

Investigation of Discrepancies Between Student/Teacher Beliefs About Language Learning and SLA Theories

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要 旨

本研究の目的は、英語学習に関するビリーフが生徒・教師間または教師間でどのような違いがあるか、第二言語習得理論における主要な4つのアプローチ、すなわち行動主義的、生得主義的、認知・発達論的、そして社会文化論的アプローチの各視点と関連させて調査し、比較分析を行うことである。研究に参加した531人の参加者（日本の高等学校に勤務する日本人教員35名とその生徒496名）の英語学習に対するビリーフを明らかにするための質問紙調査結果から、生徒・教師間では上記4つのアプローチのうち特に行動主義と生得主義で差異が認められ、「誤りの訂正」、「クラッシュェンのインプット仮説」、「情意フィルター仮説」で差が大きく、生徒のビリーフは比較的行動主義に、教師は生得主義に傾いていることが明らかになった。また最も差異の大きかった「誤りの訂正」に関して教師間のビリーフを質的に比較分析すると、指導経験年数との関連性が示唆された。

Keywords: student/teacher beliefs about language learning, discrepancy, SLA theories, teacher education

1. Introduction

Every teacher possesses a “practical theory” of teaching which has been called the strongest subjective factor in her educational practice (Handal & Lauvas, 1987, p.9). These beliefs or assumptions affect learners’ beliefs, behaviours and attitudes toward language learning. However, few teachers have a deep understanding of the numerous Second Language Acquisition (SLA) theories that academics provide. The extent to which this gap, and the gap between teacher and student language learning beliefs, are explored.

The survey data from teacher/student beliefs about language learning are framed through SLA models and analysed. The survey was designed to investigate discrepancies between student/teacher beliefs and SLA theories and hypotheses.

2. Literature Review

The SLA theories in this study used to analyse questionnaire findings are: Behaviourist, Innatist,

Cognitivist/Developmental, and Sociocultural. These main four perspectives are focused on as they are dominant theories in understanding language acquisition.

2.1. Behaviourist

Behaviourists view language development as the formation of habits and automated responses to pre-rehearsed dialogues. Classroom activities using behaviourism emphasize mimicry and memorization (Lightbown & Spada, 2013, p.104) and teaching approaches, such as the Audio-lingual method and Presentation-Practice-Production (PPP), have long been linked to this theory. In the Behaviourists' view, error analysis plays an important part in predicting one's progress in language learning.

Behaviourism is often linked to the Contrastive Analysis Hypothesis (CAH) that hypothesizes the habits that are formed in the acquisition of the first language interfere with the acquisition of the second target language (Lightbown & Spada, 2013, p.104). The CAH suggests that a first language can be contrasted with the target second language to predict the errors that learners are likely to make (Shortall, 1996, in Willis and Willis, 1996, p.31). In contrast to the CAH, Lightbown and Spada (2013, p.104) point out that many errors are not predictable on the basis of a learner's first language. This can be understood clearly as learners do not always make the errors that can be predicted by a simple comparison of their first and second languages. This discovery once led to the rejection of CAH and Behaviourist approach, but they have been revisited and revised into other theories encompassing their foundations.

2.2. The Innatist

Krashen (1983) asserts in his acquisition-learning hypothesis that there are two language systems, one the result of conscious learning, and the other a process of natural and unconscious acquisition. Those two systems are impermeable and separately stored in the mind. What is learned does not filter into the acquired system. He suggests that we "acquire" language as we are exposed to samples of language that we understand (ibid.). This hypothesis corresponds to the way that children acquire their first language – with no conscious attention to language form (Lightbown & Spada, 2013, p.106).

Krashen's comprehensible input hypothesis (1984, cited in Brown, 2007, p.295) states that we acquire language by understanding input which is "a bit beyond" our current level of acquired competence. He calls this level of input "i + 1," with "I" symbolizing the level of language already acquired and "+ 1" a metaphor for language that is just one step beyond that level (Lightbown & Spada, 2013, p.106).

The Affective Filter was later put forward and describes factors that impede language acquisition. This hypothesis describes non-linguistic variables, such as attitudinal and motivational factors, that affect a learner's progress. According to Krashen, language acquisition will occur in environments where anxiety is low and defensiveness is absent (Brown, 2007, p.295).

2.3. The Cognitivist/Developmental

Given that SLA often falls short of successful acquisition, cognitivists and developmentalists see SLA as the building up of knowledge that will eventually become automatic. This automatizing is accomplished by a process of restructuring (McLaughlin, 1990, p.120). During restructuring "the components of a task are coordinated, integrated, or reorganized into new units, thereby allowing the ... old components to be replaced by a far more efficient procedure" (McLaughlin, 1990, cited in Brown, 2007, p.300).

