

Attitudes of the Learners towards English Learning

Dipti Aggarwal¹, Ritu Rajwanshi²

¹Research Scholar, Calorx Teacher's University, Ahmedabad

²Associate Professor, Calorx Teacher's University, Ahmedabad

Abstract

Students at all levels of school are expected to learn the English language. In general, the two stages of English education, school and college, seem to serve two distinct purposes for students in various educational contexts. At each of these two levels, there are a variety of elements that influence the way students learn and use the language they are being taught. Quality and kind are at the heart of qualitative research, which focuses on phenomena such as these. Consider the study of human behavior's origins, which often involves research into human motivation. In-depth interviews are used in this sort of study to glean information about participants' true objectives and motivations. There were (300) 10th-grade students from private schools in India, of which (168) female students and (132) male students were randomly selected for the research. There is a moderate degree of linguistic attitude among the participants of the research.

Keywords: *Language Learning, Attitude, Motivation, Attitudes towards English.*

1. INTRODUCTION

Students at all levels of school are expected to learn the English language. In general, the two stages of English education, school and college, seem to serve two distinct purposes for students in various educational contexts. At each of these two levels, there are a variety of elements that influence the way students learn and use the language they are being taught. There is a lot of emphasis placed on grades, syllabus completion, and practise or coaching for pupils preparing to take exams when it comes to teaching languages in schools. College language instruction focuses on developing students' soft skills, communication abilities, and other job-related abilities in order to satisfy the demands of local businesses and industries. If you want to effectively teach language skills in college, you must first understand how your students think about their own attitudes toward learning languages and how you may help them develop those attitudes. As a worldwide language, English is widely spoken. People from all over the globe communicate in English, thus the necessity of learning English cannot be overstated. A second language in English is used in almost every country in the globe (Mydans, 2007). Schools and institutions in many nations require students to study English in addition to their native languages. People from other nations may benefit from learning English as a basis for further growth.

2. LITERATURE REVIEW

SHAHLA ALI AHMED ET.AL (2021) Private university students' views about studying English will be examined as part of this study. Having a positive attitude is essential to learning a new language. This is why it is crucial to maintain a good attitude while learning a second language. This study adds to the field of ESL instruction by shedding light on the attitudes of students at private universities about the study of English. Research on students' views about English language learning is the primary goal of this study. Teachers who know how to cultivate positive attitudes in their students will be able to conduct engaging and effective classroom activities; they will also be able to help their pupils learn English more effectively. In private universities, pupils aren't encouraged to study English, according to the researcher. This is one of the reasons why they have a negative attitude about learning English. Students believe they are compelled to improve their English language abilities. The result is a reluctance on their part to pick up the language and work on their proficiency level. In order to get information regarding students' perspectives, a questionnaire was used by the researcher to collect data. There was a random sampling method used. This research included randomly selecting all of the first and second year students in the English department of Private Universities. There were 214 freshmen and sophomores enrolled in the English programme. As the results of the research show, students'

emotional, behavioural, and cognitive responses to the prospect of learning English are often unfavourable. Thus, the initial hypothesis has been shown to be correct. Because Private University students' opinions about studying English by gender are statistically significant, the second hypothesis is shown to be true. Students at Private Universities vary significantly in their views about studying English depending on the length of the study, which lends credence to the third of our hypotheses. There is a link between cognitive, behavioural, and emotional attitudes, based on the correlation test. Using a correlation test, the researcher showed that cognition has a negative link with Behaviour ($r = -.249^{**}$, $p = 0.01$). Emotional has a negative association with cognition ($r = -.330^{**}$, $p = 0.01$), which is somewhat substantial in respect to the linear relationship between cognitive and behaviour. Behavioral has a weak negative association ($r = -.336^{**}$, $p = 0.01$) with Emotional, as does cognitive's negative linear connection. Hypotheses four are supported because of the modest strength of the negative linear association between emotional states and behavioural patterns. To counteract the students' experimental unfavourable attitude about studying English, university lecturers are urged to create a compelling atmosphere in English classes to encourage positive attitudes. Also, teachers should stress the importance of studying English.

HARIS DELIC (2020) Teachers can create a productive and effective learning environment based on the attitude of students towards learning and learning outcomes. For the purpose of this survey, we are looking at students' perceptions regarding language instruction in high school. With a quantitative approach, this is an exploratory research. Researchers in Bosnia and Herzegovina (B&H) have developed a questionnaire to gather data from 160 high school pupils. As a result of the data being collected, we'll need to do a variety of statistical tests like the t-test, the one-way ANOVA, the Pearson correlation coefficient, and others. We examined the frequency with which students' attitudes toward English language learning were reported, the variations between students' positive and negative attitudes, and the disparities between genders and grades in terms of the representation of reported opinions. We found that students had more negative than positive views about language acquisition, and that school policy, learning environment, and teaching approach all play a role in fostering those negative attitudes. As a consequence of the findings, there is no statistically significant difference in attitudes toward English language learning between males and females or across four high school classes, according to the researchers.

