

The Foreign Language Students' Beliefs Regarding Learning Strategies In Different Kazakhstan University Students

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Abstract: As we live in global village, there are several inner circle native English speakers around the world. Furthermore, there are people who live in out circle and speak English as a second language, the rest who live in expanding circle and use English as a foreign language. The increase use of English as an international language more people believe that the necessity of some knowledge about English language should be known, since it provides the awareness of learners beliefs about English language learning as well as it expands the job opportunities. This study can be significant in two parts (theoretical and practical). Firstly in theoretical part this research can be a new area in English language learners' beliefs in applied linguistics worldwide, and this study can offers information about Kazakhstan University students' beliefs about English language learning. Secondly in practical level, this research would help EFL teachers in Kazakhstan for understanding of their students' beliefs about English language learning, and also can be a guideline to the teachers in their teaching methods as well as for the learners understanding of their own beliefs about English language learning.

Keywords: Learners beliefs, Kazakhstan University students, EFL, International language.

INTRODUCTION

Beliefs about language learning have become an interest of researchers in the field of second language acquisition because of assumption that "success depends on materials, techniques, and linguistic analysis, and more what goes on inside and between the people in the classroom" [1]. According to researcher, what goes on inside learners, which include learner's beliefs, seems to have strong impact on learners' learning process. Second or foreign language learners do not come to the class without idea of the nature or process of language learning. They have some perception about language learning and perception of how second language should be learned [1].

Formation beliefs take time and individuals attach great importance to their beliefs and act in accordance with their beliefs. There is an accord with the idea that beliefs maybe so strong that individuals may hold to their beliefs even when there is conflicting evidence. Therefore, altering beliefs with a pedagogic concern is altogether a difficult pursuit. "Beliefs strongly affect an individual behavior", learners beliefs about language learning can affect language learning process and a

learner's effectiveness in the classroom maybe influenced by his/her beliefs about language learning.

The purpose of the study was to investigate the university students' beliefs about English language learning at Kazakh Ablai Khan University of International Relations and World Languages and Gumilyov Eurasian National University in Kazakhstan.

In the light of the aim, the study used qualitative and quantitative methods, involved 150 students from the second and third year in TWO languages department from two different universities. The instruments for the present study (1) Beliefs About Language Learning Inventory (BALLI), (2) Semi-structured interviews, and (3) classroom observations.

Results revealed that Kazakhstan university students have positive and realistic beliefs about English language learning as regard their aptitude, the nature of language learning, communication strategies, motivation and expectations about learning English as foreign language. The study recommends some guidelines to EFL teachers in Kazakhstan in their teaching techniques and methods with the fix of their learners' beliefs.

METHOD

Survey method was used in the study. The subjects were administered a questionnaire in which they were

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asked to answer questions related to their beliefs and actions about classroom management. Items used in the questionnaire were prepared according to the related literature and interview results conducted with some future FL teachers. Descriptive and inferential analyses were conducted to get a deeper insight into the research questions. Time limit was 90 minutes for the survey.

Participants

The study was done on a group of a hundred fifty Kazakh undergraduate learners learning English as a foreign language in BA degree in two universities, one is named Kazakh Ablaihan University of International Relation and World Languages in Almaty city and the other one named Gumilyov Eurasian National University in Astana city. Most of the students were juniors (48 %), (52%) were seniors. In terms of the gender, the students were not balanced with 122 Females (81%), 28 males (19%) and their age ranged from 18 to 21.

DISCUSSION

Two types of instruments were administered in this study (a) a written Quantitative questionnaire (BALLI), (b) Qualitative classroom observations.

The instrument held in this study is called the Beliefs about Language Learning Inventory (BALLI) created by Horwitz. Three distinct BALLI are used today for study: for ESL learners , for foreign language teachers, for foreign language learners [2]. The version of the EFL 1isagree, D= disagree, U= undecided, A= agree, SA=strongly agree. The items on the BALLI assess learners' beliefs in five areas:

1. Difficulty of the language learning. (six items: B2, B8, B10, B15, B32, B33)
2. Foreign language aptitude. (eight items: B1, B11, B16, B19, B22, B23, B31)
3. Nature of language learning. (eight items: B7, B9, B17, B18, B24, B25, B28, B30)

