

عنوان مقاله:

The Relationship between High School Students' Beliefs about Language Learning and Their Use of Language Learning Strategies

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خلاصه مقاله:

Gaining insights into the learners' individual characteristics such as beliefs about language learning and their relationship with learning strategies is essential for planning effective language instruction. Thus, the present study investigated the relationship between beliefs about language learning and learning strategy use in Iranian high school students. This study also compared the correlation of the two variables between males and females and monolingual and bilingual students. The strategy inventory for language learning (SILL) and the beliefs about language learning inventory (BALLI) were used to collect data from four hundred and sixty-two high school students from different cities of the country. Descriptive analyses, Pearson r correlation, and the Fisher z -transformation test, were used to analyze the data. The results revealed that the students used metacognitive strategies most and compensation and affective strategies least. Also, they held strong motivational beliefs about English language learning. Significant positive correlations were found between beliefs and strategy categories. The strongest correlation was found between the students' metacognitive strategies and their motivation and expectations. The findings revealed no significant difference between the correlation coefficients of monolinguals and bilinguals, and males and females in terms of their language learning beliefs and strategies. Regarding the pedagogical implications of the results, it is discussed that knowledge of students' language learning beliefs and their preferred strategies can lead teachers and educational authorities toward more informed instructional choices.

کلمات کلیدی:

language learning, strategies, beliefs, high school students

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