

実践報告

Beliefs Regarding Language Learning Among Japanese First-Year University Students in Japan

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Abstract

This is a case study aiming to examine beliefs regarding language learning among 45 first-year students in the Department of Physical Therapy, Faculty of Rehabilitation, Hyogo University of Health Sciences. For teachers, investigating learners' beliefs is important not only for understanding students' preferences in a language learning class but also for choosing appropriate materials and methods for lessons. This study utilized the Belief about Language Learning Inventory developed by Horwitz (1987) as the survey method. The results obtained from the survey will be useful for planning future language courses.

Key words : BALLI, learners' beliefs, learning strategies, motivation

I Introduction

Foreign language learners employ various learning styles and strategies, which is one of the main determinants of the students' success in learning a second or foreign language. Learners' beliefs strongly influence their choices (Horwitz, 1987¹⁾; Yang, 1999²⁾). The definitions of belief in the field of Second Language Acquisition (SLA) vary, including definitions such as "learners' philosophy of language learning" (Abraham & Vann, 1987)³⁾, "learning culture" (Riley, 1997)⁴⁾, and "metacognitive knowledge" (Wenden, 1986)⁵⁾. This is because researchers try to recognize the phenomenon and verbalize the thought itself (Freeman, 1991)⁶⁾.

The construction of learners' beliefs is affected by age, gender, personal experience, teachers,

classroom activities, and family. This study is based on the premise that learners' beliefs are constructed by their experiences in high school and junior high school. As such, this study adapted the definition of beliefs as "opinions which are based on experience and the opinions of respected others, which influence the way [students] act" (Wenden, 1986)⁵⁾.

Horwitz (1985⁷⁾, 1987¹⁾) was the first to conduct systematic research into language learning beliefs. Since then, extensive research in second and foreign language learning and teaching has been devoted to beliefs held by language learners and language teachers. Horwitz (1987)¹⁾ developed the Belief about Language Learning Inventory (BALLI) to assess learners' beliefs and identified five main themes: 1) foreign language aptitude, 2) difficulty of language learning, 3) nature of language learning, 4) learning

and communication strategy, and 5) motivation. BALLI has been widely used to examine learners' beliefs regarding language learning (Jee, 2017⁸; Nunan, 1995⁹; Truitt, 1995¹⁰; Yan, 2020¹¹; Young, 1992¹²).

On the other hand, some critics argue that BALLI is inadequate to assess learners' beliefs. Kuntz (1996)¹³ raised questions regarding the validity of the divisions of themes in BALLI, stating that the themes were generated by language teachers, not learners, and there was no statistical backing for choosing the themes. Kuntz argued that BALLI themes, in fact, represent what the teachers think students believe. Wenden (1987)¹⁴ examined the learning activities inside and outside the classroom of 25 adult English as a foreign language learners in the US and identified 12 explicit statements representing learners' prescriptive beliefs, which she categorized into three main groups: 1) using the language, 2) learning about the language, and 3) the importance of personal factors. Learners in group 1 often utilized communication strategies and focused on the meaning and social purpose of the interaction rather than language form, placing importance on using the language. Learners in group 2 tended to use cognitive strategies to understand and remember specific items of language. Learners in this group were much more conscious of language form, focusing on whether the context or activity provided an opportunity to hear "good" or "proper" language and viewing error correction as an advantage. Learners in group 3 used similar strategies to the other two groups; however, they focused on feelings associated with language learning activities and the context of learning, including the qualities of the teacher and the social environment. As such, this study identified different themes than BALLI. Hence, Wenden (1987)¹⁴ suggested that a more comprehensive and representative set of belief categories was needed.

However, numerous studies support the themes categorized in BALLI (Nikitina & Furuoka, 2006)¹⁵. Truitt (1995)¹⁰, for instance, used BALLI to examine the beliefs of 204 second-year university students in Korea learning English as a foreign language

and identified 25 items and five factors: 1) value and nature of learning English, 2) self-efficacy/confidence in speaking, 3) importance of correctness/formal learning, 4) ease of learning English, and 5) motivational factors. Nikitina and Furuoka (2006)¹⁵ observed that some items in Truitt's study could be replaced by BALLI themes. Truitt (1995)¹⁰ showed that learners' beliefs correlated with their experiences and background factors of life in English-speaking countries. Therefore, learners' beliefs may change based on cultural background and experience. Mori (1997)¹⁶ investigated the beliefs of 187 university students in the US learning Japanese as a foreign language using an original questionnaire and identified six categories: 1) kanji (Chinese characters) are difficult; 2) analytic approach focusing on kanji elements; 3) risk taking and favoring communication rather than focusing on errors; 4) avoid ambiguity; 5) Japanese is easy; and 6) reliance on the first language (L1). Barcelos (2008)¹⁷ stated that although Mori (1997)¹⁶ did not apply BALLI, the first and second categories were similar to language difficulty in BALLI, and the second and third categories were similar to learning strategy in BALLI. Therefore, this study shows support for BALLI.

