

I. Introduction

With the development of globalization and internationalization, English is becoming an international language and having the basic four skills—listening, speaking, reading and writing, seems to be necessary for being modern people in the twenty-first century. According to Crystal (1997), there are about 750 million people speaking English around the world and the number is still increasing. Till now, thirty-seven countries of the world have ordered English as an official language while more than one hundred countries have ruled English as second language. With the widespread use of English, some experts even predict that by the next decade, half of the world's population will speak English.

In many countries, their governments have started to emphasize the importance of English education and to make policies to improve their students' English ability in order to follow this trend. Hong Kong, Singapore, and Philippines have started English courses in the elementary school stage (Koike, 2001; Miu, 1990). Mainland China has also ordered that the fifth and the six grade students must attend English courses in the elementary school (Lu, 1995). Under these circumstances, the Ministry of Education in Taiwan has paid more attention to the teaching of English and announced that English is one of the required subjects for elementary school students since 2001. However, according to data from the Educational Testing Service, 2003 to 2004, the average grade of Taiwanese students for the CBT-TOEFL was 203, which was the eighteenth last position in the world. Compared with the other countries in Asia, Taiwan stands in sixth last position and lags far behind the first and second countries—Singapore and India—whose average grades are 252 and 247, respectively. Thence, English ability should be increased with all efforts in Taiwan.

In fact, there are many factors that might affect second language learning such as schools' policies, teachers' attitudes, curriculum design, educational resources and learners themselves. Among these factors, "learners themselves" has

aroused a great interest and in recent years, there has been a proliferation of researches concerned about learners' beliefs, motivation, anxiety and what strategies they use in language learning. For example, many researchers noted that learners' language learning beliefs might affect what they think about language itself as well as their language learning performance (Diab, 2000; Lin, 2005; Tumposky, 1991). Besides, variables such as gender, the length of time learning English and socio-economic status have gradually been emphasized and added when conducting researches (Chall, 2000; Chang, 1997; Yang, 1994).

Although in Taiwan some studies have already examined college and senior high school students' beliefs (Chen, 1997; Huang, 1998) or have already discussed the relationship between learners' beliefs and learning strategy use (Lin, 2005; Liu, 2004; Shen, 2006), comparatively little research has focused on examining junior high school students' beliefs and their relation with background factors as well as the comparison of the regional differences. Therefore, in order to see how regional differences and learners' background variables were involved and related to their beliefs about English learning, the present study aimed to investigate junior high school students' beliefs in Tainan district by using demographic characteristics of gender, length of time for English learning, socio-economic status and the experiences of attending the GEPT first and then tried to compare the regional differences. In order to investigate the beliefs held by junior high school students in Tainan district, seven research questions were as follows:

1. What beliefs about English learning are held by junior high school students in Tainan district under the five dimensions in the *Beliefs about Language Learning Inventory* (BALLI)—aptitude, difficulty, nature, strategies, and motivation?
2. What differences are there among junior high school students in Tainan district based on their gender?

3. What differences are there among junior high school students in Tainan district based on their length of time for English learning?
4. What differences are there among junior high school students in Tainan district based on their parental occupations?
5. What differences are there among junior high school students in Tainan district based on their parental educational levels?
6. What differences are there among junior high school students in Tainan district based on their experiences of attending the GEPT?
7. What differences are there among junior high school students in Tainan district based on regional differences?

II. Literature Review

Beginning in the early seventies of last century, the focus of second language learning and teaching has shifted from teaching methods to learner characteristics. Thence, many studies on investigating learners' anxiety, strategy usage, learning styles and beliefs had wildly been examined. Some language learning researchers have indicated that learners' preconceived beliefs about language learning played a central role affecting how they learned a language and used their learning strategies. Language learners were no longer considered a homogeneous group; on the contrary, they held different opinions about language learning (Holec, 1987; Omaggio, 1978). However, learners' beliefs about language learning had not been investigated in a systematic way during the period (Kuntz, 1996; Wenden, 1987). It was until 1987, Horwitz who was the first person designed the *Beliefs about Language Learning Inventory* (BALLI). The BALLI contained 34 items and divided into five major areas for study. They were foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations (Horwitz, 1987).

2.1 Studies of Learners' Beliefs about Language Learning

Horwitz examined ESL students' beliefs about language learning by using the BALLI in 1987. The participants were 32 intermediate level students from 12 different countries who studied in the Intensive English Program at The University of Texas at Austin. The results of the study found that most students agreed English learning was very important and it was different from other school subjects learning. Vocabulary and grammar rules should be essentially learned through the repetition of practice. Also, when facing an unknown word or sentence, guessing was acceptable. The reasons that inspired them to learn English well were that they could have a good job in the future and that with a good English ability, they could make American friends and then understand them further. Besides, eighty one percent of the students thought that some people had special ability to learn a language and children were better language learners than adults.

In the later years, the number of BALLI studies increased and investigated learners' beliefs about language learning with different variables. As Horwitz (1999) stated, the BALLI has been used in at least 13 published studies and doctoral dissertations with a variety of student and teacher populations. For instance, Hyeonokh (2000) examined learners' language learning beliefs and their motivations toward language learning. The participants contained high school students, university students and white-collar adults. They had to complete the beliefs about language learning inventory (BALLI), the motivation in language learning (MILL) and the individual background questionnaire (IBQ). The results indicated that students with different ages shared the same beliefs such as self-confidence, language aptitude and the value and nature of language learning. On the other hand, significances were found between these three groups. The high school students were more positive toward formal structural learning while the university students had stronger confidence in speaking. Moreover, the white-collar adults had greater beliefs about language aptitude. Hyeonokh (2000) further

indicated that the relationship between learners' beliefs about language learning and motivation was multi-dimensional. Therefore, the relationships were not only cultural bound but also context specific.

Moreover, Diab (2000) conducted a study which mainly assessed Lebanese students' beliefs about learning English and French. The purpose was to examine within group variation in these students' beliefs and then compared with some representative studies. The BALLI and a background questionnaire were distributed to 284 undergraduate students from three universities in Lebanon. The conclusions made by Diab (2000) were that students held a variety of beliefs about learning English and French which were related to the political and socio-cultural context of foreign language education in Lebanon. Besides, background variables such as gender, level of proficiency in English, language spoken at home and language-medium background were important sources of within group variation in learner's language learning beliefs. When comparing with some previous studies (Horwitz, 1987; Park, 1995; Yang, 1992), the study supported the general statements that learners from different cultural backgrounds had different beliefs about language learning. Finally, Diab (2000) also noted the importance of learning environment.

