

Language Learning Beliefs of First-Year Engineering Students at TNUT, Vietnam

Hoang Thi Tham

Thai Nguyen University of Technology, Vietnam

ABSTRACT : *The study aimed at exploring language learning beliefs of the first-year engineering students at Thai Nguyen University of Technology (TNUT) in Vietnam. 74 students from two randomly chosen classes participated the study. The Belief about Language Learning Inventory (BALLI) developed by Horwitz (1985) was applied. The finding revealed that the students' language learning beliefs were mostly rather positive. Besides, the more successful students were discovered to hold more positive beliefs about language learning than the less successful students. Specifically, the nature of language learning and learning and communication strategies were identified to be included in the significant difference of the two groups' beliefs. Based on the study results, some pedagogical implications were recommended.*

KEYWORDS: *language learning beliefs, learners' beliefs, positive beliefs, successful students, The Belief about Language Learning Inventory (BALLI).*

I. INTRODUCTION

In recent decades, second and foreign language learning researchers have conducted numerous studies from learners' perspectives. Among those studies, issues about individual differences in language learning have been widely discussed. Researchers found that language learners bring to the classroom a complex set of attitudes, expectations, experiences and beliefs [1], among those, learner beliefs have been paid great attention from researchers.

Beliefs about language learning consist of "general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language teaching" [2]. According to [3], learner beliefs are "psychologically held understandings, premises, or propositions about the world that are felt to be true".

Learners have their own beliefs about what they should study. As Dakin [4] stated "though the teacher may control the experiences the learner is exposed to, it is the learner who selects what is learnt from them". In Bernat and Gvozdenko's view [5], language learners may hold strong beliefs about "the nature of the language under study, its difficulty, the process of acquisition, the success of certain learning strategies, the existence of aptitude, their own expectations about achievement and teaching methodologies" (p.1).

Factors that have been thought to determine or influence learner beliefs are numerous. Some beliefs are influenced by students' previous experiences as language learners [6], family and home background [7], while other beliefs are shaped by students' cultural background [8], and individual differences such as personality [9]. The origins of the learner beliefs of language learning may diverge from the students' previous experiences as language learners to cultural backgrounds [10].

According to [11] language learners' beliefs can be classified in five groups including foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies and motivation and expectations. In a different way, [12] viewed language learning beliefs from three aspects: use the language, learn about the language and the importance of personal factors.

Language learner beliefs have strong impact on the learners. "It is generally accepted that the beliefs of a particular learner will affect how they learn and as a result, how well they learn" [13]. Negative beliefs can be detrimental successful language learning, deployment of less efficient learning strategies which may cause

limited proficiency [14]. She proposed that beliefs-mismatch between student expectations and realities might “result in negative outcomes for many language learners” (p. 292). Obtaining similar results to [14], [15] discovered that the students underestimated the difficulty of language learning to a certain extent. He claimed that the identified conceptions “may hinder the students’ progress and persistence in language study” (p.373). Moreover, the researcher confirmed that there were links between positive attitudes and realistic beliefs and proficiency.

With great importance in language learning, learners’ beliefs have increasingly attracted great attention from researchers since early research. Numerous studies related to language learner beliefs have been carried out in different contexts [16-24]. It has been proposed that beliefs about language learning may influence their achievement or otherwise, language proficiency [10]; [25-29]. [30] emphasized that what determine whether a person succeeds as a learner is his or her beliefs about learning.

To date, learners’ beliefs about language learning have not been paid much attention in teaching foreign languages in our university. [10] pointed out that the knowledge of student beliefs not only help students to clear up some misconceptions about language learning, but also help with teacher intervention. This paper, thus, focuses on exploring the first-year engineering students’ beliefs and their effects on the students’ achievements. The research questions are addressed as follows:

1. What are language learning beliefs of the first-year engineering students at Thai Nguyen University of Technology (TNUT)?
2. Is there a difference in students’ beliefs regarding English achievement?

II. METHODOLOGY

2.1 Subjects

The participants were 74 students from two classes of first-year students at TNUT. The classes were randomly selected from the university, one was from Electrical Engineering Faculty and the other from the Mechanical Engineering Faculty. They have learnt English at school for six years and then at university for one year.

