

**L2 Motivation and English Reading Comprehension of Post-Graduate Dalit Students of
the Social Sciences in the Telugu-Speaking States: A Quantitative Study**

*A thesis submitted to the University of Hyderabad for the partial fulfilment of the
requirements for the degree of*

**Doctor of Philosophy
in
English Language Studies
by**

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DECLARATION

This is to declare that I, Jyothi Hymavathi Devi (Reg No. 13HGPH02), have carried out the research embodied in the present thesis titled ***L2 Motivation and English Reading Comprehension of Post-Graduate Dalit Students of the Social Sciences in the Telugu-Speaking States: A Quantitative Study***, under the supervision of **Prof. Pingali Sailaja**, Centre for English Language Studies, University of Hyderabad, for the full period prescribed under the Ph.D. ordinances of the University.

I declare that to the best of my knowledge no part of this dissertation was earlier submitted for the award of research degree to any university.

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This is to certify that the thesis titled ***L2 Motivation and English Reading Comprehension of Post-Graduate Dalit Students of the Social Sciences in the Telugu-Speaking States: A Quantitative Study*** submitted by **Ms. Jyothi Hymavathi Devi** bearing registration number 13HGPH02 in partial fulfilment of the requirements for the award of Doctor of Philosophy in the School of Humanities is a bonafide work carried out by her under my supervision and guidance. This thesis is free from plagiarism and has not been submitted previously in part or in full to this or any other University or Institution for award of any degree or diploma.

The Researcher has also carried out the following publications and conference presentations in his Ph. D. interim.

A. Published in the following publications:

1. 'Perceptions of the Learners about UGC Remedial English Course in the University of Hyderabad.' *Roots International Journal of Multidisciplinary Researches*, 4(Special Issue 4), October, 2017, ISSN: 2349-8684.

2. 'Social Learning Theory: Implications to English Language Learning of Disadvantaged Students' published in the proceedings of one day National Conference on 'Enhancing Learning through Effective Teaching' in Ananda College, Devakottai, Tamil Nadu, on 6th October, 2017, pp-46-51.

B. Presented in the following Conferences:

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2. 'Three Dimensional Grammar Framework' in two day National conference on 'Teaching of English Language and Literature' on 22nd & 23rd of September 2017 conducted by Sri Rangaswamy Naidu Memorial College, Sattur, Tamil Nadu.

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ABSTRACT

The title of the present study is ‘L2 Motivation and Reading Comprehension of Post-Graduate Dalit Students of the Social Sciences in the Telugu-Speaking States: A Quantitative Study’. This study attempts to explore the L2 Motivation and the Reading Comprehension of the Dalits students studying post-graduation in the stream of Social Sciences in the erstwhile state of Andhra Pradesh in India.

Higher education is a source of knowledge and skill development. The primary function of higher education is to contribute significantly to society by generating new knowledge and imparting it to the learners, making them skilled, confident, self-directed, and independent learners who can contribute to society. Dalit students who belong to the Scheduled Caste and Scheduled Tribe communities starkly stand as a sub-group in the university students as they have overtly peculiar features that reflect their historical, socioeconomic, cultural, and psychological background. Higher education is a crucial requirement for all-round development of the Dalit students.

As the present study aims to investigate the L2 Motivation of the subjects, here, the English language is to pursue and excel in the subjects’ study area broadly in the stream of Social Sciences. The study of the L2 motivation of the students includes exploring the nature of the L2 Motivation of the students for which the theoretical framework of the L2 Motivational Self System developed by Zoltan Dörnyei is employed. Secondly, it attempts to study the Reading Comprehension of the subjects; thirdly, to explore the internal structure of the L2 Motivational Self System of the subjects; fourthly, to find the relationship between the L2 Motivational Self System and the Reading Comprehension; fifthly, to study the impact of the L2 Motivational Self System on the subjects’ Reading Comprehension, sixthly, to profile the subjects into various learner motivational categories based on their strengths of multiple

variables of the L2 Motivational Self System, and finally to validate the L2 Motivational Self System in the Indian Dalit context.

The study employs a non-experimental, cross-sectional, correlational, survey research design. As this is a quantitative study, the methodology used includes the quantitative statistical techniques of descriptive analysis, inferential analysis, correlation, regression, cluster analysis, and structural equation model. The two research tools used for data collection are (1) the survey instrument of the English Learner Questionnaire and (2) the Reading Comprehension Tests. A sample of 305 post-graduate social science students are selected from sixteen universities. The convenient sampling technique is used to draw the sample.

The statistical test results illuminate the various aspects of the subjects' L2 Motivation and Reading comprehension. The results are analysed for the total sample, the male and female subjects, for the Scheduled Caste and Schedule Tribe subjects, and for the male and female subjects within the two categories.

The findings of the study suggest that the subjects exhibit moderate levels of L2 Motivation and Reading Comprehension and also a moderate correlation between these two aspects. However, L2 Motivation cannot impact Reading comprehension. The sample exhibits three categories of subjects based on the strengths of the different variables of the L2 Motivational Self System, which has implications for academic administrators, academicians, and academic institutions. Finally, the L2 Motivational Self System is validated in the Indian Dalit context. The limitations involved in the study and the future research that can be based on the present study are also discussed. An attempt is made to highlight the implications of the study.

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LIST OF ABBREVIATIONS

L2MSS - *L2 Motivational Self System*

CM - *Intended Learning Efforts (Criterion Measures)*

IL2S - *Ideal L2 Self*

OS - *Ought-To Self*

PEFI - *Parental Encouragement/Family Influence*

IPRO - *Instrumentality Promotion*

IPRE - *Instrumentality Prevention*

LSC - *Linguistic Self-confidence*

ALE - *Attitude towards Learning English*

IEL - *Interest in English Language*

EA - *English Anxiety*

INT – *Integrativeness*

AL2C - *Attitude towards L2 Community*

DSAEL - *Dalit Students' Attitude towards English Language*

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter introduces the proposed study on Dalit students (Scheduled Caste and Scheduled Tribes) studying post-graduation in the stream of Social Sciences in the universities of the erstwhile state of Andhra Pradesh, later bifurcated into the two states of Andhra Pradesh and Telangana. The title of the study is ‘L2 Motivation and English Reading Comprehension of Post-Graduate Dalit Students of the Social Sciences in the Telugu-Speaking States: A Quantitative Study’. The chapter presents the aim, origin, rationale, and background of the study. It also offers the research problem, objectives and hypotheses, scope, significance, and the original contribution of the study to the L2 Motivation and Reading Comprehension areas.

1.2 Origins of the Study

The present study originated from some basic observations, questions, and concerns of the researcher as a student in her student days and as a teacher in later days. She has been intrigued by the unsettled learning situation of the Dalit students and has been propelled by an earnest desire to explore their learning processes. She found a few highly motivated students who could swim through the ocean of academics only by their motivational strength and a few abysmally low-motivated students. Out of her exposure, education, and intuition, she felt the need to investigate the fundamental aspects of the students’ motivation to learn the English language.

1.3 Background of the Study

Higher education is a crucial requirement for the all-round development of the Dalit students. A significant number of Dalit students come to universities to study post-graduate courses. Most of them are first-generation learners and the first persons in their families to study at university. Most of them opt to pursue post-graduation in the Social Science stream. They reach universities after innumerable struggles to get educated. Their educational efforts are frustrated persistently throughout their career due to various socioeconomic and cultural disadvantages they face. After coming to universities, they face a significant challenge in coping with their learning due to the lack of good knowledge of the English language, apart from other gaps in their studies. English, being the medium of university education in all Indian universities, determines the success of these students in their post-graduate studies to a greater extent. The Dalit students' success at the post-graduate level, entry into the world of research, future employment, and successful survival in their chosen jobs are determined by their success in excelling in the English language. In short, English has an immense potential to make or unmake the Dalit students' future life and survival in this highly competitive world.

The current higher education policy primarily focuses on the provision of reservations. It has ignored the fate of the Dalit students who have joined the universities. The government should focus on what happens to the students after securing a seat and how their learning occurs in their chosen academic disciplines. Extraordinarily, little light is shed on this dimension of the Dalit students' education. Even after the reservation seats are filled partially, there is a high possibility of dropping out of the courses due to the lack of support they need from the higher educational institutions. The university is a new context for first-generation Dalit students. The socio-cultural processes in the universities can affect these

students in multiple dimensions. In this context, these students need to pursue their courses and succeed in their careers, which opens up new opportunities.

The academic success of the Dalit students largely depends on their English learning. The larger Dalit community also regards the English language very highly as they consider it an emancipatory tool that has the potential to come to their rescue in a society that is infested with all kinds of inequalities and disadvantages. Therefore, English language learning becomes a crucial requirement for these students. As first-generation students coming to universities from the regional medium/mother tongue medium background, they need help understanding their subjects and the day-to-day social life in the universities where the English language rules the roost.

1.4 Aim of the Study

In this study, an earnest endeavour is made to explore the L2 Motivation and the Reading Comprehension of the Dalits students studying post-graduation in the stream of Social Sciences in the two states of Andhra Pradesh and Telangana in India. The L2 Motivation is to learn the English language to pursue and excel in their study area, broadly in the Social Sciences stream. The study of the L2 motivation of the students included exploring the nature of the L2 Motivational Self System of the students. Secondly, it attempted to study the Reading Comprehension of the subjects; thirdly, to explore the internal structure of the L2 Motivational Self System of the subjects; fourthly, to find the correlation between the L2 Motivational Self System and the Reading Comprehension; fifthly, to study the impact of the L2 Motivational Self System on the subjects' Reading Comprehension, sixthly, to profile the subjects into various learner type categories based on their strengths of multiple variables of the L2 Motivational Self System, and finally, to validate the L2 Motivational Self System in the Indian Dalit context.

1.5 Research Problem

Regarding the Dalits students at universities, it is generally observed that their academic progress gets into a critical condition once they enter the universities to pursue postgraduation. Throughout their stay in the universities, they encounter various academic and socio-cultural problems. Their academically disadvantaged position is characterized by their marginalized socio-economic background, poor educational background, regional medium of instruction till graduation level, the lack of suitable academic support in university, the lack of proper socialization into the socio-cultural processes in the university, and so on.

The higher education policy's mere focus on providing and expanding educational access to the Dalit students in the universities is abysmally unsuccessful in addressing the problems they encounter learning their subjects. Rather, transformative action is needed to enhance their learning, a prerequisite for equality in the real sense beyond providing access to education. These students are to be prepared for their future academic careers.

In the above context, the Dalit students' education in the universities is a problem area that needs attention and redressal. The Motivation to learn English is a crucial aspect that has a bearing on their learning in higher education institutes. Reading Comprehension is another vital aspect of their education. The L2 Motivation of the Dalit students can influence their Reading Comprehension. In this case, a positive influence will positively affect the Dalit students' higher education.

1.6 Research Objectives and Hypotheses

Below is the primary objective that sets the present research study in motion.

- To study the relationship between the L2 Motivation and the English Reading Comprehension of the subjects.

The research hypothesis adopted for the study is the null hypothesis. It is as follows:

- There is no relationship between the L2 Motivation and the English Reading Comprehension of the subjects.

However, in detail, various specific objectives are formulated and tabulated along with their corresponding hypotheses in Table 7.1 in section 7.4 of the chapter: Research Methodology.

1.7 Scope of the Study

The present research, a quantitative study on university-level Dalit post-graduate students used the concept of the L2 Motivational Self System for studying the L2 Motivation of the subjects. At the same time, the study also investigated the subjects' Reading Comprehension. A correlational analysis was performed to examine the relationship between two variables, the L2 Motivation and Reading Comprehension. At the level of the L2 Motivation, the theoretical concept adopted for the investigation is the L2 Motivational Self System, a composite variable with 13 aspects. Therefore, the L2 Motivational Self System is analysed at the very outset. Later, the Reading Comprehension of the subjects is analysed. The five areas of Reading Comprehension studied are 1) Thematic Understanding, 2) Factual Understanding, 3) Inference Making, 4) Conceptual Understanding, and 5) Understanding Ideas.

1.8 Rationale of the study

The education of the Dalit students in higher education institutes in the country deserves scrutiny by researchers. This is more so in respect to studying their English learning. The L2 motivation of these students deserves a thorough investigation as it is crucial in second language learning. For this, employing the theoretical framework of L2 Motivational Self System of Zoltan Dörnyei would be highly rewarding. A detailed description of this framework is given in section 5.2 of chapter 5. Reading stands as one of the critical language skills in higher education. Reading can open up the larger world of knowledge of the academic subjects in university studies. It becomes crucial for the students to get a command over this language learning skill. The academic subjects the Dalit students have to study at the university need high levels of comprehension. Various skills of reading can be related to their reading. But this is not to ignore the importance of other primary skills in learning English, such as listening, speaking, and writing. Therefore, it becomes crucial for the present study to investigate the L2 Motivation in relation to Reading Comprehension.

1.9 Significance of the Study

There is always a need to understand the motivation of the learners to learn English, as it can become a tool to further their learning process. A better perspective can be provided towards their learning of English. Learning English has become imperative for learners worldwide for different reasons. Similarly, Indian learners have historical reasons for doing that. At the same time, for Indian Dalit learners, it has become vital to learn English for their specific historical, socio-political, and cultural situations. Therefore, it is imperative to explore their L2 motivation that can further their English learning.

English has become crucial for the academic success of the Dalit post-graduate students in universities. The higher education institutions where the students enroll for the study ignore this aspect. There is no mechanism to address the students' learning problems directly related to the English language. Therefore, the Dalit students are at a loss in their learning process at the post-graduation level because it is through the English language that they study their chosen subjects. When the universities cannot oversee the Dalit students' English language learning, the only resource to fall back on for them is their motivation to learn the language. They excel in their studies as well as they learn the English language. Their comprehension of the subject and their production of the understood subject depends on how much English they know. Devoid of institutional mechanisms in enhancing the students' English learning, the students' only source is their independent and autonomous learning of English to study their subjects. For this, greater motivation to learn English is essential. Therefore, the students' motivation to learn English impinges on their English learning. Hence, the study of the Dalit students' English learning and to what extent this impacts their reading comprehension deserves a close examination. Therefore, this study has a greater significance and salience as it can explore the L2 Motivation and Reading Comprehension of the Dalit students through which it can become highly informative about where the Dalit students stand in terms of these aspects of the study.

1.10 Original Contribution of the Present Study

As English has become a world language, persistent attempts are being made by many scholars of different countries to study the L2 motivation and English learning of their learners. In India, there are only a few exhaustive studies in this area. Almost none of the studies were carried out concerning the Dalit students' English language motivation and reading comprehension. Hence, the present study will be able to shed more light on these

aspects, which would contribute to understanding the English language motivational and learning processes of the Dalit students at the university level for the first time in India. It will contribute to the fields of the L2 Motivation and Reading Comprehension of the Dalit Students.

1.11 Organization of Thesis

In line with the study's objectives, the proposed work is organised into ten chapters, including the introductory and concluding chapters. A serious attempt was made to organize the dissertation systematically according to the general norms followed in academics.

The second chapter focuses on the context of the Dalit students' education in higher education institutions in India.

Chapters three and four deal with a review of the literature. Given the broader scope of the topic of the present research study, the literature review is divided into two chapters. Chapter three has two broad sections. The first section of the chapter reviews the empirical works that have employed the conceptual framework of the L2 Motivational Self System. It includes various sub-categories of studies such as:

1. Validation studies.
2. L2 Motivational Self System studies.
3. Correlational studies (Motivation and English learning).
4. Correlational Studies with other Variables.
5. Comparative studies.
6. Prediction studies.
7. Theoretical interface studies.
8. Intervention/Application studies.
9. Individual difference studies.

The second section highlights the studies investigating motivation to learn English and reading comprehension.

Chapter four has again two sections, of which the first section presents a review of the studies on the Dalit students in higher education. It includes works in the areas of (1) Higher Education and SC/STs, (2) Achievement and Motivation, (3) Personality Characteristics, (4) Psychological studies, (5) Attitude Studies, and (6) Higher Education. The second section reviews the various kinds of arguments put forward by various Dalit and Non-Dalit scholars concerning the discourse of English and Dalits.

Chapter Five has two broad sections. The first section details the theoretical framework employed in the present study: the L2 Motivational Self System. This framework was developed by Zoltan Dörnyei in 2005 to conceptualize second language (L2) learning motivation. The framework was developed in the ‘self’ framework. This chapter presents this framework in a detailed fashion. Section two of this chapter offers the history of English language learning motivation.

Chapter six of the thesis presents the aspects of reading, various definitions of reading, purposes of reading, types of reading like skimming, scanning, extensive reading, intensive reading, reading to learn from texts, reading to integrate information, writing, and critiquing texts, reading for general information. It also presents the process of reading, components of reading, reading comprehension, reading processes, difficulties in reading, motivation to read, efficient and engaged reading, reading skills and strategies, various kinds of strategies, assessment of reading, academic reading, and reading in social sciences.

The seventh chapter deals with the research methodology used in the present study. The methodology includes the purpose of the study, research design, objectives and hypotheses of the study, data collection procedures followed, ethical considerations of the study, sampling techniques, sample, research locations, pilot study, data normality, and various statistical methods of data analyses.

The eighth chapter includes statistical analyses of the data and their results. It discusses the descriptive, correlational, regression, cluster, and structural equation model. The aspects analysed are the L2 motivation levels, reading comprehension levels, the relationship between L2 motivation and reading comprehension, the impact of the L2 motivation on reading comprehension, students' self-assessment of their English language proficiency, the L2 Motivational Self System and its strength, the L2 Motivational Self System and its internal relationships, the impact of the L2 Motivational Self System, learner motivational types, and finally, validation of the L2 Motivational Self System.

The ninth chapter discusses some significant results derived while conducting statistical tests or analyses discussed in the eighth chapter.

The tenth chapter briefly presents the conclusions of the study.

1.12 Conclusion

The present chapter described the aims, objectives, hypotheses, background of the research theme, the study's significance, and organization of the thesis. The next chapter deals with the Indian Dalit educational context.

CHAPTER: 2

INDIAN DALIT EDUCATIONAL CONTEXT

2.1 Introduction

The present chapter attempts to contextualize the education of the Dalit students in universities. The Dalit students who starkly stand as a sub-group in the university students have overtly peculiar features that reflect their historical, socioeconomic, cultural, and psychological background. The objective of studying the L2 motivation and reading of the study subjects would be deficient without a focus on the context of the study.

2.2 Dalits

The socio-economic category of the Dalit can be understood only by understanding the social reality of the caste system in India. ‘Dalit’ is a social construct based on attributed and assumed cultural, religious, and historical similarities (Jose & Shanuga, 2014). Dalits belong to different caste groups whose “social positions were lower and inferior, therefore, pushed into the societal margins, and were marginalized socially, economically, politically, and culturally” (Thorat & Mahamalik, 2007; Thorat, 2008, as cited in Jose & Shanuga, 2014, p. 175). They were primarily a “disposed and dehumanized segment of Indian society” (p. 175). They “lack control over land and other natural resources” and are “deprived of minimum basic facilities of life such as education, health, and housing” (Varghese, 2011, as cited in Jose & Shanuga, 2014, p. 175).

