustrates the results of each statement and category of the questionnaire and summarizes all the information provided by the respondents. Moreover, it demonstrates the percentages, means, and modes of all the responses for the questionnaire items. In addition, it shows that the beliefs are five categories.

The first category is *the difficulty of language learning*. The average of the beliefs of this category is (3.3), and its mode is (4). Learning a foreign language in general and English is of medium difficulty to the study participants. This category has the lowest mean score among the five categories of the BALLI questionnaire. It consists of six beliefs; 3, 4, 6, 14, 24, and 28. Half of the participants agree that some languages are more accessible to learn than others. While (16.9%) strongly agree and (20.7%) neither agree nor disagree with this belief. Over half of the participants (52.9%) regard English to be a medium-difficult language. While (20.5%) of them consider it a complicated language, and (17.9%) of them consider it an easy language. This finding is opposite to the results of Diab (2000), in which the participants think of English as an easy language, and it is in line with the findings of Horwitz (1988). Most of the participants believe that they will eventually learn to speak English very well; (45.2%) of them agree, (26.2%) strongly agree, and (19%) neither agree nor disagree with this belief. Concerning the time needed for a learner to become fluent if s/he spends an hour day when it comes to learning English, (40.2%) of the participants think that it takes (1-2) years, (29.3%) of them believe that it takes (3-5) years and (19%) believe that it takes less than a year. This finding is in line with (Horwitz, 1988). In comparison between speaking and understanding, (40.5%) of the participants disagree with the idea that speaking English is more accessible than understanding it, (16.7%) strongly disagree, (18.6%) neither agree nor disagree, and (20.5%) agree. Most of the participants think that understanding English is more accessible than speaking. When comparing reading and writing to speaking and understanding, many participants (37.6%) agree with the idea that reading and writing English are more accessible than speaking and understanding, (18.3%) strongly agree, (20.5%) are neutral, and (18.8%) disagree. This indicates that most participants believe reading and writing English is simpler than speaking and comprehending it.

The second category is *foreign language aptitude*. The average of the beliefs of this category is (3.4), and its mode is (4). It means that the participants' anticipation level of language learning ability, in general, is high. This category consists of nine beliefs; 1, 2, 10, 15, 22, 29, 32, 33, and 34. Most participants believe that learning a foreign language is easier for children than adults; (45.5%) strongly agree, and (36.4%) agree. Concerning foreign language learning ability, (45.7%) of the participants agree that some people have a special ability for foreign language learning, (17.4%) strongly agree, and (21.9%) are neutral. Most of the participants believe that learning another language is simpler for someone who has already learned one; (48.6%) of them agree with this belief, (16.2%) strongly agree, and (22.4%) are neutral. Regarding their own foreign language learning ability, (38.6%) of those polled are undecided about having a remarkable talent to learn other languages, (38.1%) agree, and (14.5%) disagree. Concerning gender, (34.3%) disagree with the belief that says women are better than men at learning foreign languages, (31.7%) are neutral and (16.7%) agree. Most of the participants do not see any relationship between language learning and mathematics and science subjects; (41.4%) disagree with the belief that "people who are good at mathematics and science are not good at learning foreign languages," and (16.9%) strongly disagree, (19.8%) neither agree nor disagree and only (15.2%) agree. Most of the participants feel that persons who are fluent in many languages are extremely brilliant; (40.7%) agree with this belief, (27.4%) strongly agree, (18.3%) are neutral and only (10.7) disagree with it. Moreover, (37.4%) of the participants neither agree nor disagree with the belief that "people from my country are good at learning foreign languages." While (26.4%) disagree and (25.2%) agree with this belief. The study participants are not certain about Kurdish people's ability to learn foreign languages. However, many of the participants feel that everyone can acquire a foreign language; (49.8%) agree with this belief, (26.9%) strongly agree, and only (14.5%) are neutral.

