RESEARCH ARTICLE

LANGUAGE LEARNING BELIEFS: A STUDY OF SOUTH AFRICAN EFL HIGH SCHOOL LEARNERS

KUFAKUNESU ZANO[*1], ERASMOS CHARAMBA[2]
[1]Department of Education, South Africa
[2]University of Witwatersrand, South Africa
[1]kufazano@gmail.com [2]erasmuscharamba@live.com
*Corresponding author

ABSTRACT

Language Learning Beliefs (LLB) are an important area for foreign and second language learning research that has grown considerably over the last decade, and which spans multi-disciplinary fields across education, linguistics and psychology (Agudo, 2014). Learning a second / foreign language is more than memorizing the grammatical rules and vocabularies; language learning is a very complex activity, and culture plays a crucial role in this very dynamic, amorphous and debatable process. Learners' and teachers' beliefs about language learning can affect the effectiveness of the language learning process. These beliefs have become more important as they affect motivation and perhaps even language learning strategies (Zare-ee, 2010), though more research must be done in the latter area (Agudo, 2014). Learners of English First Additional Language (EFAL) learners also use different learning strategies which are influenced very much by their cultural and educational backgrounds. This study investigates the beliefs of grade 11 South African high school English Foreign Language (EFL) learners who are studying at a selected high school, are assessed on questionnaire developed by Sakui and Gaies (1999) which uses a combination of original items and others from previous questionnaires, mainly Horwitz's BALLI (1987). I also modified it to suit the sample, South African linguistic context and setting. This 40-statement questionnaire employs a 5-point Likert-scale to which learners indicate their degree of agreement or disagreement with several statements   ranging from strongly disagree to strongly agree.
Key words: English Foreign Language; Beliefs; Vocabulary Learning Strategies; English Second Language; English First Additional Language; Second Language; Language Learning Beliefs.

Introduction

Justifications for promoting learner autonomy are manifold. Learner involvement in decision making concerning the learning process makes learning more purposeful, increases motivation (Smith, 2008; Krisztina, *2016*), and leads to more effective learning. Benson(2008) and Krisztina (2016) suggest that learner autonomy helps students act independently in various situations outside the classroom and become critically conscious members of society. Even though teacher autonomy and its implications for teaching and learning have been

widely researched, learners' voices have been paid little attention to. In this small-scale research I intend to address this gap using descriptive statistics to examine the learners' beliefs in relation to the following areas of language learning: linguistic aspects, the nature of foreign language teaching and learning and assessment of lexical acquisition.

The relationship between second- or foreign- language (L2) beliefs and behaviour, attitude, and motivation has led researchers to conduct studies that investigate the link between learners' beliefs (LLBs) and success and proficiency in second-language (L2) learning (Rodriguez Manzanares is and Murphy, 2010).

In the field of English Language Teaching (ELT), many researchers have argued that foreign language learning includes not only observable factors but also unobservable factors such as beliefs about language learning and teaching which are considered to be "important and pertinent to understanding how languages are learned and thought" (Wesely 2012: 98). In the 1970s and the 1980s, beliefs in this regard were considered to have the power to affect learners' and teachers' behavior and choices in the learning and teaching process. Thus, this tendency in the literature has been transformed into a critical area of inquiry in second or foreign language teacher education.

Foreign language learners develop these beliefs, assumptions and preconceived ideas about language learning on the basis of their own experiences and what they have been exposed to in formal and informal teaching/learning environments (Ellis, 1995; Horwitz, 1987; Kayaoğlu, 2013). Considering that students have accumulated a great deal of experience over the course of their education up to university, they are most likely to form certain beliefs about what constitutes effective or ineffective learning. In support of this, according to Richards and Lockhart (1995), learners, too, bring to their learning their own beliefs, goals, attitudes and decisions, which in turn influence how they approach their learning. Furthermore, beliefs can be of vital importance in teaching-learning processes as beliefs are inevitably intertwined with one's knowledge in general. Knowledge is not thought of as the representation of a world or a "real thing", independent of the knower. It is a process between the knower and known.

