

原著

Investigating Medical University Students' Beliefs on Language Learning in Different Faculties

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Abstract

Teachers must understand language learners' beliefs to develop better curricula and classroom activities. This study used a modified version of the Belief About Language Learning Inventory and Target Language Questionnaire as a quantitative survey method to explore students' beliefs and assess differences across faculties to offer them a better learning environment according to students' future profession. A total of 271 first-year students from three faculties at a university in Kansai completed the questionnaire. Results mainly revealed that: (1) Nursing students showed greater willingness to communicate with others in English. (2) Students from all faculties believe that learning grammar for a foundation in communication is important. Moreover, in this study, based on the result of the questionnaire, the implications of the reliability of the questionnaire in the quantitative approach are also discussed.

Key words : medical students, student beliefs, language learning, quantitative research, questionnaire

I Introduction

Students have various learning styles and strategies for acquiring language based on their experiences. Beliefs strongly affect choices in learning and are among the main factors in the success of language learning (Yang, 1999). For example, when learners believe that the best way to acquire English is to memorize English vocabularies, learners would focus on memorizing English words. So, if learners have false beliefs about language learning, their beliefs would give negative effect on their language learning.

Therefore, understanding learners' beliefs can help in effective English teaching. When students are taught using appropriate pedagogical methods, their learning autonomy is strengthened (Yang, 1999). Hence, teachers must consider students' beliefs and expectations regarding language learning and foreign language courses, especially while establishing a curriculum framework (Bacon & Finnemann, 1990). Therefore, this study explored students' beliefs using a questionnaire and compared possible differences among various faculties. Firstly, some studies on beliefs about language learning using a questionnaire will be introduced.

1. Studies of Learners' Belief

When students learn a language, their beliefs influence their choices (Yang, 1999). If they consider these beliefs effective, language learning strategies are encouraged (Mori, 1999; Peacock, 1999). Learners' beliefs have been identified as an important individual variable influencing language learning processes and outcomes. Beliefs not only guide learners' interpretations of their experiences but also their behavior—learners believe that their beliefs are indeed true (White, 2008). Horwitz (1988) believes that students have their own beliefs about language learning and these beliefs influence learners' success in language acquisition. So, Horwitz (1987) designed the research instrument which consists of thirty-four items, to assess students' beliefs on language learning, after extensive consultation with specialists in cognitive science and psychology in addition to language teachers and groups of ESL and foreign language students. The original BALLI assesses five areas: (1) foreign language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, (4) learning and communicating strategies, and (5) motivations. Since then, numerous research has been implemented using BALLI as an instrumental tool to assess students' beliefs, but Kuntz (1996) observed several issues concerning the validity of instrument of BALLI as follows: (1) it was developed by language teachers, (2) it was not statistically generated, (3) the research was employed only descriptive statistics. However, many researchers have implemented belief studies on language learning using BALLI, and they have statistically ensured the validity and reliability of BALLI (cf. Yang (1992), Truitt (1995), Mori (1999)). Since BALLI is employed by many researchers, the instrument can be considered to be a suitable tool for conducting research on language learning beliefs in different socio-linguistic settings (Nikitina & Furuoka, 2014).

For example, Trinder (2013) studied how students' beliefs affect their language learning using the Beliefs About Language Learning Inventory (BALLI) Questionnaire, framed by Horwitz (1987). The participants were students at the Vienna University

of Economics and Business. The results showed that students' beliefs reinforced the advantage of exposure to the target language, indicating their conviction that being in immersive settings benefits language learning. In addition, students who were unsuccessful in learning a language did not look for opportunities to use that target language outside language classes. In his work, Kern (1995) investigated the dynamic relationship between learners' beliefs and learning outcomes by administering BALLI to 180 first-year French students at a university in the United States. The results showed a significant change in the two items. First, 37% of students worried about making mistakes, but this eventually changed to 21%. In addition, 32% of students believed that learning a foreign language accounts for learning several grammatical rules, but after 15 weeks, only 12% believed so. Jee (2017) conducted a study to investigate the correlation between beliefs and perceived linguistic self-confidence (PLS) among 156 students learning Korean as a foreign language in Australia. The study showed a positive correlation between beliefs and levels of perceived linguistic self-confidence in terms of motivation and expectations. While few students believed that learning Korean was beneficial for their future careers, most were learning Korean to gain a deeper understanding of Korea and its culture. Yan (2020) conducted a study on the language learning beliefs of 300 second-year college students learning English in China. Unlike Jee (2017), Yan (2020) believed that learning English provided desirable opportunities for future employment. Yan (2020) used the BALLI and performed statistical analysis on the data derived, which showed that emphasis on grammar, vocabulary, and translation were vital components of language learning.

