



The Impacts of Teacher's Beliefs on Student's Anxiety about Foreign Language Learning-the East and the West

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Abstract

The study is an attempt to explore the impacts of teacher's beliefs on student's anxiety about foreign language learning. In addition to getting data from Taiwanese 23 English teachers and 140 freshman students for beliefs (Horwitz, 1988) and anxiety (Horwitz, Horwitz & Cope, 1986), findings of Kern's (1995)-a study of American teachers of French, Aida's (1994)-a study of American students of Japanese, as well as Horwitz, Horwitz, and Cope's (1986)-a study of American students of Spanish, were adopted to compare teacher's beliefs and student's anxiety between two different culture settings-Taiwan and the United States. Findings show that Chinese teachers and American teachers are different in some of their beliefs, and the differences bring about some different degree of anxiety for their respective students. The findings can provide language teachers with more understanding about how their beliefs may cause some kind of anxiety to their students.