

**A STUDY OF LANGUAGE ATTITUDES AND ENGLISH LANGUAGE
EDUCATION AT THE SECONDARY SCHOOL LEVEL IN TRIPURA**

**A THESIS SUBMITTED TO THE UNIVERSITY OF HYDERABAD IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE**

**OF
DOCTOR OF PHILOSOPHY
IN
ENGLISH LANGUAGE STUDIES
BY**

**SRIRUPA PODDAR
18HGPH02**

**SUPERVISOR
PROF. PINGALI SAILAJA
&**

**Co-Supervisor
PROF. SUNITA MISHRA**



**CENTRE FOR ENGLISH LANGUAGE STUDIES
SCHOOL OF HUMANITIES
UNIVERSITY OF HYDERABAD
HYDERABAD, INDIA, 500 046
November 2025**



Centre for English Language Studies

University of Hyderabad

DECLARATION

I, Srirupa Poddar (18HGPH02), hereby declare that the work embodied in this thesis titled “A Study of Language Attitudes and English Language Education at the Secondary School Level in Tripura”, is carried out by me under the supervision of Prof. Pingali Sailaja and co-supervision of Prof. Sunita Mishra, Centre for English Language Studies, University of Hyderabad, Hyderabad, and has not been submitted for any degree in part or in full to this University or any other University.

I hereby agree that my thesis can be deposited in Shodhganga/INFLIBNET.

Date:

Hyderabad



Centre for English Language Studies

University of Hyderabad

CERTIFICATE

This is to certify that Ms. Srirupa Poddar (Reg. No. 18HGPH02) has carried out the work embodied in the present thesis titled “A Study of Language Attitudes and English Language Education at the Secondary School Level in Tripura” under the supervision of Prof. Pingali Sailaja and co-supervision of Prof. Sunita Mishra, Centre for English Language Studies, University of Hyderabad, Hyderabad. This thesis has not been submitted for any degree in part or in full to this University or any other University.

Head
Centre for English Language Studies

Supervisor
Centre for English Language Studies

Co-Supervisor
Centre for English Language Studies

Dean
School of Humanities
University of Hyderabad
Hyderabad



CERTIFICATE

This is to certify that the thesis titled “A Study of Language Attitudes and English Language Education at the Secondary School Level in Tripura” submitted by Ms. Srirupa Poddar bearing registration number 18HGPH02, in partial fulfilment of the requirements for the award of Doctor of Philosophy in the School of Humanities is a bonafide work carried out by her under our supervision and guidance. This thesis is free from plagiarism and has not been submitted previously in part or in full to this or any other University or Institution for the award of any degree or diploma.

The researcher has also carried out the following publications and conference presentations during the Ph.D programme.

A. Publications

1. Research paper titled “Teachers’ Opinions about the Use of English as a Medium of Instruction at the Higher Secondary Level in Tripura.” published in July 2022 issue of UGC Care-listed journal Language and Language Teaching. URL:<http://llt.org.in/wp-content/uploads/2023/01/LLT-issue22-Teachers-Opinions-About-the-Use-of-English.pdf>
2. Article titled “Challenges of English as a medium of instruction: Teachers’ Perspective of Teaching English at Higher Secondary Level Classrooms in Tripura” published in the 4th volume of Lokaratna (peer-reviewed online International journal ISSN: 2347-6427) Vol. XV (June 2022 issue).URL: [Lokaratna_15.pdf](#)

B. Conference presentations

1. Poddar, S. (2024, August 11-16). The use of mother tongue in English language classrooms: Perspectives of teachers and learners from Tripura. *21st AILA World Congress*, Kuala Lumpur, Malaysia.

2. Poddar, S. (2024, June 24-27). The use of mother tongue in English language classrooms: Perspectives of language teachers from Tripura, India. *Sociolinguistics Symposium (SS) 25*, Curtin University, Perth, Australia.

3. Poddar, S. (2022, October 14-15). Code-switching: An emergent strategy used by language teachers in EMI context. *International Conference on Advances in English Language Studies (ICAELS-2022)*, University of Engineering & Management, Jaipur, Rajasthan, India.

4. Poddar, S. (2023, November 3-4). Ideologies and attitudes of language teachers on English medium instruction in multilingual context. *2nd International Conference on Advances in English Language Studies (ICAELS-2023)*, University of Engineering & Management (UEM), Jaipur, India.

Further, the student has passed the following courses towards the fulfillment of coursework requirements during her Ph.D. program:

S. No	Course Code	Name of the Course	Credits	Pass/Fail
1.	EG 801	Research Methods	4.00	Pass
2.	EG 802	Theoretical Foundations of Language Learning and Teaching	4.00	Pass
3.	EG 821	Language Assessment	4.00	Pass

Supervisor

Centre for English Language Studies

Head of the Department

Centre for English Language Studies

Co-Supervisor

Centre for English Language Studies

Dean

School of Humanities

University of Hyderabad

Hyderabad

Thesis Title: A Study of Language Attitudes and English Language Education at the Secondary School Level in Tripura

Student Regd. No.: 18HGPH02

Supervisor(s): Prof. Pingali Sailaja and Co-supervisor: Prof. Sunita Mishra

Department/Centre: Centre for English Language Studies, University of Hyderabad, Hyderabad

School: School of Humanities

Among the 17 goals (<https://sdgs.un.org/goals>), under which SDG the work incorporated in the thesis will be addressed: 4

How the work incorporated in the thesis addressed the above SDG (in 250 words):

The research on language attitudes and English language education in Tripura directly aligns with SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The study explores how learners', teachers', and administrators' attitudes towards English influence learning outcomes, classroom practices, and educational experiences in a multilingual context. By highlighting the challenges faced by Bengali-medium students and the satisfaction of English-medium students, the research identifies gaps in equity and accessibility within the language education system.

The investigation into language policy and its interplay with individual attitudes offers insights into inclusive education strategies. Understanding learners' motivation, teacher practices, and administrative perspectives facilitates the design of teaching methods and materials that are responsive to diverse linguistic backgrounds. This contributes to equitable quality education by ensuring that all students, regardless of their medium of instruction, receive support tailored to their needs.

Furthermore, the study's findings inform teacher training programs, curriculum design, and pedagogical resource development, which are essential for sustaining lifelong learning opportunities. By addressing the linguistic and affective factors that influence student engagement and success, the research helps to create a learning environment that is both culturally sensitive and academically effective.

In essence, the study promotes SDG 4 by emphasizing inclusivity, enhancing educational quality, and fostering equitable access to language learning opportunities. Its outcomes support the development of evidence-based policies and practices that empower students from diverse linguistic and social backgrounds, ensuring that education in Tripura is both high-quality and accessible to all learners.

This work is dedicated to my parents

Maa and Baba

ACKNOWLEDGEMENTS

First and foremost, I extend my deepest gratitude to the Almighty for granting me this opportunity and guiding me through this incredible journey. Without divine blessings, reaching this stage would not have been possible.

I am profoundly grateful to my supervisor, Prof. Pingali Sailaja, whose invaluable guidance and unwavering support have been instrumental in shaping my academic journey. Her deep expertise, patience, and generosity in sharing knowledge have not only enriched this research but have also played a crucial role in my intellectual and personal growth over the years. Her constant encouragement and keen insights have pushed me to think critically, refine my ideas, and strive for excellence. Every piece of constructive feedback, every word of reassurance, and every moment she dedicated to guiding me has been instrumental in helping me navigate this journey. I will forever remain indebted to her mentorship, which has inspired me not just as a researcher but as a lifelong learner.

I would also like to extend my heartfelt gratitude to Prof. Sunita Mishra, my co-supervisor, for her constructive feedback, thoughtful suggestions, and continuous support. Her kindness and dedication have left a lasting impact on me, and I will always cherish the knowledge and wisdom she has imparted.

I would also like to extend my heartfelt thanks to Prof. Rajya Rama, my DRC committee member, for her motivation and kind support.

I would also like to express my sincere gratitude to the faculty members of CELS, the office staff, and the Dean's office at the School of Humanities for their administrative and academic support whenever needed. Their cooperation has contributed significantly to making this journey smoother.

I am deeply grateful to the students, teachers, and administrators who participated in my study and generously shared their experiences. Their willingness to contribute has been

invaluable in shaping the research. A special thank you to the library staff at IGML, University of Hyderabad, and the Education Department staff from Tripura for their assistance and support.

A special note of heartfelt gratitude to my mother, whose unwavering belief in me has been the foundation of my strength. Her endless encouragement, unconditional love, and constant prayers have lifted me during my lowest moments and pushed me forward when I doubted myself. I am forever grateful for her sacrifices and the faith she has always placed in me. To my husband, thank you for being my rock and my greatest supporter. Your love, patience, and encouragement have turned even the most difficult days into bearable ones. I am blessed to have you by my side on this journey, and I could not have done this without you.

Lastly, I would like to acknowledge the support of various individuals who, directly or indirectly, have contributed to this journey in countless ways. Though I may not be able to name each one individually, their kindness and encouragement have left a lasting impact.

This thesis is a testament to the collective support and generosity of everyone who has been part of this journey, and I remain truly grateful.

Funding Acknowledgement

This research was generously supported by a publication grant from the Institute of Eminence, University of Hyderabad, from August 2022 to June 2023. The grant played a crucial role in facilitating my fieldwork, enabling conference registrations, and supporting other academic activities. For PhD research scholars, such funding serves as a great motivation to begin publishing papers early in their academic journey.

I am also grateful for the IOE travel grant, which provided me with the opportunity to attend the AILA Congress 2024, further enriching my academic experience.

Srirupa Poddar

Abstract

In today's globalized world, English has been idealized as the universal language for communication. It is considered the language that unlocks global opportunities. The focus of this study is twofold: first, to examine the language attitudes of learners, teachers, and administrators towards English language education in Tripura; and second, to understand the impact of language attitudes on language policy and vice versa.

Learners' attitudes towards a language play a key role in enhancing their proficiency and motivating them to learn the language. An exploration into the complex relationship between English language policy and people's language attitudes helps us understand how they are interlinked and mutually shape each other. This study studies the covert language policy (in education) and language educational practices in Tripura. It attempts to understand the language attitudes of teachers, learners, and administrators towards English language education. The present study examines the concept of attitudes as a key affective factor in language learning success. Though language policy and language planning in the Indian context are extensively discussed with respect to multilingualism, language ideologies, and the education system, study on the specific impact of attitudes on policy and vice versa is limited. Thus, the present study aims to offer valuable insights for developing an effective language policy in Tripura's education system. Additionally, it can contribute to the creation of more comprehensive pedagogical materials, enhance teacher training facilities, and improve teaching methodologies and resources. This study will also throw light on whether there is any difference in the attitudes of teachers and students based on the medium of instruction (Bengali/English).

The present study is guided by Gardner and Lambert's (1972) Socio-Educational Model (SEM) of motivation. The SEM originally included four variables namely: social milieu which refers to an individual's cultural belief system and environment; individual differences which

include various other sub-variables (like motivation, intelligence, and anxiety), the third variable is second language acquisition which refers to formal and informal setting where the language learning takes place; and the fourth variable includes contexts and outcomes which refer to the (linguistic/non-linguistic outcomes and language skills). Gardner (1985) revised SEM and introduced the theory of integrative motivation within the second variable, i.e., individual differences. This concept of integrative motivation is further divided into three components, namely: (a) integrative motivation, (b) specific attitudes towards schools and other learning resources, and (c) motivation for learning. The present study is guided by the SEM of motivation.

The following research questions were framed for the present study:

RQ1: What are the attitudes of the learners, teachers, and administrators towards English language education in Tripura?

RQ2: Is there any difference in learners' attitudes and teachers' attitudes towards English language education based on the medium of instruction (English/Bengali)?

RQ3: What are the attitudes of the learners, teachers, and administrators towards the English language education policy of Tripura?

RQ4: Do language policy and planning have an influence on language attitudes and vice versa?

To find the answers to the above-stated questions, the study employed a mixed-methods approach. Data was gathered through questionnaires from students and interviews with teachers and administrators. Data on language policy was collected through primary and secondary sources, including official documents, statistical data, newspaper reports, data related to government schemes for teacher and student training, books, articles, and other relevant materials, as well as participants' questionnaires and interview responses.

The quantitative data was analysed using Microsoft Excel, aiming to answer the research questions quantitatively. Students' closed-ended questionnaire responses were

analysed statistically, while open-ended responses were examined using Thematic Analysis (TA). TA was also applied to identify patterns and themes within the interview data. Data analysis was guided by Kuckartz's (2014) "thematic qualitative text analysis" and the six phases of TA (Braun & Clarke, 2006, p. 87). To examine the policy aspect of this study, a content analysis of the collected documents was conducted. Content analysis is a qualitative research technique that is often used in the literature for analysing the words, language, or text in documents (Bowen, 2009; Bryman, 2012). The analysis of the text was guided by five aspects, which are marked as important for several policy analysis texts (Alexander, 2013; Bell & Stephenson, 2006; Busher, 2006).

Analysis of the study has highlighted the following key findings: students are motivated and encouraged to learn English. With the new policies and schemes being implemented in recent times, students are viewing them positively. The majority of participants (66%) have responded positively that English should be taught as a medium of instruction and as a subject. Additionally, the findings of this study pointed out that Bengali medium students find studying in English tough and time-consuming. This calls for a more systematic and organized structure of teaching English for regional medium students. Furthermore, students from English medium were found to be happy with the course content and pedagogic materials. They expressed satisfaction with their classroom lectures, teaching techniques, assessment methods, and English learning materials.

On the whole, this study provides a comprehensive analysis of language attitudes in Tripura, offering insights that can directly inform future language policy development. The qualitative findings from interviews with teachers and administrators serve as valuable resources for subject-matter experts, teacher trainers, and policymakers. As the study reflects the patterns of language use and attitudes within the broader social context, its findings contribute meaningfully to the formulation of language education policies, the development of

educational materials, and the design of teacher training programs. Ultimately, these insights are crucial for fostering a supportive learning environment that accommodates the diverse needs of secondary school students and enhances their academic success. The study concludes by discussing the key findings and highlighting their implications. Suggestions for future research are also provided.

List of Tables

Table 4.1: Medium of Instruction: Teachers' Perspectives

Table 4.2: English for Career Growth: Teachers' Perspectives

Table 4.3: Role of English for employment

Table 4.4: Role of English for personality development and creativity

Table 4.5: Teaching in English vs Bengali medium: Teachers' insights

Table 4.6: Introduction of English: Teachers' perspectives

Table 4.7: Qualifying marks: Teachers' perspectives

Table 4.8: Curriculum: Teachers' perspectives

Table 4.9: Strategies to improve English: Teachers' perspectives

Table 4.10: English in admission tests: Teachers' perspectives

Table 4.11: Language skill assessment in admission: Teachers' opinions

Table 4.12: Challenges in learning English: Teachers' perspectives

Table 4.13: Teaching English: Experience and challenges

Table 4.14: Use of relevant teaching materials: Teachers' opinions

Table 4.15: Teachers' perspectives on pedagogic materials

Table 4.16: Students' performance in English: Teachers' perspectives

Table 4.17: Teachers' opinion on assessment and evaluation methods

Table 4.18: English-medium schools in Tripura: Teachers' insights

Table 4.19: Medium shift in schools: Teachers' opinions

Table 4.20: Outcome of medium transition: Teachers' views

Table 4.21: Teachers' experience with the training programs

Table 4.22: Modification of English materials: Teachers' response

Table 4.23: Administrators' views on English for career growth

Table 4.24: English for employment: Administrators' perspectives

Table 4.25: English and personal growth: Administrators' perspectives

Table 4.26: Language and identity: Insights from administrators

Table 4.27: Role of English in assessments: Administrators' opinions

Table 4.28: Oral skill assessment in admissions: Administrators' views

Table 4.29: Medium conversion: Administrators' perspectives

Table 4.30: Administrators' views on teacher training programs

Table 4.31: Administrators' views on English skill development policies

Table 4.32: Shift in English education approach: Administrators' perspectives

Table 4.33: English material revisions: Administrators' opinions

Table 5.1. Students' views on English use across domains

Table 5.2. Students' views on using English for communication

Table 5.3 Role of English in Higher Education: Students' views

Table 5.4. Students' perspectives on English learning motivation

Table 5.5. Students' motivation for learning English

Table 5.6. Instrumental vs integrative attitudes: Student responses

Table 5.7. Students' attitudes toward performing tasks in English

Table 5.8. Students' instrumental and integrative attitudes toward English

Table 5.9. Importance of English and Bengali: Students' responses

Table 5.10 Impact of English on Bengali usage: Students' perspective

Table 5.11. Impact of English on Bengali's role: Students' perspective

Table 5.12. Code-Mixing in conversation: Students' responses

Table 5.13. Language preference for expression: Students' views

Table 5.14. Students' views on pressure to learn English

Table 5.15. Students' views on embarrassment over not speaking English

Table 5.16. Motivations for learning English: Students' responses

- Table 5.17. Attitudes toward policy: Students' perspectives
- Table 5.18. English as an optional subject: Students' responses
- Table 5.19. Difficulty level of English exams: Students' responses
- Table 5.20. Students' views on English course material
- Table 5.21. Availability of English resources: Students' opinion
- Table 5.22. English medium and content coverage: Students' responses
- Table 5.23. Students' views on English as a subject vs medium
- Table 5.24. Students' opinions on using Bengali for science subjects
- Table 5.25. Students' views on English as boring but necessary

List of Figures

- Figure 5.1. Comfort in using English: Students' perspectives
- Figure 5.2: Reading English newspapers: Students' responses
- Figure 5.3. Students' responses for reading Bengali newspapers
- Figure 5.4. Watching English news: Students' responses
- Figure 5.5. Watching Bengali news: Students' responses
- Figure 5.6. Writing official applications: Students' responses
- Figure 5.7. Writing informal letters: Students' responses
- Figure 5.8. Students' views on learning English
- Figure 5.9. Importance of English in higher education: Students' responses
- Figure 5.10. Preference for English medium: Students' perspective
- Figure 5.11. Importance of English and Bengali: Students' responses
- Figure 5.12. Impact of English on Bengali usage: Students' perspective
- Figure 5.13. Impact of English on Bengali's role: Students' perspective
- Figure 5.14. Code-Mixing in conversation: Students' responses

Figure 5.15. Language preference for expression: Students' views

Figure 5.16. Students' views on pressure to learn English

Figure 5.17. Students' views on embarrassment over not speaking English

Figure 5.18. English as an optional subject: Students' responses

Figure 5.19. Difficulty level of English exams: Students' responses

Figure 5.20. Students' views on English course material

Figure 5.21. Availability of English resources: Students' opinion

Figure 5.22. English medium and content coverage: Students' responses

Figure 5.23. Students' views on English as a subject vs medium

Figure 5.24. Students' opinions on using Bengali for science subjects

Figure 5.25. Students' views on English as boring but necessary

Contents

Chapter 1 Introduction	1
1.1 Introduction	1
1.2 Research context and purpose of the study	2
1.3 Background	5
1.4 Motivation for the study	20
1.5 Objective of the study	21
1.6 Identification of the research gap	21
1.7 Significance of the study	23
1.8 Scope of the study	24
1.9 Key terms of the study	24
1.10 Organization of the thesis	24
Chapter 2 Literature Review	26
2.1 Introduction	26
2.2 Learners' attitudes towards English language education	27
2.3 Teachers' attitudes towards English language education	31
2.4 Attitudes towards teaching methods/strategies used for English language teaching	34
2.5 Administrators' attitudes towards English language education	37
2.6 Role of affective factors on attitudes	41
2.7 Medium of instruction	46
2.8 Language policy	49

2.9 Language policy and planning	53
2.10 Language ideology	57
2.11 The socio-educational model	57
2.12 Research gap and statement of the problem	58
2.13 Conclusion	59
Chapter 3 Methodology	61
3.1 Introduction	61
3.2 The research study	61
3.3 Pre-data collection	62
3.4 Pilot study	67
3.5 Data collection	68
3.6 Post-data collection	69
3.7 Data analysis	69
3.8 Ethical procedures	71
3.9 Conclusion	72
Chapter 4 Teachers' and Administrators' Interview Analysis	73
4.1. Introduction	73
4.2. Analysis of the teachers' interviews	74
4.3. Analysis of administrators' interviews	107
4.4 Conclusion	122
Chapter 5 Students' Questionnaire Analysis	124

5.1. Introduction	124
5.2. Results of students' questionnaire analysis	124
5.3 Key findings from the analysis of the students' questionnaire	183
5.4 Conclusion	186
Chapter 6 Deciphering Attitudes: Analysing Policy Documents on English Language Education	188
6.1. Introduction	188
6.2. Collaboration with various NGOs to promote English education in Tripura	188
6.3. Important findings	203
6.4. Conclusion	207
7.1. Introduction	208
7.2. Findings based on the research questions of this study	208
7.3. Implications	217
7.4. Limitations of the study	218
7.5. Future scope of study	218
7.6. Conclusion	219
References	221

Appendices ----- 233 - 258

Appendix A: Ethical Clearance Certificate

Appendix B: Students' Questionnaire

Appendix C: Teachers' Interview Questions

Appendix D: Administrators' Interview Questions

Chapter 1 Introduction

1.1 Introduction

The present chapter introduces the main themes of this research and discusses the important aspects of India's education policies. It highlights the key linguistic topics that are incorporated in this thesis. This chapter also traces the background of education and the origin of English education in Tripura during the monarchy. Finally, the chapter outlines the purpose, scope, and structure of the thesis.

The advent of globalization in the 20th century led to the extensive spread of English. English is the most widely spoken language in the world (Crystal, 1997). There are many reasons for favouring English as a global language and as the language to be learnt by speakers of many communities. It plays a dominant role in almost every field, including scientific research, international communication, business and trade, mass media, and political convenience. The global spread of English as an international language (Modiano, 1999) is closely linked to the concept of English as lingua franca (Jenkins, 2009). Jenkins (2007) describes lingua franca as “a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers” (Jenkins, 2007, p. 1).

Commonly known terms associated with English in different contexts are: English as a Second Language (ESL), English as a Foreign Language (EFL), and English as a Medium of Instruction (EMI). ESL is used for a language that is not the native language, but is officially accepted and widely used by the population. EFL refers to a language that is not commonly spoken by people of a particular place and is not officially recognized. EMI refers to teaching academic subjects in English in a country where the native language of the majority of the population is not English.

Kachru (1985) categorised different countries in the world into three concentric circles, namely inner, outer, and the expanding circles, based on the use of English. The inner circle represents native and first-language English speakers in countries such as the USA, UK, and Australia. The outer circle refers to the countries with a colonial history, such as India, Malaysia, and Singapore, where English is used as an official and social language. The expanding circle represents countries, such as China, Japan, and Saudi Arabia, that use English as a foreign language. The inner circle is known as norm-providing, the outer circle is known as norm-developing, and the expanding circle is known as norm-dependent.

1.2 Research context and purpose of the study

Besides emphasizing the advantages of mother-tongue education and learning in local languages, educational policies and commissions have also highlighted the need for developing students' English language proficiency. English was granted the status of 'second language' in India after the adoption of the Official Languages Act, 1963. It stated:

Notwithstanding the expiration of the period of fifteen years from the commencement of the Constitution, the English language may, as from the appointed day, continue to be used, in addition to Hindi, for all the official purposes of the Union for which it was being used immediately before that day; and for the transaction of business in Parliament. (Official Languages Act 1963, p. 1)

Several committees and commissions have discussed the effectiveness and necessity of English as a medium of instruction (EMI) and as a subject of study. Some of the prominent ones are: The Kothari Commission (1964-1966): The Commission was chaired by Dr. D.S. Kothari, a noted educationist and scientist. It was officially known as the Education Commission, established by the Indian Government in 1964 to assess the state of education in the country and make recommendations for its improvement. One of the significant areas of focus for this Commission was English education. The Commission believed that there should

be a single medium for higher education, allowing students and teachers to move freely from one part of the country to another. English was the medium of instruction in many schools and universities in India at that time, but there was a growing demand for the use of Indian languages in education. The Commission recognized the need for English proficiency and recommended that it should continue to be taught as a second language in schools and universities. It is recommended that the MOI in primary schools should be the mother tongue or the regional language. Graduates should have proficiency in the library language, which is English for the majority. Other languages should also be developed besides Hindi. An effort should be made to translate important academic texts into Indian languages. Overall, the Kothari Commission's recommendations on English education sought to strike a balance between the need to maintain India's global competitiveness and the need to promote Indian languages and cultural traditions in education.

The three-language formula recommended by the National Commission on Education, 1964-1966, was incorporated into the National Education Policies of 1968 and 1986. The National Policy of Education (NPE) 1986 proposed that English should be introduced as a subject in the primary stage and that it should be used as an MOI in higher education. Accordingly, NPE 1968 and 1986 implemented the Three Language Formula (TLF) to uphold the multilingual nature of India. The NPE 1968 states that:

At the secondary stage, the State Governments should adopt, and vigorously implement, the three-language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English, in the Hindi-speaking States, and of Hindi along with the regional language and English in the Non-Hindi speaking States.
(p. 40)

With all the decisions on English as a second language and lingua franca, English-medium schools and English as a subject gained prominence. Subsequently, with globalization

and the need for a language for communication with the international community, stakeholders recognized the need for English as a priority. This led to an increasing demand for English education and a rise in English-medium schools, alongside the vernacular-medium schools.

However, the attitudes and perspectives of learners and teachers who are primarily impacted by the language policy are not considered while framing the policy or the guidelines, which leads to a complex situation. Learners' attitudes play a key role in enhancing and motivating the learners to learn that language. An inquiry into this complex relationship between the English language policy (in education) and language attitudes of the participants aids us in examining the ongoing interplay between them. This study interprets the covert language policy (in education) and practices of Tripura. It attempts to understand the language attitudes of teachers, learners, and administrators towards English language education in Tripura, their mother tongue, and the (covert) language policy of Tripura. For any nation and its states, it is essential to have an overt language policy or guidelines that can be uniformly followed, and awareness of the policy among stakeholders is crucial for achieving the learning objectives in the education system. The formulation of a state or nation's language policy is driven by its language attitudes and ideologies, which shape the identity of the state or nation and its speakers. Therefore, it becomes difficult to assess the successful implementation of a policy or plan initiatives without referring to the actual attitudes (positive or negative) of the speakers towards the language, which are deeply embedded within a social system. Schiffman (1996) states that the assumptions one has about one's language and the perception of one's values are often deeply rooted in that society's linguistic culture.

The present study examines the concept of attitudes as a key affective factor in language learning success. Although language policy and language planning in the Indian context are extensively discussed in relation to multilingualism, language ideologies, and the education system, the specific impact of attitudes on policy and vice versa remains limited.

Thus, the present study aims to provide significant findings for forming an effective language policy (in education) of Tripura, and this can also help prepare better and comprehensive pedagogical materials, equip teachers with better training facilities, teaching methodologies, and resources. This study will also shed light on whether there is any difference in the attitudes of teachers and students based on the MOI (Bengali and English).

Studying language attitudes is an important area of research in the field of sociolinguistics. It plays a vital role in predicting a given linguistic behaviour, language choice, and language use in a multilingual set-up. Studies on language attitudes are conducted to understand the success of policy and planning initiatives, the attitudes of speakers towards a language, and the factors behind them. According to Holmes (1992), “people develop attitudes towards languages which reflect their views about those who speak the languages, and the contexts and functions with which they are associated” (p. 346). In a similar vein, “language attitudes permeate our lives as they are present at all levels of language” (Garrett, 2010). Accordingly, the present research proposes to understand the attitudes of different stakeholders towards English education.

1.3 Background

This section discusses the background of the introduction and establishment of English in India, tracing its acceptance through colonial policies such as Macaulay’s Minute and examining the post-independence debates surrounding the Hindi–English controversy.

1.3.1 English in India

When English was introduced in India, it initially faced resistance from the orthodox, privileged sections of society. It was only around the early 19th century that well-placed Indians developed positive attitudes and began to demand English education. One well-known example of this is Raja Rammohan Roy’s letter to Lord Amherst, in which he argued for English and Western education over Sanskrit and Arabic (Roy, 1823). For people like him, it

meant introducing modernity into Indian society. Macaulay (1835) summed up this sentiment in his Minute, saying: “the English tongue is that which would be the most useful to our native subjects”. Eventually, after Macaulay’s Minute in 1835 and the subsequent orders passed by Lord Bentinck, English became the official language of India in 1837. English education was established by 1850. On one hand, there was interest and enthusiasm among people about learning English, and on the other hand, there was also growing resistance to English as a medium of instruction. A major upheaval in the Hindi-English controversy occurred in 1956, when the Official Language Commission submitted its report that English would be replaced by Hindi after 1965. There was much resistance to this decision from many parts of India. Nehru proposed that there should be no imposition and that English could be used as an alternative language to ensure that non-Hindi speakers were not deprived of any advantages. In support of this, the then Prime Minister of India, Lal Bahadur Shastri, affirmed that he would fully honour Nehru’s assurance (Krishnaswamy & Krishnaswamy, 2006, p.113).

1.3.2 Tripura

The erstwhile princely state of Tripura became a State on 21st January, 1972, with four districts, namely North, South, West, and Dhalai. Tripura at present has eight districts, 23 subdivisions, 58 blocks, and one Tribal Areas Autonomous District Council. The major towns are: Agartala, Dharmanagar, Kailasahar, Khowai, Bilonia, Ambassa, Sonamura, Kamalpur, and Sambroom etc. Following the formation as an independent State, the Tripura Board of Secondary Education Act came into effect in 1973, which gave various guidelines and orders for the development of Secondary education in the entire state of Tripura. Later, the Tripura Educational Institutions (Acquisition of Right, Title and Interest) Act, 1980, also came into force.

1.3.2.1 Educational background of Tripura

According to the survey report of the Bengal Administration (1874-1875), only 103 boys attended school out of an estimated population of nearly 75,000 people. The record reflects the poor attention paid to the development of education in the history of Tripura. There were six, 18, and 25 schools in the years 1877, 1878, and 1879, respectively. These schools were set up for elementary education. In 1882, the highest level of education specified for the minor and vernacular scholarship scheme, as per government rules, was provided in English and vernacular schools. During 1890-91, the examination standards of the English school at Agartala were upgraded to the level of the entrance examination of the University of Calcutta. Special classes were introduced in the vernacular school of Agartala for training the teachers of Pathshalas. The minimum qualification for teachers was fixed at a basic understanding of the Bengali primer, Bodhodaya.

During the reign of Maharaja Radhakishore Manikya (1896-1909), one new high school, one girls' school, one 'tol' for Sanskrit education, one free boarding school for the children of royal and Thakur families, and a few primary schools were established. In 1901, a new college was established in Agartala, and at that time, the total number reached 103, comprising an arts college, a secondary school, 99 primary schools, and two special schools. The Maharaja took a keen interest in the growth of backward and tribal communities and offered a cash reward to all tribal school-going children for advancing their education. Reward examinations were conducted for both teachers and students at several centres during the winter, and the successful candidates were rewarded with monetary incentives. Few new scholarships, such as Hill scholarships and other stipends, were introduced for higher education. Education was free in Tripura from 1915 to 1916. A scale of fees was introduced only in three existing high schools in the 1916-17 academic year. Except for English high schools, the remaining schools were free. In high schools, children from indigenous

communities, such as Thakurs, Tripuris, Manipuris, and other hill people, were exempted from paying school fees.

The medium of instruction (MOI) followed here is vernacular and Anglo-vernacular. Both MOIs were introduced in 1916-17, as stated in the Tripura District Gazetteers by K.D. Menon. The Middle English (M.E.) and lower schools followed the Anglo-vernacular medium for subjects like Arithmetic and Geography, while the remaining subjects were taught in the vernacular medium. English was taught as a second language. High English (H.E.) Schools, mainly from class VII onwards, followed all instructions to be in the medium of English.

In 1925-26, the number of H.E. schools was five, namely, Agartala High School, popularly known as Umakanta Academy, R.K. Institution at Kailashahar, B.K. Institution at Bilonia, Dharmanagar School, and Sonamura School. One high vernacular school, popularly known as Maharani Tulsibati Girls' School presently, was converted to a Middle English school in 1915-16. The state had no girls' high school till 1943. In 1943, there were nine secondary schools with an enrolment of 2397 students.

During the 1953-54 academic year, there were 31 High Schools, including eight girls' schools. In 1963-64, there were 23 multipurpose higher secondary and 26 class X high schools. Agartala, a popular town, had as many as nine Higher Secondary (H.S.) schools, five class X schools, and three junior schools. Each subdivision, Amarpur, Sabroom, Kamalpur, and Sonamura, had a class X high school. Bilonia, another town of South Tripura, had two boys' high schools and one girls' high school. Kamalpur, another subdivision, had one high school. Kailashahar had two multipurpose higher secondary schools and two high schools. Dharmanagar, another town of north Tripura, had two multipurpose higher secondary schools and one high school. In 1970-71, many high schools were converted to higher secondary schools, thus bringing the total number of such schools to 102. Private schools emerged in response to the impact of immigration and migration from East Pakistan (now Bangladesh).

The teacher development programs were found in the history of Tripura, and there were reports showing teacher education with professional examination, noticed in 1912-13. There was a competitive examination for pay increase and promotions. Examination for the teachers was held on literature, arithmetic, teaching methods, class management, and practical examinations. Mentioned in the Annual Report of Education (1962-63), teachers from high and higher secondary schools were sent for training at the English Institute of Education, Hyderabad.

The constitution of administration was formed to ensure the smooth operation of education by a Mantri Parishad in 1939. A minister who was assigned as the head of the education portfolio reported to the Maharaja. The education secretary assisted the minister, although the secretary's proper functions were not defined. After the independence of India and the formation of Tripura as a part of the Indian Union in 1953, a dedicated Directorate of Education was formed under the orders of the Government of India. The developmental activities were planned under the First Five-Year Plan. A new section of the inspectorate was set up for periodic coordination, control, and supervision. Over time, a statutory body was formed, named the Tripura Territorial Council, based on universal audit franchise with all primary and secondary schools.

The growth of literacy was regularly monitored in every census report. It was found to be 15.50% and 20.20% in the census of 1951 and 1961, respectively. In 1961, literacy for males was 29.6%, whereas literacy for females was relatively low, 10.2%. In addition to the nursery, a preparatory section consisting of five classes from I to V was started in January 1962. The number of nursery schools became 268, including Balwadi Centres in 1960-61. During 1945-46, there was a total of 123 primary-level schools in the state. The enrolment was about 5115, which covered only 7.9% of the school-going children of the primary age group.

1.3.2.2 History of English education in Tripura

From Maharaja Krishna Kishore Manikya's time period, the influence and importance of the English language began to grow. It was found that the importance and need for English language increased when legal matters related to the King's power and Chakla Roshnabad territory (now in Bangladesh) and other land-related disputes of Tripura were pending at the British court.

At the primary level, efforts were made to appoint well-educated candidates from outside the state, proficient in the English language, to address the problem of incompetent local applicants. During Kashi Chandra Manika's time period, this gained more importance in appointing an English-educated person. Focusing on the land issues of Tripura and Chakla Roshnabad, the need for employment for the middle-class section was created. During that time, it became quite obvious that English education was a way to a bright future. For these reasons, ever since Agartala became the capital, it became crucial to introduce English language training for the family members and workers of the King. Therefore, it is possible that in those days, English language education was first started for the children of the King's family and the children of people who were close associates of the King and worked at the palace. In 1844, Lord Hardinge issued a notice stating that only people educated in English would be appointed for government jobs. This had brought a wave of change, and the importance of English education gained momentum. The people of the middle-class society started believing that the only way to secure their future and get established is through English education. Not just in Calcutta, but in remote and rural areas too, the interest and the urge for learning and getting access to English language education had spread rapidly. Similarly, among the middle-class families of Tripura, this had the same impact. There was no scope without English language education, especially in governmental affairs. From this, it was quite evident

that, more than the Kings of Tripura, the middle-class people and workers of the King's palace were keen on getting access to English education.

On August 1st, 1871, when Tripura's first British political agent, A.W. Power, had come down to 'New Haveli' (now present Agartala), a school named 'Ingo-Bongo-Vidyalay' existed. The highest standard taught in this school in English and the vernacular corresponded respectively to those fixed for minor and vernacular scholarship examination under the government rules in the British Territory. The school was till primary level, i.e., in the present school structure till sixth standard. In 1871, when 'Power Saheb' had come, he was made the president of the 'School Porichalona Committee' (school management committee), and a proposal was given for the school's affiliation under the British Tripura District Board. It can be understood that before the year 1871, this school had existed.

Maharaja Birchandra, during his reign, used to visit Dwarkanath Tagore for consultation on legal matters. He was a learned person with knowledge in law matters and therefore, not only the Kings of Tripura, but also the King of Jessore, Barda Kanta Ray, Kumar Harinath Ray of Kashim Bazaar, Rani Katyayani, etc, and other various Kings and Jamindars had consulted him for legal services. Therefore, even though he was not a trained lawyer, he still practiced law and earned a good income. He was proficient in Arabic, Parsi, and few other languages and translated legal papers into English.

In another instance, Maharaja Krishna Kishore Manikya, during his Kolkata visit, realized the dominance of English language in Calcutta. His respect towards the language increased, seeing the influence and importance of Dwarkanath Tagore in front of the Britishers. Also, seeing the huge rush for English translation works with Dwarkanath Tagore, he was more impressed by English language. The fee charged for translating texts into English was 1 'Ginni' per line.

When Maharaja Krishna Kishore Manikya resided in Kolkata, he had positively noticed the growing demand for English education among the educated class. He might also have noticed the increasing number of English-medium schools that had started during that period. Like Ishwar Chandra Vidyasagar, he might have also realized that the Parsi language in this era is no longer helpful; rather, English is the need of this new era.

It was also understood that, from the time of Maharaja Krishna Kishore Manikya, a connection was established between education and the cultural aspects of Tripura and Kolkata. As mentioned in 'Progressive Tripura' by Apurba Bhattacharjee, Maharaja Birchandra Manikya was well-versed in Urdu and Manipuri. He also knew Sanskrit and English. From this, it can be understood that before the tenure of Maharaja Birchandra himself, the practice of English education had started in the King's palace. Maharaja Krishna Kishore Manikya faced numerous difficulties while interacting with the British during his stay in Calcutta because of his limited proficiency in English. For the kids of the King's family, an English teacher was appointed. Maharaja Birchandra was only one year old when an English teacher was appointed; therefore, it can be understood that from a very young age, he had started taking his English lessons.

It is primarily from Maharaja Krishna Kishore Manikya's reign that English language education started for the children of the King's family and for the children of close associates of Maharaja who worked for him at the palace. Also, when British political agent Power Saheb came to Agartala, there was only one school in the capital during that time that he had visited. Out of the total four teachers in that school, 2 were English teachers. It is quite evident from this that the importance of English education during that period was quite significant.

1.3.2.3 English education scenario at present in Tripura

In the current educational scenario of Tripura, several new initiatives are being undertaken to enhance the quality of education. Various orientation programs, training workshops, and new schemes and projects are being implemented to provide the best facilities for students in Tripura. The Education Directorate of Tripura, along with other stakeholders, has been taking various initiatives. As of 2018, there were 127 English-medium schools in the state. Over the next three years, the number of English-medium schools increased to 257. Various orientation programs were organized to improve the efficiency of teachers appointed to teach in newly converted English-medium government schools in Tripura. Based on the demands of people, schools are being converted to an English-medium system. Several initiatives were undertaken to improve the English proficiency of students, including the adoption of NCERT textbooks and the implementation of the CBSE curriculum, as well as regular training programs for teachers and students to enhance teachers' aptitude and teaching skills.

1.3.3 Definition of attitudes

“Attitude is the mental and neural state of readiness” (Allport, 1935, p. 810). Attitudes are related to a system of belief, which is further composed of cognitive, affective, and behavioural components Rokeach (1968). Oppenheim's (1982) definition of attitudes extends to thought (cognitive) and behaviour. He elaborates on how attitudes manifest:

a construct, an abstraction which cannot be directly apprehended. An inner component of mental life which directly or indirectly expresses itself, through obvious processes as stereotypes, beliefs, verbal statements of reactions, ideas and opinions, selective recall, anger, satisfaction, or some other emotion, and in various other aspects of behaviour. (p. 39)

On the other hand, mentalists argue that attitudes contain multiple components (Rosenberg, 1960; Lambert, 1964; Rokeach, 1968).

They define attitudes in relation to three components: cognitive (individuals' belief system, knowledge, and perception), affective (emotional reaction and feelings), and conative (behavioural intentions and interests).

Behaviourists argue that attitudes are a "hypothetical construct", which is directly related to the apparent behaviour or verbal responses to any given set of stimuli (Doob, 1947; Chein, 1948; Green, 1954). As stated by Bain (1928), the extreme behaviourist definition locates attitudes in actual overt behaviour or responses.

1.3.3.1 Aspects of language attitudes

Gardner (1985) stated, "attitude is an evaluative reaction to some referent or attitude object, inferred based on the individual's beliefs or opinions about the referent and promotes or discourages the choices made in all realms of activity, whether academic or informal" (p. 91). Wenden (1991) classified the term attitudes into three interrelated components, namely behavioural, cognitive, and affective. The behavioural aspect of attitudes is the way one behaves and reacts in a particular situation. It involves the tendency to adopt a specific learning behaviour. The cognitive component of attitudes refers to the beliefs and knowledge about a situation or an individual that are formed, as well as the understanding that develops during the process of language learning. The affective component of attitudes involves an individual's feelings and emotions towards a situation or an individual.

According to some psychologists, attitudes are never directly observable. They are received through inference as real and substantial ingredients of human nature. Some theorists also believe that attitudes bear some positive connection to action or behaviour, either as a 'predisposition to behaviour' or as a special aspect of behaviour itself. There is, however, the suggestion that 'not all components of attitudes imply behaviour' (Ehrlich, 1969). Rokeach (1968) opposed this suggestion because "a predisposition that does not lead to some response cannot be detected" (p. 453). According to Rokeach, all attitudes are 'agendas for action', along

with other behaviour determinants such as 'wants' and 'situational conditions'. Rokeach's view regarding attitudes is comprehensive as it comprises all three important components of attitudes. According to the definitions discussed above, attitudes cannot be observed directly but are expressed through three components: beliefs, feelings, and behaviour. These three components of attitudes can predict three distinct types of psychological information. Attitudes can be influenced by these three components and vice versa.

The attitudes of a speaker can be positive, negative, or neutral, and can accordingly influence the perception of the speaker towards a language. Negative attitudes can foster discrimination and prejudice, whereas positive attitudes and motivation can lead to successful language learning. The roles of motivation and attitudes are considered interrelated and have been extensively researched in the field of second language learning. Positive attitudes and motivation are crucial for successful second language learning (Gardner, 1985). Gardner and Lambert (1972) coined the terms integrative motivation and instrumental motivation. Integrative motivation occurs when a speaker learns a language for personal growth or to be part of the target language community, whereas instrumental motivation occurs when a speaker learns a language to acquire proficiency and fulfil language requirements.

The definitions and concepts discussed above form the theoretical background of the present research. The following section discusses the various methods commonly employed when conducting a study on language attitudes.

1.3.3.2 Approaches to attitude studies

Researchers have identified three broad approaches to study the attitudes of people towards language. They are: a) Social treatment of language varieties, b) Direct approaches, and c) Indirect approaches.

a) Societal treatment of language varieties- Also known as "Content Analysis" (Knops & van Hout 1988, p. 6), social treatment studies investigate all domains of public documents, such as

language policy and media (magazines, newspapers, and advertisements), to know how a particular language has been treated in a society.

b) Direct Approach— this kind of approach is widely used in studies on language attitudes. Here, the data is collected through direct questions to know the participants' attitudes towards an object. A question to elicit this kind of data would be ‘What do you think about English?’ This is an example of overt evaluation of attitudes.

c) Indirect Approach- Contrary to the direct approach, in this approach, the researcher uses a covert strategy to understand the perspectives of the subject using less direct and deceptive techniques rather than simply asking straightforward questions about what people’s attitudes are. This technique is also known as the Deceived Method or the Matched Guise Technique.

In the above section, we have discussed the approaches that are widely used in the field of attitude studies and their significance. These approaches will be employed in the present study for methodology and data collection. The following section will discuss the various types of measurements of attitude surveys, which will help us understand the possible ways of conducting language attitudes research.

1.3.3.3 Measurement of attitudes

There are various approaches for collecting information on attitudes. They are as follows:

a) Matched Guise Technique – this technique is used to evaluate a variety of sociolinguistic and social-psychological aspects. The attitudes of speakers towards the target language and the community are investigated by playing the recorded voice without letting the listener know that the recorded samples are of the same speaker.

b) Questionnaire - In studies on attitudes, most questionnaires contain open-ended question items. It encourages the subject to freely express their views about the focal object (vernacular or official language). Closed question items contain a set of rating terms. The rating terms differ

in the degree of complexity: some need only Yes / No; others need one to choose on a 5-point scale (Likert) or 7-point scale (Osgood et al, 1957). However, in some closed questions, respondents have the opportunity to rank the items according to their viewpoint (Coombs' unfolding technique, 1964).

c) Interview method- this is one of the popular data gathering methods, which enables the interviewer to focus the attention of the respondents on desired dimensions, along with a higher response rate and more reliable results.

d) Observational method- this method is non-experimental as nothing can be manipulated or controlled. Here, the behaviour, traits, attitudes, and actions are systematically observed and recorded for further analysis.

1.3.4 Emergence of the study of language planning

In 1957, Uriel Weinrich first used the term language planning in a seminar at Columbia University (Cooper, 1989, p. 29). Language Planning is “the activity of preparing normative orthography, grammar, and dictionary for the writers and speakers in a non-homogeneous speech community” (Haugen, 1959, p. 8). In its early stages, the concept of language planning originated as a linguistic idea. Mostly, researchers from the field of linguistics started working on this topic, and they started to view it as a linguistic phenomenon rather than as a social process. Gradually, in the subsequent years, it was understood that the issues of language planning were not purely linguistic. Therefore, the study in this domain required an interdisciplinary approach, even though the studies in the initial years were focused from a linguistic perspective.

1.3.4.1 What is language planning?

Language planning is referred to as the body of ideas, laws, and regulations (policy), beliefs, and practices that are intended to attain a planned change (or maybe to stop a change

from taking place) in the language use in one or more language communities (Kaplan & Baldauf, 1997).

Language planning is an attempt to change the language behaviour of a community of speakers in a particular direction for a particular purpose. If any change in the language behaviour is to be achieved, it is important to know the current language situation in the speech community. One of the approaches to know the current language situation is to conduct a sociolinguistic survey. Thus, one of the valuable methods for gathering information about language use and language attitudes is the survey technique. The language policy in the field of education is an important part of the government's overall language policy. Formulation of the language policy of a state or a nation is driven by language attitudes and ideologies, which form the identity of the state or nation and its speakers.

Language planning has four types: status planning, corpus planning, acquisition planning, and prestige planning. The status and corpus type were introduced by Kloss (1969), acquisition planning was first used by Cooper (1989), and prestige planning was first presented by Baldauf (2006). Status planning refers to the stage where, through official rules and regulations, the social functions of a language are identified. Corpus planning is the development of the form of a language, such as its orthography, grammar, lexicon, etc. Acquisition planning is the stage where a language is promoted through teaching and learning. Prestige planning is the value associated with a particular language that influences the perception of its speakers.

The different stages of language planning are: norm selection, codification, implementation, and elaboration. Norm selection is the stage where a language is selected and standardized. Codification is the process of setting strategies for the formulation of language use. Implementation refers to the initiatives to promote language selection and codification

done in previous stages. Elaboration involves extending and socializing language functions to meet the policy goals.

