

***UNVEILING DIVERSITY IN ENGLISH LANGUAGE LEARNING ATTITUDES: A
COMPREHENSIVE REVIEW OF LITERATURE***

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Abstract:

This comprehensive literature review synthesizes a multitude of studies exploring attitudes towards English language learning across various educational contexts and student demographics. Researchers investigated attitudes through diverse methodologies such as questionnaire surveys, Likert scale assessments, interviews, and statistical analyses, shedding light on multifaceted aspects of student perceptions. Studies conducted globally, including those by Mohammad Khoir, Tania Khastgir, Susmita Neogi, Shameem Ahmed, Hassan Soleimani, Somayeh Hanafi, Samar Rukh, Mehri Bagheri, Taghi Andi, V. Anuradha, M. Rengaraj, Duy Thi Thuy Pham, Trang Huynh Nguyen, Eris Setianengsih, Urai Salam, Zainal Arifin, Megersa Dadi, Md. Saiful Alam, C. Vijaya Bhaskar, and S. Soundiraraj, provide valuable insights into students' attitudes toward English language acquisition. These studies reveal various factors influencing attitudes, including gender differences, instructional mediums, disciplinary streams, educational backgrounds, and geographic contexts. The collective findings emphasize positive attitudes towards learning English among diverse student populations, with nuanced variations observed across different demographics and educational settings. By amalgamating these diverse studies, this review aims to offer a comprehensive understanding of the complex landscape of attitudes towards English language learning, providing valuable insights for educators, researchers, and policymakers in tailoring effective language learning strategies.

Keywords: Attitude. English Language Learning, Diverse Demographics, Survey

Introduction:

The English language has enhanced its importance in the global scenario. It has gained a prominent role in communication and business correspondence, transcending boundaries as the whole world is connected through mass and social media. English serves not only as a means of communication but also as a medium of instruction in a major part of the world. Despite the significant role vernacular languages play in India, the dominance of English cannot be ruled out. All Indian states have their educational curriculum and medium of instruction in the English language. Professional courses such as medicine, engineering, law, etc., are taught in English, and the respective books are printed and published in English.

The majority of literary works have been translated into the English language, and its influence extends even to rural areas. People frequently incorporate English words into their day-to-day communication. Indian students take pride in speaking, reading, and writing English fluently. Even children in primary schools speak the English language with grammatical accuracy and fluency. The influence of the English language is such that their day starts with 'good morning' and ends with 'good night.'

Competitive examinations, whether conducted by government or private institutions, are held in the English language. Notice boards in government offices are prominently displayed in English. Shops and business establishments display their name boards and advertisements in English alongside local languages. Notices and memorandums served to the general public are often presented in English along with local languages. People worldwide recognize the importance of learning the English language. Irrespective of gender, demographics, instructional medium, or field of study, individuals are striving to cultivate a positive attitude towards learning English. This review article has been intended to find the previous study about the attitude of students towards the English language.

Findings and Discussion:

English language acquisition holds immense significance in global education, prompting extensive research into students' attitudes towards learning this lingua franca. This comprehensive review

synthesizes a diverse array of studies that delve into the multifaceted landscape of attitudes towards English language learning among various student cohorts. Understanding student attitudes towards language learning is pivotal, given the global prominence of English as a medium of communication. This review amalgamates insights from numerous scholarly endeavors conducted across different geographical locations and educational settings.

The reviewed studies employ an assortment of methodologies, including surveys, interviews, statistical analyses, and questionnaire-based assessments, to explore student perceptions. Researchers have investigated factors influencing attitudes, ranging from gender disparities, instructional mediums, and disciplinary backgrounds, to geographic contexts. By synthesizing these studies, this review aims to offer a holistic view of students' attitudes towards English language acquisition. Insights gleaned from these diverse studies are invaluable for educators, policymakers, and researchers in tailoring effective language learning strategies that resonate with varied student demographics and educational contexts. This review navigates through a spectrum of studies, illuminating the nuances in student attitudes towards English language learning and emphasizing the importance of accommodating diverse perspectives in language education.

The article titled "A Study on Change in the Attitude of Students towards English Language Learning" presented by C. Vijaya Bhaskar & S. Soundiraraj conducted research on 52 students of Mechanical Engineering in their first year of graduation have showed an important shift in their attitude towards learning English. They have used an attitude questionnaire and interview which is semi-structured. (Bhaskar1, 2013)

The scholarly article, 'Attitude Towards English Language Acquisition' authored by Tania Khastgir and Susmita Neogi, suggests that the medium of instruction significantly influences attitudes toward language acquisition. The researchers utilized tools such as descriptive statistics and ANOVA tests to evaluate the students' attitudes (Neogi, 2017).

