

English Language Learning Beliefs of Jordanian Students: The Effect of Gender

Abstract: English language learning beliefs play a key role in the language learning process, especially among EFL (English as a foreign language) learners. This study seeks to clarify English learning beliefs among EFL students in Jordan, and to examine whether female and male learners differ in these beliefs. Horwitz's (1987) Language Learning Beliefs Inventory (BALLI) was adapted to gather relevant data from 83 English major participants at a private university during regular classes. Frequency analysis and T-tests were then performed utilizing SPSS. The findings demonstrate that while Jordanian students are not sure about language difficulty, they are highly enthusiastic about learning the English language. Furthermore, female and male students only had significantly different results in two aspects of BALLI: 1) motivation and expectations and 2) difficulty of language learning. Hopefully, the results will provide constructive insights to lecturers concerning students' beliefs about learning English, which will help improve the English-learning process in Jordanian universities.

Keywords: English as a foreign language, beliefs, language learning, gender differences, Jordanian student.

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