

Compatibility between Teachers' Beliefs and Those of Students with Varying Proficiency Levels Concerning Korean Language Learning

Misook Kim
(Kyung Hee University)

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This study aims to explore language learning beliefs of Korean language learners from three different levels of proficiency and then compare their beliefs with those of language teachers who are native speakers of Korean. A total of 126 participants (ninety nine students and 27 teachers) were asked to fill out a questionnaire, the Beliefs about Language Learning Inventory (BALLI). The findings show that the students from the three levels of proficiency hold many similar beliefs on language learning, but they also hold some different beliefs. The analysis of an ANOVA and a Post-hoc revealed that the mean differences for certain items were statistically significant among the three groups. Also, the findings revealed that the students and the teachers maintain different beliefs, and the analysis of a *t*-test for the two groups showed that some differences between the two groups are statistically significant. These findings yield some points for teachers to contemplate with a view to promoting students' motivation and language learning.

Keywords: BALLI, beliefs, strategies, language learning, guessing words

1. Introduction

How should teachers of Korean create a more conducive learning environment and more effective learning, which, in turn, can enhance the language learning process? The notion of students' beliefs about language learning has been a central construct in second and foreign language research with the topic drawing significant attention in recent decades. Additionally, a large body of research literature has also been amassed (Altan 2006, Bernat & Gvozdenko 2005, Bernat 2006, Y-J

Choi 2011, Horwitz 1985, 1988, 1999, M-J Jee 2013, Peacock 1999). These studies have shown that beliefs shaped by learners' backgrounds, past learning experiences, and surroundings, greatly influence the language learning process in the classroom (Horwitz 1999, Huang & Tsai 2003, Peacock 1999, Sawir 2002). Moreover, some past research has indicated that students can become frustrated and lose motivation in class, causing them to lag behind in the learning process in class, when their beliefs clash with those of the teacher (Cohen & Fass 2001, Peacock 1998, H-O Kim 2000 & 2003). Several studies also claim that beliefs, learning strategies, expectations, and the attitudes that students bring with them to the classroom are complex, and that these have a profound impact on students' learning behaviors in class (Bernat 2006, Bernat & Gvozdenko 2005, Chawhan & Oliver 2000). However, the research to date has been largely general in focus. There are numerous volumes of studies that have explored learning beliefs with respect to English as a second language, or as a foreign language and other foreign languages such as Japanese, Chinese, French, and Spanish (Manzanares & Murphy 2010, Samimy & Lee 1997, White 1999). Having said this, studies on learning beliefs with respect to Korean as a foreign, or a second language, are very scarce even though the number of Korean language learners has kept increasing annually inside and outside of Korea. The purpose behind this research then is to provide a more specific and crucial understanding of learner beliefs. When teachers are conscious of learners' expectations, they may, in-turn, be able to create more conducive learning environments and more effective learning that could enhance the overall language learning process.

The purpose behind the present study is to understand learning beliefs held by students who study Korean as a foreign language. Thus this study will investigate whether, or not, students in different levels of Korean classes have different learning beliefs about the process of language learning in order to promote efficient learning, and it will seek to compare the learning beliefs that these students have with those held by the teachers.

2. Literature Review

Regarding research on the topic, studies about learning beliefs seem

to fall into four main types with regard to foreign and second languages: *studies examining students' beliefs* (Bernat 2005, Choi 2011, Horwitz 1988, Truitt 1995, Manzanares & Murphy 2010), *studies investigating teachers' beliefs about language learning* (Horwitz 1985, Zeng & Murphy 2007), *studies comparing students' and teachers' beliefs* (Cohen & Fass 2001, Nakayama et al. 2004, Peacock 1998), and finally, *studies comparing students' beliefs with respect to proficiency* (Huang & Tsai 2003, Jee 2013, Kim 2006, Peacock 1999). These examinations have presented three similar findings.

First of all, there is a strong relationship between students' beliefs and their learning. Horwitz (1988) carried out a study with 241 participants of different nationalities on the beliefs of foreign language learners at the University of Texas. She believed that her learners appeared to underestimate the difficulty of language learning. For example, 43% said that it would take two years to attain fluency and a further 35% said it would take three to five years to do so. Kern (1995) carried out a similar study with 180 students who were learning French as a second language. His results were similar to those of Horwitz in 1988. He also further investigated learners' beliefs over time by administering the Beliefs About Language Learning Inventory (BALLI) twice, once at the beginning of the semester and again at the end of the semester, but found very little change in the students' beliefs about language learning had taken place over the course of the semester. He claimed that learners' beliefs do not change immediately when new methods are introduced into a class and asserted that these sentiments are deeply rooted in their mind-set. Peacock (2001) supported Kern's claim by saying that some general beliefs that students have about language learning, regardless of nationality and age, do not change easily within a short time of period. While these beliefs are entrenched, they significantly affect their learning.

Second, students with low proficiency levels and those with high proficiency levels do not share similar beliefs about language learning. Huang and Tsai (2003) compared students' beliefs within a group of 89 high school students. The students were placed into two levels, a high proficiency level or low proficiency level, based on the General English Proficiency Test, and they were asked to complete the BALLI. The researchers found that the high proficiency students tended to have positive beliefs, to a much greater extent than the low proficiency level

students. They suggested that the low proficiency level responses illustrated that students with unrealistic beliefs or misconceptions about language learning had more anxiety than students with positive or realistic beliefs. They concluded that learner beliefs influenced not only the learners' choices along the language learning process, but also that the learners' proficiency affected their learning behaviors, and outcomes as well. Nikitina and Furuoka (2007) had similar results with students studying the Russian language at a university. They reported that beginner and intermediate level students showed significant differences in beliefs with respect to language aptitude, the difficulty of learning Russian, and learning and communication strategies. Also, the intermediate level of students showed a stronger agreement with the beliefs that children learn foreign languages easier and faster than adults, and that some people have talent for learning languages. Y-J Choi (2011) investigated note-taking strategies, beliefs about language learning, and learning strategies of Chinese learners of Korean, trying to determine if gender, age, and language proficiency affect language learning beliefs. She observed that more female students than male students agreed that it is acceptable to guess when they do not know the meaning of a word, and a greater number of the older students, compared to younger students, thought that, if you are allowed to make mistakes in the beginning, it will be hard to eradicate them later on. Also, while a higher percentage of the basic and intermediate groups of students agreed that everyone can learn a foreign language, a similar percentage of the advanced group of students disagreed with the statement. Moreover, the answers to the question concerning whether women are better than men at learning a foreign language showed a group difference, and this difference was statistically meaningful. The study conducted by M-J Jee (2013) examined the beliefs of 60 Korean language learners in an American university. The study reported that the students with more experience in learning Korean perceived that they had a greater aptitude for learning a language than those with less language learning experience. Also, she claimed that the higher level students believed that the language they studied was more difficult than that of the lower level students. Furthermore, the high level students claimed that reading and writing were more difficult than speaking, whereas the opposite was expressed by the lower level students. One interesting finding of this study was that the students considered

more grammar to be an important and needful part of language learning, more so than vocabulary and translation.