Recently, studies about learners' language learning beliefs have still increasingly been investigated. Cohen and Dornyei (2002) claimed that learners' beliefs about language learning might affect their motivations to the target language. Siebert (2003) indicated that male and female students would hold different opinions for some language learning beliefs which were related to their usage of learning strategies.

2.2 Relevant Studies about Learners' Beliefs in Taiwan

Yang (1992) examined 505 EFL university students' language learning beliefs and the relation to their usage of language learning strategy. The descriptive

analysis, factor analysis, Pearson correlations and canonical correlation analysis were employed to analyze the collected data gathered from the SILL and the BALLI. The consequences showed that the language learning beliefs these students held were strongly related to what learning strategies they used, particularly in functional practice strategies. Moreover, the uses of formal oral-practice strategies were tightly connected with students' notions of the value and nature of learning spoken English. To examine further, Liu (2004) and Shen (2006) pointed out students endorsed various language learning beliefs and learning strategies. Also, gender had a significant influence in students' language learning beliefs. Moreover, students' length of time learning English influenced their beliefs about language learning and their usage of learning strategies. Shen (2006) found that there was a moderate, significant relation between students' beliefs about language learning and usage of learning strategy. The results were similar to Chiang and Liao's (2004) study that there were positive correlation between students' beliefs about language learning and their use of learning strategies.

In southern Taiwan, Chen (2004) enrolled 51 private university freshmen from the Applied Foreign Language Department in her study as participants. The study started in the fall 2003 semester and lasted for five months. Through the BALLI questionnaire and objective classroom observations, the study found that most students held positive beliefs about language learning. As to the five subcategories of the BALLI and the expectation of the teacher, there were positive correlations from the degrees of medium to high based on statistic analysis. What is more, in Lin's (2005) study, 353 EFL technological university students were participants. The study was to investigate technological university students' language learning strategies and their beliefs about language learning. The results were that EFL technological university students held positive motivations of learning English. In addition, the learning strategies they adopted were significantly related to their language learning beliefs.

III. Method

3.1 Participants

The participants in the study were 782 second year students selected from six junior high schools in Tainan district. Since this study mainly focused on Tainan district, in order to make the study more representative of different kinds of schools in Tainan district, six schools had been selected respectively from Eastern, Northern, Southern, Mid-Western, An-nan and An-ping areas. These six schools differed in geographic situations, the numbers of students and the numbers of buildings. The distributions and numbers of the participants are shown in Table 1.

Table 1
The Distributions and Numbers of the Participants

Areas	No. of Schools	No. of Classes	No. of Students	
			Male	Female
Eastern	1	3	61	58
Northern	1	3	70	78
Mid-Western	1	3	90	11
Southern	1	3	61	56
An-ping	1	3	56	67
An-nan	1	5	79	95
Subtotal	6	20	417 (53.3%)	365 (46.7%)
Total	6	20	782	

When considering the participants, the third year students were eliminated because they were busy preparing their study for the Basic Competence Test, so they might not have extra time to complete the questionnaires. Even if they do, they might just finish them roughly and perfunctorily. What was more, their teachers might not be so willing to offer assistance because they were afraid of affecting students' learning and delaying the course schedule. As to the first year students, they might feel anxious and curious about the programs, classmates, teachers and environments because they just entered a new learning stage and

environment. They might need more time to get accustomed to these changes. Therefore, comparatively, the second year students seemed to fit the present study the most because their mental states were more stable and had less pressure on their learning.

3.2 Instrumentation

The present study contained both qualitative and quantitative research methods. For the quantitative method, the survey instrument was combined the *Beliefs about Language Learning Inventory* (BALLI) designed by Horwitz (1987) with Students' Background Information Questionnaire (SBIQ). The BALLI consisted of 34 items, dividing into five major areas (foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations). The internal-consistency reliability and the content validity of the BALLI were high. In Yang's study (1992), the internal-consistency reliability of the Chinese BALLI was .69 using Cronbach's Alpha coefficient and was .71 in Liu's (2004) pilot study. In this study, a Chinese version of the BALLI made by Yang (1992) was adopted and because of the difference of participants, in this study, some items were slightly modified so that these items could be easier to understand and could be more suitable for junior high school students. The students were required to read each item carefully, and then indicated a response for each item ranging from "strongly disagree" to "strongly agree". As to Students' Background Questionnaires, the students in the present study were required to elicit their gender, length of time for English learning, parental educational levels, parental occupations, and their experiences of attending the General English Proficiency Test (GEPT).

To ensure some homogeneity of language learning background, the participants selected in the pilot study were from the same student population in Tainan district as well as those in the formal study. A total of 35 students from one

junior high school in the Northern area of Tainan district were randomly chosen to complete the survey instrument. The school chosen had the same demographic backgrounds of the intended schools for the formal study. Moreover, the students shared the similar characteristics with the target participants. Both of the students in the pilot study and in the formal study were the second-year junior high school students. The Cronbach's Alpha of the survey instrument was .72 for internal-consistency reliability. With its good reliability, the researcher was inspired to conduct the formal study with the survey instrument.

Besides the questionnaire survey, focus group interviews were conducted. The interview questions (see Appendix A) were chosen and modified from the BALLI in order to deepen and expand the investigation and to gain a further understanding of what beliefs students held and their correlation with these background variables. Before the interview, the researcher connected with students' teachers for help and gained their agreement to offer assistance. The teacher in each class randomly selected five students as the interviewees. The five students from each class were arranged together to participate the interview. Therefore, a total of 30 junior high school students were interviewed in each school. To avoid the misunderstanding about the questions, during the process of interview, Mandarin Chinese was used. Moreover, the researcher would not limit or give any guidance that might mislead the participants' opinions about the interview questions. Therefore, the interviewees would have enough space to respond to all the open-ended questions as much as they could. The procedure of each interview lasted about thirty minutes.

