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The University of San Francisco

A STUDY OF STUDENTS' AND TEACHERS' BELIEFS ABOUT LEARNING
ENGLISH AS A SECOND LANGUAGE IN HINDI MEDIUM SCHOOLS IN INDIA

A Dissertation Presented

to

The Faculty of the School of Education Department of Learning and Instruction

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Samir Toppo

San Francisco,

December 2021

THE UNIVERSITY OF SAN FRANCISCO

ABSTRACT

A Study of Students' and Teachers' Beliefs about Learning English as a Second Language in Hindi Medium Schools in India

The present study is an exploration of beliefs about learning English held by English as a second Language (ESL) students and teachers from Jharkhand, India. The basic premise of the study is that the learners' and the instructors' beliefs about learning a language affect the learning approach, learning strategy use, personal motivation, the choice of instructional material and the instructional method. Thus, beliefs indirectly affect language learning. The assumption of this study is also that the participants in this study hold debilitating beliefs about English language learning.

A mixed method research approach was used in this study. The quantitative data was collected through a survey questionnaire and the qualitative data were collected through the semi-structured interviews. A hundred and three ESL students and ten ESL teachers from Jharkhand participated in this study.

The findings of this study showed that the ESL/EFL students and teachers of Jharkhand, India held beliefs, most of which are consonant with what core beliefs theory suggests contributes to effective second language acquisition. Beliefs about the role of natural talent, motivation, learning and communication strategies are consonant with what core beliefs presume to contribute effectively to second language learning.

There are beliefs, however, relating to the role of grammar rule, vocabulary learning, excellent pronunciation, structural correctness, counterproductive to second language acquisition.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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CHAPTER I

INTRODUCTION

Statement of the Problem

“India speaks English. At least that is what most of the world imagines.”

Graddol, 2010, p. 9

Several studies have repeatedly confirmed that Indians accord huge importance to the English language (British Council, 2016; Graddol, 2010; Meghanathan, 2011).

Throughout India, among both rural and urban, rich and poor, there is a strong belief that the English language has the power to transform their destiny. It is perceived as a symbol of a better life, a tool of emancipation from oppression and poverty (Graddol, 2010). For the rich, it is a status symbol. For the poor and the marginalized, English is an equalizer as a language in a society that is deeply divided based on caste, class, and geographical regions. Socially and economically disadvantaged sections of the Indian society believe that English has the potential to give them social mobility and economic prosperity (Graddol, 2010).

An Indian television channel CNN-IBN, conducted the ‘State of the Nation’ poll in August 2009, in which 87 percent of all Indians opined that knowledge of English is important to succeed in life and about 54 percent expressed their belief that those who can speak fluent English are superior (Graddol, 2010). Suraj Bhan Prasad, a Dalit thinker called English “the Dalit Goddess” and instituted a statue that looks like the statue of liberty yielding a pen in the right hand and a book in the left-hand symbolizing emancipation from the caste system (Pandey, 2011). In keeping with people’s desire for English education, the percentage of schools teaching English as a ‘first language’

doubled between 1993 and 2002 from 5 percent to 10 percent in primary schools and from 7 percent to 13 percent in upper primary schools (Meghanathan, 2011).

Students from such a society which attaches so much instrumental value and displays such a positive attitude toward the English language are expected to exhibit some basic linguistic ability in that language. Ironically, however, this buoyant attitude toward the English language does not seem to be congruent with the general ability to produce the English language. According to the Common European Framework of Reference, about two-thirds of Indians are below A1 level of proficiency i.e., they can only understand and use familiar everyday expressions and basic phrases. Only about 5 percent or perhaps even less of the population is really proficient in English. No more than one percent of the country's population can effectively use it as a second language, let alone a first language (Graddol, 2010). English language proficiency like many other things in the country is distributed very unevenly across the various socio-economic groups. The disparity in English language proficiency follows the disparity pattern in economic status and social stratification. This contrast becomes even more glaring as one moves from the urban rich centers to the marginalized rural poor peripheries. English, which is considered a link language, geographically delinks the rural masses educationally and socially from the English educated urban populace. The rural population of India constitutes 76.69 percent of the total population of India but has a literacy rate that is almost half the urban figure.

Like the rest of the rural society in India, the rural populace in the state of Jharkhand in central India faces the same linguistic challenges. Tabish and Iqbal (2015) carried out a case study of management students in Jharkhand to compare English

language proficiency of rural learners to urban learners. His study indicated that the fluency level of these rural students who are socio-economically disadvantaged, was much lower than the fluency of the urban sample. Rural students were found to be much more reticent than their urban counterparts.

Another major problem of the socio-economically disadvantaged students in Jharkhand is the high percentage of dropout rate from schools. According to the 2014 report of Human Resource Development Ministry of India, on the educational status of Jharkhand, 62.4 percent Schedule Tribes and 50.1 percent of Schedule Caste students (Schedule Tribe and Schedule Caster are the constitutional name for the Natives and Dalits respectively) dropped out of school (Ministry of Human Resource Development, India, 2014 as cited in Hansdak, 2017). Mohanty (2006) has pointed out that failure in English alone accounts for more than 50 percent failures in High School examination at all India level. In the case of Jharkhand, there is no exact figure to show as to how many students discontinue education due to failure on their English language examination. Mishra (2007), however, asserts that failure in English language leads many Schedule Tribe and Schedule Caste students from rural Jharkhand to drop out of school (Mishra, 2007).

Many of those who get through higher secondary schools also lack English language skills and proficiency which affects their chances of getting into premier educational institutions and getting well-paid-jobs (Durga, 2018). Graddol (2010) has pointed out that passing English language exams is seen as a passport to both government and private jobs in India (Graddol, 2010). As indicated above, about 50 percent of the failure in High School examinations is due to failure in English language. There is no

record to show how many are deprived of jobs due to failure in English language, but it is enough of an indication to say that lack of English ability is a major factor. For the admission into higher educational institutions, English language proficiency is an important pre-requisite (Durga, 2018). Lack of English language skills in speaking and writing is one of the major factors that stands in the way of the disadvantaged students entering into the institutions of higher learning.

To summarize it, there is a general positive attitude towards English language among the general public. They realize what contributions it could make in their lives. Unfortunately, however, the English language acquisition level of the many students of the disadvantaged sections of the society in Jharkhand is low and the rate of failure in High School English exams is very high.

Background and Need for the Study

Historical Overview of Language Education in India

The linguistic history can be traced through the educational history of India which can be broadly divided into four periods: The Vedic period (c. 1500 – 500 BCE), the Medieval period (c. 1300 – c. 1800), the British Period (1800 – 1947) and the Modern period (1947 – till date).

Education during the Vedic period was fundamentally the study of ancient Hindu scriptures. Students went to the teacher's (Guru) house and lived there for about 12 years and learned from the teacher (Singh, 2007). This was known as the Gurukul system. The elementary schools were known as Pathsalas and centers of higher learning were known as Tols (Avinash, 2015; Singh, 2007). Sanskrit was the medium of instruction. Intonation was specially stressed upon as a special feature of language learning. Teaching was oral

and students learned by repetition and memory. The teaching methodology centered around listening, contemplation, comprehension, self-study and recall. Education during this period was the preserve of Brahmins only. During this ancient times also arose another educational tradition known as Jaina and Buddhist system. It was a reaction to the Vedic system. Unlike the Gurukuls, distinct schools and universities developed in this tradition. Pali and Prakrit became the medium of instruction in these institutions.

In the Medieval period, India was ruled by the Muslim rulers. They established Muktabs (Primary School) and Madrassas (Schools of Higher education) as centers of learning. Arabic and Persian were the media of education. Persian had the status of a state language. Though Vedic or Hindu system of education continued to stay during this period, many Hindus studied Persian as it enabled them to secure jobs. During this period, Urdu language known as Laskari Zuban (Military Language) evolved as a result of the mixing of Arabic and Persian. It is one of the greatest contributions of the Mughal period. Following the growth of Urdu, education began to be imparted through this language as well. Education during this period was not the exclusive right of only some people though it was easier for the affluent to afford it.

When the British arrived in India in late 1600 AD, there were many Pathsalas, Kols, Muktabs, Madrassas and other centers of learning imparting education through the medium of Sanskrit, Urdu, Persian, Arabic, Bengali, Hindi and many Dravidian languages. After the downfall of the Moghul Empire, the British consolidated their hold and established the East India Company. Initially, the Britishers were not interested in education in India (Chandio et al., 2014). It was the Christian missionaries who first introduced English education independent of the ruling power (Singh, 2007). The East

India Company's primary educational aim was to produce clerks who could be employed cheaply. Later, after a long debate over whether English should be the medium of instruction or not, English was finally declared as the medium of education in India in 1835. The popularity of English increased when it replaced Persian as the official and court language in 1837, and even more so when Lord Harding announced in 1844, that Indians who received English education would get preference in all government appointments. With this began the long history of English as one of the most loved and hated phenomenon in India (Meghanathan, 2011).

Language Policy in Indian Education

India is home to 1,652 languages belonging to five language families: Indo-Aryan, Dravidian, Astro-Asiatic, Tibeto-Burmese and Semito-Hamitic (Delican, 2019; Meghanathan, 2011). About 87 languages are used in print media and 71 are used in radio programs (Meghanathan, 2011). Following independence in 1947, decision about language for and in education has not been easy for Indian leaders. The constituent assembly that drafted the Indian Constitution had to grapple with the complex problem of formulating the language policy. Some members were in favor of making Hindi as the National Language, while those from South India opposed the move as they feared it would give unfair advantage for the Hindi speaking and be disadvantageous for non-Hindi speakers. Finally, they agreed upon granting English and Hindi the status of official languages. Even today India does not have a National Language. English still functions as a neutral and popular link language for the whole country. In 1956 Indian states were reorganized on the basis of languages and 15 languages were recognized as official languages which were to be used in administration (Sridhar, 1996).

The Three-Language Formula

Another complex problem before the nation was to decide which language to use as the medium of instruction and which language to be taught as a subject (Groff, 2017). After a protracted deliberation, the Central Advisory Board of Education suggested “Three-Language Formula” in 1956. The Three-Language Formula includes the following:

1. The mother tongue or the regional language
2. The official language of the Union or the associate official language of the Union so long as it exists; and
3. A modern Indian or foreign language not covered under (1) and (2) and other than that used as the medium of instruction.

(Meghanathan, 2011, p. 5)

Scholars (Delican, 1998; Groff, 2017; Meghanathan, 2011) have pointed out that this compromise formula has failed as it was more a political bargain and language status planning than language acquisition planning. Now some have a de facto 3-1 and for others 3+1 language policy (Delican, 1998). Those students whose mother tongue is also the state language have to learn only two languages but for those whose mother tongue is not the state language have to learn three languages. Thus, the balancing act of language maintenance, language status maintenance and language acquisition planning continue.

School System in India

School education in India comes under the concurrent list. That is, both union government and state governments have the power to formulate policies and to

implement programs. The state governments enjoy a lot of freedom in the implementation of programs but in case of friction with the union government, the union government prevails. Schools are of three types: Central Board of Secondary Education (CBSE) schools, Indian Certificate of Secondary Education (ICSE) schools, and the State Board schools. CBSE and ICSE schools are coordinated at the national level. In these schools the language of instruction is generally English except a few CBSE schools have other Indian languages as the instructional language. The ICSE council prepares the syllabus and conducts the examination in ICSE schools across the country. CBSE school syllabus and textbooks are prepared by the National Council of Educational Research Training (NCERT) and the exam is conducted by the CBSE council at all India level (Kumar, n.d.).

In each state, there are State Board schools governed by the Department of Education of the state governments. Within the State Board are some schools which are owned by state governments and there are some schools owned by the private organizations. These State Board schools are much larger in number. In these schools, language of instruction is the state language such as Hindi, Urdu, Tamil, Bengali, Punjabi, Malayalam, etc., and English is taught as the second language. It is these students from Jharkhand who are the subjects of this study.

Sociolinguistic Profile of Jharkhand

Jharkhand is the 28th Indian state created in the year 2000. It is located in the north- eastern part of India. Socio-linguistically it is a unique state. It has been described as the microcosm of multicultural and multilingual India (Mohan, 2013). In this small state meet three major language families, namely Indo-Aryan (Hindi, Urdu, Sadri),

Dravidian (Kurux, Malto) and Austro-Asiatic (Mundari, Santali, Ho). Twenty-eight percent of the inhabitants are schedule tribes (the constitutional name for natives) and their languages fall under Dravidian and Austro-Asiatic language families (Mohan, 2013; M-TALL akhra, 2013).

Like elsewhere in India, Jharkhand state has three types of schools namely, CBSE, ICSE and State Board schools. The language of instruction in the State Board schools in Jharkhand is Hindi. English is taught as the second language in these schools as per the three-language formula.

Need for the Study

Jharkhand which is the locus of this study is a fertile soil for anthropological studies, but it has not had proper research studies on applied linguistics or second/foreign language acquisition. No scholarly research article concerning second language learning could be found in any international journal or even in a national journal of some repute. Whatever study is found makes some vague claim such as the students are not motivated, they are poor in English, they cannot learn English (e.g. John & Singh, 2014; Kujur & Krishnan, 2019). The scope of most of these studies is limited to mere description of linguistic behavior of the students and ignore the forces that drive and guide their language behavior. These studies also impute this misery to merely external factors like lack of good teachers, lack of good facilities. Most of the studies pay much more attention “on the input to the learner and too little on what is going on in the learner himself” (Ervin-Tripp, 1970 as cited in Rubin, 1975), between the learners and between the learners and teachers. Several researchers (Schunk & Mullen, 2012; Zimmerman & Cleary, 2006) have argued that learners beliefs regulate what goes in the mind of the

learner and between the learners themselves and with teachers. Beliefs are also responsible for motivated learning. Constructs like motivation cannot fully be understood without first understanding individuals' beliefs and the sources of their beliefs (White, 2008). Rubin (1975) argues that beliefs impinge upon motivation and other variables. So, it is this gap in knowledge that this study seeks to address.

Purpose of the Study

The purpose of this mixed method study is twofold. The study is being carried out, first, to explore and understand the beliefs related to English language learning of English as Second Language (ESL) learners of Jharkhand, India. Secondly, the study seeks to understand the teachers' beliefs about English language learning and see whether their beliefs are similar to or different from that of the students.

Instructors also need to be made aware of their students' thinking processes in order to make the classroom practices more conducive and their teaching more effective for learning, especially learning a second language. Understanding students' beliefs about their ability to learn, their attitude towards the target language, their beliefs about intelligence in general would also help in course curriculum development. Since student behavior is largely governed by beliefs students hold, understanding student beliefs will assist teachers to modify their own behavior that would be formative for the student imitation.

Theoretical Framework

This study explores ESL learners' and ESL teachers' beliefs about English language learning through the lens of core belief framework of Ryan and Mercer (Ryan & Mercer, 2011). The core belief framework is adapted from the mindset theory of Carol

Dweck (Mercer et al., 2012; Ryan & Mercer, 2011). It also incorporates constructivist ideas from social cognitive theory of Bandura (Ryan & Mercer, 2011). The core belief framework serves as a backdrop and operates and organizes all other beliefs into a larger meaning system (Ryan & Mercer, 2011). Dweck's nomenclature for these core beliefs is mindsets (Dweck, 2006). These core beliefs along with other allied beliefs about language learning held by individuals can be plotted on a continuum from a fixed language learning mindset on the one end to a growth language learning mindset on the other. As could be seen in the representation below (Figure 1), one of the core beliefs about language learning is 'aptitude for language learning' about which an individual could either hold a belief that he/she could learn a language by investing hard work or believe that he/she could learn a language if they had a natural talent (Ryan & Mercer, 2011).

If an individual believes that his/her language learning abilities are innate and predetermined, that person subscribes to the fixed language learning mindset (Rattan, & Georgeac, 2017; Ryan & Mercer, 2011). On the contrary, if an individual believes that his/her abilities for learning a language could be nurtured and developed, that person subscribes to growth language learning mindset beliefs (Ryan & Mercer, 2011).

Likewise, the core beliefs about the role of the language learner, about the nature of language, about the role of the language teacher could be plotted on a continuum from a fixed language learning mindset to a growth language learning mindset (Kalaja et al., 2016; Ryan & Mercer, 2011). People could also hold different mindsets simultaneously about different attributes (Dweck & Molden, 2005). It is possible for an individual to have an inclination towards fixed mindset in one domain and growth mindset in another

domain (Ryan & Mercer, 2011). For example, one might think that he/she could make improvements in music while quite likely he/she might think that he/she cannot make any progress in learning a new language. Even within a single domain of language learning, one could have a fixed mindset about writing whereas growth mindset about speaking (Mercer & Ryan, 2010).

Figure 1

Core Beliefs about Language Learning

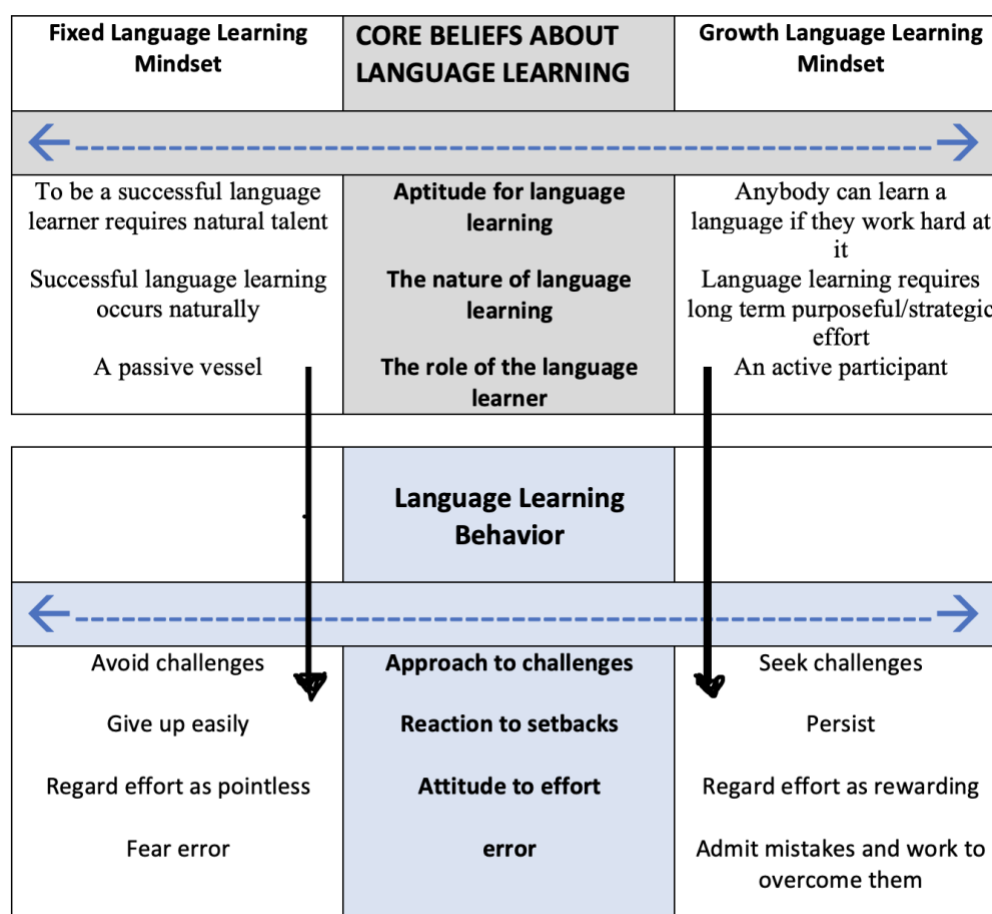


Figure 1 Core beliefs about language learning (Ryan & Mercer (2011))

Beliefs about language learning, depending on which belief people subscribe to, may have profound effects on their learning behavior, their interpretation of success and

failure, the way they deal with challenges of learning a language and their achievement (Dweck & Yeager, 2019; Ryan & Mercer, 2011). The core belief model emphasizes that people who believe that anyone can learn a language with hard work, would invest much more effort and interpret failure as the lack of effort and not the absence of talent. On the contrary, those who believe that language learning requires natural talent would attribute their failure or setback to their lack of resourcefulness and behave in a helpless manner (Ryan & Mercer, 2011).

Ryan and Mercer (2011) have argued that beliefs that emphasize the primacy of natural talent over individual efforts may diminish the sense of individual agency (Ryan & Mercer, 2011) which, according to Lier (2010) has a central role in language learning and is even more important than the closely associated terms motivation and investment (Lier, 2010; Ryan & Mercer, 2011). Agency is a belief that one can control one's action in the world (Mystkowska, (2014). It makes learners goal oriented and strategic (Mystkowska, 2014). Motivation is the manifestation of a person's agency (Lier, 2010). Ryan and Mercer also claim that motivated language learning behavior is the manifestation of growth language learning mindset (Ryan & Mercer, 2011). So, the sense of agency, the diminishment of the sense of agency, motivation to learn a language or lack of motivation to act are all the products of the learner's core beliefs.

If holding a growth language learning mindset facilitates language learning, then the question arises whether mindsets/beliefs can be changed? Most researchers claim that it is possible that through intervention a person's debilitating beliefs can be changed (Mercer et al., 2012). Beliefs are usually deeply rooted and resist change ((Blackwell et al., 2007; Dweck, 2006; Mercer et al., 2012); Mercer, 2011). Wenden, (1998) and

Peacock (2001) maintain that beliefs are stable. However, Kalaja et al. (2015) claim that beliefs about language learning are dynamic and can be changed (Kalaja et al., 2015). An intervention study carried out by Blackwell et al. (2007) showed that a group of children who took part in the study were taught that intelligence is malleable. The results of the study indicated that the beliefs of the students changed and motivation was enhanced, grades improved (Blackwell et al., 2007).

Research Questions

The following research questions will guide the inquiry of this study:

1. What beliefs do the ESL learners hold, as measured by the BALLI, about learning English as a second language?
2. What beliefs do teachers hold, as measured by the BALLI, about learning English as a second language?
3. How do teachers and students describe their English language learning beliefs?

Educational Significance

One of the central concerns of education research is to understand what facilitates learning of the student. Likewise, in Applied Linguistics, the researchers have engaged themselves in trying to understand what restrains and what facilitates language acquisition relatively at a faster pace (Kormos & Sáfár, 2008). Drawing insights from the father of modern sociology Emile Durkheim, Riley (1997) has pointed out the profundity of the role of our beliefs in our pursuit of knowledge. “Representations (beliefs) are group ideas, collectively created through the interaction of many minds. They are the result of immense cooperation” (Riley, 1997, p. 127). We use our representations (beliefs) both to interpret and to organize and manage the world around us. Our

representations permeate every aspect of our life. Everyone has his/her beliefs upon which he/she acts (Riley, 1997).

When Language learners enter a classroom, they are not clean slates upon which the teachers could write. They bring with them a wide array of beliefs (Gregersen & MacIntyre, 2014), ‘which hold sway over their motivation, attitudes and learning procedure’ (Riley, 1997). But the teachers can change and foster their beliefs by presenting their own beliefs before the student (Puchta, 1999). It stands to reason, therefore that beliefs, especially student beliefs should be taken seriously in educational contexts by teachers, school administrators and education policymakers. But unfortunately, as Riley, (1997) points out, that students’ beliefs are often dismissed as unimportant by many teachers and researchers (Riley, 1997). It is important also to understand what kind of beliefs govern teachers’ behaviors in class. It is also important because they hand on to the students what they hold.

It is hoped that the findings of this research will generate useful insights for teachers, administrators, and policymakers in Jharkhand, to better understand learner beliefs. This research is being carried out keeping in mind the teachers, specifically language teachers in Jharkhand.

Definition of Terms

Beliefs: Beliefs have been used interchangeably with attitudes and knowledge. Belief is cognitive content held to be true. Attitude is an evaluative disposition that makes a person think, feel, or behave either positively or negatively toward other concepts, persons, groups, or social issues. It is more affectively based (Kumar, 2018).

Rokeach (1968) explained the difference between the two terms by stating that “beliefs are predispositions to action,” whereas an attitude is “a set of interrelated predispositions to action organized around an object or situation” (p. 113).

Debilitative beliefs: Beliefs that can impede or hinder successful learning (Williams et al., 2015).

ESL: The term has been used to mean English as a second language. English, being the Associate Official language of India, is a second language and not a foreign language in India (Banerjee, 2016).

Integrative motivation: Integrative motivation is a composite construct made up of the three main components integrativeness, attitude towards the learning situation, and motivation. Integrativeness is openness to, and respect for the target language community and a genuine interest in learning the target language in order to get integrated into the target language community (Gardner, 2001).

Instrumental motivation: Instrumental motivation refers to the potential utilitarian gains of second language (L2) proficiency, such as getting a better job or higher salary (Carreira, 2006).

Extrinsic motivation: Motivation to engage in a particular activity as a means to some external outcome or reward (Williams et al., 2015).

Facilitative beliefs: Beliefs that contribute to successful learning (Williams et al., 2015).

Intrinsic motivation: Motivation to engage in a particular activity deriving from engaging in the act itself rather than from external outcomes or rewards (Williams et al., 2015)

Metacognitive knowledge: Knowledge about learning (Wenden, 1998).

Mindset: Mindset is interchangeably used with belief.

Growth Mindset: Belief that human attributes are malleable (Dweck, 2006).

Fixed Mindset: Belief that human attributes are fixed (Dweck, 2006).

Motivation: Ryan and Deci (2000) defined motivation as "...to be moved to do something...impetus or inspiration to act..." Thus, an individual who feels "...no impetus or inspiration to act..." is considered unmotivated (p. 54).

Summary

India has been home for English language for about 300 years now. English is no longer a foreign language in India as it has acquired the status of a second language (Banerjee, 2016; Yardi, 1977). General attitude of the people toward English language has been one of hate and love. There had been a time when some political leaders called for 'English hatao' (remove English) and now there is a call for 'English lao' (bring English) in India. An overwhelming majority of Indians acknowledge the importance of English language. They basically ascribe so much instrumental value to English language (British Council, 2016). They believe that English language education brings prosperity and upward social mobility. Therefore, demand for English language for school education has risen. Schools claiming to impart English education has doubled. Now English language is taught from class one onwards even in schools where it is a second language.

This buoyant attitude toward English language, however, does not seem to be consistent with the language skills displayed by the learner of English as the second language. The documented evidence shows that among the socio-economically disadvantaged learners of English as a second language, there is a high percentage of failure in English examinations in schools. It is also indicative of unsuccessful acquisition

of English language. Therefore, it is imperative to understand why students do not learn as they are expected to. Several studies have pointed out that the beliefs learners and teachers hold determine their behavior regarding language learning and language teaching (Davis, 2003). Therefore, this study is being carried out using the lens of core beliefs framework of Ryan and Mercer to explore what beliefs concerning language learning are held by the learner and teacher (Ryan & Mercer, 2011). Based on the past studies, it is assumed that some beliefs facilitate language learning while others restrain.

It is hoped that the findings of the study will help the teachers and school administrators understand students' mindset better and to make proper intervention for better results. This research will be a significant contribution as no study so far has been carried out about this particular group of students concerning their language leaning beliefs.

CHAPTER II

LITERATURE REVIEW

“If men [sic.] believe their situations to be true, they are true in their consequences”

Thomas, W.I. as cited in Davis, 2003, p. 207

In their article “The courage to be a language learner”, MacIntyre et al. (2015) distinguish two types of language learners. The first type of language learners are those for whom language learning is an easy and a pleasurable experience. They learn a new language very fast and master it almost to the level of native speakers. These are the successful language learners. The second type are those for whom language learning is a daunting, and frustrating and frightening endeavor. They expend a great deal of their energy over a protracted period of time but never reach the desired level (MacIntyre et al., 2015). Why is there such differential success in language acquisition? What separates the good learners from poor learners (Kalaja & Barcelos, 2013)? These questions have engaged the Second Language Acquisition (SLA) researchers for more than forty years now and continue to do so (Kormos & Sáfár, 2008). To account for this differential success in language learning, various affective, cognitive and personality-trait factors have been put forth (Dewaele, 2009). In this early attempt to understand individual differences in language acquisition that has led the researchers to turn their attention to look for explanations within the learners themselves rather than on the external factors, can be found the seed of research on learner beliefs about language learning (Kalaja & Barcelos, 2013; Kern, 1995; Mori, 1999). The construct of belief under various other names, such as mini-theories, attitudes, learning philosophies etc., began to be explored along with various other individual difference variables, such as aptitude, learning strategies, learner anxiety and motivation (Kalaja & Barcelos, 2013; Kern, 1995). Soon

researchers began to see the construct of belief not as one among those mentioned above but as one that influences even those variables (Wach, 2013). Davis emphasizes the centrality of learners' and teachers' beliefs when he asserts that beliefs connect both cognition and affective factors (Davis, 2003). They are hardwired together by beliefs in the learning brain (Cohen, et al., 2004 as cited in Davis, 2003); and beliefs work as an "affective filter which screens, redefines, distorts or reshapes subsequent thinking and information processes" (Davis, 2003; Nespors, 1987). Davis (2003) claims that beliefs do affect students' and teachers' behavior and influence language learning; though this influence is very subtle and complex (Davis, 2003). He further elaborates, "If I believe there is a mouse hiding under the table, then I will behave as though there is a mouse under the table, regardless of whether my belief is or is not correct" (Davis, 2003, p. 207). Pawlak et al. (2015) assert that beliefs can help the researchers predict learners' behavior in the classroom. They also point out that beliefs are related to motivation, foreign language anxiety, agency and the level of proficiency (Pawlak et al., 2015). Researchers have increasingly come to accept that learners' and teachers' beliefs are of paramount importance and are considered to be a very significant individual difference variable (Pawlak et al., 2015).

