

CHAPTER 4

RESULTS

Instructor Beliefs

****Note: The responses of all the instructors to every BALLI item are listed in appendix B.**

Table 4: The instructors' collapsed response to each BALLI item

Instructors' Belief	Item
Agree	1, 2, 6, 13, 14, 18, 19, 22
Neutral	8
Disagree	7, 20, 23, 25
No consensus	3, 5, 9, 10, 12, 15, 16, 17, 21, 24

Judging the consensus of instructors' beliefs: If at least three teachers answered in a category and the fourth teacher gave an adjacent response then that is where the item was placed. Otherwise, it was marked NC, for 'No Consensus.' Items for which there was no consensus for the instructors' actual belief are not included in the study. Item 8 was also excluded because the teachers' responses fell into the 'Neutral' category. Items 4 and 11 were excluded automatically because they required multiple-choice responses that defied classification. It is interesting that there was no consensus for number 9 ("it is better to learn English in an English speaking country") because this belief is the presumed reason why students fly to the Philippines from Korea to attend the language school.

Instructors' Portrayed Beliefs

****Note: responses of every teacher to each BALLI item are listed in appendix C.**

Table 5: Categorization of the twelve BALLI items studied regarding teachers actual belief, belief portrayed by preferred method, and belief portrayed by the teachers in their particular English program.

Teachers response	Actual belief	Belief portrayed by teachers' preferred teaching method	Belief portrayed by teachers' in specific English program
Agree	1, 2, 6, 13, 14, 18, 19, 22	1, 6, 13, 18, 19, 25	1, 6, 18, 19, 25
Disagree	7, 20, 23, 25	2, 20, 7, 23	2, 7, 14, 20, 22, 23
No consensus / no opinion		22, 14	13

Note: Instructors were only prompted for their portrayed beliefs on BALLI items for which they reached a consensus for their actual belief. Items in **bold** are ones for which the portrayed belief is in a different category than the instructors' actual belief.

Instructors' actual beliefs vs. instructors' portrayed beliefs: In four of the twelve beliefs (33%) the teachers felt that the way they were teaching in the Paradise English program was in conflict with their belief. These were Item 2 (some people are born with a special ability to learn foreign languages) Item 14 ("If students make mistakes in the beginning it will be difficult to get rid of them later on"), 22 ("It is easier to read and write English than to speak and understand it.") and 25 ("Everyone can learn English.") On Item 13 ("It is important to practice and repeat a lot") the teachers were unable to reach a consensus on the issue.

There were no complete conflicts between the beliefs portrayed by the instructors' ideal teaching methodology and the beliefs portrayed by the instructors in the specific program, although some beliefs did not reach consensus on one question but reached consensus in the other.

For the instructors' portrayed beliefs, there was a much greater consensus on the responses to the items than with the instructors' actual beliefs. For 10 out of the 12 items (83%) researched in study one and 10 out of 11 items (91%) researched in study 2 all four teachers answered the same. The only exceptions were items 13 ("It's important to practice and repeat a lot.") and item 18 ("It is easier to speak than understand English.") When the four instructors asked about their actual belief, they were only in complete accord on 9 out of 25 total items (36%) or 9 out of the 12 items (75%) researched in study one.

Beliefs designated by instructors as important to success in language learning:

Instructors responded that items 6, 7, 13, 14, 19 and 20 were important to success in language learning. These are exactly the same items they said they portrayed as important to language learning to their students, and also exactly the same items as those in belief categories three and four. For brevity, this study continues to label these items 'items designated as important to language learning' However, this should not be taken to imply that the research pointed to the "important/not important" distinction to be more important than the diction based on portrayed beliefs or the BALLI category. There are plenty of reasons to explain why items from categories three and four experienced the most change, which have nothing to do with the beliefs of the teachers in the specific program. Categories three and four are arguably the ones that most people would consider to be the most directly related to language learning.

Student Beliefs

Student responses to the BALLI items are listed below in the sub-section Coincidence Between Student and Instructor Beliefs. Their responses are divided into the four belief categories, and will be listed before the detailed analysis of each category. Student beliefs are also listed and compared with student beliefs in other studies in Appendix D: Preliminary Research. A detailed analysis of the student responses to each individual BALLI item, how their responses change over time, and how their responses are associated with the number of weeks a student has spent in the program is available in Appendix H: Detailed Analysis of Individual BALLI Items.

Coincidence between Student and Instructor Beliefs

Table 6: Coincidence between student and instructors beliefs for the two studies for the twelve BALLI items in which the instructors' beliefs reached a consensus.

