

Investigating Taiwanese technological university students' beliefs about English language learning

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Abstract

The purpose of this study was to investigate differences and similarities among technological university students' beliefs about English language learning. This research was a survey study. The instrument used to collect data was a modified version of Horwitz's (1987) Beliefs about Language Learning Inventory (BALLI). Two hundred and thirteen technological university students entered into the study: seventy-seven students of Foreign Languages Department (FL), forty-eight students of Information Technology Department (IT), thirty-nine students of Leisure and Recreation Industry Management Department (LR), forty-nine students of Child Care and Education Department. The quantitative analysis of the questionnaires involved several statistical procedures using the SPSS program. The results indicated there have been differences in beliefs among program groups in four categories of BALLI (the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations). All four groups' beliefs have been found slightly different from each other and for some of the items; the students' responses have been strikingly contrastive. The present findings indicate that students hold a range of beliefs with varying degrees of validity; in some cases, the term "myth" might be a more accurate characterization. Some results reported here may surprise language teaching educators and teacher trainers; others probably confirm their experiences and intuitions. The present study proposed several pedagogical implications and suggestions for the instruction of technological university students' language learning.

Keywords : learner's belief, language learning, BALLI, technological university student

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1. Introduction

Learners approach the task of learning another language in different ways, according to various individual characteristics. One of these characteristics is the beliefs they hold about language learning. Researchers of second language learning have often suggested that learner's preconceived beliefs about foreign language learning would likely affect their use of learning strategies and ultimate success in language learning.

The literature on beliefs suggests that a number of related factors such as attitude, motivation, experiences and actions in the classroom may be possibly influenced by learning beliefs, which according to Bernat (2006), can affect learning in two ways: either to encourage or deter successful language acquisition. Bernat (2006) also provided a brief survey of the findings of studies that investigated the relationship of beliefs to various factors, citing the works of Yang (1999) on strategy use, Kim-Yoon (2000) and Banya & Chen (1997) on motivation and language proficiency (Huang & Tsai, 2003) among others. Based on these studies, Bernat (2006) then deduced that negative and unrealistic beliefs of students on language learning lead to anxiety. Moreover, such studies also found that proficiency and beliefs are related since the more proficient students had more realistic beliefs on learning (Bernat, 2006).

In Taiwan, a number of researchers have adopted/utilized the BALLI in their studies. Yang (1992) first reported four types of college EFL learner beliefs. He (1999) further investigated the relationship between college EFL students' beliefs about language learning and learning strategy use. In 2000, Yang adopted some items from the BALLI (1987) to better understand prospective English teachers' beliefs about language learning and about

teaching English to children at the elementary school level. Cheng (1996) investigated the causes and effects of students' beliefs about foreign language learning and found that mismatches of beliefs between teachers' and students' exist in the nature of language learning. Particularly, teachers believe that language learning deals more with gender, language aptitude and intelligence, while students seem to be more optimistic and believe that foreign language learning is a matter of memorization of vocabulary, grammar, and translation. Tsai and Huang (2003) examined the differences between high and low proficiency students' beliefs about EFL learning in a Taiwan senior high school.

Nevertheless, as far as technological university students are concerned, their beliefs about language learning are not fully investigated. Moreover, in view of the rapid expansion of English programs in technological universities in Taiwan, it appears important to obtain a current, in-depth understanding of what beliefs these technological university students possess about English learning. Due to the system of university entrance examinations and the high value Chinese culture places on academic performance, most of the students who choose to attend technological and vocational colleges tend to be those who do not perform well in academic subjects. According to the researcher's experience teaching in the vocational education system, students in this system possess low confidence and motivation in learning. Many of them even suffer low self-esteem because they think they are inferior to those in the universities. It might not be appropriate to directly apply the findings from high school/universities students to technological university students. To bridge this gap, research investigating technological university students' beliefs about language learning is necessary. The purpose of this study was to investigate the



similarities or differences among technological university students in their beliefs about language learning by academic major.

2. Literature review

2.1 What are called the beliefs of learners?

Learners' beliefs which are the impeller or driving forces facilitating language learning and intellectual performances belong to the domain of affective factors that concern the emotional responses aroused by the attempts to learn an L2. Attitude, motivation, anxiety etc. are integrated in the domain of affective variables. Beliefs, as Richardson (1996, p.103) labels, 'are the psychologically held understandings, premises or propositions about the world that are felt to be true' and 'act as strong filters of reality' (Arnold, 1999). Beliefs are a central construct in every discipline that deals with human behavior and learning (Ajzen, 1988).

