

Successes and Challenges of U. S. Adult Hindi Learners: A Qualitative Study

Sonia Sharma

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Sonia Sharma

Approved by:

Dissertation Chair: [Dr. Iman Moore]

Committee Member: [Dr. Trish Krumnow]

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Abstract

In comparison to other European or Asian second languages, Hindi as a second language (HSL) is relatively new in US colleges and universities. There has not been significant academic research conducted on adult HSL learners in the US. The problem is scholars, practitioners, and researchers are not aware of successes and challenges facing adult HSL learners and cannot make research-based andragogical, curricular, or policy-related decisions. Research questions included some strategies which adult HSL learners found successful and some barriers to language learning for adult HSL learners. Theoretical framework of affective filter hypothesis, self-efficacy theory, and zone of proximal development guided the study. Using online questionnaires and semi-structured interviews of 15 former adult HSL learners and phenomenological research methodology, the purpose of this study was to explore perceptions of former HSL adult learners regarding successes and challenges they faced. An inductive thematic analysis approach was used for data analysis. Key results included: 1) Effective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary 2) Factors of HSL success such as Intrinsic motivation, Motivating Professor, and Willingness to communicate 3) Ineffective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary and 4) Challenges and barriers in HSL such as Class composition, Resources, and Culture barriers of English vs. Hindi. New knowledge from the study provides information on motivating characteristics to foster in HSL educators, cultivating a “language learner mindset” in learners to be successful in HSL, and identifies “linguistic colonialism” that exists between Hindi and English. Future research studies on adult HSL learners in the US and abroad are recommended.

Keywords: Hindi as a second language, adult Hindi as a second language learners, adult learners, Hindi learners in the US

Dedication

My doctoral dissertation is dedicated to my most amazing and wonderful father and mother who always supported me to the best of their abilities in all my endeavors. I am eternally grateful.

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I would like to acknowledge the special contribution of my parents in bringing this tremendous endeavor to fruition. My dad and mom gave me the courage to break the barriers, persist through the hardships and challenges to cross the finish line, and become the first person in the family to earn a doctorate degree.

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Chapter 1: Introduction

Hindi is one of the national languages of India, the largest democracy in the world, and one of the fastest-growing economies (Choudhury, 2015). Hindi is also the main language of Bollywood, the largest film industry in the world. Hindi as a Second Language (HSL) is growing rapidly in the United States (US) with students continuing to enroll in almost 50 colleges and university programs (Center for Applied Linguistics, 2016). Yet, very little information has been reported about the learning experiences of adult Hindi as a Second Language learners in the US. This study explored successes and struggles of adult Hindi as a Second Language learners who have formerly enrolled in one or more Hindi language courses in US colleges or universities.

Further study is needed to develop the HSL subfield of information in Second Language Acquisition (SLA). Articles such as BİlokÇuoĖlu and Debrile (2018), Chotipaktanasook (2016), and Getie (2020) demonstrate that there is a plethora of journal articles available on second language learning, English as a Second Language (ESL), English as a Foreign Language (EFL), and English Language Learners (ELLs). However, information on Hindi as a Second Language or Hindi as a Second Language learners is noticeably missing. These data are necessary to make informed decisions about program funding, support, equipment, andragogy, assessment, and policy in both the public and private sectors. Chapter 1 includes information about the background of the problem, statement, purpose, and significance of the study, research questions, and theoretical framework. This chapter concludes with definition of terms, assumptions, scope, delimitations, limitations, and summary.

Background of the Problem

In fall 2018, five million students were identified as second language learners of English, which means that linguistic diversity in US is growing (National Center for Education Statistics, 2018). The broader field of second language acquisition is focused more on English as a Second Language, English as a Foreign Language or English Language Learners (National Center for Education Statistics, 2018) and Hindi as a Second Language is underrepresented. BİlokÇuoĞlu and Debrile (2018) demonstrated the role of Krashen's (1988) negative and positive affective variables in developing second language proficiency. The presence of positive affective variables such as humor motivates success in second language learning and negative affective variables such as anxiety demotivates the second language learner when struggling (BİlokÇuoĞlu & Debrile, 2018). Chotipaktanasook (2016) examined how integration of social media platforms could be used to enhance second language communication skills by increasing the learner's willingness to communicate. Getie (2020) analyzed aspects of the learning environment such as peers, books, class size, and community and its impact on success in second language acquisition.

A review of BİlokÇuoĞlu and Debrile (2018), Chotipaktanasook (2016) and Getie (2020) indicated that, while critical and relevant information about second language skill development was available in the field of Second Language Acquisition (SLA) on English as a Second or Foreign Language, a significant amount of data or information about second language skill development of adult learners of Hindi as a Second Language in the US are not available for scholars, practitioners, and researchers. US Census data show that there are 650,000 Hindi speakers, and it is the most spoken Indian language in the US (PTI, 2016). The US Department of State has also declared Hindi as a critical language as part of Critical Language Scholarship,

signaling a growing need for resources, funding, and policies to support the teaching and learning of Hindi as a Second Language (US Department of State, 2022). The study represents a unique opportunity to reverse the trend of HSL underrepresentation in SLA literature.

Statement of the Problem

HSL is relatively new in the United States (Gangulys, 2017). HSL learners, especially adult HSL learners, have not been the current, relevant, and integral focus of many second language researchers, making research on this subgroup scarce (Choudhury, 2015). Bandura's (1990) self-efficacy sources such as mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states were highlighted by Lopez-Garrido (2020). Khatib and Maroof (2015), Zhang and Ardasheva (2019) and Daggöl (2019) demonstrated the critical connection between these self-efficacy sources and second language learning. According to Khatib and Maroof (2015) and Zhang and Ardasheva (2019), self-efficacy sources in second language students are linked to successful second language learning outcomes such as increased speaking and public speaking skills. Daggöl (2019) also found student self-efficacy in second language to be a source of greater second language skill development. The implication of Khatib and Maroof (2015), Zhang and Ardasheva (2019), and Daggöl (2019) is that increasing the self-efficacy of second language students leads to their successes and decreasing self-efficacy may lead to their struggles.

A review of Khatib and Maroof (2015), Zhang and Ardasheva (2019), and Daggöl (2019) indicated that, while the role of self-efficacy sources is visible in the successes and struggles of other second language learners, this integral information about adult HSL students is missing in the current SLA literature. As more HSL courses are being offered to adults at US colleges and universities and there is growing interest in learning HSL (Gangulys, 2017), this study has

brought the necessary research focus and attention on adult HSL learners in the US. Increasing the understanding regarding HSL learners has contributed to filling the gap in the spectra of SLA literature and empowered researchers, practitioners, scholars, and key stakeholders in the public and private sectors to make research-based decisions relating to funding, resources, and policies for current and future adult HSL learners and give this subgroup the same importance or the proverbial seat at the table as other second languages.

Purpose of the Study

The purpose of this phenomenological qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they had faced as Hindi second language learners in the United States, specifically in California. This study contributes to the existing SLA literature and the information gap on adult HSL learners in the US. A study was necessary because this critical information gap on the successes and struggles of adult HSL continues to persist even as the US government and federal entities such as the Department of Education launch programs to promote the learning or proficiency of Hindi in the US (Center for Applied Linguistics, 2016), and even as Hindi is surfacing as the most spoken Indian language in the US (PTI, 2016). Without this research, current and future researchers, scholars, educators, and practitioners would not have had information and relevant data to make research-based andragogical, curricular, and policy decisions.

Gathering perceptions and experiences of HSL learners regarding the successes and challenges they faced as adult learners in the United States has helped in filling the gap of literature concerning second language learners, especially those who speak Hindi. To study adult HSL learner perceptions, phenomenological research design (Creswell, 2009) was used. Target population consisted of 15 adult HSL participants who had previously taken one or more Hindi

courses at a US college or university in the last 5 years and who were not currently enrolled in a college or university.

Significance of the Study

Stating the significance of a study is important in highlighting its contribution to the field (Creswell & Poth, 2019). At the grassroots level, this study is a starting point of voices of adult HSL learners in the US to be included in both American and global educational communities as HSL in the US grows (Center for Applied Linguistics, 2016). The study benefits stakeholders such as educational practitioners and administrators in gaining a deeper understanding of successes and challenges of adult HSL learners. Knowledge gleaned from the study enables education professionals to find ways to reinforce the successes of adult HSL learners and identify ways to scaffold or differentiate based on their challenges. Sharing findings of the study with other public and private institutions, organizations, and groups that have HSL programs further assists in making funding decisions regarding HSL teaching and learning resources and policy decisions to equip and support HSL teaching and learning. At the US domestic level, having valuable information about adult HSL learners can further benefit Hindi interpretation and translation activities across not only private institutions, but also government agencies such as the Department of Defense. At the international level, information from this study can support Hindi proficiency, interpretation, and translation, thereby facilitating successful communication, effective diplomacy, and positive social change between the US and Hindi-speaking nations.

Research Questions

Phenomenological research methodology focuses on the subjective lived experiences of participants to solve real-life problems (Korstjens & Moser, 2017). The goal of phenomenological qualitative study was to explore perceptions of HSL adult learners regarding

the successes and challenges they faced as a Hindi second language learner in California. Two research questions support the methodology and goal of the study:

Research Question One: What are the perceptions of HSL adult learners regarding the successes they have had as a second language learner?

Research Question Two: What are the perceptions of HSL adult learners regarding the challenges they have faced as a second language learner?

Theoretical Framework

The pertinent theorists and theories underlying the research include Bandura's (1990) self-efficacy theory, Krashen's (1988) affective filter hypothesis, and Vygotsky's (1987) zone of proximal development. Bandura's (1990) self-efficacy theory relates to the first research question about the successes of second language learners. Self-efficacy theory is a social learning theory that explains how people develop a sense of efficacy or belief in their abilities through sources such as mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states (Zhang & Ardasheva, 2019). A second language learner's high self-efficacy is linked to higher educational achievement (Zhang & Ardasheva, 2019). Elements of this theory provide insights into how certain strategies are found to be more effective for developing proficiency in adult HSL learners.

Krashen's (1988) affective filter hypothesis relates to the second research question of the study about challenges learners face while learning a second language. Affective filter hypothesis highlights negative and positive variables that can impact the second language learner, including anxiety, insecurity, motivation, self-image, confidence, introversion, and extroversion, enabling the researcher to analyze some of the challenges faced by adult HSL learners (Gozali, 2016). Vygotsky's (1987) zone of proximal development refers to the space in

between the zone of actual area of development and the potential zone of development for a learner (Eun, 2019). This contextual lens guided the analysis of the data in understanding the space between both research questions about HSL learners' successes and challenges. A more detailed discussion and analysis of the literature review is presented and explained in Chapter 2.

Definitions of Terms

It is important to define key concepts and terms in qualitative research. The concepts and terms can have more than one meaning and components of research must be clearly defined (Creswell, 2009). The following terms are relevant to this study.

Adult learners is defined as learners which are 18 years of age or above, already well-versed in their first language, and are studying a second language for a specific objective such as research, travel, personal interest or job requirement (Smith & Stron, 2009).

Affective variables are defined as negative or positive emotions that impact second language learning (Krashen, 1988).

Andragogy is defined as a theory developed by Knowles (2002) that focuses on the specific instructional needs of adults as learners (Curran, 2022).

Second Language Acquisition (SLA) is defined as the process of acquiring a second (L2) or new language after the first language has already been established (WETA, 2019).

Self-efficacy is defined as a perception of self-competence and ability to successfully complete a task (Bandura, 1990).

Teaching/Learning Hindi as a Second Language (HSL) is defined as Hindi being taught or learned as a foreign language, beginning with teaching/learning how to read, write, speak, listen, comprehend, along with building vocabulary and cultural knowledge (Mathur, 2022).

Zone of Proximal Development is defined as part of Vygotsky's zone of proximal development (1987), essentially highlighting zone of current or actual area of student's skill development and potential zone of student's skill development. Space in between these two zones is zone of proximal development (Eun, 2019).

Assumptions

In a research study, it is necessary to acknowledge assumptions. Creswell and Poth (2018) stated assumptions influence the research context, so it becomes necessary to identify the research context to ensure the validity and credibility of findings. Transparency of assumptions also makes the study repeatable. Two assumptions are underlying this study—one is ontological, and the other is epistemological (Creswell & Poth, 2018). The ontological assumption relates to multiple realities studied and explored by the researcher (Creswell & Poth, 2018). All participants had unique perspectives and subjective realities that were being studied using questionnaires and interviews (Creswell & Poth). The other assumption is epistemological, that participants understood the depth of the questions posed in both the questionnaire and interview and were being honest in those responses.

