ACKNOWLEDGEMENTS

First and foremost, I give my sincere thanks to God Almighty for having provided and continues to provide me with good health of body, mind, and spirit to sail through this rigorous academic journey.

I am indebted to my supervisor and guide, Rev. Dr. Xavier Alphonse, S. J., M.A., Ph.D., for having accepted me as his student and meticulously and generously guided me with his expertise and encouraged me with words of wisdom all along my research. I am truly grateful to him for his brilliant guidance, unremitting attention, and patience that have helped me enormously in the study and completion of my research work.

I tender my sincere thanks and appreciation to Dr V David Jeyabalan, Associate Professor of English, Loyola College, Chennai and Dr R Vedavalli, Head of the Department of English, Presidency College, Chennai who are part of my research for providing me with valuable inputs and suggestions, motivating me to meet the deadlines and achieve this goal. I greatly appreciate the time they have taken off from their busy schedule to attend the doctoral committee meetings and to comment on my reports.

I am extremely grateful to Dr K T Dilli, the Chief Librarian and his staff at Loyola College, Chennai and other librarians from University of Madras, Connemara, the American Library, the British Council, and EFL University, Hyderabad. I owe my sincere gratitude to Dr Sarah E. Thomas and other librarians of Bodleian Libraries, Oxford University, UK for having allowed me to access many precious materials, besides their E-resources for my work.

Next, I would like to thank all the individuals and organisations that helped me in completing my research study: Rev Fr A Louis SJ, the Director of Loyola Hostel, Chennai, Dr Mary JMJJ, Principal of JMJJ College for Women, Tenali, Dr A Francis Xavier SJ, Principal, Andhra Loyola College, Vijayawada, Dr Joji Reddy, Principal, Vidya Jyothi Degree & PG College, Station Ghanpur, Dr S Emmanuel, Principal, Loyola Academy Degree & PG College, Secunderabad, Dr Amal Arockiaraj, Principal, YSRR Degree College, Pulivendla, Prof KS Ramanjaneyulu, Principal, Govt Degree College, Kadapa, Dr P Francis Xavier, Director, LICET, Chennai, and Dr Elias Maria,
Principal, Loyola College, Vettavalam, Tamilnadu for having graciously permitted me to conduct my pre-test, survey, and post-test respectively in their institutions. But for their timely help and support, this work will not have seen the light of the day.

I express my wholehearted gratitude to Rev Fr Joe Sebastian SJ and Rev Fr P Antony SJ, my former and present Provincial Superiors who instilled in me the desire to take up this research and offered me all possible help and moral support to complete my studies. My special thanks to Rev Fr Michael Holman SJ, former Provincial of the British Jesuit Province and Rev Dr Peter John L'Estrange SJ, Master of Campion Hall for having invited me to stay at Campion Hall, Oxford University, UK and learn the latest research methodology from the intelligentsia of this world-renowned University.

I am indebted to all the Jesuit companions at Andhra Loyola College, Vijayawada, Loyola College, Chennai, and Loyola Academy, Secunderabad for their help and support. They deserve prime place of honour and respect in my life. My love and appreciations are due to Rev Fr B Jeyaraj SJ and Rev Fr K. Amal SJ, the past and present Rectors of Loyola College Jesuit Community and all my Jesuit companions there for making me feel at home during my stay at Loyola Jesuit Residence.

I would like to mention my special thanks to Rev Dr S. Rajanayagam SJ and Rev Dr M Mahalingam SJ for their valuable suggestions, guidance, and encouragement. I sincerely thank Rev Fr Donald D'Silva SJ, Rev Dr Andrew SJ, Rev Dr Christie SJ, Rev Dr A Emmanuel SJ, Rev Dr Casimirraj SJ, and Rev Dr Joe Arun SJ for extending their generous help in many ways. My sincere thanks are due to Rev Fr Leonard Paul SJ for meticulously proof-reading my thesis.

