Chapter Four: Analysis and Interpretation of Data

Part One

4.0 Introduction

Chapter Three has presented the research design of the study which is both quantitative and qualitative in nature. In this chapter, the analysis of data is undertaken in order to address the first research question of the study. The following are the research questions of the study:

1. In what ways do the social-psychological perceptions operate within the context of learning English at the tertiary level in A.P in India? In other words:
   a) What are the attitudes and beliefs that learners hold towards learning English?
   b) What are the learner's motivational orientations to learn English?
   c) What are the issues of anxiety in learning English?
   d) How do students self assess their proficiency?

2. How does learners' background in terms of personal, educational and parental factors affect their learning English?

Social psychological factors in operation in the context of English language learning

The first question stated above looks at four sub-questions which have been arrived at based on the literature review as well as a study of the data in the area of social
psychology in language learning. Each sub-question is further divided into smaller topics or subcategories. They are as follows:

**Beliefs and attitudes to language learning**
- Nature of language learning
- Aptitude in language learning
- Learning and communication strategies in language learning
- Bilingualism
- Status of English

**Motivation in language learning**
- Instrumental motivation
- Integrative motivation
- Intrinsic motivation
- Extrinsic motivation

**Anxiety in language learning**
- General anxiety in language learning
- Skill specific anxiety

**Self assessment of language proficiency**
- Self assessment of overall language proficiency
- Self assessment of skill specific language proficiency

We have seen in chapter two that these factors are shaped and differ according to different contexts. Further, the data which has been collected from various sources is triangulated. Thus, patterns and trends with respect to each of the social psychological factors are derived from combining and contrasting data from: Student’s Questionnaire (SQ), a survey conducted among 30 students; Student Interviews (SI); of the same students and Teacher Interviews (TI).
4.1 Beliefs and Attitudes towards Language Learning

This is the first sub-question under the first research question. The researcher discusses it under the following sub-categories:

- Nature of language learning
- Aptitude in language learning
- Learning and communication strategies in language learning
- Bilingualism
- Status of English

4.1.1 Nature of Language Learning

This sub-category, within ‘beliefs and attitudes’ toward language learning is studied with reference to the students’ perception of issues subsumed in the following:

1) Ownership of language

2) a) Components of language learning
   b) Difference between language learning and learning of Content subjects

1) Ownership of Language

Students

This topic was examined in terms of SQ 1 and 8, which asked whether relevant culture is important. According to the Questionnaire data (SQ 1 and 8) all the TM students and 53% of EM students (EM: 1, 3, 4, 6, 7, 8, 13, 15) agree that relevant culture is necessary to learn a new language. (SQ: 1). Also, 73% of the TM students (1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14) and 53% of EM students (EM: 1, 5, 8, 10, 12, 13, 14, 15) say that it is important to speak English in British or American accent (SQ 8).
Table: 4.1 Relevance of Culture in Learning a new Language

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'Relevant culture' however, is not always seen as having a British or American accent. SQ responses show that all the TM students and quite a lot of EM students consider that relevant culture is necessary but in the SIs only 40% of the (TM) and 20% of the (EM) students say that it is necessary to learn British or American culture. It seems that to those who have answered in the affirmative in the SQ, think that relevant culture means the culture available in their own contexts where a new language is being learnt and not the foreign / native speaker's culture.

This sense of 'foreignness' is also felt differently depending on the streams that the students come from, EM or TM. In response to the interviews (SI Qn No 1) we found that, according to 40% of the Telugu medium students (TM: 3, 5, 10, 13, 14, 15) and only 20% of the English medium students (EM: 1, 2, 4) 'English is a foreign language'. When asked whether British or American culture is necessary to learn English, 40% of the Telugu medium students (TM: 2, 3, 4, 5, 7, 14) and 20% of the English medium students (EM: 1, 6, 15) say 'Yes'. Thus, within the 40% of TM who say that English is a foreign language, there are 20% of them (TM 3, 5, 14) and out of the 20 % EM students 6% (EM: 1) who also agree that relevant culture is necessary to learn a new language; that it is important to speak with a British or American accent; and that English is a foreign language and we need the foreign culture to learn it.

A few students relate English directly to the native speakers and say that English is a foreign language. One of them adds, "Yes, specified language, another language," "Britishers are English. Britishers brought English" (SI: TM 10 and 15). Also some of
these students try to discuss the matter justifying that foreign culture is needed only "sometimes" (TM 2), and that we need it ‘to be understood by others’ (TM 7), yet another says, “We should know these cultures to compare it with our culture and know things.”

Therefore, adding to the 80% of the Telugu medium students 40% of the English medium students also consider English, in one sense or another, foreign to them. However, 20% of the EM actually use the phrase “universal language” or consider that it is a ‘link language across’ different states in the pan Indian context (EM 10, EM 11, EM 13). But only 6% of the TM use a ‘counter discourse’ to describe their sense of ownership of English but are not able to express it properly. “Not that it is a foreign language; it is a language that’s all, just a language like any other language” (TM 9).

This aspect of the students’ understanding of the ‘nature of language learning’ suggests that most of the students experience alienation with the language. They consider English as foreign to them and do not have a sense of ownership of the language. They do not negotiate their own identity vis-à-vis English, but seem to accept it as a language thrust on them from outside and prescribed for them to be learnt by policy makers. This suggests that they are working within a Structuralist mode without sensing ‘conflict’ in terms of the power relations that the ownership of English implies. This trend is to be viewed against the fact that teachers in this context hold the view that English is a foreign language and reflect that view in their teaching procedures.

The majority of the students, therefore, hold the view that English is a foreign language because they are taught to view it thus. The very fact that 73% of the Telugu medium students have an exposure of just two years and 27% have no exposure to English till they enter tertiary education, is an explanation which is good enough as to why they consider English as foreign to them.
The Teachers

Interviews with five teachers with respect to the category of ownership of language also yielded discussion on each of the categories being considered here. All the five teachers interviewed are of the opinion that ‘English is a foreign language’. One teacher adds saying that it is an “international language” (T 5). Others mention that it is an ‘official language’ in India and it can assume the position as one of the Indian languages, besides being a foreign language (T 4); “Right now I think we could use English as an Indian English” says another (T 2). Four out of five teachers also say that it is necessary to learn British or American culture to learn English as it is a foreign language. Only one teacher differs from others saying “because, English is used for... everyday interaction and so many other purposes, we need not know British or American culture now.”

The fact that teachers think English is a foreign language and it requires to know relevant culture, could be attributed to their own backgrounds; in which they were being exposed to such beliefs during their education and training. They are not aware of current trends and thinking in ELT which recognizes that the inner circle described by Kachru has shifted its boundaries to include the outer circle and is further growing into an expanding circle (Kachru, 1985). The only teacher training they receive is pre-service, and it is inadequate to equip them with the necessary skills and techniques to alter their own beliefs about teaching and learning a language.

Thus, all the teachers and overall 60% of the students i.e., most of the students from Telugu medium and a substantial percentage of English medium students consider English as a foreign language. Perhaps those who regard English as not necessarily a foreign language are from the elite minority groups who are comfortable with English from an early age in the school and at home. Most of the respondents to the questionnaires in this study do not seem to share this sort of background.
Therefore, it is understood that language teachers and students seem to share a sense of unease with the language itself, and experience a sense of alienation with it.

2. Components of language learning and
Difference between Language learning and learning of Content subjects

An understanding of the 'nature of language learning' further depends on what is perceived as:

a) Components of language learning, and
b) How language learning is considered different from learning other subjects.

This is the second topic under consideration that came up through the data analysis.

Students

In the SQs (SQ qn nos: 2a, 2b, 2c and 2d ) most of the students Agree/ Strongly Agree that language learning mostly means learning each of the components of vocabulary, grammar, communication and translation, while a few of them neither agree nor disagree on certain aspects. Students who neither agree nor disagree and the components they are not sure about are mentioned below:

- Vocabulary- TM 15 and EM 1, 5, 14; Grammar- EM: 1, 13, 14; Communication- TM 11 and EM: 1, 13, 14; Translation- TM 13, 14 and EM: 1, 2, 7, 10, 12. This means that most of the students consider all these four components language learning important to a certain extent.

Further, more students, overall 46%, are undecided upon whether translation is an important part of language learning or not. This is because of the confusing attitudes and stereotypes that prevail about translation as a strategy in learning languages. Further, some of the students disagree about some of these components being part of language learning: Vocabulary- EM 6; Grammar- TM 11, EM: 6; Translation- TM 15 and EM 4.
Here again, it is important to see that none of the students disagree that language learning is more to do with ‘communication’ while very few contend with the other components also. Therefore, while students consider communication as important they also hold on to other linguistic aspects as being equally important.

According to the interview data, (SI qn no 2) 80% of the TM students (TM: 1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 14, 15) and 87% of the EM students (EM: 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15), say communication is important. Among the TM students, only 13% of them think that grammar is more important than communication (TM: 6, 15). Another, 20% of them thinks communication comes only after Grammar and Vocabulary in that order of importance (TM: 10, 12, 14). In addition to these, another 20% of them is of the opinion that Translation comes next in importance to Communication (TM: 2, 4, 9). However, these students are not consistent in their views from the questionnaire data to the interviews.

Only 13% of the students (EM 4 and 5) say “first of all grammar is important, if we know grammar then only we can “communicate”, “speak correct”. Another student (EM 2) says, “by communicating to each other we can improve our English but grammar plays an important role, we can avoid those mistakes…” Yet, another student (EM 10)
adds saying "communication skills and for that you need vocabulary and all those". According to another 13% of them also grammar and vocabulary help in understanding (EM 13 and 12). This amounts to 40% of English medium students who consider grammar and vocabulary more important or equally important alongside communication. Further, 33% of the students also feel that language learning also involves translation (EM: 1, 2, 3, 8, and 11).

Hence, it is clear that most students consider communication as an important aspect while some of them do not exclude the significance of other the other components of grammar and vocabulary.

Teachers

Regarding the components of language learning two of the teachers are of the opinion that, language learning requires "communication" (T 2 and T 5). Further, one teacher says it involves "production of sounds" and "conveying correct meanings" (T1). The other two teachers, on the other hand, say, it involves the usage of vocabulary and grammar which are essential to communicate (T3) and lead automatically to "communicate English very well" (T4). (Sic)

Although four out of five teachers consider communication as an important element, only two of them think that it occurs first in the order of importance. The view that vocabulary and grammar occur first leading to competence in communicating is admired by quite a lot of students and teachers. As a result, in this context, language learning reflects mostly a grammar translational theory/approach to language learning, which lays emphasis on the elements of language learning in an isolated manner. In fact, there seems to be a direct relationship between language learning and methodology, putting directly to the perception of English as a foreign language. The traditional grammar-translation teaching approach seems to be the only possibility for both teachers...
and learners, pre-empting it would seem a comfortable familiarity with a language where social and communicative methods would greatly enhance proficiency.

b) Difference between language learning and learning of content subjects

Students

The belief that “Learning English is different from learning the optional subjects”, (SQ qn no 3) is held by most of the TM as well as EM students except for 40% of TM students and 7% EM students (who neither agree nor disagree about it, TM: 1, 6, 7, 9, 10, 15 and EM 14).