Study	Latitudinal		Long.	
Item	correlation	Sg	Change	Sg
Category 1: Foreign language aptitude	No correlation	NS	+11	NS
Item 1: It is easier for children than adults to learn a foreign language	Weak negative	NS	+12	.05
Item 2: Some people are born with a special aptitude for language learning	Weak negative	NS	+3	NS
Item 23: people who are good at math and science are not good at learning foreign languages	Weak negative	NS	-1	NS
Item 25: Everyone can learn a foreign language	No correlation	NS	-3	NS
Category 2: Difficulty of language learning	No correlation	NS	-1	NS
Item 18: It is easier to speak than understand English	No Correlation	NS	+3	NS
Item 22: It is easier to read and write English than to speak and understand it.	No correlation	NS	-4	NS
Category 3: Nature of Language Learning	Strong positive	.01	+36	<.01
Item 6: It is necessary to learn about English-speaking cultures to learn English	Moderate positive	NS	+10	NS
Item 19: Learning English is different from other academic subjects	Strong positive	NS	+12	.025
Item 20: Learning English is mostly a matter of translating from your native language.	Moderate positive	NS	+14	.05
Category 4: Learning and communication strategies	Moderate negative	NS	-6	NS

Item 7: You shouldn't say anything in English until you can say it correctly	Moderate Positive	NS	+10	.05
Item 13: It's important to repeat and practice a lot	Weak negative	NS	-6	NS
Item 14: If students are allowed to make mistakes in the beginning it will be difficult to get rid of them later on.	Strong negative	.05	-10	.05
Combined results	No correlation	NS	+40	.025
Items not designated important to language learning	Moderate	NS	+10	NS
Items designated important to language learning.	Moderate positive	NS	+30	.05
Items designated important to success in language learning compared to items not designated as important.	Moderate positive/moder	<.01	+20	NS

:Correlation = correlation between time spent in the program and the coincidence between the teacher and student beliefs.

Change = the change in the number of students who changed their responses to agree with their teachers on the BALLI item or category minus the number of students who changed their responses to disagree.

The Coincidence between Instructors' Portrayed Beliefs and Student Beliefs

Table 7: The coincidence between student beliefs and the beliefs teachers believe themselves to be instilling on their students at the Paradise English Program.

Study Item	Latitudinal correlation	Sg	Longitudinal Change	sg
Category 1: Foreign language aptitude	Weak positive	NS	+11	NS
Category 2: Difficulty of language learning	Moderate positive	NS	+7	NS
Category 3: Nature of Language Learning	Strong positive	.01	+36	<.01
Category 4: Learning and communication strategies	Strong positive	.01	+20	<.01
Combined results	Strong positive	<.01	+74	<.01
*Items not designated important to language learning	Weak positive	NS	+18	NS
Items designated important to language learning.	Very strong positive	<.01	+56	<.01
Items designated important to success in language learning compared to items not designated as important.	Weak positive/very strong positive	.01	+18/+56	.025

Correlation = correlation between time spent in the program and the coincidence between the students' belief and the teachers' portrayed belief

Change = the change in the number of students who changed their responses to agree with their teachers' portrayed belief on the BALLI item or category minus the number of students who changed their responses to disagree.

Comparison of Results for Actual Beliefs and Portrayed Beliefs for the Latitudinal Analysis

Table 8: The association between the amount of time students spent in the program and the coincidence between their beliefs and the actual beliefs of their instructors compared with the association with the instructors portrayed beliefs.

Item	Actual beliefs		Portrayed Beliefs	
	Cor	Sig	cor	sig
Category 1: Foreign language aptitude	No correlation	NS	Weak positive	NS
Category 2: Difficulty of language learning	No correlation	NS	Moderate positive	NS
Category 3: Nature of Language Learning	Strong positive	.01	Strong positive	.01
Category 4: Learning and communication strategies	Moderate negative	NS	Strong positive	.01
Combined results	No correlation	NS	Strong positive	<.01
Items not designated important to language learning	Moderate negative	NS	Weak positive	NS
Items designated important to language learning.	Moderate positive	NS	Very strong positive	<.01
Items designated important to success in language learning compared to items not designated as important.	Moderate positive/moderate negative	<.01	Weak positive/very strong positive	.01

Comparison of Results for Actual Beliefs and Portrayed Beliefs for the Longitudinal Analysis

Table 9: The change in the coincidence between student beliefs and the actual beliefs of their instructors compared with the change in coincidence between student beliefs and their instructors portrayed beliefs.

