

Investigating Pakistani University Students' Beliefs about Learning English

Islam Badshah*, Ghazala Kausar** and Rab Nawaz Khan***

Abstract

This study aimed at finding out the beliefs of Pakistani first year university students about learning English language. BALLI (Beliefs about Language Learning Inventory) was used to collect data from 177 first year university students. Data was collected from three universities in Peshawar. The findings of the study showed that Pakistani university students believed that English language learning is best done at an early stage in life which required special capabilities. They held that for learning a language, one has to memorize countless vocabulary items. The teachers are role models for them and they regarded complete mastery over pronunciation as an essential element for effective communication.

Keyword: Beliefs about Language Learning Inventory,
Pakistani University Students

Introduction

Previously, the teacher was the main focus of attention in any foreign or second language classroom that was believed to be the only impetus to produce effective results in terms of outstanding language learning outcomes. Nearly all the studies contributed to improve upon teaching scenario and teachers' role for effective language learning. However, these studies neglected learners' active role in the learning. Recently, the ELT researchers have shifted their interest to learners' role in teaching/learning process. As a result, numerous studies have been conducted highlighting students' beliefs, styles and strategies, individual differences, etc.

The most important among the above mentioned perspectives is learners' beliefs as they affects learning to a great extent.¹ These beliefs are a result of many factors including

*Islam Badshah, Assistant Professor, National University of Modern Languages (NUML), Islamabad. Email: Islambadshah12@yahoo.com

**Dr. Ghazala Kausar , Assistant Professor, National University of Modern Languages (NUML), Islamabad.

***Dr. Rab Nawaz Khan, Assistant Professor, Abdul Wali Khan University, Mardan.

culture, personal factors, context, and experiences. Learners may have beliefs about different aspects of the target language, for instance, the nature of English, listening, speaking, writing and reading skills, the speaker of English, learning, teaching activities, classroom behavior, his/her own abilities and language learning goals.² The key role of beliefs cannot be ignored in driving actions but along with that they are equally important for identifying strategies to practice beliefs.³

The present study investigated Pakistani University Students' beliefs about English language learning. It has employed BALLI questionnaire to address the following research question: What are the First year (KPK) university students' beliefs about learning English?

Literature Review

The EFL and ESL literatures have given many definitions to beliefs. Ellis terms beliefs as "Learners' mini theories 'of second or foreign language learning'".⁴ Victori and Lockhart explain the term more and say beliefs are suppositions that students have about themselves as learners⁵. These suppositions also include factors effecting language learning and the nature of language learning and teaching.⁶ Richards & Schmidt sheds much thorough light on the term and says that beliefs are thoughts learners have about different aspects of language learning and language teaching process.⁷ It also effects their attitudes and motivations in learning and also influences their learning strategies and learning consequences. Belief system of learners is firm set of thoughts and attitudes about learning language, effective teaching strategies, and appropriate classroom behavior. It also includes their own abilities and goals in language learning".⁸

In short, learners' beliefs are personal ideas, suppositions, and concepts that they consider to be true about English language learning. They are formed due to complex cultural and social system. Therefore, they are firm, strong and resistant to change. However, every individual has his/her distinct beliefs.⁹

Scholars are of different view when it comes to the question where these beliefs come from. One group thinks that beliefs of learners about language learning are formed due to social interaction. The society general view about the learning of language is injected into the learners through social interaction.¹⁰ On the other hand, the other group views beliefs as mental and individual trait of learners. Hence, past experiences of learners and their thinking shape their beliefs. It is believed that English

language learners bring with them their own beliefs about how to learn English language.

Similarly, these beliefs can be acquired consciously for instance through listening to advices of parents, friends and teachers about language learning or unconsciously for example through observation and copying. However, on getting “cognitive maturity” learners may revise the earlier beliefs and form new ones in the process. This brings the beliefs to the learners’ conscious mind. Further, the learners may strongly defend them if these beliefs are confirmed by their experience.¹¹

Now the question arises why to know learners’ beliefs? Numerous studies discuss the benefits of understanding students’ beliefs. According to Horwitz the knowledge of learners’ beliefs makes teachers and the syllabus designers to understand their students’ expectation of and commitment to their language classes.¹² Similarly, learners’ beliefs influence their “motivation, attitudes and learning procedures” which means it directly affects their language learning.¹³ Therefore, learners with realistic expectations and informed beliefs are expected to have positive attitude towards learning. However, those with unrealistic expectations and wrong beliefs are more likely to have negative attitude towards learning and may experience language anxiety.¹⁴

These beliefs about learning of language are found to affect a large number of issues. According to Wenden, the learners’ belief system effect the overall method to learning (language) for the types of strategies they use, the criteria they select to assess the usefulness of learning activities, and which strategy to use where all depend on it.¹⁵

Beliefs can even control learners’ motivation to learn, their goals for language learning and their perception of the skills/parts of the language.¹⁶ Students usually have varying goals for language learning; some students learn language in order to communicate fluently with its native speakers or in case of English language to communicate globally. On the other hand, some may want to learn language in order to become proficient writers of that language. In addition to having different goals, students also have different perception of easiness and difficulty in language learning. Some may consider speaking as the most difficult skill while some, on the other hand, may regard grammar as the trickiest area in language learning.