3.3 Data Collection and Analyses

Among the 782 questionnaires, 24 ones were invalid. Therefore, the quantitative study data collected from 758 survey questionnaires involved several statistical analyses. Firstly, descriptive statistical methods, including frequencies, means and standard deviations were computed to find out the tendency of students'

beliefs about English learning from the BALLI. Then, *t*-tests were conducted to determine if there was any significant difference between the English learning beliefs held by male and female students. Also, One-Way Analysis of Variance (ANOVA) were performed to examine the correlations among the English learning beliefs students held, the length of time learning English, their parental educational levels and occupations and the results of attending the GEPT. Moreover, the comparison of the six areas was conducted to find out the regional differences.

For the qualitative data, students' opinions about English learning beliefs were recorded and then transcribed. Through developing some general categories from data and coding the data, the researcher tried to find out the similarities and differences from the collected data; then make speculative conclusions. It was hoped that these data might be useful for the study and offered some further information which was fitter for students' intended thinking that could not get from quantitative data.

IV. Data Analyses and Findings

The survey instrument of the study was combined the *Beliefs about Language Learning Inventory* (BALLI) designed by Horwitz (1987) with Students' Background Information Questionnaire (SBIQ). The 34-item BALLI consisted of five major areas—foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations. According to Table 2, the study found that second-year junior high students in Tainan district held different beliefs about English learning. Compared with the five areas, students held the strongest beliefs about motivations ($M = 3.70$) and the followings were learning and communication strategies ($M = 3.26$), the nature of language learning ($M = 3.25$), the difficulty of language learning ($M = 3.17$), and foreign language aptitude ($M = 3.05$).

Table 2
The Descriptive Analysis for the Five Areas of the BALLI

	Response Frequency (%)			<i>M</i>	<i>SD</i>	Rank
	Disagree	Neutral	Agree			
Aptitude	32.7	31.1	36.2	3.05	.44	5
Difficulty	18.6	36.7	44.7	3.17	.47	4
Nature	22.2	36.4	41.4	3.25	.51	3
Strategies	26.9	27.2	45.9	3.26	.39	2
Motivation	10.3	30.7	59.0	3.70	.62	1
BALLI	22.2	32.4	45.4	3.29	.33	

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. * $p < .05$

The 34-item BALLI was shown in Appendix B. The first area of the BALLI, *foreign language aptitude*, includes nine items (1, 2, 5, 9, 10, 14, 17, 28 and 31). The students' response to each item was positive. About seventy percent of the students either strongly agreed or agreed with the statement that some people had a special ability for language learning. Also, more than half of the students believed that they themselves possessed a special ability to learn a language while only thirteen percent held opposite opinions. Besides, the item "everyone can learn to speak a foreign language" was agreed by the majority of the students (77.1%). Based on this reason, three fourths denied that people who were good at mathematic or science were not good at learning a foreign language and few of the students (11.1%) believed that women were better language learners than men.

In the second area, *difficulty of language learning*, includes six (3, 4, 23, 32, 33 and 34) items. Approximately, seventy percent of the students believed that some languages were easier to learn than others. Almost half of the students (47.9%) considered that the English language could be learned well while the others (34.7%) neither agreed nor disagreed. Also, the majority (57.5 %) supported that English was a medium difficult language to learn. Only twenty percent thought that English

was easy to learn while twenty two percent called it a difficult language. When referring to the comparison of four language skills, over forty percent of the students held neutral opinions. When the students were asked to write down the length of time for succeeding in English learning, the average years student reported were three to five years.

As to the third area, *the nature of language learning* (Items 7, 11, 15, 21, 25 and 26), over fifty percent of the students (59.5% and 64.8%) believed that the most important part of learning a foreign language was learning its grammatical rules and vocabularies. However, about forty percent of the students rejected that it was best to learn English in an English-speaking country and among the students; over two thirds denied the necessity of understanding English speaking cultures.

In regard to the fourth area, *learning and communication strategies* (Items 6, 8, 12, 13, 16, 19, 20 and 24), most students believed the old saying “practice makes perfect.” They overwhelmingly (84.2%) accepted the statement “It is important to repeat and practice a lot”. Also, more than seventy percent of the students thought pronunciation was very important when speaking English. Therefore, approximately 58.6% students agreed that CDs or tapes were helpful and essential in language learning. Besides, almost half of the students allowed mistakes occurred in the process of English learning.

As for the last area of the BALLI, *motivations* (Items 18, 22, 27, 29 and 30), the majority of students presented positive responses to the area of motivations. About seventy seven percent of the students stated that they would like to learn English well. Moreover, the item “People in Taiwan feel that it is important to speak English.” was approved by fifty percent of the students. Accordingly, it was not surprised to find that over half of the students (67.8%) agreed that they could have a better job with good English abilities. As to Item 22 “I would like to learn English so that I can get to know American better.” and Item 30 “I would like to

have American friends.” similar percentage of the students (47.2% and 52.4%) agreed with them.

4.1 Results and Findings of the Questionnaire Survey

4.1.1 Students' English Learning Beliefs Based on Gender

Among 758 students, 402 were males and 356 females. According to Table 2, significant gender differences were found in the BALLI as well as in the areas of foreign language aptitude and motivation. Female students ($M = 3.33$) generally acquired higher mean scores toward the BALLI items than males ($M = 3.26$) did. The results of the t -tests revealed that there was a significant difference between female and male students in the overall beliefs about language learning ($t = -2.91, p < .05$). That was to say, female students had stronger language learning beliefs than male ones did. To examine each area of the BALLI, the results indicated that gender differences also appeared in the areas of the foreign language aptitude ($t = -3.47, p < .05$) and the motivations ($t = -3.07, p < .05$). Simply stated, female students believed the notion of innate language learning ability more than male ones did and held more positive attitudes toward English learning. The results of students' English learning beliefs based on gender are shown in Table 3.