Scope and Delimitations

It is important to provide information regarding the scope of the study (Theofanidis & Fountouki, 2018). The scope of the study includes examination of successes and struggles experienced by adult HSL learners in the US. Parameters of the study included 15 adult Hindi as a Second Language learners in California. Acknowledging the delimitations of the study is also an integral part of the research process (Theofanidis & Fountouki, 2018). There are two delimitation decisions in the study regarding participants and research methodology. Participant criteria do not include adult HSL learners who studied through community programs, are currently enrolled in

Hindi programs, or studied in a Hindi course outside the US. Participant criteria are limited to adult HSL learners who have previously enrolled in a Hindi language course at an American college or university. Formerly enrolled adult HSL learners are likely to have a broader perspective or insights about their previous study that may be generalized and transferred to the adult HSL learners in US colleges and universities.

The other delimitation of the study is the phenomenological research design that is focused on deeper, contextual, and intensive understanding of lived learning experiences of 15 adult HSL learners in the US. For large number of participants, quantitative research design may have been better suited. However, Firestone's (1993) model of analytic generalization stated that in-depth analysis and interpretation can yield insightful generalizations about the concepts under study. Insights gleaned from the successes and struggles of adult HSL learners can be transferred to another similar adult second language learner contexts, similar in fashion to how this study is utilizing insights from other second language learner studies.

Limitations

Each research study has inherent limitations (Creswell & Guetterman, 2019). There are two limitations of this study regarding research design and researcher biases. In qualitative research with phenomenological methodology, because subjective lived experiences of participants are the focus, the lateral transferability of results to other settings and dependability of results may be limited. Nowell et al. (2017) suggested steps in qualitative research can be taken to enhance both transferability and dependability.

Transferability can be increased by providing thick description of the research context (Nowell et al., 2017). A thick description of the research context was provided to enhance transferability. Dependability of the results can be demonstrated by showing clear connections

between findings, data, and interpretations (Nowell et al., 2017). Connections between findings, data, and interpretations are discussed in greater detail in chapter five. Furthermore, researcher biases can also play a role in qualitative research. To counter researcher biases, Nowell et al. (2017) recommended keeping a reflexive journal to record researcher processes, decisions, and reflections to be cognizant of their impact on the researcher. To minimize researcher bias, a reflexive journal was kept for recording reflections.

Chapter Summary

Despite Hindi as a Second Language gaining popularity at US colleges and universities, more higher education institutions offering HSL courses (Ganguly, 2017), Hindi being the most spoken Indian language in the US (PTI, 2016), and US government supporting opportunities in developing Hindi proficiency (Department of State, 2022), current, relevant, and important research on the successes and struggles of adult HSL learners is scant. In this chapter, background of the study and statement of the problem of a noticeable gap in SLA research was discussed. The purpose of the phenomenological qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they had faced as Hindi second language learners in the United States. The significance of the study described the beneficiaries of the study and broader implications for positive social change.

Research questions of the study are focused on the successes and challenges former adult HSL learners faced. The research questions are aligned with the phenomenological research design, data instruments consisting of questionnaires and interviews, and theoretical frameworks of Bandura's (1990) self-efficacy theory, Krashen's (1988) affective filter hypothesis, and Vygotsky's (1987) zone of proximal development. To enhance transferability and dependability, assumptions, scope, delimitations, and limitations of the study were identified. The next chapter

on literature review presents literature search strategy, theoretical framework, research literature review, and summary to examine second language studies for second language learner successes and challenges in greater depth.

Chapter 2: Literature Review

Compared to European and other Asian languages, Hindi as a second language (HSL) is recent in higher education institutions in the United States (U.S.) (Choudhury, 2015). Hindi is growing rapidly as a second language in the U.S. with students continuing to enroll in 50 HSL programs across U.S. colleges and universities and high school and community-based programs available in many U.S. cities (Choudhury, 2015). Because HSL is relatively new in America, the problem is that scholars, educational practitioners, program administrators, and researchers are not aware of successes and challenges facing adult HSL learners and cannot make research-based andragogical, curricular, or policy-related decisions. Adult HSL learners in higher education have not received the necessary scholarly attention, and research indicates there is a dearth of Second Language Acquisition (SLA) research available on the subgroup of adult HSL learners.

The purpose of the qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they had faced as Hindi second language learners in the United States. This study contributes to larger SLA research by addressing an information gap on adult HSL learning in the U.S. so that program funding, support, equipment, andragogy, assessment, and policy decisions by educators and program administrators in the public and private sectors can be based on relevant research. To enable the researcher to uncover successes of adult HSL learners, Krashen's (1988) affective filter hypothesis utilized by Bilköçuoğlu and Debrile (2018), Doqaruni (2015), Chotipaktanasook (2016), and Gozali (2016) shed some light on how adult HSL learners are challenged or encouraged by their positive or negative emotions such as motivation, anxiety, and confidence. Bandura's (1990) self-efficacy social learning theory used in studies by Zhang and Ardasheva (2019), Khatib and Maarof (2015), Kirmizi and Kirmizi (2015), Joe et al. (2017), and Daggöl (2019) demonstrated the role self-efficacy plays in the lack or

presence of achievement in second language learning and skill development. Vygotsky's (1987) zone of proximal development, as critically examined by Fithriani (2019), Rassaei (2019), and Abbas et al. (2012), assisted in understanding the role of social and cultural aspects of second language learning in the classroom to inform HSL andragogy and related decisions. Major sections of the chapter include literature search strategy, theoretical framework, research literature review, and summary.

Literature Search Strategy

The qualitative study's focus is on the successes and challenges of HSL learners, but there were not many peer-reviewed articles available on adult HSL learners. Key and general search terms or phrases and their combinations used for search included *Hindi as a Second Language*, *andragogy*, *affective variables*, *motivation*, *second language competence*, *affective filter in the second language*, *self-efficacy*, and *second language*, and *zone of proximal development and second language*. Over 76% of peer-reviewed articles were compiled from databases such as ACE library, EBSCOhost, Google Scholar, and Journal Storage (JSTOR).

Theoretical Framework

Theories guiding this study include Krashen's (1988) affective filter hypothesis, Bandura's (1990) self-efficacy theory, and Vygotsky's (1987) zone of proximal development. Rather than the cognitive domain, the focus of the theoretical framework is on affective and motivational domains, which also play an integral role in successes and struggles in second language learning. Krashen's affective filter hypothesis, Bandura's self-efficacy theory, and Vygotsky's zone of proximal development are theories relating to the research questions of this study surrounding perceptions adult HSL learners have regarding the successes and challenges they have faced in learning the second language.

Stephen Krashen's Affective Filter Hypothesis

Krashen's affective filter hypothesis indicates that affective variables at play in the learner or classroom learning environment either block the learner or enable the learner to gain proficiency in a second language (Krashen, 1988). Such variables can include negative emotions such as anxiety, stress, hesitation, fear, and embarrassment or positive emotions such as motivation and self-confidence (Krashen, 1988). BİlokÇuoĞlu and Debrile (2018) found authentic humor lowers affective filter in second language learners and increases attention, interest, participation, and motivation, enabling second language learners to succeed in learning second language skills. Doqaruni (2015) demonstrated a greater number of peer collaborative speaking activities in second language learning increase second language speaking skills and confidence of learners and lowers their affective filter.

Chotipaktanasook (2016) proved use of authentic social media communicative platforms such as Instagram in a second language classroom enables students to practice and develop their second language skills. Using social media is a low-pressure, relaxed activity lowering affective filter and increases willingness to communicate in second language students (Chotipaktanasook, 2016). Gozali (2016) explored how games and conversation can lower affective filter by reducing hesitation or apprehension through building a connection among peers. In addition, he also found discussing students' language learning goals with them increases their motivation to learn a second language because it makes the language learning journey more meaningful (Gozali, 2016).

Getie (2020) researched how factors such as native speakers, peers, parents, community, and textbooks influenced attitudes (Krashen's (1988) affective variables) of second language learners positively. Factors such as second language teachers, class size, seat arrangement, and aspects of the learning environment negatively influenced the attitudes of language learners (Getie,

2020). BİlokÇuoĖlu and Debrile (2018), Doqaruni (2015), Chotipaktanasook (2016), Gozali (2016), and Getie (2020) are studies using Krashen's (1988) affective filter hypothesis exploring some of the factors which lower affective filter, leading to the success of second language learners. These studies also show factors in the learning environment that negatively influenced second language learners and led second language learners to struggle.

Albert Bandura's Self-Efficacy Theory

Bandura's self-efficacy theory centers on the belief a person has in his/her abilities to be competent and motivates them to achieve their goals (1990). In this theory, there are four self-efficacy sources relevant to second language learning, mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states (Lopez-Garrido, 2020). Khatib and Maroof (2015) studied the relationship between self-efficacy and second language speaking skills. Khatib and Maroof (2015) found positive encouragement (verbal persuasion), peer role modeling (vicarious experiences), and successful task completion (mastery experiences) increased second language speaking abilities.

Joe et al. (2017) researched the connection between class climate, motivation (emotional and physiological state), and willingness to communicate. Joe et al. (2017) found class climate impacts second language learners' motivation and willingness to communicate and affects achievement through student participation (belief in self-efficacy) and second language skill development. Kirmizi and Kirmizi (2015) found a strong correlation between writing self-efficacy and writing anxiety. Accuracy, topic, time pressures, and negative assessment caused anxiety and lowered writing self-efficacy of second language learners. Zhang and Ardasheva (2019) studied self-efficacy in English as a second language public speaking. Zhang and Ardasheva (2019) found three of the factors of Bandura's (1990) self-efficacy theory, i.e., mastery experiences, verbal

persuasion, and vicarious experiences, predictors of self-efficacy in English as a second language public speaking.

Daggöl (2019) found a statistically significant relationship between learning climate and student self-efficacy in the second language. His study demonstrated the critical role of learning climate factors such as school size, student expectations, student morale, quality of instruction, and sense of community in influencing learning outcomes through student self-efficacy. Daggöl's (2019) study showed second language students attributed their successes and failures to their effort, motivation, comprehension, and study preferences. Khatib and Maroof (2015), Joe et al. (2017), Kirmizi and Kirmizi (2015), Zhang and Ardasheva (2019), and Daggöl (2019) are studies that used Bandura's (1990) self-efficacy theory and its connection to second language skill development, speaking, writing, and classroom environment.

Vygotsky's Zone of Proximal Development

Vygotsky's zone of proximal development (1987), part of Vygotsky's theory of Human Development (Eun, 2019), essentially highlights the zone of the current or actual area of the student's skill development and potential zone of the student's skill development. The space between these two zones is the zone of proximal development (ZPD). Fithriani (2019) explored the zone of proximal development for second language learners through peer feedback in second language writing activities. Fithriani (2019) discovered that peer feedback improved the quality of students' writing, their critical reasoning, and learner autonomy more than if the zone of their proximal development had not been targeted in second language learning.

Rassaei's (2019) research centered on using a method of assessing second language speaking, known as Dynamic Assessment (DA), and its role in the learner's zone of proximal development. Rassaei (2019) found DA to be better suited to the second language learner's zone

of proximal development. Unlike traditional second language assessment methods, DA does not simply identify the deficits in the learner, but it also takes the second language learner's skills and potential into account (Rassaei, 2019). By expanding the assessment to include second language learner skills and potential, DA is an assessment tool that is tailored to the second language learner's ZPD, enhancing the second language learner's language skill development. Studies such as Rassaei (2019), Fithriani (2019), and Abbas et al. (2012) utilize Vygotsky's theory of the zone of proximal development in advancing the skills of second language learners.

Summary of Theoretical Framework

Krashen's (1988) affective filter hypothesis, Bandura's (1990) self-efficacy theory, and Vygotsky's (1987) zone of proximal development, and some additional studies such as Oleh (2013), Balasubramanian and Al-Mahrooqi (2016), Taheri (2019), and Andrienko et al. (2020) explore factors influencing second language learning successes and struggles. These successes and struggles align with the purpose of the study, which was to uncover the successes and struggles of adult HSL learners in the United States. The problem of the study is further addressed by identifying critical information on adult HSL learners, which is missing in the larger field of second language acquisition.

Research Literature Review

Krashen's Affective Filter Hypothesis

BilokÇuoĞlu and Debreli (2018) used Krashen's affective filter hypothesis to illustrate how appropriate and authentic humor in a second language classroom can be an effective teaching and learning tool to lower affective filter in second language learners. In other words, humor lessens negative emotions such as anxiety, hesitation, or stress in students while learning a second language as students learn a second language by making mistakes (BilokÇuoĞlu & Debreli, 2018).

