

English for Engineers: A Cross-Institutional Analysis of Attitudes, Motivation, and Classroom Practices

Uzma Nisar¹, Mehreen Amin²

^{1,2}Research Scholars, Department of Linguistics, University of Kashmir,
Hazratbal, Srinagar, J&K, India - 190006

Email id: uzmanisar91@gmail.com

DOI: <https://doi.org/10.5281/zenodo.21966135>

Abstract

Dates

Summation:22/07/2026

Revised: 08/08/2026

Accepted: 12/08/2026

Published:30/08/2026

English is taught as a compulsory subject in all engineering colleges, though it appears under different course titles across various semesters. The present study investigates the attitudes of engineering students toward English Language Learning at NIT Srinagar and IUST. Using a structured questionnaire, the study examines students' interest in learning English, their intrinsic and extrinsic motivation, participation in classroom activities, awareness of the role of English in employability, and their perceptions of learner-centered and autonomy-oriented pedagogical practices. The findings are expected to contribute to the improvement of English language pedagogy in engineering institutions and to offer recommendations for making communication courses more effective and responsive to learners' needs. The results underscore a generally positive orientation toward ELL at the college level, strengthened by learner-centered methodologies and students' growing awareness of English as a prerequisite for academic success and professional growth.

Keywords: *attitude, English Language Learning, college, school, engineering*

Plagiarism Results

"We maintain a strict zero-tolerance policy towards plagiarism. The submitted manuscript has undergone a rigorous plagiarism check. The current report indicates a 9% match across 28 websites, ensuring the uniqueness and integrity of the research work."

"Licensing: This article is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). It allows free use and distribution with proper attribution to the original author."

Citation: Uzma Nisar & *et. al.* (2026). English for Engineers: A Cross-Institutional Analysis of Attitudes, Motivation, and Classroom Practices, *Aethel Research Digest Juncture: An International Journal*, 2(4),14–35.

1. INTRODUCTION

English has emerged as the principal medium of academic instruction, professional communication, and global mobility, especially in the domains of science and technology. In India,

where engineering education attracts students from diverse linguistic and sociocultural backgrounds, English functions not only as a language of learning but also as a gateway to employability, higher studies, and professional advancement. Despite its central role, students' attitudes toward English Language Learning (ELL) vary considerably, influenced by their prior exposure to the language, learning experiences, motivation levels, and perceptions of its necessity in their academic and professional lives. Engineering students, in particular, encounter English as a compulsory subject across institutions under different course titles such as Basic English and Communication Skills and Advanced English Communication Skills in NIT and Technical Communication in IUST. These courses aim to develop proficiency in reading, writing, speaking, and listening, alongside enhancing students' communicative competence required for workplace interactions, group discussions, interviews, and project presentations. However, the success of such courses largely depends on the learners' attitudes i.e., whether they view English as an empowering tool or an academic burden.

Within the Kashmir Valley, the National Institute of Technology (NIT) Srinagar and the Islamic University of Science and Technology (IUST) represent two major engineering institutions with distinct demographic compositions. NIT Srinagar attracts students from across India, creating a multilingual and multicultural environment where English often serves as the common communicative medium. In contrast, IUST comprises a majority of local students whose primary language of communication is Kashmiri. These differing contexts make it pedagogically relevant to examine how engineering students in these institutions perceive the role and importance of English.

Given the increasing demand for strong communication skills in technical professions, understanding students' attitudes offers crucial insights into how English courses can be redesigned or strengthened. Positive attitudes often lead to higher motivation, active classroom participation, and better learning outcomes, while negative attitudes may hinder skill development regardless of curriculum quality. Evaluating these attitudes also helps faculty and curriculum designers tailor learner-centered approaches that provide greater autonomy, relevance, and engagement.

2. LITERATURE REVIEW

Researchers have investigated attitudes, motivation, and learner factors in English language learning (ELL) among engineering students. Studies range from regional studies to comparative

and theoretical works at national and international level. Many researchers state that motivation, perceived utility, classroom methods, and institutional syllabus design strongly influence attitudes and achievement of the students. Wani (2015) in a study about the attitudes of Kashmiri Learners of English as a Foreign Language reported that learner characteristics including mother tongue, multilingual context, motivation and age, significantly affect English learning in the multilingual environment of J&K.

Ahmed (2015) while talking about attitudes of undergraduates in Malaysia toward ELL demonstrated that university students often have broadly positive cognitive and affective attitudes toward English, though behavioral participation depends on teaching approach and perceived classroom support.

Eshghinejad, S. (2016) in a study about behavioral, cognitive and emotional aspects of attitude among university learners found positive attitudes in cognitive and emotional domains and suggested that attitude components align with motivation and measurable achievement.

Maheswari (2017) studied motivation and attitudes of engineering students toward English and found that the engineering students generally show high motivation in learning English for securing their careers and are receptive to pedagogical interventions that emphasize relevance and applied language tasks.

Habók, A. & Magyar, A. (2022) while investigating the relationship among English Language Achievement, Motivation, and Attitude found that higher motivation and positive attitudes tend to co-occur with higher achievement. The researchers recommended differentiated instruction to address varied motivational profiles.

Wappa, (2024) investigated engineering students' attitudes and motivational factors in multilingual settings showed a clear link between instrumental motives i.e., employability, technical reading and positive attitudes. The author recommended curriculum adjustments to better match the needs of the engineering students.

Nisar U. & Sheikh (2025) in two papers titled Teaching of English Communicative Skills Course in NIT Srinagar: The Students' Perspective and Challenges of Teaching English Communication Skills in NIT Srinagar identified student dissatisfaction with existing syllabus and teaching

methods, infrastructural and pedagogical gaps, and a demand for more communicative, learner-centered activities to improve attitudes and learning outcomes.

3. METHODOLOGY

3.1. Participant and the Setting

This study was conducted at NIT Srinagar and IUST Awantipora with first-year B.Tech students as participants. All subjects in the B.Tech curriculum are taught exclusively through the medium of English. Additionally, a course in Technical English is offered to meet students' professional and placement-related needs. At IUST, most students are local with Kashmiri as their mother tongue. In contrast, NIT attracts students from diverse linguistic and cultural backgrounds, many of whom have different L1 and have experienced different medium of instruction during their schooling. The syllabus, teaching methods, and assessment practices for Technical English at the college level differ significantly from those used in school English courses. Consequently, the participants started the Technical English course with limited prior understanding of its scope and, for them; it proved to be a completely new experience.

3.2 The Instruments

For data collection, the study used both quantitative and qualitative methods:

1. **Questionnaire:** A well-structured questionnaire was administered to engineering students at both institutions. The questionnaire included items measuring interest, motivation, and classroom participation, use of creative teaching strategies, learner autonomy, and perceptions of English for employability.
2. **Semi-structured interviews:** A Semi structured interview was done with 24 randomly selected students which provided deeper insights into their classroom experiences and views on English learning at school and college levels.

4. ANALYSIS

This part deals with the responses of the students from both colleges through questionnaires.

