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The relationship between learners' beliefs about and attitudes toward grammar learning, learning strategies, and learning outcomes : In the context of implicit inductive teaching

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— In the context of implicit inductive teaching —**

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The purpose of this survey is to investigate the relationship between learners' beliefs about grammar learning, attitude toward grammar instruction, learning strategies, and learning outcomes in the context of implicit inductive teaching where no explicit grammar explanation was given. A five-point Likert scale questionnaire was administered to 161 beginning-level Chinese learners in a Japanese school where implicit inductive teaching is employed. A factor analysis was run, and the correlation coefficients between the factor scores and the scores of the examination were analyzed. The results indicate that learning outcomes have a negative correlation with the positive acceptance of the role of grammatical knowledge; and the difficulty felt during implicit inductive instruction. They also show that the strategies used by learners vary depending on their attitudes toward the instruction. These findings imply that beliefs about grammar learning, attitudes toward instruction, learning strategies, and learning outcomes are interrelated, and that instruction cannot be effective when it is not matched to learners' beliefs, attitudes, and learning strategies.

Keywords: aptitude treatment interaction, individual differences, explicit deductive instruction, implicit inductive instruction, Chinese learners of Japanese