5.1 English proficiency:
Previous works have elaborated the significance of immersion in bilingual education (Genesee, 1983; Swain, Lapkin, et al., 1982). The purpose of this section of discussion is to provide explanation and relate the findings reported in the last chapter with previous works. One of the major findings of this study showed that early immersion learners had the highest level of perceived proficiency in listening, reading, writing and speaking of English, followed by middle and then late immersion learners. In other words, the more years of learning English across the curriculum, the higher the level of proficiency acquired. The higher English proficiency among early and middle immersion students observed in this study may be attributed to the number of class time devoted to learning and using of the language in writing and speaking not only in English language classroom but while learning other subjects in English. The observed trend is also in line with the assertion of Omaggio (1981), who stated that the higher the usage of the language, the higher the language proficiency. The findings of this research is also consistent with the general notion that immersion improves learners’ linguistics competence (Genesee, 1983).

The improvement noted in this study over the previous works is that it established the relationship between English proficiency and immersion in Indian context. Considering that previous works have been investigating the causal relationship between English proficiency and other problematic factors associated with in English language teaching such as overcrowded classrooms, teachers’ incompetency, inconducive learning environment amongst others, there is still no strong evidence that all these problematic factors have considerable effect in impeding learners’ proficiency even though these issues are genuine and valid. Therefore, this study has shown that the main reason why some students are highly proficient in English than others is because English language is learnt across curriculum for many years and the number of years in English immersion programme is directly proportional to the level of proficiency. Therefore, it can be concluded that immersion plays essential role in fostering English language proficiency.
The long term implication of this study is that it may assist college degree English teachers in making informed decision regarding the teaching of undergraduate students from regional medium of instruction background. Special attention should be given to late immersion students’ low proficiency so that it can be at par with their counterpart. This consequently improves the overall performance of the students in other subjects which are being taught in English. Furthermore, this study can help teachers make informed decision based on the skill of English that learners need to improve upon. In this study, less than 50% of late immersion students needs to focus more on improving speaking and writing skills.

5.2 Individual difference factors:
5.2.1 Motivational intensity:
One of the purposes of this study is to investigate the level of motivational intensity among early, middle and late immersion undergraduate students. The current study found out that middle immersion students have the highest level of motivational intensity (3.784), followed by late immersion students (3.6716) while the group of students with the lowest level of motivational intensity (3.3814) were reported among early immersion students. In other words, majority of early immersion students did not spend a lot of time studying English and preparing very hard for its examination unlike the other two immersion groups. A plausible explanation for this is that most early immersion undergraduate students considered themselves to be highly proficient in English. Therefore, the learners do not have any cogent reasons to expend a lot of effort in learning the language. In addition, the priority of an average fresh undergraduate students from English medium background tends to change from English language learning to learning of other subjects which are also taught in English. This occurrence is reasonable since most academic environments promote rote learning where the main goal is to pass the exam and get a good grade in other core subjects.

High level of motivational intensity was however observed among late and middle immersion students. This may be attributed to the fact that late and middle immersion students spend more time in studying English and preparing very hard for its exam. Of course, by reason of the fact that undergraduate program is the last level
of their compulsory education where opportunity is given to learn English successfully even though they have studied English as a second language since Class 5.

The finding of this current study is consistent with that of Shibuya (2008). The study reported a sharp decline in the level of motivational intensity among Japanese high school English learners immediately they are admitted into the university. However, it is not clear whether students’ academic discipline at undergraduate level plays a role in the degree of their motivational intensity. Therefore, further study should investigate the difference in the level of motivational intensity between science and humanity major students in Colleges.

5.2.2 Second language Anxiety:

One of the objectives of the present work was to determine the level of anxiety among the three groups of immersions identified at an undergraduate level. In this study, late immersion students were found to have the highest level of anxiety, followed by middle immersion students while the least form of anxiety was recorded among early immersion students. In other words, the higher the duration of years of learning English across all subjects, the lower the level of anxiety towards speaking and writing of English exam. A possible explanation for this result may be due to communication apprehensiveness which was reported to be common among the late immersion students. Majority of the students (3.1383) claimed that they are not comfortable to speak English in the class and hence, always worry about their English examination. The logical explanation for this phenomenon is the fear of committing grammatical errors while communicating in English and fear of failing English examination. In addition, the highest level of English language anxiety observed among late immersion students in the understudied, may be accrued to the fact that this group of students are only exposed to learning and using of English language only in the classroom but rarely use in their other day to day activities. This reflects the findings of Wesely (2013). This study revealed a classroom based form of anxiety among sixth and seventh grade graduate of early French and Spanish immersion students in USA. The author found out that this form of anxiety stemmed from the lack of confidence to use the language which results in “feeling of tension,
apprehension, nervousness and worry associated with the arousal of the automatic nervous system”. In sum, the finding of this study has succeeded in establishing the significant role of anxiety in immersion context.

5.2.3 Self-confidence:
Another area which this study sought to address is the determination of the degree of self-confidence among the three groups of immersion students. The result of this study indicated that there is a considerable level of self-confidence in the usage of English among the three groups. With early immersion students having the highest level of self-confidence (4.3711), followed by middle immersion students (4.1840) and then, late immersion students (3.8444). These findings suggest that the degree of self-confidence in passing English examinations and speaking in public correspond to the years of studying in English across the curriculum.

This result may be explained by the fact that learning English across curriculum tend to increase learners’ self-confidence in the target language because early immersion students not only learn the language in class but the group also learn the language in other core subjects. The result is in line with earlier literature such as Dominguez & Pessoa (2005) that reported a lower level of self-confidence among late immersion Spanish learners in USA. It is important to note that this study is one of the few empirical works conducted in Indian context.

5.2.4 WTC:
Another purpose of this thesis was to measure the extent of WTC among early, middle and late immersion students understudied in this research. The findings revealed that the degree of WTC decreased from early to middle and then to late immersion students. Early immersion students were the group of students (2.2062) most willing to communicate in English rather than communicating in L1. It seems possible that this high frequency and propensity in the usage of English might be due to convenient usage of the language which is as a result of learning English across all curriculum. Furthermore, the WTC in English can be understood from the stand point of 6th layer of WTC pyramid propounded by (Macintyre, Dörnyei, Clément, & Noels, 1998). It posits that the nature of linguistic community can influence the WTC. For instance, the level of WTC in English among early immersion students can be accrued
to the fact that the learners spent more years in English linguistic learning community than the other two groups. In other words, the number of years spent in learning in a particular linguistics community determine the level at which the learner will be WTC in that target language.