Table 3
Students' English Learning Beliefs Based on Gender

	<i>M</i>		<i>t</i>	<i>p</i>
	Male (<i>n</i> = 402)	Female (<i>n</i> = 356)		
Aptitude	3.00	3.11	-3.47	.00*
Difficulty	3.16	3.20	-1.00	.32
Nature	3.23	3.28	-1.37	.17
Strategies	3.25	3.27	-0.68	.50
Motivation	3.64	3.78	-3.07	.00*
BALLI	3.26	3.33	-2.91	.00*

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. * $p < .05$

4.1.2 Students' English Learning Beliefs Based on Length of Time for English Learning

To explore further the relationship between the students' beliefs about English learning and their length of time learning English, the Scheffe Post-Hoc test was conducted. According to Table 4, the results revealed that students with one to four years of learning English and those with seven to eight years had significant differences in the area of the motivations as well as those who have learned English for more than nine years. However, no significances were found between those with one to four and five to six years of learning English. Therefore, in the area of the motivations, students who had learned English for seven to eight years or more than nine years had higher desires for language learning than those with one to four years of learning English. The longer students learn English, the stronger motivations they have. The similar consequences were also found in the overall beliefs in language learning.

Table 4
Students' English Learning Beliefs Based on Length of Time for English Learning

	<i>M</i>				<i>F</i>	<i>p</i>
	1-4 years (<i>n</i> = 213) (28.1%)	5-6 years (<i>n</i> = 314) (41.4%)	7-8 years (<i>n</i> = 150) (19.7%)	≥ 9 years (<i>n</i> = 81) (10.6%)		
Aptitude	3.01	3.04	3.06	3.15	1.93	.12
Difficulty	3.13	3.18	3.16	3.28	2.14	.09
Nature	3.20	3.28	3.27	3.28	1.13	.34
Strategies	3.22	3.25	3.31	3.30	1.77	.15
Motivation	3.64	3.68	3.78	3.83	2.83	.04*
BALLI	16.22	16.46	16.59	16.86	3.30	.02*

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. **p* < .05

4.1.3 Students' English Learning Beliefs Based on Parental Educational Levels

According to Table 5, the average educational levels of students' parents were

senior or vocational high schools. The results of the One-Way ANOVA revealed that statistical significances ($F = 2.66, p < .05$) were found in the overall beliefs ($F = 2.66, p < .05$), communication strategies ($F = 2.76, p < .05$) and motivations ($F = 4.01, p < .05$). Further examined with Scheffe Post-Hoc, students having parents on graduate school or above level had the highest motivation toward English learning and also had stronger overall beliefs about English learning. Additionally, those whose parents were university level adopted more learning and communication strategies than those having parents on junior high level as well as on the other levels.

Table 5
Students' English Learning Beliefs Based on Parental Educational Levels

	<i>M</i>					<i>F</i>	<i>p</i>
	Graduate (<i>n</i> = 21) (2.7%)	University (<i>n</i> = 195) (25.7%)	Senior (<i>n</i> = 403) (53.1%)	Junior (<i>n</i> = 123) (16.2%)	Others (<i>n</i> = 16) (2.1%)		
Aptitude	3.10	3.06	3.03	3.07	3.00	0.42	.79
Difficulty	3.27	3.20	3.18	3.10	3.01	1.57	.18
Nature	3.42	3.25	3.25	3.27	3.15	0.73	.57
Strategies	3.30	3.31	3.26	3.20	3.05	2.76	.03*
Motivation	4.15	3.74	3.69	3.63	3.46	4.01	.00*
BALLI	17.2	16.5	16.4	16.3	15.6	2.66	.03*

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. * $p < .05$

4.1.4 Students' English Learning Beliefs Based on Parental Occupations

According to Table 6, there was no statistically significance between the beliefs about English learning and parental occupations. More specifically, students' beliefs about language learning would not be affected and varied by their parental occupations.

Table 6
Students' English Learning Beliefs Based on Parental Occupations

	<i>M</i>						<i>F</i>	<i>p</i>
	Professional (<i>n</i> = 107) (14.1%)	Agricultural (<i>n</i> = 12) (1.5%)	Labored (<i>n</i> = 146) (19.2%)	Business (<i>n</i> = 333) (43.9%)	Social Services (<i>n</i> = 67) (8.8%)	Others (<i>n</i> = 93) (12.2%)		
Aptitude	3.01	2.98	3.05	3.07	3.09	3.03	0.86	.53
Difficulty	3.21	3.17	3.12	3.20	3.16	3.18	1.57	.15
Nature	3.20	3.13	3.21	3.27	3.33	3.32	1.48	.18
Strategies	3.21	3.38	3.25	3.26	3.32	3.32	1.36	.23
Motivation	3.73	3.55	3.59	3.74	3.76	3.75	1.80	.10
BALLI	16.36	16.21	16.21	16.53	16.65	16.60	2.06	.06

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. **p* < .05

4.1.5 Students' English Learning Beliefs Based on the Experiences of Attending the GEPT

The results of One-Way ANOVA indicated that significances between students' experiences of the GEPT and their English learning beliefs were found especially in "motivations" ($F = 7.39$, $p < .05$) and "overall beliefs" ($F = 4.42$, $p < .05$). Students who had passed the beginning level had stronger overall beliefs and were more willing to learn English than those who never attended and those who had already passed the intermediate level. The results in the experiences of attending the GEPT are shown in Table 7.

Table 7
Students' English Learning Beliefs Based on the Experiences of Attending the GEPT

	<i>M</i>				<i>F</i>	<i>p</i>
	Never attended (<i>n</i> = 615) (81.1%)	Ever attended but failed (<i>n</i> = 64) (8.4%)	Passed beginning level (<i>n</i> = 76) (10.0%)	Passed the intermediate level (<i>n</i> = 3) (0.3%)		

Aptitude	3.04	3.03	3.13	3.00	0.96	.41
Difficulty	3.16	3.14	3.30	2.88	2.44	.06
Nature	3.25	3.22	3.33	3.11	0.78	.51
Strategies	3.25	3.31	3.32	2.83	2.19	.09
Motivation	3.66	3.88	3.91	2.86	7.39	.00*
BALLI	16.38	16.62	17.01	14.70	4.42	.00*

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. * $p < .05$

4.1.6 Students' English Learning Beliefs Based on Geographic Areas of Tainan District

Analyzing data with One-Way ANOVA, the present study found that the students from different areas of Tainan district would hold varied notions about foreign language aptitudes ($F = 2.82, p < .05$), motivations ($F = 2.70, p < .05$) and overall beliefs about English learning ($F = 2.62, p < .05$). In other words, the regional differences would affect student' English learning beliefs. Students from urban and rural areas tended to hold different beliefs about English learning. Students from the urban area (Mid-Western) had higher motivation toward English learning than those from rural areas (An-nan and An-ping areas). The results in the six geographic areas of Tainan district are shown in Table 8.