With positive humor, if students feel less stressed or anxious about making mistakes, it lowers their affective filter and enables effective second language learning. Based on Instructional Humor Processing Theory, BİlokÇuoĞlu and Debreli (2018) found humor increases introverted students' motivation, attention, interest, psychological comfort, and increased participation.

As a corollary, this finding in BİlokÇuoĞlu and Debreli's (2018) study is consistent with Gozali's (2016) findings of entertaining games and conversation also lowering affective filter and increasing second language learning. Humor can be of many types, such as verbal, visual, or audio. Common sources of humor include puns, the instructor's wit, humorous comments, and jokes (BİlokÇuoĞlu & Debreli, 2018). BİlokÇuoĞlu and Debreli (2018) found humor creates a productive and positive classroom environment, facilitates learning through enhancing communicative means, and makes for a little less authoritarian and a more interactional environment. Gettie's (2020) findings support the idea of positive and negative aspects of the learning environment influencing learners positively and negatively in gaining second language skills.

Chotipaktanasook (2016) used social media as an example of Computer-Assisted Language Learning (CALL) in an English as a second language classroom in Thailand. Prior studies have found that social media such as blogs, wikis, and games provide a positive communicative experience, a relaxed and low-pressure social platform ((Chotipaktanasook, 2016). Moreover, social media was also found to carry a sense of immediacy and authenticity of communication and relevant interaction in informal and daily life for second language learners (Chotipaktanasook, 2016). The educational and targeted use of social media has also been found to improve grammar, vocabulary, and fluency in second language learners (Wu and Wu, 2011).

Chotipaktanasook (2016) asked Thai ELL students to post pictures of their classroom activities on Instagram and reflect on them with other English classmates and teachers. It was found that social media positively impacted learners' emotional states, lowered their affective filter, and increased their willingness to communicate in a second language (Chotipaktanasook, 2016). These findings are consistent with Doqaruni's (2015) and Getie's findings on cooperative learning activities or peer collaboration on second language learning activities lowering affective filter. Following Krashen's (1988) affective filter hypothesis, second language learning is more efficacious if learners have a lowered affective filter and higher motivation.

Students in Chotipaktanasook's (2016) study were found to be more self-confident, motivated, positive, and less anxious in using more English as a second language (Chotipaktanasook, 2016). Doqaruni (2015) examined whether peer collaboration in a greater number of speaking activities increased confidence in second language speaking and decreased reticence. Previous studies have linked reticence and confidence in a second language. Doqaruni (2015) found peer collaboration in speaking activities led to more confidence in speaking English as a second language. Based on Krashen's (1988) affective filter hypothesis, increased confidence in second language activities means increased second language learning.

Gozali (2016) found various activities such as friendly conversation, games, and creating a comfortable learning environment lowered the affective filter. In addition, Gozali (2016) uncovered how discussing benefits of learning a second language increased student motivation and aided them in acquiring the second language. Essentially, students feel less embarrassed and self-conscious and participate more. These findings are also supported by Getie (2020) on peer-based second language activities and a positive learning environment lowering the affective filter and contributing to second language learning.

Regarding using Krashen's (1988) affective filter hypothesis, some studies such as Billokçuoğlu and Debreli (2018) and Gozali (2016) show educators need to take certain steps (such as humor, games, and conversation) to lower affective filter in the classroom and bolster second language learning. However, as a counterargument, other studies such as Oleh (2013) and Balasubramanian and Al-Mahrooqi (2016) show second language learner needs to take full responsibility for his/her second language learning and be autonomous to be successful. In other words, responsibility is shared between second language educators and learners. The educator can do his/her teaching best to create a motivating environment, but the learner's characteristics or intrinsic motivations will determine his/her level of second language learning success.

Getie (2020) researched factors impacting attitudes of second language learners. Getie (2020) found that social factors positively impacted second language students' attitudes were native speakers, peers, parents, community, and textbooks. Based on Krashen's (1988) affective filter hypothesis, the support from these social factors lowers students' affective filter. However, there were also a host of other educational context factors impacting second language learners' attitudes negatively. These factors included their second language teachers, class size, seat arrangement, and learning environment (Getie, 2020).

Social factors that affect language student attitudes (such as peers, native speakers, parents, and community) are important because student attitude toward a second language is a predictor of student success, learning outcomes, and level of achieved language proficiency (Getie, 2020). Factors influencing student attitudes positively lower their affective filters and affect their learning behaviors, mood, and affective variables such as interest, values, feelings, and motivation (Gardner, 1989). Since learning a second language is a highly interactive endeavor, it is critical to understand factors that affect learner attitudes to regulate them to achieve success in second

language learning (Krashen, 1988). Getie (2020) discovered a learner's context, self-confidence, risk-taking, anxiety, and educational context are important factors influencing learner attitudes.

A learner's context is what helps him/her have a low affective filter enhancing language intake (Krashen, 1988). Conversely, increased anxiety, lower confidence, and lower language learning outcome can lead to a high affective filter (Getie, 2020). Getie (2020) found anxiety to be a factor relevant to developing listening and speaking skills in a second language (Getie, 2020). Self-confidence is another factor lowering the affective filter (Krashen, 1998). Increases in second language learners' self-esteem, risk-taking, and expectations from self are important in learning a second language (Getie, 2020).

Getie (2020) explained how negative emotions such as frustration, anger, and anxiety negatively influence learners' attitudes toward developing second language proficiency. A second language learning environment with lower negative emotions or affective filter boosting learners' self-confidence (Krashen, 1988) is likely to yield a successful language learning outcome. Getie (2020) also explained how educational context offers a plethora of opportunities provided by teachers, pedagogy, peers, learning situation, dynamics between teacher and students, materials and resources, and physical environment. These aspects of educational context motivate or demotivate language learners (Getie, 2020). These aspects impact second language acquisition and processing (Krashen, 1988).

Through their research, BİlokÇuoĞlu and Debreli (2018), Chotipaktanasook (2016), Doqaruni (2015), Gozali (2016), and Getie (2020) demonstrated myriad ways in which affective filter in Krashen's affective filter theory can be lowered to reduce negative emotions which hinder or challenge students in their second language learning such as stress, fear, embarrassment, and anxiety. In turn, the lowered affective filter can encourage positive emotions such as motivation

and confidence which facilitate success in learning a second language. Thus, the studies relate directly to the purpose and research questions of this study.

Bandura's Self-Efficacy Theory

Khatib and Maroof (2015) have conducted a study on the role of self-efficacy in second language English speaking abilities in a technical college in Malaysia. Bandura (1990) defines self-efficacy as a perception of self-competence and the ability to complete a task successfully. Furthermore, the sources of self-efficacy include a person's mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states. Khatib and Maroof's (2015) study explained the connection between students' self-efficacy and second language learning. Khatib and Maroof (2015) studied differences in self-efficacy in second language speaking based on students' gender and ability, perception, and aspiration.

Khatib and Maroof (2015) found female students had a higher level of self-efficacy. This study implies student self-efficacy in verbal second language proficiency can be boosted through positive encouragement (emotional state), verbal persuasion, and peer role modeling (vicarious experiences) in successful task completion. As stated previously, these are all elements of Bandura's (1990) self-efficacy theory. Joe et al. (2017) investigated factors leading to motivation in learning a second language through relating three frameworks of classroom social climate, self-determination theory (SDT), and second language willingness to communicate (WTC). These three frameworks are interconnected in learning or teaching a second language (Joe et al., 2017). Class climate directly affected student motivation or self-efficacy and WTC in the second language (Joe et al., 2017).

Joe et al. (2017) found the role of a classroom environment in learning a second language to be a strong predictor of the learner's overall achievement, willingness to communicate, and

motivation. Joe et al. (2017) stated that the reason why classroom environment is a strong predictor of the learner's overall achievement, willingness to communicate, and motivation is because class environment has a strong impact on student participation and second language skill development. Self-determination or motivation was found to increase the experience of autonomy and competence in learning a second language in a positive classroom atmosphere encouraging these factors (Joe et al., 2017). The findings of Joe et al.'s (2017) study are consistent with Bandura's (1990) self-efficacy theory, which states that mastery experiences, in this case, evident in learner autonomy and competence, increase self-efficacy in learners.

One implication of Joe et al.'s (2017) study is that second language learner success can be encouraged through providing a positive and motivating learning environment consisting of opportunities for learners to demonstrate autonomy and competence. As Getie's (2020) findings show, the classroom environment has many factors such as the peers, communication between them, and the dynamic created by the instructor. However, Joe et al. (2017) only examined peer and their relationships as factors. Nonetheless, the class climate was found to be a key predictor of both motivation and willingness to communicate.

Kirmizi and Kirmizi (2015) studied second language learners' writing self-efficacy, writing anxiety, and their reasons. According to Bandura (1990), self-efficacy and anxiety are linked. Kirmizi and Kirmizi (2015) found that, while students have a reasonable comfort level with punctuation skills in writing, they are anxious about other elements such as the writing topic, level of accuracy, and pronunciation. Kirmizi and Kirmizi (2015) discovered male participants had greater writing self-efficacy and lower levels of writing anxiety than their female counterparts. A strong negative correlation was found between writing anxiety and self-efficacy (Kirmizi & Kirmizi, 2015).

This means the higher the writing anxiety, the lower the level of writing self-efficacy. Applying Bandura's (1990) self-efficacy theory, second language teachers must employ methods to lower writing anxiety and enhance the writing efficacy of students. The main reasons discovered behind writing anxiety were limitations of time and fear of negative assessment by the instructor (Kirmizi and Kirmizi, 2015). In this article, the mastery model helped build writing self-efficacy while including peer feedback reduced writing anxiety (Kirmizi & Kirmizi, 2015). In other words, including peer feedback in the writing process will likely lower the fear of negative assessment, and providing sufficient time will possibly allay the fear of time pressures in second language learners.

Self-efficacy is the belief one has about completing a task or goal (Lopez-Garrido (2020). Zhang and Ardasheva (2019) explored sources of self-efficacy in English Public Speaking (EPS) or second language public speaking in adult Chinese students. Sources of self-efficacy were taken from Bandura (1997): enactive mastery or performance experiences, vicarious experiences, verbal persuasion, and physiological and affective/emotional states. Exploring sources of Bandura's (1997) self-efficacy theory, enactive mastery, or performance experiences depend on several factors such as task difficulty, the effort made by the student, and assistance received (Zhang & Ardasheva, 2019).

Students can activate preexisting self-knowledge structures and selective self-monitoring from prior task experiences (Zhang & Ardasheva, 2019). Enactive mastery experiences were found by Zhang and Ardasheva (2019) to be a predictor of self-efficacy in public speaking skills in English. Those with prior course experience in EPS had a higher self-efficacy in EPS (Zhang & Ardasheva, 2019). An implication of this finding by Zhang and Ardasheva (2019) is that providing

more opportunities in second language mastery experiences will likely encourage self-efficacy and second language skill development.

In Bandura's (1977) self-efficacy theory, vicarious experiences are experiences of task success or goal achievement through observation of other role models in task success or goal achievement and self-modeling or emulating through observation and practice. In addition, verbal persuasion in self-efficacy consists of encouragement or constructive feedback received from others that boost one's sense of self-efficacy (Bandura, 1977). In Zhang and Ardasheva's (2019) study, both vicarious experiences and verbal persuasion were found to be sources of self-efficacy in the development of speaking skills (Zhang & Ardasheva, 2019).

Another source of self-efficacy, physiological and affective states, was more difficult to ascertain in Zhang and Ardasheva's (2019) study. The physiological and affective states in the study included responses of sweating, fatigue, mood, and emotion which impact the interpretation of one's surroundings and self-efficacy (Zhang & Ardasheva, 2019). Zhang and Ardasheva (2019) suggested further studies are required to understand the physiological and affective states as these were not found to be predictors of self-efficacy and students may have developed coping strategies not captured by instruments used in this study.

Daggöl (2019) investigated the link between learning climate and students' self-efficacy beliefs and uncovered some attributes for success and failure in learning a second language. Daggöl (2019) found a statistically significant relationship between learning climate and self-efficacy beliefs of second language learners. Bouchaib et al. (2018) also found the learning environment to be one of the primary factors influencing student success in second language learning. The implication of the result of Daggöl's (2019) study for second language learners and instructors points to how the importance of learning climate, especially the psychological

atmosphere of the learning environment, cannot be overstated because it impacts second language students' language performance, engagement with learning materials, confidence and self-efficacy (Daggöl, 2019).