Many other scholars highlight the importance of students' beliefs for their learning. For example, Riley (1996 claims that "if there is a misfit between what learners believe and the beliefs embedded in the instructional structure in which they are enrolled, there is bound to be some degree of friction or dysfunction" (pp. 152–153). Learners' beliefs can be related to many processes and outcomes of L2 acquisition, including students' anxiety, motivation, the level of students' autonomy, and mismatches between teachers' and students' expectations in the classroom (Kalaja and Barcelos, 2003). A key element is students' philosophies, which indicate their choice of particular learning strategies, influence the variety of strategies used, and the students' ability to use them effectively (Ellis, 1994; Wenden and Rubin, 1987).

Defining Language Learning Beliefs

The notion belief can be subjective, so having a consensus definition of LLB is not likely (Lee, 2014). Elaine Horwitz, one of the pioneer researchers of the studies on beliefs about language learning, never gave a concrete definition of beliefs about language learning in her articles (1985, 1987, and 1988). She synonymously uses beliefs as the terms such as preconceptions (1985), preconceived ideas (1987), and preconceived notions (1988).

Miller and Ginsberg (1995) in Barcelos (2003) define beliefs as ideas that students have about language and language learning. Riley (1994) in Barcelos (2003) define beliefs as popular ideas about the nature of language and languages, language structure and language use, the relationship between thought and language, identity and language, language and intelligence, language and learning, and so on. Gardner, 1988 also defines beliefs as the expectations in the minds of teachers, parents and students concerning the entire second language acquisition task.

The abundance of different terms and definitions represented in this above reflects the fact that interest in beliefs about L2 acquisition is fairly recent, and no conventional terms have been developed yet.

English Language in South African language curricula

The majority of people (80%) in South Africa are of African descent and include, but are not limited to, the following major groupings: the Nguni (Zulu, Xhosa, Ndebele and Swazi); the Sotho-Tswana (comprising the

KUFAKUNESU ZANO, ERASMOS CHARAMBA

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Southern, Northern and Western Sotho (Tswana); the Tsonga; and the Venda (US Department of State, 2010:1-10; Schoeman, 2011). Then, South Africa's white population (9%) comprises descendents from Dutch, German, French Huguenot and British settlers. The label —coloured is a contentious one, but it is still used to refer to people of mixed racial descent. The majority of such people, labelled as —coloured (9%), are descended from slaves brought in from East and Central Africa, as well as the predominantly Muslim slaves from South and South-East Asia and also from the Khoisan who lived in the Cape at that time and indigenous Africans and whites. The majority speak Afrikaans. South Africa's Asian population (2%) consists mainly of people of Indian origin and descent. There is also a significant Chinese population to be found in South Africa, the majority of whom speak English and also maintain their language of origin – Mandarin (Ross, 2000:1-114).

Seeing that South African society is inherently diverse, it comes as no surprise that the use of English in South Africa also reflects such diversity. South Africa contains all three of the circles of English as described by Kachru (1986:122). These circles are: the inner circle (L1 or English first language speakers), the outer circle (L2 or English second language speakers) and the expanding circle (English foreign language speakers). Although there are L1 English speakers in South Africa who fall within the inner circle, the vast majority of English speakers fall within the outer and expanding circles; for example, many Africans and Afrikaners fall within the outer circle, whilst many people from other parts of Africa and the world (most notably migrant labourers) fall within the expanding circle (U.S Department of State, 2010:1-10; Schoeman, 2011).

The majority of South African learners learn in a second, third or even fourth language that they are not familiar with (Setati and Barwell, 2008; Setati, Molefe and Langa, 2008) as most use indigenous languages for day-to-day communication. The 1997 Language in Education Policy (LiEP) requires that in the first three years of formal learning, learners use their home language (HL)(the language that learners learned as a child at home) as the Language of Learning and Teaching (LoLT). The majority of South African learners by virtue of having HLs which are not LoLT switch to English as the LoLT in Grade 4 (Sibanda, 2015).