The nature of language learning is the third category. The average of this category's views is (3.7), with a mode of (4), indicating that most respondents agree with the questionnaire's opinions regarding language learning. This category carries six beliefs: 8, 11, 16, 20, 25, and 26. Concerning the relevance of culture in acquiring the English language, (47.4%) believe that knowing English-speaking cultures is necessary to be able to communicate effectively in English, (17.1%) strongly agree, and (23.1%) neither agree nor disagree. Most of the participants felt that learning English in an English-speaking nation is the best way to learn it; (43.1%) agree with this belief, (34.8%) strongly agree, and only (13.3%) are neutral. This finding is opposite to the conclusions from Diab (2000) about the nature of English language learning. Regarding vocabulary, (48.3%) agree with the importance of vocabulary in mastering the English language, (20.7%) strongly agree, and only (18.8%) neither agree nor disagree. However, (38.6%) agree with the role of grammar rules in mastering the English language, (12.4%) strongly agree, (25.5%) say they don't agree or disagree, and (19.5%) say they oppose. The results of these two beliefs, the role of vocabulary and grammar in language learning, are in line with the results of (Horwitz, 1988). Many participants felt that studying English is not the same as learning other academic topics; (52.9%) agree with this belief, (13.6%) strongly agree, and (21.9%) are neutral. Concerning translation, most of the participants believe that learning English is typically a matter of translating to/from their native language; (44.5%) agree with this belief, (13.6%) strongly agree, (26.7%) are neutral and only (12.4%) disagree. This result is also in line with (Horwitz, 1988).

The fourth category is *learning and communication strategies*. It consists of two parts. The first part is learning strategies, which includes two beliefs; 17 and 21. The second part is communication strategies, which comprises seven ideas; 5, 7, 9, 12, 13, 18, and 19. The average of the beliefs of this category is (3.6), and its mode is (4). The first belief in this category is about the role of practice in mastering the English language. (45%) of the participants strongly believe that it is critical to practice and repeat in learning the English language, and (40.2%) agree. Moreover, (48.8%) agree that "it is important to practice in the language laboratory (or with CD players or headphones)," and (29.5%) strongly agree. Most of the participants would like to have friends who are native English speakers; (47.4%) of them strongly agree with this belief, and (37.9%) agree. Regarding accent, (40%) of the participants agree that it is essential to speak with an excellent accent, (32.6%) strongly agree, and (16.7%) neither agree nor disagree. In terms of saying things correctly, (31.9%) disagree with not saying anything until you can say it correctly, (26.2%) strongly disagree, (19.3%) agree, and (15%) neither agree nor disagree. There is no need to worry about making mistakes, especially during communication activities. More than half of the participants would like to go and speak when hearing somebody speaking English. In addition, (47.1%) of the participants agree with the belief that says: "If you don't know a term in English, it's fine to guess," (19.5%) strongly agree, and (22.4%) neither agree nor disagree. When it comes to feeling self-conscious when speaking English in front of others, (35.2%) of the participants agree that they feel conscious, (14%) strongly agree, (31.9%) neither agree nor disagree, and (15%) disagree. Moreover, (28.8%) of the participants disagree that if you're permitted to make mistakes at first, it'll be challenging to get rid of them afterward, (14.5%) strongly disagree, (28.1%) agree, and (19.8%) neither agree nor disagree. The participants believe that mistakes should be allowed to achieve fluency at the beginning of language learning and it does not harm the process. This finding is opposite to the conclusions from Diab (2000).

The fifth category is *motivation and expectations*. The average of the beliefs of this category is (4.2), and its mode is (4). This is the highest average among the five categories of the questionnaire. It consists of four beliefs; 23, 27, 30, and 31. The participants believe that if they could speak English very well, they would have many opportunities to use it; (44.5%) of them agree, and (36.9%) strongly agree with this belief. Moreover, (56%) of them strongly agree that learning English helps them get a good job, and (32.6%) agree. Among the 34 beliefs in the questionnaire, this belief had the highest average (4.4). Learning English is crucial in getting an excellent job in the Iraqi Kurdistan Region's job market. In addition, (41.9%) of the participants agree that Kurdish people think that knowing the English language is essential, and (40.5%) strongly agree. Finally, (46.2%) of them agree with the belief that says, "I would like to learn English to know native English speakers and their culture better," and (32.6%) strongly agree.