1.3.4.2 Language in education policy

Language policy is primarily connected to the country's education system. Especially in a multilingual country like India, the status of languages is the core discussion in policy decisions. The language in education policy stems from the Indian constitution, which guarantees linguistic rights to all communities, particularly minority groups, to be educated in their mother tongue. In some cases, policies are formulated to address problems, focusing on issues related to multilingualism, whereas in others, strong policies are framed to enhance the learning of specific languages. Assessment of language proficiency and academic content success is closely linked to language education policies (Gorter & Cenoz, 2016). An essential decision in language education policy is the medium of teaching, which defines “which language(s) will be learned, for how long, and so on” (Tollefson 2008). There have been important developments in the field of LPP studies since the 1950s, which began with solving issues related to LPP using a technical approach. The problems were primarily about the newly independent states, where the focus was on developing the corpus and status of a new official standard language that is to be taught in schools (Gorter & Cenoz, 2016).

1.3.4.3 Language attitudes and language policy

Language policy is the “official decision on the status of various languages spoken in heterogeneous communities... A language policy is usually formulated by a government or by an agency appointed for this purpose, and it therefore tends to support the political goals of the government” (Cluver, 1993, p. 35). Various factors that influence the framing of language policy are: sociolinguistic setting, religion, ideologies and language attitudes, political importance, etc. Schiffman (1996) explains that assumptions about languages and perceptions of their value are deeply embedded within a society’s linguistic

culture, which encompasses the collective ideas, values, beliefs, attitudes, prejudices, myths, religious norms, and other cultural elements that speakers carry into their interactions with language. According to Spolsky (2004), policy and planning initiatives can be used to change an individual's attitudes towards a language or its speakers; existing language attitudes, ideologies, and beliefs can also be seen as a basis for policy and planning. Spolsky (2004) points out that the "members of a speech community share a general set of beliefs about appropriate language practices, sometimes favouring a consensual ideology, assigning values and prestige to various aspects of language varieties used in it". From this, it can be understood that one cannot assess the success of language policy and language planning without considering the culture, belief system, and language attitudes that are deeply embedded within a society's structures.

1.4 Motivation for the study

My motivation to conduct an attitudes study of students, teachers, and administrators towards English language education in Tripura stems from my deep interest in understanding the dynamics of English language education in multilingual settings. In Tripura, with its rich linguistic diversity, I have observed varying levels of acceptance and challenges in integrating English into the education system. In recent years, Tripura has implemented various policies and schemes aimed at enhancing students' English language proficiency. As these initiatives directly impact the quality of education, understanding the attitudes of teachers, students, and administrators towards English language education becomes crucial.

The current changes in the English language education scenario of Tripura also grew interest in me to take this area of study. There are several schemes and policies that are being implemented to develop the English language learning proficiency of students. In a multilingual state like Tripura, understanding the attitudes of key stakeholders towards English language education can provide valuable insights into the challenges and opportunities for its

effective implementation. Through this study, I aim to understand the attitudes of the stakeholders and uncover the factors that influence these attitudes. My long-term goal is to identify practical solutions and strategies to address these challenges. This research holds personal significance for me, as I believe fostering positive attitudes towards English can contribute to educational progress and empower students in Tripura to access broader opportunities, while also respecting and preserving their linguistic and cultural heritage. The study thus stems from this interest in studying the attitudes of students, teachers, and administrators towards English language education in Tripura at present, and secondly, to understand the impact of language attitudes on language policy and vice versa.

1.5 Objective of the study

The aim of the current study stands twofold: firstly, to understand the language attitudes of the students, teachers, and administrators towards English language education in Tripura at present; and secondly, to understand the impact of language attitudes on language policy and vice versa.

The specific objectives of this study are:

- To find the attitudes of the learners, teachers, and administrators towards English language education in Tripura,
- To find out the difference, if any, in the learners' and teachers' attitudes towards English language education based on the MOI (English/Bengali)
- To understand the impact of language policy on language attitudes and vice versa

1.6 Identification of the research gap

In the current globalized scenario, English has been positively idealized as the universal language for communication. It is regarded as the language that opens doors to opportunities at the global level. These binaries have made the role of English a complex phenomenon in education, language education policy, and language planning for our multilingual nation. Since

English and Bengali serve as both mediums of instruction and subjects in schools, this study offers insights into how an effective language policy can be devised and successfully implemented. The critical examination of language attitudes facilitates effective language planning, giving due importance to English education while avoiding the risk of overemphasizing English and neglecting mother tongue literacy, thereby striving for balanced language planning. Language policy has a significant role in shaping the attitudes of speakers. A study of attitudes can help identify solutions to problems arising from attitudes, beliefs, and behavioural changes. The intersection of language planning, language education policy, and language attitudes provides a comprehensive guide for forming a language policy that balances the nation's pluralistic nature in terms of language and culture, while also catering to the growing economic, social, and cultural dominance of the English language. Studies on language policy information regarding language attitudes in the Indian context, incorporating the views of teachers, learners, and administrators, are limited. There are very few studies conducted in North-East India that researched learners' attitudes towards English when their first language is Bangla, Kokborok, or any other tribal language. This study looks into language policy and language attitudes information and brings together all the views, perceptions, and ideas from subjects who are likely to be affected by the (overt) policy and practices of the state. It is essential to understand the reasons behind both the positive and negative attitudes of the subjects, as well as their agreement or disagreement, to facilitate further modification and the successful implementation of the policy. In case of negative attitudes, the matter should be addressed, and the reasons behind it should be understood. Language policy, especially in the education system, can influence decisions about teaching methodologies either directly or indirectly, and also make explicit recommendations about the methods to be used in classroom practice. Such a holistic approach would help enquire how the language attitudes are influencing the language policy and vice versa. This study will look at language planning,

language education policy, and language attitudes of the people in Tripura towards Bengali, and other mother tongues (indigenous languages) of the state, and English.

1.7 Significance of the study

As Tripura does not have an overt language policy (in education), the critical analysis of the existing government documents, pedagogical materials, newspaper articles beside the questionnaire and interview data, will be helpful to understand the (covert) language policy (in education) and practices of Tripura and other regions of northeast where learner's L1 is Bengali or any tribal language. This study attempts to understand how the MOI can influence language attitudes of a speaker and also examines language policy and attitudes by bringing together perceptions and ideas of important stakeholders in the education domain. It is important to understand the reasons behind both positive and negative attitudes of the subjects, or agreement or disagreement, for further modification and successful implementation of the (covert) policy and practices of the education system. Language policy, especially in the education system, can influence decisions about teaching methodologies either directly or indirectly, and also make explicit recommendations about the methods to be used in classroom practice. To strengthen the motive of language (education) policy, attitudes of the learners and teachers are crucial, as they are the ones who are directly impacted by the policy. The expected implications of the present study for policy relate to the fact that language policies can significantly interfere with the linguistic ecology of a society and have an impact on the linguistic future of a community. This study of language attitudes is important in sociolinguistics as it can predict a given linguistic behaviour, the choice of a particular language in a multilingual community, language loyalty, prestige, and power associated with a particular language. The findings of my study concerning attitudes towards language policy that will be critically analysed and interpreted will be useful for future policy planning, teacher-training materials, and related theories. Through my research, I hope to make the understanding of language attitudes with

respect to language policy more prominent. I hope also to propose findings where students, teachers, and administrators would be able to contribute more efficiently as active agents in the intellectual discourse on literature in English.

1.8 Scope of the study

The scope of this study is as follows:

- To understand the language attitudes of all three categories of participants employed in this study towards English language education.
- To check whether the attitudes of the participants have any relation with the school's medium of instruction (i.e., Bangla/English).
- To provide an observation on whether there is any influence of language attitudes of the participants on language policy and vice versa.
- To present an in-depth overview of the position and role of the English language within the educational policy framework of Tripura.

1.9 Key terms of the study

Language attitudes, language policy, English language learning, medium of instruction, and mixed methods.

1.10 Organization of the thesis

Chapter 1 begins with an introduction that outlines the research context and the rationale behind the study. The chapter provides a brief overview of the history of education in Tripura and the background of English education in the region during the King's time. It also presents the scope and the motivation of the study. The chapter further throws light on the organisation of the thesis and the content of the various chapters.

Chapter 2 presents the relevant literature and review that is crucial to the study undertaken. The literature discussed in this chapter covers different areas: language attitudes, language policy, language planning, attitude studies focusing on different variables, language

attitudes of students from different disciplines and areas of education, language attitudes of various stakeholders, etc.

The researcher discusses in detail the role of language attitudes and language policy.

Following this, in the discussion of the key topics, the definition of the key terms of this study is presented. The chapter also talks about the theoretical framework chosen for this study.

In Chapter 3, the research objectives and research questions, the methodology adopted for the present study, and the approaches are discussed. The chapter presents in detail the research design, elaborating on the different phases in the study. It also introduces the various statistical tools that are employed in the study. It also discusses the different analysis approaches used for analysing the questionnaire data, interview responses, and the policy documents.

In Chapter 4, the data presented discusses the teachers' and administrators' interview data.

Chapter 5 discusses the data based on the analysis of students' questionnaires.

Chapter 6 presents the analysis of data collected on the policy aspect of this study.

Chapter 7 presents the summary of findings and conclusions. The detailed discussions of all the research objectives are addressed. This chapter also discusses the contributions and the possible scope of future research. Finally, the questionnaire in the appendix and the list of references cited in the thesis are added.

Chapter 2 Literature Review

2.1 Introduction

This literature review seeks to explore existing research that investigates the attitudes of learners, teachers, and administrators towards English language education. The studies reviewed were categorized into three groups. The categories include studies focusing on language attitudes concerning different variables and agents, studies related to language policy and planning, and studies based on the MOI. This review discusses the different methodologies and approaches that various studies have used and their significant findings. Each of these served as the basis for the study's theoretical framework and methodology, which linked the study to the language attitudes and policy scenario of Tripura.

The field of attitude study has drawn significant attention from researchers in both first and second languages. A majority of the studies in this area believe that attitudes are an essential component for success in second language learning. Numerous studies show that students' attitudes to language learning are vital. Schibeci and Riley (1986) suggest that there remains a connection between attitudes and success in language learning (as cited in Weinburgh, 1998). They reported in their work that there is a link between attitudes and achievement, suggesting that attitudes influence achievement rather than vice versa. It is believed that attitudes influence one's behaviour, frame of mind, and also learning. Both positive and negative attitudes have a significant influence on the success of language learning. According to Stern (1983) the affective component of attitudes has a more substantial impact on language learning than the cognitive component. Studies by Gardner (1985), Skehan (1989), Spolsky (1989), and Eveyik (1999) show that the affective component of attitudes is comparatively more important for the success in language learning. In Saracaloglu's (1992) study, it is mentioned that characteristics of affective components, such as interests, values, and beliefs, shape a person's attitudes towards a language and language learning. Therefore,

for both teacher and student, it is essential to recognize one's attitudes to achieve success in the teaching and learning process.

The following section discusses the studies focusing on learners' attitudes towards English language education. It also presents how various educational and social factors affect learners' attitudes towards learning English.

2.2 Learners' attitudes towards English language education

This section reviews research studies that examine how the duration of L2 study, various social factors, and the different teaching methods used by teachers can significantly influence learners' attitudes toward English language education.

Mohammadi et al. (2012) examined the attitudes of Libyan secondary school students towards learning English and whether these attitudes varied significantly based on their demographic characteristics. A quantitative analysis of responses from 180 participants revealed negative attitudes toward learning English across behavioural, cognitive, and emotional dimensions. Based on the findings, the researcher stated that the negative attitudes of the participants could be a reaction to the use of traditional teaching methods by English language teachers.

Ahmed (2015) investigated attitudes of 238 Malaysian undergraduate EFL students towards English learning using a 19-item questionnaire. The aim of the study was to identify learners' attitudes towards the use of English in various domains, the different factors influencing these attitudes, and the perspectives on English learning among non-English major students in Malaysia. The results of the study showed that the students' attitudes towards English language learning and language use in several fields were highly positive. Furthermore, the study highlighted that most of the students were afraid and struggled to learn. The participants also differed in attitudes towards English language learning concerning fields of

usage and focus of learning skills. The findings reveal that a single curriculum or teaching methodology may not be generalized for all learners.

Getie's (2020) study examined the factors influencing the attitudes of secondary school students in Ethiopia. Questionnaire responses from 103 students and data obtained through 9 focus group discussions and interviews with English teachers were analysed for the study. The study findings showed that pupils have positive attitudes towards English based on various social factors such as native speakers of English, peers, and learners' parents. In contrast, factors such as English learning situation, English teachers, classroom arrangement, physical environment, etc. had a negative impact on students' attitudes.

Vennela and Kandharaja (2020) investigated public university students' attitudes towards English and its practice in India. In this research, the students were treated as agents to study their attitudes from a language ecology perspective. Twenty students from different public universities aged between 20-30 took part in the study. The participants had an average of ten years of pre-university exposure to English-medium education and came from a variety of L1 backgrounds. Participants filled out an open-ended questionnaire, which was followed by a focus group interview. Three randomly selected student groups participated in separate focus group interviews. Their responses were recorded, transcribed, and translated into English. To demonstrate how agency is expressed in linguistic attitudes, particular statements from the focus group interviews were chosen for this study, and the participants' answers were examined. The findings reveal that several agentive responses are at play in this context. Based on the responses, three prominent attitudes were identified among the participants. The first theme of agentive responses, uncritical acceptance, suggests that English is viewed as a crucial tool for global communication. Due to globalization and its effects in India, English is regarded as vital for both education and employment opportunities. The students' positive perspective is a reflection of their faith in the economic and social empowerment of the Indian population

through the usage of English. The second theme, hegemonic acceptance, highlights the contrasting attitudes of the participants, where they recognize English's global dominance but simultaneously feel powerless regarding its status within their linguistic environments. The opinions expressed here also demonstrate their support for English as a universal language with advantages. Still, they also emphasize the importance of advancing other Indian languages to compensate for English's hegemonic impact in post-colonial countries like India. The third theme, functional acceptance/passive resistance, reflects the agents' strategy of countering the widespread use of English by deliberately limiting it to a basic communication tool, thereby reducing its social significance and prestige value. Some students' pragmatic viewpoint argues that English should primarily be limited to practical, functional usage, subtly opposing the idea that English is a dominating international language. Findings showed that Indian university students' opinions on English vary depending on several factors, including their social identities and personal experiences.

Doley (2022) studied secondary, UG, and PG ESL learners' attitudes and motivation in India. Stratified random sampling method was used for selecting participants for this study. The quantitative data was collected using a questionnaire from 218 participants. The results of the study presented various factors associated with learning English, such as utilitarian benefits or instrumental motivation towards L2. These were the most significant aspects recognized among all three participant groups. It was also found that L2 learners were relatively more self-reliant and less nervous with the use of the L2 within their classroom than they were with the use of English in their everyday communication. The L2 learners from secondary schools seemed more inspired and confident in using L2 in the classroom, but were concerned about communication in general contexts. On the other hand, undergraduate and postgraduate L2 learners appeared less anxious about daily communication in the L2. The researcher concludes that the duration of practice may have affected the participants' attitudes. While shorter

duration of learning in L2 might be the cause for the enthusiasm expressed by secondary school L2 learners, and comparatively longer L2 learning practice sessions for UG and PG learners might have helped them to build more confidence in the day-to-day use of the L2.

There are very few studies on learner's attitudes that have been identified in the North-East of India. Kharbamon (2013) investigated teachers' and students' use of English, their attitudes towards English, and whether there is any difference in attitudes towards English based on gender, educational qualification, and professional experience. The information on the status of English in the higher secondary curriculum was collected from books and documents. Additional information for the study was gathered from Meghalaya Board of Secondary Education, local college principals, and department Heads. Interviews were conducted with educators and students to produce information regarding the present standard of English education, the requirements and limitations of students and educators in learning and teaching English, the need to modify the syllabus and teaching methodology, the importance of in-service training for teachers, and the clarity of the aims and objectives of teaching English. In the study, a comparative analysis was done between the attitudes of students and teachers towards the entire English Programme based on four dimensions, i.e., purpose, course materials, methods, and examination. It investigated whether the attitudes of the two groups differed in any statistically significant way. The study's conclusions showed that teachers' and students' opinions about the English teaching program and its elements vary greatly. The two participant groups' perceptions differed significantly from one another. While a majority of the teacher participants prioritized the literary texts as the most important goal of teaching English, students emphasized the development of vocational and professional competence and communication skills as the most important goal of learning English. There was a difference in the perception of the two participants' groups based on the purpose of teaching and learning English, indicating that teachers were indifferent towards change and

innovation in the teaching and learning materials. Teachers' responses indicated that they were happy with the syllabus and course materials. On the other hand, students' responses showed that they preferred more authentic, practical, and professionally relevant course materials. Teacher responses showed complacency and satisfaction with the teaching methodology. They did not feel the need for change in teaching strategies. The students, however, felt that just classroom lectures were not helping, and other teaching strategies like group discussions, talks, presentations, and seminars were required. Students felt that such a strategy would help them develop active communication skills and improve their language use. Both groups also differed significantly in their attitudes towards the mode of assessment. Teachers felt there was no other alternative other than the traditional examination system to evaluate the achievements of students, whereas majority of the students felt that assignments and periodical tests could be a better alternative for evaluating the students.

The review of studies brings to light the crucial concerns of both teachers and students, who are the leading agents in the education domain. However, the study did not take into consideration the views and perceptions of policymakers, which is essential to gain a deeper understanding of how stakeholders' attitudes are shaped in an education system. The attitudes and perceptions of administrators are very crucial as they take part in policy decisions and implementations. Therefore, a look into their perspectives will help us to gather a holistic view. The following section reviews studies related to teachers' attitudes towards L2 education.

2.3 Teachers' attitudes towards English language education

Teachers' attitudes toward teaching English greatly influence students' learning experiences and outcomes. It becomes essential to understand teachers' attitudes for effective curriculum development, instructional practices, and educational policies. Studies identified various factors influencing teachers' attitudes towards English language education. These factors included teachers' educational background, teaching experience, professional

development opportunities, institutional support, and societal expectations. Teachers who received training in language teaching methodologies and had access to resources and other academic support reported more positive attitudes towards English.

According to Spolsky (1969), in a typical language learning situation, the attitudes of target language speakers, parents, teachers, and learners all play a substantial role in the learning process. Other studies like Dornyei (2001) suggest that students can tend to form their beliefs, expectations, and attitudes through the channel of their teacher's beliefs, expectations, and attitudes. It is also believed that learners who maintain a good rapport and regularly communicate with their teacher are likely to develop stronger language skills compared to those who have limited interaction with their teacher. "Without communication between teachers and learners, there will be little chance of effective education" (Spolsky, 1972, p. 3). Other factors, such as peer discussions, student-teacher interaction, and classroom dynamics, influence learners' attitudes. Teachers' attitudes are one of the most fundamental aspects that can significantly impact the learner's attitudes towards learning a language.

Darwish (2018) studied teachers' attitudes towards effective teaching methods and also the reasons that may have influenced their decision to take up this profession. For this study, which was carried out at public elementary schools in Kuwait, 159 English teachers were selected randomly. Data was collected using interviews and a questionnaire. The data found that teachers were interested in knowing about both the language and the culture of the target language. Some participants also linked English language with the language of British colonization. Few teachers also revealed that they view the language as a means of earning.

Massri (2020) using a qualitative methodology, examined how teachers' views toward English as a foreign language affect students' attitudes and English language learning progress. Participants in the study were divided into two groups: 35 Saudi Arabian university students enrolled in a preparatory year program and five EFL teachers from the same university. The

data was thematically analysed, from which 16 themes emerged, which were further arranged into 5 categories. The data revealed that overall, the participants exhibited positive attitudes towards learning English. It also showed that teachers' positive attitudes had a significant influence on the mindset of students who faced challenges while learning English and were hesitant. Teachers recognized the different attitudes and the cultural, religious, and family-related barriers students faced, and supported them in overcoming these challenges. Teachers also helped students develop various coping strategies to overcome multiple challenges and have a successful learning experience.

The above-mentioned study focuses on teachers' attitudes through a qualitative approach. It is recognized that teachers' attitudes toward second languages are reflected in the classroom and significantly affect students' motivation. Attitudes and motivation are closely linked and play a vital role in the successful acquisition of a second language. Language teachers should possess strong motivation to learn the L2, both instrumentally and integratively. Instrumental motivation may stem from a job that requires the use of a foreign or second language. Integrative motivation is equally important, as teachers often select roles that involve sharing knowledge about native speakers and their cultures, rather than simply accepting any position involving the L2. It is believed that when teachers have strong personal and professional motivations for learning the L2, they tend to develop more positive attitudes toward English, which subsequently impacts their teaching.

Teachers' attitudes towards English language education significantly impact instructional practices and students' learning outcomes. Though many teachers hold positive attitudes towards English, many challenges related to teaching resources, professional development, and assessment practices also exist. Policymakers and educational institutions must address these challenges and provide support to teachers through training and orientation

programs, enabling them to develop more effective instructional strategies and foster a positive learning environment for students.

2.4 Attitudes towards teaching methods/strategies used for English language teaching

Spolsky (1989) states that students face a sense of anxiety and fear associated with foreign language classes, especially while listening and speaking. During such circumstances, the teacher must use the correct technique and strategy to help students overcome anxiety, stress, and fear and achieve success in learning a language. Wedeman's (2002) study shows that it is significant for an educator to be able to design suitable learning materials that will help students to learn well, thereby increasing their positive attitudes and building a supportive learning environment.

Hwang and Embi (2007) studied the approaches used by language teachers for teaching English in secondary schools of Sabah, Malaysia. Data was collected from 112 teachers from 15 urban secondary schools using questionnaires, classroom observation, and focused interviews. The findings indicated that the selection of teaching methodologies was primarily influenced by students' language proficiency, language attitudes, literary materials, exam culture, the strength of the class, and the teacher's training.

Jusoff et al. (2009) discussed students' attitudes towards a language programme, and students' challenges and experiences with the texts prescribed in the program. Data was collected using questionnaires and interviews from two schools. Findings revealed that students were pleased and satisfied with the texts used in their course, but were less keen on the teaching strategies used by the teachers. Students suggested that they would prefer themes such as adventure, mysteries, and life experiences. As students come from diverse backgrounds and have diverse interests and abilities, it is recommended to include texts from wide-ranging genres, topics, and language levels. The data also suggested that students were involved in reading short stories but remained less excited about poems and novels. It was also

recommended that teachers should be provided adequate support and training to make their own explanations of texts using critical thinking skills, to identify the cultural ideas in the text, and to encourage maximum participation in the classroom.

Cabansag's (2013) study was designed to explore university students' attitudes towards strategies used for learning English and also the influence of demographic variables like age and field of study on English language learning. Responses from 114 participants of Isabela State University, Philippines, were collected using a questionnaire, and questions on strategies were drawn from the Strategies Inventory of Language Learning (SILL) by Rebecca Oxford. The results showed that students who had set mastery goals in the classroom had used additional strategies than other students, and had more positive attitudes towards their English class. With positive attitudes towards the target language, students tend to invest further in learning the language using various strategies that may be helpful for them while learning English. The findings of this research are aligned with other research by Starks and Paltridge (1996) and Karahan (2007) which suggests that learning a language successfully is associated with the learner's attitudes, as it can influence students' success or failure in learning.

Cevdet (2012) studied the attitudes of UG students towards the introduction of literature in their English course and the factors influencing their opinions. The data was collected using a 27-item questionnaire from 105 Turkish university students. The findings showed that students showed positive attitudes towards FL literature. The study found that students perceived the course as personally fulfilling and, as a result, recommended increased exposure to language courses to enhance language learning. It also emphasized that the literary activities aimed at promoting language learning featured complex characterization, themes, plots, and settings, along with distinctive linguistic styles and elements. The majority of students showed a preference for prose (including novels and short stories) over plays and poetry. Regarding instructional methods, the study suggested incorporating student-centred strategies such as role

play, creative writing, and group discussions to support students in developing the ability to read and interpret texts independently.

Lashgari et al. (2014) studied Iranian EFL teachers' attitudes towards communicative language teaching (CLT). The study, employing a mixed-methods design, gathered data using questionnaires, interviews, and classroom observations. The findings highlighted that participants were positive about the principles of CLT and indicated characteristics of CLT in their beliefs. Participants' favourable views were considered to be important for applying CLT in practice. The interview findings highlighted that most of the participants supported CLT because they believed that this approach helps learners develop their communicative competence and grammatical knowledge. The results showed that teachers who were more familiar with the features and principles of CLT were more successful in managing their class and fulfilling the learners' needs. Some teachers were practicing this approach based on what they had been told, but it is believed that if the teacher has positive attitudes and favourable views towards the approach, it will have better outcomes. There will not be much of a gap between the theory and its implementation in the classroom.

Farzaneh and Nejadansari (2014) investigated students' attitudes on the use of cooperative language learning strategies for reading instruction at Gouyesh Language School in Gachsaran in 2013. A survey questionnaire was used to carry out the investigation. The analysis of the quantitative data revealed that students expressed support for and interest in the use of cooperative teaching and learning strategies for reading comprehension. The study predicted that participants' positive attitudes might be because of the help they can receive while working in groups. While working in a group, they can rely on each other, which will boost their confidence and help them solve problems and enjoy their learning. The study suggests that besides applying the cooperative language learning strategy for reading, it can be

applied for other language skills as well, like listening, speaking, and writing, and also to develop students' interpersonal skills.

Todor and Degi (2016) in their longitudinal study, which was conducted in Hungarian minority schools in Romania for a period of three years, discussed the attitudes of students and the factors behind them, and also the strategies that they use for efficient language learning. Results from 329 elementary and secondary school pupils demonstrate that students' opinions are shaped by their personal language use experiences. Participants believed that Hungarian was the language of their identity and that English, Romanian, and Hungarian were the languages of effective communication. Responses also showed that learning both productive and receptive language abilities is the most effective way to use a language, regardless of its current state. According to the participants, there are three ways to learn a language effectively: a) using the language directly through active participation and contextual learning; b) institutionalized language learning; and c) establishing an artificial language environment. According to the responses, the monolingual perspective dominates everyday instruction even if the goal of institutional education is to foster communication competence in several languages.

2.5 Administrators' attitudes towards English language education

This section comprises studies that investigated administrators' attitudes towards English language education. The attitudes of administrators have a crucial influence on the implementation and effectiveness of English language education programs. Administrators' attitudes towards English language education can significantly impact policy decisions, resource allocation, and the overall learning environment. Understanding their attitudes towards English is important for identifying factors that may hinder or facilitate effective resource utilization, better learning outcomes, and successful training programs. To review the studies focusing on administrators' attitudes towards English language education, various key

areas and concepts have been considered. It involved exploring their perception, beliefs, values, and opinions regarding various aspects of teaching and learning English. Studies focusing on how administrators shape language policies and plan within educational institutions have been looked into. Their views on the use of bilingual programs, incorporating English as an MOI, and the significance of English in the curriculum have all been explored. Administrators' attitudes towards hiring English language teachers and their expectations of their teaching abilities, their beliefs about effective English language teaching methodologies have been considered.

González (2012) critically explored language educators' role in the implementation of the National Program of Bilingualism, which aims to promote mass English teaching in Colombia. The author presented ten lessons that were learnt through interaction with policymakers and politicians. These lessons focus on the necessity for teachers to have a stronger presence in social as well as political fields and gain due recognition as designers and decision-makers in the implementation of language policies. Different stakeholders are involved in the policy design and implementation phase directly or indirectly. For example, teachers are involved during the implementation phase, and politicians are often involved in the decision-making process. The paper concludes by emphasizing the requirement for more social and political engagement on the part of teacher educators for the purposes of consolidating teacher education agendas.

Munguia's (2017) study looked at the important role of the principal as an instructional leader and revealed how they can work collaboratively with teachers to build a community of adult leaders and learners. It examined the system that school principals create at schools to support teachers with the academic achievement of the population of English learners. In this qualitative study, two schools were selected from one district, and strategies, structures, and processes that help teachers and principals were explored. The themes that are highlighted from

the data are: principals support teachers in practicing the strategies that teachers have learned during professional development sessions; principals extend support with data analysis targeted for planning and instruction; principals also support teachers with daily classroom monitoring and lesson development, and maintain an overall culture of high expectations and trust. The participants also believe that they are learning alongside their teachers, and this learning cannot happen in isolation; therefore, they collaborate with each other around instructions, planning, data, interventions, and school-related decisions. Drago-Severson (2009) stated that there exists a direct connection between supporting adult learning and enhanced student achievement that administrators and instructional leaders at the level of principal can provide. They can also support teachers by providing them with professional development opportunities. Also, it is the principal of an institution who holds the teacher accountable for providing meticulous content and high-quality language instruction to guarantee the academic accomplishment of students.

Alnasser's (2018) study reports the beliefs of Saudi Arabian higher education department members towards English Language Policies (henceforth ELPs). The mixed-method approach-based data was gathered from 216 participants, comprising staff members from different regions. The focus of the study was outside the classroom domain and at the department level. The results of the study revealed that staff members who participated in the study have strong beliefs about ELPs and consider them crucial, and would prefer them to be explicit and official. The data also suggested positive feedback towards ELPs and the use of English on different occasions. The results showed that staff members prefer micro-level processing of ELPs, i.e., a systematic and organized department level policy making process rather than adopting readymade policies from elsewhere. It was recommended that the expertise of the staff members should be utilized for preparing department policies, which will encourage them and build a sense of mutual trust between the institution and its staff.

In their study, Eno et al. (2019) looked at the views and opinions of policymakers and administrators in the education sector regarding matters related to Somalia's language policy and education. Data collected through a mixed-method approach found that various initiatives have been taken, including the use of English as a MOI, for the development of education. Additionally, findings showed that curriculum development, teacher training and design, teacher welfare, and motivation require further improvement. The study also highlights the advantages and disadvantages associated with considering English as an academic medium. The implementation of a single language as an academic medium may pose a threat to the identity and culture of the different minority groups. In this context, the study points out the social, cultural, economic, and ideological disparity that English as a medium may expose. Therefore, language policy has a hegemonic function in a variety of situations and at different societal levels (Ricento, 2006, p. 21). The report concludes by pointing out that students need to understand science and technology using English, a global language, in order to compete on a worldwide scale.

Administrators generally recognize the importance of English language education and provide support through resource allocation, professional development, and curriculum planning. However, administrators also face challenges related to limited resources, competing priorities, and high-stakes testing, and balancing English language education with other subjects. Effective leadership and decision-making by administrators significantly impact the implementation and success of English language education initiatives. Studies have also highlighted the significance of collaboration between teachers and administrators in improving English language education. Supportive relationships, clear communication, and shared goals contribute to positive outcomes. Various challenges related to collaboration among stakeholders are also discussed, which include limited time for interaction, perceived power dynamics, differing priorities, and insufficient professional development opportunities for

administrators. Continuous professional development programs focusing on English language teaching methodologies, cultural awareness, and language proficiency can positively influence teachers' attitudes. Clear policies and curriculum frameworks that address local language and cultural concerns while promoting English language proficiency can mitigate negative attitudes. Involving teachers in decision-making processes, fostering open communication channels, and recognizing their expertise can enhance their attitudes and ownership of English language education initiatives.

The studies reviewed above highlighted the significance of students, teachers, and administrators' attitudes towards English language education. These studies found that support from different administrators at various levels can be helpful for students' overall language learning. Active participation and collaborative efforts by teachers and school administrators can help in designing high-quality language learning materials. Positive attitudes, influenced by factors such as professional development and institutional support, contribute to improved classroom practices and better learning outcomes. Conversely, negative attitudes can impede language development. By implementing various strategies such as cultural competence training and fostering collaboration, educational institutions can promote positive attitudes and enhance the quality of English language education.

2.6 Role of affective factors on attitudes

The present section comprises studies that investigated how affective factors influence learners' attitudes towards learning a language. The studies also highlighted that these factors can positively or negatively affect students' language performance.

2.6.1 Attitudes and anxieties

The learning situation, anxiety, and motivation can significantly influence learners' attitudes towards learning a language. Sailaja (2016) looked at the role of anxiety on English language learning of male and female engineering students. The researcher also examined the

extension of language anxiety among Telugu and English medium students of engineering. This study used a convenience sampling technique, and the sample size was 100. It used a questionnaire consisting of 18 statements to which the respondents had to give yes/no answers. Findings show that female students have a higher level of anxiety than their male counterparts. Although Telugu medium students expressed a high level of anxiety towards English, the difference between Telugu and English medium students was not very significant. Ehrman (1996) states that anxiety and anger may impact the attitudes of a learner towards the target language, especially in situations where the language subject is essential. Littlewood (2001) suggests that, in countries where English is a mandatory subject, there may be a connection between the attitudes of learners and teachers and the teacher's authority in the classroom. In such a classroom setup, there is typically a sense of dominance and control by the teacher. This behaviour may sometimes demotivate students, resulting in negative attitudes and reluctance to learn the target language.

Hussain et al. (2011) studied secondary students' anxiety and attitudes towards foreign language learning in Pakistan. Participants were 720 students who studied English as a compulsory subject. Language anxiety and language attitudes scales were used to collect data. Questionnaire responses were received on a 5-point Likert scale. Using SPSS, the percentage was calculated to understand anxiety and attitudes of students towards learning English, and Pearson coefficient analysis was done to examine the relation between anxiety and attitudes. In addition, the 34 t-test and post-hoc test (Tukey's Honest Significant Difference) were carried out to determine gender differences and points of differences, respectively. Results indicated that a significant difference was found in boys' and girls' foreign language anxiety. Participants' attitudes towards learning English showed a significant difference. The results also indicated that correlations between these two variables (anxiety and attitudes) were significant. Moreover, the nature of their correlations was negative, which meant that when one variable

increased, the other decreased. This indicates that when students have high foreign language anxiety, their attitudes towards learning English are negative. This study explains that students feel anxious because of a lack of confidence while communicating or taking a test in English.

Shams (2008) explored the motivation, anxiety, and attitudes of 77 students towards learning English. The findings revealed that the students had positive attitudes toward learning English and demonstrated high levels of motivation and enthusiasm. Male participants demonstrated high levels of confidence as compared to the female participants when classroom anxiety was assessed. On the contrary, the females displayed low levels of anxiety and inhibition, as compared to those of their male counterparts. The study highlighted that teachers and educationists must take into account the relevance of motivational traits and other affective elements, as these can either positively or negatively affect students' language performance and success.

2.6.2 Attitudes and motivations towards learning English

In the multilingual context of Karachi, Pakistan, Hashwani (2008) investigated students' attitudes toward learning English as a second language, considering factors such as gender, motivation, and anxiety. The study employed a quantitative approach, utilizing a survey questionnaire adapted from Gardner's Attitude Motivation Test Battery, to examine the attitudes, intrinsic and extrinsic motivations, and anxiety levels of eighth-grade students from a private secondary school. There were 40 males and 37 females in the survey data. According to the results, students demonstrated positive attitudes and a high degree of excitement for learning English. Higher levels of extrinsic motivational goals were identified. Overall, the data showed that girls exhibited more positive attitudes than boys. The data showed that, irrespective of gender, the anxiety levels vary depending on the learner. Irrespective of showing high levels of enthusiasm and affirmative attitudes, at least half of the sample demonstrated high levels of anxiety. Most of the participants showed positive attitudes towards learning

English due to its effectiveness in everyday life and communicative purposes. As the results showed female students to be more motivated than their male counterparts, the study recommended that, in order to motivate male students, teachers should avoid using topics biased against females and use topics from a variety of other resources to grow their interest and seriousness. Teacher trainings should be conducted to assist teachers in understanding the gender perspectives in second language learning and designing content that meets the requirements of their students and enhances their motivation, learning outcomes, and self-confidence.

Tamimi and Shuib (2009) explored the attitudes and motivations of engineering students in the Department of Petroleum Engineering (DPE) at HUST, Yemen, toward learning English. The study considered three types of motivation in examining the participants' motivation: instrumental, integrative, and personal motivation. Data was collected from a total of 191 male engineering students through questionnaires and interviews, since the department did not have any female learners. Results revealed that students were more inclined toward instrumental motivations for learning English, emphasizing academic and practical benefits. Conversely, integrative motivation that is in order to integrate into the target culture, knowing English had the least influence on their learning preferences. On the other hand, participants displayed positive attitudes towards learning English for its social value and educational status. The study recommended that as the students are instrumentally motivated, few revisions and modifications can be implemented in their English language course which will enable students to perform well in both academic and professional settings. The study drew the attention of the policymakers at the ministry level towards students' voices to make the primary and secondary education system English-oriented. The study recommended that English Medium Instruction (EMI) should be introduced at least in the scientific courses in high school to prepare learners for success in higher education.

Latif et al. (2011) examined the connection between various socio-psychological factors, such as attitudes, motivation, anxiety, and instrumental orientation, and students' performance in English language courses at the Open University of Malaysia. 757 questionnaires were used in the survey and analysis. The findings demonstrated a strong correlation between each variable and students' performance. The regression analysis of the data showed that each variable, except personal motivation, exerts a significant impact on learners' performance, where attitudes and instrumental orientation have a positive effect, and anxiousness has a negative one.

Jin (2014) studied the instrumental and integrative motivation of 300 college students in relation to English language learning. Data was gathered through questionnaires administered to students from both lower intermediate and advanced-level classes to enhance the study's reliability and validity. The findings revealed that students from both proficiency levels demonstrated a high degree of integrative motivation towards learning English. The majority of participants recognized the importance of English in both their personal lives and academic pursuits, showing clear and strong levels of both instrumental and integrative motivation.

Khalid (2016) investigated the attitudes of Pakistani students toward English as a second language (L2) and aimed to identify the motivational factors influencing these attitudes. The research also sought to examine and substantiate the claim that Pakistani students are additive bilinguals who do not object to a language policy supporting EMI. Data was collected through questionnaires and interviews with 16-year-old students from public-sector schools. The findings revealed that participants had positive attitudes toward learning English as an L2, mainly driven by instrumental motivation. The study highlighted that there is no perceived conflict between the roles of English and Urdu (the first language), as both are considered to serve essential functions. While students showed a strong desire to learn English to access

global opportunities, the importance of Urdu remained firmly established, being seen as a symbol of national unity. Therefore, the study indicates that Pakistani school students are additive bilinguals who adopt English as an MOI for practical and instrumental reasons, while continuing to value Urdu as their native language.

Luo (2021) explored the motivation among non-English major students at the Zhejiang Yuexiu University, Shaoxing, China, using a survey followed by interviews with randomly selected participants. The study's findings indicated that the majority of the non-English language major students are guided by extrinsic motivation and integrative motivation. At the same time, a small portion of the participants is intrinsically driven, which makes it challenging to teach College English to learners. The results showed that almost all students were driven by external initiatives like passing a specific test or getting course credit. In contrast, half of the students learn English for integrative purposes, which directly influenced their motivation regardless of English proficiency. The study suggests that, to solve the problem of domination of extrinsic and integrative motivation, learners, teachers, and administrators (university) should work together. The learning of English should take place from a more macro perspective rather than merely studying it as a course to be completed. On the other hand, teachers should prepare themselves with more innovative and extensive professional knowledge to adapt to the younger and technically competent generation. The university staff should encourage students to be assessed from diverse aspects, instead of just evaluating their test scores or the rate of passing.

2.7 Medium of instruction

The rising popularity of EMI in non-English speaking countries has drawn significant attention. It is widely viewed as a path to global integration, improved career prospects, and broader access to knowledge. However, EMI also presents challenges related to equitable access, understanding, and the preservation of cultural identity. This section comprises studies

that highlight learners' and educators' attitudes and perceptions towards English medium instruction. The following literature review examines four such studies that shed light on learners' and educators' perceptions of EMI in Tanzania, Oman, Vietnam, and beyond.

2.7.1 Attitudes towards English Medium Instruction

Rubagumya (1989) studied 207 Tanzanian secondary school students' attitudes towards EMI using questionnaires and interviews. The overall attitudes of the participants were found to be positive. Students were asked what they would do if they were not taught English in English, to which a majority of participants responded that they would find alternative options to learn the language. Participants were given statements like: "I understand my teachers better when they speak to me in Kiswahili than when they speak to me in English". 66.5% of participants agreed with the statement, indicating that the remaining 23.5% who disagreed likely feel either more at ease using English than Kiswahili or feel equally comfortable with both languages. In contrast, teachers believed that if Kiswahili were to become the MOI in secondary schools, it would negatively impact students' academic performance. This view was supported by 53.3% of the teacher respondents. The findings suggest that while students express a desire to speak English, they tend to favour Kiswahili when faced with real-life communication challenges. English is seen as a symbol of social prestige, and students aspire to associate themselves with those proficient in it (absolute prestige); however, in terms of effective communication, they recognize Kiswahili as better serving their needs (relative prestige).

Dearden (2014) reported the findings of a study that aimed to offer an initial overview of the rapidly growing global trend of EMI. The key outcome of the research was that EMI is expanding swiftly across educational systems. Although public support for EMI, particularly at the secondary level, is not strong, the prevailing attitudes are better described as 'equivocal' or 'controversial' rather than outright opposed to its implementation or continuation. The study

also pointed out concerns that delivering instruction in English may limit access for students from lower socio-economic backgrounds and raise fears about the potential erosion of the first language or national identity.

Albakri (2017) examined students' perceptions regarding the implementation of the EMI policy in higher education institutions in Oman and its impact on the quality of their learning experiences and academic performance. The study adopted a critical exploratory approach, utilizing questionnaire responses from 328 students, 14 classroom observations, and interviews with 14 students. The findings revealed that most participants either supported or accepted the EMI policy for practical reasons, recognizing the benefits of learning English as a second language in Oman, particularly about employment opportunities. However, students also reported facing considerable challenges in their studies, primarily due to limited English proficiency. Furthermore, they expressed the belief that using Arabic as the MOI would enhance their understanding of the subject matter and potentially lead to improved academic outcomes.

Tran et al. (2021) studied student perceptions of the impact of EMI on students' language proficiency in Vietnam through a mixed-methods approach. The data was gathered using surveys, interviews, and focus group interviews with students and lecturers at six Vietnamese universities. Data showed that both groups were confident about students' language improvement. The EMI courses were believed to help students improve their language proficiency. However, some lecturers added that students' proficiency development depended on the lecturers' and students' efforts.

2.7.2 Attitudes towards Vernacular Medium of Instruction

Sham's (2008) study, discussed in Section 2.6.1, offers valuable insights into the use of vernacular as the MOI. Conducted in the multilingual setting of Karachi, Pakistan, the study found that many students felt nervous and anxious when required to communicate in English

with their peers. The cognitive and behavioural findings indicated negative attitudes towards English, while the emotional aspect of their attitudes was more positive. Participants expressed a preference for using their mother tongue over a foreign language. These results align with the findings of Al-Nofaie's (2010) study involving Saudi teachers and students, which examined the use of Arabic as a supportive tool in English language classrooms. In that study, some participants preferred using Arabic, while others were more interested in developing fluency in English. Al-Nofaie's research also emphasized the value of collaborative dialogues and classroom activities, which help learners monitor and evaluate their progress in acquiring English.

Varah and Pawar (2023) explored the attitudes of students, teachers, parents, and community members in Manipur toward mother tongue education. Data was gathered through a self-report survey administered to 463 participants, and exploratory factor analysis was used to assess the relationship between demographic factors and attitudes toward mother tongue instruction. The findings revealed that participants generally held positive views about mother tongue education; however, most felt that it was not adequately supported at the policy level. The study emphasized the need to acknowledge and promote mother tongue education through policy reforms, recommending the development of multilingual education programmes to enhance educational quality and address the challenges affecting their implementation and long-term success.

2.8 Language policy

Kaplan and Baldauf (1997) state that "a language policy is a body of ideas, laws, regulations, rules, and practices intended to achieve the planned language change in the society, group or system" (p. xi). McCarty (2011) defined language policy as a "complex socio-cultural process" and as "modes of human interaction, negotiation, and production mediated by relations of power" (p.8). Though the area of language policy is vast, it can be divided into

three categories according to Spolsky (2004, p. 5) (as cited in Reilly et al., 2024). The three categories are:

(1) “Language practices—the habitual pattern of selecting among the varieties that make up its linguistic repertoire; (2) Language beliefs or ideology—the beliefs about language and language use; and (3) any specific efforts to modify or influence that practice by any kind of language intervention, planning, or management”. (p. 5)

According to Spolsky (2004), a speech community's members typically hold similar opinions on what constitutes appropriate language use, occasionally favouring a consensual ideology and giving different language types utilized in that community different values and statuses. Thus, speakers must consider how culture, belief systems, and attitudes towards language are firmly ingrained in a society's structures in order to evaluate the effectiveness of language policies or planning projects. According to Schiffman (1996), linguistic culture refers to "the totality of ideas, values, beliefs, attitudes, prejudices, myths, religious strictures, and all the other cultural baggage that speakers bring to their dealings with language from their culture" (2006, p. 112). This definition includes perceptions about the value of languages as well as assumptions about how languages are used in society.

Language policy can be of two types, namely: overt and covert policy. Overt language policies are prepared officially by government organizations, whereas covert policies are practices or language use by individuals in different situations. Language policy can be developed in two ways, namely, top-down and bottom-up. The top-down policy is explicit and officially documented in written or spoken text form at the macro level and developed by the governing body or authority. In contrast, the bottom-up policy is implicit at the micro level and prepared by and for the community that will be impacted.

Children must be educated in their mother tongue, which is why many consider mother tongue education to be a fundamental right of every child. As noted by Pattanayak (1986),

using a child's native language as the MOI is vital throughout their entire educational journey. Mother tongue education is not just a right, but also a necessity. Owu-Ewie (2006) argues that denying learners their language rights while claiming to uphold their fundamental rights is inherently unjust. He further emphasized that “rights without language rights are meaningless,” asserting that “Language Rights + Human Rights = Linguistic Human Rights” (p. 79). For policy implementation to be effective and realistic, policymakers must consider the actual conditions and realities on the ground.

Kaplan and Baldauf (1997) define language planning as an intentional attempt to guide the language behaviour of a speech community in a particular direction to achieve a defined objective. To bring about any meaningful change in language behaviour, it is essential first to understand the existing language dynamics within the community. One of the approaches to know the current language situation is to conduct a sociolinguistic survey. Thus, one of the valuable methods for gathering information about language use and language attitudes is the survey technique. The differing perspectives, interests, and priorities in implementing policy decisions can sometimes give rise to various consequences. Language policies often intersect with education and economic opportunities. Policy decisions on functions of various languages, especially in a multilingual context, can significantly affect an individual’s access to education, employment, and social mobility.

Ting (2003) explored the influence of language planning on language attitudes in Malaysia, particularly in response to the controversial decision to replace English with Bahasa Malaysia as the official language. A case study was conducted within a multiethnic setting to assess participants’ views on the distribution of language functions. The study employed an attitude questionnaire adapted from Baker (1992) to gather participants’ perceptions of the roles of English and Bahasa Malaysia, as well as their views on the importance of English in their everyday lives. The findings indicated that participants appreciated proficiency in both

languages and endorsed the idea of sharing linguistic functions between them. While the national language policy and public language attitudes appeared to be aligned, the study concluded that the full effects of language planning had yet to be fully realized.

Jayasundara (2014) studied the Indian Language Education Policy from a historical standpoint and the issues related to the policy. Additionally, he discusses the outcomes of the colonial era's policy implementation as well as its current state in relation to the current Indian educational landscape. He also discusses how India's national and regional language policies were implemented, as well as how they affected the state of Tamil Nadu in particular. Finally, he highlights that the outcomes should be taken into consideration by policymakers. The findings of the study highlight that globalization is nothing but 'Englishization' and language policies reflect the ideologies of political power. The study also highlighted that people's negative attitudes and perceptions towards each other's language are the reason for not permitting any Indian language to be the lingua franca of India in place of English.