2.2 Instruments

The Belief about Language Learning Inventory (BALLI) developed by [31] was employed in the study. BALLI is grouped in five major areas: (1) The difficulty of language learning, (2) Aptitude for language learning, (3) The nature of language learning process, (4) Learning and communication strategies, and (5) Motivations and expectations for language learning. It is a 5-point Likert-scale and is commonly used to investigate different learners’ language learning beliefs. It took about twenty minutes for the students to complete the questionnaire. In addition, there was a Vietnamese translation of BALLI to avoid possible misunderstanding.

The results of the English subject in the second semester were explored to understand students’ English achievement, based on which the students were classified into two groups of more successful and less successful students. The students with the grades from 7.0 were assigned into group 1, and those students with the lower grades were arranged into group 2. There were 26 participants in the first group, and 48 participants in the second group.

The BALLI was administered with all the participants. The participants were informed of the purpose of the study and the confidentiality of their answers before they started to complete the questionnaire. It was hoped that students would have confidence to answer the questionnaires fully and completely. Questionnaires were returned within two days.

2.3 Data analysis

The data of the study was analyzed through SPSS Version 20 (Statistical Packages for the Social Sciences) in order to obtain statistical findings. The descriptive statistics and a One Way Analysis of Variance (ANOVA) were employed.

III. RESULTS AND DISCUSSION

In this part the results collected from the questionnaire are reported and discussed in five categories summarized in [31]: foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations.

3.1 Results

3.1.1 Foreign language aptitude

The nine BALLI items mentioned in Table 1 are related to the existence of ability for language learning and beliefs about the characteristics of successful and unsuccessful language learners. As shown in the table, the students of both groups agreed that everyone can learn to speak a foreign language and people who speak more than one language are very intelligent (means ranged from 4.00 to 4.08 and 3.42 to 3.85, respectively. They showed disagreement with the item that people who are good at mathematics or science are not good at learning foreign languages ($M = 2.08$, $SD = .935$ vs $M = 1.166$). The opinions of the two groups of students on item 2 “Some people have a special ability for learning English” were significantly different ($P = .001 < .05$).

Table 1. Foreign language aptitude

Item	More successful students N=26		Less successful students N=48		p.
	Mean	SD	Mean	SD	
1	3.23	1.557	3.67	1.038	.154
2	3.50	1.068	4.21	.874	.003
6	3.46	.905	3.13	1.024	.164
10	3.23	1.142	2.92	1.235	.287
11	2.08	.935	2.29	1.166	.422
16	3.54	1.104	2.60	1.047	.001
18	2.69	1.408	2.25	1.212	.161
30	3.85	.925	3.42	1.127	.101
33	4.00	.894	4.08	.871	.698

Moreover, the less successful students did not agree that they have a special ability for learning foreign languages ($M = 2.60$, $SD = 1.047$), whereas the more successful students did believe that they have this ability ($M = 3.54$, $SD = 1.104$). The difference was statistically significant ($P = .001 < .05$).

3.1.2 The difficulty of language learning

Table 2. The difficulty of language learning

Item	More successful students N=26		Less successful students N=48		p.
	Mean	SD	Mean	SD	
3	3.46	1.174	3.83	1.078	.174
4	3.08	.688	2.42	.919	.002
15	2.77	.908	2.58	1.164	.483
25	3.73	1.041	3.50	1.052	.369
34	2.54	.761	2.46	.824	.683

The difficulties of language learning expressed by the students are reported in Table 2. It can be seen from the table that the students of both two groups believed that English is a very difficult or a difficult language ($M = 2.42$, $SD = .919$ vs $M = 3.08$, $SD = .688$). There was a significant difference ($P = .002 < .05$) on this statement. Both of two groups of students either agreed or strongly agreed that it is easier to speak than understand a foreign language (means ranged from 3.50 to 3.73). They either disagreed or strongly disagreed that it is easier to read and write English than to speak and understand it ($M = 2.46$, $SD = .824$ vs $M = 2.54$, $SD = .761$) and most of them believed that some languages are easier than others.

3.1.3 The nature of language learning

The opinions on the nature of language learning expressed by the students are shown in Table 3. The results of descriptive statistics and one-way ANOVA shown in the table indicate that according to the students it is necessary to know about English speaking cultures in order to speak English ($M = 3.77$, $SD = .710$ vs $M = 3.54$, $SD = 1.091$). They strongly agreed that it is best to learn English in an English speaking country (means ranged from 4.40 to 4.62).