Similarly, studies have suggested that students’ beliefs not only affect the approaches they have to language learning, but it also influence their responses to teaching activities. Students may

usually get disappointed if the teaching methodology they are experiencing differs from their beliefs about what those methods should be. For instance, some learners may prefer free conversation rather than model drills.¹⁷ Similarly some learners may prefer to be corrected by the teacher and some other may lose their confidence if the teacher tries to correct them in the class. If a teacher does not take care of these beliefs while teaching, learners may become frustrated. This situation may obstruct learners' progress in language learning, which may ultimately make them lose their confidence in the instructional approach. It affects their achievement as well.

In addition, students' beliefs about language learning are crucial for autonomy.¹⁸ Autonomy is the degree to which learners reveal the ability of using a set of strategies for taking control of their learning. Just like all human actions are governed by beliefs; autonomous language learning activities may also be supported by a specific set of beliefs. So, learners' beliefs may hamper or accelerate the development of students' potential for autonomy. Hence, it is important for a language teacher to know students beliefs, for it will help in understanding their language learning processes.¹⁹

However, language learners may bring with them wrong beliefs about learning language to the classroom. Learners may bring some beliefs to the language classroom which may be in conflict to the principles underlying teaching materials and activities.²⁰ Majority of the learners believe that making mistake at the beginning may make it difficult for them to get rid of it in the later stages of learning language.²¹ Majority of the participants believed that speaking with an excellent accent is very important.

Belief and reality clash creates anxiety.²² For example, a student would face frustration and stress in today's English communication EFL/ESL classroom if s/he believes that learning a foreign language is mastering its grammar or knowing new vocabulary words. Similarly, students who are of the view that learning a foreign/second language requires a special language aptitude, and they do not have such aptitude, may start language learning with negative expectation of their final success.

Now, the need is to make students conscious about such wrong or contradictory beliefs about learning language because these wrong beliefs about learning of language lead the students to a less effective language learning approach.²³ If language learners believe that the errors they make during communication in the second/foreign language can slow down their language learning

process, then they may rebuff to participate in communicative activities, resulting in obstruction in their communicative competence. Therefore, it is mandatory for language teachers to help their students in getting rid of these false beliefs. However, the task is a challenging one for any language teacher. So, teachers instruct the belief that success can be achieved through effort or hard working.²⁴

When the erroneous beliefs of learners are identified and discussed in the classrooms, their frustration lessens down. However, it is not only the responsibility of the teacher to find out his/her learners' beliefs; the learners should also be involved in this self-discovery process.²⁵ It will make the learners to develop critical awareness of learning choices.²⁶

Now, the question arises: How to study/ know these beliefs?, there are four approaches of collecting data in order to study the learners' beliefs: the normative approach, the meta-cognitive approach, the contextual approach and the indirect or metaphysical approach.²⁷

The normative approach

The normative approach sees the language learners' beliefs fixed and general. In this approach, Likert-scale questionnaires are used as a data collecting instrument. One of the most influential instruments of all these are Horwitz's²⁸ scale on learners' beliefs called Beliefs about Language Learning Inventory (BALLI). The present study has also used this instrument for collecting data.

The meta-cognitive approach

This approach sees learners' beliefs as fixed and sometimes based on erroneous knowledge that the learners have about language, learning and language learning process, and which they bring with themselves to the language classroom. Wenden, who is the most eminent researcher in this approach, used semi-structured interviews and self-reports as data collection tools.²⁹ Interestingly, the results of Wenden's studies share some of the students' beliefs mentioned in BALLI, for instance, cultural contact, error correction, knowing the target language vocabulary and grammar, significance of practice, etc.

The contextual approach

The contextual approach, as the name signifies, sees learners' beliefs varying according to the context of the learners. This framework views learners beliefs different not only in their

theoretical bases but also depends on diverse means of data collection like discourse analysis, classroom observation, discussions, etc.

The indirect or metaphysical approach

According to this approach, learners' beliefs are covert ones and metaphor analysis is the best way of identifying it.³⁰ In such type of analysis students writings are analyzed for the types of metaphors they use in order to express their opinions about topics like language learning and the role of a teacher.