There are various reasons why English Language is regarded so highly in South Africa. Many black parents take their children to ex-Model C schools around the country, where English is the medium of instruction (MoI). They do so because they want them to learn English. English is viewed as a lingua franca between members of different language groups in the country. English is further seen as the MoI in commerce, industry and education. Parents therefore hope that their children will be empowered in English and be able to face with confidence the outside world in the future (Monyai, 2010). The majority of the South African parents, believe that English is the language of empowerment, and aspire to have their children educated in English (Gules, 2005), despite the fact that many learners entering English primary schools do not have the necessary background and English proficiency to succeed academically (van der Merwe, 2014).

In the more recent history, English in South Africa has come to be seen and used as a language of resistance and unification against the repression of Apartheid policies, especially when viewed against the backdrop of the 1976 Soweto School Uprisings. As a 18 result of this, English has become the single most used language across South African society representing a vehicle through which people can become politically and morally unified and empower themselves in terms of gaining knowledge and expressing their views, for example. In terms of the international reach and use of the English language, it has become the *de facto* language for use in not only international politics and commerce, but also in local (South African) politics and commerce. The English language is pervasive in every facet of South African culture and society, not only as a language of communication and culture for L1 speakers, but also as the language of communication and culture of L2 speakers as a means of obtaining societal status and prestige and achieving economic emancipation (Ross, 2000:1-114).

In Africa, a multilingual continent that was once dominated by missionary educators and colonial powers (Wiley, 2008), teachers and linguists have periodically sought to improve language teaching methods (Richard, 2005). On a continent in which the former colonial languages are dominant in education and the economy, people are compelled to learn the relevant international language, pre-eminently English. In addition.En to this, people believe in the naturalistic and unifying nature of English for communicative purposes between different language groups. And most importantly, English is always a language to reckon with in the

KUFAKUNESU ZANO, ERASMOS CHARAMBA

school system because by the end of Grade 3 most learners are taught and assessed through the medium of English (Fleish, 2008; Dornbrack, 2009; Akinyeye, 2012).

The sociolinguistic studies among black-African-language speakers indicate that there is a strong preference for English over black African languages in all formal sectors of society, including academia. This preference for English is, in part, a result of the lack of development and the under-resourcing of black African languages in education. Also, black South Africans, while they desire quality mother tongue instruction (MTI), strongly wish to improve their English proficiency (Ngcobo, 2011).

Readers of this study might wonder at the researcher's interchangeable use of English as a foreign language, English as second language and English First Additional Language. For the purpose of this study, any instruction for English-language may be known as English as a second language, English as a foreign language and English First Additional Language.

We say this under correction; no research has yet been done to study language learning beliefs of grade 11 EFAL South African learners. There is a need to consider what this group of learners believe about this language learning process. In the next section the methodology of this study is presented.

Research question

What are the beliefs of English Second Language South African high school learners concerning English Language Learning?

Methodology

Research Design

The present study employed a non-experimental quantitative design to collect data.

Participants

The research presented in this paper was carried out in a school located in Free State province in South Africa. Only 40 grade 11 learners were chosen to take part in this study. These participants were selected from two grade 11 classes with different teachers in order to reduce teacher effect.Of these 16 (40 %) were males and 24 (60%) were females. Their average age was ranging from 16-19.

Table 1: Profiles of participants for the quantitative data

Age					
Gender	16	17	18	19	Total
Male	4	6	5	1	16
Female	3	9	10	2	24
Total	7	15	15	3	40

Instrument

This is a study within the normative approach. It also needs to be remembered that the normative approach is mainly characterized by the use of Likert-scale questionnaires to which learners indicate their degree of agreement or disagreement with several statements. Thus we adopted a quantitative perspective to collect data on grade 11 English First Additional Language learners' beliefs through the use of a 5-point Likert-scale. The questionnaires were administered on the learners and analyzed them through descriptive statistics. We used the questionnaire developed by Sakui and Gaies (1999) which uses a combination of original items and others from previous questionnaires, mainly Horwitz's BALLI. Sakui and Gaies´s (1999) wide scale study of almost 1300 Japanese university students of English is very insightful. This 40-statement questionnaire employs a 5-point Likert-scale ranging from strongly disagree to strongly agree.