Though the importance of the learning environment is also supported by other studies such as Gettie's (2020), the question emerges as to what constitutes the learning climate. Daggöl (2019) elaborates further on factors included in the learning climate. Some of these entail the school size, environment, social, emotional, and physical safety, expectations for student achievement, student morale, quality of instruction, collaboration and communication, and sense of community (Cohen et al., 2006). These factors are important for second language learners and teachers to know and consider because they influence the learning climate which, in turn, influences learning outcomes (Daggöl, 2019).

Moreover, a statistically significant relationship between the learning climate and student self-efficacy beliefs has its implications. Daggöl (2019) stated a higher level of self-efficacy means second language students will have greater interest, effort, resilience, and achievement. As part of Bandura's (1990) self-efficacy theory, learners' self-efficacy beliefs can make them autonomous learners. Self-efficacy is a critical factor of success in learning a second language (Daggöl, 2019).

Daggöl (2019) also found effort, motivation, comprehension, and personal study preferences to be factors of success and failure in second language learning. The implication of Daggöl's (2019) findings is second language student self-efficacy and learning climate are intricately related in determining success and failure in second language learning. Earlier findings of Getie (2020) and Joe et al. (2017) have also highlighted the importance of the learning environment for success and failure in second language learning. Through their research, Khatib, and Maroof (2015), Joe et al. (2017), Kirmizi and Kirmizi (2015), Zhang and Ardasheva (2019),

and Daggöl (2019) demonstrated how Bandura's self-efficacy theory can be used to increase student self-efficacy in several second language skills such as writing, speaking, and punctuation. Specifically, through mastery experiences such as task completion, autonomy, and competence, vicarious experiences such as peer collaboration and role modeling, verbal persuasion such as encouragement, and physiological and affective states such as positive emotion, students can be facilitated to succeed in second language learning.

Vygotsky's Zone of Proximal Development

Fithriani (2019) studied English as a Foreign Language students' perceptions regarding receiving and providing written feedback to peers in second language writing. Written feedback in second language writing is thought to improve language skills and critical thinking (Fithriani, 2019). While instructors recognize the benefits of written feedback on student writing, Fithriani (2019) wanted to examine students' perceptions and view it as part of an application of Vygotsky's (1987) zone of proximal development, part of the framework of sociocultural theory. As part of this study, English as a Foreign Language learners provided and received peer feedback on their writing.

Students found three main benefits of written feedback: improvement in the second language writing quality and skills, critical reasoning in understanding feedback, and learner autonomy (Fithriani, 2019). Students improved their writing by editing part of their work and presentation of ideas, learned to critically view feedback for its merit, and took the responsibility of their learning, respectively (Fithriani, 2019). The finding of the importance of peer feedback in writing was also corroborated in Kirmizi and Kirmizi's (2015) self-efficacy study analyzed earlier.

Fithriani (2019) noted how the social aspect of peer collaboration in feedback seemed to expand the students' zone of proximal development which might not have been possible had they received feedback only from the teacher.

Fithriani's (2019) findings and observations are consistent with Vygotsky's (1987) idea about the social aspect of learning enhancing skills and developing knowledge, especially when it is done between people of different skills and knowledge (Fithriani, 2019). Students learned from the way others wrote and became more aware of ways in which they can improve their writing (Fithriani, 2019). One implication of Fithriani's (2019) study is that students are co-creating their learning by giving and receiving feedback because they all have different styles and levels of writing and presentation skills. The use of peers as rich resources for cooperative or collaborative learning was also substantiated earlier by Doqaruni (2015).

Rassaei (2019) studied corrective verbal feedback and its role in developing verbal second language skills. Rassaei viewed corrective feedback from Vygotsky's (1987) sociocultural perspective where mediation or collaborative feedback is provided to a second language learner until the learner can internalize the structure or concept and no longer relies on external support. It is not viewed from a cognitive-interactionist perspective where feedback is either output-based or input-based (Rassaei, 2019). Rassaei uses Dynamic Assessment (DA) where an assessment is adaptive based on what a second language learner can do with mediation, so he/she is functioning in his/her zone of proximal development.

While scaffolding is like task-oriented assistance, assistance in mediation as part of DA is tailored to the skill development of the student. In fact, Vygotsky's (1987) zone of proximal development is evident and targeted in DA (Rassaei, 2019). In Rassaei's study, the DA group performed better than the control group, which received a non-dynamic assessment (Rassaei,

2019). Students used corrective feedback received through DA, developed their second language skills further, and became self-mediated (Rassaei, 2019). The implication is that corrective feedback as demonstrated by the use of Dynamic Assessment which is adaptive and inclusive of students' zone of proximal development boosts second language learning.

Abbas et al. (2012) studied the connection between grammar learning in a second language and a learner's zone of proximal development. Specifically, Abbas et al. used the teaching of adverbs. There was an experimental group of second language students who received teaching within the framework of Vygotsky's (1987) zone of proximal development and there was a control group that did not (Abbas et al., 2012). They used tools and techniques such as Cooperative Language Learning (CLL), collaborative and interactive learning activities with pairs and groups, and scaffolding (Abbas et al., 2012).

With collaborative activities, it was ensured that students were not simply completing a task together but operated with understanding about group working as a team for the same goal and success (Abbas et al., 2012). In addition, based on Vygotsky's (1987) theory, within students' zone of proximal development, learning and development took place simultaneously. Students received learning at their current proficiency level of adverbs and development at the emerging level within their zone of proximal development (Abbas et al., 2012). Abbas et al. (2012) found second language students learned with more accuracy, confidence, and long-term retention if teaching and learning activities were targeted to their zones of proximal development.

Through their research, Fithriani (2019), Rassaei (2019), and Abbas et al. (2012) demonstrate ways in which second language instruction and resources can be deployed in students' zone of proximal development and enable them to succeed in their second language learning. Fithriani (2019), Rassaei (2019), and Abbas et al. (2012) studies mostly suggest using tools such

as peer feedback and collaboration, Dynamic Assessment, and corrective feedback as ways to target second language learner's zone of proximal development. As a counterargument, there are other ways in which an educator can target a second language learner's zone of proximal development, including using second language reading and listening materials that are slightly above the learner's proficiency level to assist the learner in developing proficiency to the next level.

Success and Struggles of Second Language Learners

Oleh's (2013) study on successes and failures of second language (English) learners focused on three aspects: language fluency, structure, and pronunciation. Oleh's (2013) study found how the presence of factors such as pre-puberty L2 learning, exposure to the second language, motivation, and learning strategies enable second language students to succeed and their absence leads to difficulties in proficiency (Oleh, 2013). Oleh's study implies learning strategies currently used in the classroom, prior background in the second language, level of motivation, and exposure to a second language are principal factors that strongly influence whether a student succeeds or struggles in learning a second language and becoming proficient (Oleh, 2013).

A synthesis of earlier studies demonstrates how learner affective attributes such as high motivation (Joe et al., 2017) aid second language learners' success and how learning environment factors (Getie, 2020) can boost second language learning. In the same vein, Balasubramanian and Al-Mahrooqi (2016) examined the role of Emotional Intelligence (EI) skills in barriers to achieving proficiency in learning English as a Foreign Language. Goleman (1995) states that components of Emotional Intelligence include self-awareness, motivation, regulating emotions, empathy, and social skills. These factors of EI are demonstrated in second language learning activities such as

peer collaboration, communicative approach to language learning, teamwork, and learning independently or learner autonomy.

Recognizing EI as a critical factor in academic success and language learning, Balasubramanian and Al-Mahrooqi (2016) researched self-awareness, self-regulation, motivation, empathy, and social skills of second language learners to locate sources of failure in second language learning. Balasubramanian and Al-Mahrooqi found students to be self-aware about their strengths and weaknesses. Students were also found to be motivated. However, students lacked self-regulation and did not have learner autonomy and independence necessary for intellectual development (Balasubramanian & Al-Mahrooqi, 2016). Learner autonomy and independence are important factors in taking full learner responsibility (Bandura, 1990). Students were found to be lacking empathy toward others. In addition, students did not help or encourage others. They also did not possess social skills used in teamwork or peer collaboration (Balasubramanian & Al-Mahrooqi, 2016).

It is important to note that components of Emotional Intelligence--self-awareness, motivation, self-regulation, empathy, and social skills—have been found to play a vital role in the success of second language learning (Balasubramanian & Al-Mahrooqi, 2016). Therefore, a lack of any of these components in second language learners translates into a lack of success in second language learning. One implication of Balasubramanian & Al-Mahrooqi's study is that providing opportunities to develop social skills, empathy, and learner autonomy will enhance performance in second language skills.

Taheri et al. (2019) examined connections between English as a foreign language learner's cognitive intelligence, Emotional Intelligence, language learning styles, and strategies and achievement. Taheri et al. (2019) found a statistically significant relationship between Emotional

Intelligence and learning styles and strategies. Emotional Intelligence subdomains used by Taheri et al. (2019) included problem-solving, happiness, independence, stress tolerance, self-actualization, emotional self-awareness, interpersonal relationship, optimism, self-reliance, impulse control, flexibility, social responsibility, empathy, and self-assertiveness. Learning strategies consisted of memory, cognitive, compensation, metacognitive, affective, and social while learning styles had concrete experience, reflective observation, abstract conceptualization, and active experimentation (Taheri et al., 2019). The implication of the statistically significant relationship between Emotional Intelligence, learning strategies, and styles is for students and teachers to use a variety of styles and techniques (Taheri et al., 2019).

As expected, cognitive intelligence and language achievement were found to be strongly correlated, but cognitive intelligence and Emotional Intelligence were not statistically significant. Out of all domains, only interpersonal relationships, optimism, and problem-solving had a significant relationship with language achievement (Taheri et al., 2019). Strategies and language achievement which were strongly correlated included cognitive, compensation, and social strategies (Taheri et al., 2019). These outcomes further build on Getie's (2020) study on the learning environment. One implication is that success or, lack thereof, in a second language learning environment will involve a combination of cognitive, compensation, and social strategies and experimentation with different styles of learning which inspire students emotionally.

Andrienko et al. (2020) studied the correlation between the development of speaking skills in adult ESL students and Emotional Intelligence with an experimental group and a reference group. With an experimental group of adult ESL learners, content-related activities involving the interaction of emotions such as current news were used (Andrienko et al., 2020). In these activities,

learners connected, managed, and integrated emotions with normal cognitive processing of second language learning (Andrienko et al., 2020).

Andrienko et al. (2020) found competent second language students in the experimental group receiving emotionally engaging content became skillful, but there were no such changes in the second language students of the reference group that did not receive emotionally engaging content. Andrienko et al. (2020) extended the use of affective attributes (such as interest and motivation) discussed in other studies such as BİlokÇuoĞlu and Debreli (2018) by including emotionally engaging content-related activities that enhance affective attributes in second language students. In their study, Andrienko et al. (2020) found a positive correlation between the development of Emotional Intelligence (Goleman, 1995) and verbal skills in a second language. In other words, connecting and interpreting emotions had a positive influence on second language verbal skill development.

By emotionally engaging students in second language activities and generating interest and motivation, it was demonstrated that Emotional Intelligence supports cognitive functions such as memory and attention in adult second language learners by linking emotions to language learning (Andrienko et al., 2020). Andrienko et al. (2020) also observed students in the experimental group with emotionally engaging activities experienced growth in Krashen's (1988) affective attributes such as interest, motivation, and participation. As a result, along with becoming more verbally proficient in a foreign language, students' learning experiences also improved (Andrienko et al., 2020).

Through their research, Oleh (2013) and Balasubramanian and Al-Mahrooqi (2016) demonstrated second language activities such as peer collaboration (social skills, empathy), communicative approach to language learning, teamwork, and learning independently (learner

autonomy) to be influenced by Emotional Intelligence. Taheri et al. (2019) corroborated the strong correlation between Emotional Intelligence and learning styles and strategies. Andrienko et al. (2020) exhibited strong connections between Emotional Intelligence and the development of second language speaking skills.

Gap in Literature

From Krashen's affective filter hypothesis used in studies by BİlokÇuoĞlu and Debrile (2018), Doqaruni (2015), Chotipaktanasook (2016), Gozali (2016), and Getie (2020), some of the factors leading to success and struggles of second language learners were known. From Bandura's self-efficacy theory employed by Khatib and Maroof (2015), Joe et al. (2017), Kirmizi and Kirmizi (2015), Zhang and Ardasheva (2019), and Daggöl (2019), critical connections between student self-efficacy, learning climate, and success or failure in second language skill development were demonstrated. Vygotsky's theory of the zone of proximal development utilized by Fithriani (2019), Rassaei (2019), and Abbas et al. (2012) suggests how targeting second language teaching, learning, and assessment within learner's zone of proximal development impacts student success. Moreover, additional studies such as Oleh (2013), Balasubramanian and Al-Mahrooqi (2016), Taheri (2019), and Andrienko et al. (2020) illustrate factors influencing second language learning successes and struggles.