The dominant interaction hypothesis was developed by Long (1996) from Krashen's comprehensive input hypothesis. Interaction hypothesis focuses on how input could be made comprehensive with modified interaction, such as negotiation of meaning. According to this hypothesis, language is acquired as learners interact and attempt to communicate in the target language.

The output hypothesis, developed by Merrill Swain (1985), posits that if learners do not have opportunities to produce comprehensible output for others, they neither see the limits of their language ability, nor develop the need to find better ways to express their meaning.

2.4. The Sociocultural Perspectives

There are three main aspects to the Vygotskian sociocultural perspective that transferrable to language learning: mediation, social learning, and genetic analysis. The concept of mediation suggests that all human activity is mediated by tools or signs (Vygotsky, 1981). Therefore, the importance of language in its essence lies in how it transforms human behavior. The second aspect, social learning suggests that the ability to read and write is a social practice rather than an individual skill (ibid.). According to Vygotsky (1978, p.57), "Every function in the child's cultural development appears twice": first, on the social level, between people (interpsychological), and later on the individual level, inside the child (intrapyschological). Going further, he wrote that one's development fundamentally occurs through interaction with peers, a social learning that allows individuals to advance through their zone of proximal development (ZPD). The importance of ZPD in Vygotskian thought is seen in its definition: "the distance between the actual developmental level and potential

level of development as determined through problem solving under adult guidance or in collaboration with more capable peers.” (ibid, p. 86). Genetic analysis, the third component of the Vygotskian view, suggests that interpretation of learning should take into account broad, social, cultural, and historic trends (Vygotsky, 1978). According to this view, mental functioning can only be understood when one understands their origins or developmental histories.

2.5. Teacher/Student Belief Studies

One definition of “beliefs,” by Kalaja and Barcelos, is the “opinions and ideas that learners (and teachers) have about the task of learning a second/foreign language” (2003, p.10). Over time, numerous studies have been developed to investigate the similarities and differences between student and teacher language learning beliefs. The Beliefs about Language Learning Inventory (BALLI), created by Horwitz (1985, 1987, 1988), was the first instrument to systematically research learning beliefs, and widely used amongst researchers. Data collection using BALLI has its critics though, such as Sakui and Gaies (1999, p.473) who question its limitations. They stated that the questionnaire was an unreliable instrument as it did not use complementary sources of data, which makes responses easily misinterpreted. These researchers highlight the need for qualitative resources that allow respondents to express their views and experiences more clearly, for example by them writing beliefs not listed on the questionnaire.

Teachers’ beliefs vary depending on training, previous teaching experience, principles derived from an approach or method, and experience as learners themselves (Richards & Lockhart, 1996, p.31). Learners’ beliefs, however, are influenced by the social context of learning and can influence both their attitude toward the language itself as well as toward language learning in general (Tumposky, 1991, cited by Richards & Lockhart, 1996, p.52). Graden (1996, p.387) argued that since language teachers change their teaching styles through the influence of their learners, their beliefs tend to be more unfixed than learners’ beliefs on language learning.

Differences between teachers’ and learners’ beliefs can sometimes lead to a mismatch between their assumptions about what is useful to focus on in a language lesson (Richards & Lockhart, 1996, p.53). Schulz (2001, p.256) stated that discrepancies in student and teacher belief systems could be harmful to language learning, affecting students’ confidence, motivation and willingness to communicate in the target language (Horwitz, 1988; Peacock, 2001). However, few empirical studies appear to have researched in-service teacher training and student beliefs (Peacock, 2001, p.179). This study seeks to contribute to this relatively unexplored

area of second language learning with an aim of providing insight for classroom practice and teacher training programs.

3. The Study

This section includes the research questions and how the survey questions were developed, followed by an overview of the participants and survey methodology.

3.1. Creating an Original Survey Questions

In order to investigate SLA beliefs among teachers and high school students, an original survey was developed. The goal of the survey was to address differences between respondents' opinions towards language leaning and SLA theories, as well as between the respondents themselves.

Thirteen questions were created based on previous literature from Lightbown and Spada (2013), Yoneyama (2002), and Okada (2015) to see if either 1) Behaviourist, 2) Innatist, 3) Cognitivist/Developmental, or 4) Sociocultural Perspectives were dominant in teacher/student beliefs (See Table 1). Simplified language was used to facilitate complete understanding of the survey statements. For example, rather than using terms such as "SLA" or "first language", the survey simply referred to the first language as "language" and the language being learned as "new language." Acquisition and learning were used synonymously. Statements were arranged in random order so that respondents would not be influenced by the historical order of theories. Other demographic questions such as gender, age and years of teaching experience were also included to help with the data analysis by providing variables affecting responses.