5.2.5 Cultural Interest:
Having established the significant role of cultural material in language learning (Mahboudi, & Javdani, 2012), it is important to understand the interest of learners in adopting such materials for learning. According to Azri & Al-Rashdi (2014), a learner need to be interested in a cultural materials before he or she can be motivated. On this note, this study was aimed to experimentally investigate the level of interest in cultural material among early, middle and late immersion students.

The present findings suggested that the longer the years of being in English immersion program, the higher the interest in English cultural materials. The early immersion students demonstrated the highest level of interest in cultural materials such as having a preference for reading English newspaper, English songs and English movies rather than that of Kannada cultural materials. There are several possible explanation for this results.

Firstly, learners tend to be interested in different cultural materials because they are more exposed to different materials written in English. That is, the dominant language of instruction tend to increase learners’ interest in the language of cultural materials the learners’ is being instructed in. That may explain the reason why early immersion group preferred to read English newspaper rather than Kannada newspaper. This is an indication that learners are inclined to immerse themselves in the target language outside the educational setting. This occurs because language immersion tends to promote the target language both outside and inside classroom. Cultural interest is also stimulated by integrative motivation which is triggered by learners psychological disposition towards the target language (Dörnyei, 2009).

Secondly, considering that socioeconomic background of the majority of late immersion students, there is a tendency for the students not be interested in English cultural material because such material have been observed to be relatively more
expensive, unlike the majority of early immersion students whose parents are educated and can afford to get these materials for their children.

Even though, a study has attempted to investigate students attitude towards cultural materials being deployed to facilitate English language learning in different dimension (Sarıçoban & Çalışkan, 2011), it is worth noting that this is the first work to examine learners interest in cultural material in the context of early, middle and late immersion in Indian context.

5.2.6 Instrumental orientation:

One of the aims of this research was to examine the influence of instrumental orientation among early, middle and late immersion students. Result showed that all the students in the three immersion groups were highly motivated instrumentally. That is, they acknowledged the importance of learning English for the purpose of getting job easily, getting more knowledge and earning respect. The findings of this study mirrors those of past studies which support the strong existence of instrumental orientation in countries where English is regarded as second or international language (Shaw, 1981).

The result also indicated that more late immersion students (86.7%) wanted to earn respect for being able to use English than other group of immersion students. That explains the reason why English in the society is still been refer to as the language of the elite or savant. Therefore, non-English dominant instruction learners believe English usage will make the learners gain more respect in the society.

It was also observed that a bulk of early immersion students (57.7%) did not learn English for the purpose of passing the English exam. Considering that majority of them are science students, they are more preoccupy with the studying of science subjects rather than focus on English exam. Moreover, since the group had achieved higher English proficiency prior to their university education, their motivational intensity to learn English for the purpose of performing well in English exam must have declined. Hence, passing English examination is not the sole reason for studying English language among the students.
5.2.7 Attitude towards English language education and its’ status:
In order to contribute to extant of literature on learners’ attitude towards language learning, this present study was designed to determine learners’ attitude towards status and importance of English both in the educational system and in society. The study produced results which showed a considerable high level of positive attitudinal disposition among the three immersion groups.

As it can be observed, there is no significant difference between late and middle immersion students, but early immersion revealed the highest level of attitudinal disposition (4.0515), followed by middle immersion students (3.7964) while the least form of attitudinal disposition was shown among late immersion students(3.6785).

Furthermore, majority of the early immersion students (50.4%) disagreed with the notion that the development of India depends on those that knows how to use the language effectively. This shows that inability to use the language can not be a stumbling block for anyone to make a contribution to the development of the country.

In addition, there is a relative agreement across the three immersion group (62.9%, 60%, 63%) with the notion which stated that “being proficient in English is more important than being proficient in any other Indian languages”. This is an indication that learners have high regards for English language irrespective of the medium of instruction background.

With respect to the notion of beginning English language education from UKG and LKG level, surprisingly, majority of late immersion students (81.5%) supported the notion, even though the students started their own English immersion programme at undergraduate level. It can thus be argued that students would have preferred to begin their education in English medium schools if they have the means to do so. The support of this notion is contrary to the CABE’s recomendation on the role of English in Indian education which posits that English education should not be introduced until class 5. This shows that language learners and their parents irrespective of the medium of instruction of the learners understand the importance of starting English education at an earlier age. The improvement of this study on previous works is being able to contextualize learners’ attitude towards English language education in India.
5.2.8 Teachers’ motivational influence:
One of the aims of this study was to investigate the influence of teachers on learners’ motivation to learn English across the three group of immersion students. It has been shown that majority of the students in all the three groups (84.4%, 81.4%, 76.8%) claimed that their English teachers motivate and encourage them to learn English. Also, there was an agreement with the statement that English teachers insist that they speak English in class with the aim of improving their communicative competence.

There is tendency for a teacher to employ positive reinforcement as means of gratification and encouragement to hardworking students (Akin-Little & Little, 2004). In this study, about 83% of the late immersion students admitted receiving positive reinforcements, incentives or rewards for performing better from their tutors. While only about 57.7% of the early immersion students claimed to have received any reward from their teachers. The trend may be attributed to the fact that early immersion students have low motivational intensity because they did not see English language learning as a challenge (see page 80). As such, the teachers do not see reason to give them any reward. Thus, critical view of this finding demonstrated that rewarding system declined from late immersion down to early immersion. Surprisingly, the implication of this result is that teaching as a form of instruction is still the norm at college level rather than lecturing which is common at this level of education.

5.2.9 Parents’ motivational influence:
This study aimed to provide information on parents’ motivational influence with respect to discourse of immersion. Parental motivation was considered a relevant factor to be investigated because children tend to take after and look to their parent for approval.

Results showed considerable high level of parental motivation influence across the three immersion groups, however, the parental motivational influence among the early immersion (3.8935) and middle immersion group (3.6960) were significantly higher than that recorded for late immersion group (3.4840).