However, what was still not known were specific successes and barriers Hindi as a Second Language (HSL) adult learners face in the United States. While research in the larger field of SLA is available on learning English as a Second Language, English as a Foreign Language, and English Language Learners, no significant information is available on learning Hindi as a Second Language. The gap in the literature is detrimental to adult HSL learners as there are no relevant and current data available to inform andragogy, assessment, funding, support, equipment,

assessment, and policy decisions by educators and program administrators in the public and private sectors.

Chapter Summary and Conclusions

Krashen's (1988) affective filter hypothesis supported by BİlokÇuoĞlu and Debrile (2018), Doqaruni (2015), Gozali (2016), Chotipaktanasook (2016), and Getie (2020) explicated how second language learners are challenged by negative emotions in the classroom such as anxiety, stress, fear, or embarrassment or encouraged by positive emotions such as motivation, interest, and confidence. Bandura's (1990) self-efficacy social learning theory used by Zhang and Ardasheva (2019), Khatib and Maarof (2015), Kirmizi and Kirmizi (2015), Joe et al. (2017), Lopez-Garrido (2020), and Daggöl (2019) explained how components of self-efficacy such as mastery experiences, verbal persuasion, vicarious experiences, and physiological and affective states can be better implemented for successes of second language learners. Furthermore, Vygotsky's (1987) theory of the zone of proximal development as critically examined by Fithriani (2019), Rassaei (2019), and Abbas et al. (2012) contributed to understanding the role of some of the social and cultural aspects of second language learning to further inform second language andragogy.

As there is essentially no significant research information available on adult HSL learners in the United States, information about the success and challenges of second language learners through the current study enabled the researcher to discover some successes and challenges faced by adult HSL learners. Information from the research of Oleh (2013), Balasubramanian and Al-Mahrooqi (2016), Taheri (2019), and Andrienko et al. (2020) further informs educators, researchers, practitioners so HSL andragogy can be appropriately informed and tailored toward the needs of adult HSL learners. In the next Chapter 3, qualitative

methodology with phenomenological research design of the study is discussed to understand lived second language experiences of successes and challenges of adult HSL learners in the United States.

Chapter 3: Methodology

The focus of the research was to examine successes and struggles experienced by former adult learners of Hindi as a Second Language (HSL) in the United States. To provide some background, HSL is growing rapidly in the United States and students continue to enroll in about 50 college and university language programs (Choudhury, 2015). On an international level, HSL is relevant and useful as Hindi is one of the national languages of India, the largest democracy in the world, and one of the fastest-growing economies (Choudhury, 2015).

Research indicates a paucity of research available on adult learners of HSL and the problem is that scholars, practitioners, and researchers are not aware of successes and challenges facing adult HSL learners and cannot make research-based andragogical, curricular, or policy-related decisions. The purpose of the qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they had faced as Hindi second language learners in the United States. The research questions are as follows:

Research Question One: What are the perceptions of HSL adult learners regarding the successes they have had as a second language learner?

Research Question Two: What are the perceptions of HSL adult learners regarding the challenges they have faced as a second language learner?

The major sections of this chapter include the problem statement about the lack of awareness regarding adult HSL learners in the US and the purpose of uncovering the successes and challenges experienced by these learners. The research questions are centered on the adult HSL learners' perceived successes and challenges. Research design and rationale, the role of the researcher, research procedures, reliability and validity, and ethical procedures are also discussed.

Research Design and Rationale

The study is qualitative. Arghode (2012) stated that qualitative methodology assumes that reality is subjective. One of the benefits of this methodology is that the perception of successes and challenges in adult HSL learners will help understand the learners' lived subjective experience in having learned Hindi as a second language. The research design of the qualitative study is phenomenology and the purpose of phenomenological qualitative research was to study the lived experiences of a specific group to identify possible themes and phenomena (Creswell, 2013). In this case, the lived experiences were of former adult HSL learners.

Moustakas (1994) stated the phenomenological approach is designed to understand the subjective reality of the research participant through their lens and gain insight into their individual lived experience. The nature of the phenomenological design makes it suitable for answering the research questions of this study regarding the perceptions of successes and barriers experienced by adult HSL learners. In other words, through the examination of the subjective reality and lived experiences of HSL learners, more information was gleaned about their view of the successes and challenges they had experienced.

One of the advantages of using the phenomenological research design in the study was that the essence of lived language learning experiences of successes and barriers to language learning faced by adult HSL learners were illuminated (Patton, 2002). The anticipated benefit of using a phenomenological research design in this study was that the perspectives of adult HSL learners were highlighted. Moreover, phenomenological research design aided in building an understanding in response to the research questions by highlighting how the participants were constructing successes and perceiving barriers in their lived experiences (Patton, 2002).

Ethnography was not the best choice for the research design of this type of study because university language classes are not consistently immersive (Daynes & Williams, 2018). Since the study was not about an organization, individual, or an event, in particular, the case study research design was not relevant. Furthermore, the lived experiences of adult HSL learners in the United States (US) may or may not have been conducive to a narrative research design. However, the phenomenological approach elucidated the lived experiences of the adult HSL learner population in the US.

Phenomenological research design connects with the research context in terms of people (former adult HSL learners), resources (participants), and time constraints of a standard doctoral study (one to two years). The research context of the design was adult learners who had previously studied HSL. Participants were the resources. One constraint which was predicted was being able to recruit 15-20 adult HSL learner participants who have previously taken a Hindi course at a US university or college in the last five years and who were not currently enrolled in a college or university. Because this is a doctoral research study, the time constraint is the limited timeline of one to two years provided for doctoral candidates to initiate, conduct, and explain the study.

Role of the Researcher

The role of the researcher was of an observer. Through observing adult HSL participants during interviews, the researcher learned about some of the successes and challenges experienced. There were elements that could have possibly undermined the validity of interpretations and conclusions. One such element was the prior adult HSL teaching experience of the researcher. To control this element, the researcher did not presume to know what or how these learners felt or experienced or what their difficulties or sources of ease might have been.

Preconceptions, assumptions, expectations, and possible bias of the researcher were bracketed as an observer (Sohn et al., 2017). To control the elements which may undermine the reliability of the data, it is best to triangulate it by deriving the data from multiple sources such as interviews and questionnaires (Renz, Carrington et al., 2018).

Selected participants were adult learners who had previously studied Hindi as a Second Language at a college or university in the US in the last five years. The researcher ensured that there was no relationship with the potential participants. During the screening process, if it was determined that the potential participant and the researcher had a relationship, then that participant was not selected to participate in the research.

Research Procedures

Research Procedures included detailed information about the adult HSL learner population in the United States. The information included the sample and steps for recruiting the participants. Further information about the instruments selected and their justification, procedures for collecting, preparing, and analyzing the data was discussed.

Population and Sample Selection

The total size of the adult HSL population in the US can be estimated from about 50 adult HSL programs in US colleges and universities (Center for Applied Linguistics, 2016). Since the participants were independent adults who were not currently enrolled at a higher education institution, research site, and site permission were not applicable. Furthermore, the research population consisted of former adult HSL learners who had studied in Hindi college courses in the US. For saturation, the sample size consisted of 15-20 students. The sampling method used was purposeful (selective) sampling. Participants were selected based on inclusionary characteristics of being adult (18 years of age or above) HSL learners who had previously taken

one or more Hindi course at a US college or university in the last five years and were not currently enrolled at a university. As a justification, the purposeful (selective) sampling was an unbiased representation of the larger adult HSL population in the US and the use of this method likely allowed for in-depth descriptive information about the observed phenomenon (Taherdoost, 2016).

After American College of Education's (ACE) IRB approval, a call for participants (see Appendix E) for the study was posted on social media groups (Leaders in Foreign Language and Hindi Language Group). Though the researcher is the moderator of these social media groups, the researcher does not know the members of the group. The group members are independent community members who have joined the group over the years and are constantly joining the groups. There was no relationship with potential participants. Interested potential participants responded via phone or email. The researcher responded and asked questions to determine whether interested potential participants met the required inclusion criteria of being an adult (over 18 years of age), having previously taken a Hindi course within the last five years, and not being currently enrolled in a college or university. During the screening process, if it were determined that potential participant and researcher had a relationship, then the participant was not selected to participate in the study.

Screened potential participants were asked for their email address and were emailed an Invitation to Participate in Research Study (see Appendix D) informing them about the details of the research study. Interested potential participants then received the Consent for Participation in Research (see Appendix A) via email to secure voluntary informed consent. After the signed voluntary informed consent of the participants was returned via email, the procedure consisted of recording information within the questionnaire that was sent through email and scheduling one

virtual (Zoom) interview per participant. The data gathered from the interviews and questionnaires were kept on a password-protected computer (no physical copies) in a secure home-office location. Participant identity was kept confidential by using a number instead of a name.

Instrumentation

Questionnaires and interviews were used as research instruments. The rationale for developing these instruments is that questionnaires and interview questions directly addressing the successes and challenges of adult HSL learners in higher education were not available. By directly addressing the success and barriers to learning in the lived experiences of former adult HSL learners, the instruments were aligned with the research questions.

Questionnaires

Using Hill's (2012) and Creswell and Poth's (2016) models, the questionnaire inquired about the background, goals, learning style, materials, successes, and barriers of the adult HSL learners (see Appendix B). The justification for using a questionnaire as an instrument was that the responses to the questions provided the preliminary information (background, goals, learning style, materials, successes, and barriers) from the participants. The participants were coded as a number. First, participants completed a questionnaire. Then, after reading over the responses, the interview was conducted to delve deeper into the data.

For a protocol relevant to the qualitative study, the method outlined by Bevan (2014) was used. Bevan's (2014) method includes contextualization, understanding the phenomenon, and clarifying the phenomenon. Three Subject Matter Experts (SMEs, see Appendices F, G & H) not affiliated with ACE agreed to review and provide feedback on the questionnaire and interview

items. Their suggestions were incorporated into the items to revise, a consensus was reached, and the items were validated.

Interviews

The interviews were semi-structured using Hill's (2012) and Creswell and Poth's (2016) models with some open-ended questions to provide both structure and flexibility based on the participant and accrue rich data. Some questions focused on the learner's Hindi background or learning style (see Appendix C). Other questions focused on the specific successes and challenges experienced by adult HSL learners. Compared to artifacts or archives, interviews as instruments were more relevant for this research because interviews were critical in documenting the lived experience of learners. Zoom interviews were recorded (video and audio), transcribed, and coded to isolate certain commonalities, themes, or phenomena in the participants' lived experiences or learning Hindi as a Second Language as an adult at a university.

Data Collection

Questionnaires were administered via email. The responses were thoroughly reviewed twice in preparation for the interview. Questions in the questionnaire acted as warm-up questions prior to the interview (Seidman, 2014), followed by deeper questions in the interview. The interviews were conducted once, virtually using Zoom, and recorded. Observer notes were taken. Each of the 15-20 45-minutes long interviews were recorded on Zoom, transcribed by NVivo (<https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>), a professional transcription service, and the transcript was made available to the participants through email for member checking. A request was made to the participants to review the transcript for corrections to increase the accuracy of the data collected. The transcript and recording was organized using a participant number.

To exit the study, participants were debriefed with an executive summary about the outcomes of the study (when available). Data collected from questionnaires completed by the participants and transcripts from the semi-structured interviews were read and examined twice (in preparation for thematic analysis) to identify codes that relate to the themes, commonalities, or phenomenon being observed. MAX Qualitative Data Analysis software (MaxQDA Verbi, 2015) was used for coding data. The data were kept securely on a password-protected computer located in a home office and will be deleted after 3 years (McCrae & Murray, 2008).

Data Analysis

The interview transcripts of the lived experiences of former adult HSL learners about the successes and challenges of learning HSL at a university in the US were analyzed using the inductive thematic analysis approach (Nowell et al., 2017). Segments of the transcripts were selected and assigned a code. These codes were then categorized by possible themes, sub-themes, or phenomena for analysis.

Castleberry and Nolen (2018) recommend a systematic thematic analysis that consists of five steps--compiling, disassembling, reassembling, interpretation, and concluding. As the first step, transcripts were compiled, read, and reread to isolate relevant details to be coded. What to code depended on what key ideas or experiences were found in the transcripts. For the second step, data were disassembled into meaningful groupings or codes. MaxQDA was used to code the data. Codes were categorized or clustered by using existing codes or creating new codes wherever applicable. In the third step, data were then reassembled into emerging themes. Data interpretation was the fourth step in which codes and themes were analyzed and then concluded in the fifth step. The results are reported in Chapter 4.

