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Abstract
The purposes of this study were to investigate: (1) EFL technological university students' use of language learning strategies; (2) EFL technological university students' beliefs about language learning; (3) the relationship between EFL technological university students' language learning strategies and their beliefs about language learning. A total of 380 freshmen in Southern Taiwan University of Technology participated in this study. The final valid samples were 353 students. The present study used self-reported questionnaires which contained Strategy Inventory for Language Learning (SILL) and Beliefs about Language Learning Inventory (BALLI). Statistical package for the social sciences (SPSS) version 12.0 was used to analyze the data.
The results indicated that the language learning strategy category with the highest average frequency for EFL technological university students was compensation, followed by cognitive strategies, social strategies, metacognitve strategies, affective strategies, and memory strategies. Concerning learners' beliefs about language learning, EFL technological university students had positive beliefs about language learning, especially motivations and expectations about English learning. Besides, the statistic results showed that EFL technological university students' use of language learning strategies were significantly related to their beliefs about language learning in some items. Furthermore, based on the findings, pedagogical implications and suggestions for further research were provided.
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