

An Explorative Study about the Beliefs of ESL Pakistani Undergraduate and Postgraduate Learners about Language Learning

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Abstract

The current study aims at exploring the beliefs of ESL Pakistani learners about language learning. A quantitative approach was employed within the descriptive design was used. The data was collected through a survey questionnaire consisted upon one survey instrument: belief of learning language inventory (BALLI). Data were collected from 100 Pakistani undergraduate and postgraduate of English literature and linguistics students from University of Okara. The data were analyzed through SPSS version 16.0 and 34 BALLI items were interpreted in tables and graphs. Overall ESL students showed their positive response that English language should be learnt because it supports in global communication and in other walks of life.

Keywords: Pakistani English language learners, learner beliefs, Beliefs about Language Learning Inventory (BALLI), Effects of beliefs on learning

Introduction

Beliefs are mental understandings and the suggestions about the particular area that are worried to be valid (Richerdson, 1996). Human behavior dependent on their held beliefs and they act or perform according to set beliefs. Beliefs assume an important job in people's life and impacts on their method of driving life. According to white (1999) beliefs help the individuals in characterizing and comprehension of this world and themselves, beliefs work like an instrument in their lives and these beliefs set the errand and focus of the individuals and impact on their behaviors. Similarly, beliefs sway on the learning techniques of the learners.

Many Researchers come to know that learners of L2 attend the language classes under one-sided specific beliefs about learning language. These believe tells what someone wishes to learners hold and which type of practice in language learning would be taken by them (Horwitz, 1987; Wenden, 1987). Language learning beliefs effects language learning activities and language learning task. Individuals' complexities have been observed even among different language learners that are overlapping in language learning abilities (Mori, 1999). Horwitz (1987) requested, knowing learners 'belief is important in light of the fact that it makes teachers

appreciate those approaches that belongs to language learners in managing language and language learners" usage of learning processes, for understandingsuitable language structures.

Second language learners kept variouslanguage beliefs and thoughts related to language learning process (Horwitz, 1987). In the meantime, various researchers have recommended that learners' one-sided feeling about language learning would in all likelihood impact how language learners adapt frameworks of language and increase second language capability (Abraham and Vann, 1987; Horwitz, 1987; Wenden, 1986).

Statement of the problem

Numerous investigations are led about language beliefs during learning process in the EFL/ESL territory (Park, 1995; Cotterall, 1995; Yang, 1999; Hong, 2006), however, none of these examinations have broken down the beliefs of Pakistani learners. In these research studies the members have a place with various nations like Korea, New Zealand, and China, and so on. English has great importance in Pakistan, for a better future, everyone tries to learn the English language. But in Pakistan language learners' have to suffer numerous problems duringlearning the English.

The stuffed study halls, a brief time of class time, the demise of language helps, and underwriting of repetition learning, old and outdated books and undeveloped English language instructor and gifted aptitudes of languages through writing is viewed as different issues forlanguage learners of Pakistan (Khan and Iqbal, 2013, p. 10162). In the given foundation, it is basic to investigate and make the mindfulness about the Pakistani English language learners' beliefs.

This study identified the beliefs of English language learners and the effects of these beliefs on their language learning process.

Research Questions

1. What are the beliefs about English language learners held at the college level in Pakistan?
2. How beliefs of learners effect on English language learning process in Pakistan?

Objectives of the Study

The objectives of this study are:

1. To investigate the beliefs of Pakistani English language learners at the college level.
2. To define the effects of beliefs on the English language learning process.
3. To highlight the understanding of learners' beliefs among English language teachers.

Significance of the Study

The results of this investigation will help the learners, teachers, policy makers, syllabus designers in Pakistan. This study will create the awareness among teachers and learners regarding the importance and effects of various beliefs of language learning on learning process in Pakistan.

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Research hypothesis

Beliefs held by Pakistani English language learners are not fine. Further, lack of understanding about beliefs in Pakistan affecting negatively on the learning process of learners and students of English language learners in Pakistan need much up gradation.

