

**The Motivation and Attitude of Engineering Students Towards Learning Technical English
at The University of Lahore, Lahore**

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ABSTRACT

The study aimed to investigate the inspiration and attitude of students toward learning Technical English (TE). The students of the School of Engineering from The University of Lahore (UOL) were taken as samples. Survey and questionnaire were employed by the researchers to investigate the motivation and attitudes of students towards learning Technical English writing. The assessment particularly analyzed the origin of their enthusiasm: do the students work hard to learn Technical English to maintain a high GPA or do they have their inspiration? The result of this research uncovered that the participants have optimistic attitudes towards learning Technical English and suppose it will further lift their position and future job perspectives. Although there was no divergence in attitude and level of enthusiasm between the gender orientations, there was uniqueness in performance regarding educational goals. To attain definite results about the engineering students' attitude towards learning the English language the results are analyzed percentage-wise. There is no doubt that the English language has become a language of Science, Technology, and Business. Having a good perception of Technical language is the demand of many professions. Often in the fields of educational settings Information Technologies, Engineering, and Medicine, there is a need to implement the use of Technical language. Technical English language learning (TELL) is an essential and significant constituent of engineering. In the last decades, English courses for particular groups of learners have become extremely important. English for specific purposes has set up its technique with financial, technological, and scientific expansion. For scholars to develop technical and scientific literacy, they need to increase their knowledge of technology. The progress of any scientific field is impossible without knowledge of the Technical English language.

Keywords: Attitude, Motivation, Engineering Students, Technical English (TE), Technical English language learning (TELL), Second Language Acquisition, English for Specific Purposes (ESP)

INTRODUCTION

Language is the most notable constituent of mankind and human presence. With language, individuals can share their messages with others. Learning of language enables individuals to build their understanding and this manner improves their characters and mentalities. Different variables can affect the learning of a new language. Many scholars have

investigated the factors like “motivation, preference, age, the ability of mind and gender difference” for learning a language (R. C. Gardner, 1985; Shams, 2008). Researchers have also explored the students' disposition towards the language is one of the main variables in language learning” (Fakeye, 2010; Kara, 2009).

Eagly and Shelly stated that attitude is an exciting thing that helps in the judgment of a specific element regarding favoring or disfavoring (Eagly & Shelly, 1998). Crystal (1997) also clarified these examples of attitudes and different behaviors that can be observed. Whereas, Baker (1992) discussed that “individuals have different attitudes towards their language and other languages”.

Motivation is the most important factor and plays a vital in achieving tasks. It has a positive impact on the academic career of pupils, especially in the learning of a second language. Woolfolk (1998) stated that motivation is something inside that guide further process and controls human behavior. Salvin (2001) defined motivation as the main process that energies the learners and maintains their positive attitude toward language learning. According to these definitions, it can be said that motivation is the basic element in learning a language and it can't be ignored. Gardner (1982) was deeply impressed by the idea of Mower and he tried to show the four basic elements of the language learning process.

- Environment
- The competence level of learner
- Features of linguistics
- The setting for the learning process

According to this model, motivation has three parts.

- Effort: hard work of pupils
- Desire the wish to learning
- Affect: Emotional attachment

According to these elements, the level of motivation can be divided into two types:

- Integrative Motivation
- Influential Motivation

Integrative motivated learners want to communicate with the people and survive in society. The learners learn the language to become part of the other society to deal with them in their daily routine. Whereas learners with ***Instrumental Motivation*** want to learn the language for their personal needs such as to get better jobs, increase their salary or improve their social status.

Motivation is an important factor and both types of motivation are essential for the learning process. Recent research also stresses the importance of motivation for learning a new language. The instructor needs to identify motivational factors for his pupils to enhance the learning process (Rashid et al., 2022; Zarrinabadi & Rahimi, 2021). Different people have different levels of motivation depending on their desire and needs of learning a language.