4.1. I want to learn English language only to secure good marks at college level

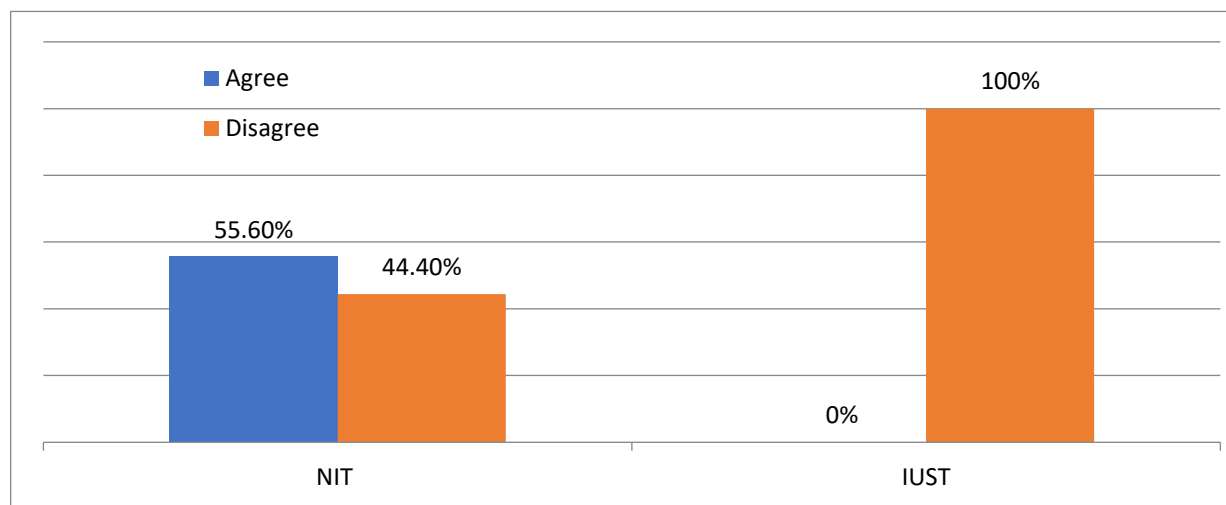


Figure 1

The statement “I want to learn English language only to secure good marks at college level” was included in the survey to understand the students’ motivation for learning English. The responses, as illustrated in Figure 1, reveal a noticeable difference between the students of NIT Srinagar and IUST Awantipora. At NIT, approximately 55.6% of the respondents agreed with the statement, indicating that more than half of the students perceive English language learning primarily as a means to achieve high academic scores rather than for communicative competence or personal interest. In contrast, 44.4% of NIT students disagreed, suggesting that a considerable portion of students have additional purposes in learning English beyond mere academic performance.

Interestingly, the responses from IUST presented a stark contrast where 100% of the respondents disagreed with the statement. This indicates that none of the students at IUST view English learning solely as a tool for securing good marks. Instead, it may imply that they approach the language with different motivations, such as practical usage, skill development, or future career prospects, rather than exam-oriented goals.

This divergence highlights a significant difference in the academic mindset between the two institutions as the data suggest that while a substantial proportion of NIT students are motivated by grades, IUST students exhibit a broader or different set of motivations, emphasizing the role of context, environment, and student background in shaping attitudes toward English language learning.

4.2. My interest in learning English language increased to a greater extent at college level because of the creative methods used by teachers

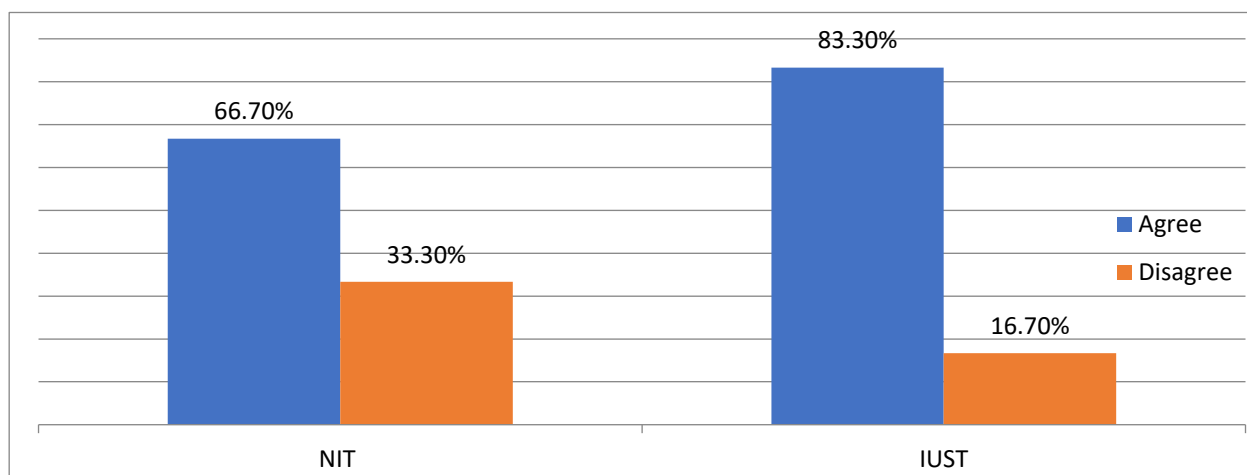


Figure 2

The statement “My interest in learning English language increased to a greater extent at college level because of the creative methods used by teachers” was included in the survey to examine how teaching methodology influences student motivation and engagement. As shown in Figure 2, a majority of students from both institutions recognized the impact of innovative teaching practices on their interest in English learning. At NIT Srinagar, 66.7% of respondents agreed with the statement, suggesting that the use of creative and interactive methods by teachers played a significant role in enhancing their engagement with the language. Meanwhile, at IUST, an even higher proportion of students i.e., 83.3% agreed that creative teaching methods increased their interest, while only 16.7% disagreed.

4.3. The English teachers in my college lay emphasis on learning all four language skills vis a vis Listening, Writing, Reading and Speaking

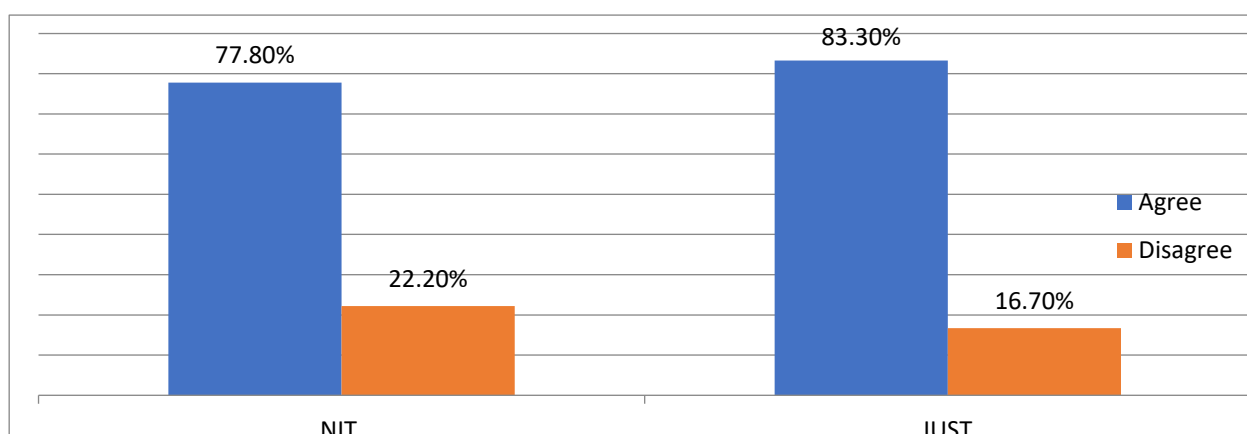


Figure 3

The statement “The English teachers in my college lay emphasis on learning all four language skills vis a vis., Listening, Writing, Reading, and Speaking” was designed to assess students’ perceptions of the comprehensiveness of English instruction at the college level. As depicted in Figure 3, a large majority of students from both NIT Srinagar and IUST Awantipora recognized the focus on all four language skills in their English courses. At NIT, 77.8% of respondents agreed with the statement, while 22.2% disagreed, suggesting that most students perceived their English instruction as skill-oriented, though a minority may have felt that certain skills received less attention. Similarly, at IUST, 83.3% of students agreed, and only 16.7% disagreed, indicating a strong consensus that college-level English instruction emphasizes a balanced development of listening, writing, reading, and speaking abilities. This reflects the adoption of a more holistic approach in language teaching compared to school-level instruction, where often only reading and writing are prioritized.