Lastly, some studies pointed to the dissonance between students' and teachers' beliefs about matters such as time needed to attain fluency, the rules of grammar, vocabulary and grammar, and the relative difficulties of language existed. Peacock (1999) investigated the relationship between student and teacher beliefs and reported that when students find gaps between their beliefs and teacher beliefs, they lose confidence and satisfaction with the class. Thus, they become reluctant to participate in class activities. Matsuura, Chiba, & Hilderbrandt (2001) also reported that they found some discrepancies between student and teacher beliefs regarding instructional methods. The students expressed the view that they preferred to learn in a traditional setting, that is, with a teacher-centered approach rather than a learner-centered approach. In addition, most students, unlike the teachers, considered pronunciation very important for communication. Zeng and Murphy (2007) conducted a study in order to identify the language learning experiences and beliefs of Chinese EFL teachers in China. Six teachers took part in the study, and they completed an online questionnaire, an asynchronous, online focus group, and email-based individual interviews over a two month period. Their findings illustrated that the six subjects expressed views concerning the importance of grammar and rules, as well as authentic learning in social contexts. Teachers also disfavored a teacher-centered classroom setting; the opposite opinion of that shared by the students in the study carried out by Matsuura, Chiba, & Hilderbrandt (2001).

Whereas research findings assert that language learners with different proficiency levels hold different beliefs about language learning, there is also a discrepancy between students' and teachers' beliefs, and it can affect students negatively, or positively, in their language learning (Horwitz 1985, 1999, Kern 1995, Mantle-Bromley 1995, Peacock 1999). When student beliefs and teacher beliefs do not match, students become frustrated and lose interest in language learning.

3. The Present Study

The purpose of this study is three-fold. First, it is designed to exam-

ine the language learning beliefs of Korean language students from three different proficiency levels. Secondly, it will seek to determine if students with different nationalities have the same or different learning beliefs. Lastly, it will also investigate the beliefs held by Korean native speaker teachers on language learning and then compare the findings with those of the students' beliefs.

The research questions for the current study are as follows:

1. To what extent do the language learning beliefs of students with different proficiency levels share similarities, and exhibit differences?
2. To what extent do the language learning beliefs of students with different nationalities share similarities, and exhibit differences?
3. To what extent do the language learning beliefs of students and teachers share similarities, and exhibit differences in learning Korean?

3.1. Method

3.1.1. Participants

A total of 99 foreign students took part in this study. Of which, 39 students were from the beginning level, 36 were from the intermediate level, and 24 were from the advanced level. At the time of data collection, the participants were taking the ten-week regular Korean language program at a language school affiliated with a four-year university in Seoul, Korea. Prior to the first day of instruction the students had taken a placement test developed by the institute and, based upon their scores, were placed into a level accordingly. Among the 99 students, more than half of the participants (66) were from Japan (35), China (21), and Taiwan (10); the rest of them (33) were from various countries, such as Bulgaria, France, Guatemala, Indonesia, Peru, Malaysia, Thailand, Uzbekistan, and so forth. (see Attachment A for detailed nationalities). With respect to gender, 74 participants were female and 25 were male. Their average age was 24.6 years old, with the youngest student being 17 years old, and the oldest participant being 46 years old. The average number of months spent studying Korean was 12 months with a range being from two months to 51 months. Sixty-one participants were university graduates, four students had a gradu-

ate school educational background, and 34 were high school graduates.

Twenty-seven Korean native language teachers, who were teaching at the same language institute also took part in the study. The 27 Korean teachers all had Master's degrees in teaching Korean as a Foreign Language, but they held bachelor's degrees from diverse majors, such as Korean Language and Literature, German, English, Fashion Technology, and Religion. Their average age was 31 years old, and the number of years of teaching experience they possessed ranged from four months to 144 months, with the average being 38 months. Among the 27 teachers, one was male and the rest were female.

3.1.2. Materials

The Beliefs About Language Learning Inventory (BALLI), developed by Horwitz, (1988) was adapted to explore learners' opinions related to language learning. As the participants in the present study were studying Korean, the word 'foreign language' on the questionnaire was replaced with 'Korean'. The BALLI consisted of 34 items and examines five areas: difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivations and expectations (see Appendix B). To make sure that the participants understood the questionnaire, the English version of the questionnaire was translated into Chinese, Japanese, and Korean for the different student levels. Thus, four different language versions were available from which students could choose their preferred version.

With respect to the teachers, the BALLI that was given to the student participants was also administered, but with revisions and deletions of the items not related to them. As such, there were a total number of 25 question items for the teachers.

3.1.3. Procedures

For the data collection, six Korean language teachers, who were teaching different class levels, agreed to help in the collection of data from their classes. The researcher had one meeting with them and explained the purpose of the study, and the procedures necessary for administering the questionnaires in the classes. The teachers were required to ask their students to fill out the questionnaire during the ninth week of the ten-week program, and allow them to choose their

preferred language version. The participants were asked to read each item and then choose a response ranging from *strongly agree* to *strongly disagree*.

In order to gather data from the teachers, the researcher met 21 additional teachers individually, and explained the purpose of the research, and received their cooperation. They were required to answer a questionnaire and were asked to return it to the researcher the day following its completion.

3.1.4. Analyses

As part of the analyses, the Statistical Package for Social Science (SPSS Version 12) was used to analyze the input data gathered from the participants. First, in order to examine the responses to the questionnaire, the method of descriptive statistics was performed. Then in order to investigate the mean differences among the students in the three different proficiency levels and among different nationalities, an ANOVA and a post-hoc were performed. Since 66 students among the participants were Asian students from Japan, China, and Taiwan, and the rest (33) were from 22 different countries, with only one or two participants representing each country, it seems logistically impossible and meaningless to analyze the learning beliefs that the students have within all these different nationalities. Thus, in the present study, the students from the 22 different countries will be categorized as 'Others', and four different nationalities, namely, Japan, China, Taiwan and *Others*, will be used in the analysis. Finally, in order to examine a mean difference between the students and the teachers, a *t*-test was performed.