The core beliefs framework as the theoretical framework discussed in the first chapter of this dissertation provides a lens to look at the differential success of the language learners. The two types of language learners, the successful learners and not so successful learner, mentioned above in the introductory section, are viewed by the core beliefs framework as having two types of beliefs or to use Dweck's (2006) nomenclature two mindsets, namely fixed mindset and growth mindset (Dweck, 2006; Ryan & Mercer,

2011). The core beliefs framework, however, does not simplistically dichotomize the relationship of two types of beliefs or mindsets, it rather sees them as lying on a continuum from fixed to growth without implying that beliefs are static and fixed. The beliefs are subject to change and may change from domain to domain and from one point of time to another. Language learning itself is not conceived as a single domain. For example, speaking a foreign language could be guided by one type of belief but writing another.

This belief framework explains how people behave differently as a result of their deep-seated belief about the world and themselves and how those different behavioral patterns engender different results.

This chapter presents a review of the studies carried out on learner's and teachers' beliefs about foreign/second language learning and teaching. The chapter begins with an introduction, which includes an overview of the theoretical rationale. The second part presents various definitions of the term "belief" and clarifies its relationship with knowledge and action. The third part reviews the selected studies on learner beliefs about various aspects of language learning. And fourth, it reviews the studies that have investigated teachers' beliefs. Lastly, research on teachers' beliefs in Indian context is discussed.

Exploring and Defining Beliefs, Knowledge and Actions

Beliefs are a complex psychological construct. Owing to its paradoxical nature and complexity, beliefs as a construct is plagued by definitional problems (Pajares, 1992; Subrahmanian, 2003). Pajares, (1992) terms it as a messy construct. Barcelos (2003) calls it an elusive concept that defies clear-cut definition. In spite of this definitional

difficulty researchers have made several attempts to define it and so the literature is strewn with many definitions, even though there is little consensus among the researchers. Depending on the research approach the researchers adopt, they have defined belief differently. And so Pajares (1992) says that “defining beliefs is at best a game of player’s choice” (p. 309). It has been defined as mini theories, insights, implicit theories, learner representations, representations etc. (Bernat & Gvozdenko, 2005). Studies within the normative approach define beliefs as “synonyms for preconceived notions, myths or misconceptions” (Barcelos, 2003, p. 11). Horwitz (2015), the key figure in the normative approach defines beliefs about language learning as people’s ideas about how people learn a second language. The studies within the metacognitive approach define beliefs as metacognitive knowledge (Graham, 2006; Wenden, 1998). Wenden has described metacognitive knowledge as knowledge about learning (Wenden, 1998b). Studies within the contextual approach see beliefs as contextual, dynamic and social (Alanen, 2003; Barcelos, 2000; Woods, 2003). For Ellis (as cited in Barcelos, 2003) beliefs are lenses through which students frame their learning experiences (Barcelos, 2003).

Pajares (1992) holds that much of the definitional confusion is due to the lack of distinction between beliefs and knowledge. Beliefs and knowledge have been used interchangeably. “It was difficult to pinpoint where knowledge ended and belief began” (Pajares, 1992, p. 309). The distinctions are discussed in greater details below.

Beliefs and Knowledge

The lack of clear cut distinction between beliefs and knowledge is one of the major controversies in belief studies (Barcelos, 2000). Nespor (1987) in his cognitive psychology study has tried to draw a distinction between beliefs and knowledge by

noting that knowledge can be evaluated or judged in a consensual manner whereas beliefs cannot be evaluated consensually. In other words, knowledge is based on the validity of group consensus which is not applicable in the case of beliefs. Belief systems are dependent more heavily on affective and evaluative components than knowledge system. Belief systems are composed mainly of episodic stored material which is derived from personal experience, episodes or events which continue to influence the comprehension of events at a later time. Beliefs reside in episodic memory whereas knowledge is semantically stored in associative network and could be broken down into its logical constituents (Pajares, 1992).

Other researchers, however, do not think that such a distinction is possible and desirable. For example; Pajares, (1992) holds that cognitive knowledge is not without the element of its own affective and evaluative component. He further argues that conception of knowledge that is purer than belief and closer to truth is not digestible because no knowledge and no truth can exist without judgement and evaluation (Pajares, 1992). However, the most important point that emerges from the discussion is that belief is also a form of knowledge; and this knowledge i.e. belief, influences cognitive knowledge (Barcelos, 2000; Pajares, 1992). Knowledge and beliefs are inextricably intertwined. Beliefs as affective, evaluative, and episodic in nature becomes a filter through which new phenomena are interpreted.

Beliefs and Action

Another distinction, Woods (2003) believes, that needs to be made in learner beliefs research is the relationship between beliefs and action. Most early researchers (Horwitz, 1988; Sakui & Gaies, 1999; Victori & Lockhart, 1995; William & Burden,

1997) have framed the ‘belief-action’ relationship as such that the kind of action or in the case of language learning, language behavior the learners display, could be inferred from the type of beliefs they hold. Beliefs were considered to be a stable construct (Davis, 2003; Navarro & Thornton, 2011). On the contrary, there are some researchers (Argyris & Schon, 1974) who have suggested the possibility of reverse causality. In other words, learners’ beliefs can be inferred from their learning behavior (Davis, 2003).

Woods (2003) has raised two questions concerning the ‘belief-action’ relationship. First, “to what extent are one’s beliefs separate and separable from one’s actions” (p. 206). If beliefs are accepted as some sort of knowledge, then could the same understanding that exists in cognitive psychology and linguistics about “procedural knowledge” and “performance” respectively where knowledge and action are not separable but inextricably connected, be extended to the “beliefs-action” relationship as well. Secondly, “when can action be said to be consistent with beliefs and under what circumstances can they be said to be inconsistent”. These questions have not yet been sufficiently answered, though they are important when we claim that we are trying to discover learners’ beliefs in order to improve their language learning behavior or action (Woods, 2003).

Much more recent researchers (Barcelos, 2000; Kalaja et al., 2016) who are influenced by the social constructivist view hold knowledge or beliefs as “situated” in actual interaction and actively constructed by students and teachers (Alanen, 2003; Woods, 2003) As researchers have gained deeper understanding of the nature of beliefs and their relationship with learning behavior, the role of action has become a more

central tenet in beliefs research and ‘action-belief’ separation is not distinct (Pajares, 1992).

Approaches to Studies on Language Learning Beliefs

Research on second/foreign language learning beliefs have been carried out from various perspectives in the last three decades. Attempts have been made to organize the growing amount of literature into various categories on the basis of the methodology used in the study and the way the construct is defined. Kalaja (1995) has grouped them under mainstream and discursive approaches and later regrouped as traditional and contextual approaches (Kalaja et al., 2018). Barcelos discerns three strands of enquiry regarding language learning beliefs: normative, metacognitive and the contextual approaches (Barcelos, 2003). In the following section, I will follow Barcelo’s categorization in reviewing the past studies merely from the organization point of view.

Normative Approach

The normative approach to research on language learning beliefs was spearheaded by Horwitz who developed a widely used questionnaire known as Beliefs About Language Learning Inventory (BALLI) (Horwitz, 1985). This approach views beliefs to be normative and argues that students’ beliefs influence their future behavior (Barcelos, 2008). The studies in this approach basically describe and classify the kinds of beliefs language learners hold. The key researchers in this strand of research are Horwitz (1988), Kern (1995), Mantle-Bromley (1995), (Mori, 1999; Sakui and Gaies, 1999), Cotterall (1995), Chawhan and Oliver (2000), Sheorey (2006), Martínez Agudo, (2014), Barnet and Gvozdenko (2005). Their studies could be further divided into two types: those that have used the BALLI instrument and those that have used similar to BALLI instrument

but developed their own questionnaire instruments (Cotterall, 1995a, 1999; Sakui & Gaies, 1999).

Horwitz (1988) and Kern (1995) are among the best-known studies within this approach and they have inspired many other studies. In the first of its kind, Horwitz (1988) studied foreign language learning beliefs of 241 students who were at the beginning university level. Her descriptive study assessed student's language learning beliefs in five major areas. These five areas are:

1. Foreign language aptitude,
2. The difficulty of language learning,
3. The nature of language learning,
4. Learning and communication strategies, and
5. Motivation and expectations (Horwitz, 1988).

The data was collected through Likert scale on 34 items. The respondents were asked to respond to each of the statements using scales ranging from *strongly agree to strongly disagree*. The instrument did not yield a composite score, but each item was scored independently. The results indicated that about 75 percent - 91 percent students held the belief that some languages are more difficult than others, some languages are easier to learn than others, it is better to learn English in English speaking countries, it is important to practice to learn a language and friendship with an English speaking person would help to learn English better (Horwitz, 1988). Her study also confirmed that students approach language learning tasks with preconceived ideas. Horwitz acknowledged that the purpose of her study was to describe students' beliefs and sensitize the teachers that students come to the class with beliefs that cannot be ignored

by the teachers if they are truly interested in the progress of the students' learning (Horwitz, 1988).

Many more studies followed the classical BALLI approach, some replicated the original BALLI studies and others used the BALLI instrument with various modifications and adaptations. Chawhan and Oliver (2000) replicated the BALLI model in their study of 54 adult overseas learners of English enrolled in English Language Intensive Courses for Overseas Studies (ELICOS) in Western Australia to explore the beliefs of language learners within the Australian context. The participants in the study were mainly from Indonesian, Korean and Japanese language communities and a few from European language communities. The BALLI questionnaire was adapted to suit the students of overseas context in Australia. The respondents were asked to respond to each of the statement on the five-point Likert scale ranging from *strongly agree* to *strongly disagree*. The responses were converted to a numerical score; thus, any score below 2.5 indicated agreement and any score above 2.5 indicated disagreement. The agreements and disagreements frequencies were calculated on each statement and converted to percentages. To check the variation between three language groups namely Indonesian, Korean and Japanese, the statement that was rated strongest within each of the five areas of language learning beliefs described in Horwitz's (1988) study was identified and used for comparison. Kruskal-Wallis parametric test conducted on the five areas of language learning beliefs showed differences between three groups in the areas of foreign language aptitude and motivation. Each of the five areas was also examined separately. In the area of foreign language aptitude, 94.4 percent believed that age is a factor and children learn faster than adults. Nearly 80 percent believed that some people have special ability or

natural talent for learning a second language and only 25.9 percent of them believed that they owned the special ability or natural aptitude. The second area of language learning belief examined concerned the difficulty of language learning. About 78 percent of the participants believed that some languages are difficult to learn and more than 40 percent believed that English is a language of medium difficulty, 55.5 percent of them held that English is a difficult language and 29.9 percent believed that it is a very difficult language, and more than half of them believed that it would take at least 5 to 10 years of learning if they gave an hour every day for learning. The third area of language learning beliefs examined was concerned with the nature of language learning. The two strongest agreement statements in this area were about the importance of knowing the culture of the target language community and learning the target language in the country where it is spoken as a native language. Chawhan and Oliver's (2000) study indicated that 70.3 percent of the participants believed that it is important to know the culture of the English-speaking community and 92.5 percent thought that learning a second language occurs best in the country where it is spoken as a native language. Regarding the role of grammar and vocabulary learning, about 40 percent believed that it is the most important part of learning whereas 68 percent believed that vocabulary learning was the most important part of language learning. The fourth area of beliefs was concerned with the learning and communication strategies. The responses in this area indicated that the participants were not wholly disposed to language learning strategies that are assumed to be facilitative. For example, about 76 percent believed excellent pronunciation to be important. In contrast, desirably only 7.4 percent thought that they should not speak until they have learnt to speak well, and 87 percent felt that it is OK to guess if they did not

know a word in English. These are assumed to be facilitative beliefs. The fifth area concerned language learning beliefs related to motivation. The ESL learners in this study appeared to have been motivated due to different motivating factors. Both instrumental as well as intrinsic values of the target language seems to motivate these learners.

The overall estimation of this study indicates that there is a diversity of beliefs and in comparison to Horwitz's (1988) subjects, the subjects of Chawhan and Oliver (2000) subscribed to beliefs that are relatively more detrimental to language learning.

One of the better-known studies among those that have used a modified BALLI instrument is Mantle-Bromley's intervention study conducted with the students of the Foreign Language Exploratory (FLEX) program in Kansas (Mantle-Bromley, 1995). Mantel-Bromley modified the fourth and eliminated the fifth part of original BALLI instrument. She also eliminated the "Motivation and Expectations" section to avoid repetition because she used a separate instrument called Attitude and Motivation Test Battery (AMTB) (Gardner, Smythe, & Clément, 1974) to measure the motivational dimension. She removed one item concerning a language lab from "Learning and Communication Strategies" subsection as that was not applicable for the 7th grade students in this study. She used a total of 29 items from the original BALLI instrument as a pretest before intervention (Mantle-Bromley, 1995). BALLI was used only to gather descriptive information and answer the questions whether the 7th grade students of the Foreign Language Exploratory (FLEX) program entered the introductory language class with misconceptions, mistaken beliefs, or both that could cause frustration with the language learning. This discussion here on the study does not include the results of the intervention. So, the results of the pretest data indicated that 69 percent believed that

second language fluency could be achieved in two years. The researcher interprets this as cognitive dissonance and predicts that those who believe that fluency could be achieved in 2 years may develop negative attitudes and frustration (Mantle-Bromley, 1995). A total of 41 percent of students believed that some people have innate language aptitude and 26 percent of them counted themselves among them. Regarding the nature of language learning, 44 percent equated vocabulary learning with language learning and 34 percent believed in the translation method. The researcher interprets the above-mentioned beliefs to be debilitating beliefs (Mantle-Bromley, 1995).

Cotterall (1995) used her own Likert-Scale questionnaire to study language learner beliefs. She constructed her 5-point Likert scale questionnaire and the items for the questionnaire came from a series of interviews with English as Second Language (ESL) students about their language learning experience. She administered her 26 item Likert-scale questionnaire to 139 adult ESL students enrolled in an English for Academic Purposes course during the Summer 1992-1993, in the English Language Institute, at the Victoria University of Wellington, New Zealand. Through her study, she wanted to see if subjects' responses showed clustering of beliefs. Factor analysis revealed clusters of items that varied together and helped obtain six factors namely: role of the teacher, role of feedback, learner independence, learner confidence in study ability, experience of language learning and approach to language learning (Cotterall, 1995a). The researcher then examined the claim of the role of each factor in language learning made in the literature. The researcher concludes that these beliefs are likely to reflect learner readiness for autonomy. These same factors were explored in greater depth in a follow up study (Cotterall, 1999). For this follow up study, the researcher modified her previous

questionnaire by way of addition and deletion of some items. Additions came from her survey of a number of publications on SLA research, such as Krashen (1981), Lightbown (1985), Spolsky (1989). This 90-item questionnaire was used on 131 learners of English at Victoria University of Wellington. The responses were analyzed descriptively through percentages and mean scores. In this discussion here, I take the results of one factor only “The nature of language learning” to shorten the length of discussion. About 96 percent of respondents believed that making mistakes while learning a language is normal. Ninety three percent believed that different people learn languages in different ways and more than 80 percent believed that language learning takes a long time. Only about 25 percent believed that language rules are important. These results indicated that the beliefs held by the learners were also shared by the SLA researcher and interpreted as predictive of higher achievement (Cotterall, 1999). On the contrary, they did not show readiness for autonomy as they seemed to rely heavily on the teachers (Cotterall, 1999).

Martínez Agudo (2014) studied the language learning beliefs of 211 Spanish students learning English as a second language in western Spain. The study explored Spanish learners’ beliefs about EFL learning. Initially data was collected from 218 students from two Spanish secondary schools but finally only 211 were included in the study as 7 questionnaires were discarded as they were incomplete. Their average age was 17 years and on average they had studied English for 12 years. The instrument used to collect data was a 45-item self-report questionnaire developed by Sakui & Gaies (1999) by using items mainly from the BALLI questionnaire. Data analysis involved descriptive statistics. Frequencies for agreement and disagreements were calculated. These statements were also categorized into five areas of language learning beliefs. Two of the

strongest belief statements in the study are related to motivation. More than 88 percent of respondents think that if they learnt to speak English, they would have many opportunities to use it and more than 87 percent think that the ability to speak English could help them to get a good job. In the area of strategy use, more than 85 percent believed that repetition plays an important role in language learning. A great amount of repetition and intensive oral practice are essential for learning. About the nature of language, more than 85 percent of respondents believed that some languages are easier than others. More than 71 percent believed that it is easier for children than adults to learn English as a second language. The students indicated that they valued communication but the strategy they used to learn was more inclined towards the grammar-translation method.

Sheorey (2006) investigated the English language learning beliefs of Indian college students. The researcher sought to answer three questions. First, what were Indian students' beliefs about learning English as a second language? Second, to what extent were their beliefs similar or different from that of other groups? And third, whether there was any statistical difference in the belief system of Indian students by gender and English proficiency?

A total of 700 questionnaires were collected from college students in India registered in their first and second year of undergraduate programs but only 683 were used as the remaining were unusable. Participants' ages ranged from 17 to 23 years. About 60 percent of the students reported that the medium of instruction in high school was not English. However, they studied English for 6 to 10 years as one of the subjects. The study used the ESL version with 34-items, BALLI survey instrument with some modifications. Minor modifications were made by changing some wordings of the

questionnaire items after having field-tested with a small group of college students. Only one new item: “Foreign language learning involves a lot of learning by heart or memorization” was also added to the questionnaire. This modified version of BALLI with 35-items was discussed with a professor and field tested again followed by small changes in wordings. Then the instrument was administered in several urban colleges in India.

For the analysis, “agree” and “strongly agree” responses were combined together as agreement and “disagree” and “strongly disagree” were combined together as disagreement. Then the frequencies of agreements and disagreements were calculated in percentage. From among these agreement and disagreement statements, only those that received above 66 percent responses were taken in examining the strength of the beliefs. These statements were categorized in five areas as discussed in the study of Horwitz (1988) and their mean and standard deviation were calculated. Motivation and expectations ranked the highest with the mean score of 3.95. Learning and communication score mean score was 3.58, the nature of language leaning scored the mean of 3.45; the difficulty of learning English scored the mean of 3.34 and second/foreign language aptitude was lowest with mean score of 3.15. The results indicated that Indian students are strongly motivated to learn English. Majority of the students hold instrumental motivation. Better job prospects seemed to be a strong motivating factor. Only a minority of students indicated that they were interested in building relationships with English speaking people. Though Indian students seemed to be strongly motivated, they expressed their dissatisfaction with their proficiency level in the interview data, especially those who had studied in non-English medium schools. The

second category of language learning beliefs concerned itself with learning strategies subscribed by the students to learn English. The strategy items examined included repetitive learning, practice with cassettes, speaking with good pronunciation, waiting to speak until one is able to speak correctly and guessing the meaning of unfamiliar words. About 88 percent believed in the importance of repetitive practices and about 87 percent said that they enjoyed practicing. Fifty percent of them said it was OK to guess if you are unsure of the meaning of an English word. But contrary to the assumption that those who are ready to make a guess are relatively more proficient English (Oxford, 1995), the Indian students who showed greater proficiency seemed reluctant in guessing. Eighty-five percent agreed that if the students are allowed to make mistakes, it would be hard for them to get rid of the mistakes. About 85 percent believed that correctness was important in communication. Indian students' beliefs concerning strategy use were found to largely align with those considered to promote learning, but some inconsistencies are found. The third category of beliefs dealt with the nature of learning. The items in this category sought to find whether or not the learners believed that second language learning was fundamentally about learning vocabulary, grammar, translating from the first language, and memorizing. The results indicate that the learners seem to hold misconceptions regarding the nature of language learning as a majority of them believed that learning vocabulary and leaning grammar rules are most important in learning a second language. About 60 percent believed that English language learning is matter of translation from the first language. The fourth category examined the relative ease or difficulty of English language learning. The overall result indicated that Indian students believed that some languages are more difficult than others; and they believed that English is relatively an

easy language. They believed that they will eventually learn to speak English well. A slender majority agreed that writing and reading were easier than speaking and understanding. By and large, the India students seemed to subscribe to beliefs in this category that are thought to promote learning. The fifth category of beliefs are about foreign language aptitude. Questionnaire items in this category sought to answer whether the students believed in the role of natural ability in language learning, whether only the naturally talented can learn or everyone can learn a second language. The responses on these items indicated that 74 percent of students believed that everyone could learn a second/English language but undesirably 51 percent also believed in the existence of special ability to learn. However, 47 percent of them said that they possess that talent. And 80 percent of them believed that it is easier for children than adults to learn a foreign language.

The third research question that sought to answer whether there was a significant difference in beliefs by gender and proficiency. The independent t-test results indicated that there was no significant difference between male and female students in their beliefs about language learning. Between students from vernacular medium and English medium schools, more from those who came from vernacular medium schools believed that some learners possess special ability to learn a second language. The Indian students were also compared with American students (Horwitz, 1988; Kern (1995), Chinese students (Yang, 1993), and Korean students (Truitt, 1995). Indian and American students differed in their beliefs on the role of grammar and vocabulary in language learning. Indian students gave greater emphasis to grammar and vocabulary learning than American students. Regarding foreign language aptitude, both Indian and American students, by majority, believed that

some learners possess special ability but more Americans than Indian students believe that they themselves possess special ability to learn a foreign language. More Americans than Indians disagreed with the statement that said, “you should not say anything in English until you can say correctly”. Eighty-eight percent of the students from India, China and Korea considered learning by repetition to be important. Regarding grammar and vocabulary being the most important aspect of learning the English language, compared to Chinese and Koreans, more Indian students agreed with the statement.

The above-mentioned studies and those that followed them in their design and methodology within this approach have been criticized by those who take a contextual approach. Barcelos (2003) accuses them of taking student beliefs out of context and presenting isolated sentences to the students to agree or disagree. She asserts that students’ beliefs may be quite different from those presented through Likert scale items (Barcelos, 2003). The critics argue that using questionnaire items may not even reflect the learners’ beliefs or learners may not consider significant in their learning (Barcelos, 2003). According to the critics, BALLI items constrain the respondents to what the researchers think is significant (Barcelos, 2003).

Metacognitive Approach

Some researchers have adopted a metacognitive approach in their enquiry, though studies within this approach are much less in number in comparison to the normative approach and contextual approaches. Researchers under this approach define belief as metacognitive knowledge. The difference between the term “belief” and “metacognitive knowledge” is only in connotation. The term belief suggests subjectivity, something that is value related, while metacognitive knowledge suggests objectivity but both the terms

are used interchangeably (Graham, 2006). Winograd (1990) identified three core dimensions of beliefs. The first dimension is agency. It is the learners' beliefs about their ability to accomplish certain tasks. The second dimension is instrumentality. It is about the learners' perception of the relationship between the strategy use and achievement. The third dimension is purpose. It concerns whether learners see value in what they are engaged in.

Like the normative approach, this approach also views beliefs to be a stable construct. Instead of a survey questionnaire, this approach uses semi-structured interviews for data collection. This approach does not restrain students into agreeing or disagreeing with the statements of the researchers. The students use their own words and are able to reflect about their language learning experiences.

Wenden (1986) interviewed 25 students from advanced-level classes in American Language program at Columbia University to investigate and classify their stable knowledge concerning their language learning. She sought the answers to three questions; first, what aspect of their language learning are the learners capable of talking about, other than their strategies? Second, what insights can this knowledge provide on their strategy use? Third, what is the significance of this knowledge? The subjects had not lived in America for more than two years. To reduce faulty reporting owing to memory lapses, the researcher gave the question outline for the interview to the subjects and asked them to prepare a grid of daily activities which included their social settings, favorite TV program, reading novel etc. Before reporting the interviewees were asked to recreate or describe the settings. Then they were asked to answer the following interview questions: (1) Why they participated in the social setting; (2) what strategies they used to express

themselves, to understand what was said, and to think in their second language, what they noticed about the language; (4) how they dealt with their errors; (5) how they felt in that situation, and why; (6) whether they felt that the situation contributed to their language learning and why.

The results indicated that they were able to speak about their metacognitive knowledge in an intelligible manner. They were able to talk about the language, their proficiency, outcome of the learning effort, the learning process and the best strategy. On the downside, some of their belief deviated from what literature informs to be facilitative for language learning (Wenden, 1986). But the significant outcome of the study was that it indicated that students' beliefs are not fully represented by the BALLI questionnaire (Barcelos, 2003).

Wenden (1987) investigated whether learner's beliefs are reflected in their practices or not. She termed these beliefs prescriptive beliefs. She interviewed 25 ESL students from Columbia University. Like in the previous study, she gave a list of questions dealing with various aspects of language learning to the students in advance to mull over before the actual interview. The findings showed that they believed in the benefit of learning a second language in a natural setting where the target language is spoken. They also believed that grammar and vocabulary learning is an important part of language learning. They also believed in the role of self-concept and aptitude for learning.

Wenden's studies serve as a springboard for many other studies (Graham, 2004, 2006). Graham (2006) investigated metacognitive beliefs of French learners in England as a follow up of an earlier study (Graham, 2004) which investigated English students'

attitudes to the French language and their views on their achievement; and the study indicated that the higher achievers attributed their success to their effort and the use of effective strategy while the low achieving students attribute their success or failure to their ability or lack of it. The follow up study (Graham, 2006) explored in depth the learners' beliefs about themselves, self-efficacy beliefs, and the value they place on effort, ability and strategies as factors contributing to their success. The study is based on the qualitative data from 10 participants, aged between 16 to 18 years belonging to two groups - Intermediate students who had been studying French for six years and preparing for (GCSE) examinations and Advanced students learning French for seven years and preparing for Advanced Subsidiary Examinations (AS). The data was collected from 28 students through interviews and transcribed verbatim. The key themes were identified through preliminary readings. Cross-references were made with questionnaire responses of the interviewees, especially to those items that asked students to a) rate how well they were doing in French; b) to give reasons for doing well or not very well in French; and c) to predict what examination grade they would gain. Ten participants whose responses clearly indicated either positive self-efficacy beliefs or negative self-efficacy beliefs, were chosen for further analysis. The interview transcripts of these ten respondents were analyzed with the software package, QSR NUD*IST, focusing on three questions: (1) What are important characteristics of learners with low self-efficacy and how do they differ from learners from high self-efficacy? (2) What factors seem to influence the development of these beliefs? (3) What task-related beliefs do learners hold, with regard to the respective roles of ability and effort in language learning? These ten subjects were placed either in the high self-efficacy group or the low self-efficacy group on the basis of

their answers to these questions. Those who were placed in the low self-efficacy group answered in the negative to at least two of the three following questions: (1) Was the grade they predicted for themselves for their next examination equal or lower than the grade their teachers predicted? (2) Did they make explicit references to high or low ability in French or to the likelihood of doing well in the future? (3) Was their assessment of how well they were doing in French on a scale of 1 to 6 (6 = very well) at the upper or lower end of scale, or in clear contradiction to the examination grade they predicted?

Their answers were examined in light of self-efficacy theory that says people with negative self-efficacy beliefs tend to make maladaptive attributions for their failure. They tend to think that the reason for their failure is lack of ability and not lack of effort. On the contrary, people with positive self-efficacy beliefs attribute their failure or success to their effort. The results of this study supported the theory. Two out of five students in the low self-efficacy belief group attributed their lack of success to the lack of ability and none of them found explanations in poor strategy use. They did not take responsibility for their lack of success. Their interview data also indicated that they tended to cite their personality trait for their failure. They also measured their success or failure by comparing with the performance of other people. This is the characteristic of people who lack mastery experience. Mastery experience is the sense of achievement. The development of low self-efficacy belief is a result of the lack of mastery experience as they attributed their past success to their ability rather than their effort. The students in the positive self-efficacy belief group did not cite lack of ability but lack of effort and lack of strategy for their success or failure. In the face of difficulty, they persevere and increase their effort. For example, a student from the high self-efficacy group said, “I

keep going... if I have made a mistake, keep going over it, try and realize why I've made a mistake, or how I can improve it" (Graham, 2006, p. 305).

The approach has also been criticized by those who take contextual approach. Barcelos (2003) criticizes this approach for not taking into account the actions of the students in data collection process as beliefs have been inferred from the statements and intentions only of the students. She asserts that students' espoused beliefs may be quite different from their beliefs-in-action (Barcelos, 2003).