Since Horwitz (1999)¹⁸ suggested the need for further research to identify the effect of cultural background on learners' beliefs, extensive research has been conducted using BALLI as a tool in culture, environment, and target languages (Jee, 2017⁸; Mori, 1997¹⁶; Truitt, 1995¹⁰; Yan, 2020¹¹; Yang, 1992¹²). Jee (2017)⁸, for instance, utilized BALLI to examine beliefs and perceived linguistic self-confidence (PLS), developed by Pyun et al. (2014)¹⁹, of 156 learners studying Korean as a foreign language in Australia and identified three groups: high PLS group, mid PLS group, and low PLS group. While students had a positive attitude toward language learning, only half believed that speaking Korean could provide good job opportunities, and 37% were uncertain whether Korean would be beneficial in business. Most students believed that listening and speaking are more difficult than reading and writing, with speaking being the most difficult. The study found a positive correlation between beliefs and levels of

perceived linguistic self-confidence in motivation and expectations.

Yan (2020)¹¹⁾ examined the language learning beliefs of 300 second-year college students in China using BALLI and statistical analyses. The results indicated that students believe that grammar, vocabulary, and translation are important factors in language learning, which is the focus of traditional English teaching and is used as an assessment criterion of English. Therefore, it will inevitably affect students' cognition of English learning. A descriptive analysis found that while students think English is difficult, they have some confidence in speaking English well. Results of the t-test showed that Korean students have lower self-efficacy than Chinese students. Yan (2020)¹¹⁾ believed this could be because Chinese students graduated from Chinese middle school, while 47.5% of Korean students graduated from Korean middle school and experienced language and cultural differences in the post-university transition period. In addition, Korean students focused more on grammar than Chinese students. Most of the students considered English a good tool for better job opportunities, unlike Jee (2017)⁸⁾, who found that students learn Korean to deepen their understanding of Korean people and culture. Further, Yan (2020)¹¹⁾ found that Korean students emphasized the importance of pronunciation, potentially due to living in a bilingual community and communicating using two languages.

As can be seen, BALLI is widely used in the field of second or foreign language acquisition. Understanding learners' beliefs can give teachers insights into beliefs that facilitate or hinder learning. Bacon and Finnemann (1990)²⁰⁾ state that when establishing a curriculum framework, it is important to realize student behavior regarding language learning and learner expectations for the foreign language course. Understanding learners' beliefs allows teachers to choose the appropriate pedagogical methods for learners, which accelerate their learning autonomy (Yang, 1998)²¹⁾. In order to nurture learners' autonomy, teachers need to understand what kind of beliefs students have on language learning and what makes their attitude

towards language learning. This research explored beliefs about language learning of first-year college students in the department of physical therapy.

II Methodology

1. Participants

The participants were 45 first-year university students (21 men and 24 women) belonging to the department of Physical Therapy in Kansai region. They have been studying English more than six years. Although they were not majoring English, they took English classes as a compulsory subject at university. In this semester, they were required to take online video classes instead of in-person classes. When the questionnaire was distributed in April 2020, students were asked to respond voluntarily and informed that the survey has nothing with their grade.

2. Instruments and Data collection

A questionnaire based on BALLI was administered to students at the first lesson of the first semester through an online Moodle platform. The items were translated into Japanese according to Japanese context and rated on a five-point Likert scale (totally agree=1, agree=2, Neither agree nor disagree=3, disagree=4, totally disagree=5). Students were asked to use the scale to rate their opinions.

III Results

The results of the questionnaire are shown in Table 1 using five themes.