Conclusion

The main aim of this study is to explore the beliefs of Kurdish EFL university students about learning the English language. The questionnaire results show that the mean score for language learning difficulty is the lowest, and *motivation and expectations* is the highest among the five categories of the BALLI questionnaire. Furthermore, most of the study's findings are parallel or close to Horwitz's (1988) study. At the same time, there are apparent differences.

The study's findings reveal that language learners enter the process of language learning with certain, sometimes unexpected, beliefs that affect the way they behave during the process. Below are the most significant views of the Kurdish EFL university students about mastering the English language:

1. English is a language of medium difficulty.
2. Typically, a learner takes (1-2) years to become fluent if s/he spends an hour a day mastering the English language.
3. Understanding the English language is more straightforward than speaking it.
4. Children have an easier time learning a foreign language than adults.
5. A foreign language, such as English, may be learned by anyone.
6. To master the English language, repetition and practice are essential.
7. Mistakes are expected and expected at the beginning of language learning.
8. Learning English helps EFL students in getting a good job.

Recommendations

The researchers recommend the following based on their inquiry into the issue of this article and the results reached:

1. EFL teachers should be acquainted with their students' beliefs to understand their needs and design their modules accordingly.
2. Mistakes should be allowed at the beginning of language learning for fluency.
3. When EFL students hear someone speaking in English, they should practice speaking. They may also have pals who speak English as a first language.
4. EFL students can make educated guesses if they are unfamiliar with a word in the English language.
5. EFL students learn the language better in an English-speaking environment.
6. EFL students should learn new vocabulary to use the language better.
- 7.

Research Limitations and Suggestions for Further Studies

This study is aimed to look at the beliefs of Kurdish EFL university students in seven institutions' English language departments. The researchers chose a sample of students rather than all of them since the study's goal and scope are restricted, and it's challenging to obtain the opinions of all EFL students from all universities. They also wanted to learn about the perspectives of a definite number of EFL students from each university.

Similar studies on the following issues can be conducted by researchers interested in examining language learners' beliefs:

1. Choosing the same target group at all the region's institutions.
2. Increasing the number of participants from all or some of the region's universities.
3. Finding out the correlation between language learners' beliefs and other factors affecting language learning, such as strategies, approaches, methods, and techniques.
4. Examining the effect of language learners' beliefs on foreign language learning.

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Appendix

Results of the BALLI questionnaire

Categories	Beliefs	Percentages of Scales					Averages (Out of 5)		Modes (Out of 5)	
		1	2	3	4	5				
The Difficulty of Language Learning	3. Some languages are easier to learn than others.	5.2%	6.7%	20.7%	50.5%	16.9%	3.7	3.3	4	4
	4. English, which is the language that I am trying to learn, is:	5.5%	20.5%	52.9%	17.9%	3.3%	2.9		3	
	6. I believe that I will eventually learn to speak English very well.	3.3%	6.2%	19.0%	45.2%	26.2%	3.8		4	
	14. How long would it take for someone to become fluent in English if they spent one hour a day learning the language?	4.3%	7.1%	29.3%	40.2%	19.0%	3.6		4	
	24. It is simpler to speak than to comprehend English.	16.7%	40.5%	18.6%	20.5%	3.8%	2.5		2	
	28. Reading and writing English is easier than speaking and understanding it.	4.8%	18.8%	20.5%	37.6%	18.3%	3.5		4	
Foreign Language Aptitude	1. Learning English as a foreign language is easier for children than adults.	3.8%	4.3%	10.0%	36.4%	45.5%	4.2	3.4	5	4
	2. Some people are born with a special ability for learning a foreign language, such as English.	5.0%	10.0%	21.9%	45.7%	17.4%	3.6		4	
	10. Someone who already speaks a foreign language can easily learn another one.	2.4%	10.5%	22.4%	48.6%	16.2%	3.7		4	
	15. I have a special ability for learning English language.	2.6%	14.5%	38.6%	38.1%	6.2%	3.3		3	
	22. Women are more adept at learning English than males.	12.1%	34.3%	31.7%	16.7%	5.2%	2.7		2	
	29. People who excel at mathematics and science struggle to acquire new languages.	16.9%	41.4%	19.8%	15.2%	6.7%	2.5		2	
	32. People who can communicate well in more than one language are extremely brilliant.	2.9%	10.7%	18.3%	40.7%	27.4%	3.8		4	
	33. People in my nation are excellent at acquiring English.	5.5%	26.4%	37.4%	25.2%	5.5%	3		3	