Contextual Approach

The third line of research is the contextual approach which focuses on the context of the learner (Barcelos, 2008). Beliefs within this approach are thought to be context dependent and dynamic. Beliefs are embedded in students' context (Kalaja et al., 2018). While normative and metacognitive approaches viewed beliefs as static and unchanging, the contextual approach, drawing upon sociocultural theory, views beliefs as constructed and therefore dynamic and subject to modification and transformation (White, 2008). Researchers use multiple data collection methods such as participant observation, open-ended questionnaire, semi-structured interviews, learner diaries, written reports, narratives (Alanen, 2003; Barcelos, 2000). Case study is the most preferred research design in this stream of research. Studies focus on fewer samples but on greater depth. The research interest lies not so much in understanding enabling or disabling attributes of beliefs but in how learners put them to use (White, 2008). Woods (2003) states that the research within this approach attempts to show the processes of belief formation and the use of belief structure in carrying out actions related to language learning.

The best-known study under this approach is carried out by Barcelos (2000). The purpose of her case study was to compare and contrast the beliefs held by three teachers of English and three of their students, originally from Brazil. Secondly, the researcher wanted to explore how teachers' beliefs and classroom practices influenced students' beliefs; and thirdly how students' beliefs about second language acquisition and actions affected teachers' beliefs and practices. The study was carried out in the USA and the participants were selected by purposive sampling. The researcher chose the Brazilian students because she wanted to interview them in their native language. The researcher used ethnographic classroom observation, questionnaires, semi-structured interviews and field notes to collect data for over a five-month period in the year 1999. The researcher presented the results of the data analysis from the data collected from two participants only, from one teacher and one student. In answer to the first research question, the researcher found that there was a mismatch between the teacher and student beliefs on four aspects. The first aspect was classroom atmosphere: the teacher believed that the classroom should be friendly and relaxed where the students are not threatened by other students and teachers. The teacher also believed in the value of students asking lots of questions, having lots of activities and games, remembering the names of the students. The student believed that class should be profitable. She believed in doing personal exercises were more profitable than classroom activities. She believed that the activities in the class did not yield results quickly. The second aspect on which teacher and student belief was compared was the role of the teacher. The student believed that a teacher should be caring, ready to help students, and should have effective teaching methods. The teacher believed that the role of a teacher is that of a facilitator, creating learning

opportunities for the students, and not required to know everything. The third aspect concerned the role of the learner. The student believed that the role of the students is to take interest in the class, be open to learning and respect the teacher whereas the teacher believed that the learner should be active and take responsibility for her/his own learning and work more than what teacher expects. The fourth aspect dealt with grammar rules. The students believed in the value of knowing grammar rules whereas the teacher believed that grammar should be learnt through games and practices. The researcher points out that this difference in the beliefs of the teacher and the student does not mean that there is no influence. Usually, similar teacher and student beliefs are construed that student belief is influenced by teacher belief. The researcher points out that it is much more complex than this simple causal relationship. The research points out that the teacher's belief influence does not mean that the student should have the same belief. The student's actions and behavior are determined by teacher belief and behavior. The student acted in this study in the way she did, was also because of the teacher's belief system (Barcelos, 2000). The third research question sought to answer how students' beliefs influence teachers' beliefs and practices. In the interview the teacher did not acknowledge that the student's belief influenced her beliefs. But the teacher's interpretation of students' beliefs influenced the teacher's action. The teacher acknowledged that she spent much more time in grammar explanation than she wanted to do. On the whole, the student's belief about second language acquisition seemed to affect teacher beliefs and practices.

Another important study carried out within the contextual approach is Alanen's (2003) longitudinal case study of a group of 16 young Finnish students learning a foreign

language. The study examined the development of learners' beliefs as they emerged in interviews. The researcher defined learner beliefs as mediational means that learners use to mediate foreign language learning. The mediated action used as a unit of analysis in this study was a semi-structured interview. Two interviews were conducted in the study. The first interview was conducted in the first grade in November 1998 using very general questions and the second one was conducted in May 2000 after the foreign language learning task intervention. In the second interview only six students participated, two boys and four girls. This interview used more focused questions, such as questions regarding the task difficulty, task ease, and gender comparison as to whether girls were better foreign language learners or boys. The interpretative finding of this research is that beliefs are constructed in the social context. Parents and other significant others play an important role in the formation of beliefs. In the interview children referred to their significant others such as mom, dad, brother and sister. The children shared what their significant other had said. Secondly, the findings also showed that beliefs are contextual and change over time. In the interview one of the children said in the first interview that English language is meant for girls, later changed his belief in the second interview. The research concluded that the beliefs emerge in the social interaction and are appropriated. Later these beliefs go through transformation with new experiences (Alanen, 2003).

To sum up the discussion on the contextual approach to researching language learners' beliefs, it could be said that the researchers within this stream employ a variety of methodologies, therefore it could be called contextual approaches rather than one approach. Researchers assume beliefs about SLA to be dynamic and social. Qualitative and interpretative methods are common to these researchers. This approach affords the

use of multiple sources of data and in-depth analysis of data. But the major disadvantage of research in this approach is subjectivity and interpretative approach. Some of the interpretations seem far-fetched and projections of the researchers' own beliefs.

Studies on Teachers' Beliefs about Language Learning

Research in teachers' belief, in comparison to research on students' belief, is a late comer in the field of SLA , though in the field of education, it could be traced back to the mid-1970s (Kalaja & Barcelos, 2013). The roots of the study of teachers beliefs could be found in the works of Lortie (1975) who looked into the process of socialization of first-language teachers in teaching (Kalaja et al., 2016; Kalaja & Barcelos, 2013).

Research on teachers' beliefs is important not only from the pedagogical perspective but also because from the perspective of teachers' influence on learner beliefs. (Borg, 2001). Puchta (2010) has argued that learners form their beliefs primarily through modelling of significant others. And “[E]specially for young learners, their foreign language teacher is a significant other” (p. 7). Teachers hand down to the learners what they have. “We teach as we have been taught” (Bailey, 1996, p. 11 as cited in Subrahmanian, 2003). Teachers' classroom practices are influenced by what they hold. As Johnson (1994) has pointed out:

First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices. And third, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs (p. 439).

Kalaja and Barcelos (2013) claim that teachers' beliefs about language learning have their origin on their previous learning experiences and later their belief about learning and beliefs about teaching depend on one another. Just like students beliefs influence student learning so also teacher beliefs influence their teaching (Pajares, 1992).

The Influence of Language Teachers' Beliefs on their Practices

Several studies have been found to corroborate the theoretical claim that teachers' beliefs influence their practices (Aristizábal, 2018; Johnson, 1994). Aristizábal (2018) has noted that "beliefs and practices coexist in teachers' cognition in intricate ways" (p. 40). Barcelos (2000) has documented some early studies (Johnson, 1992; Mangano & Allen; Smith, 1996) that have shown consistency in teachers' beliefs and their practices. Aristizábal's (2018) study has shown evidence of the alignment of teachers' practices with their beliefs. But in some areas of teaching practices some discrepancy has been found from their beliefs. Such discrepancy between beliefs and practices has also been documented in other studies (Cheng et al., 2004; Díaz et al., 2012; Fang, 1996), where teachers believed they should assess communicatively but their practices showed otherwise. Barcelos has noted that this discrepancy is sometimes due to contextual factors where teachers are unable to execute their plans resulting in contradictory practices from their beliefs (Barcelos, 2000). By and large, researchers agree the influence of their beliefs into their practices.

Relationship Between Teacher and Student Beliefs

Because of the symbiotic nature of teacher beliefs and student beliefs, most of the studies on teachers' beliefs about language learning have been carried out in relation to learner beliefs (Davis, 2003; Kern, 1995; Peacock, 2001; Wong, 2010).

Kern (1995) conducted a study to examine the relationship between students' and teachers' beliefs about foreign language learning. The study included 188 beginning level French students and 12 of their teachers at the University of California, Berkeley. The students consisted of diverse cultural background. Fifty-four percent of the participants were female. The students were given the student version of the BALLI questionnaire which included 34 items, designed to survey students' beliefs about language learning in five areas mentioned in the preceding section. The teachers were given an adapted version of the BALLI meant for the teachers which included 27 items of the 34 items on the student version. The data collection was done at the beginning and at the end of the semester. Responses of both teachers and students were tabulated and compared by means of correlational analysis with Spearman Rank-Order. The results on the 27 items which were common for both teachers and students indicated that students and teachers seemed to be similar when the analysis focused on the group tendencies but differed when examined individually. They differed strongly on four questions. Students tended to believe that it was important to have an excellent accent to speak a foreign language whereas teachers did not agree with this statement. Similarly, students felt that learning a foreign language was a matter of learning grammar rules. Teachers disagreed with this statement as well. The other two items on which there was disagreement were "It is easier to speak than to understand a foreign language" and "learning another language is a matter of translating" (Kern, 1995, p. 77). The researcher noted that individual differences may not be of much consequence. Nevertheless, he suggested that class observation and in-depth interviews of students would help account for such differences.

Peacock (1999) compared student beliefs with teacher beliefs. Two hundred and two students, aged from 18 to 26, drawn from 10 EFL classes all taught by the researcher, participated in the study. Forty-five EFL teachers from English Department also took part in the study. This study also utilized BALLI instrument. The study found some broad differences between student and teacher beliefs. Sixty-two percent of the students compared to 18 percent of the teachers believed that learning a foreign language is a matter of learning vocabulary and 64 percent of the students compared to 7 percent of the teachers believed that learning a foreign language is a matter of learning grammar rules. Fifty-seven percent of the students compared to 18 percent of the teachers said that those who speak many languages are more intelligent.

Davis (2003), investigated beliefs about language learning of 18 English teachers and 97 students to see if they these two populations differed. This quantitative, cross-sectional survey study compared the beliefs of these homogeneous Chinese students and teachers from Macao. The researcher. Data was collected though a closed questionnaire framed as a Likert scale. The instrument included 10 items drawn from Lightbown and Spada (1993). The teachers and students were asked to either agree or disagree to ascertain their differences on 10 statements. Teacher-student disagreement was found on the following four statement:

1. Greater success in learning if a second language is introduced early.
2. Teachers should teach grammar rules one at a time.
3. Student errors should be corrected instantly.
4. Students should be exposed to materials about which students are already exposed.

Kumaravadivelu has stated (as cited in Barcelos, 2000) that the “greater the convergence and the narrower the gap between teacher intention and learner interpretation, the greater success in learning” (p. 75). The contextual approach to research would disagree with the sweeping statements about the negative washback of the differences in teachers’ and students’ perspectives. For example, within the communicative approach and constructivist approach, teacher-centered classes are discouraged (Barcelos, 2000).

Studies in India on Teachers’ and Students’ Beliefs

Research on student and teacher beliefs concerning language learning in the Indian context is very little (Brinkmann, 2016). There are some studies that only partially deal with the topic of language learning beliefs. Two of the studies that explore English language teachers’ beliefs in somewhat greater depth are by De (2015) and Subrahmanian (2003).

Subrahmanian (2003) carried out a study aimed to understand the existing beliefs of ESL teachers in India about teaching and how these beliefs influence media use in the language classroom. This qualitative case design study used interviews and observations to collect data to answer the research questions. The study involved five English language teachers from a government college in South India. The teachers had at least three years of teaching experience.

The research finding showed that there was a discrepancy between their espoused beliefs and their practices. Three of the five participants in the study believed that verbal interaction was important for language learning. Contrary to their espoused beliefs, these three teachers did not provide opportunities to engage in interaction for the students. The

only opportunity for the students to speak was when they were asked some questions. But even those questions demanded only monosyllabic answers. One of the participants had expressed her belief in the interview with the researcher that reading was important to learn a language. The researcher's observation indicated that she never asked any student to read in the class. Likewise, discrepancy was found between their beliefs about the methods of teaching and their practice in the class. They believe that background information is important to help students understand a lesson. In practice they did not provide anything beyond that was given in the textbook. The researcher notes that many of these beliefs acquired during their apprenticeship were not their beliefs in actuality.

Another case study was carried out by De, (2015). She wanted to understand beliefs held by the teachers about the teaching and learning of English in at the preparatory school level. Nine ESL teachers from three Kendriya Vidyalayas (Central Schools) in Hyderabad, India, participated in the study. Data were collected through questionnaires, interviews with individual teachers and class observations. The questionnaire was adapted from the teachers' version of BALLI. The adaptation was meant to suit the Indian context. The 40-item questionnaire covered teachers' beliefs in six areas; namely nature of language and language learning, method that helps learning English, Second language learning, responsibilities as an English teacher, self-efficacy beliefs, and beliefs about training inputs. The consideration of two areas mentioned here is important for my study. They are the nature of language and language learning, and self-efficacy beliefs. The nature of language and language learning assumes importance due to the popular belief that some languages are difficult and others are easy (Horwitz, 1988). About the nature of language, all the participants in De's study held the belief that

all the languages could be learnt with equal ease. They also believed that learning is possible at any age. These answers do not give a complete picture of the impact of holding such beliefs. If the study had obtained students beliefs as well, then it would have helped to understand the impact of such beliefs better. The second issue is teachers' self-efficacy beliefs. Self-efficacy beliefs is one's assessment of one's ability to be able to accomplish certain task (Bandura, 1986; Burney, 2008; Glerum et al., 2020). De's questions concerning self-efficacy beliefs are about how the participants feel about their professional satisfaction, their relationship with students, attitude towards students and their assessment of student progress. These answers are not distantly related to self-efficacy beliefs.

To sum up the discussion on teachers' beliefs about language learning and about language learning belief studies in India, it could be asserted that teachers' beliefs are important indicators of their practices in the classroom and also an important factor in students' belief formation. Simply put, teachers' beliefs are an important component in the study of beliefs about language learning.

Conclusion

The review of literature on language learners' beliefs and language teachers' beliefs about language learning has presented an overview of the research conducted in the Foreign/Second Language Acquisition field. It is hoped that this review of literature will give a useful perspective for this study. The first part of the literature review has provided the definition of the construct and clarified the term "belief". It has been accepted overwhelmingly by the researchers that belief is a complex construct to define as it extends to every aspect of human life. It is inextricably connected with cognitive and

affective factors in every human activity including language learning. The second part has given a broad picture of various approaches adopted in the study of beliefs. It has traced these approaches; normative, metacognitive, and contextual. The categorization of research studies into three approaches gives a clear picture of how research methods and research focus have shifted from the early studies. The third part which is the kernel of the review of literature has taken account of the studies that have dealt with specific areas of beliefs connected with language learning. For example, the how believing in natural aptitude for language learning could affect the language learning behavior and learning outcome has been examined. The fourth part has dealt with teachers' beliefs about learning and their own practices in teaching. The review of literature informs that all the studies on teachers' beliefs are based on the assumption that teachers' beliefs have a huge consequence in their practices and on the students' beliefs and their learning processes and learning outcomes. Some of the studies that deal with the relationship of teacher beliefs and their practices have been examined. The final part of the literature review is about the belief studies conducted in the Indian context.

Overall, the review reveals that the belief about language learning is an important construct. It is related to language learning behavior by predisposing learners to either an active or a passive posture towards learning.

CHAPTER III

METHODOLOGY

Restatement of Purpose

The purpose of this mixed method study was to investigate beliefs about language learning of ESL learners and teachers in Jharkhand, India. The theoretical claim is that language learners' incorrect beliefs about the nature of target language, about the way a language is learnt, about one's own ability to learn the target language are detrimental to language learning (Peacock, 2001). Conversely, if the students' held positive beliefs about their ability to learn, made a realistic estimation of the target language, they would learn more effectively. "Beliefs do affect behavior and , *a fortiori*, teachers' and students' beliefs influence language learning" (Davis,2003, p. 207). The purpose of this study, therefore, was to understand whether the ESL learners' and teachers' beliefs about learning English language are facilitative or debilitating, whether they contribute to effective second language learning. The outcome of the study will help the researcher to implement interventions in his own practices to promote facilitative beliefs and educate other teachers.

Research Questions

The study has used the following research questions to investigate beliefs about language learning of the ESL students and teachers of Jharkhand, India.

1. What beliefs do the ESL learners hold, as measured by the BALLI, about learning English as a second language?
2. What beliefs do teachers hold, as measured by the BALLI, about learning English as a second language?

3. How do teachers and students describe their English language learning beliefs?

Research Design

This study has employed a mixed method approach following a QUAN → qual sequential explanatory design. The purpose of a sequential explanatory mixed method design was to use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study (Creswell, 2009). The proposition was that the results of the quantitative data analysis would generate a general picture, and the subsequent qualitative data collection and analysis informed by quantitative findings provide in-depth analysis in greater detail (Creswell, 2009).

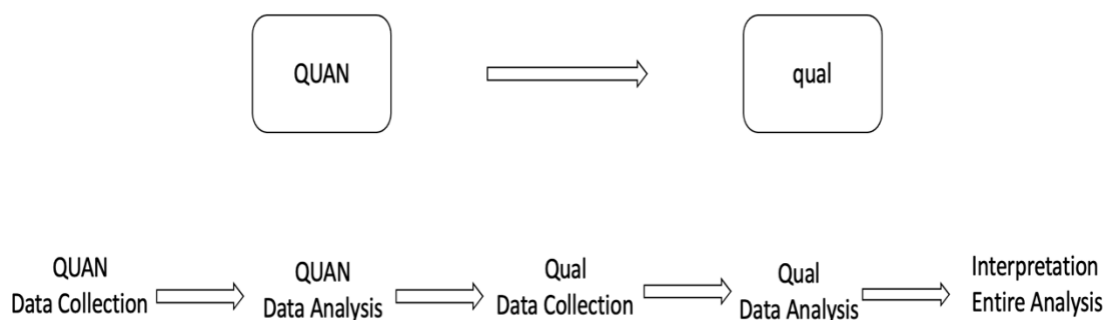
The mixed method design is employed in one of the following three ways. They are concurrent triangulation, sequential exploration, and sequential explanation. In triangulation design, both qualitative and quantitative data are collected at the same time and they are merged and interpreted together in a single study (Ross, 2015). In this design equal data weightage is given to quantitative and qualitative data. The explanatory and exploratory designs are sequential with either quantitative or qualitative data receiving a greater weightage and the other serving only as complementary element. For example, in explanatory design qualitative data collection follows quantitative data as a means to explain and elaborate the quantitative results; and in the exploratory design qualitative data is collected first to explore the problem and quantitative data is used to validate the qualitative findings (Creswell, 2009).

Morse (1991) has developed notation system to indicate various combinations of mixed methods designs. The capital 'QUAL' and 'QUAN' denote emphasis or priority. The concurrent and sequential triangulations are denoted respectively by '+' and '→'.

For example, in a concurrent simultaneous mixed design in which quantitative data is given priority is represented as ‘QUAN + qual’ whereas sequential design is denoted as ‘QUAN → qual’. Leech and Onwuegbuzie (2009) have noted that the various combinations have yielded 24 different models of combinations.

Figure 2

Sequential Explanatory Design



The reason for the selection of QUAN → qual sequential explanatory design for the current study was determined by the sampling technique adopted for qualitative data collection. The researcher selected the students and teachers for the semi-structured interviews from among those who took survey questionnaire, based on their scores on survey questionnaire. The interview participants were selected from those who scored high and those who score low on the BALLI representative questionnaire items (Table 24). The interview data collected from these two contrasting groups was meant to help the researcher to gain clearer knowledge of the beliefs they hold about English language learning. The sequential explanatory mixed method design allowed for purposive sampling for qualitative data collection. This way of quantitative and qualitative data collection and analysis has helped the researcher to gain results that is generalizable and focused.

As for the mixed methods design, it provided a broader picture of the participants and their context and brought balance between researcher-driven and participant-driven perspective (Ivankova & Creswell, 2009). Yet another reason for the selection of the mixed methods design was that in such a design both qualitative and quantitative methods could supplement each other as no single method is complete in itself. Cohen, et al. (2011) have stated that quantitative research is so much focused on complex research methodology and theory testing that it pushes itself further away from the experience and understanding of the everyday world and into a world of abstraction (Cohen, et al., 2011). Qualitative approach has been criticized, on the other hand, for focusing on the individual to such an extent that there is little opportunity to observe behavioral generalizations (Cohen, et al., 2011). By bringing both the approaches together, such criticisms have been answered in the mixed method approach. It was assumed that quantitative data could obtain broad, generalizable findings while the qualitative method could yield in-depth, detailed information. The use of a combination of both methods has allowed for triangulation of the data to achieve accurate and reliable findings.

The initial research on language learner beliefs have predominantly used quantitative methods (Altan, 2006; Horwitz, 1985; Kern, 1995; Mori, 1999; Peacock, 2001). However, as some researchers (Barcelos, 2008; Woods, 2003) have pointed out that the construct of belief could not have been comprehended well by analyzing one type of data because of the of nature the construct. Belief is a very personal matter and it is not easy to have a clear perspective on it only through quantitative data. Ellis (2008) has pointed out two problems in adopting only a self-report questionnaire approach in studying beliefs. First, learners may not always report accurate beliefs as they may report the beliefs

they should hold, instead of reporting what they hold. Secondly, the learners may have beliefs they may not be able expressed easily in a self-report questionnaire. Barcelos (2008) and Woods (2003) have advocated for qualitative research for such a construct. But focusing on the construct purely from the qualitative approach will restrict the generalizability therefore it was felt that both types of data would yield a more valid result. For the current study, therefore, the researcher deemed it suitable to use mixed methods design.

Research Setting

The site for the study was S. S. College, Hazaribagh, Jharkhand, India. S. S. College where students who have passed intermediate (12th grade) from Hindi medium schools are learning English as a second language (ESL). S. S. College is similar to an ESL institute, and it is not a regular government recognized college as a college understood in India. It does not confer any diploma, but it merely prepares the students to undertake higher studies through the medium of English language. After three years of intense intermediate level of English study at S. S. College, the students will enter undergraduate English medium colleges where they will pursue their bachelor's degree in various disciplines through the medium of English education. The minimum qualification needed for the students to be admitted for the ESL program is second division (45% and above in 12th grade examination) pass marks in the 12th grade as the minimum second division marks (45%) are also the requirement for the undergraduate college admission.

The teacher participants for this study were chosen from different Hindi medium schools in Hazaribagh district run by Hazaribagh Jesuit Education Society. These schools are St. Britto's School, Carmel, Gonzaga, and Champion School (Pseudonyms). These

schools are among the best Hindi medium schools in the region. Some of these schools are financially supported by the state government and the schools follow the syllabus prescribed by the state board. Exams are also conducted by the state board. The schools are situated in rural or semi-urban areas of Jharkhand, India. The demographic of the teachers and students is largely homogenous in terms of social and economic profile.

Jharkhand is relatively a new state located in the north-eastern part of India. The tribal dominated regions of Bihar, known as Chhotanagpur and Santal Pargana were bifurcated from Bihar in the year 2000 to create a new state of Jharkhand after a prolonged struggle for separation to fulfil the aspirations of the people. Jharkhand is a mineral rich state. Soon after the independence in 1947 from the British rule, heavy mining and industrialization took place in this region and displaced lots of people. Now the state of Jharkhand has got the state government that represents the local people. People's aspirations are high and that could be achieved by education, especially English education as institutions of higher learning and the job market requires the knowledge and ability to use the English language.

The following map locates the state of Jharkhand on the Indian map:

Map 1

The state of Jharkhand on the Indian map



Participants

The research sample consisted of a total of 103 students, 49 male and 54 female students. Teachers' sample consisted of 10 high school teachers teaching in the above-mentioned schools. The students' ages range from 18 to 25 years and the teachers' ages

range from 30 to 45 years. Survey data was collected from 103 students and 10 teachers and for the qualitative data, out of 103 students and 10 teachers, 10 students and 5 teachers were selected to have a follow up semi-structured interview. The sample was drawn by purposive sampling method.

The student participants in the study are those who have passed 12th grade from Hindi medium schools where English language was taught as one of the subjects under the three-language policy in India. Currently, these students are undergoing intermediate level of English language coaching with a focus on spoken language. Though they were exposed to English as a subject, but they did not have any opportunity or exposure to practice speaking in English language before this. These students come from 3 to 4 different linguistic backgrounds and most of them speak at least three languages or dialects. Their mother tongue is different from the language of instruction they have in schools.

The students are from a rural background. Their parents are either marginal farmers or third grade government job holders. Educationally, most of them are only second or third generation learners. They have been studying English for about 8 to 10 years as one of the subjects. The teacher participants in the study also belong to the same linguistic and cultural background.

There are a few reasons why I chose to conduct this study particularly with this group of students. First, this group of students have completed 12th grade from different schools in Jharkhand, so, they represent a wide range of the population. Secondly, these students are mature enough to reflect their learning beliefs and understand them. They are also competent to express their beliefs in simple English which high school students from St. Britto's, Carmel, Gonzaga, and Champion School (Pseudonyms), who were in the initial

planning, could not have expressed in English. Hindi translation would have been needed. In addition, these students are above 18 years of age so parental approval was not needed for their inclusion in the study. Lastly, I had an easy access to this group of students. Even during this pandemic period when schools were closed in India for an indefinite period and it was not easy to access students in their homes, this group of students who live in S. S. College (pseudonym), was easily accessible to the researcher.

Regarding the selection of the teacher participants, these teachers have gone through either these schools mentioned above or those that follow the same system of education. They are also working as teachers in the schools where the student participants have studied.

Ethical Considerations

The researcher has obtained permission from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) to conduct this study. Once the permission was obtained, the researcher wrote to the President of Jesuit Education Society Hazaribagh which governs the S. S. College and principals and directors of other schools mentioned in this study and to seek their permission for the research study. The researcher explained to them the benefits of this research.

Participation in the study was optional and all participants had the right to withdraw from the study at any time or reject to be part of it. The data collected from the students and teachers has not been shared with anyone. It is kept completely confidential, and it will remain confidential. Students' and teachers' identities are not revealed in any manner and will not be revealed in future. Therefore, data gathered from the students and teachers will not affect the students and teachers in any manner.

Instrumentation

Quantitative Data

Quantitative data for this study was obtained by using a survey questionnaire (see Appendix A). The questionnaire is a slight a modification of Horwitz's (1985) Beliefs about Language Learning Inventory (BALLI) instrument. This survey instrument is in the public domain. But out of courtesy, the researcher had sent an email to Horwitz to inform her about using the instrument. The original BALLI instrument was developed for the purpose of assessing students' opinion on various aspects of language learning. Initially, she developed three versions of BALLI questionnaires for different groups: one for foreign language teachers with 27 items, another one for ESL students with 27 statements, and a third one for US students learning a foreign language with 34 items. The BALLI instrument has gone through various modifications to suit various contexts.

This study has used the 34 statements BALLI (Horwitz, 1985) with a slight modification to suit the Indian context without changing the original meaning of the statements. For example, the phrase "this language" in the original BALLI item "I would like to learn this language" was changed into "I would like to learn English language". Similarly, "American" in the statement "Americans are good at learning a foreign language" was changed to "Indians are good at learning a foreign language".

These statements were scored on a five-point Likert-scale: 1. strongly disagree, 2. disagree, 3. neither agree nor disagree, 4. Agree 5. Strongly agree. Two statements have different response scale (33 and 34). Statement 33 asks about the perceived degree of difficulty of the English language: "English is 1. A very difficult language, 2. A difficult language, 3. A language of medium difficulty, 4. An easy language, 5. A very easy

language. Statement 34 asks about the amount of time needed to learn a language: “If someone spent one hour a day learning a language, how long would it take them to speak the language very well? 1. Less than a year, 2. One to two years, 3. Three to five years, 4. Five to ten years, 5. You cannot learn a language in one hour a day”. The instrument does not produce a composite score rather each statement is treated separately. Each individual statement yields descriptions of discrete student/teacher conceptions of language learning.

These BALLI statements assess language learners’ beliefs in five major areas of language learning (see Table 1).

Table 1

Areas of Language Learning Beliefs and the Questionnaire Statements

Five areas of language learning beliefs	Statement Nos.	Count of items
1. The difficulty of language learning	3,6,24,28,33,34	6
2. Foreign language aptitude	1,2,4,10,14,15,22,29,32	9
3. The nature of language learning	8,11,16,20,25,26	6
4. Learning and Communication strategies	17,21,7,9,12,13,18,19	8
5. Motivation and expectations	23,27,30,31	5

Demographic Information

To collect information on the background of the participants, the questionnaire included statements for age, gender, academic qualification, number of years spent studying English language (see Appendix A and B).

The survey instrument, consisting of the self-constructed demographic information questionnaire and the BALLI questionnaire, was administered to 103 ESL students at S. S. College (Pseudonym), Jharkhand, India. Table 2 presents the dates of the survey administration and semi-structured interviews.

Table 2

Dates of Survey Administration and Semi-structured Interviews

Participants	Survey	Interview
ESL Students	July 29	August 16,17, 19, 20, 21,
ESL Teachers	July 30	August 16, 17, 18, 19

Section I in the survey questionnaire focused on collecting demographic information from the participants. The demographic-information section collected information in the following nine areas: age, gender, first language, level of education, current level of English, satisfaction about English classes, satisfaction with teachers.

