

# The Opinion of the First-Degree Students of English as a Second Language

Surkshit Chandail<sup>1</sup>, Dr. Meenu<sup>2</sup>

<sup>1</sup>Research Scholar, OPJS University, Churu Rajasthan

<sup>2</sup>Assistant Professor, OPJS University, Churu Rajasthan

## Abstract

The majority of students choose classroom teaching for learning a second language. Learning a second language is influenced by a wide range of elements, including attitude, self-confidence, motivation, length of exposure to the language, classroom settings, surroundings, family background, and availability of qualified instructors (Verghese, 2009). The teacher's competency, like the environment and attitude, is a changeable component that impacts the second language acquisition. The University of Jammu collected a sample of 250 students from five different departments of the social sciences, including education, economics, social work, psychology, and international relations. There were 115 men and 135 women among the sample's total number of participants. To verify the validity of the findings, the researchers asked each participant to fill out the survey on their own time, in the comfort of their own homes. This study's results will contribute to our knowledge of how people form ideas about language learners from a pedagogical perspective.

**Keywords:** *Language Learning Beliefs, English as a Second Language, native language.*

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## 1. INTRODUCTION

In order to communicate effectively, one must use the language of one's choice. In order to imagine a civilization without language, it is quite difficult. As it sharpens people's minds, it leads and regulates their whole lives as well. It is a vehicle for the transmission of knowledge and culture. When a kid grows up speaking their mother tongue, learning the language comes naturally to them because of the positive atmosphere they grow up in and the extensive exposure they get to the language. Learning a second language, on the other hand, demands deliberate efforts, and most people have only limited exposure to the second language (Bose, 2007). Among students, classroom teaching is the most popular method for learning a second language. Learning a second language is influenced by a wide range of elements, including one's attitude, self-confidence, motivation, length of exposure to the language, classroom settings, surroundings, family background, and the availability of qualified instructors (Verghese, 2009). When it comes to second language acquisition, the teacher's competency is also a variable. He should be able to communicate fluently in the language and have a thorough understanding of language instruction methods and procedures.

## 2. LITERATURE REVIEW

**Ghadah Hassan Al Murshidi (2020)** The purpose of this research is to examine how students studying English as a second language think about blended learning from a variety of perspectives. the learning process itself. Whether or if students' perceptions of online blended learning are correlated with their derived independent variables is the focus of this research. Data collection was facilitated by the Q-Sort data collecting model, which included 251 learners who willingly offered themselves for Q-Method procedural involvement and learning in the third and fourth grades of English Language Teaching at the institution indicated in the United Arab Emirates. There was no statistical difference in students' impressions of blended learning at a significance level of 0.05, according to the findings. There seems to be a greater acceptance of blended learning compared to the traditional method of learning. Individual student achievement was shown to be much higher in mixed learning experiences than it was in fully online or fully face-to-face meetings, according to the findings of this research Internet blended learning has been shown to maximise the full advantages of traditional teaching techniques and access to online learning resources.

**DEVAKI V (2018)** There are two primary ways to teaching English as a second or foreign language (L2): the monolingual and the bilingual. Bilinguals see the learner's first language (L1) as a valuable instrument that may help them learn English, whereas monolinguals promote an English-only method and see L1 as an incursion that hinders their progress toward fluency in the English language. There is a lot of evidence that L1 has a function to play in the acquisition of a second language. Examine students and instructors perspectives of how their native language is used in English lessons and the role it plays in second language classes. The survey approach is used in this study to gather information on students and instructors' views on the usage of L1 in English language instruction. Students and instructors were polled, and teachers and students were interviewed as part of the research.