Review of Literature

Beliefs in language learning

Individuals go over data and decipher it as indicated by their past information. Language researchers told that language learners' concepts and language response for novel information is influenced by their thoughts language issues. Pucha (1999) recommended that the beliefs are 'core values' for translations and responses towards new data dependent on assumptions about specific subjects. Subsequently, the suspicion that "achievement relies less upon materials, procedures and semantics examinations and more on what goes on inside and between the individuals in the homeroom" (Jutarat, 2004). Horwitz talks about language convictions but he does not discuss operational meaning, and he is pioneer in this field to examination of language convictions during language learning (Horwitz, 1985, 1987, 1988). She created tool to quantify language convictions that was known as "The Beliefs about Language Learning Inventory (BALLI)".

Consequently, she expresses that "The Beliefs about Language Learning Inventory (BALLI) was created to survey understudies' assessments on an assortment of issues and discussions identified with language learning" (p. 120, 1987).

Studies on language learning beliefs using BALLI

The entryway into the examination on language learning convictions unlocked after work of Horwitz (1985, 1987, 1988). Her research study of 1985 was related to problematic issues of instructing courses that can be joined in if the previously established inclinations of the students are create to express. As referenced above (segment 2.2), so as to create an endeavor for survey and to express current understudies' predisposition (convictions) she built up tool known as Beliefs About Language Learning Inventory (BALLI). The convictions, framed BALLI had a place as "intelligently related gatherings" (p. 293):

- a) "Convictions about Foreign Language Aptitude",
- b) "Convictions about the Difficulty of Language Learning",
- c) "Convictions about the Nature of Language Learning",
- d) "Convictions about Learning and Communication Strategies", and
- e) "Convictions about Motivation" (Horwitz, 1988).

BALLI gave three adaptations: the first 34-thing variant utilized of which American does not know are dialect studies (Horwitz, 1988), 34-thing form those English was utilized for ESL understudies (Horwitz, 1987), and 27-thing instructors' rendition, to discover educators' convictions (Horwitz, 1985). Informing instructors about the convictions of studies was main point of her study.

She accepted a potential conflict of desire may output is a disappointment with respect to the educators to comprehend understudies' convictions. This could in the end create disappointment, disappointment and absence of trust in understudies of English learning (Horwitz, 1987, 1988). After crafted by her, numerous examinations researching the convictions of students and instructors utilizing BALLI and adjusted variants (for example Banya and Cheng, 1997; Keim, Furuya, Doye, and Carlson, 1996; Kern, 1995; Kuntz, 1996; Mantle-Bromley, 1995; Oh, 1996; Park, 1995; Peacock, 1998, 1999; Truitt, 1995; Yang, 1992, 1999).

According to language context of Pakistani, research explored that BALLI was using specific revisions which was researched by Mubeen (2009). Mubeen utilized BALLI to investigate convictions of 208 Pakistani college understudy studies Arabic. Beliefs on Arabic language learning were explored in this assessment. The researches told that male learners contain contrastive language opinions in learning Arabic while female understanding was deeper than male learners. Additionally, examining the connection among convictions and different factors is likewise the subject of numerous examinations. For example, convictions and tension (for example Horwitz, Horwitz, and Cope, 1986; Horwitz and Young, 1991; Oh, 1996; Truitt, 1995; Young, 1991), student techniques (for example Sato, 2004; Wenden, 1987; Yang, 1992, 1999), understudies' social foundation (McCargar, 1993; Truitt, 1995), links among convictions and capability (Mantle-Bromley, 1995) and availability for self-rule (Cotterall, 1995, 1999) were investigated. In the year 1999, Horwitz introduced eight assessment audits to distinguish similarities and contrasts through social gatherings.