Students' beliefs are widely studied not only to understand how they shape attitudes toward language learning but also to identify the difference of cultural background and learning environment (Jee, 2017; Mori, 1997; Truitt, 1995; Yan, 2020). Understanding these beliefs helps both teachers and students further comprehend learner strategies

and plan appropriate language instruction (Horwitz, 1999). However, few studies have focused on students' beliefs on language learning at a medical university. More studies are needed to accumulate knowledge about what students in the medical university think about language learning. Hence, this study investigated whether students in the different faculty have different perspectives towards English learning.

II Methods

1. Participants

The participants of this study included 325 first-year students (121, 114, and 90 from the Faculties of Pharmacy, Nursing, and Rehabilitation of a university in the Kansai region, respectively) who took a basic English course offered from April–July 2021. The purpose of the questionnaire was explained to the students who participated voluntarily. The researcher explained that all

information will be treated in the strict confidential and students' responses will not impact a course grade. Among the targeted sample, 271 students (91, 100, and 80 from the Faculties of Pharmacy, Nursing, and Rehabilitation, respectively) answered the questionnaire.

2. Instruments and Data Collection

The students answered the questionnaire after the first lesson in April using the Moodle platform. The questionnaire comprised 26 questions that identified the students' beliefs about English language learning. Students were explained that the study was completely voluntary, the information collected was confidential and anonymity was kept. It was adapted from the original version of BALLI (Horwitz, 1987) and Target Language developed by Ueno (2017). For instance, in Item 13, some words were changed “Practicing in L.L. (Language Laboratory) room is important” to “Practicing with audio devices, DVDs, and computers is important” according to the times. The items were translated into Japanese by the

Table 1a. Results of the Exploratory Factor Analysis

Item#	Questionnaire Items	F1	F2	F3
Factor 1: Foreign Language Aptitude ($\alpha = .65$)				
3	I believe that I will learn to speak English very well.	.833		
9	I have a special ability to learn foreign languages.	.541		
20	Everyone can learn to speak a foreign language.	.474		
10	I feel timid speaking English with other people.	.430		
13	Practicing with audio devices, DVDs, and computers is important.	.368		
18	I would like to learn English so that I can interact with people who speak English better.	.366		
Factor 2: Communication and Strategy ($\alpha = .59$)				
16	People who are good at mathematics or science are not good at learning foreign languages.		.591	
14	Women are better than men at learning foreign languages.		.586	
6	Someone who already speaks a foreign language can easily learn another one.		.463	
2	English has a similar sentence structure to Japanese.		.355	
5	You should not say anything in English until you can say it correctly.		.455	
Factor 3: English Grammar and Reading ($\alpha = .53$)				
12	The most important aspect of learning a foreign language is learning grammar.			.838
15	The most important aspect of learning English is learning how to translate from my native language.			.392
11	If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.			.374
Eigenvalue		2.38	1.99	1.70
Percentage of Variance		0.07	0.06	0.05
Cumulative Percentage		0.07	0.14	0.19

researcher and measured using a five-point Likert scale (completely agree = 1, agree = 2, neither agree nor disagree = 3, disagree = 4, totally disagree = 5). An exploratory factor analysis (maximum likelihood and promax rotation) was performed (Table 1a, b) and five factors were identified in this study. However, as some statements in the questionnaire were weakly loaded, these items were removed.

The revised questionnaire comprised 20 items (see Appendix 1). Factor 1 obtained loadings from six variables. Six items were related to aptitude toward language learning. Therefore, they were labeled “Foreign Language Aptitude.” Factor 2 obtained loadings from the five variables. As three items addressed communication and the strategy for language learning, they were labeled “Communication and Strategy for Language Learning.” Factor 3 obtained the loadings from these three variables. Three items were related to learning English grammar and reading; therefore, they were labeled “English Grammar and Reading.” Factor 4, which obtained three variables, addressed English speaking. Therefore, three variables were labeled “English speaking.” Factor 5 obtained loadings from three variables. As these three items were related to learning efficiency, they were labeled “Efficiency.”

