



TOLANI COMMERCE COLLEGE STUDENTS ATTITUDE TOWARDS ENGLISH LANGUAGE ACQUISITION

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Abstract

English language has a universal approach and in India, people have fascination to speak in English. The 'native' communicators try to speak in English at various realms like Home, School, Business and society gatherings. In today's modern world, second language acquisition is gaining attention. English holds immense importance as a second language in India due to its role in global communication, higher education, employment opportunities, technological advancements, socioeconomic mobility, cultural integration, and access to knowledge. Proficiency in English equips Indians with the skills necessary to thrive in an increasingly interconnected and globalized world. This research paper aims to explore the attitudes of Tolani Commerce College students' attitude towards the acquisition of the English language. English language acquisition is considered crucial for career advancement and global communication. Understanding students' attitudes towards this process can provide valuable insights to enhance language learning strategies and design effective language programs. The findings of the study indicate that the majority of Tolani Commerce College students have a positive attitude towards learning the English language. They perceive English proficiency as essential for future career prospects, higher education opportunities, and personal growth. However, the study also reveals students' concerns and challenges, such as limited exposure to English outside the classroom, lack of confidence in speaking, and difficulties in mastering grammar and pronunciation. Moreover, the proposed research uncovers various factors influencing students' attitudes towards English language acquisition, including socio-economic backgrounds, educational experiences, and cultural influences.

Keywords – Language Acquisition, Language Learning, Second Language Learner

Introduction

English is the language that is spoken worldwide. Even if they can't adequately express themselves, one out of five people can speak English fluently. English is being given much importance in every strata of life. Nowadays, many families using English as first language in their houses. People sending their wards in English medium schools and colleges. They associate English with modernity. English language proficiency has become increasingly important in today's globalized world, and plays a pivotal role particularly for students

pursuing commerce education. As businesses expand their operations internationally, the ability to communicate effectively in English has become a sought-after skill. Recognizing this, educational institutions have placed a greater emphasis on English language acquisition to equip students with the necessary tools for success in their future careers. In Education, English as a second language is getting much attention. English is taught for 50 to 55 minutes every day as per the curriculum.

Objectives

The aim of teaching English at the college level is multifaceted and encompasses various objectives. These objectives are designed to equip students with the necessary linguistic abilities, knowledge, and skills they need to excel in school, in the workplace, and in their personal lives. The primary aims of teaching English at the college level include:

- To increase students' awareness and proficiency in English
- To enable students to communicate effectively
- To enhance students' critical thinking skills
- To improve employability skills
- To encourage lifelong learning
- To help students to acquire practical command on English language

Literature Review

The acquisition of English language skills is crucial for students, as it plays a significant role in their academic and professional endeavors. The theory of 'language Acquisition' was created by S.D. Krashen, an American linguist in 1970s. He said that language acquisition does not require extensive use of grammar, and does not require tedious drill. His theory 'Monitor method model' is the most cited theory of second language acquisition. The process of learning a second language without the aid of its social context is referred to as the second language acquisition process. There are some major theories of how human acquire knowledge. Behaviorism (B.F.Skinner 1957) focuses on how language is learned through imitation, practice and reinforcement. In contrast, Mentalism (Noam Chomsky 1981, 2000) suggests that human are born with an innate understanding of grammar and framework for language. The socio-economic backgrounds, cultural influences, and previous educational experiences play a significant role in shaping these attitudes (Gardner, 1985; Dörnyei, 2005). Students from privileged socio-economic backgrounds and those exposed to English at an early age tend to have more positive attitudes towards English language learning (Yashima, 2002). Lev Vygotsky's social cultured theory sees learning as a social process that takes places in interactions with others. Lenneberg (1967) claimed that language acquisition is related to 'Critical Period of effects'. According to Saussure language consists of two components langue and parole. Langue is the abstract of language system and parole is its manifestation. The term language includes the entire human potential for speech and writing. Noam Chomsky also determined that language has two important aspects, competence and performance. Competence emphasizes real behaviour, linguistic analysis skills, ambiguity detection, error ignoring, and language understanding. Performance deals with a particular language by paying attention to what one utters. Chomsky also stated that a child learns a language with the help of a kind of genetic blue print, Language Acquisition Device (LAD). Smith and Miller (1966) further enhanced these studied by defining LAD as the ability to know deference between sound and speech. Age is also one of the important factors in acquiring language. People think that young learners can easily learn any language, but many researchers have different point of view on this matter. It's crucial to examine the "critical period hypothesis" when considering how the

lateralization of the brain affects both adults' and children's learning of second languages. Many studies have proved that adults do better in syntax and morphology and young learners are good in pronunciation.