4. Results

The results of the BALLI from the students in the three different proficiency level groups produced some interesting findings with respect to the five categories in Horwitz's (1988) study. Furthermore, the teachers' responses compared, to the three groups of students showed interesting results as well. The findings from the students will be described, followed by a comparison between the students and the teachers. Tables showing the findings represented by frequency of responses carried out by the students will not be presented here due to space limitations.

4.1. Responses of the Students from the Three Different Proficiency Levels

BALLI items 3, 4, 6, 14, 24, and 28 are concerned with the general difficulty of language learning. Item 6 assesses student expectations for language learning success, and item 24 and 28 relate to the relative difficulty of different language skills. Students from all levels supported the concept of language learning in a hierarchy of difficulty, a view that was indicated by the fact over 50% from the three groups agreed that some languages are easier to learn than others. With respect to the difficulty level of the language they were studying, their responses varied. For instance, only 13% of the beginners and 33% of the advanced students said the Korean they were learning was difficult, whereas more than 50% of the intermediate students felt the same. This result illustrates that students perceived the difficulty of learning Korean differently, not only within the three groups, but also within each group.

With respect to item 6, students from all groups generally had positive expectations with respect to their language learning success. The beginner and advanced group students were more positive about their own prognosis as language learners than were the intermediate group. Sixty two percent of the beginner and 67% of the advanced students agreed with the statement, "I believe that I will ultimately learn to speak Korean very well," but only 47% of the intermediate group agreed. The students' estimate of the amount of time required to learn a language was also quite similar. Nearly 50% of the beginner and intermediate groups, and 67% of the advanced learners indicated that a maximum of three to five years was sufficient in order to become fluent. However, interestingly, 50% of the intermediate student group felt that one to two years were adequate in order to become fluent.

Items 1, 2, 10, 15, 22, 29, 32, 33, and 34 address beliefs about the characteristics of successful language learners and the existence of special abilities for language learning. The respondents from all levels endorsed the statement that "It is easier for children than adults to learn a language." Moreover, over 50% of the beginner and advanced learners and 42% of the intermediate students agreed that "People who speak more than one language well are very intelligent." However, the majority of the three groups disagreed with the statement, "People who are good at math and science are not good at learning foreign

languages.”

Questions concerning foreign language aptitude showed interesting results. Forty six percent from the beginner group, 50% from the intermediate group, and 63% from the advanced group, indicated agreement with the statement: “Some people are born with a special ability which helps them learn a foreign language.” Each group also had a different rate of responses for item 22 (Women are better than men at learning foreign language). In the beginner group 33% disagreed with the statement, 42% disagreed in the intermediate, and 53% from the advanced group disagreed with the statement. Nevertheless, concerning item 15 which asked whether, or not, they, themselves, have foreign language aptitude, surprisingly less than one third of the participants from all groups noted that they did. On the other hand, over 40% from all three student groups agreed that everyone can learn to speak Korean.

Items 5, 8, 11, 16, 20, 25, 26, and 28 dealt with issues pertaining to the nature of the language learning process. Item 5 surveyed the structural differences between their native tongue and Korean. Items 8 and 11 addressed the role of culture in language learning, and items 16, 20, 25, and 26 were concerned with the students’ conception of learning a language. Finally item 28 addressed the students’ perception of language skills. A majority of the students (75%) from each of the group endorsed the statement that “It is necessary to know about Korean culture in order to speak Korean.” In addition, a great number of students from all groups agreed with the statement, “It is better to learn Korean in Korea.” A substantial number of students from each group also agreed that the most important part of learning a language is learning vocabulary. In addition, over 40% from each group said that learning grammar is the most important task in learning a language. However, a few respondents (21%, 14%, 17% from each group) agreed that the most important part of learning a language is mostly a matter of translating.

BALLI items 7, 9, 12, 13, 18, and 19 were concerned with communication strategies and items 17 and 21 addressed learning strategies. A great majority from each group agreed with the statement, “It is important to speak Korean with an excellent accent.” On the other hand, a substantial number of students from all three groups disagreed with the statement: “You shouldn’t say anything in Korean until you can

say it correctly.” With respect to item 13, more students from the beginner and advanced groups agreed with the statement, “It’s okay to guess if you don’t know a word in Korean.” than those of the intermediate group. Regarding item 19, each group had a different response, too. While 38% of the beginner group agreed with the statement, “If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.”, 53% of the intermediate and nearly 80% of the advanced students agreed.

Concerning learning strategies, the majority of the students from each group agreed that “It is important to repeat and practice a lot.” They also agreed that practicing in the laboratory was important. Over 56% of the beginner and advanced learners agreed that guessing a word in context is okay, but only 36% of the intermediate students agreed with the statement.

Items 23, 27, 30, and 31 asked about the desires and opportunities the students associated with learning Korean. Between 53% to 80% of each group agreed with the necessity of more opportunities to use the language. Over 70% of the students from each group believed that they could get to know native Korean speakers better.

The above results while illustrating the frequencies of the student responses to the questionnaire do not show whether, or not, the differences in the three groups are statistically significant. In order to investigate the mean differences among the three groups, an ANOVA was run. As shown in the table below, a mean difference existed only with regard to eight items. For question 3 the p value was less than .05, so the mean difference among the groups was statistically significant ($p = .038$). Also, for questions 4 and 11, the mean difference among the three groups was statistically significant ($p = .00$ respectively). In addition, the mean difference for question 14 and 17 among the groups was statistically significant at $p = .036$ and $p = .031$ respectively. Lastly, the mean difference for question 19 was statistically significant ($p = .004$), and questions 31 and 34, were statistically significant, too ($p = .006$ each).