4.4. The English teachers in my college lay emphasis on completing the syllabus and not learning the communicative skills

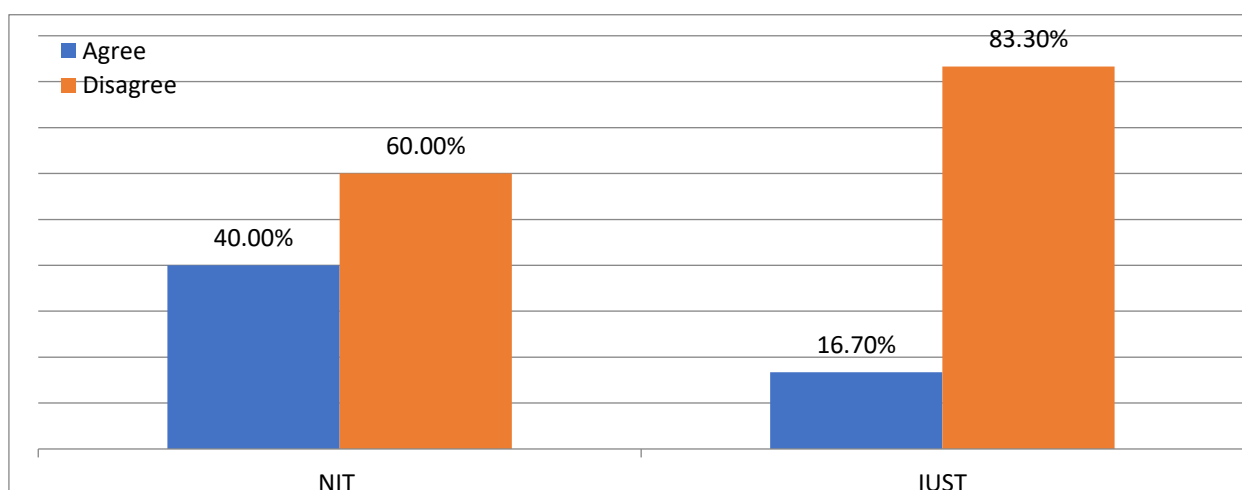


Figure 4

The English teachers in my college lay emphasis on completing the syllabus rather than promoting the development of communicative skills. At NIT, 40% of the students agreed with this statement, while 60% disagreed, reflecting a mixed classroom experience. Although a notable portion of students still observe a syllabus-centered and traditional mode of instruction, a slightly larger group perceives their teachers as giving due importance to communicative competence and interactive learning. In contrast, the responses from IUST show only 16.70% of the students agreed that their teachers prioritise syllabus completion over communicative skill development, whereas a substantial 83.30% disagreed.

4.5. The teaching-learning environment in my college plays a supportive role in enhancing my communication skills

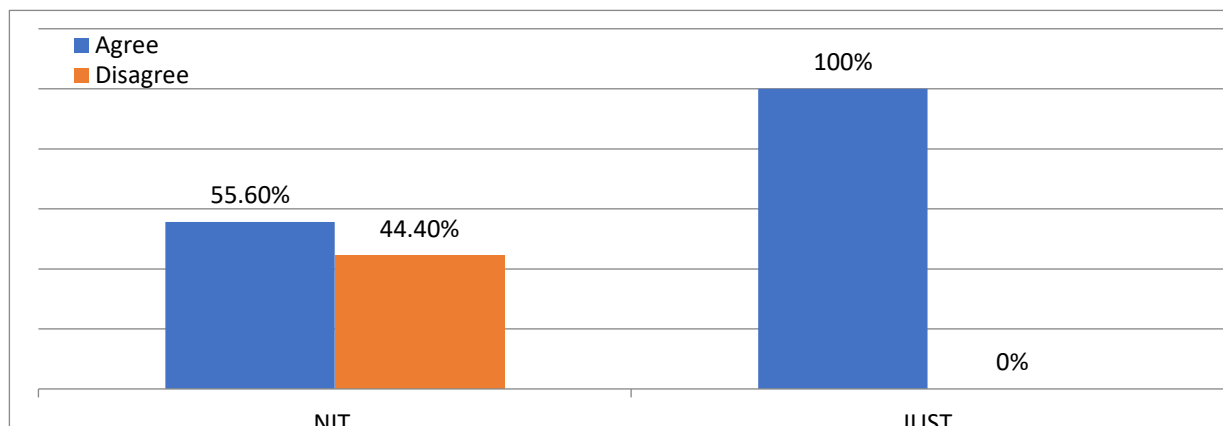


Figure 5

At NIT, 55.60% of the students agreed with the above statement, while 44.40% disagreed. These findings indicate that although a little more than half of the students perceive their classroom environment as conducive to developing communication skills, a significant proportion remains unconvinced. This mixed response suggests variability in teaching practices, classroom interaction patterns, or the availability of communicative opportunities within the institution.

In contrast, the responses from IUST present a strikingly positive picture. Here, 100% of the students agreed that the teaching-learning environment supports the development of their communication skills, with none reporting dissatisfaction. This agreement reveals a highly encouraging and communicatively rich atmosphere at IUST, where students feel supported and engaged in activities that enhance their language proficiency. While NIT students express moderate satisfaction, IUST students overwhelmingly experience a more facilitative and supportive communicative environment.

4.6. I participate actively in the language class as it is very interactive

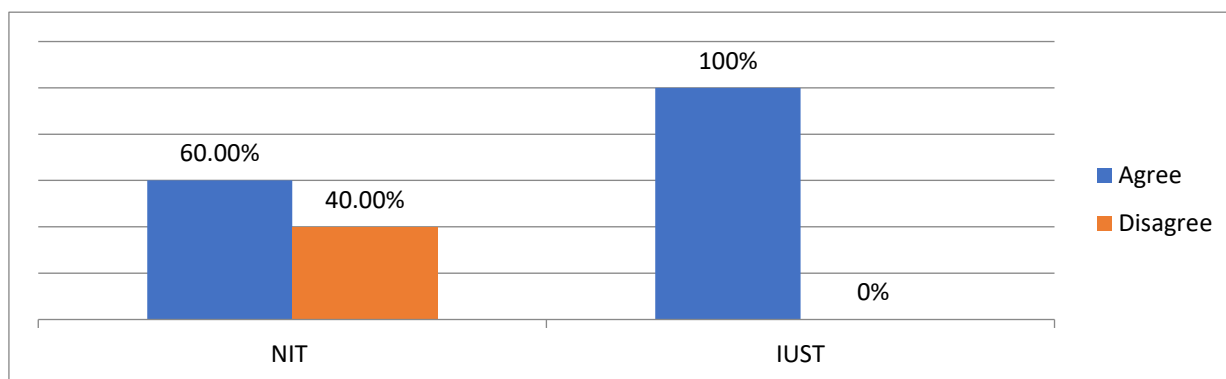


Figure 6

At NIT, 60% of the students agreed with this statement, while 40% disagreed indicating that a majority of NIT students find their language classes sufficiently interactive to encourage active participation; however, a considerable minority still feels that the classes do not engage them fully. In contrast, the responses from IUST reveal exceptionally positive engagement. A full 100% of the students agreed that they participate actively in their language classes due to their interactive nature, with none expressing disagreement. The data suggests high levels of active participation at IUST, while NIT demonstrates good levels of student engagement in interactive classroom practices.