Rieger (2009) suggested various beliefs of one hundred and nine languages with significant studies concentrating in the English language and German offices utilizing BALLI. Present investigation examined effect of target dialects and sexual orientation related to the convictions of the students. The discoveries about the language learners' target language not just impacts learners' discernment about the trouble of an unknown dialect yet additionally affect the manner in which they approach language learning.

Nikitina and Furuoka (2006) built up that BALLI is a reasonable tool for leading exploration on learning of language convictions regarding various sociolinguistic surroundings.

Researches on Relationship between Beliefs and Students' Learning

Different research studies explored technique of learning language and beliefs of the language students (Abraham and Vann, 1987; Horwitz, 1987, 1988; Wenden, 1987a). Present relationship was examined in numerous analysts. For example, Wenden (1987b) talked with twenty five grown-up English second language students to search out underlying sign related to impact of convictions on methodologies. She discovered that student' solid faith in the use of spoken language and its listening based setting drove learners to utilize open or utilitarian systems.

Wenden summarized by expressing convictions and how learners becomes better should be comprehended and this Comprehension assist in cognizance of students' methodologies about language learning. The relation between beliefs about language is explored by Yang's

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(1999) through using BALLI for assessing the learners' beliefs and SILL for process of five hundred and five EFL Taiwanese college learners.

Park's investigation (1995) likewise examined the connection among convictions and methodology use. He inspected 332 college understudies in the country of Korea utilizing BALLI as well as SILL. Few beliefs are as:

- 1-"Encouraging Beliefs and its relational to formal English",
- 2-"Self-adequacy and Social beliefs of social Interaction",
- 3-"Beliefs related to Learning of Spoken English" and
- 4-"Unfamiliar dialect based aptitude of Beliefs"

Kim also explored the beliefs of language learning in (2001) in an assessment which was engaged with sixty Korean students of college level students who are using BALLI and SILL.

Yu (2007) researched third-year undergrads in China. Solid structure centered convictions of learners were accounted for nullifying the utilization of the primary language in learning.

A researcher Mokhtari (2007) likewise contemplated the convictions and methodology utilization of one hundred and sixty six Persian students. Ledge and BALLI were utilized to gauge convictions and techniques. This examination reasoned that the utilization of systems is progressively visited with deep convictions by Persian students.

Yin (2008) also examined the connection between procedures, convictions and English language capability of 1,201 Chinese college understudies. Research told that beliefs directions provide essential change in students' ability.

Researches in Pakistani Context

These lines are in Pakistani context regarding English language beliefs in learning. Aziz & Quraishi (2017) told about beliefs belonged to learning of language at level of secondary schools. Their study noticed major differences of beliefs of language learning under gender level and their academic status. They explored that effective motivation of English language learning showed the students' vast scope of beliefs with significant variation in language learning regarding difficulties of learning English.

Another research study related to the learners of Pakistan' and teachers of Pakistan' their English language learning beliefs on broad level by Akhtar and Kausar (2011). Findings told four teachers' aspects and beliefs of learners coordinated and it differed at six aspects. This study was done at two private schools of Pakistan in capital city, Islamabad.

Research Methodology

Introduction

For the collection of data from Pakistani ESL learners, researcher visited at Okara University, survey of this study was in the form of questionnaire, including **fifty** students of English department. Questionnaire of this research consisted upon one survey instrument: belief

of learning language inventory (BALLI). Through descriptive statistics learner's responses of learning language beliefs was computed.

Participants

Data related to research were collected from 100 Pakistani learners who were studying at Okara University. These are undergraduate and postgraduate students of English literature and Linguistics programs. The ages of students were between 22-26. Students took part in this research keenly they were not to be forced. The learners participated in study, for many reasons they can be considered advanced learners. First of all it is their obligatory subject until tertiary level secondly at a higher level it is a medium of instruction.

Material

In this research one instrument was used: Beliefs of learning language inventory (BALLI), Horwitz (1987) was the pioneer of this instrument. For the measurement of beliefs of Pakistani ESL learners, The EFL/ESL BALLI version is used. There was also an addition of an open-ended question for further valid results related to the beliefs of ESL learners.