Research Methodology

The present study is quantitative in nature. A questionnaire developed by Horwitz was used to collect data.³¹ An individual background questionnaire was also used to gather some background information about the participants.

Participants

One hundred and seventy-seven first year university students, both BS and MA, majoring in English participated in the study. The participants were students at National University of Modern Languages, Peshawar; Islamia College University, Peshawar; and University of Peshawar, Peshawar. The students had background of learning English language from their schools, as English is compulsory subject at school level in Pakistan. The English background made it easier for them to understand and respond to the statements of the instrument. In addition, they were more able to identify their beliefs about learning English than learners at school level since they have experienced them along all the years they spent learning the language. Their average age was 19, ranging from 18 to 21. In addition, all of the students had never visited any English-speaking country.

Data collection

The data was collected using BALLI developed by Horwitz.³² This 35-statement questionnaire has a 5 point Likert-scale which ranges from strongly agree to strongly disagree. The students filled the questionnaire in the classroom. The individual responses of these students were then entered into SPSS. Later, it was analyzed with the help of SPSS.

Data Analysis and Discussion

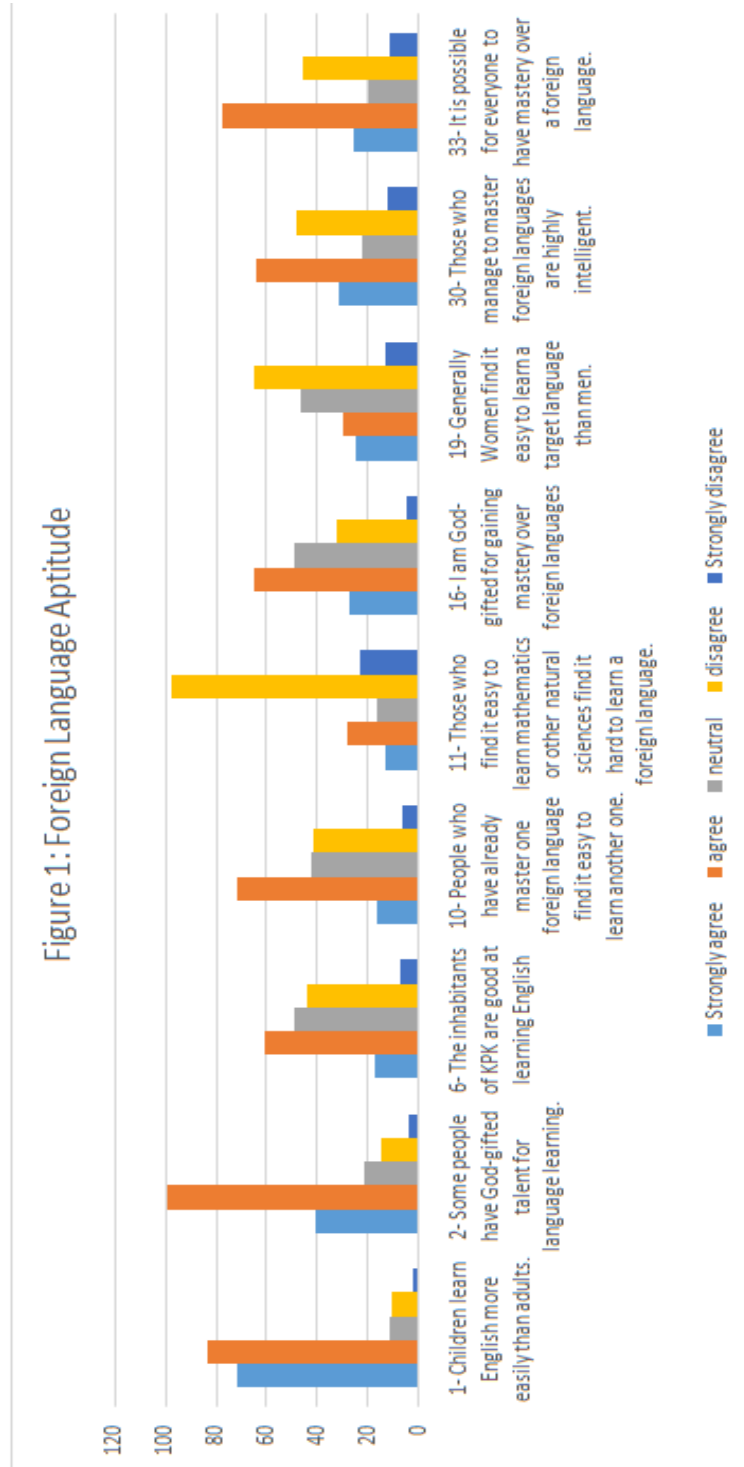
Foreign Language Aptitude

In item 1, 87.0 % of the participants agreed that “*Children learn English more easily than adults*” showing their belief that they would have been more successful in learning the language if they had started learning the language at an earlier stage. The frequency to this item is almost similar to the studies conducted in other parts of the world.³³ The response affirms the studies showing a positive effect of young age on learning any language.³⁴ However, the belief in children’s supremacy in learning foreign languages may make the learners to have negative expectation about their own learning a foreign language.³⁵ The striking contradictory point here is that they all had been learning language since their childhood.

