

## **ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING AMONG UNDERGRADUATE ENGLISH LITERATURE STUDENTS**

**P. Raja**

*M.Ed Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil*

**Dr. M. Sugumari**

*Assistant Professor in History, Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The aim of the study to measure level of attitude towards English language learning among undergraduate English literature students. Survey Methods utilize to gather the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population of the present study consists of undergraduate English literature students studying in arts and Science colleges of Virudhunagr District. A sample size of 250 undergraduate English literature students from randomly selected 8arts and Science colleges from Virudhunagr District was decided using a simple random sampling method. Attitude towards English language learning(2020) was developed and standardized by the investigators to get the level of Attitude towards English language learning of the sample. The investigator found that the level of attitude towards English language learning among undergraduate English literature students is average.*

### **Introduction**

An attitude, like all other aspects of development, is a result of cognition and affect in human beings. It is developed in early childhood due to contact or interaction with others, for example, and interaction with parents during the early childhood stage. Gardner and Lambert's (1972) studies have attempted to examine the effect of attitude on language learning. They have concluded that motivation is a factor that affects attitudes. A learner's positive attitude towards language learning will be because of the relative advantages of the language learned. Therefore motivation is a factor that results in negative or positive attitudes towards language learning. Besides motivation, the attainment of the proficiency in the language learnt may also cause positive attitudes towards learning. The global status of a language depends on the particular role the language develops and recognized in every country. The English language has got the status, and there is a long history behind that achievement. Language exists in its users. The USA, with its tremendous growth, and development in the field of economy, information, science and technology, has strengthened in the world the presence of the English language.

### **Significance of the Study**

English has become a dominant language in business, finance and banking, science and technology, popular culture, and intercontinental relations worldwide. It is widely accepted that facility in the English language is the key to accomplishment in life. A student's attitude toward learning the language is one of the leading predictors of success in learning English.

So, teachers and instructors should take incentive and approach issues into deliberation when scheming English language preparation and education. Attitude accepts as a fundamental notion to recognize person performance and is defined as a mental state that includes beliefs and feelings. Students' beliefs can be an obstruction if they consider that they cannot learn the new language successfully. The positive attitude towards learning a language is a good start to learn a language. The verbal communication pupils are not only communicators and problem-solvers, but complete persons with spirits, bodies, and intellects, with memories, fantasies, loyalties, identities. If the student has admiration feelings towards the language instructor, this will help him/her learn a language efficiently. If the student does not like or high opinion the teacher, he/she won't be able to go through the epochs when the educator is teaching. Family expectations listed among the factors affecting students to enlarge optimistic attitudes toward language learning, but they may reason anxiety as well if the learner cannot fulfill his/her parents' expectations. The purpose of this research is to explore university students' attitudes toward learning English. In line with this purpose, it was aimed to see whether there were any statistically significant differences among students' attitudes toward learning English in terms of certain background variables.

### **Hypotheses of the Study**

1. The level of attitude towards English language learning among undergraduate English literature students is average.
2. The level of attitude towards English language learning among undergraduate English literature students about gender is average.
3. There is no significant difference in attitude towards English language learning among undergraduate English literature students about gender.

### **Methodology**

Survey Method employs to collect the data from the respondents through a planned questionnaire designed based on of the objectives of the study. The population for the present study comprises all the undergraduate literature students studying in the arts and science colleges located in Virudhunagar district. In the present study, the investigator used a sample random sampling technique for selecting the sample. The investigator has randomly selected eight arts and science colleges from Virudhunagar distract affiliated to Madurai Kamaraj University, Madurai. Two hundred and fifty undergraduate literature students from eight arts and Science colleges. Attitude towards English language learning (2021) was prepared and validated by the investigators for getting the level of environmental attitude of the sample. In this study, various statistical measures such as Mean, Standard Deviation, and t-test were used.

### **Analysis of the Study**

The level of attitude towards English language learning among undergraduate English literature students is average.

**Table 1 Level of Attitude Towards English Language Learning Among Undergraduate English Literature Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
51	20.4	160	64.0	39	15.6

20.4 % of the undergraduate English literature students have low, 64.0% of them have moderate, and 15.6% of them have a high level of attitude towards English language learning..

### Objective: 2

The level of attitude towards English language learning among undergraduate English literature students with respect to gender is average.