4.7. The Communicative skills class is mostly based on traditional lecture method

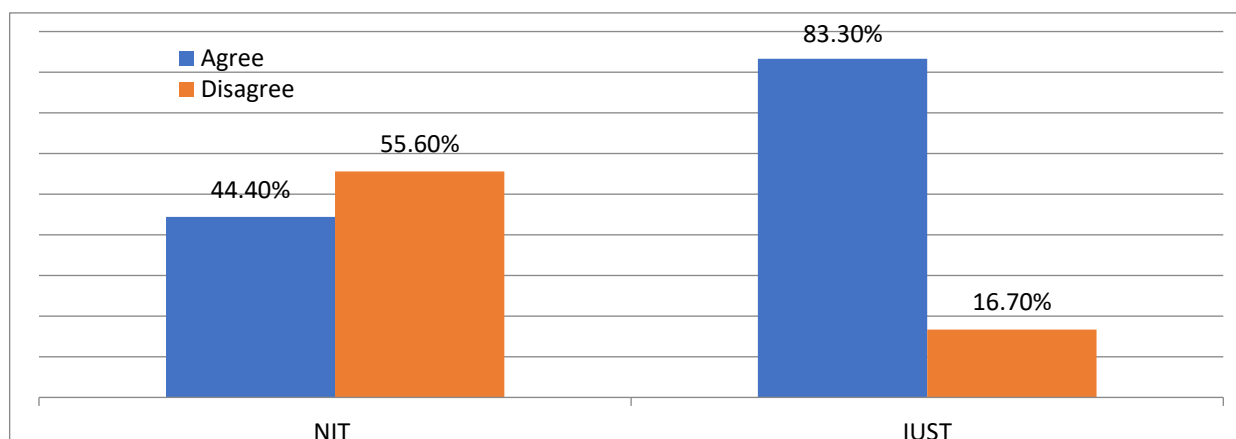
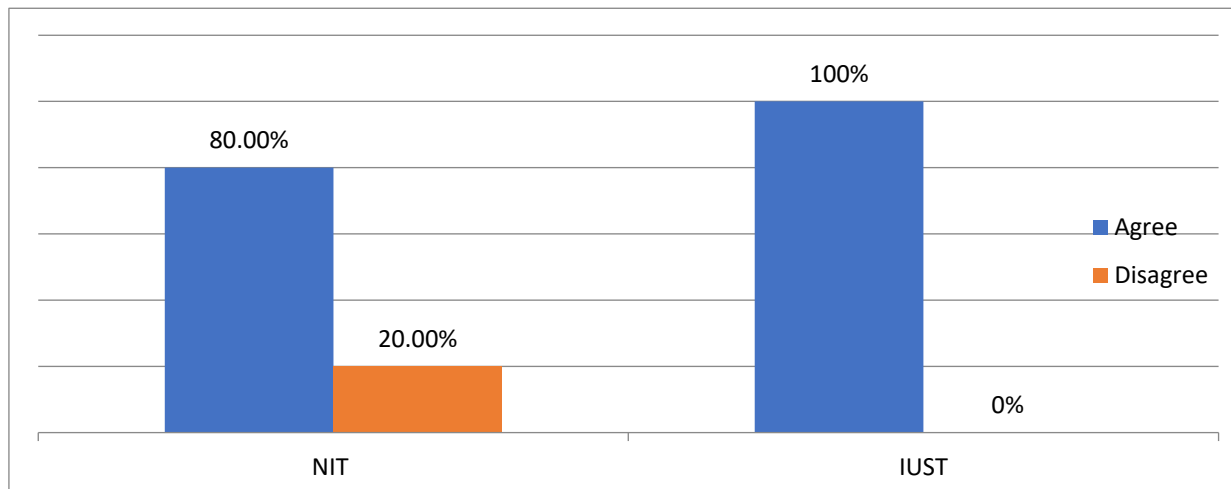
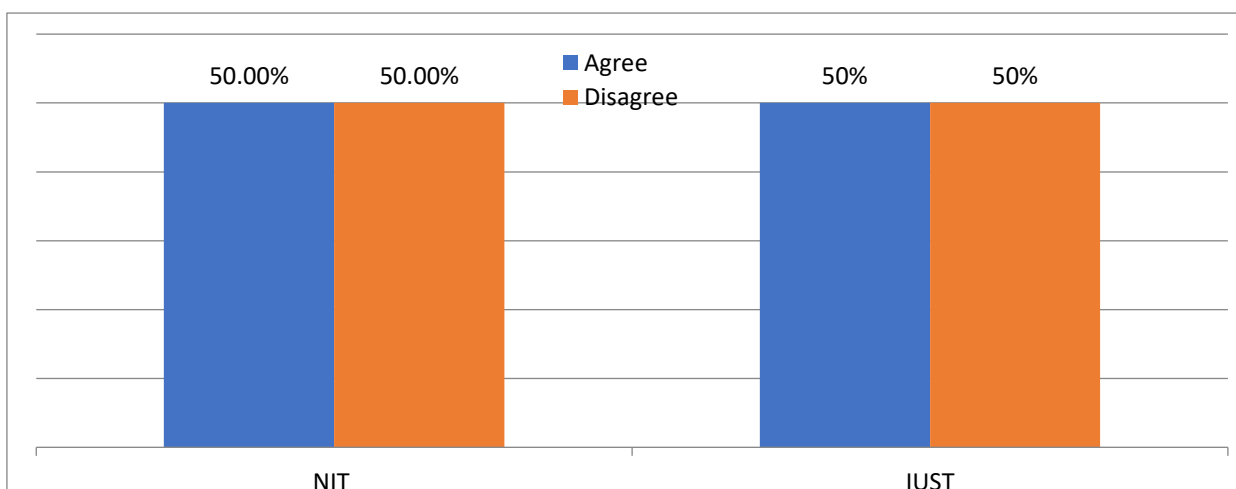


Figure 7

In response to the statement that the Communicative Skills class is mostly based on the traditional lecture method, 44.40% of the students at NIT agreed with this statement, while 55.60% disagreed. This suggests that although a portion of students still experience lecture-based instruction, a slightly larger group observes a shift toward more interactive and student-centered teaching practices. The mixed responses indicate that while traditional methods persist, efforts to incorporate communicative activities and participatory techniques are also evident in many classrooms at NIT. At IUST, the trend is notably different where, 83.30% of the students disagreed that their Communicative Skills classes follow a predominantly lecture-based approach. This strong majority reflects a clear movement away from traditional teaching methods, with students perceiving their classes as more communicative, interactive, and activity-oriented.

4.8. At college, I realized the importance and role of English language in securing a job**Figure 8**

In response to the question, at college, I realized the importance and role of the English language in securing a job, 80% of the students at NIT agreed with this statement, while 20% disagreed. This indicates that a strong majority of NIT students acknowledge the significance of English proficiency in enhancing their employability. In contrast, the responses from IUST show all students i.e., 100% agreed that college has made them realize the crucial role English plays in obtaining employment, highlighting an awareness among IUST students regarding the practical and professional value of English language skills.

4.9. My language learning got enhanced due the audio-visual equipment used in the classroom at college**Figure 9**

In response to the statement, my language learning has been enhanced by the audio-visual equipment used in the classroom at college, 50% of the students at NIT, agreed while the remaining 50% disagreed. A similar pattern is observed at IUST, where 50% agreed and 50% disagreed. These evenly split responses from both institutions indicate that the impact of audio-visual (AV) tools on language learning is moderate and inconsistent.

While half of the students perceive AV aids such as smart boards, projectors, videos, and presentations as beneficial in improving comprehension, engagement, and overall language acquisition, the other half does not feel a significant advantage from their use. The findings indicate that both institutions have considerable scope to enhance the pedagogical use of AV tools to make language learning more interactive, meaningful, and impactful for a greater number of students.