Table 1. Mean Difference among the Three Groups

	Sum of squares	df	Mean square	F	Sig.
Q3 Between groups	8.335	2		3.395	.038
	117.847	96	4.167		
	126.182	98	1.228		
Q4 Between groups	11.466	2		10.852	.000
	50.716	96	5.733		
	62.182	98	.528		
Q11 Between groups	21.629	2		11.737	.000
	88.452	96	10.814		
	110.081	98	.921		
Q14 Between groups	5.249	2		3.429	.036
	73.479	96	2.624		
	78.727	98	.765		
Q17 Between groups	4.789	2		3.585	.031
	64.120	96	2.395		
	68.909	98	.668		
Q19 Between groups	11.328	2		5.952	.004
	91.359	96	5.664		
	102.687	98	.952		
Q31 Between groups	7.817	2		5.396	.006
	69.536	96	3.909		
	77.354	98	.724		
Q34 Between groups	15.634	2		5.416	.006
	138.548	96	7.817		
	154.182	98	1.443		

$p < 0.05$

To further investigate exactly where among the three groups the differences exist among the eight items, a Sheffee test was run. The results show that a group difference existed in only seven items excluding item 14 as shown in Table 2. Regarding question 3, a difference was found between the intermediate and advanced groups, and the difference was statistically significant ($p = .046$). This fact indicates that the intermediate group of students and the advanced group of students do not hold the same opinion with respect to the statement.

With respect to questions 4, 19, 31, a mean difference was found between the beginner and the advanced groups. With respect to question 4, which concerns the difficulty of the language they study, the

students from the beginner group perceived the difficulty level of the language differently from that of the intermediate and advanced groups of students. According to the frequency results, only 12.8% from the beginner group said the language they study was difficult; however, 55% from the intermediate and 54% from the advanced felt that the language they study was difficult. Regarding question 19, more students from the advanced group agreed with the statement than did the beginner students. This difference was statistically significant ($p = .004$). Question 31 showed that more students from the beginner group agreed with the statement than the advanced.

Regarding questions 11, 17, and 34, a difference was found between the beginner and intermediate groups. Question 11, which deals with the nature of language learning, shows that there was stronger agreement from the beginner group than the intermediate group with the idea that it is best to learn Korean in Korea. Also, with respect to question 17, which concerns learning strategies all groups agreed with the statement, but the agreement of the intermediate group was less stronger than that of the beginner. Lastly, in question 34 more students from the beginner group showed stronger agreement than those from the intermediate group, and the difference is statistically significant ($p = .007$).

Table 2. Multiple Comparisons among the Three Groups

	Dependent variable		Mean difference	Sig	95% Confidence level	
	(I) Group	(J) Group			Lower bound	Upper bound
Q3	Intermediate	Advanced	-.73611*	.046	-1.4621	-.0101
Q4	Beginner	Intermediate	-.70726*	.000	-1.1250	-.2896
		Advanced	-.67949*	.002	-1.1484	-.2106
Q11	Beginner	Intermediate	1.07051*	.000	.5189	1.6221
Q17	Beginner	Intermediate	.50427*	.032	.0346	.9739
Q19	Beginner	Advanced	-.87179*	.004	-1.5011	-.2425
Q31	Beginner	Advanced	.71795*	.007	.1689	1.2670
Q34	Beginner	Intermediate	.89744*	.007	.2071	1.5878

* $P < 0.05$

4.2. Responses of the Students from the Different Nationalities

Students with different nationalities showed a range of different answers to the questionnaire; however, a mean difference existed in only four items as shown in the table below. For question 5, the mean difference among the four different nationalities was statistically significant ($p = .000$), and the mean difference for question 15 was statistically significant at $p = .004$. Also, the mean difference for questions 22 and 24 was statistically significant as well ($p = .001$ and $p = .019$ respectively).

Table 3. Mean Differences among the Different Nationalities

	Sum of squares	df	Mean square	F	Sig.
Q5	Between groups	3	29.086	27.893	.000
	Within groups	95	1.043		
		98			
Q15	Between groups	3	4.140	4.789	.004
	Within groups	95	.864		
Q22	Between groups	3	6.707	5.982	.001
	Within groups	95	1.121		
Q24	Between groups	3	3.265	3.492	.019
	Within groups	95	.935		

$P < 0.05$

In order to determine exactly where among the four different nationalities the differences existed with respect to the four items, a Sheffee test was run. Only in three items, namely, 5, 15, and 22, did a difference exist, as shown in the table. Regarding question 5, a difference was found among the four different nationalities, and the difference was statistically significant ($p = .000$). This fact illustrates that the structure of the Korean language, as viewed by students from China, Taiwan, and *Others*, was different from that of students from Japan. The students from Taiwan and *Others* were more positive about their aptitude than those of Japan and China. With respect to question 15 (I have foreign language aptitude), a mean difference was found be-

tween Japan and *Others* and between China and *Others*. The frequencies to the item showed that 54% of the Japanese students and 47% of the Chinese students disagreed with the statement, whereas 20% of the Taiwanese students and 18% of the *Others* disagreed with the statement. Regarding question 22, a difference was found between Japan and China, and it was statistically significant ($p = .001$). Also, a difference was found between China and *Others*, and it was statistically significant ($p = .024$) as well.

Table 4. Multiple Comparisons among the Different Nationalities

	Dependent variable		Mean difference	Sig	95% Confidence level	
	(I) Group	(J) Group			Lower bound	Upper bound
Q5	Japan	China	1.86667*	.000	1.0644	2.6689
		Taiwan	2.31429*	.000	1.2721	3.3565
		Others	1.88398*	.000	1.1787	2.5892
Q15	Japan	Others	-.78701*	.009	-1.4291	-.1449
	China	Others	-.74892*	.046	-1.4876	-.0102
Q22	Japan	China	-1.21905*	.001	-2.0509	-.3872
	China	Others	.93074*	.024	.0895	1.7720

* $P < .05$

4.3. Comparison between Responses of the Students and the Teachers

From tables 5 to 9 below are the responses of the students in the three different proficiency levels and that of the teachers to the questionnaires. The question numbers shown in the tables correspond to the numbers on the teacher questionnaire, which consisted of only 25 items. Table 5 shows how the students and teachers responded to *the difficulty of language learning*. With regard to item 21, a total of 58.6% of the students indicated that they thought that understanding Korean was easier than speaking, whereas 74% of the teachers expressed the same opinion. In reference to item 22, which states "It's easier to read and write Korean than to speak and understand it.", 30.3% of the students showed agreement with the statement, but on the other hand, only 18.5% of the teachers agreed with it. Over 50% from both the students and teachers groups think that it would take

three to five years in order to become fluent. For item 25, which asked about the participants' perception about the difficulty level of the Korean language, 15.1% of the students expressed the view that Korean is an easy language to learn. By way of contrast, 48.1% of the teachers indicated that Korean was an easy language to learn.