Item	Actual beliefs		Portrayed Beliefs	
	Change	Sig	Change	Sig
Category 1: Foreign language aptitude	+11	NS	+11	NS
Category 2: Difficulty of language learning	-1	NS	+7	NS
Category 3: Nature of Language Learning	+36	<.01	+36	<.01
Category 4: Learning and communication strategies	-6	NS	+20	<.01
Combined results	+40	.025	+74	<.01
Items not designated important to language learning	+10	NS	+18	NS
Items designated important to language learning.	+30	.05	+56	<.01
Items designated important to success in language learning compared to items not designated as important.	+10/+30	NS	+18/+56	.025

Detailed Results Comparing Student Coincidence for Actual and Portrayed Beliefs by Category

Category 1

Foreign Language Aptitude

Table 10: Student and teacher beliefs for each item in category:

Item	Students' belief			Teachers' belief	
	A	N	D	Actual	portrayed
1. It is easier for children than adults to learn a second language.	83	8	9	A	A
2. Some people are born with a special ability which helps them learn a foreign language	74	11	15	A	D
23. People who are good at math and science are not good at learning foreign languages.	8	9	83	D	D
25. Everyone can learn to speak English.	72	9	19	D	A

Note: The column 'student beliefs' gives the percentage of students who responded in each category. 'teacher beliefs' gives the category in which the majority of teachers placed the belief.

Table 11: Data for latitudinal study (percentages rounded to whole numbers)

weeks in program	A	N	D	total	% agree	% neutral	% disagree	Cumulative agree - disagree	%
1	16	4	8	28	57	14	29	28	
2	14	1	5	20	70	5	25	35	
3	11	0	5	16	69	0	31	36	
4	7	2	3	12	58	17	25	36	
5	13	0	7	20	65	0	35	34	
6	8	2	6	16	50	13	38	31	
7	12	0	4	16	75	0	25	34	
8	12	3	5	20	60	15	25	34	
9	8	0	4	12	67	0	33	34	
10	5	4	3	12	42	33	25	33	
11	14	2	4	20	70	10	20	34	
12	14	2	4	20	70	10	20	36	
Total	134	20	58	212	63	9	27	36	

Figure 1: The cumulative percentage of the students in the latitudinal study who agreed minus the cumulative percentage who students who disagreed with items in the category of foreign language aptitude, charted by the number of weeks they have spent in the program. This is the information that was used to compute the correlation.

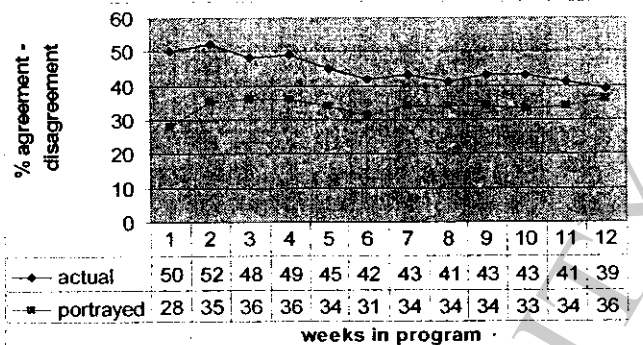


Table 12: Association between time in program and coincidence between student and teacher beliefs.

	Actual Belief	Portrayed belief
Correlation	-0.17	+0.20
Chi square test	0.79	1.39
significance	NS	NS

Table 13: Students' responses to initial and final survey and their level of agreement with their instructors' actual belief.

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	72	4	3	79
neutral	8	4	3	15
disagree	7	2	37	46
Total	87	10	43	140

Table 14: Students' responses to initial and final survey and their level of agreement with their instructors' portrayed belief

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	81	3	3	87
neutral	7	4	4	15
disagree	7	3	28	38
Total	95	10	35	140

Table 15: Change in students' beliefs towards the beliefs of their instructors

	Actual Belief	Portrayed belief
Change	+11	+11
McNemar-Bowker test	3.13	3.34
Significance	NS	NS

Category 2

Difficulty in Language Learning

Table 16: Student and teacher beliefs for each item in category:

Item	Students' belief			Teachers' belief	
	A	N	D	Actual	portrayed
18. It is easier to speak than understand English.	38	26	36	A	A
22. It is easier to read and write English than to speak and understand it.	58	17	25	A	D