4.10. I learnt the language with freedom at college level as the teaching is student-centric

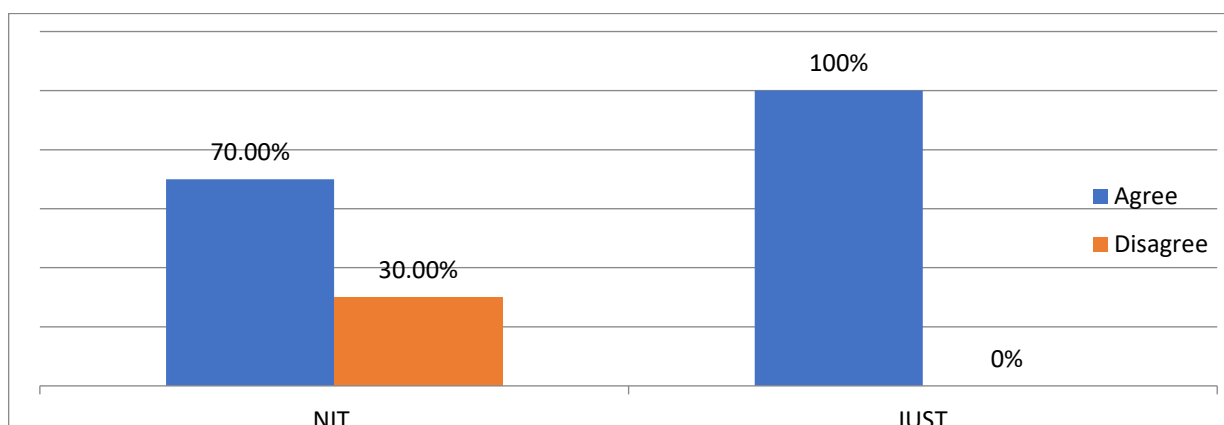
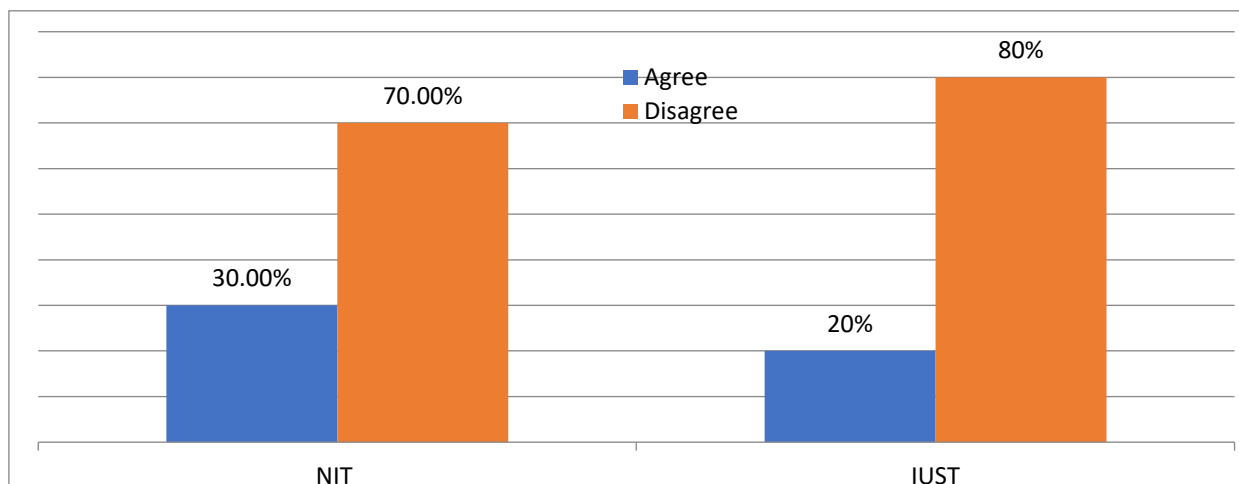


Figure 10

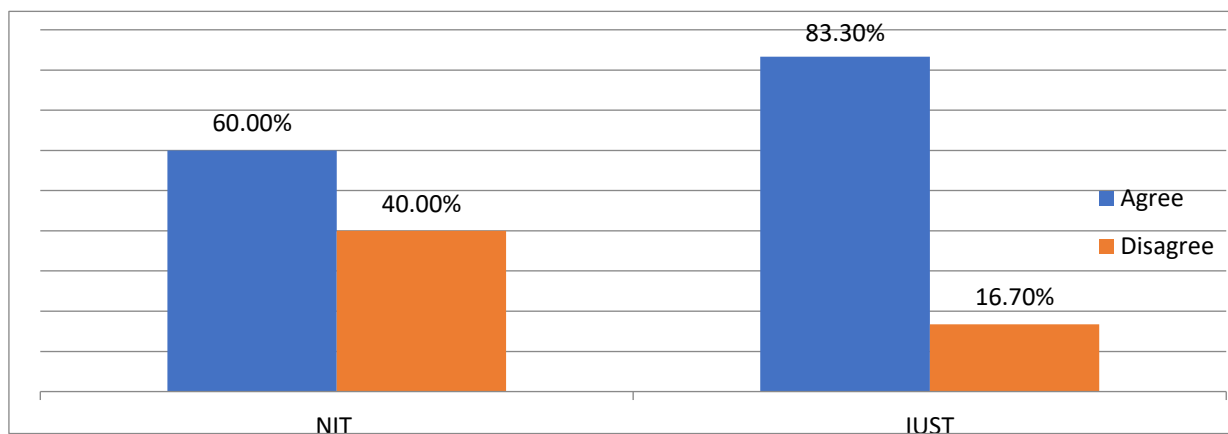
In response to the statement that I learnt the language with a sense of freedom at the college level because the teaching approach is student-centric, 70% of the students at NIT, agreed, while 30% disagreed. This shows that a majority of NIT students feel that their language classes promote learner autonomy, allowing them to participate freely, express themselves, and engage in activities that support independent learning.

At IUST, the responses are uniformly positive where 100% of the students agreed that they experienced freedom in learning due to the student-centric nature of the teaching. This unanimous agreement highlights a strongly learner-focused environment, where teaching methods evidently encourage active participation, self-expression, and autonomy.

4.11. I did not learn the language at college level as the classes are solely lecture based**Figure 11**

At NIT, 30% of the students agreed with the statement that I did not learn the language effectively at the college level as the classes are solely lecture-based, while 70% disagreed. Most NIT students believe that their English classes incorporate methods beyond traditional lecturing, offering at least some degree of interaction and participatory learning.

At IUST, 20% of the students agreed and 80% disagreed reflecting an even stronger rejection of the idea that English classes are purely lecture-based. Both groups predominantly disagreed with the statement, confirming that English classes at the college level are not generally dominated by lecture-style teaching.

4.12. Activities like role play, group discussion and presentation helped me develop my speaking skills at college**Figure 12**

In response to the above statement that activities such as role play, group discussions, and presentations helped me develop my speaking skills at college, 60% of the students at NIT, agreed, while 40% disagreed. This indicates that a majority of NIT students find communicative activities beneficial in enhancing their oral proficiency, though a significant minority may not have had consistent exposure to such tasks or may not have found them effective.

At IUST, 83.30% of the students agreed and only 16.70% disagreed. This strong positive response indicates that communicative activities are more widely implemented and valued at IUST. The higher agreement rate at IUST highlights a more robust integration of these activities, leading to stronger student engagement and better speaking outcomes.

4.13. My teacher at college encourages me to read English magazines and newspapers

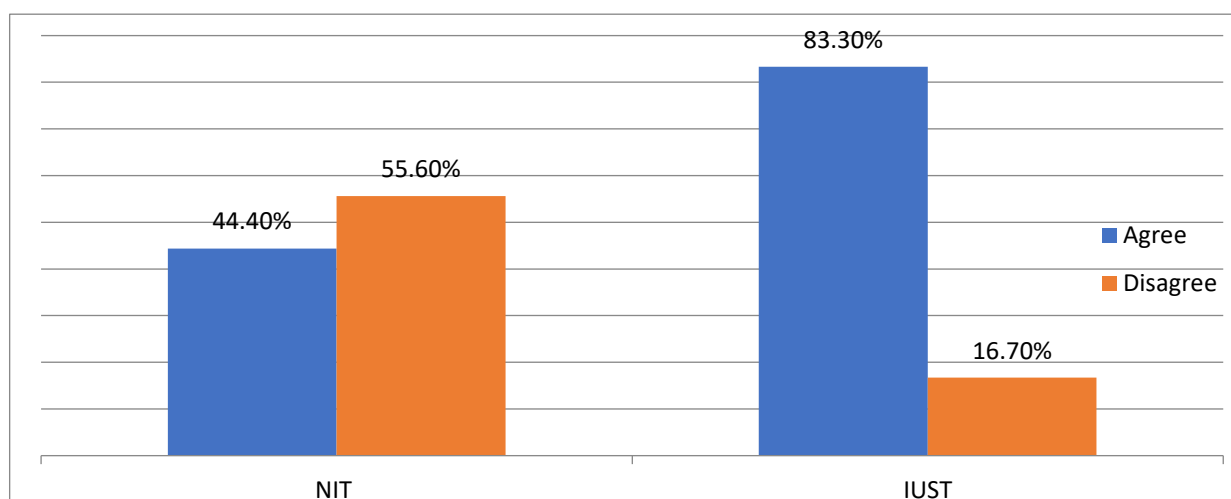


Figure 13

While responding to the statement, my teacher at college encourages me to read English magazines and newspapers, 44.40% of the students at NIT, agreed, while 55.60% disagreed indicating that slightly more than half of the NIT students do not feel sufficiently encouraged by their teachers to develop reading habits outside the classroom.