Table 8
Students' English Learning Beliefs Based on Geographic Areas of Tainan District

	<i>M</i>						<i>F</i>	<i>p</i>
	An-nan (<i>n</i> = 174) (22.9%)	Southern (<i>n</i> = 111) (14.6%)	An-ping (<i>n</i> = 119) (15.6%)	Mid- Western (<i>n</i> = 97) (12.7%)	Northern (<i>n</i> = 144) (18.9%)	Eastern (<i>n</i> = 113) (14.9%)		
Aptitude	3.02	3.03	3.19	3.01	3.05	3.02	2.82	.02*
Difficulty	3.14	3.17	3.23	3.21	3.18	3.18	0.64	.67
Nature	3.18	3.26	3.34	3.24	3.33	3.20	2.11	.06
Strategies	3.29	3.22	3.32	3.30	3.26	3.22	1.52	.18
Motivation	3.67	3.72	3.80	3.86	3.70	3.59	2.70	.02*
BALLI	16.30	16.40	16.89	16.62	16.51	16.21	2.62	.02*

Note. Aptitude = foreign language aptitude; Difficulty = difficulty of language learning; Nature = nature of language learning; Strategies = learning and communication strategies. * $p < .05$

4.2 Results and Findings of Focus Group Interviews

Most interviewees confirmed their own abilities for language learning and optimistically believed that everyone could learn English well. As far as they were concerned, the success of learning English was strongly connected with hard work and were less relevant to gender or innate abilities. Therefore, most students denied that those who were good at mathematic or science must have superior ability for learning English because some of their classmates were intelligent with all these subjects. These might be influenced by their teachers' encouragements and the old saying "Practice makes perfect" and "Diligence is the means by which one makes up for one's dullness". However, when comparing with children and adult learners, students' opinions went two directions. Some stated that children had better potentiality and malleability than adult learners. Thence, they could receive and digest new information quicker and easier. Moreover, they would speak fluently and have better pronunciations. On the contrary, some denied this statement and indicated that the adult learners' mental and physical states were more mature. With this advantageous, adult learners could understand their needs and interests clearly. They not only could find the main points easily but also could adjust themselves to maintain the best states while learning because language learning is a complicated process.

Besides, most of them reported that English was a medium difficult subject to learn and to extend this question, unfamiliarity with the grammatical and phrase structure rules and a lack of vocabulary ability were the main reasons for their concepts. As mentioned earlier, the years of learning English seemed to be less related to succeed it. Also, students believed deeply that the more vocabulary they recognized, the better they learned English. Without accurate usage of grammar and vocabulary, they couldn't read, write, speak and listen well, not to mention achieving school examinations. Therefore, the students were willing to focus their learning on grammar and vocabulary when doing preview and review tasks.

Students also pointed out the importance of pronunciation in the process of learning English and reported that incorrect pronunciation might lead to misunderstanding. Despite most of them believed everyone could learn English well, they felt less confident in their oral abilities, particularly in pronunciation because of being afraid of making mistakes. Another reason was that school examinations generally focused on writing and reading instead of speaking and listening. Thence, to pursue higher academic scores, most students would rather memorize, read and write more.

Moreover, the present study found that most students supposed that good future life might result from having a good English ability. Also, they could receive higher deference from other people. On the other hand, some students honestly stated that they learned English just because of their parents' expectation and the requirements of school examinations. Therefore, students' motivations toward English learning were based on instrumental motivations instead more than integrative motivations.

V. Discussions and Conclusions

5.1 Discussions of Findings

Combined qualitative results with quantitative data analysis, the findings were analyzed and shown as follows. Firstly, students in Tainan district indeed held a variety of beliefs about English learning. Due to the notion of global village, most students recognized the importance of learning English and made connections between better English abilities and better job opportunities. The results closely resembled some previous studies in Taiwan (Liu, 2004; Shen, 2006; Yang, 1992). Although they admitted the existence of potential abilities for language learning that certain people had, most students indicated that hard work were the most crucial factor which determined their success in English learning. Therefore, they reported that gender was less related to English learning. The results contradicted

some earlier studies (Horwitz, 1987; Kern, 1995; Yang, 1992). To meet school examinations and to pursue accurate usage and perfect pronunciation, most students tended to focus their learning on vocabulary and grammatical rules through repetitious practice. Also, the way using CDs or tapes were accepted by most students. However, due to a lack of speaking environment and a test-oriented educational system, students were afraid of making mistakes and tended not to speak, read and write what they didn't make sure particularly in speaking. Therefore, they were less motivated to communicate with foreigners, not to mention being interested in their cultures. The results presented the phenomenon of English learning Taiwan' students faced as well as in Liu's study (2004). Encouraging to say, most students believed themselves could learn English well although English was a medium difficult subject for them. These were in accordance with the previous findings (Chen, 1997; Kern, 1995; Peacock, 1999).

Secondly, when examined gender differences, statistical significances were found between female and male students in the areas of foreign language aptitude, motivations and the overall beliefs about English learning. Female students all had higher and stronger beliefs than male students. These were equated with some gender-related studies. For instance, Li (2004) stated that students' English learning motivation had some differences in gender. Also, Bacon and Finnemann (1992) reported that female were highly motivated and applied more strategies in language learning as well as in Siebert's (2003) and Shen's (2006) studies.

Thirdly, the present study found that students with different years of learning English held different English learning beliefs in the motivations and the overall beliefs. Students who had learned English for seven to eight years or more than nine years held stronger English learning beliefs and higher motivations toward English learning than those who had only learned for one to four years. These results were synonymous with Yin's (2005) findings that the longer the students have learned English, the higher their interest in English learning is, and vice versa.