Table 1: Demographic Information of Participants in KAUIRWL for Study

Category		Number	Percentage
Kazakh Ablai Khan University of International Relations and world languages (KAUIRWL)		96	100%
School year	Junior	39	40%
	Senior	57	59%
Gender	Male	13	14%
	Female	83	86%
Nationality	Kazakh	75	78%
	Russian	8	8%
	Other ethnic groups (Uyghur, Turk, Ukrainian, Uzbek, Tatar).	14	14%

Table 2: Demographic Information of Participants in ENU for Study

Category		Number	Percentage
Gumilyov Eurasian National University (ENU)		54	100%
School year	Junior	31	57%
	Senior	23	43%
Gender	Male	15	28%
	Female	39	72%
Nationality	Kazakh	48	89%
	Russian	2	4%
	Other ethnic groups (Uyghur, Turk, Ukrainian).	4	7%

4. Learning and communication strategy. (seven items: B4, B6, B12, B14, B21, B26, B27)
5. Motivation and expectation. (four items: B3, B5, B13, B20)

The Reliability and Validity of BALLI

Reliability and Validity of BALLI has been proved reliable and valid by a number of researchers. Cronbach alpha of 0.69 [3] using principal component analysis, the study identified four factors: (a) self-efficacy and expectation about learning English. (b) Perceived value and nature of learning spoken English. (c) Beliefs about foreign language aptitude, and (d) beliefs about formal structural studies Cronbach Alpha for the four factors ranged from 0.52 to 0.6 in park (1995), 0.71 in Kunt (1997), and 0.59 [4].

Data Collection and Analysis

Data were collected using BALLI [1] at two universities in two cities in Kazakhstan during the period of First of February 2016- 19th of February 2016.

Descriptive statistical analyses: the participants' responses were deviations for each item, each subscale and the whole scale in part 1, part 2, Part 3, part 4 and part 5. For calculating the participants attitudes towards each item in the sections of foreign language aptitude (Part 1), the difficulty of language learning (part 2), the nature of language (part 3), learning and communication strategies (part 4), motivation (part 5). Responses for strongly disagree and agree were categorized as Disagree (D), neither disagree nor agree as Undecided (U), agree and strongly agree as agree (A).

Reliability of the Questionnaire

This section presents the results of the internal consistency reliability estimates of questionnaire. Reliability coefficients, as used here, indicate the degree to which a subscale is internally consistent or reliable. All of these reliability estimates are Cronbach alphas. Cronbach alpha can be interpreted as the percentage of reliable or consistent variance in each instrument. For the current questionnaire, the reliability of subscale of part1 (B1, B11, B16, B19, B22, B23, B29, B31), part2 (B2, B8, B10, B15 B32, B33), part3 (B7, B9, B17, B18, B24, B25, B28, B30), part4 (B4, B6, B12, B14, B21, B26, B27), part5 (B3, B5, B13, B20).

The reliability of "Nature of language" was a relatively acceptable 0.75, the reliability of "the difficulty of language learning" was acceptable 0.73, the reliability of "learning and communication strategy" was good 0.81, and the reliability of "motivation in language learning" was excellent 0.94. The reliability of BALLI items in the questionnaire was 0.76, highly acceptable.

RESULTS

The report of the findings include: (1) Descriptive analyses (frequencies, means, and standard deviation) from the BALLI. The present study investigated beliefs about language learning of EFL university students in Kazakhstan.

The BALLI was used to examine the learners' beliefs about language learning. Descriptive statistics were computed on the students' responses to the BALLI items. Table 1 through Table 4 illustrates the five major areas of the BALLI using [1] originally grouping: foreign language aptitude, difficulty of language learning, the nature of language learning, learning and

Table 3: Reliability of the (BALLI) for Present Study

Content	Number	Item used	Cronbach alphas
Part 1: foreignlanguage aptitude	8	B1=0.95/B11=0.32/B16=0.76/B19=0.9/B22=0.94 B23=0.3 B29=0.88/ B31=0.97	0.75
Part 2: the difficulty of language learning	6	B2=0.87/B8=0.97/B10=0.56/B32=0.81/B33=0.45 B15=0.3	0.61
Part 3: the nature of language learning	8	B7=0.65/ B9=0.93/ B17=0.7/ B18= 0.34/ B24=0.8 B25=0.73/ B28=0.67/ B30=0.99	0.73
Part 4: learning and communication strategies	7	B4=0.98/ B12=0.78/ B14=0.46/ B21=0.98/ B26=0.94 B27= 0.75/ B6=0.75	0.81
Part 5: Motivation	4	B3=0.92/ B5=0.97/ B13=0.98/ B20=0.9	0.94

0.76

communication strategies, and motivation. Since the BALLI does not produce a composite score of students' responses, overall frequency (%) on each item, means, and standard deviations were computed to compare two universities. Again, the results for both groups are presented together for easier comparison reference.