In contrast, the responses from IUST present a much more positive picture where, 83.30% of the students agreed that their teachers encourage them to read English magazines and newspapers, while only 16.70% disagreed. This high level of agreement suggests that teachers at IUST play a more active role in promoting extensive reading as an essential component of language learning.

4.14. My teacher at college motivates me to listen to English news and watch programs in English

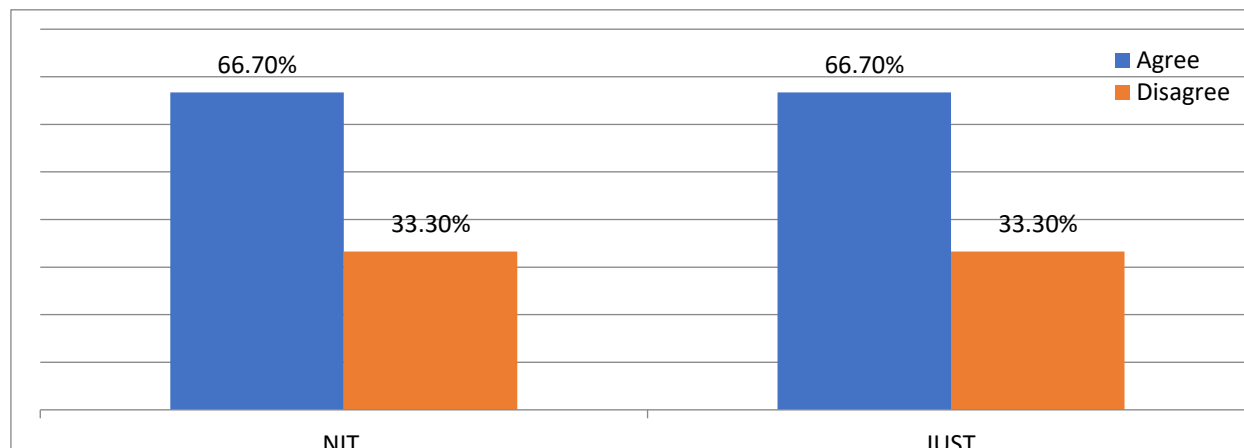


Figure 14

While responding to the statement, my teacher at college motivates me to listen to English news and watch programs in English, 66.70% of the students at NIT, agreed, and 33.30% disagreed indicating that a majority of students feel encouraged to use English-language media as a tool for improving listening skills, pronunciation, and overall language exposure.

The responses from IUST show an identical pattern where 66.70% of the students agreed and 33.30% disagreed. This parallel distribution reveals that both institutions provide a similar level of encouragement for students to engage with English news channels, documentaries, movies, and other media content as part of their language-learning process.

4.15. At college I do not care about communication skills and didn't enjoy learning English as I did in school. In school, learning English was different and interesting

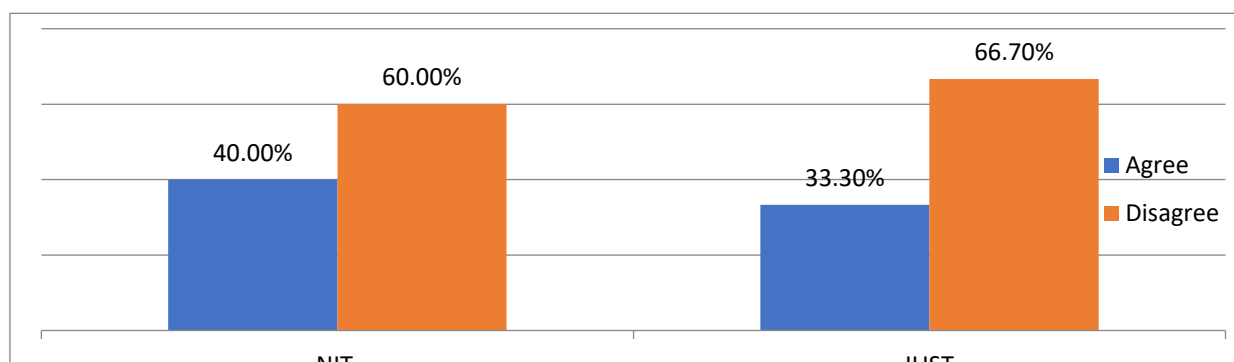


Figure 15

While responding to the above statement, 40% of the students at NIT, agreed and 60% disagreed indicating that although a considerable proportion of NIT students feel less motivated or less

engaged with English at the college level, the majority do not share this sentiment. For many, college English remains enjoyable or equally engaging compared to their school experience.

At IUST, 33.30% of the students agreed and 66.70% disagreed. This stronger disagreement suggests that an even larger share of IUST students find English learning at the college level more meaningful, enjoyable, or relevant than it was during their school years. It can clearly be seen from the Figure 15 that most students from both institutions disagreed with the statement, indicating that, for a majority, learning English at the college level is more enjoyable, engaging, and relevant than their earlier school experience.

4.16. I am an active participant in the college in the communication skills class whereas in school I was a passive listener

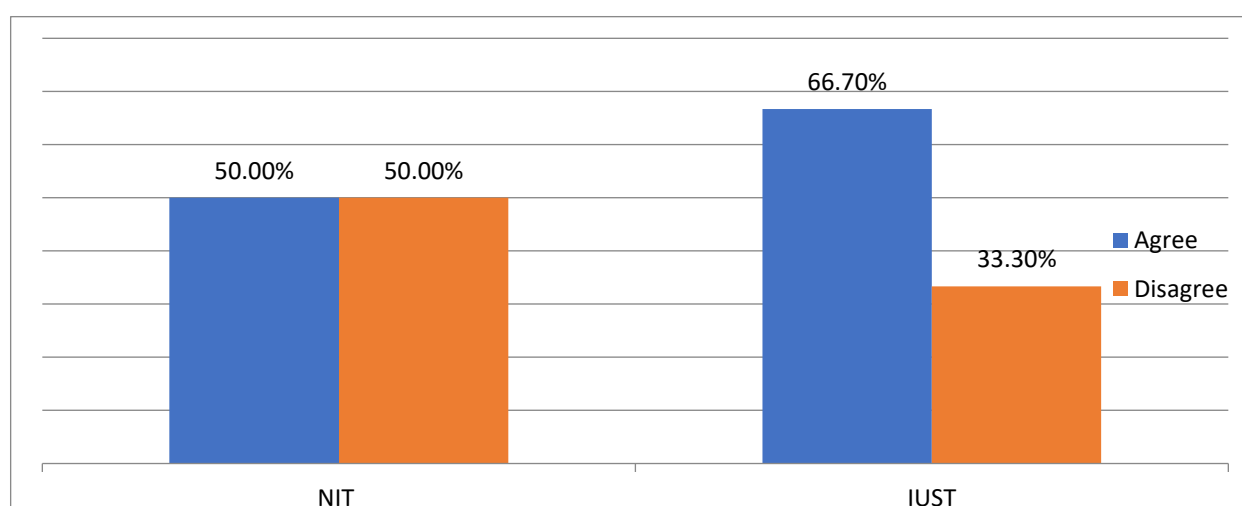


Figure 16

At NIT, 50% of the students said that they are active participants in the Communication Skills class at college, whereas in school they were mostly passive listeners, while the remaining 50% disagreed. This equal split suggests that for half of the NIT students, college has indeed provided more opportunities for active engagement, interaction, and communicative participation. However, the other half does not perceive a substantial difference between their school and college experiences, indicating variability in classroom practices or individual learning preferences.

