

## Factors Affecting Learning of English among the Students of TYBCOM at Veer Narmad South Gujarat University

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### Abstract

*Business communication in English is an important part for students of Commerce graduation in order to develop a career in the global context successfully. Business English requires a specialized vocabulary and impressive presentation skill. To be successful in business in today's world on global platform, it is not only sufficient to have a good level of general English, but it is also required to know in depth the particularities of commercial English. It is important to master both written communication and oral communication. In context to Surat, it is generally found out that the students are not much keen to learn the language and that at the end of three-year Bachelor in Commerce program, some students still struggle to draft an impressive resume or to give a flawless presentation. Keeping in view these challenges, the paper aims to investigate the factors that affect the language learning attitude of the students of VNSGU.*

**Keywords:** Needs Analysis, English for Specific Purposes (ESP), Business English, VNSGU

### 1. Introduction

India is culturally rich, multi-lingual and diversified country. Each state has its own regional language and people follow different dialect within the state. Hence, choosing a common medium of instruction in education has always remained a challenge in India. Even though completing the school education in their respective vernacular, the students prefer to study in English medium when it comes to college or university education. In context to India, English is still a preferred language over Hindi or any other regional language by the people. Present paper attempts to investigate the most significant leaning attitude which has the direct influence on the learning of English language amongst the student of TYBCOM at Veer Narmad South Gujarat University (VNSGU). The students studying in Commerce are offered 2 options under the curriculum Foundation Course in English viz. (1) Written and Spoken Communication Skill and (2) Language Through Literature. The students have to select one option which they will study for three years. 115 students are selected for the present study on the basis of random sampling. The population consists of the students studying in Final Year of their Bachelor of Commerce program. It is assumed that as the students in final year have studied Foundation Course in English in previous two years so they are clear with their target needs. This paper also aims to find out the significant impact of demographic factors on the learning attitude for English language amongst the TYBCOM students.

### 2. Review of Literature

Among variety of disciplines, a plenty of research that has been conducted to find learner's academic lacks and needs. English needs of 297 medical students with the help of 10 subject teachers and seven English instructor's inputs were assessed by Naruenatwatana and Vijchulata (2001). Data analysis revealed that for the students, LSRW skills had equal importance. Yet sub-skills of reading were of utmost importance as it helped them to read and recall important jargons of medicine. So far as the syllabus is concerned, the course material was irrelevant to achieve target needs of the students. Thus, the researchers proposed various English courses that would help to achieve the mastery in the language required for medical students.

Venkatraman and Prema (2007) had an objective to carry out English language need analysis of the engineering students as well as to find the students' perceptions about their English language teachers at SASTRA University, India. 254 students were given structured questionnaire to carry out need analysis.

The analysis revealed listening and speaking skills as the most important skills for the students. The students wanted that the teachers should acquire specific language competencies other than General English. The researchers also proposed a communicative English language curriculum for the students and for teachers they suggested a competency-based training so that they can fulfil language requirements of the students.

Rahman (2012) sought to explore English language needs of students of Computer Science at Putra University, Malaysia. 50 undergraduate students were consulted for the research. The study focused on Target Situation Analysis, Present Situation Analysis, and Learning Situation Analysis. The objective of the study was to find out the difficulties faced by the students while reading in English for academic purposes. The results revealed that the students faced difficulty in sub-skills of reading viz. skimming, scanning, and decoding. Based on the findings, the researcher proposed English syllabus for Computer Science course to suit the target needs of the undergraduate students that help to enhance their reading skills.

Ounis (2005) explored the agronomy students' English language needs at Batna University, Algeria. The results revealed that the faculty members as well as the students understood the need for a specific English course that caters to the students' needs. Among the four skills of reading, writing, listening, and speaking, reading skills were found to be the most important.

Pritchard and Nasr (2004) were set to improve reading performance of the students of third-level engineering in the Collage of Technology, Egypt. For the same, they carried out need analysis to identify their language needs and to understand what the students and their teachers perceived as preliminary reading skills. As per the results of NA, an English language reading program was developed. The pilot testing of the project was done among 66 students to test its effectiveness. The findings also revealed that the role of ESP teachers is more than information providers. The teachers were expected to share and contemplate subject concept with their learners.

Dash (2015) developed an ESP-based course for different engineering streams. In his research, he detailed the importance of syllabus formulation, implementation and evaluation for engineering students. Questionnaire to collect data was formed with the help and inputs of undergraduate engineering students, teachers and professional engineers graduated from BPUT, Odisha. The results revealed that the communicative classes in the university were actually non-communicative in nature. The course books were not sufficient to implement two-way learning and critical thinking among the students. The assessment system also failed in testing the students' proficiency. Thus, lexical language activities with proper rubric for checking, correcting and developing the language skills were proposed by the researchers.