Table 17: Data for latitudinal study (percentages rounded to whole numbers)

weeks in program	A	N	D	total	% agree	% neutral	% disagree	Cumulative agree - disagree %
1	4	2	8	14	29	14	57	-28
2	4	1	5	10	40	10	50	-21
3	2	2	5	9	22	22	56	-24
4	2	1	3	6	33	17	50	-23
5	3	1	6	10	30	10	60	-24
6	2	2	4	8	25	25	50	-25
7	2	3	3	8	25	38	38	-23
8	4	2	4	10	40	20	40	-20
9	2	1	3	6	33	17	50	-20
10	2	1	3	12	42	33	25	-20
11	3	3	4	20	70	10	20	-19
12	2	4	3	20	70	10	20	-18
Total	32	23	51	212	63	9	27	-18

Figure 2: The cumulative percentage of the students in the latitudinal study who agreed minus the cumulative percentage who students who disagreed with items in the category of foreign language aptitude, charted by the number of weeks they have spent in the program. This is the information that was used to compute the correlation.

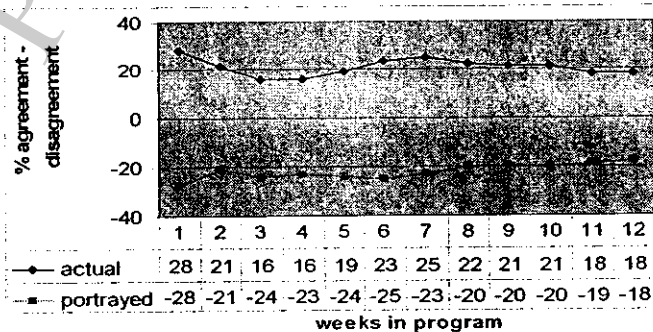


Table 18: Association between time in program and coincidence between student and teacher beliefs.

	Actual Belief	Portrayed belief
Correlation	-0.19	+0.52
Chi square test	2.49	3.0
significance	NS	NS

Table 19: Students' responses to initial and final survey and their level of agreement with their instructors' actual belief.

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	25	4	3	32
neutral	4	8	2	14
disagree	2	3	19	24
Total	31	15	24	70

Table 20: Students' responses to initial and final survey and their level of agreement with their instructors' portrayed belief

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	18	3	2	23
neutral	5	8	1	14
disagree	3	4	26	33
Total	26	15	29	70

Table 21: Change in students' beliefs towards the beliefs of their instructors

	Actual Belief	Portrayed belief
Change	-1	+7
Mcnemar-Bowker test	0.4	2.5
Significance	NS	NS

Category 3

The Nature of Language Learning

This section provides no detailed comparison between portrayed beliefs and actual beliefs in belief category 3 because the teacher responses were the same for both of these beliefs. To see an analysis of beliefs in this category, see [Appendix F](#).

Category 4
Learning and Communication Strategies

Table 22: Student and teacher beliefs for each item in category:

Item	Students' belief			Teachers' belief	
	A	N	D	Actual	portrayed
7. You shouldn't say anything in English until you can say it correctly	25	15	60	D	D
14. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	42	13	45	A	D

Table 23: Data for latitudinal study (percentages rounded to whole numbers)

weeks in program	A	N	D	total	% agree	% neutral	% disagree	Cumulative agree - disagree	%
1	7	1	6	14	50	7	43	7	
2	3	2	5	10	30	20	50	-4	
3	3	2	3	8	38	25	38	-3	
4	3	0	3	6	50	0	50	-3	
5	2	1	7	10	20	10	70	-13	
6	5	1	2	8	63	13	25	-5	
7	5	1	2	8	63	13	25	0	
8	6	2	2	10	60	20	20	5	
9	4	0	2	6	67	0	33	8	
10	5	1	0	6	83	17	0	13	
11	6	2	2	10	60	20	20	16	
12	7	2	1	10	70	20	10	20	
Total	56	15	35	106	53	14	33	20	

Figure 3: The cumulative percentage of the students in the latitudinal study who agreed minus the cumulative percentage who students who disagreed with items in the category of foreign language aptitude, charted by the number of weeks they have spent in the program. This is the information that was used to compute the correlation.

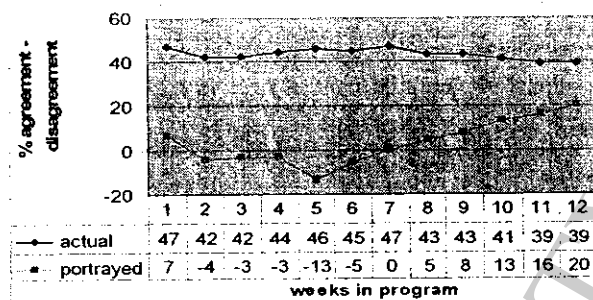


Table 24: Association between time in program and coincidence between student and teacher beliefs.