The participants legitimate this concept of having special abilities for language learning since 78.5% of the participants believed that learning language requires special abilities.

However, 52% of the participants believed that they have these special abilities. The notable part of this item frequency is that 27% of the respondents are neutral when it comes to talk about their language learning abilities. This shows lack of confidence in the participants. Similarly, in item 33 more than half of the participants (57.6%) believed that “Some people have God-gifted talent for language learning”. These results show that though the beliefs about language learning abilities of these participants are almost 50/50 i.e. half of them have positive learning beliefs while half of them have negative beliefs.

Figure 1 shows the results of students’ response to different items of questionnaire addressing statements related to foreign language aptitude.



The responses to item 6 and 19 that inquires whether language learning is gender or culture specific are various. Majority of the participants ...were females; however, in response to the statement "women are better than man at learning foreign languages" only 29.9% percent agreed to the statement. For item 6, 43% believed that people from Khyber Pukhtunkhwa are good at learning English. It shows that these respondents join language classes with a negative belief about their own success of learning the language.

In item 11, 68% of the participants disagreed to the statement "*Those who find it easy to learn mathematics or other natural sciences find it hard to learn a foreign language*" believing that learning a second or foreign language requires some specific skills which people who are good at science and mathematics also need to have. This supports the participants' beliefs about the requirement of special abilities for learning a foreign language. The result is further reinforced with the responses (53.7%) of agreement to the item 30 i.e. "*People who have already master one foreign language find it easy to learn another one*". If the learners have such negative beliefs then they may blame lack of this intelligence to their slow learning, which may make them more frustrated

Foreign language learning difficulty

Item 3, 4, 15, 25 and 34 in BALLI highlights general difficulties in learning a foreign language. The following three figures (Figure 2a, Figure 2b and Figure 2c) highlight the frequency of responses to these items.

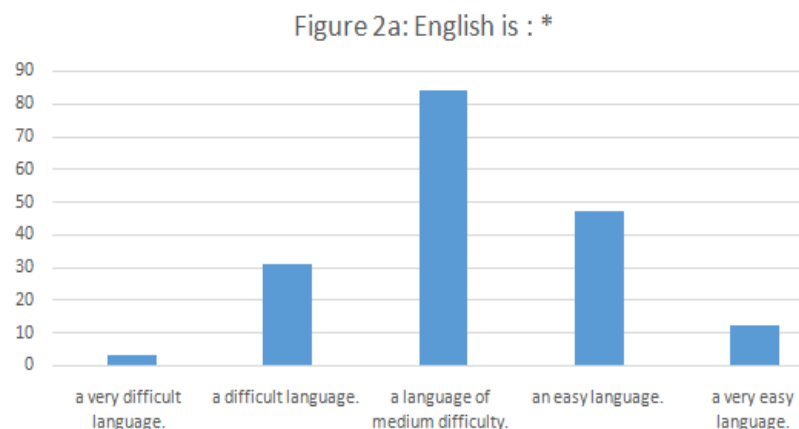


Figure 2b: How much time will be required for a person to have mastery over a target language, if she/he gives one hour to its learning every day?