Fourthly, there were indeed statistical significances between students' beliefs about English learning and their parental educational levels. That was, parental educational levels would result in their children's different notions of motivations, learning and communication strategies and even the overall beliefs about English learning. Students whose parents were graduate school or above levels had stronger English learning beliefs and higher motivations toward English learning than those whose parents were senior high level as well as junior high level and others. In additions, students having parents on university level adopted more learning and communication strategies than those whose parents were junior high level and others. The findings just supported Grosjean's (1982) assumption that social factor influenced the life of bilingual children. Also, Bialystok (2001) indicated that poverty and parental educational level had a strong relationship to each other, and both of them affected children's progress in mastering both oral and academic usages of English (p. 222). The results endorsed Kan's (2004) statement that students of high SES had significantly stronger motivation than those of mid and low SES, and those of mid SES stronger than those of low SES.

Fifthly, the present study found that no significances were found between students' English learning beliefs and their parental occupations. In other words, parents' occupations would not affect students holding different beliefs about English learning. The reason might be that with the prevailing of learning English, more and more parents started to recognize the importance of English and had the same goal. That was, in order to catch up with others, parents no matter from high or low SES families would do their best to give their children the best learning environment and resources.

Sixthly, the results of the study indicated that students with different experiences of attending the GEPT would lead to different English learning beliefs occurred. Students who had passed but failed the GEPT and those who had passed the beginning level generally had higher motivations toward English learning.

Furthermore, those who had passed the beginning level had stronger English learning beliefs than those who never attended and those who had passed the intermediate level. The results greatly resembled Chen's (2005) study that students who had attended the GEPT in the learning attitude and learning behavior were positive than students who had never attended and hadn't passed the GEPT. Also, the higher level students attended the GEPT, the more difficult and frustrated they would have. Due to this, students might have less motivation to learn English. Therefore, it was reasonable that students who had passed the beginning level had higher motivation toward English learning than those who had passed the intermediated level.

Seventhly, the results indicated that students from different areas in Tainan district would hold different beliefs about English learning in the areas of foreign language aptitude, motivations and the overall beliefs. Students from the An-ping area confirmed the notion of foreign language aptitude the most and held stronger overall beliefs about English learning while the ones from the Mid-Western area had higher motivations toward English learning. As Jhang (2004) stated that the urban schools had more outside-school learning resources than both rural and remote schools. Therefore, immersed under multi-stimulus and varied materials, it was not surprised to find that urban students were more willing to learn English.

5.2 The Limitation of the Study

The study aims to examine the beliefs about English learning EFL junior high school students held and the relation with students' gender, length of time learning English, parental occupations and educational levels and the experiences of attending the GEPT. However, three major limitations were as follows:

(1) *Sample was limited.* Although the participants in this study were selected from the six areas of Tainan district, only 782 students from 20 classes of six

schools were selected. Thence, due to sampling, the results of the study could not be generalized to all EFL junior high school students in Tainan district or to other educational levels and even were not appropriate to reflect the situations in other regions of Taiwan.

(2) *The time was limited.* The study only investigated students' English learning beliefs at a fixed point time. Therefore, a longitudinal investigation is necessary to be required in future study because students' beliefs about English learning are consistently changing.

(3) *Other factors were ignored.* Since the present study mainly discussed the relationship between students' English learning belief and the variables of gender, length of time learning English, parental occupations and educational levels and the experiences of attending the GEPT, other variables are ignored and not explored in the process of the study. Therefore, other variables should be taken into considerations in future studies.

5.3 Pedagogical Implications

On the basis of the findings derived from the present study, three pedagogical implications are offered. Firstly, Understanding students' English learning beliefs through the learning process is important for EFL teachers. These beliefs students held might be influenced or limited by their previous learning experiences and knowledge about the target language which might be unrealistic or conflict with the actual learning environment. Riley (1996) concluded that

What learners believe will influence their learning much, much more than what we believe, because it is their beliefs that hold sway over their motivations, attitudes and learning procedures. And obviously if there is a misfit between what learners believe and the beliefs embedded in the instructional structure in which

they are enrolled, there is bound to be some degree of friction or dysfunction (pp. 152-153).

Thence, EFL teachers must provide students with correct beliefs about English learning and also make efforts to revise some misconceptions held by students. In order to reduce the gap between the actual learning situations and the students' ideal English learning situations, the teachers must adjust their teaching styles, select textbooks carefully and even create a proper learning environment so that the actual and the ideal can make a balance and fit closer. Also, with a better understanding of students' beliefs about English learning, the teachers can clearly recognize how these positive and negative beliefs affect students' English learning and therefore, take into considerations when arranging course syllabus and deciding what instructions should be adopted before class.

Secondly, in order to make teaching more efficient and learning more enjoyable, the teachers must be very cautious about students' needs of a sense of security, achievement and self-efficacy in learning English because these needs are related to their motivations toward English learning. Some studies have mentioned that students, who had high motivations toward English, were willing to spend a lot of time learning English. For instance, Burstall (1975) and MacNamara (1973) stated that the motivation occurred through the process of learning itself affected most. Therefore, the teachers have to be very careful in giving feedback. On the other hand, the present study indicated that students attempted not to practice speaking English with their classmates or not to communicate with foreigners in their daily life. The reason might be due to the traditional education system which pursues accuracy and focuses on reading and writing mainly. To improve this, teachers need to design and incorporate a variety of in-class oral activities which combine with social, communicative and instrumental functions for their students. Such in-class oral activities should meet students' expectations and their abilities.

Thirdly, EFL teachers have to encourage their students to use more English in their daily life. At the same time, personal portfolio assessments and mass media (radio programs, English newspapers, advertisements, etc.) could not only be useful supplements for teachers but also reduce their teaching burdens. In doing so, the teachers may pave the way for their successes in extending the students' motivations toward English learning.

5.4 Suggestions for Future Studies

As mentioned above, the participants of the present study came only from six public junior high schools in Tainan district while other public and private ones were ignored to investigate. Thence, the sampling should be enlarged in future studies. Also, the future studies should be re-conducted in other regions in Taiwan such as North, Middle and South of Taiwan in order to acquire a complete picture and a general view of junior high schools students' beliefs. Moreover, the comparison of urban and rural students' beliefs about English learning should be included and further explored. Finally, future studies are suggested to conduct in different learning stages such as elementary, senior and university levels to obtain a better understanding of Taiwan students' English learning. Based on Kern (1995), learner's beliefs might change consistently and slightly over time unless they are exposed to new methods. Therefore, in the future studies, the experiment period needs to be prolonged to determine whether these beliefs might change and how they change.

