

EFL 國中學生英語學習信念之個案調查研究

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摘 要

本研究旨在探討台南地區國中學生的英語學習信念與其性別、英語學習年限、父母職業、父母教育程度以及學生參加全民英檢經驗之間是否存在相關性，並探究地區性的差異是否會影響國中生的英語學習信念。本研究實驗對象為台南市六大地區758位國二學生，以Horwitz (1987)的「外語學習信念量表」(BALLI)為研究工具，兼採群體焦點訪談方式，以量化研究為主，質化研究為輔進行。主要採用的統計分析方法包括描述性統計、獨立樣本t考驗以及單因子變異數分析。研究結果顯示國中學生的英語學習信念與其性別、英語學習年限、父母教育程度以及參加全民英檢的經驗之間有顯著相關。再者，地區性的差異亦會影響學生的英語學習信念。謹以此研究結果提供我國英語教學專家學者酌參。

關鍵詞：英語學習者、語言學習信念

A Research on EFL Junior High Learners' English Learning Beliefs

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Abstract

The present study attempted to investigate EFL junior high school students' English learning beliefs in Tainan district in relation to different background variables. First, the study aimed to analyze what kinds of beliefs students held, how they applied them to English learning, and to what kinds of factors they attributed these beliefs. Then, variables of gender, length of time for English learning, socio-economic status and the experiences of attending the GEPT were added and examined in order to learn how these background variables were involved and related to students' beliefs about English learning. Finally, different areas would be compared to determine whether regional differences might affect students' English learning beliefs or not. To achieve the quantitative-qualitative study, both a questionnaire survey and focus group interviews were administered to collect the data for study. The participants of the study included 782 second-year students randomly selected from six junior high schools in Tainan district as the study samples. The survey instrument included the *Beliefs about Language Learning Inventory* (BALLI) with personal background information. To enrich the data for study, focus group interviews were conducted to collect qualitative data. The findings of the study showed that junior high school students' beliefs about English learning closely linked to their gender, length of time for English learning, parents' educational levels, and the experiences of attending the GEPT. Furthermore, regional

differences would play a role affecting students' English learning beliefs. The results of the study would be expected to provide certain pieces of valuable information for EFL educators as well as experts.

Keywords: EFL Learners, Beliefs about Language Learning