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<tr>
<th>Q.no</th>
<th>Students</th>
<th>Strongly Agree</th>
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Table: 4.3 Difference between Learning a Language and Content Subjects

In answering the question, “Is learning English different from learning Mathematics, Science or Commerce, Political Science?” (SI qn no 3) 87% of the TM students say that it is different. The remaining 13% of them (TM: 2, 12) and who say it is not different contradict themselves with their responses to this in the SQ and are also the ones who consider Grammar as the most important element among the components of language learning. It is obvious that English is taught like any other subject for the students. In the case of EM students, except for 7% (EM 13), who say that both language learning and learning of other subjects is same, the rest of the 93% of the EM students look at learning English as different from learning other subjects. Among the EM
students such phrases are in vogue like “one deals with technical skills and the other
deals with communication skills” (EM: 1), and “in computers and maths you just think
about logic, problems and whatever” (EM: 10). 26% also give details that it involves:
‘grammar, vocabulary, communication, reading, and writing’ (EM 1, 9, 10, 11) etc.

But, among the 87% TM students who say it is different, only 46% of them
further elaborate and see it as different in terms of the components of learning English
consists of communication, vocabulary, grammar” “as opposed to logic in Maths”
(EM:8).

Further, 26% of the TM students see it as different only in terms of difficulty level
(TM: 4, 9, 10, and 15). They do not actually see language learning as different from
learning content subjects in terms of what it involves. It implies that they also are not
aware of the difference between the two. Another 20% of the students mentioned that the
difference is in terms of the difficulty level (EM 4, 7, 13). There are 13% of the EM
students (EM: 2, 6) who perceive the disparity in terms of the variation in strategies
involved “those are the subjects which we can mug up”, “by heart”. Some of them 13%
EM and 20% TM students affirm that language learning is different from learning other
subjects but they neither discuss how it is different nor elaborate on their preferences.

Teachers

In the teacher interviews two teachers, say that learning a language is different
from learning other subjects in terms of the components they involve. They say that
“other subjects, for example: in mathematics students have to learn formulas” (T 1),
“English, as a language, involves the usage of the vocabulary and grammar and it tells
you how to communicate” (T3). While another teacher thinks, that “even teaching of
other subjects involves language” (T2), yet another teacher is of the view that “if you
don’t know English also we can learn mathematics, science and commerce” (T5). The
difference in terms of the difficulty level is mentioned by T4, saying, “You need to put
more effort to learn English. It can be learnt through exposure. Extra efforts are needed to
learn other subjects". (Sic)

Thus, here we can see that about 40% of TM and about 33% of EM students are
confused about specific strategies one should use to learn a language as opposed to those
required for learning other subjects. Added to these students, most of the teachers also
overlook the inherent difference between other subjects and languages.

This line of thinking could be attributed to the fact that English is taught to the
students just like any other subject with a sole focus on completion of syllabus rather
than the ‘development of language skills’. Language education neither has a ‘skill’ focus
nor a ‘communication’ orientation. The elements of language are also taught and tested in
isolation. The ‘language across curriculum’ orientation is a strange notion, though one
teacher alone mentions that learning other subjects involves language. Textbooks do not
include a teacher’s manual nor are the teachers provided with a statement of language
objectives. They are just given some topics and lessons (prose and poetry) to be covered
with hardly any rationale behind them.

Indeed, the notion of English as a medium of use for doing communicative tasks
is a notion that is still not commonly apparent among teachers and students. Again,
teachers’ perceptions are important in influencing student perception but again this does
not come about.

4.1.2 Aptitude in Language Learning

Based on SQ (qn nos 4, 5, 6, 7) and SI (4, 5, 6) this sub-category of aptitude in
language learning is discussed with reference to the beliefs and attitudes of students
regarding:

1. Importance of age in Language learning
2. Importance of Intelligence or Special ability in Language learning
3. Importance of Mother tongue in Language learning

1. Importance of Age in Learning a Language

According to the SQ (qn no 4) only 20% students from TM and EM put together (TM 6 and EM 3, 6, 10) disagree with the statement that children learn language faster than adults. Other 13% of the TM students and 33% of the EM students (TM: 13 and 15 and EM: 1, 2, 7, 12, 15) neither agree nor disagree with it. The rest 80% of the TM and 46% the EM students agree with the statement that children learn faster than the adults. Thus, more number of TM students compared to the EM students feel that children are better at language learning.

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<tr>
<th>Q.no</th>
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Table: 4.4 Importance of Learning a Language during Childhood

In the SI s (qn no 4) while 86% of the EM students (EM: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14) think that it is better to learn a new language during childhood, 100% of the TM students think the same.

The rest of the 13% EM students say that one can learn language even at a later stage or start any time (EM: 9, 15). Further, EM 7 is of the opinion that “it won’t be difficult but better to learn during childhood.”

Both TM and EM students, think that learning a language during childhood helps in the following lines;

- ‘gaining better fluency’ (TM: 3, 10),
- ‘perfection’ (EM 5, 13),

136
• 'learning better' (TM: 6, 8),
• 'learning faster' (TM 4),
• 'making it easy' (TM 11, EM 8)
• 'grasping easily' (EM 10)

The TM students (TM 6 and EM 10) contradict themselves from SQ to SI responses, however, while TM 6 says the child doesn’t ‘learn faster’ but ‘learns better’, and EM 10 is of the view that in childhood ‘grasping power is more’.

However, TM students express a lot of remorse for not having English ever since childhood and also longing express for it. One student (TM 12) says, “In childhood only we learn, that is why I am facing problems now” (Translated). Another student (TM13) says “I think of why I had not learnt since childhood. Now English has become important hasn’t it?” Yet another student says “because mother tongue is taught from childhood English also should be taught.”

This notion that language should be learnt during childhood and that it should be introduced at the primary level of education, implies that students who did not have English during childhood, experience remorse and hold a ‘self-fulfilling prophecy’ (Merton, 1957) that they will not be able to cope with learning the language at this level. This belief might in turn eventually affect the teaching–learning process and attainment of language proficiency. Though it is not wrong to have started learning English later in life, the attitude of ‘lost opportunity’ in childhood seems to affect students’ confidence levels, and faith in their ability to acquire it at later stages. This means that the TM students particularly have a misconceived notion about their ability to learn language. This reflects their biased attitude towards language learning with a self fulfilling prophecy for their failure at it.
Teachers

All the teachers are of the opinion that it is better to learn a language during childhood, except for one teacher (T2) who differs from others saying that it is "always possible to learn it at later stages." Learning a language during childhood, they think, helps one learn language "quickly- because of greater grasping power" (T1), and "easier" (T2, T5). One teacher explains that "when you grow up a little you learn a new language you feel hesitant to learn certain things; you will be nervous when you are talking and you won’t communicate in the new language to communicate easily as you would have done when you were as child" (T3).

The idea that a "critical period" (Lenneberg, 1967) exists in the course of picking up a new language is therefore strengthened by the views of teachers in this context. Thus, there is a rush for English medium education, "however impoverished" (Mathew, 1997). Further, English medium education is ‘commercialized’ and thus goes out of reach for the masses.

The same information is further strengthened with SQ qn no 16 and SI qn no 13, about primary education being imparted only in the mother tongue medium in the section on Bilingualism in 4.1.4.

While a majority of both the TM and EM students respond to this question in the negative there is a substantial percentage of them, 40% TM and 20% EM students who consider learning ‘mother tongue’ is also important besides learning English (TM: 4, 5, 7, 10, 14, 15; EM: 13, 14, 15). All the teachers, on the other hand, are of the view that English should be the medium of education for all students right from their primary school level. They emphasize the importance and necessity of learning English.

The belief that a language learnt in childhood is better than language which is learnt later is supported in India by most schools and educational policies which have started English in class I. However, even the NCF (2005) states that the discussion of
NCERT to supply texts from the class I for Government Regional medium schools, is being done because of the great demand for English and not because this is the best thing according to the Bilingualism hypotheses, which says that a new language learnt before the first language has been mastered which only result in "semilingualism" (Cummins and Swain, 1983)

The teachers and students, therefore, replace a populist approach to language that might be fraught with difficulties. Further, the fact that there is a strong social identify with those who learn English from childhood which is linked with economic and social status lies at the roof of the yearning for English that could be translated as a yearning for upward mobility.

2. Importance of Intelligence or Special ability in Language Learning

When asked whether anyone can learn an additional language (SQ 5), 80% of the TM students and 80% of the EM students say 'yes'. A 13% of the TM students (TM 11 and 14) do not agree with this belief. A 20% of the EM students (EM 3, 5, 14) and 6% TM (5) neither agree nor disagree with it. Further, a larger percentage of EM students (60%) than the TM students (33%) do not agree that people who are able to speak more than one language well proficiently are more intelligent than those who cannot (SQ 7) (EM:2, 3, 4, 6, 7, 9, 10, 12, 15 and TM: 2, 5, 8, 13, 14). For this question, the responses of the TM students vary. In the case of the TM and EM students:

- 46% of them (TM: 1, 7, 10, 12 and EM 6, 9, 15) 'strongly agree' and 'agree',
- 33% of them (TM: 2, 13 and EM 5, 8, 14) strongly disagree and disagree,
- 20% of them (TM: 3, 4, 11) neither agree nor disagree.
- 7% (EM: 1) agree, and
- 26% (EM: 8,11,13,14) neither agree nor disagree.
Table: 4.5 Importance of Intelligence in Language Learning

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According to SIs while, only 46% of the EM students think that language learning is a matter of intelligence, a majority (80%) of TM students attest to this view. Only 6% of the TM students say it requires special ability (TM 12), whereas 26% EM students say so. Yet others say it requires “determination and courage” (TM 13); “enthusiasm and patience” (TM 15); EM 7 says it requires both; and EM 12 says, “it’s not a matter of intelligence, does not require ability but interest will help”.

This notion complements the earlier belief that language should be learnt in childhood. Here also the majority of the TM students who tend to think it is more to do with intelligence, experience pressure that they lack it and will not be successful in learning or using the language for different purposes. They try to again profess a self fulfilling prophecy upon themselves.

Teachers

Teachers (1, 2, 5) are of the view that language learning is more a matter of intelligence, whereas others (3 and 4) consider that it is to do with special ability. They say that it is “a question of interest plus skills” (T 2), that “anybody who puts effort can learn” (T 4) and that it requires “curiosity, concentration and interest”.