Table 1

SLA belief questions. (made by the author)

Category	Main Idea	Question Item
1) Behaviourist perspective	Early focus on errors	1. If beginning students are permitted to make errors, it will be difficult to speak correctly later.
	Habit formation and repetition	2. English learning is a matter of habit formation, so it is important to repeat pattern practice of questions and answers so that you can make correct responses.
	Error correction and stabilization	3. Erroneous English expressions should be corrected as much as possible by someone around you as they become bad habits.
	CAH	4. If the newly learned language is close to your mother tongue, learning will be relatively easy.
2) Innatist perspective	Krashen's Input hypothesis *	5. An exposure to language in reading or listening to English that is a little beyond your ability to understand will not be so effective
	Krashen's Acquisition-learning hypothesis	6. English can be acquired simply by reading or listening to a lot of comprehensive materials (only input).
	Krashen's Affective filter hypothesis	7. I think that English learning may possibly be disturbed by emotions such as anxiety or low motivation.
3) Cognitivist/ Developmental Perspective	McLaghlin's Reconstructing	8. It is important to practice new expressions a lot so that you can use them promptly without much consciousness in conversation etc.
	Long's Interaction hypothesis	9. You cannot acquire English on self-education, because you improve by noticing what your partner's intended intention and learning expressions in actual interaction.
	Swain's Output hypothesis	10. By first trying to express something, you notice the gap between "what you want to tell" and "what you can express with your English ability" and your English improves.
4) Sociocultural and other Perspectives	Vygotsky's ZPD	11. In order to improve your English, it is important that you actually speak to your teachers and friends in English and learn with the help of them as scaffoldings.
	Schmidt's Noticing hypothesis	12. By paying attention to and noticing the difference between English you know and one actually used, you will be better expressing yourself in actual conversation.
	Long's Focus on Form	13. It is important to learn grammar or vocabulary when necessary in communication activities, not to learn it alone intensively.

Note: * Disagreement with item 5 supports Krashen's Input hypothesis

3.2. Research Questions (RQ)

Using the survey mentioned above, the following questions are explored, investigating SLA beliefs among teachers and high school students, as well as exploring connections between classroom practice and teacher training programs (See Figure 1):

RQ1. Are teachers' and students' beliefs close to or divorced from SLA theories?

RQ2. Are teachers' beliefs close to or divorced from students' beliefs?

RQ3. Are there discrepancies of beliefs about effective SLA approaches among teachers themselves?

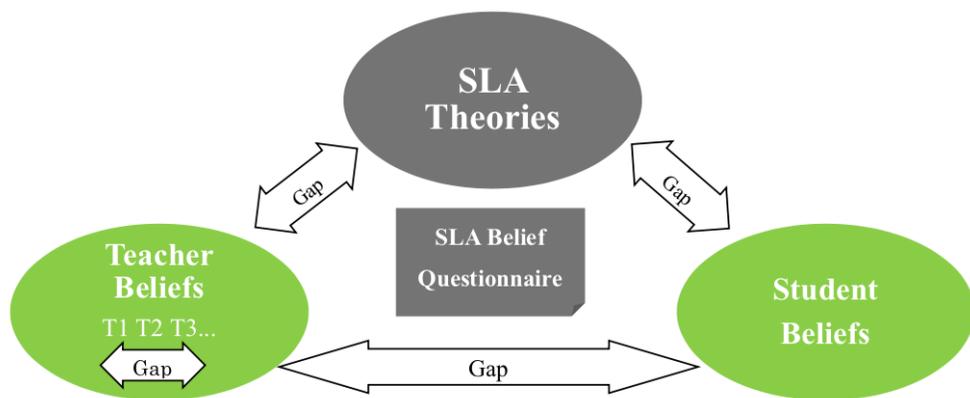


Figure 1. Discrepancies investigated in this study. (made by the author)

3.3. Participants

The participants in this study were 35 high school English teachers and 496 high school students, from public high schools in Japan. All were Japanese L1 speakers. Student surveys were conducted in classrooms by participating teachers in this study.

3.4. Procedures

The survey was conducted using an online survey site; Survey Monkey, which collected and analysed the data. All teachers in the study completed the survey online, and the students completed paper copies. The teachers' and students' surveys were created in Japanese, and participation in the study was voluntary. All phases of the study were carried out in line with ethical principles in educational research; informed consent and confidentiality. The questionnaire was completed in class and no time limit was given. A four-point Likert

scale was used to distinguish participants' opinions of statements about language acquisition. Respondents chose from a scale of "agree" (1), "rather more in agreement" (2), "rather more in disagreement" (3), to "disagree" (4).