At last, learners held varied beliefs about English learning and these beliefs might be influenced by numerous origins such as previous learning experiences as language learners, different family and cultural backgrounds and the experiences of living or traveling in English-speaking countries (Horwitz, 1987, 1999). The present study found that students whether they had attended the GEPT or not would hold different beliefs about English learning. Since now the GEPT is a popular

examination which mainly assesses students' four language abilities and attending it seems to become a trend, future studies can mainly investigate students' English learning beliefs and their learning strategy which were held by those who had attended and passed the GEPT, and then, make associations with their learning styles, learning anxiety and motivations. It is expected that the findings could contribute to other language learners and help them adjust their learning.

References

- Bacon, S. M. C., & Finnemann, M. D. (1992). Sex differences in self-reported beliefs about foreign language learning and authentic oral and written input. *Language Learning*, 42(4), 471-495.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, & cognition*. Cambridge: Cambridge University Press.
- Burstall, C. (1975). Factors affecting foreign-language learning: A consideration of some relevant research findings. *Language Teaching and Linguistics Abstracts*, 8, 105-125.
- Chall, J. S. (2000). *The academic achievement challenge: What really works in the classroom*. New York: The Guilford Press.
- Chang, Y. J. (1997). *A study of English learning motivation and strategies in relation to the English learning achievement of junior high school students in Taiwan*. Unpublished Master's Thesis. National Kaohsiung Normal University, Kaohsiung, Taiwan.
- Chen, C. C. (2004). *Taiwan college English majors' beliefs about EFL learning*. Unpublished Master's Thesis. Southern Taiwan University, Tainan, Taiwan.
- Chen, T. L. (2005). *A study on investigating the influence of GEPT on applied foreign language division of vocational high school student's learning attitude and learning behavior*. Unpublished Master's Thesis. National Changhua University of Education, Changhua, Taiwan.
- Chen, Y. Y. (1997). Two-year junior college students' and English teachers' beliefs about English learning. *Bulletin on Hungkuang Institute of Technology*, 29, 367-404.
- Cohen, A. D., & Dornyei, Z. (2002). Focus on the language learner: motivation, styles and strategies. In N. Schmitt (Eds.), *An introduction to applied linguistics* (pp.170-190). Arnold, London.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge

University Press.

- Diab, R. L. (2000). *Lebanese students' beliefs about learning English and French: A study of university students in a multilingual context*. Unpublished Doctoral Dissertation, University of Texas, Austin.
- Grosjean, F. (1989). Neurolinguistics, beware! The bilingual is not monolinguals in one person. *Brain and Language*, 36, 3-15.
- Holec, H. (1987). The learner as manager: Managing learning or managing to learn? In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 145-157). Englewood Cliffs, NJ: Prentice-Hall.
- Horwitz, E. K. (1987). Surveying student beliefs about language learning. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp.119-128). Englewood Cliffs, NJ: Prentice-Hall.
- Horwitz, E. K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: A review of BALLI studies. *System*, 27, 557-576.
- Huang, S. C. (1998). Senior high school students' EFL learning beliefs: A site study. *The Proceedings of the Seventh International Symposium on English Teaching* (pp. 477-486). Taipei: Crane Publishing Co.
- Hyeonokh, K. Y. (2000). *Learners beliefs about language learning, motivation and their relationship: A study of EFL learners in Korea*. Unpublished Doctoral Dissertation, University of Texas, Austin.
- Jhang, S. M. (2004). *The study of English learning of elementary school student in urban and rural Areas*. Unpublished Master's Thesis. National Hsinchu University of Education, Hsinchu, Taiwan.
- Kan, H. H. (2004). *A study on the English learning motivation of Taiwanese students from Grades 3 to 9*. Unpublished Master's Thesis. National Taiwan Normal University, Taipei, Taiwan.
- Kern, R. G. (1995). Students and teachers' beliefs about language learning.

- Foreign Language Annals*, 28(1), 71-92.
- Koike, I. (2001). Elementary-school English education in Japan - past and future: Governmental policy and realities. *Proceedings of the Tenth International Symposium on English Teaching* (pp. 36-46). Taipei: Crane Publishing Co.
- Kuntz, P. S. (1996). Beliefs about language learning: The Horwitz model. [ED 397649].
- Li, C. L. (2004). *The study of elementary school children's English learning motivation, learning strategy and learning achievement: An analytical case of Pingtung county*. Unpublished Doctoral Dissertation. National Pingtung Teachers College, Pingtung, Taiwan.
- Lin, T. C. (2005). *EFL technological university students' use of language learning strategies and beliefs about language learning*. Unpublished Master's Thesis. Southern Taiwan University, Tainan, Taiwan.
- Liu, M. L. (2004). *A study of beliefs about language learning and learning strategies of senior high school students*. Unpublished Master's Thesis. National Kaohsiung Normal University, Kaohsiung, Taiwan.
- Lu, S. F. (1995). *A study of the possibilities of implementing EFL class in elementary schools*. Unpublished Master's Thesis. National Taichung Teachers College, Taichung, Taiwan.
- Macnamara, J. (1973). The bilingual's linguistic performance. *Journal of Social Issues*, 23, 54-69.
- Miu, M. C. (1990). Exploring children' EFL instructions. *Xian dai jiao yu*, 3(19), 133-142.
- Omaggio, A. C. (1987). Successful language learners: What do we know about them? *ERIC/CLL News Bulletin*, May, 2-3.
- Park, G. P. (1995) *Language learning strategies and beliefs about language learning of university students learning English in Korea*. Unpublished Doctoral Dissertation, University of Texas, Austin.