In the educational context, Johnson (2013) defines language policy as "the official and unofficial policies formed across various levels and institutional settings (ranging from national bodies to individual classrooms) that influence language use and educational practices in schools" (p. 77). Typically, policy is viewed as a top-down directive sanctioned by governing bodies. The field of educational language policy research examines both formal and informal policy texts and discourses, along with the social practices and beliefs that shape their creation, interpretation, and implementation (Johnson & Pratt, 2014). Within education, language policy is a vital component of broader governmental language planning. The development of a state's or nation's language policy is influenced by prevailing language attitudes and ideologies, which contribute to the identity of the state or its people. While language policy and planning in India have been widely discussed in relation to multilingualism and language ideologies, there has been limited focus on how attitudes shape policy and, conversely, how policy influences

attitudes within the education system. This study, therefore, aims to explore this critical yet under-examined dimension of language policy and language attitudes.

2.9 Language policy and planning

This study is based on the multidimensional Language Policy and Planning (LPP) framework developed by Spolsky (2004). This framework serves as a key analytical tool for examining a broad spectrum of language-related issues, including the designation of official language(s) within a nation, discussions surrounding language(s) used in schools, and the language ideologies present in educational settings. As Menken and García (2010) noted, in the context of school language policies, the practical effectiveness of these policies is shaped by the involvement of teachers, parents, and students at the implementation level. Expanding on Spolsky's framework, Shohamy (2006) described language education policy as the "mechanism used to create de facto language practices in educational institutions" (p. 76). Spolsky (2004) highlighted that language policy is made up of three interrelated but separate elements: language practices, language beliefs, and language management. Language practices refer to the actual linguistic behaviours and choices made by individuals; language beliefs relate to the value and status attributed to different languages and language varieties; and language management involves the deliberate and visible actions taken by individuals or groups in positions of authority to influence or alter those practices and beliefs (Spolsky, 2004).

The Hornberger (1994, 2006) framework of Language Policy and Planning, developed by Nancy Hornberger, is a comprehensive framework for understanding and analysing language policy and planning in diverse sociolinguistic contexts. It considers the complex interactions between language, society, and education, and examines how language policies are shaped and implemented. The goal of Hornberger (2006) framework is to help address the question of which languages and literacies to develop for which purposes. Ricento and Hornberger (1996) employed the metaphor of onion layers to illustrate the multiple

interconnected dimensions that must be taken into account in language policy and planning. It includes the diverse agents, levels, and processes and explains how the various layers "permeate and interact with each other in a variety of ways and to varying degrees." (Ricento & Hornberger 1996, p. 402).

2.9.1 Policies on Medium of Instruction

Ferrer and Sankoff (2004) noticed that prominent languages impact the language choice of a speaker. Thus, most bi/multilinguals may prefer a dominant language as a medium of communication because it gives them social growth, financial benefits, greater advantages, and better opportunities. As a result, dominant languages influence a speaker's language choice in a multilingual setting.

Silver and Steele (2005) presented findings from the PPELE (Pedagogical Practices in English Language Education) study, which examined English language teaching in classrooms across five countries and analysed the results in relation to state-level policies concerning language and education. Data for the PPELE study were gathered from three primary sources: (1) teacher reports, which included a classroom background survey and a teaching log for each lesson, (2) detailed interviews with the participating teachers, and (3) policy documents from each country involved. The preliminary analysis of this data identified six key factors influencing policy implementation in relation to pedagogy: time allocation, syllabus, assessment, teaching materials and textbooks, lesson focus, and teaching methods (Steele & Silver, 2001; 2004). These mechanisms were further grouped under two categories, which they named as 'priorities', i.e., structural priority and classroom priority. Structural priority refers to the mechanisms that are connected to the overall educational structure, and classroom priority refers to the mechanisms integrated into individual classrooms. The results are in line with Ricento and Hornberger's (1996) interpretation, which views language policy and planning as multidirectional, shaped by multiple sources such as bottom-up approaches,

teachers' goals, and beliefs. The data also highlighted the difference in goals of the teachers and policymakers and how this difference affects the policy implementation at the classroom level. From the data, it is also understood that practical concerns during teaching and students' needs are more important than long-term policy reforms.

Lai (2012) discusses the impact of MOI on language attitudes in Hong Kong. Lai's study is a comparative study between two studies conducted in 2001 and 2009. The initial study aimed to examine the attitudes of two groups of students toward the three official languages: Cantonese, English, and Putonghua. Subsequently, a follow-up study was conducted to explore how students' perceptions shifted following the relaxation of the mother tongue education policy. It was assumed that students following Chinese Medium Instruction (CMI) would show more positive attitudes towards the Chinese language. Similarly, students following EMI would show positive attitudes towards English, but the results depicted a different picture. The MOI had little impact on the language attitudes of the students. Students showed more responsive attitudes towards the changing social role of a language. Students' language attitudes served as a response to, and a reflection of, the social realities shaped by changes in the MOI policy. Among EMI students, a notable decline in instrumental motivation toward English was observed. After losing access to English-medium education, they appeared more conscious of other essential factors that could support their future success. In contrast, CMI students increasingly associated English with qualities of high academic achievers. Despite being excluded from English-medium schools for over a decade, they maintained a strong aspiration to learn English, viewing it as a crucial asset for gaining university admission and improving their quality of life.

Barrios et al. (2016) discussed the challenges of teaching subjects in a bachelor's degree program using EMI and introduced an innovative project to address these challenges. The

study's findings revealed that no attempt to address the challenges of EMI would be successful unless teachers participated in group discussions and engaged in collaborative work.

Tri and Moskovsky (2019) explored policies related to EMI in Vietnam and analysed their broader implications. To investigate various policy practices, the study employed Dafouz and Smit's (2016) ROAD-MAPPING framework, which encompasses six conceptual dimensions. The research focused on two central questions: first, what do government-issued language policy documents reveal about the multi-dimensional nature of EMI programs in Vietnam? And second, how is this multi-dimensionality represented in these top-down policy texts? Through the application of the ROAD-MAPPING framework, the study identified the complex and layered nature of EMI practices as reflected in the policy documents. The decisions and declarations within these documents underscored the strong commitment and strategic efforts of policymakers to advance EMI in response to the country's academic, economic, and integrative needs. However, the findings also indicated that while current policies favour the direct adoption of EMI models from international institutions, they often lack the necessary guidance and recommendations for effective implementation. By analysing top-down policy sources, the study concluded that EMI implementation remains inadequate and emphasized the need for Vietnamese policymakers to address concerns at the micro level. The study further recommended the establishment of effective communication channels between macro-level authorities and micro-level stakeholders to ensure the successful execution of EMI initiatives.

Khatri (2019) through a mixed-method approach-based study, discussed teachers' attitudes towards English as an MOI and the challenges faced by them during the implementation of EMI. Results found that teachers were positive about using EMI for conducting their regular teaching and learning activities. The data indicated that teachers faced various challenges while implementing EMI, such as students' weak exposure to English,

interference of learners' mother tongue, linguistic diversity in the classroom, etc. The study recommended that there can be various measures to address these challenges, such as equipping classrooms with modern technologies, using measures to make teachers more professionally and methodologically sound, and providing an overall encouraging environment for teachers in public schools to implement EMI in their classrooms.

2.10 Language ideology

Language Ideology (LI) is the term used to describe how individuals view a given language. Language ideology, in the words of Silverstein (1979), is "any set of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use" (p. 193). Concerning language attitudes, linguistic ideology explores how people perceive and evaluate different languages or language varieties. It investigates the social, cultural, and political factors that shape these attitudes. When applied to English language education studies, linguistic ideology helps to examine the underlying beliefs and assumptions regarding English as a global language. It investigates how English is positioned and valued in different educational contexts. This framework provides a way to analyse language attitudes critically and also helps to understand the influence of language ideologies on language policies. This framework can shed light on the motivations behind English language learning, the promotion of English as a MOI, or the resistance to English dominance.

2.11 The socio-educational model

The attitude and motivation theory in the late sixties and early seventies, which shows the association between attitudes and success in second language learning, was a result of Gardner and Lambert's (1959) research. This theory arises from the concept that attitudes are highly crucial for language learning, and they can either be instrumentally or integratively motivated. The present study is guided by Gardner and Lambert's (1972) Socio-Educational Model (SEM) of motivation. The SEM originally included four variables namely: 1) social

milieu which refers to an individual's cultural belief system and environment; 2) individual differences which include various other sub-variables (like motivation, intelligence, and anxiety), 3) second language acquisition which refers to formal and informal setting where the language learning takes place; and 4) contexts and outcomes which refer to linguistics/non-linguistics and language skills. In 1985, Gardner revised SEM and introduced the theory of integrative motive within the second variable, i.e., the individual differences variable. This concept of integrative motivation is further divided into three components, namely: (a) integrative motivation, attitudes and interest towards second language community; (b) specific attitudes towards schools and other learning resources, and (c) Motivation for learning.

2.12 Research gap and statement of the problem

Various studies have examined teachers' and learners' attitudes towards English language education, but very few studies have considered the attitudes and perceptions of administrators. There is no literature on attitudes toward English language education taking into account significant stakeholders of the education sector, i.e., teachers and students, and administrators from the secondary school level. Limited studies focus on teachers' attitudes towards English as a second language. This study attempts to fill this gap. The current study considers the attitudes of the stakeholders and understands them from a policy perspective. The research gap lies in the absence of a comprehensive investigation that incorporates teachers, learners, and administrators within the same study. While prior research may have examined various aspects of English language education policy, it often focused on only one of these stakeholder groups, neglecting the interconnected perspectives of all three. Consequently, a significant gap exists in the literature regarding a holistic examination of English language education policy that considers the viewpoints and experiences of teachers, learners, and administrators simultaneously. The present study, taking into account the views of all three groups, recognizes the important role each group plays in shaping and implementing

educational policies and aims to shed light on the interrelationships and shared goals among them.

There are limited studies found in the literature focusing on students' and teachers' attitudes towards the teaching methodology/ strategy and teaching-learning materials used in the language classrooms. This study looks into this particular area where important stakeholders of education, such as teachers and students, and their opinions and attitudes are considered. The present study identified this gap and examined the perceptions and attitudes of teachers and students towards methodologies and strategies used in language classrooms. It is crucial to understand their perceptions to analyse their learning outcomes, teachers' challenges with the teaching techniques, and the need for teacher training programs. Their feedback will help to improve the materials and techniques if required.

2.13 Conclusion

The current chapter has discussed and reviewed in-depth various studies focusing on different aspects of language attitudes. Additionally, concepts such as the motivation of teachers and learners with respect to language learning have also been discussed with reference to various studies conducted in the Indian context and globally. Studies included in this chapter also discuss attitudes and perceptions of teachers and learners towards EMI and the challenges related to EMI. Besides studies focusing on EMI, learners' and teachers' attitudes towards vernacular medium instruction have also been reviewed. The chapter also dealt with studies that have researched methods and strategies used for teaching a second language. To understand the policy aspect of second language learning, studies focusing on language policy have been reviewed in this chapter. The theoretical framework guiding this study is also discussed in Section 2.10. The review of literature also shows that the study of language attitudes with respect to English language education policy, considering all the important stakeholders of the education domain, has not been attempted before. Given that attitudes

significantly influence second language learning and language policy is crucial in determining the role of a language, particularly within the educational sphere, the researcher has chosen to undertake this important area of study.

Chapter 3 Methodology

3.1 Introduction

This chapter discusses the research methodology and research design employed in the study to investigate the objectives outlined for this study. It also provides a detailed discussion of different data collection methods adopted for this study. Further, it discusses the different categories of participants and the data sites considered. Additionally, it also deals with the procedure employed for the data collection, including the pilot study. Subsequently, the tools used for analysis are discussed. Finally, the ethical considerations followed in this study are reported in the chapter.

3.2 The research study

The aim of the present study is twofold: firstly, to understand the language attitudes of the students, teachers, and administrators (education department officials) towards English language education in Tripura at present; and secondly, to understand the impact of language attitudes on language policy and vice versa.

3.2.1 Research objectives

The specific objectives of this study are:

- To identify the attitudes of the learners, teachers, and administrators towards English language education in Tripura
- To find out the differences, if any, in the learners' and teachers' attitudes towards English language education based on the medium of instruction (English/Bengali)
- To understand the impact of language policy on language attitudes and vice versa.

3.2.2 Research questions

The following are the research questions for this study:

1. What are the attitudes of the learners, teachers, and administrators towards English language education in Tripura?

2. Is there any difference in learners' attitudes and teachers' attitudes towards English language education based on the medium of instruction (English/Bengali)?
3. What are the attitudes of the learners, teachers, and administrators towards the English language education policy of Tripura?
4. Do language policy and planning have an influence on language attitudes and vice versa?

3.2.3 Research design

A mixed-method approach has been used for the present study. This approach offers a chance to gain insight into language attitudes through semi-structured interviews and data about (covert) language practices through questionnaires. Incorporating both qualitative and quantitative methods in this study helped us to gain a more comprehensive understanding of language attitudes. The combination of both methods provided a more holistic view of language attitudes. Using a mixed method approach helped in triangulating the findings by comparing and contrasting the data obtained from various sources. This enhanced the validity and reliability of the study. Further, the present study followed the methodological concept of Qual + Quan (Dörnyei, 2007). According to this, the capitalized letters indicate “equal status” (p. 169); therefore, this study is neither qualitative nor quantitative dominant. The plus symbol (+) specifies concurrent design—qualitative and quantitative data was collected simultaneously (Creswell & Clark, 2017; Dörnyei, 2007; Mackey & Bryfonski, 2018). The concurrent designs are valuable for combining micro and macro perspectives. For instance, this study examines attitudes towards English at the teachers' and administrators' level using interviews, students' level using questionnaires, and policy aspect using document analysis. In the present study, the mixed methods design was felt useful to gain a more comprehensive understanding, to ensure internal consistency, and to validate findings from each approach (qualitative and quantitative).

3.3 Pre-data collection

The pre-data collection process for this study involved various key steps. Below is an outline of the process:

- Research proposal: a research proposal outlining the objectives, research questions, and methodology of the study was prepared, which served as a guide throughout this research study.
- Participant allocation: the target population, including the number of total participants from Bengali and English medium schools, PGT English teachers, and administrators from different offices and institutions, was identified for this study.
- Data collection tools: the necessary tools required to conduct this study were prepared. Students' questionnaire, teachers', and administrators' interview questions were prepared.
- Data collection sites: a list of school details, along with the address and contact person details, was prepared systematically. Schools were divided based on the medium of instruction according to the research objective formulated for this study.
- Necessary permissions: an approval from the IEC, Directorate of Secondary Education, Tripura, SCERT, and district education offices was obtained. Further, for collecting secondary data resources, permission from the concerned authority for accessing the central library, state archives (for gazette notifications), and university and college libraries was also obtained.
- Contacting participants: participants were contacted through appropriate channels. The researcher identified schools based on the availability of a larger number of students and contacted the school authorities. Through social media groups and teacher forums, teacher participants were contacted. Next, a list of their details, along with their contact numbers and email IDs, was gathered for future correspondence.

- Participant information: students were contacted through their respective school authorities. To get a larger number of participants for the study, the researcher also attempted to contact student participants through coaching centres. However, using this channel made it difficult to impress upon them the significance of the study. It was therefore a challenging task. The support of school authorities and a letter of authorization from the institution about the study and the confidentiality aspects worked to build trust. They helped the researcher to approach the participants during their school hours. In the data collection process, building interpersonal relationships with teachers and administrators was also very crucial. Teachers and administrators had a busy work schedule, so taking time out for participating in the study was challenging for them. Due to their busy work timings, it took more than the estimated duration to conduct one-on-one interviews with teachers and administrators. Finally, participants who expressed interest in participating in the study were given all the details of this study along with the participant information sheet.
- Consent form: the consent form was obtained from each participant.
- Scheduling and logistics: the researcher coordinated with participants and school authorities to conduct the study during students' free time and scheduled online interviews with teachers and administrators.
- Pilot study: before conducting the main study, a pilot study was conducted with a small group of participants to check whether the questionnaire prepared for this study was adequate to study the attitudes of students towards English language education in Tripura. A small-scale, preliminary study was conducted to investigate the feasibility of the study full-scale. The details of the pilot study are mentioned below elaborately.

Student and Expert feedback: After conducting the pilot study, the data and feedback received from the students were quite satisfactory. The questionnaire was then

discussed with the doctoral research committee members to get their opinions. Finally, it was administered during the final study.

3.3.1 Data site/Field of research

As observed during the literature review, there are limited studies on the attitudes of different stakeholders towards English language learning in Tripura. Furthermore, there is a dearth of studies on the impact of the new language policy in education, focusing on the Tripura region. Therefore, this region was selected as the site of research for data collection. The estimated time period for main data collection was approximately 3 – 5 months. Questionnaire data was collected from higher secondary level students studying in both English and Bengali medium schools. Interviews were conducted with teachers teaching English in both English and Bengali medium schools of Tripura. Interviews were conducted with administrators at different levels in Tripura.

3.3.2 Selection of participants

3.3.2.1 Students

The first category of participants comprised students who are studying at higher secondary level in both Bengali medium and English medium schools. As one of the research questions of the present study is to find the difference in attitudes of participants towards English language education based on medium of instruction, questionnaire responses from students studying in both English and Bengali medium were collected.

3.3.2.2 Teachers

The second category of participants comprised the post-graduate (PGT) English teachers teaching in English and Bengali medium schools of Tripura. PGT English teachers were selected based on a convenient sampling technique for this study. Around 50 teachers were contacted through email, WhatsApp, and other social media groups. Finally, 28 teachers showed their willingness, and they were individually (one-to-one) interviewed for this study.

3.3.2.3 Administrators

Data was collected from administrators who are associated with the education departments of Tripura. The data was collected based on a convenient sampling technique. It was also ensured that data from different regions, such as urban, semi-urban, and rural, were included to ensure the research's reliability. Administrators selected for this study are school principals, DEOs (District Education Officers), OSD (officer on special duty working at the secondary education department and SCERT), and teacher trainers.

3.3.3 Research instruments

3.3.3.1 Questionnaire formation

The questionnaire was divided into three sections. The first section (section A) consisted of questions focusing on understanding participant demographics, such as age, language skills, income levels, etc. The following section (section B) consisted of questions on the learner's attitudes towards English, English language education, and practices. This important section of the questionnaire was about learners' interests and practices, such as reading English newspapers and using English in different domains. The third section (section C) consisted of questions related to learners' attitudes towards the English language education policy. A Likert scale questionnaire, along with open-ended questions, was used to obtain factual responses from the learners. Additionally, some open-ended questions were included, which helped to get an in-depth understanding of participants' attitudes and also facilitated data triangulation.

3.3.3.2 Semi-structured interview question formation

At the beginning of the interview, teachers were asked about their basic details such as name, educational qualifications, languages they know, etc. Following this, the interview with teachers was divided mainly into two sections. Firstly, section A consisted of questions on attitudes towards English, English language education, and teaching practices, and section B

comprised questions on attitudes towards English language education policy. Questions under section A were mainly focused on teachers' opinions on the role of English for career growth, their medium of instruction during their class lectures, etc. The following section included questions on teachers' perspectives on the English syllabus, teaching and learning materials, examination, and assessment pattern. The semi-structured interview method was selected for this study as it is flexible and lets the researcher elicit spontaneous responses to the interview questions. The semi-structured interview method provided the flexibility in terms of the questions asked and the direction of the conversation. Based on the participants' answers, the researcher used prompts and follow-up questions at times to elicit answers on desired or relevant points. Semi-structured interviews encouraged active participation, unlike structured interviews that follow a rigid format; they encourage respondents to express their thoughts, opinions, and experiences.

3.3.3.3 Research materials for understanding the policy aspect of the study

To understand the aspect of English language education policy in Tripura, the present study looked into secondary data resources such as government orders, gazette notifications, books, newspaper articles, etc., to interpret the covert language policy of Tripura.

3.4 Pilot study

A small-scale, preliminary study was conducted from January to April 2022 to investigate the feasibility of the study at full-scale. The study was conducted with three categories of participants: learners, teachers, and administrators. The main aim of this pilot study was to understand and evaluate the feasibility of the key objectives of the full-scale study. The initial contact and discussion about the study were done in person with the participants from the three categories. Thereafter, the data from the learners was collected through questionnaires in the schools during students' free time. The data from the teachers and

administrators were collected through interviews conducted through Google Meet and were recorded for analysis.

For the pilot study, eight teachers were initially invited to take part. Finally, six teachers showed their willingness and were individually (one-to-one) interviewed for this study. The interview for teachers was divided into two sections. Firstly, section A comprised questions on attitudes towards English, English language education and practices, and section B comprised questions on attitudes towards English language education policy.

The pilot study comprised questionnaire responses from 40 learners. Additionally, interviews with six teachers and two administrators were conducted. The learners were given 60 minutes to fill out the questionnaire.

3.5 Data collection

Based on the participants' responses and feedback during the pilot study and after analysis of their responses, some of the questions were modified, and some words were rephrased to improve clarity and reduce ambiguity. Based on expert comments and suggestions, a balanced number of positive and negative type statement options were added in the students' questionnaire. The main data collection for the present study was conducted in Tripura during September 2022 – January 2023. The study was conducted with three categories of participants: students, teachers, and administrators. During the main data collection, questionnaire responses from 180 students were collected. Interviews with 28 teachers and five administrators were conducted. Participants from the students' category were selected based on a convenient sampling technique from classes XI and XII, Bengali and English medium schools. Participants in the administrators' category comprised officials from SCERT, OSD in the secondary education department, school principals, and faculty members from the Institute of Advanced Studies in Education (IASE) who were selected as trainers for training programs

of teachers and headmasters and were also involved in various curriculum designing programs and policy-level activities.

3.5.1 Secondary data

To understand the background of English education in Tripura and the policy aspect of this study, documents related to the initiatives undertaken by the government to improve the language proficiency of students, information regarding teacher training programs, statistical data, and other related data was collected. Several offices and state and central libraries were visited. The offices that were visited for obtaining secondary data are as follows: Secondary education department of Tripura, District Education Offices (West and Sepahijala district) SCERT, IASE, Statistics section of the secondary education department, libraries (Bir Chandra Central library, MBB State University library, Tripura Central University library, Secretariat library, and Tribal Research Library), and State archive.

3.6 Post-data collection

After the final data collection for the study was completed, the questionnaire data was organized systematically based on the medium of instruction variable chosen for this study. Furthermore, the analysis was carried out using the analytical tools discussed above. Qualitative data from the open-ended questions was identified and categorized based on different themes, and analysis was carried out. Interview data was recorded and transcribed for further analysis. Secondary data collected from various sources was organized based on different categories as discussed above in section 3.5.1 for analysis.

3.7 Data analysis

3.7.1 Questionnaire data analysis

The quantitative data was analysed using Microsoft Excel, aiming to answer the research questions quantitatively. Students' closed-ended questionnaire responses were analysed statistically, and the open-ended responses were analysed using thematic analysis.

3.7.2 Interview data analysis

Thematic analysis (TA) was used to identify patterns and themes within the interview data. Data analysis was guided by Kuckartz's (2014) "thematic qualitative text analysis" and the six phases of thematic analysis (Braun & Clarke, 2006, p. 87) (a) familiarize yourself with the data; (b) generate initial codes; (c) search for themes; (d) review themes; (e) define and name themes; and (f) produce the report. TA allows for detailed exploration of themes, offering nuanced insights into the interview content. Themes, being both descriptive and interpretive, add depth to the analysis of the data. The recorded interview was first transcribed and saved as a word document. The sentences, phrases, examples, and references that were discussed in Bengali by the participants were translated into English. The responses of the participants were organized systematically according to each interview question. By carefully going through the responses, common themes and patterns were identified. The responses were then marked and highlighted based on the identified themes, patterns, and sub-categories.

3.7.3 Policy document analysis

To examine the policy aspect of this study, content analysis of the collected documents was done. Content analysis is a qualitative research technique that is often used in the literature for analysing the words, language, or text in documents (Bowen, 2009; Bryman, 2012). The analysis of the text was guided by five aspects, which are marked as important for several policy analysis texts (Alexander, 2013; Bell & Stephenson, 2006; Busher, 2006). The aspects based on which the texts will be analysed are: (i) document production and location; (ii) authorship and audience; (iii) policy context; (iv) policy text; and (v) policy consequences. Content can be analysed in two different ways: either inductively or deductively. When using an inductive analysis method, the researcher can draw categories directly from the data through careful reading and rereading of the document. The basis for organizing categories, which may lead to the identification of sub-categories or themes within them, lies in observing recurring

word patterns, similar phrases, and shared concepts. The document is usually annotated with headings that appear after several readings of the text; these headings may then be modified to provide a coding guide. However, with a deductive approach, categorization is already established, and the analysis is focused on the occurrence of text that falls into these categories.

3.8 Ethical procedures

Data collection for this study was carried out following all the guidelines and ethical procedures established for research in the Social Sciences and Humanities. As part of the institution's requirements, approval was obtained for conducting this study from the Institutional Ethics Committee (IEC), University of Hyderabad. A detailed research proposal, participant information sheet, consent form, data collection instruments (questionnaire and interview questions), PI and Co-PI details, and supporting documents following the designated application process were submitted to the IEC. Following the approval from the IEC, through the proper channel, permission was obtained from the Directorate of Secondary Education, Tripura, for conducting the fieldwork with students, teachers, and administrators from different districts of Tripura. Further, the District Education Officer (DEO) from West and Sepahijala districts was contacted for conducting the study in schools within their jurisdiction, following their administrative requirements and protocols. The school principals and teachers were contacted for this study. They were informed about the purpose of the study, potential risks and benefits, confidentiality measures, and participant rights. Before data collection, the participant information sheet and consent form were provided. The consent form was collected from all the participants. Before conducting the data collection, it was ensured that participants had a clear understanding of their rights, the voluntary nature of participation, and their ability to withdraw at any point in time. It was also ensured that, for safeguarding the privacy and confidentiality of the collected data, the names and other personal details were anonymized to prevent disclosure. To protect the identities of participants, numbers and code names were used

while reporting the findings and results of this study in the analysis section. For the collection of secondary data from various sources such as Tripura State Archive, Secretariat library, Birchandra Central library, and Tripura tribal research library, permission was obtained from the concerned department heads.

3.9 Conclusion

This chapter discussed in detail the research methodology of this study. The chapter discussed ethical considerations that were followed to collect data in this study. The research design and the significance of using a mixed-methods design were explained. The research instruments (questionnaire, interviews, and documents) for collecting data was discussed. Additionally, this chapter also explained the methods of analysis employed in this study.

Chapter 4 Teachers' and Administrators' Interview Analysis

4.1. Introduction

The present chapter discusses teachers' and administrators' interview data. The analysis of teachers' interviews is presented first in Section 4.2, followed by the analysis of administrators' interviews in Section 4.3. It is mainly focused on parts of the first and third research questions of this study:

1. What are the attitudes of the learners, teachers, and administrators towards English language education in Tripura?
3. What are the attitudes of the learners, teachers, and administrators towards the English language education policy of Tripura?

The findings of the qualitative analysis will provide a better understanding of teachers' attitudes towards ELE and the factors that determine their attitudes. The qualitative data from teachers' interviews will be discussed in this chapter. The quantitative data from students' questionnaires will be discussed in the following chapter.

The interview was divided into three sections: firstly, teachers shared their basic details, including name, educational qualification, school, subjects they are teaching, grade level, and total years of experience. In the second section, teachers were asked questions based on their attitudes towards English, English language education, and practices. For this part of the interview, teachers commented on the use of English or any other medium during formal and informal conversations in the classroom. Teachers shared their opinions on the role of English for career growth and employment, the use of English for creativity, and their views on the benefits and disadvantages of teaching in an English medium and a Bengali medium institution. During the interviews, participants were asked to draw examples from their classroom experiences. The last section of the interview focused on teachers' attitudes towards English

language educational policy. Teachers were asked to share their perspectives on crucial areas such as the grade at which the introduction of English is appropriate for learners, on the English curriculum, English speaking practices, the grading system, teaching and learning materials, teacher training programmes, etc. Teachers shared their opinions on the current scenario of English education in Tripura. Furthermore, teachers were asked to reflect on specific instances when they faced difficulty in their English classes. Teachers shared their experiences of using L1 for teaching English and students' responses towards it.

The following section presents in detail the analysis of teachers' interviews and also the significant findings.

4.2. Analysis of the teachers' interviews

The qualitative data from the teachers' interviews have been analysed using Thematic Analysis (TA). Following Kuckartz's (2014) "thematic qualitative text analysis" and the six phases of thematic analysis (Braun & Clarke, 2006 p. 87), the interview data have been sorted, organized, and analysed based on codes and themes.

As mentioned above, in the first section, teacher participants gave brief details about their demographic details. The second section of the interview questions will be discussed based on the themes and sub-themes that have developed from the data analysis. Questions that have been asked as follow-up questions and responses that are repetitive are grouped and analysed.

Q1 a) What is the medium of instruction/communication in your classroom while teaching?

b) What is the medium of instruction/communication in your classroom during informal conversations with students?

While responding to this question, teacher participants shared their views along with practical classroom experiences, revealing clear patterns tied to their demographic

characteristics, such as medium of instruction, years of teaching experience, and linguistic background. Most participants reported that they use English during formal communication, including delivering lectures and giving instructions. However, informal communication, especially with students who struggle to follow English, often took place in Bengali (L1), particularly in Bengali-medium schools. Teachers from these settings noted that using the mother tongue helps explain difficult concepts more effectively, enhances classroom participation, and reduces students' language-related anxiety.

More than half the teachers (eighteen) stated that students were more engaged and attentive when teachers incorporated L1 in instruction. This was more distinct among teachers who were native Bengali speakers and those with longer teaching experience in vernacular-medium schools. In contrast, teachers from English-medium backgrounds or those teaching in English-medium schools reported using L1 rarely, often limiting it to informal conversations outside the classroom. These teachers tended to rely more heavily on English even for explanations, attributing it to institutional expectations or students' language exposure.

Additionally, a significant number of teachers (twenty-two) across both mediums agreed that emotional connection and rapport with students were easier to establish in the mother tongue, reinforcing the belief that language comfort fosters a more inclusive and responsive classroom environment. Additionally, findings suggest that teachers from Bengali language backgrounds tend to use Bengali more frequently in the classroom and often feel less confident or comfortable using English extensively. Their language choices are influenced not only by institutional expectations but also by their linguistic upbringing, the medium of instruction in their schools, and their students' comprehension levels, all of which are closely linked to their demographic profiles.

Based on participants' responses and after analysing their data, two different themes emerge: (a) L1 is important while teaching-learning L2, (b) English speaking practice is essential to improve fluency.

Table 4.1: Medium of Instruction: Teachers' Perspectives

Theme	Sub-Theme	Interview Transcripts
L1 as a support language for learning L2	L1 helps in explaining concepts better and is easy for students to understand	<p>T.5...L1 helps to explain grammar, meanings of difficult words, and instructions more clearly to students...</p> <p>T.9...Students in my class are from different economic backgrounds, and therefore, students from especially rural areas find it difficult to understand lectures in English... Sometimes using Bengali helps them to understand concepts better.</p> <p>T.13...Whenever I allow my students to answer in Bengali, they are more comfortable and show active participation in classroom activity. While teaching I use English and sometimes to explain the meaning of difficult words, I use Bengali.</p> <p>T.18...As a language teacher, I have always felt that students' L1 is important for learning English as a support language.</p>

<p>English should be the medium of instruction in the classroom at the secondary level</p>	<p>Knowledge of English will give better opportunities for students</p>	<p>T.2... It is crucial for students to practice speaking a language to attain good fluency. Students get to practice English speaking mostly during their English class. Therefore, it is my responsibility as a teacher to ensure that English is used maximum and not any other language...</p> <p>T.6...be it filling an application, access to technology, searching for good research papers, for everything, knowledge of English is essential. Therefore, from school itself, students should have a good hold of this language. As an English teacher, I use only English for communication with my students.</p> <p>T.20...students should be able to choose their career without any hesitation and fear...their choices should not be limited; therefore, knowing this global language will give them more opportunities.</p>
--	---	---

Q2. What are your opinions on the role of English for career growth?

This question was asked to understand teachers' perspectives on the importance of learning English for career growth and employment opportunities. Besides this, as a follow-up question, teachers were also asked to share their opinion about the role of English for studying other subjects. While answering this question, most of the teachers responded positively that English is important for career growth and better employment opportunities. A few participants

(six) mentioned that it is not mandatory that a lack of knowledge in English will affect students' careers in any way, but obviously, it is good to know this language, as it is a language spoken by the wider community. More than half of the total respondents (eighteen) strongly felt that English is crucial for career development and better opportunities. They also felt that in this competitive world, not knowing English would be a disadvantage.

In their response to the follow-up question regarding the role of English for teaching and learning other subjects, a majority (sixteen) responded that English is important as a medium to be used while studying other subjects. Whereas, a few teachers (seven), mostly teaching in rural schools, felt that their students were more comfortable while studying in their mother tongue. Therefore, it should be their choice to choose the medium to excel and perform better in their studies without language being a hindrance.

Table 4.2: English for Career Growth: Teachers' Perspective

Theme	Interview Transcripts
English is important for better employment opportunities	<p>T.7...proficiency in English is important as it opens doors to a variety of job opportunities...fluency in English is a key skill for career advancement.</p> <p>T.11...for filling an application or applying for corporate jobs these days, the knowledge of English is compulsory; therefore, students need to learn this language.</p>
English is a global language	<p>T.3...English is considered a lingua franca...so knowing this language will help students interact with people from different corners of the world.</p>

	T.2...if students want to move outside their state for higher studies, then it is useful to know English...It will also help them network with people from other communities.
Not knowing English cannot be a hindrance	T.10...someone who is not good enough in English but understands the job role and responsibilities properly, for their lack of English knowledge should not be a hindrance. T.5...These days, even technology is accessible in our mother tongue through translation apps.

Q3. Do you feel people with good communication skills (in English) are paid well in jobs? Give reasons to support your answer.

In response to the above question, many themes were prominent from teachers' responses to the previous question, too. In response to the previous question, the teachers had a mostly positive response towards English as an important language for career development. A majority of the participants felt that knowledge of English is mandatory. Additionally, a few teachers (five) strongly believed that knowing English has become a fundamental language skill in an individual's profile today. From preparing their resume to appearing for the interview, the language skills will help them to be fit for a job role. A participant commented that, in teaching jobs where there is a fixed pay, the knowledge of the subject and the communication skills of the teacher are primary, whereas in corporate jobs, knowing English will certainly give one an upper hand. On the other hand, teachers also felt that students who come from rural backgrounds take time to learn English properly and sometimes don't have the required fluency, but they too excel in various job roles. Overall, there was a mixed response to this question.

Table 4.3: Role of English for employment

Theme	Interview Transcripts
English is the most common language for business	T.12...Nowadays, interviews, applications, and contracts are mostly conducted in English. So, it becomes crucial to know English to compete with other candidates...
Mother tongue is useful only in the local region	T.16...students who are not fluent in English but excellent in communication skills in their mother tongue will also be able to get decent jobs in their state. Students who can communicate effectively in English will be considered to have a better skill set...

Q4. Do you feel that having a good command of English improves personality and creativity? Why and how?

Participants had mixed responses to this question. A few (three) respondents felt that people with effective communication skills can express themselves well, and that shapes their personality and creativity, too. They also felt that knowing English would improve their personality and boost their self-confidence. On the other hand, a majority of the teachers (eighteen) also felt that English has no role to play in the personality and creativity of a person. They believed that if students were given tasks based on their creativity, knowledge of English would not be a barrier. Around four teachers had mixed responses to this question. They felt that knowing English well will always be an advantage and benefit students to communicate their thoughts and ideas clearly, and also express their creative side well, but at the same time, students who are not proficient in English may also have good personalities and creative ideas.

Table 4.4: Role of English for personality development and creativity

Theme	Interview Transcripts
English shapes the personality	<p>T.10... If we know English, which is a lingua franca, one doesn't need to worry much while moving outside our native place. Knowledge of English reflects a sense of a smart, impressive personality...</p> <p>T.17...English exerts great influence on one's personality...</p>
English knowledge will boost self-confidence	<p>T.15...good command of English will boost one's confidence.</p> <p>T.5... Good communication skills in English are what corporate jobs look for in candidates nowadays. Knowledge of English is a mandatory skill that recruiters look for. The ability to speak in English confidently is very important...</p>
English does not necessarily influence creative ideas	<p>T. 18...As a teacher, I feel my students who are not very fluent or proficient in English have also shown their creativity in different activities... so this may not hold true always...</p>

Q5. What are the benefits and disadvantages, if any, of teaching in an English medium and a Bengali medium institution? Can you substantiate your view?

Some teachers (eight) who had an English medium background were very happy to be associated with English medium schools. They reported that it was easier for them to communicate effectively in English during teaching and informal interaction, too. Two teachers expressed that they feel a sense of respect from people around when they share that they are teaching in an English medium school. A few teachers (three) observed that students from English medium schools appeared more comfortable with their English papers, and the classes were generally more interactive. However, fifteen teachers from Bengali medium schools

reported that, apart from a few students, most learners in their English classes were not very interactive. Teachers didn't specifically mention any benefits or disadvantages of teaching in an English medium or a Bengali medium institution. A teacher teaching in an English medium school from a rural area expressed that students there are more inquisitive and open to learning.

Table 4.5: Teaching in English vs Bengali medium: Teachers' insights

Theme	Interview Transcripts
Bengali is our mother tongue. Learning English using L1 is also helpful.	T.15...I am happy to be associated with a Bengali medium school. As an English subject teacher, I help my students with Bengali words and meanings for difficult English vocabulary and grammar.
English is associated with social respect	T.7...Parents of students always express that if they get their child admitted to an English medium school, the education will be good and their children will have more exposure and opportunities.
English improves the quality of education	T.23...Whenever someone asks me in which school I work, and I tell them the school's name, hearing English medium, they have an impression that it is a good school with students performing well in the board exams....

Q6. At which level is English introduced in Bengali medium and English medium schools, and why?

English is introduced in class 3 for Bengali medium and nursery for English medium students. Respondents (eight) expressed that learning English from a young age through enough practice, tasks, and activities is important and beneficial. A majority of the teachers (twenty-three) reported that it's always good to introduce English in the early years when the mind is more receptive and flexible, and also learning is more fun.

Table 4.6: Introduction of English: Teachers' perspective

Theme	Interview Transcripts
Early age is better for language learning	T.11...the sooner students start learning the language, the better it is...They will be able to master the language well and improve all their skills in English.
Language learning at a young age will improve memory and creativity	T.7... When students know a second language from an early age, it is easy for them to communicate with people from outside their community. It improves their memory power and creativity.
Learning English from a young age will improve their understanding of concepts, pronunciation, grammar, and vocabulary	T.5... When students learn from a young age, it boosts their confidence and improves their communication skills. T.18...students who started learning English from a young age have a strong foundation and clear basic concepts. They are good at grammar and have good fluency, pronunciation, and vocabulary.

Q7. What is the pass mark in English at your school? What are the possible reasons behind this particular qualifying mark? Is it justified?

All the teachers reported that the qualifying mark in their school is thirty-six out of a hundred. And out of eighty, the qualifying mark is thirty. A majority of the teachers (twenty) strongly believed that this qualifying mark is appropriate for their students. Around seven teachers shared that low-proficiency students in their classes put in considerable effort just to secure the minimum passing marks, whereas a few other students consistently aim for higher scores in every subject. Two teachers from a rural school shared that they believe that this mark is pretty reasonable for their students, but some students find it difficult to even score

these marks. Overall, it is seen that teachers are fairly positive towards the standard qualifying marks followed across the boards. Teachers also feel that it is not just about securing the pass mark, but students should be able to master the language well.

Table 4.7: Qualifying marks: Teachers’ perspective

Theme	Interview Transcripts
The present qualifying mark is encouraging for students	T.4...presently in my school, the pass mark is thirty-six out of a hundred. It is not too high or too low. Students should aim to score much higher than these marks and not just pass the subject.
Mostly, teachers do lenient checking	T.1... We mostly encourage students and try not to fail them in our subjects. We do lenient checking and try to motivate students to do well and work hard.
Students should master the language and not just aim for passing the subject	T.25...I always tell my students to aim for high marks in English for board exams. Students should develop an interest in the subject and learn the language well, rather than just passing the subject.

Q8. What curriculum are you teaching?

Q9. Are you happy with the curriculum you are teaching?

The above two interview questions were follow-up questions. These questions were asked to understand the views and experiences of teachers based on the respective board and curriculum they are associated with. A majority (eighteen) of teachers responded that they are happy and satisfied with the curriculum they are currently following. A few (four) teachers reported that sometimes the duration is not sufficient to complete the entire syllabus, and it

becomes difficult for students from rural backgrounds without any extra support to study by themselves. Three teachers shared that it was slightly difficult for them sometimes to explain complex vocabulary, concepts, and grammar in Bengali, as they have an English medium background throughout. They find it difficult to find exact Bengali terms for many English words during their lectures, which they believe will be a straightforward task for teachers who have a Bengali medium educational background. However, overall, there was a positive response from teachers regarding the curriculum they are teaching currently.

Table 4.8: Curriculum: Teachers’ perspectives

Theme	Interview Transcripts
The content and syllabus of the curriculum are motivating and engaging for learners	T.22...students are sometimes very keen to know the story and read aloud. They wait for their turn to read aloud stories in the class.
The curriculum is not necessarily inclusive through its content and pedagogic materials	T.24...there are examples in the texts about foreign culture which students find difficult to connect...some of the contents are not very easily relatable to our everyday life.

Q10.What are your views on imposing fines on students if they are found talking in any other language except English during school hours?

Overall, teachers had mixed responses and viewpoints to this question. A majority of the total teachers (twenty) responded that this need not be strictly followed, but students should be encouraged during class hours to converse in English to improve their fluency. This will help them to overcome fear during public speaking in English. Several teachers (3, 6, 7, and 16) expressed concern that imposing fines on students, particularly those from economically disadvantaged backgrounds, may create undue stress and negatively impact their motivation.

They emphasized the need for more supportive and inclusive disciplinary approaches that consider students' financial and emotional circumstances. The majority of teachers (twenty-five) expressed that students should not fear the English language; instead, they should feel motivated to learn and master it, as positive attitudes are essential for developing proficiency. However, a smaller group of teachers (five) believed that such practices may not be feasible in reality, particularly for students from economically disadvantaged backgrounds, and that strict measures might discourage rather than support them. On the other hand, a few teachers (four) felt that students are sometimes not serious enough about practicing communication in English, and therefore, some pressure might help improve their engagement. They suggested mild strategies, such as imposing a nominal fine or offering small incentives like extra marks in class tests, as possible ways to encourage students to use the target language more actively and improve their fluency.

Table 4.9: Strategies to improve English: Teachers' perspective

Theme	Interview Transcripts
Extra marks in class tests can be encouraging for students	T.23...whenever I give extra marks and do lenient checking, students feel motivated and encouraged to score better next time, rather than feeling low and discouraged.
Imposing a fine on students may put unwanted pressure on poor students	T.14...a few students in my class come from a poor background, so such steps may put an extra burden on them. T.17...a few students come to school for mid-day meal, so they cannot afford a meal, and for speaking in English, imposing fines will be a strict rule for them.

<p>Drama, role-play, peer-group learning, and read-aloud activities can promote an English-speaking environment outside the classroom</p>	<p>T.8...whenever I arrange group activities or read aloud tasks, students show interest and are keen to participate. These strategies have worked well to initiate English-speaking practice among students.</p> <p>T.3...Peer-group learning in my class has worked well; a few bright students in my class have helped their peers to participate in group activities and project work... who otherwise are silent in the class. This has helped in meaningful learning...</p>
---	---

Q11. Do you think all admission tests in schools and colleges should be conducted in English?

Nearly twenty-five teachers of all the participants felt that it is not necessary to conduct admission tests in English at the school level. But for higher education, it should be considered to maintain the standard. A few (three) teachers felt that conducting admission tests in English would act as an obstacle for many meritorious students who may not be confident to give interviews in English, but otherwise are intelligent and talented.

The majority of participants responded positively to this question, with the emphasis mainly on the higher education level. Teachers felt that ‘English only’ for admission tests can be implemented at a higher level by the authorities when students have good exposure to the target language. Teachers believe that for school education, students from rural backgrounds should be given equal consideration for all opportunities, and conducting admission tests in English alone might negatively impact their performance and motivation. Teachers (18, 19, and 22) shared that, sometimes, out of shyness and fear of making mistakes, students choose not to participate in class discussions that happen in English. Such students should be encouraged and motivated to overcome such inhibitions and made to participate actively.

Table 4.10: English in admission tests: Teachers' perspective

Theme	Interview Transcripts
English is crucial for higher education	T.21...Good research papers, books, and journals are in English. The primary language in higher education is English. Therefore, students must learn English.
Fear of making mistakes in English	T.16...some students hesitate to communicate clearly and comfortably in English. So, for exams and tests, they might feel nervous and may not perform well if they have to communicate in English compulsorily.
Students from a Bengali medium background may face difficulty	<p>T.18... Many students from the Bengali medium, if given a choice, will prefer to speak in Bengali. They have a strong hold in Bengali as they have studied in the Bengali medium for so many years. While speaking in English, they may manage somehow, but sometimes may not find the right vocabulary and pronunciation.</p> <p>T.10...Students from a Bengali medium background may speak English fluently, but struggle to write in English.</p> <p>T.3...such decisions will limit the scope for Bengali medium students who are not confident in English.</p>

Q12. What are your views on testing students' oral skills during their admission? Is there any other language-specific skill that should be tested during the admission of the student?

A few teachers (seven) felt that it is crucial to test candidates' English skills during admission. This will improve the quality of education and also encourage students to focus on English learning. Teachers (fifteen) firmly believed that all four skills of English should be tested. Sometimes it is seen that students speak English fluently, but their grammar concepts

are not clear. Therefore, all skills are important for testing. At the same time, the majority of teachers (twenty) felt that it is unrealistic to expect the same level of performance from students coming from rural backgrounds. Therefore, they suggested that certain sections of admission tests should be made more flexible and simplified to accommodate low-proficiency students.

Table 4.11: Language skill assessment in admission: Teachers’ opinion

Theme	Interview Transcripts
Language skills are crucial to test a candidate’s knowledge and ability	T.8... It is seen that after taking admission, students cannot cope with the English syllabus. So, it is important to test their English language skills during the admission test itself.
Rural students may not be good enough in English, but have good knowledge in other subjects	T.13... even if a student is not good enough in English but good in mathematics, Bengali, History, and Geography, they should get a fair chance without language being a barrier. T.11...rural students sometimes struggle to express themselves adequately in English. They do not have good communication skills and fluency like students from city-based English medium schools.

Q13. What are the common difficulties learners face in the English language classroom?

Teachers mainly reported that low proficient students face difficulty while speaking and have shyness and fear of being judged, especially when they are speaking in English. Majority teachers (eighteen) strongly believe that students struggle while writing in the target language. Especially when they have to take down notes, it becomes difficult for a few students to keep up with the pace and write down correctly without missing any points. A teacher also shared that she found a few of her students switching to their mother tongue due to lack of

proper English vocabulary and stock of words while speaking. However, teachers firmly believe that when students attempt to communicate in English despite making repeated mistakes, it is encouraging and a good sign, as they are at least putting effort and showing interest to learn the language.