At the end of each multiple-choice question in the teachers' questionnaire, there was a comment section where they could provide details or reasons for their responses. At the end of the questionnaire a space was also provided for teachers to write a personal reflection of their pedagogical beliefs and practices.

3.5. Analysis

To answer the research questions above statistically, questionnaire results were analysed using an independent samples *t*-test. The results of the statistics, (Appendix), are broken down in Figure 2, and Tables 2-5 below. To quantify the degree to which the variables of beliefs about language learning and status as student or teacher covaried, a nonparametric correlational analysis using a two-tailed Spearman rank-order correlation test was applied. Participants' descriptive comments that provided rich insight to responses were analysed.

4. Results

4.1. Teacher/Student Beliefs Compared with SLA Theories

Figure 2 shows the mean points of each item: 1.5 points were given to any "agree" response, 0.5 for a "rather more in agreement" response, negative 0.5 for a "rather more in disagreement" response, and negative 1.5 for a "disagree" response. This method was chosen for its simplicity and ease of analysis.

The data from the survey in Figure 2 shows some general trends of agreement and disagreement between theorists and teacher/student respondents concerning effective language acquisition. The bar chart with plus number (right side) indicates affirmative attitude and minus number (left side) indicates a negative attitude toward SLA theory statements. An initial summary shows clear agreement and disagreement of teacher/student beliefs towards SLA theories.

Category	Item	Main Idea	T (N=35)	S (N=496)	S-T discrepancy
1)Behaviourist perspective	1	Early focus on errors	-0.87	-0.09	0.78 *
	2	Habit formation and repetition	0.5	0.6	0.07
	3	Error correction and stabilization	-0.39	0.55	0.94 *
	4	CAH	1.04	0.82	-0.22 **
2)Innatist perspective	5	Krashen's Input hypothesis	0.81	0.07	-0.74 *
	6	Krashen's Acquisition-learning hypothesis	-0.64	-0.52	0.12
	7	Krashen's Affective filter hypothesis	1.3	0.53	-0.77 *
3)Cognitivist/Developmental Perspective	8	McLaghlin's Reconstructing	1.19	1.04	-0.15 **
	9	Long's Interaction hypothesis	-0.36	-0.32	0.04
	10	Swain's Output hypothesis	1.1	0.93	-0.17
4)Sociocultural and other Perspectives	11	Vygotsky's ZPD	1.36	1.5	0.14 *
	12	Schmidt's Noticing hypothesis	0.9	0.96	0.06
	13	Long's Focus on Form	0.56	0.73	0.17

Note, S = student, T = teacher, S-T discrepancy = Discrepancy in ratings between teachers and students

* $p < .05$. ** $p < .01$.

Figure 2. Comparison of teacher/student beliefs with SLA theories. (made by the author)

The strongest areas of agreement between teacher/student beliefs with SLA theories are seen in the comparatively newer SLA theories: 4) Sociocultural and other perspectives, and most of 3) Cognitivist/Developmental perspective (excluding Long’s interaction hypothesis). Concerning the older theories, agreements with SLA theories are identified in item 2 “habit formation and repetition” and item 4 “CAH” in subcategory 1. These theories received positive agreement ratings from both teachers and students.

Opinions in item 6 show disagreement between teachers’ and students’ beliefs between some of the SLA theories: “Krashen’s acquisition-learning hypothesis” and item 9 “Long’s interaction hypothesis”. The total points negatively ranged from -0.32 to -0.64 respectively. It is also notable (in item 1) that most teachers (85 % shown in Table 2 below) opposed the idea of an early focus on errors. The mean points of teachers on this item reached as low as -0.87 and was the strongest disagreement towards an SLA theory. This significant discrepancy concerning error correction (EC) is further discussed in the following sections.

4.2. Comparison of Teacher/Student Beliefs About Language Acquisition

Another focus of this study was to explore any gap between teachers’ and students’ beliefs about language acquisition. An independent samples *t*-test of the survey results revealed that in 13 of the questions answered by both teachers and students; 6 items (1, 3, 5, 7, 11) showed significant differences ($*p<.05$), and 2 items (4, 8) showed marginally significant differences ($**p<.01$) between teachers’ and students’ responses. (See Appendix for the full results).

