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LEARNER'S ATTITUDE AND ITS IMPACT ON LANGUAGE LEARNING

In India, English is not used only for the utilitarian purpose but also for the interpersonal and inter-institutional communication. It works as the Business Language as well as the Lingua Franca, which means that it is required to carry out the business and also to communicate with people of different cultures as India is a multi-cultural and multi-lingual country. A group of students was selected to pursue different undergraduate courses after secondary examination in Gujarat (a state in India). The study shows that in the present scenario the motivation to learn English by the target group is of instrumental kind [2]. Their aim is, of course, to pass their current examinations and then to appear for an interview for a job.

Books and other learning materials are easily available in English. With over 68,000 titles brought out annually, India is the third largest publisher of books in English, after only the USA and Britain. While the paper discusses learner's attitude it also highlights the teacher's approach and methodology to teach the pre-designed curriculum. Proficiency in English Language can only make you successful – this is the belief spreading all over giving rise to the study of the learners' needs from the grass root level [1].

Teachers' attitude plays an important role in the present context. In the professional courses, the teachers' have changed their role from being the controller of the class to the facilitator [3]. Today learners want English Language Teaching to be customized according to their needs. In Gujarat State Board schools, English gets the status of L2 or L3 as Sanskrit is also taught along with Hindi. Sanskrit is introduced in class VIII and Hindi is introduced in class V. In 2007, a change in the curriculum has been introduced and now English is being introduced from class V as a main subject in state board schools. All rural areas are covered with these state board schools as providing education to all sections of the society is one of the primary responsibilities of the government. These schools teach the largest number of students in Asia. Pursuing a pre-designed syllabus does not always satisfy their needs. The attempt to study the impact of teaching English upon the students in schools pursuing curriculum of different boards and compare their learning outcome a study of the behaviourist school and cognitivist school has been taken up.

While the behaviourist school propagates that language can be learnt by imitation and habit formation, the cognitivist school suggests that human beings do

not always speak what they are taught, they also speak more or less. “Parental encouragement” and “communication with teachers” in schools providing English speaking environment and communication with the English speaking peer group are some of the external factors at the school level which motivate students learn English at faster pace. Their anxiety level is high whenever they are asked to read, write or speak English. This results in slow learning or in no learning. The paper also studies the sociolinguistic factors responsible for their attitude towards language learning.

LITERATURE

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