Procedure

Before data collection, individually all participants were told about the nature of this study. All the students were uniformly informed how to fill out Belief questionnaire. Researchers were present on the spot to help the participants if they face any difficulty to understand certain words or sentences however, BALLI questionnaire was written in simple or understandable English.

Analysis

The quantitative information was preoccupied utilizing the Statistical Package for the Social Sciences (SPSS) version 16.0. for the enlightening insights, for example average, frequencies, standard deviations, and means, were utilized to figure the reactions about the systems utilized and Beliefs about language learning. The 34 BALLI items further interpreted in tables and graphs with the help of extracted frequencies.

Results and interpretations

Descriptive analysis of BALLI

The student's reactions about language learning inventory things have been separated into 5 sub-gatherings, following Horwitz' (1987) scientific classification. As of now referenced in part 3, Horwitz's belief of learning language inventory doesn't compute a composite score for the frequency (%) of learners' reactions and the whole inventory of everything is determined freely. So a point should remember that the all-out number of members in this exploration were 100, and the reactions of every member are referenced in table with the tag of articulations and

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diagrams additionally were introduced according to each sub-gathering, following Horwitz' (1987) scientific categorization.

4.1.1 Beliefs for foreign language aptitude

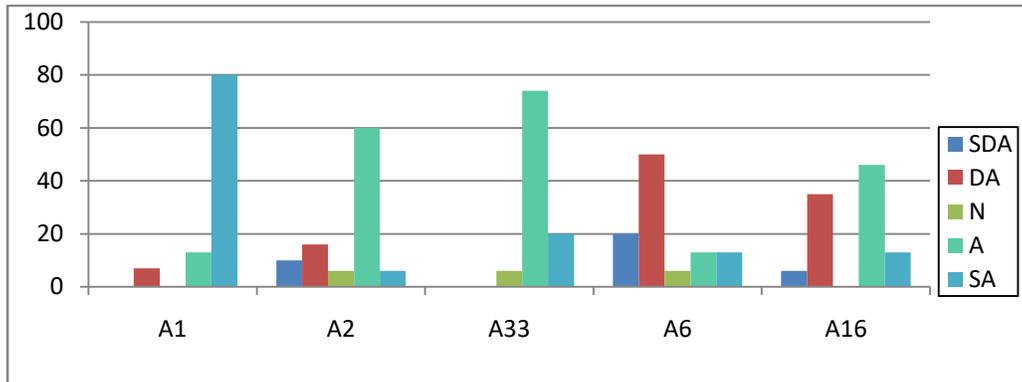


Figure 1 Responses on beliefs for foreign language aptitude

For examining the importance of foreign language inclination to become familiar with the objective language BALLI things A1, A2, A6, A10, A11, A16, A19, A30 and A33 were introduced in this category. The findings of the examination introduced that 97% members agreed or unequivocally agreed that it is simpler for kids than grown-ups to become familiar with a foreign language. 66% member of Pakistani learners of target language accepted that a few people have exceptional capacity for learning of languages A2, 94% reported either agree or unequivocally agree about "everybody can get familiar with a foreign language" (A33) and responses of respondents from Pakistan individuals are bad at learning foreign language and 70% members were reported disagreed that their nation mates as great language learners (A6). In any case, 59% members have away from about their capacity of foreign language learning and just 41% prevented with such capacities from securing language learning (A16).