As shown in Figure 2 above, items 1, 3, 5, 7 showed a significant gap of more than 0.7 points between teachers' and students' language learning beliefs. Teachers comparatively lean toward Krashen's Monitor Theory, Innatism (items 5 and 7), while student participants focus more on Behaviourist theories (items 1 and 3). Responses from each SLA category are summarized below in this order 1) Behaviourist, 2) Innatist, 3) Cognitivist/Developmental, and 4) the Sociocultural theory perspective. Tables 2-5 present percentage compilations of teacher (N = 35) and student (N = 496) responses to each of the question items in the survey.

4.2.1. Behaviourist Perspective Questions

Table 2 below shows the percentages of teacher/student responses to SLA belief questions related to the Behaviourist perspective.

Table 2

Behaviorist perspective questions: Frequencies of response. (made by the author)

Item	Group	NR	4	3	2	1	Modal category
*1. If beginning students are permitted to make errors, it will be difficult to speak correctly later.	T	0	3	11	31	54	Disagree
	S	0	15	30	37	18	Neutral
2. English learning is a matter of habit formation, so it is important to repeat pattern practice of questions and answers so that you can make correct responses.	T	0	17	66	17	0	Rather more in agreement
	S	0	32	47	18	3	Rather more in agreement
*3. Erroneous English expressions should be corrected as much as possible by someone around you as they become bad habits.	T	0	0	31	49	20	Rather more in disagreement
	S	0	25	57	15	3	Rather more in agreement
**4. If the newly learned language is close to your mother tongue, learning will be relatively easy.	T	0	60	34	6	0	Agree
	S	0	48	39	10	3	Agree

Note.

Values represent percentages. Percentages have been rounded to the nearest whole number and thus may not add up to 100.

'NR = the percentage of nonresponses per question,

4 = Agree, 3 = Rather more in agreement, 2 = Rather more in disagreement, 1 = Disagree.

S = Students. T=Teachers.

* $p < .05$. ** $p < .10$. For details, see the Appendix.

While the majority of students responded that errors should be corrected, teachers responded opposingly. Their combined frequencies of responses “Agree” and “Rather more in agreement” by teacher and student totaled 31% vs. 82% in item 3. This was the biggest gap between teachers and students found in this survey. This result agrees with the findings by Schulz (2001, p.255), who partly attributed the strong favorable attitude toward corrective feedback shown in students to the way they are taught or tested (i.e. with predominantly form-focused, discrete-point tests). This could also apply to Japanese context, which was compared to a “fishbowl” by Yoshida, (2016, p.32) where classes are teacher-led and teachers generally control learning

content themselves. In the Japanese context, classrooms are traditionally passive learning environments; grammatical structures, vocabulary to learn, drills to do, and dialogues to memorize are all supplied by the teacher (Yoshida, 2016, p.32).

4.2.2. Innatist perspective questions

Table 3 below shows the percentages of student/teacher responses to SLA belief questions related to Krashen's Monitor Model, and Innatism.

Table 3

Innatist perspective questions: Frequencies of response. (made by the author)

Item	Group	NR	4	3	2	1	Modal category
*5. An exposure to language in reading or listening to English that is a little beyond your ability to understand will not be so effective. (Disagreement with this statement supports the Input Hypothesis)	T	0	3	11	37	49	Agree
	S	0	12	32	43	13	Neutral
6. English can be acquired simply by reading or listening to a lot of comprehensive materials (only input).	T	0	3	11	54	31	Rather more in disagreement
	S	0	6	16	48	30	Rather more in disagreement
*7. I think that English learning may possibly be disturbed by emotions such as anxiety or low motivation.	T	0	80	20	0	0	Agree
	S	0	31	46	18	5	Rather more in agreement

Note.

Values represent percentages. Percentages have been rounded to the nearest whole number and thus may not add up to 100.

'NR = the percentage of nonresponses per question,

4 = Agree, 3 = Rather more in agreement, 2 = Rather more in disagreement, 1 = Disagree.

S = Students. T=Teachers.

* $p < .05$. ** $p < .10$. For details, see the Appendix.

Although teachers agreed on item 5 "input hypothesis," and item 7 "affective filter hypothesis," students tend to view these perspectives more negatively.

4.2.3. Cognitivist/Developmental perspective questions

Table 4 below shows the percentages of student/teacher responses to SLA belief questions related to Cognitivist/Developmental perspective. In this category, teacher and student belief generally corresponded with positive responses, especially items 8 and 10.

