1.1 Background of the Study:
In order to make an educational load to be fairer, promote national integration, and provide wider language choice in the school curriculum, a three language formula was enacted in India (Srivastava, 1990). The charter of the formula states that students in non-Hindi speaking States should be taught English, Hindi and their respective mother tongues. It also asserts that English should not be introduced prior to class 5 and the language should be taught as a compulsory subject till the second year of university education (Agarwal, 1993, p. 98). However, except university education, the formula is silent on what should be the medium of instruction at every other level of education. This silence might have caused the proliferation of the establishment of two different kinds of schools such as English and Regional Medium schools. The difference between the two is that the former teaches English as a language and all other subjects offered by the schools are also taught in English while the students in the latter schools learn English as a second language but learn various subjects in their respective Regional languages. This form of bilingual education is commonly known as English across the curriculum. In India, some students begin learning English across curriculum from any class between class 1 and class 10 which comprises of primary education and high school education, some commence at class 11 (pre-university education) while some start to learn English across all subjects at an undergraduate first year.

The concept of being instructed in English medium school can be called Immersion. It involves teaching the curriculum in second language (L2) with the aim of producing efficient bilinguals (Baker, 2001). Different countries have succeeded in classifying immersion based on a different method. Some categorized it according to learners’ age while some classifications are on the basis of amount of time spent in instructing a subject in a particular language (Baker, 2001). In order to contextualize English immersion in Indian situation, this study will be categorizing immersion
students on the basis of Indian level of educational system. The classification is as follows:

**Early immersion students**- These are students that start learning English across the curriculum between class 1 and class 10, which comprises of both primary and high school educations. This group of learners would have learnt English across the curriculum for at least 5 years by the time they complete the second year of their university education.

**Middle immersion students**- This is a group of students that begin learning English in all subjects from class 11 which is the beginning of pre-university education. This group of learners would have learnt English across the curriculum for 4 years by the time they complete the second year of their university education.

**Late immersion students**- This is a group of students that starts learning English across all subjects from the first year of their university education. This group of learners would have learnt English across the curriculum for 2 years by the time they finish the second year of their university education. However, another form of immersion which exists in a late immersion class at the undergraduate level can be called partial immersion. This occurs when equal time is spent in instructing a subject in both mother tongue and English. This is done with the intention of helping students who are not proficient enough to learn English across the curriculum for the first time successfully.

In sum, it can be argued that the three categories of undergraduate learners that can be found in a typical Indian college are early, middle and late immersion students.

**1.2 The purpose of Study:**
The purpose of this thesis is to carry out a longitudinal study, investigating individual difference factors (motivational factors) influencing early, middle and late immersion undergraduate students’ motivation to learn English. The primary aim is to illuminate how motivational intensity interacts, relate and influence by learners’ motivational variable factors which may be instrumental for effective learning process, assess English proficiency through self-rating, discover how the students feel about the language they are learning and how much they are enjoying it so that motivational strategies will be recommended at the end of the study. However, it should be noted
that the component of motivation that will be considered in this study is the intensity part which is a parameter to determine the level of effort a learner expends towards language learning. Thus, this study is aimed at determining how motivational variable factors affect motivational intensity and English proficiency. This will consequently assist in determining the different level of motivational intensity and English proficiency with respect to early, middle and late immersion among undergraduate students in India.

1.3 Statement of the Problem:

Regarding English language achievement, there is already a consensus among scholars that the level of English proficiency among students in Regional medium schools is lower in comparison to their counterpart in English medium schools (Anand C.L., 1971; Srivastava, A.K., and Ramaswamy, 1986; Srivastava, AL and Khatoon, 1980). As a result of this, regional medium students do not achieve the required level of English Language proficiency by the time they reach undergraduate level where English is supposed to be the medium of instruction across curriculum. This causes most of the students (especially the science major students) to perform poorly both in English and other academic subjects at undergraduate level. This poor performance could be responsible for certain psychological trauma experienced by some of these students. It has been reported that majority of the low proficient undergraduate students from Regional medium of colleges are being subjected to taunting, teasing and segregation for their grammatical errors and pronunciations during spoken English class activities by their counterpart from English medium of instruction background. (Johari, 2015).

However, since most of the students are not performing well academically due to low proficiency thereby reducing the quality of higher education in most of these colleges, majority of the State government and private degree colleges encourages some subjects in degree courses such as B.A and B.Com to be taught both in English and vernacular. More so, students are given the option of writing some of the exams of their academic subjects in vernacular. This lax might reduce the motivation of the students to learn the language. As a consequence, reducing the standard of English language education at university level
Thus, if a student has learnt English as a language for the past 8 years, then it is important to ascertain their degree of motivation to continue learning the language at the university level. It is also important to know if such motivations are being influenced by different motivational variable factors. Therefore, conducting this research is necessary so that the function of English language learning can be revealed through students’ level of motivational intensity to learn the language at university level. It will also establish the different factors influencing students’ motivation and English proficiency across the line of different entry level of English immersion.

1.4 Significant of Study:

The study is expected to help education policy makers, curricula designer, teachers, researchers to understand factors that affect students’ motivation and attitude towards learning English. This will help them as practitioners to make an informed decision on how to improve the quality of English language learning in classrooms. Previous works investigating motivational disposition of students to learn L2 were carried out in order to make pedagogical implication by creating different motivational strategies that facilitate better L2 learning process both at social and educational setting. Some of the strategies proposed in most of these works are limited to practitioners in language education. Therefore, this longitudinal study will be adopting different motivational dimensions which produce several pedagogical implications that can aid parents and peers in deploying a motivational strategy that can assist the students to learn effectively.