140
This view of giving more importance to cognitive ability/intelligence in language learning undermines the social nature of language learning. It also creates a pit-hole of thinking that low-achievers in language are always cognitively deficient. This leads to a predicament where students are disabled by wrong psychological orientation in such a situation. The perception that proficiency in English is related directly to intelligence depicts both teachers and students from taking control of learning. It improves a negative perception of self that demotivates people, and increases a sense of hopelessness, and even achievement.

The impact of such perceptions on socio-psychological orientation of the learners is therefore considerably negative in nature.

3. Importance of Mother tongue in Language Learning

While none of the EM students disagree that knowledge of the mother tongue helps learning another language (SQ 6), 20% of the TM students (9, 13, and 14) disagree with it. However, three EM students (5, 7, and 14) mention that they neither agree nor disagree. The majority, 80% of the TM students and 80% of the EM students agree/strongly agree with the statement that one’s mother tongue helps in learning another language.

According to the interviews, while, 80% of the EM students feel that knowledge of mother tongue helps in learning English, 93% of the TM students say that it does help. While only 7% of TM students say that MT and English are different (TM 9), 20% of EM students also say so (EM: 8, 9, and 10). Some of the TM, as well as EM students think that mother tongue helps especially in “translating” (TM: 3, 4, 6, 12, EM: 12, 13, 14, 15).
This trend shows that majority of both EM and TM students view ability in mother tongue as an asset for understanding and learning English. However, there are a significant number of EM students who are antagonistic to the need for using mother tongue knowledge to learn English.

Therefore, the relationship between L1 learning and L2 learning is not understood by the students. The lack of conscious focus on this relationship gives them a sense of alienation with regard to English. A belief that mother tongue is completely different from English leads to wrong value judgment of the MT and mother tongue knowledge. This topic is discussed further in the discussion on bilingualism in the section 4.1.4.

**Teachers**

Three teachers (TI: 3, 4, 5) say that knowledge of one’s mother tongue helps in learning another language. The others (T: 1, 2) do not consider L1 as an asset for learning another language. A teacher (T 2) gives an analogy of a non-resident Indian who is not good with his own MT but speaks English well. Two of the teachers (T 4 and T 5) comment on how it becomes “easy” to learn other languages also if “you know one language” or “MT first”. Yet, another teacher (T 3) sees the usefulness of knowing MT in being able to “correlate the sounds” he learns newly “to his MT.”
Although, students as well as teachers have a vague idea about the relationship between L1 and L2, they overlook the “interdependence” (Cummins, 1979) that actually exists in gaining proficiency in both the languages. Both students and teachers thus need to be consciously aware of the links and how English is another code which reflects a universal grammar that is similar to that of their mother tongue.

4.1.3 Learning and Communication Strategies in Language Learning

The third sub-category in the ‘beliefs and attitudes’ section is about strategies of learning and communication as applied to language learning. This category is discussed under the following sub-sections:

i) Strategies for improving proficiency

ii) Strategies of preparing for tests and exams in English

iii) Strategies for understanding new words

iv) Strategies for handling errors

1. Strategies for Improving Proficiency

When asked whether it is important to repeat and practise a lot to learn a new language (SQ 9), all the TM students and most of the EM students agree. Only a few of the EM students (6, 10, 12, 14) disagree.

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<tr>
<th>Q.no</th>
<th>Students</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
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<tbody>
<tr>
<td>9</td>
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<td></td>
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<tr>
<td></td>
<td>EM</td>
<td>6 students</td>
<td>4 students</td>
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Table: 4.7 Learning and Communication Strategies in Language Learning
In the Student Interviews, 80% of the EM students as well as 80% of TM students say that they wish to improve their English through:

- “communication” (a word used by the EM students)
- “talking/speaking” (words used by the TM students).
- going to Spoken English courses/tuitions (13%) (EM 9, 14),
- by reading books, newspapers, and magazines (26%) (EM 10, 13, 14 and 15)
  “listening to radio” and “watching films” (13%) (EM:14 and 15).

This is indication of the ability of both EM and TM students to self-assess areas of weaknesses and a focused/self-willed approach to learning, specifically ‘how to communicate’. To be able to communicate seems to be the personal agenda in terms of what they need or want as opposed to what they received or are receiving as part of learning English. Thus, this turns out to be the hidden curriculum in this context on the part of the learners.

However, speaking fluently is difficult if they perceive English as a foreign language. The desire for speaking however is there however there is the desire for speaking, which leads to a conflicting curriculum in terms of the ‘given’ and the desired.

**Teachers**

Most of the teachers feel that students need exposure to English (T: 1, 3, 4, 5) in the following ways:

- “listening to people” (T: 1),
- “listening to cassettes, news in TV, ...sometimes films” (T 3),
- “watching TV programmes, films, reading newspaper, comics and all” (T 4)
- “reading, writing and listening to lectures, and asking doubts in classroom” (T 5),
- “make a conscious effort with regards to all the four skills” (T 2).
Teachers are also of the view that the students need to improve themselves through “Reading” (T: 1, 3, 4) and talking (T: 1). A teacher (T3) says “they can read they can utilize their library facilities”. Further, the teachers mention “talking” (T 1), speaking “whether right or wrong” (T 2) as ways of improving proficiency in English.

In this context, thus, while students emphasize practicing to ‘communicate’ as a priority for improving their language, teachers emphasize ‘exposure’ to the language. Consequently, this orientation of teachers leads to establishing teacher fronted classes here, with no opportunities for students to speak and contribute. The classes are more content oriented as already discussed and give students very few opportunities to practice speaking /communicating and to take part in doing language tasks/activities. The hidden curriculum on the part of the students, therefore, surfaces in the kind of rush for commercial spoken English courses as mentioned by one student mentioned earlier. Again, while these places do not do justice to what they promise to help students achieve, they leave students leaving them further disillusioned.

2. Strategies of Preparing for Tests and Exams in English

As already mentioned in the section on strategies for improving proficiency’ TM as well as a majority of EM students except (EM 6,10, 12, 14) are in favour of drilling and by hearting (SQ 9). When asked in the interviews as to how they prepare for English tests and exams about 53% TM students (TM: 4, 5, 7, 8, 10, 11, 13, 14, 15) and only 13% EM students (EM: 12, 14) say that they only ‘by heart’. Some of the EM (13%) also says that they practice/ learn grammar to write the English exams (EM: 1, 7, and 13). There are 33% EM (EM: 2,5, 7, 8, 15) as well as 40% of the TM students who say that they read and understand (TM 1,2,6,7,14 and 15). Further, students mention that they “read, rewrite and correct” (TM 8), “I go through once the whole syllabus”, “get all important points” (EM 11).
<table>
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<tr>
<th>Q.no</th>
<th>Students</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
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Table: 4.8 Learning and Communication Strategies in Language

This shows how the exam pattern is not language based and is more content based pushing most of the TM students especially as well as a few EM students to use ‘rote memorization technique rather than the use of a skill based approach towards learning English. Grammar is also tested in isolation and therefore a lot of students mention that they practice grammar before an English test or exam. Thus, besides being restricted by the way language is taught and tested in this context, they lack strategies or they are limited in strategy use.

We know that learning by heart focuses on short term memory and not long term memory, or deep learning which is essential for learning for life, for application of learnt language etc.

**Teachers**

According to the teachers, the predominant strategy used by the students for preparing for English exams is to “by heart” (T 2, 4,), “mug up” (TI 2, 4), “buttify” (translated-by heart) (T3) summaries, text lessons, prose, poetry lessons. One of the teachers (T3) says, “They don’t utilize their mental capacity” but buy readymade material and ‘by heart’ it. Another teacher says students’ skills will be known only in writing grammar, i.e. their actual ability to use the language. The others say “they read text, exercises and Question and Answers” (T 1) and that “they don’t ‘by heart’, “they should think” (T 5) and so on. This teacher (T 5) however discusses what it should be ideally, not the reality.
Teachers bear witness to the prevalent styles in which students approach language learning also reflects their view of language as another content subject in the curriculum. This is corroborated with what students say when asked how learning English is different from learning other subjects (see section 2 in 4.1.1). Most of the students are confused about the difference between learning other subjects and language learning. Only a few students, 13% of them identify the difference in terms of the difference in strategies involved saying, “those are the subjects which we can mug up”, “by heart” (EM 2, 6).

The findings here suggest that the whole teaching/learning enterprise is more product oriented rather than process oriented. Teaching-learning here is completely examination based where the exam is up to 90% content oriented. Since the process orientation to language learning is missing, strategy training is totally unheard of in this context.

3. Strategies for Understanding New Words

‘When asked whether one should make a guess if one doesn’t know a word’ (SQ10), while a lot of the TM and the EM students agree to this statement, a few of them from both the streams disagree or strongly disagree (TM: 6, 11 and 14, EM: 6, 14). In addition to these, there are quite a lot of them from both the streams who neither agree nor disagree about it (TM: 2, 8, 13, 15 and EM: 2, 7, 9, 10, 12, and 15).

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<th>Q.no</th>
<th>Students</th>
<th>Strongly Agree</th>
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<td></td>
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Table: 4.9 Vocabulary Learning Strategies in Learning a Language
In the Interviews (SI s) 93% of the TM and 66% of the EM students say that they use the dictionary. A 40% of the TM and 60% of the EM students also say that they ask others to know the meanings of the unknown words. Thus, more number of the TM students than the EM students like to be on their own and it speaks of the greater effort these students extend towards learning the language. Further, for quite a many of them this could also be the reason that Dictionary skills are not introduced in the early stages of learning the language at the primary and secondary levels.

Vocabulary learning and expansion, when related to the language skills, are best developed through word attack skills, in contextualized texts (Swanborn and Glopper, 2002; Zahar et al 2001). This is better than looking up the meanings in dictionaries, which activity can bring about a break in comprehension. Instead, when readers struggle with the text, and when they make guesses for meaning, if they can apply existing knowledge for comprehension, their vocabulary can be expanded. This cannot happen if students are struggling with dictionaries. They lose the skills as well as getting with autonomy new meanings that one word can give in different contexts.

**Teachers**

Teachers also said that students look up the dictionary (T: 1, 2, 3, 4). In addition, they say that the students also ask for meanings and the teacher tells (T: 2, 4), “writes on blackboard”. Only one teacher (T: 1) says the students sometimes guess the meanings of new words from the context.

This is to be understood against the fact that the prose texts are not exploited to provide practice for students to understand words in context for exercises that students can attempt to understand words in context. Usually the teacher explains the lessons line by line explaining word meanings in the text, with little input or negotiation on the part of the learners. Further, teachers seem to feel that they are responsible for helping students with new vocabulary, they do not think of introducing students to strategies of learning vocabulary. This makes students consider vocabulary as an isolated/discreet element and
therefore to be learnt in isolation. Content focus also is restricted to a factual emphasis totally lacking in language orientation.

