

EMOTIONAL ASPECTS AND ENGLISH OF LEARNING IN URBAN-RURAL STUDENT

ARUN KUMAR

Research Scholar Didi Ferozepur, Punjab, India

ABSTRACT

Language acquisition is a complex process and involves a number of factors like affective, cognitive, socio-economic and learning strategies etc. All factors are important yet affective factors are considered as the most fundamental in English language learning. By an in depth understanding of learners' emotional aspect, teachers of L2 can design and carry out lessons that nourish and capitalize on the motivation of each student to learn English. Appropriate management of learners' emotions is necessary for language learners as well as teachers so to enable the learners make their emotions work 'for them' and not against. The importance of creating a positive classroom climate in which students feel secure and willing to take risks is of utmost importance in the present world of stress and strain. An emotional aspect in learning a foreign language is a domain that the teachers need to work on.

KEYWORDS: Education, English, English as second language, affective factors, teaching, learning, class-room, learning skills, teachers, students.

INTRODUCTION

The place of English in the India is unique. English is learnt as the first language in some states, while it is learnt as second language in most of other states of India. As the second language, English performs major functions which are instrumental, regulative, communicative, occupational and creative. Hitherto English a second language in India has its unique importance. As a result of the widespread use of English in India, it has established its own identity as Indian English. This identity is seen in several aspects such as phonology, vocabulary, grammar, and semantics.

Indian English is influenced by cultural, social, political, and background of Punjab. Therefore, students in Punjab are not expected to learn that English which is used in England. English is their language, but we have to use English along with regional language only. However, it is equally essential to know the process of child's first language acquisition, so that it can be compared with the process of second language acquisition. This comparison is helpful to know differences between first and second language acquisition process. In the natural process of first language acquisition, parents usually cast a net of input around the child. This input provided by parents is slightly above the child's existing competence. In second language acquisition, such a net can be provided by teachers, companions and companion in class. Such inputs provide proper environment for the second language learners and these are called the teacher-talk and the interlanguage talk. The teacher-talk can be very helpful in teaching a second language. Therefore, the teacher should know certain principles of pedagogy. These principles must be based on different theories and approaches such as the traditional approach, the behaviorist approach, the cognitive approach, the input theory and simplified codes, the sociolinguistic approach, and so on. Thus teaching is one of the most important activities in language learning process. Teaching, however, is incomplete unless its outcome is tested. Therefore, the next important activity to evaluate output. A good test

gives justice to teaching. There are different types of tests such as achievement tests, proficiency tests, diagnostic tests, aptitude tests, 387 progress tests, summative tests, and so on. These tests use different test formats such as true/false, matching items, fill in the blank, completion items, sequencing, multiple-choice items, close technique, the reading comprehension, the transformation test, and the err/correction test. The three important qualities of a good test are - reliability, validity, and practicability. Different elements of language are tested through tests. After the test is over, it is essential to analyze individual items to test difficulty level and discrimination power of each item. In this way, learning, teaching, and testing are three important processes in education. In view of these theoretical aspects, we have to see our students' acquisition of Punjabi as the first language and the acquisition of English as the second language. The area of Punjab that has been chosen for research is very prominent. The area is predominantly monolingual with little exposure to English or any other language. Therefore, the students learn Punjabi in favorable environment. Although the environment differs in cities, towns or villages. Children in cities and towns or villages learn their first language i.e. Punjabi, in informal situation. In the acquisition of English as a second language, students are exposed to English only in formal classroom situation. In the first language acquisition, learners pay attention to situations and then they try to verbalize the situations; on the other hand, in the second language acquisition, learners pay attention to structures. Therefore, when two languages are learnt simultaneously, the two learning processes are likely to make positive impact on each other. In consideration of this fact, the researcher thought that the structure consciousness found in second language learners would influence their first language competence. As a result, students of Punjabi with English will be benefited by learning English as they will become structure conscious when using Punjabi. In addition, they may be influenced by other traits of second language learning processes and thereby strengthen their competence of the first language.