Caste, a social categorization, was conceptualized more than 2000 years ago and gradually transformed into a rigid social stratification. The caste stratification is strict and rigid, determined by pure accidental birth into the group with no choice. Endogamy and permanent affiliation to a particular caste decided by birth are the characteristics of the caste system (Jaiswal, 2014, as cited in Maurya, 2018). It is a system of exclusion by determining

occupation or profession and access to material resources. This basic form of social organization is hierarchical due to its stratification and is dominant and determinant of the status of the individuals and the groups they live in. Therefore, Indian society is described as a “compartmental” society (Galanter, 1984, p.7, as cited in Chanana, 1993, p.73). Béitelle observes that the social hierarchy in India is “more comprehensive and more deep-rooted,” and this conception of hierarchical society has a “continuity and legitimacy that is unparalleled in human history” (2013, p. 23). The inequality, a result of hierarchical social stratification, is widespread that is “omnipresent and multilevel,” and the social effects of this “still remain entrenched in Indian society” (Fraser, 2010, p.1). Because of historical inequality, the Dalits, in search of equality, have been subjected to humiliating circumstances where they become victims of assault, rape, and murder by upper castes (Bob, 2007).

At the very outset, it is essential to define the target group of *the Dalits*, which is the focus of the present study. *The Government of India Act 1935* first identified these classes as Scheduled Castes and Scheduled Tribes (1943, as cited in Kirpal, 1978). SCs and STs refer to castes that are officially designated as historically disadvantaged social groups in India (Tripathy et al., 2016). The term Scheduled Castes, first coined by Simon Commission, was later embodied in Section 309 of *the Government of India Act 1935* and later standardized in the Indian Constitution. They are the groups mentioned in the *Constitution (Scheduled Castes) Order, 1950* (Ghurye, 1957).

The caste or *jati* refers to the social groups which are endogamous. All the castes in the Hindu caste system are fixed and arranged in a hierarchical structure though the system is rooted in the regional culture. The social base of untouchability can be traced to the concepts of purity and impurity. This is the basis for clean castes and unclean castes (Chanana, 1993). The unclean castes are considered untouchable castes and suffer from the lowest ritual standing and economic, social, and civic disabilities. Waughray (2010) describes

untouchability as a positioning “... whereby members of certain groups are considered permanently and irredeemably ritually polluted, polluting such that all physical and social contact with them must be avoided, [a system that] serves both as a cause of and a mechanism for social exclusion and material exploitation” (p. 328, as cited in Bhattacharyya et al., 2017, p. 39). The members of these castes are allotted the most humiliating, unclean, and highly stigmatized occupations like scavenging, sweeping, cleaning, and occupations involving the use of hide and leather.

The people of lower castes are marginalized from mainstream life, culture, and society. Historically, this section of Indian society has been discriminated against, oppressed, and deprived of access to education for centuries. Hence, the marginalization that the Dalits experience is political, cultural, psychological, and intellectual in nature. They are marginalized in the realms of material that can be understood in terms of time and space (Guru, 2000). Inequality of caste is accepted as a part of a natural form of things (Béitelle, 1987, p. 23, as cited in Tilak, 2013).

The Scheduled Castes are nearly 15 percent of the Indian population. The Scheduled Tribes are distinct from the Scheduled Castes, which are characterized by geographical isolation, low economic status, and impoverished background. Though the Scheduled Tribes are untouched by the oppressive caste system as they do not come into the fold of the caste system, they, too, suffer marginalization along with the other Indian tribes.

2.3 Constitutional Provisions

After Independence, the caste system was abolished due to various battles against the inhuman system. The state, under the direction of the Indian Constitution, has resorted to various measures to eradicate inequalities consequent upon the caste system and uplift the Dalits from their abysmal downtrodden conditions. The preferential treatment of the

Scheduled Castes and Scheduled Tribes is enshrined in various sections of the Indian Constitution. The reservation policy is an important provision by which 15 percent and 7.5 percent of seats in all government and state-run educational institutions are allotted to the Scheduled Castes and Scheduled Tribes, respectively. Reservations are granted as a special privilege to the Dalits to atone for the injustice done to them historically.

The endeavours to achieve equality and upliftment of the Dalits that had taken the shape of reservations in educational institutions and employment also took the form of providing scholarships, hostel facilities, coaching for competitive examinations, etc. The affirmative action in education and employment is limited only to the public sector. The reservations in education were able to produce a minor class of educated Dalits, but the majority of the Dalit population is still illiterate. However, “It is no doubt, has created an intellectual class and job holders who are emerging as organic intellectuals of the 21st century” (Chalam, 2008, p. 89).

2.4 Education for Social Change

Education is the need of human beings, immediately following other necessities of life. It has become crucial for survival in modern technological society. Education is defined as “the acquisition of the art of utilization of knowledge” by Whitehead (1929, p. 4) and as a “social process of living” (Dewey, 1916). The two crucial dimensions of education mentioned in the above two definitions are the “practical and utility dimensions of education” and its “contextualization.” The human development paradigm has raised the importance of education along with other factors (Chalam, 2008, p. 66). The social value of the individuals in a knowledge-based economy is determined by the level of its members’ empowerment through gaining knowledge. The rate of economic growth and the rate of growth of literacy education in any economy are positively correlated. But human society is characterized by a

remarkable disparity in the equitable distribution of resources. This also reflects in facilitating access to education for everybody in human society. The long human history witnessed this denial to various sections of people at different times, which is a universal phenomenon. Universal education is a lofty ideal that India has not yet achieved. There are many bottlenecks in attaining this ideal.

Many thinkers ascribed to education the emancipatory, alleviating, and liberating potential. For John Dewey, education is a social process for the reconstruction of society (1916). For Gramsci, the educational and cultural formations have a crucial role in evading counter-hegemonic action (1971, as cited in Chalam, 2008, p. 85). Paulo Freire, in his *Pedagogy of the Oppressed*, wanted education to be made a liberating exercise rather than a domesticating one (1979, as cited in Chalam, 2008, p. 85). For Ambedkar, the progress of education determines the progress of society.

Education was viewed as an instrument of social change, individual mobility, and social equality for all social groups that can be achieved through social justice and for attaining integration and social mainstreaming (Chanana, 1993, p. 69). It is one of the important “bases of power in modern society” (Chalam, 2008, p. 85). There are two approaches helpful in understanding the role of education in empowering people: the first one, a radical approach where pedagogy is used as a “conscientization process of the oppressed;” and the second approach, a “transformative project” that creates opportunities in the mainstream education to the people who are denied access to education historically (p. 85). Education has frequently been viewed as a “key arena through which it is possible to make provision for a variety of strategies for inclusion” (Ovichegan, 2014, p. 2, as cited in Bhattacharyya et al., 2017, p. 45). Education was thought by many intellectuals and social reformers in India to be instrumental in bringing about social change in an unequal, caste-ridden society by achieving equality, social and economic mobility, and social integration.

Though the Dalits possess an abundant traditional knowledge of artisanship, modern times demand the attainment of academic knowledge to consider them on a par with the already educated people of privileged communities. A glance at the status of education of the Dalits throws light on the incidence of enormous educational disparity among the Dalit and Non-Dalit castes. Therefore, the aspect of education for the attainment of empowerment has gained immense importance in this context. Empowerment is an “ability to do or affect something or anything to act upon a person or thing” (Oxford English Dictionary). Through this process, personal and political power can be enhanced, and individuals, families, and communities can improve their situations.

2.5 Dalits’ Education

Education is one field where the socio-economic exclusion of the Dalits in India is starkly manifested. Indian education was determined by the caste system, as in all other domains of life in India (Waghmare, 2016, p.11). A critical understanding of the history of the Dalit education in India unravels an inextricable “interlinkage between Vidya (education), Veda (religion), and Varna (caste)” (Borooah & Iyer, 2005, as cited in Bhattacharyya et al., 2017, p. 41) which resulted in a pervasive form of inequality, a defining character of Indian society. As an institution, the Dalits’ education is a recent phenomenon. In contrast, mainstream education in India is an age-old institution whose legacy is held high in the annals of Indian history and culture. Hindu Dharmashastras laid restrictions on the Dalits’ education, and *Manusmruti* is particularly notorious for this. This denial reduced the Dalit population to a mere sub-human status, becoming mentally slavish, morally degraded, culturally handicapped, economically weak, and socially backward (Waghmare, 2016, p. 11). The denial of education became handy to sustain the caste-based hierarchy systemically and structurally. There was no criticism of the inhuman system at any point in history. Chalam

observes that education in India is neither an economic problem nor purely an educational issue and goes on to state that it is a social enigma, and that social exclusion is structurally constructed (2008, p. 94).

Ideally, education is essential for the Dalits to eliminate the age-old traditional occupations thrust on them by the caste-ridden social system and gain new social prestige. From the Dalits' perspective, education is a solution for caste-based discrimination and social inclusion (Varghese, 2011; Kumar & Varghese, 2012, as cited in Jose & Shanuga, 2014), and their educational experience can renew their Dalit identity experience (Jose & Cherayi, 2013). They are aware of the slavery they were subjected to and also their subjugated and subordinate position owing to the deprivation of land and other natural resources (Massey, 2004; Varghese, 2011; Kumar & Varghese, 2012, as cited in Jose & Shanuga, 2014). For Dalits, the entities of education and equality are synonymous. Ideally, education ought to finally fetch equality, and failing to do that, it becomes a myth as well as a redundant exercise. With this consciousness, the Dalits take up education as a serious commitment in their life because, for them, it is a project with multiple rewards.

Literacy and educational attainment being the significant parameters of socioeconomic development, the Scheduled Castes and Tribes lag in them. The rate of literacy in India was 74.04%, and for SCs, it was 66.1% (Census of India, 2011). The SC literacy rate was relatively low compared to the average literacy rate in India. Finally, only 3% of the SC population reached the stage of graduation (data files of the Census of India 1991-2011, as cited in Karwal, 2021), which is quite low (ASHE, 2013, as cited in Karwal, 2021). The representation of SCs in higher education institutions was 12% as against the earmarked percentage of reservation of admissions is 15% (Central Educational Institutions (Reservation in Admission) Act, 2006). Much greater representation is required in higher

learning institutions (All India Surveys on Higher Education, MHRD, 2014-15, 2016, as cited in Karwal, 2021, p. 42).

Even after access to education was given to the Dalits, “oppressive and unjust hierarchies of caste system continued to restrict Dalit children from full and meaningful participation in educational institutions” (Nambissan, 2009; Kumar & Varghese, 2012, as cited in Jose & Shanuga, 2014). As a result, they stood “outside the sphere of quality education, health, development and participation” (Parthiban, 2010; Nambissan, 2009, as cited in Jose & Shanuga, 2014). Educational institutions perpetuated and reinforced “caste-based disabilities and discriminatory practices.” As a result of this, the Dalit children are socialized in a manner that they get prepared to be in a subordinate social position to caste communities (Jose, 2013). Nambissan (2009) observes that education policy, pedagogic discourse, and academic research have gravely ignored these issues (Jose & Shanuga, 2014).

2.5.1 History of the Dalit Education

Indian education is known for its long history of denying access to the oppressed classes and rigorous punishments to those classes for any attempt at finding access to it in ancient times. Three modernist projects in India endeavoured to impart modern education to India. Remarkably, all three excluded the Scheduled Castes and Scheduled Tribes from their mission of educating the country during modern times. Only the modernist project of indigenous thinkers like B. R. Ambedkar, independent of the colonial modernist project as well as the modernist project led by people like Rammohan Roy, Theosophical Society, Jawaharlal Nehru, and others, concentrated on the Dalits’ education (Chalam, 2008, p. 15 and 16).

Indian educational system did not start with a common school policy. Even the East India Company followed the policy of discrimination towards the Dalits through its inequitable policy that was unfair and partial towards the upper classes. Three classes of schools were promoted for three different classes of people (Chalam, 2008, p. 91). Jyotirao Phule and Ambedkar exposed the fact that the East India Company gave little importance to the education of the common people, which included predominantly backward classes and reserved higher education for the higher classes (p. 55). They believed this was done blatantly in the interest of promoting the education of upper castes (p. 58). Fraser thought that the Dalits had experienced consistent denial to access to education since the 1850s (2010, p.1).

The British administrators implemented different educational policies for the upper and lower social communities; therefore, they suggested separate educational codes (Courtright, 1906, p. 5). They thought that the Dalits, performing the jobs of domestic servants, were to be given an education that would be useful for performing their menial jobs. No attempt was made to enhance their educational level. The colonial rulers took the “existing strongly marked divisions of labour and restrictions on caste” for simplifying the “Educational Code problems to a degree impossible in any Western country” (p. 5). Therefore, the colonial educational administrators and the educationists strongly felt that there should be a separate Educational Code for Panchamas that would be appropriate to the future domestic servants (p. 5).

It was only because of the education movement of Phule and Ambedkar that the Dalits started yielding the fruits of modern education. Phule believed that, as there was a close relationship between the economic opportunities of people and their educational attainment, the low status of Shudras/untouchables was because of the denial of education to them. For him, all the sorrows of the Dalits are due to illiteracy (Keer, 1964). He initiated the debate of equity in education for the first time in modern India during British times, which

was continued by Ambedkar, who relentlessly demanded the government's support of the education of Backward classes. But there was severe opposition to this move by Brahmin leaders by their vehement argument that the intake of the Dalits into higher education would degrade the academic standards (Chalam, 2008, p. 99). This kind of opposition is still pervasive in current times. Ambedkar as a teacher, scholar, and administrator of higher education, emphasized both equity and quality in higher education, which are perceived as dichotomous in India. A people's education movement was started by Ambedkar in his *People's Education Society* in 1946, with the influence of which several educational institutions were started.

Before independence, the *Caste Disabilities Removal Act* was signed in 1850, which was the beginning of the attempts to provide access to education for the Dalits (Fraser, 2010, p. 3). The first educational scheme for untouchables was initiated in 1855 in Ahmednagar. Some special provisions in the form of a few hostels and scholarships for higher education were made. However, *Bahishkrita Hitakarini Sabha*, in 1928, argued that the provision for higher education for depressed classes would be useless without the growth of primary education (Chalam, 2008, p. 39).

When India achieved independence, the responsibility of fostering social equalization fell upon the Indian government. The government designed and started implementing social welfare programmes for the Dalits. As part of the constitutional safeguards for the Dalits' upliftment, Ambedkar deliberately introduced compulsory education for the children of age group 6-14 years in the Directive Principles of State Policy in the Indian Constitution. Article 45 of the Directive Principles of the Indian Constitution, Ambedkar's sole contribution, provided free and compulsory education to the ignorant masses of the country.

Some benefits of the social programs and government policies introduced after independence were observed to increase primary education rates. But the Dalit literate population remains much lower when compared to the rest of India. Fraser opines,

there remain still, hostility, oppression and flaws in social programs in Indian society that prevent an increase in education growth. Despite efforts to decrease caste discrimination and increase national social programs, the Dalits of India continue to experience low enrolment rates and a lack of access to primary education in comparison to the rest of India (Fraser, 2010, p.1).

The persisting backwardness of the Dalits in education became evident when the Backward Class Commission in 1955 commented, “the problem of education in most of the states is chiefly the problem of the backward classes for it is they who are extremely backward in education” (Government of India Report, 1955, as cited in Pandey, 1986). The National Policy on Education, 1968, called for equalizing educational opportunities for backward communities. Despite all these attempts to enhance the Dalits’ condition in education, the Report of the Commissioner for the Scheduled Castes and Scheduled Tribes, 1979-81 observed the failure of the educational programmes for Scheduled Castes and Scheduled Tribes, despite the funding.

The reasons for lower access to education for the Dalits are manifold. Most are caught in the vicious cycle of illiteracy and poverty and lack the incentive to get educated (Nambissan, 1996, p. 1014, as cited in Fraser, 2010, p. 3). The “history of oppression and a lack of access to local, quality education systems” are also reasons (Fraser, 2010, p. 3). There is also gender disparity in the access to education among the Dalits; it is more for males today (Nambissan, 1996, p. 1012, as cited in Fraser, 2010, p. 3). Low enrolment, literacy, and heavy dropout rates are the major indicators of educational backwardness among the Scheduled Castes and Scheduled Tribes. There has also been a criticism that “the neglect of

elementary education has undoubtedly been the most costly feature of policy in the period since Independence” (Béitelle, 1987, as cited in Béitelle, 2013, p. 33). In this connection, the observations of Rao deserve attention:

It is quite disheartening to note that, even today, dalit men and women are at the bottom of the educational pyramid, despite the repeated claims and counter claims of the government and the political establishment on their efforts to uplift this disadvantaged group (Rao, 2002, p. 2998).

There is another important reason for the low success of the Dalit education. At a later stage, all the affirmative action ensured by the Constitution of India, which was stated to have resulted in little progress, as has been already discussed, was impacted negatively by the liberalization process. Since 1986, there has been a change in the education system where the World Bank’s emphasis was concentrated on school education, leaving out higher education for a competitive open market. The changes that happened in the 1990s due to globalization and privatization have affected the Dalits, who were able to achieve some upward mobility through English education. However, its spread was limited to the upcoming middle classes among the Dalits (Chalam, 2008, p. 89). In the progress of Dalits’ education, a recent phenomenon, as soon as the first generation of Dalits availed of the constitutional provision of education, they started realizing the importance of educating their future generations. But at this critical juncture, the World Bank and the Indian government liberalized the higher education sector, and therefore, it was thought that the market would provide higher education. Remarkably, there was no mention of the Dalits’ educational requirements in the committee report that recommended privatization and corporatization of higher education that was headed by Atal Bihari Vajpai, Mukesh Ambani, and Aditya Birla. Privatization of higher education went into full swing after 1991. In light of these circumstances, there had been an

apparent decline in the importance given by the Indian government to higher education of the Scheduled Caste and Scheduled Tribe students which is evident in the National Policy on Education, 1986, and Programme of Action, 1992 where no mention of this was made (Chalam, 2008, p. 71).

In conclusion, it can be stated that the five decades of post-independence public education were almost a continuation of the colonial mode of liberal education (Chalam, 2008, p. 67). To read things from a different perspective, academics like Chalam saw the educational development of Dalits in two periods: pre-liberalization and the post-liberalization period from 1991 onwards (pp. 72-74). In the pre-liberalization period, the first-generation Dalits could utilize education provisions like college seats, scholarships, hostel facilities, etc. Most of the Dalit students joined the arts and basic sciences courses and could not avail opportunities in vocational education. During the post-liberalization period of tremendous changes in science, technology, communication, and information networks, the opportunities started dwindling for the Dalit students. They could not cope with equipping themselves with the requirements of the growing manufacturing and service sector. Lacking social networks at the global level, the Dalits could not avail the newer developments in the education system due to privatization. With this started a clear divide between the students of forward communities who clearly opted out of liberal arts, social science, and basic science streams and opted to study in private colleges and the Dalit students who abounded the government and aided institutions failing to attain self-financing courses which were predominantly in the private institutions demanding exorbitant fees.