4.1.2 Beliefs about the Nature of LL

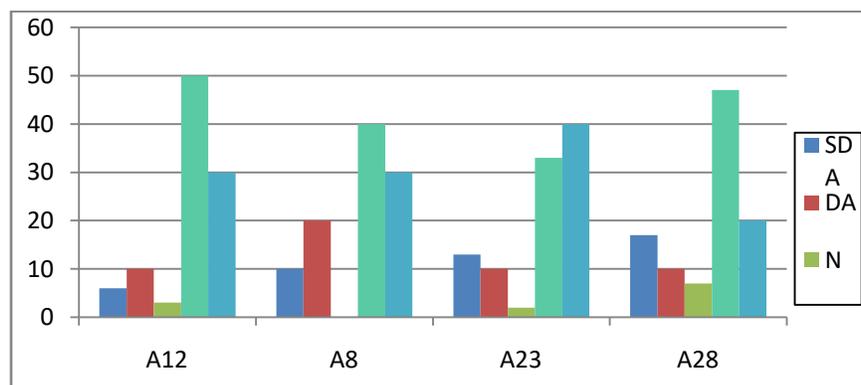


Figure 2 Responses on the Nature of language learning

Beliefs related to Learning language Inventory the things A8, A12, A23, A28 and A27 bunch 2 arrangements with the idea of language learning. A8 and A12 manage the English talking importance in societies as well as English learning and English talking nation. Strikingly 80% of the members either agreed or firmly agreed that one can learn better English in an English talking nation (A12), though just 16% of the members disagree with this announcement of inventory. 80% of the members agreed to the significance of thinking about English talking societies (A8). About the importance of interpretation and sentence structure, 73% of the members agreed or unequivocally agreed that syntax is vital piece of learning foreign languages (A23). According to 67% members, the most ideal approach to take in English is interpretation from their own local language (A28).

4.1.3 Beliefs for communication and learning strategies

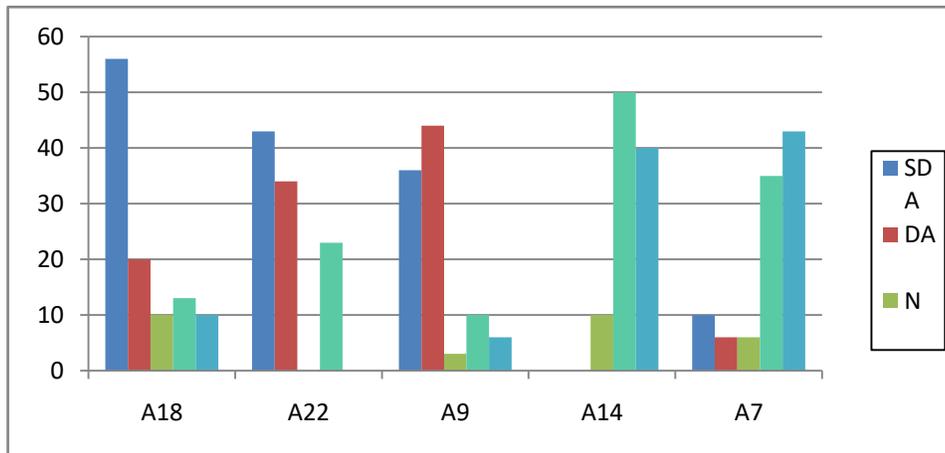


Figure 3 Responses on beliefs for learning and communication strategies

BALLI things A7, A9, A13, A14, A18, A21, A22 and A26 speak to the learning and correspondence procedures. Concerning and practice, which is taken as a learning technique, 76% of the members either disagree or emphatically disagree to practice and rehash a great deal (A18). While 80% members dismissed that correspondence systems that understudies should not utter a word until the point that they can state it viably (A9); in any case, over 23% agreed, if starting learners commit errors, this can be hard for them to talk correctly later on and 77% disagree, learners in future will get ready to talk correctly (A22). In learning procedure, 90% members accepted after speculating the implications of words, on the off chance that they don't have the foggiest idea about the word in English.