At IUST, 66.70% of the students agreed and 33.30% disagreed indicating that a majority of IUST students experience a more interactive and participatory classroom environment at the college level compared to school. This shows that both institutions provide increased opportunities for participation at the college level.

4.17. More importance is given to speaking skill at college level whereas less importance was given to this skill at school level

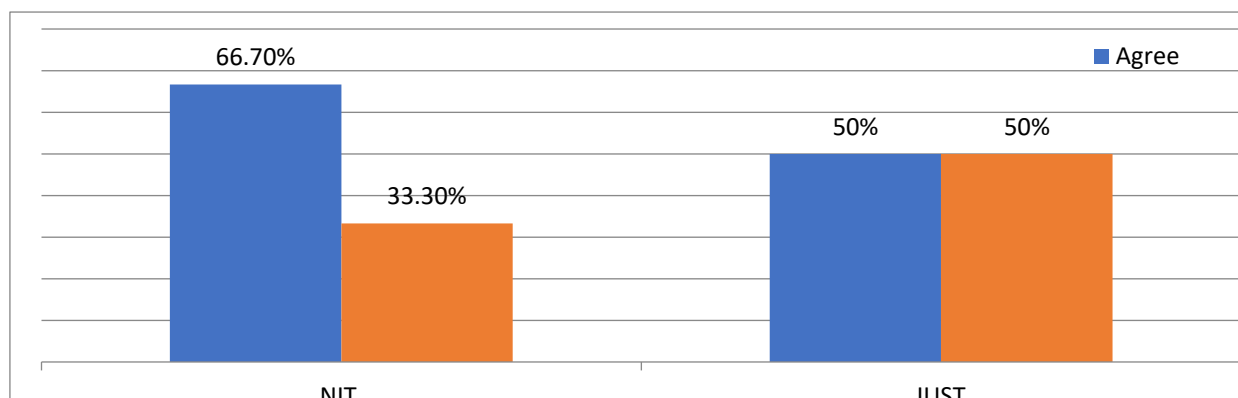


Figure 17

At NIT, 66.70% of the students agree that more importance is given to the development of speaking skills at the college level, whereas less emphasis was placed on this skill during school. This demonstrates that a substantial majority of NIT students perceive a clear shift in focus toward speaking skills at the college level, suggesting that classroom activities, communicative exercises, and teacher attention have increasingly supported oral proficiency development.

At IUST, the responses are evenly split, with 50% agreeing and 50% disagreeing. This suggests that while half of the IUST students recognize an increased emphasis on speaking skills in college, the other half may feel that the attention given to speaking has not significantly changed from their school experience, or that other language skills are emphasized equally.

4.18. At college level, language teaching is done in accordance to the expectations and the attitude of students

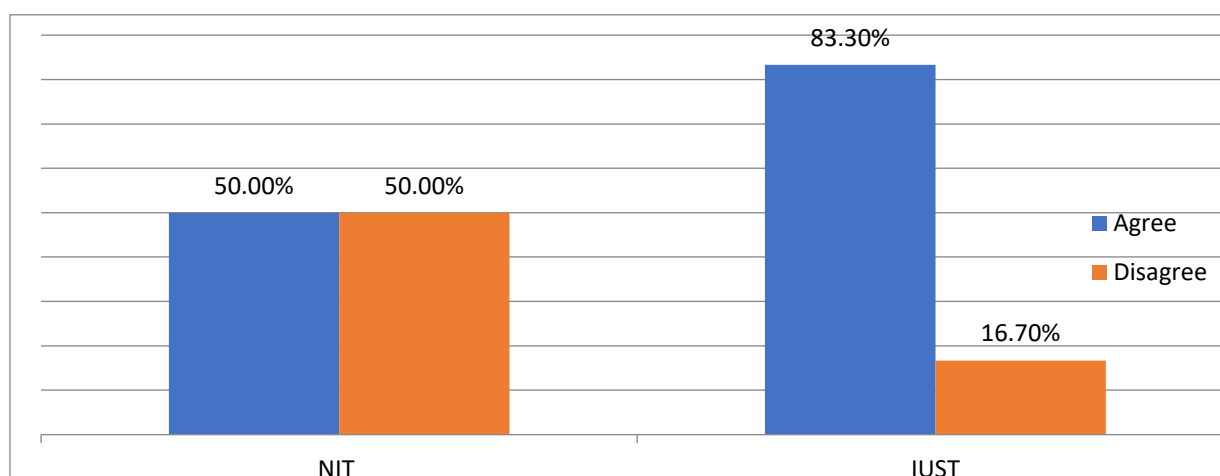


Figure 18

At NIT, 50% of the students agreed that at the college level, language teaching is carried out in accordance with the expectations and attitudes of the students, while the remaining 50% disagreed. This indicates a divided perception among NIT students, suggesting that only half of them feel that their learning needs, preferences, and attitudes are adequately considered in the design and delivery of English language instruction. The other half may perceive a mismatch between teaching approaches and their individual expectations.

In contrast, at IUST, 83.30% of the students agreed and only 16.70% disagreed. This strong majority reflects a high level of satisfaction, showing that most IUST students perceive college-level English teaching as responsive to their learning attitudes, expectations, and communicative needs.

4.19. At college level, English is taught just as any other subject and not as a language

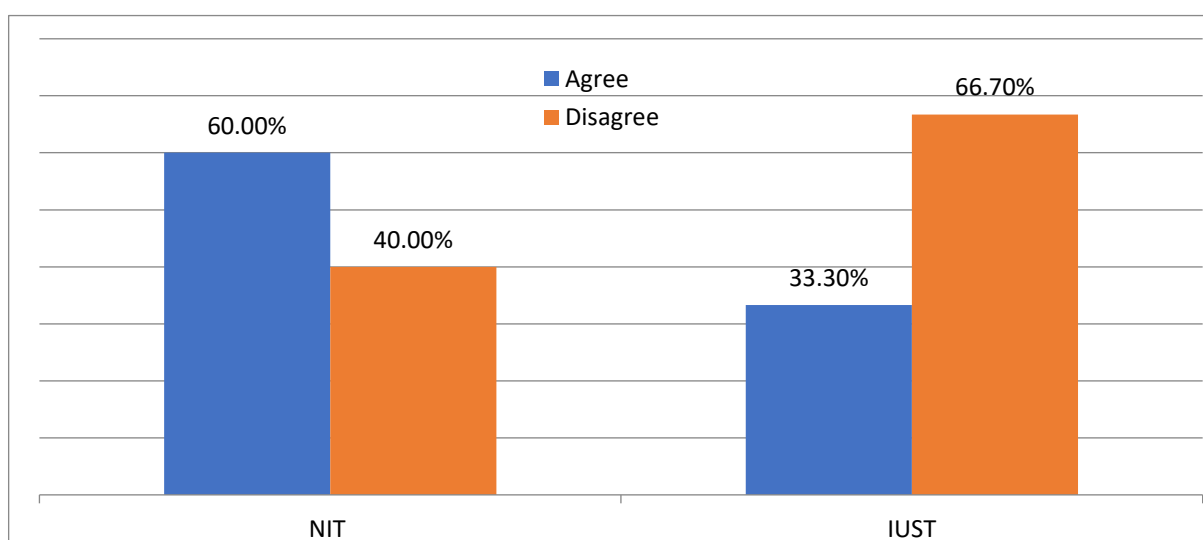


Figure 19

At NIT, 55.60% of the students agreed that at the college level, English is taught just like any other subject and not specifically as a language, while 44.40% disagreed, indicating that a slight majority of NIT students perceive English teaching as more traditional and content-focused, resembling the approach used for general subjects rather than a communicative, language-oriented pedagogy. This perception may reflect an emphasis on grammar, literature, or syllabus completion over practical language use and interactive learning.