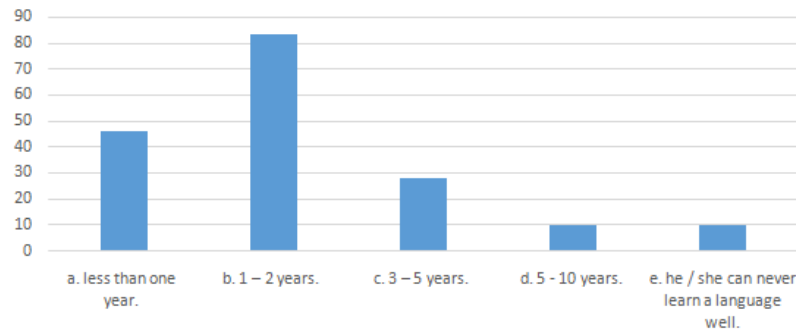
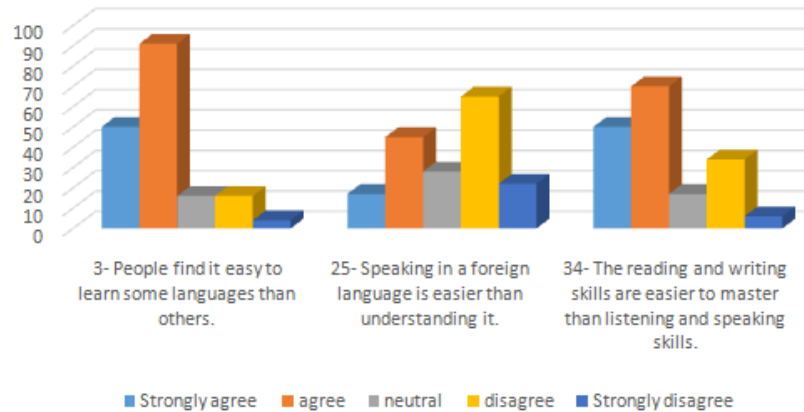


Figure 2c: Foreign language learning difficulty



Item 4 inquires learners’ belief about the level of difficulty they face while learning English as a foreign/ second language. Only 19.2 % of the respondents believed that English is a difficult language, whereas 45.9% of the respondents recorded that English is a language of medium difficulty. On the other hand, 29.9% responses were in the favor that English is an easy language. These frequencies show that most of the learners consider English not so difficult to learn. The response may be due to the fact that most of them had been learning the language from very beginning of their educational career.

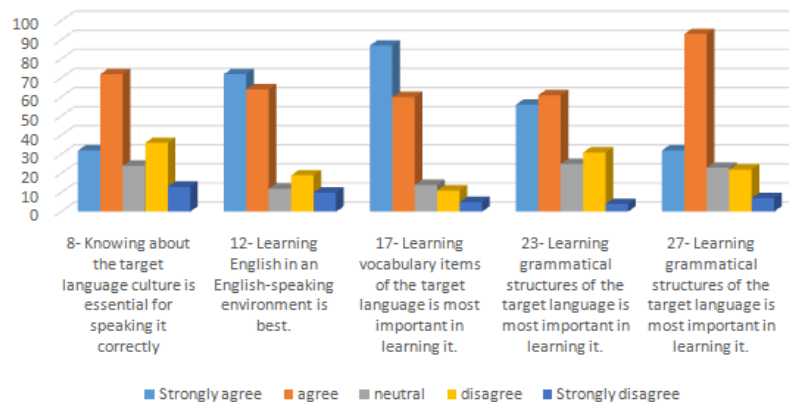
Item 15 inquires the learners' belief about the time span they require learning English language. 72% of the respondents believed that if they spend an hour to learn a language, they will be able to master it in a year or two. This frequency further supports their response to item 4 in which most of them agreed that English is comparatively less difficult (of medium difficulty) to learn.

Item 25 and 34 try to find out relative difficulty of the four language skills i.e. speaking, listening, reading and writing. 49.1 % of the respondents believed that listening skills are more difficult than speaking skills. There are only 35 percent of the respondents who believed that speaking skill is easier than listening skills. The result confirms most of the previous studies, for instance that of Abid Settar³⁶ where the respondents considered listening skill more difficult than speaking skill. This is due to the custom of neglecting this skill in the academia across Pakistan. The students are exposed to listening comprehension only during the lectures where they listen to the lectures of their teachers who are nonnative speakers of English. Such beliefs can be changed if the learners are exposed to listening to native speakers. 67.8% of the participants agreed to the statement "It is easier to read and write English than to speak and understand it." This further reaffirms the prevailing situation at universities at Khyber Pukhtunkhwa where students do not have much chance to speak in English even inside the classroom; they just listen to their teachers' lectures.

The language learning nature

Items 8, 12, 17, 23 and 27 in BALLI highlight different issues of the nature of language learning process. The frequencies of these items are reported in Figure 3.

Figure 3: The language learning nature



Items 8 and 12 are about the significance of culture in language learning. 58.8% of the respondents believed that knowing culture of English speaking countries is important for speaking English. This shows that the respondents are aware of the importance of “learning linguistic and pragmatic awareness for effective communication”.³⁷ Similarly, 76.8% of the participants believed that learning English in an English speaking country is the best choice; it reflects their belief that exposure to the language, its culture and people is very important for learning any language.