Table 4.12: Challenges in learning English: Teachers’ perspective

Theme	Interview Transcripts
Lack of home support and a suitable study environment	<p>T.14... There are many students in my class whose parents are not educated and do not encourage them in their studies. Such students lack that support from home and family members.</p> <p>T.7...A student in my class is not regular in school. I found out later that he goes to a garage and works there to support his family.</p>
Lack of focus and motivation	<p>T.21...students sometimes lack motivation and concentration in the subject, as a result, they slowly lose interest in the subject.</p>
Low proficient learners struggle to take down notes	<p>T.9... When I dictate in class, some students struggle to keep up with the pace of the lecture. Later, they miss the important instructions.</p>
Lack of active participation in classroom activities and interaction	<p>T.17... I have noticed in my class that a few students who are not attentive and regular try to hide and somehow pass the class time without participating in discussions. In a class of forty to fifty students, sometimes it is not possible for us to give individual attention to every student.</p>

Q14. What are the difficulties that English language teachers face with respect to language teaching?

As a follow-up to the previous question about the difficulties learners face in the English language classroom, six teachers mentioned that it is challenging to give individual attention to low-proficiency learners in classes of 40–50 students, or sometimes even more. Teachers also felt that the course duration is sometimes not adequate for them to complete the entire syllabus. Also, majority teachers (sixteen) shared that sometimes students who do not perform well in the subject lose interest and miss classes. It becomes difficult for such students to keep up with the class pace. A teacher expressed that few key factors for students’ success are their determination, parents’ encouragement, positive outlook, and eagerness to learn the language. A few teachers (five) also expressed the same that sometimes parents are not aware of students’ academic activities, which gradually affects their performance at school, as there is no one at their home to encourage and motivate them. Teachers also added that they are trying their best to keep parents involved and updated about their child’s performance in class and exams.

Table 4.13: Teaching English: Experience and challenges

Theme	Interview Transcripts
Low-proficient learners lose interest	T.3...Sometimes students suffer from low self-esteem... this leads them to lose interest and motivation.
Students' irregular attendance and tendency to skip classes	T.2... Low attendance is related to low performance and low achievement of students.

	T.8...When students miss their classes, they slowly lose track of class lectures and then cannot keep up with the pace of other students. That way, they lag for the remaining course duration.
Lack of parental support and involvement in students' academic activities	T.19... I have always urged parents to take a little more interest in their children's studies and school activities, as this helps students feel supported by their parents...If parents show they are not aware of students' school activities, students sometimes misuse this freedom.

Q15. What is your opinion about the teaching materials that are presently in use? Are they age and culture/tradition-appropriate and helpful for students? Any feedback/ modifications you would like to suggest?

Majority of teachers (sixteen) expressed that the textbooks and teaching-learning materials are mostly age-appropriate and culture-appropriate. There could be some examples from local or Indian contexts, but teachers shared that they try to give examples in an easy manner while teaching. Teachers firmly believe that examples from their daily lives and local contexts are easily relatable and easy to understand. It will also be easy to remember for students. A few (three) teachers felt that the texts are not too easy and not too difficult. Therefore, for all proficiency level students, the texts are standard. Teachers also noted that the English texts used in CBSE and ICSE boards are more standardized, which helps students receive consistent training from an early age, ensuring they do not struggle with the more challenging texts at the higher-secondary level. Overall, teachers were positive and satisfied with the current teaching and learning materials that they are presently using. They also expressed that the teacher training programs and workshops given at different times of the

academic year are very helpful. Such activities give teachers a platform to share their classroom experiences and also address their challenges and difficulties with other colleagues and seniors. This helps them to better equip themselves for delivering the best to their students. Teachers (10 and 11) emphasized the importance of making lessons relatable by incorporating examples from students' everyday experiences. They shared that using real-life contexts helps bridge the gap between theoretical content and practical understanding, thereby enhancing student engagement and comprehension during classroom instruction.

Table 4.14: Use of relevant teaching materials: Teachers' opinion

Theme	Interview Transcripts
Textbook contents are age-appropriate	T.4...the textbooks our schools follow have the correct vocabulary and proper length. It is age-appropriate.
Use of real-life contextualization in teaching	T.10...Though we do not always find relatable examples in the texts, I try to give examples that students will find easy to retain the information for longer.

- Q16. a) What are the pedagogic tools/ materials used in your language classroom?
- b) Are there any changes that language teaching materials have undergone in the last 5-10 years? If yes, what are they?
- c) What are the reasons and factors responsible for changing the language teaching and learning materials?
- d) Do English medium and Bengali medium schools (under the same board) use the same textbook material for English?

The above questions were asked as follow-up questions to understand the teacher's thoughts and views towards the pedagogic materials used for the last 10 years. Teachers associated with the CBSE board shared that they follow the NCERT syllabus pattern. Teachers

(eleven) expressed that the syllabus, endnotes, text topics, and end-of-chapter questions are standard and updated. The difficulty level is also moderate. Some teachers (four) stated that the NCERT books provide a good understanding of the basic concepts and are engaging. Teachers (five) stated that this syllabus also prepares students for competitive exams and provides a detailed understanding of various important topics. Teachers (seven) reported that no significant changes were made with respect to the syllabus and texts. Teachers sometimes use different reference materials in their classroom to help learners better understand texts. Majority of the teachers (twenty-two) expressed that the possible reason most likely for changing the language teaching and learning materials could be to further improve the quality of education. Teachers (seven) added that with the advancement of technology and after the pandemic, the teaching methods and techniques are being updated as per the requirements. Effective teaching aids such as audio-visual clips, tools, and apps have been introduced. Teachers stated that the English medium and Bengali medium schools (under the same board) use the same textbook material for English.

Table 4.15: Teachers’ perspectives on pedagogic materials

Theme	Interview Transcripts
Textbooks are up to date and standard	<p>T.11...The syllabus is updated. The content will help them to have a good grasp of grammar rules, vocabulary, etc.</p> <p>T.5...This English syllabus will help students to appear for competitive exams as well. The syllabus covers a variety of topics.</p>
Difficulty level is moderate	<p>T.6...for a few students of my class, the content is easy and they score good marks. Whereas a few students have not done well in the last few tests. But overall, the books are appropriate for this age level.</p>

The content of the syllabus is engaging and student-friendly	T.20... the present texts are student-friendly and engaging. Students show interest to learn the content. Sometimes, as teachers, we give examples from our daily lives so that they are easy to understand and remember.
--	---

Q17. a) What is your opinion about the performance of the students in your English language class?

b) How do you evaluate these students?

c) Do you have any specific techniques to assess their language skills?

The above questions were asked as follow-up questions to understand the teacher's feedback about students' performance, assessment, and evaluation procedure. Majority teachers (twenty-five) mentioned that their students are performing well in their subject. A few students are average and trying their best. Teachers (five) strongly believe that it is their responsibility to foster interest in the subject in students' minds so that they do not fear the subject, but are keen to learn and gain knowledge. Respondents stated that they evaluate students regularly based on various aspects. Twelve teachers said that they take regular class tests apart from the half-yearly and final exams. Some others (ten) reported that they give students assignments, projects, and homework. Students are also encouraged to read extra materials and references for a better understanding. For higher-secondary level, a few teachers (three) mentioned that mock-test papers are helpful for board exam preparation.

Teachers (fifteen) stated that there are various ways through which they regularly monitor students' learning progress. Self-assessment, peer feedback, group discussion, and activities are conducted. Vocabulary tests, comprehension, and short/long answer questions are types of questions given to students.

Table 4.16: Students' performance in English: Teachers' perspectives

Theme	Interview Transcripts
Limited exposure and first-generation English learners' challenges	<p>T.5... Few students coming from a rural background whose parents are not educated have worked hard to get good marks in English... They have the least possibility of picking up English at home.</p> <p>T.9... They do not have exposure to English like other students who read English newspapers and watch English shows.</p>
Supportive teaching practices to boost student participation	<p>T.4...I try to encourage the students who always feel shy to take part in classroom activities. This individual support and flexible checking have encouraged few of my students to work hard and perform better in their exams.</p>
English as a gateway to higher education opportunities	<p>T.11...when I ask my students why they should learn English well... the common response is that it will give them access to better higher education opportunities.</p>
English proficiency as a pathway to employment opportunities	<p>T.16...my students feel that English language will broaden their scope of getting jobs.</p>

Table 4.17: Teachers' opinions on assessment and evaluation methods

Theme	Interview Transcripts
Group discussions are beneficial for developing skills such as	<p>T.25... Students who do not actively participate in the class are sometimes encouraged to engage in group discussions</p>

<p>negotiation, problem-solving, and critical thinking</p>	<p>by their peers. This helps them to think critically and negotiate ideas.</p> <p>T. 9... I have seen that sometimes students who are from a weak background feel shy to respond in class, but show interest and speak within their peer groups when given group projects.</p>
<p>Self-assessment helps students to know their abilities better</p>	<p>T.13...after every exam, it is like a ritual when some students come to me to increase their marks. So, when they do self-assessment, it helps them to get connected with their own abilities.</p> <p>T. 4...even after repeatedly telling a few of my students to study well and work hard, they do not take it seriously...but during self-assessment, they show interest in independently assessing the outcomes of their learning.</p>

Q18. Considering the importance of English as a globally recognized language, do you feel there should be only English medium schools in the state? Please elaborate on your views.

Most teachers (twenty-five) firmly believed that implementing English medium education exclusively across the state at this stage would limit access and opportunities for many students from low-income families or remote areas within the school education system. Teachers have expressed that, though it is encouraging to aim high and aim for only English medium schools for improving students' education opportunities, there are many practical issues that teachers face within their classrooms. A teacher stated that there are a few students who still struggle to form complete sentences in English at the secondary level. At the same time, some students are outstanding and proficient in English. Therefore, such steps may not

be practically possible at this juncture. Two teachers conveyed that such steps in the future, with proper planning, may be favourable for the future generation, as knowing English will provide better job opportunities. Therefore, initiating such policies will certainly encourage the students of Tripura towards better learning opportunities. Overall, most teachers felt that such a step at this point may not be a feasible option, but some teachers felt that if such decisions are taken at a later point with proper planning, it may be helpful for future generations.

Table 4.18: English-medium schools in Tripura: Teachers’ insights

Theme	Interview Transcripts
Limit the scope for the underprivileged children	<p>T.20...there are many low proficient learners from rural areas for whom such steps may be discouraging...</p> <p>T.3... Keeping in mind the performance of average and below average students of my class, such decisions will not be helpful for those low-proficient learners.</p>
English is a language of empowerment	<p>T.17... such steps in the future with proper planning may be very beneficial for the future generation, as learning English will provide better job opportunities.</p> <p>T.19...As teachers, we are witnessing the competition, so it is better to prepare the future generation of students so that they can also compete with other students at the national and international level.</p>

Q19. There is a rapid rate of conversion of Bengali-medium schools into English-medium schools. Why is it happening? Your views.

Teachers have overall expressed their satisfaction and contentment with the education scenario of the state and the rapid development. All the teachers firmly believe that the step of converting the medium is being taken, keeping the future of the state's students in mind. Such initiatives will not only give them exposure and improve their proficiency level but also train them to compete at national and international levels. Around six teachers have expressed that such steps will help to improve English proficiency, and at the same time, the regional languages should also be considered important. Students should not neglect their mother tongue in any way. Overall, teachers have positive attitudes towards the new steps being taken to convert many Bengali-medium schools to English-medium schools.

Table 4.19: Medium shift in schools: Teachers' opinions

Theme	Interview Transcripts
Planned conversion will provide good results	T.7...If the decisions are implemented systematically, students will be benefitted surely.
Encouraging step for the future generation	<p>T.13...Day by day, the competition is increasing, so such a step will be helpful for future kids.</p> <p>T.3...There were times when we had very few English medium schools in our state, so this decision will be very encouraging for the future generation.</p>

Q20. Do you feel that converting schools to become English medium without proper support would be detrimental and counterproductive? Give your views.

A few teachers (seven) expressed that, initially, when this step was introduced, teachers, learners, and parents were uncertain and confused about its practical aspects and how it would be implemented. Later, when administrators and seniors in the Education department started

giving training sessions, teachers became familiar with the process. Teachers also expressed that parents have positive attitudes and are hopeful towards such decisions. Parents believe that these recent changes in the education system will provide their children with greater exposure to English, thereby enhancing their future opportunities in education and career. At the same time, teachers expressed that some parents are worried about the school fees and other expenditures. Teachers reported that sometimes English books and reference materials are costlier than Bengali texts, which students may not be able to afford. Teachers (fifteen) firmly believe that such steps to improve education quality, with the future generation in mind, will surely bring good results. Overall, teachers are positive about such decisions and are actively participating in training programs, workshops, and other teacher activities.

Table 4.20: Outcome of medium transition: Teachers' views

Theme	Interview Transcripts
English as a means for broader exposure and future opportunities	<p>T.18...knowledge of English will provide access to standard reading materials, a good higher education scope, and better job opportunities.</p> <p>T.3...In Tripura, it is easy to communicate in Bengali, but once we move outside, it is necessary to know English.</p>
Decline in academic performance	<p>T.7...Earlier, the children could understand what was being taught. Now, they just memorize English words without knowing the meaning...</p> <p>T.13... We have noticed a clear drop in pass percentage after the switch. Students are struggling with basic concepts because they do not fully grasp the language...</p>

	T.23...Even bright students have become hesitant to participate in class. They fear making mistakes in English...
Increased financial burden on parents	<p>T.15... during the parent-teacher meetings, parents from the economically weak section have expressed their concern regarding the school fees and other costs of English medium education.</p> <p>T.7... I feel books in English are more costly than books in Bengali...</p> <p>T.11... Parents are complaining. Even an extra thousand rupees is too much for many of them...We have seen children drop out or miss classes because their parents could not afford the new expenses...</p>

Q 21. Are educators given any training/ support to teach English? If yes, what is the type of training, how often is it given, and are they adequate for successful teaching experience? If no, what kind of training/support do you think would be helpful for language teachers?

All teachers stated that they are given training at least once a year. They are also encouraged to attend different academic events held at the state and national levels. The trainings are primarily conducted by SCERT, organized either by subject area or separately at the district level, depending on the specific focus and objectives of the program. Teachers shared that these trainings cum workshops have benefitted them largely. They get to share their classroom experiences with teachers from other schools and learn innovative teaching methods. Through these trainings, they can manage their classes better in an organized manner and tactfully without being stressed.

Table 4.21: Teachers' experience with the training programs

Theme	Interview Transcripts
Workshop and teacher training programs help us to learn new teaching methodologies and strategies	<p>T.11...I have applied the innovative teaching strategies, and my students have responded well to them. I became familiar with many websites and apps meant for English teaching through the training programs.</p> <p>T.15...During the training, I have learned new ways to motivate my students to learn English.</p>
Training as a platform for sharing classroom experiences	<p>T.17...when we attend trainings, we get a space and platform to share our daily classroom experiences with like-minded people.</p> <p>T.4...I always look forward to such teacher programs and events, as many teachers from different districts take part in such programs.</p>
Teacher development events as support systems for addressing classroom challenges	<p>T.9...I found it very helpful, as during my last training, I shared the challenges that I face with a few low-proficient students in my class.</p> <p>T.3...These trainings helped me to manage my class better.</p>

Q22. If you have the opportunity, what would you like to change/modify in the English language teaching and learning materials?

Majority of the teachers (twenty) shared that they are happy about the syllabus, course content, and pedagogical materials. Teachers also enjoy teaching the English materials that are currently followed in different schools. A few teachers (four) mentioned the duration, which

they felt was not enough, but at the same time expressed that the academic calendar cannot be changed, and the syllabus cannot be reduced. Some teachers (four) suggested that providing more end-of-chapter notes and reference materials would be beneficial for students, along with including questions that target various language skills. A few teachers (three) also noted that many of their students are first-generation English learners who often struggle with English texts, as they receive little to no academic support at home. Therefore, easy reference books or a summary at the end of each chapter will guide them through the text. Overall, teachers expressed their positive attitudes towards the English language teaching and learning materials that they follow.

Table 4.22: Modification of English materials: Teachers’ responses

Theme	Interview Transcripts
A summary at the end of the chapter will be helpful for first-generation English learners	T.10... many students are first-generation English learners; therefore, they sometimes struggle with the English texts as they do not get much help with homework and other tasks at home. For students like these, as well as other students, a summary at the end of each chapter will be helpful.
Importance of reference materials and mock papers for board exam preparation	T.13...students appearing for board exams can practice the mock test papers after completing their syllabus. It prepares them for their board exams as the test papers are updated based on the previous year’s question papers.
Constraint of insufficient time for effective teaching and learning	T. 7...sometimes the class duration and entire course duration are not sufficient. Festivals, holidays, and other academic activities, so we need to rush to complete the syllabus before exams.

4.2.1. Key findings from analysis of teachers' questionnaire

1. English is important for better employment and higher education opportunities

The findings from the teachers' interview data reveal that they feel positive about the importance of English. Participants believe that English is necessary for better career opportunities. Furthermore, participants expressed that with good English communication skills, students can secure better jobs. Also, with adequate English knowledge, students can make a good impression on employers during job interviews.

2. The content and syllabus of the curriculum are motivating and engaging for learners

Participants expressed that the content of the syllabus is engaging and motivating for learners. Sometimes, when learners are unable to understand concepts and meanings, teachers ensure students comprehend the content using L1. Overall, participants expressed their satisfaction and positive attitudes towards their course content and pedagogic materials. Further, participants added that the teaching materials and methodologies are up-to-date and interesting. Teachers expressed that they make sure their class is interactive to develop students' communication skills and initiate a peer learning environment.

3. English knowledge will boost self-confidence

Participants believe that good communication skills in English will boost students' self-confidence and help them perform well in interviews and exams. Teachers expressed that when students are proficient in English, they can express their ideas and thoughts clearly. They can connect with people from other language communities.

4. Limited English exposure among Bengali-medium students leads to low confidence and increased learning challenges

According to teachers interviewed, students from Bengali medium backgrounds often face greater challenges in learning English compared to their English medium peers. Teachers pointed out that these students are more comfortable expressing themselves in Bengali, having

studied in that medium since early childhood. As a result, they rarely use English outside school, which limits their exposure and practice. Teachers observed that this lack of regular use leads to hesitation, fear of making mistakes, and overall low confidence when using English in academic tasks.

Teachers emphasized that difficulties with note-taking are just one aspect of the broader struggle these students face. Many students struggle to understand English textbooks, follow classroom instruction delivered in English, and write grammatically correct answers in exams. Teachers also noted that limited vocabulary, poor listening comprehension, and lack of parental support at home, especially for first-generation learners, further compound these issues. Several teachers expressed concern that such challenges not only slow down academic progress but also affect students' participation and engagement in the classroom. They stressed the need for more scaffolding and skill-based support to help low-proficiency learners gradually gain confidence and improve their academic performance.

5. L1 as a support language for learning L2

Teachers expressed that they use Bengali to teach complex concepts and to explain the meanings of vocabulary to students. the use of the first language (L1), particularly Bengali, plays a crucial supportive role in helping students acquire English (L2) more effectively. Teachers shared that for many students, especially those from Bengali medium backgrounds or rural areas, sudden immersion in English can be overwhelming. In such cases, using L1 strategically helps bridge the gap between understanding and expression. It allows students to grasp complex concepts more easily and reduces the fear or hesitation associated with using English. Participants from Bengali medium revealed that using the bilingual teaching method has helped them to create a positive learning environment and meaningful learning experiences for learners. Students from the Bengali medium usually fear speaking in English.

Teachers emphasized that switching to L1 for explanation, clarification, or checking understanding can boost students' confidence, participation, and comprehension in class. Particularly for low-proficiency learners or first-generation English learners, L1 serves as a scaffold to build L2 skills gradually. According to several teachers, this bilingual approach leads to better engagement and meaningful learning, as students can connect new knowledge with what they already know in their mother tongue.

However, teachers also acknowledged the importance of balancing the use of L1 with consistent exposure to English. While they support the use of L1 as a pedagogical tool, they also expressed that overdependence on it could hinder students' long-term L2 fluency. Therefore, they suggested a gradual transition strategy where L1 is used initially but is reduced over time as students gain more confidence in English.

6. Regular SCERT-led training programs enhance teachers' pedagogical skills and improve student learning outcomes

The findings of the study indicate that SCERT, in collaboration with DIET and IASE, regularly organizes various training sessions and short-term orientation programs for teachers. These programs focus on key areas such as course planning, syllabus development, lesson plan design, assessment strategies, and effective teaching methodologies. As a result, these initiatives help teachers stay updated with current pedagogical approaches, improve their instructional skills, and address classroom challenges more effectively, ultimately contributing to better learning outcomes for students.

4.2.2. Summary

This section threw light on important aspects of learning English from the teachers' perspective. It helped us to understand teachers' English teaching experiences and their use of English for different purposes. The findings of this chapter will be discussed elaborately

concerning the research questions formulated for this study in the Discussion and Conclusion chapter.

4.3. Analysis of administrators' interviews

This section presents the analysis of interview data gathered from educational administrators. The participants in this category included one official from SCERT, one Officer on Special Duty (OSD) from the Secondary Education Department, two school principals, and one faculty member from IASE. These individuals were selected based on their roles as trainers in teacher and headmaster training programs, as well as their involvement in curriculum development and policy-level initiatives. In total, interviews were conducted with five administrators for this study.

This section primarily focuses on addressing the first and third research questions of the study: What are the attitudes of the learners, teachers, and administrators towards English language education in Tripura, and what are the attitudes of the learners, teachers, and administrators towards the English language education policy of Tripura? The findings of the qualitative analysis will provide a better understanding of administrators' attitudes towards English and the factors that determine their attitudes. The qualitative data from the administrators' interview will be discussed in this chapter.

The qualitative data from the administrators' interview have been analysed using Thematic Analysis (TA). Following Kuckartz's (2014) "thematic qualitative text analysis" and the six phases of thematic analysis (Braun & Clarke, 2006, p.87), the interview data have been sorted, organized, and analysed based on codes and themes. The first section deals briefly with participants' demographic details. In the second section, the interview questions will be discussed based on the themes and sub-themes that have emerged from the data analysis.

Questions that have been asked as follow-up questions and responses that are correlated are grouped and analysed.

The following section provides a detailed analysis of administrators’ interviews and presents the significant findings.

Q1. What are your opinions on the role of English for career growth?

As one of the key stakeholders in the education domain, Administrators were asked to share their views on the role of English for career growth. Administrators with a positive view towards English language education are more likely to develop and support policies that promote effective English learning programs. They can ensure that the curriculum and other pedagogic materials are designed to meet the needs of the students, incorporating the up-to-date methodologies.

All the participants conveyed positive views towards the importance of English for career growth. Participants stated that students must know English as it is important nowadays for job interviews, filling out applications, and business purposes. A few participants (two) felt that students who are proficient in their mother tongue will be competent to express themselves within their region. Overall, participants agreed that applicants with English proficiency are more likely to be regarded as stronger candidates for employment and higher education opportunities.

Table 4.23: Administrators’ views on English for career growth

Theme	Interview Transcripts
English is the most common language for employment and higher education	A.4... job applications, interviews, and tests are primarily in English. So, it becomes crucial to know English...

Mother tongue is useful only in the local region	A.5...students who are proficient in their mother tongue will also be able to get decent jobs in their own state.... Students who can communicate effectively in English will be considered to have a better skill set...
--	---

Q2. Do you feel people with good communication skills (in English) are paid well in jobs?

Give reasons to support your answer.

The above question was asked as it is critical to understand the relationship between English and compensation structures, organizational success, and overall participants' attitudes towards the importance of knowing English. It is often seen that people with good communication skills in English are paid well in jobs. This is mainly because practical communication skills are crucial in many professional settings. It facilitates precise and efficient interaction, improves teamwork, and enhances the quality of work. Additionally, strong communication skills are linked to higher levels of confidence and the ability to articulate ideas clearly, which are highly valued in a professional setting.

Table 4.24: English for employment: Administrators' perspectives

Theme	Interview Transcripts
English is essential for business purposes outside the state	A.1...nowadays it is mandatory to be proficient in English for jobs... in corporate jobs, a candidate with good English language proficiency is more likely to be hired than a candidate with limited knowledge of English...
Mother tongue is helpful to communicate within one's local region	A.3... students can manage to secure jobs within their state with good proficiency in their native languages...but knowing English is an added advantage...

Q3. Do you feel that having a good command of English improves personality and creativity?

Why and how?

Participants' opinions regarding the connection between English and personality and creativity were asked to understand their perspectives gained from their daily experiences. Overall, it is observed from the responses that participants had mixed responses to this question. On one hand, a few (two) feel that proficiency in English will help to get job opportunities, which will create a good impression on the employer. Good communication skills in English can boost one's personality. On the other hand, one participant stated that to exhibit one's creativity, language need not be a barrier. One can seamlessly express their creative side in any form for which English proficiency is not mandatory.

Table 4.25: English and personal growth: Administrators' perspectives

Theme	Interview Transcripts
English can boost personality and make an impression	A.5... good language proficiency can boost one's personality and make a good impression on the employer...
English helps in getting more opportunities	A.3... fluency in English can significantly increase the chances of getting good jobs with higher salaries...
Creativity can be expressed through any language	A.2...creativity can be expressed through any form and medium...language may not be a barrier for learners while expressing their creativity...language will not be a hindrance if one wants to be creative...

Q4. Do you feel that by speaking in English, one loses their identity associated with their mother tongue? Please elaborate on your views.

Q5. Students learn better when taught in their mother tongue. Your views on this. OR Have you ever felt that the use of mother tongue or regional language in the classroom will help students to understand the subject matter better? Give reasons with supporting evidence for your response.

The above two questions, Q4 and Q5, were analysed together as the responses of the participants were interconnected. Almost all the participants' responses showed positive attitudes towards their mother tongue. Participants expressed that one can essentially never disconnect oneself from the identity associated with one's mother tongue. Furthermore, participants (three) feel that learning using the learner's mother tongue is easier and can be long-lasting.

Table 4.26: Language and identity: Insights from administrators

Theme	Interview Transcripts
Learning in one's mother tongue is faster	A.1...knowledge gained in the mother-tongue can be easily learnt and remembered as the child is already fluent in their mother tongue...
Identity associated with mother tongue is deeply connected	A.4... one cannot detach themselves from their identity associated with their mother-tongue...as it is deeply rooted in their cultural heritage...
Mother-tongue identity instils a sense of pride	A.5... mother-tongue can give a feeling of encouragement and can be inspiring... students are more responsive when their mother tongue is used in the classrooms for teaching-learning...

Q6. Do you think all admission tests in schools and colleges should be conducted in only English?

Q8. Considering the importance of English as a globally recognized language, do you feel there should be only English medium schools in the state? Please elaborate on your views.

The above two questions, Q6 and Q8, were analysed together as the responses of the participants were interconnected. Administering exams and admission tests successfully is a crucial part of the administrator's responsibility. The responses to this question will reflect on the current scenario of using English or Bengali for exams. It will also highlight students' perceptions and convenience towards using English for exams. Responses of participants to this question pointed out the current examination scenario. A few participants (three) felt that using English for admission tests and examinations should be made optional, as it may hinder students' performance. If learners are free to choose their desired language, it will automatically build their confidence. Students, especially from remote areas, are hesitant to use English. A participant added that students from rural areas feel anxious while using English, and therefore, lag behind their urban counterparts. Relatively, they are comfortable while expressing their ideas in Bengali. Therefore, making English compulsory for admission tests may create a sense of fear and hesitation within students. A participant also felt that making such rules may improve the quality of English education in the state. Students may feel encouraged to learn and speak confidently in English. A participant reported that students from English medium schools are fluent in English communication skills. For English medium-educated students or learners who have an English background, this may not be a reason for concern, as they can comfortably express their ideas in English.

Table 4.27: Role of English in assessments: Administrators’ opinions

Theme	Interview Transcripts
May create a sense of fear and hesitation	A.1... Students, especially from remote areas, are hesitant in using English... Therefore, making English compulsory for admission tests may create a sense of fear and hesitation within students...
Learners from an English background speak English fluently and confidently	A.3... students from English medium schools are fluent in English communication skills. For convent-educated students or learners who have an English background, this may not be a reason for concern, as they can comfortably express their ideas in English.
Rural learners are anxious while using English	A.1... Students from rural areas feel anxious while using English and therefore lag behind the students from urban schools... Rather, they are comfortable while expressing their ideas in Bengali.

Q7. What are your views on testing students’ oral skills during their admission? Is there any other language-specific skill that should be tested during the admission of the student?

Participants’ responses to this question will reflect on the overall performance of students and which language-specific skills are crucial to select a better candidate. Participants mentioned that it is important for a student to communicate clearly with teachers, peers, and others. To convey their ideas clearly and engage in discussions, individuals must be proficient in communication. Responses of the participants highlighted that to determine a student’s understanding of language, all the skills (LSRW) are important for an assessment. For higher secondary level and higher education, a student should be proficient in all the skills. A language proficiency test must focus on all four basic skills. A participant stated that a learner’s ability to use English efficiently according to the context involves different skills. Therefore, it is crucial to evaluate their understanding and knowledge of all four basic skills of English.

Table 4.28: Oral skill assessment in admissions: Administrators' views

Theme	Interview Transcripts
A language proficiency test must focus on all four basic skills	A.3... a learner's ability to use English efficiently according to the context involves different skills. Therefore, it is crucial to evaluate their understanding and knowledge of all four basic skills of English...
Communication skills are important for learners	A.5... To convey their ideas clearly and engage in discussions, one has to be proficient in communication...

Q9. There is a rapid rate of conversion of Bengali medium schools into English medium. Why is it happening? Your views.

Participants were asked this question to understand the reasons behind the conversion of the medium of schools and also the outcome of the conversion. Participants overall are positive towards this step of the conversion of schools from Bengali to English. They have added that parents and other stakeholders had initially made a request to convert the Bengali medium schools into English medium. A participant added, "as English is a global language, it is a need of the hour to introduce policies and schemes to develop our students' English knowledge" [sic]. Based on huge demand, the officials have started this phase-wise conversion of schools. It is expected that such steps will improve the English language proficiency of students of Tripura. It will help them to compete at national and international levels.

Table 4.29: Medium conversion: Administrators' perspectives

Theme	Interview Transcripts
Improve the English language proficiency of students in Tripura	A.1... parents and other stakeholders had initially requested to convert the Bengali medium schools into English medium...
Help them to compete at the national and international level	A.3... studying in English medium schools will facilitate our students to learn English and get better exposure towards this language...
English is a global language	A.5... it is a need of the hour to introduce policies and schemes to develop our students' English knowledge...English is a global language... besides Bengali, our children should also learn English well...

Q10. Are educators given any training/ support to teach English? If yes, what type of training, how often are they given, and are they adequate for a successful teaching experience? If no, what kind of training/support do you think will be helpful for language teachers?

Participants shared that teachers are regularly given training on different aspects of teaching. Focusing on updated teaching strategies and methodologies, designing a question paper, teachers are trained on effective teaching practices. A five-day training program was conducted in 2022 under Nishtha 2.0 for Key Resource Persons (KRPs). Teachers are also trained on preparing their daily lesson plans and the teachers' handbook. The Education Department of Tripura has partnered with various organizations that select teachers from different districts and train them as master trainers. The master trainers go back to school and share their learning with other teachers. Teachers are also part of workshops and orientation programs conducted by SCERT and DIET. Experts are arranged from different institutions for

these programs. Experts from reputed organizations, such as the British Council, Tech Mahindra Foundation, and Azim Premji University, have conducted training for teachers from all the districts of Tripura. Workshops and training sessions under Nutan Disha and NIPUN Bharat are organized for teachers of all subjects, including English.

Table 4.30: Administrators’ views on teacher training programs

Theme	Interview Transcripts
The Education Department of Tripura, in collaboration with organizations imparts training to teachers	<p>A.1... The Education Department of Tripura has partnered with various organizations that select teachers from different districts and train them as master trainers. The master trainers go back to school and share their learning with other teachers...</p> <p>A.3.... British Council, Azim Premji University, The Teacher Foundation, and many other NGOs have conducted workshops for teachers...</p>
Workshops and orientation programs are conducted	<p>A.4... Teachers are part of workshops and orientation programs conducted by SCERT and DIET. Experts are invited from different institutions for these programs....</p> <p>A.2... Through these platforms, teachers can share their classroom experiences, challenges, and seek solutions from experts...Teachers can apply the skills and knowledge from training programs and implement the teaching techniques in their classrooms...</p>

Q11. What are the schemes/ policies to improve the English language skills of learners?

Participants expressed that the Education Department is taking several initiatives to improve the English language proficiency of learners. The Mission 100 scheme under Vidyajyoti has converted 100 schools phase-wise from Bengali medium to English medium. The schools are affiliated with the CBSE curriculum. The NCERT syllabus will be followed in these schools. In addition, participants stated that reading corners and spoken English classes have started to improve students' communication skills. Free workbooks prepared by SCERT for students' practice were distributed. Teachers are trained in implementing learner-centred teaching strategies and make learning fun and thought-provoking for learners.

Table 4.31: Administrators' views on English skill development policies

Theme	Interview Transcripts
Mission 100 scheme	A.2...The Mission 100 scheme under Vidyajyoti has converted 100 schools phase-wise from Bengali medium to English medium...
Schools are affiliated with the CBSE curriculum	A.3... The NCERT syllabus will be followed in these schools. This change will help students compete with students outside Tripura. Such development will be helpful for students to prepare for competitive exams.
Spoken English classes for higher-secondary students	A.5... To equip students for placements, interviews, and higher studies, a spoken English program has been implemented to develop students' communication skills...
Workbook under the scheme Prayas	Workbooks for all subjects, including English, were prepared by SCERT with practice questions and exercise sets for students of all levels... These are prepared following NEP guidelines and NCERT

	curriculum in collaboration with the District Education Offices (DEOs)...
--	---

Q12. How have the approaches/attitudes towards English language education changed in the last 5-10 years? Please substantiate your views.

Almost all participants responded positively to this question. The administrators highlighted strategic efforts by the Education Department, SCERT, and DIET to enhance English language proficiency through sustained training programs, curriculum updates, and collaborations with reputed institutions. These systemic initiatives demonstrate a coordinated policy-level commitment to improving English education across the state. Furthermore, administrators feel that stakeholders' perspectives, along with learners' motivation towards English education, have changed to a large extent in the past few years. Parents, as an important stakeholder, have understood the important role of English for their children and therefore, are taking the initiative to get their children enrolled in English medium schools. Learners are also showing enthusiasm towards learning English. With all the support, the policymakers can implement new schemes and policies to develop the language proficiency of students. In the past few years, the Education Department has collaborated with reputed organizations to deliver lectures and training programs for the teachers of Tripura. Training for HMs and higher secondary teachers is conducted on a regular basis to keep the teaching methodologies updated. Participants added that such measures to develop language proficiency are taken by the Education Department along with the State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET). SCERT conducts training programs for in-service teachers and head teachers. Such initiatives overall suggest that the attitudes towards English education have changed extensively in the last decade.

Table 4.32: Shift in English education approach: Administrators' perspectives

Theme	Interview Transcripts
SCERT's efforts in enhancing teacher competence through training programs	A.3... SCERT conducts training for in-service teachers and head teachers, including workshops and orientation programs for elementary and secondary teachers. Trainings include teaching methodologies, preparing daily lesson plans, and curriculum development.
Parents are interested in enrolling their children in English-medium schools	A.5... Parents, as an important stakeholder, have understood the important role of English for their children, and therefore... are taking initiative to get their children enrolled in English medium schools...

Q13. If you have the opportunity, what would you like to change/modify in the English language teaching and learning materials?

Almost all the participants expressed their satisfaction and positive attitudes towards the present English education scenario of Tripura. Participants added that in the last few years, there have been numerous changes and new schemes in the education sector, focusing on the development of English education. A participant added that there can be more training for teachers from all districts. Further, textbook materials and teaching should be learner-centric. Learners should be exposed to real-world examples and project-based learning. Students should avoid rote learning or memorization and develop critical thinking ability. With learner-centred pedagogy, students' needs, interests, and strengths will be at the forefront. A participant pointed out that students should also be given career guidance after completing their secondary education. Students from rural backgrounds often lack guidance and support, and therefore,

struggle to choose the right career path. Support from their teachers will guide them in selecting the appropriate field of education.

Table 4.33: English material revisions: Administrators’ opinions

Theme	Interview Transcripts
Learners should be exposed to real-world examples and project-based learning	A.2... this will develop collaborative learning, critical thinking skills... students will be able to take this learning outside their classroom...and make connections with the real world...
Textbook materials and teaching should be learner-centric	A.4... with learner-centred pedagogy, students’ needs, interests, and strengths will be in focus... this will initiate student engagement with better learning outcomes...
Career guidance for students	A.1... students from rural backgrounds often lack guidance and support, and therefore, face difficulty in choosing the right career path...

4.3.1. Important findings from administrators’ interview analysis:

1. English is essential for higher education and employment.

Participants expressed that learning English is essential for higher education and employment opportunities. Students must have good proficiency in English for better career opportunities. In addition, participants also expressed that the job market is competitive nowadays. Therefore, to compete with other potential candidates, one has to enhance their skill set. In terms of qualification, English language proficiency of a candidate is crucial.

2. Mother-tongue identity instils a sense of pride.

For students, their mother tongue helps them understand and grasp concepts more easily. Additionally, it instils a sense of pride and cultural identity within learners. It helps them to connect with their roots. Furthermore, participants felt that mother tongue helps students to

engage in classroom discussions actively, develops learners' critical thinking skills, and aids in learning other languages. Mother tongue is critical in building one's identity. Participants added that students, especially from rural areas, are found to be comfortable in using their home language while discussing with their teachers. Therefore, overall, participants expressed that besides promoting English language proficiency, learning in the mother tongue is also crucial for learners.

3. All four basic skills of English are crucial for learners.

Learners' proficiency in all four skills of English is crucial. Participants feel that, depending on the context, each of the four skills is important. Further, teachers should teach and encourage learners to master all the skills. Each of the four skills plays an important role.

4. Numerous schemes and policies for the development of English education.

In the last few years, the Education Department of Tripura has collaborated with numerous reputed NGOs. Officials, along with experts, have identified gaps and areas of improvement and accordingly implemented projects initially on a pilot project basis. Gradually, the schemes have been implemented on a large scale. District education officers, head teachers, subject matter experts, and policymakers are all working collectively to increase the overall learning outcomes of students. Based on NEP 2020's directives of holistic learning, education leaders and stakeholders are working to enhance the academic achievement of students.

5. Learning English is difficult for learners from a rural background.

Participants expressed that learning English is difficult at times for learners from rural backgrounds. First-generation learners, especially those with limited exposure to English outside the classroom, often struggle to learn in English. This is because they may lack prior familiarity with the language, making it harder to understand lessons, follow instructions, and express themselves confidently in an English-medium environment. Lack of guidance at home and hesitation towards learning in English creates a sense of fear and lack of motivation

towards learning English for low-proficient learners. Participants also feel that sometimes students do not realize the importance of learning English and neglect this subject, which can lead to poor performance in English exams. Poor learning environment and negative attitudes towards learning English act as an obstacle for such learners.

4.3.2. Summary

Administrators' attitudes and perceptions play a pivotal role in shaping the effectiveness and success of English language education policies and schemes. Their perceptions can influence how the broader community and parents view English language education. This can enhance the overall quality of English education and students' learning outcomes. The analysis of the administrators' interview data suggests that overall, participants have positive attitudes towards English and the current English education scenario of Tripura. With various new schemes and policies being implemented, the stakeholders are optimistic about the development of students' language proficiency.

4.4 Conclusion

This chapter presented a detailed analysis of the teachers' and administrators' interview data and then summarized the key findings from both sections. The analysis of the interview data from both teachers and administrators offers a comprehensive understanding of the current status and perceptions of English language education in Tripura. Shared positive attitudes are evident across both groups regarding the significance of English for academic success and future career opportunities. Administrators acknowledged that over the past decade, the mindset of stakeholders, including parents, students, and educators, has shifted considerably, with English gaining importance as a tool for empowerment, better employability, and global access. Government-led initiatives and collaboration with institutions like SCERT, DIET, and IASE have supported these developments through targeted training and policy measures.

Teachers, on the other hand, emphasized the role of English in boosting students' self-confidence and their preparedness for higher education and competitive job markets. They reported that course content and pedagogy are largely effective and engaging, with bilingual strategies being used thoughtfully to bridge comprehension gaps, particularly for Bengali medium and low-proficiency learners. However, teachers also highlighted the challenges faced by such learners, including hesitation, lack of exposure, and limited home support, which necessitated more scaffolded and inclusive classroom practices.

Overall, the findings reveal that while there are infrastructural and pedagogical challenges, especially for students from rural or non-English backgrounds, both administrators and teachers are optimistic. Continuous professional development, inclusive teaching strategies, and evolving stakeholder attitudes have created a promising environment for strengthening English language education in Tripura.

The forthcoming chapter provides a detailed analysis of the students' questionnaire. It examines both quantitative and qualitative responses to understand students' language attitudes, preferences, and practices. The analysis also highlights how demographic variables such as medium of instruction, parental education, and first-generation English learner status influence students' perspectives on English language learning.

Chapter 5 Students' Questionnaire Analysis

5.1. Introduction

The previous chapter discusses teachers' interview data. Teachers' attitudes towards English and the factors that determine their attitudes have been explored. This chapter presents and discusses the analysis of students' questionnaire data, with a particular focus on aspects related to the first and third research questions of the study: (1) What are the attitudes of the learners, teachers and administrators towards English language education in Tripura; (2) What are the attitudes of the learners, teachers and administrators towards English language education policy of Tripura? To investigate these questions, data was primarily collected from students through a questionnaire. An attitudes survey was designed to understand students' attitudes towards English and towards English language education policy. The questionnaire consisted of both closed and open-ended questions for increased reliability and validity. The quantitative data of the students' questionnaire were analysed using SPSS 24 and MS Excel 2010. The qualitative data was analysed thematically. The attitudes survey included three sections. The first section included the demographic details of participants. It also included questions on their English and mother tongue competence. The next section of the survey comprised questions on students' attitudes towards English, English language education, and practices. The following section will provide a detailed discussion of students' attitudes toward English.

5.2. Results of students' questionnaire analysis

5.2.1. Attitudes towards English, English language education, and practices

This section provides a detailed discussion of section II of the students' questionnaire data. The questions of this section help us to understand students' attitudes towards English, English language education, and practices. The questions also throw light on students' language use, interest, and language preference for different purposes and possible factors

behind them. The questions include both quantitative and qualitative sections, allowing for a deeper understanding of participants' attitudes and responses.

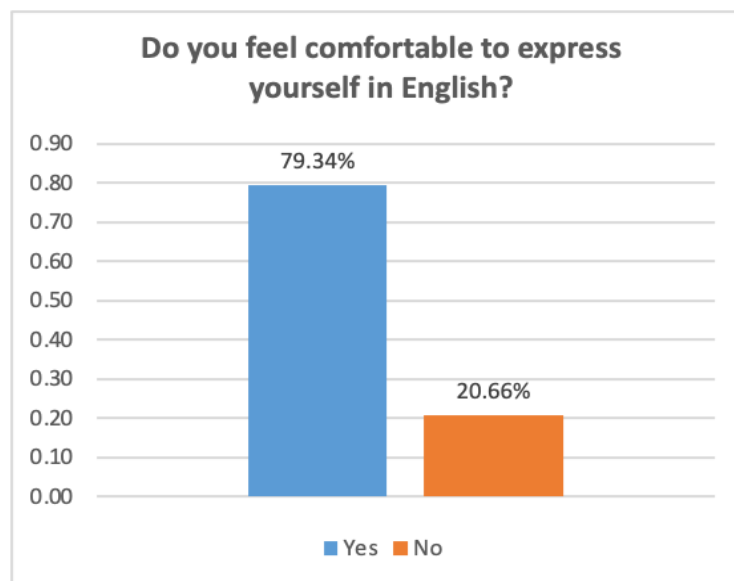
Q1. How long have you been studying English?

The responses from the questionnaire data reported that all the students have been studying English for fourteen years. This question was designed to understand a student's total years of exposure towards English.

Q2. Do you feel comfortable expressing yourself in English?

The above question will help us to understand the proficiency level of students in English after learning it for many years. It will reveal students' confidence to use English for their daily communication purposes.

Figure 5.1. Comfort in using English: Students' perspectives



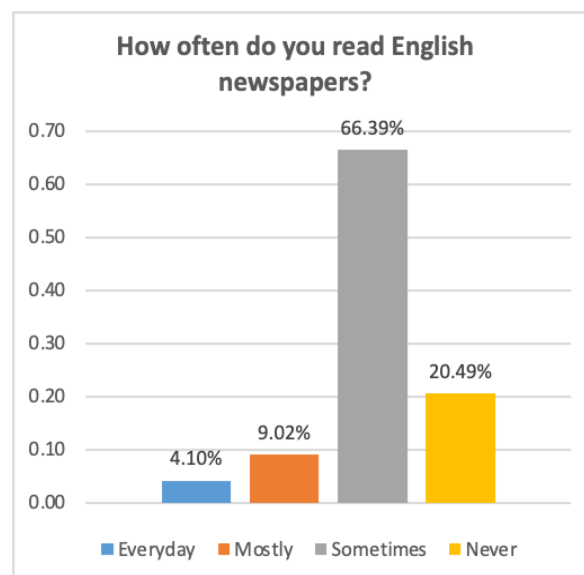
From Figure 5.1, it can be observed that around 80% of the total participants feel comfortable expressing themselves in English. It is evident from the previous question that students have been learning English for more than a decade and therefore majority students are comfortable in using the language. The responses of the majority of participants indicate favourable attitudes towards English; however, approximately 20% of the students, mostly

from Bengali-medium backgrounds, reported hesitation in using English and expressed discomfort in doing so.

Q3 – Q6 is designed to investigate students' choice of language for reading and watching the news. The responses of the students will reveal their comfort, interest, and attitudes towards a particular language. In addition to their use of English, students' use of their mother tongue provides insights into their language choices and preferences within a multilingual context.

Q3. How often do you read English newspapers?

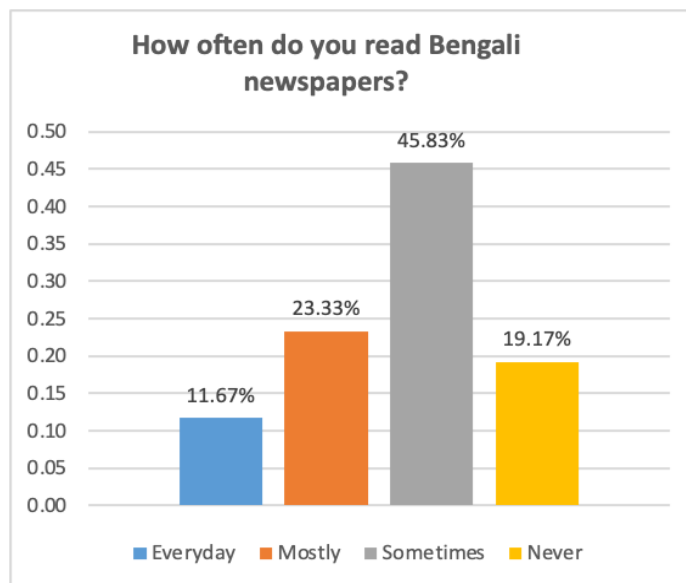
Figure 5.2 Reading English newspapers: Student responses



As shown in Figure 5.2, the majority of participants (66%) reported that they read English newspapers sometimes. A small proportion (4%) read them almost 'every day', while 9% indicated they read them 'mostly', i.e., frequently, and approximately 20% stated they 'never' read English newspapers. The questionnaire data reveal that most students from English-medium backgrounds, along with a few from Bengali-medium backgrounds, prefer reading English newspapers. Figure 5.2 indicates that around 20% of the participants, particularly those from Bengali-medium schools, rarely prefer reading English newspapers.

Q4. How often do you read Bengali newspapers?