Bachir's (2016) objectives were to identify whether Business English courses offered at the Career Centre of Ouargla University were successful meet the needs of the learners as well as to check the relevance and effectiveness of the courses presented. 36 students from different Departments of Ouargla University and 4 interviewees who have taught for two to four years at the Centre were selected for the study. The results revealed that both learners and teachers were aware of the inevitability of needs analysis to achieve real objectives. The researchers proved that the course offered by the university had effective objectives. It was motivating, acceptable and compatible with learners' needs.

### 3. Research Methodology

#### 3.1. Scope and Significance of the study

This study tries to identify the most significant leaning attitude which has the direct influence on the learning of English language amongst the student of TYBCOM at VNSGU. This paper also aims to find

out the significant impact of demographic factors on the learning attitude for English language amongst the TYBCOM students.

### 3.2. Objectives of the study

1. Tries to find out the most significant learning attitude for learning English language of TYBCOM students in VNSGU
2. To see the significant impact of various demographic factors on the learning attitude of the TYBCOM students in VNSGU for English language.

### 3.3. Variable of the study

Dependent variable: Enhancing Communication Skills, Guiding purpose to learn English and Need in target career

Independent Variable: Demographic variable like, “Age”, “Gender”, “Educational Qualification” etc.

### 3.4. Limitations of the study

1. Students are not able to understand whole heartedly about the importance of the study.
2. The study is restricted towards only the student of VNSGU in TYBCOM.
3. The study tries to measure only limited variables for the attitude of the students towards English language.

## 4. Data Analysis & Interpretation

Table 1 Kolmogorov-Smirnov & Shapiro-Wilk's Tests of Normality

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The syllabus improves Listening Skill	.271	115	.000	.831	115	.000
The syllabus improves Speaking Skill	.239	115	.000	.858	115	.000
The syllabus improves Reading Skill	.291	115	.000	.816	115	.000
The syllabus improves Writing Skill	.289	115	.000	.822	115	.000
The is Syllabus is interesting	.276	115	.000	.850	115	.000
Equal Weitage to LSRW is given	.249	115	.000	.861	115	.000
Less time to complete the syllabus	.226	115	.000	.897	115	.000
Personal assistance is required to the students to understand the concepts	.240	115	.000	.871	115	.000
Goals of the curriculum are clear for the students	.293	115	.000	.832	115	.000
Fulfills all LSRW Skills	.261	115	.000	.863	115	.000
Audio-Visual practice is given frequently	.278	115	.000	.853	115	.000

Syllabus helps to enhance confidence	.283	115	.000	.835	115	.000
Enough reference books are available for the course	.248	115	.000	.885	115	.000
Thorough grammar practice is given	.314	115	.000	.831	115	.000
The syllabus should help to improve presentation Skill	.287	115	.000	.836	115	.000
LSRW should be focused more	.258	115	.000	.798	115	.000
Syllabus should be learner centric	.242	115	.000	.797	115	.000
Language lab sessions should be frequent	.246	115	.000	.809	115	.000
English class should be more	.247	115	.000	.774	115	.000
Functional English should be a priority	.251	115	.000	.816	115	.000
Business English correspondence should be introduced more	.271	115	.000	.807	115	.000
More practical knowledge should be given	.295	115	.000	.759	115	.000
More jargons should be introduced	.243	115	.000	.828	115	.000

(Source: SPSS Result)

*H0: Data are normally distributed*

*H1: Data are not normally distributed*

The above table represents the normality table for the scale questions of the students' opinions and perceptions regarding VNSGU syllabus of English. From the table, it can be clearly seen that all the scale data are not normally distributed as the Significance value are less than 0.05 which means we are rejecting null hypothesis and accepting the alternative hypothesis.

Table 2 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.885	23

(Source: SPSS Result)

From the above table, it can be clearly seen that the cronbacha alpha is greater than 0.7 which means that the data are homogeneous in nature.

Table 3 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.830
Bartlett's Test of Sphericity	Approx. Chi-Square	1114.325

	df	153
	Sig.	.000

(Source: SPSS Result)

KMO & Bartlett's Test for Sphericity is one of the key parameter before running the factor analysis. It gives the measurement regarding the distribution of various factors are according to the consideration. Here the Sampling adequacy is 0.830 which shows middling adequacy to run the factor analysis.

