HOW COLLEGE STUDENTS' BELIEFS ABOUT ENGLISH LEARNING RELATE TO THEIR STRATEGY USE
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ABSTRACT
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. However, research which has empirically documented the link between learners' acquired beliefs and the use of strategy is scant. The aim of this study attempts to explore how learners' beliefs about English learning and their use of English learning strategies are related. This research involved a survey, comprised of two sets of questionnaires concerning learning beliefs and learning strategies. The instruments used for data collection were Horwitz's Beliefs About Language Learning Inventory (BALLI) and Oxford's Strategy Inventory for Language Learning (SILL). Three intact classes of 143 junior college students participated in the study. Then, the quantitative analysis of the questionnaires was conducted through descriptive statistics and Pearson correlation in order to indicate the direction and relationship between the two sets of variables, i.e. students' learning beliefs and strategy use. Results of this study may be of importance in explaining the dynamic relationship between learning beliefs and strategy use, as well as in providing English teachers in Taiwan with a better understanding of how students' beliefs about English learning relate to their strategy use.

Keywords: Beliefs about English learning, learning strategies, BALLI, SILL

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大專生英語學習信念與學習策略之關係

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摘要

第二語言學習的研究者常指出學習者對於學習外語的信念往往會影響他們的策略選用，並進而影響到其最後的學習成效。然而學習信念與學習策略間之關係的實證研究仍相當缺乏，因此本研究旨在探討學習英語者之信念和其策略選用間的關係。研究方法為調查法，使用Horwitz 設計的語言學習信念問卷(BALLI)和Oxford 設計的語言學習策略問卷(SILL)為研究工具。研究對象為143 位專科學生。問卷的分析方法包括描述性統計和皮爾森相關分析，以證實信念與策略兩種學習變數間的動態關係。研究結果顯示信念和策略使用間之關係密切，台灣的英語教師可藉此研究進一步瞭解學生的學習信念是如何影響其策略選用。

關鍵詞: 英語學習信念，學習策略，語言學習信念問卷，語言學習策略問卷