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4.1.4 Beliefs for motivation and expectations

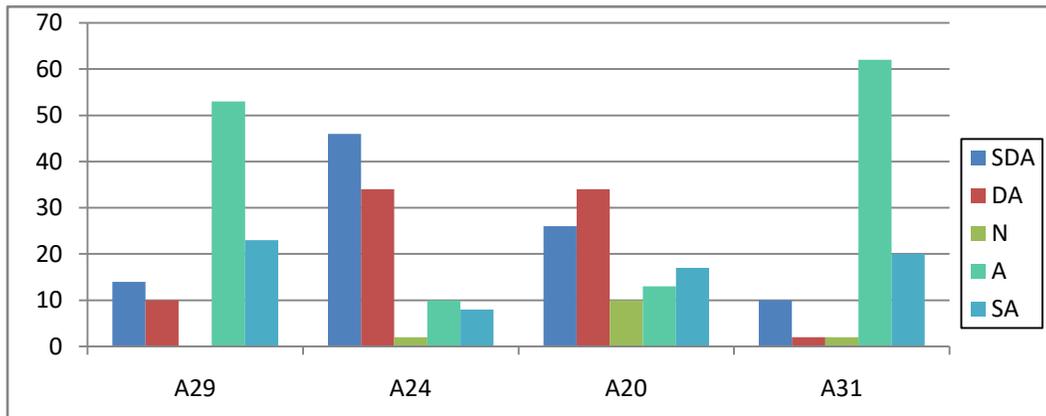


Figure 4 Responses on beliefs for motivation and expectations

BALLI things A5, A20, A24, A29, A31 and A32 identify with inspirations and desires that learners correlate with English language learning. Curiously, 76% members had solid inspiration and they needed to learn English for better openings for work (A29), 80% of the members disagree that they are not learning the foreign or second language to think about objective language culture or local language speaker however for the purpose of better future learners learning the second language (A24). With respect to assumptions regarding communicating in English, 60% of the members either disagreed or unequivocally disagreed to communicating importance in English in Pakistan (A20) and 86% of the respondents additionally needed to communicate in English well (A31).