Procedure

They participated voluntarily in the study. Before administering the questionnaires to the participants, we explained the purpose of the study to them. The questionnaire as a data collection instrument was administered to learners during class time and they were able to complete the instrument in less than 30

minutes. The learners' individual responses to each item on the questionnaire were then entered into a database. Descriptive analysis in the form of percentages was computed.

The Results and Discussion of Findings

This study employs the same approach to data analysis from Horwitz's (1985, 1987) studies for we used only descriptive statistics. Quantitative data from the questionnaire were only utilized for descriptive statistics to answer the aforementioned research question. Table 2 displays the results with agreement percentages.

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE (NEUTRAL)	SRONGLY AGREE	AGREE	TOTAL
Statement 1. The class conversations in English should be enjoyable.					
0	0	0	80.70	19.30	100
Statement 2. In learning English it is important to repeat and practice it a lot for one to become an excellent user of it.					
0.08	0.12	1.23	97.22	1.35	100
Statement 3. Listening to tapes and watching English programmes on television are very important in learning English.					
0.5	0.9	2.27	65.26	31.07	100
Statement 4. I should be able to understand everything I am taught in my English lessons.					
0.34	0.7	5.02	50.83	43.11	100
Statement 5. It is useful to know about English-speaking countries in order to speak English.					
42.76	34.09	21.96	0.17	1.02	100
Statement 6. It is easier for children than adults to learn English.					
1.76	2.11	4.32	51.76	40.05	100
Statement 7. Speaking and listening to English are more useful than reading and writing English.					
12.55	12.05	51.56	10.83	12.11	100
Statement 8. Some languages are easier to learn than others.					
3.97	3.42	27.75	33.56	31.30	100
Statement 9. If I learn to speak English very well, I will have many opportunities to use it.					
3.53	3.71	3.34	45.89	43.53	100
Statement 10. I am studying (studied) English mainly to pass the final examination.					
0.43	0.78	0.56	95.27	2.96	100
Statement 11. If I learn to speak English very well, it will help me get a good job.					
0.51	0.47	0.29	96.63	2.10	100
Statement 12. It is OK to guess a word meaning if you do not know a word in English.					
1.81	1.27	0.33	81.47	15.12	100
Statement 13. I study English because it is useful to communicate with other speakers of English.					
0	0	0	77.04	22.96	100
Statement 14. South Africans think it is important to, read, speak and write English.					
0	0	0	97.22	2.78	100
Statement 15. I would feel embarrassed to speak English in front of other English learners.					
29.45	27.96	2.41	21.86	18.32	100
Statement 16. To say something in English, I think of how I would say it in my mother-tongue (Home Language) and then translate it into English.					
1.02	1.37	0.81	90.66	6.14	100
Statement 17. I can improve my English by listening to my classmates and speaking English with them.					
0	0	0	53.98	46.02	100