Table 3. The nature of language learning

Item	More successful students N=26		Less successful students N=48		p.
	Mean	SD	Mean	SD	
8	3.77	.710	3.54	1.091	.341
12	4.62	.496	4.40	.676	.150
17	3.31	1.087	3.63	1.231	.274
23	2.88	.909	3.60	.765	.001
27	3.00	.800	2.44	.769	.004
28	3.15	.881	3.71	.874	.011

Besides, the less successful students believed that learning the grammar is the most important part of learning a foreign language ($M = 2.88$, $SD = .909$) meanwhile the more successful students consider it much less important ($M = 3.60$, $SD = .765$). Moreover, the less successful students emphasize the importance of learning vocabulary and learning how to translate from their native language (means ranged from 3.63 to 3.71, respectively). In contrast, the more successful students did not believe that these factors are at so high level of importance (means ranged from 3.15 to 3.31). This lead to some significant differences between the students of the two groups for items 23, 27 and 28 ($p = .001$, $p = .014$, $p = .011$, respectively).

3.1.4 Learning and communication strategies

Table 4 demonstrates the students' beliefs on learning and communication strategies. The students of both two groups stated that it is important to speak English with an excellent pronunciation ($M = 3.92$, $SD = .845$ vs $M = 4.17$, $SD = 1.038$). Furthermore, the more successful students disagreed with the statement that you shouldn't say anything until you can say it correctly ($M = 2.55$, $SD = .485$). On the contrary, the less successful students showed that they agreed with it ($M = 3.50$, $SD = .968$). The difference was significant ($P = .001 < .05$). Besides, the more successful students confirmed that it's OK to guess if you don't know a word in English, while the students of the opposite group did not share this idea ($M = 4.00$ vs $M = 3.27$, respectively). The different was statistically significant ($P = .003 < .05$).

Table 4. Learning and communication strategies

Item	More successful students N=26		Less successful students N=48		p.
	Mean	SD	Mean	SD	
7	3.85	.732	4.17	1.038	.125
9	2.55	.485	3.50	.968	.001
13	3.46	1.104	3.00	.875	0.52
14	4.00	.894	3.27	1.026	.003
19	3.88	.909	3.31	1.075	.024
21	2.77	1.275	3.67	1.294	.005
22	3.31	.838	3.85	1.010	.021
26	3.54	1.363	4.00	.875	.081

One of the learning and communication strategies was thought to be important by the more successful students is "repeat and practice a lot" ($M = 3.88$, $SD = .909$). The less successful students considered it much less important ($M = 3.27$, $SD = 1.026$). There was also a significant difference ($P = .024 < .05$).

The students from group 2 thought that they feel timid speaking English with other people and they believed that if beginning students are permitted to make errors in English without correction, it will be difficult

for them to speak correctly later on ($M = 3.67$, $SD = 1.294$ vs $M = 3.85$, $SD = 1.010$), which is opposite to the more successful students' opinions ($M = 2.77$, $SD = 1.275$ vs $M = 3.31$, $SD = .838$). The differences were significant ($P = .005 < .05$, and $P = .021 < .05$, respectively).

3.1.5 Motivations and expectations

Table 5 reports the students' motivations and expectations toward language learning. All the participants, hold quite similar motivational beliefs about English learning. They strongly agreed that if they learn English well they will have better opportunities for a good job. The mean score from the more successful students was 4.46, and from the other students 4.75. However, the student's beliefs on the item 5 "I believe that I will learn to speak English very well" showed statistically significant difference ($P = .030 < .05$). The more successful students believed that they will learn to speak English very well, while the less successful students responded with lower agreement ($M = 3.81$ vs $M = 3.42$, respectively).

Table 5. Motivations and expectations

Item	More successful students N=26		Less successful students N=48		p.
	Mean	SD	Mean	SD	
5	3.81	.567	3.42	.784	.030
20	4.00	.566	3.96	.849	.823
24	3.77	.992	3.96	1.010	.442
29	4.46	.859	4.75	4.38	.059
31	4.38	.941	4.58	.647	.288
32	3.85	.784	4.08	.919	.269

3.2 Discussion

Foreign language aptitude

The analysis of the findings has shown that the more successful students were confident that they had special ability for learning English. In contrast, the less successful students thought that they lacked the special abilities to learn English well. [14] argues that the concept of foreign language learning can be the source of negative outlook on language learning. A student's belief that some people are unable or less able to learn a second language can lead to negative expectations about their own capability. Therefore, students who believe that they lack some capacity necessary to learn a language probably doubt their own ability and do not expect to do well in language study. This study does support this view.