Figure 5.3 Students' responses for reading Bengali newspapers



Participants were asked this question to understand their comfort level and interest in reading Bengali newspapers. In a multilingual setting, besides English, this question helps us to understand their interest and attitudes towards their mother tongue. From Figure 5.3, it is observed that almost 45% of the total participants preferred reading Bengali newspapers sometimes. Overall responses indicate that the majority of participants read Bengali newspapers at least occasionally. As shown in Figure 5.3, the number of participants who prefer reading Bengali newspapers every day is higher than those who prefer reading English newspapers daily.

Q5. How often do you watch English news?

Figure 5.4 Watching English news: Students' responses

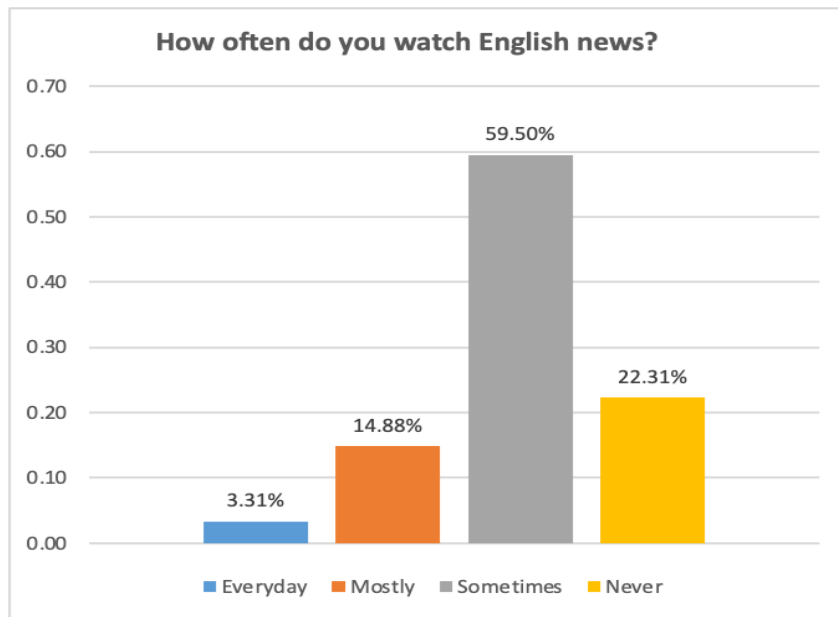


Figure 5.4 illustrates that approximately 60% of the participants watch English news sometimes. The responses suggest that students generally feel comfortable watching English news. However, the data also reveal that about 23% of the students who never watch English news are predominantly from Bengali-medium backgrounds.

Q6. How often do you watch Bengali news?

Figure 5.5 Watching Bengali news: Students' responses

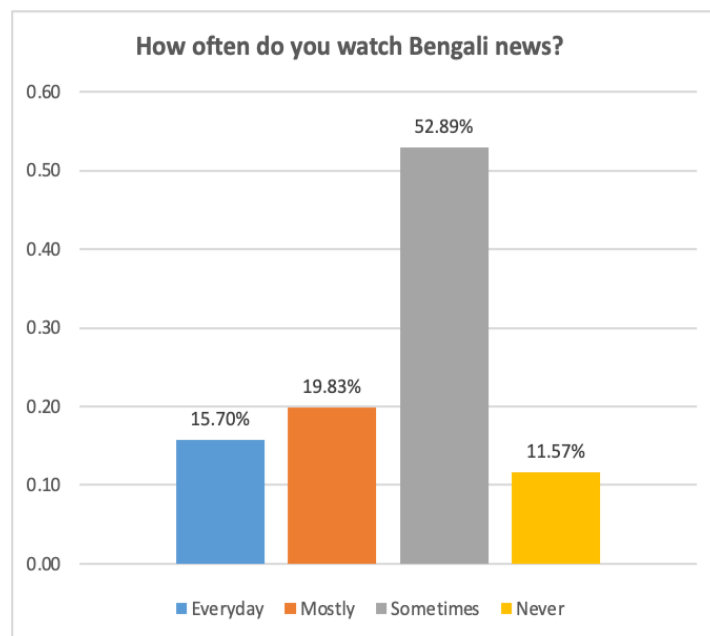


Figure 5.5 shows that 53% of the students reported watching Bengali news ‘sometimes’. Additionally, 12% of the total participants indicated that they ‘never’ prefer watching Bengali news. Responses to Questions 3 to 6 indicate that students from English-medium backgrounds primarily read and watch English news but also occasionally prefer Bengali news. Interestingly, a preference for Bengali news was observed among students from both English and Bengali-medium backgrounds.

Questions 7 and 8 aim to reveal students’ language attitudes, proficiency, and preferences in both formal and informal settings. In addition to their use of English, the responses will also shed light on students’ attitudes toward using their mother tongue for various purposes.

Q7. In which language do you prefer to write an official application?

Figure 5.6. Writing official applications: Students’ responses

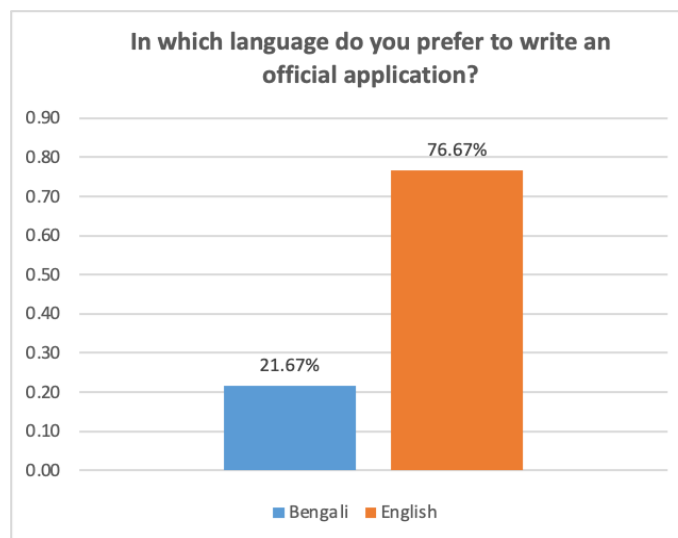


Figure 5.6 indicates that a majority of students (76%) prefer to write official applications in English. The responses reflect positive attitudes, interest, and preferences for English in official contexts. These findings suggest that students feel comfortable using English in formal settings.

Q8. In which language do you prefer to write an informal letter?

Figure 5.7. Writing informal letters: Students' responses

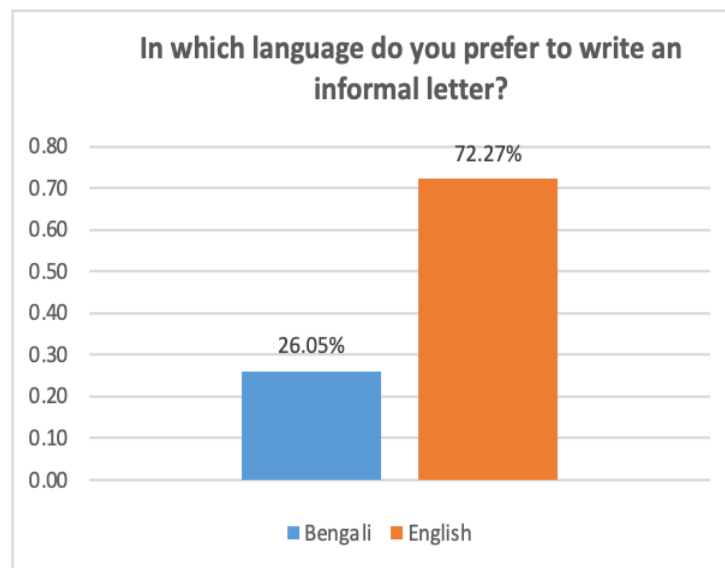
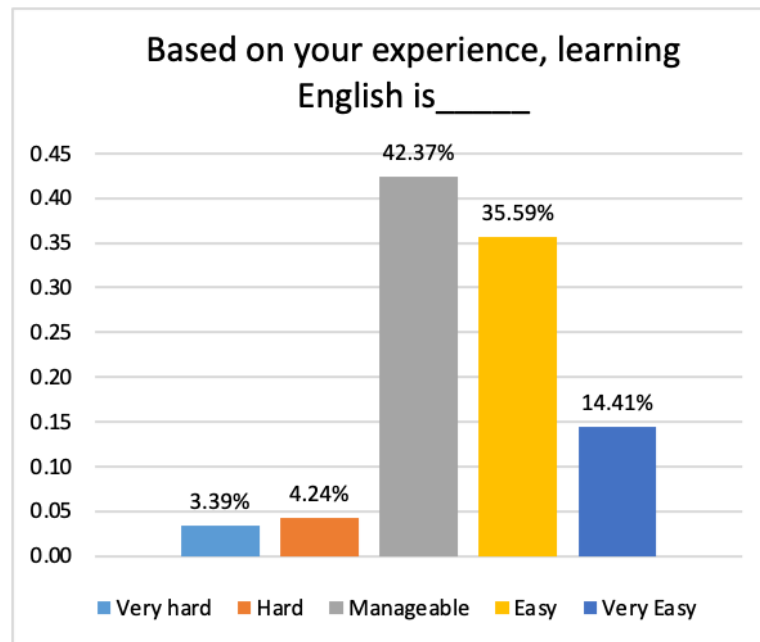


Figure 5.7 shows that 73% of the participants prefer writing informal letters in English. The questionnaire responses indicate that students from Bengali-medium backgrounds mainly prefer Bengali. Interestingly, students from both English and Bengali-medium schools reported being comfortable using English for informal letter writing, suggesting positive attitudes toward using English in informal contexts. Although letter writing is not a common practice among this generation due to the prevalence of digital communication, their responses still provide valuable insights into their language preferences, comfort levels, and attitudes regarding informal written expression. This helps in understanding how language choices are shaped even in less frequently used communicative forms.

Q9. Based on your experience, learning English is...

Figure 5.8. Students' views on learning English



This question aimed to assess students' comfort level, preferences, and attitudes toward using the English language. Using a five-point scale (very hard, hard, manageable, easy, and very easy), students were asked to indicate their level of ease. The results showed that the majority responded positively, with 42% selecting 'manageable', 35% 'easy', and 14% 'very easy'. Only a small portion of students marked 'very hard' or 'hard'. These responses reflect students' interest, inclination, and overall positive attitudes toward their experience of learning English.

Questions 10 and 11 are designed to explore students' language proficiency, attitudes, and comfort levels when using English across various domains and with different interlocutors. These questions aim to uncover students' language preferences in conversational contexts, offering insights into how they choose to engage with others.

Q10. Where do you use English? (Rate your frequency on the scale)

Table 5.1. Students' views on English use across domains

I use English	Very Often	Often	Sometimes	Occasionally	Never
At home	0%	0%	3.20%	16.28%	80.52%
At school/college/office	39.50%	30.25%	26.05%	4.20%	0%
At market/stores/restaurants	0%	8.70%	19.13%	23.48%	48.69%
At public meeting/ organization	12.17%	22.61%	28.70%	20.87%	15.65%

This question is designed to understand students' language preferences and the need for using English in different domains. On a five-point scale with the following options (very often, often, sometimes, occasionally, and never), students marked their responses.

Table 5.1. indicates that students primarily use and practice English at school, highlighting its dominant role in formal settings. In contrast, English is used the least at home, with the majority of participants reporting that they 'never' use it in that context. In public spaces such as markets and restaurants, 24% of students reported using English 'occasionally'. Additionally, 29% of respondents stated that they use English 'sometimes' during public meetings or within organizational settings.

From the responses of the participants, it is clear that English is mostly used in formal domains such as at schools, offices, and for public meetings. The majority of students rarely use English at home.

Q 11. With whom do you generally use English? (Parents, relatives, friends/classmates, teachers, strangers/foreigners)? Rate your frequency on the scale using the options (very often, often, sometimes, occasionally, never).

Table 5.2. Students' views on using English for communication

I use English with	Very Often	Often	Sometimes	Occasionally	Never
Parents	0%	0%	3.31%	14.05%	82.64%
Relatives	0%	0%	3.39%	23.73%	72.88%
Friends/Classmates	18.33%	45.83%	35.84%	0%	0%
Teachers	47.06%	27.73%	25.21%	0%	0%
Strangers/ foreigners	14.66%	16.38%	22.41%	20.69%	25.86%

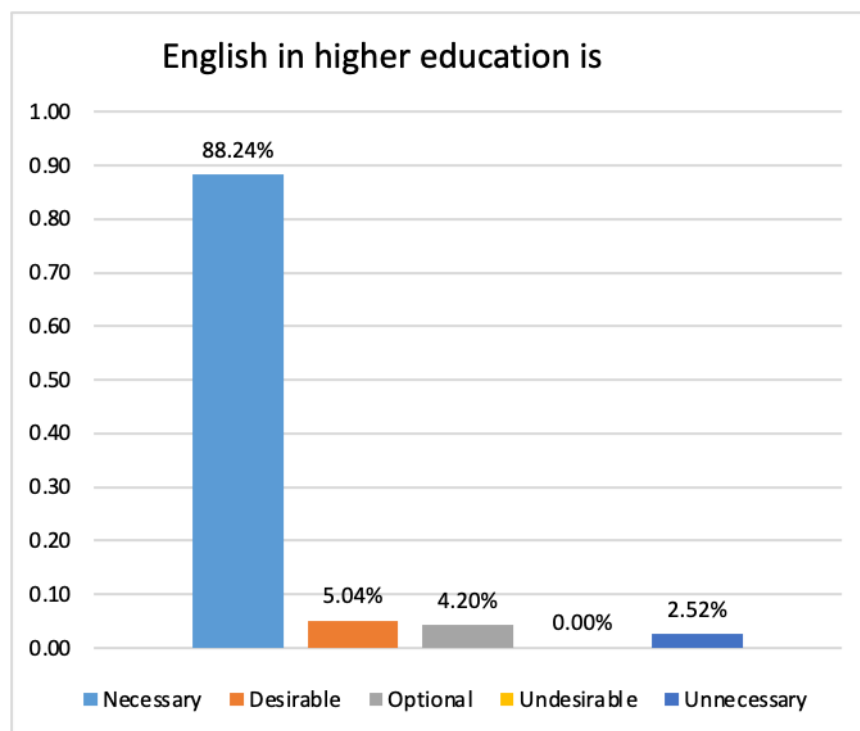
To investigate students' comfort and language preference while communicating with different known and unknown people, this question was considered. Like the previous question, students marked their responses on a five-point scale.

Table 5.2 clearly shows that students seldom use English when communicating with their parents and relatives, reflecting the dominant role of their mother tongue in household and friendly interactions. English is mainly used and practiced within academic settings, particularly with teachers, classmates, and friends, where it is often the medium of instruction and interaction. Interestingly, when it comes to communication with strangers or foreigners, the responses were mixed. About 23% of participants reported that they 'sometimes' use English in such contexts, suggesting that students may rely on English when they perceive a social or linguistic need. These patterns highlight how students' use of English is primarily influenced by the context, purpose, and perceived necessity of communication, with formal and educational settings encouraging greater use than informal, domestic ones.

Students who ‘never’ use English at home are mostly found to be first-generation English learners. Also, from the participants’ details, it is found that most of their parents are not educated. Therefore, school is the only place where they get to practice and learn English language.

Q 12. Choose one of the options provided as reactions to the statement (English in higher education is) given in the box (necessary, desirable, optional, undesirable, unnecessary).

Figure 5.9. Importance of English in higher education: Students’ responses



The question incorporated both quantitative and qualitative components to gain a deeper understanding of students’ language attitudes and practices. For the quantitative part, students indicated their views using a five-point scale: necessary, desirable, optional, undesirable, and unnecessary. For the qualitative part, information was obtained through interviews.

As shown in Figure 5.9, a large majority of students (88%) consider English in higher education to be ‘necessary’. This strong positive response reflects students’ interest in and willingness to learn English for academic advancement at the higher education level.

The qualitative responses of the students to the above question are mentioned below. The results help us to understand students’ interests and motivational factors for learning English.

Table 5.3 Role of English in Higher Education: Students’ views

Theme	Excerpts from students’ responses
English is an international language	<p>S.17... if we learn English well, it will help us to communicate with people from other countries as it is an international language...</p> <p>S.21... I cannot speak English very well, but it is an important language as it is known internationally...</p> <p>S. 25... This language will help us to connect with people globally for education, business, and other reasons...</p>
English is important for higher education	<p>S.11... nowadays there is much competition and knowing English is mandatory to pursue quality higher education...</p> <p>S.36...if we want to pursue any higher degree, knowledge of English is a must...</p> <p>S.41...Most of the competitive exams are conducted in English...so it is important to know this language well...</p>

English is necessary for access to research articles, papers, and reading materials	<p>S.44... Reputed articles and journals are in English; therefore, all must have knowledge of this language...</p> <p>S.50... sometimes we do not get many reading materials in our native language, but standard materials are all available in English...</p> <p>S.55... for educational purposes, if we move outside our state, books and other materials will not be available in Bengali, so knowing English language is important.</p>
---	---

Q 13. I prefer English, because it helps me in _____

(Give your order of preference on a scale of 1 to 4, where 1 is for the most preferred and 4 is for the least preferred.

- (a) Social upliftment
- (b) Cultural enrichment
- (c) International exposure
- (d) Economic growth

Table 5.4. Students' perspectives on English learning motivation

I prefer English, because it helps me in	1(most preferred)	2	3	4 (least preferred)
(a) Social upliftment	52.04%	25.51%	11.22%	11.22%
(b) Cultural enrichment	23.53%	25.88%	22.35%	28.24%
(c) International exposure	72.41%	17.24%	5.75%	4.60%
(d) Economic growth	35.71%	25.00%	23.81%	15.48%

Table 5.4 reveals that approximately 73% of the participants identified international exposure as the ‘most preferred’ reason for learning English. Students’ responses also suggest that they view English as important and ‘most preferred’ for achieving social upliftment. In contrast, opinions were more divided regarding cultural enrichment and economic growth. About 36% of participants selected ‘most preferred’ for economic growth, while 29% marked cultural enrichment as the ‘least preferred’ reason for learning English.

This question also included a qualitative component, allowing students to explain the reasoning behind their selected responses. Many students emphasized that learning English is essential for accessing better opportunities in higher education and employment, particularly in national and international contexts. Respondent 8 highlighted that proficiency in English allows greater access to high-quality academic resources, such as research papers and scholarly texts, which are predominantly available in English. Several students also recognized the status of English as a global lingua franca, essential for communication beyond regional and linguistic boundaries. Respondent 15 shared that “once we move outside our state for educational or job-related purposes, it becomes essential to know English to interact comfortably with people from different regions.” In addition, some students mentioned that fluency in English boosts self-confidence and opens doors to global platforms, making it easier to engage in diverse social, academic, and professional environments. These responses reflect a strong awareness among students of the practical, social, and aspirational value of English in today’s interconnected world.

Q 14. English is _____

(Give your order of preference on a scale of 1 to 4, where 1 is for the most preferred and 4 for the least preferred.)

- (a) A language of power
- (b) A language of opportunity

(c) A language of empowerment

(d) A language that takes us higher in the social ladder

Table 5.5. Students' motivation for learning English

English is _	1 (most preferred)	2	3	4 (least preferred)
(a) A language of power	51.66%	16.48%	15.38%	16.48%
(b) A language of opportunity	54.35%	25.00%	19.56%	1.09%
(c) A language of empowerment	56.17%	33.87%	3.98%	5.98%
(d) A language that takes us higher in the social ladder	22.09%	16.28%	12.79%	48.84%

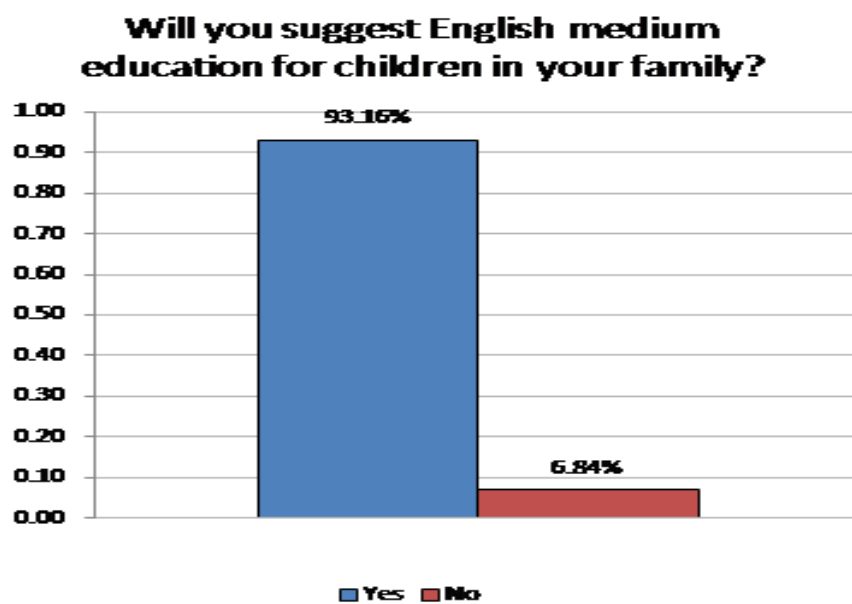
Table 5.5 shows that approximately 52% of students identified English as the ‘most preferred’ language when viewed as a symbol of power. Similarly, 55% of participants selected ‘most preferred’ for considering English as a language of opportunity. Additionally, more than half of the respondents (57%) marked ‘most preferred’ for perceiving English as a language of empowerment. However, views were more divided when it came to English being associated with upward social mobility. In this case, 49% of participants marked it as the ‘least preferred’ option, indicating a mixed perception of English as a tool for climbing the social ladder.

In response to the above question, respondents 22, 24, and 47 stated that “English is a powerful language” due to its widespread use by people across many countries. Several students shared the belief that proficiency in English would enhance their employment prospects and open doors to better career opportunities. Respondent 18 remarked that “there is a sense of prestige attached to the language,” noting that individuals who speak English fluently often stand out and gain recognition in social and professional settings.

Q 15. Will you suggest an English medium of education for children in your family?

The above question included both quantitative and qualitative components. Students were given a ‘Yes’ or ‘No’ option and were also asked to provide reasons to support their responses. The majority of participants expressed a clear interest in and preference for recommending English-medium education. Many students stated that “English-medium education will be beneficial for appearing in competitive exams...” and further emphasized its advantages in academic and professional advancement.

Figure 5.10. Preference for English medium: Students’ perspectives



In the above Figure 5.10, it is observed that majority of the participants (94%) marked ‘yes’ for suggesting English medium education for children in their family. The higher number of positive responses of the participants shows their positive attitudes and willingness towards English education.

This question also included a qualitative component, and most participants responded in favour of English. Respondents 17, 36, 37, 48, and 50 emphasized that with increasing competition, it is essential to have a strong command of English, which is why they would recommend English-medium education for children in their families. Respondents 55, 59, and 71 highlighted that English is crucial since most competitive examinations are conducted in

the language. Additionally, Respondents 4, 17, and 21 noted that proficiency in English is advantageous when appearing for corporate job interviews.

16. (A) Read the statements given below and choose one of the options given.

The following statements were presented to students, who were asked to respond using a five-point Likert scale: Disagree (D), Slightly Disagree (SD), Cannot Say (CS), Slightly Agree (SA), and Agree (A).

Statements:

- English is a language of modernity
- English provides greater access to the internet
- English offers access to many scientific papers
- English is essential for pursuing higher education opportunities

In Section B of the same question, students were asked: How do you feel while performing the following tasks in English? The tasks included:

- Presentation
- Writing examination
- Interacting with the teacher in the class
- Answering questions
- Talking with friends

Students were instructed to rate their emotional responses using the following options: Very anxious, a little anxious, nothing in particular, happy and excited, very happy and excited.

In this section of the questionnaire, students were asked to rate each statement based on their personal beliefs and experiences. The statements were thematically categorized into two major groups:

- (i) Instrumental and integrative attitudes toward English, and
- (ii) Attitudes and willingness to perform tasks in English.

This section aims to provide a deeper understanding of students' language attitudes by examining both instrumental and integrative motivation. Instrumental motivation refers to students' practical and goal-oriented reasons for learning English—such as gaining access to higher education, improving employment prospects, or engaging with scientific and technological content. On the other hand, integrative motivation reflects a desire to identify with or participate in a global, English-speaking culture, or to be part of a modern, interconnected world.

By analysing student responses to these statements, this part of the study helps uncover the underlying motivations that drive students' engagement with English. It reveals how they perceive the language as a tool for academic and professional advancement (instrumental) and as a means of cultural affiliation, personal development, and social identity (integrative). Together, these insights offer a comprehensive picture of students' attitudes toward English in a multilingual and educational context.

Table 5.6. Instrumental vs integrative attitudes: Students' responses

Statements	Disagree	Slightly disagree	Cannot say	Slightly agree	Agree
English is a language of modernity	3.54%	5.31%	7.08%	17.70%	66.37%
English gives more access to the internet	1.80%	2.70%	2.70%	20.72%	72.07%
English gives access to many scientific papers	2.70%	3.60%	5.41%	17.12%	71.17%

English is necessary for getting higher studies opportunities	2.63%	3.51%	0.88%	14.04%	78.95%
---	-------	-------	-------	--------	--------

Table 5.6 clearly shows that the majority of students hold positive views regarding the significance of the English language across various domains. About 67% of the participants agreed that English is a language of modernity. Similarly, 72% agreed that English provides greater access to the internet, and an equal percentage acknowledged that it offers access to numerous scientific papers. Furthermore, a substantial majority (79%) agreed that English is essential for pursuing higher education opportunities.

The above responses from the participants indicate that students are interested in and willing to learn the language, acknowledging its importance across various domains. From the responses, it is evident that students overall have positive attitudes towards the use of English in various aspects.

To gain a deeper understanding of the participants' attitudes, a sentiment score was analysed for the two sets of statements in this section. Each sentiment level is assigned a numerical value.

Sentiment Level	Numerical Value
Disagree	1
Slightly disagree	2
Cannot say	3
Slightly agree	4
Agree	5

If we calculate the average of section (i), which consists of four statements:

$$S1 (4.33) + S2 (4.57) + S3 (4.49) + S4 (4.62) / 4 = 4.50$$

We got a sentiment score of 4.50, which can be rounded to 4. Respondents appear to have a generally positive attitude towards English. Based on this score, it is understood that participants have favourable attitudes towards English as a language of modernity, for accessing the internet and scientific resources, and higher studies opportunities.

(ii) Attitudes and inclination to perform a task in English.

Table 5.7. Students' attitudes toward performing tasks in English

How do you feel while performing the following task in English	Very anxious	A little anxious	Nothing in particular	Happy and excited	Very happy and excited
Presentation	20.18%	31.58%	13.16%	21.05%	14.04%
Writing examination	3.57%	11.61%	31.25%	28.57%	25%
Interacting with the teacher in the class	2.73%	10.91%	22.73%	32.73%	30.91%
Answering questions	4.50%	15.32%	21.62%	37.84%	20.72%
Talking with friends	0%	0%	29.21%	38.94%	31.85%

Table 5.7 illustrates students' willingness and comfort in performing a task in English. Their inclination and interest in choosing English will also help us to understand their comfort level in using English without getting nervous or anxious.

This section has drawn overall mixed responses from the participants. From Table 7, it is observed that while giving a presentation, 32% respondents marked ‘a little anxious’. Whereas, for the writing examination, it is observed that 32% marked ‘nothing in particular and 29% marked ‘happy and excited’. These responses can have various reasons. Students might fear being judged by their peers or the teacher for making mistakes while speaking in English, as it is more immediate and visible compared to written examinations, where errors can be corrected before submission. Additionally, speaking requires confidence and fluency, which some students may lack compared to writing, where they have more time to compose their thoughts and correct errors. It is also observed in classrooms that the pressure of performing well in front of the class or the teacher can induce anxiety, leading students to feel more apprehensive about speaking in English as compared to writing, where they can take their time.

While interacting with the teacher in class, 33% of the students marked ‘happy and excited’, and very few students (3%) marked ‘very anxious’. While answering questions, 38% students have marked ‘happy and excited’. These responses show that few students are ‘very anxious’ and ‘a little anxious’ while using English to speak. While speaking with friends, it is observed that 39% of the respondents feel ‘happy and excited,’ and 30% feel ‘nothing in particular.’

Sentiment Level	Numerical Value
Very Anxious	1
A little anxious	2
Nothing in particular	3
Happy and excited	4
Very happy and excited	5

If we calculate the average of section (ii), which consists of five statements:

$$S1 (2.77) + S2 (3.59) + S3 (3.15) + S4 (3.54) + S5 (3.89) / 5 = 3.38$$

The calculated average sentiment score of 3.38 (rounded to 3) falls between the Likert scale points "Nothing in particular" (3) and "Happy and excited" (4). This mid-range score suggests neutral-to-slightly-positive emotional attitudes among students toward using English while performing various academic and social tasks—such as giving presentations, writing exams, interacting with teachers, answering questions, and talking with friends.

Although the score does not indicate a highly enthusiastic or confident feeling (i.e., not close to 4 or 5), it shows that students are generally comfortable and not strongly anxious when engaging with English in different communicative contexts. Their responses reflect a moderate level of confidence and interest, implying that while they may not feel highly excited, they also do not experience significant discomfort.

In fact, occasional reports of feeling "a little anxious" appear to be minor and situational, rather than a consistent barrier to using English. This suggests that students are gradually building confidence and that their overall attitudes tend toward the positive end of the emotional spectrum, with only minimal hesitation. The sentiment score, therefore, indicates a transitional stage in which the student is comfortable mainly using English for tasks but may still require additional practice or support to gain complete confidence and enthusiasm across all domains.

Q 17. In this section of the questionnaire, students were given statements to which they responded using a five-point scale. The following statements in the questionnaire have been thematically categorized based on (i) willingness to perform a task in English, where (Instrumental and Integrative attitudes towards English) (1 for very willing and 5 for unwilling).

Instrumental and Integrative attitudes towards English

(a) Attending a job interview in English

(b) Writing a job eligibility test in English

(c) Initiating tasks in English in formal meetings

(d) Delivering a speech in English

(e) Being interviewed by the researcher and discussing the issues pointed out

Table 5.8. Students' instrumental and integrative attitudes toward English

Statement	Scale				
	1 (very willing)	2	3	4	5 (unwilling)
(a)Attending a job interview in English	27.27%	29.09%	16.36%	20.91%	6.36%
(b) Writing a job eligibility test in English	37.27%	19.09%	15.45%	13.64%	14.55%
(c) Initiating tasks in English in formal meetings	27.10%	20.56%	20.56%	21.50%	10.28%
(d)Delivering a speech in English	30.91%	22.73%	30.00%	9.09%	7.27%
(e) Being interviewed by the researcher and discussing the issues pointed out	25%	25.93%	17.59%	22.22%	9.26%

From Table 5.8, it is observed that 28% of the respondents marked 'very willing' to attend a job interview in English. To write a job eligibility test in English, 38% of the total participants indicated they were 'very willing'. For initiating tasks in formal meetings, it was observed that '4' was marked by 22%, and '5', i.e., 'unwilling', was marked by 11%. This question in particular was more on the negative end of the scale, suggesting a lack of confidence, discomfort, or reluctance to communicate in English in a formal setting.

31% of the participants marked 'very willing' for delivering a speech in English. Being interviewed by the researcher and discussing the issues pointed out had a mixed response from the participants. Nearly half of the participants ranked at the positive end of the scale, selecting 'very willing' (i.e., scores of '1' or '2'). It is observed that students who marked '3' had a neutral and balanced response to perform a task in English.

Average Sentiment Score:

Very Willing (1) reflects strong confidence, enthusiasm, and comfort in using English for a given task.

Unwilling (5) indicates high discomfort, reluctance, or anxiety toward using English in that context.

$$(2.08 + 1.93 + 3.44 + 2.04 + 2.25) / 5 = 11.74 / 5 = 2.35$$

The final average sentiment score is 2.35, which lies between 'willing' and 'neutral' on the scale. This suggests that students are moderately willing to perform formal tasks in English but may experience some hesitation, especially in more structured or formal contexts, such as meetings or public speaking.

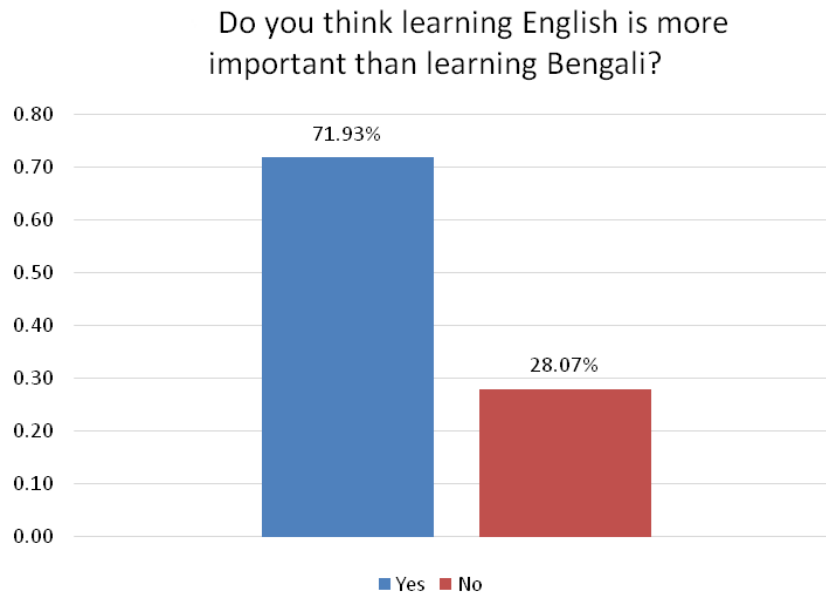
Q 18. This section examines students' responses to statements regarding the role of Bengali alongside English and its significance.

The questions in this section have both quantitative and qualitative components. The questions are designed to understand participants' views and attitudes towards English and

Bengali languages. The qualitative responses of the participants will aid us in getting a deeper understanding of their English usage in their daily lives for different purposes.

(a) Do you think learning English is more important than learning Bengali?

Figure 5.11. Importance of English and Bengali: Students' responses



From Figure 5.11, it is observed that 72% of the participants marked 'yes', indicating that they consider English to be more important than learning Bengali. It is interesting to see that students have positive responses and attitudes towards learning English. At the same time, around 29% marked 'no', disagreeing with it. There could be many reasons for participants' mixed responses. It is observed from the data that students majorly from the Bengali medium marked 'no', indicating their contrasting opinion.

Participants have written reasons to support their choices. Their answers suggest that though they prefer English for its advantages, they have also acknowledged that knowing one's mother tongue well is very important.

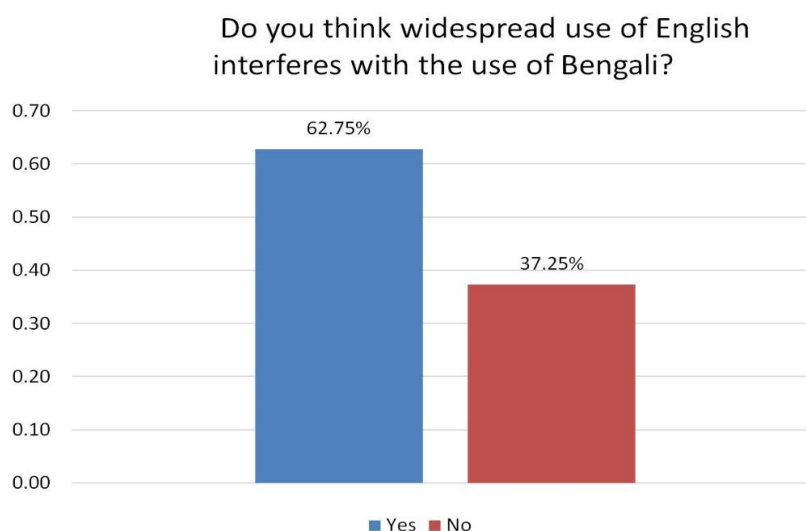
Table 5.9. Importance of English and Bengali: Students' responses

Theme	Excerpts
English is important for employment.	<p>S.16...knowing English enhances job prospects in multinational companies and organizations where English proficiency is often a requirement...</p> <p>S.22... Knowing English will help in knowledge exchange and academic growth.</p> <p>S.31...many companies require employees to communicate effectively in English, so it is essential to learn this language early.</p>
Concepts explained in Bengali are easy to understand.	<p>S.7...complex topics are easy to grasp in Bengali as it feels more comfortable...</p> <p>S.15... culturally, it is easy for me to connect an idea with my mother tongue than in English...</p> <p>S.3... I can quickly remember and comprehend a difficult concept if it is explained in Bengali...</p>
English is essential for pursuing higher education.	<p>S.33...many academic programs and institutes use English as the primary language of instruction and communication...</p> <p>S.41... proficiency in English can facilitate access to resources, research materials, and academic opportunities...</p> <p>S.44... proficiency in English opens up a wide range of international opportunities for higher education in English-speaking countries...</p>

<p>Learning Bengali is important for cultural integration.</p>	<p>S.11... Speaking Bengali facilitates communication and builds bridges between people from different backgrounds...</p> <p>S.23... learning Bengali is important as it will allow people to connect with the rich cultural heritage of Bengal...</p> <p>S.27.... learning our mother tongue will help us to appreciate the traditions, literature, music, art, etc...</p>
--	---

(b) Do you think widespread use of English interferes with the use of Bengali?

Figure 5.12. Impact of English on Bengali usage: Students’ perspectives



This question was designed to understand participants’ attitudes towards both English and Bengali, which is the mother tongue of the majority population in Tripura. This question has both quantitative and qualitative aspects. The qualitative response will aid in understanding their pattern of use of both the official languages of Tripura and the impact of English on Bengali language.

From Figure 5.12, it is observed that 63% of the participants marked ‘yes’ and agreed that the widespread use of English interferes with the use of Bengali. Participants have a mixed

response to this question. Around 38% of the total participants feel that there may not be an interference of Bengali on their English.

The qualitative responses of the participants in Table 5.10 are described elaborately to support their views.

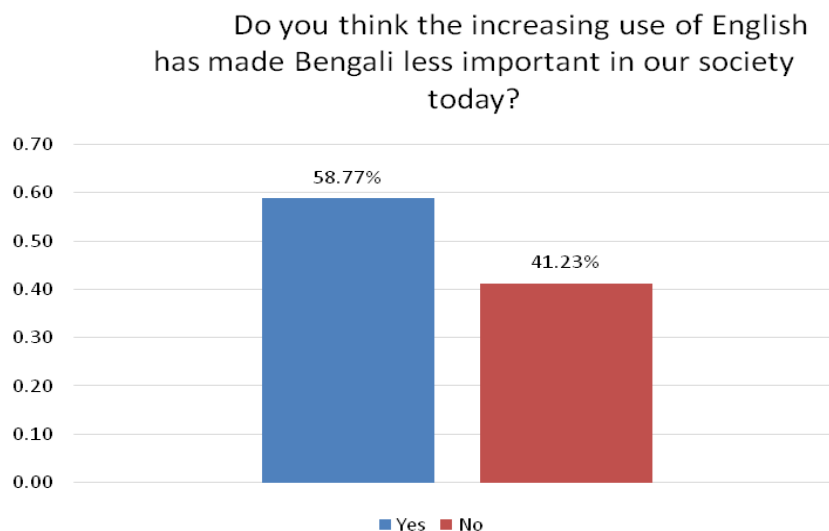
Table 5.10 Impact of English on Bengali usage: Students' perspective

Theme	Excerpt
Code-mixing and code-switching are common.	<p>S.60... sometimes it is easy to explain few words using English while speaking in Bengali.... I find it easier to say numbers in English than in Bengali...</p> <p>S.62... I speak with my friends using both English and Bengali, as I am very close to them. Sometimes we talk in English, and sometimes in Bengali.</p> <p>S.65... it is compulsory for us to speak in English in the school premises, so I speak in English most of the time and tend to use more English words in my Bengali communication...</p>
For business purposes, it is essential to be familiar with the local language of the region.	<p>S.10... A shopkeeper needs to know the local language, so Bengali is more important than English in our State.</p> <p>S.17... it is easy to communicate in Bengali with customers...</p> <p>S.31... to connect with people for business, it is crucial to know their language...</p>

<p>The future generation is entirely dependent on English.</p>	<p>S.44... I speak only in Bengali with my grandparents, as they do not understand English...</p> <p>S.45... I take spoken English coaching as it will help me to improve my fluency and communication....</p> <p>S.51... we already know Bengali well, but for getting a job, English is important, so we need to learn English well...</p>
<p>Conversion of Bengali-medium institutions into English-medium institutions.</p>	<p>S.3... many schools and colleges are getting converted to English medium in our State...</p> <p>S.40... There are many CBSE-affiliated schools in Tripura now to improve the quality of education...</p> <p>S.11... our school was Bengali medium, but now converted to English medium so there is influence of English on Bengali to a large extent...</p>

(c) Do you think the increasing use of English has made Bengali less important in our society today?

Figure 5.13. Impact of English on Bengali's role: Students' perspectives



This question was designed to understand students' perspectives towards English and Bengali in a multilingual setting. There is a mixed response to this question. 59% of the participants agree with this scenario of increasing English use, making Bengali less important in our society. At the same time, a section of the students, around 42%, marked 'no.'

The qualitative responses, as mentioned in Table 5.11, help us better understand the students' perspective.

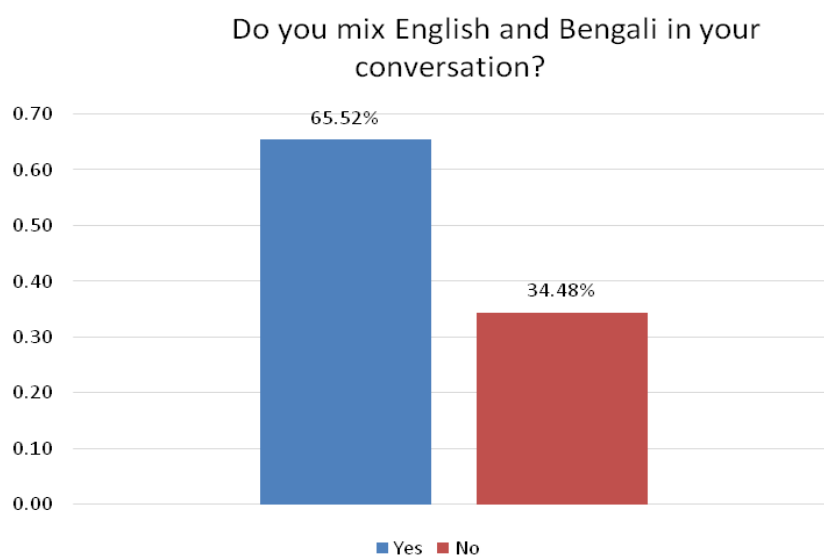
Table 5.11. Impact of English on Bengali's role: Students' perspectives

Theme	Excerpt
Bengali is my mother tongue, and it is always special and important for me.	<p>S.77... from childhood, I have been speaking this language, so it is very close to my heart...</p> <p>S.71... I can read and write in Bengali very well, as it is my native language....</p> <p>S.73... I learnt Bengali first from my parents and grandparents, so it is an important and special language for me...</p>
Standard reading materials are written in English.	<p>S.66.... sometimes it is not easy to find relevant materials of our textbooks in the Bengali medium...</p> <p>S.67... science materials that we read are written mainly by non-Bengali authors and all are in English...</p> <p>S.70.... Majority of our study materials are in English; it is tough to find Bengali translated books...</p>
Competitive exams are conducted mainly in English.	<p>S.55.... most of the exams are in English and Hindi, so it is better to learn both these languages well...</p>

	<p>S.51... Interviews are conducted in English mostly, so it is necessary to learn English well...</p> <p>S.50.... Online exams and interviews are increasingly conducted in English, so it is essential to learn English well to understand all the questions and instructions properly.</p>
There is less scope for Bengali language outside our state.	<p>S.44.... once we complete our board exams, we will move outside our state, then there will be very few people who will understand Bengali...</p> <p>S.41.... It is better to know English well, as outside Tripura, in very few states, people will understand Bengali...</p> <p>S.42.... for all jobs, English is mandatory, so Bengali will be necessary in limited places...</p>

(d) Do you mix English and Bengali in your conversation?

Figure 5.14. Code-Mixing in conversation: Students' responses



From Figure 5.14, it is observed that around 66% of the participants agreed, marking ‘yes’ that they tend to mix Bengali and English in their speech. The qualitative responses of the students describing specific occasions where they mix both languages are mentioned in Table 5.12 below.

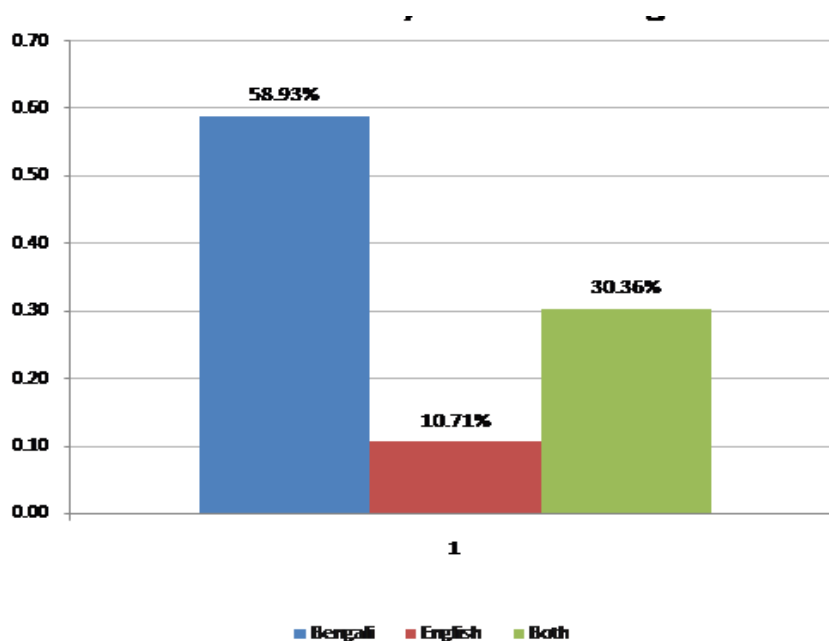
Table 5.12. Code-Mixing in conversation: Students’ responses

Theme	Excerpt
Counting is easy in English.	<p>S.28... I can say numbers in English, but it is not easy in Bengali...</p> <p>S.28... while speaking in Bengali, sometimes I shift to Bengali while mentioning any numbers...</p>
Speaking English most of the time also interferes with my Bengali speech.	<p>S.9.... some English words are commonly used in Bengali, so I often mix few English words while speaking in Bengali...</p> <p>S.11... I tend to mix few English words with Bengali, as most of the time I speak in English during school hours...</p> <p>S.15... while speaking with my Bengali friends in school, I speak using both Bengali and English...</p>
Understanding complex concepts in Bengali is easy.	<p>S.36... I write the meanings of difficult English words in Bengali to make them easier to remember.</p> <p>S.38... When my teacher explains some tough topics in the Bengali language, I can understand them easily...</p> <p>S.41... It is easy to remember grammar and other concepts when explained in Bengali. I can remember the concept for a longer time then....</p>

Identity and cultural connections with mother tongue...	<p>S. 48... I feel a strong connection to the Bengali language, as it is my mother tongue.</p> <p>S.56... I find it easier to mix in a Bengali group than with friends from other communities...</p> <p>S.71... I can express myself adequately in the Bengali language than in any other language...</p>
---	---

(e) In which language are you able to express yourself better?