It is important to point out that most of the learners who began learning English across the curriculum at university level claimed that their parents were not
interested in their English lesson and hence, did not have expectation regarding their English performance. Obviously, considering the low socioeconomic status of this group of parents whose children occupied the large size of population of the late immersion students in this study, then it is more likely for the parents not to show interest in their children performance in English education especially if the parents are not educated.

In order to ascertain if parents’ level of English education corresponds with parents’ motivational influence on the learners. The result showed that the rate at which parents of these learners use English at home decreased from early to late immersion students. This is an indication that most of the parents of early immersion students have higher proficiency than the middle immersion then late immersion. However, it is also possible for parents to motivate their children even if they do not have English language education. This is evident in this study whereby considerable amount students across the three groups claimed that their parents support them by encouraging them to speak English at home. This is in line with Grolnick (2009) findings which showed that parents can enhance students feelings of competence even if they are not competent enough to assist the children in the teaching of English language at home.

5.2.10 Peers motivational influence:
Since very few studies have focused on the role of peers in motivating a learner among different group of immersions, this study attempted to investigate the role classmates play in motivating students in learning English among early, middle and late immersion students. Overall, the level of motivational effect of peers was low across the groups (3.4200-3.3407). This is contrary to past peer assisted learning studies on the high significant role of peers and classmates in language learning (Patterson, & O’Neill, 2013).

However, the minor role across the three groups can still be attributed to the fact that English language learning is a collaborative exercise which requires peers or classmates offering encouragement and companion support for each other. However, it is important to note that more students help their classmates with English class work and assignment than helping them to speak English. In other words, the dominance
language among peers to peers or classmates is mother tongue even though they are studying in English medium college. Moreover, the motivational effect is more prominent among late immersion students than early immersion students. This kind of findings is expected considering that the desire to learn the language among late immersion students is at its peak, therefore, most of the students will surely support one another.

5.2.11 Intrinsic motivation:
This study aimed at evaluating the level of intrinsic motivation among early, middle and late immersion students. The findings of this study revealed that the entire three groups really enjoyed learning and speaking the language. Interestingly, majority of late immersion students (4.1556) claimed that they enjoyed using English outside whenever they have the chance to do so. The high level of internal disposition towards the language is due to the feelings of pleasure derived from fulfilling innate needs for competence and self-determination (Deci & Ryan, 1985). It seems possible that as far as immersion is concerned, the role of intrinsic motivation as it related to the enjoyment of language learning and speaking is of minimal effect. However, this study did not look at other dimensions of intrinsic motivation such competence amongst other.

5.3 Correlation between motivational intensity and other individual difference factors:
5.3.1 Correlation between motivational intensity and teachers’ motivational factor:
Another aim of this study was to determine the relationship between teachers’ motivational influence and the motivational intensity among early, middle and late immersion students. The findings demonstrated that a moderate positive correlation occurred among middle (.332) and late immersion students (.341) while a positive weak correlation was observed among early immersion students (.12). In other words, the more teachers motivate their students to learn, the more students’ motivational intensity is increased. This is more evident among middle and late immersion. The reason for this may be because teachers consider middle and late immersion students
as a group of students that need to be motivated to learn the language because of their degree of English proficiency rather than focusing on early immersion students who have achieved considerable amount of English proficiency before they reached undergraduate level.

These findings have been unable to demonstrate that of Leena (2012) which reported that degree college teachers especially the one in the rural area hardly motivates their students to learn English for several reasons. Lenna’s findings was based on the assumption that partial immersion schools or colleges in rural comprise of unmotivated and incompetent teachers.

Nevertheless, this study has succeeded in using immersion as a better approach to investigate the influence of teachers motivational factors on learners’ motivational intensity. Even though, very few studies have investigated the relationship between teachers motivational influence and their students' motivational intensity with respect to different groups of immersion, However, recent evidence suggested that a relationship between teachers’ motivational strategy and students’ motivational intensity exist (Dornyei, & Csizer, 1998). Therefore, this study describes for the first time the relationship between teachers’ motivational influence and student motivational intensity in an immersion context.

5.3.1 Correlation between motivational intensity and parents’ motivational factor:
Copious of studies have examined the parental motivational influence on students’ motivational intensity. However, fewer studies have investigated such correlation among early, middle and late immersion students. Therefore, this study has attempted to fill this gap. It is interesting to know that moderate correlation occurred between these two variables among early (.383) and middle immersion (.316). That is to say, parental motivational influence affects learners’ motivational intensity and this is prominent among early and middle immersion students.

In addition, this study investigated the proficiency level of parents as well as the frequency at which they use English at home. It was observed that parents of early immersion student use English more often when compared to the other two groups. The observed trend is expected because educated or English literate parents
tend to encourage and motivate their children to learn the English language by promoting spoken English at home. The correlation between motivational intensity and parents’ motivational factor is even further enhanced when both parents are proficient in English, the resultant effect of this is that the student have higher frequent rate of using the target language both in classroom and at home.

Lastly, enrolling a child in an early immersion program is an indication that early immersion parents believe in the efficacy of immersion as a concept that can foster the child proficiency in the target language within a short period of time. This finding also implies that parents are still interested in their children English education even at an undergraduate level where most learners are expected to be self-regulated in terms of learning. This demonstrated the high importance and value most early and middle immersion students’ parents place on English education at university level which in turn improve their performance in English exam and proficiency.

In sum, moderate increase in English proficiency among early and middle immersion students’ proficiency is directly proportional to moderate increase of parents’ motivation influence.

5.3.3 Correlation between motivational intensity and peers motivational factor:
The objective of this research was to investigate the level of peers’ motivational influence among early, middle and late immersion students in India. The most important findings in this study demonstrated a moderate positive correlation among early (.361) and middle immersion (.415) between motivational intensity and peers motivational factors. The main possible explanation for this may be anchored on the fact that early immersion students spend more years in an immersion program than late immersion students. Early and middle immersion have more years to improve one another English language achievement and proficiency because English is thriving in their learning environment, unlike late immersion students where partial immersion dominated the classroom medium of instruction. Consequently, early immersion students tend to develop the attitude of helping one another in spoken English and in English assignment or homework given by their teachers.

