

Motivation for Learning English: A Case Study of First Year Engineering Students in Vijayawada

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Abstract – Researchers have often emphasized the significance of motivation, attitude and self-confidence in learning English as a second or foreign language. Motivation has been considered as one of the most important factors that affect the process of learning English as a second language. It is the motivation which gives the required impetus for pursuing an action towards achieving a particular goal despite several impediments.

Today, the advancements in science and technology have created umpteen job and business opportunities to people who are able to meet the requirements of the industry. This single factor enticed students to pursue engineering education in India.

An engineering graduate besides having knowledge in his or her specific domain should possess required communication skills to excel in the world of opportunities as suggested by several committees. Hence, it is essential to understand motivation for learning English among the engineering students, so that they can be motivated to learn English by facilitating them with the required inputs which can meet their needs.

The main aim of this study is to identify the motivation (Instrumental or Integrative) for learning English among students pursuing their Engineering education in Vijayawada.

Key Words: Motivation, Instrumental Motivation and Integrative Motivation

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INTRODUCTION

Globalization, modern science and technology have created umpteen opportunities to the people to excel in the world. At the same time, it has also created an urgent need for a common language which can be used as the medium of communication between the people of different nations. English can be considered as an international language because of its resourcefulness in catering to various communicative needs of the people across the world.

Significance of English Language in Engineering Education:

English language is learned as a second language in most of the states in India. Today, it is considered as the language of opportunities by most of the Indians. The demand for learning English language increased among most of the Indians because of its utilitarian value. English language plays a very important role

in the life of an engineering student. As Marc J. Riemer aptly states, Engineering graduates “require an ever-increasing range of skills to maintain relevance with the global environment of the new millennium” (2002:91). He mentions that “the English language has become a major medium for communication across borders globally; a deficiency in this area may result in barriers for graduates’ personal and professional development” (2002:93).

In the state of Andhra Pradesh English is the medium of instruction in all engineering colleges. It is the medium of communication if one wishes to be successful globally. Hence, it can be stated that English language communication skills are crucial in the life of an engineering student. Hence, it is important to understand the motivation for learning English among engineering students to obtain better results.

MOTIVATION:

The word motivation has been defined by many researchers and scholars. According to Dornyei and Otto, "in a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (1998: 65). Motivation is considered to be one of the important factors in second language acquisition along with attitude and anxiety. The word motivation has been defined by many people in several ways. Gardner defined second language motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (1985: 10).

There are different types of motivations which motivate the learner to learn a new language. This categorization is based on the purpose for learning a foreign or second language by the learner.

Integrative Motivation: Gardner describes integrative motivation as "a complex of attitudinal, goal directed and motivational attributes" (2010:91). Therefore, "it is proposed that individuals can be said to be integratively motivated if they are motivated to learn the second language, have a desire or willingness to identify with the other language community, and tend to evaluate the learning situation positively" (2010:91).

Instrumental Motivation: Gardner asserts that the motivation to learn another language is "not for the social implications but rather for some practical gain" (2010:127). It is indicated by a longing to increase social acknowledgment or financial favorable circumstances by learning of a foreign language. Instrumental motivation shows a utilitarian purpose of studying a foreign language.

Personal Motivation: Besides Gardner's integrative and instrumental constructs, Cooper and Fishman mentioned a third type of motivation which they termed "developmental". Developmental or personal motivation, according to them, refers to motivation relating to "personal development or personal satisfaction" (1977:243). It incorporates activities like watching movies and reading books in English.

Intrinsic Motivation: Different linguists identify and analyze the motivational orientations in varied ways. One of the most well known categorizations is the extrinsic/ intrinsic orientation. Woolfolk defines intrinsic motivation as, "motivation that stems from factors such as interest or curiosity" (1998:374).

Extrinsic Motivation: According to Santrock an "extrinsic motivation involves doing something to obtain something else (a means to an end)"

(2004:418). Extrinsic motivation involves performing behaviour as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment.

R.K. Agnihotri and A.L. Khanna (1998) have highlighted the other types of motivation which concern a further realistic approach in apprehending public attitudes towards the English issue in South Asia. They are, 'resentment motivation' and 'manipulative motivation'. The system of education that compels even the unwilling learner to learn English can be characterized through the 'resentment' motivation. And the acquisition of SL in order to manipulate others for personal benefits can be termed as manipulative motivation.

Khanna and Agnihotri changed Gardner and Lambert's motivational orientations according to the Indian context. They classified learners' motivational reasons for learning English language into 'complementary motivation' and 'supplementary motivation.' **Complementary Motivation** refers to the motivation to learn English in order to get better jobs or receive higher education. **Supplementary Motivation** refers to the motivation to learn English for additive/ornamental purposes, i.e. to read English books, watch movies or feel superior. Even though there are several types of motivation, it is instrumental and integrative motivation which attracted the attention of most of the research scholars worldwide.