Beliefs about language learning consist of "general assumptions that students hold about themselves as learners, about factors influence language learning and about the nature of language learning and teaching" (Victori & Lockhart, 1995, p.224). From the perspective of cognitive psychology, beliefs about language learning include all that individuals understand about themselves as learners and thinkers, including their goals and needs. Flavell (1979, 1981) calls this as 'metacognitive knowledge' or 'personal knowledge'. Wenden (1999) views beliefs as separate from metacognitive knowledge, because beliefs are the information about learning that the learners acquire and these are 'value related and tend to be held more tenaciously'.

2.2 What are the sources of learners' beliefs?

Along with the prior and current experiences,

language learners grip a set of beliefs derived from a variety of issues. According to Wenden (1991), learners form self schemata relating their capabilities, limitations, degree of personal control over academic achievement, reasons for success and failure, expectations for the success etc. and 'schemata' originates from mother culture (Alexander & Dochy, 1995), family and home background (Dias, 2000; Schommer, 1990), classroom and social peers, repetitive experiences (Little, Singleton & Slivius, 1984; Gaoyin & Alvermann, 1995; Kern, 1995; Roberts, 1992), individual differences such as gender (Siebert, 2003) and personality (Furnham, Johnston & Rawles, 1985; Langston & Sykes, 1997) and self fulfilling prophecies.

Learners' previous and ongoing experiences in education are the greatest source of their beliefs (Little, Singleton, and Silvious, 1984). Methodologies and strategies used for teaching and learning practice is a universal variable that influence their beliefs. For example, if a learner is not introduced with listening practice, he will never be able to think of the necessity of listening in their language learning though they have to face difficulty in reproducing because of that.

Learners' own personality is also a root of their beliefs. For example, an extrovert learner looks at the necessity of a second language from the view of a social correspondent and prefers communicative strategies for learning. On the other hand, an introvert one might consider the necessity from a view with purposes like jobs or higher studies and prefers grammar studies and problem solving exercises and enjoys tracking down ideas and developing principles on their own. Gender is also a crucial variable for determining beliefs about language and learning because there are some certain differences between the purposes and usage of language of a male learner and that of a female learner. Types of motivation may



also vary for that as female learners are frequently found to have integrative motivation while male learners are often instrumentally motivated.

Social context is another source of learners' beliefs because the culture of a society has a large impact on the perception of the value of a target language. For example, if a learner attempts to learn a L2 in a country where it is still a foreign language and the exposure at home and community is limited; he might neither be highly encouraged nor have integrative motivation to learn it. On the other hand, if the learning takes place in the target culture, his perceptions and purposes will definitely be focused (Spolsky, 1998, Tumpovsky, 1991).

Previous schooling is an important condition of generating particular beliefs. For example, some learners may come from a remote area where English teaching in the schools is not in a proper or approximate line and the teachers often fail to deal with the learners' affective factors accurately and to utilize proper methodology. In this case, learners must have some wearisome views about English learning. On the other hand, a learner coming from an institution using advanced teaching method of English views it as an agreeable process.

Although the learners come from diverse backgrounds sometimes with some inconsistent beliefs, they have several common needs in this level. Ellis (1994) believes that 'the study of learners' beliefs constitutes an important area of inquiry' because these actually work as 'a sort of logic, determining--consciously or unconsciously--what they do to help themselves to learn English' (Wenden, 1986, p.4).

2.3 Approaches investigating learner beliefs

In the past decades, the body of research literature on language learning beliefs has grown

greatly, beginning in the 1970s (Papalia, 1978). As these studies have been investigated within various research paradigms (Barcelos, 2003), researchers have recently attempted to classify them. This classification is based on a definition of beliefs, research methodology, and the relationship between beliefs and other factors. Four different approaches to investigating learners' beliefs can be distinguished (Barcelos, 2003).

According to the normative approach, beliefs are seen as 'preconceived notions, myths or misconceptions', which can be studied by means of Likert-style questionnaires such as the Beliefs About Language Learning Inventory—BALLI (Horwitz, 1987). The metacognitive approach views learners' metacognitive knowledge about language learning as 'theories in action' (Wenden, 1999); these are examined by means of the content analysis of learner self-reports in semi-structured interviews. The contextual approach views learner beliefs as varying according to context; it involves collecting a variety of data types and diverse means of data analysis. Barcelos argued that the contextual approach is superior because rather than viewing beliefs as a 'mental trait', it takes into account the 'experience-based nature of beliefs' (p. 26). A fourth approach can also be identified—metaphor analysis (Ellis, 2002). This entails analyzing the metaphors used by learners to describe their learning and constitutes an indirect means of identifying beliefs.