Table 4

Cognitivist/Developmental perspective questions: Frequencies of responses. (made by the author)

Item	Group	NR	4	3	2	1	Modal category
**8. It is important to practice new expressions a lot so that you can use them promptly without much consciousness in conversation etc.	T	0	69	31	0	0	Agree
	S	0	60	34	5	1	Agree
9. You cannot acquire English on self-education, because you improve by noticing what your partner's intended intention and learning expressions in actual interaction.	T	0	9	29	31	31	Neutral
	S	0	7	25	47	21	Neutral
10. By first trying to express something, you notice the gap between "what you want to tell" and "what you can express with your English ability" and your English improves.	T	0	63	34	3	0	Agree
	S	0	51	42	7	1	Agree

Note.

Values represent percentages. Percentages have been rounded to the nearest whole number and thus may not add up to 100.

'NR = the percentage of nonresponses per question,

4 = Agree, 3 = Rather more in agreement, 2 = Rather more in disagreement, 1 = Disagree.

S = Students. T=Teachers.

* $p < .05$. ** $p < .10$. For details, see the Appendix.

Opinions for item 9 remained neutral, divided between multiple-choices 1, 2 and 3. It is important to note that these low scores were due more to a conflict of opinion rather than lack of opinion. As can be seen in Table 4, there was a discrepancy in beliefs between 38% of the teachers (sum of Answers 1 and 2). This finding supports Long's interaction hypothesis (1996) that emphasizes learners' noticing in actual interaction rather

than self-education. The other 62% showed negative attitudes. Description comments revealed that many teachers who responded negatively seem to believe there should also be basic skills for communication which can be acquired through self-education. They also think their answer to this question depends on the definition of self-education. This area concerning item 9 of “Long’s interaction hypotheses” calls for further study on classroom practice.

4.2.4. Sociocultural Theory perspective questions

Table 5 below shows the percentages of student/teacher responses to SLA belief questions related to the Sociocultural Theory Perspective.

Table 5

Sociocultural theory perspective questions: Frequencies of response. (made by the author)

Item	Group	NR	4	3	2	1	Modal category
11. In order to improve your English, it is important that you actually speak to your teachers and friends in English and learn with the help of them as scaffoldings.	T	0	86	14	0	0	Agree
	S	0	67	30	3	0	Agree
12. By paying attention to and noticing the difference between English you know and one actually used, you will be better expressing yourself in actual conversation.	T	0	49	43	9	0	Agree
	S	0	53	41	6	1	Agree
13. It is important to learn grammar or vocabulary when necessary in communication activities, not to learn it alone intensively.	T	0	34	37	29	0	Rather more in agreement
	S	0	37	50	11	1	Rather more in agreement

Note.

Values represent percentages. Percentages have been rounded to the nearest whole number and thus may not add up to 100.

'NR = the percentage of nonresponses per question,

4 = Agree, 3 = Rather more in agreement, 2 = Rather more in disagreement, 1 = Disagree.

S = Students. T=Teachers.

* $p < .05$. ** $p < .10$. For details, see the Appendix.

This category also showed a correspondence of opinions between teachers and students. For items 11 and 12, more than 90% of both teacher/student respondents answered “Agree” or “Rather more in agreement.”

5. Discussion

The goal of this study was to reveal the discrepancy in beliefs towards language learning. The purpose of exploring these beliefs was to gain insight into classroom practices in order to develop more effective teacher training programs. As discussed above, the most significant disagreement with SLA theories, as well as one between teachers and students, were expressed in relation to EC in items 1 and 3. As a qualitative inquiry is required, this area will be further analysed by using the teachers’ descriptive comments.

5.1. Discrepancies in Teacher/Student Beliefs on the Need for EC

In the descriptive comments following the multiple-choice questions (item 3), the plurality of the participant teachers answered that errors should be corrected “on condition that it does not demotivate students.” There is an implication of mismatch where those teachers believe they need to avoid giving too much negative feedback as they believe it will have a demotivating effect. However, students in this study were proactive about receiving correction and did not express the anticipated negative feelings (affective filters) such as anxiety or low motivation teachers believed would occur. Another finding concerning feedback from teacher perspectives was that as long as students are able to convey their messages, it is not always necessary to correct mistakes.

Other teachers commented that the extent to which students need EC depends on their individual characteristics, such as motivation or grades. These comments agree with the discussion made by Lightbown and Spada (2013, p.208), suggesting that errors reflect the development of learners’ interlanguage system and readiness for EC. Schulz (1996) also suggested that answers to questions pertaining to negative feedback depend on aspects of learner characteristics such as age, IQ, learning style, motivation and aptitude.

5.2. Discrepancies in Beliefs Within Teachers Themselves: As a Teacher, or a Learner?

As a result of the analysis of teachers’ descriptive comments concerning their beliefs towards EC, there seem to be two main ways that teachers changed their beliefs. One is based on their experiences observing students’ improvement in classrooms. The other derives from experiences from teachers as learners in their own improvement or acquisition.