Beliefs about Foreign Language Aptitude

BALLI items 1, 11, 16, 19, 22, 23, 29 and 31 cover beliefs about foreign language aptitude. Item 16, 19, 22 and 31 address the concept of special abilities for language learning. Items 1, 23 and 11 address the characteristics of potentially successful language learners. Table 4 shows the participants' responses to the BALLI items in this category. Both ENU and KAUIRWL students reported somewhat similar opinions. For instance, 92 percent of the students from ENU and 96 percent of the KANUIR students felt that it is easier for children than adults to learn a foreign language. This is similar to the findings [5, 6]. "it is easier for children than adults to learn a foreign language" consistent with the common wisdom that children are better than adults, especially pronunciation [7].

Almost a quarter of both groups believed that women are better than men at learning foreign languages. However, nearly same percent (58%, 59%)

students agree that some people are bore with special ability which helps them learn a foreign language. Also 76% students from ENU and 74% students from KAUIRWL agree that it is easier for someone who already speaks a foreign language to learn another one. Almost three quarters of students from both universities believe that they have foreign language aptitude. Interestingly, very less number of students likes 15%and 29% from both universities agree the idea of people who are good at math and science are not good learning foreign language, 78 percent from ENU and 74 percent from KAUIRWL agree with the beliefs about people who speak more than one language well are very intelligent. Nearly all students from both universities (90%, 92%) believe that everyone can learn to speak a foreign language. Horwitz study in 1987 in ESL context almost 85 percent learners agrees that everyone can learn to speak a foreign language.

Beliefs about the Difficulty of Language Learning

The second group of BALLI items concern beliefs about the difficulty of language learning. Table 5 present the results of the BALLI items in this category. Item 2, 15, and32 address the relative difficulty of languages. Item 33 concerns time requirement for mastering English. Item 8 concerns self-efficacy in

Table 4: BALLI Survey Results: Foreign Language Aptitude

Item	Source	AG	DA	M	SD
1. It is easier for children than adults to learn a foreign language.	*ENU	92%	4%	1.76	0.70
	#KAUIRWL	96%	4%	1.61	0.70
11. Women are better than men at learning foreign languages.	*ENU	15%	50%	3.5	0.97
	# KAUIRWL	25%	39%	3.22	1.23
16. Some people are bore with special ability which helps them learn a foreign language.	*ENU	58%	24%	2.56	1.09
	#KAUIRWL	59%	14%	2.44	1.05
19. It is easier for someone who already speaks a foreign language to learn another one.	*ENU	76%	6%	2.13	0.75
	#KAUIRWL	74%	11%	2.15	0.94
22. I have foreign language aptitude.	*ENU	78%	4%	2.2	0.66
	#KAUIRWL	68%	5%	2.2	0.78
23. People who are good at math and science are not good learning foreign language.	*ENU	15%	73%	3.69	1.15
	#KAUIRWL	29%	52%	3.34	1.3
29. People who speak more than one language well are very intelligent.	*ENU	78%	7%	2.00	0.87
	#KAUIRWL	74%	11%	2.19	0.94
31. Everyone can learn speak a foreign language.	*ENU	90%	2%	1.54	0.79
	#KAUIRWL	92%	3%	1.64	0.77

Note: AG=agree, DA=disagree *ENU= Gumilyov Eurasian National University #KAUIRWL= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

learning English. Item 10, 11, and 12 concern the relative difficulty of language skill. A large number of students (89% ENU and 84% KUAIR) in each group agreed that some languages are easier to learn than others. According to [5] findings, most of the Lebanese related English as an easy or very easy language and French as a difficult one.

