

THE EFFECTS OF STUDENT'S ATTITUDE TO LEARNING LANGUAGES

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Annotation: *Students' attitude towards learning language refers to their position in responding towards language they want to learn. Despite the growing interest in this topic, there is limited research on the effects of students' attitude learning language. This article aims to provide a comprehensive overview of the existing literature on the effects of students' attitude to learn new language. The article will examine the aspects of its importance, including its types: cognitive, affective and behavioural. Additionally, the review will identify gaps in literature and suggest directions for future research.*

Key words: *Students' attitude towards learning languages, cognitive attitude, affective attitude and behavioural attitude.*

INTRODUCTION

Learning languages has become one of the worldwide requirements, and language is a tool to link the relationship with people from other nations. Majority of the researchers found that students' attitude towards learning languages is a crucial part of learning as it influences their behaviour, productive and receptive skills such as speaking in foreign language and reading books (Kaballa & Crowley, 1985). According to Schibeci and Riley, not achievement influencing attitude, but attitude influences achievement, and therefore, it effects learners' behavior, and learning (Schibeci and Riley ,1986). Even though, there are different stimuli on students' attitudes, exploring the attitude of language learner will be win-win situation for both teachers and students in learning processes. Therefore, we need to consider attitude as crucial part in both teaching and learning process. This literature review will shed light on the influence of attitude on learning language and how it might different according to some factors is presented.

What is Attitude?

The attitude is the one of the factors of learning languages, and it differs in each person. People who have positive attitude towards learning languages can be creative and excited for learning new things in every sphere while people who have negative perspective of learning languages limits their chances and hinder the process. The authors of the book, " The Psychology of Attitudes", claims that attitude is the evaluation of one's preferences and beliefs .According to the book, attitude is divided into three : ,cognitive which includes beliefs, thoughts and attributions of particular objects; affective which is related to one's feelings and emotions; behavioural that is related to the past (Eagly and Chaiken, 1993).Attitude can differ in reaction and strength towards something or someone. For example, people can have both negative and positive attitude towards

something or they can be neutral in particular situation. Moreover, while some people show strong attitude towards specific objects like recycling, others might show less interest and tend to act more according to their attitudes in particular situations (G. Haddock and G. Mario, 2009; Pryor, 1977). To sum up, understanding of students' attitude towards learning foreign languages can speed up the process and provide great results.

Influence of Attitude on Learning Language

In her research, Lennartsson (2018) claimed that learners believe that having positive attitude will bring them good results. Indeed, it does lead to have higher achievements as they need to follow something to get to the right path. According to Oroujlou and Vahedi (2011), if to begin the process of learning with exciting and cheerful mindset, the rest of labor will be easier and faster. However, Lennartsson argues that language learners who have difficulties to show their attitude to the process can also be engaged to the class activities like others who reveal their attitude towards the subject. Moreover, research reveals that EFL (English as Foreign Language) students who have positive attitude tend to have less anxiety than their friends (Gettie, 2020).

In Ethiopia, investigation was conducted and 10th grades students were interviewed together with their teachers. The purpose of this study was to identify the opinions of students' and teachers' about having positive attitudes. The results showed that both teachers and learners consider that positive attitudes can enhance the learning situation (A.S. Getie, 2020). In short, attitude plays crucial part in learning languages as it gives positive energy to study.

Different Factors that Changes Learners' Attitude

Nobody can guarantee that one's attitude towards learning will be stable, because everything can change. The attitude for learning can turn to be positive one or negative depending on some factors. Firstly, as teachers play the main role in the room, they are partially responsible for learners' attitude. It is true that attitude can be positive or negative depending on the way teachers approach to their students. According to Spolsky (1989), students who have more interaction with their teachers are most likely to grow positive attitudes towards learning. Recent studies also highlighted the fact that the importance of attitude of teachers refers to learners' achievements in learning languages. One more factor is the environment in targeted language classroom that has an influence on the students' attitude and their success. In countries where English is a mandatory subject, students come across with problem of anxiety and aggression which effects to their views of the language (Ehrman, 1996). Additionally, Littlewood (2001) also states that compulsory English classes do not give students freedom and it lowers their desire to learn the language. Last but not least, age and gender are also considered to be one of the aspects that change students' point of view towards languages. Majority of the studies identified that women learners have more positive attitudes and willingness than male ones. In Ellis, while girls used their comprehension by observing class, boys were exposed to use translations during classes (Ellis, 1994). When it comes to age, the attitude can

change slightly. According to theories, younger generation who are learning second languages can perform better than older learners (Spolsky,1989). To sum up, teachers need to create possible ways for their students to keep their spirit up in language classes.

Conclusion

As language is the main tool for communicating, learning at least 2 languages has become crucial part of the life. People show different interest towards language: negative and positive. In all studies, it is stated that having positive attitude can bring success as it gives more energy to study. The reason of positivity towards languages can be acquired depending on teacher, environment and sexuality as long as age. Despite the countless research of having positive attitude, more extensive research should be done to demonstrate students who have negative mindset of languages and how students of other fields feel about learning languages.

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