Overall, 31 students answered that English is difficult or very difficult (item 4, scale 1 and 2: total 31) and over half said they had more difficulty speaking than listening (item 24, scale 4 and 5: total 25). Some students also believed that reading and writing were easier (item 28, scale 1 and 2: total 22). Half of the students believed that they could not acquire English (item 15, scale 4 and 5: total 29), which could be related to item 14 (scale 2 and 3: total 33). For item 14, most students answered 1–2 years or 3–5 years to become fluent. However, in their

Table 1. Questionnaire results (“totally agree=1, agree=2, neither agree nor disagree=3, disagree=4, totally disagree=5”)

theme	item	likert scale					total
		1 totally agree	2 agree	3 neither agree nor disagree	4 disagree	5 totally disagree	
Foreign language aptitude	1. It is easier for children than adults to learn a foreign language.	10 (22%)	22 (49%)	11 (24%)	2 (4%)	0 (0%)	45 (100%)
	2. Some people have a special ability for learning foreign languages.	1 (2%)	9 (20%)	16 (36%)	16 (36%)	3 (7%)	45 (100%)
	10. It is easier for someone who already speaks a foreign language to learn another one.	0 (0%)	8 (18%)	13 (29%)	20 (44%)	4 (9%)	45 (100%)
	15. I have a special ability for learning foreign languages.	0 (0%)	2 (4%)	14 (31%)	16 (36%)	13 (29%)	45 (100%)
	22. Women are better than men at learning foreign languages.	0 (0%)	0 (0%)	13 (29%)	15 (33%)	17 (38%)	45 (100%)
	29. People who are good at mathematics or science are not good at learning foreign languages.	3 (7%)	7 (16%)	10 (22%)	13 (29%)	12 (27%)	45 (100%)
	32. People who speak more than one language are very intelligent.	7 (16%)	19 (42%)	13 (29%)	4 (9%)	2 (4%)	45 (100%)
	33. We (Japanese people) learn English efficiently.	0 (0%)	3 (7%)	15 (33%)	22 (49%)	5 (11%)	45 (100%)
	34. Everyone can learn to speak a foreign language.	8 (18%)	17 (38%)	10 (22%)	7 (16%)	3 (7%)	45 (100%)
	The difficulty of language learning	3. Some languages are easier to learn than others.	4 (9%)	16 (36%)	16 (36%)	6 (13%)	3 (7%)
4. English is: 1. a very difficult language 2. a difficult language 3. a language of medium difficulty 4. an easy language		10 (22%)	21 (47%)	12 (27%)	2 (4%)	0 (0%)	45 (100%)
5. English has similar sentence structure to Japanese.		0 (0%)	2 (4%)	6 (13%)	22 (49%)	15 (33%)	45 (100%)
6. I believe that I will learn to speak English very well.		10 (22%)	2 (4%)	18 (40%)	13 (29%)	2 (4%)	45 (100%)
14. If someone spent one hour a day learning a language, how long would it take them to speak very well: 1. less than a year 2. 1-2 years 3. 3-5 years 4. 5-10 years 5. You cannot learn a language in 1 hour a day.		0 (0%)	16 (36%)	17 (38%)	6 (13%)	6 (13%)	45 (100%)
24. It is easier to speak than to listen and understand a foreign language.		1 (2%)	8 (18%)	11 (24%)	22 (49%)	3 (7%)	45 (100%)
28. It is easier to read and write English than to speak and understand it.		7 (16%)	15 (33%)	10 (22%)	11 (24%)	2 (4%)	45 (100%)
8. It is necessary to know about English-speaking cultures to speak English.		11 (24%)	15 (33%)	12 (27%)	6 (13%)	1 (2%)	45 (100%)
11. It is best to learn English in an English-speaking country.		17 (38%)	22 (49%)	3 (7%)	2 (4%)	1 (2%)	45 (100%)
16. The most important part of learning a foreign language is learning vocabulary words.		5 (11%)	17 (38%)	12 (27%)	11 (24%)	0 (0%)	45 (100%)
20. The most important part of learning a foreign language is learning the grammar.	5 (11%)	21 (47%)	11 (24%)	6 (13%)	2 (4%)	45 (100%)	
25. Learning a foreign language is different from learning other academic subjects.	5 (11%)	13 (29%)	15 (33%)	10 (22%)	2 (4%)	45 (100%)	
26. The most important part of learning English is learning how to translate from my native language.	0 (0%)	1 (2%)	13 (29%)	22 (49%)	9 (20%)	45 (100%)	
Learning and communication strategy	7. It is important to speak English with an excellent pronunciation.	19 (42%)	18 (40%)	5 (11%)	2 (4%)	1 (2%)	45 (100%)
	9. You shouldn't say anything in English until you can say it correctly.	0 (0%)	1 (2%)	0 (0%)	27 (60%)	17 (38%)	45 (100%)
	12. If someone speaks English, I would go there to practice speaking English.	4 (9%)	13 (29%)	13 (29%)	11 (24%)	4 (9%)	45 (100%)
	13. It is okay to guess if you do not know a word in English.	10 (22%)	24 (53%)	8 (18%)	3 (7%)	0 (0%)	45 (100%)
	17. It is important to repeat and practice a lot.	36 (80%)	9 (20%)	0 (0%)	0 (0%)	0 (0%)	45 (100%)
	18. I feel timid speaking English with other people.	10 (22%)	15 (33%)	11 (24%)	8 (18%)	1 (2%)	45 (100%)
	19. If beginner students are permitted to make errors in English, it will be difficult for them to speak.	12 (27%)	30 (67%)	1 (2%)	1 (2%)	1 (2%)	45 (100%)
	21. It is important to practice with audio devices, DVDs, and computers.	10 (22%)	25 (56%)	9 (20%)	1 (2%)	0 (0%)	45 (100%)
	23. If I could speak English very well, I would have many opportunities to use it.	15 (33%)	22 (49%)	7 (16%)	1 (2%)	0 (0%)	45 (100%)
	27. If I learn English very well, I will have better opportunities for a good job.	10 (22%)	19 (42%)	9 (20%)	5 (11%)	2 (4%)	45 (100%)
Motivation	30. People in my country feel that it is important to learn English.	17 (38%)	20 (44%)	5 (11%)	3 (7%)	0 (0%)	45 (100%)
	31. I would like to learn English so that I can get to know People who speak English better.	10 (22%)	17 (38%)	16 (36%)	2 (4%)	0 (0%)	45 (100%)

