

Motivating the Engineering Students for Learning English with Gender Difference in an ELP Context

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ABSTRACT The paper presents the outcome of the study carried out to establish the engineering students' ELP, the motivation for learning English and their relationship in terms of gender. The design of the study was in the form of a questionnaire survey and the information gathered in the form of quantitative data. The investigations' main thrust was on motivation and its three constructs: instrumental motivation, integrated motivation and personal motivation. The major finding revealed the students' moderate level ELP with a greater orientation towards instrumental motivation for learning English. The next prominent motivation was personal. The integrative motivation, as a part of the culture of its people, did not have a good impact on students of engineering to learn English. However, the students showed a distinct gender difference in ELP and motivational constructs. Finally, the researcher had given certain important implications of the study to tap the students' motivation for effective learning of English.