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3. Procedure

The collected data were analyzed using R

software (version 1.4.1106) and descriptive statistics. Exploratory factor analysis was performed, and the number of factors was specified as five, with a factor loading of approximately .40. Cronbach’s alpha was calculated to determine internal coherence. All items of Cronbach’s alpha were low among the students of the Faculty of Pharmacy compared with other departments. To find the factor that lowered the internal coherence, correlation analysis was performed, and the correlated items were identified. The researcher then checked the items after the raw data correlation and attempted to identify the students who marked these in varying degrees (e.g., 1 [totally agree] and 5 [totally disagree]), considering the possibility of random marking, following which cluster analysis was performed to identify the group of students with similar tendencies. The researcher eliminated this group and repeated Cronbach’s alpha estimation.

III Results

Tables 2, 3, and 4 provide the descriptive statistics and Cronbach’s alpha for each item in every department. Cronbach’s alpha was used to confirm the internal consistency of each item when measuring the attitudes and other affective constructs. While researching language learning using a questionnaire, Dörnyei (2001) suggested that we should aim at reliability coefficients greater than .70, especially when using short scales. Following

Table 1b. Results of the Exploratory Factor Analysis

Item#	Questionnaire Items	F4	F5
Factor 4: English Speaking ($\alpha = .47$)			
19	People who speak more than one language are very intelligent.	.712	
8	If someone speaks English, I will approach them to practice speaking English.	.498	
4	Speaking English with excellent pronunciation is important.	.422	
Factor 5: Efficiency ($\alpha = .33$)			
7	It is best to learn English in an English-speaking country.		.599
17	People in my country feel that learning English is important.		.376
1	Learning a foreign language is easier for children than for adults.		.335
Eigenvalue		1.68	1.35
Percentage of Variance		0.05	0.04
Cumulative Percentage		0.24	0.29

this standard, the study judged the acceptance range of Cronbach's alpha to be approximately .70.

Table 2 shows the descriptive statistics and Cronbach's alphas (of .70) for the Faculty of Rehabilitation. Students of Rehabilitation tended to believe that acquiring a foreign language is easier at a lower age (Item 1) and in the target country (Item 7). In addition, they realized the importance of learning English in Japan (Item 17) and emphasized speaking English with excellent pronunciation (Item 4). However, they did not care about accuracy (Item 5) and were not afraid of speaking in English with other people (Item 10). Students also believed that if errors in their conversation were not identified, they would continue to make them (Item 11). Although their priority in learning English was to gain knowledge of grammar (Item 12), they also valued practice through audio devices (Item 13). They believed that there is no gender difference in learning foreign languages (Item 14), and everyone could learn to speak languages without any specialized ability (Items 9 and 20).

Table 3 shows the results for the students in the Faculty of Nursing. Although some items could not reach .70, Cronbach's alpha attained an acceptance level of approximately .70. The nursing students considered that learning a foreign language was easier for children than for adults (Item 1), and that they need to speak English with good pronunciation (Item 4). They were indifferent to the few mistakes that they made (Item 5) and felt that everyone could learn to speak a foreign language regardless of gender (Items 14 and 20). They also placed importance on learning English in English-speaking countries (Item 7) and believed that it could be learned efficiently while using audio devices (Item 13). They stated that studying English in Japan is important (Item 17) and believed that people who could speak several languages were intelligent (Item 19).