2.4 Why are the beliefs of the learners important?

The beliefs of the learners at this stage are rather conceived as they have already stridden an extended way of learning English (at secondary and higher secondary level) and are to reach almost an advanced level of proficiency. Their observations might also reveal the difficulties in teaching and learning at their



preceding levels. Breen (2001) has recognized the insights of learners as ‘a significant contributory factor’ in the teaching process and the ultimate success. ‘Identification of these beliefs and reflections on their potential impact on language learning and teaching in general, as well as in more specific areas such as the learners’ expectations and strategies used, can inform future syllabus design and teacher practice in the course’ (Bernat & Gvozenko, 2005).

Assessing beliefs that language learners bring to the language classroom is important for both language instructors and curriculum designers because “beliefs are predispositions to action” (Rokeach, 1968, p. 113). Educational psychology supports the proposition of the importance of beliefs that learners hold as a defining factor of their learning behavior. Pintrich and DeGroot (1990) assume that the students who consider their study interesting and important are more actively engaged in the learning process and more persevering in their academic work. In addition, instructors need to know their audience in order to arrange the classroom procedure in the most effective way for learning.

This means that discovery and indication of learners’ beliefs pave a method with balanced need-based aroma in the language classes. Consequently a language teacher might get appropriate estimate of the necessary teaching strategies and techniques to be utilized there. Besides, s/he may perhaps have a chance to amend her/his beliefs and that of the learners which lead to a congenial and anxiety free classroom. Of course, here the responsibility of eradicating and revising their misconceptions, and elevating them to the real ones rests upon the teachers.

3. Methodology

3.1 Participants

Two hundred and thirteen students entered into the study: seventy-seven students of Foreign Languages Department (FL), forty-eight students of Information Technology Department (IT), thirty-nine students of Leisure and Recreation Industry Management Department (LR), forty-nine students of Child Care and Education Department (CE). All the participants were freshmen students who were taking English courses in the spring semester of 2010 at a university of technology located in southern Taiwan. The participating students were 79 males (37%) and 134 females (63%). Only 11 students (5%) had the experience of oversea living, while 153 (72%) had no oversea travel experience. Their demographic information is summarized in Table 1.

3.2 The instruments of the study

The present study employed the quantitative research method. The instruments for data collection included a survey of two sets questionnaires: a background questionnaire and a questionnaire on beliefs about language learning. The background questionnaire consisted of questions regarding gender, degree program, length of time learning English, oversea travel experience, oversea living. A modified version of Horwitz’s (1987) ‘Beliefs about language learning inventory’ (BALLI) is used to assess the learners’ opinions on a variety of issues and controversies concerning language learning. The BALLI is used as a research instrument to assess the beliefs of students about language learning in five categories: (a) foreign language aptitude; (b) difficulty of language learning; (c) the nature of language learning; (d) learning and communication strategies; (e) motivation and expectation. All items were rated on a 5-point rating scale, with 32 items ranging from *strongly agree* (1), to *strongly disagree* (5). The response options asking for the difficulty of the English language ranged from *very difficult* (1) to



very easy (5), and the one for the item asking about how long it takes to speak English ranged from *less than one year* (1) to *you can't learn a language in one hour per day* (5).

The modified inventory covers three areas:

- Beliefs about the nature of English language

learning

This category covers an array of issues related to the nature of language learning: Is it necessary to know a foreign culture in order to speak a foreign language? Is it better to learn a foreign language in a foreign country? How important is it to learn grammar rules?

Table 1 Demographic information about the participants of the study

Category	Level	%
Major	Foreign Languages (FL)	.36
	Information Technology (IT)	.23
	Leisure and Recreation Industry Management (LR)	.18
	Child Care and Education (CE)	.23
Gender	Male	.37
	Female	.63
Length of Time		
Learning English (Years)	>3 ~ <5	.12
	>5 ~ <7	.21
	>7	.67
Overseas Travel		
Experience	none	.72
	1~2	.21
	>3	.07
Overseas Living	No	.95
	Yes	.05

Note: N=213

- Beliefs about learning strategies

The items in this category examine the process of learning a language: How important is it to repeat and practice a lot? Is it important to memorize a large vocabulary? Is it important to transfer from the native language when speaking in the target language?