Vocabulary is therefore looked at as a receptive load to be accumulated and not something to be made available to them for productive use. Teaches also emphasize on direct recall and supply kind of exercises and not recognition of the words based on the usage.

4. Strategies for Handling Errors

A large number of the TM students strongly agree (1, 3, 4, 7, 10, and 15) or agree (2, 5, 8, and 11) that it is difficult to get rid of mistakes made during the initial stages of learning a language (SQ11). While only a few of the students agree (EM 1, 2, 6) or strongly agree (EM 4, 5) a lot of them neither agree nor disagree with it.

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<th>Q.no</th>
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<th>Disagree</th>
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<td></td>
<td>EM</td>
<td>2 students</td>
<td>3 students</td>
<td>5 students</td>
<td>4 students</td>
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Table: 4.10 Attitude towards Errors

In the interviews (SIs), 86% of the TM and 73% of the EM students say that one can overcome errors committed while learning the language, some of these attest to the fact that mistakes occur only “initially” (TM: 5 6, 8, 12 and EM: 2, 13, 15). However, a substantial number of them argue that it is necessary to make mistakes in order to “learn” (EM: 5), “know what mistakes we have done”, (EM 7) “understand what is right and what is wrong” (EM 11), “be confident” (EM 12). The TM students on the other hand discuss the role of the teacher to correct mistakes (TM: 10, 13, 14, and 15).

As opposed to the students who say that we can “get over” or “overcome” mistakes there are about 6% (TM 1) and 26% (EM: 4, 6, 8, 14), i.e., more number of EM
than TM students who think it is not good to make mistakes while learning and that these mistakes will get consolidated. One of them (EM 8) says “learn correctly while learning itself” (translated). EM 14 says that it is the “pronunciation mistakes that remain” while EM 6 says it’s the “big” mistakes which remain.

Teachers

Only one teacher (T 1) says that mistakes do get “consolidated” and that it is “better not to make mistakes”. All the other teachers are of the view that it is “necessary to make mistakes” (T 2), “human to mistakes” (T 5) and that it is “natural initially”. They further adds that, “learning becomes easier mistakes have to be made (T 2), “you can carry on, only then improve” (T 4) and that it is “teacher’s duty to correct” (T 3).

Though language focus is missing, grammar is taught and tested in isolation in this context. The focus of these grammar exercises is accuracy alone and fluency takes an absolute back seat. Therefore, the students here seem to mention that it is difficult to overcome mistakes. Another reason is that the strategy used here, as discussed earlier, is drilling and rote memorization; thus, anything learnt wrongly also gets consolidated. More fluency based exercises will enable learners of this belief and allow teachers also to help students learn from the mistakes they make. The interlanguage hypothesis talks of fossilization that occurs when mistakes are not self-corrected and when hypotheses about the uses of language are not given a chance to be tested out.

The students’ fear of fossilization seems to be justified, since there are no-frequency-based activities that imply a struggle in language use. This means that classroom tasks have to be undertaken, whereby individual learners are encouraged to ‘try’ out meanings, co-construct meanings or take part in the act of ‘meaning-making’ which are not possible with accuracy based, form-focused learning.
4.1.4 Bilingualism

Bilingualism now emerges as major criteria in ESL in India. This sub-category looks at the student’s views about:

1. Use of mother tongue in the class
2. Use of mother tongue in writing exams of other subjects in mother tongue
3. Use of mother tongue medium for primary education.

1. Use of Mother Tongue in the Class

As discussed earlier in 4.1.2 under point number 3 most of the students consider that MT knowledge helps in learning a new language (SQ 6). This is further corroborated here with what is said about how it helps learning English better. Most of the students contradict themselves here with what they said earlier.

The question asked in this regard is as follows:

Should the English teacher use your mother tongue in the class? Would it help in Learning English better? (SI 11)

Students

In response to this question, 40% of the TM students (TM: 1, 2, 3, 5, 9, 10, and 12) and 60 % of the EM students answer in the negative. Out of 26% of the EM students who seem to tolerate the use of mother tongue in the class, one says “it will be better ” (EM; 13), “only for difficult words” another says “they will understand better” meaning those who cannot understand English well, yet another says, “once we can understand then we need not use in mother tongue” (EM 7) fearing that it will become a habit.
However, the TM students are varied in their views, they say things like, “I will ask if I have doubts” (TM 2), “only doubts” (TM 15) “all words”, “difficult words” (TM 6, 8). Further, one said it might “help now but problem in future” (TM 10).

**Teachers**

All the teachers are positive about the use of mother tongue in the class to aid learning L2. They also comment on the reasons and the extent to which they use it. They say, “students are not used to English...to help them learn the new language” (T: 1), so that they can, “catch and follow” (T: 5). Further specifically, “for Telugu medium students... to attempt to learn” (T: 2), “sometimes for the convenience of TM students... in English class only if students ask (T: 4), ‘1% students shift from Telugu medium and are at entry level, but no bilingual method in English medium class’” (T: 2).

These differing views on teacher’s use of mother tongue in the class are because of the unfocussed, non strategic use of mother tongue by the teachers in this context, keeping Cummins’ “interdependence” hypothesis in view. There is overuse or under-use of the mother tongue here. It is because English teachers totally rely on the mother tongue in Telugu medium classes that the Telugu medium students specify that it should be used for certain purposes and even fear that this habit might eventually impede their acquisition of language.

Although students believe that the MT helps in learning another language, it is at the individual level of understanding the language. Even in the classroom, the teacher’s use of the MT as they suggest should be to help them understand or to clear doubts but not as a crutch to depend on all the time. However, the focus on the content as discussed earlier, pushes teachers to overuse translation as a means to understand meaning in the text.
2. Use of Mother Tongue in Learning and Writing Exams of other Subjects in Mother Tongue

This section also finds out if students who make the shift would like that they should learn (SQ 13) and be able to write the exams of some of the optional subjects in their mother tongue (SI 11 and TI 11).

Students

In their responses to the SQ 12, 40% of the EM students agreed that it will be good to learn some of the optional subjects in mother tongue (EM 4, 8, 11, 12, 13, 15). However, when asked in the SI the same 40% of them do not say that it will be easier to learn and write exams of some optional subjects in mother tongue. While, on the other hand, 66% of the TM students, (TM 4, 5, 6, 9, 10, 11, 12, 13, 14, 15) are of the view that learning optional subjects in mother tongue would be an advantage, only 40% of the same students (TM: 4, 5, 6, 7, 9, 10, 11) feel a provision of being able to attempt exams of optional subjects will be helpful to them.

<table>
<thead>
<tr>
<th>Q.no</th>
<th>Students</th>
<th>Strongly Agree</th>
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<tr>
<td>12</td>
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<td>5 students</td>
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<td>4 students</td>
<td>3 students</td>
<td>2 students</td>
</tr>
</tbody>
</table>

|      | EM       | 3 students     | 2 students | 2 students          | 7 students | 1 student       |

Table: 4.11 Use of Mother Tongue

Looking at the trend presented here, we can say that a good percentage of students support the use of the mother tongue in the classroom for learning, however, they like to receive a certificate which says that they passed out as English medium students. Therefore, they withstand the temptation of gaining more marks over passing off as English medium students.
Teachers

While T 1 says English is better, "why go back to Mother tongue", others say that it is "easy" (T 4, 5), "initially" (T 4), "scoring". A teacher (T 2) discusses that the students are allowed to write optional subjects and specifically the subject Heritage and Culture in their mother tongue. However, this is not part of the main course that students pursue. T2 further says that those who shift from TM to EM are allowed to write their optional subjects in Telugu but "very few opt to write... feel more comfortable in English only". T 4 also says that after a month they get used to writing in English.

The system, however, does not allow for a gradual shift to English medium, for those who aspire for it. Many students in this context, in fact, shift back to Telugu medium for not being able to cope with initial problems of learning other subjects through English medium. Thus, what is more important is to have a bilingual medium with a facility to learn some of the optional subjects through English and few through MT to help them shift smoothly into English medium education.

Use of Mother Tongue Medium for Primary Education

The statement in the SQ: Primary schools should offer only mother-tongue education to children (SQ 16), is checked against the question: Do you think primary education should be only in the mother tongue medium? (SI 13).

Overall 46% of the students, (TM: 1, 2, 7, 9, 10, 14 and EM 5) agree to the statement in the questionnaire. Further, a 20% of the TM students neither agree nor disagree (TM 3, 4, 11). However, in the Interviews only 33% (TM: 4, 5, 7, 10, 11) agree, but out of the earlier 40% those who are consistent are only 13% (TM 7, and 10). Among the EM students only 6% (EM 5) agrees to the statement in the Questionnaire but contradicts herself in the SI. However, more number of them 26% (EM 8, 13, 14, 15) as compared to only 20% of the TM students say they neither agree nor disagree in the Questionnaire data, out of which, 20% are consistent in that they say that both are
important (EM: 13, 14, 15). The English medium students mention that English medium should be there “all through” (EM 4); “right from the beginning” (EM: 5); and that “present day English only is important. So completely English medium should be there” (EM 7). 

Most of the students are of the view that the policy here should be in favor of English medium education for all the students right from the beginning. This is proof of the fact that English medium is more popular and a bilingual medium is unheard of in terms of partial submission kind of bilingualism. This corroborates with their idea that language should be learnt during childhood as discussed in (4.1.2).

**Teachers**

Two teachers say that it’s sensible to have mother tongue medium till primary level “but not at the middle and high school levels” (T 1), and “at least introduce English as a subject in primary level” (T 2). Others hold an opposing view to this suggestion, saying, “world is fast changing... English better, to flourish ... important right from primary” (T 3) and that “Mother tongue any way they learn at home.... Should be exposed to English from primary” (T 4).

In spite of a rich heritage of multilingualism in this context, education is offered only through complete English or complete MT medium. Different models of bilingual education are not experimented for their suitability in this context. Based on Cummins’ threshold hypotheses (1979) it is good to develop proficiency in L1 up to a threshold to be able to cope with L2. The operationalisation of the principal hypothesis in actual contexts has been academic in places. On the other hand, it has also been more specific and grass-roots, research based, as with Cummins (1976), Skutnubb-Kangas (1976) etc.

In India, however, there is a need to be more aware of models and projects of bilingualism practiced in places, e.g. the Ekalavya Project (1994) in Madhya Pradesh,
which although rich in materials production has not taken off on a larger scale. Indeed, this project has itself been grounded by the MP Government.