Furthermore, based on the findings of this research, it is convenient to argue that collaborative learning and peer tutoring learning tend to thrive successfully
among early and middle immersion students than late immersion students. Reason for this may be because early and middle immersion students have better chances of teaching and motivating one another with respect to English language learning inside and outside English language class.

Considering the low proficiency among late immersion students, interacting, reading or writing in English can be seen as an ordeal talkless of collaborative learning and peer tutoring learning among them. On the other hand, language learning among these early and middle immersion students transcends English as a second language class to English being learnt across the curriculum which in turn foster their proficiency.

In sum, peers motivational factor play a huge role in increasing early and middle immersion students English language motivation intensity.

5.3.4 Correlation between Motivational intensity and self-confidence:
In order to boost learners’ level of motivational intensity towards English language learning which can foster English proficiency, this study chose to investigate the relationship between learners’ motivational intensity and self-confidence among the three group of immersions. The result showed high level of self confidence among the early and middle immersion students, but surprisingly, the result showed no correlation between the motivational intensity and self-confidence among early (-.014) and middle immersion students (.097). However, a moderate positive relationship was observed among late immersion students (.354).

It is convenient to argue that the main reason for the lack of relationship between the two variables among early and middle immersion students is as a result of high level of self-confidence recorded among the students in the earlier findings of this study(see page 86). Surely, an over-confidence student does not have any reason to work hard or invest so much time in an activity that is not considered challenging. On the other hand, the lower level of self confidence among late immersion students compelled them to work harder to improve their English proficiency in order to perform very well in the examinations. This finding supports previous research which showed that self-confidence tends to always correlate with motivational intensity in different dimensions and contexts (MacIntyre et al.,1998). This study has further
confirmed the significance of considering past medium of instruction while evaluating the effect of individual difference factor on motivational intensity. On the whole, a positive correlation between motivational intensity and self-confidence tend to occur provided the learners’ self-confidence is reduced so that the effort to learn the language can be enhanced.

5.3.5 Correlation between Motivational intensity and anxiety:
Language anxiety has been found to have either adverse or enhancing effect on students’ motivation to learn any additional language. In order to verify the relationship among the three groups of immersion students. The results of this study revealed a non-significant weak correlation between these two variables. This occurred among the three group of immersion students (.104, .118, .109)

Observing from the English exam point of view, it is possible that the non-significant correlations is due to a low level of anxiety among the three group as it is being reported earlier (see page 83). Therefore, the degree of anxiety is not high enough to cause a student to work hard with respect to English language learning. This low anxiety recorded may stemmed from low grading system in most schools and colleges whereby a student is not expected to put extra effort to perform in the exam because the assessment is not challenging the students to score very high. Regarding communication apprehension, students might not be anxious to speak the language especially among late immersion student whose teachers allow code switching between mother tongue and English.

This can be explained in part by the high status given to the mother tongue in the society. Even among early and middle immersion students who are more exposed to English language. The learners are not worrying about committing error in spoken English because such error can easily be pardoned in their social group because perfect English usage is not necessary. This study is contrary to previous works that have found a either positive or negative correlation between anxiety and motivation (Yan & Horwitz, 2008). Therefore, a higher level of anxiety is needed to cause a positive or negative correlation with a motivational intensity which can enhance or debilitate motivational intensity respectively.
5.3.6 Motivational intensity and WTC:
Lahuherta (2014) conducted a study among Spanish undergraduate students, the researcher’s finding indicated a positive relationship between motivation and WTC. This study was aimed to determine the relationship between motivational intensity and WTC in Indian situation. In this study, a non-significant relationship was found between these two variables among late (-1.54) and middle immersion students (-1.21). It can be speculated that the non-correlation between the two variables is an indication that there is no relationship between the two variables. This implies that WTC either in English or Kannada is not a motivational strategy for them.

However, a positive very weak correlation was found between WTC in Kannada and motivational intensity in English among early immersion. This shows that there is a slight connection between communication in a native language and the level of effort expends towards English language learning. The backdrop in measuring the degree of relationship between the two variables is that some of the variables in motivational intensity deal with spending more time to pass written exam while the other deals with oral communication. Therefore, there seems to be a slight disconnection between the two variables. In sum, WTC in English tends not to play a huge factor in enhancing motivational intensity to learn English among early immersion students.

5.3.7 Motivational intensity and cultural interest:
Learners that show interest in cultural materials such as movies, songs and newspaper in a target language tend to have higher proficiency than those that are not interested (Alshamy, 2012). This study is interested in finding a correlation between this kind of interest and motivational intensity among early, middle and late immersion students. Interestingly, the result revealed a non-correlation between the two variables among late (-2.35) and middle immersion students (.0073). The result is an indication that cultural materials do not motivate students to learn English.

However, this work revealed that early immersion students showed a weak negative correlation between the two variables. That means, the higher their motivational intensity to learn English, the lower their interest in Kannada cultural materials. This phenomenon may be because early immersion students have developed
more interest in English cultural material than the other immersion group of students over the years. This has compelled them to think, read, write and speak more in English than in their mother tongue which consequently raise their interest in English cultural materials rather than that of their mother tongue.

In sum, it can be argued that English immersion program promotes interest in English cultural materials such as reading English, watching English movie or listening to English song. This interest is used to sustain early immersion students English language achievement having gained a certain level of proficiency and mastery of the language at undergraduate level.

5.3.8 Motivational intensity and instrumental orientation:
Instrumental orientation has been considered the most significant form of motivational orientation in the field of second language learning motivation (Gardner & Lambert, 1972). This study examined the relationship between the two with respect to the three groups of immersion. The finding highlight the strong correlation between motivational intensity and instrumental motivation. Excluding a weak correlation exhibited among early immersion students (.273), a moderate correlation was established among middle (.467) and late immersion students (.332). This is an indication that the drive to get a job or use English for any kind of utilitarian purpose moderately correlate with the time and hard work learners invest in learning English.

The weak correlation observed among early immersion may be due to low motivational intensity already reported among the students because English learning is no more their priority at an undergraduate level (see page 81). Therefore, orientating student on the pragmatic purpose of English can boost students’ motivational intensity.