- Beliefs about communication strategies

This aspect is related to the practice of spontaneous communication: Is it all right to guess if we don't know a word in a foreign language? Is it all right to use paraphrase if we don't know the word in English?

The reason for the modification is to suit the purpose of the present study, which is the investigation of English as a foreign language (EFL) learners' language learning in general and their communication strategy patterns in particular. The first area corresponds to the (c) category (the nature of language learning) in Horwitz's inventory and has been made specific to learning English. The second and the third areas correspond to the (d) category (learning and communication strategies) in Horwitz's inventory, which have been split up into two separate



groups of questions. For this study, Horwitz's specification of learning strategies has been modified and expanded, and includes items related directly to learners' actual language learning and practices. Horwitz's specification of communication strategies has also been expanded, to include additional items that will help to identify the beliefs held by learners regarding the strategies they employ in actual communication. To make sure that students understood the items in the questionnaire, the students' native language (Mandarin) is used. For the contents about the questionnaire, see Appendix 1.

3.4 Procedure

Before conducting the survey, relevant authorities, such as the school administrative and the English teachers in the university, were contacted, and permissions sought were obtained. The questionnaires were administered during the students' regular English classes at the end of 2010 spring semester to understand technological university students' beliefs of language learning. They were explained of the purpose of the study before administering the questionnaire, and informed that all information revealed in the questionnaires would be carefully kept confidential and would not influence their grades. The completion of the questionnaires should be no more than 30 minutes.

The statistical procedures utilized the present study were operated by means of the SPSS program. Descriptive statistics, including mean, SD, and frequency, were calculated. One-way analysis of variance (ANOVA) statistical analysis was used to understand the differences between the four different major groups' scores on BALLI.

4. Results

Five components of BALLI were discussed in the following: foreign language aptitude, the

difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations.

4.1 Foreign language aptitude

BALLI items in this category aim to understand whether the respondents believe in the existence of specialized abilities regarding foreign language learning. Students from four program groups agreed on the statement, "Some people are born with a special ability which helps them learn English". Eighty-eight percent of FL students, eighty-five percent of LR students, ninety percent of IT students, and ninety-two percent of CE students believed that some people possess a gift for languages. However, when they were asked whether they had foreign language aptitude to learn English, thirty two percent FL students and thirty percent of LR students believed that they had the aptitude to learn a foreign language. An interesting finding of the current research was that seventy percent of FL assessed their ability as considerably higher than their LR, IT, and CE program counterparts. The result was in line with previous research showing that Taiwanese EFL learners endorsed the concept of language aptitude (Yang, 1999; Liu, 2004). When the students were asked, "women are better than men at learning languages", thirty-six to forty percent agreed on that statement. More than fifty percent in each program group disagree that "people who are good at math and science are not good at learning English". This category has not been found to statistically significant between the program groups. (F value=1.616, $p>.05$)

4.2 The difficult of language learning

BALLI items in the difficulty of language learning category are mostly concerned with the perceptions of students on the foreign language they learn. The current study supports the finding of several other studies in the field arguing that there is



a hierarchy of language learning difficulty (Horwitz, 1988; Altan, 2006; Yang, 1999; Liu, 2004). For example, eighty-two percent of CE students and sixty-two percent of IT students, forty-five percent of LR students, and twenty-nine percent of FL students rated English they learned as difficult. Parallel to that question, when they were asked, “If someone spent one hour learning English, how long would it take him/her to become fluent?”, FL and LR students appeared to be more optimistic than IT and CE students as sixty-six percent FL and fifty-nine percent LR students assumed that it would take maximum three years to speak English fluently. However, forty percent of IT students and thirty percent of CE students stated that it was not possible to learn a language by only studying for one hour per week. The responses of each program group to the rest of the items in that category (3, 4, 15) were similar and this category has been found to be statistically significant between the program groups (F value=3.288, $p<.05$).