4.1.5 Status of English

The last sub-category under ‘beliefs and attitudes’ toward language learning is the issue of the status of English. This aspect is studied using the statements:

It is enough if one learns English well, even if he/she is not good at his/her mother tongue. (SQ 12);

“English is an important part of having a well-balanced education” (SQ 14); and
Those who know English will get better jobs (SQ 15);
In the SI this aspect studied using the questions:
How is English important for India? (SI 14); and
For what purposes is using English important in India? (SI 15)
This aspect is summarized under two dimensions of viewing English in terms of the following:

1. Importance of English
2. Purposes for which English is used.

1. Importance of English

In the questionnaire responses to (SQ 12) while a lot of both TM and EM students (TM: 6, 12, 13, 14, 15 and EM: 1, 3, 6, 7, 9, 10, 12, 14) disagree that only proficiency in English is enough even if one is not good at his/ her mother tongue, there are quite a few of them who strongly agree/ agree with it (TM: 1, 3, 4, 7, 9, 10 and EM : 4, 5, 8, 11, 13). Further, everybody among both the TM and the EM students agree that English is an
important part of having a well balanced (SQ 14) education except 20% of them (TM: 11, 14 and EM: 14).

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Table: 4.12 Importance of English

In the interviews, (SI 14), 80% of the TM and 53% of the EM students perceive the status of English as a means to a personal end, of gaining a good job. Only a few (20%) of the TM students look at it from the perspective of the role it plays for the development of the country. They say that it helps, “to develop country, all resources” (TM 12); “to develop India, for industries, for foreign relations” (TM 14). Yet, another student says “Everyone is doing high style learning English and going off abroad, so if India has to be good English is important” (TM 13).

The English medium students on the other hand view the status of English with respect to its role as a link language within India (EM: 8), or an international language (EM: 3, 5, 7).

The students, who say that English is important for jobs, have a limited view of looking at where English is used mostly, but the others who comment on the role of English have a macro perspective of the role it plays at national and international levels. Thus, they respond to the global role of English and therefore its importance in this context.
Teachers

The teachers view English in terms of the function it plays as a ‘link language’ (T1), ‘official language’ (T 3), and language of communication in “Multi National Companies” and “jobs” and “international language” (T 5). One teacher (T 1) says “It is important because in India we have many languages, in the North, South, East and West and people from South, they may or may not know their north Indian languages, so it is the better if they learn English so that they can develop in English.” Another teacher (T 5) says “India - today is very backward because of all these evils like caste, creed, colour, religion due to lack of again culture, lack of civilization, lack of language which international language.... due to lack of English language we don’t have any improvement we don’t have any development at all, hence, it’s very important for India to learn English and to become the scientists, the engineers, doctors, scientist, agriculturist scientist technicians, technocrats. It is essential for India, now for Indians to learn English.”

Another teacher (T 2) comment on the quality of Indian English and the currency it holds internationally, in terms of being “more intelligible”. “In the present context”, she says “I think English is very important to India, because in India it is being used as a back office of the American and British companies.”

The importance of English is perceived in this context from different angles of the instrumental role it plays in being the language of career advancement here, the unifying role it plays in the context of diversity of languages across India, as well as the global value it holds. As Pennycook, (1995) discusses a sense of both ‘English in the world’ and the ‘world in English’ is felt by everyone here. Graddol (2006) traces the recent trends in the use of English worldwide and its changing relationships with other languages. In his analysis of ‘the future of English?’ he says that the global spread of English raised not just linguistic, educational and economic issues but also cultural, political and ethical ones. Further he says that the relationship between English and globalization was a complex one: economic globalization encouraged the spread of English but the spread of
English also encouraged globalization. Graddol (2006) also points to the major role in the
development of global English that countries like India in which English is spoken
extensively as a second language will play. He is of the view that Asia may determine the
future of global English. He thinks, Asia, particularly India and China, probably now
hold the key to the long-term future of English as a global language.

2. Purposes for which English is used

In order to mention the purposes for which English is used here in India, students
again discuss the importance of English. According to the questionnaire responses (SQ
15) all the TM students except TM 13 say that those who know English will get better
jobs. However, some of the English medium students (EM: 2, 7, 9, 10, 14) neither agree
nor disagree with this.

<table>
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<th>Agree</th>
<th>Neither agree nor disagree</th>
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<tr>
<td></td>
<td>EM</td>
<td>8 students</td>
<td>2 students</td>
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</tbody>
</table>

Table: 4.13 Purposes for which English is used

When asked further, about the purposes for which English is used here (SI 15),
again a majority of them, 60% of the TM (TM: 1, 2, 3, 7, 11, 12, 13, 14, 15) and 73% of
the EM students mentioned “job”. Next, a 6% the TM and 33% the EM count English
important for communication. A 13% of the TM students say that it is used for real life
purpose. And a 20% of the TM and 33% of the EM students say that it is necessary to
speak to people from other countries and to speakers of other languages (TM 4, 5, 14;
EM: 3, 6, 11, 12, and 14).

A 26% of the TM students, interestingly, say that English is required for “all
This kind of discourse is absent among the EM students, which shows that the TM students attach this kind of importance to English and hence feel the importance of acquiring it and thus are motivated to learn it.

Thus, very few students from both the streams discuss the role of English in India beyond their personal agendas. Most of them see the instrumental purpose, which English serves, as the most important thing. While there are also others who feel English is all pervasive and necessary for all purposes.

**Teachers**

Teachers view English as being used for “speaking”/ “to interact with others” (T 4, T 3), “reading” (T 1, T 2) and “listening” (T 1) to different things for different purposes. According to one teacher (T 1), “to read, listen to the news, and all in TV and all English is necessary” (T 1). “All the books all the reference books are in English, all the laws, so I think people need English and it is very important for India” says another teacher (T 2). Yet another teacher explains, “Though India is a multilingual nation English is used in every office, it has become an official language, so it is very important..... Everyone speaks in English; Taking interview is in English so a child has to interview in English that is why though India has multi languages; its all activities are conducted in English” (T 3). This view is further confirmed by another teacher who says, “It’s an intellectual language...hence used for scientific purpose for technology for every thing English is very useful” (T 5).

The discussion above on the purposes for which English is used in this context again refers to the different dimensions of the importance/status it holds for use in different aspects at an individual as well as at the societal levels. Being a post colonial country, English is necessary here to serve as the official language and at a national level it also serves as a link language in the face of Indian multilingualism. On the other hand, with the growing globalization, the role and presence of English has not only extended to
the official sites in private and public sectors but to every aspect of one's life especially in the urban settings in India.

This section has discussed the first social psychological factor of ‘attitudes and beliefs about language learning’ vis-a-vis the categories of – ‘nature of language learning’; ‘aptitude in language learning’, ‘language and communicational strategies’, ‘bilingualism’, and ‘importance of language learning’. Each of these categories has been discussed under further subcategories that the data yielded. In summary, this section commented upon the general beliefs and attitudes prevalent among the student community at the tertiary level. These beliefs, it is understood, are therefore, sociological/socio-cultural currents of thought vis-a-vis learning English specific to this context of teaching and learning English.

In terms of their beliefs and attitudes, it has been found that students from Telugu Medium and English Medium are differentiated in the issues/categories some of the English medium students’ beliefs also comply with those of the Telugu Medium students. This suggests that some EM students also lack adequate exposure to English, as discussed in chapter five in section 5.1.

Not all students have a sense of ownership of ‘English’ language and thus suffer a serious setback in achieving their potential levels of language proficiency. Further, the grammar-translated or a more structural orientation to language is the overriding teaching and learning approach to the nature of learning language. This suggests that positivist philosophy to language education and education is still vogue here among the teaching-learning community.

In terms of aptitude, childhood is considered the right time and in addition to that intelligences considered crucial in picking up languages. These beliefs corroborate with those mentioned in the earlier paragraph, in that it is rote memory/drilling helps in achieving more in the grammar translational approach to language learning, which is best done during childhood. The importance given to intelligence also points to a more cognitive as opposed to a humanistic approach to language education.
category in this section was language and communication strategies which, though points to communication as their ultimate goal in language learning is not accompanied by a process orientation. Since the teaching of English here does not focus on communication and the tasks and activities that help them. The view they hold on errors also reflects a very positivist orientation to language learning. This is understandable since language learning for them depends a lot on rote memory and it becomes indeed difficult to get rid of them later.

The next category related to this social psychological factor is 'bilingualism'. The teachers as well as students here hold a 'deficit' view of their proficiency in English vis-à-vis their proficiency in other Indian languages. Further, the ideological, cultural and elitist view they hold of 'English' in this context point to language deficiency and not deference (Kachru, 1983). The students' competence in two or more languages is not exploited for 'bilingual's creativity' through tasks and activities which adopt a bilingual methodology with a judicious use of L1 in the classroom. The results on this issue are thus very contradictory showing hesitation and indecisiveness among both students and teachers in one respect or another regarding the use of L1 in the English classroom and in learning other subjects. The overriding view here is that of 'English or other languages' and not 'English and other languages'.

The last sub-category, 'importance of English', on the other hand, as opposed the issue of bilingualism, captures very forceful ideology they hold in terms of 'English in the world' and 'the world in English' as Pennycook (1995) discusses. They are attuned to the instrumental, economic benefits that English offers to them.

These attitudes and beliefs, it is understood, will further influence their motivation to language learning, which is the social psychological factor, which is going to be discussed in the next section.
4.2 Motivation in Language Learning

The second ‘social psychological factor’ that is being discussed here is ‘Motivation’. This category is also discussed below with respect to the relevant sub-categories, which are:

1. Instrumental Motivation
2. Integrative Motivation
3. Extrinsic Motivation, and
4. Intrinsic Motivation

The above mentioned subcategories have been discussed in Chapter two, in section 2.4.2.

4.2.1 Instrumental Motivation

Students

In response to (SQ 18) which says that knowing English well will help in getting a good job, while majority of the students from both the streams agree, only a few TM students (TM: 13, 14) disagree and a few EM students (EM: 2, 9, 14) neither agree nor disagree. This is also corroborated with the statement that those who know English will get better jobs (SQ 15), to which all of the students agree.

<table>
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<td>EM</td>
<td>7 students</td>
<td>5 students</td>
<td>3 students</td>
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</tr>
</tbody>
</table>

Table: 4.14 Instrumental Motivation
According to the interviews also, the main reason for why both the EM and the TM are motivated to learn English is for acquiring "good", "better" jobs; to develop "communication" skills necessary for jobs. The TM student uses phrases like "settlement in life" to describe how it helps them (TM 4) whereas an EM student says, English is "one of the qualifications." This shows that they are motivated more for instrumental reasons. From this it seems that students from all backgrounds are held together in terms of their awareness of the economic advantage English offers to them.