Motivation is further classified as:

- Intrinsic
- Extrinsic

Intrinsic refers to the personal interest of pupils and extrinsic refers to doing something different to get something else. According to many scholars, integrative and instrumental motivation are seeming as intrinsic and extrinsic. The level of motivation also depends on the context and needs of a person and the demand of society. A learner can't learn any language until he feels motivation from society or motivation from himself. So motivation is a main and compulsory element in learning of language. Learning any language relies on the attitude toward that language (Kara, 2009). Researchers stated that pupils with a positive attitude can learn language easily instead those who negative attitude toward language learning (Victori & Lockhart, 1995).

Bamgbose (2001) claimed that the English language is spoken around the world. Almost 430 million people are a non-native speakers and 330 million are native and the people who are learning are otherwise (Crystal, 2003). Bottery (2001) believed that today globalization has increased the importance of English language learning.

The English language has become an international language due to this it has become an essential part of students' education. There is no doubt that the English language has become a language of Science, Technology, and Business. Having a good understanding of the Technical English language is the need of the hour. As the speedy changes in technology have brought the revolution in the language of Technology, or English for Science and Technology. Different courses are being designed to teach the students with a capability to read and write in scientifically and technologically oriented English that they are likely to come across in their specialized professions.

In the present age in the fields of Information and Technologies, Technical language is unavoidable. Technical English language is significant for those pupils who have special reasons in their background (Chung & Nation, 2004). One of the well-known characteristics of the linguistic comprehension needed to know specific texts is the consequent specialized terminology or "technical words that are noticeably definite to a particular theme, ground, or regulation" (Nation, 2001). Technical language growth is also indispensable to attain aptitude in English for Science and Technology as well as to investigate the reasons why some engineering students are motivated to learn and have positive attitudes toward Technical English while others do not.

RESEARCH OBJECTIVES

The objective of this research is to analyze the attitude of pupils toward learning Technical English. The central focus of this study is on gender distinction, academic level, and GPA. To get clear outcomes the additional investigation was done by focusing on the given question:

- What sort of attitude do the pupils of the engineering department have towards learning Technical English?
 - Optimistic
 - Pessimistic
- What sort of motivation do pupils need to learn Technical English?
 - Gaining a high GPA?
 - Self-improvement?
 - Major requirements?

LITERATURE REVIEW

Motivation and attitude are unavoidable issues in the learning process of a second language. Gardner (1983) stated that attitude and encouragement are the two shades of the same thing while inspiration is something important that pupils use to learn any language. When someone has courage in mind towards the second language learning it is beneficial for them. Past studies have confirmed that the effect of these variables on language learning is in a deep amount that has been shown in past decades (Alhmali, 2007; Brown, 2000; R. C. Gardner, 1985, 2006).

In this section, a broad notion of the study regarding inspiration and attitude toward second language learning has been shown.

Attitudes are so much significant in language achievement (R. C. Gardner, 1985). For the success of language learning, one should have positive feelings not as just an educational procedure, but rather as a distinctive and passionate phenomenon, which in itself depends upon the pupils' inspiration and attitude towards the language. How do the pupils acquire or learn any language? It can be influenced by their inspiration for language learning (Robert C. Gardner & Lambert, 1972). Bot et al. (2005) expressed for every instructor must know the students' inspiration and attitude about taking for specific language.

Regarding the attitude of pupils, intellectuals are interested in their expected behaviors; they claimed that attitude is something that measures the view of pupils or decisions that are made to respond in help (Ajzen, 1998; Bakir, 2012; R. C. Gardner, 1985). Moreover, there are three more kinds of states of mind: The first is psychological: the mentality about the object; the second one is emotional: the opinion about the object and the third one is behavioral: the dependability by which the human being acts to get the preferred performance. If the pupils show positive language attitudes, they will also tend to show high motivation towards the process of learning, in this way they will learn speedily (Kara, 2009). "Attitude helps the learners in showing positive behavior toward second language" (Choy & Troudi, 2006). (Feng & Chen, 2009) further added that "in this way, it will create emotional attachment toward course".

