

# Students' Attitude towards English Language Learning and their Academic Achievement among First Year Engineering Graduates: A Case Study

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## Abstract

The current research paper focuses on the attitude of the first year engineering students towards English Language in order to implement some innovative technique in teaching English language. It is an exploration in investigating the fresher's of first year B.Tech students' attitude towards English Language Learning and their association with their academic achievement. To meet the objectives of the study the primary data was collected from the first year B.Tech students. As samples for the case study, the researcher contacted one section of first year B.Tech of about 40 students from Dr. M.G.R. Educational and Research institute, University, Maduravoyal, Chennai. The students of 30 girls and 10 boys were taken into consideration. A closed ended Attitude questionnaire, developed by Samar Rukh - 2014 is used for the present study. The inventory consists of 10 statements. The findings suggest that girls and boys from English medium, private-aided school, exclusively girls school students have more Positive Attitude towards English Language learning and their association with their academic achievement than the regional medium students.

**Keywords:** Academic Achievement, Attitude Questionnaire, Case Study, Exploration, Positive Attitude

## 1. Introduction

The title of the research paper is "Students' Attitude towards English Language Learning and their Academic Achievement among First Year Engineering Graduates: A Case Study". It is important for all the language teachers to understand and guide the students to achieve something in their language competence. It is necessary to explain the students to overcome their anxiety towards language acquisition. Among the various subjects it is better to develop the curiosity towards English language in them, from which the need will trigger positive attitude in them. The researcher has focused particularly on the attitude because it plays a vital role in education which has become a primary and essential part in an individual's life towards language acquisition. Attitude is the key element for learning a language (Karahana, 2007). Attitude may be affected both externally and internally. The current study

is an attempt to explore the freshers from School (i.e.) the first year B.Tech students' attitude towards English Language learning and its association with their academic achievement. It is important for the teachers and parents to understand the children's problems. And also it is better to rectify them by innovative teaching learning process. Any problem can be rectified through some psychological treatments, which requires the basic understanding of their Attitude and its association with their Achievement Motivation.

## 2. Research Question

1. How is the first year students' attitude towards English language learning?
2. What is their relationship between English language learning and its association with their academic achievement?

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### 3. Objectives

- to identify the attitude towards English language
- to identify its association with their Achievement Motivation

### 4. Hypothesis

- Boys and Girls will differ significantly in their Achievement Motivation level and Attitude towards English Language.
- Students studied in different medium of instruction will differ significantly in their Achievement Motivation level and Attitude towards English language.

### 5. Review of Literature

Gardner<sup>1</sup> proposed that attitude is the overall feelings of a person towards any particular thing.

Deka<sup>3</sup> studied the level of Achievement Motivation and academic motivation among the secondary school pupils of lower Assam. The sample consisted of 159 pupils from high and higher secondary schools. The results showed that high academic achievers were higher than the lower achievers on Achievement Motivation but the differences were not statistically significant; and academic motivation and academic achievement were related.

Ahluwalia<sup>4</sup> conducted a study of factors affecting Achievement Motivation with a sample of 200 children of 8 to 12 years of age. The findings showed that the sex of the child had no effect on Achievement Motivation. It was found that academic performance was positively and significantly related to academic motivation.

School Achievement, student motivation and teacher effectiveness in different types of schools was a study by Veeraraghavan, Vimala and Bhattacharya, Rine in 1991, School Achievement varied significantly, that is, public and missionary schools had the highest achievement and government schools showed the lowest achievement. However, teacher effectiveness was positively correlated with School Achievement.

Levine<sup>5</sup> tried to establish the relationship between first language usage anxiety with respect to second language learning. Graham<sup>6</sup> pays particular attention to attitude with respect to achievement and language learning. Csizer and Dornyei<sup>7</sup> draw the conclusion in their research and place attitude at an important position for language learning.