**HAIDA UMIERA HASHIM ET.AL (2018)** The importance of early exposure to English cannot be overstated, since English is a universal language utilised not just in primary and secondary education, but also in higher education. Schools may have a significant impact on students' ability to learn a second language, especially English. But most institutions don't think about how to help students improve their English fluency when it comes to studying English as a second language (ESL). School environments and routines have an impact on secondary students' ability to acquire English as a second language (ESL). This research used a qualitative approach since data were gathered via observation and interviews. Throughout the data collection procedure, we kept an eye on the subjects using a field note created especially for this project. All-female pupils from a school in Selangor were recruited for this research. The results analysis used the data that had been obtained and analysed it. Based on this research, it was shown that secondary students' ESL learning is influenced by their school surroundings and routines. Secondary pupils' ESL learning was shown to be influenced by school routines and environments. In this research, we go into further detail about our findings and suggestions. As a result, it is anticipated that future researchers would undertake more study on elements that may contribute to ESL learning among ESL students.

**FATEMEH BAMBAEEROO Et.AI (2017)** Silent language and sign language are two terms used to describe the wide range of nonverbal activities that people engage in while communicating with one another. Study results on the link between teaching quality and instructors' non-verbal communication, as well as the influence on teaching performance, were used in this review article to make a determination of the impact of non-verbal communication in teachers' success. All works in this topic were searched using keywords such as "success," "communication," and "nonverbal communication" in the context of a review article. We didn't encode the papers in this research. Teachers' use of nonverbal communication in the classroom was shown to be strongly correlated with three variables: quality, quantity, and manner. The more instructors employed verbal and nonverbal communication, the more effective their instruction and the students' academic advancement were, according to the results of the research analysed. Additionally, there are a number of additional patterns utilised in nonverbal communication. For example, children' learning and academic achievement have been aided by emotional, teamwork, supporting, creative, purposeful, and balanced communication through voice, body, and graphics. The research analysed underline the importance of instructors paying attention to students' nonverbal responses and structuring the curriculum based on their mood and preparation.

**ELIF NUR DENIZER (2017)** When we talk about "mother tongue," we don't only mean the language we learned from our moms; we also mean the language we use the most at home. The term "native language" refers to this. According to the findings of this research, mother tongue interferences may have an impact on second language acquisition, and if they do, which language abilities are affected the most. A questionnaire was used to gather data, and participants were asked to evaluate the questions and check the appropriate boxes or enter the appropriate answers in the blanks. Likert-scale questions were used to measure quantitative and qualitative responses to the questionnaire, with an open ended question at the conclusion. The questionnaire was administered at random to 20 Uludag University students, 15 of whom were female and 5 male. Ages varied from 18 to 40, with an average of 23 years between the group's five members. They spoke Turkish as a first language and English as a second. The results of the questionnaire reveal that mother tongue has an impact on second language acquisition. Most difficult in English language was Grammar; most difficult and impacted by skills was Speech in English language. Participants also had trouble communicating without any prior preparation. Determiners, English tenses, and articles were the most challenging for participants to master. The findings showed that mother language had a significant impact on almost every area of the study.

### 3. METHODS

The University of Jammu collected a sample of 250 students from five departments of the social sciences: education, economics, social work, psychology, and international relations. There were 115 males and 135 females in the sample overall. Participants filled out the questionnaires under the supervision of the study's experts, who ensured the study's findings were accurate. Only vocabulary, L1 interference, spellings, grammar and punctuation were examined for their role in the difficulty in writing; other factors, such as inadequate instruction, were not included in this research. Furthermore, just one city in a province was chosen to participate in this research. Because of the scholarly nature of the research, as well as the limits of both time and resources, this investigation was undertaken on this size.

#### 4. RESULT

Students' views and gender disparities in their beliefs were examined using descriptive statistics and the t-test. Pearson Product Moment correlation coefficient was used to identify the link between several elements.

**Table 1. Mean, SD and T Test for University Students' Beliefs About Language Learning**

SN	Factors	Mean	SD	t	Sig.	Mean Difference
1	Foreign Language Aptitude	3.4655	.79068	8.222	.000	.46553
2	Difficulty of Language	3.5141	1.36393	5.264	.000	.51410
3	Motivation and Expectations	3.8709	.99886	12.176	.000	.87094
4	Learning and Communication Strategies	3.9692	.73403	18.439	.000	.96923
5	The Nature of Language Learning	3.7103	.83072	11.939	.000	.71026

Findings from Table 1 show higher mean scores for the following factors: learning tactics (M=3.46, SD=.79), motivation & expectations (M=3.87,SD=.99), and the nature of language learning (M=3.71,SD=.83). Since all of the variables were considered crucial for improving one's ability to communicate in English, we arrived at a grand mean of 3.75, which was higher than the midpoint of 3. Using one sample t-test, it was found that the three means were statistically distinct from each other.