The paper titled 'Attitudes towards English Language Learning among EFL Learners at UMSKAL,' authored by Shameem Ahmed, presents the findings of research conducted on 238 undergraduate students at a public university in Malaysia. The study revealed that students exhibited highly positive attitudes toward learning the English language. The author employed a 19-item questionnaire to investigate students' attitudes towards acquiring English (Ahmed, 2015).

In their article titled 'Iranian Medical Students' Attitudes towards English Language Learning,' Hassan Soleimani and Somayeh Hanafi explored the attitudes of 40 medical students, revealing that male students exhibited a stronger inclination toward learning English. The researchers utilized a 5-point Likert scale to gauge behavioral, cognitive, and emotional attributes of attitude (Soleimani & Hanafi, 2013).

In the research paper titled 'Students' Attitude towards English Language Learning and Academic Achievement: A Case of Business Students in Punjab,' Samar Rukh conducted an exploratory study involving 200 business studies students using a quantitative approach. The study revealed that the students exhibited an extremely positive attitude towards learning the English language (Rukh, 2014).

In their article titled 'The Relationship between Medical Students' Attitude towards English Language Learning and Their English Language Proficiency,' Mehri Bagheri and Taghi Andi evaluated and discovered that both genders exhibited similar attitudes towards acquiring the English language. The study involved 155 medical students from Mazandaran University who responded to a 30-item questionnaire utilizing a 5-point Likert scale. The research revealed a minimal correlation between English language proficiency and the attitude towards learning the language (Bagheri & Andi, 2015).

In their case study titled 'Students' Attitude towards English Language Learning and their Academic Achievement among First Year Engineering Graduates: A Case Study,' V. Anuradha and M. Rengaraj highlighted that students from English medium schools and those studied in private aided schools, regardless of gender, displayed a markedly positive attitude towards acquiring the English language. Additionally, the researchers noted a particularly strong positive inclination among female students towards mastering the English language (Rengaraj, 2017).

In their paper titled 'A Study on Attitude Towards English Language Learning among Non-English Majored Students at Tra Vinh University,' research scholars Duy Thi Thuy Pham and Trang Huynh Nguyen examined 89 students from three different streams using a 34-item questionnaire that encompassed behavioral, cognitive, and emotional aspects related to attitudes. The study's results indicated that there was no significant difference among genders, with all students displaying a generally positive attitude. However, students in the Tourism stream exhibited a slightly lower inclination towards learning the English language compared to students in the other two streams (Pham & Nguyen, 2020).

In the article 'A Survey on the Rural Students' Attitudes Towards English Language Learning in Sman 2 Paloh,' researchers Eris Setianengsih, Urai Salam, and Zainal Arifin formulated 30 closed questions for 55 tenth-grade students in a rural school in Paloh, Sambas regency. This research aimed to measure the attitudes of rural students toward learning the English language. The survey revealed that the behavioral, cognitive, and affective aspects of the students' attitudes towards learning English were positive (Eris Setianengsih, 2017).

In the article titled 'Students' Attitude & Motivation Towards English Language Learning: English Major Students at Dire Dawa University in Focus,' researcher Megersa Dadi investigated 51 English major students at Dire Dawa University. The study employed 35 closed-ended questions using a five-point Likert scale to gauge attitudes and motivation regarding the English Language. The findings illuminated a positive inclination and motivation among the students toward learning the English language (Dadi, 2018).

In his research article titled 'Bangladeshi College Students' Attitude Towards English Language Learning,' Md. Saiful Alam examined the attitudes of 50 higher secondary students toward learning the English language. The study utilized SPSS and the Mann-Whitney U Test. The findings indicated that there was no significant difference between the attitudes of male and female students (Alam, 2017).

In the article 'The Language Attitude of Students of English Department UIN Sunan Kalijaga Towards English,' scholar Mohammad Khoir designed a questionnaire consisting of 38 statements. Responses were collected from 147 students using a 5-point Likert scale. Additionally, a semi-structured interview was conducted to evaluate the participants' attitudes toward English. The study's outcome revealed a positive attitude among the participants toward the English language (Khoir, 2014).

Conclusion:

The amalgamation of diverse studies examining attitudes towards English language learning among varied student cohorts underscores the universal recognition of English language acquisition's global significance. Despite differences in demographics, instructional mediums, and academic disciplines, a prevailing trend of positive attitudes toward learning English emerges across the reviewed studies. The reviewed research demonstrates that factors such as gender, educational background, and geographical location subtly influence attitudes, yet the overall inclination remains notably positive. Notably, various methodologies including surveys, interviews, and statistical analyses offer insights into the nuanced landscape of student perceptions.

These studies collectively highlight the importance of understanding and accommodating diverse perspectives in language education. Educators, policymakers, and researchers can leverage these insights to tailor effective language learning strategies that resonate with diverse student populations and educational contexts. In essence, this review emphasizes the overarching positive attitude towards English language learning while acknowledging the significance of embracing diverse perspectives in shaping effective language education practices worldwide.

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