Demographic Information of ESL Students

The demographic information of the ESL student participants is presented in Table 3. A total of 103 (49 male and 54 female) ESL students from S. S. College (Pseudonym), Jharkhand participated in the study. Ten out of 103 also participated in the semi-structured interview. As could be seen in table 6, there is not a big difference in gender ratio as 49 male and 54 female students participated in the study. As for the age of the participants, All the 103 of them are within the age group of 18-26 years. Out of 103 participants, one of them rated his/her English proficiency level as excellent, 24 of them rated as good, 67 as medium, and 11 as poor.

Regarding the educational qualification, most of them share the same level of education, as 101 of them have passed 12th grade and only two have completed undergraduate studies.

Table 3

Gender, Age, Self-rated English proficiency, and Level of Education Reported by Participating ESL students (n=103)

Demographic categories		Count	Percentage
Gender	Male	49	47.57
	Female	54	52.43
Age	18-26 Years	103	100.00
Self-rated English proficiency	Excellent	1	00.97
	Good	24	23.30
	Medium	67	65.05
	Poor	11	10.68
Level of Education	12th	101	98.06
	Bachelor's	2	1.94

Demographic Information of ESL Teachers

As could be seen in Table 4, a total of 10 ESL teachers (4 female and 6 male) participated in the survey and 5 of whom also participated in the semi-structured interview. Four of them have Undergraduate degree and 6 of them hold master's degree with additional teachers' training certificate. Six of these teachers reported to dislike their teachers as students and 4 of them liked their teachers. Only one teacher reported to have

excellent level of English proficiency, 4 of them reported to have good proficiency and 5 of them reported to have medium level of proficiency. Three of the reported to have 1-5 years of teaching experience and 7 of them reported to have 6- 10 years of teaching experience.

Table 4

Gender, Age, Level of Education Reported by Participating ESL students (n=10)

Demographic categories		Count	Percentage
Gender	Male	6	60.00
	Female	4	40.00
Age	25-35 Years	2	20.00
	36-45 Years	8	80.00
Self-rated English proficiency	Excellent	1	10.00
	Good	4	40.00
	Medium	5	50.00
	Poor	0	20.00
Level of Education	Undergraduate	4	40.00
	Postgraduate	6	60.00
Years of Teaching	1-5 Years	3	30.00
	6-10 Years	7	70.00

Reliability

BALLI is one of the most widely used instruments for measuring language learners' beliefs about language learning (Altan, 2006; Bernat & Gvozdenko, 2005b; Chawhan & Oliver, 2000; Gabillon, n.d.; Kern, 1995; Peacock, 1999; Sheorey, 2006). It has gone through various adaptations and has been used in different contexts (Mantle-Bromley, 1995; Sakui & Gaies, 1999). Several studies also have examined the stability of this instrument. Now it has been well established by many studies that BALLI is a reliable instrument. Table 5 presents the reported Cronbach's alpha.

Table 5

Summary of the Reported Reliability of the BALLI

Author	Year	Number of subjects	Cronbach's alpha
Yang	1992	505 Taiwanese university students	.69
Truitt	1995	197 Korean university students	.63
Kunt	1997	554 Turkish-speaking university students	.64
Kim-Yoon	2000	227 Korean university students	.60
Abdolazadeh & Rajae Nia	2014	226 Iranian School students	.84

Validity

To establish face, construct, and content validity of the modified survey instrument, the questionnaire was tried out with a group of 5-8 students at St. Robert's

School, Hazaribagh, Jharkhand. The questionnaire was sent to a teacher in the school for the try out. The teacher was instructed to ask some questions to the students concerning the questionnaire clarity, comprehensibility, readability. The teacher reported that no difficulty was experienced by any student.

Qualitative Data

To supplement the quantitative data, qualitative data was collected by way of semi-structured interviews with a subset of the students and teachers. The interviewees were selected from the surveyed participants. Ten students and five teachers were selected through purposive sampling method for the semi-structured interview. Five student interviewees who showed higher score and five students who showed lower score on some select BALLI statements (Table 7) which are aligned with theoretical framework. This has helped the researcher to find explanation about why they hold those beliefs. Both teachers and students were asked the same questions. The interview questions attempted to extract learners' and teachers' beliefs in five major areas mentioned in BALLI instruments. They are 1) the difficulty of language learning 2) foreign language learning aptitude, 3) the nature of language learning, 4) learning and communication strategies, 5) motivation and expectations. The interview questions are in the Table 6. Throughout the interview the researcher tried to note the opinions of the interviewees on what they said about the difficulty of English language, about the estimation of their own learning ability, about grammar and vocabulary, about what they did to learn and how they motivate themselves.

Table 6*Questions used to guide the interview*

Five areas of language learning beliefs	Interview questions
1. The difficulty of language learning	<p>How many languages do you speak? Is there any language that is more difficult than others?</p> <p>Do you think English is a difficult language?</p>
2. Foreign language aptitude	<p>How do you see yourself as a language learner?</p> <p>Do you think some people have natural talent for language learning? Why do you think so? How do you see your role in learning English?</p>
3. The nature of language learning	<p>What do you think of grammar? How important is it to learn grammar? How do you evaluate memorizing vocabulary?</p>
4. Learning and communication strategies	<p>How do people learn a language?</p> <p>How do you learn English?</p> <p>What do you think about making mistakes while learning?</p>

Do you think people should have excellent pronunciation to speak a language?

5. Motivation and expectations

Do you think you are motivated to learn English? What are the reasons for motivation/demotivation?

What motivates you learn English?

Data Collection Procedure

The data collection process involved several steps. First the researcher contacted the president of Hazaribagh Jesuit Education Society through an email to ask for permission to conduct a study involving the students at S. S. College (Pseudonym). After the president of Hazaribagh Jesuit Education Society granted permission, the directors of each ESL institution in S. S. College campus were contacted through email to have access to the students and to fix the date for survey data collection. Once the permission was granted and the date was fixed for survey data collection, the researcher sent the Beliefs About Language Learning Inventory (BALLI) questionnaire to a member of Hazaribagh Jesuit Education Society who is a teacher at St. Xavier's School Hazaribagh. He assisted me in data collection. He printed out the questionnaire and administered a paper-and pencil survey questionnaire in person.

The paper and pencils mode of collecting data was adopted because the research participants lacked personal computers. The participants also are not competent in using online survey tools. Paper and pencil approach also afforded opportunity for clarification if needed. The researcher remained connected with the research assistant through phone as

the data collection was in progress in case of any need for clarification. The researcher wanted to collect data in person but because of the travel uncertainty due to COVID-19 situation, the researcher chose to use the above-mentioned process of data collection.

After the survey data collection was completed, the data was analyzed to see the high and low scores in order to select the interview participants. The representative BALLI statements (Table 27) were used to select the interview participants. A total of 10 students were selected, five of whom had scored low and five of whom had scored high on the representative BALLI statements. Then the researcher re-established the contact with the directors of studies through the research assistant to arrange for the semi-structured interview. The researcher conducted the semi-structured one-on-one interviews with the students and teachers. The interview with each student and each teacher lasted from 45 minutes to an hour. These interviews were done through zoom platform and conducted in English. The interview questions are given in Table 27. The researcher took down the notes during the interview, and also video recorded the interview. It was also transcribed by listening to the video record several times. Interviews allowed the research to have a deeper look into the mind of the learner.

During the actual interview process, the interviewer attempted to:

1. Gain a general overview of the participants' beliefs about English language learning.
2. Elicit information regarding their perception of their own ability to learn English language.

All the interviews were conducted in a comfortable environment. Each interview followed a pattern of four step procedure suggested by Brown (2004).

1. Warm-up. The interviewer led the mutual introductions and helped the interviewee to be comfortable with the situation. The researcher allayed and dispelled doubts and anxiety if there was any. This step took a minute or so. Some personal questions such as “how are you?”, “where are you from?” were asked.
2. Level check. The preplanned questions prepared by the researcher were asked to extract information. The questions were designed to extract what the learners believed about various aspects of foreign/second language learning (see table 27).
3. Probe. To explore more personal and closely held beliefs of the learners, probing questions were asked.
4. Wind-down. The final step of the interview asked the interviewee to ask any question if he/she had any? Students were excited and curious to know about the researcher.

Interview Participants

This section provides background information of the 15 interview participants and interview questions. It describes how interviewees were selected and the rationale for designing the interview questions.

The target interview participants for this research project included both students and teachers who responded to the BALLI survey questionnaire and indicated that they would be willing to participate in the interview. After the BALLI survey data was analyzed, the interview participants were identified by checking their BALLI score on some select BALLI questions that are clearly aligned with the theoretical framework (S. Ryan & Mercer, 2011). Those items are presented on Table 7. The agreement to statements 2, 9, and 19 and disagreement to statements, 6 and 14 in Table 7, implies

respondents having debilitating beliefs. Those participants having contrary views, implies them having facilitative beliefs about language learning.

Table 7

BALLI Statements Aligned with the Statements in Core-beliefs Framework

No.	BALLI statements
2	Some people are born with special ability which helps them learn English.
6.	I believe that I will ultimately learn to speak English very well.
9	You should not say anything in English language until you can say it correctly.
14	Everyone can learn to speak English.
19	If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later.

Based on the high and low score on the BALLI items on Table 7, five of the students who showed inclination towards debilitating beliefs and five students who showed inclination towards facilitative beliefs were identified for interview (see table 8). The same procedure was followed to identify teacher interviewees. Each interviewee information is presented under the pseudonyms in Table 9.

All the interviewees were interviewed in English via Zoom video communication. The student participants were approached through their directors of study through phone. Once they agreed to participate in the interview, the dates for interview were fixed in consultation with the directors of study and students. Teacher interview participants were individually approached through phone and interview dates were fixed. To connect with the participants for the interview on zoom, Manoj Kujur, my research assistant helped me with technological tools. I sent the zoom link to Manoj Kujur before the scheduled time

for interview. He went over to the students and teachers and connected them to me on zoom for interview.

Student Interviewees

All the students except one have studied in Hindi medium schools. One of them has studied in an Oriya medium school. They all speak at least three languages. In Table 8 is given the information obtained from background questionnaire. L1 in tables 8 and 9 suggests first language.

Table 8

Basic Information of the Student Interview Participants

Name	Age	Gender	L1
Rose	18-25	F	Hindi
Rina	18-25	F	Kurux
Sunita	18-25	F	Kharia
Prashant	18-25	M	Santali
Basant	18-25	M	Hindi
Anand	18-25	M	Hindi
Neelima	18-25	F	Mundari
Renu	18-25	F	Kharia
Kiran	18-25	F	Kharia
Meena	18-25	F	Santali

Teacher Interviews

All the teacher interviewees are experienced English language instructors. They themselves have been learners of English as second language.

Tete has been teaching English as a second language for more than 10 years in a Hindi medium high school in Hazaribagh, Jharkhand, India. He himself has the experience of learning English as a second language. He is also the principal of that school.

Tirkey is an assistant teacher. He has been teaching English for two years in a Hindi medium school. He holds a bachelor's degree in arts.

Xalxo is a trained teacher. She holds a bachelor's degree in teachers training. She has been teaching English as a second language in a Hindi medium high school for more than five years.

Jojo teaches English as a second language in a Hindi medium high school.

Table 9

Basic Information of the Teacher Interview Participants

Name	Age	Gender	L1	Education	Teaching
Tete	36-45	M	Kharia	MA	10 years
Xalxo	36-45	F	Kurux	BA	8 years
Tirkey	25-35	M	Kurux	BA	3 years
Ekka	36-45	F	Kurux	MA	8 years
Jojo	36-45	F	Kharia	BA	8 years

Interview Questions

In designing the qualitative study questionnaire, I was guided by the theoretical framework and BALLI questionnaire. The interview questions sought to inquire into the language learning beliefs of the students and teachers in relations to the belief categories indicated in BALLI questionnaire. The questions were formed to explore the participants beliefs about some prominent themes purposefully. These themes have emerged prominently in the literature review and quantitative data. The revised guiding questions are presented in Table 10.

Table 10

Revised Questions to Guide the Interview

Categories of beliefs	Interview questions
Foreign language aptitude	How do you see the age factor in learning English as a foreign/second language? Do you think there exists the special ability for language learning? How do you see the role of hard work?
The difficulty of language learning	Do you feel that some languages are more difficult than other? How do you see English language? What about the levels of difficulty of spoken and written English?
The nature of language learning	What do you think is the most important part of the language that needs attention?

	How important are grammar and vocabulary learning?
Learning & communication strategies	What do you think about making errors? Do you think it is important to correct the learner whenever they make mistakes?
	What strategies do you think are important?
Motivation & expectations	Why are you learning English? How will it help you?

The interviews were conducted in semi-structured manner. It allowed the interviewer to ask probing questions. The interview questions were constructed before the interview data collection started and were meant to prompt and guide the interview responses. I was constantly seeking to find out how the interviewees describe their belief about different aspects of language learning. Different respondents responded to the interview questions in varying details. Some respondents were eloquently detailed, and some were quite reticent in the way they responded.

Data Analysis

For the quantitative data analysis, the researcher used descriptive statistics for survey data. The BALLI questionnaire is not designed to yield a composite score of all the statements in the questionnaire together, therefore the result of each statement was computed for frequency in terms of percentage separately. To answer the research question, the researcher calculated the frequencies, means and standard deviations of all responses for each statement. In the analysis, the five rating scales were consolidated into three

groups and were interpreted as follows. Responses 1 and 2 were combined and analyzed under the category of “Disagreement”. Responses 4 and 5 were treated together as a category of agreement. Response 3 was analyzed as undecided.

For the qualitative data analysis, the qualitative data from interview responses were transcribed and coded according to the five areas of language learning beliefs. The first step in this process involved transcribing the audio data. Initially, the interview data was transcribed verbatim. Later, redundancy was removed, and some sentences were corrected to make them comprehensible. Once the transcript was ready, the next step was organizing the text according to the themes. The interview followed the thematic line from the survey analysis. The coding strategies in this study involved description-focused and value coding. This strategy was used because the direct information came from the data. This strategy is apt when the data has direct information. The Second, grouping according to categories or themes were carried out. Thirdly, jotting and writing analytic memo was done. This involved the researcher noting down fleeting and emergent reflections. The final step involved summarizing and synthesizing and assertion.

In this sequential explanatory mixed method study, both the quantitative and qualitative data were analyzed sequentially, and the results were integrated and interpreted. The triangulation took place at the stage of qualitative data analysis and at the stage of interpretation of the results. The qualitative data confirmed certain findings and contradicted some findings from the quantitative data.

Positionality of the Researcher

This researcher is a Jesuit from Hazaribagh Jesuit Province in India. He obtained a master’s degree in TESOL from the University of San Francisco. He is currently a

doctoral student at the University of San Francisco in the department of Learning and Instruction. The researcher has worked in two Jesuits schools in India. He worked as an assistant teacher in St. Xavier's School, Bokaro Steel City, Jharkhand, India between 2004-2006. He later worked as an assistant teacher at St. Xavier's School, Hazaribagh, Jharkhand, India between 2010-2011 where he taught English language in 8th and 9th grade and history in 6th grade. Later, he worked at St. Stanislaus College, Sitagarha, Hazaribagh, Jharkhand as an English teacher in the Juniorate between 2011-2015. In the summer of 2019, he also worked at St. Joseph's Higher Secondary School Mahuadanr, Jharkhand as a visiting teacher, teaching English language to 11th and 12th grade.

As a member of Hazaribagh Jesuit Province, the researcher shares the interests of the organization. It has been the enduring interest of Hazaribagh Jesuit Province to empower the marginalized society through quality education. There are two types of schools run by the said organization. First, there are English Medium Schools in which the medium of instruction is English. Students do well in English in these Schools. Then there are Hindi Medium Schools in which the medium of instruction is Hindi and English is one of the subjects. The researcher is interested in the second type of schools. Students go through these school for 10 to 12 years studying English as one of the subjects, but they cannot acquire English language as they are expected to by the said organization.

As a likely future teacher and administrator in one of the schools mentioned in this study, the researcher wants to understand the underlying factors that affect students' learning of communicative English. So that, desired changes could be brought by introducing effective measures at the teaching level and administrative level.

CHAPTER IV

DATA ANALYSIS AND RESULTS

Overview of the Chapter

In this study the researcher investigated the beliefs held by ESL students and teachers of Jharkhand, India about learning English as a second/foreign language. The researcher used Ryan and Mercer' core beliefs framework of language learning (Ryan & Mercer, 2011). The researcher used a modified version of the survey instrument called Beliefs About Language Learning (BALLI) of Horwitz to collect quantitative data and a self-constructed interview questionnaire to collect qualitative data. This chapter consists of two sections. In the first section, the results of the quantitative data are presented and in the second section the results of the interview data are presented.

Basically, the study focused on exploring ESL learners' and teachers' beliefs about various aspects of learning English as a second language. The study attempted to answer the following three research questions.

1. What beliefs do ESL learners hold, as measured by the BALLI, about learning English as a second language?
2. What beliefs do ESL teachers hold, as measured by the BALLI, about learning English as a second language?
3. How do teachers and students describe their beliefs?

Research Questions

1. What beliefs do the ESL learners hold, as measured by the BALLI, about learning English as a second language?

2. What beliefs do teachers hold, as measured by the BALLI, about learning English as a second language?
3. How do teachers and students describe their English language learning beliefs?

This study identified the prevailing beliefs of ESL learners as revealed through their agreement or disagreement with the 34 given belief statements. Each response to a statement was converted to a numerical score in the following manner: Strongly agree – 5, agree – 4, undecided 3, disagree – 2, strongly disagree – 1. Thus theoretically, a mean score of 3.5 or above on each inventory item would indicate the respondent's agreement with the statement. On the contrary a mean of 2.5 or less would indicate a disagreement score. The score for “undecided” (a score of 3) were not considered for the data analysis. The frequency count of agreement or disagreement with each of the 34 statements was converted to a percentage. The statements and the scores on agreement, disagreement, mean and standard deviation separately for each of the five categories.

Answer to Research Question 1

What beliefs do the ESL learners hold, as measured by the BALLI, about learning English as a second language?

To answer Research Question 1, the modified BALLI instrument consisting of 34 statements divide into five categories was administered to 103 ESL students in Hazaribagh, Jharkhand, India. The five categories of beliefs are beliefs about foreign language aptitude, beliefs about the difficulty of language learning, beliefs about the nature of language learning, beliefs about learning and communication strategies, and beliefs about motivation and expectations.

Foreign Language Aptitude

Beliefs about foreign language aptitude consists of eight BALLI statements. Statements 2, 4, 10, 14, and 15 deal with the idea of special ability or natural talent for language learning. Statements 1, 22, and 29 deal with potential successful language learners. Table 11 presents the BALLI items dealing with foreign language aptitude.

Table 11

BALLI Statements Related to Foreign Language Aptitude

No.	Statement
1	It is easier for children than adults to learn a foreign language.
2	Some people are born with a special ability which helps them learn English language.
4	Indians are good at learning a foreign language.
10	It is easier for someone who already speaks a foreign language to learn another one.
14	Everyone can learn to speak English language.
15	I have foreign language/English language aptitude.
22	Women are better than men in learning a foreign language.
29	People who speak more than one language well are very intelligent.
32	People who speak more than one language are more intelligent.

The agreement with BALLI items in this category implies the existence of natural aptitude except item 14 which is worded to mean the opposite. In general, the respondents believe in the existence of natural talent for language learning or foreign

language aptitude. As can be seen on the Table 12, a fairly large majority of the respondents (68.95 percent) agree while about 26 percent respondents disagree with the statement that some people are born with a special ability which helps them to learn English. Statement No. 15 sought to find out whether the respondents believed that they are endowed with natural ability to learn English. Fifty four percent of respondents believed that they were endowed with natural ability to learn English while a little more than twenty percent of them believed that they did not have natural ability to learn English. Even though a large majority of the respondents believed that foreign language aptitude existed, the highest number (77.67 percent) of respondents also agreed that everyone can learn a foreign language.

Regarding the ability of Indians to learn English as a foreign language, approximately 68 percent of the respondents endorsed the view that Indians are good at learning a foreign language.

A little more than half of the respondents (51.46 percent) believe that those who already speak a foreign language will be able to learn another foreign language more easily. Statements 29 and 32 are similar. The responses to the statements “people who speak more than one language are very intelligent” and “people who speak more than one language are more intelligent” are divided as 55.34 percent and 45.63 percent agreed with the statements while about 32 percent and 45.63 percent disagreed with the statement.

A vast majority of the respondents (75.73 percent) agreed with the statement that it is easier for children than adults to learn English/foreign language while only 12.62 percent respondents disagreed with the statement. This finding concerning age factor is in consonance with the general folk conception that holds that children can learn a new

language better than the adult learners. This, however, is a problematic area as linguistic development is accompanied by general cognitive development. On the question of gender, a small majority of the participants disagreed with the statement that women are better than men in learning a foreign language while still a fairly large number of participants (33 percent) believed that women are better in foreign language acquisition. Twenty-five percent of them did not have any opinion about gender role in foreign language learning.

Table 12

Foreign Language Aptitude

All Participants (n= 103)

No.	Disagree	Undecided	Agree	Mean	SD
1	12.62	11.65	75.73	3.92	1.02
2	26.21	4.85	68.93	3.60	1.24
4	16.50	15.53	67.96	3.76	1.14
10	29.13	19.42	51.46	3.31	1.15
14	13.59	8.74	77.67	3.91	1.12
15	20.39	25.24	54.37	3.45	1.03
22	41.75	25.24	33.01	2.89	1.20
29	32.04	12.62	55.34	3.35	1.28
32	45.63	8.74	45.63	3.03	1.26

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

Overall, in this category of belief statements, the participants agreed with most of the statements indicating that they are inclined towards the belief that is considered to be negative for language learning.

Difficulty of Language Learning

The second set of BALLI items (Table 13) concern students' beliefs about the relative difficulty or ease of languages, the relative difficulty of learning English language, the relative ease or difficulty of writing, speaking, reading of English as a foreign language. The responses on statements 3, 6, 24, and 28 are presented in Table 14. The responses to statements 33 and 34 were not scalar in nature, therefore they are presented separately in Table 15.

Table 13

BALLI Statements Related to the Difficulty of Learning a Foreign Language

No.	Statements
3	Some languages are easier to learn than others.
6	I believe that I will ultimately learn to speak English very well.
24	It is easier to speak than understand a foreign language.
28	It is easier to read and write a foreign language than to speak and understand.
33	The language I am trying to learn is: a) very difficult b) difficult c) medium d) easy e) very easy
34	If someone spends one hour a day learning this language, how long will it take him/her to become fluent? A) less than one year b) 1-2 years c) 3-5 years d) 5-10 years

A large majority of participants believed in the relative difficulty of languages. Horwitz (1988) has used the term language learning difficulty hierarchy to suggest the gradation of difficulty or ease. More than 78 percent respondents reported that certain languages are more difficult than others. A little more than 13 percent did not agree with the idea that different language have different difficulty level. Regarding the level of difficulty of English language, 48.27 percent of students believe that English is a language of medium level difficulty and about a little more than 24.27 percent believe that English is an easy language. Just nearly 23.28 percent of them believe that English is either a difficult or a very difficult language. And a large majority of them believed that if someone spent an hour every day in learning English language, they will be fluent in it within five years. In this category the highest score concerns the optimism of ESL students Jharkhand. Regarding the self-efficacy belief, a whopping 97 percent of them believe that they will ultimately learn to speak English very well. Only about two percent are uncertain and less than one percent think they will not be fluent speakers in future.

Table 14

The Difficulty of Learning a Foreign Language

All Participants (n=103)					
No.	Disagree	Undecided	Agree	Mean	SD
3	13.59	7.77	78.64	3.93	0.98
6	0.97	1.94	97.09	4.51	0.59
24	25.24	27.18	47.57	3.26	1.17
28	34.95	14.56	50.49	3.25	1.25

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree. Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

Table 15

The Difficulty of Learning a Foreign Language

No.	All Participants (n=103)	
33	The language I am trying to learn is:	
	a) a very difficult language	6.80
	b) a difficult language	17.48
	c) a language of medium difficulty	48.54
	d) an easy language	24.27
	e) a very easy language	2.91
33	If someone spends one hour a day learning this language, how long will it take him/her to become fluent	
	1. Less than a year	33.01
	2. 1-2 years	38.86
	3. 3-5 years	15.53
	4. 5-10 years	8.74
	5. You can't learn in 1 hours a day	4.85

Nature of Language Learning

The third category of BALLI statements deal with the beliefs about the nature of language learning. The BALLI items for this category are presented in Table 16. There are two types of statements in this category. The first component consists of statements that are cultural competence. The second component is consisting of those statements that

are related to morphosyntactic knowledge and lexical knowledge, such as, the role of vocabulary learning, knowledge of grammar rules, importance of memorization in learning English.

Table 16

BALLI Statements Related to the Nature of Language Learning

No.	Statements
8	It is necessary to know the English-speaking culture to speak the English.
11	It is better to learn English language in the English-speaking country.
16	Learning a foreign language is mostly a matter of learning a lot of new vocabulary.
20	Learning a foreign language is mostly a matter of learning a lot of grammar rules.
25	Learning a foreign language is different from learning other school subjects.
26	Learning English language is mostly a matter of translating from Hindi.

Students' responses on those statements are presented on Table 17. As can be seen, a small majority of students (49.51 percent) believe that learning the culture of target language community is important in order to learn the English language. About 40 percent students consider the cultural knowledge of the target language community unimportant in learning English language. Statement 11 is about the cultural immersion of the language learner. About 64 percent of the students endorse the idea that cultural immersion would help the learners to learn the target language better while 31 percent students think the cultural immersion is not important. Statements 16 and 20, and 26 intended to discover students' beliefs about the role of vocabulary and grammar

knowledge and translation. The results show that these students hold beliefs regarding vocabulary and grammar, that are considered to be misconceptions. An overwhelming majority of the students (82.52 percent) hold that learning a foreign language is a matter learning a lot of new words and 76.70 percent students hold that learning the grammar rules of the target language is very important. Scholars (Sheorey, 2006) suggest that students who hold such beliefs would most likely spend lot of time and energy in memorizing words and their meanings and grammar rules disregarding other aspects of language learning. A little over half (50.49 percent) of the students disagree with translation from native language to target language as strategy. Statement 25 concerns the relation of English language to other school subjects. Fifty seven percent of the students believe that learning English language is different from learning other school subjects. Only 33 percent of the participants feel that learning English as a foreign language is same as learning other subjects.

Most of the ESL students in this study reported that memorizing new words ($M = 4.16$, $SD = .93$) and learning grammar rules ($Mean = 3.90$, $SD = 1.13$) are very important aspects of learning English as a foreign/second language. Such learners who believe that a language learning consists of learning a great deal of learning of vocabulary and grammar rules may emphasize learning about the language rather than learning to use the language (Erlenawati, 2002). Wenden (1987) holds that language learners of this type are very conscious of language forms and use fewer communication strategies.

Table 17*The Nature of Language Learning*

All Participants (n= 103)

No.	Disagree	Undecided	Agree	Mean	SD
8	40.78	9.71	49.51	3.06	1.33
11	31.07	4.85	64.08	3.55	1.47
16	7.77	9.71	82.52	4.16	0.93
20	18.45	4.85	76.70	3.90	1.13
25	33.01	9.71	57.28	3.34	1.25
26	50.49	16.50	33.01	2.75	1.22

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

Learning and Communication Strategies

The BALLI items in this category deal with the beliefs about learning and communication strategies. Statements 7, 9, 13, and 18 deal with communication strategies and statements 12, 17, 19, and 21 deal with learning strategies. Agreement on the statements 7, 9, 18, 19 and, 21 meant to imply negative beliefs for language acquisition. These statements are presented in Table 18.

Table 18*BALLI Statements Related to Learning and Communication Strategies*

No.	Statements
7	It is important to speak English language with excellent pronunciation.
9	You should not say anything in English language until you can say it correctly.
12	If I heard someone speaking English, I would go up to them so that I could practice speaking the language.
13	It's Ok to guess if you don't know a word in a foreign language.
17	It is important to repeat and practice a lot.
18	I feel self-conscious speaking a foreign language in front of other people.
19	If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later.
21	It is important to practice in language laboratory.

Overall, the beliefs the ESL students of Jharkhand about learning and communication strategies are in consonance with the communicative approach of second language teaching. This finding is also consistent with the findings of many other studies (Aziz & Quraishi, 2017; Chawhan & Oliver, 2000; Kern, 1995; Sheorey, 2006).

For instance, in Table 19, it could be seen that majority of the students (67.96 percent) disagreed with the statement, “One should not say anything in English until one can say it correctly” whereas, 24.27 percent of the students agreed with it. But on the contrary, in line with the traditional views of language learning, 83.50 percent of the

students believe that it is important to speak English with excellent pronunciation. This finding suggests that though speaking with excellent pronunciation is important, but what is even more important is to at least speak. This assumption is supported by the high agreement score (83.50 percent) for the statement “If I heard someone speaking English language, I would go up to them so that I could practice speaking the language”. And 53.40 percent students are concerned about correctness that if the students are allowed to make mistakes, the mistakes will be fossilized, and they will not be able to correct later. This belief is contrary to the communicative language teaching assumption on fluency and accuracy. Students who are concerned too much on accuracy suffer on fluency and vice versa.

