

IMPACTS OF LEARNERS' BELIEFS ON LANGUAGE LEARNING OF UNDERGRADUATES: WITH REFERENCE TO FIRST YEAR AND THIRD YEAR STUDENTS OF FACULTY OF ARTS, UNIVERSITY OF JAFFNA

Tharuni Kirushanthan

University of Jaffna, Sri Lanka

Learners' beliefs about language learning plays a major role on their performance in class: there are chances for learners' beliefs to become a learning booster as well as an unfortunate self-fulfilling prophecy. Teachers should pay close attention to learners' beliefs to assess whether beliefs might have a negative impact on learning. This paper analyses the learners' beliefs regarding English language learning of undergraduates of the Faculty of Arts of University of Jaffna. With the help of BALLI questionnaire data were collected under five different themes from first year and third year undergraduates. The analysis of the gathered data proves that the undergraduates are with different learner beliefs which have positive and negative impacts on their English language learning. As there is paradigm shift from teacher centered learning to learner centered learning, it is the responsibility of the teachers to identify the different learner beliefs of their learners, and to encourage the positive beliefs and to enable the students to get rid of their negative beliefs.

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