Consequently, the upcoming, first-generation Dalits were destined to opt for only liberal arts, basic science, and social science degrees. Computer literacy was another area where the Dalit students could not make their presence felt. At this critical juncture, due to the changes like the implementation of the General Agreement on Trade in Services (GATS)

and the popularization of self-financing courses and vocational courses in higher education as against the vision of Ambedkar that the Dalits need to pursue technical education rather than literacy education for the economic growth of the Dalits (p. 73), the Dalit students started entering the streams of Social Sciences while the upper castes were vacating them. The situation was clearly stated as follows: they need to pursue courses in the areas of applied sciences, technical, skill-based courses, computer science courses, and also English courses. The rural Dalit students were far away from these areas, which were unattainable to them due to their greater backwardness. Because of a lack of awareness of the importance of vocational education, the Dalits remained outside that purview except in streams like medical and engineering courses.

2.5.2 Contribution of Ambedkar to the Dalit Education

Any discussion about the Dalits' education in India has to start with the valuable contribution of Dr. B. R. Ambedkar, who led a lifetime mission to emancipate the Dalits, the erstwhile untouchables. Being a visionary, ardent educationist, and advocate of universal education among depressed classes, he could incorporate in the Constitution of India the special provisions for the entry of the Dalits into education. "Education" has been the foremost of his three slogans given to the community, "educate, organize and agitate," through which he conceived a social revolution for the casteist Indian society towards an egalitarian, unprejudiced, and equal society. He firmly believed that education could bring not only "a new consciousness among the depressed classes but also impel them toward praxis of self liberation" (Waghmare, 2016, p.12). He aimed at attaining secular education for social emancipation and the education that makes the Dalits competent and teaches them the lessons of equality and morality. Education was ascribed such a more significant social and emancipatory role by him. Primary education was given utmost importance by him. While

Ambedkar's emphasis on primary education is still relevant today, higher education deserves equal emphasis for social emancipation or transformation.

2.6 Higher Education

Higher education aims at creating knowledge. Higher education, a source of knowledge and skill development, is considered a universal and democratic right of human beings by the Universal Declaration of Human Rights (Chalam, 2008, p. 65). But it is different from the right to primary education and healthcare. The major function of higher education is to contribute significantly to society by generating new knowledge and imparting it to the learners, making them skilled, confident, self-directed, and independent learners who can contribute to society. The role played by higher education is crucial in any society because of the affinity between higher education, research, and development. It has paramount importance as it is an avenue for mobility (Deshpande, 2013, p. 83); and the foundation on which the “edifice of social status and dignity is built” (Rao, 2002, p. 2998).

In connection to the upliftment of the downtrodden conditions of the Dalits, Ambedkar thought that a higher level of education would provide access to the Dalits to higher positions and, thereby, provide access to political power, which can be used to end their oppression (Nambissan, 1996, p. 1014, as cited in Fraser, 2010, p.3). The idea of higher education as an avenue for the social and economic mobility of people of all communities applies more pertinently to Indian society, particularly to elitist professional education in India.

The higher education of the Dalit students is a serious concern. Very few students make it to universities. Various factors are limiting their access to higher education. Unequal access to school education is why marginalized sections fail to achieve higher education (Basant & Sen, 2013, p. 111). The poor performance of the Scheduled Castes and Scheduled

Tribes is linked to their weak educational base and training and the lack of proper counseling that seriously affects them (Chanana, 1993, p. 89). Hence, the overall situation is grim. A sufficiently large number of SC/ST students must reach higher education to enhance their status in society and eliminate the stigma attached to their birth. The two dimensions of education, viz., the removal of disparities and the equalization of educational disparities highlighted by National Policy on Education, 1986, are relevant here.

Equity is to be achieved by higher education institutes for development. The responsibility of the educational institutions does not end with providing admission to the Dalit students into the institutions in reservation quota. Later, their greater responsibility lies in orienting these students to higher educational institutions and their culture and motivating them to succeed tremendously in their chosen academic courses. Higher education institutions need integration of the disadvantaged Dalit students with the other students as the Dalits need integration with the larger, mainstream society. This issue is a much debatable one, though.

Most Dalits who found access to educational institutions and were educated for the first time by the provisions enshrined in the Indian Constitution failed to reach the higher education stage. Even today, the Dalits are under-represented in higher education, and even among these SC and ST communities, the SC community is the worst sufferer. The caste divide in urban higher education is worse (Deshpande, 2013, p. 78). There is a great difference between the educationally disadvantaged Dalits and other privileged upper caste elite students in terms of choice of course, enrolment, access to job fetching courses, etc. A wide research gap exists in research on Dalit students' educational conditions.

2.6.1 University Education of Dalit Students

It is a fact that the poorest of the Dalits are still structurally disadvantaged, and therefore university education is not an option for them. Despite this, “the reservations policy enabled growing numbers of the middle class and lower middle class Dalit students to enter not only local institutions but also highly selective universities whose entry is determined by extremely competitive national entrance exams” (Lum, 2019, p. 122).

Universities catering to the needs of a heterogeneous group of students need to impart excellent universal education and shape the Dalit students to be globally competent because global competence is the need of the hour in the 21st century. The institutions have the crucial responsibility of reducing social inequalities between various groups and the disparities in the academic standards between them, a dire need in contemporary times. Disappointingly, the institutions appear to need more commitment despite initiatives like scholarships and academic programmes like bridge courses, remedial coaching, etc. Universities must strive to uplift the Dalit students in their studies.

In connection with the Dalit students’ higher education, Chalam discussed two different approaches to understanding the aspect of quality of higher education. The first is the educational institute’s perspective, and the second is the employer’s perspective who employs the students (2008, p. 106). From both perspectives, the quality of the Dalit students’ education is to be enhanced; and also, be enhanced from the international perspective of global labour markets. The Dalit students’ education also attains importance from two points of view: national and international. At the national level, India is undergoing the demographic transition of “facing a unique and historic opportunity of having 700 million people of working age population by 2022” (Bala et al., n.d.). Internationally, the world economy is facing a steep man-skilled power shortage. At this critical juncture, the Dalit

students can capitalize on this. Hence, the government must give utmost importance to Dalits' higher education.

2.6.2 Dalit Students

As a significant section of the youth, the Dalit students are required to play a vital role in nation-building. The present study predominantly focuses on first-generation Dalit students from rural and semi-urban areas. Most SC and ST students in higher education are concentrated in traditional disciplines of arts and humanities instead of preferring high-status disciplines like engineering and medicine and other professional education (Deshpande 2006). This condition negatively influences the students' academic achievements (Tierney et al., 2018, as cited in Lum). This is from the point of view of employment and in competing with the general student community, which has already been established in sciences, technology, and management.

The Dalit students, not a homogenous category, have a clear class formation within their community. First-generation Dalit learners from an oppressed background are still under impoverished conditions and lack the enthusiasm to advance. Caught up between the stresses and strains of economic, social, and psychological nature, these students cannot focus on their post-graduate studies with thorough, unruffled determination. As a result, their academic pursuits and success are at stake. The Dalit middle class, a small minority, is in a slightly better condition, primarily second-generation learners in the universities from small towns and urban areas. These students receive better parental support and adequate educational and employment guidance. As this distinction is clear, administrative or educational policy that targets the students as a homogenous category will fail to address the Dalit students' academic problems.

The following aspects are some critical issues that define the condition of the Dalit students in higher learning institutions in the country.

2.6.2.1 Impoverished Background: Most first-generation Dalit students come from deprived, uncomfortable families living in abject poverty. The condition of the tribal students is much more difficult. The Dalit students' parents suffer from poor livelihoods and low daily wages, which always hamper the educational choices and survival of the students. In many instances, students are bound to work with their parents in the agricultural fields or other workplaces for their livelihood. Often, students are in a grave position where they must support their families by extending the finances they receive from scholarships and fellowships. Additionally, many students are obligated to educate and get their siblings married.

2.6.2.2 Neglect and Deprivation in Childhood: First-generation Dalit students experience neglect and deprivation during their childhood, affecting their psyche and, therefore, their personality. The Dalit students' education in their childhood is neglected by the parents as well as the state. They are destined to live in poor environments. In this regard, Dasgupta et al. say, "Children and youth from minority groups are deprived not just because of their poorer socioeconomic status but often because they grow up in environments characterised by low parental income and education, and lack of social support" (2020. p. 6). Crossing these hurdles, very few Dalit students choose to go to a college or university, against all odds, which is a significant decision in their life. For survival, they need to harness their grit, energies, and hard work to reach their social, academic, and personal goals in their study institutions.

2.6.2.3 Lack of Guidance and Access to Information on Education: Another significant aspect is the lack efficient guidance for education and career for Dalit students. Generally, parents are the early guidance for children. But Dalit students' parents are ignorant and primarily illiterate. Not knowing the importance of education and its prospects, they cannot act as good guides for them. The Dalit students also lack guidance from outside their homes. A student ought to get guidance from their teachers in school. But the Dalit students do not get this from their teachers most of the time because many teachers are apathetic towards Dalit students and disown them. The Dalit students are destined to survive without proper guidance throughout their schooling and college education. The absence of a supportive community “amplifies challenges for Dalit students and leaves them to face the challenges on their own” (Singh, 2013, as cited in Maurya, 2018, p. 20).

2.6.2.3.1 No Role Models: The Dalit students do not have role models to inspire, motivate, and counsel them in academics. Role models from their social group are essential for promoting the students' self-esteem and evaluating the group by its members. They are crucial to “neutralize stereotype threat experienced by minorities or suppressed classes in any society” (Aronson et al. 2002, as cited in Maurya, 2018).

2.6.2.3.2 No Clear Goals: In short of a conducive home environment that promotes learning, the Dalit students reach university-level education and once again become helpless with the problem reaching its peak where nobody would counsel them. In addition, most students get into university without clear goals in mind, which results in greater conflicts and crises in their studies. As they lack mentors and role models in their life, this condition leads to greater confusion in their academic decisions, which results in the wrong choice of the courses, subjects, and streams they opt for. Therefore, it has been observed that there is no concord between the students' aspirations, interests, and aptitudes and the streams of academic fields they choose to pursue. Therefore, students are seen to be shifting from one

academic field to another for pursuing courses which leads to a significant wastage of energy, time, resources, and so on, which in turn, might lead to “credential inflation,” i.e., acquiring more degrees to simply improve career prospects that happens in non-research-related fields (Deshpande, 2013, p. 83).

2.6.2.3.3 The Lack of Education Information: This is an additional problem faced by the Dalit students in universities. Kumar says they lack internet access to get information (2010). Tierney et al. observe that Scheduled Caste students have limited access to networks that can create social capital (2018, as cited in Lum, 2019). Maurya presents what Sukumar (2013) explained about the condition of the Dalit students in universities:

As the first generation of Dalit learners lacks family guidance to deal with issues related to admission processes and information gathering regarding fee structure, courses, hostel facilities, and other related matters, they are dependent on university administrators who mostly have a lackadaisical attitude towards them. (Maurya, 2018, p. 20)

2.6.2.4 Prejudice and Discrimination in Universities: In higher education, prejudice and discrimination are manifested in various forms and at various junctures, and therefore, it is a manifold in higher education. Therefore, higher education is an “inherently exclusive field,” and “discrimination in the sense of principled exclusion” is its defining feature (Deshpande, 2013, p. 80). It is generally felt that the principle of exclusion is designed and embedded in the modalities of selection for admission and rejection to exclude people institutionally. At the very outset, scholastic examinations and the notion of merit are institutional mechanisms that regulate entry into higher education. The most crucial argument of the “creamy layer” within the discourse of reservations is also a potent mechanism of discrimination and exclusion that subverts the positive effects of affirmative action of reservations (pp. 80-83). Caste-based prejudice and discrimination against the Dalit students

in universities are also because of the deficient representation of Dalits as faculty and administrators (Mohanty, 2016, as cited in Maurya, 2018). Owing to these reasons, a decline is seen in the enrollment of the Scheduled Castes and Scheduled Tribes students in higher education compared to the primary and middle levels. Enrollment is highest in non-professional subjects, especially in the faculties of arts and humanities, when compared to other faculties (Chanana, 1993, p. 80). The lower castes are underrepresented in higher education (Deshpande, 2006).

The forms of discrimination in universities include “avoidance, contempt, noncooperation, discouragement, and differential treatment” by faculty towards the Dalit students (Thorat et al., 2016 and Thorat et al., 2007, as cited in Mourya, 2018, p. 18). The Dalit students are also discriminated against on the grounds that they “do not possess the means to dress well, and cannot speak in a polished tongue” based on which they are neglected on social occasions (Maurya, 2018, p. 20). A study that focused on the experiences of Dalit students in a prestigious Indian university revealed that the university reinforced and maintained a divide between Dalit and non-Dalit students. It highlighted the overt and covert discrimination of the Dalit students based on caste in the premier university (Ovichagan, 2013, as cited in Maurya, 2018, p. 19). Prejudice and discrimination against the Dalit students in higher education institutions can be understood with the help of the phenomenon known as “Causal Attributions” from social psychology (Aronson & Wilson, 2015, as cited in Maurya, 2018, p. 32). Causal attributions can function as a symptom and a source of prejudice (Plous, 2003, as cited in Maurya, 2018, p. 32). In this connection, Maurya observes that “when a UC (*Upper Caste*-elaboration provided by the researcher) student performs well in academics, upper caste students and teachers commonly attribute it to talent, hard work, and perseverance; however, a success story of a Dalit in academia is commonly attributed to quota/reservation” (2018, p. 32). Berkel et al. (2010) found that perceived discrimination

could predict a significant increase in anxiety and depression over two years (as cited in Jose & Shanuga, 2014).

2.6.2.5 Victims of Hatred and Stigma: The Dalit students are the victims of hatred and stigma that emanate from the degraded human status of the Dalits. Crocker et al. define stigma as a social identity devalued in a particular context (1998). Compared to the students of other communities, the Dalit students are a distinct group within the larger category of students, as their aspirations, burden, and responsibilities are different. The dehumanization they face hampers the realization of their aspirations (Ravi Prasad, 1997, p. 15). The Dalit students tend to face more resistance and resentment as they climb the ladder of academic hierarchy and as they enter more into spaces previously dominated by the upper castes. (Lum, 2019, p. 126).

The Constitutional safeguards provided new opportunities, lifestyles, and aspirations to the Dalit students. They play a vital role in the academic development of the Dalit students in the form of financial support and admissions in higher education institutions (Maurya, 2018). This makes them the victims of the violent reactions of the students of other communities. In connection to reservation policy, Sukumar says, “The non-reserved communities devalue students from the reserved category, calling them “non-meritorious,” despite them being meritorious” (2020, p. 2). Reservations are dubbed as the death of merit. Derogatory comments such as “Sarkari Damads” (government sons-in-law), “Sarkari Brahmins” (government Brahmins), or “quota students” are passed that can induce Dalit students to think that they do not deserve to be in higher education institutions (Maurya, 2018, p. 18). The affirmative action, Deshpande observed, has “forced a hypervisibility upon India’s Dalits” (Deshpande 2013, p. 32, as cited in Lum, 2019, p. 136). Shah et al. state that the reserved category students are assessed through the lens of their “collective stigmatized identity” and based on their merit (2006, as cited in Dasgupta et al., 2020, p. 3). The Dalit

students live with the burden of being promoted only by reservations. Dasgupta et al. opined, “it is plausible that social exclusion and repeated exposure to such discrimination, and differential treatment vis-à-vis reservations, may affect one’s beliefs, perceptions, and aspirations even when there have been marginal economic benefits at the aggregate” (2020, p. 3). Therefore, they are always relentlessly under the pressure of the need to prove their mettle in academics on par with the other socially advantaged castes. In the process, there is a high possibility of the Dalit students suffering from depression and frustration. In this connection, it is not out of scope to observe that caste discrimination, a cultural factor, and economic adversity are related to youth suicide (Nath et al., 2012, as cited in Bhattacharyya et al., 2017, p. 39).

As Dalit students in higher education institutions live within the shadow of an ideology of merit, it is powerfully used to discredit the ‘category’ or ‘quota’ students in the universities. This construes them as incompetent, naturally unintelligent, and therefore undeserving of a place in the university (Lum, 2019, p. 121). The Dalit students encounter this condition when they enter university, and “this ideology is particularly strong at elite institutions, among students, faculty and administrators alike” (Lum, 2019, p. 125).

Society holds negative views of the Dalit students. A widespread belief is prevalent in society that the Dalit students are academically weak. The negative opinions of society induce stigma in the Dalit students who live through all the stigmatized experiences and internalize them. Stigma is a devalued social identity (Crocker et al., 1998). The Dalit students carry the pain of these to the university. Therefore, the Dalit students must struggle to survive in the university though it is a considerable achievement to get access to the university. They must survive in a hostile environment (Lum, 2019, p. 122). They have to experience intensified stigma as they enter elite spaces (p. 129); need more resistance when they enter higher education (p. 150). In a prestigious elite university, the Dalit students must

face both the broader cultural and the context-specific stigma, as stigma towards reservations is intense in prestigious universities. Here, the Dalit students are more discredited.

2.6.2.6 Lack of Socialization: The Dalit students entering a university itself is not an accomplishment as it involves various other requirements. They are ill-equipped to cope with the demands of the new scenario of university education due to the lack of socialization needed to survive in higher learning institutes. They need to have a positive self-concept of their ability to combat multiple stresses in the personal, social, academic, and vocational domains, which are inbuilt into higher learning institutions. It is more so in the case of the disadvantaged Dalit learners who also perceive more stress due to the high expectations of their communities.

The Dalit students need socialization for successful navigation in higher educational institutions. Their social relationships in the educational institution are critical for their emotional and social bonding, ensuring their psychological well-being, social well-being, and quality of life (Jose et al., 2010, as cited in Jose & Shanuga, 2014). The students need to socialize in the normative contexts of higher education institutions. They need to socialize in the academic and social contexts in the universities, which are related to the students' retention and succession in academics (Ayalew, 2022). The socialization process at higher learning institutions has three factors: caste affiliation, economic condition, and academic achievement. A student's experience of socialization in institutions is an interaction of these factors with the individual personality dispositions of the students. But no factor mentioned here is in favour of the Dalit students on campuses because of their poor economic conditions. Therefore, it is difficult for them to mingle with other students on campus, so they stay in their own groups (Maurya, 2018, p. 25).