Statement 18. Learning English is different from learning other subjects.					
15.56	13.93	58.91	7.99	3.61	100
Statement 19. In English classes, I prefer to have my teacher provide explanations in English when I do not understand.					
0	0	2.77	85.49	11.74	100
Statement 20. It is easier to read and write English than to speak and understand it.					
3.26	2.46	2.79	47.62	43.87	
Statement 21. Some people are born with a special ability which is useful for learning English.					
1.03	1.26	0.88	91.39	5.44	100
Statement 22. I make mistakes because I do not study enough.					
31.82	28.95	5.63	19.36	14.24	100
Statement 23. If you are allowed to make mistakes in the beginning, It will be hard to get rid of them later on.					
3.36	3.45	2.92	84.78	5.49	100
Statement 24. The longer I study English, the more enjoyable I find it.					
4.52	3.10	3.93	47.56	40.89	100
Statement 25. It is easier for someone who already speaks a foreign language to learn another one.					
3.36	3.52	4.36	56.82	32.05	100
Statement 26. I want my teacher to correct all my mistakes.					
0	0	2.77	85.49	11.74	100
Statement 27. People who speak more than one language well are very intelligent.					
43.87	39.93	4.09	7.69	4.42	100
Statement 28. It is easier to speak English than to understand it.					
6.11	5.08	6.14	40.23	42.44	100
Statement 29. Learning an English word means learning my mother-tongue (Home Language) translation.					
8.21	6.13	2.31	71.51	11.84	100
Statement 30. To understand English much faster, it must be translated into my Home Language.					
0	0	0	95.11	4.89	100
Statement 31. I believe that someday I will speak English very well.					
0	0	0	78.98	21.02	100
Statement 32. Girls are better speakers of English than boys.					
2.55	2.08	5.77	83.18	6.42	100
Statement 33. You can learn to improve your English only from the Home Language teacher of English.					
82.39	10.77	6.84	0	0	100
Statement 34. Learning English is also a matter of learning grammar rules.					
0	0	0	93.40	6.60	100
Statement 35. Learning English is mostly a matter of translating from my Home Language.					
0	0	0	76.87	23.13	100
Statement 36. People who are good at mathematics and science are not good at English as a subject.					
77.91	19.59	1.39	0	1.11	100
Statement 37. In order to learn to read and write English very well, English coverage at school is enough.					
76.72	21.88	1.4	0	0	100
Statement 38. In order to speak and understand English very well, what we cover in our English lessons at school is enough.					
76.72	21.88	1.4	0	0	100
Statement 39. Considering the amount of time I have studied English, I am satisfied with my progress.					
10.05	9.34	0	56.69	23.92	100
Statement 40. You should not say anything in English unless you can speak it correctly.					
78.72	21.28	0	0	0	100

KUFAKUNESU ZANO, ERASMOS CHARAMBA

The learners' responses representing each statement were captured in percentages and presented in Table 2 above. The data shows that several statements from the participants generated extremely high levels of agreement – strongly agree and agree. In the interests of the scope of this study, only those statements which reported soaring levels of agreement above 80% were analysed below.

As shown Table 2, the statement which generated the highest percentage is statement2 (97.22%), a tie with statement 14 (97.22%). Statement 2 concerns the methods of learning English which EFL find of utmost importance. The participants registered that repetition and constant practice are the recipe for proficiency in using English. All the participants alleged that a huge amount of repetition and intensive oral practice are indispensable for successful English learning. It is generally believed that learning a second language involves a lot of repetition and practice in order to take in the new language knowledge.

Statement 14 (97.22%) which is a tie with statement 2 is about the participants who regarded reading, speaking and writing in English as of paramount importance to them. The participants seemed to be cognizant of the language a skill of which in addition to reading, speaking and writing is listening. Listening and speaking are different but co-dependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal and informal listening and speaking are integrated with reading, writing and language practice and speaking may give written texts an oral form.

In third place is statement 11 (96.63%) which captured how the participants felt that the ability to speak English with facility and prosody guarantees them of a handsome job in the near future. They have a notion that English is a language of economic empowerment; proficiency in English makes one climb the economic ladder with ease and facility.

Statement 30 also received a high level of agreement (95.11%). Almost a fairly similar percentage can be found in statement 21 (91.39%). As with statement 2 (97.22), statement 30 is about methods of learning English. Participants felt that to accelerate mastery of English by learners, translation from English into the learners' Home Language must be permissible. Indeed, the traditional Grammar-Translation method is still valued by EFL learners. However, the challenge with this method could be that the teacher of English has to be a native speaker of the participants' language; otherwise, it poses a major challenge. Also, these participants came from diverse linguistic environments, thus finding a common ground was 'mopping the Indian ocean'.

