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Abstract

With the growing importance of English, English learning becomes a craze throughout the world, especially in Taiwan. In recent years, more and more public and private universities in Taiwan have been requiring students to pass an English proficiency test, for example, TOEFL, TOEIC, General English Proficiency Test (GEPT) in order to graduate. This requirement seems simple for effective English majors, but for ineffective non-English majors the task is a nightmare.

This study attempts to investigate English majors' beliefs about EFL leaning in order to: first, provide non-English majors a model to learn English effectively; second, examine English majors" negative beliefs which might hinder their learning; finally, the college and teachers may have a reference to design a practical series of four-year English curriculum based on effective English majors' positive and negative beliefs so that EFL learning would become less difficult, but more interesting at school and even in life.

Fifty-one freshmen English majors enrolled in the fall 2003 semester from the Applied Foreign Language Department at a private university in southern Taiwan participated in this case study. In order to maintain the correctness and objectivity, the researcher uses a questionnaire and classroom observations for data collection. The whole study lasts for five months. The results show that most of the Taiwan English majors' beliefs in this study are very positive, and there are statistical relationships of positive correlation from the degrees of medium to high between Beliefs About the Difficulty of EFL Learning, Beliefs About the Nature of EFL Learning, Beliefs About Foreign Language Aptitude, Beliefs About Learning and Communications Strategies, Beliefs About Motivations for EFL Learning and Beliefs About Expectations of the Teacher.
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