5.3.9 Motivational intensity and attitude:
There are several studies on the relationship between motivational intensity and attitude towards English. The findings of this research showed there was no strong correlation between motivational intensity and attitude. It is important to note that this study was focused on how students perceived English language education in India and how such perception correlate with the level of effort they exert into learning of the language.
Other than weak correlation observed among early (.214) and late immersion students (.217), a moderate correlation was found among middle immersion students. The reason for this correlation can be connected to positive attitude towards a language that has a compelling effect on student motivational intensity. This is consistent with the work of Gokce, (2008) whose study established a strong correlation between the two variables.

5.3.10 Motivational intensity and intrinsic motivation:
Studies have focused on relationship between motivation and intrinsic motivation (Pintrich & Schunk, 1996). In spite of this, there is a gap in the literature regarding the relationship motivational intensity and intrinsic motivation. One of the objectives of this study was to investigate the relationship between the two variables. The current study showed a moderate correlation between the two variables among middle immersion students (.339) while late (.307) and early immersion students (.3) were weakly correlated. Considering the low motivational intensity reported among early immersion students and the low proficiency among late immersion students stated earlier in this study. It can be argued that the main reason why moderate correlation occur between middle immersion is because the students in middle immersion groups have the highest level of motivational intensity which arise from intrinsic motivation. To be more precise, the high level of enjoyment in using the language reported among the student corresponds to the high level of effort put into learning the language.

5.4 Correlation between English proficiency and motivational variables:
5.4.1 English proficiency and motivational intensity:
Another purpose of this paper was to seek the relationship between English proficiency and motivational intensity. The result of this work is contrary to previous empirical findings which established that greater efforts devoted to English language learning produced better learning outcome (Liu, & Zhang, 2013). But in this study, no significant difference was observed between English proficiency and motivational intensity among the three immersion students. This means that the level of effort put into learning the language does not always correspond to the level of English proficiency even though the learners is exerting so much effort to learn the language.
It is difficult to explain this result, but it might be related to the fact that other predictors such as anxiety and other impeding factors are capable of preventing learners from enhancing their proficiency.

Furthermore, the result is an indication that the concept of immersion does not encourage learners to exert so much effort to learn the language because an enabling environment is already being created for enhancement of English proficiency. Thus, the language learning does not happen only in conventional English class, but rather it occurs even while other subjects are being taught in English. For this reason, learners’ proficiency is enhanced in a residual manner within a span of time. This shows that students’ learning outcome can also be a function of instrumental purpose such as passing of exam rather than motivational intensity.

5.4.2 English proficiency and self-confidence:
This study converge other previous works which found a positive relationship between self-confidence and English proficiency (Ahour, & Hassanzadeh, 2015). A moderate correlation was established among early (.417) and late immersion students (.422) while weak correlation was reported among middle immersion students (.249). This shows that immersion enhance students’ self-confidence in the language which in turn improves their English proficiency. This self-confidence must have stemmed from the fact that they believe in their own ability to achieve any task in English language. The ability is sharpen for early immersion students because immersion in English gives them more avenue to use the language thereby perfect their proficiency over the years.

However, inspite of low English proficiency reported among late immersion, the students still have higheht self confidence among the immersion groups. This can be attributed to high motivation they received from their teachers (see page 99). Therefore, it is important for teachers to deploy strategies that stimulate learners self-confidence in the language.

5.4.3 English proficiency and anxiety:
Language anxiety has been noted to either impede or facilitate the process of attaining higher English proficiency. As a result of that, several empirical findings have been
contradictory over the years. The aims of the study was to investigate the relationship between language anxiety and English proficiency. This study showed a weak positive correlation among the three group of immersion students. That is, the lower the anxiety, the higher the English proficiency and vice versa. This implies that anxiety has a weak debilitative effect on the immersion students.

5.4.4 English proficiency and WTC:
The result showed a significant weak negative correlation among the three groups of immersion students. This suggest that WTC in Kannada and English proficiency are inversely related. An increase in WTC in Kannada causes a decrease in English proficiency, then the more an individual WTC in English, then the higher the English proficiency.

This finding is line with past findings which has established the positive effect of WTC on English proficiency which is more evidence among early immersion because the group have been learning English across curriculum for the longest years compare to the rest of the group. Therefore, there is higher tendency for them to communicate in English when they write and speak in English more than the time they do in their mother tongue.

5.4.5 English proficiency and interest in cultural material:
The result showed a significant weak negative correlation across the three groups of immersion students. Considering the fact that cultural interest in Kannada is inversely related to English proficiency in India context. In simple terms, if learners cultural interest in Kannada increases, then the English proficiency is decreased and vice versa. This finding is in line with past works which have established the positive effect of cultural interest on English proficiency. This suggests that immersion program trigger learners’ interest towards cultural material thereby enhancing their English proficiency.

5.4.6 English proficiency and intrinsic motivation:
The correlation between English proficiency and intrinsic motivation with respect to immersion was investigated. Findings revealed weak but positive correlation early
and late immersion group of students. On the other hand, moderate but also positive correlation was observed among the middle immersion group (.328). This positive relationship identified among the group shows that internal motivation plays a huge role in enhancing learners’ English proficiency. After all, a learner tends to use the language more if he or she enjoyed speaking the language which consequently boosts the learners proficiency.

5.4.7 English proficiency and instrumental motivation:
A weak correlation was observed between English proficiency and instrumental motivation with regards to early immersion students. However, the other two groups of immersion students demonstrated no level of correlation. The observed relationship may be hinged on the premise that there are copious of other reasons why learners may choose to learn English. Moreover, a learner has been known to sometimes make incisive decisions to improve his or her proficiency if it is triggered by pragmatic reason to learn the language.

5.4.8 English proficiency and attitude towards English language education:
No correlation existed between the two variables across the three groups (-.053,.046,.104). A possible explanation for this may be based on a premise that learners perception does not have a direct effect on learners English proficiency. It can be argued that learners have many perceptions about English language education in India. Therefore, none of the variables considered in this study might be strong enough to influence the learners English proficiency.

5.4.9 English proficiency and human factor:
Among teachers, parents and peers motivational influence, a correlation between the two variables among middle, late and early immersion students were established while there was no significant relationship between English proficiency and peers motivational influence. The findings revealed that parents and teachers play a huge role in influencing students in enhancing English proficiency. Correlation was reported even among late immersion student, this occurrence is surprising because this group of students are products of partial immersion lessons. Partial immersion
teachers are group of educators who are compelled to code switching during teaching because of low proficiency students in the class. Hence, reporting positive correlation among late immersion students gives credence to the premise that human factor, in this case teachers, play significant contribution to the language proficiency of students. This is contrary, to previous work that view it from non-immersion setting.

