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Abstract
The main purpose of this study is to investigate 12 public middle school EFL teachers' beliefs in and attitudes toward English teaching in Southern Taiwan and the factors that affect these teachers' beliefs and attitudes. Qualitative research design was employed in this study to gather and analyze data. The chief findings of this study are:

(1) Middle school EFL teachers' teaching beliefs and attitudes will influence their way of teaching.

(2) Middle school EFL teachers' attitudes were transformed from their beliefs and in turn influenced their way of teaching.

(3) Although middle school EFL teachers were familiar with many teaching methods, they mainly applied the following four teaching methods: grammar-translation method, audio-lingual method, direct method, as well as situational language teaching.

(4) Middle school EFL teachers were reluctant to adopt teaching methods such as, teaching language learning strategies, the communicative approach, cooperative learning, and use of computers in EFL classroom because of school authority, the Academic Attainment Testing, parents' demand, insufficient English teaching knowledge, students' English proficiency gap, insufficient classes per week, and class size.

(5) Middle school EFL teachers' teaching beliefs and attitudes were deeply affected by educational policies, examination, school authority, students' characteristics, teachers' background and training, and class size.

(6) Middle school EFL teachers thought the new English curriculum will fail to meet the needs of students and society in the future because of the Academic Attainment Testing, different teaching materials and approaches between elementary school and middle school, lack of equipments, and insufficient teachers' knowledge.
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