Atef and Munir<sup>8</sup> investigated the relationship between the role of motivation and attitude among petroleum students towards English language learning and found that the students had positive attitude towards English language learning.

### 6. Research Design

This study is an exploratory one. The investigation concentrates on quantitative approach to get the evidence of first year B.Tech students' attitude towards English language learning and its association with their academic achievement.

#### 6.1 Samples

To meet the objectives of the study, it was decided to collect the primary data from one section of first year B.Tech of about 40 students from Dr. M.G.R. Educational and Research institute, University, Maduravoyal, Chennai. The students of 30 girls and 10 boys were taken into consideration.

**Sample Size**

S. No	Sex	Age	Academic year
1	10 Boys	18-20	I Year
2	30 Girls	18-20	I Year

**Medium of Instruction:**

English

**Type of College:**

Deemed University

#### Tools used in the study

S. No	Questionnaire	Author
1	Attitude towards English language learning and its association with their academic achievement	Samar Rukh (2014)

### 7. Description of the Tools

The inventories developed by Samar Rukh (2014) of 10 statements are used. Each statement has a close ended 3 point Likert scale. Questionnaire items were selected in order to meet the present study. Among 10 questions first five questions measures students' attitude towards English language learning and the next five questions measures the association between English language learning and their academic achievement. Scale range is agreeing, disagree and neutral. Questionnaire consists of two cate-

gories. First Personal and Educational information of the respondents and second is respondent's attitude towards English language learning and its association with their academic achievement.

## 7.1 For example

1. I feel proud when studying English language - Agree / Disagree / Neutral.
2. English is the mark of an educated person - Agree / Disagree / Neutral.

The inventory consists of both negative and positive form.

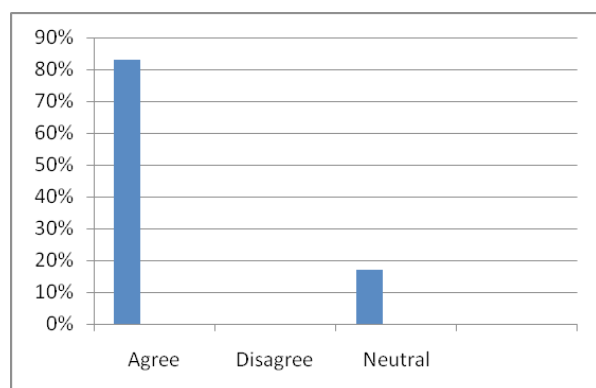
## 8. Data Collection

The data is collected by the researcher from all the participants to fill the questionnaire. One section of 40 students was taken into consideration. To interpret the data SPSS (Statistical Package for the Social Sciences) is used and its frequencies were also measured. Graphic representation of the findings is incorporated in this study. The first five bar charts show the first year students' attitude towards English language learning and the next five bar charts represents their attitude towards English language learning in association with their academic achievement.

### 8.1 Representation of study findings in Bar Charts

#### 8.1.1 Statement 1: I feel proud when studying English language

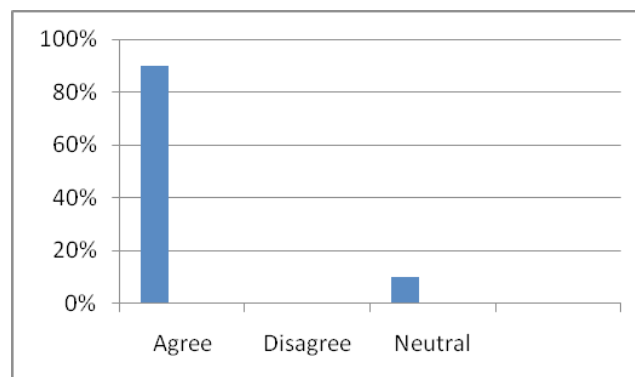
Bar Chart 1 depicts that 83% of the participants agreed to the notion that they feel proud while studying English, 0% disagreed and 17% remained neutral.