The same majority students from both universities (89%, 89%) believed that they will learn this language very well. Less than help students (45% ENU, 25 KAUIRWL) from both universities agree the idea of it is easier to read and write this language than to speak and understand it, and less number of students (22%, 25%) believed it is easier to speak than to understand

Table 5: BALLI Survey Results: The Difficulty of Language Learning

Item	Source	AG	DA	M	SD
2. some languages are easier than others.	*ENU	89%	5%	2.06	0.81
	#KAUIRWL	84%	9%	2.06	0.84
8. I believe that I will ultimately learn to speak this language very well.	*ENU	89%	4%	1.74	0.75
	#KAUIRWL	89%	2%	1.73	0.72
10. It is easy to read and write this language than to speak and understand it.	*ENU	45%	26%	2.74	1.1
	#KAUIRWL	25%	39%	3.11	1.23
15. It is easier to speak to understand a foreign language.	*ENU	22%	52%	3.28	1.22
	#KAUIRWL	25%	53%	3.3	0.97

Note: AG=agree, DA=disagree *ENU= Gumilyov Eurasian National University #KAUIRWL= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

Table 6: BALLI Survey Results: The Difficulty of Language Learning

Item	Source	Percentage	M		SD	
			KAUIRWL	ENU	KAUIRWL	ENU
32. 1) a very difficult language	#KAUIRWL	4%	2.71	2.7	0.74	0.72
	*ENU	7%				
2) a difficult language	#KAUIRWL	31%	2.71	2.7	0.74	0.72
	*ENU	22%				
3) a language of medium difficult	#KAUIRWL	56%	2.71	2.7	0.74	0.72
	*ENU	63%				
4) an easy language	#KAUIRWL	6%	2.71	2.7	0.74	0.72
	*ENU	7%				
5) a very easy language	#KAUIRWL	2%	2.71	2.7	0.74	0.72
	*ENU	--				
33. 1) less than a year	#KAUIRWL	4%	3.6	3.7	1.3	1.39
	*ENU	2%				
2) 1-2 years	#KAUIRWL	20%	3.6	3.7	1.3	1.39
	*ENU	28%				
3) 3-5 years	#KAUIRWL	26%	3.6	3.7	1.3	1.39
	*ENU	17%				
4) 5-10 years	#KAUIRWL	14%	3.6	3.7	1.3	1.39
	*ENU	2%				
5)you cannot learn a language in one hour a day.	#KAUIRWL	37%	3.6	3.7	1.3	1.39
	*ENU	52%				

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a foreign language. When asked about the degree of difficulty for learning English language, only 7 percent of the students from ENU and 4 percent from KAUIRWL considered English to be a very difficult language to learn; almost half of the ENU students (22.2%) and 31% of KAUIRWL students consider English to be a difficult language. More than half of the students from two universities agree English language can be considered medium difficult language. Many students (51% ENU and 36.5% KAUIRWL) reported that you cannot learn a language in one hour a day, and for the spending time of learning English language in two universities were different 26 percent students from KAUIRWL believed in 3-5 years they can learn English language, while 27.8 percent ENU students consider 1-2 years can enough for learning English language.

Beliefs about the Nature of Language Learning

In the third category, the statements in the BALLI address the issues related to the nature of language learning. The responses of the BALLI items in this category are presented in Table 7. Items 7, 9, 17 and 28 concern the roles of vocabulary learning, grammar instruction, translation, and memorization in learning English. Item 24 and 30 concern the importance of cultural knowledge and learning immersion. Item 25 concerns the perception of English learning process in relation to that of other subject areas.

In the area of the nature of language learning (Table 7), in both group nearly all students 95% from ENU and 92% from KAUIRWL believed that it is best to learn English in an English-speaking country. Yang (2010) reported that their participants imagined “an ideal study abroad context where all local English speakers around them would be willing to support their L2 development”.

The majority of many ENU students (93%) and 85 percent KAUIRWL students strongly agree and agree the idea of learning a foreign language is mostly a matter of learning a lot of new vocabulary words. [8] , in his study almost 90 percent students beliefs that learning a another language is a matter of translating from target language, which is different from current study, in this study Kazakhstan universities 50% students agree the same idea. 85 percent were agree the idea of the most important part of learning a language is learning vocabulary words. Nearly three quarter students from both universities (69% ENU, 77% KAUIRWL) thought it is necessary to know the foreign culture in order to speak the foreign language. However, 66 percent students from ENU, and 57 percent students from KAUIRWL felt that learning a foreign language is different from other subjects.