2.6.2.7 Identity, Alienation, and Isolation: The Dalit identity of SC/ST students emerges at the time of admission into the university and will be carried out until the end of their stay in the institution. The Dalit students' caste label and socialization in a caste-characterized socio-cultural environment substantially influence their identity formation and its crystallization (Jose, 2013). Discrimination, suppression, and exploitation shape their identity. This devalued, and discredited caste identity they develop in the universities is inescapable and responsible for their self-devaluation (Maurya, 2018). Jose et al. (2013) say that the Dalit students' identity is "crystallized by the factor of Dalit marginalization through discrimination, dehumanization, atrocities and violence meted upon them individually and collectively" (as cited in Jose & Shanuga, 2014). The inescapable caste identity for Dalits that always accompanies them is more rampant at elite universities (Lum, 2019). The Dalit students are "constantly reminded of their caste identity" even after reaching higher education level and they are "often stereotyped as non-assertive and non-capable" (Tierney et al., 2018, as cited in Lum, 2019). They are questioned about their identity of the Dalit students in surreptitious ways (Deshpande, 2011, as cited in Lum, 2019, p. 130). The caste identity of these students challenges their journey to higher education.

All the constitutional provisions, the fruits of affirmative action, reinforce the caste identity of the Dalit students in the universities. This process leads to an alienation of the Dalit groups in the universities. There is a clear difference and demarcation between the Dalits and the Non-Dalit students in the universities in terms of their ideas, values, and activities. As a result, there are always constant clashes between these two groups in the universities which also can take a serious political turn when the students have serious political affiliations. Conversely, the Dalit students stay very submissive in institutions where there is not much social and political awareness and activities. Wherever the Dalit students

are aware of their condition, they agitate against all kinds of inequalities based on the caste system.

Identity is crucial for social equity and inclusion. The “non-dominant and negatively internalized and ascribed social identities” can be responsible for a wide range of psychosocial disabilities in students and their social exclusion (Jose, 2013; Jose & Sabu, 2013; Kumar & Varghese, 2012; Varghese, 2011; Jose & Cherayi, 2013). Because of the non-dominant identities of the Dalits students, their self-perceptions and group perceptions place them in non-dominant and inequitable social positions, and these, in turn, can result in psychological and social disabilities in these students (Jose & Maheshwari, 2012).

The factors of alienation and isolation can affect all aspects of the student’s personality. It can lead to self-denigration, poor self-image, and low self-confidence (Maurya, 2018). It can impact student’s global and ethnic self-esteem and feeling of self-worth in a negative manner (Verkuyten, 2001); and result in lower subjective well-being of the Dalit students. Dasgupta states that the students of low-castes students tend to evaluate themselves “lower on personality traits,” and this has “obvious implications for their academic achievement” (2020, p. 6). They can result in an identity experience in which students tend to self-reflect and crystallize self-awareness and self-identification that are inferior, negative, and non-dominant (Kumar & Varghese, 2012; Jose & Cherayi, 2013). In this connection, it is worth mentioning what Jose and Shanuga observe,

This has not only influenced the formation of negative self-image, increased self perceived stigma and discrimination in everyday life but also had critical disabling effects on their ability to carry on with their lives against caste based oppressions and discrimination. It further restricted them from self asserting due rights and efforts for emancipation and voice against atrocities on self and group members (Varghese,

2011; Jose & Sultana, 2012; Jose & Maheshwari, 2012, as cited in Jose & Shanuga, 2014, p. 164).

Based on his study of eleven higher-education students, Singh suggests that the Dalits must overcome their “castestigmatized identity” before and after entering higher education institutions (Singh, 2013, as cited in Maurya, 2018, p. 20). Therefore, Kumar (2021) believed the Dalit movement should provide a positive identity to the students.

2.6.2.7.1 Separation-Groups: The Result of Alienation and Isolation: Out of the various academic and social issues, isolation and alienation are two crucial problems that the Dalit students face when they enter the university. They get exposed to students of different social, cultural, and economic strata. However, a friendship develops among the Dalit students as well as with the students of other communities, in which process there is a possibility of the Dalit students developing an inferiority complex because of their shortcomings and inabilities that eventually lead to conflicts. As a result of the alienation in the life of the Dalit students in the context of university life, they isolate themselves from students of other communities. The low economic level of the Dalit students manifests in their lifestyle, which is markedly different from other students, which also adds to their isolation. The alienation of the Dalit students is further caused by their lack of English language skills (Maurya, 2018, p. 20). In this connection, Sukumar says, “The moment they enter the campus, they sense a loss of belonging. The university space is very hierarchical, and there exists an ‘elite vs non-elite’ division, seen through language barriers, hindering access to information” (2020, para. 1). Due to the experience of exclusion and discrimination, the students of reserved categories prefer to confine themselves to their own close-knit groups. The aspects of “common background, fluency in English, dress-sense, food habits, caste and class” form the basis for university friend circles. Due to their inarticulation, the Dalit students shy away and avoid approaching others and mingling with them (Kumar,

2010). The discrimination the students face is also due to the aspects such as their dressing patterns, lack of involvement in cultural and social activities, inability to converse in English, etc. Both academic and social aspects are intertwined within and outside the classroom (Sukumar, 2020). Thornton et al., who conducted a study on the experiences of the students of five higher education institutions in India and the UK, observed that the separation of groups on the higher education campus is “pervasive and ubiquitous.” One of the reasons for this phenomenon is overt discrimination based on race, region, nationality, caste, class, religion, or gender (2010, p. 1, as cited in Mourya, 2018, p. 19).

2.6.2.8 Academics of the Dalit Students: After entering a university course, the Dalit students are surrounded by multifarious problems in and outside the classroom. In the classroom, English, the sole medium of instruction, baffles the students as the entire activity of teaching/learning becomes incomprehensible and unachievable for them because of the lack of solid grounding in English. The students get disoriented thoroughly outside the classroom, with the prevailing culture and environment being unwelcoming, alien, and exclusive. Consequently, upon losing their morale and confidence, the Dalit students retreat from academic pursuits is always possible. This kind of uncondusive situation leaves students with a negative feeling of self-worth, inferiority, and resultant helplessness. Consequently, the students who live with negative self-perception of their abilities find the process of education cumbersome and finally fail to succeed in educational pursuits, losing academic interest and failing to acquire a sense of satisfaction with their academic work. A more severe outcome of this is losing the chances of further opportunities. The students cannot assume leadership roles or cannot positively identify with the university establishment. Less positive academic self-concept, maladjustment, social withdrawal, and poor academic performance are consequences of lower self-confidence, pressure to perform, and lack of enthusiasm. Higher stress students feel drives them toward losing social attention, low performance, and

low self-efficacy, and there is always a negative relationship between stress and academic self-concept. The social and economic disadvantages the Dalit students live with make the above problem more serious and debilitating.

2.6.2.8.1 Low Academic Achievement: Though the Dalit students' entry into higher education institutions to pursue UG, PG, and research degrees like M Phil and Ph.D. courses has been a recent phenomenon, this step, to a more considerable extent, can be perceived as a giant leap towards their development and uplift. This positive aspect is immediately followed by another fact: a perceived gap exists between the Dalit student's academic achievement and that of the other students. According to Munshi and Rosenzweig, "India is a case in point where the lower castes – Scheduled Castes (SCs) – and Scheduled Tribes (STs) have fared worse than the upper castes in educational and occupational attainment" (2006. p. 3). In many Dalit students, their teachers do not find the determination, confidence, and effort needed to succeed in academics. Finally, they complete their courses with mediocre marks or grades. This condition does not give any advantage over other students of the non-Dalit communities. Consequently, "Dalit students were marked as weak students who didn't deserve to be there" in universities (Kumar, 2010, p. 1).

Some studies, if few, explored the academic status of the Dalit students in higher educational institutes. Kirpal and Gupta's study on the students of the reserved category entering the B Tech programme in five major and oldest IITs during the period from 1981 to 1992 found that the average graduation rates of the SC and ST category seats were lower than the rates of general category students (1999, as cited in Basant & Sen in Tilak, 2013, p. 112). They also found that the performance of the reserved category students was lower in the IIT examinations. Some prominent studies dealt with the aspects of the academic performance of the Dalit students in technical and medical institutes like IIT Bombay and Medical College of Raipur etc. Nevertheless, there is a shortage of studies in the streams of Social Sciences, Arts,

and Humanities. Given the gaps in the overall educational performance of the disadvantaged Dalit students, and if the objectives of the provisions enshrined in the Indian Constitution related to the Dalits' education are to be realised, the educational institutions need to strengthen the target groups' learning.

There has also been a strong opinion among various sections of the Dalit students, academicians, and academic administrators that the Dalit student's failure in their academic pursuits is also a consequence of their lack of good grounding in the English language. Deeksha says that the students of marginalised communities often lack the skills and training that the students of privileged communities possess. For this, the educational system typically punishes the Dalit students rather than assisting them (2022, p. 5).

Dropping out from the courses and institutions is another critical issue in the education of the Dalit students. The drop-out rate is high at higher stages of education, as was highlighted by Kirpal in the case of Bombay IIT in 1973 (1978) and by the Scheduled Castes and Tribes Commission Report in the case of medical students of Raipur between 1964-1973 (1980, as cited in Kumar, 1983, p. 1568). The issue of the Dalit students' drop-out from studies is also discussed by Karlekar when he portrayed the Scheduled Caste and Schedules Tribe students as having "low performance and a high rate of drop-out" (1975, p. 180, as cited in Kumar, 1983, p. 1568). This issue is also dealt with by Chitnis while summing up the condition of the Dalit students by presenting four features of their backwardness in higher education institutes: poor enrolment, poor retention, enrolment in inferior institutions, and poor performance (2013, p. 71). In this regard, Sukumar observed appropriately, "reservations also do not have an overall outcome, since there are a significant number of student drop-outs, as their conducive atmosphere was not positive" (2020, p. 2).

Now the Dalits of the present generation are at a critical juncture where they need to prove their identity in higher education. Even today, the lacunae in primary education are a

prominent fact. Many deficiencies are enervating this sector. This is one of the crucial factors responsible for the academic backwardness of the Dalits in higher education. The superstructure of higher education has been built on the weak foundations of primary education. The condition of the primary school system is in a dismal state. Seventy-four percent of children in government primary schools are SC and OBCs. The quality of education is abysmally poor in these schools, generally called SC/ST schools. With this school education background, disadvantaged Dalit students come to higher education institutes. This dismal situation makes it unsurprising that the student's academic performance in the new place is understandably low. These being the hurdles, the percentage of the Dalit students who come to these premier institutes, after crossing all these, are meagre.

2.6.2.8.2 Low Proficiency in the English Language: Teaching/learning English is also a matter of inclusion for Dalit students in higher education institutions. The English language is another major reason for the Dalit students' alienation, isolation, and low academic achievement, as it is the medium of university education. The English language plays a very prominent role in university classrooms and outside. The inability to speak with other classmates in the English language is the first block in the socialization aspects of the Dalit students on university campuses. Madhavi (2014), reporting on her short-term fellowship study on the English language of Dalit students at the University of Hyderabad, says that the Dalit students face many problems in the university because of their inability to communicate in the English. She found that the Dalit students face severe issues interacting with teachers, taking notes, or following lectures. She, therefore, says that English can act as a tool of discrimination in the university and that the "English complex in the academia fosters a phobia about university education among Dalit students" (p. 36). Sukumar also believes that the prevalence of "English elitism" in universities can act as a discriminator in

excluding Dalit students who lack it; it can also be a bottleneck for the disadvantaged student's academic growth. Speaking and interacting in English is a daunting challenge for many Dalit students (Sukumar, 2020). Thornton et al.'s study, a UK-India Education and Research Initiative, also found the lack of command over English as a barrier that "prohibits Dalit and other marginalized students from participating in classroom discussions" (2010, as cited in Maurya, 2018, p. 19).

2.6.2.9 Social Life of Dalit Students: Once the Dalit students enter the universities, they begin their academic life with a weak foundation in general. At the same time, their psyche is moulded by historical oppression, day-to-day survival, and the dreams of building a golden future devoid of inequalities on social, economic, and other lines. Also, they are burdened by the age-old arduous desire to get out of the clutches of the caste system. With this background, the Dalit students are hell-bent on bringing social change on an egalitarian basis; it is evident that all young people share this ideal universally. This can be coupled with the soaring expectations of students kindled by the concept of social justice and equality that the larger Dalit movements aspire for (Ravi Prasad, 1997, p. 13). All these propel the lives of the Dalit students in the universities today. Universities become grounds that provide freedom of thought not available in the larger caste-ridden society. Ravi Prasad observes, "situations in the campus facilitate the Dalit students to nurture the feeling that they have channels to express their feelings towards a better life" (p. 12). Universities uphold the Dalit students' long-cherished ideals of equality, social justice, human dignity, and an ideal society and, therefore, become comfortable and favourite places to live in. This is why the students do not prefer returning to their communities where they are meted out with the inferior position of being Dalits. Hence, it is evident that almost all the Dalit students working towards eradicating the social stigma of untouchability are seen as motivating the other students to join some progressive groups in the universities. They transform into idealists in

their attitude towards inequality and support the ideas of liberty, equality, and fraternity. Eventually, they lead many social and political movements and agitations at the university level. An indelible connection exists between the Dalit youth in the universities and social movements. They dream of being the creative agents of the modern world and harbingers of equality once they enter the university. They become aware of broader society and get acquainted with humanity and humanitarianism they learn in the university (p. 51).

2.6.2.10 Living under Various Stresses in the Universities: There is tremendous stress and strain in the lives of the Dalit students. This is due to myriad factors, some of which are already discussed. Most Dalit students in higher education are the first generation of learners from educationally and financially deprived families. This firstly predisposes them to immense stress in their day-to-day personal and academic lives. To avoid this, it has been witnessed that some students make attempts to conceal their caste identity once they enter the university because,

SC students do not have the luxury of taking their identities for granted: as Dalits they are well aware that they are not socially accepted, and in many cases, actively resented, due to historic prejudice as well as opposition to SC reservations (Lum, 2019, p. 129).

This is to avoid much undesirable, frustrating, and demeaning effects of prejudice, stigma, and hatred from the other communities in the university. This creates stress in the students. Crocker et al. say that in an elite university context, the possibility of passing and escaping the automatic stigma that the Dalit students experience necessitates them to manage their stigmatised identity (1998, as cited in Lum, 2019). In this regard, Lum says,

Stigma shapes the university experiences of all SC students, forcing them to make difficult choices about the management of their identities, and to devise strategies for avoiding prejudice. Those who choose to pass must live with the daily stress of concealing their identities. Those who choose to be open risk higher levels of prejudice, rejection and ostracisation. Such identity management strategies are energy draining and can be anxiety provoking, meaning that Dalits, like minorities elsewhere, experience high levels of minority stress, defined as chronically high levels of stress due to prejudice and discrimination, which over time impacts negatively upon both mental and physical health (Meyer, 2003, as cited in Lum, 2019, p. 129).

The Dalits are usually stereotyped as submissive, docile, and not expected to be assertive. The social stereotype about Dalits is due to thousands of years of exploitation, exclusion, humiliation, and servitude. Hence, the Dalit students face stereotype threat. Because of the heightened awareness of negative stereotyping of them by society, their performance can be hindered (Steele & Aronson, 1995, as cited in Lum, 2019). Academic achievement is only one of the challenges they face in universities (Lum, 2019, pp. 128-129).

However, the increased social awareness that the students develop through the Dalit students' movement in the universities makes them assertive and vocal in expressing their opinions about social issues such as caste, religion, and reservation for a Dalit student. This may make them vulnerable to caste-based humiliation, exclusion, and discrimination. (Maurya, 2018). Anxiety is the cardinal feature of campus life and university education for a Dalit student overall. All the experiences in university are anxiety-inducing. This is particularly true concerning their academics, as they must continually prove their worth. This condition is compounded by the shortfalls of the students in their studies.

As students of higher learning, the Dalit youth need to play some crucial roles. Ravi Prasad sees the Dalit students playing two roles in their students' lives: one is that of the

educated and the other that of the downtrodden (Ravi Prasad, 1997, p. 16). Playing these two roles produces rather enormous stress in the students' lives. In addition, there is a sea difference between what the Dalit students learn at their homes since birth and, later, at the university. They are caught between these two conditions, which leads them to confusion.

2.6.2.11 Positive Side: Despite the various drawbacks that university-level Dalit students experience, there is a positive side to them too. The Dalit students are for change, progress, and realization of dreams in their lives as well as for the collective life of the Dalit community. The aspirations and expectations of the Dalit students are more orientated toward their development (Ravi Prasad, 1997, p. 46). The Dalit students or youth are reservoirs of enormous energies and inextinguishable and inexhaustible reservoirs of human energies. The students are abounding with "latent resources and reserve energy of society," which is to get channelized and the failure to get which will lead to frustration (p. 16). Also, they are enthusiastic about the awareness of the rights and privileges provided to them. This positive energy is to be exploited to change these students' lives and academic progress, which has implications for the educational authorities, administrators, and well-wishers of these students.

On the contrary, the Dalit students are treated as a problematic group in universities as they always highlight the problems involved in the educational system in general and problematize their condition in the educational system in particular. Those students who are inspired by Ambedkar, the pioneer of Dalit rights and equality, identify themselves as Ambedkarites and follow his principles. They demonstrate greater awareness, assertiveness, and resilience. In this connection, Lum states:

those who were active in Ambedkarite student associations on campus were more vocal and assertive about their civil rights. These associations can provide emotional and social support, friendship and understanding, as well as opportunities for

leadership, confidence building and activism. The philosophy of Dr. Ambedkar, whose core tenets promote self-respect and dignity for Dalits, with a strong emphasis on education, provides vital intellectual and moral fuel for Dalit students. (Lum, 2019, p. 154).

The experiences of these students, both in academics and social activity, are instructive and inspiring. They can show the path to followers.

2.6.2.12 Resilience: Resilient Dalit students also develop in academics due to their unbridled aspiration to achieve, hardship, determination, and their own social and life skills. Though rare cases, they are remarkable. The student's personal characteristics and social awareness play a role in this. Many students come to the university level through their efforts and hardship. The hardships these students face make them highly resilient, go against all odds of life, and finally succeed in life, and therefore, become role models in the community who can motivate scores of other unprivileged students of the same community. According to Lum, high stigma consciousness can also be exploited to build positive identities and fight against the stigma the Dalit students face in universities (Lum, 2019, p. 150).

2.7 Dalit Students and the English Language

English, a global and all-encompassing language that wields tremendous power in modern times, can be a potent vehicle to bring out the hidden potential in the Dalit students. It can break the silence of Dalits in academic settings on one side and, on the other, become an instrument for raising their stature in society. It can fetch all positive outcomes and realize the dreams of reaching higher echelons in social, political, and economic life.

The Dalit workforce is found predominantly in lower jobs. In this context, the dream of the Dalit youth is to excel in the field of higher education, which is the gateway of the world of knowledge, and thereby, to occupy socially prestigious higher jobs. Gaining access

to higher education has become a little easier during present times. The next step of attaining excellence in this domain has become difficult due to various reasons, the medium of instruction in English being one prominent one. In this connection, a well-observed fact that the lack of proficiency in English is the source of alienation of Dalit students in universities also deserves attention.