Reliability and Validity

To ensure the reliability and validity of the data and results, credibility, member checks, triangulation, reducing bias, reflexivity, trustworthiness, transferability, dependability, saturation, and prolonged contact are important. For maintaining the credibility of the research, certain requirements were met, such as member checks, data triangulation, and reducing bias (Johnson et al., 2020). Member checks were completed by requesting the participants to review the transcripts of their interviews to ensure their accuracy. Data triangulation was done by using multiple sources for data such as questionnaires and semi-structured interviews. The steps followed to corroborate data sources in triangulation involved (1) reading the data, (2) demarcating the data, (3) eliminating irrelevancies and concentrating on consistencies, and (4) arranging the data into themes that accurately and fully describe the participants' lived experiences. Reflexivity was used by keeping a journal to reflect on the research process to reduce bias and enhance the trustworthiness of the research.

The transferability of the research or its applicability to different contexts was maintained by providing thick descriptions of the participants and process. Rich details of the sample size, demographic information (whether participant age is over 18 years), research setting, processes of research and interview, and feedback on interview questions were provided. A thick description enables another researcher to replicate the study and ensure the dependability or stability of the results (Korstjens & Moser, 2018).

Data saturation was achieved by coding and recoding the relevant details based on the key ideas and experiences found in the transcripts to achieve redundancy where no more coding was possible or no new information was being gleaned. Throughout the interview, participants were given ample time to answer questions. Follow-up questions were asked to delve deeper into their lived experiences vis-à-vis learning Hindi as a second language.

Ethical Procedures

Three principles for ethical research practices from the Belmont Report were followed: respect of persons, beneficence, and justice (Beauchamp, 2008). Each participant was respected by respecting his/her autonomy. Each participant in the study was 18 years of age or older. After the ACE IRB approval was obtained, potential participants received the recruitment letter (see Appendix D) through email. Then, interested participants received voluntary informed consent (see Appendix A) through email so participants had ample time to review and ask questions. In addition, the identities of the participants were protected by using a number instead of a name. Recordings, transcripts, and data were kept on a password-protected computer and will be subsequently destroyed after 3 years (McCrae & Murray, 2008).

As explained by the voluntary informed consent form (see Appendix A), there was minimal risk to the participants. Questionnaire and interview questions focused on the lived experience of the participants, but they were centered on learning Hindi as a second language. The potential benefits of the study far outweighed any potential risk or harm. In the selection of the participants, all participants were treated fairly and had equal access to the potential benefits of the research. There were no power differentials between the participants and the researcher. Potential bias was reduced by bracketing the researcher's experience (McNarry et al., 2019).

Summary

In Chapter 3, a rationale was provided for choosing the phenomenological research design for the qualitative methodology. The role of the researcher was defined as an observer, the sample population was determined and the criteria for the sample selection was explained. Questionnaire and interview were chosen as the instruments and the data collection and

preparation aligned with research questions. Ethical procedures for the research were explained and the reliability and validity were established.

In Chapter 4, data collection, procedures, coding, themes, analysis, and results of the qualitative phenomenological study are discussed. The findings were based on the data collection, organization, and analysis. At the end of the chapter, a summary of the results is presented.

Chapter 4: Research Findings and Data Analysis Results

In 1949, Hindi was declared the national language of India, the largest democracy in the world (mapsofindia.com, 2014). Hindi is spoken by 500 million people worldwide (www.mapsofindia.com, 2014). In the US, while other European languages such as French, German, Italian, and even English and other Asian languages such as Chinese have been taught as a second language for many decades, Hindi as a Second Language (HSL) is relatively newer on the scene (Ganguly, 2017). However, HSL programs in higher education institutions have been growing steadily (Center for Applied Linguistics, 2016). Despite the growth, there is minimal information available on adult HSL learners. This study seeks to uncover perceptions of successes and challenges of adult HSL learners who have formerly taken a HSL course at a university or college in the United States.

An extensive review of journal articles in Chapter 2 indicates that the field of Second Language Acquisition is largely focused on English as a Second Language, English as a Foreign Language, and English Language Learners. Even though Hindi is the most spoken Indian language in the US (PTI, 2016), HSL learners have not received the necessary focus in Second Language Acquisition (SLA). The data on HSL learners, especially adult HSL learners, are noticeably missing, making HSL underrepresented in research and scholarship. The problem is scholars, practitioners, and researchers are not aware of successes and challenges facing adult HSL learners and cannot make research-based andragogical, curricular, or policy-related decisions. This study presents a necessary focus on HSL adult learners in the US and begins to fill the gap.

The purpose of this phenomenological qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they have faced as Hindi

second language learners in the United States. This study contributes to the existing SLA literature by narrowing the information gap on adult HSL learners in the US. Without these data, researchers, practitioners, educators, and policymakers do not have the necessary evidence-based information to make andragogical, curricular, resource, policy, and funding decisions. Studying the perceptions of successes and challenges of adult HSL learners in the US will assist in filling the information gap on HSL learners in SLA. To study adult HSL learner perceptions, phenomenological research design (Creswell, 2009) was used. The target population consisted of 15 adult HSL participants who had previously taken one or more Hindi courses at a US college or university in the last five years and who are not currently enrolled in a college or university. Major sections in Chapter 4 include data collection, data analysis, results, reliability, and validity, concluding with a summary.

Data Collection

After the American College of Education's (ACE) Institutional Review Board (IRB) approval, a call for participants (see Appendix E) for the study was posted on social media groups (Leaders in Foreign Language and Hindi Language Group). Upon receiving responses from interested potential participants, questions were asked over the phone to ascertain whether interested potential participants met the required inclusion criteria. The inclusion criteria consisted of being an adult (over 18 years of age), having previously taken a Hindi course within the last 5 years, and not currently enrolled in a college or university.

Beginning in July 2022, as the potential participants were being screened, they were emailed an Invitation to Participate in Research Study (see Appendix D) informing them about the details of the research study. Interested potential participants then received the Consent for Participation in Research (see Appendix A) via email to secure voluntary informed consent. It

took approximately two and a half weeks to collect the signed voluntary informed consent from 15 participants via email.

After receiving the signed voluntary informed consent forms, to collect information about the background, goals, learning style, materials, successes, and barriers of participants, using Hill's (2012) and Creswell and Poth's (2016) models, one email questionnaire (see Appendix B) was sent to the 15 consented participants through email. It took 8 days to receive the questionnaire responses. The response rate was 100%.

Questionnaire responses were reviewed twice to understand the background, goals, learning style, materials, successes, and barriers of participants. Reviewing the questionnaires also served as preparation for conducting the interview. Some questions in the questionnaire functioned as warm-up questions to ask the interview questions (Seidman, 2014) and make the participant comfortable. One virtual (Zoom) interview per participant was scheduled and conducted. It took 2 weeks to complete the 15 interviews. The response rate was 100%.

Each interview was conducted virtually using Zoom, recorded, and lasted approximately 45 minutes. Interview questions (Appendix C) were semi-structured, followed by relevant follow-up questions to gather rich data. Interview questions were received well by the participants and helped to establish rapport with them. Observer notes were also taken. Each of the interviews was transcribed using NVivo and Microsoft Word. Each transcript was reviewed twice and then sent to the participants through email for member checking to review the transcript for corrections to increase the accuracy of the data collected. Participants verified the transcripts and one spelling correction was made. To reflect on the process and minimize researcher bias, a journal was kept. There were no deviations from proposed procedures or any unusual occurrences.

Data Analysis and Results

Participant identity on the data gathered from questionnaires, interviews, observer notes, and member-checked transcripts was kept confidential by using a number instead of a name. Consent forms and the data from questionnaires, interviews, and transcripts were secured on a password-protected computer in a secure home-office location. The table below summarizes the process used for thematic analysis.

Table 1

Thematic Analysis Process

Initial coding	Identifying code relations and repeated recoding into broader themes	Data Results
<p>1. Read and examined the questionnaire and interview transcripts twice for a general overview and close reading.</p> <p>2. Highlighted initial codes based on the details in the data (repeating words, phrases, and relevant key details)</p>	<p>3. Used MAXQDA and Microsoft Excel to further code, identify themes, and recode based on code relations into broader themes</p>	<p>4. Identified emerging themes from the data and quotes to support the themes</p>

Using thematic analysis, responses to the email questionnaires and member-checked transcript files from the interviews were read, reviewed, and examined twice. The materials were read, reviewed, and examined once for a general overview and another for close reading. During the close reading, initial codes were highlighted based on details in the data such as repeating words and phrases and relevant key details to begin grasping the subjective lived experience (Creswell & Creswell, 2018) of the adult HSL participants to answer the research questions.

After this review, using MAXQDA and Microsoft Excel, further codes and themes were identified, followed by a cyclical or iterative process of collapsing, expanding, revising, recoding, and analyzing codes into broader themes. Saldaña and Omasta (2018) stated that qualitative data can be thematically analyzed from two perspectives. From one perspective, the themes, commonalities, or patterns can be generated by analyzing codes or collapsing them. From another perspective, themes, commonalities, or patterns can emerge from a comprehensive view of the data. Through this phase of data analysis, emerging themes and patterns observed in the participants' lived experiences of learning Hindi as a Second Language as an adult at a university were identified.

Participant Background, Course Goals, and Learning Styles

Of the fifteen participants, nine were heritage learners and six were nonnative HSL learners. From the email questionnaires, it was apparent that participant goals for studying Hindi as a Second Language ranged from learning how to read and write the Hindi Devnagari script to conversing in the language and meeting the degree language requirement. Participant responses indicated that their HSL learning styles were a mix of social-interactive (conversation and immersion), verbal (reading, writing, and vocabulary), and audio-visual (memorization and repetition).

Emerging Themes

Questions in the questionnaire and interview were aligned so that analysis of the participants' lived experiences yields answers to the research questions. Significant findings included four emerging themes (see Table 2). The research questions of the study were:

Research Question 1: What are the perceptions of HSL adult learners regarding the successes they have had as second language learners?

Research Question 2: What are the perceptions of HSL adult learners regarding the challenges they have faced as second language learners?

Table 2

Alignment between Research Questions, Instruments, and Emerging Themes

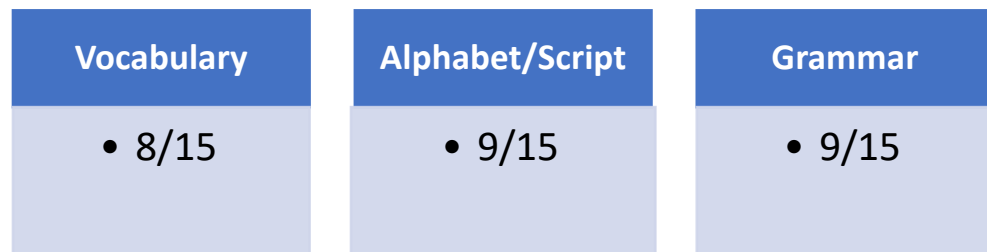
Research Questions	Questionnaire Items	Interview Items	Emerging Themes
<p>1. What are the perceptions of HSL adult learners regarding the successes they have had as second language learners?</p>	<p>Please comment on the teaching materials, activities, pace, strategies, and methods used in class.</p> <p>Provide two (2) examples of things you found easy to learn in Hindi as a Second Language.</p> <p>What strategies did you use for success in this course?</p>	<p>Please provide examples of teaching materials you found effective.</p> <p>Which activities, strategies, methods, and discussions used in class did you find most effective?</p> <p>In your opinion, what made you successful in learning HSL?</p> <p>How did you achieve this success?</p>	<p>1. Effective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary</p> <p>2. Factors of HSL success</p> <p>a) Intrinsic motivation</p> <p>b) Motivating Professor</p> <p>c) Willingness to communicate</p>
<p>2. What are the perceptions of HSL adult learners regarding the challenges they have faced as second language learners?</p>	<p>Please comment on the teaching materials, activities, pace, strategies, and methods used in class.</p> <p>Provide two (2) examples of things you found difficult in this course. Explain what made these difficult.</p>	<p>Which activities, strategies, methods, and discussions used in class did you find least effective?</p> <p>What are some of the challenges or barriers you faced as a Hindi learner?</p> <p>In your opinion, what could be done to lessen these challenges or eliminate the impact of these barriers?</p>	<p>3. Ineffective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary</p> <p>4. Challenges and barriers in HSL</p> <p>a) The makeup of the class</p> <p>b) Resources</p> <p>c) Cultural barriers of English vs. Hindi</p>

Theme 1: Effective Andragogy—Speaking, Listening, Reading, Writing, Grammar, and Vocabulary

The first research question centered on the perceptions of HSL adult learners regarding the successes they have had as second language learners. Participants reported three things they found easy to learn in Hindi as a Second Language (see Figure 1). Eight out of fifteen participants stated that they found Hindi vocabulary easy to learn while nine out of fifteen found learning, reading, or writing the Hindi alphabet, the Devnagari script, easy though there was one discrepant case where the alphabet or script had become difficult to understand, decipher and memorize. Nine out of 15 participants discovered aspects of grammar easy to learn. The figure below presents elements HSL participants found easy.