Regarding learning strategies, an overwhelming majority (96.12 percent) students believe that “it is important to repeat and practice a lot”.

Table 19

Learning and Communication Strategies

All Participants (n=103)					
No.	Disagree	Undecided	Agree	Mean	SD
7	13.59	2.91	83.50	4.13	1.08
9	67.96	7.77	24.27	2.25	1.40
12	8.74	7.77	83.50	4.09	0.97
13	31.07	26.21	42.72	3.06	1.10
17	3.88	0.00	96.12	4.51	0.78
18	25.24	12.62	62.14	3.49	1.16

19	41.75	4.85	53.40	3.12	1.37
21	33.98	11.65	54.37	3.28	1.26

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

The findings show that students hold mixed beliefs in this category. They hold certain beliefs that are facilitative and certain beliefs that are debilitating. Belief about pronunciation is debilitating while beliefs about importance of communication is facilitative.

Motivation and Expectations

The statements in the fourth and the final category of language learning beliefs deal with learners' motivation and expectations in learning English as a foreign language. Table 20 presents the BALLI statements. Three statements 23, 30, and 31 concern with intrinsic motivation while 27 concerns with extrinsic motivation.

Table 20

BALLI Statements Related to Motivation and Expectation

No.	Statements
23	If I get to speak English very well, I will have many opportunities to use it.
27	If I learn English very well, it will help me get a good job.
30	Indian think it is important to speak English.
31	I would like to learn English so that I can get to know its speakers better.

The results of the participants responses on four items are presented in Table 21. As can be seen, the responses to these items were overwhelmingly positive. The ESL

students of Jharkhand appear to be motivated by personal, social and material reasons. A huge majority of the students (91.26 percent) agree that if they learnt to speak English very well, they will have many opportunities to use. The respondents who recognize the usefulness of English language as it is a universal a language. Those who believe that other Indians also think that it is important to speak English constitute about 67 percent. Those who are motivated to learn English so that they could get to know target language community members constitute 84.74 percent. Regarding the instrumental motivation, 74.76 percent students consider job opportunity as the motivating factor to learn English.

Table 21

Motivation and Expectations

All Participants (n=103)					
No.	Disagree	Undecided	Agree	Mean	SD
23	4.85	3.88	91.26	4.40	0.78
27	18.45	6.80	74.76	3.98	1.14
30	16.50	16.50	66.99	3.66	1.08
31	6.80	8.74	84.47	4.07	0.84

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

Answer to Research Question 2

What beliefs do teachers hold, as measured by the BALLI, about learning English as a second language?

The question sought to find out the beliefs held by ESL teachers of Jharkhand about English language learning. To answer this question, the same modified BALLI instrument which is used to measure students' beliefs has been used for the teachers in this study. This survey instrument consists of 34 items. Each statement is scored on a five-point Likert-scale: 1. Strongly disagree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree. Statements 33 and 34 have different response scales. Statement 33 asks about the perceived degree of difficulty of the English Language: "English is: 1. A very difficult language, 2. A difficult language, 3. A language of medium difficulty, 4. An easy language, and 5. A very easy language. Statement 34 is about the length of time needed to learn a language. The statement is "If someone spent one hour a day learning a language, how long would it take them to speak the language very well? The options are 1. Less than a year, 2. One to two years, 3. Three to five years, 4. Five to ten years, or 5. You cannot learn a language in one hour every. These 24 statements are organized into five categories, foreign language aptitude, difficulties of language learning, nature of language learning, learning and communication strategies, and motivation and expectations. The questionnaire was administered on ten teachers from three different schools in Hazaribagh, Jharkhand, India. These teachers have no direct relationship with the student participants in this study except that they come from similar school system in the same region.

Foreign Language Aptitude

The first category of BALLI statements deal with foreign language aptitude. The statements for this category are presented in Table 11. The teacher responses to the statements in this category show in Table 22 that most of the teachers believe in the

existence of foreign language aptitude. The agreement to all the statements in this category except statement 14 are meant to imply the existence foreign language aptitude. Item 14 implies the opposite. The mean scores on each item show that compared to the student beliefs, the teacher beliefs are much stronger in the existence of foreign language aptitude. Hundred percent of the teachers agreed with the statement that it is easier for the children than for the adults to learn a foreign language whereas only 75.73 percent of the students agreed with it. Seventy percent of the teachers believe that some people are born with a special ability which helps them learn English language but only half of them think that they themselves possess the special ability. About the same number of students (69 percent) believe that some people are born with special ability and slightly more than half (54.4 percent) of them think that they themselves possess the language aptitude. Responses to items 29 and 32 show that 10 percent and 20 percent of the teachers believe that those who speak more than one language are very intelligent or more intelligent. Where only 33 percent of the students agreed that women are better than men in learning a foreign language, 60 percent of the teachers agreed with the statement.

Interestingly, the highest number of responses among both teachers (90 percent) and students (77.7 percent) agreed with the statement that “everyone can learn to speak English”. This statement is in complete contradiction to rest of the statements.

According to Dweck & Molden, (2005) and Ryan & Mercer (2011) learners could hold contradictory and ambiguous beliefs within the framework.

Table 22*Foreign Language Aptitude*

All Participants: Teachers (n=10)

No.	Disagree	Undecided	Agree	Mean	SD
1	0.00	0.00	100.00	4.50	0.53
2	30.00	0.00	70.00	3.70	1.25
4	0.00	0.00	100.00	4.30	0.48
10	60.00	10.00	30.00	2.80	1.40
14	10.00	0.00	90.00	4.50	1.27
15	20.00	30.00	50.00	3.30	0.82
22	40.00	0.00	60.00	3.20	1.55
29	80.00	10.00	10.00	2.30	1.06
32	70.00	10.00	20.00	2.50	0.85

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

Difficulty of Language Learning

There are six items in this category of beliefs. All the statements in this category are presented in Table 13. The responses are presented in two different tables as the responses to items 33 and 34 are not scaler in nature, they are presented in Tables 23 and 24.

Table 23*Difficulty of Language Learning*

All Participants: Teachers (n=10)

No.	Disagree	Undecided	Agree	Mean	SD
3	10.00	0.00	90.00	3.80	1.03
6	10.00	0.00	90.00	4.40	0.97
24	30.00	30.00	40.00	3.10	0.88
28	50.00	10.00	40.00	3.00	1.15

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

The first statement (Statement 3) in this category is about the language learning difficulty hierarchy. The teacher responses show that 90 percent of them believe that some languages are more difficult than others. Regarding the level of difficulty of English language (Statement 33), 60 percent of the teacher participants think that English is a language of medium difficulty. Interestingly, the same number of participants (60 percent) believe that they will ultimately be able to speak English very well. Forty percent of the participants agree with the statement that speaking is easier than writing and the rest are equally divided in their response in disagreement and undecided.

The findings discussed above in this category indicate that teachers hold positive beliefs about the difficulty of English and high self-efficacy belief.

Table 24*The Difficulty of Learning a Foreign Language*

No.	All Participants: Teachers (n=10)	
33	The language I am trying to learn is:	
	1. a very difficult language	10.00
	2. a difficult language	10.00
	3. a language of medium difficulty	60.00
	4. an easy language	20.00
	5. a very easy language	00.00
33	If someone spends one hour a day learning this language, how long will it take him/her to become fluent	
	1. Less than a year	70.00
	2. 1-2 years	20.00
	3. 3-5 years	10.00
	4. 5-10 years	00.00
	5. You can't learn in 1 hours a day	00.00

Nature of Language Learning

The BALLI statements in this category presented in Table 16 deal with various aspects of the nature of learning a foreign or a second language. The statements seek to explore whether the participants think it necessary to know the culture of the target language community, whether it is better to learn the target language in the country where it is spoken as a native language i.e., beliefs about the importance of cultural immersion for language learning. Other items seek to explore how important the participants think learning a lot of words and grammar rules to be.

The responses of the teachers are presented in Table 25. As could be seen in Table 25, the teacher participants are equally divided on the issue of whether the cultural knowledge of the target language community (Statement No. 8) is necessary to learn the

target language. Similar result was found for the student participants on this issue.

Contrary to the popular beliefs (Freed, 1998; S. Ryan & Mercer, 2011), 70 percent of the teachers and 64 percent of the student in this study (item 11) do not believe that ‘study abroad’ experience is necessary for language acquisition. Ryan and Mercer (2011) hypothesized that strong beliefs in effectiveness of acquisition in natural settings abroad may lead to some learners attributing the learning environment as the true agent of successful learning and the construction of learner identity as a passive role.

Table 25

Nature of Language Learning

All Participants: Teachers (n=10)

No.	Disagree	Undecided	Agree	Mean	SD
8	50.00	0.00	50.00	3.10	1.45
11	70.00	0.00	30.00	2.60	1.71
16	30.00	0.00	70.00	3.80	1.32
20	30.00	0.00	70.00	3.80	1.32
25	30.00	20.00	50.00	3.40	1.17
26	40.00	10.00	50.00	3.00	1.15

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

The agreement on the statements 16 and 20 imply the existence of beliefs that are not helpful for language acquisition (Mueller, 2018). The teachers’ responses on these two statements “learning a foreign language is mostly a matter of learning a lot of new

vocabulary” and “learning a foreign language is a matter of learning a lot of grammar rules” indicate that they hold debilitating beliefs in these language domains, as could be seen in Table 21, 70 percent of them agree on both the statements. The mean score on both the statements ($M = 3.8$, $SD = 1.32$) show the strength of their belief. Similar beliefs are held by the student participants in this study as 82.5 percent and 76.7 percent of them have agreed with these statements. On the statement whether English language learning is mostly a matter of translating from the first language, 50 percent of the teacher participants agree, 40 percent disagree and 10 percent are undecided with the statement while only 33 percent of the students agree and more than 50 percent disagree. Fifty seven percent of the teachers think that foreign language learning is different from learning other school subjects.

Learning and Communication Strategies

The BALLI statements in this category deal with the beliefs about learning strategies and communication strategies. Statements 7, 9, 13, and 18 deal with communication strategies and statements 12, 17, 19, and 21 deal with learning strategies. These statements are presented in Table 18. Agreement on the statements 7, 9, 18, 19 and, 21 are meant to imply negative beliefs for language acquisition.

Teachers’ responses show that teachers and students seem to be aligned in their beliefs regarding learning and communication strategies as they hold similar beliefs in most of the statements in this category. As could be seen in Table 26, seventy percent of the teachers think that it is important to speak in excellent accent (Statement 7) and even a larger majority of them (80 percent) disagree with the idea that “one should only say something when one can say it correctly” (Statement 9). This finding implies that while

they are supportive of the idea of achieving excellent pronunciation and accent, they believe in the importance of practice as responses on the statements 12 and 17 indicate. Eighty percent of the teachers say they would take initiative to go and speak to English speaking people in order to just practice speaking and 100 percent of them said that “it is important to repeat and practice a lot”. Sixty percent of the teachers agree that it is Ok to guess if they did not know a word in a foreign language while interestingly only about 43 percent of the students supported the idea of guessing (Statement 13). According Rubin, (1975), the good language learners are those who are willing to guess and are comfortable with uncertainty. Studies have shown a significant relationship between tolerance of ambiguity and self-perceived achievement in foreign language (Başöz, 2015). Studies also have shown that students with higher proficiency in the target language are more willing to guess than those who do not (Green & Oxford, 1995). Only 40 percent of the teachers expressed their concern for the fossilization of mistakes if learners are allowed to make mistakes. The student response on this item is inconsistent with the principles of communicative approach and the assumptions of the core beliefs framework. To the statement about language lab, the teachers do not give much importance as 70 percent of them disagree with the statement (Statement no. 21).

Overall, the beliefs the teachers in this study hold about learning and communication strategies are consistent with the principles of communicative approach except on the issue of excellent pronunciation and accent. An excessive emphasis on nativelike pronunciation even during early phases of L2 learning may be debilitating.

Table 26*Learning and Communication Strategies*

All Participants: Teachers (n=10)

No.	Disagree	Undecided	Agree	Mean	SD
7	30.00	0.00	70.00	3.50	1.08
9	80.00	10.00	10.00	1.80	1.03
12	10.00	10.00	80.00	3.90	0.88
13	10.00	30.00	60.00	3.50	0.71
17	0.00	0.00	100.00	4.40	0.52
18	20.00	20.00	60.00	3.50	0.97
19	60.00	0.00	40.00	2.80	1.32
21	70.00	10.00	20.00	2.50	0.85

Learning and Communication Strategies 1

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

Motivation and Expectations

There are four statements in this category (Table 20). These statements deal with beliefs about motivation and expectations concerning learning of English. Statements 23, 30, and 31 are related to intrinsic motivation and statement 27 is related to extrinsic motivation. Statement 23 is about the importance of speaking ability. The teacher participants responses show that 70 percent of them agree that if they achieved proficiency in speaking English, they will have many opportunities to speak with people. Among the students in this study more than 91 percent of them agreed with the statement. And 90 percent of the teachers think that other Indians also think

that speaking English is important (Statement 30). In India, English is not only a link language but also a language of prestige as well, therefore having English language proficiency is a huge achievement and it is considered a social accomplishment (Sheorey, 2006). Hence, it is part of intrinsic motivation to be able to speak English. Eighty percent of the teacher participants have indicated that the ability to communicate in English will help them to know English speaking people.

Only one item (Statement 27) dealt with Extrinsic motivation. English language ability paves avenues for job opportunities, in this study, 80 percent of the teachers indicated that that if they learnt English very well, then they will have better job prospects.

Table 27

Motivation and Expectations

All Participants: Teachers (n=10)					
No.	Disagree	Undecided	Agree	Mean	SD
23	10.00	20.00	70.00	4.00	1.05
27	20.00	0.00	80.00	3.80	1.32
30	10.00	0.00	90.00	3.90	0.74
31	0.00	20.00	80.00	3.90	0.57

Note. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

Note. Agree in this table reflects the collapsed score of (5) strongly agree and (4) agree.

Disagree in this table reflects the collapsed score of (2) disagree and (1) strongly disagree in percentage.

The participants hold both extrinsic and intrinsic motivation, but extrinsic motivation seems to be very strong.

Answer to Research Question 3

This section of the chapter presents the findings for Research Question 3. The research question is, how do teachers and students describe their English language

learning beliefs. In the first part, the findings of student interviews, and in the second part, the findings of the teacher interviews are presented.

Student Interviews

Foreign Language Aptitude

The first category is concerned with the beliefs about foreign language learning aptitude. The interview response samples are organized into three themes namely the belief about the role of age in language learning, belief in the role of innate ability in language learning vs the role hard work, and self-efficacy beliefs. Table 28 presents the sample Responses according to these themes.

Table 28

Foreign Language Aptitude

Themes	Example of Student Responses
Age in language learning	<ul style="list-style-type: none"> • <i>People can learn English at any age. But when we learn as adults, we doubt and hesitate to speak. Children do not hesitate.</i> • <i>I don't believe in the role of age factor. I believe that we can learn English language anytime. Age is not a barrier. I was in Nepal, and I learnt Nepali as an adult very well.</i> • <i>It is very good when children learn a language because their mind is very active so whatever they get they absorb those things.</i> • <i>In my opinion, English language can be learnt at any age. A child or an adult or anyone can learn if they get good language learning atmosphere.</i> • <i>I think children can learn better.</i>
Role of natural ability/ hard work	<ul style="list-style-type: none"> • <i>What I understand is that natural ability is good but unless we work hard, we cannot grow.</i> • <i>See, learning languages, I will say we have to put effort. Even if we are naturally talented it is not enough. We need hard work in order to learn a language.</i> • <i>I think that if someone knows his talent then he can improve easily. Everyone has got the talent but that is not enough. With hard work only one can get better.</i>

- *Natural ability does not matter, if someone has interest to learn English, they can learn English. Like me, before I studied in Hindi Medium school, that time, I didn't want to learn because I did not understand. Now I understand so I have interest to learn.*
- Self-efficacy beliefs
- *I have the conviction that one day I will learn fluent speaker of English.*
 - *Hindi is my mother tongue. I started learning English late. I have been positive about the language from the beginning, now I have picked up English very well.*
 - *When I was in High School, I did not know English very well. Now I speak nicely. I was thinking that I will learn no matter how difficult it is. I will face difficulties and try to develop my language skills.*
 - *English is easy for me because now I am learning and having English classes and I understand well.*
 - *When I was in 10th or 9th grade, I was not taking interest in English. Now I have teachers who speak English so I think I will learn.*
-

Age in Language Learning

The popular belief is that children as L2 learners are superior to adult learners. According to this belief, younger the learner, the quicker the learning process and better the outcomes (Abello-Contesse, 2009). The 'critical period hypothesis' (CPH) is particularly relevant case in point. There is a claim that there exists an optimal period for language acquisition, ending in puberty. However, in its original formulation (Lenneberg, 1967), evidence for its existence was based on the relearning of impaired L1 skills, rather than the learning of a second language under normal circumstances.

However, contrary to the popular beliefs of SLA, prepubescent children in many settings do not appear to have any advantage and in many situations, learn more slowly than their older prepubescent or post pubescent peers. Moreover, studies that have made direct comparisons between children who started learning a foreign language earlier and

those who started later have found that starting earlier does not have a positive effect on most aspects of acquisition (Celaya et al., 2001).

In this study, the survey data indicates that about 75 percent of the ESL students from Jharkhand endorsed the existence of the optimal period for language acquisition. Only about 25 percent either disagreed or were undecided. For the interview, ten students consisting of five of those who showed more inclined towards facilitative beliefs and five of those who showed more inclined towards debilitating beliefs were asked to describe their beliefs about the existence or non-existence of optimal period for language learning. The interview data presented in Table 28 summarizes their descriptions. The data indicate that most of the students believe that age has some bearing in language acquisition. Even those who said that a second language can be learnt at any age, unconsciously believe that younger learners have the advantage over older learners. For example, Prashant, who was identified among those holding facilitative beliefs commented,

People can learn English at any age. But when we learn as adults, we doubt and hesitate to speak. We doubt whether it is right or wrong. We do not speak fluently. Children do not hesitate. When we learn in childhood, we do not hesitate to speak to anyone. But there is no age limit, we can learn at any age.

Anand who is also identified as having facilitative beliefs, has a strong belief that everybody could learn a second language but, in the interview, he privileges the children as he comments,

It is very good when children learn a language because their mind is very active. So, whatever they get in their daily life they absorb those things. As children, we easily talk with adults, so it is better when we begin to learn in childhood.

Basant is the only student among the five who were identified as holding facilitative beliefs, who completely disagreed with the idea that age plays any role in language learning. He narrates his own experience of successfully learning Nepali as an adult. He believes that he can learn English also as an adult, as anyone else can learn. He says,

I don't believe in the role of age factor. I believe that we can learn English language anytime. Age is not a barrier. I was in Nepal, and I learnt Nepali as an adult very well so I think I can learn English as well.

Among those who were identified as holding debilitating beliefs, two of them attribute a very important role to the age factor, two of them stated that both children and adults can learn well and granted a slight advantage for the children in terms of certain areas such as pronunciation. Kiran, who believes that age plays a very important role commented:

I believe that children can learn faster because their mind is not disturbed (preoccupied). I believe that children of three to five years of age can learn better. Adult mind is disturbed (preoccupied) with many things, so they don't learn well.

Meena, another student from the debilitating group stated that age plays an important role. She commented, "When we are younger at that time, we can learn faster whatever is taught. Some say adults can also learn but it is hard for the adults, so they don't learn fast".

It is evident from the data that most of the students believe that that age is a factor in second language acquisition. When Sunita was asked to share her thoughts She said,

Sometimes I think that if I had studied from the beginning (young age) then I could have been speaking English fluently in front of people and in front of the in-charges (teachers). I make mistake and I don't understand

Natural Talent Vs Hard Work

The second theme in the category of foreign language aptitudes is natural talent vs hard work. A commonly held belief is that a second language learner, without a special talent, flair for language learning or knack to learn, will have a very little chance to be successful in the acquisition of proficiency. Mercer (2012) claims that learners who hold such beliefs strongly, run the risk of getting demotivated in the face of challenges and failures and see their effort as a futile exercise. She further states that such beliefs are the indications of debilitating beliefs or fixed mindsets. On the contrary, the learners who think that through hard work they can learn a language, hold facilitative beliefs or growth mindset. Ericsson et al. (1993) have convincingly argued that expertise in any field including language acquisition could be attributed to deliberate practice. To achieve expertise, a learner must engage in practice for many hours and years with committed devotion (Ericsson et al., 1993; Mercer, 2012). Mercer (2012) asserts that such engagement is possible for those who believe that languages are learnt primarily through hard work.

The interview data in this study suggests that most of the ESL learners from Jharkhand do not rule out the existence of natural ability though they emphasize the importance of hard work simultaneously. As could be seen in Table 28, most of the students indicated that there is such a thing as natural talent but also add in the same breath that hard work is important. For example, Prashant comments, "This is what I

understand is that natural ability is good but unless we work hard, we cannot grow in that. We work hard and we are able to use our natural talent.” Basant emphasizes hard work. He describes, “See, learning languages, I will say we have to put effort. Even if we are naturally talented it is not enough. We need hard work in order to learn a language.” Anand thinks that everyone has been endowed with natural talent which learners improve with hard work. He comments, I think that if someone knows his talent then he can improve easily. Everyone has got the talent but that is not enough. With hard work only one can get better”.

These responses are indicative of their belief that talent is not immutable. They believe in the changing nature of talent. These responses also indicate that beliefs are much more complex than mere dichotomous choice of talent or hard work presented in the BALLI instrument. As the theoretical framework has presented beliefs could be plotted in a continuum.

Two of the respondents from the debilitating belief group have indicated their strong beliefs in the existence of the language learner aptitude and have emphasized the importance of natural talent in language learning.

Some students whose parents are educated get the talents from the birth and some people develop their talent by mingling with others and by observing others. My parents are poor (uneducated), so I did not get that. I say this because I have learned many things from others only because of that work. But some people have natural talent.

Meena alternates between having endowed and not endowed with natural talent. She says whatever talent she has is God-given, but she also thinks that whatever talent

she has is not enough. She believes that she has not been given the talent to learn. She further says, “I have done lot of hard work. I practiced again and again by reading then only I developed.” Kiran believes that some people are endowed more than others. She says, “According to me, there are some people who have natural talent to learn new languages. But those who work hard also can learn.”

In the above statements there is reflection of strong belief in the role of innate talent. But is also evident that the talent is malleable.

Self-Efficacy Belief

The third theme in the foreign language learning category is self-efficacy belief. This theme emerged in the interview as some students indicated that that they doubted their own ability to acquire proficiency in English language.

Self-efficacy beliefs are those that concern an individual’s perception, or assessment of their own ability to perform a task to a level that is desired (Schunk, 1991). Self-efficacy beliefs are strongly connected with human agency. When learners believe that they could produce desired outcome, then they are motivated to invest their energy towards achieving that result (Bandura, 2001).

In this study, only Neelima doubts her ability to achieve high level of proficiency English. She says, “I doubt I will be proficient in English one day. I have no natural talent.” The rest of the participants strongly believe that in future they will be able to use English effectively.

Difficulty of Language Learning

The second category deals with beliefs about the difficulty of English language learning. Two major themes constitute this category, namely the relative difficulty of

languages and the relative difficulty of English skills. The summary of the responses is presented in Table 29, followed by a detailed presentation of the findings.

Table 29

Difficulty of Language Learning

Themes	Example of Responses of Students
Level of difficulty of languages	<ul style="list-style-type: none"> • <i>Some languages are difficult. English is difficult.</i> • <i>Yes, there are some languages that are difficult. English was a difficult language, especially, grammar was difficult for me.</i> • <i>I cannot say some languages are easier and some languages are difficult.</i> • <i>English language is easy, and Hindi is difficult because in Hindi there are so many things in Hindi grammar. But English is easy.</i>
Difficulty of language skills	<ul style="list-style-type: none"> • <i>Speaking is easier for me because in writing I make lot of spelling mistakes.</i> • <i>For me both writing and speaking are easier.</i> • <i>Writing is more difficult for me because whenever I write something I make spelling mistakes.</i> • <i>For me, it is easier to speak than to write. Because I get correct pronunciation in speaking. In written English, spelling is a problem.</i>

Level of Difficulty of Languages

All the student participants except one believe that some languages are more difficult than others. For example, Basant describes the relative difficulty of languages as, “There are some languages which are easier. Some languages are easy to learn. Some languages are difficult especially regarding grammar rules. English was difficult for me.” Anand who differed from the others says, “Peoples say that English language is easy, but

they never hear the spoken language, and they never talk with others, so it is very difficult to say that some languages are easier, and others are difficult”.

Three of the five students who were identified as having facilitative beliefs have said that English is a difficult language. For Rosy, English is an easy language. She describes Hindi as a more difficult language than English. She says,

I feel English language is easy and Hindi is little difficult. English is easy because we don't have to take so much trouble to learn this language. If I understand grammar properly then it is easy for me. And there is so much in Hindi grammar. There are a lot of things in Hindi grammar, so it is difficult to remember. The words in Hindi are more difficult to remember. But English is easy.

One thing that emerges from this interview on this theme of relative difficulty or ease is that their perception of the existence of the relative difficulty is due to grammar rules. They think that complex grammar rules make some languages more difficult than others. When they were asked more probing questions. They know many local dialects and languages, such as Kurux, Santali, Mundari, Sadri etc. They were asked whether they know the grammar rules of these languages. They said that they did not know the grammar rule of those languages. They said that they are able to speak those languages because they have been listening and speaking in those languages from childhood.

All those who were identified as having propensity towards debilitating belief think that certain languages are more difficult than others. Three of them said that English is more difficult than other languages while one of them said that Hindi is more difficult. Another one said that certain languages are difficult because of the lack of exposure to those languages.

Level of Difficulty of Language Skills

The second theme in this category is belief about the difficulties of language skills. The interview questions focused basically on two skill areas of English, namely speaking and writing. The findings are quite surprising. As my hypothesis was that most of them would say that writing would be easier because they come from the school system where they have very little exposure to spoken language. Four out of five participants in the facilitative belief group commented that they perceived speaking to be easier than writing. In the debilitating group, although three of them (Meena, Rina, Renu) indicated in the BALLI questionnaire that spoken English is more difficult but in contrast to the survey findings, they mentioned that speaking is easier than writing.

Prashant and Anand think that written English is more difficult because of complex spelling system. Prashant says, "Speaking is easier for me because in writing I make a lot of spelling mistakes though I have improved now." Anand also has similar beliefs. He feels written English is more difficult than spoken because of spelling problems in writing. He comments, "Writing is more difficult for me. Whenever I write I make lot of spelling mistakes. So, I have to improve in spelling."

Renu also believes that speaking is easier than writing. What emerges from her comment is that in spoken language the errors disappear instantly with the disappearance of the speech sound while in written language the errors remain etched. She comments,

According to me I think most probably I have experienced that writing is more difficult than speaking. we can speak but there are times when we write there will be a mistake of writing, in writing there will be spelling mistakes. When we make mistakes while speaking, we don't know really it is a mistake or not. In writing,

when we write there will be some mistake like grammar mistake will be there so in that way it is a little hard.

The point that emerges that they show much greater grammatical sensitivity in written language. In written English, the issue of correctness is accentuated.

Nature of Language Learning

The third category is the beliefs about the nature of language learning. This category included the BALLI items such as ‘Learning a foreign language is mostly a matter of learning a lot of new vocabulary and ‘Learning a foreign language is mostly a matter of translating from my first language.’

The interview focused on major themes in this category; the importance of grammar knowledge, the importance of vocabulary, learning by repetition, and translation. Gregersen and MacIntyre (2014) claim that the beliefs that hold grammar knowledge and vocabulary learning, and translation to be the most important means to achieve language proficiency are ill advised. Such beliefs lead learners to invest time and energy in tasks and activities that SLA research suggests are not the most effective means of garnering second language proficiency.

The sample responses of the participant are presented in Table 30. All the participants think that grammar knowledge is extremely important in language learning.

