

## Attitude of Afghan University Students Towards English Language Learning.

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### Abstract

*This study included over 250 government university students which includes both genders and rural urban divide, indicated that all had positive attitude toward learning English language. We used the stratified random sampling technique, and our results are consistent with the previous studies on the topic. Assuming that there is restrained missing data, but for the including good number of female students, convenient method of sampling has been used, because the number of females is approximately one to five.*

**Keywords:** Attitude, Afghan University students, Learning English Language

### INTRODUCTION

In easy terms if we explain urban, it refers to a city or an area with concentrated population and higher living standards, whereas rural is a typically refers a remote part of a province. In the case of Afghanistan, security matters a lot for getting education. Mostly the rural areas have fewer educational facilities and opportunities. Because security is a big issue and people are in danger, most of them cannot continue education specially females whereas in urban areas getting education is easier for female due to the existence of more educational structure and opportunities. When it comes to learning English language, the problem is same for male and female in rural areas—both genders are not allowed to learning English.

Without biasness if we talk about languages, learning any language make us aware of the particular country's culture and people. Because if we can speak other countries languages, we are much keen to meet the people of that particular country and want to explore more about it. The reason that most Afghans choose India for the continuation of their studies, is because most Afghan can speak Hindi, even though the medium of instruction is English in the universities where Afghans pursue their education. But knowing the local language of a foreign country makes it easier for an international student to continue their education. The issues which lead the researcher to study the attitude of both rural and urban university students in Afghanistan was to find out whether geography had a role in interest towards learning an international language. Exceptional geographical history conditions between rural and city can impact university students' attitudes in mastering English" (Hossain 2016). Attitude is a single declaration that expresses a point of view, a belief, a preference, a judgment, an emotional feeling, a characteristic for or closer to something. It is strengthened by the usage of beliefs and draws sturdy feelings (Oppenheim 1996). Attitude towards English language seems when a student learns English within the lecture room. It can be used to show whether or not the student likes or dislikes English (Setianengsih 2017). A student who has a positive attitude exhibit greater interest in studying English. Thus, the student will enjoy the teaching-mastering technique regardless of how the scenario is. It suggests the desire to study and makes the class active. It contrasts with a student who has appositve attitude but shows low activity and it causes to dislikes the language. Students have no choice but to learn the language for getting marks, but it is their attitude that affects the extent of their learning.

## LITERATURE REVIEW

Zulkefly and Razali (2019) carried out a study to find the need to realize, admire, and practice the English language is important to reinforce the scholars' motivation who want to learn this language. The researcher discovered that no longer the reputation of the English language nonetheless takes place in rural regions in spite of the people in these rural regions understand and know its importance. The English environment, especially in rural regions, wishes to first be created, concerning now not simplest the scholars and the English teachers, but additionally the faculty members as a whole, and most importantly, the parents, as they are involved at once with their youngsters at home. Consequently, having crucial stakeholders, including policymakers, curriculum builders, mothers and fathers, and the network to be concerned immediately with growing the want for using the English language at home, in school, and inside the society is genuinely crucial and could only work if all the people worried played their roles and cooperated with each other.

MD Rashid's (2018) study discovered that the students had an effective attitude toward English spelling and writing abilities, which displays the scholars' consciousness of the importance of spelling and writing. The scholars trust that spelling is an important literacy ability to study, which can be improved by way of non-stop exposure to writing. The students additionally consider that studying spelling rules enhances their spelling accuracy. In regard to the scholars' attitude towards writing, the consequences confirmed that the scholars gave high priority for the social functions of writing, which indicates the scholars' desire for everyday written social interactions, including writing letters to the circle of relatives participants and friends or sharing their thoughts and reviews via social media, such as, FB, Twitter, WhatsApp, and so on. In truth, the students' inclination towards social purposes of writing is not sudden as they stay in a context wherein English is actively spoken as a 2nd language.

Hossain (2016) found that family factors also determine college students' attitudes in studying English. Students in a rural location have low performance as compared to students in an urban region because it is associated with their parents' education. Moreover, he also added that the monetary factor influences their attitudes. The college students' historical past relates to low socio-financial factors of their family additionally one in each of the factors that have an effect on their attitudes in English studying. Most of the scholars in rural regions come from low-income families so that they cannot get sufficient educational resources as compared to college students in urban regions. In short, we are able to say that geographical location also determines in college students' attitudes towards mastering English. Urban college relates to a school in an area this is surrounding by cities and it's far well-populated as compared to a rural school that's in a rural location that is moderately populated areas and it commonly farmland areas. Hossain's study shows that there are other factors other than geography that impact students' attitude towards English language such as parental educational background, socioeconomic class and so on.

Ross and Stracke (2017) studied about the satisfaction in rural 2nd language schooling. They conducted their study by taking interviews. The interviews determined out that pleasure had an extensive effect on the studies of learners. Pride is felt in communicative contexts whereas a sense of "Non-delight" can arise in analyzing contexts.

Other studies of attitudes in reading English at rural school has been completed through Khattri, Riley, and Kane (2007). They discussed college students at chance in terrible rural areas. The objective of this report changed into to studying rural schooling and at-chance college students so as to decide what the literature reveals approximately the combined impact of "poverty" and "community type" (in this example rural communities) on setting college students at hazard. The researchers first compared consequences for college students in terrible, rural faculties with outcomes for university youngsters in bad town schools in order to determine whether or not poverty by itself affected.