Items 17 and 23 inquire learners' belief about different components of English. 83.1 % of the responses were in favor of the statement in item 23 “The most important part of learning a foreign language is learning the grammar.” Similarly, 66.1% of the respondents believed that learning grammar is the most important part of mastering any foreign language. Both of these responses show that the learners believed that grammar and vocabulary learning are very important part of learning a language. These results also reflect the traditional approaches followed in schools and colleges of Pakistan for teaching English. These approaches emphasize memorization of grammatical rules and English words. These approaches may be a hindrance in the progress of learning English as the learners may engage themselves in memorizing difficult words and grammatical rules and may not participate in communicative language activities in the classroom. In item 27, 70.1% of the respondents believe that learning a language is different from learning any other subject like science, mathematics etc.

Communication and learning Strategies

BALLI items 7, 9, 13, 14, 18, 21, 22, 26, 28, and 35 highlights various communication and learning strategies that an EFL/ESL learner can use. Therefore this part is “probably the most directly related to a student's actual language learning practice”.³⁸ Frequencies of the responses to these items are showed in Figure 4. Items 18, 26, 28, and 35 shows language learning strategies and the rest of the mentioned items discuss communication strategies. 94.9% of the participants agrees to the statement in item 18 that for learning English “It is important to repeat and practice a lot”. This result contradicts the statement in item 15 which stated that practicing one hour is enough to learn a language in 2 years.

Item 26 results that 50% of the learners believed in use of technology for learning English language. This implies the lack of technology in conventional classrooms at Pakistan. However, this

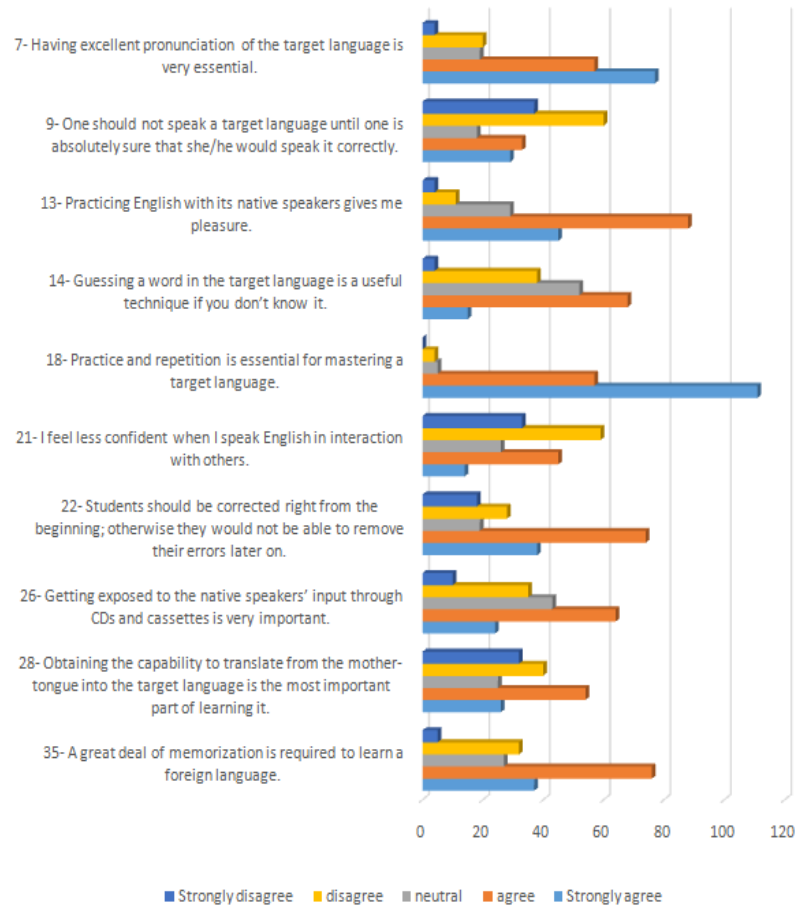
also shows that the influence of media has brought awareness in this situation and those who have access to it are in favor of technology in language classes.

Item 22, 28 and 35 try to find out which learning strategy may the learners prefer to adopt while learning English language. Item 22 shows that the learners believed that the role of a teacher should be authoritative as 63.3% of them agreed to the statement that the teachers should make corrections when the learners make mistakes. This reflects the traditional teacher-centered classrooms in Pakistan leaving no space for learners' autonomy.

Item 28 and 35 show contradicted statements; where on one hand the learners believe that memorization is important while on the other hand they are disagreed to the statement that translation from their mother tongue is important. In first stance they are in favor the traditional method of memorization while at the same time they are against the traditional method of translation from mother tongue.

Similarly, 75.7% believed that speaking with correct pronunciation is very important. This highlights the general conception of Pakistanis about speaking in English.