Table 30

Nature of Language Learning

Themes	Example of Student Responses
Grammar knowledge	<ul style="list-style-type: none"> • <i>Learning grammar is very important.</i> • <i>It is very important to have perfect grammar knowledge.</i>

Vocabulary learning	<ul style="list-style-type: none"> • <i>I think that grammar is very important to learn any language because without grammar we can't speak with others in perfect language, so it is necessary to learn grammar.</i> • <i>Grammar is a base of any language. If I know grammar, I can put a correct sentence properly.</i> • <i>Grammar is very important.</i> • <i>Just learning new words is not enough. We need to put in practice.</i> • <i>From the beginning onwards, I have lot of interest to learn new words. I have learnt many words.</i> • <i>It is important to learn new words from textbooks.</i> • <i>It is important to learn lots of new words. If I know many words, then it is easy to speak and explain to others.</i> • <i>If I learn new words, then I can improve my English. I search in dictionary, and I write five words every day.</i>
Repetition	<ul style="list-style-type: none"> • <i>Yes, practice by repetition is a good way to learn.</i> • <i>Repetition is important. I do repeat especially when I memorize the words and good phrases when I come across good words phrases in my reading.</i> • <i>Repetition is needed because if we will not practice then we will not speak meaningfully.</i> • <i>Repetition is needed.</i> • <i>I can remember by repeating again and again.</i>
Translation	<ul style="list-style-type: none"> • <i>No, I say it is not good to translate. Because it differs in the meaning when you translate from Hindi to English. I used to think in Hindi and translate in English but no longer it happens.</i> • <i>Sometimes I first think in Hindi. When I don't know how to express ideas in sentences then I think in Hindi language then translate in English.</i> • <i>I do not translate.</i> • <i>First I think in Hindi and then speak in English.</i>

Grammar Knowledge

All the ten ESL students interviewed, stated that the knowledge of grammar rules is either important or very important for learning English. Most of them seemed to be concerned about being correct grammatically in their language use. They seemed to equate good knowledge of a language with good declarative knowledge. They described their beliefs in varying length. Two of the students (Anand and Renu) who described a

little more elaborately and coherently showed a very strong belief that knowledge of grammar rules is absolutely important to be able to learn a language:

Now I think that grammar is very important to learn any language because without grammar we can't speak with others in perfect language, so it is necessary to learn grammar. It is helpful to learn English and other languages also.

Renu commented,

Grammar rules is important to know. To form sentences we need to know grammar and vocabulary. When we don't know grammar then we can make mistakes in our spoken language. When we know grammar rules and vocabulary then we can speak fluently. This I believe and I hope that it will help me to speak fluent English

Both Anand and Renu are concerned about grammatically correct use of the language. Anand says that good grammar knowledge will help the learner to be perfect in language while Renu feels that without the knowledge of grammar rules she can make mistakes.

All of them speak their mother tongue very well. Their mother tongues are either Kurux, Mundari, Santali, or Kharia. There is no codification of grammar rules for these languages except for Santali. They were asked how it was possible for them to speak their first language with the knowledge of grammar rules. They said that they were immersed in their language environment.

Neelima said "Grammar knowledge is important and if I learn grammar then I can learn more".

When Meena was asked what aspect of language learning she gave her time most, she said that she spent most of her English language learning time in learning grammar followed by pronunciation.

Sunita was asked whether she focused on linguistic forms or meaning of the text when she read a book. She said “When I read some books, I try to understand what I am reading. I also see what grammar is used.” Overall, it is evident that most of them think that grammar knowledge is prerequisite for language acquisition.

Vocabulary Learning

The interview data revealed that the ESL students of Jharkhand believe that if they learnt lots of new words, they would be fluent in English. Though they did not say that learning English is just a matter of learning vocabulary. But they have a strong belief that learning vocabulary is a very important part of language learning. Out of the ten interviewees, nine of them believed that if they learnt a lot of vocabulary then they would be able to speak better or speak more fluently in English. Basant said that it is not enough to learn new words, he needed to put those words in use to be able to speak well.

From the beginning I am very interested to learn to speak better English, so I still remember lot of vocabulary. And over the years, I have learnt many many..., I have good collection of words. Especially I have learnt from listening, I would say, I used to listen a lot and memorize what others say and that's how I have a good grasp of words.

When Basant was asked further what if he is able to use those ‘good collection of words’ in everyday conversational practices? He says “In the beginning you need to memorize lot of words in order to begin speaking. Then you can learn in the context.”

Translation from First Language to English

All the ten student participants in the interview believe that translation is not a good way to learn English. But most of them in some manner use translation. When Basant was asked whether it is good to translate from the first language to the target language, he says, “No, I say it is not good to translate. Because it differs in meaning when you translate from Hindi to English. I used to think in Hindi and translate in English but no longer it happens.” Anand was acknowledging that he uses translation method even though he considers it be unsound:

Sometimes I first think in Hindi language. When I don't know how to express my ideas in English and do not know how to make sentences in English then I take the help of Hindi language. I think in Hindi language then translate into English.

Meena who used translation method in her learning process, considers the translation method unsound. It could be that she did not have any exposure to spoken English before she joined for the ESL program. Now that she is going through an intensive ESL program and she is exposed to conversational English, she realizes her method to be faulty. She says,

Yes, I translated... I means when I came, I was not knowing Hindi much because in that area we don't use Hindi much so when I came here that time, I knew Santali. So, I translated in Hindi from Santali mentally. Then after learning Hindi little bit, I started learning English. So, in the beginning I translated from Santali then from Hindi I translated into English.

Rosy did not describe her belief on this theme in detail. But she stated that she does not think that translation is a good method. About her own practice, she says, “I do not translate”.

There is a discrepancy in their beliefs and their practices as most of them think translation method to be unsound yet in some measure most of them engage mentally in the activity of translation.

The finding suggests that majority of the students over emphasize grammar and vocabulary learning. Most of the students do not subscribe to translation method of language learning but unfortunately many of them engage in translating from their first language to the target language.

Learning and Communication Strategies

In the fourth category of beliefs, Horwitz included the BALLI statements 7,9,12,12,17,18,19, and 21. The two subcategories are learning strategies and communication strategies. The themes under learning strategy are the repetitive practices and role of memorization activities. Under the communicative strategies emerged speaking with good pronunciation and guessing.

Overall, the beliefs of the ESL students of Jharkhand about learning and communication strategies are in consonance with the communicative approach of second language teaching. That is, the students believe in the positive outcome of repetitive practices and emphasize the importance of communicative act. On the other hand, on the issues of error sensitivity and feedback, speaking with proper accent and excellent pronunciation, the students reported that they believe that making mistakes is integral part of learning, but they also think that when they make mistakes they should be

immediately corrected. This indicates that students have the concern or fear of error fossilization. Fossilization is the process whereby the learners' errors become permanent part of learners' competence. This may happen when errors are ignored and not corrected in time.

Researchers such as Truscott (1998, 2007) argued that, similar to L1 acquisition, SLA depends solely on positive evidence and that negative evidence is not necessary and might even be harmful. Therefore, any attempt to draw the learner's attention to linguistic forms should be avoided. The only task facing L2 educators is to maximize the learners' exposure to positive evidence. On the other hand, Gass (1997) and Long (2007) have justified the usefulness of corrective feedback. Noticing hypothesis (Schmidt, 2001) supports corrective feedback.

Secondly the proponents of communicative approach, on the issue of accuracy and fluency argue that students learn the forms of language best in performing realistic communicative functions.

The findings of the interview data validate the findings of survey data on students' beliefs on errors and feedback, learning by repetition, pronunciation, and memory. These findings are also consistent with the findings of many other studies (Aziz & Quraishi, 2017; Chawhan & Oliver, 2000; Kern, 1995; Sheorey, 2006).

The themes and the examples of student responses are presented in Table 31.

Table 31*Learning and Communication Strategies*

Themes	Example of Student Responses
Error and corrective feedback	<ul style="list-style-type: none"> • <i>Mistakes are ok but they should be corrected always.</i> • <i>Certainly, it is necessary to correct mistakes often but with good approach.</i> • <i>When people are learning that time it is ok to make mistakes because if we correct them always then they will feel very low. They will think that they do not know anything.</i> • <i>I am afraid of speaking because I am afraid of making mistakes because people will laugh at me</i> • <i>If I make mistakes, then I will learn. If I do not make mistakes, then I will not learn. I don't bother about how people react when I make mistakes. I don't bother about being laughed at when I make mistakes.</i>
Pronunciation	<ul style="list-style-type: none"> • <i>It is not that important.</i> • <i>When the pronunciation is not correct then it is difficult to change later. Also correct pronunciation will give correct meaning. I will give emphasis on correct pronunciation.</i> • <i>Correct pronunciation is important because if I am pronouncing correctly I will be able to learn.</i> • <i>I think correct pronunciation is very important. I am afraid to speak because my pronunciation is not good.</i>
Guessing	<ul style="list-style-type: none"> • <i>It's ok to make a guess.</i> • <i>It is ok to guess. If you understand in the context then it is good to guess.</i> • <i>Yes, it is good to guess because if you do not guess then you will feel you do not know anything, and you will get depressed.</i> • <i>I think it is good to guess when we do not know.</i>

Error and Corrective Feedback

All the ten interview participants think that erroneous utterances or deviation from the general rule of the target language is normal and part of learning. Most of them said that they learn when they make errors. Renu says that making mistakes is part of learning and is normal phenomena. She comments,

When I make mistakes, I am corrected, and I know where I make mistake. In the beginning, I too felt that making mistake is a big problem. I will feel shame. But when I accepted myself, my mistake and since I have to learn, and I have the eagerness to learn so when I make mistake it does not hurt me, but it gave me one kind of eagerness. I feel it is OK to mistake and from next time I will be careful in speaking or writing. I have accepted so it doesn't cost me much and happily I take my mistake and now I am able to take the corrections. I'm not a perfect in anything but I am always learner so in that way I take it

Meena says that she makes errors when she is corrected or given the corrective feedback, she does not feel bad. What strongly emerges from the interview with her is that she wants to improve. She repeats, "I want to learn." Her comments indicate that corrective feedback is good and important.

No, sometime normally when we are not in concentration or absent-minded or not careful to read that time I make mistake but I don't feel any bad when somebody corrects me. I want to learn so my attitude to learn is positive because I want to learn. So, if somebody want to correct then I will repeat and go away.

Prashant and Basant say that every error should be corrected. These two students showed greater concern about fossilization of errors. For example, Basant say, "... it is necessary to correct mistakes often but with good approach." Anand, on the contrary, believes that over correction may have a damaging effect on the learner. He comments, "If we correct them always then they will feel very low. They will think that they do not know anything."

Pronunciation

Pronunciation is one of the key issues of folk-linguistic conception in SLA. Second language ability is often measured in terms of pronunciation (Mueller, 2018). Having “excellent pronunciation” is believed to be the marker of proficiency. An obsession with excellent pronunciation can have a deleterious effect on language acquisition as it may lead the second language learners to be tongue tied.

In this study, one student reported believing that excellent pronunciation was critical in language learning. The rest of them also believe good pronunciation to be desirable but some of them do think good pronunciation is critical in learning a language.

Sunita, Rosy, Basant, Meena, and Kiran believe that good pronunciation is critical in language learning while Rina and Prashant, Anand and Renu believe that good pronunciation is desirable but not critical if communication is not hampered.

Sunita thinks that good pronunciation is very important. Her belief does not seem to help her in her learning endeavor. She reports that she does not speak because of her fears that she will not use proper pronunciation. She says,

I think good pronunciation is very important. Sometimes I do not open my mouth (I do not speak) and my pronunciation is not good. But when I try, I get the proper pronunciation. I am afraid to speak because my pronunciation is not good.

Basant also emphasizes good pronunciation. He thinks that if learners pick up bad pronunciation, then the incorrect pronunciation may be fossilized, and it would be hard to correct later. He also raised the concern that if the pronunciation is not good then it may convey the right meaning and message. He describes his beliefs in the following manner:

Yes, good pronunciation is important. Because if there are certain pronunciation is not learnt correctly then it is difficult to change. Or if it is not the correct pronunciation then it will not give the correct meaning. There should be emphasis on good pronunciation while speaking.

Rina and Prashant, Anand and Renu do not think that native-like accent, pronunciation should be a concern for them. As Rina remarks, “In foreign countries, they have their own pronunciation, in India, we have our own pronunciation.” Prashant says, “It is not that important.” Renu emphasizes on comprehensibility rather than on correctness of pronunciation. She says,

Um, I think it is nice to have good pronunciation but when we can understand what other people are telling, then that is the most important thing. I feel if we are not able to understand the others then we cannot communicate with them. So, it does not mean that we should speak with excellent pronunciation, but people should be able to understand when we communicate.

Guessing the Meaning

Nine of the ten interviewees have positive belief about guessing the meaning of unknown words and phrases. Only Kiran who is identified as having debilitating beliefs, showed negative attitude to guessing the meaning of unfamiliar words and phrases. She says, “It is good to check the dictionary and check with other people.” Nine of the interviewees have expressed their views in favor of making a wise guess in the context. For example, Anand thinks that making a wise guess reduces the psychological burden of feeling ignorant. He says, “It is good to guess because if you do not guess then you will feel you do not know anything, and you will get depressed.” Sunita says that it is ok to

guess and she reports herself engaging in this practice. She comments, “Yes, it is ok to guess. Sometimes I also guess when I do not really know the meaning.” All other interviewees have expressed similar beliefs. So overall, the students have very positive belief of engaging in guessing unknown words and phrases. Griffiths and Parr (2001) call this compensation strategy. According to them, this strategy enables the learners to compensate for the limited knowledge for unfamiliar English phrases and words (Griffiths, 2003, 2009; Griffiths & Parr, 2001; White, 2008).

Learning by Repetition

One of the statements in the survey questionnaire was about learning strategy, namely “It is important to repeat and practice a lot.” More than 96 percent of students agreed with the statement. In the interview, all the students expressed that it is a good learning strategy to repeat a lot to improve the target language. Anand thinks that repetitive practices bring fluency in speech therefore it is a good learning strategy. He comments, “Repetition is needed because if we will not practice then we will not speak meaningfully and fluently.” For Sunita and Basant repetitive learning helps memorization. Sunita says, “I can remember by repeating again and again.” Basant says, “Repetition is important. I do repeat especially when I memorize the words and good phrases when I come across good words and phrases in my reading.”

Motivation and Expectations

The fifth category of BALLI statements deal with motivation and expectations. In the interview, the students were asked to explain why English language was important for them and how it would help them. The student comments were limited to a few identifiable themes. These could be summarized in two broader themes. Intrinsic

motivation and Extrinsic motivation. Intrinsic and extrinsic motivation are the key concepts in (Gardner, 1985) motivation theory. Intrinsic motivation is related to achieving a positive affective state such as pleasure of learning new things (Wlosowicz, 2013). Second language learners with intrinsic motivation are motivated to learn the language because they possess positive feelings towards that language and the community that speaks the language and also wishes to integrate with the culture of the target language (Dornyei, 2005; Gabryś-Barker, 2012). Integrative motivation is a composite construct made up of the three main components integrativeness, attitude towards the learning situation, and motivation. Integrativeness is openness to, and respect for the target language community and a genuine interest in learning the target language in order to get integrated into the target language community (Gardner, 2001).

Coding of the ten-interview data resulted into following themes:

- Interest to speaking with English speakers
- Feel good factor
- Gain confidence
- Job prospect
- Positive image
- Educational requirement

Table 32

Motivation and Expectations

Themes	Example of Student Responses
Intrinsic motivation	<ul style="list-style-type: none"> • <i>English is a universal language. If I learn English, then I will communicate with others.</i> • <i>I feel proud and feel better when I speak in English.</i>

Extrinsic motivation	<ul style="list-style-type: none"> • <i>Without English we cannot study. Everything is in English.</i> • <i>If I will speak English, then I will not get shamed in front of others and I will become courageous.</i> • <i>I can teach others.</i> • <i>I want to learn English so that I can teach others (job).</i>
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The interview data shows that the ESL students believe that English is important in their life. The following conversation with Basant reveals his motivational beliefs about English language learning:

Interviewer: Why are you learning English?

Basant: English is very superb and then also I am

Interviewer: what does it have to do with you?

Basant: It is an important language, and we should be very proficient in it.

Interviewer: But why?

Basant: It is my interest to learn languages especially English.

Interviewer: Yes why?

Basant: We see today, without English knowledge; we cannot have any information from the media. We cannot do anything. Everything is in English even if we have to study well there's no other language which would qualify me. It is English that would help you better.

Rosy feels English language helps her boost her image and gain recognition. Thus, she shows extrinsic motivation. It is extrinsic as the motivation to learn is determined by external praise of some significant others. She says,

I feel better about myself when I speak better English. Because I am appreciated by others. My teachers encourage me to speak English. When I do well my

teachers appreciate me. I feel good about that. When I do not speak well then, I feel shame. I think what people will say.

Like Rosy, Sunita also is extrinsically motivated. She says, “If I learn good English then I will not feel shame before others. I will be able to talk to people confidently. I also want to teach students well.” Renu, on the other hand, shows more extrinsic motivation. She says,

English is spoken universally. Wherever we go, even different states in India, we can find people speaking English. To get jobs, or even in interviews for jobs, we must know English. If I do not know English, then there is very little chance for jobs. All other student interviewees say English offers better Job opportunity.

Teacher Interviews

Five experienced teachers were interviewed in a semi-structured interview to explore how they described their beliefs about English language learning. Does their description of their beliefs validate their beliefs measured by BALLI statements in the quantitative sections? These questions were explored in this section from the teacher interviews. The interview questions were constructed along the BALLI categories foreign language aptitude, difficulties of language learning, nature of language learning, learning and communication strategies, and motivation and expectations.

Foreign Language Aptitude

The findings from the interview data on teachers validated the findings of the BALLI instrument. All the teachers believe in the existence of foreign language aptitude. Table 33 presents the sample responses of the teachers on foreign language aptitude.

Table 33*Foreign Language Aptitude*

Themes	Example of Teacher Responses
Age in Learning Language	<ul style="list-style-type: none"> • <i>I would like to say that at any age English can be learnt but the learner has to take interest to learn. I taught in class 6,7,8,9 and 10. In these classes I found children easily grasp the language</i> • <i>In my opinion, children learn English very fast, and I think that adults find it difficult to learn. Children have sharp mind, and they grasp language faster. So, in my opinion, children learn faster than adults.</i> • <i>I think children learn faster than the adults. I started to learn English in my adulthood, so it was very difficult for me to learn. I received lots of punishments for not being able to learn fast. If you practice from childhood, then it is easy.</i> • <i>Children learn very fast by listening to their parents. But as adults, we mix up our own mother tongue.</i>
Role of natural ability/ hard work	<ul style="list-style-type: none"> • <i>With regard to language learning, a person has to work hard. If there is atmosphere, a person can easily learn.</i> • <i>Both natural talent and hard work are important. Some are genius. They are gifted.</i> • <i>I think special ability is needed to learn a new language. But with hard work I could learn. If I had special ability I could learn better.</i> • <i>English can be learnt by everyone.</i>
Self-efficacy beliefs	<ul style="list-style-type: none"> • <i>I have not struggled to learn English.</i>

Age in Language Learning

The interview data reveals that most of the ESL teachers in this study believe the learners' age to be a significant factor in second language acquisition. All the four of the five teachers interviewed in this study agree that younger learners have the advantage over the adult learners.

Tete was asked how he saw the role of age in second language learning. He thinks that people of any age can learn a language but ultimately, he underlines that age is a factor. According to him children easily grasp the language. He describes it thus:

With regard to this, I would like to say that at any age we can grasp the language. English also can be learnt at any age, but the learner has to take interest to learn. If the learner does not take interest, he will not be able to learn. But young people easily grasped language. Since I taught in class 6, 7, 8, 9 and 10. In these classes I found children easily grasp the language. Writing and speaking are acquired easily by children. After matriculation, those students who have studied English, do not find much difficult with the English medium students. Therefore, I would say that when students are young, they can easily grasp. But anyone can learn at any age. But in pronunciation it will be difficult.

Tirkey also believes that young people have the advantage. He says, "In my opinion, children learn English very fast, and I think that adults find it difficult to learn. Children have the sharp mind, and they grasp language very fast. So, in my opinion children learn faster than adults." Xalxo also echoes similar beliefs,

As children, they learn very fast by hearing their parents talking on that but as adult what we learn or what I have learned English as an adult and even now I find it difficult. I don't speak pure English. It is difficult and while talking in English currently uh we mix up our mother tongue with English. So, I think it is easier for young people to learn than adults.

Jojo also thinks that children learn faster than adults. She says,

I think children learn faster than the adults. I started learning English in my adulthood, so it was very difficult to learn. I received lots of punishment for not being able to learn fast. If you practice from childhood, then it's easy. I was not very intelligent. For me it was difficult. I was thinking I am not a good student because I was getting punishment in front of other students. I was getting discouraged.

Ekka believes that age is a non-issue in language learning. Like Tete, she emphasizes the role of interest or desire to learn. She also points out that with hard work anyone can acquire a language at any age. She describes, "According to me, age is not the barrier. If you are interested, then you can learn. Unless and until I work hard, I cannot learn a language."

Natural Talent Vs Hard Work

The second theme in this category is the role of natural ability vs hard work. In the survey questionnaire seven of the ten teacher participants have agreed with the belief statement that some people are born with special ability which helps them to learn English. The interview data corroborates with the survey data with a distinction that some of them give minor importance to the role of innate ability in language learning and place greater emphasis on hard work and conducive atmosphere. For example, Tete describes his beliefs in the following way, "With regard to learning English, a person has to work hard. Only the atmosphere has to be there. If there is atmosphere for learning, a person can easily learn. Natural talent is not needed but conducive atmosphere."

Xalxo has been identified as being inclined towards having debilitating beliefs has also emphasized on interest to learn and hard work over innate ability though in the survey, she has indicated that some people are born with special ability. She says the learners have to put effort to learn. She describes her belief in the following manner:

Yeah, English can be learned by everyone. English is not that difficult. English language can be learned by everyone, only one has to have interest and desire to learn and by practice we learn more by speaking and by hearing and talking and that way English is not that difficult it is an easy language but only one has to put more effort to learn the vocabulary and grammar part also.

Tirkey was identified as one inclined towards having facilitative beliefs, does not deny the existence of natural talent but lays a greater role on hard work. He says, “Not only natural talent, but hard work is also important because by working hard we can learn English very fast. Even if those who have natural ability, they will be able to learn if they do not work hard.”

Jojo has been identified as one having debilitating beliefs. She holds contradictory belief simultaneously. She believes that some people are born with special ability to learn English language on the other hand she also believes that everyone can learn to speak English well. But in the interview, she showed strong beliefs in the role of special ability in learning English. This indicates her belief in the malleability of intelligence. She puts it thus,

Yes, I think special ability is needed to learn a new language. I was not able to learn because I was not very intelligent. But with hard work I could learn. If I had special ability I would learn better.

Self-Efficacy Beliefs

This is an emergent theme in this category. As mentioned in the student interview section, self-efficacy belief is the belief about one's own ability to accomplish certain task. All the teachers believe that they have the ability to learn a foreign language. Turkey says, "I have the ability to learn the language. I have felt good about myself." All other teachers have made similar statements.

Difficulty of Language Learning

In the survey, six teachers said that English language difficulty is that of medium level difficulty, two of them said it is an easy language, and one each mentioned that it is either a difficult or very difficult language. In the interview four teachers were asked to describe their beliefs about the relative difficulties related to learning English. Their answers were summarized and coded into two themes. They are level of difficulty of languages and the level of difficulty of linguistic elements. The themes and response samples are presented in Table 34.

Table 34

Difficulty of Language Learning

Themes	Example of Teacher Responses
Level of difficulty of languages	<ul style="list-style-type: none"> • <i>I don't believe that certain languages are more difficult.</i> • <i>Yes, certain languages are very difficult. English is a difficult language.</i> • <i>English was more difficult but not now.</i>
Level of difficulty of linguistic elements	<ul style="list-style-type: none"> • <i>Spoken language is easier. Writing can be difficult due to spelling.</i> • <i>Writing is quite difficult. Speaking is easier.</i> • <i>Speaking is easier.</i>

Level of Difficulty of Languages

The first theme in this category is the relative difficulty of languages. Three of the four teachers mentioned that there are some languages that are difficult and there are some languages that are easy. Tirkey, Jojo and Xalxo believe that some languages are more difficult than others. For them, English is more difficult than other languages. Tirkey says, “English is difficult because it is not our language.” When Tirkey says that English is not his or their language, he seems to suggest the issue of linguistic distance between his L1 and the target language that is English. It is believed that the structural closeness of the first language and the target language is important in foreign or second language learning. If the second language is structurally similar to the first language, then learning must be easier than in the case where second language is very different (Chiswick & Miller, 2004; Crystal, 1987).

Jojo’s comment about the relative difficulty of languages raises a different issue. The perception of relative difficulty is merely contextual. She says that English was difficult when she was learning but not now. As Argyris and Schön (as cited in Davis, 2003) have argued for reverse causality, that is learners’ behavior determining their beliefs about their learning rather than beliefs determining the behavior. She has commented,

English was a difficult language when I was learning but not now. I am teaching in Jharkhand Academic Council (JAC) Board school. There is little difference between JAC and Central Board of Secondary Education (CBSE). The JAC course is not easy.

Xalxo also makes a point about linguistic difference when she says that certain words in English are written differently than the way they are pronounced. She is a Hindi speaking person and in Hindi every letter is pronounced clearly. There are no intrusion and elision of sounds in Hindi. English has plenty of these elements. Therefore, there is comparison between English and Hindi orthography and phonology in her comment. In a veiled suggestion, she indicates that English is more difficult than her first language. She comments,

Sometimes I feel English is easy and sometimes I feel it is difficult. Talking is easier but when it comes to writing I find it difficult. Some words have a double meaning, and some words are pronounced differently than it is spelled. So, in that way I feel it is little bit difficult to understand. So, I feel it is easy but at the same time I feel it is difficult. I am not that much fluent in speaking so I find it difficult.

Tete holds a different view from other teachers. He does not believe in the existence of the gradation in the level of languages in terms of difficulties. For him all the languages are same. It depends on the interest of the learner. When the learners are interested in learning a certain language that language becomes easy. He comments,

I do you believe that some languages are more difficult, only the person has to take interest and atmosphere has to be good. I am in Hazaribagh where Khortha is spoken. I just hear and by hearing I have learnt Khortha.

Level of Difficulty of Language Skills

The second theme in this category is the difficulty of language skills. The BALLI statement 28 in the survey questionnaire is related to this theme. The statement is “It is easier to read and write a foreign language than to speak and understand.” Two of the

four teachers disagreed with the statement and one of them agreed and one of them was undecided about the statement. The responses to the BALLI items did not clearly reveal the beliefs of the teachers as the items are somewhat vague in nature.

The interview data shows that all the teachers believe that spoken language is easier than written language. This belief matches with the student participants beliefs in this study. One of the common reasons why they find written English difficult is because of the spellings. Tete comments, “Speaking is easier than writing. Writing can be difficult due to spelling. But speaking is not that difficult”. Similar belief is expressed by Tirkey who says, “Writing is quite difficult. Speaking is easier. I have experienced that people can speak well but they are not able to write.” Other interviewees also expressed the same belief tersely that speaking is easier. It is interesting to find that both teachers and students in Jharkhand, India think that spoken English is easier than written English. Several studies have reported that speaking is the weakest skill area of English language among the students and teachers of Hindi medium schools in Jharkhand (Das, 2020; Kumari & Kumar, 2014).

Nature of Language Learning

The survey findings showed that 70 percent of the teachers believed in the centrality of the role grammar knowledge in learning a foreign or second language and the same number of teachers said that learning a foreign language is a matter of learning lot of new words.

The interview data also confirms their beliefs regarding the importance of grammar and vocabulary learning. Table 35 presents the themes and sample responses about their beliefs about the nature of language learning.

Table 35*Nature of Language Learning*

Themes	Example of Teacher Responses
Role of grammar	<ul style="list-style-type: none"> • <i>Grammar is learned so that people can write and speak correctly.</i> • <i>Knowledge of grammar is very important for learning English.</i> • <i>Grammar and sentence structure is important.</i> • <i>If I think that I will speak after I learn grammar, then I will not be able to learn because there so many grammar rules. People should speak even if they don't know grammar.</i> • <i>Everything is important. It is not only one aspect that we should focus on, like only grammar or only vocabulary or only pronunciation. When I say vocabulary is important, I do not say that other aspects are not important. A language has many aspects to it, and they are all important.</i>
Vocabulary learning	<ul style="list-style-type: none"> • <i>Vocabulary must be learnt. We mix because we don't have sufficient English words.</i> • <i>If there is no vocabulary, we will not be able to speak fluently.</i> • <i>We should know the meaning well. We should check the dictionary for meaning.</i>
Repetition	<ul style="list-style-type: none"> • <i>Repetition and practice will make the persons more fluent and confident.</i> • <i>Learning by repetition is good but repeating again and again the same thing can be boring.</i>
Translation	<ul style="list-style-type: none"> • <i>We should think in English when we speak English.</i> • <i>Translation from Hindi to English is not good.</i> • <i>We should not translate</i>

Role of Grammar Knowledge

The findings of both survey data and interview show that just like the student participants in this study, teacher participants place huge emphasis on the role of grammar knowledge in second language acquisition. In the survey data, eight of the ten teachers indicated that learning a foreign/second language is mostly a matter of learning a lot of vocabulary. In the semi-structured interview, all the five teachers emphasized the centrality of grammar rules in second language acquisition. They hold that without

grammar knowledge it is impossible to learn a language. The concern for grammatical correctness in language use seems to be uppermost in their idea of language learning. Tete asserts that without grammar knowledge, a language cannot be learnt correctly. He says, “Grammar is learned so that people can write and speak correctly. In writing we must write grammatically correct sentences. In speaking, even if we don’t follow the grammar rule fully it is understandable.”