4.3 The nature of language learning

BALLI items in the nature of language category concern relevant issues related to the nature of language learning process. When the students responded to an item, “It’s necessary to know the foreign culture in order to speak the foreign language”, there was a clash between FL and the other program groups. While sixty-three percent of FL students agreed on that item, only thirty-eight to twenty-four percent of LR, IT and CE students believed that culture was important in foreign language learning. Like the common belief that the best way to learn a foreign language is to live in a country speaking target language, ninety to eighty-five percent of all program groups responded positively on that issue. When it comes to how learners perceived language learning, almost half of

the respondents believed that foreign language learning mostly entails learning grammar rules and translating from English. When the students were asked, “learning a foreign language is mostly a matter of learning a lot of new vocabulary words”, it drew a slight difference among four groups. While seventy-two to eighty-one percent of LR, IT and CE students agreed on that statement, sixty-two percent of FL students supported that. The current study revealed that four program technological university students hold various opinions about the nature of language learning which was consistent with either in Taiwan and other countries (Horwitz, 1988; Liu, 2004; Weden, 1986; Yang, 1999). This category has been found to statistically significant between the program groups. (F value=2.365, $p<.05$)

4.4 Learning and communication strategies

BALLI items in this category focused on the use of learning strategies and were concerned with communication strategies and all were related to measure students’ beliefs during actual classroom practices. The majority of the students believed in the power of practicing with audio materials and repeating what they have learned. However, there were other items in communication strategies that students provided conflicting responses. For instance, when the students were asked, “It’s important to speak a foreign language with an excellent accent”, interestingly ninety-one percent of FL learners in contrast to fifty-one percent of LR learners, seventy-one percent of IT learners, and seventy-eight percent of CE learners agreed with that statement. Parallel responses were given when they were asked, “If I hear someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language”. Ninety percent of FL learners were again in contrast to fifty-seven LR,



sixty-eight IT and forty-nine CE learners agreed on that item. From the responses given to these two statements, one can predict that although FL learners set high standard for themselves compared to other groups, such as excellent accent in a foreign language, this did not prevent them from using their language skills when the opportunity presented itself. However, a clash appeared to exist between the former two statements and a statement measuring communication strategy. When the students were asked to comment on a statement, "I feel self-conscious speaking the foreign language in front of other people", forty-two percent of FL learners in contrast to fifty-eight LR, forty-nine IT, and sixty percent of CE learners agree with it. If, depending on the former two statements, FL learners had pursued every opportunity to speak with native English speakers then they would be expected not to feel self-conscious in front of them. This finding was generally consistent with previous studies, which showed that Taiwanese EFL learners possessed various thoughts about how to learn English (Yang, 1999; Liu, 2004). This category has again been found to statistically significant between the program groups. (F value=2.249, $p<.05$)

4.5 Motivations and expectations

BALLI items measure the motivation level of students in learning foreign languages. Eighty-five to eighty-nine percent of students in all four program groups agreed on the statement: "If I learn this language very well, I will have many opportunities to use it". The responses to that statement were in sharp contrast to the responses given by American foreign language students. In Horwitz's study (1988), only twelve to twenty-seven percent of students agreed with that statement. It appears that Taiwanese EFL learners were more extrinsically motivate to learn English than their American peers as American students might feel that learning another language

would not make much of a difference in finding a better job. When the students were asked whether they would want to speak the language to get to know the speakers better, seventy-three percent of FL and sixty-two percent of LR students agree with that statement in contrast to fifty-two percent of IT and forty-eight percent of CE learners. As this item is used to measure students' level of integrative motivation, a desire to connect with the native speakers did not appear to be very strong. This category has been found to be statistically significant between the program groups (F value=6.057, $p<.05$).

5. Conclusion and implications

The main purpose of this study was to compare FL, LR, IT, and CE group's beliefs among the categories of BALLI and to discover the areas of similarity and difference. All four groups' beliefs have been found slightly different from each other and for some of the items; the students' responses have been strikingly contrastive. For example, all four groups agreed when they were asked whether some people were gifted to learn languages but disagreed on whether they possessed that special skill to learn a language. Among the groups, FL learners appeared to have a higher motivation and confidence to learn and speak the language. They have been found more perfectionist than other three groups as they agreed on the importance of excellent pronunciation in speaking.

Some of the Taiwanese EFL learners' responses were also compared to Howtiz's (1988) study conducted with American foreign language students and were found to be similar. However, in terms of learning motivation, Taiwanese EFL students appeared to be more motivated to learn a foreign language than their American peers as they considered it as an opportunity to improve their future career prospects. As in Horwitz's study, some



views the students held were also “indicative of a restricted view of language learning” (p.288). For example, almost half of the respondents agreed that

foreign language learning was mostly based on learning grammar rules, translating from a foreign language, and learning a lot of new vocabulary.