Table 5. Comparison of Views on the Difficulty of Language Learning between the Students and the Teachers

	1	2	3	4	5
Q 3. Some languages are easier to learn than others.					
Students	20.2	42.4	18.2	13.1	6.1
Teachers	18.5	33.3	37.0	11.0	0
Q 21. It's easier to speak than understand Korean.					
Students	2.0	11.1	28.3	37.4	21.2
Teachers	0	7.4	18.5	66.7	7.4
Q 22. It's easier to read and write Korean than to speak and understand it.					
Students	6.1	24.2	25.3	32.3	12.1
Teachers	0	18.5	14.8	63.0	3.7
Q24. If someone spent one hour a day learning Korean, how long would it take him/her to become fluent? 1) less than a year 2) 1-2 years 3) 3-5 years 4) 5-10 years 5) You can't learn a language in 1 hour a day.					
Students	3.0	33.3	50.5	5.1	8.1
Teachers	3.7	22.2	59.3	11.1	3.7
Q 25. Korean is 1) a very difficult to learn, 2) a difficult to learn, 3) a language of medium difficulty, 4) an easy language to learn, 5) a very easy language to learn.					
Students	3.0	35.4	46.5	13.1	2.0
Teachers	0	22.2	29.6	48.1	0

* Note: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree

The table below addresses the response rates of the students and teachers with regards to *foreign language aptitude*. Just over 50% of the students and 40% of the teachers agreed that "Some people are born with a special ability which helps them learn foreign languages." Regarding item 4, which states, "Women are better than men at learning Korean," some interesting responses were revealed. Even though over 22% of the students and teachers agreed with the statement, 42% of the students disagreed. With respect to item 6, the two groups showed a dif-

ferent rate of responses. While nearly 49% of the students agreed with the statement, 30% of the teachers held the same position. Also, regarding item 7, 56% of the students thought that "Everyone can learn to speak Korean.", but only 37% of the teachers thought the same.

Table 6. Comparison of Views on Foreign Language Aptitude between the Students and the Teachers

	1	2	3	4	5
Q1. It's easier for children than adults to learn Korean.					
Students	27.3	40.4	22.2	7.1	3.0
Teachers	22.2	40.7	14.8	22.2	0
Q2. Some people are born with a special ability which helps them learn foreign languages.					
Students	19.2	32.3	30.3	14.1	4.0
Teachers	14.8	25.9	51.9	7.4	0
Q4. Women are better than men at learning Korean.					
Students	5.1	17.2	35.4	22.2	20.2
Teachers	0	25.9	51.9	14.8	7.4
Q5. People who are good at math and science are not good at learning foreign languages.					
Students	3.0	9.1	23.2	41.4	23.2
Teachers	0	7.4	14.8	59.3	18.5
Q6. People who speak more than one language well are very intelligent.					
Students	15.2	33.3	32.3	16.2	3.0
Teachers	3.7	25.9	59.3	7.4	3.7
Q7. Everyone can learn to speak Korean.					
Students	22.2	33.3	17.2	19.2	8.1
Teachers	3.7	33.3	18.5	40.7	3.7
Q16. It's easier for someone who already speaks a foreign language to learn another one.					
Students	5.1	28.3	43.4	19.2	4.0
Teachers	18.5	51.9	25.9	3.7	0

*Note: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree

The table below shows the responses of the two groups with respect to *the nature of language learning*. The two groups had different opinions with respect to certain statements. For item 10, 60% of the students indicated that learning Korean was mostly a matter of learning a lot

of new words. By way of contrast, 40% of the teachers thought the same. With regards to item 11, over 45% of the students and 37% of the teachers agreed that learning Korean was mostly a matter of learning grammar. Surprisingly, the students and teachers had drastically different opinions for item 13 (Learning Korean is mostly a matter of translation from my native language). Both students and teachers disagreed with the statement, but more teachers (74%) disagreed with the statement than did the students (40.4%).

Table 7. Comparison of Views on the Nature of Language Learning between the Students and the Teachers

	1	2	3	4	5
Q8. It is necessary to know the Korean culture in order to speak Korean.					
Students	35.4	39.4	20.2	5.1	0
Teachers	7.4	51.9	33.3	7.4	0
Q9. It is better to learn Korean in Korea.					
Students	60.6	19.2	9.1	10.1	0
Teachers	33.3	55.5	11.1	0	0
Q10. Learning Korean is mostly a matter of learning a lot of new vocabulary words.					
Students	19.2	41.4	28.3	8.1	3.0
Teachers	0	40.7	44.4	11.1	0
Q11. Learning Korean is mostly a matter of learning a lot of grammatical rules.					
Students	10.1	35.4	33.3	19.2	2.0
Teachers	0	37.0	44.4	18.5	0
Q12. Learning Korean is different from learning other school subjects.					
Students	11.1	23.2	41.4	18.2	6.1
Teachers	0	25.9	48.1	22.2	3.7
Q13. Learning Korean is mostly a matter of translation from my native language.					
Students	3.0	4.1	42.4	37.4	3.0
Teachers	0	11.1	14.8	48.1	25.9

*Note: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree

Table 8 is concerned with the responses for the *learning and communication strategies* of the two groups. The questions concerning this aspect produced noticeable differences. With respect to item 14, the two groups showed different beliefs, in that over 80% of the students thought that

it was important to speak Korean with good a pronunciation; however, only 44% of the teachers thought the same. For item 17, interestingly, 50.6% of the students thought it was okay to guess if they did not know a word in Korean, whereas only 33.3% of the teachers held the same opinion. In reference to item 19, just over 50% of the students thought the mistakes they made in the beginning would be hard to eradicate later on. However, a much higher percentage of the teachers (74%) agreed with the statement. Finally, for item 21, about 57% of the students believed it was important to practice Korean with cassettes, or video tapes, whereas only 37% of the teachers concurred.