**Teachers**

According to the teachers also the most favored reason as to why students are motivated to learn English is for a 'job', "to get highest position" (T 5), "to place themselves well in the society" (T 3). "...yes they are being motivated now in the present days to learn English, because if they don't have this common, they won't get a good job, for at least for job purpose, they do need to have a communicate for which English is necessary" says a teacher (T 1), pointing to the changing scene "now a days". The same thing is repeated by another teacher (T 3) "Nowadays MNCs that is multinational companies have come up and they are offering handsome salaries and there they require English that is why students are attracted towards". (Sic)

Thus, it seems that English in this context holds a great instrumental value for the students. They need it mainly for the purpose of survival, to earn a decent living, to promote themselves in society. The global communication network of Internet has broken the barriers of space and time and one has to now have access to 'capital' in terms of English proficiency which translates directly into capital in an economic sense. Thus, as one of the students says, English is an important qualification here as anywhere else in the world. To sell one's potential in a global market it is 'English Language' currency that gives them the best bargain, besides their specialization in any field. The students here, as already discussed, are increasingly becoming aware of this changing global scenario vis-à-vis English, a sense of "English in the world and the world in English", as discussed in the earlier section on the students' perceptions about the status of English'
(4.1.5). One of the functions English is necessary to fulfill here is the ‘market-driven utilitarian’ one (Krishnaswami, 2006). Thus, English is the criterion that provides mobility both socially and economically.

4.2.2 Integrative Motivation

Students

A majority of the students from both the streams respond affirmatively when asked whether they would like to learn English to get in touch with or know more about native speakers of English (SQ 21). While only one of the EM students (EM 12) strongly disagrees, a few others neither agree nor disagree (TM: 8, 11 and EM: 9, 11, 13, 14) about it.

<table>
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<td>EM</td>
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Table: 4.15 Integrative Motivation

According to the Student Interviews, 73% of the TM and 66% the EM students find English beautiful, and “good” (TM 4) and “nice to speak” (TM 13). Further, students say, “I like it” (TM1) and “it motivated me” (EM10). Asked whether they are motivated to learn it to be able to go abroad 46% of TM and 33% of EM students say “yes”. As discussed earlier (4.2.1.1) students here feel that English is a foreign language. In order to learn English students try to appropriate to the native speakers’ norm since they also think that it is important to know British/American culture to learn English. However, in the present globalized scenario, as mentioned earlier, Andhra Pradesh has turned out to be an international destination for business and establishments from the native speakers’
world. Thus traveling abroad and shaping one’s identity vis-à-vis affiliation to English needs to be redefined.

**Teachers**

Teachers affirm that English is a beautiful language both on their own behalf and of the students and also that they need it to go abroad. One teacher says very enthusiastically, “Yes, it is a beautiful language according to them, according to me, according to everybody English is a beautiful language” (T 5). That students have their identity woven around their proficiency in English is expressed by another teacher who says, “They are interested in language itself, it is not because it is a beautiful language, it is a language which they can feel proud of when they speak. A teacher (T 4) says, “May be, some may have the fascination” for English.

The need for English to be able to go abroad is attested by the teachers saying that they need it “because they can’t use MT (L 1)” and that “they need to fulfill various criteria like IELTS, GRE, TOEFL, GMAT …to apply for in different courses to study in foreign universities” (T 2). Further, the same teacher (T 2) adds, “everybody needs English because English is required in every context more so when Britain and America are using India as their back office and very shortly they said that they are going to have their front offices also in India because, Indians speaking English is more intelligible than other people belonging to other countries in teaching English. (T 2)

Therefore, English appeals to students as a language besides motivating them for instrumental reasons. English boosts students’ self-esteem and gives them pride because everyone considers it an elite language. However, we could still argue that it is for the instrumental benefits that English offers that students want to go abroad also. India is considered one of the countries which supplies human resource in the areas of healthcare and information technology especially to the English speaking countries. The demand for IELTS and TOEFL, which are therefore conducted several times in the year to manage
the inflow of people applying for these, is the proof for how many people intend going abroad.

Integrative orientation refers to a desire to learn the L2 in order to have contact with, and perhaps identify with, members from the L2 community. However, with the ever expanding concentric circles of English, the central reference point does not hold supremacy. As Rampton (1990), argues the concepts “expertise, inheritance, affiliation” vis-à-vis the ‘native speaker’ are displaced. Thus, in the global scenario integrative orientation would mean identifying oneself with the growing English speaking community in the immediate context and world wide.

4.2.3 Intrinsic Motivation

Students

In the SQ (22) when asked whether they should learn English for their own personal development, except a few English medium students who say that they neither agree nor disagree (EM: 2, 12, 14) all others in both the streams agree. In addition to this when asked whether they need English to gain knowledge available only in English (SQ 23) only a few of them disagree (TM: 9, 12, 14 and EM: 3, 4), a few others (TM: 8, 15 and EM: 2, 7, 10, 11, 13, 14, 15) neither agree nor disagree while all the others agree or strongly agree.

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<td>EM</td>
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Table: 4.16 Intrinsic Motivation
Even in the Student Interviews (SIs) all the students say that they need English for pursuing ‘higher education’ as much as they need it for the development of their personalities.

Thus, students are not only motivated for extrinsic reasons but also for intrinsic reasons. This expresses their desire to define their identity vis-a-vis English. However, when they cannot fulfill their desires and expectations of learning English, they become inferior complexed and lack confidence in themselves as discussed earlier section on extrinsic motivation.

**Teachers**

These reasons for learning English show that the extent to which students possess a self-determined orientation towards learning English. This type of orientation unlike the extrinsic kind gives rise to positive feelings and promotes autonomy in learning a language.

All the teachers are of the view that English is important for students especially for pursuing higher studies as well as for developing their personalities. They see this as complementary to their motivation for a job. One teacher (T 2) says, “English is necessary for higher education to develop the personality because it’s a part and parcel of all these things rolled into one.” Another teacher also expresses that a job and these other needs are intertwined, when she says, “Yes, higher education it is required but first priority is to get a good job to develop their personality.” (T 3). Yet another teacher adds, that students “think they are complete with English, to be dignified, to mingle with people in high society.”

Intrinsic orientation is therefore equally popular among the students from both the streams while extrinsic orientation can be associated more with the TM students. This is
so because the students are aware of the benefits English offers to them as mentioned earlier for upward mobility in society in every sense.

### 4.2.4 Extrinsic Motivation

According to (SQ 19) just 20% of the TM (8, 9, 11) as well as 20% of the EM (2, 7, 14) say that they do not consider that they should learn English because everyone else considers it important. Further, except a few others (EM: 6, 9, 10, 11, 12) who say that they neither agree nor disagree all the others agree with it. In (SQ 20), asked whether they feel ashamed if they cannot speak in English, while most of the students agree (TM: 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13 15 and EM: 3, 5, 6, 8, 9, 10, 13, 14, 15) a few of them disagree (TM: 10, 11, 14 and EM: 1, 2, 4, 7, 11).

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</tr>
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<tr>
<td></td>
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<td>1 student</td>
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<td>1 student</td>
</tr>
</tbody>
</table>

Table: 4.17 Extrinsic Motivation

However, when asked whether they are learning English because everyone else considers it important, in the Student Interviews, interestingly 60% of the EM and only 40% of the TM students say “yes”. But when probed further, whether they would feel ashamed if they cannot use English, 60% of TM students say “Yes”. One student adds, “I feel guilt”(TM8), and another student says, “I tell myself...” Most of the EM students (40%) who are conscious of others considering English as important, say they don’t feel ashamed if they cannot use it.

Therefore, for a majority of students from both the streams, motivation to learn English comes from extrinsic/external sources. Students feel it is important to learn
English to keep themselves in the competition along with others. They feel pressurized to learn English to keep up with the 'coercive' sociological currents of the "world in English". English guarantees an entry into 'group membership' in this changing globalized scenario. This realization gives students especially those who lacked opportunities for learning English since childhood, a sense of loss and therefore, they themselves push to an extrinsic type of motivation. However, as we shall see in the next sections students also have an intrinsic orientation towards English.

**Teachers**

Teachers agree that students want to learn English because without it they would be denied mainly self-respect in society (T 2, T 3, T 4). Further, they say that it becomes compulsory for them to learn it because they cannot depend on their MT "everywhere" (T 1). Only one teacher (T 5) says that students do not have any pressure on them, but they learn it only for their own intrinsic reasons.

One teacher puts emphatically saying, "Frankly speaking, in the present times students, and English for that matter, the trend in the society is that if a person does not know English, he is considered as unrefined, uncultured, uncouth, so many be that is also another reason for people to become very conscious of learning English. Not only far higher education to get in job or to develop their personality but also to be accepted as a part parcel of the living in a cultured society" (T 2). (Sic). Another teacher (T 3) adds, "many students they feel inferiority those who cannot speak English. By experience, I learnt that students feel inferiority complex and they isolate themselves from other students nearly 25%". (Sic).

However, all the teachers do not discuss about students feeling ashamed if they are not able to use English. One teacher says, "No, everybody will be in the same stage" (T 4).
Students as well as teachers testify to the fact that students feel pressurized to learn English because everyone else considers it important. This is true in the case of students from both the streams. Some of the TM students, contradict themselves from the responses to the questionnaire. This kind of orientation further leads students becoming anxious in the process of language learning. However, the content based examinations do not account for students’ anxiety but ’speaking’ is what they say makes them anxious. This will be further discussed in the next section (4.3) on ‘anxiety’.

Extrinsically motivated behaviours are those actions carried out to achieve some things through “external regulation” which means that sources of motivation are external to the person. While external regulation is on one extreme on the continuum of extrinsic motivation, “introjected regulation” and “identified regulation” are the next levels of extrinsic motivation classified based on the extent to which the external pressures are internalized into the self-concept (Deci and Ryan, 1985 and Vallerand, 1997). A sociological understanding of this phenomenon could be a situation where an individual is fixed with an ideology in the Marxist sense by the society. The dire necessity to equip oneself with English in view of the ever increasing competition in society amounts to this kind of motivational orientation for acquiring it.

Conclusion

In this section we have discussed the second social psychological factor, motivation vis-à-vis the sub categories of integrative, instrumental, extrinsic and intrinsic motivational orientations. While these orientations point to differences in terms of the reasons with which learners approach English language learning, their actual importance lies in the way they are translated into the “effort” expanded in language learning in a facilitating or debilitating manner. In other words, certain orientations positively influence the language learning process while others don’t. Thus teachers need to help learners evaluate their individual motivational orientations to contribute to a positive influence in language acquisition. The next section on ‘anxiety’ identifies the areas in language learning that make students anxious in the language process as against being motivated for it.
4.3 Anxiety in Language Learning

This social psychological factor is studied under two subcategories:

1. General anxiety
2. Skill specific anxiety

4.3.1 General Anxiety in Language Learning

According to the Student Interviews (SIs), interestingly, most of the EM (66%) as compared to the TM students (53%) feel anxious while learning English. Telugu Medium students are anxious about using English outside the classroom, and making mistakes, especially with their grammar. They report to have experienced anxiety mainly when they initially made the shift from Telugu medium to English medium. The EM students on the other hand, also say that sometimes they have anxiety and feel that they are not good with the language.