perspective, studying English for over six years was insufficient to become fluent, which may explain answers to item 15. Half of the students answered that they did not study English efficiently (item 33, scale 3 and 4: 37), and most students believed that anyone could speak English (item 34, scale 1 and 2: 25). Over half of the students thought that, when learning a foreign language, it is necessary to know the culture in the respective country (item 8, scale 1 and 2: total 26) and item 11 (scale 1 and 2: total 39). Also 37 students thought that it was important to have good pronunciation (item 7, scale 1 and 2: total 37). Furthermore, same number of students (37 students) stated that correctness was unimportant (item 9, scale 1 and 2: total 37) but that they were shy to speak English (item 18, scale 1 and 2: total 25). Most of the students answered that they guessed the meaning of the words when they encountered unknown words (item 13, scale 1 and 2: total 34). Almost all students (42 students) answered that they would continue using the wrong sentences unless someone corrects them (item 19, scale 1 and 2: total 42). Also, students thought that speaking English fluently would allow them to find better jobs (item 27, scale 1 and 2: total 29). In this study, over half of the students thought that learning English was important (item 30, scale 1 and 2: total 37).

IV Discussion and Conclusions

Students in this study believed that speaking was the most difficult, followed by listening, reading, and writing. These results supported Jee (2017)⁸⁾. However, the subjects in Jee (2017)⁸⁾ were first-year students learning Korean, while those in this study were not beginners in learning English. Students in this study had already experienced learning for at least six years since junior and high schools. Although as the environment is different, the results cannot be compared, in general, students in language learning tend to feel difficulty of speaking. Speaking requires a complex set of abilities, including listening to understand what the interlocutor says, reading to construe what the interlocutor says, and writing to construct sentences. Moreover, speaking

and listening involve interlocutors and require instantaneous judgment. These complexities might make students feel speaking and listening difficult. Reading and writing, on the other hand, were perceived as easier, as students could take time for those activities, and interlocutors were rarely involved.

Also, students believed that there is an efficient way to learn English and anyone could speak a foreign language. This means that they thought anyone could speak English if they study efficiently. Although the word "efficiently" was not clearly explained as the questionnaire is restricted, their previous learning methods may have been inefficient in nurturing speaking skills. Therefore, to nurture speaking and listening skills, more practical communication activities are required, such as discussion in pairs or groups. This would reduce anxiety in speaking and listening and increase confidence in communicating in English. In addition, such activities would help students with appropriate word choice for expressing opinions and attitudes, thereby nurturing speaking ability.