Table 8. Comparison of Views on Learning and Communication Strategies between Students and the Teachers

	1	2	3	4	5
Q14. It's important to speak Korean with an excellent pronunciation.					
Students	52.5	30.3	10.1	5.1	2.0
Teachers	11.1	33.3	44.4	11.1	0
Q15. You shouldn't say anything in Korean until you can say it correctly.					
Students	1.0	11.1	15.2	39.4	33.3
Teachers	0	18.5	0	0	81.5
Q17. It's okay to guess if you don't know a word in Korean.					
Students	15.2	35.4	29.3	15.2	5.1
Teachers	11.1	22.2	55.6	11.1	0
Q19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.					
Students	15.2	38.4	28.3	15.2	3.0
Teachers	22.2	51.9	22.2	3.7	0
Q21. It's important to practice with cassettes or video tapes.					
Students	14.1	42.4	30.3	11.1	2.0
Teachers	3.7	33.3	51.9	7.4	3.7

*Note: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree

In order to investigate the mean difference between the students and teachers, a *t*-test was run. The results of the *t*-test showed that seven items among the 25 were statistically significant as shown in Table 9. For question 8, the mean difference between the students and the teachers was statistically significant ($p = .009$). With questions concerning *the nature of language learning and communication strategies*, for in-

stance, when examining question 13, the mean difference between the two groups was statistically significant ($p = .002$). In questions 14 (It is important to speak a foreign language with an excellent accent.), question 15 (You shouldn't say anything in the foreign language until you can say it correctly.), and question 16 (It is easier for someone who already speaks a foreign language to learn another one.), the group difference was statistically significant ($p = .000$). The mean difference for question 19 (If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.) was also statistically significant ($p = .016$). Finally, in question 25 which asked about the difficulty degree of the language, the mean difference between the two groups was statistically significant ($p = .007$).

Table 9. Independent Samples Test

	Levene's test for equality of variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	95% Confidence interval of the difference	
								Lower	Upper
Q8	.1	.723	-2.7	47.2	.009	-.458	.168	-.797	-.119
Q13	.0	.985	-3.3	38.3	.002	-.657	.199	-1.059	-.255
Q14	.2	.630	-.43	46.6	.000	-.818	.190	-1.201	-.435
Q15	13	.000	-7.0	109	.000	-8.86	.127	-1.137	-.634
Q16	.9	.357	4.25	47.9	.000	.741	.174	.390	1.091
Q19	7	.009	2.48	53.0	.016	.451	.182	.086	.816
Q25	.5	.465	-2.9	40.7	.007	-.502	.176	-.857	-.147

$P < 0.05$

5. Discussion

The present study sought to investigate the learning beliefs of Korean language students from three different proficiency levels and with different nationalities, and it also sought to compare the students' beliefs about language learning with those of the teachers. The analysis of the study produced noticeable findings with respect to different proficiency levels. For instance, with reference to the difficulty level of language learning, especially in the case of item 4, more students from the inter-

mediate group said that they believed studying Korean was difficult. They may have realized that the more they study, the more difficult they find it to learn the language, as they are presented with more complicated grammatical sentence structures, and more sophisticated vocabulary as they progress. However, this finding does not accord with the finding of M-J Jee's study (2013). In her study, the advanced group of students found the Korean language more difficult than the two lower groups of students. In addition, in asking about their prognosis as language learners, the students of the beginner and advanced groups were more positive than that of the intermediate group. In estimating how long it would take to be fluent in Korean, over 50% from all groups expressed the view that it would take three to five years to become fluent. This result implies that student expectations for language learning success and the time requirements necessary for the mastery of language are an important factor to consider in teaching. Some students may become frustrated or discouraged when they cannot progress as fast as they anticipate. Moreover, when the language is more difficult to study than they had expected, they may experience frustration and lose interest in learning. As such it would probably be useful for teachers to discuss reasonable expectations, and the necessary time commitment for successful language learning.

The three groups presented differing opinions with respect to item 22 (women are better than men at learning foreign languages). However, considering that the number of female participants who comprised two-thirds of the entire population of the study, it is too risky to accept this lofty view of female aptitude as a fact, for it would be highly possible to produce a new finding if there were more male participants, or at least an equal number of male and female students. With respect to the item asking whether or not they have a foreign language aptitude, over 70% of the students expressed the opinion that they do not possess such an aptitude. The belief of some students that have no foreign language aptitude can lead to negative expectations about their own ability, and consequently they are likely to progress poorly in language study.

In reference to *the nature of language learning*, the three groups showed agreement even though there were some frequency differences between them. A substantial number of students agreed that it was essential to know about Korean culture in order to speak Korean, and that it was

better to learn Korean in Korea. Moreover, a great number of students from all groups thought that learning Korean was mostly a matter of learning a lot of new words, a view that is consistent with the participants in the studies conducted by Y-J Choi (2011) and M-J Jee (2013). As to item 20, which states “Learning Korean is mostly a matter of learning grammar rules,” over 40% from each group agreed with the statement. However, such a restrictive view of language learning that it consists largely of learning new vocabulary, and grammar can lead students to invest a lot of time and energy memorizing words and grammar at the expense of trying other language learning tasks.

In reference to *the learning and communication strategies*, the three groups yielded interesting results. To cite one example, over 56% of the beginners and 62% of the advanced learners thought that it was okay to guess the meaning of words that they did not know them, but only 36% of the intermediate learners agreed. It would appear that the beginner and advanced groups of students produced a natural response since beginners do not have much language knowledge to fall back on, and with respect to guessing words, except when using a dictionary, it would be likely that they would guess the meanings of words that they did not know them. On the other hand, considering the number of months that they had studied, the advanced learners were likely to know enough to make intelligent guesses about the meanings of unknown words. Thus, there were more students from the beginner and advanced groups who thought it was okay to guess the meanings of words. From this information it would appear that intermediate level students should be taught that it is okay to guess the meanings of words, and that guessing a word in context is one good strategy for learning new words. In that way, they will probably attempt to guess words in context more when necessary, instead of always looking up words in a dictionary. Another item to note is item 19 in which the three groups produced different responses. Nearly 80% of the advanced group of learners thought that “If they are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.” This finding was quite surprising, and it makes one wonder how the teachers treat errors in their classes, and how the students perceive this behavior. It would be interesting to study further in the future how errors are treated in Korean language classes.

In measuring the statistical significance of the differences shown the

frequencies for the three groups, all items were not found to be statistically significant. For item 4 which asked about the difficulty level of studying Korean and item 14 which assessed the time requirement to become fluent, the mean differences were found to be statistically significant. Also, in item 19 which stated "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.", the mean difference among the three groups was statistically significant. The findings show that students in the three different proficiency levels hold a large number of similar beliefs about language learning. At the same time they hold different beliefs, and the mean differences for those items were statistically significant. Thus in teaching it is important to understand and find out what kind of beliefs the students are bringing with them into a class, and if their beliefs are misconceptions, the students' views need to be addressed, in order to avoid any possible study problems and frustration.