Table 4 shows the results for students in the Faculty of Pharmacy. Cronbach's alpha showed that none of the items reached .60, which gives the signal of "warning bells" (Dörnyei, 2001). This means

Table 2. Descriptive Statistics and Cronbach's alpha of the Faculty of Rehabilitation

Questionnaire Items	<i>M</i>	<i>SD</i>	<i>a</i>
1. Learn a foreign language is easier for children than for adults.	1.98	0.76	.73
2. English has a similar sentence structure to Japanese.	4.16	0.82	.71
3. I believe that I will learn to speak English very well.	2.98	0.97	.72
4. Speaking English with excellent pronunciation is important.	2.05	1.01	.71
5. You should not say anything in English until you can say it correctly.	4.46	0.81	.73
6. Someone who already speaks a foreign language can easily learn another one.	3.42	0.88	.73
7. It is best to learn English in an English-speaking country.	1.71	0.72	.73
8. If someone speaks English, I will approach them to practice speaking English.	3.28	0.99	.71
9. I have a special ability to learn foreign languages.	4.22	0.80	.70
10. I feel timid speaking English with other people.	4.25	0.93	.73
11. If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.	2.20	0.89	.71
12. The most important aspect of learning a foreign language is learning grammar.	2.60	1.00	.72
13. Practicing with audio devices, DVDs, and computers is important.	2.15	0.81	.72
14. Women are better than men at learning foreign languages.	4.15	0.92	.71
15. The most important aspect of learning English is learning how to translate from my native language.	3.44	0.91	.72
16. People who are good at mathematics or science are not good at learning foreign languages.	3.70	0.99	.72
17. People in my country feel that learning English is important.	1.85	0.70	.72
18. I would like to learn English so that I can get to know people who speak English better.	2.50	0.94	.72
19. People who speak more than one language are very intelligent.	2.11	0.84	.73
20. Everyone can learn to speak a foreign language.	2.28	0.84	.72

that the items in the questionnaire might have low reliability compared to the Faculties of Rehabilitation and Nursing. To investigate the factor that lowered the reliability, correlation analysis was performed on the corresponding items (see Table 5a, b). After analyzing the correlation results, some students who had possibly marked the items randomly were identified; similar results were identified using cluster analysis and excluded. After deleting 24 questionnaires, Cronbach's alpha was recalculated (see Table 6). Although the subscale of reliability for the items ranged from .50–.56, they were lower than the equivalent values reported for other departments and still did not reach the acceptance value. Every item gained a higher value than the original data. Students of Pharmacy tended to believe that learning a foreign language is easier for children than for adults (Item 1). They believed that speaking English with excellent pronunciation (Item 4) is important, even though they did not focus on speaking accurately, and that if their mistakes were not corrected, they would not notice them (Items 5

and 11). They did not feel inferior while speaking with others (Item 10) either; they believed that learning grammar is important (Item 12) and that using audio devices is also useful (Item 13). Further, they believed that anyone could learn to speak English without any specialized abilities (Items 9, 14, and 20).

Table 7a and 7b show means of three faculties in each item. In the category of Foreign Language Aptitude, no significant difference is found among three faculties, except Item 3 (“I believe that I will learn to speak English very well.”) and Item 9 (“I have a special ability to learn foreign languages.”). While students in the Faculty of Nurse have neutral attitude toward the possibility of learning to speak English very well, students in the Faculty of Rehabilitation and Pharmacy have rather positive attitude. Especially, the result shows that Pharmacy students have confident enough to learn to speak English, compared to other faculties. However, when it comes to learning other foreign languages, students in the Faculty of Rehabilitation and

Table 3. Descriptive Statistics and Cronbach's alpha of the Faculty of Nursing

Questionnaire Items	<i>M</i>	<i>SD</i>	<i>α</i>
1. Learn a foreign language is easier for children than for adults.	1.80	0.70	.71
2. English has a similar sentence structure to Japanese.	4.18	0.81	.69
3. I believe that I will learn to speak English very well.	3.07	1.03	.67
4. Speaking English with excellent pronunciation is important.	1.75	0.80	.69
5. You should not say anything in English until you can say it correctly.	4.57	0.62	.70
6. Someone who already speaks a foreign language can easily learn another one.	3.50	1.06	.71
7. It is best to learn English in an English-speaking country.	1.71	0.81	.70
8. If someone speaks English, I will approach them to practice speaking English.	2.80	1.02	.67
9. I have a special ability to learn foreign languages.	3.90	0.95	.69
10. I feel timid speaking English with other people.	4.28	0.81	.68
11. If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.	2.02	0.94	.69
12. The most important aspect of learning a foreign language is learning grammar.	2.59	0.88	.69
13. Practicing with audio devices, DVDs, and computers is important.	1.81	0.80	.70
14. Women are better than men at learning foreign languages.	4.26	0.77	.69
15. The most important aspect of learning English is learning how to translate from my native language.	3.30	0.89	.69
16. People who are good at mathematics or science are not good at learning foreign languages.	3.69	1.09	.71
17. People in my country feel that learning English is important.	1.71	0.87	.68
18. I would like to learn English so that I can get to know people who speak English better.	2.19	1.00	.67
19. People who speak more than one language are very intelligent.	1.91	0.93	.70
20. Everyone can learn to speak a foreign language.	2.38	1.07	.69