Figure 1

HSL Elements Participants Found Easy



A deeper analysis yielded further examples of speaking, listening, reading, writing, grammar and vocabulary materials, activities, strategies, and methods participants reported to be most effective. For HSL speaking skills, participants found structured and spontaneous activities effective. Examples of structured in-class activities participants found effective included engaging discussions on a relevant social or cultural topic, debates, skits, printed questions, guest speakers, and verbal presentations. Providing an example of an effective structured speaking activity, P5 stated the "teacher printed out a list of ten questions and we asked and answered

those with a partner." In addition, some participants reported informal or spontaneous conversations expressing opinions or those that had a daily-life application to be particularly useful. Outside of class, participants reported benefiting from Hindi conversation clubs and practicing Hindi with family and friends.

With listening, participants found the purposeful incorporation of films, music videos, song lyrics, dictation, and self-recording activities effective. Some participants stated that while Bollywood films were a good source of culture and phrases, these were not the best for learning Hindi. Further discussion of the reasons follows in theme three.

For reading, participants found success in reading authentic short stories, news/journal articles, street signs, advertisements and fiction, especially if the textual materials matched the proficiency level of the learner and connected with his/her interests. Data indicated that HSL learners found writing assignments in and out of class useful in learning HSL. Examples provided by participants of effective writing activities included writing or translating letters, recipes, and notes to parents and grandparents.

Regarding grammar, participants felt that it needs to be taught in class by the instructor. P5 thought that grammar is more difficult to learn through other resources. P3 noted that grammar provides essential structure before engaging in immersion scenarios. P12 explained that grammar taught through examples of usage, comparison of tenses, and providing a comprehensive review of grammar elements at the end of the course are effective.

Concerning vocabulary, participants found online or visual flashcard apps such as Quizlet, audios such as Pimsleur, and digital tools like the Hindi English dictionary downloaded to the operating system effective in HSL learning. In addition, participants found offline vocabulary sheets, domain-specific or topic-based vocabulary, and repetition efficacious in

learning vocabulary.

Theme 2: Factors of HSL Success

Among the perceptions of HSL adult learners regarding the successes they have had as second language learners, the factors that contributed to their success were intrinsic motivation, motivating professor, and a willingness to communicate.

Intrinsic Motivation

Participants reported several ways in which they were intrinsically motivated. P6 stated that she was able to push herself through language plateaus. “So, I think just continuing to push through that is really frustrating at times but probably the only way that I've been able to, you know, use it (Hindi as a Second Language) successfully.” P8 was personally invested and motivated beyond a grade:

I think what made me successful was just a personal investment. Because my grandfather is a poet, and so he wants me to understand Hindi, and I go I talk with my family a lot, especially with WhatsApp. So many texts are like sent in Hindi, and just memes are sent in Hindi. So, I want to understand all the funny Hindi memes. So, it's kind of a yeah it's a, it's a I was very invested because like it. It was like a directly enriching part of my life.... if I have an exterior motive that's not a grade, I generally do better.

P9 mentioned that she was motivated to communicate with her family:

So, I feel like I may I kind of forced myself to set myself up for success because I had I had motivation right. I want. I obviously want to be able to talk to my family and I don't

want there to be a language barrier just because I was born and brought up in the US. And so that was definitely sort of like the motivating factor, but also my parents.

P10 stated that her success in learning Hindi as a Second Language was because she invested her time, felt the joy of learning a new language, what it enabled her to do, and felt a sense of belonging:

So, when I was, I came to the US when I was one year old, and so I never really grew up in India and through middle school in high school. I always felt this like a yearning to belong to India. I was like, I wish I like, could belong, and have that relationship with India. And actually my my avenue to that sense of belonging really was language.

P14 reported that the main reason for her success as a nonnative HSL learner was “undying persistence.”

Motivating Professor

Participants reported they found certain characteristics to be motivating in a professor or teacher. Some of the characteristics include being flexible, empathetic, humorous, and supportive. The characteristics seem to have a beneficial impact on the participants’ Hindi as a Second Language learning. The word cloud below offers (Figure 2) a visual depiction of the specific characteristics participants used to describe the Hindi professor they found motivating them to succeed.

I think language more than anything else... requires you to be somewhat comfortable with a level of consistent failure. You need to fail at a language to move you know move on I think it would be very upsetting for people. So I think getting on getting comfortable with not being perfect in language was critical. Because I think the fear of speaking seems to be the biggest barrier for most people. And if you can get past that, and okay with that, it's amazing how willing people are to help you.

On the other side, non-native HSL learners also reported that they found native Hindi speakers in and outside India generally willing to practice Hindi with them. P6 felt that it was okay to make mistakes and be uncomfortable while improving her Hindi on her India visit and, in reality, "I'm the one judging myself." P7 observed that "people are always willing to slow down and try of course I got made fun of sometimes, but that's all part of it."

Theme 3: Ineffective Andragogy— Speaking, Listening, Reading, Writing, Grammar, and Vocabulary

The second research question centered on the perceptions of HSL adult learners regarding the challenges they have faced as second language learners. Participants reported various things that consisted of ineffective andragogy. These items included examples of speaking, listening, reading, writing, grammar and vocabulary materials, activities, strategies, and methods that participants found to be challenging or ineffective in learning Hindi as a Second Language.

In grammar, participants reported genders of nouns, compound verbs, transitive/intransitive verbs, proper grammar (versus colloquial), passive voice, the concept of the suffix *vala*, and learning different tenses in a short amount of time to be challenging. While speaking, participants reported wrong pronunciations, putting grammar rules into practice, abstract words, nasalization, and guest speakers who speak too fast, beyond the class level, or

who use too many colloquialisms not been covered in class challenging. For some, finding Hindi-speaking opportunities outside of class easily was also a barrier.

With reading, written variations in the alphabet, long passages, and poetry with different syntax or metaphors were challenging. In vocabulary, participants reported patterns of numbers, words for less common, English substituted words, and formal register or higher-level vocabulary difficult. For listening, distinguishing Hindi sounds that don't exist in English (aspirated, unaspirated, retroflex) was initially difficult for some. Audio recordings were reported to be not helpful for textual learners, especially with different accents or people speaking too fast or there being a level mismatch between what is assigned and what the learners can understand.

Bollywood Films

Participants reported watching the entire movie in class to be not helpful. Participants state that watching the movies is a passive activity without a transcript, effective discussion, or follow-up activity. Also, the storylines were sometimes difficult to follow, and the films were too long. Shorter or slower film clips with glossary or transcript were especially helpful for nonnative or non-auditory/textual learners. Also, staying on one film theme across activities such as watching a film, followed by short answers on the film, vocabulary activity, sentence structure, or discussion was more effective.

Theme 4: Challenges and Barriers in HSL

Among the perceptions of HSL adult learners regarding the challenges, struggles, or barriers they have faced as second language learners, the factors include the makeup of the class, resources, and cultural barriers of Hindi vs. English. The makeup of the class is the mix of heritage and nonnative learners in the class. Resources consist of materials as well as access to the Indian American community. Cultural barriers of Hindi vs. English include overvaluing

English and undervaluing Hindi.

Makeup of the Class

Nonnative participants found the HSL class challenging when other HSL learners were mostly heritage in their background. When the class consisted of mostly heritage learners, some nonnative HSL learners found the pace of the class to be too fast because heritage learners spoke faster, understood quickly, and already knew basic vocabulary and cultural references. Minority nonnative HSL learners were initially at a disadvantage because they struggled to gain footing in the class. Participants reported that HSL seemed to lack differentiation or infrastructure for nonnative learners.

P14 said her first semester was rough because she was the only nonnative HSL learner in a classroom and she struggled to understand because she had no prior background in Hindi. However, she discovered she also had an advantage in practicing Hindi in public because native Hindi speakers were generous and willing to practice with her.

Conversely, if the class consisted of all nonnative learners, they missed out on certain content. P7 said “I think part of it is like when you're when you're speaking and learning with other people whose first language is English. We make the same mistakes and repeat them to each other that's part of it. So, the only person that you're hearing it correctly from is the teacher.”

With different levels of language proficiency in class, participants reported that hearing the teacher ask heritage learners a question and hearing their responses was a way to harness the skill set of heritage students so the whole class benefits. Similarly, short immersive opportunities that enabled the use of the target language with heritage speakers were found to be effective.

Resources

Participants reported that universities in the US did not offer sufficient South Asian history, culture, or language classes. Participants found it difficult to get books and literary materials in Hindi in the US. Moreover, higher education campus communities were reported to not utilize the benefit of having a big South Asian diaspora community in the US. In general, the need to improve HSL resources and professionalize or standardize the methods was highlighted because, as P2 stated, "not having a strong pedagogy hurts retention."

Cultural Barriers of Hindi Versus English

1. Shame: P1 reported initially feeling shame in speaking Hindi while growing up in the Midwest (largely English-speaking) and being the Indian Asian minority. There was pressure from her family to learn or speak Hindi, however, when she did, she was labeled as "too Indian" by other Indian Americans.

2. Overvaluing English: P6 stated that "in India, if you if people realize that you're an English speaker, they don't want to speak Hindi with you." Instead, she said, people wanted to practice English with her. Unfortunately, the overvaluing of English came in conjunction with undervaluing of Hindi.

3. Undervaluing Hindi: P2 explained that sometimes it is "tough to convince people of Hindi's value and it is a shame. There is value to it. I just I think people don't realize it." P1 said that, by taking Hindi, she wants "to set that example that there's a lot of value in our culture and other people are seeing it like making yoga studios and stuff like that. Why aren't we doing that?" P2 further explicated "there is a need to create a culture that values Hindi learning more. Everyone assumes you can get by in India with English yeah, which is false, which is false outside of 5 cities." In other words, even as English and Hindi are both official languages of

India, people seem to value English more than Hindi, even though English is mostly spoken in large metropolitan areas in India. P2 clarified that if someone wants to understand South Asia, then

Hindi is a useful skill, and I don't think it's perceived that way in a lot of places...Hindi is a useful language, a language of value, know and that even though India is an English-speaking country. Just speaking English is not sufficient to understand the culture of North India especially, or to work on the ground.

Reliability and Validity

Steps were taken to ensure the reliability and validity of the data and results. The credibility of the research was maintained through data triangulation by using multiple sources of data such as email questionnaires and semi-structured interviews. In addition, member checks were completed by requesting the participants to verify the accuracy of the transcripts of their interviews (Birt et al., 2016). After receiving participant feedback, corrections were made.

The transferability of the research was maintained by describing the participants, sample size, inclusion criteria, and procedures. Data saturation was achieved by initial coding and recoding based on relevant details, key ideas, and lived experiences found in the transcripts so that redundancy is achieved. To reduce researcher bias and enhance the trustworthiness of the research, reflexivity was used by keeping a journal to reflect on the research process.

Chapter Summary

The purpose of this phenomenological qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they have faced as Hindi second language learners in the United States. Based on the research questions about the perceptions of HSL adult learners regarding the successes and challenges they had experienced

as second language learners, four themes emerged: 1) *Effective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary* 2) *Factors of HSL success such as Intrinsic motivation, Motivating Professor, Willingness to communicate, and Class environment,* 3) *Ineffective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary* and 4) *Challenges and barriers in HSL such as the makeup of the class, Resources, and Culture barriers of English vs. Hindi.* Emerging themes were supported by quotes from the participants. In Chapter 5, considering the theoretical framework and literature review, a discussion and conclusion will follow. Limitations and significance of the research, implications, and recommendations for further research will be made to grapple with the successes and challenges faced by adult HSL learners in the US.

Chapter 5: Discussion and Conclusion

Hindi is one of the national languages of India, the largest democracy in the world. Hindi is also the primary language of Bollywood, the most prolific film industry in the world. However, Hindi as a Second Language (HSL) has not received the necessary scholarly attention in the US. A review of journals indicates that there is a critical information gap on the subgroup of adult HSL learners in the field of Second Language Acquisition (SLA). In addition, compared to other second languages such as French, Italian, and Chinese in the US, Hindi is relatively new in the US. The problem is scholars, practitioners, administrators, and researchers are not aware of successes and challenges facing adult HSL learners and cannot make research-based andragogical, curricular, or policy-related decisions.

