Evaluation of English Students’ Beliefs about Learning English as Foreign Language: A Case of Kerman Azad University

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Abstract

In general term beliefs has defined by (Ehrlich, 2008) as an attitudes, opinion and viewpoint which attends in every discipline of human behavior to say that something is true or right and vice versa. In academic definition it can be stated by (Graham, 2006) as a learners' viewpoint, judgment or opinion about the influence of their learning in their future success. In other words it means that what would be students’ feelings about what they learn as a foreign students and how it helps them to achieve better proficiency in English. For many years researchers have attempted to examine all aspects of English language learning effects. Finally, they found that each individual student has its own perception and cognition about the strategies that has been used by teachers (Altan, 2006; Oxford, 1993; Wenden, 2001).

According to (Mori, 1997) English is becoming more important nowadays. More than 300 million people are speaking as native speakers and more than 400 million as second or foreign language speakers. Furthermore English is applying in majority academic situations such as instruction in publishing and international communication. Therefore it can be serious issue to understand, analyze and test English language students beliefs and perception about learning English in order to intensify students’ expertise. So that, this study is developed to probe what will be English Language Major Student’s beliefs about learning English as foreign not second language. In other words this survey attempted to examine the correlation between students’ beliefs, attitudes and norms and students learning. Also, assessing the influence of gender, age and field of study was examined. In order to reach the purpose of this study a sample of 100 English students was selected randomly by researcher from both fields (Literature and Teaching). The data collection method was adapted questionnaire which has been tested before. The results of this study showed to what extend independent variables (age, gender and field of study) affects dependents variables (students beliefs about English leaning) and how learning language strategies that has been applied by teachers influence students learning. Moreover by applying those analyzed information instructors and teachers will be aware of their strengths and weaknesses to up to date and to come up with new strategies which are appropriate to their students.