In measuring the statistical significance of the differences shown the frequencies for the four different nationalities, only three items were found to be statistically significant. The fact that a greater number of students from Asian countries, compared to students among the *Others*, tend to think they do not have foreign language aptitude is an important fact to note in teaching. Students who think that they themselves have no language aptitude can easily get frustrated or give up studying. Also, their self-efficacy can be affected. It seems important for teachers to explain how one can be successful at language learning without having language aptitude. In this way, students are less likely to get discouraged when facing challenges in learning.

Some of the findings of the present study are in line with previous studies carried out with Korean learners of English. Various studies (e.g. H-O Kim 2000 & 2003, K-J Kim 2006, B-K Ahn & M-W Yang 2009) showed that a greater number of participants find English to be a difficult language to study. Also, a majority of students, especially the low proficiency learners, expressed that they do not have language aptitude. Likewise, a majority believed that studying vocabulary is the most important of language learning (Huang & Tsai 2003). Moreover, a substantial number of students from these studies placed a high value on the importance of having an excellent pronunciation. In K-J Kim's (2006) and B-K Ahn & M-W Yang (2009)'s study, a larger number of students also felt that English learning involved a lot of memo-

rization. However, there was disparity among the students with respect to the statement that, “if you are allowed to make mistakes, it will be hard to get rid of them later.”

The present study also produced some interesting differing results between the students and teachers. Both students and teachers believed that understanding Korean was easier than speaking, but that speaking and understanding are easier than reading and writing. However, a much smaller number of students expressed a dissimilar view compared with that of the teachers. In item 25 in Table 5, over 46% of the students indicated that Korean was a language of medium difficulty. By way of contrast, 48% of the teachers thought Korean was an easy language. This result is perhaps because of the fact that the teachers who participated in the study were all native Korean speakers. It would thus seem obvious and natural for them to express the view that their mother tongue was easy to learn, as opposed to the students studying Korean as a foreign language.

Another difference in beliefs was found in Table 4, with respect to foreign language aptitude. In item 4, nearly 43% of the students disagreed that women were better than men at learning Korean, but nearly 52% of the teachers maintained a neutral position. Also, in reference to item 6, while over 48% of the students believed with the view that “People who speak more than one language are very smart”, only 30% of the teachers thought so. With respect to item 7, over 55% of the students believed that everyone can learn to speak Korean.; however, only 37% of the teachers agreed with the statement. Perhaps the teachers showed a more conservative attitude toward the statements even though 48% of them think Korean is an easy language, for they have learned through their teaching experience that some of the statements did not turn out to be true when put into actual practice in the classroom.

Another difference between the students and the teachers was found in the items relating to *the nature of language learning* in Table 7 and *learning and communication strategies* in Table 8. For example, over 60% of the students expressed the view that learning Korean is mostly a matter of learning a lot of new vocabulary whereas 37% of the teachers agreed with the statement. It would be interesting to investigate why there is a big gap between the students and the teachers. Perhaps, the teaching method that the teachers use puts less emphasis on vo-

cabulary learning. In reference to item 11, over 45% of the students indicated that learning Korean is mostly a matter of learning a lot of grammar rules. On the other hand, only 37% of the teachers agreed with the statement, but a further 44% of them kept a neutral position. Also, 74% of the teachers did not believe that learning Korean was mostly a matter of translation from their native language, but only 40% of the students shared the same opinion. This result is an interesting point to note because it seems to imply that many students consider translating from Korean to their mother tongue as a good way of learning the language; however, most teachers do not think the same way. Since they have taught for a number of years, perhaps they ascertained that translation can be one way to learn the language but not *the best way* to learn the language.

With respect to item 14, there was a big difference between the two groups. Nearly 83% of the students expressed the view that it was important to speak Korean with excellent pronunciation, but only 44% of the teachers showed agreement. It would appear that the students tended to think that when someone has good pronunciation, that the person speaks the language well. However, in many cases, that view is simply not true. Therefore, students need to be reminded that merely having good pronunciation is not what learning a language is all about, and they need to be taught that being fluent in a language encompasses many elements. Moreover, about half of the students believed that it was okay to guess the meanings of words they did not know. However, only 33% of the teachers agreed with the statement with another 50% of them taking a neutral position. This is an interesting point to consider when teaching vocabulary. Though guessing words in context is important in teaching vocabulary, many teachers do not seem to believe in this approach. Lastly, over 74% of the teachers believed that it would be hard to get rid of mistakes later on if students were allowed to make mistakes in the beginning. On the other hand, just over 53% of the students believed in this idea. This seems to suggest that some teachers may not allow any mistakes in class, and if they notice any mistakes, they may instantly correct them. Instant error correction can be helpful, but it can be harmful depending on how teachers treat such situations in the classroom. This particular finding leaves a question for future examination, that is, the question of how teachers handle errors that students make in classes and

how students perceive the correction of those errors (Kim M-S 2010, Park H-S 2011).

The different and similar beliefs of students and teachers with regard to language learning exhibited in the current study were also reported by previous research carried out with Korean learners and teachers of English. While the students endorsed the statement that every error should be corrected by the teacher, the teachers showed a strong disagreement with the statement (H-O Kim 2003, Inozu 2011, Peacock 1999). M-J Kim (2006), who compared beliefs of students and teachers, discovered that both students and teachers claimed that English learning involves a lot of memorization. However, more teachers believed in the existence of special abilities for English learning than students. In addition, a disparity between teachers and students was revealed with the statement that it would be difficult to speak correctly if beginning students were allowed to make errors in English without correction. While a large number of students agreed with the statement, over 50% of the teachers disagreed.

In measuring the mean difference between the students and teachers, the mean difference of the seven items was found to be statistically significant. The mean difference implies that the students and teachers hold the same beliefs to some extent, but that they also have different beliefs about language learning. Since the mismatch in beliefs about language learning can cause conflicts, or possibly poor performance in class, it would be advisable to have an open discussion in class, with a view to finding an adequate basis in order to correct them.

The present study highlighted the differences in beliefs about language learning in accord with proficiency levels and between students with different cultural backgrounds and teachers with the same cultural background. It is clear that a disparity between the students and teachers can be attributable to their language learning experiences, even though it is difficult to make clear-cut conclusions. However, helping students to form and hold positive beliefs plays an important role in improving learning.