The issue of the Dalits and the English language is much debated. The Dalit community strongly feels that English is a means for their social transformation, a power in their hands, and considers it as a means by which they can reach the higher echelons in the hierarchical society. Hence, the English language is equated with success, achievement, upliftment, development, and upward movement in the social and academic worlds. Being poor in English has various social, cultural, and psychological ramifications in the Dalits' lives. Proficiency in the English language makes or unmakes Dalits' lives. In this respect, the psychological consequences of inferiority the students live with, being ignored by others for not having efficiency in communication, is worth mentioning. The general Dalit population intensely desires to attain the English language for emancipation. This desire of the common populace gets reflected in the consistent opinions expressed by various Dalit intellectuals. Chandrabhan Prasad, a Dalit writer, launched a mission to popularize the English language to liberate the Dalit population. By building a temple dedicated to "the Goddess of English" and celebrating the birthday of Lord Macaulay, he intended to provide a direction and instil motivation in the Dalits that they require to learn and command English effectively.

The English language can play a meaningful role in social transformation and reintegration. Taking this as a guideline, the present research study attempts to look at the status of the Dalit students in higher education institutions. In this regard, it is worth looking at the programmes initiated and implemented by the UGC and various Indian Institutes of Technology. For example, UGC has initiated Remedial Coaching for SC/ST/OBC (Non-

creamy layer). The experience of running such a programme has not been a satisfying one for some practical reasons. There are systemic problems involved in this, along with other kinds.

The present study aspiring to examine the L2 Motivation and the English Reading Comprehension of the Dalit students, basically touches on the problem area of the Dalit students' attainment of the fundamental objectives of education. The question of English learning, English being the medium of instruction, determines the higher education process to a greater extent. English learning is a crucial aspect of the overall education and development of the Dalit students. The higher education institutes stand as unique entities as they have a special ambiance in that they have a separate culture and environment far removed from the Dalit students' experience. At the same time, they are replicas of the larger society in some senses. English, the lingua franca of higher education institutions, rules the roost and shapes the prevailing culture in the institutions, and therefore, becomes a significant hurdle in the survival of the Dalit students who are baffled by its overwhelming power as they come from rural backgrounds to these places for the first time in their families. Relevant to this, Kirpal says,

...their inadequate knowledge of English prevents them from mixing well with other students who form a heterogeneous community coming from all parts of the country and whose link language for purposes of communication is English. This factor and the incidence of their own inbuilt shyness inhibits them from socializing freely with their fellow students. They tend to cling to people of their own community with whom they can talk in their own language and share a common cultural background (1978, p. 167).

Additionally, the problem still gets aggravated in institutions with high academic potential. Rao argues, “more an institution gains reputation for excellence, the more likely it is to restrict the access to a highly selective group of students - both socially and academically” (2002, p. 2999). In these institutions, a potential elite class is created, which comes from the sophisticated highest strata of society. In this scenario, the English language has a role as it is the language of these institutions of eminence.

In the above-discussed scenario, a different orientation is needed for the Dalit students to socialize in these new spaces. The English language can mediate in orienting these students to the higher academic culture prevailing in universities. It can determine these students’ socialization in the classroom, a formal context, and an informal context outside the classroom. As the Dalit students are ill-equipped in English, they experience culture shock and retreat from the institution. For example, due to this reason, there are many dropouts in premier institutions like the University of Hyderabad, where the English language is used extensively. There are many debates for and against the English language as a medium of instruction. Though this study tries to present these aspects while presenting the status of Dalits students concerning the English language, the study’s primary emphasis will be on the motivation Dalit students to learn the English language and its relation to the English reading abilities the students come with that predispose them to various problems in pursuit of higher education.

2.8 Conclusion

The present study on the English learning motivation of the Dalit students and their reading is to be read against the above-discussed broader historical, sociocultural, political, economic, and academic background of the Dalit students in higher education institutions. This is a deep-rooted issue and, therefore, deserves a comprehensive study. Thus, the present study tried to venture into this multifaceted topic.

The next chapter is the literature review, part 1, which discusses the research studies relevant to the two aspects of the L2 Motivational Self System and Motivation to learn English and Reading Comprehension.

CHAPTER 3
REVIEW OF LITERATURE 1
L2 MOTIVATIONAL SELF SYSTEM
AND
MOTIVATION TO LEARN ENGLISH AND READING COMPREHENSION

3.1 Introduction

The present chapter of the review of literature comprises two broader sections. The first section deals with the L2 Motivational Self System, and the second deals with the L2 Motivation and Reading Comprehension. The first section includes a review of all the relevant studies which employed the theoretical framework of the L2 Motivational Self System of Zoltan Dörnyei, proposed in the year 2005 and elaborated, in detail, in 2009. The second section covers studies that attempted to correlate the motivation to learn/read the English language and Reading Comprehension in English irrespective of the theoretical framework used to assess the subjects' motivation to learn/read the English language. Most of the studies referred to are empirical studies that employed quantitative research methods of investigation. A minority of studies employed qualitative and mixed methods techniques.

3.2 L2 Motivational Self System

Various studies relevant to the broader theme of the L2 Motivational Self System are classified into ten sub-categories of studies. These sub-categories cover different areas/dimensions of the main theme of the L2 Motivational Self System. The sub-categories are not mutually exclusive; therefore, some studies appear in two or more categories depending on the multiple foci of the respective studies.

Most studies included in this chapter are empirical studies conducted by researchers in different contexts. The methods of studies adopted for carrying out these studies included quantitative, qualitative, and mixed methods, though the quantitative methods dominated the field. Wherever the mixed methods are used, the designs of the studies adopt a judicious mix of methods depending on the scope and extent of the studies. All the empirical studies discussed here were published from 2009 to 2017. The various sub-categories are:

1. Validation studies
2. L2 Motivational Self System studies
3. Correlational studies (Motivation and English learning)
4. Correlational studies (Motivation and other Variables)
5. Comparative studies
6. Prediction studies
7. Theoretical interface studies
8. Intervention/Application studies
9. Individual difference studies

3.2.1 Validation Studies

The studies, the objective of which is to validate a particular theoretical framework, will attempt to establish the reliability and relevance of that in other contexts. The studies included in this section attempted to validate the theoretical concept of the L2 Motivational Self System, which was applied in the context of Hungary, for the first time, to various other contexts by establishing its relevance to those. They include research studies conducted by Ryan (2008 & 2009), Taguchi et al. (2009), Papi (2010), Michiko & Osamu (2012), and Palombizio (2015). These studies were conducted in four different national contexts such as the Asian contexts of Japan (Taguchi et al., 2009; Ryan, 2008 & 2009; Michiko & Osamu,

2012), China (Taguchi et al., 2009), Iran (Taguchi et al., 2009; Papi, 2010), and the other context of Italy (Palombizio, 2015). The context of Japan was extensively studied.

Ryan's study (2008) on Japanese learners proved that *the Ideal Self* emerged as an essential variable that affected *the learners' efforts to learn L2*. It observed that the perceived conflicts between the beliefs related to Japanese national identity and English abilities were a significant factor in constructing the Japanese learners' *Ideal L2 self* and beliefs. It was found that *the Ideal L2 Self* was the central element of the emotional identification of Japanese learners with the values related to a language and its speakers. A highly significant correlation was found between *Integrativeness* and *the Ideal L2 Self*, which indicated its robustness in varied cultural contexts. The results also highlighted the need for reinterpreting/reframing L2 motivation. An incompatibility between the findings of the enjoyment of the learning process, which was dominant, and the high levels of anxiety were also revealed. The cosmopolitan outlook was central to the learners' *Ideal L2 Self*.

Ryan, through his 2009 study on the three Asian contexts of Japan, China, and Iran, found equivalence for *Integrativeness* in the concept of *the Ideal L2 Self*. Therefore, the proposal for the reinterpretation of the concept of L2 motivation was found to have an empirical background. A more direct relationship between *the Ideal L2 Self* and *motivated behaviour* was found. The study also highlighted the flaw in the interpretation of language learning motivation with the aid of *Integrativeness*, and, therefore, validated Dörnyei's stand in this regard that it is a culture-specific variable and, therefore, cannot be generalized. (Ryan, 2009, p. 137). Another important finding of this study was that *Integrativeness* was not a decisive motivating factor for the Japanese learners, and *the Ideal L2 Self* was a more precise instrument for measuring L2 motivation (p. 138). This was a study which problematised the two aspects of *Integrativeness*: (1) cultural generalisability and (2) the nature of an English-speaking community in the context of globalization. Ryan hinted at the generalizability of the

present study's results, though they were firmly rooted in the Japanese context, to the contexts which were characterized by a feeling of being isolated from both the world of English speaking as well as the mainstream second language learning theory (p. 121).

The study by Taguchi et al. (2009), conducted in the three Asian contexts of Japan, China, and Iran, found the possibility of classifying the concept of *Instrumentality* into two types from the perspective of self, of which one is associated closely with *the Ideal L2 Self*, and the other with *the Ought-to Self*. The four important conclusions made by Taguchi et al. were that the Hungarian line of theorizing of L2 motivation research was not country-specific, and the same pattern was seen in Japan, China, and Iran; *Integrativeness* could be rechristened as *the Ideal L2 Self*; the construct of *Instrumentality* could be classified into *Instrumentality promotion* and *Instrumentality prevention*, the two tendencies of it; and the validity of the tripartite L2 Motivational Self System was confirmed.

Papi's study (2010) on 1011 Iranian senior high school students found that the students' attitudes towards the immediate learning environment and experience mediated the students' *future self-guides* in enhancing learners' effort to learn English. *The ought-to L2 Self* played a secondary role in leading to *L2 learning achievement*, and it revealed that *the ought-to L2 Self* increased anxiety. A strong association between *the Ought-to L2 Self* and *L2 anxiety* was in consonance with the previous studies in personality psychology such as Higgins (1987), Leary (2007), and Carver et al. (1999) (as cited in Papi, 2010). There was a negative relationship between *L2 learning experience* and *L2 anxiety* which was in line with the results of the studies of Aida (1994) and Young (1991). The contribution of *English anxiety* to *Intended effort* was an interesting finding in the present study supported by the studies of Price (1991) and Horwitz et al. (1986) (as cited in Papi, 2010). In this study, anxiety was a facilitating factor but limited only to the intended and self-reported effort of the students. Another interesting finding of the study is the correlation between *the ideal L2*

self and *the ought-to L2 self*. The researcher ascribed this to the students' age in the transitional period from adolescence to adulthood. This reminds Dörnyei's idea that the *Ideal L2 self* develops only in adulthood. This study validated the tripartite model of Dörnyei in the culturally different context of Iran. Finally, this study contributed significantly to a new line of inquiry.

Magid's study (2011) can be classified as both a validation and an intervention study. Though the researcher gave the aspects of validation and intervention equal emphasis, and there has been a clear divide too in dealing with the aspects of the study, this study has been discussed in the section of the Intervention/Application studies in totality to avoid the splitting of that.

Michiko and Osamu's study (2012) on 151 EFL Japanese university students showed that the model used in the study with two levels of *the ideal L2 Self* –micro and macro levels provided an excellent fit to the data. The SEM model proposed revealed that the aspects of *Perceived amount of information* and *Self efficacy* had a positive influence on the *the Ideal L2 self*; *the Ideal L2 self* and *L2 learning attitude* affected learners' motivation positively; and, conversely, the influence of others and *the Ought-to Self* had a strong influence on *L2 anxiety*, and therefore, affected the learners' motivation to learn L2. The researchers argued for the integration of the affective variables with the L2 Motivational Self System as it can explain both L2 motivation and the affect of the learners.

Palombizio's study (2015), in the context of Italy, from the perspective of English as an International language (EIL), found *Instrumentality promotion* and *the L2 self* playing a prime role, and *Instrumentality prevention* and *the Ought-to Self* playing a marginal role. *Family influence* correlated with *the L2 self* and influenced the learners' Intended effort. The positive aspect of this study was the integration of both quantitative and qualitative methods to arrive at more valid.

3.2.2 L2 Motivational Self System Studies

Under this category, 11 studies employed the theoretical model of the L2 Motivational Self System of Dörnyei, a relatively new but widely researched model of L2 motivation within a short period, to study the motivation to learn the English language of students of various backgrounds and contexts like Pakistan (Shahbaz & Liu, 2012, and Islam et al., 2013), Japan (Takahashi, 2013), Saudi Arabia (Eusafzai, 2013, and Madkhali, 2016), Croatia (Matušin, 2014), Turkey (Cabiroğlu, 2016, and Taylan, 2017), and Iran (Papi & Teimouri, 2014; Ghanizadeh et al., 2016, and Mohammadi, 2017). These studies also covered the contexts of ESL and EFL. They explored the three prime components of the L2 Motivational Self System and studied and correlated these with the other attitudinal and motivational aspects necessary for the L2 motivation. They include components like *Criterion measures, Family influence, Instrumentality promotion, Instrumentality prevention, Attitudes to learning English, Attitudes to L2 community, Cultural interest, Integrativeness, Fear of assimilation, Ethnocentrism, Travel orientation, and International posture.*

Though the title of this sub-category does not suggest that the studies included in it are correlation studies, in actuality, these studies correlated the three aspects of the L2 Motivational Self System with the above-mentioned other aspects relevant to the L2 motivation. Therefore, correlation studies are also included in this section. Correlation studies are non-experimental in their nature, and attempt to establish the relationship between two variables statistically. The inspiration and initiation for these studies came from the series of studies conducted in Hungary by Dörnyei and others.

Shahbaz & Liu's study (2012) on 547 first-year college, ESL learners of the age range 15-18 years from the three districts of the province of Punjab in Pakistan found that no single factor could predict the L2 learning motivation of the subjects. The participants scored high on *Instrumentality*, a high average score on *International orientation*, and a relatively high score on *the Ideal L2 self*. They scored low on *Attitude towards L2 community* and *Cultural interest*. A strong correlation was found between *the Intended learning effort*, *the Criterion measure*, and all the other variables of the study. This study revealed a complex scenario in Pakistan where all the factors work in an interconnected manner to impact the motivation of ESL learners. The study inferred that the social, psychological, and contextual factors conjointly contributed to the L2 learning. This study also highlighted the pedagogical implications of the results.

Islam et al.'s study (2013) on undergraduate students in the Punjab province of Pakistan proved the validity of the L2 Motivational Self System and its relevance to the Pakistani context, which is an under-researched global context. It also made comparisons with the studies conducted by Taguchi et al. (2009) and Ryan (2008, 2009), who both had studied the context of Japan. In this study, it was found that the subjects' *Attitude towards their learning experience* and *the Ideal L2 self* were the strongest predictors of *Intended learning effort*, which was a criterion measure. Another remarkable finding of this study was that the proposed new construct of *the National Interest* contributed heavily to *the Ideal L2 self*, which precisely indicated the need to understand the probable connection between English language learning and the national identities and interests of the learners. The participants of this study were found to be highly motivated to learn the English language. The factors which motivated them were: *Instrumentality (promotion)*, *the Ideal L2 self*, *National interest*, *Instrumentality (prevention)*, *Attitudes to learning English*, and *International posture*. The participants also showed a high level of *Intended learning effort*. It

was found that the strongest linear relationship was between *the Ideal L2 self* and *the Intended learning effort*, which was the criterion measure. The other findings were the high correlations between (1) *Attitudes to learning English* and *Reported learning efforts*, (2) *Instrumentality (promotion)* and *the Ideal L2 self*, (3) the three components of the L2 Motivational Self System, and (4) *Instrumentality (prevention)* and *the Ought-to L2 self*. The relatively high correlations were between (1) *Milieu* and *Criterion measure*, (2) *International and National interest* and *Criterion measure* and the *Ideal L2 self*. Furthermore, low correlations were between (1) *the Ought-to L2 self* and *Criterion measure* and *Instrumentality (promotion)* and *Instrumentality (prevention)*. The predictors of the criterion measure i.e., *Intended learning effort*, are *Attitude towards learning English* and *the Ideal L2 self* followed by *Milieu*, *International posture*, *Cultural interest* and *the Ought-to L2 self*. This is the study that is closer to the present proposed research study trying to explore the relationship between the English language learning motivation of the SC/ST students and their attitudes towards it as Dalit students. By its scope, this study can simultaneously be classified as a correlation study, validation study, and comparative study.

Takahashi's study (2013), on six non-English major students from a university in rural, western Japan studying different subjects, found that some students could devise innovative ways of using English for communication outside the classroom even though they lacked frequent opportunities to use that. The participants' accounts of their *Ideal L2 selves* differed in terms of their vividness, content, and specificity. An exciting relationship was found between the participants' beliefs about the opportunities to communicate in English and the formation of their *Ideal L2 self*. Those who felt they had opportunities to communicate in English showed a vivid *Ideal L2 self*. This study also highlighted the possibility of the unique types of *the Ideal selves* which the teachers are to be aware of. A

strong *Ideal L2 self* needs elaboration and vividness. The participants found that the Japanese teachers will play a good role in the students' communication which would have implications for the formation of *the Ideal L2 self*.

The L2 motivation of the participants was primarily governed by their *Ought-to self* along with some aspects of *Integrativeness*, as the results of the study revealed that the *Ought-to self* of the participants was very strong. *The Ideal L2 self* of the participants was also high, with a clear and vivid ideal image of themselves. The *Family influence* on the participants' *L2 learning* was very low. *Integrativeness* played a prominent role in the *L2 learning*. It was found that *the Integrativeness* concept was replaced with the concept of *the Ideal L2 self*, which also encompassed some aspects of *Instrumentality*. *The Ideal L2 self* significantly correlated with *Integrativeness* and *the Ought-to L2 self* with *Instrumentality*. *Family influence* significantly correlated with *the Ought-to L2 self*.

The results of Eusafzai's study (2013) on three higher education institutions in Yanbu Al-Sinaiya, a western coastal city in Saudi Arabia, highlighted seven salient components of the L2 motivation of the subjects. Of these, *Attitude towards learning English* and *Instrumentality promotion* were the strongest predictors of the L2 motivation of the subjects. *The Language learning environment and experience* were the strongest predictors of *English language learning effort*.

Matušin's study (2014), on secondary school students in Donji Miholjac, Croatia, found that the L2 motivation of the participants was primarily governed by their *Ought-to self* along with some aspects of *Integrativeness* as the results of the study revealed that the *Ought-to self* of the participants was very strong. *The Ideal L2 self* of the participants was also high, with a clear and vivid ideal image of themselves. The *Family influence* on the participants' *L2 learning* was very low. *Integrativeness* played a prominent role in the *L2 learning*. It was found that the *Integrativeness* concept was replaced with the concept of the

Ideal L2 self, which also encompassed some aspects of *Instrumentality*. The *Ideal L2 self* significantly correlated with *Integrativeness* and the *Ought-to L2 self* with *Instrumentality*. *Family influence* significantly correlated with the *Ought-to L2 self*. The motivation to learn L2 of the first-year students was higher than that of the fourth-year students. This is a rare study on the part of the world where it was studied.

Papi & Teimouri (2014) found different groups of 1,278 secondary school learners studying English in Iran. This grouping was done based on the strengths of different variables under study.