Table 4. Descriptive Statistics and Cronbach's alpha of the Faculty of Pharmacy

Questionnaire Items	<i>M</i>	<i>SD</i>	<i>α</i>
1. Learn a foreign language is easier for children than for adults.	1.98	0.95	.46
2. English has a similar sentence structure to Japanese.	4.26	0.77	.40
3. I believe that I will learn to speak English very well.	3.11	1.17	.46
4. Speaking English with excellent pronunciation is important.	2.11	1.00	.43
5. You should not say anything in English until you can say it correctly.	4.21	0.94	.47
6. Someone who already speaks a foreign language can easily learn another one.	3.32	1.13	.43
7. It is best to learn English in an English-speaking country.	1.69	0.83	.47
8. If someone speaks English, I will approach them to practice speaking English.	3.00	1.02	.42
9. I have a special ability to learn foreign languages.	4.25	0.85	.44
10. I feel timid speaking English with other people.	4.25	0.85	.46
11. If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.	2.30	0.85	.46
12. The most important aspect of learning a foreign language is learning grammar.	2.43	1.03	.45
13. Practicing with audio devices, DVDs, and computers is important.	2.10	0.79	.46
14. Women are better than men at learning foreign languages.	4.03	1.02	.41
15. The most important aspect of learning English is learning how to translate from my native language.	3.05	0.95	.41
16. People who are good at mathematics or science are not good at learning foreign languages.	3.35	1.21	.41
17. People in my country feel that learning English is important.	1.85	0.74	.46
18. I would like to learn English so that I can get to know people who speak English better.	2.56	0.99	.41
19. People who speak more than one language are very intelligent.	2.14	1.05	.45
20. Everyone can learn to speak a foreign language.	2.34	1.05	.51

Table 5a. Pearson's Correlation Analysis

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Q1	1.000	.068	.006	.068	-.034	.018	.209	.023	.019	-.009
Q2		1.000	.131	.065	.202	.059	-.040	.057	.187	.214
Q3			1.000	-.042	-.166	-.079	.033	.262	.353*	.278
Q4				1.000	.032	-.024	.029	.222	.103	.013
Q5					1.000	.247	-.127	.028	-.046	-.078
Q6						1.000	.065	.098	.008	-.032
Q7							1.000	.132	-.047	-.044
Q8								1.000	.179	.192
Q9									1.000	.273
Q10										1.000
Q11										
Q12										
Q13										
Q14										
Q15										
Q16										
Q17										
Q18										
Q19										
Q20										

* $p < .05$; $df = 269$

Table 5b. *Pearson's Correlation Analysis*

	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Q1	.020	-.057	.091	-.017	-.152	-.017	.065	.169	.068	.041
Q2	.185	.074	.032	.281	.179	.180	.096	.139	.046	.016
Q3	-.017	-.091	.280	.084	-.086	-.194	.041	.367*	-.190	.393*
Q4	.273	.255	.097	.046	.143	.139	.200	.144	.299	-.009
Q5	.134	.114	-.253	.202	.177	.312*	-.071	-.180	.133	-.280
Q6	.029	.041	-.123	.260	.130	.233	-.028	-.018	.085	-.190
Q7	-.040	-.116	-.002	.011	-.060	.010	.150	.097	.084	-.005
Q8	.107	-.03	.009	.107	.138	.032	.150	.274	.170	.081
Q9	.018	.032	.169	.140	.077	.042	.045	.171	-.108	.162
Q10	-.176	-.113	.098	.063	-.039	.031	.052	.101	-.093	.109
Q11	1.000	.270	-.017	.001	.228	.074	.138	.040	.185	.008
Q12		1.000	.108	.042	.339*	.118	.204	-.036	.117	.015
Q13			1.000	.004	-.022	-.132	.119	.213	-.015	.258
Q14				1.000	.232	.332*	-.061	.030	.022	-.114
Q15					1.000	.239	.078	.027	.179	-.146
Q16						1.000	.012	-.144	.079	-.179
Q17							1.000	.222	.098	.198
Q18								1.000	.097	.278
Q19									1.000	-.204
Q20										1.000