- Peacock, M. (1999). Beliefs about language learning and their relationship to proficiency. *International Journal of Applied Linguistics*, 9(2), 247-265.
- Riley, P. (1996). "BATs and BALLs": Beliefs about talk and beliefs about language learning. *Proceedings of the International Conference AUTONOMY 2000: The development of learning Independence in Language Learning* (pp. 151-168). Bangkok.
- Shen, M. C. (2006). *The relationship between beliefs about language learning and learning strategy use of junior high school students in remote districts*. Unpublished Master's Thesis. Leader University, Tainan, Taiwan.
- Siebert, L. (2003). Student and teacher beliefs about language learning. *Foreign Language Annals*, 33, 394-420.
- Tumposky, N. (1991). Students' beliefs about language learning: A cross-cultural study. *Carleton Papers in Applied Language Studies*, 8, 50-65.
- Wenden, A. L. (1987). How to be a successful language learner: Insights and prescriptions from L2 learners. In A. L. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 103-118). Englewood Cliffs, NJ: Prentice-Hall.
- Yang, N. D. (1992). *Second language learners' beliefs about language learning and their use of learning strategies: A study of college students in Taiwan*. Unpublished Doctoral Dissertation, University of Texas, Austin.
- Yang, N. D. (1994). A study of factors affecting college EFL students' use of learning strategies. *The Eleventh Conference on English Teaching and Learning in the Republic of China*. Taipei: The Crane Publishing Co.
- Yin, C. W. (2005). *The effect of early start and parental socioeconomic status on sixth-graders' English proficiency*. Unpublished Master's Thesis. National Kaohsiung Normal University, Kaohsiung, Taiwan.

APPENDIX A. The Interview Questions

「國中生英語學習信念」訪談大綱

一、英語學習的困難度

1. 對你而言，英語的困難度？在學英語的過程中，你最常遭遇到的問題？
2. 對你而言，英語聽、說、讀、寫的困難程度排序分別為？理由？
3. 如果每天學習英語一小時，您認為需要多久的時間，英語才能學得好？

二、英語學習的資質

1. 您是否認為每個人是否都具有能力學會英語呢？理由？
2. 在英語學習上，您是否認為女性總是學得比男性好？理由？
3. 您是否認為數理程度好的人，英語能力較差？

三、英語學習的本質

1. 單字記得越多，是否英語學得越好？理由？
2. 您認為學習英語的重點為何？您學習英語的方式為何？

四、學習與溝通的策略

1. 當您和別人用英語交談時，是否會害羞？您曾經和外國人交談嗎？
2. 您是否認為說英語時，發音標準很重要？

五、英語學習動機

1. 您是否認為英語能力好未來才能找到較好的工作？理由？
2. 您學習英語的主要動機為何？請詳述之。

(感謝您的參與和合作！)

APPENDIX B. Beliefs about Language Learning Inventory (BALLI)

Item	Content	Responses Frequency (%)			<i>M</i>	<i>SD</i>
		DA	Neutral	A		
1	It is easier for children than adults to learn a foreign language.	25.8	34.4	39.7	3.19	1.07
2	Some people have special ability for learning foreign language.	10.4	20.6	69.0	3.76	.95
3	Some languages are easier to learn than others.	10.7	24.0	65.3	3.75	.96
4	I believe that I will learn to speak English very well.	17.4	34.7	47.9	3.41	1.07
5	People in Taiwan are good at learning foreign language	18.3	50.1	31.6	3.16	.88
6	It is important to speak English with an excellent pronunciation.	4.5	18.2	77.3	4.07	.88
7	It's necessary to know about English-speaking cultures in order to speak English.	28.4	45.9	25.7	2.96	.99
8	You shouldn't say anything in English until you can say it correctly.	59.5	21.9	18.6	2.42	1.18
9	It is easier for someone who already speaks a foreign language to another one.	35.9	44.1	20.1	2.83	.98
10	People who are good at mathematics or science are not good at learning a foreign language.	73.0	18.3	8.7	2.07	1.01
11	It is best to learn English in an English-speaking country.	40.1	31.7	28.3	2.82	1.14
12	I enjoy practicing English with American I meet.	21.5	40.2	38.3	3.22	1.07
13	Its' ok to guess if you don't know a word in English.	43.4	31.5	25.0	2.72	1.16
14	I have a special ability for learning foreign languages.	13.6	34.8	51.6	3.51	1.00
15	The most important part of learning a foreign language is learning vocabulary words.	10.4	30.1	59.5	3.67	.97
16	It is important to repeat and practice a lot.	4.0	11.9	84.2	4.18	.83
17	Women are better than men at learning foreign language.	54.0	35.0	11.1	2.39	1.04
18	People in Taiwan feel that it is important speak English.	9.8	37.6	52.7	3.58	.94
19	I feel timid speaking English with other people.	22.3	35.9	41.8	3.22	1.04
20	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	52.7	24.1	23.3	2.55	1.19

21	The most important part of learning a foreign language is learning the grammar.	9.5	25.7	64.8	3.74	.95
22	I would like to learn English so that I can get to know American better.	13.5	39.3	47.2	3.45	.97
23	It's easier to speak than understand a foreign language.	23.9	44.9	31.2	3.09	.99
24	It is import to practice with CDs or tapes.	7.3	34.0	58.6	3.69	.91
25	Learning a foreign language is difficult from learning other academic subjects.	18.1	45.5	36.5	3.24	.94
26	The most important part of learning English is learning how to translate from my native language.	27.1	39.8	33.1	3.07	1.01
27	If I learn English very well, I will have better opportunities for a good job.	10.5	21.8	67.8	3.8	1.01
28	People who speak more than one language are very intelligent.	57.3	25.7	17.0	2.39	1.19
29	I want to learn to speak English well.	7.3	17.5	75.2	4.05	1.00
30	I would like to have American friends.	10.3	37.3	52.4	3.63	.99
31	Everyone can learn to speak to a foreign language.	6.1	16.9	77.1	4.07	.95
32	It is easier to read and write English than to speak and understand it.	22.5	43.3	34.1	3.20	1.07

Note. DA= disagree; A=agree.

Item	Content	Responses Frequency (%)					<i>M</i>	<i>SD</i>
		1	2	3	4	5		
33	English is (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language (5) a very easy language.	8.2	14.4	57.5	16.4	3.6	2.92	.87
34	If someone spent one hour a day learning a language, how long would it take them to speak the language well (1) less than a year, (2) 1-2 years, (3) 3-5 years, (4) 5-10 years, (5) he can never learn a language well.	16.6	27.3	36.7	13.7	5.7	2.64	1.08