



L2 Learner's Beliefs: An Overview

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Abstract

This paper overviews the research into L2 learners' beliefs through sketching some conceptualizations of beliefs from the psychological and educational literature as they appear in SLL/FLL (Second Language Learning/Foreign Language Learning) belief research. What beliefs are, how they are formed, and how they impact on language learning are reviewed by referring to different theoretical conceptualizations and SLL/FLL research done in this area. The final part of this paper proposes a categorization which views L2 learners' beliefs as a process of progression and concludes by suggesting new directions (some questions to consider) for future research.

Key words: L2 learners, beliefs, social/cultural representations, metacognitive knowledge, self-efficacy, control-beliefs, attributions, learner conceptions.

About the Author

I have been an EFL/ESL teacher for eighteen years. At present I am a PhD student at the University of Nancy2, France, and work as an EFL teacher at the University of Pau (IUT de Mont de Marsan), France. I also worked as a tutor on the COTE/DOTE courses (Certificate/Diploma for Overseas Teachers of English University of Cambridge, UCLES) and as a teacher trainer on the In-service training programmes for secondary school teachers in Northern Cyprus. My research interests are teacher development and teacher/learner beliefs.

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