Figure 5.15. Language preference for expression: Students' views



From Figure 5.15, it is observed that 59% stated that they can express themselves better in Bengali, 11% in English, and 31% in both English and Bengali. Participants have described their reasons for supporting their choices, as listed in Table 5.13.

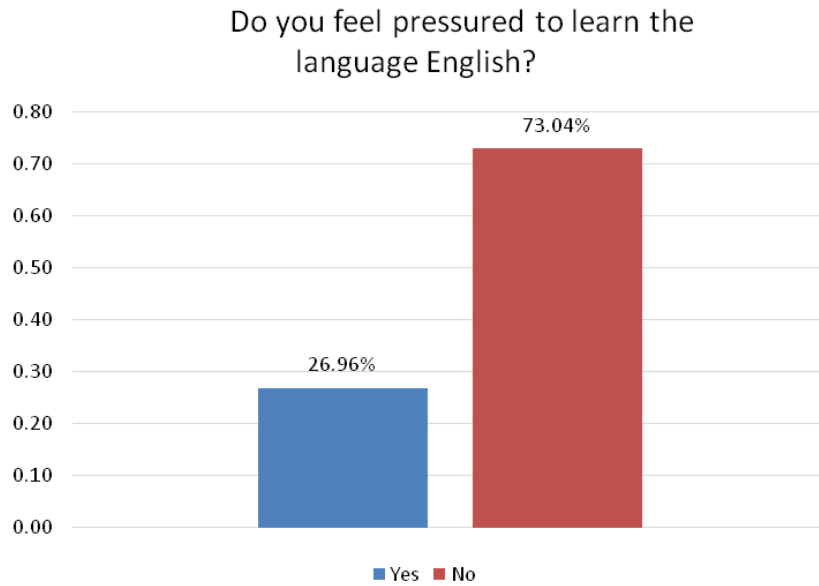
Table 5.13. Language preference for expression: Students' views

Theme	Excerpt
<p>Bengali is my mother tongue, so I can speak and express myself better in Bengali.</p>	<p>S. 55... I am comfortable expressing myself in Bengali than in English or Hindi...</p> <p>S.47... when I explain in Bengali, I can speak for long in a flow but not in English...</p> <p>S. 48... sometimes I forget the exact word if I speak in English, but in Bengali it is easy for me to express...</p>
<p>Having spoken Bengali since birth, I believe my Bengali is superior to any other language.</p>	<p>S.57... as I am from a Bengali medium, so I find it easier to express in Bengali than in English...</p> <p>S.52... I have been speaking in Bengali since my birth, so it is comfortable for me to speak in Bengali than any other language...</p> <p>S.34... I am confident in both Bengali and English, but I will still choose Bengali as it is my native language.</p>
<p>Feel nervous sometimes while speaking in English</p>	<p>S.22... I forget words if I am asked to speak in English...</p> <p>S.23... in front of a big audience or my teachers, I feel scared to speak in English, but in Bengali, I can confidently speak.</p> <p>S.27... My English is not very good, so I find it better to speak confidently in Bengali.</p>
<p>Confident in both Bengali and English.</p>	<p>S.46... I have been studying English for more than a decade, and Bengali is my native language, so I am confident in both languages.</p> <p>S. 41... I can speak both languages well...</p>

	S.32... Both Bengali and English are official languages of our state, so we need to be proficient in these languages.
--	---

(e) Do you feel pressured to learn the English language?

Figure 5.16. Students’ views on pressure to learn English



From Figure 5.16, it is observed that 74% of the total participants marked ‘no’ in response to the question of whether they feel pressured to learn English. It is interesting to see that students describe and are aware of the various advantages of knowing English, but do not feel any pressure. While a small section of students felt pressure for several reasons, as explained in Table 5.14 below.

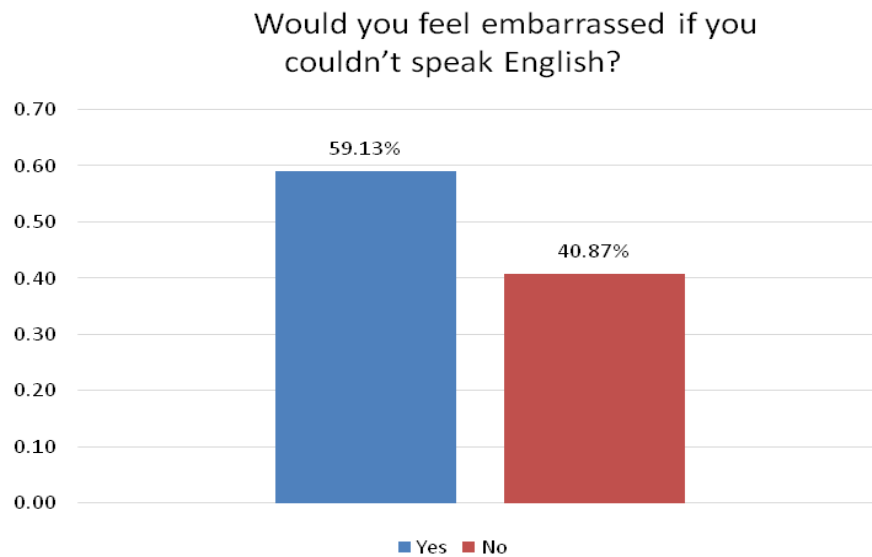
Table 5.14. Students’ views on pressure to learn English

Theme	Excerpt
More opportunities are available with English knowledge.	S.68... there are more job opportunities with knowledge of English, so we need to know English well... S.72... corporate companies look for proficiency in English, so it is necessary to know this English...

	S.78... these days, without knowing English, it is not easy to make a promising career...
Pressure from peers and acquaintances.	S.80... my friends speak English very well, so I feel the need to learn... S.83... English is a dominant language, so we need to learn ... S.84... I need to improve my spoken English; otherwise, I will be afraid to speak in front of anyone.
Happy to learn English without any pressure.	S.90... I am excited to learn English ... S.92... my English proficiency is good and I practice speaking with my peers and teachers... S.105... I can express myself confidently in English without any fear...
Acquiring English knowledge will enhance both professional and personal success.	S.103... ...outside Tripura, if I go, my English knowledge will be helpful... S.120... it will help me to grow professionally... S.150... I can expand my community beyond Bengali peers...

(f) Would you feel embarrassed if you couldn't speak English?

Figure 5.17. Students’ views on embarrassment over not speaking English



This question was designed to understand participants’ attitudes towards the need to learn English and their perspective on the importance of knowing this language in addition to their mother tongue. From Figure 5.17, it is observed that 60% of the students marked ‘yes’ that they would feel embarrassed if they could not speak English well. The qualitative responses mentioned in Table 5.15 provide a more detailed explanation.

Table 5.15. Students’ views on embarrassment over not speaking English

Theme	Excerpt
Knowing English is mandatory nowadays.	S.150... it is the language of the wider community... S.97... for jobs, education, and any other opportunity where English knowledge is needed... S.96... it is a compulsory subject in every school...
Feeling of nervousness in front of classmates and the teacher.	S.143... I feel nervous to talk in English in front of my friends and teacher...

	S.156... my grammar is bad, so I fear speaking in class in front of everyone... S.160... my English is not so fluent, so I am afraid to speak...
Skillset will not be complete.	S.155... without English knowledge, our profile will not be strong... S.157... corporate jobs look for English proficiency...S.162... with good English-speaking skills, one can communicate their ideas well...
Knowledge of the mother tongue is more important and helpful than English.	S.170... one must know to speak, read, and write in their own mother tongue ... S.181... mother tongue will help express ourselves better... S.190... Bengali will help me connect with our roots, as I have been learning it since my childhood.

Q 19. Listed below are some of the reasons people have for learning English. Please indicate the importance of each reason for you personally by ticking in the appropriate category.

Students were asked to tick under each category the importance of various reasons for learning English based on a five-point scale (Most important; very important; quite important; a little important; not at all important).

Table 5.16. Motivations for learning English: Student responses

Statements	Most important	Very important	Quite important	A little important	Not at all important
For jobs and higher studies	65.52	25.86	4.31	3.45	0.86

Acquiring new ideas and broadening one's outlook	20.72	32.43	24.32	9.91	12.61
Travelling abroad	58.56	27.93	9.91	2.70	0.90
To be more self-confident	41.44	39.64	10.81	4.50	3.60
Getting access to international books and journals	46.85	42.34	9.01	1.80	0.00
To improve my social status	28.83	27.93	29.73	5.41	8.11

This question is designed to explore the various reasons (instrumental or integrative) and motivations that students have for learning English. There can be a range of motives for one's interest and inclination to learn a particular language. A few common and important reasons are mentioned here to understand students' choices and perspectives.

From Table 5.16, it is observed that 66% students consider jobs and higher studies as the 'most important' reason to learn English. This is followed by travelling abroad, 59%, for getting access to international books and journals 46%, and for being more self-confident 42%. Acquiring new ideas and broadening one's outlook is considered 'very important' by 33%. To improve social status is considered 'quite important' by 30% participants. The overall responses of the participants, as shown in Table 5.16, indicate that students generally have multiple reasons and motivations for learning English. However, primarily for employment and career opportunities, students are more interested to learn English.

To understand the participants' attitudes in-depth, a sentiment score has been analysed for this section's two sets of statements. Each sentiment level is assigned a numerical value.

Sentiment Level	Numerical Value
Not at all important	1
A little important	2
Quite important	3
Very important	4
Most important	5

If we calculate the average of this section, which consists of six statements:

$$S1 (4.51) + S2 (3.38) + S3 (4.40) + S4 (4.10) + S5 (4.34) + S6 (3.63) / 6 = 4.06$$

We got a sentiment score of 4.06, which can be rounded to 4. This suggests that students prefer English for securing jobs and higher education opportunities, acquiring new ideas and broadening their outlook, traveling abroad, accessing international books and journals, and improving their social status.

Students from English-medium backgrounds consistently reported stronger instrumental motivation; that is, they view English primarily as a practical tool for achieving specific goals, such as securing employment, pursuing higher education, and accessing academic and digital resources. This pattern likely reflects greater familiarity and regular exposure to English in their classrooms, textbooks, peer interactions, and sometimes at home. Such exposure increases students' confidence and perceived competence, making them more ready to use English for pragmatic, goal-oriented purposes and to pursue opportunities where English proficiency is viewed as an advantage.

In contrast, students from Bengali-medium backgrounds, while acknowledging the importance of English, displayed more cautious or mixed attitudes. Their motivation is often

oriented toward social mobility and confidence building rather than immediate instrumental gains. In other words, these learners see English as a means to improve their social standing or future prospects. However, they are less confident about their ability to use it effectively for jobs or higher education right now. This hesitancy can be attributed to limited exposure to English outside school, weaker vocabulary and listening skills, anxiety about making errors, and less parental or community support for English-medium practices, all of which reduce self-efficacy and make learners more tentative.

The distinction between the two groups, therefore, appears less about valuing English and more about readiness and perceived capability. English-medium students tend to feel prepared to convert language ability directly into tangible outcomes. In contrast, Bengali-medium students recognise the language's value but feel they need more practice, scaffolding, and confidence before they can pursue those same outcomes. This explains the "mixed attitudes and mild hesitation" observed: Bengali-medium learners are motivated in principle but reluctant in practice because of perceived barriers.

Implications of this finding include the need for targeted interventions for Bengali-medium students (for example, confidence-building activities, increased exposure to authentic English materials, skill-focused support, and parental/community engagement) so that their motivation can translate into readiness for instrumental goals like employment and higher education.

5.2.2 Attitudes towards policy

This question is designed to investigate students' attitudes towards English language education policy and practices. There is a total of 28 statements. The responses are analysed quantitatively in three parts. The responses are marked on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Table 5.17. Attitudes toward policy: Students' perspectives

Statements	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. English medium education will increase the literacy rate	7.96	8.85	17.70	46.90	18.58
2. English education will give an opportunity for a better scope of education	4.39	2.63	6.14	48.25	38.60
3. English should be the principal medium of communication in all educational institutions	7.89	16.67	24.56	29.82	21.05
4. Private sector companies should test the English communication skills of candidates before hiring them	5.31	10.62	23.89	41.59	18.58
5. Bengali medium schools should be converted to English medium for higher literacy rates	7.02	24.56	24.56	27.19	16.67
6. English as a medium of communication helps in uniting the people of the country coming from diverse linguistic backgrounds	3.51	7.02	14.91	54.39	20.18

7. There should be more schemes for students focusing on improving their English language skills	4.39	4.39	12.28	56.14	22.81
8. All competitive examinations should be conducted in only English	8.04	24.11	26.79	24.11	16.96
9. University and college lectures should be delivered in English only	7.02	21.93	22.81	32.46	15.79
10. Higher secondary subjects should be taught in English only	5.26	32.46	24.56	21.93	15.79
11. If subjects in the higher secondary science stream are taught in Bengali, scientific terms should be borrowed from English	5.31	13.27	24.78	35.40	21.24
12. English teaching tools and techniques used for our English classes are easy to understand	5.26	7.02	13.16	52.63	21.93
13. I find my English class boring	16.53	63.65	-	15.32	4.50
14. I feel more self-confident because I can read English better than Bengali, so I prefer to read	0.12	25.66	14.16	29.20	19.47

directions written in English rather than in Bengali					
15. In order to get high grades in school, one has to be highly proficient in English	19.41	21.93	10.41	37.72	10.53
16. English should replace Bengali as a medium of instruction at all levels in order to accelerate English abilities	0.12	27.43	7.08	27.43	25.66
17. Instructions written in Bengali are easier to read and understand than those written in English	21.24	18.58	0.10	37.17	13.27
18. I find our English paper easy and interesting	16.07	10.71	0.04	39.29	29.46
19. English medium of education will give us better future opportunities for higher studies	0.02	14.41	13.51	37.84	32.43
20. Being proficient in English, I can access information for learning other subjects	0.06	13.64	11.82	42.73	25.45
21. Instruction in Bengali is easier to understand than English	28.57	18.75	0.04	41.07	7.14

22. I actively offer to use English if my counterparts do not speak my native language	26.85	5.56	0.05	46.30	16.67
23. I consider English in higher education to be no more than a communication tool	36.11	18.52	0.06	25.00	14.81
24. I would prefer Bengali as the most widely used language in the scientific community	25.45	30.00	0.13	21.82	10.00
25. I prefer English as the medium of instruction in educational institutions	12.73	11.82	0.06	49.09	20.00
26. Learning English is a waste of time	53.58	40.54	-	0.47	5.41
27. I would rather spend my time on subjects other than English	19.27	30.28	0.24	19.27	7.34
28. I really enjoy learning English, as it brings me closer to the English-speaking community	10.91	6.36	0.08	49.09	25.45

Statements 1-12 focus primarily on the medium of communication. Participant responses indicate that 47% of the total students agreed that an English-medium education would increase the literacy rate. 49% of the respondents marked 'agree' that English education will allow a better scope of education. The statement "English should be the principal medium of communication in all educational institutions" received mixed responses from the students.

30% marked 'agree' and 22% marked 'strongly agree', whereas around 25% of the respondents marked 'not sure'. 42% of the respondents marked 'agree' to the statement: private sector companies should test the English communication skills of candidates before hiring them. Participants had mixed responses to the statements: Bengali medium schools should be converted to English medium for higher literacy rates. 25% marked 'disagree' and 28% marked 'agree'. The mixed responses of the participants indicate that they are aware of the benefits of learning English, yet they also hold positive attitudes towards their mother tongue. 55% of the participants agreed that using English as a medium of communication helps unite people in the country from diverse linguistic backgrounds. 57% agree that there should be more schemes for students focusing on improving their English language skills.

The statement: all competitive examinations should be conducted in only English received mixed responses. 25% 'agree', whereas 25% 'disagree' with this. 33% marked 'agree' that: university and college lectures should be delivered in English only. 33% marked 'disagree' to the statement: higher secondary subjects should be taught in English only. 36% marked 'agree' to the idea of the statement: If subjects in the higher secondary science stream are taught in Bengali, scientific terms should be borrowed from English. A large section of the total participants marked 'agree' that English teaching tools and techniques used for our English classes are easy to understand.

The overall responses of the participants are generally positive towards English and its advantages in different aspects. Majority of the students acknowledged the benefit of knowing English. Participants responded positively to Bengali, too, besides English.

Statements 13-21 focus primarily on English education. 64% marked 'disagree' to the statement: I find my English class boring. Students responded positively to the statement: I feel more self-confident because I can read English better than Bengali, so I prefer to read directions written in English rather than in Bengali. 30% marked 'agree' and

20% marked 'strongly agree'. Participants gave mixed responses to the statement: To achieve high grades in school, one must be highly proficient in English. 38% marked 'agree' and 22% marked 'disagree'.

28% marked 'agree' and 26% marked 'strongly agree' that English should replace Bengali as a medium of instruction at all levels to accelerate English abilities. 38% marked 'agree' and 22% marked 'strongly disagree' that Instructions written in Bengali are easier to read and understand than those written in English. 40% marked 'agree' that they find their English paper easy and interesting. 38% marked 'agree' to the statement: English medium education will give us better future opportunities for higher studies. 43% marked 'agree' that being proficient in English, I can access information for learning other subjects. 42% marked 'agree' and 29% marked 'strongly disagree' that Instruction in Bengali is easier to understand than English.

In this part of the question, students had mixed responses towards the statements. It is observed that majority participants from the Bengali medium had positive attitudes towards the use of Bengali. In contrast, English-medium students showed an interest and inclination towards the use of English. Students from the two mediums of schools had different opinions and comfort levels in using both languages. Students from the Bengali-medium schools had positive attitudes towards the use of English but found Bengali more comfortable for various purposes, such as reading instructions in Bengali.

Statements 22-28 focus primarily on attitudes towards learning English and Bengali. 47% marked 'agree' to the statement: I actively offer to use English if my counterparts do not speak my native language. 37% marked 'strongly disagree' to 'I consider English in higher education to be no more than a communication tool'. 30% marked 'disagree' that they would prefer Bengali as the most widely used language in the scientific community. 50% marked 'agree' to the statement: 'I prefer English as the medium of instruction in educational

institutions. 54% marked ‘strongly disagree’ that learning English is a waste of time. 31% marked ‘disagree’ to the statement I would rather spend my time on subjects other than English. 50% said ‘agree’ that they really enjoy learning English, as it brings them closer to the English-speaking community.

Sentiment Level	Numerical Value
Strongly Disagree	1
Disagree	2
Not sure	3
Agree	4
Strongly Agree	5

If we calculate the average sentiment score of this section, which consists of twenty-eight statements:

$$\begin{aligned}
 & S1 (3.59) + S2 (4.14) + S3 (3.39) + S4 (3.57) + S5 (3.21) + S6 (3.80) + S7 (3.88) \\
 & + S8(3.17) + S9 (3.28) + S10 (3.10) + S11 (3.53) + S12 (3.78) + S13 (2.30) + S14 (3.19) + S15 \\
 & (3.15) + S16 (2.89) + S17 (3.26) + S18 (3.78) + S19 (3.84) + S20 (3.67) + S21 (3.28) + S22 \\
 & (3.64) + S23 (3.25) + S24 (2.87) + S25 (3.64) + S26 (2.04) + S27 (3.44) + S28 (3.77) = 94.45/ \\
 & 28 = 3.37
 \end{aligned}$$

A sentiment score of 3.37 (on a 5-point Likert scale where 1 = Strongly disagree and 5 = Strongly agree) indicates moderately positive attitudes overall. After accounting for negatively worded items, the data still reflect favourable attitudes toward English, with some variability in confidence and comfort. This suggests that students generally agree with positive statements about English, such as its usefulness, necessity, and their comfort in using it, although their agreement is not strong. The result reflects a balanced yet leaning-positive sentiment, where students are interested and motivated, though some uncertainty or hesitation

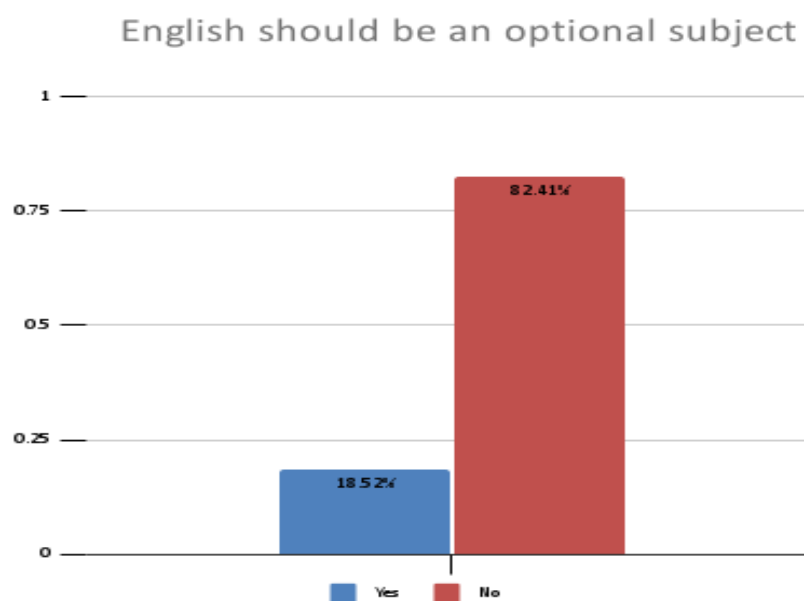
still exists in certain areas. While many students expressed interest and comfort in using English, the presence of some lower scores, especially in negatively worded items, suggests mild hesitation or lack of confidence in certain situations. This mixed sentiment reflects the complexity of language attitudes, especially for students from diverse linguistic backgrounds.

Participants' responses in this section primarily focused on their attitudes and opinions regarding the use of English as a medium of instruction, as well as their interest and comfort in using both English and Bengali. From students' responses as mentioned in Table 17, it is observed that students enjoy learning English and consider it important to learn the language. Participants also show interest in using English as a medium of instruction in institutions. Respondents showed comfort and preference in using English as they would choose English to communicate with someone who did not understand their native language.

2. Read the statements given below and choose one of the options given. Give reasons to support your opinion.

(i) English should be an optional subject

Figure 5.18. English as an optional subject: Students' responses



From Figure 5.18, it is observed that 82% of the total participants feel that English should not be an optional subject. The participants' responses are generally positive towards learning English.

Along with the quantitative component, this question also has a qualitative component. The reasons mentioned by respondents in Table 5.18 help us gain a better understanding of their perspective.

Table 5.18. English as an optional subject: Students' responses

Theme	Excerpt
English is a lingua franca	<p>S.44... English will help us to communicate with people from other communities...</p> <p>S.47... Learning the English language cannot be an option. It must be compulsory...</p>
Proficiency in English will be helpful to secure a job in multinational companies	<p>S.31. Nowadays, in corporate jobs, preference is given to someone who can fluently speak English...</p> <p>S.40... English language proficiency is a valuable skill to include in a resume for securing good jobs...</p>
English is considered the international business language	<p>S.35... to do well in jobs, it is necessary to speak in English...</p> <p>S.37... English is considered an important language of instruction for official and legal matters worldwide...</p>

(ii) I find my English exam tough and difficult to score

Figure 5.19. Difficulty level of English exams: Students’ responses

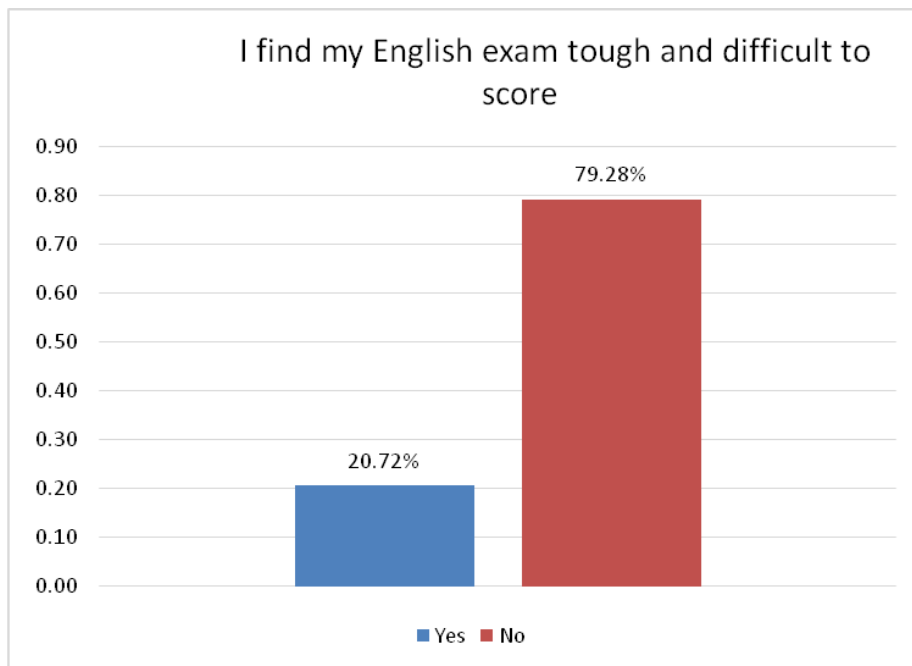


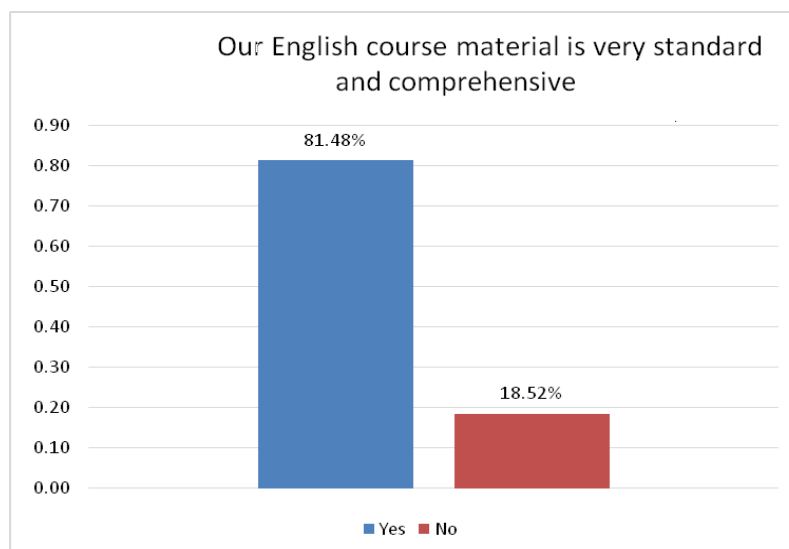
Figure 5.19 shows that around 80% of the total respondents marked ‘no’ and expressed that they did not find their English examination tough and difficult to score. Participants’ qualitative responses are shared in Table 5.19.

Table 5.19. Difficulty level of English exams: Students’ responses

Theme	Excerpt
Impact of long-term English learning on language confidence	S.36... I can express my opinion in English, as I have been studying this subject for over 10 years. S.38. I have been studying English for many years, so it is not tough for me...
The English syllabus is standard and easy to score marks	S.11... I can attempt the answers easily if I know the summary and basic concept, unlike maths or science subjects... S.25... the subject content is standard and very interesting...

(iii) Our English course material is very standard and comprehensive

Figure 5.20. Students' views on English course material



82% of the total respondents agreed to the statement that their course material is very standard and comprehensive. This shows that students are satisfied and comfortable with the pedagogy and materials. The descriptive responses mentioned in Table 5.20 give us an in-depth idea about their responses.

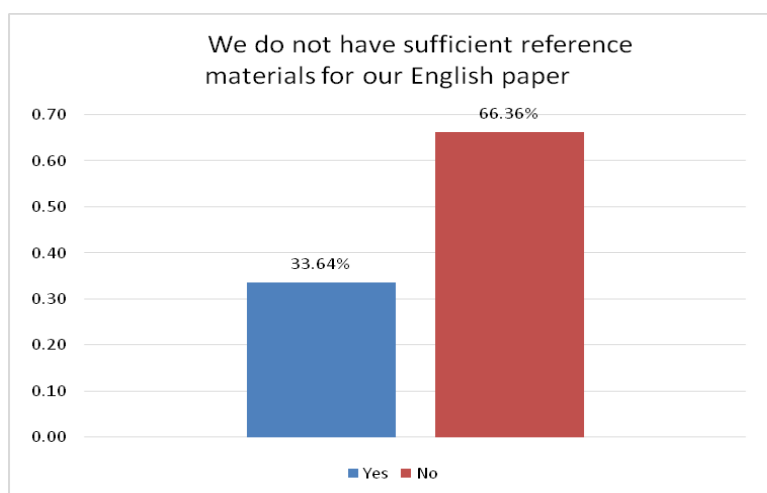
Table 5.20. Students' views on English course material

Theme	Excerpt
The English syllabus covers a wide range of topics	S.37... our syllabus is up to date and very standard... S.44... student-friendly and engaging course content...
The syllabus will help us to prepare for competitive exams	S.33... our syllabus is advanced, so it will help us to get ready for competitive exams... S.35... The reading materials and teaching strategies are innovative, which helps us prepare for various entrance examinations.

At par with other reputed boards	S.45... our English content is moderately difficult...and standard like any other reputed board...
----------------------------------	--

(iv) We do not have sufficient reference materials for our English paper

Figure 5.21. Availability of English resources: Students' opinion



In Figure 5.21, it is seen that around 67% of the participants believe there are sufficient materials available for their English subject. Around 34% of the participants felt that materials are not sufficiently available for the English subject. The qualitative responses of the subjects are mentioned in Table 5.21.

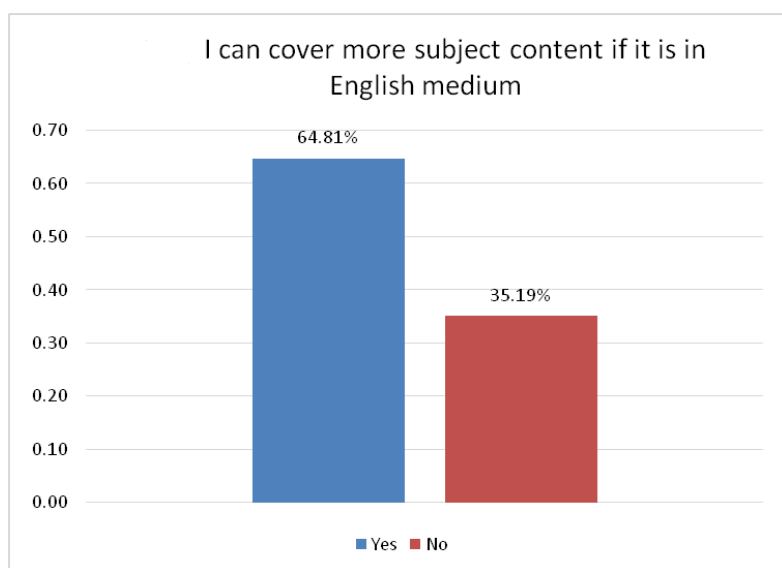
Table 5.21. Availability of English resources: Students' opinion

Theme	Excerpt
Our textbook content, reference materials, and exercises are adequate	S.44... our syllabus content is sufficient... S.47... the content and chapters in our books are helpful...
Reference materials are not sufficient and are difficult to understand	S.32... I find it difficult to understand for few chapters, so I take help from the internet...

Classroom lectures are beneficial	S.41... our class lectures are helpful and sufficient to do well in exams... S.33... class notes are helpful...
-----------------------------------	--

(v) I can cover more subject content if it is in English medium

Figure 5.22. English medium and content coverage: Students' responses



As mentioned in Figure 5.22, 64% of the students were comfortable in using English and felt they could cover more subject content in English medium. Around 36% marked 'no'. The responses of the participants show their positive attitudes and interest towards using the English medium. Few students expressed their difficulty in studying in the English medium. The qualitative responses mentioned in Table 5.22 give a better idea of students' language preferences.

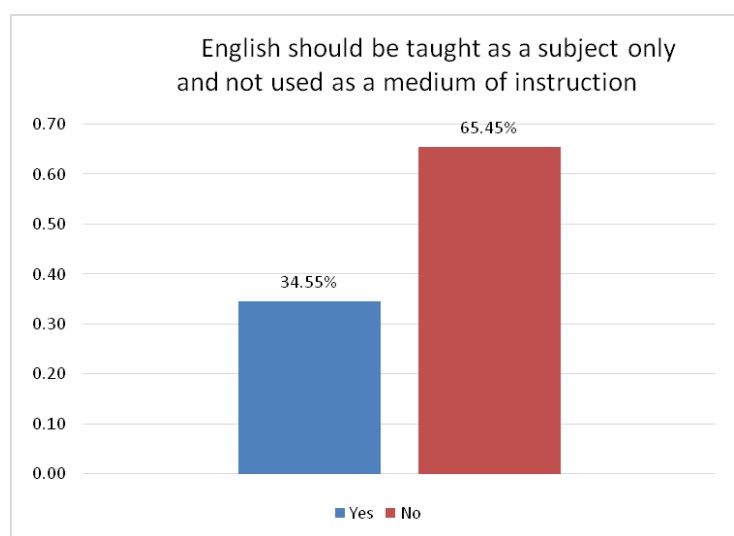
Table 5.22. English medium and content coverage: Students' responses

Theme	Excerpt
It is easy for an English medium student	S.60... I have been studying in English medium for many years, so I find it easy to study in English medium...

For Bengali medium students, it is tough	<p>S.117... it is tough for Bengali medium students to understand and read subjects in English medium...</p> <p>S.68... it takes more time if I have to complete studying some content in English medium. My vocabulary in English is limited, and my fluency is not good...</p>
Boosts self-confidence and critical thinking ability	<p>S.77... English language proficiency will help us to be more confident and more competent...</p> <p>S.70... English language knowledge will enable us to think and analyse critically...</p>

(vi) English should be taught as a subject only and not used as a medium of instruction

Figure 5.23. Students' views on English as a subject vs medium



Students' responses so far have been neutral and balanced towards English. In the above statement: English should be taught as a subject only and not used as a medium of instruction, around 66% of the participants responded 'no'. A small section of respondents, around 35% marked 'yes'. The majority of students' interest and preference for using English as a subject

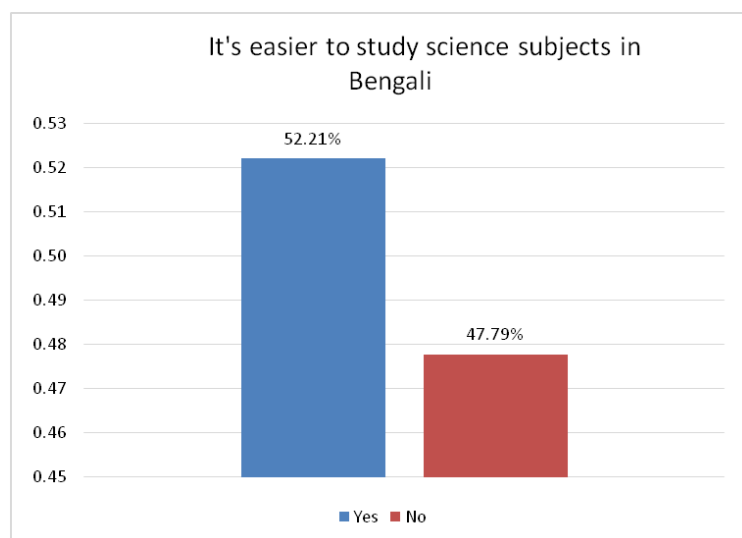
and as a medium of instruction indicates the importance of English for the learners. The qualitative responses of the students are discussed in Table 5.23.

Table 5.23. Students' views on English as a subject vs medium

Theme	Excerpt
English as a medium of instruction will help to improve the standard of education	<p>S.81... access to English will help us to gain more knowledge and will eventually upgrade the standard of education...</p> <p>S.82... English language proficiency will enhance the quality of education for all...</p>
It is challenging to learn content in English for Bengali medium students	<p>S.84... as we have been studying in Bengali medium for many years, so learning in English is laborious and time-consuming...</p>
Only as a subject will not give enough scope for learning, so English as MOI should be recommended	<p>S.85... English should be made compulsory, then the scope for learning the language will also increase...</p> <p>S.86... more opportunities should be created to give students scope to learn English both as a subject and as a medium of instruction...</p>

(vii) It's easier to study science subjects in Bengali

Figure 5.24. Students' opinions on using Bengali for science subjects



53% of the total respondents marked 'yes' to the statement that it is easier to study science subjects in Bengali. Whereas, around 48% of the students responded 'no'. From the qualitative responses of the participants, it is observed that students from two different medium of schools had different opinions. It is seen that mostly Bengali medium students were comfortable in using Bengali and found it difficult to remember the scientific terminologies in English. Students from English medium schools were in favour of studying science subjects in English. The qualitative responses of the participants, as discussed in Table 5.24, provide a deeper understanding of students' language choices for studying science subjects.

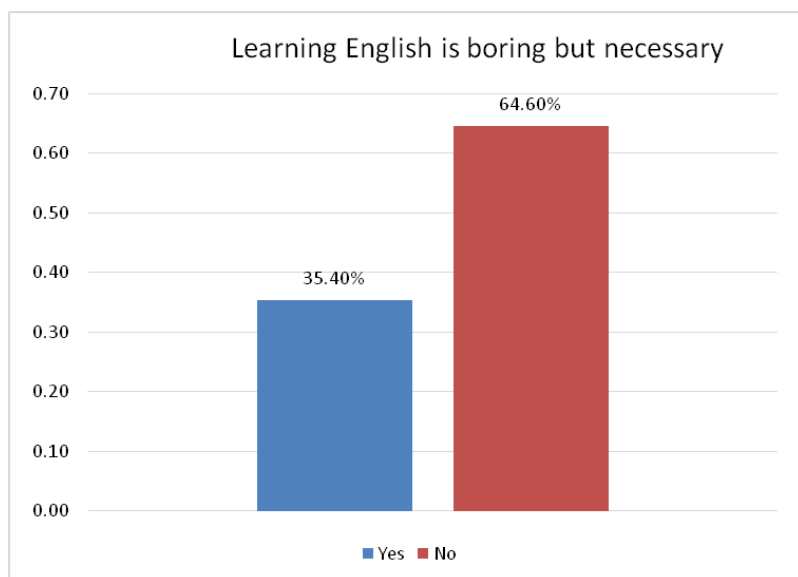
Table 5.24. Students' opinions on using Bengali for science subjects

Theme	Excerpt
Few scientific terms are easy to understand in English	S.88... reading English terms in science subjects will be good, as later we have to study our degree subjects in English medium...

	S.85... it will be better for us if we learn topics in English, as all entrance exams are in the English language...
English terms are difficult to learn and remember	S.81... I find English terms difficult to remember... S.84... It is tough for me to understand English terms without a dictionary...
No adequate reference materials and papers in Bengali	S.120... sufficient reading materials are not always available in Bengali... S.111... reference books are not always available for science subjects in the Bengali medium. English books are readily available and more standard...

(viii) Learning English is boring but necessary

Figure 5.25. Students' views on English as boring but necessary



From Figure 5.25, it is observed that around 65% of the total respondents marked 'no' to the statement "learning English is boring but necessary", while the remaining 35% marked 'yes'. The majority of participants disagreeing with this statement indicates generally positive

attitudes toward learning English. Students' qualitative responses, presented in Table 5.25, further reflect their awareness of the academic, professional, and social benefits associated with English language proficiency.

Additionally, a closer look at the demographic profile reveals that many of the respondents are first-generation English learners, particularly among students from Bengali-medium backgrounds. On the other hand, a significant number of English-medium participants demonstrated advanced English proficiency, with some students reporting that their parents hold postgraduate degrees, particularly in fields where English is commonly used. This demographic variation appears to contribute to the difference in perception and motivation between the two groups regarding the role of English in their lives.

Table 5.25. Students' views on English as boring but necessary

Theme	Excerpt
English is the connecting language globally	<p>S.76... If we know English, then we will be able to communicate with people from other regions...</p> <p>S.75... English will help us to prepare for higher studies in foreign countries...</p>
For Bengali medium students without good proficiency, it is not easy	<p>S.72... It is tough for me to speak fluently in English. However, I can understand and write in English correctly...</p> <p>S.70... my English proficiency is not that good...</p>
It is easy to score marks in the English paper	<p>S.72... our English syllabus is easy and interesting...</p> <p>S.71... English is a scoring subject if we can understand the basic topic...</p>

The integration of demographic insights into the analysis reveals how students' backgrounds, including medium of instruction, parental education levels, and first-generation English learner status, shape their attitudes and experiences with English. For instance, responses such as S.70 and S.72 demonstrate a high level of self-awareness among students from Bengali-medium backgrounds or first-generation learners, who often struggle with spoken fluency despite possessing basic reading and writing skills. This indicates a need for more interactive and communicative English exposure in their academic contexts. In contrast, students whose parents are well-educated, many with postgraduate or professional degrees, tend to express more confidence and long-term goals involving English, such as pursuing higher education abroad (S.75) or communicating across regions (S.76). This suggests that parental educational background not only shapes the home language environment but also influences students' aspirations and access to resources. Meanwhile, responses like S.71 and S.72 point to a belief that English is a scoring and manageable subject, particularly when the syllabus is well-structured and student-friendly. These varied responses underscore the complex interplay between students' demographic profiles, perceived proficiency, motivation, and the academic experience, emphasizing the importance of aligning language education efforts with learners' social and linguistic realities.

5.3 Key findings from the analysis of the students' questionnaire

1. Students from both English and Bengali medium are interested to learn English.

The questionnaire responses from the participants indicate that students are eager to learn English. From the responses, it is observed that English-medium students find learning in English medium more convenient, and students from the Bengali-medium have expressed their interest in knowing the advantages associated with learning English. A few students

have expressed feeling anxious while speaking English, especially in public places or during classroom discussions.

2. School is the primary place where students learn and practice communication in English mainly.

Participants from both the mediums have stated that at school, with their teachers and classmates, they mostly communicate in English. 48% of the students very often use English while talking to their teachers. 40% of the students very often use English in schools. Outside their classrooms and school premises, they rarely communicate in English. Students who are first-generation English learners communicate in English mostly with teachers and friends in school. 30% of the respondents have expressed English as their choice when talking to strangers and foreigners. The majority of the students, i.e., 80%, never use English at home.

3. Learning English for better higher education opportunities and employment purposes are the main motivational reasons for learners.

Students have expressed positive attitudes towards their mother tongue and English. Students feel that language can never be a barrier to communicate one's knowledge, but English is the single most common language spoken globally. Therefore, after moving outside one's native place, knowing English will provide an option to converse with people. Students from the Bengali medium have stated that learning English is tough, and they tend to mix Bengali and English in their speech often. Furthermore, students are well aware of the benefits of knowing English and the numerous possibilities associated with it; therefore, they prefer learning the language well. The data analysis reveals that students exhibit both instrumental and integrative motivations for learning English, as indicated by their responses to the questionnaire. Instrumental motivation refers to the pragmatic reasons students have for learning the language, such as improving their chances for better job opportunities and access

to higher education. This was reflected in students' mentions of using English to secure employment and further their academic goals.

In addition to instrumental motivation, students also expressed integrative motivations, demonstrating a desire to become part of the international community. They view English as a tool for connecting with others globally, which aligns with the integrative motivation theory, where learners are driven by the wish to engage with people from different cultures and broaden their horizons.

Overall, the positive attitudes towards learning English can be attributed to these dual motivations. Students recognize the practical benefits of mastering the language while also embracing its role in facilitating international communication and cultural exchange.

4. Students prefer English both as a subject and as a medium of education.

The data reveal that students across both English and Bengali medium backgrounds demonstrate positive attitudes towards English, not only as a subject but also as the preferred medium of education. English-medium students reported higher levels of comfort and confidence in learning through English, viewing it as the norm in their academic journey. In contrast, Bengali-medium students, while supportive of English-medium instruction due to its perceived advantages in higher education and employment, expressed that they often understand and retain concepts better when taught in their mother tongue. Despite this, many Bengali-medium learners indicated a clear aspiration to transition into English-medium education to align with competitive demands and future opportunities. This highlights a significant finding: while the preference for English-medium education is shared, the ease of navigating it differs based on students' linguistic backgrounds, influencing their learning experiences and perceived proficiency.

5. Students rarely use English outside their school premises.

Students mostly practice and learn to communicate in English in school. Outside their school, students rarely speak in English. Around 80% never use English at home. 73% of the participants reported that they never use English with relatives. 31% participants expressed 'very willing' to deliver a speech in English. Participants from both the mediums are comfortable in using English for different purposes outside their classroom setting.

6. Overall, students are satisfied with the English course structure and reading materials.

Students are happy and motivated about their English course structure and reading materials. They are satisfied with their classroom lectures, teaching techniques, assessment methods, and English learning materials. A few students have expressed their difficulty in understanding English meanings and grammar, as well as a lack of reference materials. Overall, students have positive attitudes towards the subject, and their expectations are met through the course structure. All the students found the syllabus important and interesting.

7. More employability-enhancing skills and language skills-based content should be added.

Participants, mostly from Bengali medium, conveyed their struggle to speak fluent English. Students added that their textbooks should focus more on skills that will help them secure employment opportunities and prepare them for competitive exams and interviews. Students felt that there should be more language-focused content and less literature-based content. Students wanted more writing and speaking skill-based content to be incorporated into their existing course content.

5.4 Conclusion

The present chapter sheds light on important aspects of learning English from the students' perspective. It helped us to understand students' English learning experiences and their use of English for different purposes. The findings from this chapter highlight key insights into students' attitudes, preferences, and challenges related to English language learning. While students predominantly use and practice English within the school environment, its usage drops

significantly outside academic settings, particularly at home and with relatives. Despite this limited exposure, many participants, including those from Bengali-medium backgrounds, expressed a willingness to use English in formal settings, such as public speaking, reflecting a growing recognition of its importance.

Overall, students are satisfied with their English course structure, classroom teaching, and the learning materials provided. The curriculum appears to foster a positive learning environment, with students describing the syllabus as both important and engaging. However, a need for improvement has also been voiced. A significant number of students, especially first-generation English learners and those from regional language backgrounds, emphasized the necessity of incorporating more practical, skill-based components into the curriculum. Suggestions included increasing focus on spoken and written communication, employment-oriented language tasks, and preparation for real-world applications like competitive exams and job interviews.

These results underscore the importance of aligning English language education with the lived realities and aspirations of students. A balanced curriculum that combines literary appreciation with language proficiency and employability skills can better serve the diverse needs of learners, ensuring that English education is both relevant and empowering.

Chapter 6 Deciphering Attitudes: Analysing Policy Documents on English Language Education

6.1. Introduction

The present chapter analyses the policy documents and reports the attitudes of people as interpreted from the documents, notifications, and other related materials. It examines policy documents to gauge whether the measures introduced by policymakers are generating motivation and interest among the people, thereby offering an understanding of their attitudes (See Sec. 2.9). Various documents, such as official gazettes, notifications, newspaper articles, magazines, statistical reports, and data, have been collected and analysed to understand the attitudes of stakeholders towards English. The findings of this chapter will help us understand the attitudes of stakeholders and the influence of policy on attitudes. This finding will answer the fourth research question of this study: Does language policy and planning influence language attitudes and vice versa?

The data in this chapter are analysed using thematic analysis and textual analysis. Further, based on Cardno's (2018) content analysis exercise and guiding questions, a template has been formed to analyse all types of documents in-depth and interpret accordingly. The macro-factors (purpose, format, and policy recommendations) and micro-factors (teaching methods and approaches, vocabulary, and thematic factors) have been studied and analysed. The analysis is carried out in accordance with the research objective of the present study.

6.2. Collaboration with various NGOs to promote English education in Tripura

The Education Department of Tripura has taken several steps to develop the standard of English education in the state. To improve students' competitiveness and to gain employment opportunities in a globalized world, English proficiency is crucial. These efforts

aim to equip students with the necessary language skills to compete effectively in the global job market and contribute to the development of Tripura.