Some students believed that learning English is the same as learning other subjects, likely due to experiences of memorizing vocabulary and grammar. They tended to believe that learning English involved studying new vocabulary and grammar, similar to Yan (2020)¹¹⁾. Students have engaged many input activities, such as memorizing new vocabulary and learning grammar in junior high school and high school. This is different from Jee (2017)⁸⁾. According to Jee (2017)⁸⁾, more than half of the students understood learning Korean as entirely different from other subjects in the college. This is because 122 out of 155 students had already experienced previous foreign language learning other than Korean. Therefore, they could easily imagine the process of learning foreign languages. As Jee (2017)⁸⁾ stated, English is a language activity with others, so it could be said that learning a different language is different from learning other subjects, such as math or chemistry. However, students in this study have put more weight on memorizing new vocabulary and grammar than communicating with others

since they started learning English. Therefore, they may have believed that learning English was not distinctive from learning other subjects. Practicing English conversation requires not only remembering fixed phrases but also learning to fit responses to the situation. It is crucial to learn new words and expressions but students need to learn that real conversation requires not only remembering fixed phrases but also learning to fit responses to the situation.

Many students thought it is important to know the culture in the respective country when they learn the language. These results support Wenden's research (Wenden, 1987)¹⁴⁾. Indeed, the language is ingrained its culture. For instance, "It is not my cup of tea (I do not like it.)" reflects British tea culture. Some English expressions come from their daily life, so when teaching English, teacher can show where the specific expressions come from by explaining the culture.

Most of the students thought that they feel timid speaking English. Shyness in speaking English may come from being afraid of making mistakes or nervousness in speaking with others. However, many of them thought that speaking English correctly was not important, so their shyness may have come from nervousness in speaking English with others. As it is said that PLS affects communication ability and anxiety (Noels, Pon & Clément, 1996)²²⁾, these students may have low PLS. Therefore, giving them many opportunities to communicate with others can lead to improve their PLS.

Students often guessed unknown words. This supports Horwitz (1999)¹⁸⁾, who found that most students cannot use a foreign language without guessing unknown words or making mistakes. On the other hand, Jee (2017)⁸⁾ found that the low PLS group showed resistance to guessing unknown words compared to the high PLS group. This doesn't mean students have high PLS, because this study did not measure students' PLS, but if they do not show resistance to guessing, teachers could incorporate knowledge of prefixes and postfixes into English classes to assist in guessing unknown words.

Students tend to be sensitive when it comes to

their grammatical mistakes. Especially most of the students in this study think that they would continue using the wrong sentences unless someone correct them. In general, although students want teachers to correct their grammatical mistakes, as indicated in Bates and Lange (1993)²³⁾, teachers should identify global or local errors. As for grammatical mistakes, teachers do not have to correct all mistakes as long as students can communicate and understand each other. Teachers should first identify whether student mistakes are global errors that affect the meaning of the sentence (e.g., I like food is omelet) or local errors related to single elements in a sentence (e.g., She have lovely hat.). If students have many global errors, teacher should correct them.

Learning English is compulsory in Japan, and people tend to think English is a tool for obtaining a better job or promotion rather than for learning about culture or lifestyles in another country. Students tend to learn English for better future job opportunities rather than enjoyment. This supports Horwitz (1999)¹⁸⁾ and Yan (2020)¹¹⁾. In this case, the teacher can offer a specific objective, such as TOEIC score, for students to clarify their future targets. The subjects in this study belong to the department of physical therapy. Therefore, the teacher can explain how English is useful in their jobs so that students learn English more practically.

The most important point is that students in this study believe excellent pronunciation is crucial. Unlike Korean students in Yan (2020)¹¹⁾, which lived in the bilingual environment, students in this study attach great importance on English pronunciation. Even though it has been long since the idea of "World Englishes" became popular, it does not seem to ingrain into students' consciousness.

Although the exact meaning of "excellent pronunciation" is unclear, using a native speaker as a model of good pronunciation may adversely affect their motivation for learning (Derwing & Munro, 2005)²⁴⁾. Extensive stress on pronunciation may be an obstacle to speaking. When we communicate with others, we understand meaning from context; therefore, good pronunciation may not be the first priority. Now that English education focuses much

on nurturing communication skill. In order to understand that pronunciation is not affected much when communicating, demonstrating English spoken in East Asia is one way of being free from Native Speakerism.