Tirkey also acknowledges that grammar knowledge is very important. For him, English cannot be spoken without knowing grammar rules. He says, “Surely knowledge of grammar rule is very important for learning English. If there is no grammar, we have no system or way of speaking English.”

Jojo voices similar concerns when she says, “It is very necessary to learn grammar in order to learn English. Without grammar knowledge we will not be able to learn English.”

Xalxo was asked to share her understanding about grammar as a student and as a teacher. She thinks that grammar knowledge is extremely important, but she also revealed her belief in the positive outcome of communicative approach when she says that learners should speak even if they do not have thorough knowledge of grammar rules. She comments, “There are so many grammar rules. I think unless I learn grammar, then I may not learn English. I should speak even though I do not know grammar, even though I make mistakes.”

Vocabulary Learning

Four out of the five teacher interviewees have agreed with the BALLI statement “Learning a foreign/second language is a matter of learning a lot of new vocabulary.”

Though all the teachers think vocabulary is an integral part of language learning and is important, Ekka clarified her belief and differed from her BALLI response in the interview. She thinks that vocabulary learning is very important to be communicative, but it is only one aspect among many important aspects in language learning. Her comment clarifies that the BALLI statement does not capture fully the beliefs of the learners. She comments,

See, we have to take everything into account. Everything is important. It is not only one aspect that we should focus on, like only grammar or only vocabulary or only pronunciation. When I say vocabulary is important, I do not say that other aspects are not important. A language has many aspects to it, and they are all important. If I take one part only then I will not be good in that. If I'm taking everything as important then I can learn more like communication. if I learn so many vocabulary words but not using in communication and not practicing then I will learn.

Tete beliefs that vocabulary learning is very important to be expressive and not to use words from the first language. He thinks that many people use words from their first language when they do not get appropriate target language words. He comments,

Vocabulary must be learned. I still learn lot of words. We mix Hindi words when we speak because we don't have sufficient English word. To be able to express more precisely we need to have good pool of English words.

Tirkey and Jojo feel very strongly about the importance of vocabulary learning. They hold that without learning a lot of vocabulary words it is not possible to speak. Tirkey comments, "If there is no vocabulary, we cannot speak. If we have more

vocabulary, we will be able to speak very fluently.” Similarly, in a very brief comment Jojo says, “I think vocabulary learning is very important.” Xalxo was asked on what aspect of language learning she spent most of her time. She said, “... reading and learning vocabulary. Whenever I used to hear new words, I used to write down and find their meanings.”

It is evident that teacher participants in this study believe that learning vocabulary is very important.

Translation from First Language to English

The findings of both the survey and interview indicated that both students and teachers do think that translation is not an appropriate method of learning a second language. Some students and teachers even though they know it is not a good method, many times they fall upon the act of translation from their first language to the target language. This indicates that certain learning behavior is contradictory to their beliefs. So not all learner behavior is the reflection of their beliefs. Liao (2006) in his study found out that many students, despite the prevalence of communicative language teaching approach in the current times, believe that translation is beneficial.

Teacher interviewees believe that translation is not a good strategy to learn English.

Xalxo says, “when we begin learning we tend to think in our first language. Once we pick up speaking English, automatically it comes.”

Learning by Repetition

All the teachers believe in the usefulness of repetitive practices in language learning. Tete approves the method of learning by repetitive practices but with a caveat.

He says, “In schools and in classrooms certain words and certain sentences need to be learnt by repetition. But repeating again and again the same thing may lead the students to boredom. It may lead to avoidance behavior.” Tirkey just says that repetitive learning is good.

Xalxo thinks that if students learn sentences and words by repeating them then they be fluent, and it will give them confidence in the language use. She comments, Learning repetitive practices will make learners fluent and confident. By practicing in a repetitive way learners will learn many things and they will get more accurate words or sentences or learn to speak English. So, I feel learning by repetitive practices will make learns better in English.

Learning and Communication Strategies

The fourth category of beliefs is the beliefs about learning and communication strategies. The major themes in this category are beliefs about error and corrective feedback, beliefs about pronunciation, and beliefs about guessing meanings of unfamiliar words and phrases. The findings of the semi-structured interview reveals that four of the five teachers believe that it is ok to make mistakes. On error feedback, most of the teachers feel that students should be immediately correctly. On pronunciation, most of the teachers have negative belief as most of them over emphasize the importance of excellent pronunciation. On the theme of guessing most of the teachers reveal positive belief as they hold that it is good to guess the meaning of unfamiliar words and phrases. The sample responses are presented in Table 36 and the themes are discussed below in greater detail.

Table 36*Learning and Communication Strategies*

Themes	Example of Teacher Responses
Error tolerance and corrective feedback	<ul style="list-style-type: none"> • <i>When we make mistake, we realize ourselves and improve ourselves.</i> • <i>Making mistakes is a normal thing but students should not repeat the same mistake.</i> • <i>It is not good to make mistake. We should correct them immediately then they will learn.</i>
Pronunciation	<ul style="list-style-type: none"> • <i>Pronunciation is important because through proper pronunciation we convey the comprehensible message.</i> • <i>Good pronunciation is very important for speaking English</i> • <i>We should speak like the British people.</i>
Guessing	<ul style="list-style-type: none"> • <i>It's ok to make a guess.</i> • <i>We should know the meaning well. We should check the dictionary for meaning.</i>

Error Tolerance and Corrective Feedback

The BALLI statement which is directly connected to this theme is “If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later” To this survey statement, 60 percent of the teachers disagreed and about 42 percent students disagreed. The three of the five interviewees disagreed with this statement. The findings of the interview show that teachers’ beliefs about error tolerance and corrective feedback are more positive than students’ beliefs. They are not overly concerned about fossilization of error. Jojo who agreed with the statement, was asked whether it was normal to make mistakes while learning and whether mistakes should be overlooked sometimes, she responded, “It is not good to make mistakes. We should correct them immediately. We should correct them all the time, then only they will learn”. Tete also agreed to the BALLI statement but in the interview, he showed a slightly leniency in his attitude towards errors. He commented, “When we make mistakes, we realize our

weaknesses and then we improve ourselves. We should not be afraid of making mistake. But mistakes should not be ignored always but it should be corrected.”

Ekka who disagreed with the BALLI statement believes that errors are part of learning. She, however, thinks that corrective feedback is important. She thinks that if the corrective feedback is given with gentleness and understanding can have good impact on the students. She states that certain feedback could be humiliating to the students and that should be avoided. When she was further asked whether it is desirable to correct every mistake, the students commit, she said teachers should be judicious in discerning as to how much correction should be given. She comments,

Making mistake is natural. Mistakes can be overlooked sometimes but if the same mistakes are made frequently then we can correct the students but the way we correct them, the way we deal with them is important. My behavior and my words can affect the students. If I am telling them something, they should not feel that they are humiliated in front of the teachers and in front of other teachers. We also should know the place where we are correcting.

Xalxo also believes in that making mistake is natural. She thinks that everyone makes mistakes. She says,

according to me, everyone makes mistakes, the persons who are very confident or are well versed in English also make mistakes. Sometimes when talking, you know there are mistakes, but I feel while making mistake they learn.

Pronunciation

Pronunciation is one of the areas on which both teachers and students have matching beliefs about language learning. In the survey questionnaire, BALLI statement

7 dealt with the pronunciation. The statement is “It is important to speak English language with excellent pronunciation.” Seventy percent of the teachers and more than 80 percent of the students agreed with the statement.

The findings of the interview data corroborate with survey data. All the five teacher interviewees think that excellent pronunciation is very important. Tete says, “Pronunciation is important because through proper pronunciation we convey the comprehensible message. Without proper pronunciation it may be very vague.” Similarly, Tirkey holds that incorrect pronunciation may change the meaning and create confusion for the listeners. He says, “Good pronunciation is very important for speaking English. If you do not have good pronunciation means it will change the meaning. If you have good pronunciation means you speak well.”

When Jojo was asked to give her opinion about the importance of pronunciation, she said, “We should imitate British pronunciation.” Her idea of good pronunciation is received pronunciation (RP), and she thinks that her students should imitate received pronunciation.

Xalxo also emphasizes the role of so-called correct pronunciation. Her concern for the correctness of pronunciation relates to listener comprehensibility. She believes that for the speaker to be understood, good pronunciation is important. When she was asked how much emphasis should be given to the role of pronunciation in learning English as a second language, she commented,

When the pronunciation is correct people follow us what we want to express or what we are going to say. Correct pronunciation makes people to understand exactly what I'm going to say otherwise when the pronunciation is not correct,

they will follow differently, or they will not understand the meaning of it so correct pronunciation is needed it in our conversation.

The findings indicate that the teachers feel strongly about having excellent pronunciation. Those teachers who were identified in this study to be leaning towards negative beliefs tend to show stronger feelings and attach greater importance to excellent pronunciation. Some studies have indicated that poor learners tend to have stronger feelings about speaking English with excellent pronunciation whereas good learners tend to ignore the role of excellent (Kayaoglu, 2013; P. M. Lightbown & Spada, 2001)

Motivation and Expectations

Motivation is thought to be one of the main factors that account for success in second language acquisition. Signan (as cited in Wlosowicz, 2013) claims, a strongly motivated student will learn a language by any method, whereas an unmotivated one may fail despite the best method. Wlosowicz (2013) also asserts that even for advanced language users, some degree of motivations is needed to maintain the proficiency level which has already been reached (Wlosowicz, 2013).

This section presents the findings and discussion on ESL teachers' beliefs about motivation in learning English as a second language. The interview data show that all the teacher interviewees think that motivation plays an important role in language learning. The sample summary responses are presented in Table 37.

Table 37

Motivation and Expectation

Themes	Example of Student Responses
Intrinsic motivation	<ul style="list-style-type: none"> • <i>If you know English, they will respect you.</i> • <i>If you know English, you can relate to more people.</i>

Extrinsic
motivation

- *In the government offices, if you speak English, officers will do your work quickly.*
 - *English will help in job interviews.*
 - *You can go anywhere if you know English language.*
-

Jojo describes motivation as learning desire. She says everyone can learn if they have desire to learn. She comments,

Yeah, English can be learned by everyone. English is not that difficult. English language can be learned by everyone, only one has to have interest and desire to learn and by practice we learn more by speaking and by hearing and talking and that way English is not that difficult. It is an easy language but only one has to put more effort to learn the vocabulary and grammar part also.

When the teachers were asked what motivates them and what they think motivates the students. They came up with several points. For example, Job opportunity, English helps to connect with people better within the country and outside. It facilitates education etc. For example, Tete believes that English knowledge can help people build their career anywhere in the world and even within the country English knowledge helps people find jobs. Tete also believes prestige is attached with English language. He comments,

See, India is a country that was ruled by the British for a long time. So, most of the things are in English. Therefore, if the students learn to read, write, and speak then anywhere they can live, anywhere they can adjust. They can go anywhere; you will be able to adjust there. Also, India is a big nation and there are many languages so if we know English, we can find job anywhere in India. And, if you know English, they will respect you. In the government offices if you speak the officers will do your work quickly.

Anima also thinks that English is important because it offers job opportunity, helps in education and English being the link language, helps in communication with the wider world. English language is important also because it helps people use technological tools for knowledge acquisition. She comments,

According to me, when we see the world now, it is nice to learn English language.

We have the mobile and there are online resources, children are studying online.

Unless you know English language then this is difficult to use those resources.

And when they go out, in most of the place English language is used. And then when we go for the job interview English language is used.

Overall, ESL teachers in this study believe that motivation is an important factor in learning English as a second language. The predominantly, instrumental motivation is reported by the teachers.

Summary

The results of the mixed-method descriptive study of ESL students' and teachers' beliefs about learning English as a second language in Jharkhand is presented in this chapter. In the first part of this chapter, for the quantitative data analysis, the responses of 103 ESL students and 10 ESL teachers on the survey statements of BALLI questionnaire are presented. In the second part of this chapter, for the qualitative data analysis, the interview data from 10 ESL students and 5 ESL teachers about their beliefs in the five areas of language learning beliefs obtained through semi-structured interview is presented. The researcher used three research questions to guide this study.

Research Question 1: *What beliefs do the ESL students hold, as measured by the BALLI, about learning English as a second language?*

This study follows Horwitz's (1988) categorization of beliefs into five areas.

Foreign/second language aptitude: Most ESL students believe in the existence of language aptitude and that some are born with special ability that helps them to learn foreign or second language. Only a little more than half of the participants believe that they themselves possess the aptitude for foreign language learning. But interestingly the highest number of participants also believe that everyone can learn English language. More than 75 percent of them also indicated that learning a foreign language is easier for children.

Difficulty of Language Learning. Most participants believe that some languages are more difficult than others and interestingly 50 percent of them report that English is a language of medium difficulty. They seem to be a bit unrealistic about their beliefs regarding the length of time English as a second language learning would take. A vast majority of them believe that if a learner spent one hour every day in learning, they would be fluent within five years. It is also interesting to note that most of them believe that speaking is easier than writing.

Nature of Language Learning. Most of the ESL students think that grammar knowledge is extremely important to learn a second language. They also believe that vocabulary learning is very important. Most of the students seem to give imbalanced weightage to learning grammar and memorizing vocabulary. Most do not believe that learning a second language consists of translation from the L1 to target language. About 64 percent and 49.51 percent of them believe in the value of study abroad and cultural immersion.

Learning and communication strategies. A large majority of the participants support strategy of learning by repetition and practice. Though support for the behaviorist views

of learning has dwindled, the students in this study support it. Positively, most of them support the communicative approach to language learning as most of them believe that it is important to speak. Most of them also believe that errors are part of learning. Most of them also seem to emphasize too much on having excellent pronunciation.

Motivation and expectations. Most of them agree that English language has instrumental value of offering opportunity for jobs and better life. A few of them think also think that English can enhance their confidence and personality.

Research Question 2: *What beliefs do ESL teachers hold, as measured by the BALLI, about learning English as a second language?*

Foreign language aptitude. Most of the ESL teachers also believe in the existence of natural talent and that some are born with natural talent for language learning. Most of them also think that children have the advantage over adult learners. Like the students, the teachers also hold that everyone can learn English as a second language, and they think they themselves have the aptitude. But they do not think that those who are better in language are very intelligent or more intelligent.

Difficulty of language learning. Ninety percent of the teachers believe that some languages are more difficult than others and 60 percent of them rated English as a language of medium difficulty which would take less than a year to be fluent if they spent one hour every day learning it. Ninety percent of them believe that they will ultimately become good speakers of English.

Nature of Language learning. Fifty percent of them believe that the knowledge of target language culture is important to learn the language but most of them do not support the idea of study abroad for better learning. Like the student beliefs, most of them (70

percent) believe that grammar and vocabulary learning is very important. Half of them say that leaning a foreign language is different from learning other subjects and the same number of participants believe learning English is a matter of translation from Hindi.

Learning and communication strategies. Teachers hold similar beliefs as the students in this study. All of them support behaviorist view of language learning as all of them support repetitions and practice. Most of them support also communicative approach to language learning as they say speaking and communication is important. Unfortunately, most of them seem to have obsession for excellent pronunciation. Contrary to the students, the teachers seem to have greater concern for error fossilization.

Motivation and expectations. Majority of the teachers believe that motivation is important, and they report to have both instrumental and integrative motivation.

Research Question 3: How do the students and teachers describe their beliefs about English language learning?

Foreign language aptitude. Most of the students and teachers describe their beliefs as complex and not dichotomous. They seem to hold contradictory beliefs simultaneously but as Dweck (2006) argues, it is normal have contradictory beliefs. The believe that though some people have natural ability and that children have advantage over adult learners but that is not enough. They need to do hard work to acquire a foreign language and with hard work everyone can lean a language.

Difficulty of language learning. Most of the teachers and students describe English to a language of medium difficulty. For most of them writing is harder than speaking as they find English spelling is difficult. They also think that grammar makes some languages more difficult than others.

Nature of language learning. Most of the students and teachers describe grammar and vocabulary learning to be critical for language learning. Many of them believe that there is no way of learning a language without grammar knowledge. This kind of belief is considered negative or debilitating. They also value repetitive learning. They believe that repetitive learning helps in acquiring fluency and retention memory.

Learning and communication strategies. Three major themes are explored in this category. Most of the teachers and students believe that errors are part of learning, but the teachers believe they if errors are not corrected instantly, it will be difficult to get rid of them later. Most teachers and students hold negative belief about pronunciation as they over emphasize excellent pronunciation. Regarding guessing the unfamiliar word meanings etc., most of the teachers and students hold positive belief as they think it is okay to guess sometimes.

Motivation and expectations. The interview data revealed that more students hold instrumental motivational beliefs. However, more boys than teachers held integrative motivational belief.

CHAPTER V

OVERVIEW, DISCUSSION, IMPLICATIONS, AND SUGGESTIONS

This descriptive mixed method study explored the beliefs about English language learning held by ESL students and teachers in Jharkhand, India. This study is an extension of previous studies to a particular context of Jharkhand. The study used the core beliefs framework of Ryan Mercer (2011) which is inspired by the psychological theory of mindset (Dweck, 2006). The modified BALLI (Beliefs About Language Learning Inventory) instrument by Horwitz (1987) was administered to elicit the ESL students' and teachers' beliefs. The instrument measures beliefs in five broad areas related to English language learning. These five areas or belief categories are foreign language aptitude, beliefs about the difficulty of language learning, nature of language learning, learning and communication strategies, and motivation and expectations. The results obtained from the BALLI instrument were used to answer research questions 1 and 2. To obtain the qualitative data, 10 students and 5 teachers were selected from among the survey participants through purposive sampling. The qualitative data was used to answer the third research question. The ten students and five teachers were interviewed to find out how they describe their beliefs about English language learning and to see whether their description validates or refutes the survey findings.

This chapter contains a summary of findings, a discussion of the findings, pedagogical implications, and suggestion for further research. The summary of the findings is presented as a brief answer to three research questions. The discussion on the findings attempts to evaluate the findings in relation to literature. Pedagogical implications point out the areas where teachers and administrators should focus their attention to and finally, some suggestions have been offered for further research.

Summary of the Findings

The summary of the findings from the survey and qualitative study phase is presented in the order of research questions presented in chapter 3.

Research Question 1

What beliefs do the ESL learners hold, as measured by the BALLI, about learning English as a second language?

The BALLI instrument was used to measure ESL students' beliefs about language learning in five areas: foreign language aptitude, beliefs about the difficulty of language learning, nature of language learning, learning and communication strategies, and motivation and expectations.

Foreign Language Aptitude

According to the results of the survey, 68.93 percent of the students believe in the existence of foreign language aptitude. They agreed with the statement (Statement no. 2) that some people are born with special ability that helps them to learn a foreign language. Interestingly, 54.37 percent of them believed that they themselves possessed the aptitude for foreign language learning. Unexpectedly, the highest number of participants (77.67) also said that everyone can learn English language. More than 75 percent of them also indicated that learning a foreign language is easier for children than for adults. More participants disagreed with the statement that asked if they believed women were better language learners than men. Only 55.34 percent of the student participants agreed with the statement "those who speak more than one language are more intelligent".

Difficulty of Language Learning

The student participants in this study, supported the concept “ a language learning difficulty hierarchy” (Horwitz, 1988; Sheorey, 2006). The students’ responses on the BALLI statement 3 revealed that 78.64 percent of the students held the belief that some languages are more difficult than others. Interestingly, 50 percent of students reported that English is a language of medium level of difficulty. However, 89 percent of them reported that if the learners spent one hour every day in learning English, they would be fluent in it within five years. Believing that language proficiency could be achieved within five years may be an unrealistic belief about the duration of time needed to become proficient in English as a second language. It is also interesting to note that most of them hold that spoken language is easier than written one.

Nature of Language Learning

In this category, BALLI statements measured the participants’ language learning beliefs related to two factors, namely cultural and structural. The results showed that an overwhelming majority of participants believed that grammar knowledge and vocabulary (structural components) were extremely important in learning English. Over 82 percent of the student participants considered grammar knowledge to be extremely important in learning English as a second language. Likewise, 76.70 percent of the participants considered vocabulary learning to be a very important aspect of learning English. It is evident from the above-mentioned data that a large majority of the students give too much weightage to learning grammar (Mean = 4.16, SD = .93) and memorizing vocabulary (M = 3.90, SD = 1.13).

As for the cultural factor, only 49.5 percent of the participants considered having the cultural knowledge of the target language community to be an important factor in learning English. method of learning a second language. About 64 percent and 49.51 percent of them believed in the value of study abroad and cultural immersion. Only 33 percent of them considered translation from the first language to the target language is important.

Learning and Communication Strategies

BALLI statements in this category, dealt with beliefs about learning strategies and beliefs about communication strategies. Strategies such as learning by repetition, guessing the meaning of unfamiliar words and phrases, practicing in language lab, ignoring some of the deviations are indicated as learning strategies. Regarding practice by repetition, 96.2 percent of the students considered this strategy to be useful while only 3.88 percent of them disregarded its usefulness. Only 42.72 percent of the participants considered guessing the meaning of unfamiliar words and phrases as an important strategy in language learning. Fifty three percent of them believed that if the learners are allowed to make mistakes, then it would be hard to correct those errors later.

Positively, most of them supported the communicative approach to language learning as 67.96 percent of them believed that it was important to speak the target language even with inaccuracies rather than waiting to achieve for fluency to begin communicative practices. Unfortunately, however, 83.50 percent of them felt excellent pronunciation to be important in speaking in English.

Overall, the beliefs of the ESL students of Jharkhand about learning and communication strategies are in consonance with the principles of communicative

approach of second language teaching. Though currently behaviorist learning methodology has fallen out of favor, the participants in this study favor learning by repetition.

Motivation and Expectations

People have different motivations for learning English language. Literature indicates that most of the Indian learn English mostly due to instrumental motivation (Sheorey, 2006). In this study, however, students indicated having both instrumental and integrative motivation as 74.76 percent of the students indicated job opportunity, 84.47 percent indicated relationship, 91.26 percent indicated the opportunity to use the language as their motivational factors.

Research Question 2

What beliefs do ESL teachers hold, as measured by the BALLI, about learning English as a second language?

Foreign Language aptitude

The findings show that there is so much similarity between students' beliefs and teachers' beliefs about foreign language aptitude. Hundred percent of the ESL teachers believed in the existence of natural talent. Seventy percent of them said that some are born with natural talent for language learning. One hundred percent of them believed that children have the advantage over adult learners. Like the students, 90 percent of the teachers felt that everyone could learn English as a second language, but unfortunately only 50 percent of the teachers thought that they themselves had the aptitude of language learning. Only 10 percent of them said that those who spoke more than one language

were either very intelligent or were more intelligent than those who spoke in fewer languages.

Difficulty of Language Learning

Like the student participants, the teacher participants also supported the concept of “a language learning difficulty hierarchy” proposed by Horwitz (1988). Ninety percent of the teachers believed that some languages are more difficult than others; and 60 percent of them rated English as a language of medium level difficulty. One hundred percent of them said if they spent one hour every day learning English, they could become fluent in English within five years. Ninety percent of them believed that they would ultimately become good speakers of English.

Nature of Language Learning

As mentioned above, BALLI statements in this category dealt with beliefs relating to two components of language learning, namely cultural and structural. Pertaining to cultural component, just like the students’ perception, only 30 percent of the teachers considered cultural immersion into the culture of target language community to be important for language learning. Fifty percent of them believed that cultural knowledge of the target language community was important.

Regarding beliefs about the structural component of language learning which included beliefs about the role of grammar knowledge and vocabulary learning. Seventy percent of the teachers believed that grammar and vocabulary learning are very important aspects of language learning. Fifty percent of them agreed that learning a foreign language was different from learning other subjects. Fifty percent of the participants believed that learning English is a matter of translation from Hindi.

Learning and Communication Strategies

As has been mentioned in preceding section dealing with research question 1, there are two components in this category, namely learning strategies and communication strategies.

Learning strategies include practices such as learning through repetitions, guessing the meaning of unfamiliar words and phrases, accepting error as part of the learning process, etc. The findings showed that 100 percent of the participants endorsed repetition as a useful strategy of learning. Sixty percent of them felt that guessing the meaning of unfamiliar words and phrases is a good learning strategy. Sixty percent of them felt that that if error is not corrected instantly, it would be hard to get rid of it in future.

Communication strategies include communicative strategies related to pronunciation and willingness to communicate. Responses concerning communication strategies showed that the participants' hold positive beliefs regarding communicative approach or communication-centered practices of language learning.

Unfortunately, 70 percent of them reported to have obsession for excellent pronunciation. Contrary to the students, the teachers showed greater concern for error fossilization.

Motivation and Expectations

Majority of the teachers believed that motivation is important, and they reported to have mostly instrumental and partially integrative motivation. Eighty percent of them said that good English skills will help get a good job. Eighty percent of teachers believed

that English communicative skills will help to know English speaking people and to communicate with them.

Research Question 3

How do the students and teachers describe their beliefs about English language learning?

Qualitative data was extracted through semi-structured interviews to find out how the participants described their beliefs about language learning.

Foreign Language Aptitude

The interview questions explored the participants descriptions and explanations on themes such as the role of natural talent, hard work, critical age factor and self-efficacy beliefs in foreign language aptitude category. The qualitative data indicated that six out of ten interviewees believed that children grasped a new language faster than the adults did whereas the remaining four interviewees said that age is not a factor. They believed that people could learn a second language at whatever age they decided to learn. Regarding the theme of natural ability for language acquisition, nine out of ten student interviewees believed in the existence of natural talent, however, all of them stressed the indispensable role of hard work in language learning. They believed that hard work is needed to acquire a foreign language. Everyone could learn a language with hard work.

Most of the students and teachers described their beliefs as complex and not dichotomous. They seem to hold contradictory beliefs simultaneously. Dweck (2006) has argued that it is normal to have contradictory beliefs.

Difficulty of Language Learning

The interview questions were focused on two major themes, namely hierarchy of difficulty of languages and hierarchy of difficulty of language forms. Seven out of ten

interviewees described Hindi as more difficult than English. For them Hindi is more difficult due to its complex grammar rules. They described English difficulty level as a medium level of difficulty. Secondly, they described written form of English as more difficult than the spoken form of English. They cited spelling as the cause for the difficulty of English. For most of them errors in spoken English are more easily tolerated than errors in written form of English. They also think that grammar makes some languages more difficult than others. They highlighted the importance of structural correctness more than the importance of communicative role of the language.

Nature of Language Learning

Students and teachers were interviewed on the themes such as the importance of grammar, vocabulary learning, learning by repetition and learning by memorizing. All the interviewees described the role of grammar knowledge as an indispensable aspect of language learning. For example, "...[W]ithout grammar, we cannot speak with others in perfect language", "To form sentences, we need to know grammar and vocabulary", "Grammar knowledge is important and If I learn grammar then I can learn more". Many of them believed that there is no way of learning a language without grammar knowledge. Most of the students and teachers described vocabulary learning to be critical for language learning. "If I learnt more words, then I will be able to speak more fluently". This kind of belief is considered negative or debilitating.

Learning and Communication Strategies

Three major themes are explored in this category. Most of the teachers and students believe that errors are part of learning, but the teachers believe that if errors are not corrected instantly, it will be difficult to get rid of them later. Most teachers and

students hold negative beliefs about pronunciation as they over emphasize excellent pronunciation. Regarding guessing the unfamiliar word meanings etc., most of the teachers and students hold positive beliefs as they think it is okay to guess sometimes.

Motivation and Expectations

More teacher participants than student participants, indicated instrumental motivation for learning English. Eighty percent of teachers indicated job opportunity as a motivating factor whereas 70 percent of them indicated future opportunity to use the language as the motivating factor. In the interview most of the teachers and students said that they want to learn English because the knowledge of English is needed in peruing higher education. Many students and teachers also believe that English would help them get better jobs. More students than teachers hold integrative motivational belief.

Limitations

This study has several limitations. The study is limited to a culturally homogeneous group in Jharkhand. This study has a relatively small sample size. It included 103 students and 10 teachers for the survey data collection. The semi-structured interviews included 10 students and 5 teachers. Thus, this may limit the generalizability of the outcome of the study to the larger context. The sample of this study was not a random sample of the ESL students and teachers. For the survey data, the survey participants were chosen by way of convenience sampling and for the interview data the participants were chosen by way of purposive sampling.

The participants were recruited from one institute in one city in Jharkhand, India. The study was thus limited by a demographic and geographic restrictions. These limitations were caused by COVID-19 pandemic as most of the educational institutions

were closed during this study and it would not have been possible to collect data from wider population.

Survey data collection was done on paper and pencil through an assistant and the qualitative data collection was done online. So, the researcher was not able to have direct in-person feel of the learning ambience of the students. Subjects such as beliefs, attitudes are very personal, and people do not like to share with someone whom they do not know very well. To have access to peoples' beliefs and attitudes, a longer contact period with the subjects is needed which is missing from this research.