DUY THI THUY PHAM ET.AL (2020) A student's talent and attitude both have a role in their language learning success. If students have a negative outlook on language acquisition, it might have harmful consequences. Students' attitudes toward English language learning will be examined, as will the disparities in attitudes between genders and within the university's three distinct specialties. Finally, some implications for classroom instruction will be drawn for Tra Vinh University. Participation in the study is limited to 89 people from three different fields: Office Administration, Tourism and Medical Physicians. There are 34 questions on language attitudes in terms of behavioural, cognitive, and emotional aspects. Interestingly, there are no gender disparities in the pupils' overall attitudes regarding English, according to the findings. In contrast, the three majors' approaches to English differ. The demeanour of tourism students is noticeably worse than that of their counterparts in the other two fields.

ARCADE NDUWIMANA (2019) This country is the only one in the East African Community (EAC) that uses mostly French as its official language and has a national dialect that is spoken by practically all Burundians. As a result, English is included in the school's curriculum. The views of Burundi's university students toward studying English remain a mystery, despite the fact that English is taught to them. Accordingly, the goal of this investigation was to find out how University of Burundi pure scientific students feel about their English-language education. In addition, it looked to see whether the opinions of these students differed statistically based on their gender and academic discipline. A survey research strategy was used for this study since it used a quantitative approach. A five-point Likert scale, ranging from "strongly disagree" to "strongly agree," was used to gather the data, and it was given to 65 students enrolled in the faculty of sciences as part of the survey. A total of 40 questions were included in the survey, which was based on the tripartite attitude model. The statistical software SPSS 22 was used to construct descriptive and inferential statistics from the acquired data. The study found that the students referred to in the previous paragraph had a generally favourable outlook on learning English. Students' sentiments are not significantly different by gender or subject of study, according to an examination of the data.

VIRGINIA G SENGKEY ET.AL (2018) Study participants' views and motivations for learning English were examined, as was the relationship between those variables. Descriptive and correlational methods were used in this investigation. As a means of collecting data, the researchers turned to pre-existing surveys from the scientific community. A total of 118 students from a public high school in Manado, Indonesia, took part in this research project during the second semester of the 2016/2017 academic year. Students' views about learning English were found to be moderate ($M = 2.93$) and their desire for studying English was found to be strong ($M = 4.01$). Finally, this research discovered no connection between students' attitudes and their ambition to learn English ($p = 0.105$). Thus, it was found that the students' attitude toward learning English was neutral and that they were strongly motivated to study English. Additionally, it is possible that students' desire to study English is influenced by a variety of other variables.

3. METHOD

Research Design and Instrument

We used a quantitative approach to conduct this investigation. In order to gather data, the researcher relied on a questionnaire. Gender, age at which research participants began learning English, and the location at which they began learning English were all part of the first section of the questionnaire. Using a five-point Likert scale derived from Gardner's (1985) attitude and motivation test battery, we asked students about their attitudes toward the English language in the second section of the survey (AMTB).

Participants

There were (300) 10th-grade students from private schools in India, of which (168) female students and (132) male students were randomly selected for the research. When a child is between the ages of six and seven, they begin learning English at school. When it comes to where they first learned English, whether it was at school, pre-school, or elsewhere.

Methods of Data Collection and Collection

For the purpose of gathering information, in-depth interviews were conducted with the study's subjects. The open-ended nature of the interview questions meant that the researcher could get a deeper understanding of the students' views on language acquisition. Transcripts of interviews were used to create codes for further analysis, which included open, axial, and selective analysis.

Quality and kind are at the heart of qualitative research, which focuses on phenomena such as these. Consider the study of human behavior's origins, which often involves research into human motivation. In-depth interviews are used in this sort of study to glean information about participants' true objectives and motivations. An additional kind of qualitative study is one that aims to learn about people's attitudes and beliefs on a certain topic or institution. There are a number of different types of qualitative research that may be used in the behavioural sciences in order to understand why people do what they do. This sort of study examines the different aspects that influence people's behaviour or feelings toward a certain object (Kumar, 2008, p.8).

4. RESULT

Students in Jordan were asked to rate their attitudes about language in relation to numerous aspects, and the study's outcomes are based on those findings..... In the previous part, we described the study's primary goal, which is to determine the range of people's opinions about language. 300 tenth-graders from a school in Jordan participated in this research. For the purpose of determining the degree of linguistic attitude, this research also used Descriptive Analysis. Researchers discovered that the average attitude among Jordanian students was 3.65, according to the findings of this survey.

Table 1: Level of Language Attitudes among Students

	N	Mean	Std. Deviation	Attitude Level
Attitude	300	3.65	.54394	Medium
Valid N (listwise)	300			

As a secondary goal, we want to figure out the link between various aspects of linguistic attitudes, such as gender, prior exposure to the language, and educational setting.