4.1.5 The difficulty of language learning

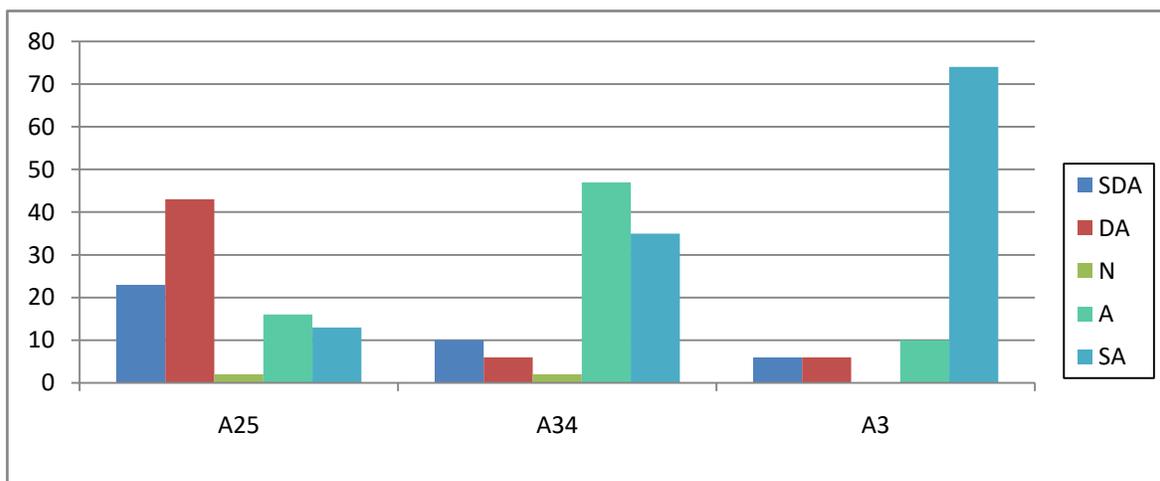


Figure 5 Responses on the difficulty of language learning

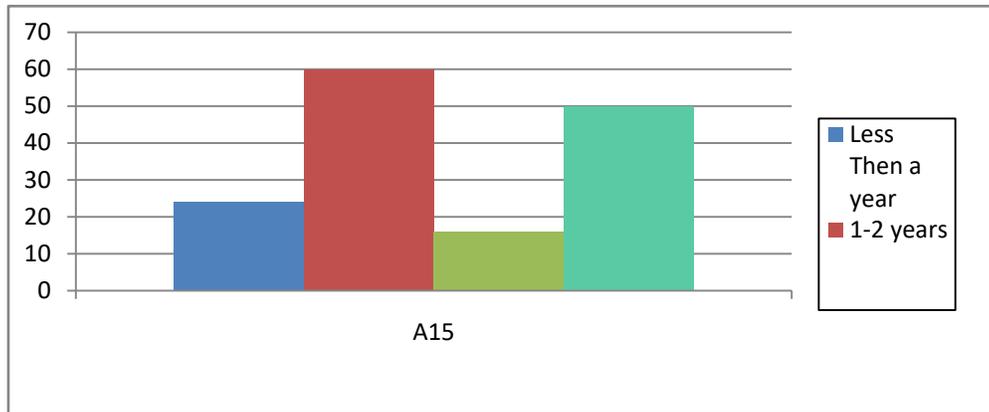


Figure 6 Responses on the difficulty of language learning

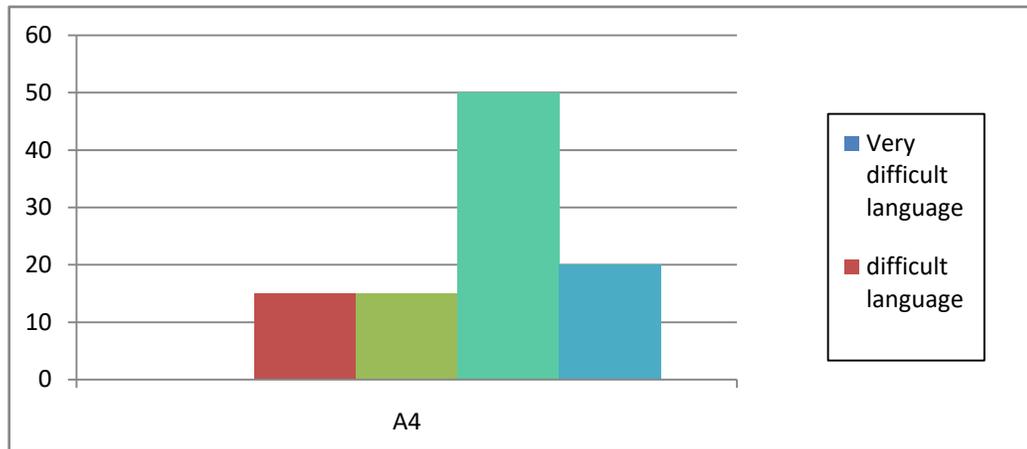


Figure 7 Responses on the difficulty of language learning

BALLI things A3, A4, A15, A25 and A34 manage the trouble of language learning. The aftereffects of the examination introduced that 66% of the members either disagreed or unequivocally disagreed to declaration that "it is simpler to communicate in a foreign language than grasp it" (A25). The consequences of A34 show that 82% of the members agreed that "It is simpler to peruse and compose English than to talk and get it" just 16% dismissed this. As for the trouble of language learning, 70% saw English either a simple language or a simple language and 30% saw English as a troublesome language (A4). The A15 manages the normal time for English language learning, 70% of the members saw, on the off chance that somebody went through one hour daily learning a language, the person can't become familiar with a language anyway 20% agreed that in 1-2 years one can learn and convey in target language and according to 20% this procedure of language learning with one's will take 3-5 years (A15).