The research design of survey methodology also could result in additional limitations to this study, as survey research is constrained by time and respondents' momentary perceptions at any given day and time. The survey questionnaire forces the respondents to choose or conform to questions.

Th survey instrument may also be a limitation in itself in this study, as some researchers have pointed out that BALLI items leave room for the participants to interpret on their own way. In this study also BALLI responses alone do not give the clear picture of the participants beliefs.

Discussions of Findings

This section presents what has been revealed by the two types of data in relation to the relevant literature and theoretical framework. The theoretical framework provided a lens to look at the students' and teachers' beliefs about learning English as a second language and interpret the effects of those beliefs. According to the core beliefs framework of Ryan and Mercer, (2011) beliefs about language learning could be placed on a number of continuums. For example, first, some beliefs are malleable, and others are

rigid. Beliefs that are resistant to change can be placed on one end and beliefs that are malleable can be placed on the other. It is claimed that beliefs that are resistant to change have possibly formed over a much longer period of time than those that are malleable (Gregersen & MacIntyre, 2014). Self-efficacy beliefs, beliefs about having natural aptitude for language acquisition could be placed in this continuum. Second, a continuum with one end representing a supposition that contradicts current empirical SLA research and the other aligned with current thought and trends. Third, a continuum that represents two ends, one representing productive beliefs i.e., beliefs considered to urge students to greater language learning proficiency and the other representing counterproductive i.e. beliefs that impede learning (Gregersen & MacIntyre, 2014). These two ends of the continuum are called growth mindset (facilitative beliefs) and fixed mindset (debilitative beliefs).

The findings from both the quantitative phase and the qualitative phase revealed that both ESL students and teachers from Jharkhand, India, hold contradictory beliefs regarding the foreign language learning aptitude as per the theoretical framework. An overwhelming majority of the students and teachers believe in the existence of natural talent for foreign language as 68.93 percent of the students and 70 percent of the teachers indicated their agreement to the statement that some people are born with natural talent which helps them to learn a foreign language. As a corollary then, for some learners who are not born with special talent for language, language acquisition should be an impossible act. The interviewees, however, believed that everyone could learn with hard work regardless of whether they possess natural ability or not. So, it is not possible to place the students' beliefs about foreign language aptitude clearly on either side of the

scale in the continuum between facilitative belief or debilitating belief. They defy being categorized strictly as holding fixed mindset or growth mindset.

Ryan and Mercer (2011) in presenting core beliefs framework have attached a caveat that “it is very likely that learners may hold seemingly contradictory and ambiguous beliefs within the framework” (Ryan & Mercer, 2011, p. 164). They have affirmed that holding contradictory beliefs is normal. In this study the participants hold the contradictory beliefs.

Regarding the difficulty of language learning, there are some aspects about which most students and teachers seem to have somewhat unrealistic beliefs. For example, 89 percent of the students and 100 percent of the teachers reported to believe that English language proficiency could be achieved within five years if the learners spent one-hour everyday learning English. Mueller (2018) has claimed that most expert opinions would agree for a minimum of 5 to 10 years period or even more but not less than five years for a learner to attain working proficiency of second language if a learner gave an hour a day learning. Mueller (2018) draws the perspective from Defense Language Institute (DLI) in Monterey, California. The students at DLI who were found to be exceptional in language aptitude, could only acquire limited working proficiency in a time-period equivalent to the time-period mentioned in this study. Therefore, it would be unrealistic to think that one would be proficient speaker of L2 in five years.

The theory of core beliefs about language learning (Ryan & Mercer, 2011) informs that those who hold facilitative belief or growth mindset subscribe to the belief that language learning requires long-term purposeful, strategic effort. Both the students’ and teachers’ beliefs in this regard deviate from the theoretical assumption. Secondly, in

this category of beliefs, 50.49 percent of the students and 40 percent of teachers think that spoken language is easier than written language. The interview data revealed that most of them think that spelling and grammar mistakes make written English more difficult. It indicates that the participants are concerned more about the structural correctness than about the communicative aspect of language learning.

Beliefs about the nature of language include beliefs about grammar, about vocabulary learning, memorization, etc. For example, some people may believe that language learning is primarily learning grammar rules perfectly or memorizing lots of vocabulary words. Those who consider memorization of vocabulary and learning grammar rules to be the most important or the only means of achieving language proficiency, tend to invest disproportionate amount of time and energy in learning new words and learning grammar rules. Research indicates that these are not the most effective means of achieving second language proficiency (Gregersen & MacIntyre, 2014). Therefore, such beliefs are ill-advised beliefs. Gregersen and MacIntyre, (2014) have presented a second type of continuum which assesses the “erroneousness” of the beliefs. The continuum extends from the supposition that contradicts empirical SLA research to that which is aligned with current thoughts and trends. Gregersen and MacIntyre, (2014) have pointed out that learners hold certain beliefs which are neither overwhelmingly helpful nor damaging, but they exert their influence on the learner’s approach to language learning.

The study participants beliefs about grammar and vocabulary are apparently not aligned with current thoughts and trends. The current thought about learning grammar is that grammar learning should follow the natural process (Krashen, 2009) and it should

not be part of conscious learning. Both quantitative and qualitative data show that students and teachers in this study hold grammar and vocabulary learning to be critical for learning English. The findings of this study about beliefs in grammar and vocabulary are in consonant with the findings of other studies about Indian students (Sheorey, 2006). If the beliefs about the nature of language of the students and teachers in this study are plotted on this continuum, most of them are not aligned with current thoughts and trends.

Beliefs about error, corrective feedback, pronunciation, and guessing unfamiliar words and phrases were explored in the category of learning and communication strategies. According to the theory of core beliefs framework, those who hold facilitative beliefs, admit mistakes and work to overcome them and on the contrary, those who hold debilitating beliefs, fear errors, and avoid negative feedback. In this study, most of the students and teachers believe that error is part of learning. They also showed positive attitude toward corrective feedback. It is good to be open to corrective feedback but if corrective feedback is given every time a learner makes a mistake, then that could be harmful. Too many corrections given frequently, may make the learners acutely aware of their weaknesses more than their strengths. It may lead learners to self-doubt and hesitation in language production. Therefore, even though, learners are open to correction always, teachers should be judicious in giving feedback. Some researchers, however, point out that feedback as an attention-getting device without being frequent and direct may benefit the students.

They also believe that compensatory strategies like making a learned guess through the contextual cues, when encountered with words and phrases which are unfamiliar, are important in learning a language. The students did not show positive

beliefs about error as revealed by BALLI responses, however, in the interview, they contradicted their BALLI statements on errors and indicated that they hold positive beliefs.

On the issue of pronunciation, 83.50 percent of the students and 70 percent teachers felt it is important to speak with excellent pronunciation. This finding also confirms the findings of another study carried out by Sheorey (2006). Researchers (Mueller, 2018) claim that obsession with excellent pronunciation can have a detrimental effect on the language acquisition process as it may lead learners to be tongue tied. Reasonable concern for good pronunciation is desirable if it does not lead the learners becoming reticent and if it does not deter them from participating in communicative activities. Although most of the students think that excellent pronunciation or correct pronunciation is very important, conversely, they also think that learners should not wait until they acquire good pronunciation to participate in communicative activities. Most of the participants in this study believe that engagement in communicative activities is important regardless of whether they have good pronunciation or not, whether they produce accurate language or not. Overall, students' and teachers' beliefs about learning and communication strategies are aligned with the principles of communicative approach to second language learning.

Beliefs play an important role in motivating or demotivating language learners. Motivation explains why people engage in certain activities and not in others. It also explains why people invest so much energy, time, and resources in certain activities.

Self-efficacy belief is closely connected with motivation. People are more likely to pursue a goal that they think is within their reach. In this study, an overwhelming

majority of the students and teachers reported that they would be proficient in English (Statement 6).

Like the other studies (Ranjan & Mani, 2018; Sheorey, 2006), this study also indicates that most of the students and teachers are instrumentally motivated. For most of the students in this study are motivated to learn English in order to receive higher education or to get better jobs. Most of the teachers also in this study are motivated primarily in order to get better jobs. However, more student are intrinsically motivated than the teachers. Agnihotri and Khanna (1997) used the term “complementary motivation” for the Indian context instead of instrumental motivation to suggest that. Only a minority of the participants stated integrative motivation or supplementary motivation for learning English.

Hypothesis on Surprising Findings

The overall findings are more encouraging than I expected when I look at the findings in the light of current SLA research and theoretical framework. Most of the beliefs of the students and teachers are in consonance with what literature says contribute to effective second language development. Some findings are surprising findings as they were unexpected. I discuss below those findings and my hypothesis for such results.

First, the findings showed that the participants in this study possess high self-efficacy belief. An overwhelming majority of the participants felt that English is a language of medium level of difficulty and that they would attain good English proficiency in future. This study started with the assumption that beliefs determine the learning outcome. The findings of this study force me to hypothesize a process of reverse determinism, i.e., learning determining beliefs. The students in this study are going through intensive and

personalized ESL program. I hypothesize that there is a reverse determination. When the learners make some headways, their achievement effects change in their belief system. High self-efficacy belief is an indicative for the hypothesis.

Second, one of the interesting findings is that most of the students and teachers reported to believe that spoken form of English is easier than written form of English. This finding is particularly interesting because all these study participants come from vernacular-medium schools where they are mostly taught through grammar-translation method which ignores spoken English. So, although, they have hardly any opportunity to spoken interaction, most of them believed that spoken form of English is easier than written form. The reason they advanced is that they find spellings and grammar rules difficult in written English. My hypothesis is that errors in spoken form of the language less noticeable as they vanish with the end of speech sound, whereas in the written form of the language, errors remain etched forever.

Pedagogical Implications

This study was carried out to find the beliefs of the ESL students and teachers of Jharkhand, India with the assumption that the knowledge of these beliefs would help the administrators and English teachers to promote beliefs that are facilitative and disabuse them of those misconceptions that are detrimental or counterproductive.

The study revealed that the participants held self-efficacy beliefs. Most of the students and teachers said that everyone could achieve proficiency regardless of their natural ability. The theory of core beliefs assumes that those who disregard the role of natural ability are more agentic and take the responsibility of learning upon themselves. Pedagogically, it is important to foster and sustain such a belief.

The study also reveals that most of the students and teachers hold unrealistic belief about the amount of time it would take to be fluent in English. Most of them think that within five years they could achieve fluency if they invested one hour every day to learn English. This is an unrealistic belief, and it could lead them to frustration and discouragement. They need to be disabused of such belief. Those who believe unrealistically that language proficiency could be achieved in a short period of time need to be made aware that language learning is a slow process, and they should be patient with themselves.

Secondly, it is evident from the survey and interview data that most of the students and teachers believe that grammar knowledge is the foundation for learning English and therefore, it is essential for the mastery of English language. Researchers (Gregersen & MacIntyre, 2014; Loewen et al., 2009; Mueller, 2018; Sheorey, 2006) suggest that those who give disproportionate importance to one aspect of language learning tend to give disproportionate amount of time in the activities dealing with that aspect. This linguistic behavior is not consistent with the learning behavior of “good language learners” (Rubin, 1975a). The learners should be made aware that language learning takes place in the process of producing language in the interpersonal communication and that errors are normal and integral part of learning. The teachers should be made aware of the current language learning theories. Many studies have indicated that knowledge of linguistic forms alone is no guarantee of language proficiency (Loewen et al., 2009).

In this study, nine out of ten student interviewees said that it is ok to make mistakes and most of them expressed their openness for error correction. Most of the

student participants think that students should be corrected always. This openness for correction may be good but if corrections are made for every error, that may have a negative impact on the confidence of the learner and on their self-efficacy beliefs.

The theoretical position is that error correction helps learner become aware of the gap between inter-language forms and target forms (Lightbown & Spada, 2001). Many researchers advocate that some errors can be judiciously ignored by the instructors as too much correction may discourage the learners and shift their focus to language forms rather than communications (Loewen, 2007).

It is incumbent upon the teachers to design instructional activities in such a way to foster beliefs that they do not think that there is always a correct answer. In language learning, communication and creativity is more important than absolute correctness.

With judicious corrective feedback, it is important to acknowledge and appreciate students' efforts. Dweck (2002) argues that effort praise instead of intelligence praise or praise for accomplishment of the students by teachers is very important. She asserts that praise, especially praise for effort molds students' beliefs, motivation, and performance in surprising ways. In this study, most of the participants (77.67 percent) think that languages could be learnt by anyone who works hard. Such beliefs have positive implications.

Most of the students (97.09) express their belief that they will be fluent speakers of English in future. This suggests that they hold self-efficacy belief. To sustain such belief students need to experience a sense of achievement and satisfaction. Cotterall (1995) has pointed out that good experience of language learning such as "I have been successful in language learning" shapes future linguistic behavior of the learners. It is

therefore incumbent upon the language teachers to afford good learning experience which will increase the learners' confidence and self-efficacy.

Suggestion for Further Study

Future research in the areas of learner beliefs need to address several issues. This study has just explored what beliefs the ESL students and teachers hold about English language learning as measured by the BALLI and how they describe their beliefs about various aspects of language learning. It is, therefore, a basic exploratory study. The present study is a cross-sectional study. It has used only survey and semi-structured interview to collect data. To get a comprehensive understanding about the learner beliefs and their role in language acquisition, many more studies are needed to be carried out.

First, one of the important questions about beliefs is its formation. What is the origin of belief? Researchers have suggested that learners form their beliefs about the language learning through their past learning experiences. They also inherit some of their beliefs from their teachers and their significant others. They also pick up from their cultural milieu. It would be interesting to explore to what extent and for what types of beliefs these agents are responsible in the formation of learner's beliefs.

Secondly, though several studies on language learning beliefs in relation to strategy use has been undertaken in many contexts, it has not been explored in India and especially in Jharkhand. Studies on learner beliefs started with the assumption that "good language learners" use more effective strategies (Griffiths, 2009; Rubin, 1975a). It has been pointed out that beliefs have indirect relationship with language achievement. Beliefs directly influence strategy use and learner behavior which in turn result in

language acquisition. It is, therefore, important to explore as to what language learning strategies are used by those holding different beliefs about language learning.

Thirdly, though language achievement is considered to be indirectly related to beliefs about language learning, the correlational study of beliefs and language achievement would expand the understanding about the impact of beliefs in language learning, if correlational study between language learning beliefs and language achievement is carried out.

Lastly, as methodological consideration is important for any study, longitudinal study is highly recommended that uses different sources of data to study learner beliefs. Classroom observations, use of diary, notebooks will shed more light on belief studies.

Concluding Remarks

This research has sought to explore language learning beliefs of ESL students and teachers of Jharkhand, India. The purpose of this research was to find out whether or not the language learning beliefs held by the students and teachers are conducive to optimum language learning. Those beliefs of the ESL students and teachers that were revealed by the data analysis, are then assessed on a few conceptual continuums laid out by the core beliefs framework.

The findings of this study showed that the ESL students and teachers of Jharkhand, India held beliefs, most of which are consonant with what theory suggests, contribute to effective second language acquisition. For example, the beliefs about natural talent are facilitative as 77.67 percent of the students and 90 percent of the teachers believe that everyone could learn a language if they worked hard. In the semi-structured interviews, most of the students and teachers described that everyone could

learn a language irrespective of whether they possessed natural talent or not. The theory assumes such belief to be conducive for optimal learning. Second, beliefs about learning and communication strategies such as belief in the urgency of communicative engagement and usefulness of educated guesses in the context, are also in consonant with what is considered to be facilitative of language acquisition. Third, the motivational beliefs of the participants were found conducive to effective learning.

On the negative side, however, a large number of students and teachers held beliefs about the nature of language learning that could lead to employing strategies and using their resources unproductively. Beliefs about the role of grammar rules and vocabulary learning seem to be not aligned with current trends and research. The current understanding is that the very purpose of language learning is to acquire procedural knowledge, i.e., communication, rather than acquiring declarative knowledge. The findings revealed that a large number of participants are overly concerned about grammar knowledge as they believe that language learning depends on grammar knowledge. Another area of concern about the beliefs of the participants was the idea of having excellent pronunciation. The participants seem to support the belief that excellent pronunciation is the sign of language ability.

Overall, the students and teachers, contrary to the researchers' assumption, held much more facilitative beliefs than debilitating ones. Finally, the unexpected discovery in this study is that both students and teachers did not differ from each other much. Both the groups held similar beliefs. For example, both teachers and students believe that knowledge of grammar rules and a wealth of large vocabulary is the foundation for language proficiency. Similarly, both the groups held that error should be corrected

always and instantaneously. This calls for a further enquiry about the role of the teachers in the formation of students' beliefs about language learning.

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APENDIX A

SURVEY INSTRUMENT (STUDENTS)



Beliefs about Language Learning Inventory (BALLI)

Introduction

Hello, I am Samir Toppo, a doctoral student in the School of Education at the University of San Francisco. I am in the dissertation proposal-writing phase of the program. I am conducting a survey study to investigate the English and Second Language (ESL) students' and teachers' beliefs about English language learning. I would greatly appreciate your participation in this survey study.

Survey Purpose

This survey investigates the beliefs held by ESL students and teachers about English language learning in Jharkhand, India.

As an ESL student your answers to BALLI questionnaire will provide insight and understanding the researcher on learner beliefs.

Confidentiality and Anticipated Benefits

I assure you that all your response records will be kept confidential. No institutional identities or individual identities will be used in any reports or publications resulting from the study. The results will be reported in an aggregate so that no individual participant or school data will be disclosed to anyone, including your school, or any other organization. The anticipated benefit of this study is you will have the opportunity to reflect about the beliefs you hold about English language learning and your learning /teaching practices. The reflection on your beliefs about language learning/teaching may help to you to modify or adapt new methods of learning/teaching.

This survey takes approximately 25- 30 *minutes* to complete.

Please be advised that your participation is strictly voluntary. If you freely accept the invitation to participate in this survey, please proceed by answering "yes" to the question below.

Thank you in advance for your important contribution to this study and for completing this survey.

With gratitude,

Samir Toppo

Do you freely accept to participate in this study?

Yes

Section I

Beliefs About Language Learning Inventory (BALLI)

Read each statement on the following pages. Please respond to the statement as they apply to English language study.

Decide whether you agree or disagree with each statement. For example, if you strongly agree (SA) put X below 5.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Question items	5	4	3	2	1
1. It is easier for children than adults to learn a foreign language					
2. Some people are born with a special ability which helps them learn English language.					
3. Some languages are easier to learn than others.					
4. Indians are good at learning a foreign language.					
5. English is structured in the same way as Hindi.					
6. I believe that I will ultimately learn to speak English very well.					
7. It is important to speak English language with excellent accent.					
8. It is necessary to know the foreign culture in order to speak the foreign language.					
9. You should not say anything in English language until you can say it correctly.					
10. It is easier for someone who already speaks a foreign language to learn another one.					
11. It is better to learn a foreign language in the foreign country.					
12. If I heard someone speaking English, I would go up to them so that I could practice speaking the language.					
13. It's OK to guess if you don't know a word in the foreign language.					
14. Everyone can learn to speak English language.					
15. I have foreign language/English language aptitude.					
16. Learning a foreign language is mostly a matter of learning a lot of new vocabulary.					
17. It is important to repeat and practice a lot.					
18. I feel self-conscious speaking a foreign language in front of other people.					
19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.					
20. Learning a foreign language is mostly a matter of learning a lot of grammar rules.					
21. It is important to practice in language laboratory.					
22. Women are better than men in learning a foreign language.					
23. If I get to speak English very well, I will have many opportunities to use it.					
24. It is easier to speak than understand a foreign language.					
25. Learning a foreign language is different from learning other school subjects.					
26. Learning English language is mostly a matter of translating from Hindi					
27. If I learn English very well, it will help me get a good job.					

28. It is easier to read and write a foreign language than to speak and understand.					
29. People who speak more than one language well are very intelligent.					
30. Indian think it is important to speak English.					
31. I would like to learn English so that I can get to know its speakers better.					
32. People who speak more than one language are more intelligent.					
33. The language I am trying to learn is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language.					
34. If someone spent one hour a day learning this language, how long would it take him/her to become fluent? 1) Less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) you can't learn a language in one hour a day.					

End of Section I**Section II****Background Questionnaire (for Students)**

Please answer the following questions or tick the appropriate response. This is for research purposes only and your responses will be kept confidential at all times.

1. Name: -----
2. What is your sex and age?
Male_____ (b). Female_____ (c). Age_____
3. What is your first language? -----
4. Level of your education: -----
5. In what grade did you start to study English? -----
6. How do you rate your current level of overall proficiency in the English language?

Excellent ----- Good----- Medium----- poor -----

7. Did you like your English teachers? Yes----- No -----
8. How often have been encouraged to learn English well?
By Parents: Never----- Occasionally ----- Frequently -----
By Teachers: Never----- Occasionally ----- Frequently -----
9. Do you think you will be able to speak English very well one day?

Yes----- No----- Not sure -----

End of Survey
Thank you!

APENDIX B

SURVEY INSTRUMENT (TEACHERS)



CHANGE THE WORLD FROM HERE

Beliefs about Language Learning Inventory (BALLI)

Introduction

Hello, I am Samir Toppo, a doctoral student in the School of Education at the University of San Francisco. I am in the dissertation proposal-writing phase of the program. I am conducting a survey study to investigate the English and Second Language (ESL) students' and teachers' beliefs about English language learning. I would greatly appreciate your participation in this survey study.

Survey Purpose

This survey investigates the beliefs held by ESL students and teachers about English language learning in Jharkhand, India.

As an ESL teacher your answers to BALLI questionnaire will provide insight and understanding to the researcher on teacher beliefs and English language learning.

Confidentiality and Anticipated Benefits

I assure you that all your response records will be kept confidential. No institutional identities or individual identities will be used in any reports or publications resulting from the study. The results will be reported in an aggregate so that no individual participant or school data will be disclosed to anyone, including your school, or any other organization. The anticipated benefit of this study is you will have the opportunity to reflect about the beliefs you hold about English language learning and your learning /teaching practices. The reflection on your beliefs about language learning/teaching may help to you to modify or adapt new methods of learning/teaching.

This survey takes approximately 25- *30 minutes* to complete.

Please be advised that your participation is strictly voluntary. If you freely accept the invitation to participate in this survey, please proceed by answering "yes" to the question below.

Thank you in advance for your important contribution to this study and for completing this survey.

With gratitude,

Samir Toppo

Do you freely accept to participate in this study?

Yes

Section I

Beliefs About Language Learning Inventory (BALLI)

Read each statement on the following pages. Please respond to the statement as they apply to English language study.

Decide whether you agree or disagree with each statement. For example, if you strongly agree (SA) put X below 5.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Question items	5	4	3	2	1
1. It is easier for children than adults to learn a foreign language					
5. Some people are born with a special ability which helps them learn English language.					
6. Some languages are easier to learn than others.					
7. Indians are good at learning a foreign language.					
5. English is structured in the same way as Hindi.					
6. I believe that I will ultimately learn to speak English very well.					
7. It is important to speak English language with excellent accent.					
8. It is necessary to know the foreign culture in order to speak the foreign language.					
9. You should not say anything in English language until you can say it correctly.					
10. It is easier for someone who already speaks a foreign language to learn another one.					
11. It is better to learn a foreign language in the foreign country.					
12. If I heard someone speaking English, I would go up to them so that I could practice speaking the language.					
13. It's OK to guess if you don't know a word in the foreign language.					
14. Everyone can learn to speak English language.					
15. I have foreign language/English language aptitude.					
16. Learning a foreign language is mostly a matter of learning a lot of new vocabulary.					
17. It is important to repeat and practice a lot.					
18. I feel self-conscious speaking a foreign language in front of other people.					
19. If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.					
20. Learning a foreign language is mostly a matter of learning a lot of grammar rules.					
21. It is important to practice in language laboratory.					
22. Women are better than men in learning a foreign language.					
23. If I get to speak English very well, I will have many opportunities to use it.					
24. It is easier to speak than understand a foreign language.					
25. Learning a foreign language is different from learning other school subjects.					
26. Learning English language is mostly a matter of translating from Hindi					
27. If I learn English very well, it will help me get a good job.					
28. It is easier to read and write a foreign language than to speak and understand.					

29. People who speak more than one language well are very intelligent.					
30. Indian think it is important to speak English.					
31. I would like to learn English so that I can get to know its speakers better.					
32. People who speak more than one language are more intelligent.					
33. The language I am trying to learn is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language.					
34. If someone spent one hour a day learning this language, how long would it take him/her to become fluent? 1) Less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) you can't learn a language in one hour a day.					

SECTION II

Background Questionnaire (for Teachers)

Please answer the following questions or tick the appropriate response. This is for research

purposes only and your responses will be kept confidential at all times.

1. Name: -----
2. What is your sex and age?
 (a). Male ----- (b). Female ----- (c). Age -----
3. What is your first language? -----
4. Level of your education: -----
5. In what grade did you start to study English? -----
6. How do you rate your level of overall proficiency in the English language?
 Excellent ----- Good----- Medium----- poor -----
7. List any specialized training or certification you have completed for teaching English as a second language-----

8. How many years have you taught English as a foreign/second language? -----

--

9. Do you think your students will be able speak English well?

Yes ----- No ----- Not sure-----

End of Survey

Thank you!

APENDIX C

SEMI-STRUCTURED INTERVIEW PROTOCOL AND QUESTIONS (FOR TEACHERS AND STUDENTS)



Introduction to Interview:

Hi

Thank you for accepting to do this interview. I am glad to have you here. As I told you, I am currently investigating ESL students' and teachers' beliefs about English language learning. I would like to hear your beliefs as learners/teachers of English as a second language. Hence, I would like to ask you some questions regarding your beliefs. Besides, this conversation is confidential, so please feel free to speak your mind.

Before we go over the interview process, do you mind if I record this conversation? It would help me to recall what you told me, and I can focus more on this conversation. Thank you and let's get started.

- How do you think about the age factor in learning English as a second language?
- Do you think there exists the special ability for language learning? How do you see the role of hard work?
- Do you feel that some languages are more difficult than other languages? How about English?
- What about the level of difficulty of spoken and written English?
- What do you think is the most important part of the language that needs attention?
- How important are grammar and vocabulary learning?
- What do you think about making errors? Do you think it is important to correct the learner whenever they make mistakes?

- What strategies do you think are important?
- Why are you learning English? How will it help you?

APPENDIX D

*IRB APPROVAL LETTER***Attachments:**

- Expedited Review Approved by Chair - IRB ID: 1598.pdf

*IRBPHS - Approval Notification*

To: Samir Toppo
From: Richard Gregory Johnson III, IRB Chair
Subject: Protocol #1598
Date: 06/22/2021

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your research (IRB Protocol #1598) with the project title **A study of Students' and Teachers' Beliefs about Learning English as a Second Language in Jharkhand in India** has been approved by the IRB Chair under the rules for expedited review on **06/22/2021**.

Any modifications, adverse reactions or complications must be reported using a modification application to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS via email at IRBPHS@usfca.edu. Please include the Protocol number assigned to your application in your correspondence.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Dr. Richard Gregory Johnson III
Professor & Chair, Institutional Review Board for the Protection of Human Subjects
University of San Francisco
irbphs@usfca.edu
[IRBPHS Website](#)

APPENDIX E
 PERMISSION LETTER FROM REV. FR. SANTOSH MINJ, S.J., THE CURRENT
 PROVINCIAL OF HAZARIBAG JESUITS, TO CONDUCT THIS STUDY IN THE
 INSTITUTIONS GOVERNED BY THE SOCIETY OF JESUS

Loyola House Jesuit Residence,
 2600 Turk Blvd,
 San Francisco,
 CA 94118

Fr. Santosh Minj
 Arrupe Niwas
 Holy Cross Marg
 Hazaribagh 825301
 India

5th July 2021

Subject: Request for permission to conduct research for my Doctoral Thesis in St. Stanislaus College and other Jesuit Schools in Hazaribagh.

Dear Fr. Santosh,

Greetings to you.

I am Samir Toppo, currently doing my Doctorate at the University of San Francisco. I am conducting a study on English as Second Language (ESL) with the titled **A Study of Students' and Teachers' Beliefs about Learning English as a second language in Jharkhand in India.**

I am writing this email to request you to allow me to conduct a survey and an interview with the students at St. Stanislaus College and the teachers at other Jesuits schools in Hazaribagh Province for the purpose of my dissertation. I am planning to conduct a survey with the help of Fr. Manoj Kujur, S.J. and online interview with some students at St. Stanislaus College and with some teachers at other Jesuit Schools in Hazaribagh Province.

Before I conduct the survey and interview them, as per the rules of the Institutional Review Board for the Protection of Human Subjects (IRBPHS), I am required to obtain your permission to carry out this study with your subjects at St. Stanislaus College and other Jesuit Schools in Hazaribagh. Therefore, I kindly request you to grant me your permission.

Sincerely,
 Samir Toppo

I grant you my permission
Minj
7/7/2021