Again nearly same percent (46% ENU, 56% KAUIRWL) students agree the idea of learning a foreign language is mostly matter of learning grammar rules. This findings almost same [8] finding of 50%

Table 7: BALLI Survey: The Nature of Language

Item	Source	AG	DA	M	SD
7. learning a foreign language is mostly a matter of translating.	*ENU	48%	26%	2.74	0.76
	#KAUIRWL	47%	24%	2.69	1.03
9. learning a foreign language is mostly a matter of learning a lot of new vocabulary words.	*ENU	93%	6%	1.76	0.75
	#KAUIRWL	85%	7%	1.89	0.92
17. learning a foreign language is mostly a matter of learning of grammar rules.	*ENU	46%	26%	2.74	0.98
	#KAUIRWL	56%	20%	2.46	1.1
24. it is necessary to know the foreign culture in order to speak the foreign language.	*ENU	69%	23%	2.39	1.1
	#KAUIRWL	77%	15%	2.16	1.1
25. learning a foreign language is different from learning other school subjects.	*ENU	66%	13%	2.37	0.85
	#KAUIRWL	57%	26%	2.56	1.11
28. the most important part of learning English is learning how to translate from my native language.	*ENU	50%	24%	2.65	0.96
	#KAUIRWL	56%	26%	2.65	0.95
30. it is better to learn the foreign language in the foreign country.	*ENU	95%	--	1.41	0.6
	#KAUIRWL	92%	3%	1.64	0.77

Note: AG=agree, DA=disagree *ENU= Gumilyov Eurasian National University #KAUIRWL= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

participants in his study thought that learning a foreign language is mostly matter of learning a lot of grammar rules.

Beliefs about Learning and Communication Strategies

The fourth category of BALLI items addresses issues about learning and communication strategies. Seven items belong to this category; four of them (27, 4, and 26) concern learning strategies and the others (12, 14, 6 and 21) concern communication strategies. The responses to the items in this category are reported in Table 8.

Regarding the beliefs about learning and communication strategies (Table 8), the majority of students (94% of the ENU and 96% of the KAUIRWL) agree that it is important to repeat and practice a great deal. By comparing the findings of this study with previous investigations, [9] has 90%, [5] has 96% and [1] has 98%.

Many from both group (85% of ENU and 80% of KAUIRWL) believed that it is important to practice with cassettes or tapes. The groups were equally disposed (61% of ENU students, 63% of KAUIRWL students) towards guessing unknown words in English. However, exactly half (50%) of students from ENU disagree or strongly disagree the idea that you shouldn't say anything in a foreign language until you can say it

correctly, while only 39 percent of KAUIRWL students had same believes about it.

Slightly more than half (53%) of the KAUIRWL students thought that they felt self-conscious speaking the foreign language in front of other people, whereas exactly half (50%) ENU students had same idea about it. 59 percent of ENU students and 68 percent of KAUIRWL students believed excellent pronunciation is important.

Beliefs about Motivation and Expectations

The last category of beliefs about language learning in the BALLI concern learners' motivations and expectations in learning English. Table 9 presents the results of BALLI items in this category. Item 32 concerns the importance of English learning for Kazakh people. Items 5, 13, and 3 are concerns individual motivation in learning English. In the area of motivation and expectations (Table 9), ENU students showed higher agreement for all items compared to KAUIRWL students, except the opinion of people in Kazakhstan for speaking English language is important in country. A large number of ENU students (91%) and KAUIRWL students (85%) believed that they would have better opportunities for using English language in their country. More ENU students (87%) and KAUIRWL students (85%) thought that they would like to learn English language so that they can get to know its

Table 8: BALLI Survey Result: Learning and Communication Strategies

Item	Source	AG	DA	M	SD
4. it is important to repeat and practice a lot.	*ENU	94%	--	1.22	0.53
	#KAUIRWL	96%	--	1.34	0.63
6. its ok to guess if you don't know a word in a foreign language.	*ENU	61%	21%	2.48	1.01
	#KAUIRWL	63%	19%	2.48	0.93
12. it is important to speak a foreign language with an excellent accent.	*ENU	59%	19%	2.52	0.95
	#KAUIRWL	68%	18%	2.26	1.1
14. you shouldn't say anything in a foreign language until you can say it correctly.	*ENU	26%	50%	3.28	1.22
	#KAUIRWL	43%	39%	2.94	1.33
21. I heard someone speaking in the language I am trying to learn, I would go up them so that I could practice speaking the language.	*ENU	89%	--	1.93	0.54
	#KAUIRWL	79%	2%	2.3	0.69
26. It is important to practice with cassettes or tapes.	*ENU	85%	2%	1.83	0.72
	#KAUIRWL	80%	7%	1.97	0.85
27. I fell self-conscious speaking the foreign language in front of other people.	*ENU	50%	2%	2.57	0.72
	#KAUIRWL	53%	19%	2.56	0.95