Difficulties

It seems that more successful students considered English learning as a relatively stress-free task, whereas, the less successful students showed that they found it really difficult to learn English.

The nature of language learning

The more successful students did not consider learning grammar the most important part of language learning, meanwhile, the less successful students tended to believe that learning grammar rules is the most significant part. And it is possible that their lower achievement was a result of this incorrect belief. As suggested in [14] suggests, perhaps students who hold this belief focus on memorising grammar rules. Another significant difference shows that the less successful students overestimated translation much more than the more successful students did. They tended to believe that translation was an important skill to help them grasp the meanings of English texts.

The less successful students disagreed that learning a foreign language is different than learning other academic subjects. This may lead to their use of learning strategies in English learning similar to those in learning other subjects.

Learning and communication strategies

The results in Table 4 indicate that learners who did not believe that ‘you should not say anything until you can say it correctly’ gained better results at English than those who thought otherwise. Besides, the students from group 2 agreed with the item ‘I feel timid speaking English with other people’ but the other students disagreed. It can be seen that the less successful students might not be willing to speak English a lot because they were afraid of making mistakes and they were timid. Additionally, they mostly approved that if beginning students are permitted to make errors in English without correction, it will be difficult for them to speak correctly later on. All of these may prevent the students from being active in speaking English.

Moreover, as reported above, the students’ opinions on the importance of the practice and repetition in language learning were significantly different. This may indicate that the students who did not believe that it is important to practice and repeat a lot may not practise or repeat at high frequency when learning the language.

The last significant difference to be mentioned is the students’ beliefs on the item ‘It’s OK to guess if you don’t know a word in English’. The more successful students provided higher agreement. It is possible that guessing the meaning of a new word may be a commonly used strategy by those students whereas the less successful students undervalued the importance of this strategy.

Motivations and expectations

As mentioned above, in general, the students both more and less successful students hold similar beliefs about motivations and expectations about language learning. However, the less successful students did not believe that they will learn to speak English very well. This may affect their process of learning the language.

In short, based on the findings, it can be seen that the study has revealed several significant differences in beliefs between less and more successful students. The more successful students tended to hold relatively positive language learning beliefs than less successful students, which shows that the students’ beliefs had influence on their achievement. This is consistent with the results from previous studies [10]; [14]; [25-29].

Specifically, the beliefs were significantly different on the following items, which will serve as useful information for the teacher to consider during the teaching process.

1. Some people have a special ability for learning English.
2. I have a special ability for learning foreign languages.
3. English is 1= a very difficult language; 2 = a difficult language; 3 = language of medium difficulty; 4 = an easy language; 5 = a very easy language.
4. The most important part of learning a foreign language is learning the grammar.
5. Learning a foreign language is different than learning other academic subjects.
6. The most important part of learning a foreign language is learning how to translate from my native language.
7. You shouldn’t say anything in English until you can say it correctly.
8. It’s OK to guess if you don’t know a word in English.
9. It is important to repeat and practice a lot.
10. I feel timid speaking English with other people.
11. If beginning students are permitted to make errors in English without correction, it will be difficult for them to speak correctly later on.
12. I believe that I will learn to speak English very well.

It can also be noticed that the negative beliefs about English learning influenced much on the less successful students in different ways including the choice of learning strategies, learning styles, which lead to negative learning outcome. But eliminating erroneous beliefs is problematical. [32] reported that learners’ beliefs changed very little over one semester.

3.3 Implications

To help the students form positive beliefs about language learning, some instructional activities and principals are suggested. Researchers have suggested possible measures teachers might take to promote positive beliefs in the classroom and eliminate the negative ones. First, it is necessary to examine learners’ beliefs that can give information about different behaviors in the classroom as it is valuable for teachers to be aware of

different learner types [11]). Additionally, teachers are advised to identify students' beliefs about their learning and create activities to help them examine these beliefs and their possible impact on their learning. It has been suggested that teachers can remove students' misconceptions by providing knowledge or illustrations concerning the nature and process of second language acquisition [12].