Bar Chart 1

#### 8.1.2 Statement 2: I feel excited when I communicate in English with others

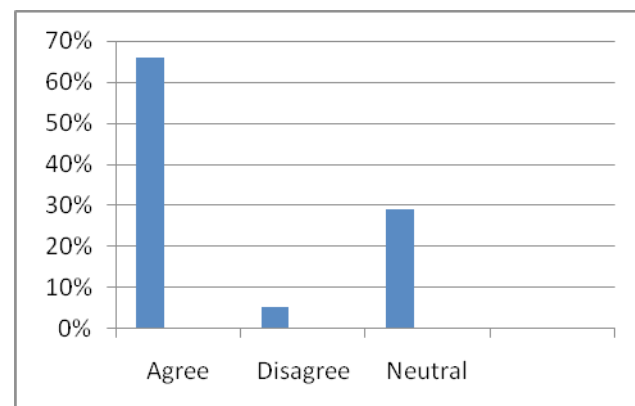
Bar Chart 2 shows that 90% were of the view that they feel excited while using English in communication, 0% disagreed and 10% stayed neutral.



Bar Chart 2

#### 8.1.3 Statement 3: I have more knowledge and more understanding when studying English

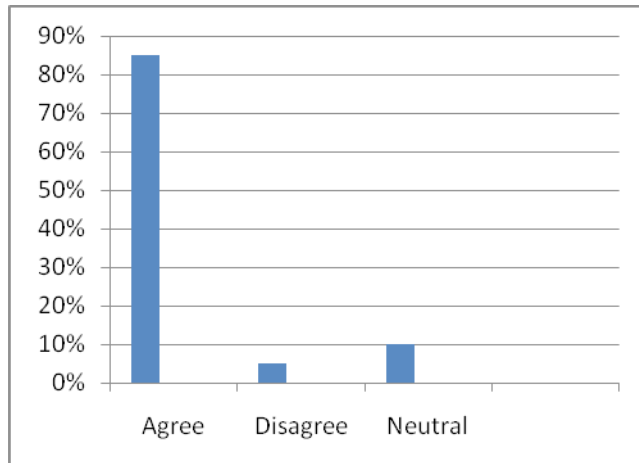
Bar Chart 3 reveals that 66% of the participants think that studying English enhances their overall knowledge towards learning, 5% disagreed and 29% had neutral attitude towards this idea.



Bar Chart 3

#### 8.1.4 Statement 4: I look forward to studying more English in the future

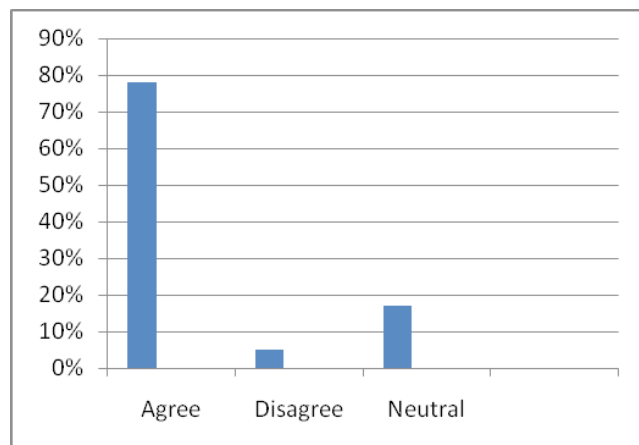
Bar Chart 4 illustrates that 85% of the students want to study English more in future, 5% disagreed to this and 10% stayed neutral to this opinion.