A positive attitude is helpful; in showing positive behavior toward language learning and increasing their desire to learn a language effectively such attitudes can help the pupils to solve the problems and attach pupils to the learning process emotionally. Learning is an emotional process and an emotional attitude is needed in learning the language. There is a strong relationship between the attitude of pupils and their learning process in any language. "Attitude is an affective variable in the language learning process" (Sparks & Ganschow, 2001)

This study is about the attitude and motivation of pupils about English language learning and the relation English Language with their educational needs. The attitude of pupils towards TELL. "Attitude is the basic essence of language learning" (Karahan, 2007). Attitude is not a constant value different factors can change its value. When British left the India, the people of that place were not willing to learn the English language but today the "attitude of people towards the English language has been changed because now it is an international language" (Bamgbose, 2001).

Several researchers studied the effects of attitude on learning a language and concluded that “Attitudes can influence the process of language learning” (Al-Tamimi & Shuib, 2009; Shams, 2008). Inspirational and positive attitude about any language is helpful in learning process simple. Motivation and a positive attitude help in learning a language effectively.

A lot of work has been done on attitude toward language learning after the work of Gardener’s work on this in 1985. In Pakistan English has the status of the second language. It is used as an official language. Many researchers in the last couple of decades proved that a “positive attitude is so much helpful in learning any language and it also supports the academic carrier of pupils (G Venkatraman & Prema, 2007; Joseba, 2005; Pritchard & Nasr, 2004). Also, Graham (2004) studied the “relationship between attitude and language learning”.

Gardner (1985) states that “the attitude of learners is an essential part in stimulating the students for the second language”. According to him, inspiration is the main thing that has abundant foreparts, and it is impossible to create a distinction between them. Different definitions rely upon the school of thought. As specified by behaviorists, inspiration is the anticipation of compensation (Brown, 2000). Brown further stated that “inspiration helps the learners in achieving their goals” to the constructivists, social circumstances also influence motivation. All the definition from three different schools of thought has shown that motivation depends on the needs of the learners, when the needs are satisfied, and people get appreciation from society they feel more motivated. It is not easy to define motivation, but the characteristics of learners can be defined regarding motivation.

The pupils who are motivated toward language learning complete their tasks and show confidence in the learning process. The learners tend to have different reasons those reasons are the base of their motivation (S. Gardner & Holmes, 2010). Motivation is mysterious as the other researcher has declared that motivation is more concerned with mental level and interest level. “Motivation is responsible for why the learners learn something and why they keep on learning to achieve their goal” (Dörnyei, 2001).

Literature has shown that motivation plays an important role in learning a second language (R. C. Gardner, 2006; Veronica Lifrieri, 2005). Pupils with high inspiration try to reveal desired results over those who have low inspiration. Studies on the second language revealed that pupils have different kinds of inspirations: instrumental and integrative (Fishman, 1977; H. Gardner, 1983). Instrumental inspiration is the point of thinking where a man thinks it is quite useful and starts learning, whereas integrative inspiration is the point at which an individual learns a language to survive in the general public (Gardner 1983; Wilkins 1972).

The third kind is formative; this is about the individual’s inspiration which is about individual accomplishment and perfection (Rowley et al., 1977). Pupils would be motivated to learn a second language for any of these inspirations (Spolsky, 1989). In the Arab countries, pupils were just roused to learn the language to pass the exams (Qashoa, 2006). That was an instrumental motivation. Shearin and Rebecca (1994) stated that “motivation has a direct impact on the learning of the second language and it also depends on how much they use that specific language in daily life and how they make their salves skillful after the achievement language. A high level of motivation is helpful in learning

and it increases the degree of competence in learning (Al-Hazemi, 2000). A positive attitude can create a high level of motivation towards language learning.