Furthermore, ample of empirical findings have shown teachers’ opinion on various ways to improve students’ motivation and English proficiency, however, the voice of students have not been heard. Therefore, this study provides insights into attitude of Indian Degree college students towards English language, its education policies and the students’ purpose of learning English at this level of education.

In addition, this study provides a standard template of a questionnaire which is available both in Kannada and English as an instrument which can be used to measure students’ motivational and attitudinal disposition with respects to English learning.
The distinction between English and regional medium students has been based on the disparity in their level of proficiency. This is as a result of several problematic factors associated with regional medium schools such as overcrowded classroom, unmotivated English teachers, and inadequate textbooks amongst others. Even though these problematic factors are genuine and valid, it is also important to investigate this disparity along the context of language immersion because it is possible that they might not be the significant factors responsible for low level of English proficiency among regional medium students background considering that language learning usually occurs both in social and educational setting.

Lastly, this study will help us to understand the function of learning English at the undergraduate level with respect to early, middle and late English immersion. This study will be helpful to determine if there is any significant difference in the level of English proficiency, motivational intensity and individual difference factors which in turn helps provide pedagogical implications which can be used to improve language learning in both media of instructions.

1.5 Research Questions:

1. Are there any differences in English proficiency level among early, middle and late immersion undergraduate students?
2. What is the degree of motivational intensity and other motivational variable factors among the three groups of immersion students?
3. What is the relationship between motivational intensity and motivational factors across the three immersion group of students?
4. What is the relationship between English proficiency and motivational factors across the three immersion group?
5. What is the role of gender across the three immersion group with respect to English proficiency and motivational intensity?
6. What motivate students’ the most to learn English across the three immersion groups?
7. What is students’ level of interest in English language learning across the three immersion groups?
1.6 Hypothesis of the Study:
1. The order of English proficiency decreases from early to middle and then to late immersion students.
2. There is a strong degree of relationship between motivational intensity and motivational factors among the three groups of immersion students?
3. There is a relationship between motivational intensity and motivational factors across the three immersion groups?
4. There is a degree of relationship between English proficiency and motivational factors across the three immersion group?
5. Gender plays a significant role in the three immersion group with respect to English proficiency and motivational intensity?

1.7 Conceptual Framework:
The concept of individual differences has been used to explain the reason why some people achieve a higher level of competency in a L2 or foreign language than the other within a specific frame of time. This implies that human being is heterogeneous in nature. In other words, they possess different personalities and styles (Skehan, 1991). According to Dornyei (2006), every individual possess a unique personal characteristic which makes people to differ from one another at a certain different degree. The following terms highlight different categories of individual differences factors and their variables.

a. **Cognitive**-Intelligence, Aptitude, Learning style, learning strategies,
b. **Affective**- extroversion/introversion, inhibition, tolerance of ambiguity, competitiveness, self-esteem, competition and motivation
c. **Physiological**-age and gender
d. **Socio-cultural**-cultural interest and Identity and ethnic affiliation
e. **Human**-parents, teachers and peers

Out of all the individual difference variables, motivation has been found to be the most significant variable factor that determines learners’ degree of achievement in second language learning (Dornyei, 2006). Given the fact that socio-cultural, cognitive and affective variable factor influence it, thus, motivation can be considered to be an interdependent variable with respect to other variable factors. Therefore, this
thesis will be conceptualizing motivation as a socially, culturally, affective and attitude mediated process.

Furthermore, Gardener and Lambert defined of motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner & Lambert, 1972, p. 10). Thus, this thesis will be investigating the influence of other individual difference factors on learners’ motivational intensity which is an “effort”, a component of Gardener and Lambert’s definition of motivation. The degree of how such intensity produce a learning outcome among early, middle and late immersion learners will be investigated.

1.7.1 Schematic conceptual model:
A model is designed for this study in order to investigate the level of each motivational variable factors and English proficiency across the different groups of immersion students. As shown in Figure 1, some of the motivational variable factors considered in this model are as follows:

- Language anxiety
- Self-efficacy
- Willingness to communicate
- Interest in English cultural materials
- Intrinsic motivation
- Instrumental motivation
- Parents
- Teachers
- Peers
- Gender

In order to ascertain the effect of each individual difference variables on motivational intensity and English language proficiency, a relationship between each of individual difference variable factors, motivational intensity and English proficiency is established across the three levels of immersions.

The model is also designed to examine and identify the different form of relationship between gender and individual difference variables that can be
responsible for any form of disparity between male and female. Lastly, the model will shed a light on the connection among affective variables such as anxiety, self-efficacy and willingness to communicate.

Figure-1: Motivational intensity and English proficiency schematic framework

1.8 Structure of the Thesis:
This thesis is organized into six chapters.

1. **Chapter-1:** introduces the context of the research in which the statement of the problem of students’ learning English in India was presented. In addition, the gap in the body of literature, which led to my interest in the topic of the thesis was emphasized. The chapter then discusses background, purpose and significance of this study

2. **Chapter-2:** critically reviews motivational theories in second language learning. Major works that make use of some of these theories in the Indian context are enumerated and analyzed. The chapter ends with the discussion of language immersion and English status in different countries and India

3. **Chapter -3:** presents the research method and procedure employed to conduct the study. All these are followed by the introduction of data collection and analysis.

4. **Chapter-4:** presents the findings of both the interview and the survey of the main study
5. **Chapter-5:** discusses the findings of the main study (survey) by relating it with previous findings. In addition, some of the participants’ response in the interview were used to support the findings.

6. **Chapter-6:** summarizes the main findings of this study and makes suggestions for future research directions. It also recommends some motivational strategies and pedagogical implications.