Bar Chart 4

#### 8.1.5 Statement 5: *I would to take English even if it were not a compulsory subject at School*

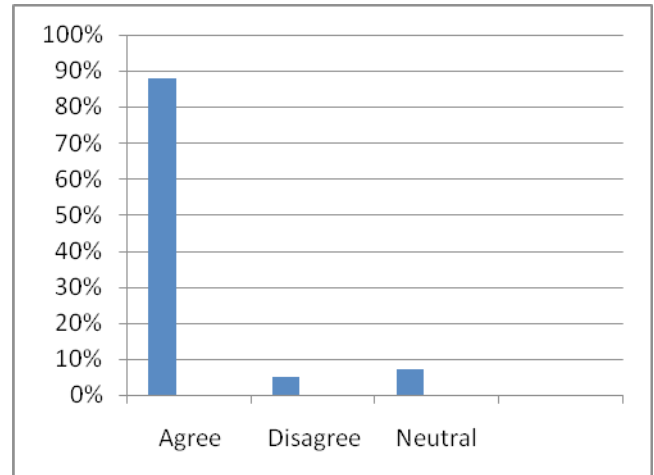
Bar Chart 5 shows students' attitude towards English language learning even if it is not a compulsory subject in their subject and for which 78% agreed to it, 5% disagreed and 17% remained neutral to this idea.



Bar Chart 5

#### 8.1.6 Statement 6: *I want to learn English because it will enable me to get a job easily*

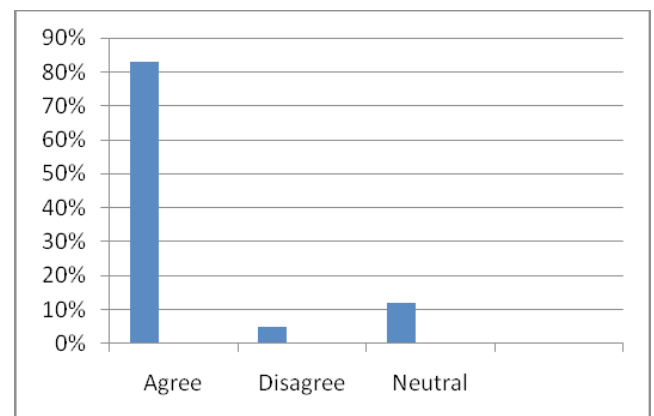
Bar Chart 6 reveals that 88% of the participants agreed to the notion that English language learning will fetch them a job easily, whereas 5% disagreed to this notion and 7% stayed neutral to this.



Bar Chart 6

#### 8.1.7 Statement 7: *Studying English helps me getting new information in which I can link to my previous knowledge*

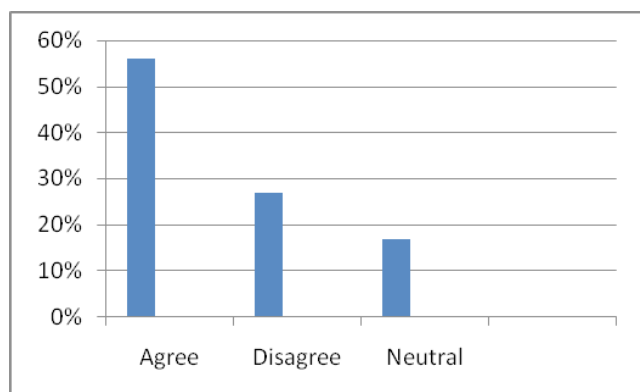
Bar Chart 7 shows the participants' attitude about English language learning and its association with other disciplines for which 83% agreed, 5% disagreed and 12% remained neutral.



Bar Chart 7

#### 8.1.8 Statement 8: *English is the mark of an educated person*

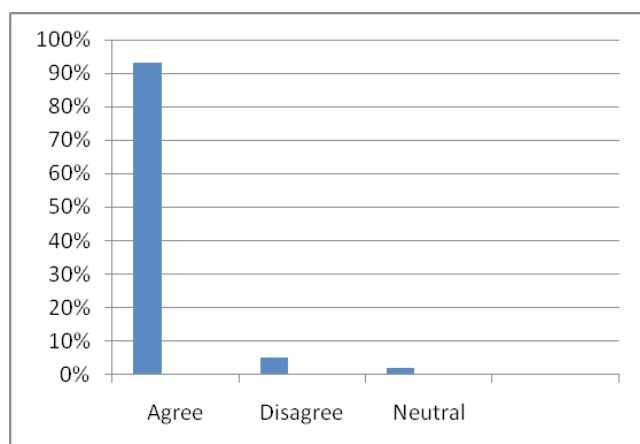
Bar Chart 8 depicts about English language learning and its association with the education. 56% of the participants thought that English language learning is the very mark of an educated person in the society, 27% of them disagreed and 17% of them stayed neutral.