Furthermore, students' past classroom experiences and their assumptions about language learning should be included in teachers' awareness. Besides, it is instructed for teachers to construct students' confidence, start from where the students are and move gradually, let them know about their achievement in learning and practicing, and learn about students' interests and concerns, their goals and objectives [33].

To change students' attitudes and beliefs, four aspects of classroom persuasion should be taken into consideration: learning content should require active learner involvement; the classroom environment should be of "change or novelty"; material should be challenging; and students should become aware of their attitudes toward language and culture [35].

Likewise, students' erroneous assumptions can be rectified when teachers help students to be conscious of the fact that there are a variety of ways for them to master a second or foreign language successfully, and there are various strategies to employ. It was emphasized in [36] that a key factor leading to success is for learners to discover for themselves the methods and techniques by which they learn best.

It has been proposed that teachers train learners and reduce the gap between learner and teacher beliefs [12]; [14]; [32]. It was recommended that learner misunderstanding, dissatisfaction, and opposition to teachers and teaching can be reduced by clear explanation of course objectives [37].

It is important that teachers' teaching methodologies should also be compatible with learner beliefs. Horwitz suggests: 'Knowledge of the relationship of learners' beliefs about language learning and strategy use should provide teacher with better understanding of the students' expectation of, commitment to, success in, and satisfaction with their language classes' [14].

Teachers are recommended to form English learning discussion activities to create the cooperation atmosphere of learning. Researchers have suggested that through persuasive communication or group discussion, learners' awareness toward language learning could be raised [38]. Proficient learners might be asked to share learning experiences. Moreover, teachers are suggested to incorporate various teaching methods and language communication strategies in instructions [39].

IV. CONCLUSION

In the paper, language learning beliefs of more successful and less successful students in two classes at TNUT have been examined. It was found that, generally, the students hold relatively positive beliefs about language learning. In addition, the differences between the beliefs of the two groups of students have been compared. It was reported that the more successful students hold more positive beliefs about language learning. Specifically, the differences were significant in the two groups' conceptions regarding categories The nature of language learning and Learning and communication strategies. The students' beliefs were identified to impact different fields of language learning such as learning strategy use, learners' proficiency, leaning outcome, etc. Finally, suggestions from researchers have been reported to help improve students' English learning.

V. Acknowledgements

The study was supported by Thai Nguyen University of Technology, Vietnam.

REFERENCES

- [1] Benson M J (1991). Attitudes and motivation towards English: a survey of Japanese Freshmen. *REL C Journal* 22 (1), 35-45.
- [2] Victori, M. & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System*, 23(2), 223-234.
- [3] Peacock, M. (2001) Pre-service ESL Teachers' Beliefs about Second Language Learning: A Longitudinal Study. *System*. 2001(29): 177-195
- [4] Dakin, J. (1973). *The Language Laboratory and Language Learning*. London: Longman.
- [5] Bernat, E., and Gvozdenko, I. (2005). Beliefs about language learning: Current knowledge, pedagogical implications and new research directions, *TESL-EJ*, 9(1), A1.