Research Design

Tolani Commerce College students' attitudes towards learning English are being studied using a mixed-methods approach that includes questionnaire surveys and in-depth interviews. Due to the design's ability to collect both quantitative and qualitative data, a thorough knowledge of students' views, motives, and difficulties is made possible. This kind of approach is appropriate for language acquisition research as it ensures a reliable study.

Research Participants

One hundred college students of II year of B.com degree of Tolani Commerce College, Adipur were selected for the research work from Kutch district. All the respondents had enough exposure of their mother tongue and English as well. Nevertheless, there was still variation in type and amount of exposure to English Language. Kutch is surrounded by highest coast line and also has growing industrial area which helped in vast development. The college was selected in keeping respondents' family background, research methodology and exposure to English. The researcher met the respondents and interviewed them to know more about their feedback. English is used by every set of people; hence any student from any part of India could be a respondent for this research questionnaire.

Data Analysis and Interpretation

The primary tool that is used in this research is a questionnaire. The researcher has asked 31 questions through a questionnaire. For this research, there would be two parts to the questionnaire. One section that consists of information about students like their name, gender, age, class, division, roll number, phone or email address, etc. The second part was a closed-ended questionnaire. After all the data had been gathered, the findings of the questionnaire were analyzed with the help of SPSS data analysis software using the Chi-square test and Microsoft Excel.

Table no – 1 Relationship between gender and different variables.

Sr. No.	Questions /Statements	Chi-square value	df	Asymp. Sig. (2-sided)	Decision
1	Do you like to speak in English?	0.976	1	0.323	Not significant
2	Can you write at least one paragraph in English?	1.842	2	0.398	Not significant
3	Can you read at least one paragraph in English?	3.16	2	0.206	Not significant
4	Can you guess the meaning of the words in your mother tongue when you listen any English word?	0.104	1	0.747	Not significant
5	Can you easily communicate with others in English?	0.158	2	0.924	Not significant
6	Can you understand when others express their ideas or feelings in English Language?	2.06	1	0.015	significant
7	Do you think that English is very complex and difficult language to learn?	0.001	1	0.971	Not significant

8	Do you think that you can read but face some difficulties in speaking English?	0.013	1	0.910	Not significant
9	Do you think that English is very useful because it help you in getting a job?	0.212	1	0.645	Not significant
10	Do you like English TV programs, films, music and books?	2.861	1	0.091	Not significant
11	Acquiring English Language is different from learning other languages.	2.563	4	0.633	Not significant
12	The best way to learn English is to use it practically.	2.135	2	0.344	Not significant
13	It is important to be corrected by the teachers so that one can learn from mistakes.	1.744	4	0.783	Not significant
14	Do you think that English should be the medium of instructions in colleges and Universities?	3.949	3	0.267	Not significant
15	In which of the following skills you think that you need more practice?	4.051	3	0.256	Not significant
16	Would you like to join any English learning courses to improve you English?	5.573	2	0.042	significant
17	According to you, what is your percentage of English Language Acquisition?	11.367	4	0.023	Significant

There were significance relationships among Can you understand when others express their ideas or feelings in English Language and gender ($p=0.015$), would you like to join any English learning courses to improve you English and gender ($p=0.042$), and According to you, what is your percentage of English Language Acquisition and gender ($p=0.023$).

There were no significant relationship among Do you like to speak in English and gender ($p = 0.323$), Can you write at least one paragraph in English and gender ($p= .398$), Can you read at least one paragraph in English and gender ($p = 0.206$), Can you guess the meaning of the words in your mother tongue when you listen any English word and gender($p = 0.747$), Can you easily communicate with others in English and gender($p = 0.924$), Do you think that English is very complex and difficult language to learn? And gender($p = 0.971$), Do you think that you can read but face some difficulties in speaking English and gender($p = 0.910$), Do you think that English is very useful because it help you in getting a job and gender ($p = 0.645$), Do you like English TV programs, films, music and books etc. and gender($p = 0.091$), Acquiring English Language is different from learning other languages and gender($p = 0.633$), The best way to learn English is to use it practically and gender($p = 0.33$), It is important to be corrected by the teachers so that one can learn from mistakes and gender($p = 0.782$), Do you think that English should be the medium of instructions in colleges and Universities and gender($p = 0.267$), In which of the following skills you think that you need more practice and gender($p = 0.256$).

