

Influence of Motivational Factors and Gender Differences on Learning English as a Second Language: A Case of Engineering Students from Rural Background

L. Saranraj¹, Zaved Ahmed Khan² and Shahila Zafar^{3*}

¹School of Social Sciences, VIT University, Vellore - 632014, Tamil Nadu, India; saraniyc@gmail.com

²Adesh University, Bathinda - 151009, Punjab, India; khan.zaved@gmail.com

³Central University of Punjab, Bathinda - 151001, Punjab, India; shahela.zafar@gmail.com

Abstract

Objectives: This study investigates the role of motivational factors in second language learning and gender differences between integrative and instrumental orientation among engineering students. **Methods/Statistical Analysis:** An adopted AMTB (Attitude and Motivation Test Battery) was used to collect data from undergraduate engineering students in the study area. The data were analysed using descriptive statistics, Cronbach's Alpha, ANOVA, Pearson Correlation coefficient. **Findings:** The results revealed strong positive correlation observed between desire to learn English and attitude towards learning English. A moderate correlation was found between attitude towards learning English and motivational intensity. Similarly, strong positive correlation was found between integrative and instrumental orientation among male students when compared to female. **Applications/Improvements:** The teacher must boost their learners' interest and create awareness about the importance of studying English both for intrinsic and instrumental reasons. Similarly, language instructors could change their teaching method according to the learners' interest.

Keywords: Gender Difference, Instrumental and Integrative Orientation, L2 Learning, Motivation Factor, Socio-Educational Model

1. Introduction

Motivation is a multifaceted variant among L2 learners. If a person is motivated, he/ she involves or engages in relevant activities, attains his task and achieves his goal. Motivated L2 learners have strong desire to attain their language learning goals. An individual strives to learn L2 language because of their desire to achieve satisfaction in their learning activity¹. In addition, motivation factor is a subset of three different items such as, motivational intensity, desire to learn L2 language and attitude towards learning English. Motivation is considered as the central tendency for the above three subsets. Thus total configuration will be able to identify the learners' L2 achievement. Numerous studies have been conducted on motivation in second language learning²⁻⁵. For the past

two decades, the theoretical work on motivation has been examined within the context of learning second language, first language or mother tongue, and in a foreign language. However, no research has been done on motivation factor and gender difference in second language learning in India, especially among the rural students.

Our study focuses on the STAR students at VIT University, Vellore. STARS stands for Support the Advancement of Rural Students. STARS are rich in knowledge but financially poor because they belong to rural and remote regions of Tamil Nadu. STAR students are selected based on their academic performance in higher secondary education; they are district level toppers in senior secondary examinations. These students are psychologically motivated by the University through the provision of free education and their performance is

* Author for correspondence