5.5 Relationship among affective variables:

5.5.1 Self-efficacy and anxiety:
A moderate positive correlation was observed between these two variables. This was evident among early (.379) and middle immersion students (.357) while weak correlation was observed only among late immersion students (.276). Learners’ lower level of anxiety is directly proportional to higher level of self-efficacy and vice versa. This shows that anxiety has a debilitative effect on self-efficacy. The result of this study is in line with previous works which stated that the higher the learners’ self-confidence to achieve a task in language learning, the lower the level of anxiety (Anyadubalu, 2010). This is evident among early and middle immersion students because they have been in English immersion program for many years which consequently enhances their self-confidence in the language thereby reduce their level of anxiety.

In sum, the longer the years of being in an immersion program, the higher the self-confidence. This reduces learners anxiety towards writing or preparing for an English exam or speaking the language in public.

5.5.2 L2 Anxiety and WTC:
Anxiety can also be one of the reasons why a learner chooses not to communicate in a particular language. That explains the result of this study which demonstrates a negative correlation between the two variables which occur among middle immersion students. This is in line with previous works that showed that the higher the anxiety, the lower the tendency to communicate (Park, & Lee, 2005).
5.5.3 WTC and self-confidence.
WTC in English is boosted when self-confidence in the language rises. This is the reasonable explanation given for the result of this study whereby a weak negative correlation was revealed across all the three groups of immersions. This suggests that an individual can only be WTC in English if he or she has so much self-confidence in the target language.

5.6 Gender in second language learning:
This section of the discussion will be evaluating the role of gender in English language learning. Firstly, the level of English proficiency between both gender will be established, followed by the influence of individual difference factor such anxiety, and self-confidence amongst others on language learning.

5.6.1 Gender and English proficiency:
Prior work conducted in Indian context revealed through a secondary data collected between 2007 and 2011 revealed that female students performed better in English language exam when compared to their male counterparts (Karthigeyan, K. & Nirmala, 2012). This study therefore presents a recent finding on the relationship between gender and English proficiency among the three groups of immersion. The findings of this research is consistent with the previous study in Indian situation. It was observed that female students (3.2661, 3.9674, 4.1439) had higher proficiency in listening, speaking, reading and writing compared to their male counterparts (3.0974, 3.6200, 3.8250). Beiser & Hou (2000) also observed the same trend in their study.

Several reasons have been given for this trend, one is from a neurobiological point of view which states that two brain areas that deal with language processing are larger in female, and that language is process in both hemispheres of the female while males favor a single brain half (Kissau, 2006). However, in subsequent section, this study will reveal the role of motivational intensity, attitude, language anxiety, self-confidence and WTC as a factor that influence the disparity of English proficiency level between male and female learner.
5.6.2 Gender and motivational intensity:
Some of the studies considered in the body of literature regarding the effect of gender on motivational intensity indicated that female students have higher motivation than male students. However, Akram, & Ghani (2013) study conducted in Pakistani context showed that there is no statistical difference between the two genders regarding this aspect.

The aim of this study was to investigate the role of gender with respect to motivational intensity among the three immersion students. The study indicated that female students have higher motivational intensity among middle (3.8937) while there was no significant difference between both gender among late and early immersion students. In other words, female middle immersion students tend to spend more time and exerting extra effort to learn the language than male students. This shows that other than neurobiological attributed for their better performance, it is possible that female students tend to take their language learning serious than male.

5.6.3 Gender and attitude towards English language education:
Various conflict reports have emerged in the course of investigating the role of attitude in language learning genderwise (Bernat & Lloyd, 2007). The intention of this study was to investigate gender difference with respect to learners’ attitude towards English language education and its status in India among the three group of immersions. The important finding in this study was a significant difference established among middle and late immersion students whereby female possess a higher attitudinal disposition (3.9806, 3.9717) than their male counterpart (3.5821, 3.5962). This means that female students tend to stronger positive attitude towards English language education than their male counterpart and this reflect in their perceived better performance in English proficiency.

5.6.4 Gender and English anxiety:
This study examined gender difference in relation to language anxiety among the three groups of immersion. The result showed that the only significant difference occurred among late immersion students. Between both gender, female students (3.3656) were found to be more anxious than male students (3.0705). This is in line
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with previous works (Arnaiz & Guillén, 2012). It seems possible that these results are due to the fact that female students tend to undervalue their own performance, experience more negative feelings and feel less comfortable than men (Benson, Bandalos, & Hutchinson, 1994).

Among the plausible explanations for these findings is that there is no difference between the two gender with respect to anxiety but female are more willing to admit to anxiety because they are encouraged to do so from an early age, since this is a ‘feminine’ feature (Dusek, 1980). Therefore, teachers should focus on how to boost female learners anxiety in class.

5.6.5 Gender and self-confidence:

Contrary to the study conducted in Turkish context (Gürler, 2015), this study revealed that female students (4.3406, 4.4701) have higher self-confidence than male students (3.9911, 4.1500) with respect to English learning. This result is evident among middle and late immersion students. It can be argued that female students put extra work into the learning of the language which eventually boost there self-confidence. The non-significant difference between the two is due to low self-confidence that existed among the male students at that level, considering the fact that most of the students have just begun their English immersion program.

5.7 What are the factors that motivate you most to learn English?:

Respondents were given an option of choosing among different factors such as teachers, friends, exam and textbook that motivate them the most to learn English. Majority of the students across the three groups of immersion (43.41%, 40.38%, 38.82%) claimed that teacher is the most important factor that motivates them to learn English, followed by friends (30.59%, 25.96%, 19.37%), then textbook (21.7%, 24.04%, 23.52%) and lastly examination (7.06%, 9.61%, 15.5%). Giving the fact that most of the participants in this study are from the city of Gulbarga where English language is not a dominant language even in a social setting, the reason a greater percentage of students chose their teachers as the highest source of motivation to learn English may not be far fetched. The reason may stem from the fact that they only get to learn and use the language in English classroom.
Furthermore, it is important to note that their source of motivation does not have to be English teachers, it can also be teachers instructing other subjects in English, having been in an immersion program whereby language learning occur residually in other subject. This is in line with previous findings considering the role of teacher in English language motivation.