I express my sincere thanks to Prof Ravanan, Department of Statistics, Presidency College, Chennai, Dr Nunna Srinivasa Rao and Sri K Srinivas, Dept of Statistics, Andhra Loyola College, Vijayawada for guiding me to carry out appropriate statistical tests and helping me in analysing the voluminous data. My study will not have been complete without the co-operation of the 760 generous respondents from different colleges of Andhra Pradesh and Tamilnadu during my pre-test, data collection, and post-test stages. I owe my sincere thanks to all of them.

A Rex Angelo
Dedicated to

My Beloved Parents,

Mr MS Arulswamy and
Mrs A Anthoniammal

Who taught me great values of life

When they were alive.
ABSTRACT

Learning English as a second language (L2) and using it for one’s career advancement has become the order of the day in the modern era. English is being taught at schools and colleges as L2 in Andhra Pradesh (AP) and English-medium schools are the most sought-after destinations of anxious parents who are interested in the upward mobility of their children. There is a mushrooming of coaching centres for Spoken English everywhere. Learning English also promotes global connectivity. However, acquiring a high level of communicative competence in English has become out of bounds for many. Consequently, they remain unemployable in the present job-market.

Learners of English vary enormously in how successful they are in their pursuit. They vary not only in the speed of acquisition but also in their ultimate level of achievement, with a few achieving native-like competence and most others stopping far short. How can we explain these differences in their achievement? Why do some learners perform better than others in English? What are the major factors which influence individuals to reach differential L2 achievements? Broadly speaking, the taxonomy of influencing factors includes three different sets of explanatory factors namely affective, cognitive, and social. The researcher has attempted to probe this issue in his study.

Having designed a new instrument in the form of a survey questionnaire which included a semi-structured interview to collect reliable and valid data, he conducted a pilot study and field testing with 60 samples. Adopting the ‘emic’ perspective and the ‘concatenative’ approach, he did his exploratory study with 600 samples selected at random from the three Regions of AP. Besides, there was also a post-study with 60 samples to co-relate his findings. The survey yielded a huge database of quantitative and qualitative data which were codified and verified. Statistical Package for Social Sciences (SPSS-17) was used for data analysis and the findings are presented here with tables, figures, charts, and diagrams.

There seems to be no regional variation in AP with regard to the influence of the demographic factors. Some have no impact while others have positive influence at different levels. So are the affective, cognitive, and social factors having different levels of influence on learners’ performance. There seems to be some significant difference among the three regions of AP with regard to the learner characteristics and learning conditions. Different statistical tools like multiple regression analysis, factor analysis, multiple criteria decision making, Technique for Order Preference by Similarity to Ideal Solution (TOPSIS), etc., have yielded rich results, the details of which have been presented in the thesis.