RESEARCH METHODOLOGY

This investigation was done to know attitude and motivation of engineering students for learning Technical English. Quantitative research has been done to analyze the attitude and to know the reasons behind the motivation of pupils for learning Technical English. To analyze the data descriptive method has been conducted on a small sample. The target population was the students of BS Software Engineering, UOL Lahore. A sample of 24 students from the second semester of BS Software Engineering was selected. The sample consisted of 12 girls and 12 boys.

The questionnaire has been used to analyze the attitudes of pupils and to know their reason for motivation towards TELL. For the analysis of attitude and to measure the level and to know the reasons for motivation towards TELL close-ended questions were asked.

The answers were registered on a 5-point Likert scale:

1=Strongly disagree, 2= disagree, 3=neutral 4=agree, 5=Strongly Agree

The questionnaire had two parts:

1: Attitude

2: Motivation

The questionnaire was distributed among the participants and the important instructions to fill the questionnaire were given to pupils in starting. The confidentiality and anonymity of the students were assured. The participants were asked to fill that in 15 minutes. 24 questionnaires were distributed and all were filled. The response of the participants to fill questionnaires was positive. The data has been analyzed through percentages. The population was divided into two equal parts as 12 girls and 12 boys were included in the sample.

To know the attitude of pupils towards TELL, the participants responded to 29 questions that showed their attitude. The first eight items show the perceptions of pupils and their feelings about TELL as they like or dislike that. This feeling can be observed in how the pupils feel proud when they speak English with others. As the given table shows, 26% strongly agree that TELL is mandatory and 26 agree. However, 23 respondents believe that TELL is important for good communication. The majority of the pupils agreed on this point that it helps them in completing their important tasks. 31% agree and 19% strongly agree. 23.8% and 16.7% were feeling proud of speaking English and 28.6% are agree that it is improving their self-image 31% agree that TE is increasing their knowledge while 14.3% strongly agree for the interaction during class in English. A large number of students do not speak English in class 23.8% lived neutral and 26.2% were not in favor of TELL.

Table 1:**Students 'Attitudes towards Technical English Language Learning**

	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
TELL is important for communication	2.4	0	0	26	26
Helpful in completing major tasks	0	2.4	4.8	31	19
proud to speak English	0	2.4	14.3	16.7	23.8
Communication in the English language creates problems	7.1	14.3	19	16.7	-
TELL can improve self-image	2.4	0	2.4	28.6	4.8
I like to interact in the English language during class	0	2.4	23.8	21.4	2.4
Technical English increases your knowledge	2.4	0	16.7	31	14.3
Favoring TELL	26.2	9.5	2.4	11.9	7.1