One of the measures taken to develop students' language proficiency is a partnership with reputed NGOs. The Education Department has tied up with several organizations with different aims and objectives.

Table 1 Collaboration with NGOs

	Name of the NGO	Year of Implementation	Objective/Goal
1.	Cheshta Care Foundation, New Delhi	2021	To enable teachers to use storytelling as a pedagogic device in the classroom. Train teachers in storytelling skills and empower them to use storytelling as a teaching strategy in primary classrooms.
2.	Tech Mahindra Foundation, Bengaluru	2020	To work in the area of teachers' Capacity Building Program to create academic leaders. In partnership with the Government of Tripura, this organization worked closely with the Tripura Samagra Shiksha Abhiyan team to train the teachers of the State.

3.	Azim Premji University, Bengaluru	2021	Tripura Board of Secondary Education (TBSE) collaborated with Azim Premji University to strengthen its state-level board examinations. The university has been working collaboratively with a working committee of approximately a hundred subject matter experts on Mathematics, English, Science, and Social Science.
4.	The Teacher Foundation	2021	Train master trainers (PGT teachers and Head teachers of different blocks) through a professional development program.
5.	The British Council	2018	Train teachers (English Master Trainers) based on 'myEnglish' online course to develop their English proficiency. Develop their understanding and use of specific learning-centred classroom approaches and techniques for teaching English and 21st-century thinking.

The above table mentions the various organizations that have partnered with the education department of the government of Tripura. These organizations include Chesta Care Foundation, Tech Mahindra Foundation, Azim Premji University, The Teacher Foundation,

and The British Council. These organizations, focusing on various aspects of the education system in Tripura, aimed to improve the learning outcomes of students. Findings from teachers' responses revealed that these trainings were held at regular intervals, helping teachers implement innovative teaching methodologies in their classrooms. Teachers (18, 21, and 24) shared that though teachers must attend these trainings regularly, sometimes, only few teachers were selected randomly from some schools for the trainings. Whereas, few teachers from schools located in the rural districts never got an opportunity to participate in the training programme. Teachers (5, 8, and 9) shared that TBSE collaborated with Azim Premji University, Bengaluru, and conducted training to improve the state-level board examination system and build a robust structure. Teachers shared that the workshops conducted by subject matter experts were very resourceful and informative. Additionally, teachers (2 and 6) shared that the workshops helped them learn how to design a question paper with competency-based questions that students will be comfortable answering, ensuring fairness, as students from various backgrounds will be taking these tests. Other organisations, such as The Teacher Foundation, worked on delivering training for head teachers and PGT teachers from various districts through a professional development program. The British Council worked on the use of specific learning-centred classroom approaches and techniques for teaching English and 21st-century thinking. Teachers' findings revealed that these trainings were beneficial to structure their lesson plans in a learner-centred approach and thereby improving the learning outcomes.

6.2.1. Schemes and projects implemented in Tripura to develop English education in Tripura

The following section discusses the various initiatives undertaken by the government of Tripura for improving the quality of education with better learning outcomes. These projects are: Scheme Prayas, Mission 100, In-service training of teachers, NIPUN Bharat, Natun Disha,

Spoken English Coaching, etc. These initiatives overall aim at providing students with better exposure towards English education and equipping them for national-level exams.

6.2.1.1 Mission 100:

Under the Mission 100 initiative, schools from different districts of Tripura were converted from Bengali medium to English medium phase-wise. This policy aims to provide ‘state-of-the-art’ facilities in 100 existing government and higher secondary schools. To improve the quality of education and provide students with holistic development, all the schools under the Vidyajyoti education policy are affiliated with the CBSE curriculum. Teacher participants (1, 4, 22, and 25) revealed that parents and students were optimistic about this transition from Bengali medium to English medium due to its upgraded and modern facilities that included modern school infrastructure, specialized teachers, library facilities, etc. Students’ findings revealed that this policy was seen positively, as it is very inclusive in its nature. It will help them to compete at the national and global level, and also help students and their families to shift schools to other states in case of relocation.

After a thorough analysis of the document on Mission 100, it is found that the naming of the scheme ‘Mission 100’ is in itself a strategic move to build a positive vision around this project. It represents a state-level educational reform aimed at transforming Bengali medium schools into English medium under the broader policy of Vidyajyoti schools. This transition from Bengali medium to English medium is framed as a quality-enhancing step, reflecting the state’s alignment with the education system at the national and global level. Through expressions such as ‘state-of-the-art’ facilities in the document, it reflects the government’s idea of reducing the infrastructural inequality between public and private schooling. This policy also highlights facilities like smart classrooms, which aim at bridging the digital divide. The document overall reflects aspirations of bridging the educational gaps between private and

public institutions. Though it risks students' comfort zones, the sociolinguistic identities of learners, especially those from rural, tribal communities, and first-generation learners, stakeholders like teachers and administrators believe this will help students gain better exposure to English education. Responses from teacher interviews (3, 8, and 16) highlighted that this transition also affected students' performance. After suddenly switching from the Bengali medium to English medium, their grades were very poor. Additionally, administrators (3 and 5) stated that sometimes it is difficult for teachers from rural backgrounds with education in the vernacular medium to teach in English medium schools. This reflects the intricate web of standardization versus inclusivity and highlights the grassroots reality of the state.

6.2.1.2 Workbooks under scheme Prayas

To address the learning gap of students during the pandemic situation, 85 titles of workbooks for classes I to XII were developed and distributed. Around 22 lakh workbooks were printed during 2021-2022. During the interview, teachers and administrators shared that a free workbook distribution initiative was undertaken for approximately 6.75 lakh students. Teachers (8 and 13) mentioned that these initiatives are encouraging and motivating for students from rural backgrounds, as they are given workbooks free of cost. The concept of 'free workbook distribution' addresses the problem of material deprivation in learning environments. Such policies are beneficial, especially for children from rural, low-income households. Unlike textbooks, this idea of distributing workbooks enables learners to transition from content exposure to conceptual mastery. It also emphasizes competency-based learning over traditional rote methods. Workbooks are expected to offer structured, active learning exercises, helping learners move from assisted to independent performance. Administrator (3 and 5) shared that this initiative is part of a broader initiative to reform the overall education system of Tripura, along with implementing the NCERT curriculum, smart classes, and other

various measures that are aligned with the NEP 2020. Furthermore, these workbooks include activities that will help students perform various cognitive and problem-solving tasks. This signifies a transformation in the pedagogical culture of schools that have traditionally relied on rigid, textbook-centric instruction, shifting instead toward the development of essential 21st-century skills, such as critical thinking, problem-solving, and creativity.

6.2.1.3 NISHTHA: (National Initiative for School Heads' and Teachers' Holistic Advancement)

As per the recommendation of NEP 2020, every school teacher and school head teacher are expected to take part in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their own professional development, driven by their own interests. These developmental initiatives will methodically cover the cutting-edge pedagogies regarding FLN, formative and summative assessment of learning outcomes, competency-based learning, and related pedagogies such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches.

For ensuring professional development of in-service teachers, SCERT organized five days training program for elementary and secondary level teachers and HMs under NISHTHA 3.0. NISHTHA 3.0 was conducted in face-to-face mode in collaboration with NCERT, New Delhi. 30,000 teachers of the state were trained during the 2018-2020 academic year. Teachers' findings revealed that these trainings helped them to implement innovative teaching techniques in their classrooms for students at various levels. Teachers (6, 8, 12, 17, and 20) shared that the trainings included various aspects of teaching such as learner-centred pedagogy, innovative teaching methodologies, and assessment techniques. These trainings were found to be very necessary and helpful for creating an effective learning environment with better learning outcomes for students.

NISHTHA policy focuses on training teachers to create a learning environment where students can have an experiential and joyful learning experience, making learning more engaging. The strategic use of expressions such as ‘experiential and joyful learning’ highlights the need for hands-on, contextual, and emotionally engaging methods. From teachers’ (3, 9, and 11) responses, it suggests that students, especially from rural districts, are often discouraged from attending classes regularly. Therefore, such engaging methodologies are beneficial for Tripura’s rural, remote, and resource-constrained schools. On the other hand, teachers (18 and 23) shared that not all teachers get to participate in the in-service training programmes, as teachers are randomly selected from different schools. Teacher (23) stated, “a teacher from a neighbouring school attends workshops and in-service training programs now and then, but I hardly get a chance to attend one or two...” This has profound implications for educational equity and policy effectiveness. Teachers who undergo training are introduced to new pedagogical approaches, whereas remaining teachers continue to use the conventional methods. This highlights policy implementation gaps where partial teacher participation can lead to diluted policy transformation at the classroom level.

6.2.1.4 Pilot project by MacMillan Publishers India Ltd.

The School Education Department, Govt. of Tripura, started this initiative in 2019 to train the secondary level students of government and government-aided schools. In order to enhance their English-speaking skills and enable them to face competitive examinations successfully, this project was undertaken. MacMillan Publishers was selected to deliver instructional classes on spoken English skills to class XI students enrolled in government schools of the West Tripura district on a pilot project basis during the academic year 2020-21. Student findings revealed that this initiative was seen positively as it helped them to gain better exposure towards English and equip them for higher studies, job interviews, and competitive exams. Teachers (7,8, and 12) shared that this project was mainly for the students from Bengali

medium schools; therefore, 80 percent of the students studying in Bengali medium got first preference, followed by 20 percent from English medium. To ensure individual care and attention to learners, this project ensured that no more than 30 students were in a single classroom. Students' findings revealed that such initiatives helped students to get better exposure towards English education, especially students from Bengali medium background.

6.2.1.5 Introduction of the NCERT curriculum

The Government of Tripura has introduced NCERT syllabus textbooks in government and government-aided schools for classes I to XII, enabling the student communities of the State to benefit from its well-researched and structured syllabi/content and to facilitate the students' participation in National-level competitions. Teachers' findings suggest that such initiatives help students to compete at the national level for competitive exams and prepare for job interviews. Teacher 9 stated that "this initiative will help our students to compete at par with students from other parts of the country by improving their critical thinking ability, communication skills, and problem-solving ability..." Furthermore, the findings from students, teachers, and administrators reveal that these initiatives were met positively, as it is in alignment with the national standard. Responses from teachers (18, 21, and 25) revealed that the updated curriculum will enhance students' academic performance and preparation for national-level examinations.

6.2.1.6 Natun Disha 2.0 program

A Learning Enhancement Programme was undertaken to improve the learning levels of children from class III to class VIII. To improve the quality of learning, summer camps were conducted in 2019. 'Natun Disha' [New Direction] Programme was conducted for classes III to VIII students identified as slow learners in a baseline survey in various government and government-aided schools. Students' findings and majority of teacher participants' findings revealed that the programme received positive feedback and response from both the students

and parents. The goal of the policy ‘Natun Disha’ is remedial intervention, including summer learning camps. This policy is seen positively, as mentioned by teachers (8, 12, and 19) and administrators (1 and 4) due to its data-driven approach, which involves conducting baseline assessments to identify slow learners. This demonstrates a diagnostic remedial educational model. Such policies are supportive, especially in the Northeast context, where learning outcomes may often be linked to socio-economic inequalities and language barriers, as tribal, rural, and first-generation learners may face various challenges. Initiatives like Natun Disha highlight the influence of policy on overall attitudes of stakeholders and vice versa, as the policy illustrates a low-cost, high-impact strategy improving learner outcomes in government schools.

6.2.1.7 NIPUN Bharat Mission

In accordance with the National Education Policy (NEP) 2020, the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched by the Ministry of Education (MoE) in which year. This mission’s highest priority is to achieve universal acquisition of foundational literacy and numeracy (FLN) skills at the primary level so that every child achieves the desired learning competencies in reading, writing, and numeracy at the end of grade III by 2026-27. It focuses on children aged between 3-9 years, i.e., pre-school to grade 3 learners. It also includes students who have crossed grade 3 stage but have not yet achieved the FLN skills and competencies. The crucial focus of the policy acknowledges that grade-appropriate placement does not guarantee skill acquisition for learners. It is a significant shift from the previous policy approaches that assumed automatic progression with grade advancement.

6.2.1.8 British Council

In partnership with the governments of the NE states, the British Council conducted training for developing English language learning and teaching in NE India. Under the guidance of the British Council, initial training was provided to graduate and post-graduate teachers as master trainers from all districts on the teaching methodology of English. Interested teachers were interviewed and selected from all districts based on criteria such as English language proficiency, their willingness to be a Master Trainer, teacher's participation in the 5-day training, performance during the micro-teaching sessions, technical knowledge, etc. Teachers were trained as Master Trainers so that they can later on teach the techniques learnt during the training to other teachers in mandal and district-level training programmes. The concept of master trainers in the policy reflects a sustainable model ensuring long-term teacher development. Training included steps on elicitation, giving clear instructions, monitoring and supporting learners, use of flashcards, drilling, group/pair work, language games, and techniques for teaching vocabulary. The innovative structure of the training highlights various aspects, such as emphasizing multimodal learning by using visual aids, collaborative learning structure, and language games to foster engagement.

To develop teachers' English language proficiency, the British Council took various initiatives. "Get Talking", a free, self-access digital resource for learning for teachers and teacher educators, has been created. This resource was created for teachers to enable them to use simple phrases in the English classroom. It comprises examples from real-world lessons where teachers use English at different stages, such as giving instructions, starting a lesson, and saying goodbye. The interactive videos are also supported with examples from trainers. The materials can be downloaded and used by teachers while teaching in the classroom. Teachers are encouraged to register on the Get Talking website and try the free online resource

to improve their English, learn and practice simple English phrases that can be used in the classroom. Webinars were conducted to train teachers and share with them global practices that support teachers in their personal and professional development. This policy initiative with live teacher-led sessions and interactive videos supports professional autonomy and self-paced learning, which is crucial for working teachers.

6.2.1.9 Vande Tripura channel

Through local TV and radio educational channels, teachers taught English and other subject content from the NCERT syllabus. The objective of the channel was to broadcast various educational content in regional languages as per the curriculum of different states and Union Territories of the country. The goal of the policy is to deliver content in regional languages aligned with NEP 2020's focus on mother tongue instruction and local pedagogical needs. Initially, recorded classes were telecasted; later, live sessions were telecasted, and a telephone number was given to contact teachers live for assistance. Furthermore, live classes were streamed through a YouTube Channel 'Shiksha Bandhu'. Learners were reached through a WhatsApp-based activity learning group called *Ektu Khelo Ektu Pado* (Play a little, Study a little). This concept of WhatsApp-based learning represents a low-cost, user-friendly dissemination model. The significance of this policy lies in its promotion of digitally inclusive approaches and its commitment to educational equity through the use of asynchronous modes of content delivery. This policy highlights its inclusive nature by reaching the low-resource, remote areas by delivering content via cable TV, which is widely used in rural areas of Tripura. Training was provided to teachers, academic leaders, and DIET faculty on the use of Information and Communication Technology (ICT) in teaching and learning processes. This initiative proved very effective and valuable in reaching out-of-school learners during the pandemic and post-pandemic period by complementing classroom instruction and supporting blended learning models.

6.2.1.10 Establishment of ashram school (class III to V)

To provide quality and value-based education to the children hailing from poor tribal families, three English medium Ashram Schools have been established. In these schools, ST students get admission in Class III and read up to Class V. These schools are run by the Tripura Tribal Welfare Residential Educational Institutions Society (TTWREIS). In order to accommodate learners from different language backgrounds, stakeholders have ensured students have the opportunity to learn in 8 tribal languages, including Kokborok, in schools. The policy of ashram schools actively addresses the cognitive and cultural challenges faced by first-generation tribal learners. This multilingual educational approach aligns with NEP 2020's vision and facilitates smoother language transition and better learning outcomes. Organizations such as Vikramshila, in support of the Tata Trust, launched the Reading Improvement Programme through a pilot project in Tripura in 2015. This programme aligns with NEP 2020's focus on foundational learning through the use of local languages. They aimed to understand the problems and seek solutions for children growing up in multilingual situations. Through this initiative, learning resources in Kokborok were developed, which are accessible to all. The policy initiative of developing Kokborok learning materials reflects an inclusive and localized approach to curriculum design. Age-appropriate and context-relevant materials were developed. For a smooth transition of learners from their home language to the school language, a material bank was developed with all resources in Bengali and English by language and pedagogy experts. Education in Kokborok and Mizo languages is available up to the higher secondary level. Furthermore, aspiring job candidates can select to write their exams in Kokborok for competitive tests like the Teachers' Eligibility Test (TET) and Tripura Judicial Services. Under the Language Development Programme for ST students, SCERT Tripura published and supplied trilingual (Kokborok, Bengali, and English) books for classes 1 to III.

6.2.1.11 Establishment of Ekalavya Model Residential School (class VI to XII)

To ensure quality education to all ST students and to reduce the dropout rate, Ekalavya Model Residential (EMR) schools are being set up in all tribal-dominated Rural Development (R.D) Blocks. The medium of instruction in the EMR Schools is English, and the curriculum is CBSE. The Government of India fully funds the schools as per Article 275 (1) of the Constitution of India. To provide quality and value-based education, 4 EMR Schools were constructed at Khumulwng, West Tripura; B. C. Nagar, South Tripura; Kumarghat, Unokoti, and Rajnagar, Khowai. EMR Schools run under the control of Tripura Tribal Welfare Residential Educational Institutions Society (TTWREIS).

The policy of EMR schools rightly aligns with global aspirations of the English medium of education. However, on the contrary, it can create a disconnect between learners' home language and school environment, especially for first-generation tribal learners whose mother tongue is Kokborok or any other indigenous language. Additionally, transitioning tribal students from regional medium to English medium without robust language scaffolding may increase their cognitive load, which may indirectly lead to dropouts. Therefore, the EMR initiative serves as a test case for comprehensive reform for tribal educational setups, aiming to deliver quality, inclusive, and value-based learning without disrupting the indigenous identity of communities.

6.2.2 Language movement in Tripura (Demand for Roman script versus Bengali script for Kokborok language)

International Mother Language Day is celebrated on 21st February every year. The background to this day is the Bengali Language movement by the Bengali people of East Pakistan (now Bangladesh) against the imposition of the Urdu language upon them by Pakistan. This day was approved in 1999 by the UNESCO General Conference and has been observed since 2000 worldwide. In the context of Tripura, two decades later, on the same day,

after the Tripura Official Language Amendment Act was passed in 1979 to make Kokborok the other official language of Tripura alongside Bengali, the Tripura Official Language Rules 1999 were brought out. Kokborok was recognized as the state's official language in 1979. Kokborok was officially recognized as a State language by the Government of India in 1979. Currently, Kokborok is taught in 22 degree colleges as well as Tripura Central University, using the Bengali and Roman scripts.

Recently, Tripura saw a mass movement demanding the Roman script for the Kokborok language. Specifically, the demands are firstly to set up question papers in Roman script besides Bengali and secondly, to print Kokborok textbooks from class I to XII in Roman script. Prominent leaders from the community have put forward their other demands, such as: (i) Kokborok textbooks in TBSE and CBSE should be published in both scripts, and (ii) Kokborok should be taught in Tripura to everyone irrespective of community. Time and again, Kokborok speakers and activists have expressed their concern regarding the script dilemma. Students, especially, are struggling to choose their desired script. To provide a solution for this matter, on 12th February 2024, Tripura government cabinet spokesperson announced that a “status quo” will be maintained for writing the Kokborok language paper in the forthcoming TBSE board examination, where students will be allowed to write in both Bengali and Roman script.

As per a survey conducted in 2019 and 2020 by the Directorate of Higher Education, Government of Tripura, circulated in Government Degree Colleges, it was found that out of 6649 students, only six students opted for the Bengali script of the Kokborok language. In another survey conducted in 2021 and 2022, out of 9147 students, only four students opted for the Bengali Script. The survey findings show that 98% of the students of both English and Bengali medium schools were in favour of the Roman Script. The findings of the survey show that a majority of students have difficulty with reading and writing the Kokborok language in

the Bengali script and therefore prefer the Roman script. On the script of Kokborok, two Language commissions were formed, one under former minister Shyama Charan Tripura and the second under the leadership of a popular linguist, Pabitra Sarkar. Both the commissions recommended the use of Roman script for the Kokborok language (Debbarma, 2023, pp. 756-781). The demand for Roman script for Kokborok is deeply embedded within the indigenous cultural identity and autonomy. Therefore, language in this context is more than purely a medium of instruction and is instead a resistance against cultural domination and hegemony. Students' support for the Roman script reflects their choice and linguistic modernization. The debate on Kokborok script is not entirely a language or pedagogical issue; rather, it represents broader struggles over cultural ownership and ethnolinguistic recognition.

6.3. Important findings

In this chapter, content analysis and thematic analysis were used to analyse the attitudes towards English through an analysis of policy documents. The findings reveal that there are positive attitudes towards learning English. Learners have shown interest and positive attitudes towards learning English. Teachers and other important stakeholders, like administrators, have taken several initiatives to improve learners' English language proficiency. After thorough analysis of the policies, it is found that the policies discussed in this section are not just administrative directives but sociolinguistic interventions. They both shape and are shaped by the attitudes, beliefs, and aspirations of those they seek to serve. It is observed that through the implementation of the policies, various critical challenges in the education system are addressed. Language attitudes of stakeholders can influence the policy and classroom practices. Even the most well-designed policy can fail if stakeholders' language attitudes are not aligned and supportive. After detailed analysis of the educational schemes, policies, gazette

notifications, official and non-official documents, the following findings/themes have emerged:

6.3.1 Shift towards English medium education to enhance language proficiency

As part of its strategy to enhance students' English language proficiency, the Tripura state government has undertaken the conversion of Bengali-medium schools into English-medium institutions under Mission 100 and the Vidyajyoti Scheme, as outlined in section 6.2.1.2. These CBSE-affiliated schools are intended to strengthen and modernize school education in line with the NEP 2020 vision of global competitiveness.

However, ground-level realities reveal significant implementation challenges. Concerns raised by various state-level, student-led bodies point to policy blind spots, most notably the abrupt shift in the medium of instruction without adequate transitional language support, shortage of trained teachers, and persistent infrastructural deficits. The prioritization of English and Hindi as primary mediums, while well-intentioned for expanding opportunities, risks marginalizing Bengali-speaking students, thereby widening existing educational inequities. In this context, demands were placed to reinstate Bengali as the core instructional language, recruiting trained teachers, introducing bilingual bridging mechanisms, and upgrading facilities emerge as practical prerequisites for success.

These shortcomings have already manifested in measurable outcomes. In a significant reversal, over 7,000 students have transferred from Vidyajyoti schools back to TBSE-affiliated institutions in the current academic year. This shift, prompted by dissatisfaction with CBSE board exam results, a shortage of trained English-medium teachers, and inadequate infrastructure upgrades, signals a loss of confidence in the reform. The surge in TBSE enrolments suggests that parents are prioritizing educational stability and familiarity over untested reform measures.

From a policy perspective, this migration trend challenges the credibility of the Vidyajyoti initiative and highlights the risks of pursuing language-medium transitions without phased, context-sensitive execution. Notably, interviews with teachers and administrators, as well as questionnaire responses from students, indicate generally positive attitudes towards English language education and recognition of its value for future opportunities. However, these findings also underscore the need for Vidyajyoti and similar state-level schemes to be implemented systematically and gradually, considering that both students and teachers have predominantly been educated and trained in the regional medium. Unless the state addresses teacher capacity, curriculum delivery, and infrastructural readiness, while ensuring linguistic inclusivity, the Vidyajyoti Project may entrench rather than reduce educational disparities, alienating the very communities it seeks to empower.

6.3.2 Capacity building for English language proficiency in schools

The Education Department of Tripura has partnered with various organizations to develop learners' language proficiency and train teachers on teaching methodology. Secondary-level teachers and HMs were trained under NISHTHA. Spoken English classes were conducted for students. As English is a global language, the State Education Department is taking various initiatives to develop the English proficiency of students.

6.3.3 Role of English in official communication and examinations in Tripura

The official languages of Tripura are Bengali, Kokborok, and English. As per The Tripura Official Languages Rule, 1999, says "English language may continue to be used in addition to Bengali or Kokborok language, in all communications between the State Secretariat, Offices of the Heads of the Departments and other State Government Offices" (Tripura Gazette, 3 May 1999, p.2). The Act mentioned that English must be the medium for conducting examinations by the Tripura Public Service Commission (TPSC).

6.3.4 English as a lingua franca

The various indigenous language-speaking communities in Tripura use English and Bengali to communicate outside their community. Besides the prominence of Bengali, English is used by younger speakers to communicate with people outside their community.

6.3.5 Promoting multilingual education and preserving indigenous languages in Tripura

Tripura is a state with a rich language history. There are 19 different tribal communities and other sub-communities who speak languages such as Halam, Chakma, Manipuri, Bishnupriya, Hrangkhoh, and Darlong. The Government of Tripura is taking the initiative to develop a multilingual system of education in accordance with the NEP 2020. Policymakers are taking measures to promote the mother tongue of all ethnic tribes of the NE states. Students have the opportunity to learn in 8 tribal languages, including Kokborok, in schools. Education in Kokborok and Mizo languages is available up to higher secondary level as mentioned in section 6.2.1.11. Additionally, TET and Tripura Judicial Services aspirants can choose to write their exams in Kokborok.

6.3.6 Strengthening regional and vernacular language education

In addition to its initiatives for enhancing students' English language proficiency, the Government of Tripura is actively working to promote education in regional and vernacular languages. As part of this effort, Kokborok, one of the most prominent languages of the North East, has been introduced as a medium of learning in 1,296 primary schools, 115 secondary schools, and 65 higher secondary schools across the state. Similarly, the Chakma language has been incorporated into the curriculum of 123 schools, reflecting the state's commitment to preserving linguistic heritage and fostering inclusive, multilingual education in line with the principles of NEP 2020.

6.4. Conclusion

This chapter has analysed in depth the various government notifications, schemes, and policy documents focusing on English education. It discusses in detail the various initiatives taken by the Tripura Education Department to develop the language proficiency of students of Tripura. Most importantly, this chapter has analysed and highlighted the attitudes of the different stakeholders of the education domain through the analysis of the documents, gazette notifications, newspaper and magazine articles, etc. The findings indicate that teacher training should adopt a more practical approach, and policy guidelines should be more closely aligned with actual classroom requirements.

Chapter 7 Discussion and Conclusion

7.1. Introduction

The present chapter discusses elaborately the findings of this study based on the research questions framed for this study. The important research findings from the following chapters: students' questionnaire analysis, teachers' and administrators' interview analysis, and document analysis are discussed methodically in this chapter. Further, this chapter also discusses the contribution of the present study in the relevant area of literature, future scope and areas of research of this study, and limitations of this study.

To recapitulate, the research questions of this study are as follows:

- 1) What are the attitudes of the learners, teachers, and administrators towards English language education in Tripura?
- 2) Is there any difference in learners' attitudes and teachers' attitudes towards English language education based on the medium of instruction (English/Bengali)?
- 3) What are the attitudes of the learners, teachers, and administrators towards the English language education policy of Tripura?
- 4) Does language policy and planning have an influence on language attitudes and vice versa?

As mentioned previously, the aim of the present study is twofold: firstly, to understand the language attitudes of the students, teachers, and administrators towards English language education in Tripura at present; and secondly, to understand the impact of language attitudes on language policy and vice versa.

The following section discusses the core findings of this study.

7.2. Findings based on the research questions of this study

The first research question aims to understand the attitudes of different stakeholders in the education domain. In this study, attitudes of teachers, learners, and administrators were studied. The data for this first question was collected through a questionnaire from students

and interviews from teachers and administrators. This question is also intended to explore the current English language education scenario of Tripura. Students' open-ended questionnaire data and interview data from the teachers and administrators were thematically analysed. The closed-ended data of the questionnaire was statistically analysed as presented in the previous chapters. To answer the first research question, the key findings from the previous analysis chapters are presented below.

Firstly, the research found that students from both English and Bengali medium are interested to learn English. The questionnaire responses of the participants show that students are keen to learn English. From the responses, it is observed that English medium students find learning in English medium more convenient, and students from the Bengali medium have expressed their interest in knowing the advantages associated with learning English. Secondly, learning English for better higher education opportunities and employment purposes are the main motivational reasons for learners. Students have expressed positive attitudes towards their mother tongue and English. Students feel that language can never be a barrier to communicate one's knowledge, but English is the single most common language spoken globally. Therefore, after moving outside one's native place, knowing English will provide an option to converse with people. Students from the Bengali medium have stated that learning English is tough, and they often mix Bengali and English in their speech. Furthermore, students are well aware of the benefits of knowing English and the numerous possibilities associated with it; therefore, they prefer learning the language well. Thirdly, teachers expressed that English knowledge will boost learners' self-confidence and help students perform well in interviews and exams. Teachers expressed that when students are proficient in English, they can express their ideas and thoughts clearly. They can connect with people from other language communities. Fourthly, findings from the administrators' interview data revealed that they believe English is essential for students' better career opportunities. Furthermore, participants added that all four

basic skills of English are important for a learner. Lastly, the analysis revealed that participants are also positive towards their mother tongue and believe that learning using L1 is effective, and it helps learners to connect with their roots.

Each of the findings mentioned above contributed to answering the first research question of this study. The findings reiterate that participants from all three categories have overall positive attitudes towards English. The study also found that participants are positive towards the use of their mother tongue for learning.

The second research question explores whether there is any difference in attitudes between teachers and students based on the medium of instruction. Furthermore, this question tries to find if the medium of instruction is a factor for change in attitudes of participants towards English education. The data for this research question was collected through a questionnaire from students and interviews from teachers. Students' questionnaire responses consisted of both open-ended and closed-ended responses. The key findings of the interview and open-ended questions to answer the second research question are presented below.

Firstly, findings from students' questionnaire responses revealed that a section of students rarely use English outside their school premises. Students mostly practice and learn to communicate in English in school. Outside their school, students rarely speak in English. Around 80% never use English at home. 73% 'never' uses English with relatives. 31% participants expressed 'very willing' to deliver a speech in English. Participants from the English medium are comfortable in using English for different purposes outside their classroom setting.

Secondly, students prefer English both as a subject and as a medium of education. Students from English medium schools are happy to receive their lectures in English. Students from the Bengali medium are positive towards education in the English medium; they recognize its importance for higher education and employment opportunities. However,

findings reveal that despite these positive attitudes, many of them face hesitation and challenges, particularly in speaking fluently and using English outside the classroom. Their limited exposure, low proficiency, and lack of English support at home, especially for first-generation learners, contribute to these difficulties. This contrast between their positive intent and practical struggles highlights the need for additional language support and gradual transition strategies. Learners expressed their respect and positive feelings towards their mother tongue, and also how concepts explained in their mother tongue are easy to understand and can be remembered for long. But prefer the English medium of education to have a seamless experience for their future opportunities. Lastly, findings from the teachers' section revealed that low proficient learners struggle to take down notes. Participants from Bengali medium schools revealed that English language learning for students from Bengali medium is difficult compared to students from English medium.

In Bengali medium schools, learners demonstrate greater confidence and fluency when expressing subject-related concepts in their first language or official language, that is, Bengali. This is primarily because they have been taught in Bengali since the early years of their schooling, which has shaped their cognitive and academic development in that language. As a result, students are more comfortable explaining lessons, answering questions, and engaging in discussions when the medium of instruction is Bengali. Their understanding and articulation of subject matter are clearer and more precise in their native language, whereas switching to English often leads to hesitation, limited vocabulary use, and reduced classroom participation. Since childhood, they have been comfortable in using the Bengali medium. Most of them rarely use English outside their school premises, and therefore, a lack of practice creates hesitation within them. Students are sometimes shy to use English and make mistakes. Therefore, suddenly switching to English becomes an obstacle for them.

The findings mentioned above suggest that students from both English and Bengali medium are positive towards learning English. However, there is a lack of motivation and encouragement for students from the Bengali medium. Whereas, students from English medium are both instrumentally and integratively motivated towards learning English. Similarly, the findings show that English-medium teachers are more positive and comfortable using English. In contrast, Bengali-medium teachers are considerably more hesitant to use it throughout the entire class, as they believe this may hinder students' ability to understand the subject matter and follow classroom instructions fully.

The third research question explores the attitudes of the learners, teachers, and administrators towards the English language education policy of Tripura. The data consisted of questionnaire responses from students and semi-structured interview data from teachers and administrators. The analysis of this question yielded information about the current English education scenario in Tripura. Additionally, it critically analysed the various schemes, policies, and programs that are being implemented and the overall participants' attitudes towards the English language education policy of Tripura. The findings indicate that participants from all categories were motivated and optimistic towards English learning. The current policies and schemes have fostered a growing interest in learning English among students. Initiatives such as Vidyajyoti schools, which offer English-medium instruction, have played a significant role in providing learners, especially from underprivileged backgrounds, with greater exposure to the language. The adoption of the NCERT syllabus ensures standardized and structured content that emphasizes language proficiency through skill-based learning. These interventions have helped students develop more positive and motivated attitudes toward English education. Additionally, examining the documents highlighted that several training programs are being conducted in collaboration with NGOs. National programs like NIPUN Bharat (for foundational literacy), NISHTHA (for teacher training), and PRAYAS (remedial support and

free workbook distribution) collectively contribute to improving students' reading, writing, and communication skills in English.

From students' questionnaire responses, it is understood that students are motivated and encouraged to learn English. With the new policies and schemes that are being implemented in recent times, students are looking at it positively. A majority of participants (66%) expressed a positive view that English should be taught both as a medium of instruction and as a subject. This response highlights students' interest and motivation in learning English and their recognition of its importance in their education. Additionally, the findings pointed out that Bengali medium students find studying in English 'tough' and 'time-consuming'. This calls for a more systematic and organized structure of teaching English for regional medium students. Findings also suggest that students from English medium are 'happy' with the course content and pedagogic materials. They are 'satisfied' with their classroom lectures, teaching techniques, assessment methods, and English learning materials. The findings also reveal that students from Bengali medium require additional help from teachers, extra reference materials, and dictionaries to understand meanings and texts. The findings from students' and teachers' data analysis suggest that English texts for Bengali medium students should take into account their challenges towards learning English and opt for a better approach for easier understanding of subject content. Similarly, teachers associated with Bengali medium schools should be trained to impart their teaching to students from the vernacular medium methodically. Furthermore, teachers should also work on building a sense of confidence in students towards learning English. Administrators' interviews suggest that they are optimistic about the current schemes and policies that are being implemented in the state. Regularly, several training programs under NIPUN and NISHTHA are being conducted. The Samagra Shiksha Department, in collaboration with SCERT, DIET, and IASE, conducts training programs for

teachers across all levels. Administrators collectively believe that these initiatives play a crucial role in enhancing students' English language proficiency.

7.2.1. Attitudes and level of education

Kircher and Fox (2019) found that educational level significantly influences attitudes toward Multicultural London English. Similarly, Dewaele and McCloskey (2015) observed a positive correlation between an individual's level of education and their attitudes toward foreign accents. Students at the higher secondary level are at a crucial developmental stage, where they begin to shape and solidify their attitudes, values, and beliefs. Their perspectives on English education can strongly influence their future academic and career paths. The present study focuses on higher secondary school students, as they are in a transitional phase preparing for board exams, college entrance tests, and future higher education. It is found that students have a keen interest in learning English as they feel English is a language of empowerment, opportunity, and power. Secondary students also revealed they read articles and reference materials from the internet for their subjects, and knowing English helps them to search for good-quality articles and reading materials from the internet.

Several learning programs are being conducted by the Education Department, government of Tripura, in collaboration with reputed NGOs. A spoken English program was specifically arranged for secondary students to develop their English language proficiency and prepare them for higher education. Such initiatives are undertaken to equip students to compete at the national and international level. Therefore, studying attitudes of secondary students towards English is crucial as it provides insights into their future educational choices.

The findings from teachers' interviews suggest that English is important for better employment and higher education opportunities. Teachers believe that English is necessary for better career opportunities. Furthermore, participants expressed that with good English

communication skills, students can secure better jobs. Participants stated that the content of the syllabus is engaging and age-appropriate for learners.

The findings reveal that administrators hold explicit opinions regarding the English language education policy in Tripura, reflecting their overall attitudes toward the policies and schemes currently in place. Based on their roles and responsibilities, all the participants in this group were involved in various significant tasks such as teacher training programs, materials and modules preparation, schemes and policy implementation, etc. Participants have expressed their positive attitudes towards the initiatives that are being implemented recently. Participants expressed that the job market is competitive nowadays, and therefore, one needs to be proficient in English communication. Additionally, they believe all four skills of English play an important role. Administrators' responses also highlighted their satisfaction with the teacher training programs, workshops, and orientation programs. Overall, the findings suggest that participants have positive attitudes towards the current English language education policy of Tripura.

7.2.2. Language attitudes and policy

It is found from previous studies that language attitudes are linked with the language policy. Policies are said to inculcate attitudes to speakers and languages (Lewis, 1981, p. 262). Policy and planning can form the basis for influencing speakers' attitudes towards a language. Similarly, attitudes, ideologies, and beliefs towards a language can be seen as a basis for language policy and planning (Spolsky, 2004). According to Baker (1992) policy makers can increase the chances of successfully implementing their language policies if they are fully cognizant of the language attitudes standpoint of the target population. It is pertinent that the success of language planning and policies cannot be determined without referring to the attitudes, beliefs, and cultural system embedded deeply within society's structure (Schiffman, 1996).

The fourth research question of this study investigates whether language policy and planning influence language attitudes and vice versa in the Tripura context. Through the analysis of the documents and while exploring the attitudes of subjects through the interview and survey, we seek to understand if participants, especially learners, are integratively or instrumentally motivated to learn English.

In recent times, the state government has stressed implementing various initiatives in the educational sector. Administrators expressed that a growing number of candidates are showing keen interest in appearing for teaching eligibility tests such as the TET. Administrators who have served as teacher educators and trainers revealed that an increasing number of candidates are showing interest in pursuing various teacher education courses. At the same time, the government is also opening up several teaching positions at different levels. These measures have instilled a sense of motivation to pursue a career in English among aspirants.

The findings from teachers' interviews highlighted that there are many training programs conducted regularly to support teachers with their academic activities. This continuous professional development helps them to stay up-to-date with the modern teaching methodologies. This finding strengthens the stance that teachers are motivated towards English by the policy initiatives.

Students' findings have revealed their satisfaction towards their learning materials. Around 65% of participants expressed that they can cover more subject content if it is in English. This response is inclined towards English, highlighting their positive approach and interest in learning English. 66% of the total student participants felt that English should be taught as a subject and as a medium of instruction. The majority of students have expressed their interest and motivation towards learning English for social upliftment, international exposure, and economic growth. Apart from the instrumental and integrative motivation of learners for learning English, language attitudes can function as input and output, and therefore,

are considered to have a twofold function in language policy and educational research (Garrett 2010). Learners' positive attitudes towards learning a language successfully may act as a crucial input factor. According to Baker (1992), a learner's positive attitudes can act as an input towards the acquisition of a language. Subsequently, after completing a language course, a learner's language attitudes change. This is considered the output.

The Education Department of Tripura is collaborating with various NGOs to promote English learning. Learning programs are being implemented to develop students' English language proficiency. The analysis of the documents suggests that the syllabus, course content, and curriculum are also being upgraded to develop learners' English language proficiency.

The overall findings from the three categories of participants show that there is an underlying influence that shapes the attitudes of learners, teachers, and administrators. Primarily, the student population is positively motivated by the policy initiatives. Therefore, besides investigating attitudes of participants towards English based on the medium of instruction, language attitudes in relation to language policies have also been studied. It is therefore found that both the attitudes of participants and policy complement each other. It is quite evident from the analysis of the data that language policy and planning influence language attitudes and vice versa.

7.3. Implications

The Government of Tripura is presently implementing reforms in its language-in-education policies. After a thorough investigation, the present study findings provide a description of language attitudes that could be directly applied to future policy development in Tripura. The qualitative findings from teachers' and administrators' interviews can be beneficial for subject-matter experts, teacher trainers, and policy makers. As the findings of the study reflect the language use and language attitudes of the target population in the broader social context, the findings from this study can be considered as valuable input for the

development of future language education policies, educational materials, training modules, etc. Overall, these findings are essential for creating a supportive learning environment that addresses the diverse needs of secondary school students and helps them to succeed.

7.4. Limitations of the study

The present study attempted to cover several significant aspects of the chosen area of study. There were several limitations encountered while embarking on this study. Firstly, the study focused on students at the secondary school level, as this group is at a crucial stage where attitudes towards English-medium education are likely to be well-formed and influential. Since these students are preparing for higher education and stand at a pivotal point in their academic and career paths, understanding their perceptions of the importance of English is essential. Therefore, this category of students was purposefully selected for inclusion in the present study. Participants from this category were occupied with their pre-board exams, practicals, etc., which made it difficult at times to complete the questionnaire on time. Secondly, the study was restricted to only English subject teachers. Thirdly, the study could have implemented other methodologies commonly used for such areas of research, such as classroom observation and ethnographic research. However, due to the pandemic and time restrictions, the methodology was designed according to the availability and convenience of samples. Fourthly, due to administrative duties, it was challenging to get adequate time from administrators for conducting the interviews. Lastly, limited access and lack of availability of documents to gather information on the English language education policy scenario made field work time-consuming and challenging.

7.5. Future scope of study

New ideas that can originate from the findings of the present study are suggested in this section. Further research studies can be continued from the key findings of the present study. A study could be undertaken to explore whether the official medium of instruction policies

affect the educational achievements of learners. Studies can employ other important stakeholders, like parents, and understand their attitudes towards the English education scenario of Tripura. The role of parents' and peers' attitudes can also be studied. Participants from other school levels, such as elementary and primary, and higher education, can be considered for future studies. Expanding the study to other educational levels and comparing the results could be considered for further study. Moreover, research can be conducted using other approaches and methodologies. A longitudinal study can be conducted to understand if there is any change or shift in the attitudes of the participants. Similarly, a comparative study can be conducted focusing on the different boards and curriculums of schools.

7.6. Conclusion

This study is a small attempt to understand the complex phenomenon of language attitudes within the broader framework of the socio-educational model and language policy planning. This study explored language attitudes towards English in the context of Tripura's evolving educational landscape by integrating perspectives from students, teachers, and administrators. Grounded in the socio-educational framework (Gardner, 1985) and language policy and planning models (Spolsky, 2004; Kaplan & Baldauf, 1997), the research provided a comprehensive understanding of how institutional, pedagogical, and personal factors influence English language education. The socio-educational model helped analyse motivational and attitudinal variables, while the policy planning lens contextualized institutional decisions shaping language use in schools.

Findings indicate that students primarily associate English with academic success, career opportunities, and modernity, though medium-based and socio-economic differences affect their confidence and access. Teachers acknowledged the role of English in shaping future readiness, but also highlighted the need for bilingual support, contextualized pedagogy, and differentiated instruction, especially for first-generation learners and rural students.

Administrators expressed optimism about state-led reforms, including the introduction of Vidyajyoti schools, NCERT syllabi, and training programs under initiatives like NIPUN Bharat and NISHTHA.

Overall, the study reveals a growing positive orientation towards English, shaped by both instrumental motivations and evolving language policies. By combining individual attitudes with institutional perspectives, the research underscores the importance of inclusive, context-sensitive approaches to English education that consider learners' backgrounds, systemic challenges, and the broader socio-political goals of language planning. Overall, this study emphasizes the need for inclusive and contextually grounded approaches to English language education in multilingual settings.

References

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2). <https://doi.org/10.5539/ass.v8n2p119>
- Ahmed, S. (2015). Attitudes towards English language learning among EFL learners at UMSKAL. *Journal of Education and Practice*, 6(18), 6–16.
- Allport, G. W. (1935). Attitudes. In C. M. Murchison (Ed.), *Handbook of social psychology*. Winchester, MA: Clark University Press.
- AlBakri, S. (2017). *Effects of English medium instruction on students' learning experiences and quality of education in content courses in a public college in Oman* (Doctoral dissertation, University of Exeter). University of Exeter Repository. <http://hdl.handle.net/10871/27743>
- Al Darwish, S. (2017). Teachers' attitude toward a foreign language: Factors affecting the target language teaching process. *International Journal of English Language Teaching*, 5(1), 1–10. <https://doi.org/10.5430/ijelt.v5n1p1>
- Alnasser, S. M. N. (2018). Investigating English language policies in Saudi higher education English departments: Staff members' beliefs. *Linguistics and Literature Studies*, 6(4), 157–168. <https://doi.org/10.13189/lls.2018.060402>
- Al-Nofaie, H. (2010). The attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi public schools: A case study. *Novitas-ROYAL*, 4(1), 64–95.
- Al-Tamimi, A. & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Science and Technology. *Gema Online Journal of Language Studies*, 9, 29-55.
- Alexander, N. A. (2013). *Policy analysis for educational leaders: A step-by-step approach*. Pearson. New York.

- Anonymous. (2021, September 2). Rajyar 128 ti Bangla maddhomar school Ingreji maddhomae rupantorito hobe. [Converting 128 Bengali medium schools into English medium of the state].
- Bain, R. (1928). An attitude-on-attitude research. *American Journal of Sociology*, 33(6), 940–957.
- Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.
- Barrios, E., López-Gutiérrez, A., & Lechuga, C. (2016). Facing challenges in English medium instruction through engaging in an innovation project. *Procedia - Social and Behavioral Sciences*, 228, 209–214. <https://doi.org/10.1016/j.sbspro.2016.07.031>
- Baldauf, R. B. (2006). Rearticulating the case for micro language planning in a language ecology context. *Current Issues in Language Planning*, 7(2), 147–170. doi:10.2167/cilp092.0
- Bell, L. & Stevenson, H. (2006). *Education policy: Process, themes and impact*. London: Routledge.
- Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Bryman, A. (2012). *Social Research Methods*. Oxford: Oxford University Press.
- Busher, H. (2006). *Understanding educational leadership: People, power and culture*. Open University Press. New York.
- Cardno, C. (2018). Policy document analysis: A practical educational leadership tool and a qualitative research method. *Educational Administration: Theory and Practice*, 24(4), 623-640
- Chein, I. (1948). Behavior theory and the behavior of attitudes: Some critical comments. *Psychological Review*, 55(3), 175–188. <https://doi.org/10.1037/h0054019>

- Choudhuri, K. (2022, April 23). Mission 100 abong Vidyajyoti Iskul. [Mission 100 and Vidyajyoti School]. Dainik Sambad, p.4.
- Cluver, A. D. de V. (1993). *A dictionary of language planning terms* (1st ed.). University of South Africa. Pretoria.
- Coombs, C. H. (1964). *Theory of data*. John Wiley & Sons. New York.
- Cooper, R.L. (1989). *Language planning and social change*. Cambridge University Press, Cambridge.
- Creswell, J. W., & Plano-Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, Calif: SAGE Publications.
- Crystal, D. (1997). *English as a global language* (1st ed.). Cambridge University Press.
- Dafouz, E. & Smit, U. (2016). Towards a dynamic conceptual framework for English medium education in multilingual university settings. *Applied Linguistics*, 37(3), 397-415. <https://doi.org/10.1093/applin/amu034>
- Dearden, J. (2014). Report of EMI Oxford (The Centre for Research and Development in English Medium Instruction. UK: University of Oxford, Department of Education.
- Doob, L. W. (1947). The behaviour of attitudes. *Psychological Review*, 54(3), 135–156. <https://doi.org/10.1037/h0058371>
- Doley, S. K. (2022). L2 attitude and motivation of secondary, undergraduate, and postgraduate ESL learners in India. *Studies in English Language and Education*, 9(1), 152-173.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667343>
- Dornyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press. 336 pages.
- Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Thousand Oaks, CA: Corwin Press.