6. Conclusions and Limitations

The findings of the current study have pointed to some differences

that exist in the three different levels of surveyed students' beliefs even though they also shared a lot of similarities. Comparisons of the students' and the teachers' beliefs about language learning also showed some discrepancies between the viewpoints of the two groups. The differences of perspectives shown between the students and the teachers are matters that teachers should be aware of when they are teaching. As previous studies have discussed, when there is a clash in learning beliefs between teachers and students, the students can experience frustration and lose motivation (Peacock 1998, Cohen & Fass 2001). Therefore, the teacher needs to keep in mind what beliefs the students have about language learning, and if there is any belief which does not have an adequate basis, the teacher should let the students know that it is incorrect. Research has also shown that low ability language learners tend to have somewhat unrealistic beliefs, or misconceptions about language acquisition. It seems self-evident that teachers should help these students rid themselves of negative and unrealistic beliefs, and help them to build upon more positive attitudes in order that they not lose motivation. Furthermore, when teachers use a certain method in their classes, perhaps explaining how the method is going to help students learn the language more effectively might be helpful. Such an approach could prevent students from forming misconceptions (H-O Kim 2003). Teachers should also evaluate their own teaching, constantly measuring the effectiveness of their methods, and they should be open to listening to students about how the students perceive the class in order to promote learning, which is, after all, the ultimate goal for language teaching.

The present study possesses a number of shortcomings. One of them lies in the number of participants who took part in the study. It encompassed only 99 participants, and this number would not appear to be large enough to make generalizations about language learning beliefs with respect to learning Korean. Moreover, the make-up of the participants' nationalities is another element that makes it difficult to make generalizations, because more than half of the participants were from Asian countries, such as Japan, China, and Taiwan, and the rest were from non-Asian countries. In addition, the ratio of females and males was not equal, so it is hard to assume that the subject pool represents a typical sampling. This fact suggests a direction for future studies. An optimal study, more conducive to eliciting generalizations

about learner beliefs, would include a greater sampling of students from different countries (i.e., not restricted to only a few countries), an equal number of male and female students, and students whose language structure is not only different but also the same as the target language they study. Finally, by only using a questionnaire, especially in view of the fact that they were written only with the Likert scale, this could project inaccurate perceptions, in that the students could choose 'neutral' for the statements. When 'neutral' is chosen for any statement, the results must be interpreted with caution because they have a dual meaning that they either agree or disagree with statements. Therefore, it is difficult to decode what the subjects mean when they choose a neutral position. Thus, in future studies, combining qualitative interviews with quantitative questionnaires would remedy the weakness of the solitary use of questionnaires with the Likert scale. It is likely that the interview-questionnaire approach, though requiring more time and effort on the part of the researchers, would produce more accurate perceptions, regarding the opinions that students hold.

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Misook Kim
 Humanitas College
 Kyung Hee University
 1 Hoegi-dong, Dongdaemun-gu
 E-mail: michellems@khu.ac.kr

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Appendix A. The Nationalities of Participants

Nationality	# of students
Australia	1
Bulgaria	2
China	21
England	1
France	2
Guatemala	2
Hong Kong	1
Indonesia	3
Iran	1
Ireland	1
Japan	35
Kazakhstan	1
Malaysia	3
Mexico	1
Panama	1
Taiwan	10
Thailand	2
Turkey	1
Russia	1
Singapore	1
Uzbekistan	2
Vietnam	2

Appendix B. Student Questionnaire

Please answer the following questions or check the proper answers. Your individual answers will remain confidential.

Part I.

Background questionnaire

1. Gender: Male / Female 2. Age: _____
3. Nationality: _____
4. Have you ever lived in a foreign country?
Where: _____ How long: _____ years/months
5. Current Korean level: _____
6. How long have you studied Korean? _____ years/months
7. Educational background: High school University Graduate School
8. Can you speak other foreign languages besides Korean? _____
Level: _____

Part II.

The questionnaire attempts to find out your opinions about language learning. Read each statement and then indicate your opinion.

1. It is easier for children than adults to learn a foreign language.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
2. Some people are born with a special ability for learning foreign language.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
3. Some languages are easier to learn than others.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
4. Korean language I'm currently studying is
a. a very difficult language b. a difficult language c. a language of medium difficulty d. an easy language e. a very easy language
5. Korean language I'm trying to learn is structured in the same as my native language.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
6. I believe that I will ultimately learn to speak Korean very well.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
7. It is important to speak Korean with an excellent pronunciation.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
8. It is necessary to know about Korean culture in order to speak Korean well.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
9. You shouldn't say anything in Korean until you can say it correctly.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree

10. It is easier for someone who already speaks a foreign language to learn another one.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
11. It is best to learn Korean in Korea.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
12. If I heard someone speaking Korean I am trying to learn, I would go up to them so that I could practice speaking Korean.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
13. It is OK to guess if you don't know a word in Korean.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
14. If someone spent one hour a day learning Korean, how long would it take them to speak the language fluently?
a. less than a year b. 1~2 years c. 3~5 years
d. 6~10 years e. you can't learn a language in 1 hour a day.
15. I have foreign language aptitude.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
16. The most important part of learning Korean is learning vocabulary.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
17. It is important to repeat and practice a lot.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
18. I feel self-conscious speaking Korean in front of other people.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
20. The most important part of learning Korean is learning the grammar.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
21. It is important to practice Korean with cassettes or video tapes.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
22. Women are better than men at learning foreign languages.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
23. If I get to speak Korean very well, I will have many opportunities to use it.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
24. It is easier to speak Korean than to understand Korean.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
25. Learning a foreign language is different than learning other academic subjects.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree

26. The most important part of learning Korean is learning how to translate from Korean to my native language.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
27. If I learn to speak Korean very well, it will help me get a good job.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
28. It is easier to read and write Korean than to speak and understand (listen to) it.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
29. People who are good at mathematics or science are not good at learning foreign languages.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
30. People in my country think it is important to speak a foreign language.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
31. I would like to learn Korean so that I can get to know its speakers better.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
32. People who speak more than one language well are very intelligent.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
33. People in my country are good at learning foreign languages.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree
34. Everyone can learn to speak a foreign language well.
a. strongly disagree b. disagree c. neutral d. agree e. strongly agree