In contrast, at IUST, 33.30% of the students agreed while 66.70% disagreed. The strong majority disagreement suggests that most IUST students experience English classes as communicative and

skill-focused, where the teaching approach emphasizes practical language use, interaction, and the development of listening, speaking, reading, and writing skills.

5. DISCUSSION

The analysis of students' responses from NIT Srinagar and IUST Awantipora reveals a shift in learners' attitudes toward English Language Learning (ELL) at the college level. Although both groups of students encounter English as a compulsory course, their perceptions, motivations, and classroom experiences differ noticeably across institutional contexts.

One of the most striking patterns is the distinction between **instrumental** and **integrative** motivation. While many NIT students associated English with academic performance viewing it as a means to secure marks students at IUST displayed a more holistic understanding of English as a communicative, professional, and globally relevant tool. This difference likely stems from prior schooling experiences, linguistic backgrounds, and classroom pedagogies. Across both institutions, students consistently expressed **greater interest and engagement in English at the college level** compared to their school experience. Creative teaching methods such as role plays, presentations, group discussions, learner-centered activities, and audio-visual tools significantly contributed to this increased motivation. Students also reported a heightened sense of **autonomy and active participation** in college. The shift from teacher-dominated school practices to more interactive college environments appeared to encourage learners to take more responsibility for their own language development. The emphasis on speaking skills, previously underdeveloped at the school stage, was particularly appreciated, with many students recognizing its direct relevance to employability.

At the same time, the data highlights persisting challenges. A segment of the respondents, particularly from NIT, felt that traditional lecture-based practices still dominated some classes. These sessions appeared to dampen student engagement and limited opportunities for communicative practice. Additionally, the inconsistent or ineffective use of audio-visual tools across both institutions suggests that **technology alone does not enhance learning unless meaningfully integrated into pedagogy**.

The findings underscore a generally positive orientation toward ELL at the college level, strengthened by learner-centered methodologies and students' growing awareness of English as a prerequisite for academic success and professional growth.

6. FINDINGS

- Students from both NIT and IUST displayed positive attitudes toward English learning at the college level, with improved motivation and engagement compared to school.
- Institutional Variation in Motivation was found where NIT students showed stronger grade-oriented motivation and IUST students demonstrated more communicative and career-oriented motivation.
- Creative, interactive, and activity-based methods significantly increased student interest. Practices such as role plays, discussions, and presentations had a strong positive impact, especially at IUST.
- A large majority of students especially at IUST acknowledged the central role of English in job acquisition, interviews, and workplace communication.
- Compared to school, students reported greater classroom participation, increased autonomy, and a more supportive learning environment at the college level.
- Both institutions recorded a 50–50 split regarding the effectiveness of AV tools, indicating inconsistent integration of technology in classroom instruction.
- Students widely agreed that college level English offers greater emphasis on speaking skills than school-level instruction.
- A portion of students, particularly from NIT, felt that certain classes were not communicative.
- Students expressed interest in a curriculum that better aligns English learning with industry demands and workplace communication.

7. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed to enhance English Language Learning among engineering students:

- A consistent shift from lecture-based instruction to interactive, task-based learning must be implemented throughout the engineering colleges, where group tasks, simulations, presentations, and real-life communication scenarios are practiced.

- The teachers should be well trained in the effective pedagogical use of audio-visual and digital tools rather than using technology superficially. Multimedia content, language apps, virtual labs, and digital forums must be incorporated to increase exposure and engagement.
- Structured speaking modules focusing on interviews, GDs, workplace communication, and technical presentations must be introduced.
- Communication courses must be aligned with employability skills demanded by IT, engineering, and corporate sectors.
- Regular professional development workshops must be conducted focusing on:
 - a. communicative language teaching (CLT),
 - b. blended learning,
 - c. task-based language teaching (TBLT), and
 - d. assessment strategies.
- Classrooms must be equipped with functional AV tools and flexible seating arrangements to support group work and interaction.
- Assignments must integrate English use with technical tasks such as project presentations and design reports while traditional assessment methods are replaced with authentic, performance-based evaluations

8. CONCLUSION

The present study examined the attitudes of engineering students toward English Language Learning (ELL) at NIT Srinagar and IUST Awantipora, with a focus on motivation, classroom participation, teaching methodologies, and perceived relevance of English in academic and professional domains. The findings illustrate a clear and positive shift in students' orientation towards English at the college level compared to their school experiences. As students transition into engineering programs, they encounter English not merely as an academic requirement but as an essential professional skill, shaping their motivation in meaningful ways.

Despite the institutional differences, a common trend was found emerging at both NIT and IUST, where students acknowledged the importance of English for employability, workplace communication, and future career advancement. However, the motivations underlying their engagement differ as NIT students often relate English to academic performance, whereas IUST students adopt a more communicative and holistic perspective. These differences highlight the

influence of linguistic background, institutional culture, and previous exposure to English instruction.

The study also emphasizes the powerful impact of learner centered, communicative, and activity-based teaching approaches. Students across both institutions responded positively to creative methods such as role plays, group discussions, presentations, and the use of audio-visual tools. These strategies enhanced participation, fostered autonomy, and made the learning experience more meaningful and engaging.

The study concludes that engineering students at present recognize English as a key to academic success and professional mobility. Their positive attitudes toward ELL, combined with institutional efforts to integrate communicative and technology enhanced methods, offer strong potential for further improvement. The findings reiterate the need for well-designed, learner-centered curricula that align language teaching with industry expectations and real-world communication demands.

9. REFERENCES

1. Ahmed, S. (2015). *Attitudes of Malaysian undergraduates toward English language learning*. Journal of Education and Practice, 6(28), 38–43.
2. Al-Rahmi, W., & Othman, M. (2013). *The impact of social media use on academic performance: A case of university students in Malaysia*. Journal of Applied Sciences, 14(8), 48–58
3. Benson, P. (2011). *Teaching and researching autonomy*. Routledge.
4. Eshghinejad, S. (2016). *EFL students' attitudes toward learning English: The case of Iranian university students*. Cogent Education, 3(1), 1–13. <https://doi.org/10.1080/2331186X.2016.1236434>
5. Habók, A., & Magyar, A. (2022). *The relationship among English language achievement, motivation, and attitudes*. Heliyon, 8(4), e09147.
6. Kovac, V., & Širković, N. (2017). *Attitudes toward communication skills among engineering students*. English Language Teaching, 10(2), 26–37.
7. Maheswari, E. S. U. (2017). *Motivation and attitudes of engineering students toward learning English: A study*. International Journal of English Language Teaching, 5(5), 1–11.
8. Mansoor, S. (2005). *Language planning in higher education: Issues of access and equity*. Oxford University Press.

9. Nisar, U., & Sheikh, M. (2025). *Challenges of teaching English communication skills in NIT Srinagar*. Journal of ELT Research and Practice, 9(2), 67–81.
10. Nisar, U., & Sheikh, M. (2025). *Teaching of English communicative skills course in NIT Srinagar: The students' perspective*. International Journal of Linguistics and Communication Studies, 12(1), 44–58.
11. Rajendran, S., & Yunus, M. M. (2021). *Attitudes and motivation of engineering students toward English language learning in India: A preliminary survey*. Journal of Engineering Education Transformations, 34(3), 45–51.
12. Sharma, R., & Gupta, P. (2020). *Integrating technology in English language classrooms: Perceptions of engineering students in India*. Asian ESP Journal, 16(4), 124–141.
13. Singh, R., & Gill, S. (2013). *Rising demand for communication skills among engineering graduates*. International Journal of Engineering Education, 29(6), 1415–1423.
14. Sivakumar, S. (2013). *Change in attitude of engineering students toward learning English*. Language in India, 13(5), 302–315.
15. Wani, J. A. (2015). *Attitudes of Kashmiri learners of English as a foreign language*. International Journal of English Language & Literature Studies, 4(3), 90–99.
16. Wappa, J. P. (2024). *Engineering students' attitudes in multilingual contexts: A study of motivation and language needs*. Journal of Technical Education and Training, 16(2), 120–134.