- Ehrlich, H. J. (1969). Attitudes, behavior, and the intervening variables. *American Sociologist* 4 (February): 29–34.
- Ehrman, M. (1996). *Second language learning difficulties: Looking beneath the surface*. Thousand Oaks, CA: Sage.
- Eno, M. A., Ahad, A., & Shafat, A. (2019). Perceptions of academic administrators and policymakers on ESL/EFL education. *Journal of Somali Studies*, 6(1), 93–119. <https://doi.org/10.31920/2056-5682/2019/V6n1a4>
- Eveyik, E. (1999). Development of an Attitude Scale to Investigate Turkish EFL teachers' Attitudes towards Communicative Language Teaching. Unpublished Master's thesis, Bogazici University, Istanbul, Turkey
- Farzaneh, N., & Nejadansari, D. (2014). Students' attitude towards using cooperative learning for teaching reading comprehension. *Theory and Practice in Language Studies*, 4(2), 287–292. <https://doi.org/10.4304/tpls.4.2.287-292>
- Ferrer, C. & Sankoff, D. (2004). The Valencian revival: Why usage lags behind competence. *Language in Society*, 33 (1), 1-31.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold. <https://doi.org/10.1037/h0083787>
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Garrett, P. (2010). *Attitudes to language*. Cambridge University Press.
- Getie, A. S. (2020). Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language. *Cogent Education*, 7, Article ID: 1738184. <https://doi.org/10.1080/2331186X.2020.1738184>

- Ghazali, S. N., Setia, R., Muthusamy, C., & Jusoff, K. (2009). ESL students' attitude towards texts and teaching methods used in literature classes. *English Language Teaching*, 2(4), 51–56.
- González, A. (2022). Colombian teachers of English as agents in the implementation of English language policies in a multilingual country: Villains or heroes? In A. Bonilla Medina & M. C. Tejada-Sánchez (Eds.), *Language education in multilingual Colombia* (1st ed., pp. 16–34). Routledge. <https://doi.org/10.4324/9781003155263>
- Gorter, D., & Cenoz, J. (2016). Language education policy and multilingual assessment. *Language and Education*, 31(3), 231–248. <https://doi.org/10.1080/09500782.2016.1261892>
- Government of India. (1963). *The Official Languages Act, 1963 (as amended, 1967) (Act No. 19 of 1963)*. Retrieved from <https://rajbhasha.gov.in/en/official-languages-act-1963>
- Gürsoy, E. (2013). Prospective ELT teachers' attitudes toward the English language in an EFL context. *Journal of International Education Research*, 9(1), 107–114.
- Haugen, E. (1959). Planning for a standard language in modern Norway. *Anthropological Linguistics*, 1(3), 8-21.
- Holmes, J. (1992). *An introduction to sociolinguistics*. London: Longman.
- Hashwani, M. S. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2).
- Hornberger, N. H. (1994). Literacy and language planning. *Language and Education*, 8(1–2), 75–86.
- Hornberger, N. H. (2006). Frameworks and models in language policy and planning. In Thomas Ricento (ed.) *An Introduction to Language Policy: Theory and Method*. 24-41. Oxford: Blackwell Publishing.

- Hussain, M. A., Shahid, S., & Zaman, A. (2011). Anxiety and attitude of secondary school students towards foreign language learning. *Procedia - Social and Behavioral Sciences*, 29, 583–590. <https://doi.org/10.1016/j.sbspro.2011.11.279>
- Hwang, D., & Embi, M. A. (2007). Approaches employed by secondary school teachers to teaching the literature component in English. *Jurnal Pendidik dan Pendidikan*, 22, 1–23.
- Jayasundara, N. S. (2014). The development of language education policy: An Indian perspective; A view from Tamil Nadu. *International Journal of Scientific and Research Publications*, 4(11).
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.
- Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200–207. Retrieved from <https://doi.org/10.1111/j.1467-971X.2009.01582.x>
- Jin, M. (2014). A Case Study of Non-English Major College Students' Motivation in English Language Learning. *Open Journal of Modern Linguistics*, 4, 252-259. doi: [10.4236/ojml.2014.42020](https://doi.org/10.4236/ojml.2014.42020).
- Johnson, D. C. (2013). *Language policy*. New York: Palgrave Macmillan.
- Johnson, David & Pratt, Kristen. (2014). *Educational Language Policy and Planning*. 10.1002/9781405198431.wbeal1416.
- J. N. Cabansag. (2013). The attitudinal propensity of students toward strategies in English language learning. *Researchers World-Journal of Arts, Science & Commerce*, 4(2), 10-18
- Kachru, B. (1985). Standards, codification and sociolinguistic realism: English language in the outer circle. In R. Quirk and H. Widowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-36). Cambridge: Cambridge University Press.
- Kaplan, R. B., & Baldauf, R. B. (1997). *Language planning from practice to theory*. Multilingual Matters.

- Karahan, F. (2007). Language Attitudes of Turkish Students towards the English Language and Its Use in Turkish Context. *Journal of Arts and Sciences Say, 7*, 73-87.
- Khalid, A. (2016). A Study of the Attitudes and Motivational Orientations of Pakistani Learners Toward the Learning of English as a Second Language. *SAGE Open, 6*(3). <https://doi.org/10.1177/2158244016665887>
- Kharbamon, T. K. (2013). *Teaching and learning English: Attitudes and perception*. EBH Publishers.
- Khatri, K. K. (2019). Teachers' attitudes towards English as a medium of instruction. *Journal of NELTA Gandaki (JoNG), 2*, 43–54.
- Kloss, H. (1969). *Research possibilities on group bilingualism: A report*. International Center for Research on Bilingualism.
- Knops, U., & van Hout, R. (1988). *Language attitudes in the Dutch language area: An introduction*. In U. Knops & R. van Hout (Eds.), *Language attitudes in the Dutch language area* (pp. 1–10). De Gruyter Mouton. <https://doi.org/10.1515/9783110857856.1>
- Krishnaswamy, N., & Krishnaswamy, L. (2006). *The story of English in India*. Foundation Books. Delhi.
- Kuckartz, U. (2014). *Qualitative text analysis: A guide to methods, practice & using software*. SAGE Publications Ltd.
- Lai, M. L. (2013). Impacts of medium of instruction on language attitudes: A case of Hong Kong. *Asia-Pacific Education Researcher, 22*(1), 61–68. <https://doi.org/10.1007/s40299-012-0025-1>
- Lashgari, M., Jamali, F., & Yousofi, N. (2014). Investigating EFL teachers' attitudes toward CLT. *International Journal of Basic Sciences & Applied Research, 3*(3), 160–164.
- Latif, L. A., Fadzil, M., Bahroom, R., Mohamad, W., & Ng, M. S. (2011, March 28–April 1). The role of motivation, attitude, anxiety, and instrumental orientation in influencing learners'

performance in English as a second language in OUM. *Global Learn Asia Pacific 2011 – Global Conference on Learning and Technology*, Melbourne, Australia.

Littlewood, W. (2001). Students' attitudes to classroom English learning: a cross-cultural study. *Language Teaching Research*, 5(1), 3-28. <https://doi.org/10.1177/136216880100500102>

Luo, T. (2021) Non-English Language Majors' Motivation of English Learning in Chinese Private College—A Private University-Based Study. *Open Access Library Journal*, 8, 1-10. doi: [10.4236/oalib.1107522](https://doi.org/10.4236/oalib.1107522).

Mackey, A., & Bryfonski, L. (2018). Mixed methodology. In A. Phakiti, P. De Costa, L. Plonsky, & S. Starfield (Eds.), *The Palgrave handbook of applied linguistics research methodology* (pp. 103-121). Palgrave Macmillan.

McCarty, T. (2011). *Ethnography of language policy*. Routledge.

Massri, R. (2020). Teachers' attitudes towards English as a foreign language and their influence on students' attitudes and English learning: A qualitative study. *International Journal of Humanities and Social Science*, 10(4), 95–104. <https://doi.org/10.30845/ijhss.v10n4a8>

Menken, K. (2008). *English learners left behind: Standardized testing as language policy*. Clevedon: Multilingual Matters.

Menken, K., & García, O. (Eds.). (2010). *Negotiating language policies in schools: Educators as policymakers*. New York: Routledge.

Menon, K. D. (1975). *Tripura district gazetteers: Tripura*. Department of Education, Government of Tripura.

Modiano, M. (1999b). International English in the Global Village. *English Today*, 15, 22–28.

Munguia, C. (2017). Principals supporting teachers in providing language instruction to English learners in elementary school. *International Journal of Teacher Leadership*, 8(1), 92–108. <https://doi.org/10.1177/1362168817700001>. [principals-supporting-teachers-in-providing-language-instruction-to-english-learners-in-elementary-school.pdf](https://www.tandfonline.com/doi/pdf/10.1177/1362168817700001)

National Council of Educational Research and Training (NCERT). (1966). *Education and national development: Report of the Education Commission 1964–66 (Kothari Commission Report)*. New Delhi, India.

National Council of Educational Research and Training (NCERT). (2005). *National focus group position paper on teaching of Indian languages*. New Delhi, India.

Oppenheim, B. (1982). An Exercise in Attitude Measurement. In *Social Psychology: A Practical Manual*, edited by Glynis M. Breakwell, Hugh Foot, and Robin Gilmour, 38–56. London: Macmillan.

Osgood, C. E., Suci, G. J., & Tannenbaum, P. H. (1957). *The measurement of meaning*. University of Illinois Press.

Owu-Ewie, C. (2006). The language policy of education in Ghana: A critical look at the English-only language policy of education. In J. Mugane et al. (Eds.), *Selected proceedings of the 35th annual conference on African linguistics* (pp. 76–85). Cascadilla Proceedings Project.

Padwick, A. (2010). Attitudes towards English and varieties of English in globalizing India. Dissertation. Groningen: The University of Groningen.

Pattanayak, D.P. (1986). Study of Languages. A Report. New Delhi: NCERT.

Ricento, T. (2006). Theoretical Perspectives in Language Policy. In T. Ricento (Ed). *An Introduction to Language Policy; Theory and Method*. 3-7. Blackwell Publishing.

Ricento, T. K. & Hornberger, N. H. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly*. (30)3, 401–427.

Rokeach, M. (1968). *Beliefs, attitudes, and values: A theory of organization and change*. San Francisco, CA: Jossey Bass.

Rosenberg, M. J. (1960). An analysis of affective-cognitive consistency. In Hovland, I. and Rosenberg, J. (Eds.). *Attitude Organization and Change*. (New Haven, Conn.: Yale University Press)

- Rubagumya, C. M. (1989). English-medium instruction in Tanzanian secondary schools: A conflict of aspirations and achievements. *Language, Culture and Curriculum*, 2(2), 107–115. <https://doi.org/10.1080/07908318909525059>
- Sailaja, C. S. (2016). A study of anxiety of engineering students towards English language. *I-manager's Journal on English Language Teaching*. <https://doi.org/10.46827/ejel.v0i0.42>
- Saracaloğlu A.S. (1992). *Attitudes to Foreign Language*. British Council and METU conferences. Ankara.
- Schibeci, R. A., & Riley, J. P. (1986). Influence of students' background and perceptions on science attitudes and achievement. *Journal of Research in Science Teaching*, 23(3), 177–187. <https://doi.org/10.1002/tea.3660230302>
- Schiffman, H. F. (1996). *Linguistic culture and language policy*. London/New York: Routledge.
- Shams, M. (2008). Students' attitudes, motivation, and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2), 121–144.
- Silverstein, M. (1979). Language structure and linguistic ideology. In P. Clyne, W. F. Hanks, & C. L. Hofbauer (Eds.), *The elements: A parasesion on linguistic units and levels* (pp. 193). Chicago: Chicago Linguistic Society.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. London: Routledge.
- Silver, R. E., & Skuja Steele, R. (2005). Priorities in English language education policy and classroom implementation. *Language Policy*, 4(1), 107–128. <https://doi.org/10.1007/s10993-004-6567-1>
- Che Mat, S. S., & Yunus, M. M. (2014). Attitudes and motivation towards learning English among FELDA school students. *Australian Journal of Basic and Applied Sciences*, 8(5), 1–8.

- Skehan, P. (1989). *Individual Indifferences in Second Language Learning*. London: Edward Arnold.
- Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language Learning*, 19(3-4), 271–285. <https://doi.org/10.1111/j.1467-1770.1969.tb00468.x>
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford: Oxford University Press.
- Spolsky, B. (2004) *Language Policy*. Cambridge University Press, Cambridge.
- Starks, D., & Paltridge, B. (2001). A note on using sociolinguistic methods to study non-native attitudes towards English. *World Englishes*, 15(2), 217–224. <https://doi.org/10.1111/j.1467-971X.1996.tb00107.x>
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford, England: Oxford University Press.
- Ting, S.-H. (2003). Impact of language planning on language attitudes: A case study in Sarawak. *Journal of Multilingual and Multicultural Development*, 24(3), 195–210.
- Tódor, E.-M., & Dégi, Z. (2016). Language attitudes, language learning experiences, and individual strategies: What does school offer and what does it lack? *Acta Universitatis Sapientiae, Philologica*, 8(2), 123–137. <https://doi.org/10.1515/ausp-2016-0022>
- Tollefson, J. W. (2008). Language planning in education. In *Encyclopedia of Language and Education*, 2nd ed. Vol. 1, 3–14. New York: Springer Science.
- Tran, T. H. T., Burke, R., & O’Toole, J. M. (2021). Perceived impact of EMI on students’ language proficiency in Vietnamese tertiary EFL contexts. *IAFOR Journal of Education: Language Learning in Education*, 9(3), 45–62.
- Tri, D. H. & Moskovsky, C. (2019). English-medium instruction in Vietnamese higher education: A ROAD-MAPPING perspective. *Issues in Educational Research*, 29(4), 1330-1347. <http://www.iier.org.au/iier29/tri.pdf>

- Varah, S. K., & Pawar, D. T. (2023). Attitudes towards mother tongue education in Manipur, Northeast India. *Language and Education*, 37(6), 806–819. <https://doi.org/10.1080/09500782.2023.2217157>
- Vennela, R., & Kandharaja, K. M. C. (2020). Agentive responses: a study of students' language attitudes towards the use of English in India. *Current Issues in Language Planning*, 22(1-2), 243-263. DOI: 10.1080/14664208.2020.1744319
- Wedeman, A. J. (2002). *Designing language teaching-on becoming a reflective professional*. BE at UP.
- Weinburgh, M. H. (1998). Gender, Ethnicity, and Grade Level as Predictor of Middle School Students' Attitudes toward Science.
- Wenden, A. (1991). *Learner strategies for learner autonomy*. London: Prentice Hall.
- Yilmaz, C. (2012). Introducing literature to an EFL classroom: Teacher's instructional methods and students' attitudes toward the study of literature. *English Language Teaching*, 5(1), 86–96. <https://doi.org/10.5539/elt.v5n1p86>

Appendix A- Ethical clearance certificate



UNIVERSITY OF HYDERABAD INSTITUTIONAL ETHICS COMMITTEE DECISION LETTER



IEC No.	UH/IEC/2021/169	Date of review	21-12-2021
Application No:	UH/IEC/2021/169		
Project Title:	Language Attitude and English Language Education in Tripura: A Sociolinguistic Study		
Principal Investigator/ Co-PI:	PI: Srirupa Poddar CI: Prof. Pingali Sailaja		
Participating Institutes if any	----	Approval from Participating Institute	----
Documents received and reviewed	Protocol & ICF		
In case of renewal submission of update	----		
Decision of the IEC:	Approved Duration: One year from date of approval		
Any other Comments Requirements for conditional Approval	----		
Members Present	Dr. A.S. Sreedhar, Dr. M. Srinivas, Prof. B. R. Shamanna, Dr. M. Varalakshmi, Sri. A. Madhava Rao, Dr. Stalin Choudary, Prof. Pingali Sailaja, Dr. M. K. Aruansree and Dr. Deepa Srinivas		

Please note:

- Any amendments in the protocol must be informed to the Ethics committee and fresh approval taken.
- Any serious adverse event must be reported to the Ethics Committee within 48 hours in writing (mentioning the protocol No. or the study ID)
- Any advertisement placed in the newspapers, magazines must be submitted for approval.
- If the conduct of the study is to be continued beyond the approved period, an application for the same must be forwarded to the Ethics Committee.
- It is hereby confirmed that neither you nor any of the members of the study team participated in the decision making/voting procedures and declared conflict of interest.

A S Sreedhar
21/12/21

Chairman

(Dr. A S Sreedhar)

Shamanna
21/12/21

Member Secretary

(Prof. B. R. Shamanna)

Varalakshmi

Convenor

(Dr. M. Varalakshmi)

Address: School of Medical Sciences, University of Hyderabad, C. R. Rao Road, Gachibowli, Hyderabad-500046
Tel (O): +91-040-23135470/23135471 Email: iec_uoh@uohyd.ernet.in, deanmd@uohyd.ernet.in

Appendix B- Students' Questionnaire

Attitude Survey

This questionnaire will be used for academic purposes only and nowhere will your identity be revealed.

SECTION-A

DEMOGRAPHIC DETAILS

1. Name:

2. Age:

3. Gender:

Female		Male		Other	
--------	--	------	--	-------	--

4. Category:

5. Educational qualifications:

10+2		Graduation		Post-graduation	
Any other? Please Specify:					

6. Occupation:

School Student	
College Student	
Any other? Please specify:	

7. Schooling:

Rural		Semi-urban		Urban	
-------	--	------------	--	-------	--

8. Residence:

Rural		Semi-urban		Urban	
-------	--	------------	--	-------	--

10. For how long have you been in Tripura: _____

11. Monthly income:

Less than Rs. 10K	Rs. 10K-30K	Rs. 30K-60K	Rs. 60K-1 Lakh	Above 1 Lakh

12. Parents' occupation:

Father	
Mother	

13. Parents' qualification:

Father	
Mother	

14. Mother tongue:

Bengali		Kokborok		Other (please specify)	
---------	--	----------	--	------------------------	--

15. Medium of instruction in school/college:

Bengali		English		Other (please specify)	
---------	--	---------	--	------------------------	--

16. Name of school/college:

17. Course currently pursuing:

18. Subject/area of study:

19. Email ID:

20. Mobile number:

21. Generation:

First-generation English learner	
Second-generation English learner	
Third/ more generation English learner	

22. Languages you know:

(In order of your proficiency, 'a' for highest proficiency and 'd' for lowest proficiency)

(a)	(b)	(c)	(d)
-----	-----	-----	-----

23. Competence in English in the following skills. Tick each skill from excellent to nil as given below.

English			
Speaking	Listening	Reading	Writing
Excellent	Excellent	Excellent	Excellent
Very Good	Very Good	Very Good	Very Good
Good	Good	Good	Good
Satisfactory	Satisfactory	Satisfactory	Satisfactory
Nil	Nil	Nil	Nil

24. Competence in the mother tongue in the following skills. Tick each skill from excellent to nil as given below.

Mother Tongue			
Speaking	Listening	Reading	Writing
Excellent	Excellent	Excellent	Excellent
Very Good	Very Good	Very Good	Very Good
Good	Good	Good	Good
Satisfactory	Satisfactory	Satisfactory	Satisfactory
Nil	Nil	Nil	Nil

SECTION-B

Attitudes towards English, English language education and practices

1. How long have you been studying English?

--

2. Do you feel comfortable to express yourself in English?

Yes	No
-----	----

3. How often do you read English newspapers?

Everyday	Mostly	Sometimes	Never
----------	--------	-----------	-------

4. How often do you read Bengali newspapers?

Everyday		Mostly		Sometimes		Never	
----------	--	--------	--	-----------	--	-------	--

5. How often do you watch English news?

Everyday		Mostly		Sometimes		Never	
----------	--	--------	--	-----------	--	-------	--

6. How often do you watch Bengali news?

Everyday		Mostly		Sometimes		Never	
----------	--	--------	--	-----------	--	-------	--

7. In which language do you prefer to write an official application?

Bengali		English		Other (Please specify)	
---------	--	---------	--	------------------------	--

8. In which language do you prefer to write an informal letter?

Bengali		English		Other (Please specify)	
---------	--	---------	--	------------------------	--

9. Based on your experience, learning English is...

Very Hard	Hard	Manageable	Easy	Very Easy

10. Where do you use English? (Rate your frequency on the scale)

I use English	Very Often	Often	Sometimes	Occasionally	Never
At home					
At school/college/office					

At market/stores/restaurants					
At public meeting/ organization					

11. With whom... (Rate your frequency on the scale)

I use English with	Very Often	Often	Sometimes	Occasionally	Never
Parents					
Relatives					
Friends/Classmates					
Teachers					
Strangers/ foreigners					

12. Choose one of the options provided as a reaction to the statement given in the box

Statement	Necessary	Desirable	Optional	Undesirable	Unnecessary
English in higher education is					

Give reasons for your choice in the box below:

13. I prefer English, because it helps me in _____

(Give your order of preference on a scale of 1 to 4, where 1 is for the most preferred and 4 for the least preferred.)

- (a) Social upliftment ()
- (b) Cultural enrichment ()
- (c) International exposure ()
- (d) Economic growth ()

Explain your reasons in the box below:

14. English is _____

(Give your order of preference on a scale of 1 to 4, where 1 is for the most preferred and 4 is for the least preferred)

- (a) A language of power ()
- (b) A language of opportunity ()
- (c) A language of empowerment ()
- (d) A language that takes us higher in the social ladder ()

Elaborate on your preference:

15. Will you suggest the English medium of education for children in your family?

Yes		No	
-----	--	----	--

Give reasons for your choice:

16. (A) Read the statements given below and choose one of the options given.

Statements	Disagree	Slightly disagree	Cannot say	Slightly agree	Agree
English is a language of modernity					
English gives more access to the internet					
English gives access to many scientific papers					
English is necessary for getting higher studies opportunities					

16. (B)

How do you feel while performing the following task in English	Very anxious	A little anxious	Nothing in particular	Happy and excited	Very happy and excited
Presentation					
Writing examination					

Interacting with the teacher in the class					
Answering questions					
Talking with friends					

17. Rate your willingness on a scale of 1 to 5 to perform the following tasks (1 for very willing and 5 for unwilling)

(i)Attending a job interview in English

1	2	3	4	5
---	---	---	---	---

(ii)Writing a job eligibility test in English

1	2	3	4	5
---	---	---	---	---

(iii)Initiating tasks in English in formal meetings

1	2	3	4	5
---	---	---	---	---

(iv)Delivering a speech in English

1	2	3	4	5
---	---	---	---	---

(v)Being interviewed by the researcher and discussing the issues pointed out

1	2	3	4	5
---	---	---	---	---

18. Answer the following questions.

(i) Do you think learning English is more important than learning Bengali?

Yes	
No	

Explain your reasons:

(ii) Do you think widespread use of English interferes with the use of Bengali?

Yes	
No	

Explain your reasons:

(iii) Do you think the increasing use of English has made Bengali less important in our society today?

Yes	
No	

Explain your reasons:

(iv) Do you mix English and Bengali in your conversation?

Yes	
No	

Explain your reasons:

(v) In which language are you able to express yourself better?

Bengali	English	Both

Explain your reasons:

(vi) Do you feel pressured to learn the language English?

Yes	
No	

Give reasons:

(vii) Would you feel embarrassed if you couldn't speak English?

Yes	
No	

Give reasons:

19. Listed below are some of the reasons people have for learning English. Please indicate the importance of each reason for you personally by ticking in the appropriate category.

Statements	Most important	Very important	Quite important	A little important	Not at all important
For jobs and higher studies					
Acquiring new ideas and					

broadening one's outlook					
Traveling abroad					
To be more self-confident					
Getting access to international books and journals					
To improve my social status					

SECTION-C

Attitudes towards English language education policy

1. You are given a list of statements below. Rate each statement on a 5-point scale given below by ticking in the appropriate category.

Statements	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
English medium education will increase the literacy rate					
English education will give an opportunity for a					

better scope of education					
English should be the principal medium of communication in all educational institutions					
Private sector companies should test the English communication skills of candidates before hiring them					
Bengali medium schools should be converted to English medium for higher literacy rates					
English as a medium of communication helps in uniting the people of the country, coming from diverse					

linguistic backgrounds					
There should be more schemes for students focusing on improving their English language skills					
All competitive examinations should be conducted in only English					
University and college lectures should be delivered in English only					
Higher secondary subjects should be taught in English only					
If subjects in the higher secondary science stream are taught in Bengali, scientific					

terms should be borrowed from English					
English teaching tools and techniques used for our English classes are easy to understand					
I find my English class boring					
I feel more self-confident because I can read English better than Bengali, so I prefer to read directions written in English rather than in Bengali					
In order to get high grades in school, one has to be highly proficient in English					
English should replace Bengali as a					

medium of instruction at all levels in order to accelerate English abilities					
Instructions written in Bengali are easier to read and understand than those written in English					
I find our English paper easy and interesting					
English medium of education will give us better future opportunities for higher studies					
Being proficient in English, I can access information for learning other subjects					
Instruction in Bengali is easier to					

understand than English					
I actively offer to use English if my counterparts do not speak my native language					
I consider English in higher education to be no more than a communication tool					
I would prefer Bengali as the most widely used language in the scientific community					
I prefer English as medium of instruction in educational institutions					
Learning English is a waste of time					

I would rather spend my time on subjects other than English					
I really enjoy learning English, as it brings me closer to the English-speaking community					

2. Read the statements given below and choose one of the options given. Give reasons to support your opinion.

(i) English should be an optional subject

Yes		No	
-----	--	----	--

Explain your reasons:

(ii) I find my English exam tough and difficult to score

Yes		No	
-----	--	----	--

Explain your reasons:

(iii) Our English course material is very standard and comprehensive

Yes		No	
-----	--	----	--

Explain your reasons:

(iv) We do not have sufficient reference materials for our English paper

Yes		No	
-----	--	----	--

Explain your reasons:

(v) I can cover more subject content if it is in English medium

Yes		No	
-----	--	----	--

Explain your reasons:

(vi) English should be taught as a subject only and not used as a medium of instruction

Yes		No	
-----	--	----	--

Explain your reasons:

(vii) It's easier to study science subjects in Bengali

Yes		No	
-----	--	----	--

Explain your reasons:

(viii) Learning English is boring but necessary

Yes		No	
-----	--	----	--

Explain your reasons:

Thank you very much for your cooperation.

Study conducted by:

Srirupa Poddar

PhD Research Scholar

Centre for English Language Studies

School of Humanities

University of Hyderabad

Mobile: 8332860397

Email: srirupa.poddar@gmail.com

Appendix C- Teachers' Interview Questions

Interview questions for Teachers

Basic Details:

- Name:
- Educational qualification:
- Mother tongue:
- Languages you know:
- At which school do you currently teach?
- Which subjects are you teaching and at which level?
- How many total years of teaching experience do you have?

Section- A

Attitudes towards English, English language education and practices

1. a) What is the medium of instruction in your classroom while teaching?
b) What is the medium of instruction in your classroom during informal conversations with students?
2. What are your opinions on the role of English for career growth?
3. Do you feel people with good communication skills (in English) are paid well in jobs?
Give reasons to support your answer.
4. Do you feel that having a good command of English improves personality and creativity? Why and how?
5. What are the benefits and disadvantages, if any, of teaching in an English medium and a Bengali medium institution? Can you substantiate your view?

Section- B

Attitudes towards English language education policy

6. At which level is English introduced in Bengali medium and English medium schools, and why?
7. What is the pass mark in English in your school? What are the possible reasons behind this particular qualifying mark? Is it justified?
8. What curriculum are you teaching?
9. Are you happy with the curriculum you are teaching?
10. What are your views on imposing fines on students if they are found talking in any other language except English during school hours?
11. Do you think all admission tests in schools and colleges should be conducted in English?
12. What are your views on testing students' oral skills during their admission? Is there any other language-specific skill that should be tested during the admission of the student?
13. What are the common difficulties learners face in the English language classroom?
14. What are the difficulties that English language teachers face with respect to language teaching?
15. What is your opinion about the teaching materials that are presently in use? Are they age and culture/tradition-appropriate and helpful for students? Any feedback/modifications you would like to suggest?
16. a) What are the pedagogic tools/ materials used in your language classroom?
b) Are there any changes that language teaching materials have undergone in the last 5-10 years? if yes, what are they?
c) What are the reasons and factors responsible for changing the language teaching and learning materials?

- d) Do English medium and Bengali medium schools (under the same board) use the same textbook material for English?
17. a) What is your opinion about the performance of the students in your English language class?
- b) How do you evaluate these students?
- c) Do you have any specific techniques to assess their language skills?
18. Considering the importance of English as a globally recognized language, do you feel there should be only English medium schools in the state? Please elaborate on your views.
19. There is a rapid rate of conversion of Bengali medium schools into English medium. Why is it happening? Your views.
20. Do you feel converting schools to become English medium without proper support would be detrimental and counterproductive? Your views on this.
21. Are educators given any training/ support to teach English? If yes, what is the type of training, how often is it given, and are they adequate for successful teaching experience? If no, what kind of training/support do you think would be helpful for language teachers?
22. If you have the opportunity, what would you like to change/modify in the English language teaching and learning materials?

Thank you very much for your cooperation.

Study conducted by:

Srirupa Poddar

PhD Research Scholar

Centre for English Language Studies

School of Humanities

University of Hyderabad

Mobile: 8332860397

Email: srirupa.poddar@gmail.com

Appendix D- Administrators' Interview Questions

Interview questions for Administrators

- Name:
 - Educational qualification:
 - Mother tongue:
 - Languages you know:
 - Which office are you currently associated with?
1. What are your opinions on the role of English for career growth?
 2. Do you feel people with good communication skills (in English) are paid well in jobs?
Give reasons to support your answer.
 3. Do you feel that having a good command of English improves personality and creativity? Why and how?
 4. Do you feel that speaking in English one loses their identity associated with their mother tongue? Please elaborate on your views.
 5. Students learn better when taught in their mother tongue. Your views on this. OR Have you ever felt that the use of the mother tongue or regional language in the classroom will help students to understand better the subject matter? Give reasons with supporting evidence for your response.
 6. Do you think all admission tests in schools and colleges should be conducted in only English?
 7. What are your views on testing students' oral skills during their admission? Is there any other language-specific skill that should be tested during the admission of the student?
 8. Considering the importance of English as a globally recognized language, do you feel there should be only English medium schools in the state? Please elaborate on your views.

9. There is a rapid rate of conversion of Bengali medium schools into English medium.
Why is it happening? Your views.
10. Are educators given any training/ support to teach English? If yes, what type of training, how often are they given, and are they adequate for successful teaching experience? If no, what kind of training/support do you think will be helpful for language teachers?
11. What are the schemes/ policies to improve the English language skills of learners?
12. How have the approaches/attitudes towards English language education changed in the last 5-10 years? Please substantiate your views.
13. If you have the opportunity, what would you like to change/modify in the English language teaching and learning materials?

Thank you very much for your cooperation.

Study conducted by:
Srirupa Poddar
PhD Research Scholar
Centre for English Language Studies
School of Humanities
University of Hyderabad
Mobile: 8332860397
Email: srirupa.poddar@gmail.com

Conference Presentation Certificates

AILA 2024
INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS
Celebrating 60 years of AILA (1964 - 2024)
Diamond Jubilee

Organised by: Malaysian Association of Applied Linguistics
Partnership with:

Certificate of Participation

Presented to

SRIRUPA PODDAR
as a Presenter at

21st AILA WORLD CONGRESS
Linguistic Diversity, Equity, Inclusion and Sustainability
11 - 16 August 2024 · Kuala Lumpur Convention Centre, Malaysia

Azirah Hashim
PROF. DR. AZIRAH HASHIM
President, International Association of Applied Linguistics (AILA)

Shameem Rafik-Galea
PROF. DR. SHAMEEM RAFIK-GALEA
Chair of AILA 2024 World Congress

60th The AILA 2024 World Congress celebrates 60 years of AILA (1964 - 2024)

SOCIOLINGUISTICS SYMPOSIUM 25

Perth, 24-27 June 2024



Certificate of Attendance

This is to certify that

Ms Srirupa Poddar

**Participated in:
Sociolinguistics Symposium 25**

Curtin University

The following abstracts were presented:

- **Oral Presentation** - The Use of Mother Tongue in English Language Classrooms: Perspectives of Language Teachers from Tripura, India

SS25 Organising Committee



UNIVERSITY OF ENGINEERING & MANAGEMENT

Jaipur



CERTIFICATE of Achievement

This certificate is presented to

Srirupa Poddar

Research Scholar, University of Hyderabad, for attending the conference / presenting a paper on
“Code-Switching: An Emergent Strategy Used by Language Teachers in EMI Context”
during the International Conference on Advances in English Language Studies (ICAELS-2022)
held on 14th to 15th October, 2022. Organized by University of Engineering & Management, Jaipur,
Rajasthan, India.

Prof. (Dr.) Mukesh Yadav
Convener, ICAELS 2022

Prof. (Dr.) Aniruddha Mukherjee
Dean Academics, UEM Jaipur

Prof. (Dr.) Pradeep Kumar Sharma
Registrar, UEM Jaipur

Prof. (Dr.) Biswajoy Chatterjee
Vice-Chancellor, UEM Jaipur





University of Engineering & Management (UEM), Jaipur

Campus: Gurukul, Udaipuria Mod, 6 Kms. from Chomu on Sikar Road, Jaipur-303807 (Rajasthan) India | www.uem.edu.in

Certificate of Presentation

This is to certify that

Ms. Srirupa Poddar

Research Scholar, University of Hyderabad

Presented a paper entitled

“ Ideologies and Attitudes of Language Teachers on English Medium Instruction in Multilingual Context ”

at the

2nd International Conference on Advances in English Language Studies (ICAELS -2023)

held at

University of Engineering & Management (UEM), Jaipur

on 03rd to 04th November, 2023.

Prof. (Dr.) Mahesh Gupta
Convener, ICAELS 2023

Prof. (Dr.) Anandita Mishra
Dean Academics, UEM Jaipur

Prof. (Dr.) Pradyumn Kumar Sharma
Registrar, UEM Jaipur

Prof. (Dr.) Biswajit Chatterjee
Vice-Chancellor, UEM Jaipur



Issue 22

Volume 11 Number 2 Issue 22 July 2022

LLT COVER

[Front Cover](#)

Editorial

Articles

Viewing Teacher Agency Through the Circle of Influence Framework Marzia Ibrahim, Anand Desai and Gurumurthy, K	5
Exploring the Nature of Pre-Service Teachers' Belief System: A Study K. Padmini Shankar	7
Teachers' Opinions About the Use of English as a Medium of Instruction at the Higher Secondary Level in Tripura Srirupa Poddar	17
Addressing the Challenges in Teaching English in Uttarkashi Government Schools Shubhra Mishra	26
Bringing the 'Outside' 'Inside': Harnessing Linguistic Landscape in the French Class Vasumathi Badrinathan	33
Comics as a Pedagogical Approach to Language Teaching M.J. Warsi and Mehvish Mohsin	40
Transition to Online Mode for English Teaching: Challenges in the Kashmir Context Sajad Ahmad Teli and Aejaz Mohammed Sheikh	50
Harms of the Hidden Curriculum: Minimizing Them for ESL Teaching in India Deepesh Chandrasekharan	60
Multiple Choices the Only Choice: Pandemic-Stricken Online Test of Writing Skills in English Shubhada K. Deshpande	67
Options in Multiple Choice Questions: Oh Really-Yours Sincerely, Adult Learners! Shree Deepa	74
Code-Switching and Code-Mixing in Children: A Sign of Bilingual Competence Fahima Ayub Khan	81
Language Revitalization: The NEP-2020 Arimardan K. Tripathi	87
Interview	
In Conversation with B.N. Patnaik Rajesh Kumar and Devaki Lakshminarayan	95
Landmark	
Uniformity is Not Unity: A Probe into the Linguistic Diversity of India Anvita Abbi	105
Classroom Activities	
Fun with Letter Sounds Mehak Gupta	113
Same Words But Different Meanings Devaki Lakshminarayan	125
Book Reviews	
Axomiya Bhaxa Xikkhon Poddhoti (অসমীয়া ভাষা শিক্ষণ পদ্ধতি) Reviewed by Barshapriya Dutta	127
Education and Inequality: Historical and Contemporary Trajectories Reviewed by Jyoti Raina	131
Reports	
Building Language Research Capabilities: A Report Guru Sankayya Moger	134
Showcasing Innovative Practices in Language Teaching in a Delhi Government School Sarita Batra and Vijay Kumar	139
	143

CONTENTS

Sl no	Title	Author	Page
1	Retracing Memory: An Inquiry into the Lesser-known Folk Performance Narratives of Purulia	Surama Bera	1
2	The Narrativized History of the <i>Gosani Mangal</i> Epic: Orality, Indigeneity and Mnemonics in a Folk Metatext.	Meeraz Hoque	17
3	Megalithic Tradition among the Karbis of Kamrup District, Assam	Garima Thakuria	32
4	Anthropological Documentation of Cultural Heritage in British Period: Dr. James Wise, Sir Herbert Hope Risley on Namasudra Community	Jyoti Biswas	53
5	Evoking Lord Krishna: Practice of Kirtan in North Bengal	Manojit Chanda	73
6	Lost Letters of Odisha's Bhakti Poetry: A Critical Study of Select Poetic Compositions of Bhima Bhoi	Adyasha Behera Arnapurna Rath	84
7	Blessings of Basdevas at Our Doorstep: Cultural Sustainability Concerns Regarding a Fading Nomadic Community	Nidhi Tiwari Neha Purohit	105
8	Cultural Construction of Kalahandi's Droughts	Pradyumna Bag	125
9	Role and Efficacy of Tasks in Developing Pre-service Teachers' Knowledge-base	K Padmini Shankar	135
10	A Critical Look into The Social Impact of Language: A Comparative Study of Two National Dailies	Ankita Swetaparna	158

11	Challenges Of English as a Medium of Instruction: Teachers' Perspective of Teaching English at Higher Secondary Level Classrooms in Tripura	Srirupa Poddar	170
12	Challenges of Promoting Professional Identities of Women English Teachers through Professional Organizations	Purna Bahadur Kadel	179
13	Rethinking The Humanities Education in India: A Conversation with D Venkat Rao	Interview by Dr K. Lavanya	201

Semester 1 Grade Transcript



SI No. 2930

Notification No. 1

हैदराबाद विश्वविद्यालय

UNIVERSITY OF HYDERABAD

(A Central University Established by an Act of Parliament)

P.O. CENTRAL UNIVERSITY, GACHIBOWLI, HYDERABAD - 500 046 (INDIA)

SEMESTER GRADE TRANSCRIPT

REGULAR EXAMINATION

REG. NO. 18HGPH02
NAME OF THE STUDENT SRIRUPA PODDAR
MONTH AND YEAR OF NOV 2018
COURSE Ph.D. ENGLISH LANGUAGE STUDIES
PARENT'S NAME DR SEKHAR CH PODDAR / BINA PODDAR



SEMESTER 1

COURSE NO	TITLE OF THE COURSE	CREDITS	RESULTS
EG801	RESEARCH METHODS	4	PASS
EG802	THEORETICAL FOUNDATIONS OF LANGUAGE TEACHING	4	PASS
EG821	LANGUAGE ASSESSMENT	4	PASS

SEMESTER GRADE POINT AVERAGE (SGPA) :10.0

(In words) :TEN POINT ZERO


DEPUTY REGISTRAR
(ACAD & EXAMS)

Date Of Result Notification : Jan 4, 2019

Date Of Download : Jan 16, 2020

This is system generated certificate issued by O/o The Controller of Examinations, University of Hyderabad

Website: <https://www.uohyd.ac.in> and <https://www.acad.uohyd.ac.in>
Phone : 040-23132120, E-mail: ce@uohyd.ernet.in and ceuh@uohyd.ac.in

A Study of Language Attitudes and English Language Education at the Secondary School Level in Tripura

by Srirupa Poddar

Submission date: 23-Oct-2025 02:46PM (UTC+0530)

Submission ID: 2789955530

File name: Thesis_draft_plagiarism_check_copy.pdf (1.42M)

Word count: 48557

Character count: 270874

A Study of Language Attitudes and English Language Education at the Secondary School Level in Tripura

ORIGINALITY REPORT

9%	7%	5%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Hyderabad, Hyderabad Student Paper	1%
2	hdl.handle.net Internet Source	<1%
3	idoc.pub Internet Source	<1%
4	www.tandfonline.com Internet Source	<1%
5	www.oralliterature.org Internet Source	<1%
6	Subhan Zein, Fuad Abdul Hamied. "The Routledge International Handbook of English Language Education in Indonesia", Routledge, 2025 Publication	<1%
7	aippnet.org Internet Source	<1%
8	"The Handbook of Asian Englishes", Wiley, 2020 Publication	<1%
9	ecostat.tripura.gov.in Internet Source	<1%
10	"The Palgrave Handbook of Language Policies in Africa", Springer Science and Business	<1%

Media LLC, 2024

Publication

11	etheses.whiterose.ac.uk Internet Source	<1 %
12	journals.sagepub.com Internet Source	<1 %
13	www.academypublication.com Internet Source	<1 %
14	tripura.gov.in Internet Source	<1 %
15	Language Policy, 2016. Publication	<1 %
16	doc.rero.ch Internet Source	<1 %
17	link.springer.com Internet Source	<1 %
18	www.researchgate.net Internet Source	<1 %
19	ncert.nic.in Internet Source	<1 %
20	nenow.in Internet Source	<1 %
21	www.echetana.com Internet Source	<1 %
22	Jaskiran Bedi. "English Language in India - A Dichotomy Between Economic Growth and Inclusive Growth", Routledge, 2019 Publication	<1 %
23	Submitted to Bloomsbury Colleges Student Paper	<1 %

24 N.V. Varghese, Vrinda Sarup, Anuradha De, Amarjeet Sinha. "Improving Learning Outcomes in Schools - Understanding the Challenge of Quality in the Indian Context", Routledge, 2025
Publication <1 %

25 pt.scribd.com
Internet Source <1 %

26 Andy Kirkpatrick. "The Routledge Handbook of World Englishes", Routledge, 2019
Publication <1 %

27 Weixiao Wei, Der-lin Chao. "The Routledge Handbook of the Sociopolitical Context of Language Learning", Routledge, 2025
Publication <1 %

28 azimpremjiuniversity.edu.in
Internet Source <1 %

29 Kathleen M. Bailey, David Nunan. "Research on English Language Teaching and Learning in the Middle East and North Africa", Routledge, 2023
Publication <1 %

30 Chili Li. "Understanding EAP Learners' Beliefs about Language Learning from a Socio-cultural Perspective", Springer Science and Business Media LLC, 2021
Publication <1 %

31 Submitted to University of Queensland
Student Paper <1 %

32 etd.lib.metu.edu.tr
Internet Source <1 %

33 Kamran Akhtar Siddiqui, Muhammad Mujtaba Asad, Amjad Ali Rind. "Learners' attitudes <1 %

toward language education based on cultural identities: global citizenship agenda in higher education institutions of Pakistan", Journal of Applied Research in Higher Education, 2024

Publication

34 etheses.lse.ac.uk <1 %
Internet Source

35 byjusexamprep.com <1 %
Internet Source

36 theses.lib.polyu.edu.hk <1 %
Internet Source

37 forskning.ruc.dk <1 %
Internet Source

38 kipdf.com <1 %
Internet Source

39 "Using English as a Lingua Franca in Education in Europe", Walter de Gruyter GmbH, 2018 <1 %
Publication

40 educationsummary.com <1 %
Internet Source

41 www.diva-portal.org <1 %
Internet Source

42 repository.uin-suska.ac.id <1 %
Internet Source

43 www.educationworld.in <1 %
Internet Source

44 www.fortell.org <1 %
Internet Source

45 www.tadkiroatun.id <1 %
Internet Source

46 Submitted to Anglia Ruskin University <1 %
Student Paper

<1 %

47

Submitted to Higher Education Commission
Pakistan

Student Paper

<1 %

48

Nicole Dołowy-Rybińska. "Upper Sorbian
Language Policy in Education", Brill, 2023

Publication

<1 %

49

cefcambodia.com

Internet Source

<1 %

50

llt.org.in

Internet Source

<1 %

51

static.investindia.gov.in

Internet Source

<1 %

52

David Cassels Johnson, Kristen L. Pratt.
"Educational Language Policy and Planning",
Wiley, 2014

Publication

<1 %

53

Edu-Buandoh, Dora F., and Gloria Otchere.
"â€œSpeak English!â€ A prescription or
choice of English as a lingua franca in
Ghanaian schools", Linguistics and Education,
2012.

Publication

<1 %

54

core.ac.uk

Internet Source

<1 %

55

docslib.org

Internet Source

<1 %

56

ksbed.ac.in

Internet Source

<1 %

57

"Status Change of Languages", Walter de
Gruyter GmbH, 1992

Publication

<1 %

58	Submitted to De LaSalle University - College of Saint Benilde Student Paper	<1 %
59	Submitted to University of Lancaster Student Paper	<1 %
60	Submitted to Nelson Mandela Metropolitan University Student Paper	<1 %
61	avenuemail.in Internet Source	<1 %
62	ejournals.ncert.gov.in Internet Source	<1 %
63	www.jazindia.com Internet Source	<1 %
64	Tanusree Chakraborty, Nandita Mishra, Ashok Natarajan, Bipasha Chatterjee. "Gender Equality from a Modern Perspective - Moving Beyond Diversity", Apple Academic Press, 2023 Publication	<1 %
65	Submitted to University College London Student Paper	<1 %
66	Submitted to University of KwaZulu-Natal Student Paper	<1 %
67	Submitted to University of Limerick Student Paper	<1 %
68	Aamna Khalid. "A Study of the Attitudes and Motivational Orientations of Pakistani Learners Toward the Learning of English as a Second Language", SAGE Open, 2016 Publication	<1 %

69	Internet Source	<1 %
70	Submitted to Barry University Student Paper	<1 %
71	ulspace.ul.ac.za Internet Source	<1 %
72	www.languageinindia.com Internet Source	<1 %
73	minerva-access.unimelb.edu.au Internet Source	<1 %
74	www.hindustantimes.com Internet Source	<1 %
75	www.twdtripura.in Internet Source	<1 %
76	"Successful Family Language Policy", Springer Science and Business Media LLC, 2013 Publication	<1 %
77	e-biblio.univ-mosta.dz Internet Source	<1 %
78	escholarship.mcgill.ca Internet Source	<1 %
79	gscen.shikshamandal.org Internet Source	<1 %
80	ijrp.org Internet Source	<1 %
81	mjltn.org Internet Source	<1 %
82	scholar.sun.ac.za Internet Source	<1 %
83	www.researchsquare.com Internet Source	<1 %

84	"Focus on Bilingual Education", John Benjamins Publishing Company, 1991 Publication	<1 %
85	Submitted to Mount Kenya University Student Paper	<1 %
86	Zsuzsanna Éva Kiss. "Language policies and language ideologies related to multilingualism", University of Szeged, 2013 Publication	<1 %
87	www.peepulindia.org Internet Source	<1 %
88	www.rcgd.isr.umich.edu Internet Source	<1 %
89	Ishani Deb. "Linguistic Importance Through Bengali Fiction: The Present-day Adolescents' Engagement with Modern Bengali Literature", Emerald, 2023 Publication	<1 %
90	Submitted to University of Derby Student Paper	<1 %
91	Submitted to University of Wales, Bangor Student Paper	<1 %
92	Virginius Xaxa, Debdulal Saha, Rajdeep Singha. "Employment and Labour Market in North-East India - Interrogating Structural Changes", Routledge, 2018 Publication	<1 %
93	eprints.usm.my Internet Source	<1 %
94	injotel.org Internet Source	<1 %
95	journals.ezenwaohaetorc.org	



Exclude quotes On

Exclude matches < 14 words

Exclude bibliography On