Table 2: Variation in Language Attitude According to Gender. (T-test (Independent Sample T-test))

Gender	Mean	Standard Deviation	Significance Level	Level of Use
Male (n=168)	3.81	.555	.047	Medium
Female (n=132)	3.94	.532		Medium

The participants of this research were 300 students, split into 168 male students and 132 female students, based on the first component, gender. The participants were chosen at random by the researcher since he found it difficult to communicate with more female pupils. Due to their reluctance to approach a male researcher, several female students declined to take part in the study. The findings of the T-test were obtained by the researcher.

The study found statistically significant variations in linguistic attitudes between men and women. To see how students' attitudes on language differed across genders, we turned to Table 2. The average GPA for female students is 3.94, while the average GPA for male students is 3.81, as indicated in Table 2.

Students' Language Learning Attitudes

Students' views about learning were revealed in an interview with six participants. Attitudes toward language acquisition may be classified into three basic categories: the cognitive aspect of attitude; the emotional aspect of attitude; and the behavioural aspect.

Cognitive aspect of attitude

Students' reasons for studying English, their degree of English competency, and their perceptions of learning English were categorised into three categories.

The students' reason for learning English

Six of the people who took part in the interviews expressed a strong desire to improve their English language skills. This group of students had a variety of motives for studying English, including the belief that it was both entertaining and necessary. In the words of one of the attendees:

Learning English is something I like doing since it broadens my horizons and increases my curiosity about new things. Because numerous volumes of information were published in English, studying English will allow me to get access to the rest of the world's knowledge. (P1)

It was argued in this quotation that pupils studied English because it was enjoyable. Additionally, the student said that learning English would allow them to participate in a larger community.

Future orientation

Several of the other panellists said that students should study English in order to better prepare them for their future careers. For example, one student insisted that fluency in English was essential to his or her future success. Using English helped them to go to other countries, as one of them stated: English is an international language. If I can speak English, it will be simple for me to go overseas. Because I like

listening to music and viewing movies in English, I'm learning the language. So, studying English is in sync with my other interests, such as playing the guitar. (P2)

English may be used in a wide variety of ways, according to this remark. The participant said that being able to communicate fluently in English allowed her to pursue her interests in watching and listening to English-language films and music.

They are typically informative, but do not provide much insight into differences in attitude. In this case, a thorough examination of the number of responses and their proportion is required. The median is one, and the standard deviation is one for question number one. The number of people that ticked the 'agree' box is 122, or 51% of the overall data range. Out of those who disagreed, 29 percent said they "somewhat" agreed with the notion, while 17.6 percent said they "somewhat" disagreed with it. 132 out of 238 respondents agreed with question number 2, which is 55.2 percent. 20.9 percent of respondents (50 respondents) disagreed with the notion, while 20.9 percent (50 respondents) agreed with it in some way. Only 0.84 percent of those who responded to question 3 disagreed with 88.7 percent of their findings (a total of 212 people) (2 respondents). In question 3, just 6.69 percent (16 respondents) and 3.35 percent (eight respondents) of respondents agreed and disagreed, respectively. Question 4 had an overall agreement of 87.9% (210 responses), a somewhat agreement of 9.21% (22 respondents), a disagreement of 0.84 percent (0 respondents), and a disagreement of 1.67 percent (0 respondents). There were 164 responses to question number 5, with 68.6% agreeing, 24.33% partly agreeing, and 3.53% disagreeing. The table below provides a comparison of the data.

Table 3: Percentage and Number of respondents according to responses

Question No.	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. Do you think that learning English will help the growth of your mind?	51% (122)	29.3% (70)	1.67% (4)	17.6% (42)
2. Do you think that learning English will improve your personality?	55.2% (132)	20.9% (50)	2.51% (6)	20.9% (50)
3. Do you think that learning English will open more job opportunities for you?	88.7% (212)	6.69% (16)	3.35% (8)	0.84% (2)
4. Do you think that learning English will help you in higher academic achievement?	87.9% (210)	9.21% (22)	0.84% (2)	1.67% (4)
5. Do you think that learning English will help you in promoting business?	68.6% (164)	24.3% (58)	3.35% (8)	3.35% (8)

5. CONCLUSION

EFL students in Jordan were the focus of this research, which examined their views about language. We wanted to see whether there was any correlation between gender, language experience, and location of language acquisition and the degree of language attitude. Participant attitudes about language were found to be intermediate. Compared to their male counterparts, female students are more enthusiastic about learning a new language. When compared to their peers, pre-schoolers who learnt English had a more cheerful outlook on life. In contrast to the second group, students who begin learning the language at the age of 6 or younger have a more optimistic outlook. They are more confident than other groups while speaking. According to the findings, students have a clear idea of what they want to get out of a language lesson. They are conscious of their desires and willing to go to great lengths to satisfy them. Planners and policymakers now have a responsibility to provide curriculum, instructional materials, and procedures that are both feasible and responsive to the needs of students.

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