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Exploring the gender effect on EFL learners' beliefs about language learning

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Abstract

This study investigated the relationship between beliefs about language learning and gender. The Beliefs About Language Learning Inventory (BALLI), consisting of 34 items, was administered to 155 female and 107 male English as a Foreign Language students enrolled in an Academic English Program. The Wilcoxon-Mann-Whitney test was employed to investigate gender difference. Results indicate that overall males and females held similar beliefs about language learning, with only one item being statistically significant and another one being marginally significant. These results deviate from those reported in a previous study conducted in the U.S. Possible reasons for this are explored in the discussion.

[Link to full text paper pdf](#) (100KB)

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