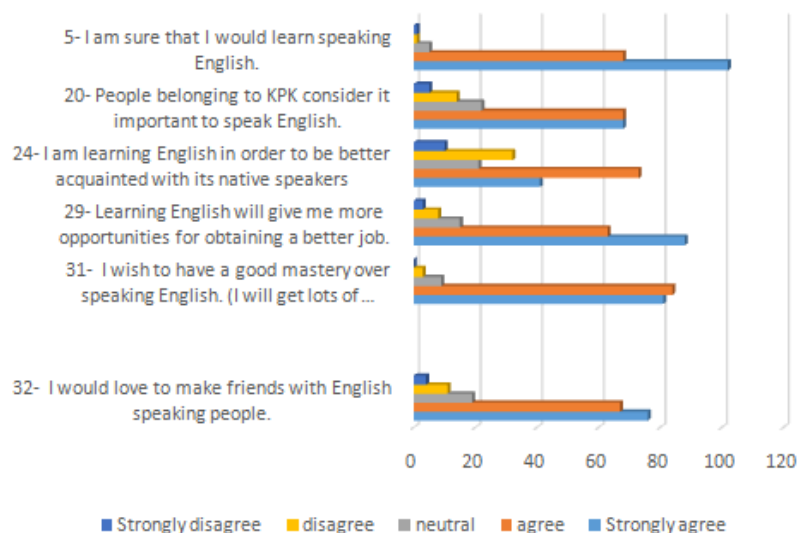
Figure 4: Communication and learning Strategies



Expectation and Motivation

BALLI statements 5, 20, 24, 29, 31 and 32 are about learners' expectations and motivation. Figure 5 reflects the learners' responses to these statements. 96% of the learners believed that they will eventually learn English language, showing their high motivation level. Similarly, 76% of the learners believed that learning English is very important. In addition, 85.3% of the respondents believed that learning English would give them surety to get job. These results show importance of English language in the area and hence high level of motivation.

Figure 5: Expectation and Motivation



Conclusion

The results of the present study showed that Pakistani first year students believed that children are better language learners than adults. According to some researchers such beliefs may negatively affect learners own expectation about language learning. Such beliefs are further confirmed with their responses to some other statements in BALLI for instance they believe that language learning requires distinct abilities. Despite these erroneous beliefs these learners are highly optimistic about learning English language.

The study also exposed many other misconceptions that these learners have about learning English language. They believed that to learn English language it is important to memorize the target language vocabulary and grammatical rules. These misconceptions are due to the prevailing conventional methods of teaching English at the school, college and university level in Pakistan. Memorizing these rules and words may make them incapable to communicate in the language in real life situations; it is impossible to use these words in context if they are only memorized. This would create anxiety in the learners which will further demotivate them in learning the language. In addition, the learners strongly believed that excellent pronunciation is important for all the speakers of English at Pakistan. This belief may also

stop them from using the language and hence will cause further demotivation. Finally the belief that learners should totally rely on the teachers may also cause lack of participation in the communication activities.

The beliefs surveyed in the present study are very difficult to alter since these are formed due to their prior experience of the conventional method of learning language. Most of them have become theories with the passage of time and the learners may not be able to question them.

In spite of the high level of motivation the participants of the present study showed, they would be frustrated particularly when they would find out that though they worked hard, they would never achieve their objectives due to the defective learning strategies they followed in learning English language. These learners would face this reality when they would communicate in English with its native speakers in a genuine situation. Therefore, the EFL/ESL teachers should address their students' beliefs as earlier as possible to stop making these beliefs theories. The early diagnosis and help in removing these erroneous beliefs may help in accelerating the learning process and help teachers in designing suitable classroom activities.