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Findings, conclusion and recommendations

Findings and Discussion

Findings obtained from unique analysis of belief inventory explored that ESL learners from Pakistan kept practical and positive beliefs regarding language of English and present moderately elevated level of instrumental inspiration. In any case, learners reported some clashing beliefs also. For example, a portion of the members were nonpartisan to have companions who are local English speakers; one purpose can be that they keep no presentation of fellowship with local speakers of English. Belief regarding the idea of language learning 30% was found disagree with the explanation that it is important to think about English talking societies to communicate in English while it's difficult to get capability in target language without the information on its way of life and local speakers. Further its odd that 30% of the member in the piece of foreign language inclination agreed with the explanation that individuals who communicate in more than language are understandable. One more thing is absence of inspiration and desires additionally can be found in Pakistani ESL learners. In the gathering of inspiration and desires 66% were found disagree those they have the well English talking capacity and just 30% percent were discovered certain that they have this capacity of English talking. Pakistani learners of English language have solid belief that English can help them in their better future.

Notwithstanding the above introduced clashing beliefs, members reported in general positive beliefs towards English and 76% learners accepted that they get familiar with the well English, they would keep better openings for work and 86% learners needed to talk the English quite well. They were giving more or less beneficial and responsive aptitudes. The frequency (%) of each BALLI thing can be found in reference section A.

The outcomes got from the expressive analysis of belief tell that ESL learners from Pakistan perform practical and positive beliefs about English language learning and show the solid instrumental level. In any case, some mistakes were additionally observed during learning beliefs; they contain no reasonable thoughts and reacted in a characteristic form.

Some other beliefs discovered simple during learning, writing and talking, learners were not interested about English culture anyway this could be beneficial for the learning of language, they unnoticed correct articulation in English, they do not agree to conception "one ought not utter a word in English until one can say it correctly" which concerned as without basic thought. About their certainty and learning beliefs and correspondence techniques were discovered to incorrect way and need enthusiastically proposals and rules. Like number of members accepted that "if before all else understudies are permitted to botches they will sure recurrent this in future", further, a few learners feel tentative during talking English to others. They have solid belief on practices and reiterations. Findings show ESL learners of Pakistan had faith in correspondence and perform; they scared of committing errors also. The members were all youthful college understudies and they realize well about English talking in Pakistan and they hold great desires from English.

The greater part of the members acknowledges that better future of Pakistan is beneficial to talk in English. They accepted on the off chance that they learnt great English they would have better openings for work. In the piece of beliefs about the idea of language learning they accepted on the sentence structure, jargon building, and interpretation to learn English in an English talking nation. Beliefs about the trouble of language learning according to Pakistani ESL learners, "some language is simpler to learn than other", 70 % think about English as a simple language, 60% members pointed that on the off chance that somebody going through 1 hour day by day in learning English isn't an enough time he for better English talking. According to them it is hard to communicate in English than peruse and compose. They were giving more or less equivalent importance of open and profitable abilities.

Conclusion

This study explored that Pakistani English second language students contain sensible and positive English beliefs language and show the moderately solid degree of instrumental inspiration. The members' opinion was positive about English beliefs. For instance, they accepted that everybody can figure out how to communicate in English and they needed to communicate in English quite well. This examination shows that English second language students from Pakistani are completely keen interested about English learning under inspirational mentality towards the English language. Further, they are completely mindful that this talking and learning of the English language are extremely vital for their brilliant future and in advertise it has great worth. Pakistani ESL learners' inspirational disposition towards the English language demonstrates that they feel loftier, in the event that they can communicate in English quite well. The aftereffects of the belief frequencies uncovered that most successive beliefs regarding English second language students from Pakistani were keeping foreign language beliefs about fitness and self-viability beliefs.

Recommendations

This basic assessment would add worthy concept to upcoming examinations to the total purpose of further comprehension about beliefs regarding language learning and its practices particularly in the Pakistani setting. The that coming examinations may break down the beliefs of Pakistani language learners according to instruction level, for example secondary school and others levels of schools.

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