Teacher A introduces her own way of correcting errors as follows:

I correct students' errors on the spot when I find them in a personal conversation like a pair work, and also when they make critical or grammatical errors such as word order. On the other hand, I ignore errors when they are made in a public speech, if they are minor, or if students are barely conveying the message across. I always try to be brief and unobtrusive in correcting them. These changes in my approaches may have occurred because I myself have become less concerned about making mistakes in language learning.

Teacher A first comment on error correction strategies from a teacher's perspective and explains her motivations, as coming from a learner's perspectives, in the very last sentence. The beliefs of Teacher A are based on both teacher's and learner's perspectives. This can also be defined as a discrepancy between teachers themselves in this study. If those beliefs are far apart, teachers may become torn between ideals and reality, especially in the Japanese "fish bowl" context discussed above, where students are studying a foreign language simply to pass entrance examinations, or get good grades on tests, etc (Yoshida, 2016).

Teacher B also comments on her beliefs relating to EC:

It is important for learners to accumulate a lot of experiences of pleasure in communication. When I became a teacher, I could not speak English fluently and was not confident about my language ability. Working with an ALT who often points out mistakes, I became less confident and not able to speak English. Afterwards, a new ALT was appointed, and we became good friends, spending a lot of fun time together inside and outside school. I gained confidence in my English through many experiences of communication. I think it is very important for us learners to have many fun experiences communicating with native speakers.

Teacher B's belief stems from her experiences as a learner.

When those teachers' beliefs in comments were analysed, there were three perspective types; 1) from teachers' 2) from learners', and 3) from both teachers' and learners'. Interestingly enough, there was an implication of tendency in the types, in relation to their teaching experience; that is, the more experienced teacher participants were, the more likely they describe their belief and their experience from the learners' perspective. (See Figure 3 for the result of the survey.) The group of "only teachers' perspective" peaked at 6-11 years of experience

while the “learners’ included” group at 16-20 years.

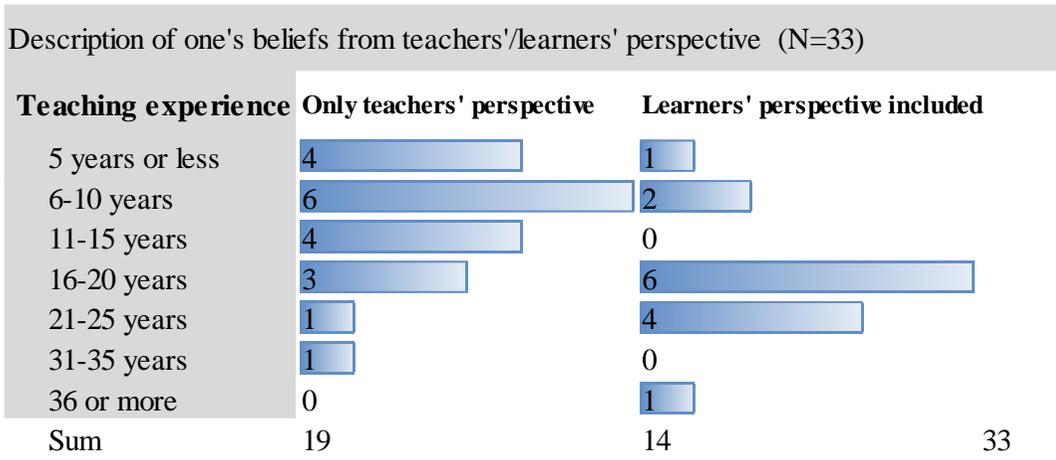


Figure 3. From which view teachers describe their beliefs on SLA?
teachers’ vs learners’ perspective. (made by the author)

This implication of this study corresponds in part with a study on activity orientation in language teachers. This suggests that while beliefs of novice teachers reflect characteristics of both learner-centered and teacher-centered activities; mid-level teachers lean more toward teacher-centered, and the more experienced teachers toward learner-centered (Yamada, 2014). The study also showed that due to the influence of foreign language learning experience, differences of beliefs were identified not only corresponding to years of teaching experience, but also with age. This finding gives much insight into how teacher education should be conducted in the Japanese context where teachers’ compulsory training programs conducted by Boards of Education are normally organized in groups from the same employment year.