Note: AG=agree, DA=disagree *ENU= Gumilyov Eurasian National University #KAUIRWL= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

Table 9: BALLI Survey Results: Motivation and Expectations

Item	Source	AG	DA	M	SD
3. If I get to speak this language very well, I will have many opportunities to use it.	*ENU	91%	6%	1.59	0.81
	#KAUIRWL	85%	9%	1.8	0.93
5. I would like to learn this language so that I can get to know its speakers better.	*ENU	87%	--	1.76	0.67
	#KAUIRWL	85%	3%	1.88	0.73
13. If I learn to speak this language very well, I will help get a good job.	*ENU	93%	2%	1.8	0.71
	#KAUIRWL	90%	2%	1.65	0.77
20. Kazakhstanis this that it is important to speak a foreign language.	*ENU	78%	7%	2.07	0.82
	#KAUIRWL	84%	8%	1.95	0.94

Note: AG=agree, DA=disagree *ENU= Gumilyov Eurasian National University #KAUIRWL= Kazakh Ablai Khan University of International Relations and world Languages. The percentages (%) have been rounded to the nearest tenth.

speakers better. Nearly all students from both universities (93% ENU, 90% KAUIRWL) strongly agree or agree that if they can learn English language very well, they would get a good job. Altan reported that a widespread belief among Koreans is to equate high English proficiency with better job opportunities [8].

Most KAUIRWL students (84%) believed that people in their country felt that it was important to speak English very well, while 78 percent ENU students agree or strongly agree the same point with them.

There are a lot of similarities between two schools students' beliefs about English language learning, also appears some differences. With the respect of the difficulty of language learning, the differences were about "it is easier to read and write English language than to speak and understand it". Only 25% of KAUIRWL respondents agree this point, while 45% was shown in ENU students questionnaire (almost twice). When 37% of KAUIRWL students believed that you cannot learn a language one hour a day, 52% of participants from ENU agree the same idea.

In learning and communication strategies, exactly half of the ENU students disagree the idea of you shouldn't say anything until you can say it, while 39% of the participants from KAUIRWL also disagree this point [9].

These two universities are different from each other may be that is a reason for the differences of the students' beliefs about English language learning, one is world language university the other one is national university but include foreign language department. The differences between two universities are in several parts. Firstly, KAUIRWL provide five hours a week for

main session course; also include two hours for oral practice with native speaker teachers.

They use main course book materials for classroom language teaching, and there is a texting exam once a week. However, ENU provide four hours main course, extra one hour students working time with supervisor weekly. They don't have any course book material, teachers' of English language teaching were responsible for materials (teachers bring different materials to the classroom according to teacher's needs). The differences of students' reaction and teachers can be clearly identified in classroom observation process [10].

LIMITATIONS

One of the limitations of this study is that there was an imbalance of the number of the gender (Male 26, female 124).

CONCLUSION

On balance, the functions observed in the current study are consistent with the findings of earlier studies in the literature on learners' beliefs about language learning.

In this study Kazakhstan university students do have strong beliefs about learning a foreign language is a mostly matter of learning a lot of new vocabulary words, and they do believe that it is better to learn the foreign language in the foreign country.

Unlike most of the studies, Kazakhstan Universities students in the present study were more motivated to learn target language well, both instrumental and integrative, the participants in this study not very much

interested in target culture, and also they do not believe the idea of it is very important speaking a foreign language with “an excellent accent” and learning a foreign language is mostly a matter of translating, also learning a foreign language is mostly matter of learning a grammar rules.

Kazakhstan universities students do believe that compared with other language English is not difficult language.

Pedagogical implications of this study are: firstly, understanding of the learners beliefs about English language learning may help learners to identify their negative effect on language learning.

Secondly, the identification of Kazakhstan universities EFL learners beliefs about English language learning might provide guidelines to EFL teachers in Kazakhstan, also help them to understand their students’ needs and beliefs about language learning, avoid miss understanding between classroom practices and their beliefs. Thirdly, teachers of EFL take learners’ prior beliefs about English language learning into account when preparing language-learning syllabi because materials for language learning it should fit students’ needs, and wants, so teachers firstly should understand what the students’ beliefs, and their expectations about language learning.

ABBREVIATIONS

EFL	= English as a foreign language
BALLI	= the Beliefs about Language Learning Inventory
ESL	= English as the second language

KAUIRWLWL = Kazakh Ablai Khan University of International Relations and World Languages

ENU = Eurasian National University

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