The next highest average was obtained from statement 10 (95.27%) which indicated that many participants studied English mainly for examination purposes and other reasons came second fiddle. The participants wanted to pass English so that they progressed to the next grade (12). The South African policy on progression states that no learner progresses to the next grade if they fail a language be it Home Language or first additional language.

Statement 34 (93.40%) also had one of the highest averages with the participants reporting that mastery of grammatical rules was part of EFL learning. EFL has a plethora of grammatical rules and failure to respect them in essay writing will result in penalties. Actually, in all the EFL examination papers, one of the telling instructions is that examinees must adhere to the rules of grammar and anything to the contrary will attract a penalty.

One of the participants' response was rooted in cognitive psychology. Statement 21 (91.39%) captured the participants' view that some learners are born with a special ability which is useful for mastering English without a struggle. They believed that using English with ease was an inborn ability; linguists are born and not nurtured. The environment does not shape one's ability to be a proficient user of English but one's ability is determined by one's cognitive 'wiring'. This is a commonplace in a classroom environment where even twins who operate from the same linguistic environment do not perform the same in EFL. It is unsurprising when one battles with EFL while the twin brother/sister always fares highly in the same subject.

In the past, learning was teacher-centred. Teachers were using rote-learning; they were the unquestionable sources of information. The learners were just passive recipients of information from the teacher. The teacher's informational authority was the unquestioned. Of late, the communicative approach is at the heart of teaching and learning; the teacher's role is to facilitateteaching and learning and learners are in charge of their learning. Learners take an active role in their learning. This could have prompted the

participants to report that now and then, in English classes, they preferred asking their teachers' to their classmates for explanations when they do not understand (statement 19: 85.49%).

The present study unearthed that the traditional chalk- talk method was not the best method in teaching English language. The teacher should encourage learner- teacher and learner- learner conversations. The more learners talk to the teacher and to each other in English, the better their overall comprehension will to be. Teachers of EFAL should remember that when teaching English to speakers of other languages, the objective is less to get them to learn the rules of English grammar and more to get them to be able to read, write and speak a foreign language.

From responses in the present study 98.23% of learners studied the language in order to pass examinations and not only for linguistic knowledge nor enjoyment. Learners' opinions about language and languages are often as emotional as they are rational. In the present study a mere 45.89% of the learners believed the language was the key to a bright future despite its universal principal position.

Technical definitions of language can be found in the dictionary but these definitions may not help to understand the powerful feelings which underpin much of the language debate in the classroom. Basing on the present study learners need and advocate for repeated practice of the linguistic domains on a regular basis. This (repeated practice) has proven to be an important strategy when teaching English. Learners can be made to practice common phrases until they feel completely comfortable with those phrases compared to the prevalent situation in most classrooms where teachers deliver lessons to "cover the syllabus". This strategy allows learners to concentrate primarily on correct pronunciation and accent. For instance, teaching the English equivalent of common greetings, questions, and idioms can go a far way towards teaching English language arts and boosting the learners' confidence in the language.

This in turn culminates in improved mastery of the language. Constant exposure and practice will help the EFAL learners to hone their listening skills and opportunities to speak will aid with fluency and pronunciation. When teaching EFAL learners pictures and other visual aids are extremely helpful because these leaners do not have the same reference points as their native speaker counterparts. In the classroom the teacher can make use of a lot of pictures, diagrams, PowerPoint slideshows and videos to connect concepts to words. This leads to better proficiency in the language.

Another important finding in the study centred on error treatment. In statement 23 (84, 78%), the participants reported that learners expected to be constantly corrected by their teacher. They suggested that if one was allowed to make mistakes in the beginning, it would be hard to get rid of them later on. All uncorrected mistakes become fossilized that learners battle to effect changes at a later stage. Those errors are already deeply-rooted and hardened that the user is already automatized and sees no sense in effecting a change.

