

The Factor of Beliefs About Language Learning in Bosnia and Herzegovina.

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ABSTRACT

The aim of this paper is to study the factor of the Beliefs About Language Learning Inventory (BALLI) and to investigate a sample of 200 Bosnian remote high school EFL learners' language learning beliefs, their learning strategies, and the relationship between learners' beliefs and their use of strategies and compare them with the EFL learners in the downtown city schools. This study will also examine the influence of learning variables such as aptitude, attitudes, motivation, anxiety, personality on learner beliefs and strategies. Data will be collected by using questionnaire; the Beliefs about Language Learning Inventory (BALLI) by Elaine Horwitz, the University of Texas at Austin. The findings will help teachers to have some pedagogical implications to increase students' level of motivation in an English language classroom. For example teachers can set goals for students in learning English, provide required materials regarding language learning, and inspire students to learn. These findings may also help students to improve their level of English and encourage them to study harder. Horwitz (1988) suggests that better understanding of students' beliefs of language learning may allow language teachers to better understand students' expectations and satisfactions with their language class. Once students are able to face their beliefs, they may understand their weakness and try to solve the problem.