REVIEW OF LITERATURE:

The literature reviewed is divided into two categories such as: 1. Studies conducted abroad on learners' motivation towards learning English as a second language; 2. Studies conducted in India on learners' motivation towards learning English as a second language.

Studies conducted abroad on motivation for learning English:

Atef Al-Tamimi and Munir Shuib (2009) conducted a study on "Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology, Yemen". The results emphasized that the instrumental motivation comes as the first source, personal motives come as the second source and integrative type of motives comes as the third source of motivation to learn English.

Barakat Humoud Makrami (2010) explored "Motivation and Attitude of Saudi University's Learners of English for Specific Purposes. The findings show that the English for General Purposes (EGP) group is more instrumentally and

integratively motivated than the English for Specific Purposes (ESP) group.

Chalermpon Choosri and Usa Intharaksa (2011) conducted a study to investigate the motivation level in Thai students and to identify the relationship between motivation and achievement. The findings reveal that the instrumental motivation is significantly correlated with English learning achievement.

J. Bobkina, M. Fernandez De Caleyá Dalmau (2012) explored "Engineering undergraduates Motivation and Attitudes towards Learning English: at the Technical University of Madrid". The study indicated that most of the participants learn English to get a better job in the future, for travelling and communication.

Nakhon Kitjaroonchai and Tantip Kitjaroonchai (2012) investigated the types of motivation (integrative and instrumental) that Thai English majors at Asia-Pacific International University hold toward learning of English language, and the study results revealed that instrumental motivation was found to be slightly higher than their integrative motivation.

N. Nahavandi (2013) conducted a study to explore Iranian EFL engineering students' "motivational orientations towards the language and their attitudes towards learning English, English-speaking people and their culture". The study concluded that those who continue education in language institutes were more motivated and the level of their anxiety was lower.

Molla Azizur Rahman (2016) carried out a study of two major types of motivation, integrative and instrumental, in learning English language at undergraduate level in all the disciplines at Khulna University in Bangladesh. The findings showed that most of the learners have integrative motivation.

Quratulain Talpur and Zulfiqar Ali Shah (2016) conducted a Case Study of Undergraduate Students in a Pakistani Engineering University on Motivation towards Learning English Language. Findings of the study show that most of the students learn English language to get a prestigious job, to get a prestigious position in society.

Jennifer Claro (2016) explored "Japanese first-year Engineering students' Motivation to Learn English". The results indicated that Self-System, Attitudes toward Learning English (ATLE) the Ideal L2 Self and integrative motivation were factors influencing language learning.

Joseba M. González Ardeo (2016) conducted an investigation on "Engineering students' Instrumental Motivation and Positive Attitude towards Learning English in a trilingual tertiary setting". The findings of the study revealed that their attitude towards English

language was positive. With regard to motivation, they exhibited a high level of instrumental orientation.

Studies conducted in India on learners' Motivation for learning English:

Yasmeen M. Lukmani (1972) conducted a survey of Marathi-speaking high school students in the state of Maharashtra. The results showed that they were instrumentally motivated to learn English.

Tarak Kumar Pramanik (1981) carried out a research of "Science and Arts students' Attitude and Motivation for learning English at the first degree level in the district of Cuttack in Orissa". The results indicated that both arts and science students were instrumentally oriented to learning English.

Hari Padma Rani, P. (2003) explored "The Pedagogical Scenario of English at the Post-Graduate Level in Andhra Pradesh." The results indicated that there was a gap between the objectives of the teachers and students.

R. Narayanan, N. Rajasekaran Nair and S. Iyyappan (2008) examined "Factors Affecting English Learning among Engineering and Technology Students." The findings showed that female students seem to have more motivation, less negative attitude to learn English less language anxiety than male students.

Arvind Kumar Gill, Vandana Gaur Vashisht (2015) conducted a study on "Motivation factors of learning English in government schools". The results of this study indicated that the government students possessed a higher degree of instrumental motivation than the integrative motivation.

L. Saranraj, Zaved Ahmed Khan and Shahila Zafar (2016) conducted research on the "Influence of Motivational Factors and Gender Differences on Learning English as a Second Language: A Case of Engineering Students from Rural Background". The findings of the study indicated that the students learnt English for instrumental orientation when compared with other factors. The findings of the study revealed that there was a significant gender difference found between instrumental and integrative orientation.

It is evident from the literature review of select studies presented in this chapter that the reasons for learning English language varies according to the context and need for which English language is learned. Though there is a significant research conducted on motivation to learn English in the world around, to the best knowledge of the researcher, very few studies have been conducted on engineering student's motivation for learning English in India especially in the state of Andhra

Pradesh which is considered to be the hub of education. Hence, the researcher felt the need for conducting a study to understand the motivation for learning English among the engineering students of Vijayawada.

Objective of the study: The main objective of this study is to understand the motivation for learning English among students pursuing their Engineering education in Vijayawada.

Design of the study: The researcher in the present study employed a mixed methods research design. A mixed method research refers to the integration of both a quantitative and qualitative research data in a single study for the purpose of obtaining enriched results (Creswell, 2014).