Guesswork was one of the cited second language learning methods. In statement 12 (81.47), the learners reported that when they could not define a word, they just guessed the meaning basing on the context. Guessing from the context includes gaining knowledge of unfamiliar family members of previously known words. One has to consider the specific context as the other words and sentences that envelope that expression. New vocabulary knowledge is most efficiently absorbed when it is assimilated to the already known words by using it in a context; complex explanation of a vocabulary item will lead to a narrow scale understanding, for the case that a meaning can be shown with very simple sentences. Learners make use of the context to approximate the meaning of a given word and the example sentences used to explain meaning should obviously teach the meaning of the new word.

In statement 32 (83.18%), there was a strong notion that girls were better speakers of English than boys. The participants believed that girls' intrinsic motivation was stronger than boys' in the foreign language studying and most of the girls aimed at gaining English knowledge. This could be in line with biological theories of gender differences in that girls seemed to have developed some of the cognitive-linguistic skills associated with language skill before boys. Thus sex differences in EFL development cannot be ignored in South Africa. Regrettably, this subject is beyond the scope of my study.

KUFAKUNESU ZANO, ERASMOS CHARAMBA

A large number of participants in statement 33 (82.39%) refuted the notion that for one to master English very well, one has to be taught by a teacher who is English by nationality. In as much as some people have abundant faith in the native speakers of English as masterly at English Language to EFL learners, the EFL learners were much content with the content mastery of their teachers who happened to be non-native speakers of English. It could be that after years of studying English and exposure to teaching English in EFL environments, these teachers were nearing the native speakers' proficiency.

For learners to develop immense interest in EFL, it is incumbent upon the teacher to vary language teaching methods. Such a variety will help learners understand a second language much quicker and easier Statement 1 (80.70%) captured participants' sentiment that the class conversations in English should be enjoyable. Learning English as a second language should be an arresting and pleasurable moment for the learners so that they develop a positive attitude towards the subject. If the teacher injects boredom in the learners as they learn English, they will battle to make it at the end of a given teaching and learning cycle.

To make the lessons more captivating and interesting, teachers should also avoid complexity as they begin teaching learners English as a second language. A suggestion would be for the teacher to start with texts that feature basic sentence structure, word order and verb tenses, with few irregular verbs. Depending on the learners' proficiency, the teacher can use simple vocabulary and not progress to more complex rules of grammar until the learners master the basics in the language.

Conclusions

Based on the results of descriptive statistics, the present study revealed that participants had different degrees, an assortment of beliefs about EFL learning. It is probable that the participants' beliefs anchored on their lived EFL teaching and learning experiences. This qualifies the notion that the EFL teaching and learning approaches the learners are exposed to determine their beliefs and perceptions about EFL learning. The data showed that the learners over-depend on the EFL teaching and learning methods which they view as enablers in understanding EFL and its related stuff.

The data has shown that teachers need to rope in some variables such as gender, age, motivation, anxiety and language learning strategies when teaching EFL learners. It is imperative for the teacher of EFL to prioritise learners' motivation for it has unquantifiable bearing on their (learners) learning. The data captures the need for the teachers to have a fuller understanding of their learners' motivations and EFL learning beliefs when they are preparing for lessons to guarantee optimized learning. Teachers need to make their lessons interesting so as to capture the EFL learners' attention. Even the curriculum designers need to factor in the learners' both intrinsic and extrinsic motivations. It is imperative for teachers of EFL to fully comprehend their learners' feelings, needs and expectations. When all the above are met, learners are likely to develop immense interest in learning EFL.

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A brief bio of Corresponding Author

Kufakunesu Zano is a PhD candidate with the University of South Africa. He has interest in Language and Literature issues which include vocabulary and vocabulary learning beliefs, translanguaging, English as a foreign language, second language acquisition and Afro-American, Caribbean, African and English literature.