**Table 2 Mean, SD and t test for Gender Difference in Beliefs of University Students' about Language Learning(Male=115, Females=135)**

Factors of Language Learning	Gender	Mean	SD	t	Sig
Foreign Language Aptitude	Female	31.47	7.577	.814	.416
	Male	30.57	5.961		
Difficulty of Language	Female	13.993	5.327	-.237	.807
	Male	14.200	5.778		
The Nature of Language Learning	Female	22.170	3.085	-.382	.703
	Male	22.467	7.747		
Learning and Communication Strategies	Female	44.074	8.198	1.071	.286
	Male	42.733	7.776		
Motivation and Expectations	Female	23.393	5.881	.583	.561
	Male	22.850	6.273		

The data in the table above show how male and female university students perceive the process of acquiring a language. In terms of the nature of language learning (Males,  $M=22.47$ , Females,  $M=22.17$ ), and the difficulty of language (Males,  $M=14.20$ , Females,  $M=13.99$ ), males have higher means than females, while females have higher means than males for the factors of Motivation and expectation (Females,  $M=23.39$ ; Males,  $M=22.85$ ), learning and communication strategies (Females,  $M=44.07$ ; Males,  $M=42.73$ ), as well as foreign language learning.

**Table 3 Relationship among factors of writing difficulties**

		Vocabulary	L 1 Interference	Spellings	Grammar	Punctuation	Rhetorical
Vocabulary	Pearson	1.000	.544*	.398**	.527**	.365**	.437**
	Correlation						
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
	N	245	245	245	245	245	245
L1 Interference	Pearson	.544*	1.000	.435**	.310**	.310**	.414**
	Correlation						
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
	N	245	245	245	245	245	245
Spellings	Pearson	.398**	.435**	1.000	.400**	.188**	.292**
	Correlation						
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
	N	245	245	245	245	245	245
Grammar	Pearson	.527**	.435**	.400**	1.000	.605**	.602**
	Correlation						
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
	N	245	245	245	245	245	245
Punctuation	Pearson	.365**	.310**	.188**	.605**	1.000	.594**
	Correlation						
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
	N	245	245	245	245	245	245
Rhetorical	Pearson	.437**	.414**	.292**	.602**	.594**	1.000
	Correlation						
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
	N	245	245	245	245	245	245

As ( $r=.544$ ,  $p=.000$ ) shows, there is a high correlation between vocabulary and difficulty in the first language interface. A look at the data in Table 3 reveals that students who struggled with vocabulary also had issues with L1 interference while writing in English. ( $r=.400$ ,  $P=.000$ ) The correlation between spelling and grammar is high ( $r=.400$ ). Furthermore, children who struggled with English grammar had issues with spelling. Punctuation difficulties and rhetorical issues are closely linked. Writing in English as a second language presents students with both of these difficulties.

## 5. CONCLUSION

Literacy and the ability to express oneself via writing are two of the most important skills a person can learn. Visual, intellectual and motor abilities are shown in this display. Due to linguistic and cultural barriers, Indian



students sometimes struggle with English writing assignments. There are significant differences between the cultures of the East and West when it comes to learning a new language. These distinctions may lead to grammatical mistakes, issues with writing, and ineffective communication of ideas in written English (Cai, 2004). The majority of the world's population can understand and utilise English, making it a universal language. In the eyes of many people, it's a necessary ingredient for success. Even after twelve years of English language instruction, Indian college students lack proficiency in English writing. A more serious approach to studying English is needed from both the instructor and the pupils in this case. In terms of language teaching, these results will provide us with a better picture of how people form assumptions about language learners. Researchers have a lot of unanswered questions about Indian students' attitudes toward language acquisition. The attitudes of second language learners on language learning practises and academic success may be examined in future research.

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