* $p < .05$; $df = 269$ Table 6. *Descriptive Statistics and Cronbach's alpha of the Faculty of Pharmacy after Deletions*

Questionnaire Items	<i>M</i>	<i>SD</i>	α
1. Learn a foreign language is easier for children than for adults.	1.94	0.88	.51
2. English has a similar sentence structure to Japanese.	4.15	0.82	.49
3. I believe that I will learn to speak English very well.	3.09	0.99	.54
4. Speaking English with excellent pronunciation is important.	2.13	0.88	.53
5. You should not say anything in English until you can say it correctly.	4.10	0.89	.52
6. Someone who already speaks a foreign language can easily learn another one.	3.30	1.12	.49
7. It is best to learn English in an English-speaking country.	1.76	0.83	.52
8. If someone speaks English, I will approach them to practice speaking English.	3.04	0.87	.52
9. I have a special ability to learn foreign languages.	4.18	0.88	.53
10. I feel timid speaking English with other people.	4.22	0.79	.55
11. If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.	2.36	0.82	.50
12. The most important aspect of learning a foreign language is learning grammar.	2.40	1.01	.51
13. Practicing with audio devices, DVDs, and computers is important.	2.09	0.71	.54
14. Women are better than men at learning foreign languages.	4.06	0.95	.50
15. The most important aspect of learning English is learning how to translate from my native language.	3.07	0.85	.50
16. People who are good at mathematics or science are not good at learning foreign languages.	3.39	1.04	.50
17. People in my country feel that learning English is important.	1.91	0.69	.52
18. I would like to learn English so that I can get to know people who speak English better.	2.55	0.78	.51
19. People who speak more than one language are very intelligent.	2.16	1.00	.52
20. Everyone can learn to speak a foreign language.	2.43	1.00	.56

Pharmacy have negative attitude (see the difference between Item 3 and 9). Still, Pharmacy students have positive attitude to learn foreign languages more than students in other faculties. There is little difference among three faculties in Item 10 ("I feel timid speaking English with other people."). Students in the three faculties are not comfortable in speaking English with others.

In the Communication and Strategy category, a slightly difference is found in Item 5 ("You should not say anything in English until you can say it correctly."). Students in the Nurse Faculty believe that making some mistakes in speaking English is not so important, compared to students in other

faculties.

In the category of English Grammar and Reading, Item 15 ("The most important aspect of learning English is learning how to translate from my native language.") shows slight difference among three faculties. Students in the Faculty of Pharmacy believe that the focal point of learning English is translation while the Faculty of Rehabilitation somewhat disagree.

In the English Speaking, while students in the Faculty of Nurse show a positive attitude toward practice speaking English, students in the Faculty of Rehabilitation and Pharmacy take rather a stance in the middle.

Table 7a. Means of Each Item According to the Faculties

Item #	Questionnaire Items	Reh	Nu	Ph
Factor 1: Foreign Language Aptitude ($\alpha = .65$)				
3	I believe that I will learn to speak English very well.	2.98	3.07	1.98
9	I have a special ability to learn foreign languages.	4.22	3.90	3.11
20	Everyone can learn to speak a foreign language.	2.28	2.38	2.34
10	I feel timid speaking English with other people.	4.25	4.28	4.25
13	Practicing with audio devices, DVDs, and computers is important.	2.15	1.81	2.10
18	I would like to learn English so that I can interact with people who speak English better.	2.50	2.19	2.56
Factor 2: Communication and Strategy ($\alpha = .59$)				
16	People who are good at mathematics or science are not good at learning foreign languages.	3.70	3.69	3.35
14	Women are better than men at learning foreign languages.	4.15	4.26	4.03
6	Someone who already speaks a foreign language can easily learn another one.	3.42	3.50	3.32
2	English has similar sentence structure to Japanese.	4.16	4.18	4.26
5	You should not say anything in English until you can say it correctly.	4.46	4.57	4.21
Factor 3: English Grammar and Reading ($\alpha = .53$)				
12	The most important aspect of learning a foreign language is learning the grammar.	2.60	2.59	2.43
15	The most important aspect of learning English is learning how to translate from my native language.	3.44	3.30	3.05
11	If beginner students are permitted to make errors in English, it will be difficult for them to speak correctly later.	2.20	2.02	2.30