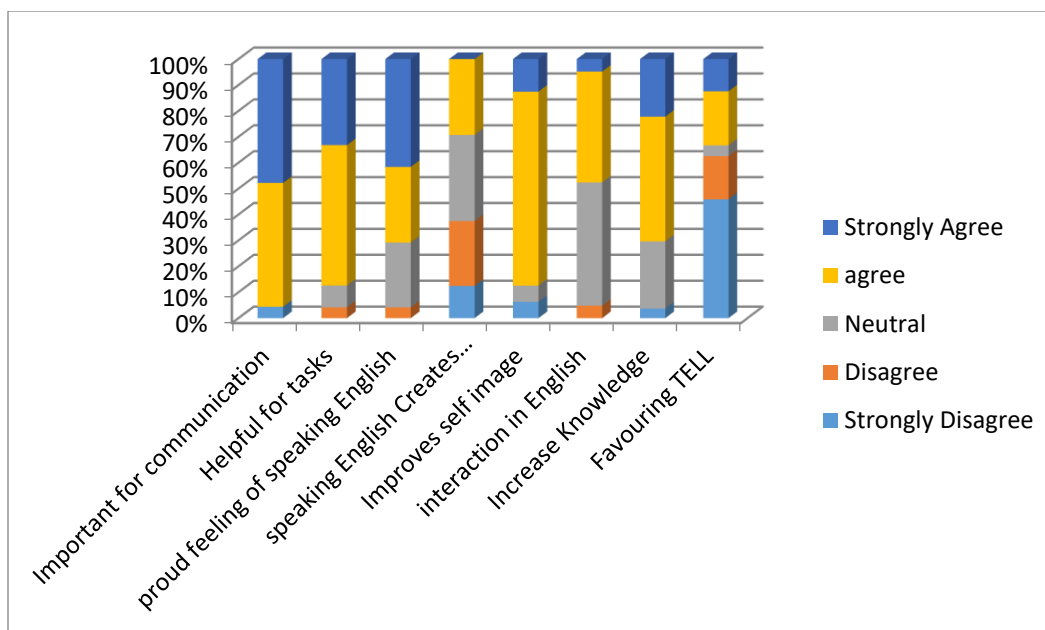


Figure 1: Students 'Attitudes towards Technical English Language Learning

The majority of the students were agreeing on this point that it improves their self-image and the results have shown their positive attitude towards TELL. Some of the students agreed on this point as well that it helps them in their education and increase their knowledge. Many pupils were willing towards the TELL. A small number of pupils have a negative attitude towards English language learning because they feel hesitation in speaking English and feel that it creates a problem for them. But a majority of pupils have a positive attitude and tend to learn Technical English to improve their self-image, for communication, and to increase knowledge.

Given table has shown that pupils are motivated to TELL for given reasons such as to maintain a high GPA or to pass the exams. Some want to learn Technical English for their personal needs and for their development of carrier .25% have revealed that TELL is important.

Table2:

Motivation for Technical English

	Strongly disagree%	Disagree%	Neutral%	Agree%	Strongly agree %
Enables to work better	0	2.4	11.9	23.8	19
Helps me in getting a job	0	2.4	9.5	26.2	16.7
Helpful for higher studies	0	4.8	9.5	26.2	23.8

University requirement	0	2.4	7.1	26.2	19
Carrier development	9.5	0	9.5	21.4	16.7
Increase my status in society	0	2.4	16.7	19	4.8
Improves my performance	2.4	2.4	21.4	21.4	7.1
To increase GPA	2.8	4.8	23.8	19	7.1
Facilitate studies	2.4	0	4.8	31	23.8