Researchers have been studying the ways in which rural vicinity and poverty might place impact students' attitude towards learning a language. In this study, we will focus on how geography impacts students' perception and attitude towards learning English language. We will also explore how gender adds to this complexity.

### Attitudes towards Learning English in Urban Schools

Many professionals have researched about students' attitude towards learning English as a foreign language in town colleges. In 2012, Yossatorn and Yossiri studied about learning English as a foreign language in a city faculty. This commentary investigated the scholars' attitudes towards sports activities applied in an EFL study room in a Thai University. In this study, the researchers stated that the instructor used a presentation method in the complete lively mastering. From the technique, it gave superb and negative consequences on the college students. They preferred sports activities due to the reality it can develop their hobby and construct their self-assurance to act consistently with the situations of each day's life. Moreover, it may make them active to observe by the usage of participating in shows or in different tasks. Nevertheless, presentations made them frightened and seemed hard for them. The idea the trainer has to supply a preference of using mother tongue or English to the students in class sports activities. Some other university students moreover felt bored due to displays for the duration of the EFL class.

Sudirman and Huzairin (2017) additionally analyzed the language attitude of SMP and SMA towards English getting to know in Bandar Lampung. The aim of this study became to provide an explanation for the language English as a lesson at colleges in a city School. They found that student were happy about taking English classes in school, especially for those who intended to go abroad. Students also said that they believe that they would be more respected by others, if they knew how to speak English well.

### Objective

To find out the difference between attitude toward English language learning of university students of Afghanistan on basis of gender and locality.

### Hypothesis

H<sub>0</sub>1. There exists no significant difference between attitude toward English language learning in university students of Afghanistan based on gender and locality.

**Table -1**

Shows difference in scores of attitudes towards English language learning of university students of Afghanistan in relation to locality. "t" ratios for difference in scores of attitudes towards English language learning of university students of Afghanistan in relation to locality.

**Group Statistics**

	locality	N	Mean	Std. Deviation	Std. Error Mean
Attitude toward English learning	Rural	159	123.30	14.444	1.145
	Urban	91	123.63	15.293	1.603

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper

Attitude toward English learning	Equal variances assumed	1.133	.288	-.167	248	.867	-.324	1.940	-4.145	3.496
	Equal variances not assumed			-.165	178.807	.869	-.324	1.970	-4.213	3.564

The table above shows that there is no difference between the means of rural and urban which is 324 for both. And p value is also insignificant,(0.869), which is higher than 0.05 and we accept the null hypotheses that there is no difference between the attitude of rural and urban students toward English language learning.Both are keen to learn English language.

Table 1 above shows that in terms of gender less numbers of girls in rural areas are learning English language. This could be partly explained by the fact that girls in urban areas have more access to education specially learning English.

Table 1 clarify that having a positive attitude regarding learning English is because of more numbers of female in urban areas. In the case of rural areas, it is because of the absence of females in universities, and the reason is insecurity while going to universities and early marriage cases.

### Findings

Attitudes are believed to express the feeling of college students' behaviour particularly in gaining knowledge of English because the term attitude is frequently used as an umbrella expression protecting such concepts as feelings, emotions, and beliefs. (Jain, 2014) Therefore, attitudes preserve an essential role in the English studying manner of college students. They will have an effect on the way students behave in learning English as a foreign language. Despite it, in order to pass a countrywide examination, for getting an education abroad students have to pass the English test which includes speaking, listening, writing, and reading skills. In learning those skills, the students face many limitations or problems. Because in learning a second language, there are many factors that should be considered other than attitude towards studying English. The Researcher felt curious about how rural and urban college students act in studying English with special historical situations. By clarifying one of the factors that influence students' English performances namely, attitude, allows instructors on how to build a better curriculum to teach rural and urban students due to the historical past of the students.

### CONCLUSIONS

This study examines the attitudes towards learning English between rural and urban Afghan University students based on the facts, evaluation and the findings of the this paper. Firstly, most of the rural students have liking attitudes, specifically feeling pride. This is partly due to the fact that students understand that learning English significantly helps them get a scholarship and continue their education abroad.

Secondly, the technological improvement can also affect students attitudes in gaining knowledge of English. The rural students who do not permit bringing mobile phones while reading English are special from the urban students who feel unfastened to use their mobile phones throughout the magnificence. The urban students can get right of entry to their social media freely while they feel bored inside the English classes. Meanwhile, rural students express their boredom by talking to their peers.

Thirdly, each rural and urban students have preferred and disliking attitudes in getting to know English along with friends, elements associated with teachers, instructor quality, and self-learning styles and materials. One of the factors that has the principle position in an English instructor style. When the trainer can convey the elegance to an exciting magnificence, the students will enjoy the class. Meanwhile, if the instructor is much less interesting, the disliking mind-set called boredom will come to the students the primary issue that makes a distinction among rural and concrete college

students is the choice to study English. It affects the college students attitude in getting to know English. The urban college students more revel in getting to know English due to the fact that they had the preference to talk English fluently. The rural college students enjoyed mastering English due to the fact that they enjoyed coaching styles and fabric from the trainer, now not from their personal desires. In order to conclude our paper we can say that the basic reason is security in Afghan rural areas especially for girls, students in rural areas are much keen to learn English language, but they don't have access, so that is the reason when they set in mix class of rural and urban students they face lots of shortages.

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