This category is studied vis-a-vis anxiety faced by students with respect to the following:

a) English Classes
b) Textbooks
c) Teacher Correction
d) Peers making fun, and
e) Tests and exams.

Very few students (TM: 1, 4, 5, 7, 13 and EM 8) say that they find the English classes difficult (SQ 30). A few others (TM: 6, 11, 14 and EM: 5, 14) say that they neither agree nor disagree about the English classes being difficult.
<table>
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Table: 4.18 Anxiety Relating to English Classroom Teaching

When asked whether they feel anxious about teaching in the classroom (SI), 40% of the TM and 26% of the EM students say “Yes”. Two of the students (TM 13) and (TM 14) mention that in the initial stages of their shifting from Telugu medium to English medium they felt anxious. One student (TM 12) says it was difficult to follow teaching of other subjects through English medium. Yet, another student (TM 7) says it made her anxious to understand words while the teacher taught. EM 9 talks of grammar as the difficult aspect to follow during teaching.

The responses to SQ (27) show that quite a lot a TM students who strongly agree or agree that they have anxiety with respect to **text books** (TM: 3, 4, 5, 9, 10, 11, 14, 15 EM: 4, 8, 14, 15). Regarding the Textbook (SI), a 60% of the TM and only 26% of the EM students say that they feel anxious. Again here students mention that the problem was during the initial stages when they had difficulty with understanding “words” (TM: 2, 7, 10, 15, and EM: 13, 15).

With respect to **Teacher Correction** (SQ 28), while a lot of TM students (TM: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15) and a few EM students (EM: 4, 5, 8) say ‘yes’, quite a number of the EM students (EM: 3, 9, 10, 13, 14, 15) say that they neither agree nor disagree. ‘Teacher correction’, according to Student Interviews (SI), about 26% of the TM and 20% of the EM students say, English makes them anxious. However, most of them say that only through teacher correction will they improve (TM 12, 13, 14, 15, EM: 12, 14).
The same trend follows in the (SQ 29) even with regard to Peers making fun of them with quite a lot of them from both the streams facing anxiety (TM: 2, 4, 5, 9, 10, 11, 12 EM: 4, 5, 6, 8, 15). The presence of peers or teasing by the peers (SIs) makes 53% TM students and only 6% of the EM students anxious. Some are “scared” that peers will make fun of them (TM 4, 9); one mentions making “mistakes” before peers makes her anxious. However, one student (TM 8) says she is “determined to learn” in spite of peers making fun. The EM students also say we “must not care” about peers’ reaction (EM 10, 12, 13).

<table>
<thead>
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</table>

Table: 4.19 Anxiety Relating to Textbooks, Correction, and Peers making fun

Regarding anxiety faced with respect to Tests and exams (SQ 31), majority of them from both the streams ‘disagree’, while just a few of them (TM: 4, 5 and EM: 8, 14) said ‘agree’ and a few more say that they neither agree nor disagree that they face anxiety about them (TM: 6, 14, 15 and EM: 5, 9). In the Interviews also most of the TM as well as almost all of the EM students (except EM 14) mention that tests and exams are easy. Only 26% (TM 4, 5, 7) of TM say they find tests and exams in English making them anxious. One says, I fear “scoring less marks”, another says “writing”, yet another says “I can’t remember words”.

<table>
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<tr>
<th>Q.no</th>
<th>Students</th>
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<th>Agree</th>
<th>Neither agree nor disagree</th>
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</table>

Table: 4.20 Anxiety Relating to Writing Tests and Examinations in English
The above discussion on the responses about anxiety shows that students feel anxious because of certain matters intrinsic to language learning in terms of lacking strategies to cope especially at the initial stages of shifting medium of instruction from Telugu to English. Further, they have affective problems regarding teacher correction and presence of peers in the classroom.

**Teachers**

Teachers say that students find classroom teaching in English difficult because it is a “foreign language” (T 2), since, they come from “rural areas” (T 5). Further, in mentioning the actual problems students have, teachers say that they “lack confidence” (T 4), and that they are not able to communicate with their teacher properly (T 1) or “they are very poor in their communication skills” (T 2). The other teachers (T 3 and T 5), however say that the students are anxious to learn, “not afraid”.

According to the teachers, textbook also causes anxiety, because some times they are “not able to follow” (T 1). One teacher (T 3) makes clear that some of the lessons in Second Year UG course are difficult, because of the “sentences” and high language used. Another teacher (T 2) complains that students don’t possess textbooks or they don’t carry them.

With respect to “correction” in the class only two teachers have given comment saying that the students feel anxious. One of them says that the students feel “inferiority complex in front of the students if I correct they feel awkward, ashamed of....that is why most of the students they won’t speak out”. Another teacher says, “Their... hesitation to speak also makes them anxious” (T 4). One of the teachers, who does not hold that students are anxious about teacher correction, says, “they are anxious to know whatever mistakes they’re committing in the classroom and all” (T 5).
Teachers also encourage students saying, "when you are in learning stage you should not feel at all, you should not feel ashamed when you commit, mistakes, the more mistakes you commit the more you learn". Another teacher maintains, "As a teacher of English I do not correct my students while teaching English to them. I give them a chance to say or write whatever they feel like so I don’t think teacher correction is one of the reason face them to feel anxious about.

Tests and exams do not generate anxiety among the students because, as discussed earlier, these are content based and students adopt rote memorization and succeed in getting good marks. The problem in following English classes and English textbooks is only in the initial stages of shifting from Telugu medium. However, in the later stages students buy notes and guides to equip themselves to cope with the content based exams. The guides provide them with readymade answers which they memorize. Further, since teacher correction and peers make them anxious the students do not try to talk at all in the classes, because of which the classes are mostly teacher fronted. The next section on skill specific anxiety gives a clue into what makes them actually anxious.

Conclusion

The analysis shows that the primary cases of learner anxiety are;
- fear of being made fun of,
- teacher's correction and
- difficulty with understanding of texts in decreasing order.

Tests and Examinations as predicted do not lead to anxiety since there are support systems like notes and guides to help them pass the examination. The effect of anxiety in learning and classroom situation can hinder the language process. As suggested by Krashen, (1981) the higher the affective filter the lower is the intake of input which means that what is learnt when one is anxious is transition, and not stable. As described earlier for language/acquisition what is required is a deep level of processing which becomes coherent and organised with understanding and thereby stored in the LTM. When a learner is anxious the processing either does not happen or slows down which
affects both the quality and the quantity of language, whereas in the case of examinations and tests the information is merely committed to memory (a shallow processing) which is erased as soon as it loses its function. Moreover, tests and examinations do not involve loosing of face in the community because it is private and individualised.

4.3.2 Skill Specific Anxiety

In the SQ responses SQ (32) while a lot of the TM students mention that they strongly agree (TM: 5, 10, 15) and agree (TM: 1, 6, 7, 8, 9, 12, 13, 14) only a few EM students (2, 4, 8, 15) say so. However, quite a few EM students neither agree nor disagree (EM: 3, 5, 9, 13, 14) while just two of them from TM (TM 2, 11) say this. The same trend follows with respect to the writing skill (SQ 33). More number of TM students (3, 4, 5, 6, 8, 10, 13, 14, 15) agree that they undergo anxiety than the EM students (strongly agree- EM 2, 4, 5 and agree- 14). Again as with respect to speaking, a lot of EM students (EM: 6, 7, 9, 10, 12, 15) say neither agree nor disagree about it, while only one person from TM (11) says so.

<table>
<thead>
<tr>
<th>Q.no</th>
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</tbody>
</table>

Table: 4.21 Anxiety Relating to Language Skills
Next, Listening and Reading skills (SQ 34, 35) can be commented upon together since with respect to both of these skills only a few students feel anxious:

Listening- (TM: 1, 6, 7 and EM: 1, 2, 4, 5)
Reading- (TM: 1, 4, 5, 7, 11 and EM: 2, 5, 8)

However, it is noticeable that more TM students feel anxious with respect to reading than with respect to Listening.

Also with respect to both these skills a lot of students from both the streams neither agree nor disagree:

Listening- (TM: 2, 3, 5, 8, 11, 13, 14, 15 and EM: 3, 6, 7, 9, 10, 13, 14)
Reading- (TM: 2, 8, 12, 15 and EM: 9, 14)

Here, this trend of those who neither agree nor disagree is more in the case of listening, since the students perhaps mean that they understand a few kinds of accent spoken locally here, but not the native speakers’ accent. This is corroborated with SQ (36b) where quite a lot of students (TM: 1, 4, 6, 7, 15 and EM: 2, 8, 9, 10, 12, 14) mention again that they find listening and understanding English neither easy nor difficult.

According to the Student Interviews also, it is noteworthy that majority of both the students (TM 86% and the EM- 53%) mention that they find “Speaking” generating anxiety more compared to the other skills. Next one in the order is “Writing”. However interestingly 46% of the EM students mention reading as an area which makes them anxious while none of the TM students mention that.

Students mention that “grammar mistakes” while speaking make them anxious (TM: 5, 11, and 15). Others mention they “can’t speak” (TM 4, 6), and that “fluency” is the problem (TM 13, 14). EM students (EM: 2, 3, 7, 9, 13, 14, 15) just mention that speaking is “difficult”.

Three teachers (T 1, 3, 5) say that speaking is he skill which makes students most anxious. Others (T 2 and T 4) consider writing as the most difficult skill for students.
According to all the teachers reading comes next in terms of difficulty according to all the teachers. Teachers also express opinion saying that speaking English is very difficult "as they should be able to listen and understand" (T2) and with writing it is their inability to write with correct language" (T3), "grammatically” (T5).

Speaking is the most difficult skill therefore, and as discussed earlier this skill is not attended to in the teaching-language process. A few opportunities that students are given are not used by them because of their anxiety. Grammar/ focus on accuracy as mentioned by them is the main cause, for not being able to communicate. It leads to a situation where they monitor their language consciously according to what Krashen’s monitor Hypothesis (1985) describes. More practice in fluency based activities will help them overcome this.

This gives a glimpse into the areas that are found difficult, and make them anxious according to their personal perception. The next section actually finds out which areas are difficult and which ones easy for the students.