Cabiroğlu's study (2016) on 125 undergraduate students of the preparatory school of Hasan Kalyoncu University in Turkey revealed that the Turkish learners of English exhibited the L2 component in their *L2 self*. The participants considered themselves successful learners in the future, and exhibited the existence of L2 motivational factors relevant to *the Ought-to L2 self*. The results also revealed positive attitudes towards learning English; the female learners exhibited positive attitudes towards learning English more when compared to the males; *the Ideal L2 self* and *Attitudes towards learning English* stood as significant factors in terms of their impact; the learners' exposure to the foreign language learning, besides English, enhanced their *Ideal L2 self*; and motivation decreased with the age of the learners. This study is the only one that analysed the results separately for female learners compared to male learners.

Ghanizadeh et al. (2016), on 160 Iranian EFL students, found that the Willingness to communicate of the Iranian EFL students (WTC) correlated significantly and positively with *the Criterion measure*, *the Ideal L2 self* and *Attitudes to L2 culture and community*. Conversely, it did not correlate with *Family influence*. The promotional orientation of the *Ideal L2 self* was established. The study had critical pedagogical implications.

Madkhali's study (2016) on 103 students in a university in Midwest, United States, undergoing American Intensive English programmes (IEP's) study revealed that *the Ideal L2 self* was the most reliable value of all the sub-scales. The other reliable sub-scales were *Motivated learning behaviour/Intended effort* and *Family influence*. These three factors had the power of *motivational self guides*. The factor of *Interest in learning English* was found to be the most positive predictor of *the Motivated learning behaviour* of the participants. *Self-confidence* stood as a reliable and positive variable of *Motivated behaviour/Intended effort*. *Ethnocentrism* was also a positive variable of *Motivated behaviour/Intended effort* which meant that the Saudi students were ethnocentric while showing motivation to learn English at the same time. The sub-scale of *the Social group* was unreliable but conversely correlated with all the sub-scales except two. *The Ought-to self* scale was unreliable for the subjects of the study. *Ethnocentrism* emerged as an interesting factor that deserved further investigation. No correlation was found between *the Ideal L2 self* and *the Ought-to L2 self*, which the researcher found to be a limitation of the study. Ultimately, the factors of *Attitudes toward learning English*, subjects' picture of themselves as speakers of English were the factors of their internal motivation; and *Interest in learning English* and *Self-Confidence* emerged as the factors generating motivation and effort among the Saudi learners of American IEP's.

Mohammadi's study (2017), conducted on 120 Iranian EFL learners at the university level, found an association between *the Ideal* and *the Ought-to self*; and *Attitudes towards L2 culture and community*. But this association was stronger in the case of *the Ideal self*. A strong connection was established between the L2 culture and the Iranian learners' selves. It showed that the Iranian learners' idealized self-image was influenced and shaped by the values of the L2 culture, and their obliged self image was influenced by the values of their Iranian society.

Taylan (2017) studied 250 university-level preparatory English students in Turkey. The study found that the L2 Motivational Self System could explain Turkish students' L2 learning motivation. The three components of the L2 Motivational Self System were considered independent components of the L2 motivation of Turkish students. *The attitudes toward learning English* were slightly more important than *the Ideal L2 self*. Taylan questioned the supremacy of *the Ideal L2 self* as a primary constituent of the L2 Motivational Self System. The study hinted at the possibility of overlap between *the Ideal L2 self* and *the Ought-to self* in the context of Turkey. It highlighted the limited association between *the Ought-to self* and *Intended learning effort*. It also highlighted the possibility of a relationship between *Milieu* and the *participants' Ought-to self* and *Intended effort*. *Family* played a limited influential role. The study questioned the fundamental relationships among the various constituents of the L2 Motivational Self System. The L2 motivation of the Turkish students was characterized by a salient *Ideal L2 self*, a limited *Ought-to self* and dispositions that were moderate toward learning English.

3.2.3 Correlational Studies (Motivation and English Learning)

In the third category of Correlation Studies, which tried to investigate the correlation between the motivation of the students to learn English and their English learning achievement, there are five studies worth mentioning in this line of studies. They are Rajab et al. (2012), Tort Calvo (2015), Domakani et al. (2016), Moskovsky et al. (2016), Yao and Crosthwaite (2017).

The study by Rajab et al. (2012), on 308 TESL students in the Mashhad Azad University, Iran, established that the variables of *the Ideal L2 Self* and *Integrativeness* were similar. Again, it established the correlation between *the Attitudes to learning English* and *the Criterion Measure*, which was found to be high. There was no significant correlation between *the Ought-to Self* and *the Criterion Measures*.

Tort Calvo's study (2015) on 29 high school students in Spain found the existence of a strong correlation between *the Ideal L2 self* and *the achievement scores* of the students on the one hand, and between *the Ideal L2 self* and *the L2 learning experience*, on the other hand. Tort Calvo also found *the Ideal L2 self's* impact on *the achievement scores* and the insignificance of *the Ought-to L2 self*.

Domakani et al. (2016) conducted a study on 71 B.A. learners of English, and M.A. learners of TEFL of the Shahrekord University in Iran. The researchers found a significant correlation between *the ideal L2 self* and *self regulated learning*, and between *the Criterion measure* and *the SRL strategies* of the students. The other components of the L2 Motivational Self System, *the Attitude* and *the Integrativeness*, also significantly correlated and showed a correlation of a lesser degree with *the SRL strategies*. The correlation between *the Ought-to L2 self* and *the SRL strategies* was insignificant. *The Criterion measure* was able to strongly predict *the SRL strategies* which the Ideal L2 self followed in predicting the same. This study also compared the upper-intermediate and the lower-intermediate learners of the L2 on the two investigated variables. The upper-intermediate learners showed a higher level of competence in the L2 as well as a stronger L2 Motivational Self System. They displayed high levels of *Intended learning effort*, *Visualization of Ideal self*, *Attitude*, and *Integrativeness*, and also a better implementation of the different levels of *the SRL strategies*.

Moskovsky et al.'s study (2016) was on 360 Saudi Arabian EFL learners. It revealed that the L2 Motivational Self System could predict learners' *Intended learning efforts*. The study also found that in the research population under study, a consistent correlation between the various components of the L2 Motivational Self System and the L2 achievement was not found. The study came up with a conclusion that the behavioural consequences need not always follow the self-reported motivation.

The study by Yao and Crosthwaite (2017) was on 210 undergraduate and postgraduate students from two Chinese universities. The undergraduate and the postgraduate students exhibited a favourable disposition towards English learning. Significant correlations were found in the case of the undergraduate students between *English learning achievement* and *the Ideal L2 self*, and between *English learning achievement* and *Attitudes to learning*. A stronger correlation was between *the Ideal L2 self* and *Instrumentality promotion*. A significant correlation was found between *the Ought-to L2 self* and *Instrumentality prevention*. These results validated the L2 Motivational Self System of Dörnyei. This is a rare study that used the qualitative method of interviewing to elicit more data for exploring the motivational dispositions of the learners. The qualitative data further supported the results of the initial quantitative data. In contrast to the undergraduate group, the postgraduate group did not show any significant correlations between the variables of motivation and *English achievement*. The postgraduate students gave much importance to improving their speaking skills.

3.2.4 Correlational Studies (Motivation and other Variables: Psychological/Individual Variables etc.)

In this category of correlation studies, the studies which attempted to correlate the L2 Motivational Self System or some of its variables with the psychological or individual variables are included. The variables that were correlated with the L2 Motivational Self System are, *the Visual learning style*, *Imagination* (Al-shehri, 2009), *the Perceptual learning styles* (Kim, 2009a; Kim & Kim, 2011; Yang & Kim, 2011), *International posture* (Yashima, 2009), the three components of Acculturation theories of Schumann and foreign language anxiety (Yang, 2012), the variables of *the Classroom environment - the teacher, the group cohesiveness* and *the Orientedness*, and *the Facilities* (Brander, 2013), the four variables of International posture (IP): (1) *Intergroup approach-avoidance tendency*, (2) *Interest in*

international vocation or activities, (3) *Interest in international news*, and (4) *Having things to communicate to the world* (Jiang, 2013), *self-efficacy* (Roshandel et al., 2018), and *the individual variables* (Lee, n.d.).

In 2009, Al-shehri conducted a study on 200 Arab students who were studying the English language. A strong correlation was found between *the Ideal L2 self* and *Motivated behaviour and effort*, which was the criterion measure. *The Ideal language self* emerged as a major motivational factor. A strong correlation was found between *Visual style* and *the Ideal L2 self*, which proved the initial hypothesis. A significant positive correlation between the factors of *Imagination* and *the Ideal L2 self* also proved the aspect of the imagery. The imaginative capacity of the learners was positively related to their *Visual style*. The study finally concluded that a more developed *visual* or *imaginative capacity* could lead to developing a more potent *Ideal language self* (p. 168). Visual learners can perceive a clear representation of their *Ideal selves* which in turn gets reflected in enhanced motivated behaviour and effort. This study has become a pioneering study that encouraged various other studies that were conducted in the same lines and extended research in exploring the connections between *the Learning styles*, *the Ideal L2 self*, and *Motivated behaviour*. Some of them were by Kim (2009a), Kim and Kim (2011), and Yang and Kim (2011).

Kim (2009a) studied 974 elementary school students in Korea. The results revealed that the various *Perceptual styles-visual, auditory and kinesthetic*, were correlated with *Imagination, the Ideal L2 self*, and *Motivated behaviour*. A significant correlation was found between *Visual preference* and *Imagination, the Ideal L2 self*, and *Motivated behaviour*; between *the Auditory style preference* and *Imagination*. There was no significant correlation between *the Kinesthetic learning preference* and *the Ideal L2 self* and *Motivated behaviour*. This study also delved into the gender difference in *the Perceptual styles* of the students. It was found that the female students preferred *the Visual* and *the Auditory styles* of

learning. On the other hand, the male students preferred *the Kinesthetic style* of learning. The *Imagination* of the students could not predict *the Motivated L2 behaviour*. The *Kinesthetic learning preference* showed a negative influence on *the Motivated behaviour* of the students. The study also highlighted the possible paths of new research in this area.

Kim's study was on 495 Korean secondary school students of intermediate proficiency level, taken from Sungnam, Gyeonggi province of Korea. The study results revealed that Korean students' greater preference for *the Visual style of learning* compared to *the Auditory and Kinesthetic styles of learning* was a good channel for forming a vivid *L2 self*. The results also revealed that getting motivated by forming a vivid *L2 self* by dominant visual preference had no relevance to the level of Academic achievement.

Along the lines of the study by Kim and Kim (2011), which has been discussed as a correlation study in the category of correlation studies (motivation and other variables: psychological/individual etc.), Yang and Kim (2011) studied the *L2 motivational system* and *the perceptual styles* of the 330 students of China, Japan, Korea, and Sweden. It revealed a significant correlation between *the Perceptual styles* of the learners (*visual, auditory, and kinesthetic*) and their *Ideal L2 self* and *the Motivated L2 behaviour*. However, none of the three perceptual styles was a meaningful predictor of *the motivated L2 behaviour* of the learners. However, *the Ideal L2 self* was a meaningful predictor of the learners' *L2 motivated behaviour*. The auditory perceptual style dominance was seen in the case of Korea, and the visual perceptual style dominance was seen in the case of China, Japan, and Sweden. The Chinese students stood high on *the Motivated L2 behaviour* followed by Sweden, Korea, and Japan. The Swedish students showed the highest level of *the Ideal L2 self*. The Japanese students showed the lowest level of *the Ideal L2 self*. The study also showed *the Ideal L2 self* as a meaningful predictor of *the L2 Motivated behaviour*, and it was the most meaningful predictor for the Swedish students. This was not so strong in the case of

the other three Asian contexts. Finally, the study also revealed that *the Perceptual styles of learning* failed to be meaningful predictors of *the L2 motivated behaviour*.

Yashima (2009) studied 191 Japanese students at the high school level. He found the relationship between the four subscales of *International posture* with *the Ideal L2 self*. The correlation analyses were performed on the types of *extrinsic motivation* which had higher levels of self-determination correlating significantly with *International posture*, *L2 WTC*, *Frequency of communication*, and *the Ideal L2 self*. Yashima, in this study, proposed an approach to education in EFL contexts that could facilitate the expansion of *the Ideal L2 self* with linkages to global concerns. This is an instrumental study to enhance *the Ideal L2 self* concerning the global context.

Yang's study (2012) was on 108 undergraduate students of Applied English in Taiwan. The most relevant result was the capacity of *the Ideal L2 self* as a significant predictor of *Foreign language anxiety* apart from other aspects. A positive relationship was found between *the Ideal L2 self* and *Foreign language anxiety*. This pointed out the importance of the learners having realistic expectations for learning English as it would lower *Foreign language anxiety*. Conversely, expectations far from reality would create a large gap between *the actual self* and *the Ideal self*, leading to more significant anxiety. This study is essential for its focus on the need to establish realistic expectations in the process of construction of *the Ideal L2 self*.

Brander's study (2013) on 48 students studying English as a second language found that the *Classroom environment* significantly impacts *the Possible selves* of the learners. *The Classroom environment* included factors like *the teacher*, *the group cohesiveness*, *the Orientedness*, and *the Facilities*. *The Course material* of the class was not found to be a motivating factor, whereas, as the teacher factor was found to be a significant motivating

factor, the teacher training could include training in boosting the learners' *Ideal* and *Ought-to selves* as part of *the classroom environment*.

Jiang's study (2013) on 240 students pursuing English major programmes at three universities in Beijing showed a significant decrease in the two variables of *International posture (IP)* in the case of both the male and the female participants over 12 months. They were *Intergroup approach avoidance tendency* and *Interest in international vocation/activities*. A marked difference was also revealed in the interactive relationships between *the Ideal L2 self* and *the Ought-to L2 self* and between *the Ideal/the Ought-to self* and other variables of motivation or *International posture (IP)*. The importance of gender was confirmed in the study, where gender issues involved in the L2 motivation were highlighted in relation to society's social factors and collectivism. The collectivistic social values were responsible for enhancing *the Ideal L2 self* images of the female learners and the bond between the learners' *possible selves* and the hopes of their parents. The same collectivist social values were held responsible for preventing female learners from involving in contentious issues. As this study delved deep into the aspects of the difference between male and female learners in relation to their motivation and *International posture (IP)*, this study is of immense importance for the field of L2 motivation.

The other study in this line was by Roshandel et al. (2018) on 210 EFL students studying in the city of Mashhad, Iran. The study found a significant relationship between *the L2 motivation* and *the L2 self-efficacy*. All the ten factors of the L2 Motivational Self System predicted *L2 Self efficacy*. The strongest predictors of *the Self-efficacy* were *the Criterion measures, Attitudes towards learning English, Instrumentality promotion, and the Ideal L2 self*.

The study by Lee (n.d.) was on 427 academic English course students from four major universities in Seoul, Korea. The study's preliminary findings explicated that the L2 Motivational Self System was a valid model for explaining the L2 writing in technology-enhanced learning environments. The other results of the study included: a correlation between *the Ideal L2 self* and *the L2 writing motivation*; a positive correlation between *L2 learning experience* and *Enjoyment*; a strong positive correlation between *L2 experience* and *the L2 writing self-efficacy*, and between the three components of *the Ideal L2 self*, *the Ought-to L2 self*, and *Learning experience* and *the L2 writing motivation*; a positive influence of *the Ideal L2 self* on *Enjoyment* and *Hope*; a negative relationship between *the Ought-to L2 self* and *the L2 writing self efficacy* and between *the Ought-to L2 self* and *L2 learning experience*; the negative impact of *L2 learning experience* on *Anger*, *Boredom*, and *Anxiety*; *the Ideal L2 self* standing as the strongest predictor of *the L2 writing motivation*; and the strongest impact of *L2 learning experience* on *Anxiety*.

3.2.5 Comparative Studies

This category includes studies that attempted to make comparisons of various dimensions like comparison of research contexts, comparison of research populations, comparison of theoretical frameworks employed for investigations, etc. The five studies discussed in this section are (1) Csizér and Kormos (2009), Henkel (2010), Kim (2012), Kim and Kim (2012), and Lamb (2012).

In 2009 Csizér and Kormos compared 230 college and university students from two significant L2 learner populations studying English in a single context of Budapest, Hungary. The statistical results revealed that there were 11 relationships significant for the secondary school learners' sample and 10 for the university learners' sample. The relations between *International posture* → *the Ought-to self*, and *Knowledge orientation* → *the Ought-to L2 self* emerged as non-significant for both the sample populations. The relations which

turned out to be significant for the university student sample was *the Ought-to L2 self* → *Motivated learning behaviour*. For the secondary school sample, it was *Parental encouragement* → *International posture*, and *the Ought-to L2 self* → *the Ideal L2 self*. Finally, the study established that the relationship between *the Ideal L2 self* → *Motivated learning behaviour* was significantly stronger for university learners than the secondary school learners (p. 104). This particular result can be understood with the help of Dörnyei's interpretation that *the Ideal L2 selves* develop only in the adolescent stage. The overall result was that in the case of both the samples, *the Ideal L2 self* and *L2 learning experience* significantly contributed to *the Motivated learning behaviour*. The effect of *the Ought-to L2 self* was limited. A more remarkable finding was that the three components of the model of the Motivational Self System -*the Ideal L2 self*, *the Ought-to L2 self*, and *L2 learning experience* showed weak correlations and, therefore, were unrelated to each other and stood independent. The study established the significant role of *the Ideal L2 self*, and therefore, provided empirical support to Dörnyei's theoretical model of the L2 Motivational Self System. However, Csizér and Kormos stated that their model was highly context-specific. From the point of view of the sample of the study (university students' sample), this study is very relevant to the current research project as it also proposed to study the university level students where comparisons can be made.

Henkel's study (2010) was on Hungarian speakers living in different parts of Transcarpathia, living in different parts of Transcarpathia, studying Ukrainian and English for some years. The three cardinal dimensions/components of *the Ideal L2 self*, *the Ought-to self*, and *Learning experience* were seen to be prominently present among the sample of the study. The learners under investigation exhibited only one component having incorporated into their L2 Motivational Self System towards learning the Ukrainian language complemented by *Learners' attitudes towards learning Ukrainian*, whereas they exhibited all the dimensions

of the L2 Motivational Self System adequately that explained their language learning motivation. The study proved that the language learning environment was not a shaping force for the motivation to study English, and the parents and the English speakers/language contact were significant factors. The two dominant features of the Hungarian learners' Ukrainian and English motivational dispositions were the encouragement of parents and the vivid image of the learners' *future self* as successful language users. The study highlighted the need to triangulate the present results with other sources. The study pointed rightly toward the need for further studies on minority groups living in other contexts.

Kim (2012) investigated 2,832 students' English learning motivation in Korea. The results of the study showed that the motivational pattern of the subjects exhibited curvilinear progression where the motivation of the students kept on decreasing consistently till Grade 9 and later increased till Grade 12. The researcher found that Dörnyei's L2 Motivational Self System was better than Gardner's socio-educational model in predicting the subjects' English proficiency in the changed global context. *The Ideal L2 self*, *the Ought to self*, *Instrumentality promotion*, and *Instrumentality prevention* were better than *Integrativeness* in explaining the subjects' motivation.