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Table 4 Total Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Var	Cum %	Total	% of Var	Cum %	Total	% of Var	Cum %
1	6.464	35.911	35.911	6.464	35.911	35.911	6.168	34.266	34.266
2	2.807	15.592	51.503	2.807	15.592	51.503	2.691	14.951	49.217
3	1.773	9.850	61.353	1.773	9.850	61.353	2.185	12.136	61.353
4	.949	5.270	66.623						
5	.822	4.567	71.190						
6	.739	4.104	75.294						
7	.715	3.974	79.268						
8	.626	3.479	82.748						
9	.544	3.022	85.769						
10	.432	2.401	88.170						
11	.389	2.163	90.334						
12	.360	2.002	92.336						
13	.329	1.826	94.162						
14	.287	1.595	95.757						
15	.262	1.454	97.211						
16	.205	1.141	98.352						
17	.155	.864	99.215						
18	.141	.785	100.000						

(Source: SPSS Result)

From the above table, it can be analyzed that, total three factors have been extracted to measure the learning behavior of TYBCOM students of VNSGU and the summated score of total variance extracted is 61.353 which means 38.657% information has not been extracted from the scale questions asked to the respondent out of these three factors.

Table 5 Rotated Component Matrix

Rotated Component Matrix <sup>a</sup>			
	Component		
	1	2	3
Listening Skill	.837		
Speaking Skill	.874		
Reading Skill	.649		
Writing Skill	.764		
Syllabus helps to enhance confidence	.769		
Weightage on LSRW Skill	.758		
Fulfills overall Skills	.742		
Enhance Confidence	.833		
Improvised usage of Grammar	.750		
Improves Presentation Skill	.712		
More time to English Class			.840
Reference books are needed to understand syllabus better			.689
Importance of Functional English			.868
LSRW		.661	
Learner Centered approach		.647	
Language Lab sessions		.852	
English Class should be interactive		.808	
Overall improvisation of grammar		.615	

(Source: SPSS Result)

The above table indicates the factor wise parameter along with communalities score which represent the percentage of support that each parameter is giving for the individual factors.

Table 6 Factor Influencing Students of VNSGU to learn English

Factor No	Factor Name
1	Enhancing Communication Skills
2	Guiding purpose to learn English
3	Need in target career

(Source: SPSS Result)

The above table represents the final factor which we have generated for the learning attitude of TYBCOM students of VNSGU. Total three factors have been generated. Enhancing Communication Skills, Guiding purpose to learn English and Need in target career.

Table 7 Impact of Demographic Factors on Learning Attitudes

Learning Attitude	Enhancing	Guiding purpose to learn	Need in target career
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Demographic Factors	Communication (P Value)	Skills (P Value)	English (P Value)	(P Value)
Gender	0.009		0.045	0.070
Medium	0.093		0.719	0.005
Awareness for English	0.236		0.243	0.507
Elective after B.Com.	0.750		0.169	0.041

(Source: SPSS Result)

From the above table, it can be seen that there is a significant impact of Gender on Enhancing Communication Skills and Guiding purpose to learn English attitude of TYBCOM student of VNSGU. Medium of student has significant impact on Need in target careers of the students. Awareness for English has no significant impact on the any learning behavior of the students. Elective after B.com has significant impact on the Need in target career behavior amongst the TYBCOM students of VNSGU.

## 5. Conclusion and Suggestions

From the above study, it can be concluded that the attitude of students towards studying English in TYBCOM at VNSGU can be broadly bifurcated into three factors i.e. Enhancing Communication Skills, Guiding purpose to learn English and Need in target career out of which Enhancing Communication Skills to learn English is mainly influenced by the Gender of the students, Guiding purpose to learn English is mainly influenced by the Gender and Need in target career purpose is significantly influenced by Medium of study and Choice of Elective subject after BCOM.

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## About Author:

Ms. Dhara Samir Desai is an M.Phil. in English from the esteemed Department of English, Veer Narmad South Gujarat University, Surat. She is keenly interested in research and has successfully presented papers at national and international level seminars. She has also got her various research papers published in well reputed journals. Her M. Phil. was in the area of travel writing and is pursuing Ph.D. in ELT. Moreover, she has received scholarship from University of Oregon for 3 to 12 weeks' teachers training programs viz. 'Practical Applications in Listening and Speaking Skills' and 'Exploring Web 2.0: Tools for Classroom Teaching and Professional Development'. Desai has teaching experience at university and college spanning over eleven years.