Table 3 ANOVA Results

Component	Group	N	Mean	SD	F
Foreign Language Aptitude	A	77	28.74	3.23	1.616
	B	48	29.10	4.80	
	C	39	27.28	3.58	
	D	49	28.76	4.97	
Difficulty of Language Learning	A	77	9.16	1.91	3.288*
	B	48	9.90	2.05	
	C	39	8.85	1.86	
	D	49	9.88	2.17	
Nature of Language Learning	A	77	20.56	3.23	2.365*
	B	48	21.33	3.35	
	C	39	19.56	2.37	
	D	49	20.63	3.10	
Learning and Communication Strategies	A	77	27.32	3.02	2.249*
	B	48	27.32	3.96	
	C	39	25.64	2.80	
	D	49	26.71	3.39	
Motivations And Expectations	A	77	23.79	3.06	6.057**
	B	48	22.06	3.26	
	C	39	21.10	3.57	
	D	49	22.20	4.10	

N=213 *p<.05 **p<.01

A= Foreign Languages;

B= Information Technology ;

C= Leisure and Recreation Industry Management;

D= Child Care and Education

FL students, in comparison to other groups, slightly disagreed with these views as only twenty-two percent of the CE learners believed the necessity of knowing the foreign culture. Similarly, more than half of the FL and LR learners supported the idea that it would take maximum three years to

become fluent in a foreign language. Foreign language learners who maintained these beliefs might be disappointed if they were unable to learn language with the strategies they employ and with the time frame they set to be fluent in a language (Horwitz, 1998). Language teachers could implement and



discuss positive instructional practices and realistic expectations in the classroom. This would help to alleviate negative preconceived beliefs of some language learners. Thus, communication and positivism between teacher and student could be the key to successful language learning.

According to the result of present study, two pedagogical implications were provided. Firstly, with better understanding of the beliefs about language learning held by technological university students, teachers and educators can better understand the situation of technological university students. Moreover, by encouraging appropriate beliefs, teachers and educators can teach English more effectively. Secondly, in order to understand learners' beliefs about language learning, some materials and methods can be used in their regular curriculum. For example, the use of BALLI in classrooms not only help teacher gather the information of learners' beliefs, but also could help learners promote their awareness of their existing language learning beliefs.

Moreover, methods like classroom observation, diary keeping, questionnaires, interviews, and group discussion are useful for teachers to understand learners' beliefs systematically and help them to develop positive beliefs.

The survey data which represents a group of Taiwanese technological students' beliefs about English language learning has portrayed a partial picture for future investigation, though it may not be complete. The limitations of the present study go beyond its contextual and institutional constraints. Given the particularly complex and multi-faceted nature of beliefs about language learning and the myriad factors that can shape learner beliefs, no attempt will be made to generalize the findings of this study beyond the local context, although comparison data suggest feasibility of finding general trends across contexts, and individual differences of learners, through replicated studies, as emphasized by Kern (1995).

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Appendix 1

科技大學學生的英語學習信念

各位同學:

謝謝你參與本次的問卷調查。為了解科技大學學生英語學習的情形，以作為未來英語教學的參考，故麻煩你填寫本問卷，提供個人寶貴的意見及看法。本問卷分為兩部份，第一部份是關於個人基本資料，第二部份是關於英語學習的信念。問卷沒有絕對的標準答案。作答時，請根據你對學習英文的想法來誠實回答。問卷結果僅供學術研究使用，不會列入成績評定的參考，請各位同學安心地作答。

計畫主持人
張瓊文敬啓

第一部分

※ 基本資料(第 2~5 提請勾選)

1. 系別: _____ 年級: _____
2. 性別: 男 女
3. 學英語的時間(包括國中 3 年):
3 年 3 年以上，未滿 5 年 滿 5 年，未滿 7 年， 7 年以上
4. 出國旅遊的經驗: 無 1~2 次 3 次以上
5. 在歐美國家居住的經驗: 無 1 年以下 滿 1 年，未滿 5 年 5 年以上



第二部分

下面的敘述是有關英語學習的信念。請讀完每項敘述後，在每題之後的選項上，圈選和你的看法最接近的選項。如量表所示的「非常不同意」，「不同意」，「有點同意」，「同意」，及「非常同意」。