Kim and Kim's study (2012) on Korean secondary school students' motivation to learn L2 attempted to compare the L2 Motivational Self System of Dörnyei and the Socio-educational model of Gardner. The study found significant correlations between *Instrumental promotion* with *the Ideal self* and *the Ought-to self*; a relatively high correlation between *Instrumental prevention* and *the Ought-to self*; and a significant impact of *the Ideal self* on *the Motivated behaviour*. It also found *the Ideal L2 self* and *the Ought-to self*'s reflection of different motivation characteristics of the students. The researchers suggested that Dörnyei's model of the L2 Motivational Self System could be a better model

than Gardner's Socio-educational model in understanding the L2 learning motivation of Korean secondary school students.

Lamb's study (2012) of the L2 Motivational Self System was a comparative study of Indonesian urban and rural adolescents' motivation to learn English. The results of this study displayed remarkable differences between the urban and rural settings. In terms of the strength and character of motivation, the two urban settings were similar, whereas the rural setting differed drastically from the urban setting. The strongest predictor of *the motivated learning behaviour* and *L2 proficiency* was found in the positive view of *English learning experience*. *The ideal L2 self* stood as a significant factor among the metropolitan group of learners.

3.2.6 Prediction Studies

The prediction studies explore the possibility of predicting something by the ability of the variables studied or the results arrived at. Predictions are determined by employing regression analyses. Under the prediction studies, there are three studies relevant to the present research area: Ghapanchi et al. (2011), Peng (2015), and Yetkin and Ekin (2018).

Ghapanchi et al.'s study (2011) examined the relationships between personality, the L2 Motivational Self System, second language proficiency, and the predictability of L2 proficiency of 141 Firdowsi University EFL students of Mashad in Iran by using the personality variables, and the L2 Motivational Self System variables. The results of the study stated the extent to which the various personality variables, on the one hand, were responsible for variance in *the L2 proficiency*, and on the other hand, were also responsible for variance in *the Ideal L2 self*, *the Ought-to self*, and *L2 learning experience*. The results also stated the extent to which *the Ideal L2 self* and *L2 learning experience* were responsible for variance in *L2 proficiency*. The personality variables of *Extraversion* and *Openness to experience* accounted for 13% of the variance in *L2 proficiency*. The motivational variables

of the *Ideal L2 self* and *L2 learning experience* accounted for 35% of the variance of *L2 proficiency*. The personality variables of *Extraversion*, *Neuroticism*, *Conscientiousness*, and *Openness* accounted for 25% of the variance in the *Ideal L2 self*. Again, the personality variables of *Neuroticism*, *Conscientiousness* accounted for 24% of the variance in the *Ought-to self*. The personality variables of *Extraversion* and *Conscientiousness* accounted for 26% of the variance in *L2 learning experience*. The study also used the statistical tool of hierarchical regressions, which showed the *L2 Motivation* as a powerful predictor of *L2 proficiency*. Positive and significant relations were found between (1) the *Ideal L2 self* and *Extraversion*, *Agreeableness*, *Conscientiousness*, and *Openness to experience*; (2) the *Ought-to self* and *Neuroticism* and *Conscientiousness*; (3) *L2 learning experience* and *Extraversion*, *Agreeableness*, *Conscientiousness* and *Openness to experience*, and (4) *Proficiency* and the *Ideal L2 self*, *L2 Learning experience*, *Extraversion*, *Agreeableness*, *Conscientiousness* and *Openness to experience*. No significant relationship was found between (1) the *Ideal L2 self* and *Neuroticism*; (2) the *Ought to self* and *Extraversion*; (3) *L2 Learning experience* and *Neuroticism*, and *Proficiency* and *Neuroticism*. Mediation analyses were also done to find the mediating effects of the *L2 Motivation* on *Proficiency* because it is erroneous to find the correlation between *Personality* and *L2 Learning* without considering assessing the other variables that can mediate *personality*. The study finally established that *personality* is strongly related to the *L2 Motivation* and *L2 Proficiency*.

The second study in this section is the one by Peng (2015), conducted on 1,013 university students in China to reflect on the EFL learners' learning and communication in the process of globalization. The results revealed that the aspects of *L2 Learning experience* and the *Ought-to L2 Self* influenced the *Ideal L2 Self* directly; *L2 Learning experience* strongly predicted *International posture* and significantly impacted the *Ideal L2*

self. The Ideal L2 Self exercised a negative effect, and *the Ought-to L2 Self* exercised a positive effect on *L2 Anxiety*. The two distinct factors of WTC found were: *WTC inside the classroom* and *WTC outside the classroom*. *The aspects of L2 Anxiety, Learning experience, and International posture predicted WTC inside the classroom. The aspect of International posture predicted WTC outside the class room.* The model used in the study drew on the L2 Motivational Self System to account for the communication intention of forcing learners from an imagined global community perspective which involved a shift in the reconstruction of identities in the wake of the globalization process.

The study by Yetkin and Ekin (2018) was conducted on 254 students. The results revealed that the participants exhibited high levels of all the three variables of *L2Motivation, Intended effort* being the most crucial factor. However, *the Ought-to self* of the participants was higher than *the Ideal L2 self*. The learners' grades and their gender exercised significant effects on their motivation and *Intended effort*. A remarkable observation was a gradual decline of *the Ought-to self* of the participants as they grew older. In the given order, the *Language learning experiences, the Ought-to self, and the Ideal self* predicted *the Intended effort* to learn language. *The ought-to L2 Self* stood as a strong predictor of language learning. The real advantage of the study was involving the participants of continuous grades, which facilitated the trends over a while. The credit goes to the longitudinal design employed for studying the progression of the students' changes in orientations and dimensions of their motivation.

3.2.7 Interface Studies

Under this stream of research, two or more theoretical frameworks are juxtaposed to extend the existing theoretical frameworks or integrate new aspects into them to make them more effective, comprehensive, enriched, and applicable frameworks to diverse contexts. There are five studies in this tradition: Lamb (2009), Kim (2009 b), Kim (2009 c), Ueki and Takeuchi (2013), and Khany and Amiri (2016).

A critical study was conducted by Kim (2009 b) that attempted to link the Sociocultural theory (SCT) and Activity Theory (AT) of Vygotsky (1978 and 1987, as cited in Kim, 2009b) with the L2 Motivational Self System of Dörnyei and to validate interconnections between these lines of thought where it threw light on the interface between these theories. The participants of the study were four Korean adult ESL learners from Toronto. Kim came up with two significant findings: (1) the internalization of *the Ought-to self* and transformation of that to *the Ideal self* was needed for the facilitation of the L2 learners' ESL learning, and (2) the integration of initial L2 learning motive with the specific learning goals and the learners' sense of participation needed for the emergence of L2 motivation. This study proposed to apply SCT to the L2 Motivational Self System of Dörnyei to develop a comprehensive theory of motivation. *The Ought-to L2 self* can be transformed into *the Ideal L2 self* when the learners understand the reason for their ESL learning and try to attach personal meaning to their reason for learning L2. Finally, this study, which is a remarkable study in many terms, from the point of view of its theoretical framework, methods, design etc., is fruitful and added a significant other dimension to the field of quantitative research on L2 motivation.

There is another study by Kim (2009c), who wished to refine the theoretical framework of L2 motivation by reinterpreting *the Ideal L2 self* and *the Ought-to self* of Dörnyei (2005 & 2006) employing the previously mentioned perspectives of Vygotsian Sociocultural theory (SCT) and the Activity Theory (AT). For this purpose, he studied two Korean ESL students employing qualitative research methods. The Activity Theory focuses on the reciprocal relationship between a subject and an object. Concerning L2 learning, the subject could be an L2 learner and object, the L2 to be acquired (p. 274). As Kim based her analyses on the AT framework of Engestrom, she attempted to link the three prime components of the L2 Motivational Self System to the AT, which locates the three core components of AT: *the subject, the object, and instrument* (p. 275). The study investigated the intricate relationships among *subject, object, goal, and community* aspects. It began with research questions related to the aspects of understanding *the Ideal L2 self* and *the Ought-to self* in relation to the Sociocultural Theory of mind of Vygotsky and the framework of AT of Engestrom; the contribution of the internalization of *the Ought-to self* to learning motivation and learning behaviour; and the way the learning goals influence *the Ideal* as well as *the Ought-to selves*. Kim addressed the research questions by analyzing two Korean ESL students. The study sample was two study-abroad (SA) ESL students-Joon and Woo (pseudonyms given by the researcher), both males in their mid-twenties, staying in Toronto to learn English. Kim found these two students quite different from each other in terms of their *Ideal* and *Ought-to selves*. Getting a job in Korea and socializing with L2 communities was the goal of Joon, whereas Woo wanted to work in a particular reputed steel company in South Korea. The data collection instruments of this study were interviews, classroom observations, picture-cued recall tests, and language learning autobiographies (p. 280). After analyzing the qualitative data, Kim found that the first participant, Joon, made friends with an American and wanted to learn English to consolidate his friendship with him; and also used

to participate actively in ESL communities. He could relate his *Ideal L2 self* to his L2 learning motivation. He was also influenced by EGL-the discourse of English as a global language, which was evident in his words. Kim, related to this case, observed that the internalization of the EGL may be the reason for the distinction between *the Ideal L2 self* and *the Ought-to self* (p. 281). The later interviews of Joon revealed the inconsistency in his job plans, and his job-oriented goal-a reflection of his *Ought-to self* which was not appropriately internalized. Kim interpreted the two goals by applying the framework of AT Theory. Joon's activity system was depicted by a picture appropriately (p. 284). The second participant, Woo, held a more L2 learning motivation to attain a job that he internalized. He also internalized EGL discourse of learning English, whose ideas represent his *Ideal L2 self*. The subject, goal, and community-the three aspects overlapped in Woo's case (288). The thesis of this study was that *Instrumentality* could be merged into *the Ideal Self* or *the Ought-to Self* depending on the degree of internalization (p.291).

Lamb's study (2009) was about the importance of contextual influences on forming L2 selves. Lamb's stance in relation to the L2 selves was that *the Ideal* and *the Ought-to selves* could act as explanatory constructs when integrated with sociologically oriented theories like the Situated Learning Theory of Lave and Wenger and the Social Theory of Bourdieu (Lave & Wenger, 1991; Wenger, 1998; and Bourdieu, 1991, as cited in Lamb, 2009, p. 243). Lamb's study was a qualitative study that delved into the English learning of two learners and interpreted their development of *L2 selves* with the aid of Dörnyei's L2 Motivational Self System using the notions of *capital*, *field*, and *habitus*, which were tools provided by the Situated Learning Theory that observes *identity* as a site for struggle. The study conducted an initial survey of the students of JHS 70 School, out of which two learners were selected for the qualitative phase of the study. Lamb selected them as they stood for two different stances towards the English language (233). They were Dewi and Munandar, age 11

when the study was initiated. Lamb, as a researcher, collected longitudinal data from them for the next two years till they reached 13 years of age. He collected data on the aspects of the learners' regulation of their learning, their attitudes towards English lessons, etc. Thus, differing learning trajectories of the learners were traced by the researcher. The learner, Dewi from good English background, expressed positive attitudes towards English learning, held English as necessary, and expressed satisfaction with her progress, and therefore, exhibited confidence in her final success as a learner (p. 234). Her response regarding her ambitions related to English inverted the understanding of the Instrumental motive. Attaining fluency was her real goal. The second learner, Munandar, was from a rural background with no real English background. Though Munandar expressed that English is essential, his ambitions were vague and did not exhibit any international element. He held a strong *Ought-to self* as he had an obligation to learn English but lacked future English using self. With the help of recording these two learning trajectories of two learners, Lamb is believed to establish the significance of contextual influences on forming their L2 selves. He locates the development of the learners' language selves in their respective contexts.

Ueki and Takeuchi's study (2013), performed on the Japan EFL university students, explored the concept of *the Ideal L2 Self* in an Asian context. The primary purpose of this study was to study *the Ideal L2 Self* with its two levels for developing that into a framework that could explain the L2 motivation along with the other affective variables. *The Ideal L2 Self* was studied with some hypothesized relationships with other variables of the L2 Motivational Self System and the affective variables such as *Motivated learning behaviour*, *Self-efficacy*, *Perceived amount of information of future self guides of learners*, and *the L2 anxiety*. The sample selected for this study was 126 first-year university students on whom the research tool of a motivation questionnaire, measuring variables such as *the Ideal self*, *Macro Ideal L2 self*, *Micro Ideal L2*

self, *Motivated learning behaviour*, *Self efficacy*, *L2 anxiety* and *Perceived amount of information related to the learners' future self-guides*, was administered. The present study explored the possibility of postulating two levels of *the Ideal self* to present a theoretical model which would be better than Dörnyei's model, according to the researcher. The statistical technique used for this was structural equation modeling using the analysis of moment structures (AMOS). The study's results revealed a positive influence of *Self-efficacy* and *Perceived amount of information on the Ideal L2 self*, a positive effect of *the Ideal L2 self* and *Self-efficacy* on *Motivated learning behaviour*; and a negative effect of *the Ideal L2 self* on *Anxiety*.

The study by Khany and Amiri (2016) proposed to evaluate a model hypothesized composed of the Action Control Theory and the L2 Motivational Self System in the context of Iran. This model included the three components of the Action Control Theory: *Hesitation*, *Preoccupation*, and *Volatility*, and the three components of the L2 Motivational Self System: *the Ideal L2 Self*, *the Ought-to L2 Self*, *Learning experience*, and finally, the learners' motivated behaviour, which were, on the whole, seven in number. These seven variables' correlational and causal paths were investigated to confirm the hypothesis. The sample of the study was 510 Iranian EFL students belonging to three institutes in the city of Shiraz. The measurement instruments included Action Control Scale (Kuhl, 1994, as cited in Khany & Amiri, 2016), which had three subscales for *Preoccupation*, *Hesitation*, and *Volatility*, and the motivation questionnaire developed by Papi (2010). The correlational and structural equation modeling analyses were the statistical tools used to analyse data. It was found that *Hesitation*, *Preoccupation*, and *Volatility* negatively impacted *the Motivated behaviour* of the learners and their *L2 learning experience*. The learners' *Motivated behaviour* was seen to be stimulated by *the Ideal L2 self* and *L2 learning experience*. A positive correlation was found between *the Ideal L2 self* and *Volatility*, and a negative

correlation was found between the learners' *Ought-to L2 self* and *Hesitation*. The study had specific pedagogical implications.

3.2.8 Intervention Studies/Application Studies

This section includes the research studies that involved the intervention or the application of the theoretical model of the L2 Motivational Self System in enhancing the L2 motivation of the learners. However, only a few intervention studies are available. Kim's study (2010) was an initial attempt to develop this kind of study, followed by two intervention studies by Magid (2011 & 2014).

Kim's study (2010) was a case study of two Korean ESL students' *Ideal L2 self* and *Sensitization* in their L2 learning motivation. This is one of the rare studies from two perspectives: a qualitative study and an intervention study. This study focused on developing the notion of *the Ideal L2 self* of Dörnyei and the conditions required for maintaining its high levels from the perspective of the Sociocultural Theory (SCT) of Vygotsky. The study highlighted the complexities of learners' life conditions in maintaining *the Ideal L2 self*. This was performed by connecting the concept of *sensitization* to SCT. The method of the study involved was the grounded theoretic approach. The data collection instruments used were the monthly semi-structured interviews, English learning autobiographies, and the classroom observations of the researcher. Data triangulation was performed. The study participants were two fourth-year undergraduate students from Korea studying ESL in Toronto: one female student of 23 years and another male student of 25 years (SA-Study Abroad students). The results of this study revealed that despite glaring differences, both of the participants' motivation to learn the English language was instrumental, which was in line with the other studies conducted in East Asia (Lee, 1996; Kang, 2000; Kim, 2009, as cited in Kim, 2010). Though both students exhibited instrumental motivation, one was directed toward *the Ought-to L2 self*, and the other was directed toward *the ideal L2 self*. The study highlighted the need

to align the L2 learner's life goals with the appropriate study abroad experiences as critical for creating *the ideal L2 selves* in the learners. The contextual cues play a critical role in the whole process. The learners' realization of the gap between their current L2 proficiency and the L2 proficiency they desire to attain in the future acts as *sensitization*. It is this sensitization which sets the process of learning in motion. A remarkable quality of this study was that it tried to extend the framework of the L2 Motivation Self System of Dörnyei by relating it to the Vygotskian sociocultural theoretical perspective, which proposes that mediation between the agency of the learner and the learning environment leads to the maintenance of *an Ideal L2 self*. From this point, this study is also an Interface study. Another exceptional characteristic of this study lies in its genuinely longitudinal nature, which involved the interviewing of the learners for months together, unlike most studies in the field of motivation which were predominantly quantitative in nature. Many more of these kinds of studies would be of great importance as they traversed the complicated ways of shaping *the Ideal L2 selves* of the participants.

The second study in this tradition is Magid's study (2011), a large-scale research project on China that employed a mixed-method approach, actually comprised two studies: (1) a validation study and (2) an application study of the L2 Motivational Self System of Dörnyei. Both studies were given equal importance. Therefore, this study can be classified as a validation and an application study. The present study was a follow-up study conducted by Taguchi et al. (2009), for which a subset of the quantitative sample of the present study was utilized for analysis. The first part of the study, a validation study, aimed to validate the L2 Motivational Self System in the context of China. The study sample comprised 1,154 students from a middle school and a university in midland China. As this study included comparing these two groups of students, it can also be called a comparative study. The research instruments used for this study were of two kinds: quantitative and qualitative tools.