Table 7b. Means of Each Item According to the Faculties

Item #	Questionnaire Items	Reh	Nu	Ph
Factor 4: English Speaking ($\alpha = .47$)				
19	People who speak more than one language are very intelligent.	2.11	1.91	2.14
8	If someone speaks English, I would go there to practice speaking English.	3.28	2.80	3.00
4	Speaking English with excellent pronunciation is important.	2.05	1.75	2.11
Factor 5: Efficiency ($\alpha = .33$)				
7	It is best to learn English in an English-speaking country.	1.71	1.71	1.69
17	People in my country feel that leaning English is important.	1.85	1.71	1.85
1	Learning a foreign language is easier for children than for adults.	1.98	1.80	1.98

In the category of Efficiency, there is the least difference of all items in Item 7 among three faculties. Students in the three faculties show strong endorsement in Item 7 ("It is best to learn English in an English-speaking country."). They all agree that learning English in an English-speaking country is the best way to learn English. In this category, two faculties show same tendency in each Item. Students in the Faculty of Rehabilitation and Nurse have same tendency in Item 7. Also, in Item 17 and 1, students in the Faculty of Rehabilitation and Pharmacy show same tendency. Yet, overall, notable difference is not found.

IV Discussion

First, the study considered the reliability of a version of the BALLI, adapted to the Japanese context. When Cronbach's alpha in each department was calculated, all the items in the Faculty of Pharmacy were considerably lower than in other departments, which had an acceptance value of approximately .70. Although random marking is a possible explanation, there might be other factors for the sub-scale of the reliability, as it was still lower than that of other departments, even after deleting some data. Another possible factor is the students' cognitive ability. Similar to previous studies, we tended to overlook students' experiences and perspectives as we did not have an in-depth understanding of how they construed each item. For example, as Items 3 and 9 are correlated, students were supposed to mark both items with a similar degree. However, one of the students, whose responses were deleted, chose 5 ("totally disagree") in the Item 3 ("I believe that I will learn to speak English very well") and 1 ("totally agree") in Item 9 ("I have a special ability to learn foreign languages"). This student agreed with the question of whether he had a special ability for learning foreign languages but disagreed with the question of whether he would learn to speak English very well. Therefore, his choices did not seem coherent; hence, there is a possibility here that the items were randomly chosen, or each item was understood differently,

which resulted in low internal coherency. Therefore, we can conclude that considering students' cognitive abilities is important for researchers when collecting data.

Second, the results of the questionnaire were examined according to the five categories. Under Foreign Language Aptitude, students from all faculties considered it important to practice English through audio devices, and they had willingness to communicate with people speaking the language. Although students at the Faculties of Rehabilitation and Pharmacy believed that they did not possess any specialized ability to learn a foreign language, they did not feel inferior while speaking English, believing that they would eventually learn to do so. These results reflect how the Japanese English education system emphasizes communication. The participants of the study conducted by Jee (2017), who took Korean classes, showed similar results. Students learn Korean not for practical purposes but to understand Korean people and their culture. However, the students in this study also considered English as an important tool, which contradicts the finding of Jee's study (2017). Japanese students often need competence in English to answer entrance examinations and seek future jobs. Especially, some students in the Faculty of Pharmacy would need to improve their English ability for their future jobs compared to other faculty students. So, their consciousness toward learning English might reflect this result.

In the Communication and Strategy category, the students from the three faculties believed that gender differences and having a weak or strong subject at school did not affect acquisition due to the characteristics of the language. They considered learning a language as different from studying liberal arts or science. Even if they acquired the target language, they were unsure about being competent in another one because they already knew that differences in sentence structures existed. Most students believed that they could use the language even if they could not speak it perfectly. This belief is influenced by the teaching method that strongly focused on communication. Though there is

no notable difference is found among three faculties, students in the Faculty of Nurse believe that leaning the way to speak English by using it. This is because some nursing students consider working overseas. So, they might understand that they do not have to be afraid to make mistakes in communication.