		34. Everyone can learn to speak English language.	2.6%	6.2%	14.5%	49.8%	26.9%	3.9		4	
The Nature of Language Learning		8. To speak English, it is vital to understand the cultures of English speakers.	2.1%	10.2%	23.1%	47.4%	17.1%	3.7	3.7	4	4
		11. It is better to learn English language in an English-speaking country.	2.9%	6.0%	13.3%	43.1%	34.8%	4		4	
		16. Learning English language is mostly a matter of learning a lot of new vocabulary words.	4.0%	8.1%	18.8%	48.3%	20.7%	3.7		4	
		20. Learning English language is mostly a matter of learning a lot of grammar rules.	4.0%	19.5%	25.5%	38.6%	12.4%	3.4		4	
		25. Learning English as a foreign language is different from learning other academic subjects.	2.1%	9.5%	21.9%	52.9%	13.6%	3.7		4	
		26. Learning English is primarily a matter of translating from my original language to English and vice versa.	2.9%	12.4%	26.7%	44.5%	13.6%	3.5		4	
Learning and Communication Strategies	Learning Strategies	17. It is critical to practice and repeat.	1.9%	2.4%	10.5%	40.2%	45.0%	4.2	3.6	5	4
		21. Practicing in the language laboratory is essential (or with CD players or headphones).	2.1%	6.0%	13.6%	48.8%	29.5%	4		4	
	Communication Strategies	5. I desire to make acquaintances with those who speak English as their first language.	1.9%	4.3%	8.6%	37.9%	47.4%	4.2		5	
		7. It is critical to speak English fluently and with a good accent.	2.1%	8.6%	16.7%	40.0%	32.6%	3.9		4	
		9. You should not speak anything in English unless you are confident in your ability to do so.	26.2%	31.9%	15.0%	19.3%	7.6%	2.5		2	
		12. If I heard someone speaking English, I would approach them and practice speaking the language with them.	3.6%	10.5%	23.6%	48.3%	14.0%	3.6		4	
		13. If you don't know a term in English, it's fine to guess.	2.4%	8.6%	22.4%	47.1%	19.5%	3.7		4	
		18. I feel self-conscious speaking English in front of other people.	3.8%	15.0%	31.9%	35.2%	14.0%	3.4		4	
19. If you're permitted to make mistakes at first, it'll be difficult to get rid of them afterwards.	14.5%	28.8%	19.8%	28.1%	8.8%	2.9	2				
Motivation and Expectations		23. If I improve my English language skills, I will have numerous opportunities to put it to use.	2.4%	2.9%	13.3%	44.5%	36.9%	4.1	4.2	4	4
		27. If I learn to speak English language very well, it will help me get a good job.	1.4%	2.6%	7.4%	32.6%	56.0%	4.4		5	
		30. People in my country think that it is important to speak English language.	1.4%	4.0%	12.1%	41.9%	40.5%	4.2		4	
		31. I want to study English so that I may better understand native English speakers and their culture.	3.3%	5.2%	12.6%	46.2%	32.6%	4		4	