As we had seen in the case of general anxiety tests and examinations were seen as the least serious cause of anxiety because of a non involvement of “face”. This is justified when the subjects say that speaking (either in group/ on a one to one basis) becomes the most prominent cause of anxiety. There could be many reasons for this. The first is that for speaking evolution of one’s language for speaking evolution of one’s language is spontaneous and is overt to the speaker. The second is that learners are aware much of the evolution of their academic achievements on their ability to speak well, i.e., the teachers’ expectations and evaluation depends on how well they speak. Thirdly, as we from second language theories that most of the teaching language routines in a second language classroom force learners to produce grammatically accurate and complete sentences, which may not be the case in authentic communication (Menamara, 1983). This undue pressure on being accurate causes anxiety. This is further levied by Krashen's monitor hypothesis that says that the over use of the monitor (the learnt system) can hinder the spontaneity of communication.
4.4 Self Assessment of Language Proficiency

The last social psychological factor that is studied here is 'self assessment of language proficiency. This is studied through the following sub-categories;

1. Self Assessment of overall language proficiency
2. Self Assessment of proficiency in different activities

4.4.1 Self Assessment of Overall Language Proficiency

In the SQ (36 a- e and 37 a- h) students assess themselves on several activities using a five point scale of very easy to very difficult. First to generally talk of learning English while lot of them (TM: 3, 8, 9, 11, 12, 15 and EM: 3, 5, 6, 7, 8, 11, 13, 15) say it is very easy or easy, none of them from EM but only one from TM (5) says it is difficult. The rest of them find it neither easy nor difficult.

The next four questions (SQ 36 b- e) enable the students to self assess on each of the four skills. Though students mention that speaking and then writing are the skills which create anxiety in that order, when asked to self assess it is the speaking and listening which most of them acknowledge to be neither easy nor difficult:

Speaking- (TM: 1, 2, 4, 6, 7, 9, 10, 11, 12, 13 and EM: 9, 10, 12, and 13)
Listening- (TM: 1, 4, 6, 7, 15 and EM: 2, 8, 9, 10, 12, and 14)

Only a few of them, however, say that speaking and listening are difficult:

Speaking- Very difficult- (TM 5 and EM 4) and difficult- (TM: 14, 15 EM: 1, 2, 14)
Listening- difficult- (TM 5).

With respect to writing and Reading this trend is not shown. Only TM 14 says writing is difficult. Further just a few of them find these skills neither easy nor difficult:

Writing- (TM: 6, 8, 9 and EM: 9, 14); Reading- (TM: 2, 4 and EM: 9, 14).
In the Student Interviews (SI 19), when asked whether they are “good users” of English, most of the TM students consider themselves 50 or below 50% out of 100% in their general proficiency in English in terms of their general command over the language. The EM students on the other hand, rate themselves around 70-75% or above. However, the (TM 5) assesses herself only at 30% and TM 11 on the other hand assesses herself 70-75%. Further EM 3 assesses himself only at 50-60-. The students who clearly mention that they are not good users of English are TM: 1, 5 and EM 10. When queried, what the rest of the percentage is lost for, the students mention “grammar” (TM: 1, 6, 7, and EM 1), “speaking” (TM: 2, EM: 2, 3), “Writing” (TM: 6, 9) “difficult words” (EM: 10). A few others mention things like “tension”(TM 8), “must improve” (TM 13). Further, one student (EM6) makes an interesting comment saying: “I can’t give percentage. I have to learn, learn, learn, learning is like a drop in the ocean. Something like a drop I learn. There is no end for this English, we have to learn, educational qualifications are not enough. We should have the skills to communicate with others, to tackle any condition problem.
4.4.2 Self Assessment of proficiency in different activities

Further, the next section of questions (SQ 37a - 37h) look into students’ proficiency levels to see whether students assess themselves as good at cognitive or context embedded activities at one level or information oriented use or entertainment oriented use of English.

With respect to speaking and writing academic activities, which are context independent, such as making a presentation on a topic before an audience (SQ 37 b) and writing an essay on a given topic (37 h) are for more students difficult than the other activities which are context embedded: Presentation on a given topic-(TM: 4, 6, 8, 9, 10, 12, 13 and EM: 1, 4, 6, and 10) Writing an essay on a given topic (TM: 1, 8, 13, and 14).

<table>
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Table: 4.23 Self Assessment of the Learners’ use of English in different Activities
In the case of activities related to Listening and Reading, entertainment oriented activities (SQ 37 d and 37f) are found more difficult by the students, where a lot of students (TM: 4, 8, 9, 10, 13, 14 and EM: 2, 3, 6, 8, 9, 10, 11, 12, 13, 15) mention that they find following dialogues in movies neither easy nor difficult. In the case of reading a lot of students (TM: 4, 5, 11, 13, 14, 15 and EM: 9, 10, 12, 14) say it is neither easy nor difficult to read novels (SQ 37 d).

The questions in the SI which cross check the students' interests in the areas they have self assessed themselves are the following:

For what purposes do you need English?
   a) for academic or for real life?
   b) for attaining knowledge or for entertainment (movies, novels)? (SI 20: a,b)

Most of the students mention that they need English for real life purposes (TM- 93%, EM- 93%) except two of them (TM 14 and EM 14). A large number of English medium students mention that they need it for these purposes. In addition to this, when asked whether they need English for knowledge or for entertainment, they choose the category of 'knowledge'. TM students however are interested in following entertainment in English to be able to learn English through that. Very few EM students (EM 3, 11), say they usually have English for entertainment pastimes to pass the time.

Students assess themselves to be at a good level with respect to the tests and exams they have. However in terms of actual proficiency in the language they identify different areas in which they are weak. They say that they need English for real-life purposes. This makes it a little mismatched, as discussed earlier, in terms of what they receive as part of instruction and what they desire. Therefore the self assessment of students is exaggerated in most cases. This aspect will be further discussed in chapter 5 in 5.2 with reference to their performance on the proficiency test administered to them.
Teachers

According to all the teachers, students are good users of English; “because they know the importance of English says (T5), and “they do use English everywhere, wherever they go” (T 1). In addition to this, one of teachers (T2) differentiates between EM students and TM students. She says EM students are “definitely good users” whereas “TM students are good writers not speakers”. They are good at “correction of sentences” (an item for testing grammar in isolation).

Further, while four teachers (T: 1, 2, 3, 4) say that students need English for both academic and real life purposes, one teacher (T 5) says that they need it only for real life purposes. They mention that students need it “to communicate with others...in career to talk to people” (T3) and “for social life” (T 4).

Next, with regard to whether students need English for knowledge or entertainment, one teacher (T5) says it is necessary for both, the other teachers (1,2,3,4) say they need English through entertainment to become good users” (T2), “to pick correct pronunciation” (T3), and for “exposure to learn English” (T4). One teacher (T1) goes on saying “Presently students don’t need it for the knowledge purposes but I think they may need it for the entertainment as well as movie or whatever extra curricular activities that they are into”.

From the above discussion we could arrive at a conclusion that the EM students have more “self efficacy” (Cohen and Norst 1981) in their ability to cope with the language. The TM students on the other hand are more attuned to identifying their deficit in proficiency levels. This leads to greater levels of confidence and thereby motivation and positive self concept on the part of the EM students on which the TM students are lacking. This leads the TM students to have “negative expectations and underestimation” (Clement 1997) of their ability to learn the language. This is believed to lead even to a debilitating kind of anxiety. Therefore the focus of teaching learning here should be only
4.5 Conclusion

In this chapter we have tried to answer research question one, which asks:

1. In what ways do the social-psychological perceptions operate within the context of learning English at the Tertiary level in A. P in India? In other words:

   a. What are the attitudes and beliefs that learners hold towards learning English?

   b. What are the learner’s motivational orientations to learn English?

   c. What are the issues of anxiety in learning English?

   d. How do students self assess their proficiency?

In order to answer these questions we have discussed in separate sections each of the social psychological factors these questions discuss. We have in our discussion differentiated between the views of the Telugu medium and the English medium students as well as the views of the teachers in the context.

In 4.1 we have discussed the first sub-question mentioned above, relating to attitudes and beliefs toward: Nature of language learning; Aptitude in language learning; Learning and communication strategies in language learning; Bilingualism; and Status of English.

Most of the Telugu medium students here consider English foreign to them. In terms of the components of language learning-communication figures first for students
from both the streams, though quite a significant number of the Telugu medium are inclined to a more linguistic approach to language learning.

Every one in both the streams feel that language is best learnt in childhood and that intelligence is what matters most for success in language learning. Most of them think that they need to improve their communication skills in order to improve their language. Referring to the dictionary, ignoring initial mistakes and by hearting (more in the case of TM students) for preparation of English tests and exams are some of the learning strategies they hold.

While students think that there should be only English medium right from primary education, they say that the teacher should use mother tongue in the class for explanation. Finally, they give tremendous importance to English for instrumental purposes.

Thus from the above discussion it is clear that the TM students differ noticeably from the EM students in their beliefs about the nature of language learning, and one aspect of learning strategies. On the other Attitudes and beliefs: Aptitude in language learning, Bilingualism; and Status of English however the demarcation between the EM and TM is not very obviously spelt out.

This difference among the two streams is so because, in the case of EM students, since they start learning English at an early age, they have it available for purposes of communication and also as a tool for negotiating meaning across the curriculum, their view of the nature of language learning is more informed.

In 4.2 we have discussed the second sub-question which looks into their views on what motivates them personally to learn English, corroborates with the importance they attach to English as being useful primarily for using it in a job situation, while being motivated for integrative, and intrinsic reasons more than for extrinsic reasons. However, in the case of the TM students extrinsic motivation also is high along with the other types of motivation.
Since the TM students do not identify with the language as their own, though they are motivated in an intrinsic manner, they undergo even extrinsic pressure to learn it. This leads to their experiencing anxiety in the language learning process.

Further, in 4.3 the third sub-question about issues of anxiety in learning English has been answered. Generally teacher correction and ‘peers making fun of them’ makes the especially the TM students anxious. It seems speaking is found to be the most difficult language skill that makes students from both the streams anxious. The TM students besides lacking opportunities for using English, they are more conscious of their language learning process, and consciously monitor their mistakes, therefore, they feel more anxious while using it before others.

In 4.4 we have discussed students self assessment of their proficiency in English. Students assess themselves saying that they find academic tasks like ‘speaking before an audience’ and ‘writing an essay’ difficult compared to context dependent tasks. They like to use English more for real life purposes besides needing it for academic and knowledge gaining exercise.

Here, it is obvious that the students are uncomfortable with cognitively challenging tasks though they are considerably exposed to academically oriented tasks. This could be because they are not given opportunities for creative use of language even in academic tasks. Therefore they find the context embedded activities easier though they lack exposure to English in real life context embedded tasks.

Thus, in this chapter we have discussed the social psychological factors that operate in the context of learning English at the tertiary level, through a study of general beliefs toward language learning and specific orientation they have for learning English in this context.

This brings us to the next research question asked as to how learners’ background affects their learning of English, which shall be discussed in chapter 5.