Friends and classmates occupied the second most motivated factor stated by the learners of the three group. This is a confirmation that language learning tend to take place more in educational and socio-cultural context. This motivation can develop from competition in the classroom whereby best students in the class inspired and motivated the others. Among the three groups, the late immersion students seems to be the most motivated group of students. The reason behind this is because they are being inspired by their early or middle immersion counterparts, the implication of this might encourage collaborative learning and peer tutoring in a classroom.

Text book stands as the second to the last form of motivation. The percentage of learners that claimed that textbook motivates them are below 25 percent among all the three groups. This finding suggest that textbook though important, is not sufficient to motivate or inspire students to study or learn English. This occurrence may be based on the assumption that available textbooks are not designed to promote communicative competence of the students.

The examination is the least form motivation to learn the language. Most Indian colleges are promoting rote learning whereby learners are trained to pass English exam rather than improving matery over the use of the language. This may explain the high increase in motivational intensity observed in some of the understudied participants. For instance, learners tend to study hard when English exam is approaching. In other to change this trend, there is need to redesign English language syllabus in other to discourage rote learning.

5.8 How do you feel about your English proficiency?:
This question was asked with the intention of understanding if the students are satisfying with their current status of English proficiency. This study provided evidence that indicated early immersion group is the most satisfying group of students (78.45%), followed by middle (73.97%) and late immersion students (54.63%). This
explains the lower motivational intensity recorded among early immersion students at their undergraduate level particularly when compared to late immersion students. For instance, a learner’s motivational intensity can only rise if he or she is not satisfied with his or her current status of English proficiency. Therefore, the lower the motivational intensity, the higher the level of satisfaction with one’s level of English proficiency. This implies that late immersion students may have the desire to improve their English proficiency compare to early immersion students.

5.9 What is your current interest in English?:

The question was raised in order to investigate the level of interest among the three group of immersion. The result showed that level of interest decreased from early (93.58%) to middle (84.68%) and then to late immersion students (82.46%). Early immersion students are much interested in the language even though the effort they put into learning the language is considered to be low. There is a total disconnection between motivational intensity and interest in learning. Early immersion students have higher motivational intensity at the school level to learn the language but the intensity decline drastically by the time they reach undergraduate level because they have acquired a certain considerable level of English proficiency. This development can be hinged on the premise that the students have acquired a considerable level of English proficiency. They think, speak, listen and write more in English than in their mother tongue. Furthermore, it was observed in the course of this study that early immersion students seem to be more interested in English cultural material when compared to the other two groups of immersion students. The interest is not because they want to improve their English proficiency rather it is used to sustain their English proficiency. The level of interest among late immersion tends to be the lowest due to several factors such as attribution factor. The students might not be interested in English language learning due to series of failure to learn the language successfully in the past. In addition, even though mixing up of learners of different group of immersion can promote peer tutoring, it can also encourage anxiety among late immersion students because they are afraid of making mistake in their spoken and written English. Taunting and teasing has been reported in most mixed English
undergraduate classes in India. This is a strong factor that might cause some of the late immersion student to be disinterested in learning the language (Johari, 2015).

5.10 What skill of English do you want to improve upon?:
This question was asked with the intention of determining the skill of English they would like to improve upon so that their teacher can help them in achieving their English language learning goals. The result showed that majority of them want to focus on speaking, follow by grammar while less than less than 20% wanted to focus on writing and reading. This result supports the assertion of scholars that have been advocating for communicative competence in English classroom even at undergraduate level. Over 50% of early immersion students still want to improve their spoken English in spite of their considerable achievement in overall English proficiency. This is an indication that language learning can be considered as a lifelong learning. This is important because it will prevent a learner from experiencing language attrition.

In addition, considering that speaking is the most important skill in language usage because human tends to speak more than write, that explain why majority of the informants considered speaking as the skill they would want focus on at undergraduate level. Some students also want to focus on grammar, the reason for choosing grammar is because they believe it will eventually improve their spoken English. This is consistent with the notion that states that grammatical competence is the foreground of communicative competence (Wang, 2010). In other words, the level of grammatical competence correspond to the level of communicative competence.

5.11 In what ways do you think you can improve English?:
The majority of the students believed they can improve their English by adopting cultural materials such as English movies, songs and newspaper and every other cultural material. This shows that learners prefer that their language learning can be more enhanced in socio-cultural setting than in educational setting. However, it is possible to inculcate the usage of cultural materials in classroom so that learners interest irrespective of the immersion group can be aroused. It is also important to state that the interest in cultural materials does not have to be a function of interest the
culture of native english speakers. Rather, it is a function of interest in English as a language that depicts global culture (Kumaravadivelu, 2008). Therefore, a very good integration of global culture into Indian English language classrooms will help Indian English learners to apply their language skills effectively in a contemporary society.

5.12 Why do you choose to study in English/Kannada medium college?:
Even though every college supposes to be instructing in total immersion mode, most colleges adopt partial English immersion approach whereby English and mother tongue are used equally in the classroom. The reason for this practice is because a fair percentage of the college students are late immersion students who have not studied English across curriculum since the beginning of their primary education. Hence, some of them may be unable to cope in an all English environment.

This study examined the factors that influenced students’ choice of immersion college. The analysis of the responses of some partial and total immersion students are as follows:

5.12.1 Partial immersion students:
Most students in partial immersion colleges believed that English is very hard. This is consistent with other previous findings in different context (Souriayavongsa et al., 2013). It is easy for this group of students to reach such conclusion because the language has always been taught only as a second language in English classroom, unlike their early immersion students counterpart who use the language frequently both in English class and the other subject classes. This distinction might have also caused some of these late immersion students to fail several times in their quest of mastering the language. Consequently, cause them to perceive English as a difficult language to learn.