Bar Chart 8

#### 8.1.9 Statement 9: Being good at English will help me study other subjects well

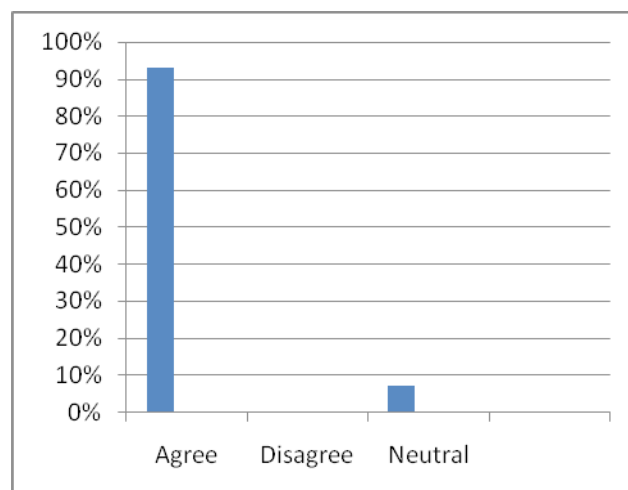
Bar Chart 9 shows the impact of English language learning on the other subjects. 93% of the students were of the opinion that studying English help them gain confidence while expressing themselves on the other subjects, 5% disagreed and 2% remained neutral to this notion.



Bar Chart 9

#### 8.1.10 Statement 10: Studying English makes me have more confidence in expressing myself

Bar Chart 10 reveals the participants' attitude towards English language learning and its association with their personality development for which 93% of the students were of the idea that they gain confidence by learning English language, 0% disagreed and 7% stayed neutral to this idea.



Bar Chart 10

## 9. Findings

The first five bar chart reveals the students' attitudes towards English language learning and the bar chart six to ten shows the students' attitude towards English language learning in association with their academic achievement. The chart clearly demonstrates that the students have positive attitudes towards English language learning. Chart 1 shows that 83% participants feel proud while studying English, chart 2 shows that 90% participants feel excited while communicating in English, chart 3 shows 66% participants consider English language learning has positive effect on the other subjects, chart 4 shows that 85% participants wants to study English further in future and chart 5 depicts that 78% of the participants were of the view that they would take English even if it is not a compulsory subject. Finally the interpretation of the data shows that there is a positive attitude towards English language learning among the first year B.Tech students.

Chart 6-10 reveals the students attitudes towards English language association with their academic achievement. Chart 6 illustrates 88% participants consider English learning as beneficial for them to get new job, chart 7 shows that 83% participants consider as beneficial for

getting new information and knowledge, chart 8 shows that 56% participants consider English language learning as a mark of education, chart 9 depicts that 93% participants consider English as a good tool in learning other subjects as well, chart 10 reveals that 93% were of

the view that studying English give them more confidence while expressing themselves.

## 10. Conclusion

Attitude is one of the key elements for learning a language (Karahan, 2007). Attitude can be changed governing to external and internal personality factors of a person, so this is an attempt to study the students' attitude and based on which some innovative method can be implemented for those students. It is an explorative study of first year B.Tech students' academic achievement with respect to English language learning. The overall findings prove the hypothesis of the study and the data findings concludes that first year B.Tech students have a positive attitude towards English language learning and its association with their overall academic achievement.

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