Table no – 2 Relationship between in which medium do you study and different variables

Sr. No.	Questions /Statements	Chi-square value	df	Asymp. Sig. (2-sided)	Decision
1	Do you like to speak in English?	0.674	2	0.714	Not significant
2	Can you write at least one paragraph in English?	14.143	4	0.007	Significant
3	Can you read at least one paragraph in English?	6.487	4	0.166	Not significant
4	Can you guess the meaning of the words in your mother tongue when you listen any English word?	1.67	2	0.434	Not significant
5	Can you easily communicate with others in English?	12.614	4	0.013	significant
6	Can you understand when others express their ideas or feelings in English Language?	5.511	2	0.064	Not significant
7	Do you think that English is very complex and difficult language to learn?	2.156	2	0.034	significant
8	Do you think that you can read but face some difficulties in speaking English?	1.406	2	0.495	Not significant
9	Do you think that English is very useful because it help you in getting a job?	1.757	2	0.415	Not significant
10	Do you like English TV programs, films, music and books?	0.505	2	0.777	Not significant
11	Acquiring English Language is different from learning other languages.	5.669	8	0.684	Not significant
12	The best way to learn English is to use it practically.	6.308	4	0.177	Not significant
13	It is important to be corrected by the teachers so that one can learn from mistakes.	26.595	8	0.001	Significant
14	Do you think that English should be the medium of instructions in colleges and Universities?	7.772	6	0.025	significant
15	In which of the following skills you think that you need more practice?	4.409	6	0.622	Not significant
16	Would you like to join any English learning courses to improve you English?	12.213	4	0.016	significant
17	According to you, what is your percentage of English Language Acquisition?	12.395	8	0.134	Not significant

There were significance relationships among Can you write at least one paragraph in English and in which medium do you study ($p=0.007$), Can you easily communicate with others in English and in which medium do you study ($p=0.013$), Do you think that English is very complex and difficult language to learn and in which

medium do you study ($p=0.034$), It is important to be corrected by the teachers so that one can learn from mistakes and in which medium do you study ($p=0.001$), Do you think that English should be the medium of instructions in colleges and Universities and in which medium do you study ($p=0.025$), Would you like to join any English learning courses to improve you English and in which medium do you study($p=0.016$).

There were no significant relationship among Do you like to speak in English and in which medium do you study ($p = 0.714$), Can you read at least one paragraph in English and in which medium do you study ($p = 0.166$), Can you guess the meaning of the words in your mother tongue when you listen any English word and in which medium do you study ($p = 0.434$), Do you think that you can read but face some difficulties in speaking English and in which medium do you study ($p = 0.495$), Do you like English TV programs, films, music and books etc. and in which medium do you study ($p = 0.777$), Acquiring English Language is different from learning other languages and in which medium do you study ($p = 0.684$), The best way to learn English is to use it practically and in which medium do you study ($p = 0.177$), In which of the following skills you think that you need more practice and in which medium do you study ($p=0.622$), and According to you, what is your percentage of English Language Acquisition and in which medium do you study ($p=0.134$).

Conclusion

Through a thorough analysis of both quantitative and qualitative data, it was evident that the majority of Tolani Commerce College students held a positive attitude towards English language conversation. They acknowledged English's significance in their academic and professional life as well as its function as a universal language of communication. This optimistic outlook was further demonstrated by their desire to develop their English-speaking abilities and their eagerness to participate in English-language conversations. Many students expressed anxiety and lack of confidence when speaking in English, which could be attributed to factors such as limited exposure to English outside the classroom, fear of making mistakes, and a lack of opportunities to practice speaking skills. These challenges highlight the need for additional support and resources to enhance students' confidence and fluency in English conversation. It is recommended to create a conducive environment for English language conversation. This could include organizing conversation clubs, language exchange programs, or interactive workshops to provide students with regular opportunities to practice speaking English in a supportive setting. Additionally, integrating more communicative activities into the curriculum and promoting the use of English in various campus contexts can help students build confidence and fluency in conversational English.

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