	Actual Belief	Portrayed belief
Correlation	-0.44	+0.74
Chi square test	0.87	9.0
significance	NS	0.01

Table 25: Students' responses to initial and final survey and their level of agreement with their instructors' actual belief.

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	60	6	5	71
neutral	4	5	2	11
disagree	2	4	17	23
Total	66	15	24	105

Table 26: Students' responses to initial and final survey and their level of agreement with their instructors' portrayed belief

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	31	2	0	33
neutral	5	5	0	10
disagree	5	7	15	27
Total	41	14	15	70

Table 27: Change in students' beliefs towards the beliefs of their instructors

	Actual Belief	Portrayed belief
Change	-6	+20
McNemar-Bowker test	2.35	13.2
Significance	NS	<0.01

Combined Results for All BALLI Items

Table 28: Data for latitudinal study (percentages rounded to whole numbers)

weeks in program	A	N	D	total	% agree	% neutral	% disagree	Cumulative % agree - disagree
1	35	10	32	77	45	13	42	3
2	27	9	18	54	50	17	33	9
3	23	7	15	45	51	16	33	11
4	17	3	13	33	52	9	39	11
5	28	3	24	55	51	5	44	11
6	20	9	15	44	45	20	34	11
7	29	5	10	44	66	11	23	15
8	30	9	16	55	55	16	29	16
9	22	1	10	33	67	3	30	18
10	19	8	6	33	58	24	18	19
11	33	10	12	55	60	18	22	21
12	32	11	10	53	60	21	19	23
Total	315	85	181	581	54	15	31	23

Figure 4: The cumulative percentage of the students in the latitudinal study who agreed minus the cumulative percentage who students who disagreed with items in the category of foreign language aptitude, charted by the number of weeks they have spent in the program. This is the information that was used to compute the correlation.

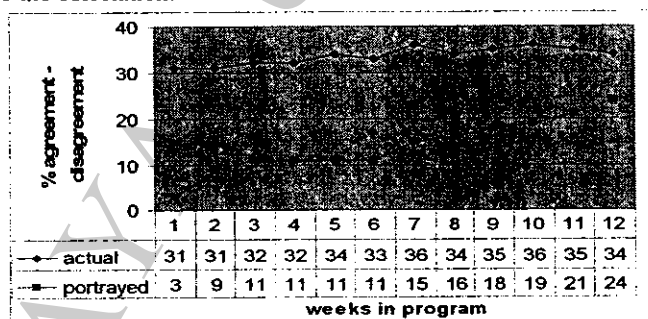


Table 29: Association between time in program and coincidence between student and teacher beliefs.

	Actual Belief	Portrayed belief
Correlation	+0.07	+0.83
Chi square test	1.08	14.2
significance	NS	0.01

Table 30: Students' responses to initial and final survey and their level of agreement with their instructors' actual belief.

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	216	16	11	243
neutral	26	22	9	57
disagree	23	15	82	120
Total	265	63	102	420

Table 31: Students' responses to initial and final survey and their level of agreement with their instructors' portrayed belief

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	189	10	5	204
neutral	27	22	7	56
disagree	27	20	78	125
Total	243	52	90	385

Table 32: Change in students' beliefs towards the beliefs of their instructors

	Actual Belief	Portrayed belief
Change	+40	+74
McNemar-Bowker test	8.12	29.2
Significance	0.025	<0.01

**Items Not Designated as Important to Success in Language Learning
(This group consists of all the items from categories one and two)**

Table 33: Data for latitudinal study (percentages rounded to whole numbers)

weeks in program	A	N	D	total	% agree	% neutral	% disagree	Cumulative agree - disagree %
1	20	6	16	42	48	14	38	10
2	18	2	10	30	60	7	33	17
3	13	2	10	25	52	8	40	15
4	9	3	6	18	50	17	33	16
5	16	1	13	30	53	3	43	14
6	10	4	10	24	42	17	42	12
7	14	3	7	24	58	13	29	15
8	16	5	9	30	53	17	30	16
9	10	1	7	18	56	6	39	16
10	7	5	6	18	39	28	33	15
11	17	5	8	30	57	17	27	17
12	16	6	7	29	55	21	24	18
Total	166	43	109	318	52	14	34	18

Figure 5: The cumulative percentage of the students in the latitudinal study who agreed minus the cumulative percentage who students who disagreed with items in the category of foreign language aptitude, charted by the number of weeks they have spent in the program. This is the information that was used to compute the correlation.