Regarding the category of English Grammar and Reading, while the students in the Faculty of Rehabilitation believed that mistakes while speaking would continue if not corrected, the students in the Faculties of Nursing and Pharmacy differed. Minor or careless mistakes, such as those in the use of the plural form or third-person singular forms, would eventually decrease as students improved their English proficiency, but major mistakes like those concerning word order, which may lead to miscommunication, still needed correction. In addition, most students across all departments considered learning English grammar important, supporting Yan's (2020) findings. Students might have felt the need to acquire knowledge about the grammar of a language that was structurally dissimilar to Japanese.

In the category of English Speaking, all students, especially those who were part of the Faculty of Nursing, believed in the importance of speaking English with good pronunciation, and cared more about it than the students of the other departments. Although English was extensively recognized as an international language, most students in this study focused on excellence in pronunciation. This might be due to their learning experiences. In junior and high schools, students rarely listen to authentic sources of language learning, such as English news or television shows where people speak with varied accents. In addition, students of the Faculty of Nursing had a positive attitude toward speaking English outside the classroom, believing that people who can speak more than one language were more intelligent than those in other departments. Considering the results of Trinder's study (2013), students in the Faculty of Nursing were more likely to succeed in acquiring English proficiency than those in other departments.

Regarding Efficiency, students across departments

believed that it was desirable to learn a language in the target country, which is similar to the results of Trinder's study (2013). They believed that exposure to the target language or immersive settings had many benefits for the learners. Further, they felt that it was important to learn English in Japan and that it was better to learn a language as early as possible. These beliefs were rooted in the Japanese context, wherein English is a requirement for examinations and future employment. Alternatively, these beliefs, instilled since their childhood, might have been influenced by early English education—that is, a belief that studying English is important for their future. Therefore, early experiences may have affected their beliefs.

V Pedagogical Implication

There were no significant differences in beliefs between students in each faculty about language learning. However, we can now understand the influence of the Japanese English educational system on these beliefs, which focuses on communication in English. Since students show a positive attitude toward speaking the language, teachers must provide greater opportunities to students to speak in English, with appropriate feedback to help them correct their mistakes while speaking. Teaching sentence structure and basic grammar is required, especially for beginners, along with interpersonal communication methods, because the students believed that if sufficient knowledge of grammar in the target language is provided, other languages can be acquired regardless of gender.

This study reported the beliefs of students from different faculties. Although only a few differences in beliefs regarding language learning among students in different faculty were found, the insight that English should be taught using authentic materials can be beneficial to teachers. Especially students in the Faculty of Nursing tended to care more about speaking English with excellent pronunciation than those from other faculties. This finding means that students in the Faculty of Nursing aware future necessity to communicate with patients from foreign

countries. As students consider, speaking English with excellent pronunciation is important; but if the students care too much about gaining native-like pronunciation, their motivation to communicate with others is likely to decrease (Derwing & Munro, 2005). However, they may have a positive attitude toward interpersonal communication. Thus, using authentic materials-including English with varied accents-in the classroom can help students realize that the English language that they have learned and heard in the classroom is not the model they need to follow in the process of acquiring the language. Another beneficial insight is that students across faculties realized the difference between the word orders in Japanese and English and believed that learning English grammar was as important as communication. They understood that unless they learned the rules of grammar, they could not have command over the English language. Hence, for example, Task-Based Learning based on students' future job preferences could be an effective teaching method to enable them to learn essential grammar and technical terms.

In addition, this study addresses the limitations of the questionnaire method. Questionnaires can be a very useful tool to collect data from several students at the same time and can be used by teachers to analyze the tendency of a group of students. However, the results might be inaccurate due to random marking. In this study, some students' random marking in the Faculty of Pharmacy were excluded, even so, the internal coherence of the items still did not reach an acceptable value. Considering these results, we recommend careful examination of the participants if a quantitative study is implemented using a questionnaire.

However, this study treats only quantitative data, so mixed-method such as student interviews or open-ended questions would be needed to support these findings for future study.

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