The findings gleaned from the semi-structured interviews and the phenomenological observations of the researcher too offer many valuable insights for a timely pedagogical intervention which is the need of the hour. There are umpteen affective, cognitive, and social issues affecting the learners adversely and they have been highlighted. The researcher also makes some meaningful recommendations to promote a truly learner-centred environment in the L2 classrooms. At the end, the researcher enumerates a few challenging but academically relevant areas for future research. It is hoped that his findings will further the cause of ELT with equity.
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<tr>
<td>ALC</td>
<td>Andhra Loyola College, Vijayawada</td>
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<td>ALM</td>
<td>Audio-Lingual Method</td>
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<td>ANOVA</td>
<td>Analysis of Variance</td>
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<td>AP</td>
<td>Andhra Pradesh</td>
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<td>B.Ed</td>
<td>Bachelor of Education</td>
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<td>BC</td>
<td>British Council</td>
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<td>BC-E</td>
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<td>BPO</td>
<td>Business Process Outsourcing</td>
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<td>CA</td>
<td>Communicative Approach</td>
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<td>Computer-Assisted Language Instruction</td>
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<td>CALL</td>
<td>Computer-Assisted Language Learning</td>
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<td>CBCS</td>
<td>Choice-based Credit System</td>
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<td>Community Language Learning</td>
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<td>Communicative Language Teaching</td>
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<td>COLL</td>
<td>Co-operative Language Learning</td>
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<td>CPE</td>
<td>College with Potential for Excellence</td>
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<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<td>CUP</td>
<td>Cambridge University Press</td>
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<td>DA</td>
<td>Dogme Approach</td>
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<td>DM</td>
<td>Direct Method</td>
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<td>DMRT</td>
<td>Duncan Multiple Range Test</td>
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<td>DV</td>
<td>Dependent Variable</td>
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<td>EAMCET</td>
<td>Engineering, Agricultural, and Medical Common Entrance Test</td>
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<tr>
<td>EBC</td>
<td>Economically Backward Communities</td>
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<tr>
<td>EFL</td>
<td>English as Foreign Language</td>
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<td>EFLU</td>
<td>The English and Foreign Languages University, Hyderabad</td>
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<td>ELL</td>
<td>English Language Learning</td>
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<td>FD</td>
<td>Field-dependent</td>
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<td>FI</td>
<td>Field-independent</td>
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<td>FL</td>
<td>Foreign Language</td>
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<td>GATS</td>
<td>General Agreement on Trade in Services</td>
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<td>GTM</td>
<td>Grammar-Translation Method</td>
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<td>IELTS</td>
<td>International English Language Testing Service</td>
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<td>ILD</td>
<td>Individual Learner Differences</td>
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<td>IPA</td>
<td>International Phonetic Association</td>
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<td>IQ</td>
<td>Intelligence Quotient</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>IV</td>
<td>Independent Variable</td>
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<td>JMJ</td>
<td>Jesus, Mary, and Joseph College for Women, Tenali,</td>
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<tr>
<td>L1</td>
<td>First language/mother tongue</td>
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<td>L2</td>
<td>Second language</td>
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<tr>
<td>LA</td>
<td>Loyola Academy Degree &amp; PG College, Secunderabad</td>
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<tr>
<td>LL</td>
<td>Language Learning</td>
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<tr>
<td>LSRW</td>
<td>Listening, speaking, reading, and writing</td>
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<td>LT</td>
<td>Language Teaching</td>
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<td>NA</td>
<td>Natural Approach</td>
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<td>NAAC</td>
<td>National Assessment and Accreditation Council, Bengaluru</td>
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<td>NCERT</td>
<td>National Council of Educational Research and Training</td>
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<td>NGOs</td>
<td>Non-Governmental Organisations</td>
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<td>NKC</td>
<td>National Knowledge Commission, New Delhi</td>
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<td>NLP</td>
<td>Neuro-Linguistic Programming</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>OA</td>
<td>Oral Approach</td>
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<td>OALD</td>
<td>Oxford Advanced Learner’s Dictionary</td>
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<td>OUP</td>
<td>Oxford University Press</td>
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<td>PG</td>
<td>Post-Graduate</td>
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<td>RIE</td>
<td>Regional Institute of English</td>
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<td>RM</td>
<td>Reading Method</td>
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<td>RM</td>
<td>Reform Movement</td>
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<tr>
<td>SC</td>
<td>Scheduled Caste</td>
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<td>SD</td>
<td>Standard Deviation</td>
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<td>SLA</td>
<td>Second Language Acquisition</td>
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<td>SLT</td>
<td>Situational Language Teaching</td>
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<td>SP</td>
<td>Suggestopaedia</td>
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<td>SSC</td>
<td>Secondary School Certificate</td>
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<td>ST</td>
<td>Scheduled Tribe</td>
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<td>SW</td>
<td>The Silent Way</td>
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<td>TL</td>
<td>Target Language</td>
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<td>TN</td>
<td>Tamilnadu</td>
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<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
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<tr>
<td>TOPSIS</td>
<td>Technique for Order Preference by Similarity to Ideal Solution</td>
</tr>
<tr>
<td>TPR</td>
<td>Total Physical Response</td>
</tr>
<tr>
<td>UG</td>
<td>Under Graduate</td>
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<td>UGC</td>
<td>University Grants Commission, New Delhi</td>
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<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<td>VJ</td>
<td>Vidya Jyothi Degree College, Station Ghanpur</td>
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<tr>
<td>YSSR</td>
<td>YSSR Degree College, Pulivendla</td>
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<tr>
<td>ZPD</td>
<td>Zone of Proximal Development</td>
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