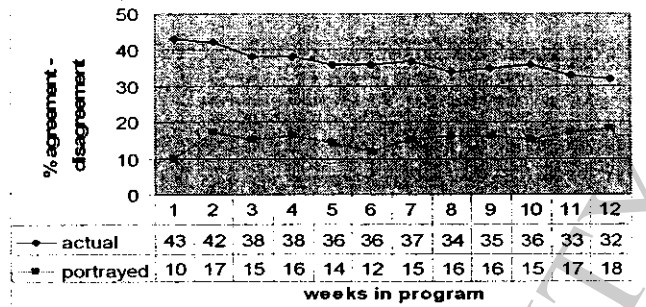


Table 34: Association between time in program and coincidence between student and teacher beliefs.

	Actual Belief	Portrayed belief
Correlation	-0.40	+0.35
Chi square test	2.8	4.2
significance	NS	NS

Table 35: Students' responses to initial and final survey and their level of agreement with their instructors' actual belief.

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	97	8	6	111
neutral	12	12	5	29
disagree	9	5	56	70
Total	118	25	67	210

Table 36: Students' responses to initial and final survey and their level of agreement with their instructors' portrayed belief

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	99	6	5	110
neutral	12	12	5	29
disagree	10	7	54	71
Total	121	25	64	210

Table 37: Change in students' beliefs towards the beliefs of their instructors

	Actual Belief	Portrayed belief
Change	+10	+18
McNemar-Bowker test	1.4	4.0
Significance	NS	NS

Items Designated as Important to Success in Language Learning
(This group consists of all the items from categories three and four)

Table 38: Data for latitudinal study (percentages rounded to whole numbers)

Weeks in program	A	N	D	total	% agree	% neutral	% disagree	Cumulative agree - disagree %
1	15	4	16	35	43	11	46	-3
2	9	7	8	24	38	29	33	0
3	10	5	5	20	50	25	25	6
4	8	0	7	15	53	0	47	6
5	12	2	11	25	48	8	44	6
6	10	5	5	20	50	25	25	9
7	15	2	3	20	75	10	15	15
8	14	4	7	25	56	16	28	17
9	12	0	3	15	80	0	20	20
10	12	3	0	15	80	20	0	24
11	16	5	4	25	64	20	16	27
12	17	5	3	25	68	20	12	30
Total	150	42	72	264	57	16	27	30

Figure 6: The cumulative percentage of the students in the latitudinal study who agreed minus the cumulative percentage who students who disagreed with items in the category of foreign language aptitude, charted by the number of weeks they have spent in the program. This is the information that was used to compute the correlation.

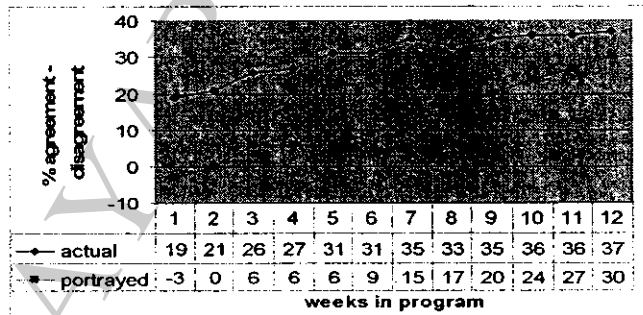


Table 39: Association between time spent in program and coincidence between student and teacher beliefs.

	Actual Belief	Portrayed belief
Correlation	+0.47	+0.82
Chi square test	1.9	17.1
significance	NS	<0.01

Table 40: Students' responses to initial and final survey and their level of agreement with their instructors' actual belief.

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	119	8	5	132
neutral	14	10	4	28
disagree	14	10	26	50
Total	147	28	35	210

Table 41: Students' responses to initial and final survey and their level of agreement with their instructors' portrayed belief

Initial survey	Final survey			Total
	agree	neutral	disagree	
agree	90	4	0	94
neutral	15	10	2	27
disagree	17	13	24	54
Total	122	27	26	175

Table 42: Change in students' beliefs towards the beliefs of their instructors

	Actual Belief	Portrayed belief
Change	+30	+56
McNemar-Bowker test	8.67	31.4
Significance	0.025	<0.01