**Table 2 Level of Attitude Towards English Language Learning Among Undergraduate English Literature Students with Respect to Gender**

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Male	0	0.0	33	78.6	9	21.4
Female	51	24.5	127	24.5	30	14.4

0.0% of the undergraduate English literature male students have low, 78.6% of them have moderate, and 21.4 % of them have a high level of the attitude towards English language learning. 24.5% of the undergraduate English literature female students have low, 24.5% of them have moderate, and 14.4% of them have a high level of the attitude towards English language learning.

### Null Hypothesis:3

There is no significant difference in attitude towards English language learning among undergraduate English literature students with respect to gender.

**Table 3 Difference in Attitude towards English Language Learning among Undergraduate English Literature Students with Respect to Gender**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Male	42	1.28862	11.09729	3.070	S
Female	208	1.19842	18.34687		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

The calculated 't' value (3.070) is greater than the table value (1.96) for df 248 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant

difference in attitude towards English language learning among undergraduate English literature students with respect to gender.

### **Findings of the Study**

1. 20.4 % of the undergraduate English literature students have low, 64.0% of them have moderate, and 15.6% of them have high level of attitude towards English language learning.
2. 0.0% of the undergraduate English literature male students have low, 78.6% of them have moderate, and 21.4 % of them have high level of attitude towards English language learning.
3. 24.5% of the undergraduate English literature female students have low, 24.5% of them have moderate, and 14.4% have a high level of the attitude towards English language learning..
4. There is a significant difference in attitude towards English language learning among undergraduate English literature students with respect to gender

### **Recommendations of the Study**

The following are the imperative recommendations that help to the governmental organizations and the respective authorities to develop appropriate strategies, modules, and outreach programmes without actions starting from the school education level to university level like higher education system level to improve attitude towards English Language learning.

1. The instructors can make a precious involvement in developing a friendly connection with their learners, to expand optimistic attitude towards learning the English language.
2. The primary goal of the course materials should be to make the classroom activities as meaningful as possible and to promote skills in comprehension and communication.
3. There is a need for English teachers to go through the internet sources, which enhance attitude and perception of English language learning.
4. Educators and parents should always support learners to interpret materials written in English like newspapers and magazines.
5. Educators who qualify to teach English must have received relevant training and requirement in English. If the above state is taken mind of learners would obtain appropriate knowledge, which would help them to develop confidence and they will capable in the world.
6. The literature students should keep in the ELDs' curriculum and more attention. Literature classes turned quite helpful in developing those individual students thus, they should be encouraged to be incorporated in other levels of study too because to get developed, building personalities and broad-minded educated individuals through a class is a privilege, and that is the major goal of any educational program, the researcher believes. Additionally, knowing the students' perceptions towards literature classes will be helpful for the researchers, educational policymakers, and the language teachers to determine English language learners' genuine needs, motivation or challenges and issues

about the use of literary texts as teaching materials and to develop a suitable teaching approach to use the literary texts.

7. To create an encouraging atmosphere in the English classes to reduce students' anxiety in English learning process and implementing appropriate teaching methods and activities, so it is strongly recommend to promote students' positive attitudes and motivation towards English Language Learning as well as highlight the importance of English Language Learning.

### References

1. Allport, G.W., "Attitudes" in C. Murchison (1935). A Handbook of Social Psychology, Massachusetts: Clark University Press,
2. Bahri, U.S., (1989) Papers in Language and Linguistics, Delhi: Bahri Publications,
3. Bareh, H., (1996). Progress of Education in Meghalaya, Delhi: Cosmo Publications,
4. Bennett, W.A(1968). Aspects of Language and Language Teaching, London: Cambridge University Press,
5. Best, John & James V. Kahn., (1986). Research in Education. Delhi: Prentice-Hall of India Pvt. Ltd.,
6. Bewen, Donald, J., (1964). Linguistic Variation As a Problem in Second Language Teaching in Teaching English as a Second Language. New York: McGraw Hill Book Company,
7. Bhattacharya, G.K. and Richard A. Johnson., (1977). Statistical Concepts and Methods, New York: John Wiley & Sons,
8. Brooks, N., (1964). Language and Language Learning: Theory and Practice, 2<sup>nd</sup> Ed., New York: Harcourt Brace,
9. Brown, H. Douglas (1987). Principles of Language Learning and Teaching, New Jersey: Prentice Hall.
10. Brown, H. Douglas., (1994) Principles of Language Learning and Teaching, New Jersey: Prentice Hall Inc.