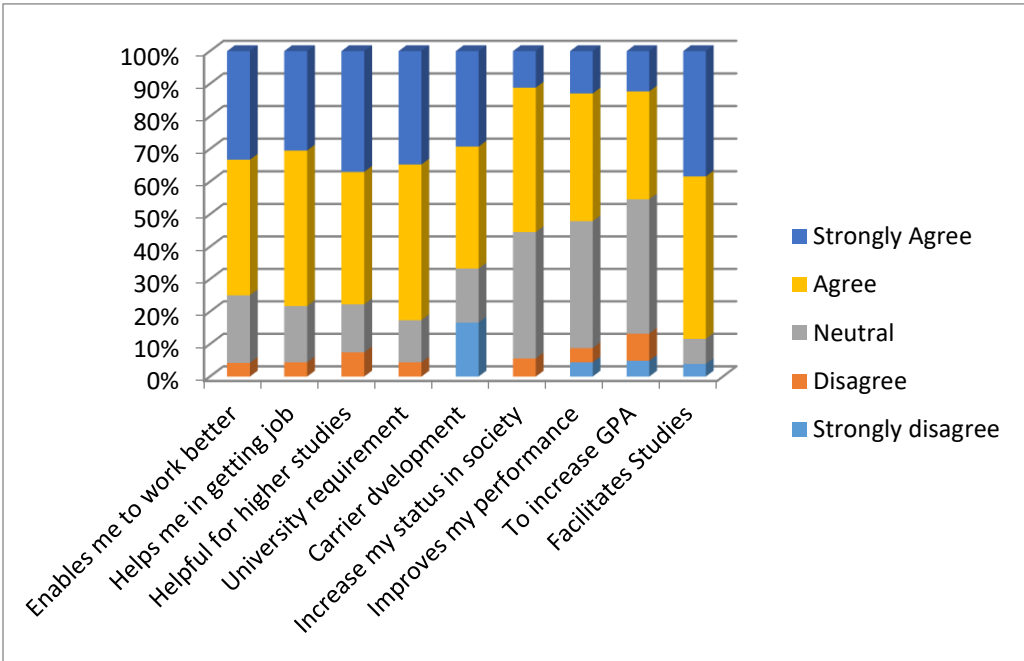


Figure 2: Motivation for Technical English

The majority of the students were motivated towards TELL because it helps them in their studies and maintains their GPA as well as pass the exam. Pupils were also strongly agreeing with this point that it helps them in getting good jobs. The majority of the pupils have instrumental motivation towards TELL.

DISCUSSION OF THE RESULTS

Two tables and graphs have been shown in this paper. The first table and graph is showing the attitude of pupils toward TELL. The results have revealed that the majority of pupils have a positive attitude towards TELL and small numbers of pupils have a negative attitude towards TELL.

The second table and graph are about motivation. The results have shown that pupils have instrumental motivation towards TELL and they are agreeing on this point that it is mandatory to learn Technical English Language because it is helpful for good self-image, high GPA and other major tasks of life can be accomplished.

Limitation

There are two main limitations in this given research. Overgeneralization and misinterpretation of the data shouldn't be done. Due to the shortage of time, the study was conducted on a small sample. The generalization of the findings is not possible even among all pupils at UOL.

CONCLUSION AND RECOMMENDATIONS

The investigation has shown that the pupils have a positive attitude towards TELL. Their inspiration was helpful and is closely related to their personal needs. The pupils had no issue focusing on TELL and it helps to get jobs. The pupils want to learn TE for its practical motive. TELL can help the pupils in their future life and they can get good jobs easily. TELL can improve their GPA and they can maintain a good self-image. This study has shown that the pupils feel hesitation in speaking English. In university, classes should be arranged and the presentation should be taken from pupils on different topics to improve their speaking capability and remove their hesitation. English is the most used language in this era and essential for establishing a good carrier. So, the pupils should learn TE for the sake of their bright future and meet the needs of the time.

Research has shown that the students of Engineering have a positive attitude and high level of motivation. A positive attitude and a high level of motivation are helpful for TELL. It can improve their GPA and some pupils were highly motivated towards TELL to maintain their good self-image and to get good jobs in the future. Hence, a positive attitude and a high level of motivation are essential parts of language learning. Without these, it is impossible to learn TE.

The findings have revealed that the students have a positive attitude towards learning English to use in social and educational contexts. The study has shown that engineering students are instrumentally interested in learning English. English language courses should be launched for engineers to fulfill their need for English in professional life. Engineers should take English courses to work properly in their professional and academic life. As the students have the motivation to learn the English Language for their social and academic reasons, therefore English for Professional Purpose and Academic Purpose should be introduced. It means General English is not enough to fulfill the need of engineers in professional and academic life. Mori (2002) stated that the motivation of students is domain specific not culturally associated, this might be a sign of the inappropriateness of General English.

Students were ready to attend the English Language learning courses as only one year is not enough to be proficient in English. So, the duration and number of English courses

should be increased. As the English Language is also important to achieve a job. So, the courses should be designed to meet the needs of Engineers. The findings have revealed that the policymakers should put their attention to changing the current policy in Pakistan at the primary and secondary level to be an English-oriented system. At least English should be used commonly in classes or as the medium of instruction. This practice will enable the students to function properly in university education.

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