TEACHING OF ENGLISH IN CLASSROOM

Teaching of English in our schools and colleges is in a chaotic state today. Pupils are taught English for about six periods per week for ten years but they hardly know few words by the time they join the college or university. The mistake is in our educational system itself. Balasubramanian stated that a teacher's main target is to "prepare" his students for the examination and not to make his pupils competent in the use of language they are learning"

Language learning is a complex process that involves negative and positive emotions. The results of the research revealed the fact that negative emotions result in some sort of learning disability that in turn becomes a stumbling block in the learning process. But these sorts of learning disabilities can be handled with a focus on affective aspects of that particular disability. A famous Hindi movie '*Tare Zameen Par*' demonstrated the resolution of such emotional learning disability. In this movie a teacher understands the emotional learning disability of one of his students. After that he consults student's parents and makes his best efforts to know the reasons. In the mean time he makes an emotional rapport with the learner. Finally he tastes success in resolving the learning disability. A similar example was demonstrated in the Hindi movie '*Black*' in which the mentor helped an emotionally disturbed girl to become a creative and acceptable socialized member of the society.

Appropriate management of learners' emotions is necessary for language learners as well as teachers so to enable the learners make their emotions work 'for them' and not against. The importance of creating a positive classroom climate in which students feel secure and willing to take risks is of utmost importance in the present world of stress and strain. An emotional aspect in learning a foreign language is a domain that the teachers need to work on. Teachers need to develop

strategies to create and facilitate a supportive learning environment in which students feel confident and are willing to participate. This will definitely lead to anxiety free expression from the students.

RESEARCH METHODOLOGY

In this research, affective factors for second language of 300 senior secondary school students studying in different schools located in the rural and urban areas of Ferozepur district were investigated. The Survey Questionnaire adapted from the AMTB (Attitude/Motivation Test Battery) originally developed by R. C. Gardner, was structured with a multiplicity of statements on a five-point Likert scale that would help in tapping the research areas towards language learning. The final data was obtained through affective factor inventory and the marks achieved in English exam of class 10th examination were noted to know about the academic achievement of the students in English.

Evaluation of Data

The data was studied from as many angles as possible to explore new facts. To provide evidence reliability and validity of scales, Mean, Standard Deviation, t-ratio and Pearson Product Moment Correlation was applied to total test score correlations and factor analysis have been conducted on data. In order to reach the research problem and sub problems, descriptive statistic, t-tests, simple and multiple linear regression analysis and variance analysis was performed is the significance of results. The data was evaluated to find any significant relationship between affective factors and learning of English. The following statistics were found after the evaluation.

Table: 1

Group Statistics Rural and Urban Area									
	Area	N	Mean	Std. Deviation	Std. Error Mean	Sig.	T	Df	Sig. (2-tailed)
Eng	Urban	150	131.12	24.119	1.969				
	Rural	150	100.84	18.592	1.518	.000	12.178	298	.000
Qst	Urban	150	127.75	16.726	1.366				
	Rural	150	119.38	13.277	1.084	.006	4.798	298	.000

The table 1 reveals that the mean value of the score of English language of urban and rural are 131.12 and 100.84 respectively whereas standard deviation of urban and rural is 24.119 and 18.592 respectively. The table also reveals that the mean value of the score of Questionnaire of urban and rural is 127.75 and 119.38 respectively whereas standard deviation of urban and rural is 16.726 and 13.277 respectively. This data is presented in the graph given below:

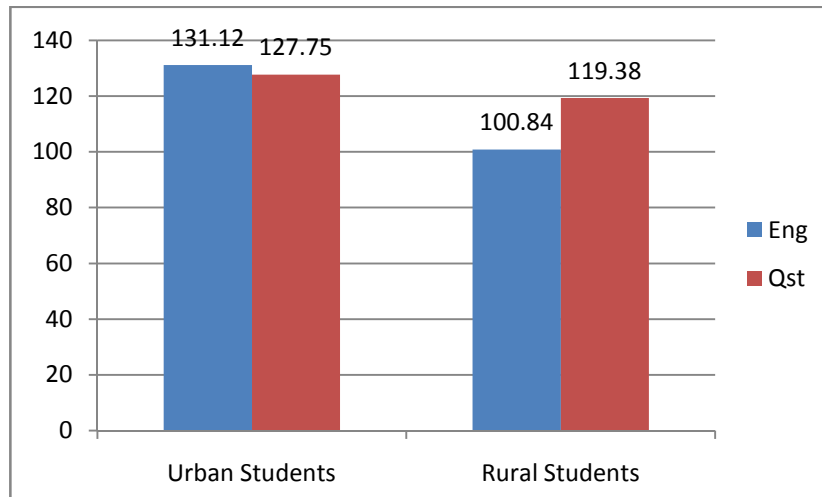


Figure: 1

THE DIFFERENCE OF MEAN SCORES OF URBAN AND RURAL STUDENT

Further the t-ratio calculated from the difference of mean score of English language of urban and rural is 12.178, which is greater than the table value.000 at 0.05 level of significance. Similarly the t-ratio calculated from the difference of mean score of AMBT of urban and rural is 4.798, which is also greater than the table value.006 at 0.05 level of significance. Thus it is concluded that there exist significant difference in the scores of AMBT of boys and girls. Hence, the hypotheses “There exist no significant gender differences in the Questionnaire of students” is rejected. This indicates that both the affective variables influence the proficiency level in English language. The calculated and table value of t-ratio are presented in graph as below:

