

Motivation from within - do the learning beliefs encourage learning?

Abstract: Success in English language classroom is reflected by "I can do it" or "I can not do it" expressions. Therefore, it is of extreme importance to create an "I can do it" atmosphere in the classroom. But we can't create it until the students are able to face their learning beliefs which are often based on their previous learning experiences. Some students learning English as a foreign language seem to make quick progress while others struggle to see results. Learners' beliefs and expectations of language learning may enhance or slow down the learning process. We think the belief system of the students will ultimately contribute a lot to the final outcome of the teaching process. For this study we have taken a total of 115 (60 female and 55 male) first and fourth year non-English majors with different levels of English proficiency who are studying in graphics and design, law and information technologies. The instrument was an adapted version of Beliefs about Language Learning Inventory (BALLI) which included 25 Likert-scale items. We compared the two groups at the beginning of the semester to see whether the beliefs in learning EFL increase or decrease considering the major, age and gender factors. At the end of the semester we compared the results of the BALLI and students' marks to see whether beliefs have influence on the final outcome of the teaching process. We will offer some suggestions on how to deal with the negative students' beliefs in order to create the "I can do it" classroom atmosphere.

Keywords: BALLI, EFL, learning beliefs, success in EFL learning

Mr Mihaela Gojković