Sample for the study: The study was conducted in five engineering colleges in Vijayawada, in order to understand the motivation for learning English among engineering students and their attitudes towards English. The participants of the study were 690 First year B.Tech students pursuing their Engineering education at Vijayawada in Andhra Pradesh.

Data collection Tools: Data collection tools play a significant role in extracting the information relevant to the study. The researcher used both quantitative and qualitative research tools for the study:

- a. Questionnaire
- b. Interview
- c. Private and informal conversations with students

FINDINGS OF THE STUDY AND INTERPRETATION:

In the following table frequency distribution of instrumental motivation factors is presented in order to identify the motivation for learning English among the first year engineering students who are pursuing their education in Vijayawada. The researcher through eleven statements made an attempt at measuring participants' utilitarian reasons for learning English. The respondents are asked to mark the best alternative among five alternatives available for each item. They are assessed using Likert's five point scale ranging from agreement to disagreement. The data is generally coded as follows.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree

- 5 = Strongly agree

The following table presents the frequency distribution of instrumental motivation factors.

Table - 1

Frequency distribution of instrumental motivation factors

Statement	N	SD	D	N	A	SA	Mean
For getting a good job	690	7	9	52	215	407	4.45
To understand English.	690	11	16	90	274	299	4.20
To be a better educated person.	690	11	26	77	233	343	4.26
To read and understand more books and journals.	690	9	32	108	202	339	4.20
To be respected in the society	690	56	87	175	184	188	3.52
To talk to people in my country whose language is unknown to me.	690	13	15	84	223	355	4.29
To get a social recognition	690	19	55	178	269	169	3.74
To go to foreign countries for studies	690	19	8	66	217	380	4.34
To pursue higher education.	690	7	13	60	275	335	4.33
To understand lectures	690	8	19	65	292	306	4.26
To write reports of the experiment and project work.	690	13	14	106	249	308	4.19

It can be noticed from the findings of the study that the overall mean score for all the instrumental motivational factors is 4.16. Among all the factors of instrumental motivation 'getting a good job' received the highest mean value of 4.45 followed by going abroad for studies 4.34 and pursuing higher education received 4.33. From the findings of the study, it can be concluded that getting a good job received the highest mean value which is an indication that most of the participants of the study would like learn English for securing good jobs.

Table - 2

Frequency distribution of integrative motivation factors

Statement	N	SD	D	N	A	SA	Mean
To understand and appreciate English way of life	690	93	157	142	155	143	3.14
To interact more easily with native speakers of English.	690	62	142	84	144	258	3.57
To speak to Englishmen and Americans	690	61	112	225	150	142	3.28
13e. To think and behave as English people do	690	189	191	148	95	67	2.50

From the frequency distribution for all the integrative motivational factors, it can be noticed that the overall mean score for all the integrative motivational factors is 3.12. Among all the factors of integrative motivation 'To interact more easily with native speakers' received the highest mean value of 3.57, followed by speaking to Englishmen and Americans 3.28, understanding and appreciating the English way of life 3.14 and to think and behave as English people received the least mean value.

It can be concluded from the findings and analysis of the study that getting a good job received the highest mean value which is an indication that most of the participants of the study would like learn English for securing good jobs. The least mean value was obtained for the integrative motivational factor i.e. to think and behave as English people do. So, from the findings of the study it can probably be inferred that motivation for learning English for engineering students pursuing their engineering education in Vijayawada seem to be more instrumental than integrative.

PEDAGOGICAL IMPLICATIONS:

The findings of the study provided some significant implications which should be taken into consideration both by English teachers and curriculum designers of B.Tech English language course in the state of Andhra Pradesh. The findings of the study clearly indicated that most of the engineering students are instrumentally motivated to learn English language. Understanding the factors of motivation for which English language is learned by students will certainly help the teachers in motivating the student in a better way so that proper results can be obtained. Therefore, English language course should be designed to fulfill this purpose. In other words the course should equip the learners to function efficiently at their academic and occupational settings, so that learners feel that they are learning English language course which will meet their needs adequately.

As most of the participants of the study mentioned that they were learning English to get a job, it is essential to design English language course and conduct more activities to facilitate the learner with the employable skills set to perform the tasks in an effective manner. Understanding the needs of the learners is the beginning point of designing the course. From the findings of the study, it can probably be understood that most of the respondents of the study felt the need for improving their speaking skills. So, in order to meet the needs of the learners, more time should be allocated to improve this skill. Understanding the motivation along with the needs of the learners helps the curriculum designers, and teachers to plan the course accordingly so that proper results can be obtained.

CONCLUSION

Considering the ever-increasing scientific and technological phenomena, it is incumbent on the part of the teachers, curriculum planners, material producers and all others who are part of the teaching process to understand the motivation for learning English language among engineering students pursuing their education in Vijayawada, Andhra Pradesh, so that students can be motivated well to learn English language and obtain optimum results.

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