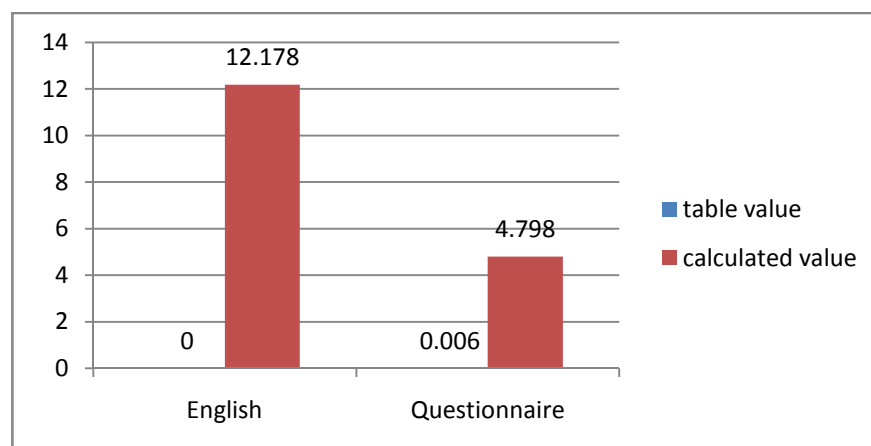


Figure: 2

DISCUSSION OF RESULTS

In lieu of the findings of the present research, a significant role of Emotional aspects and Self concept was observed in academic achievements in English of both urban and rural students and therefore many null-hypotheses regarding these factors have been rejected. This led to a significant influence of affective factors on academic achievement in English.

The table No 2 reveals that the mean values of the score of English language of urban and rural are 131.12 and 100.84 respectively whereas standard deviation of urban and rural is 24.119 and 18.592 respectively. The table also reveals that the mean value of the score of the Questionnaire of urban and rural is 127.75 and 119.38 whereas standard deviation of urban and rural is 16.726 and 13.277 respectively. This clearly revealed that the urban students are better achievers in English language as they are emotionally more stable with their higher average Questionnaires score i.e. 127.75 in comparison to 119.38 score of rural students. It appears that since the students belong to different areas so they might undergo different learning experiences in view of being language friendly. It then may be concluded that urban students are better achievers than rural students because the former are emotionally more stable than their rural counterparts.

Pedagogical Implications

The paradox of demand and suspicion mentioned above could be further reflected through the paradox of access depicted by the report of the National Knowledge Commission (NKC 2007), India, as it brings out rightly the observation that

[t]here is an irony in the situation. English has been part of our education system for more than a century, [yet it is] beyond the reach of most of our young people, which makes for highly unequal access. Indeed, even now, more than one percent of our people use it as a second language, let alone a first language... But NKC believes that the time has come for us to teach our people, ordinary people, English as a language in schools. Early action in this sphere, would help us build an inclusive society and transform India into a knowledge[able] society. (GOI 47)

In this study the comparison of the significant variables of urban and rural students revealed that the affective factors were positively significant in both urban as well as rural students and this indicates that the English achievement in urban students was more importantly determined by the socio-cultural environment of which they are a part.

The results of the research show a significant influence of affective factors on learning of L2. An emotionally balanced environment is must need of a progressive learning. Physically students may be present in the class-room but emotionally and mentally somewhere else. This certainly will lead to wastage of the most innovative techniques and the most attractive materials. Thus negative affective reactions involved in the language learning process can be the cause of stagnation in the teaching-learning process. Hence, when dealing with the affective side of language learners, attention is to be paid to overcoming problems created by negative emotions and fostering and encouraging facilitative emotions

The significance of this study lies in the fact that emotional intelligence is not static like intelligence quotient but is dynamic and can be adapted or modified for creative purposes. Thus the affective factors can be modified more easily than the other factors like cognitive or developmental or socio-economic factors. Therefore, the teaching of English should not be considered as a mere teaching of grammar, vocabulary or sentence structure. Students overall participation is must in successful L2 learning. A teacher should provide emotionally safe classrooms to the students.

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