- [6] Gaoyin, Q., Alvermann, D. (1995). Role of epistemological beliefs and learned helplessness in secondary school students' learning science concepts from text. *Journal of Educational Psychology* 87 (2), 282-292.
- [7] Dias, R.L. (2000). Lebanese students' beliefs about learning English and French: A study of university students in a multilingual context. *Dissertation Abstracts International*, 62 (02), 497A (UMI No. 3004253).
- [8] Alexander, P. A. & Dochy, F.J.R.C. (1995). Adults views about knowing and believing. In R.Garner & P.A.Alexander (Eds), *Beliefs about Text and about Instruction with Text*. Hillsdale, NJ: Erlbaum.
- [9] Langston, C. A. & Sykes, A.E. (1997). Beliefs and the Big Five: Cognitive bases of broad individual differences in personality. *Journal of Research in Personality* 31, 141- 165.
- [10] Horwitz, E. (1987). The Beliefs about Language Learning of Beginning University Foreign Language Students. *Modern Language Journal*, 72: 283-294.
- [11] Horwitz, E. (1999). Cultural and Situational Influences on Foreign Language Learners' Beliefs about Language Learning: A Review of BALLI Studies. *System*, 27: 557-576.
- [12] Wenden, A. (1986a). Helping language learners think about learning. *English Language Teaching Journal*, 40/1, 3-12.
- [13] Malcolm, S. (2001). *Beliefs and autonomy: encouraging more responsible learning*. Retrieved 20th September, 2007 from the World Wide Web: <http://novitasroyal.org/Sim.html>
- [14] Horwitz, E. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *Modern Language Journal*, 72: 283-294.
- [16] Bernat, E. (2002). Investigating Vietnamese ESL learners' beliefs about language learning. *English Australia Journal*, 21(2).
- [17] Alanen, R. (2003). A sociocultural approach to young language learners' beliefs about language learning. In P. Kalaja, & A. M. F. Barcelos (Eds.), *Beliefs About SLA: New Research Approaches* (pp. 55-85). Netherlands: Kluwer Academic Publishers.
- [18] Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. *System*, 23, 195-205. doi:10.1016/0346-251X(95)00008-8.
- [19] Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire study. *Modern Language Journal*, 87(3): 343-364.
- [20] Wenden, A. L. (1999). An introduction to Metacognitive Knowledge and Beliefs in Language Learning: beyond the basics. *System*, 27, 435-441.
- [21] Yang, N. D. (1999). The relationship between EFL learners' beliefs and Learning Strategy use. *System*, 27, 515-535.
- [22] Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language learning*, 53(1), 123-163.
- [23] Boakye, N. (2007). Investigating students' beliefs about language learning. *A Journal of Language Learning*. Per Linguam, 23 (2), 1-14. DOI: <https://doi.org/10.5785/23-2-52>
- [24] Nguyen, T.S. (2014). The relations between Vietnamese EFL students' and teachers' language learning beliefs. Publisher: Cambridge Scholar Publishing
- [25] Cotterall, S. (1999). Key Variables in Language Learning What Do Learners Believe about Them. *System*, 27, 493-513.
- [26] White, C. (2008). Beliefs and good language learners In: C. Griffiths (ed.) *Lessons from Good Language Learners*. Cambridge: Cambridge University Press.
- [27] Mohebi, S. G. & Khodadady, E. (2011). Investigating University Students' Beliefs about Language Learning. *RELC Journal: A Journal of Language Teaching Research*. 42(3), 291-304.
- [28] Lan, Yi-Ting, J. (2010). A Study of Taiwanese 7th Graders Foreign Language Anxiety, Beliefs about Language Learning and Its Relationship with Their English Achievement. Thesis of Ming Chuan University.
- [29] Abdolazadeh, E. & Nia, M. R. (2014). Language Learning Beliefs of Iranian Learners: Examining the Role of English Language Proficiency. *Procedia - Social and Behavioral Sciences*, vol. 98, pp 22-28. <https://doi.org/10.1016/j.sbspro.2014.03.384>
- [30] Li J. (2010) Learning to Self-Perfect: Chinese Beliefs about Learning. In: Chan C., Rao N. (eds) *Revisiting The Chinese Learner*. CERC Studies in Comparative Education, vol 25. Springer, Dordrecht.
- [31] Horwitz, E. (1985). Using Student Beliefs about Language Learning and Teaching in the Foreign Language Methods Course. *Foreign Language Annals*, 18, 333-340.
- [32] Kern, R. G. (1995). Students' and teachers' beliefs about language learning. *Foreign Language Annals* 28/1, 71-92.

- [33] Bassano, S. (1986). Helping learners adapt to unfamiliar methods. *English Language Teaching Journal*, 40(1), 13-19.
- [34] Morgan, C. (1993). Attitude change and foreign language culture learning. *Language Teaching*, 26, 63-75.
- [35] Dörnyei, Z. (2001). Teaching and researching motivation. In Candlin, C.N. & D.R. Hall, (Eds.), *Applied Linguistics in Action* [series] Essex: Pearson Education Limited.
- [36] Peacock, M. (1999). Beliefs about language learning and their relationship to proficiency. *International Journal of Applied Linguistics*, 9, 247-265.
- [37] Wenden, A. (1991). Learner strategies for learner autonomy. NY: Prentice Hall. Beliefs about Language Learning: A Review of BALLI Studies. *System*, 27: 557-576.
- [38] Huang, S. C., & Tsai, R. R. (2003). A comparison between high and low English proficiency learners' beliefs. (ERIC Document Reproduction Service No. ED 482 579).