註：第 4 和第 15 題請根據指示來作答。

	非 常 不 同 意	不 同 意	有 點 同 意	同 意	非 常 同 意
1. 年紀越小學習英語的成效越好。-----	1	2	3	4	5
2. 有些人有學習語言的天賦。-----	1	2	3	4	5
3. 有些語言比其他語言容易學習-----	1	2	3	4	5
4. 英語的難易度是: (1)很困難(2)困難(3)中等(4)容易(5)很容易-----	1	2	3	4	5
5. 我相信我能夠學會說流利英語。-----	1	2	3	4	5
6. 國人具有良好的英語學習能力。-----	1	2	3	4	5
7. 說英語時發音標準很重要。-----	1	2	3	4	5
8. 想學好英語就必須懂得英美文化。-----	1	2	3	4	5
9. 學習者應等到能夠說出發音及句法正確的英語時，才開口說英語。-----	1	2	3	4	5
10.已經學會說其他外國語言的人，學習英語較容易。-----	1	2	3	4	5
11.通常數理能力好的人，英語較差。-----	1	2	3	4	5
12.要學好英語，最好到說英語的國家去學。-----	1	2	3	4	5
13.我喜歡和我遇到的英美人士，練習用英語交談。-----	1	2	3	4	5
14.看到不懂的英文字可以用猜的。-----	1	2	3	4	5
15.如果一天學習英語一小時，需經過幾年的時間英語才能說的好: (1)一年內(2)1-2 年(3)3-5 年(4)5-10 年(5)永遠不可能-----	1	2	3	4	5
16.我有能力學好英語。-----	1	2	3	4	5
17.學英語最重要的是要多學單字。-----	1	2	3	4	5
18.經常反覆練習英語是重要的。-----	1	2	3	4	5
19.女性比男性容易學好英語。-----	1	2	3	4	5
20.國人覺得會說英語很重要。-----	1	2	3	4	5
21.和別人用英語交談，我會有點害羞。-----	1	2	3	4	5



	非 常 不 同	不 同	有 點 同 意	同 意	非 常 同 意
22.如果初學者被允許犯錯，那他以後可能無法正確地說英語。-----	1	2	3	4	5
23.英語文法是學習英語的重點。-----	1	2	3	4	5
24.我想把英語學好，以便能更了解英美人士。-----	1	2	3	4	5
25.講英語比聽懂英語還容易。-----	1	2	3	4	5
26.藉助 CD 或錄音帶來練習英語是重要的。-----	1	2	3	4	5
27.英語和其他學科的學習是不一樣的。-----	1	2	3	4	5
28.學英語最重要的是要學習如何把中文翻譯成英文。-----	1	2	3	4	5
29.把英語學好較有機會找到好工作。-----	1	2	3	4	5
30.聰明的人才有可能學會說兩種以上的語言。-----	1	2	3	4	5
31.我想要把英語學好。-----	1	2	3	4	5
32.我想要和美國人交朋友。-----	1	2	3	4	5
33.每個人都有能力學會說英語。-----	1	2	3	4	5
34.英語的四種能力中，讀寫比聽說更容易。-----	1	2	3	4	5

問卷到此結束，謝謝你的協助!



探究科技大學學生的英語學習信念

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摘 要

本研究旨在探討科技大學不同科系學生之英語學習信念。本文屬於調查研究，本研究利用 Horwitz (1987)所編之語言學習信念調查表，將之稍作修改以調查科技大學的學生所擁有的英語學習信念。參與此調查研究的學生人數共有 213 位，分別來自應用外語系(77 位)、資訊科技系(48 位)、休閒遊憩事業管理系(39 位)、幼兒保育系(49 位)。問卷之量化分析包含數種使用 SPSS 之統計步驟。研究結果顯示：不同科系學生抱持著各種不同的語言學習信念，在 BALLI 五項主要分類中有四項(語言學習困難、語言學習的本質、學習與溝通策略、動機與期望)統計結果呈現顯著差異。四個科系的學生所抱持信念呈現不同程度的信度，在某些情況下，“神話”一詞可能是一個更準確的表徵。有些反應可能會讓語言教育學者感到驚訝，有些則與他們既有的直覺與經驗相符。本研究結果將有助於台灣的英語教師進一步瞭解科技大學的學生的英語學習信念是如何影響其學習，俾供未來國內技職教育英語教師在規劃英語文課程設計之參考。

關鍵詞：學生信念，語言學習，語言學習信念調查表，科技大學學生

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