6. Implications

This study showed that the language learning beliefs of teachers and students may not always correspond. By comparing beliefs with several SLA theories this study found that relatively newer theories and hypotheses/approaches were accepted both by teachers and students. Regarding the RQ1, the biggest discrepancy of teacher beliefs with SLA theory was found in an area of EC in Behaviourism. As for RQ2, the analysis of teacher-student gap revealed that there were four areas of discrepancy; in two areas of EC, Krashen’s

input hypothesis, and affective filter hypothesis. The comparison also found that participating teachers lean professionally more toward Innatism, while their students more toward Behaviourism. An analysis of teachers' descriptive comments implied a mismatch between teacher/student needs for EC, where teachers are trying to avoid corrective feedback because of their demotivating beliefs. However, it was clear that student perceptions opposed teacher beliefs and showed no negative feelings caused by EC. For RQ3, there was an implication that two self-images concerning beliefs existed; teacher as a teacher, or as a learner. The former belief is based on experiences of observing students' improvement in classrooms, the other deriving from experiences of teachers as learners in their own learning history. This tendency of belief category in the survey showed an implication of correlation with years of teaching experience, in agreement with Yamada (2014).

Effective teaching is likely to occur when teachers and learners come to a mutual understanding. In this study, some general implications are suggested:

- 1) We teachers should explain the purposes of activities to students based on knowledge from SLA theories.
- 2) It is important that teachers explore students' beliefs and make efforts to deal with potential conflicts between student beliefs and instructional practices (Schulz, 2001, p.244).
- 3) We teachers should discuss our beliefs with other teachers, especially with ones from different age groups or backgrounds to broaden our pedagogical perspectives.
- 4) We teachers should try to keep learning so as not to lose learners' perspectives, and try to bring any insights we gain into the classroom and share, as clearly as possible, with our students.

7. Conclusion and Limitation

Several limitations that should be kept in mind when interpreting the findings. Relating to data collection, the beliefs profiled here were selected by the author and may not accurately represent the beliefs held by the participants. A number of the questions appear to be flawed as it was possible for them to be interpreted differently.

An area for further study is to explore teacher beliefs versus their classroom practices. This study addressed teachers' and students' SLA beliefs but lacked an investigation of classroom pedagogy or methodology, a point mentioned by Lightbown and Spada (2013).

This study sought to investigate the language learning beliefs of teachers and students as they correspond to SLA theory. An analysis of survey on 35 teachers and their 496 students found some areas of discrepancies among Behaviourist and Innatist theories, such as EC, Krashen's input hypothesis, and affective filter

hypothesis.

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Investigation of Discrepancies Between Student/Teacher Beliefs About Language Learning and SLA Theories (ABE, Masaya)

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Appendix The result of *t*-test between teacher/student responses

		Paired Differences			
		t	Sig. (2-tailed)	Difference in average	Standard Error of difference
Q1	Supposing inverval level data	-4.745	0	-0.77951	0.16427 *
	Not supposing inverval level data	-5.452	0	-0.77951	0.14299
Q2	Supposing inverval level data	-0.41	0.682	-0.06667	0.16268
	Not supposing inverval level data	-0.611	0.544	-0.06667	0.1091
Q3	Supposing inverval level data	-7.502	0	-0.93612	0.12478 *
	Not supposing inverval level data	-7.455	0	-0.93612	0.12557
Q4	Supposing inverval level data	1.674	0.095	0.22431	0.13396 **
	Not supposing inverval level data	2.059	0.046	0.22431	0.10896
Q5	Supposing inverval level data	-4.91	0	-0.73853	0.15041 *
	Not supposing inverval level data	-5.274	0	-0.73853	0.14004
Q6	Supposing inverval level data	-0.876	0.382	-0.12673	0.14471
	Not supposing inverval level data	-0.979	0.334	-0.12673	0.12949
Q7	Supposing inverval level data	5.463	0	0.77177	0.14128
	Not supposing inverval level data	9.89	0	0.77177	0.07803 *
Q8	Supposing inverval level data	1.35	0.178	0.14539	0.10774
	Not supposing inverval level data	1.722	0.092	0.14539	0.08441 **
Q9	Supposing inverval level data	-0.272	0.786	-0.04061	0.14951
	Not supposing inverval level data	-0.24	0.811	-0.04061	0.16904
Q10	Supposing inverval level data	1.519	0.129	0.17056	0.11225
	Not supposing inverval level data	1.742	0.089	0.17056	0.0979
Q11	Supposing inverval level data	2.316	0.021	0.22078	0.09532
	Not supposing inverval level data	3.396	0.001	0.22078	0.065 *
Q12	Supposing inverval level data	-0.548	0.584	-0.06061	0.11067
	Not supposing inverval level data	-0.533	0.597	-0.06061	0.11361
Q13	Supposing inverval level data	-1.409	0.159	-0.1727	0.12254
	Not supposing inverval level data	-1.241	0.222	-0.1727	0.13914

p* < .05. *p* < .10.

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