Some partial immersion students believed that they can’t score very high in total immersion colleges where they have no choice of writing their exam in English. Therefore, they have to opt for partial immersion college where such flexibility is allowed. Their inability to score high is due to their low proficiency in English especially in writing. This is evident in this study whereby less than 50 percent of the students perceived themselves to have a very low proficiency in writing. This
confirms the significant role of immersion programme in academic achievement and this has been established in past studies whereby immersion students perform better academically than non-immersion students (Richmond et al., 2014)

Furthermore, their decision to study in partial immersion colleges stems from the fact that they are already adapted to non-immersion program to the extent that they are not interested in changing to an immersion program. This shows that level of familiarity with a particular form of immersion tend to affect the choice of immersion at the next level of educational system. It is also observed that all the informants considered in this study have been studying in English medium institutions without changing to vernacular school or college of the next level of their education.

In addition, the sense of loyalty to mother tongue is another huge factor responsible for their choice of studying in partial immersion college. According to some of the students, they choose to study in English medium because they love their language and they have higher regards to their language than English. This is in line with the findings of Hohenthal (2003) whereby Indian students believe it is highly important to promote their mother tongue and this can easily be done by learning all subjects both in English and Kannada equally.

The choice of being in a medium of instruction might also not depend on the learner in question but the decision of the parents. Some of the students argued that their parents decide the choice of their college which can depend on school proximity or cost of tuition of the school. Low-income parents might want to send their children to low-cost state government degree colleges that run most of their courses in partial immersion mode. This study therefore acknowledge the role of parents socio-economic status in learners’ choice of immersion programme at undergraduate level.

5.12.2 Total immersion students:
One of the informants among early immersion students claimed that he joined English medium college because he want to become an Engineer. This is an indication that future career ambition also play a major in the choice of an immersion program. Taking into consideration of the fact that students in science stream are suppose to learn all the subjects in English, therefore, it is important for them to be highly proficient in English so that they can perform in their science-related subjects. It will
also help the students to pass science related exam conducted in English at pre-university level so that they can be admitted to science and technology course program in university. It has been reported that students from non-immersion program who get into science program at university through seat reservation or quota system have been finding it hard to perform academically (Annamalai, 2004). Therefore, there is a connection between learners future career ambition and the choice of their immersion program.

Some of the students understand the efficiency of early immersion program with respect to English language learning. That is why most students are enrolled in English medium school at an early age. Some of the findings in this study demonstrate that even late immersion students believe that English language learning should begin at UKG and LKG level. Contrary to what the C Abe’s recommendations which states that language should not be introduced into the country’s educational system until class 5 of primary education.

In addition, some students held the view that all subjects can only be better taught in English. This is because the whole world is virtually connected with English language, majority of information available is in English and most academic publications are in English. It is therefore plausible for the students to hold such view. However, some studies have established the importance of teaching all subjects in mother tongue (Benson, 2005). The author argued that teaching sciences in the mother tongue is not an impossible task. Therefore, Kannada may be effective enough to give expression to all subjects including sciences.

Considering that majority of information in hard or soft copy are available in English. Learners tend to choose to study in English medium college because they believe they can get more knowledge on issues related to academic or social affairs which interest them. In the quest of determining instrumental orientation among the three group of immersion students, the result shows that all the students believe that English language learning will make them to be more knowledgeable.

Getting a lucrative job after graduation in India colleges is a difficult task. Due to high competition for a job, students are expected to write a competitive exam for all these vacant positions. Therefore, having high English proficiency is crucial in passing any competitive exam since most exams have to be written in English.
5.13 Teachers perspective:

Q1. How do you think you can help students with low proficiency at the undergraduate level?

The majority of teachers agreed with the students that they need to focus on spoken English. In order to do that achieve this feat, teachers are advised to adopt fun-based learning material such as visual and audio aids. The effectiveness of this has also been found in the body of literature (Medina, 1993). In addition, they hold the view that fun-based activities through this medium will make the students communicate more in a classroom.

Ample of teachers were of the opinion that students should be re-introduced into the basic of English language. They argued that most of the student have not been taught properly in English from their previous studies. Therefore, it is suggested that teachers should revisit some of the syllabi adopted at school level.

In order to cater for language learning of the students outside their classroom, teachers advised students to spend more time in reading any available materials in English on internet. Considering the fact that most information are available in English language. They are of the opinion that students can improve their vocabulary which can lead to enhancement of their overall proficiency. They encourage internet surfing because of the enormous information that an be accessed on the platform.

Q2. Should students from a different medium of instructions be merged in an undergraduate English class?

Teachers were asked these questions with the intention of developing ways of deploying effective teaching and learning of English in a classroom which consists of early, middle and late immersion students. In other words, it is a class full of students with different level of proficiency.

A2. Some teachers did not agree on merging students together because the early immersion students always take over the learning activities in the class. However, some teachers believed that separating these students will lead to a discriminatory act which can encourage taunting and teasing of low proficiency
students by early immersion students. This form of taunting and discriminatory acts have been reported in some colleges in India.

The teacher argued that mixing the early, middle and late immersion students in the same class will encourage competition in the classroom. Hence, late immersion students will become inspired by their colleagues. Teachers’ felt that peer tutoring in classroom will rub off positively on late immersion students.

**Several studies have shown that female students are performing better in second language learning than their female counterpart. why do you think this is so?**

A3. Some of the teachers try to argue for this reasons from a sociocultural point of view. They claimed that the way parents raise female children is different from one parent to other. It is believed that most female are being taught to excel in all their endeavour. The effect of that training pattern makes them be more diligent in English language education.

Furthermore, one of the teachers stated, “female students perform better in second language learning because they study harder when compare to male students, sometimes putting themselves under intense pressure, so as to justify the opportunity given them to study in a patriarchy society”. This assertion made by a teacher is plausible, considering that the educational system is dominated by the males (Islam, & Mustaquim, n.d.). This suggests that better English proficiency express by female learners is a reflection of pressure to succeed academically including in English language.

There are, however, other possible explanations other than the notion express by these informants. The prevailing gender inequality in the developing world necesititates female undergraduates to require more motivational orientation to learn English language. This is essential and necessary for employment purposes. According to National Sample Survey cited by (Bhalla & Kaur, 2010), the percentage of women in labor force stands at 25% for the past 25 years in India. This low percentage may be attributed to gender discrimination with respect to equal employment. Most of this discrimination stem from patriarchy and cultural belief that anchored on the argument that women do not need to take up employment. Hence, they are confined to the four wall of a house. The aftermath of this is that only few
females get to pursue education. This determination and motivation to prove the patriarchy society wrong might be responsible for their outstanding performance in English language education.