Notes & References

- ¹ Fishbein, Martin, and Icek Ajzen, *Belief, attitude, intention, and behavior: An introduction to theory and research* (Reading, MA: Addison-Wesley, 1977). See also: Icek Ajzen, "Attitudes and personality traits". In *Attitudes, Personality, and Behavior* (n.p: Open University Press, 1988), 2-24.
- ² Erlenawati, "Beliefs about language learning: Indonesian learners' perspectives, and some implications for classroom practices", *Australian Journal of Education* 46, no. 3 (2002): 323-337.
- ³ Ghazala Kausar, "Role of Students and Teachers' Beliefs in English Language Learning at Federal Colleges of Pakistan" (PhD diss: National University of Modern Languages, Islamabad, 2012).
- ⁴ Rod Ellis, *The study of second language acquisition* (n.p: Oxford University, 1994), 477
- ⁵ Mia Victori and Walter Lockhart, "Enhancing Metacognition in Self-Directed Language Learning" *System* 23, no.2 (1995): 223-234
- ⁶ *ibid.*
- ⁷ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language and Applied Linguistics* (London: Longman, 2002).
- ⁸ *ibid.*
- ⁹ Li, Xiuping, "An analysis of Chinese EFL learners' beliefs about the role of rote learning in vocabulary learning strategies" (PhD diss: University of Sunderland, 2004).
- ¹⁰ Zehra Gabillon, "L2 Learner's Beliefs: An Overview", *Journal of Language and Learning* 3, no. 2 (2005): 233-260.
- ¹¹ Anita Wenden, "An Introduction to Metacognitive Knowledge and Beliefs in Language Learning: Beyond the Basics" *System* 27, no.4 (1999): 435-441
- ¹² Elaine K. Horwitz, "The Beliefs about Language Learning of Beginning University Language Students", *Modern Language Journal* 72, no. 3 (1988): 283-294.
- ¹³ Philip Riley, "BATS' and 'BALLS': Beliefs about talk and beliefs about language learning", *Mélanges CRAPEL* 23, no. 1 (1997): 125-153.
- ¹⁴ Corinne Mantle – Bromley. "Positive Attitudes and Realistic Beliefs: Links to Proficiency", *Modern Language Journal* 79, no. 3 (1995): 372-386.
- ¹⁵ Anita Wenden, Anita Wenden, "An Introduction to Metacognitive Knowledge and Beliefs in Language Learning. op.cit.
- ¹⁶ Jack C. Richards and Charles Lockhart. *Reflective Teaching in Second Language Classrooms* (Cambridge: Cambridge University Press, 1994)
- ¹⁷ Elaine K. Horwitz, "Cultural and Situational Influences on Foreign Language Learners' Beliefs about Language Learning" *System* 27, no. 4 (1999): 557-576.
- ¹⁸ Sara Cotteral, "Readiness for Autonomy: Investigating Learner Beliefs System" 23, no. 2 (1995): 195-205.

-
- ¹⁹ *ibid.*
- ²⁰ Elaine K. Horwitz, "The Beliefs about Language Learning of Beginning University Language Students", *op.cit.*
- ²¹ *ibid.*
- ²² Dolly Jesusita Young, "Creating a Low – Anxiety Classroom Environment: What does Language Anxiety Research Suggest?" *Modern Language Journal* 75, no. 4 (1991): 426-439.
- ²³ Elaine K. Horwitz. "The Beliefs about Language Learning of Beginning University Language Students...", *op.cit.*
- ²⁴ Rebecca Oxford and Jill Shearin, "Language Learning Motivation: Expanding the Theoretical Framework", *Modern Language Journal* 78, no. 1 (1994): 12-28.
- ²⁵ Eva Bernat and Inna Gvozdenko, "Beliefs about Language Learning: Current Knowledge, Pedagogical Implications, and New Research Directions." *TESL – EJ* 9, no. 1 (2005):1-20.
- ²⁶ Anita Wenden, "An Introduction to Metacognitive Knowledge and Beliefs in Language Learning, *op.cit.*
- ²⁷ Eva Bernat and Inna Gvozdenko, "Beliefs about Language Learning...", *loc.cit.*
- ²⁸ Elaine K. Horwitz. "The Beliefs about Language Learning of Beginning University Language Students...", *op.cit.*
- ²⁹ Anita Wenden, "An Introduction to Metacognitive Knowledge and Beliefs in Language Learning, *op.cit.*
- ³⁰ Rod Ellis, "Learner Beliefs and Language Learning". Available at: <http://www.asian-efl-journal.com/Learner-Beliefs-and-Language-Learning.ppt>. See also: Thomas S. C. Farrell, "The Teacher is an Octopus: Uncovering Preservice English Language Teachers' Prior Beliefs through Metaphor Analysis", *RELC Journal* 37, no. 2 (2006): 236-248.
- ³¹ Elaine K. Horwitz. "The Beliefs about Language Learning of Beginning University Language Students...", *op.cit.*
- ³² *ibid.*
- ³³ Rana Abdul Sattar Abid, "Investigating EFL Iraqi learners' beliefs about learning English as a foreign Language", *Journal of the College of Arts* 60 (2012): 46-81.
- ³⁴ Eva Bernat, "Assessing EAP Learners' Beliefs about Language Learning in the Australian Context", *Asian EFL Journal* 8, no.2 (2006): 202-227.
- ³⁵ Eva Bernat and Inna Gvozdenko, "Beliefs about Language Learning...", *op.cit.*
- ³⁶ Rana Abdul Sattar Abid, "Investigating EFL Iraqi learners' beliefs about learning English as a foreign Language", *op.cit.*
- ³⁷ Eva Bernat, "Assessing EAP Learners' Beliefs about Language Learning in the Australian Context", *op.cit.*
- ³⁸ *ibid.*