The purpose of this qualitative study was to explore perceptions of former HSL adult learners regarding the successes and challenges they had faced as Hindi second language learners in the United States. These Hindi as a Second Language learners have formerly enrolled in one or more Hindi language courses in US colleges or universities. The study contributes to the larger SLA research by addressing an information gap on adult HSL learning in the US so that program funding, support, equipment, andragogy, assessment, and policy decisions by educators and program administrators in the public and private sectors can be based on relevant research.

With the use of phenomenological research methodology (Creswell, 2009), subjective lived experiences of 15 participants were examined. Interviews and questionnaires were used to understand perceptions of adult HSL learners in the US regarding the successes and challenges they faced while learning HSL. The research questions were:

Research Question One: What are the perceptions of HSL adult learners regarding the successes they have had as a second language learner?

Research Question Two: What are the perceptions of HSL adult learners regarding the challenges they have faced as a second language learner?

The pertinent theorists and theories underlying the research included Bandura's (1990) self-efficacy theory, Krashen's (1988) affective filter hypothesis, and Vygotsky's (1987) zone of proximal development. Findings contribute to the field of Second Language Acquisition that has no significant studies available on adult HSL learners in the US. Major sections of this chapter include a discussion of the key findings, interpretation and conclusion, recommendations, implications for leadership and conclusion of the study.

Findings, Interpretations, and Conclusions

The theoretical framework of the study consisted of Krashen's (1988) affective filter hypothesis, Bandura's (1990) self-efficacy theory, and Vygotsky's (1987) zone of proximal development. This framework was utilized to explore the lived experiences and perceptions of successes and challenges of former adult HSL learners in the US. Four themes emerged from the data to answer the research questions: 1) Effective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary 2) Factors of HSL success such as Intrinsic motivation, Motivating Professor, and Willingness to communicate 3) Ineffective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary and 4) Challenges and barriers in HSL such as the makeup of the class, Resources, and Culture barriers of English vs. Hindi.

Effective Andragogy

The first research question centered on the perceptions of HSL adult learners regarding the successes they had experienced as second language learners. Findings revealed effective

andragogy consisting of engaging, purposeful, and authentic second language learning materials, activities, strategies, and methods that participants found most effective. As indicated by Doqaruni (2015), certain speaking activities which entailed peer collaboration, such as debates, discussions, and conversation clubs were found to successfully increase second language speaking skills and confidence of learners. However, data also suggest other listening, reading, writing and vocabulary activities and strategies that adult HSL learners found effective.

Factors of HSL success

In addition to second language instructional content and strategies, research yielded three other factors contributing to the success of adult HSL learners. These factors included having a motivating professor and the learner's intrinsic motivation and willingness to communicate. Factors contributing to the success of adult HSL learners are consistent with Krashen's affective filter hypothesis indicating affective variables at play in the learner or classroom learning environment that either block the learner or enable the learner to gain proficiency in a second language (Krashen, 1988).

BilokÇuoĖlu and Debrile's (2018) finding that humor and liveliness were characteristics which learners found motivating was also corroborated by the data about adult HSL learners. However, beyond humor and liveliness, there were several other characteristics that were also found in the data that constituted a motivating HSL professor. These characteristics included a spectrum from being comfortable, positive, charismatic, flexible/accommodating, willing and available to review and practice, having clearly defined goals, supportive, not chastising/punitive, not intimidating or stressful, and being empathetic.

In addition to the characteristics found in a professor to enhance success in adult HSL learning, there were two salient second language learner characteristics that were found: intrinsic

motivation and willingness to communicate. Intrinsic motivation to learn the language was comparable to findings in the literature (Daggöl 2019, Oleh 2013, and Balasubramanian & Al-Mahrooqi, 2016).

However, knowledge was extended in the data with the second language learner's willingness to communicate. Data revealed a second language learner persistence coupled with risk-taking strong enough to withstand the social embarrassment, personal discomfort or other negative affective variables associated with making mistakes publicly while learning a new language. This characteristic stood out in stark contrast to Krashen's affective filter hypothesis. Despite the negative emotion experienced by HSL second language learners in making mistakes, they continued to progress in successfully learning the language. This characteristic can be better termed as having a "language learner mindset." HSL learners were not taking themselves too seriously while learning a new language because they were serious about learning it.

Ineffective Andragogy

The second research question centered on the perceptions of HSL adult learners regarding the challenges or barriers they faced as second language learners. Participants reported various speaking, listening, reading, writing, grammar and vocabulary materials, activities, strategies, and methods that created struggles or barriers for them in learning HSL and consisted of ineffective andragogy. Ineffective andragogy included content that was mismatched with the students' proficiency levels, lack of a comprehensive understanding of grammar concepts, and use of passive learning activities that did not actively engage students. The impact of ineffective andragogy may be mitigated with targeted teacher training or professionalizing and standardizing the HSL curriculum across higher education institutions.

Challenges in HSL

In addition, there were three salient challenges or barriers that emerged for adult HSL learners. The first challenge or barrier included the class composition of heritage and nonnative learners that lacked differentiation or infrastructure for nonnative learners. The second challenge or barrier was a cultural barrier that overvalued English and undervalued Hindi. Finally, the third challenge or barrier entailed difficulty in accessing Hindi books, literary materials, available university classes, and the larger South Asian diaspora community in the US.

The makeup of the class

Data revealed class composition to be a source of struggle, especially for nonnative adult HSL learners when the class consisted of either mostly heritage learners or mostly nonnative learners. The study demonstrated that HSL classes lacked differentiation or infrastructure for nonnative learners. It seemed that the heritage adult HSL learners were having mastery experiences, part of Bandura's (1990) self-efficacy theory. Conversely, nonnative learners were struggling because of differences in the proficiency levels vis-a-vis heritage learners.

If the HSL class composition is a balance of heritage and nonnative learners, the nonnative learner's zone of proximal development (Vygotsky, 1987) can be tapped through peer collaborative activities. Heritage and nonnative learners may be paired in the peer collaborative activities for various speaking, reading or listening tasks. However, if the class is mostly heritage or mostly nonnative learners, then the teacher will need to differentiate based on heritage or nonnative learners accordingly.

Cultural barriers

Data revealed a barrier among heritage adult HSL learners in the US that consisted of a combination of undervaluing Hindi, and overvaluing English. Participant experiences suggest a

complex undercurrent of social devaluing of Hindi while overrating English. The relationship between Hindi and English is complicated because of historical and political factors. Both Hindi and English have the status of being the national languages of India. Hindi carries the cultural heritage. English came from the British when they had colonized India but remained a part of social and political discourse after the Indian independence from the British. To complicate matters further, in the present day, English has become the lingua franca and necessary for certain global industries and upward mobility. Consequently, for some, Hindi is being undervalued and English is being overvalued.

To be sure, all languages have their intrinsic value. In a utopian world, there would be no competition between the languages because each language has its own history, literary and artistic expression, and cultural sphere. However, within the diasporic South Asian community, there seems to be a competition of attention between Hindi and English. This phenomenon can be termed as “linguistic colonialism.” Within the South Asian community, while English has economic and social value, even while having historical, cultural, religious, and emotional value, Hindi is being undervalued by certain South Asians themselves.

Resources

Participants in the study reported experiencing difficulty in accessing Hindi books, literary materials, available university classes, and the larger South Asian diaspora community in the US. Providing digital access to Hindi books and literary materials may ease the difficulty. A larger number of American universities offering HSL classes can make it easier for adult learners to take a class. Within the classes, periodic class trips to the local South Asian community can also open doors to the language community.

Limitations

Each research study has inherent limitations (Creswell & Guetterman, 2019). There were two limitations of this study regarding research design and researcher biases. One is qualitative research with phenomenological methodology, subjective lived experiences of participants are the focus. A second was to bracket the researcher experience, reduce researcher bias, and enhance the trustworthiness of the research, for which reflexivity was used by keeping a journal to reflect on the research process.

In the use of phenomenological methodology, lateral transferability of results to other settings and dependability of results may be viewed as limited. Nowell et al. (2017) suggested steps such as thick description in qualitative research to enhance both transferability and dependability. A thick description of the lived experiences of participants was provided to enhance transferability. Credibility of the data were established through member checking by sharing the transcripts with the participants and having them verify for accuracy.

Furthermore, dependability of the results was demonstrated by showing clear, detailed connections between findings, data, and interpretations (Nowell et al., 2017). Data, findings, and interpretations were connected using direct quotes from the participants. Direct quotes from the participants also established confirmability of the research.

Recommendations

As demonstrated by this study, there exists a critical research information gap on adult HSL learners in the field of Second Language Acquisition (SLA). Future studies on adult HSL learners in the US and other countries in the world are recommended so that essential information about adult HSL learners can become available. Based on the results of the study, teacher training workshops are recommended where teachers and administrators can be HSL-

informed regarding effective and ineffective andragogy, ways to be a motivating HSL professor, and provide a learning environment in which HSL learners can be intrinsically motivated, willing to communicate and continue to benefit from a “language learner mindset.”

In addition, educators and program administrators can ensure that HSL class composition has a balance of heritage and nonnative learners. Alternatively, educators and program administrators can also match a well-trained educator with the class composition. Colleges, universities, and higher education aligned institutions can take steps to digitize and increase access to Hindi resources, offer more HSL classes, and liaise with the South Asian community. In the long run, cultural barriers between Hindi and English can be minimized or removed by increasing awareness, respect, and appreciation for Hindi as a mother tongue and a language with a rich history, tradition, literary and artistic expression, cultural capital, and emotional intelligence.

Implications for Leadership

The study benefits stakeholders and leaders such as educational practitioners and program administrators in gaining a deeper understanding of successes and challenges of adult HSL learners in the US. Knowledge gleaned from the study enables education professionals to find ways to reinforce the successes of adult HSL learners and identify ways to scaffold or differentiate based on their challenges. Stakeholders and leaders at public and private institutions, organizations, and groups that have HSL programs can make funding, resources, and equipment decisions regarding HSL teaching and learning and policy decisions to equip and support HSL teaching and learning.

At the US domestic level, having valuable information about adult HSL further benefits Hindi medical, legal, or academic interpretation and translation activities across not only private

institutions, but also government agencies such as the Department of Defense. At the international level, information from this study supports Hindi proficiency, interpretation, and translation, thereby facilitating successful communication, effective diplomacy, and positive social change between the US and Hindi-speaking nations.

Conclusion

Critical outcomes of the study included 1) Effective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary activities, strategies and methods adult HSL learners found effective 2) Factors of HSL success such as Intrinsic motivation, Motivating Professor, and Willingness to communicate 3) Ineffective Andragogy: Speaking, listening, reading, writing, grammar, and vocabulary activities, strategies and methods adult HSL learners found ineffective and 4) Challenges and barriers in HSL such as the makeup of the class, Resources, and Culture barriers of English vs. Hindi.

New knowledge was added through this study. Regarding effective and ineffective andragogy, data suggested specific listening, speaking, reading, writing, and vocabulary activities, strategies, and methods adult HSL learners found effective and ineffective. Within factors of success, a motivating adult HSL professor was found to have a spectrum of specific characteristics. In addition, in willingness to communicate, a new “language learner mindset” was identified where learner persistence and risk-taking were strong or resilient enough to withstand the social embarrassment, personal discomfort or other negative affective variables associated with making mistakes while learning a new language and assisted them in progressing in the language successfully.

In the challenges and barriers for adult HSL, findings revealed that class composition lacked differentiation and infrastructure for non-native HSL learners and there was a lack of

access to HSL resources. On a deeper level, a complex relationship between Hindi and English revealed the phenomenon of “linguistic colonialism,” where, within the South Asian community, there seems to be a competition of attention between Hindi and English such that Hindi is being undervalued and English is being overvalued by some South Asians themselves.

The study provides insights to educators, practitioners, researchers, and administrators on what constitutes effective and ineffective andragogy for adult Hindi as a Second Language learners in the US. New knowledge from the study provides further information on which motivating characteristics to foster in HSL educators and learners and cultivate a “language learner mindset” to be successful in HSL. In addition, outcomes of the study shed light on the class composition, cultural, and resource-related barriers that exist in HSL.

The study also provides openings for further research. Further research can explore barriers and struggles in HSL and find ways to minimize the detrimental social impact of “linguistic colonialism” that exists between Hindi and English. In addition, further research can examine ways to bolster “language learner mindset” in HSL or other second language learners. Finally, the research study offers Hindi as a Second Language a proverbial seat at the table with other second languages in the United States and worldwide. In the long run, the research study is a foundational or pioneering first step for voices of adult HSL learners in the US to be included in both American and global educational and research communities.

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