THE STUDY OF STUDENTS’ AND THEIR TEACHERS’ BELIEFS ABOUT ENGLISH LEARNING

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Abstract. Both English learners and teachers have certain beliefs about how to learn English. These learning beliefs are often based on their previous learning experiences and cultural backgrounds, and will further influence strategies these people use to enhance their English learning and teaching. Although a number of studies have addressed the impacts of teachers’ beliefs on student’s English learning, little attention has been put on learners’ perspectives. Therefore, the aim of this study is to investigate the learning beliefs held by college students, and to compare these beliefs to those of their English teachers. A total of 143 students and 15 teachers participated in this study. Data analysis involved descriptive statistics and correlation analysis in order to summarize the participants’ responses to the questionnaires and to establish the relationship between learners’ and teachers’ beliefs. It turns out that the two groups yielded rather consistent results on learning beliefs, although some differences between the learners’ and their teachers’ beliefs were also found.

Keywords: learning beliefs, learning strategies, BALLI

References


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