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Appendix 1

Beliefs About Language Learning Inventory

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages.
3. Some languages are easier to learn than others.
4. English is:
 1. a very difficult language
 2. a difficult language
 3. a language of medium difficulty
 4. an easy language
 5. a very easy language
5. English has similar sentence structure to Japanese.
6. I believe that I will learn to speak English very well.
7. It is important to speak English with an excellent pronunciation.
8. It is necessary to know about English-speaking cultures to speak English.
9. You shouldn't say anything in English until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is best to learn English in an English-speaking country.
12. If someone speaks English, I would go there to practice speaking English.
13. It is okay to guess if you do not know a word in English.
14. If someone spent one hour a day learning a language, how long would it take them to speak very well:
 1. less than a year
 2. 1-2 years
 3. 3-5 years
 4. 5-10 years
 5. You cannot learn a language in 1 hour a day.
15. I have a special ability for learning foreign languages.
16. The most important part of learning a foreign language is learning vocabulary words.
17. It is important to repeat and practice a lot.
18. I feel timid speaking English with other people.
19. If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.
20. The most important part of learning a foreign language is learning the grammar.
21. It is important to practice with audio devices, DVDs, and computers.
22. Women are better than men at learning foreign languages.
23. If I could speak English very well, I would have many opportunities to use it.
24. It is easier to speak than to listen and understand a foreign language.
25. Learning a foreign language is different from learning other academic subjects.
26. The most important part of learning English is learning how to translate from my native language.
27. If I learn English very well, I will have better opportunities for a good job.
28. It is easier to read and write English than to speak and understand it.
29. People who are good at mathematics or science are not good at learning foreign languages.
30. People in my country feel that it is important to learn English.
31. I would like to learn English so that I can get to know people who speak English better.
32. People who speak more than one language are very intelligent.
33. We (Japanese people) learn English efficiently.
34. Everyone can learn to speak a foreign language.

Appendix 2

Beliefs About Language Learning Inventory (日本語訳)

1. 子供と大人では子供の方が外国語を学習するのが容易です。
2. 外国語を学習するための特別な能力を持っている人もいます。
3. 他の言語よりも学習しやすい言語があります。
4. 英語は: 1. とても難しい言語です。
2. 難しい言語です。
3. まあまあ難しい言語です。
4. 簡単な言語です。
5. とても簡単な言語です。
5. 英語は日本語と似ている文の構造を持っています。
6. 私は英語を上手に話せるようになると思っています。
7. 綺麗な発音で英語を話すことは重要です。
8. 英語を話すために英語圏の文化について知る必要があります。
9. 英語で正確に話せるようになるまでは英語を話すべきではありません。
10. 外国語をすでに話している人にとって、他の言語を学習することは簡単です。
11. 英語圏で英語を学習することが最良です。
12. もし誰かが英語を話していたら、そこへ行って英語を話す練習をします。
13. もし自分の知らない英単語があった場合、それを推測しても構いません。
14. もし誰かが言語学習に1日1時間費やしたら、上手に話せるようになるにはどれくらいかかりますか:
1. 1年以内
2. 1-2年
3. 3-5年
4. 5-10年
5. 1日1時間で言語は学べません。
15. 私には外国語を学習する特別な能力があります。
16. 外国語を学習する上で最も重要なことは、単語学習です。
17. たくさん繰り返して練習することは重要です。
18. 他の人と英語を話すことに自信がありません。
19. 英語学習の初心者が間違いを訂正されなければ、彼らは後々正確に話すことは難しくなります。
20. 外国語を学習する上で最も重要なことは、文法学習です。
21. オーディオ機器、DVD、コンピューターなどを使用して練習することは重要です。
22. 外国語学習に関して女性は男性よりもよくできます。
23. 私が英語を上手に話せたら、英語を使用するたくさんの機会を持てると思います。
24. 外国語を聞いたり理解したりするよりも話すことの方が簡単です。
25. 外国語を学習することは他の大学の授業とは異なります。
26. 英語を学習する上で最も重要なことは、翻訳の仕方を学習することです。
27. もし私が上手に英語を学習したら、よりよい就職の機会に恵まれると思います。
28. 英語を読んだり書いたりすることはそれを話したり理解したりすることよりも簡単です。
29. 数学や理科が得意な人は外国語を学習することは苦手です。
30. 私の国の人々は英語を学習することは重要だと感じています。
31. 私は英語圏の人たちについてよりよく理解するために英語を学習したいです。
32. 2ヶ国語以上話せる人々は頭がいいです。
33. 私たち日本人は効率よく英語を学習しています。
34. みんな外国語を話せるようになります。