A questionnaire was employed to collect quantitative data. The ten aspects studied were: (1) *the Ideal L2 self*, (2) *the Ought-to L2 self*, (3) *Criterion measures*, (4) *Instrumentality-promotion*, (5) *Instrumentality-prevention*, (6) *Family influence*, (7) *Attitudes to learning English*, (8) *Attitudes to L2 community*, (9) *Cultural interest*, and (10) *Integrativeness* (Magid, 2011, pp. 146-147). In the qualitative part of the data collection, interview schedules were used for which a sample of 10 Chinese university students studying at a British university was selected. The quantitative analytical part of the study employed structural equation models and correlational analyses. The qualitative data were analysed by NVivo version 7.0, a QDA computer programme. The qualitative study focused on four culture-specific characteristics of the Chinese family: *Face*, *Responsibility*, *Family*, and *Pressure*. The emphasis on the Chinese family was because of its prominent role in shaping *the Ought-to self* in China compared to its role in the contexts of other Asian countries (Taguchi et al., 2009) (Magid, 2011, p. 143). The study aimed to find the exact reasons for the significant role of the Chinese family in the L2 motivation. (Magid, 2011, p. 143). The four objectives achieved by the study were (1) exploring the motivational role of the Chinese family; (2) clarifying the unexpected finding of the relationship between the two kinds of *Instrumentality* and *the Ideal L2 self* in the Taguchi et al.'s study (2009); (3) identifying the main relationships in SEM model; and (4) comparing the results of the present study with those of the recent studies on Hungary (Csizér & Kormos, 2009; Kormos & Csizér, 2008; and Kormos et al., 2008, as cited in Magid, 2011). The main conclusions that emerged as a result of the statistical analyses of the data were: the study validated the L2 Motivational Self System in the Chinese context, and *the Ideal L2 self* and *Attitudes to learning English* were found to be the main predictors of both the middle school and the university students' motivated effort. The other conclusions were: the two sub-groups of learners studied were distinct groups; the role of the Chinese family was explained

appropriately by the study; the L2 Motivational Self System is an effective framework to represent the L2 motivation of various age groups; the university students exhibited well-balanced *Ideal L2 Self* compared to the students of the middle school; *the Attitudes toward the L2 culture and community* of the middle school students had a more significant impact on their *Ideal L2 self* in comparison to it in the case of the university students; and *the Ought-to L2 self* of the university students had a more significant effect on their *Criterion measures* when compared to it in the case of the middle school students (Magid, 2011, pp. 196-197). This study attempted to compare the students of two age groups which could have more significant pedagogical implications that deserve greater focus for effective classroom intervention.

The second part of Magid's study (2011), an application part proceeded with four objectives: (1) enhancing the vision of the learners' *Ideal L2 self*, (2) helping the learners to develop goals that are clear and specific, (3) supporting the learners to develop action plans for getting their goals realized, and (4) helping the learners offset their *Ideal L2 self* with their *Feared L2 self* (Magid, 2011, p. 150). The intervention programme was conducted for four weeks, and the researcher taught the learners one two-hour unit per week. Thirty-one international students aged 20-40 years from mainland China were involved in the intervention programme. The quantitative data were analysed by performing a paired-sample t-test, and the qualitative data were categorized into four broader categories: An evaluation of the intervention programme, the vision, the activities, and the recommendation for future programmes (Magid, 2011, p. 173). The mixed methods intervention study involved administering two questionnaires, one before the intervention and another after the intervention to assess the participants' strength of their *Ideal L2 self*. The study also used semi-structured interviews to elicit data related to the same. Initially, the researcher provided metacognitive information about the research project to the study participants. Magid used

various materials to conduct the intervention programme. He used the poem, “The Road Not Taken” by Robert Frost (1916), the song, “Father and Son” by Cat Stevens (1983, as cited in Magid, 2011, p. 153), scripted imagery situations, “Becoming a Part of Community” for creating a vision of their *Ideal L2 self*, and “My Ideal Language Self” (Arnold et al., 2007, as cited in Magid, 2011, p. 154), “A Day at the University” (p. 158), “The Time Machine” by Arnold et al. (2007, as cited in Magid, 2011, p. 159), “Wasted Opportunities” (p. 162), “The Perfect Job Interview” (p. 163), etc. The activity was based on Oyserman’s activities (2003, as cited in Magid, 2011) in Schools-to-Jobs Programme, once again further developing *the Ideal L2 self* of the participants. The intervention program was found to be instrumental in improving the participants’ English. The participants acquired new methods for developing their language and improved their speaking, listening, and vocabulary. They improved their motivation through their vision, imagination, and enhanced confidence. They also improved their career skills, investing effort in learning English. Magid also came up with recommendations for the future.

The third study was again by Magid (2014) on 16 participants of a mean age of 11, in an elementary school in Singapore. This was a mixed-method, longitudinal study that lasted for four months. The participants lacked the qualities of motivation to study English and confidence in English, and they also held negative attitudes toward studying English. The objectives of Magid’s intervention programme were to (1) enhance the participants’ vision of their *ideal L2 self*, (2) help them develop specific goals, and action plans for attaining their *ideal L2 self*, and (3) assist them create action plans for achieving their goals. The main components of the intervention were derived from the School to-Jobs programme, a nine-week intervention programme for promoting *possible selves*, developed by Oyserman (2003) for enhancing the imaginative capabilities of African American middle school students to imagine themselves as successful adults and to connect the imaginatively generated future

images to the current school involvement. This programme had no component of enhancing *the ideal self* in relation to English language as it aimed only concerning school involvement and academic achievement. This had been applied to the aspect of English learning in Magid's work. The research tools used by Magid for his study included multiple questionnaires and focus interviews with the participants, parents, and teachers. The whole programme comprised eight sessions of training workshops for participants to imagine their *future* and *ideal selves*, basically visualization training. There were two groups- experimental and control groups. The researcher used scripted imagery with the experimental group only as a training tool. The study's results revealed a 90% increase in the motivation to learn English, confidence in English usage, and positive attitude toward learning English of the participants in the experimental group. The results also revealed exciting relationships between participants' motivation, the vision of their *Ideal L2 self*, confidence in using positive emotions related to learning English, and their goals for learning English. It was found that motivation and confidence in relation to learning English mutually affected each other, and confidence in the target language played a crucial role in the language learning process. Improvement was observed in the faculty of imagination and the language aspects of speaking, listening, and vocabulary. According to Dörnyei, *the ideal L2 self* develops only in adulthood, whereas in this study, it was applied to school children of 11 years of age.

3.2.9 Individual Difference Studies

Individual difference research concerning L2 studies aims at "identifying dimensions of enduring language learner characteristics relevant to the mastery of an L2" (Dörnyei, 2005, as cited in Csizér & Dörnyei, 2005). Unlike the past studies in L2 motivation, which attempted to focus on an isolated variable, the ID (Individual Difference) studies focussed on the conglomeration of variables characteristic of the specific learner types. With this, various learner types of various abilities and personality characteristics are available (Skehan, 1991,

as cited in Csizér & Dörnyei, 2005, p. 614). A multivariate statistical cluster analysis procedure was used to determine the learner types, which found subgroups within a given sample that had similar characteristics (Csizér & Dörnyei, 2005, p. 614).

Papi and Teimouri's study (2014), a relatively recent study, directly relevant to the present research project, aimed to identify different motivational types of L2 learners. Besides this primary objective, the study also aimed to find the differences among the evolved groups in terms of their *motivated learning behaviour*, *L2 Anxiety*, and *L2 proficiency*; and also to find the motivational configurations of promotion-oriented and prevention-oriented students. The sample of the study was 1,278 students taken from both middle school and high school. The age of the students fell in the range of 13-18 years. A questionnaire was administered to collect data. The ten variables investigated in the study were: *the Ideal L2 self*, *the Ought-to L2 self*, *L2 Learning experience*, *Motivated learning behaviour*, *Instrumentality-promotion*, *Instrumentality-prevention*, *Family influence*, *Attitudes to L2 community*, *Cultural interest*, and *Language anxiety*. The perceived language proficiency of the students was also measured. The statistical tool of cluster analysis was used to find the results. This tool, a new technique in the field of L2 motivation, yielded five different motivational types. This study performed a two-stage cluster analysis involving hierarchical cluster analysis and k-means analysis. The motivational groups formed exhibited different motivational, emotional, and linguistic characteristics. In the second step of the study, the total sample was divided into two groups: promotion-focus and prevention-focus groups which was done based on the self-regulatory focus theory. Partial correlations were performed to find the crucial correlations among the various variables in the study. In this study, the emphasis was not on the variables but on the learners according to the socio-dynamic perspective (Papi & Teimouri, 2014, p. 494). The data for this study was derived from the data collected for a large-scale internal study conducted by Taguchi et al. (2009). In

order to reveal the complexity of L2 motivation, cluster analysis was performed instead of the traditional analyses like correlation and regression analyses which are variable-centered statistical tools. Though this study is a pioneering study in this line of studies, there was a study conducted by Csizér and Dörnyei (2005), which used this technique that paved the initial step towards this direction. This review avoids an elaborate presentation of that study as it did not include the items related to the L2 Motivational Self System. However, the researchers interpreted the results of this study within the L2 Motivational Self System framework, which was not developed fully by that time (Papi & Teimouri, 2014, p. 498). Partial correlation analysis revealed that *the Ideal L2 self* and *Instrumentality promotion* were associated with *Motivated learning behaviour* for both groups- the promotion-focus and the prevention-focus groups. *The Ought-to self* and *Instrumentality-prevention* were associated with *Motivated behaviour* for the prevention-focus group. The other studies in this tradition using the statistical tool of cluster analysis are irrelevant from the present study's point of view and, therefore, are avoided here for discussion.

3.3 Motivation to Learn English and English Reading Comprehension

This section covers some crucial studies on the motivation to learn English and English reading comprehension, conducted from 1986-2017, a period of 31 years. Twenty studies of this period are discussed in chronological order. All these studies attempted to explore the relationship between the English learning motivation and English reading comprehension.

Many studies selected for the review are snapshot or single-shot studies. For example, Knoll (2000), Hsuan (2012), Ahmadi (2013), Haris et al. (2015), Ölmez (2015), Alla Ahmed (2016), Putri (2016), Campos Quintanilla et al. (2017), Evi (2017), Karahan (2017), Kirchner and Mostert (2017), Marsela (2017), Ningrum and Matondang (2017), Erman et al. (2013),

Luis (n.d.). The only longitudinal study was by Klauda and Guthrie (2015). The studies by Wong (2007), Dhanapala (2008), Klauda and Guthrie (2015) were comparative. The studies Hsuan (2012), Ölmez (2015), and Alla Ahmed (2016) were conducted in the EFL context, and the studies of Bajpai (1986) and Kirchner and Mostert (2017) were in the ESL context. All the studies, without any exception, are correlation studies that attempted to investigate the relationship between the English learning motivation and reading comprehension of learners. The studies selected for this also cover a wide range of geographical contexts. The studies, Haris et al. (2015), Putri (2016), Evi (2017), Marsela (2017), Ningrum and Matondang (2017), Erman et al. (2013), Fitriana et al. (2012), Luis (n.d.) were conducted in the context of Indonesia. The other studies were conducted in other contexts like Michigan (Knoll, 2000), Hong Kong (Wong, 2007), Japan and Srilanka (Dhanapala, 2008), Taiwan (Hsuan, 2012), Turkey (Ölmez, 2015), Sudan (Alla Ahmed, 2016), El Salvador (Campos Quintanilla et al., 2017), Namibia (Kirchner & Mostert, 2017), and India (Bajpai, 1986). An apparent dearth of studies, in this connection, is seen in India.

Regarding the methods of research employed by the selected studies, all the studies, without any exception, employed the quantitative method of data collection, administering questionnaires to elicit data on the English learning motivation of the learners. In connection to the elicitation of data for reading comprehension, reading comprehension tests were employed as in studies like Dhanapala (2008), Hsuan (2012), Haris et al. (2015), Ölmez (2015), Alla Ahmed (2016), Putri (2016), Karahan (2017), Marsela (2017), Ningrum & Matondang (2017), Erman et al. (2013), Fitriana et al. (2012), and Luis (n.d.). However, Bajpai (1986) and Campos Quintanilla (2017) employed mixed research methods including the qualitative tools of observation and interviews. The sample selected for conducting various studies discussed in this section included students of different academic levels. However, most studies dealt with secondary and senior secondary students. The studies such

as Bajpai (1986), Dhanapala (2008), Ölmez (2015), Alla Ahmed (2016), and Campos Quintanilla et al. (2017) dealt with the motivation and reading comprehension of university students pursuing various academic courses. These studies are directly relevant to the current research study. The studies like Haris et al. (2015) dealt with the students of Grade 1; Putri (2016) and Fitriana et al. (2012) dealt with the students of Grade 2; Klauda and Guthrie (2015) and Kirchner and Mostert (2017) studied the students of Grade 7; Karahan (2017) studied the students of Grade 8; the study by Knoll (2000) dealt with the students of Grade 10; the studies of Hsuan (2012), Marsela (2017) and Erman et al. (2013) studied the students of Grade 11; the studies of Wong (2007) and Ningrum and Matondang (2017) studied the students of Senior High school.

The results of the above-discussed studies were analysed with the help of statistical tools like Pearson correlation coefficient, Pearson product-moment formula, regression analysis, multiple linear regression analysis, Principal component analysis (PCA), Factor analysis, ANOVA, Independent Sample T-test, etc. A descriptive analytical approach was used by Alla Ahmed (2016). The results of the studies revealed the existence of correlations between the factors under study. Significant/high positive correlations between the motivation to read English and reading comprehension were established by studies like Bajpai (1986), Knoll (2000), Wong (2007), Ahmadi (2013), Haris et al. (2015), Alla Ahmed (2016), Putri (2016), Evi (2017), Karahan (2017), Kirchner (2017), Marsela (2017), Ningrum and Matondang (2017), and Fitriana et al. (2012). Two studies found moderate positive correlations: Erman et al. (2013) and Luis (n.d.). No significant correlation was established by Olmez (2015). By this, it can be deduced that English learning motivation influences the learners' reading comprehension. Therefore, the need for purposeful instruction of reading motivation/strategies of motivation was emphasized by studies like Ahmadi (2013), Evi (2017), Knoll (2000), Karahan (2017), Alla Ahmed (2016), and Haris et al. (2015).

Various studies selected for the review have been briefly presented here under.

Bajpai (1986), the first study in this line of correlation studies, as well as the study in the context of India which is highly relevant to the research project under study, aimed to explore the attitudes and motivation of the 200 ESL students in the jurisdiction of Dr. Harsingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh, India (Bajpai, 1986, p. 15). This study attempted to correlate the attitudes, motivation, language proficiency, and learners' sociocultural characteristics. The results of the statistical analyses revealed that the majority of learners in all the faculties exhibited a remarkable instrumental orientation (p. 57); integratively oriented students of all faculties exhibited better performance in the Cloze Test (p. 58); learners with a greater desire to learn English showed integrative orientation (p. 59); and a significant correlation between the learners' motivational intensity and their Cloze Test (p. 60).

Knoll's study (2000) explored the relationship between motivation and reading comprehension of 55 tenth-grade, English language arts students at West Ottawa High School in Holland, Michigan (Knoll, 2000, pp. 32-33). The study found a high correlation between achievement motivation and learners' reading comprehension (p. 39). Based on the results, the study called for a focus on motivation to enhance the learners' reading comprehension.

The study by Wong (2007), exploring motivation and English attainment, was a comparative study of the students of Hong Kong with different cultural backgrounds. It aimed to examine the patterns of motivation of two groups of students in Hong Kong and the relationship between the students' English learning motivation and their English attainment (Wong, 2007, p. 4). The theoretical framework employed for achieving the study's objectives was the motivation framework of Dörnyei (2001, as cited in Wong, 2007, p. 9). The study sample included 25 NAHK students (newly arrived Hong Kong students) and 25 LBHK students (locally born Hong Kong students), 50 in total, during the academic year 2004-2005.

The study participants were Cantonese speakers from Guangdong province of Form 2, aged 15-16 years (p. 8). The data elicitation tools used were the motivation questionnaire prepared in line with Dörnyei's extended motivation framework (2001), which consisted of three levels: motivation-language level, learner level, and learning-situation level. This study incorporated the learning-situation level of the framework (p. 11). It also added a parent-specific motivational component split into further constituents of it-education background, financial support, and affective encouragement (p. 12). The peers played an essential role in impacting the students' motivation to learn English; conversely, parents played the least significant role. For both the groups under investigation, a positive correlation was established between course-specific motivation and English attainment (p. 42). This study proved that the parental guidance provided to the students under investigation was not sufficient for their effective learning of the English language (p. 41).

Dhanapala's study (2008), a comparative study of two cultural groups, was an investigation into the intrinsic and extrinsic motivation of 247 Japanese and Sri Lankan students of university level, of age 20-24 years (the Sri Lankan sample-123 and the Japanese sample-124). It aimed to explore the differences between the intrinsic and extrinsic motivational constructs to read L2 of the two cultural groups. The interrelationships among various items in the motivation were analysed. It was found that the subjects of the study possessed both intrinsic and extrinsic motivational goals simultaneously. Both motivations correlated with each other. The Sri Lankan and Japanese university students displayed more extrinsic than intrinsic motivation in L2 reading (p. 6). However, the Sri Lankan students were motivated more extrinsically and intrinsically in L2 reading when compared to the Japanese students. The study validated the motivational model of Wang and Guthrie (2004, as cited in Dhanapala, 2008) as a model that could be used to study intrinsic-extrinsic

motivation (p. 7). The study indicated the multi-dimensionality of foreign language reading motivation (p. 7).

Hsuan's study (2012) on 302 11th-grade students' English reading motivation, language problems, and reading achievement was conducted in the EFL context of Taiwan (Hsuan, 2012, p. 25). This study considered the language problems that the EFL learners encounter in their reading process, which could negatively impact their willingness to read and their reading achievement (p. 35). It was proposed to study the correlation between reading motivation and reading problems encountered in the reading process and how these variables predict the students' reading achievement. The sample taken was from an urban district of Taiwan from two different subject orientations-Liberal Arts and Social Science group (LASS) and Science, Technology, Engineering, and Mathematics group (STEM) (p. 25). The results of the study established that the subjects were highly extrinsically motivated to read English (p. 58); the unknown idiomatic expressions and vocabulary items which posed problems in the reading process impacted the students' willingness to read (p. 67); the reading problems in the process of reading English and reading motivation were correlated; the aspects of motivation to read for compliance, grammar knowledge, and overall reading comprehension significantly predicted English reading scores of the students (p. 67). The influential role of extrinsic motivation to the EFL students in English reading and the importance of the knowledge of idiomatic expressions and vocabulary in the process of understanding English texts were highlighted by this study. The subjects' English reading motivation was attributed to six orientations: the motivation to read for (1) knowledge and social purposes, (2) importance and instrumental utility, (3) recognition and competition, (4) external demands, (5) compliance, and (6) challenge and involvement.

Ahmadi's study (2013) explored the relationship between the students' reading motivation and comprehension. The researcher studied the multiplicity of motivation by including constructs like, *interest, perceived control, collaboration, involvement, efficacy, text genres*, specific versus general contexts, and self versus other evidence sources in the aspect of motivation for the present study (Ahmadi, 2013, p. 8). The results found that motivation could have a positive impact on the reading comprehension of the students. It indicated that reading motivation could promote the reading performance of the students and the understanding of their reading comprehension (p. 15). The study highlighted the need for explicit instruction of the reading motivation for reading comprehension, which in turn can promote learning, and therefore, argued for the need for universities and educational institutions to improve reading motivation among all students.

Haris et al.'s study (2015) on 30 students of grade 1 of SMAN 1 Seputih Agung, Lampung Tengah, Indonesia, aimed at determining the correlation between the subjects' learning motivation and the learning strategies towards the reading skill (p. 1 & 6). The descriptive survey method was used, and the data collection tools used were the motivation questionnaire, the reading test, and an adapted version of the learning strategies questionnaire-LLSQ, which was intended to elicit meta-cognitive strategies, cognitive strategies, and social strategies of the subjects (p. 4). The reading test assessed *the main idea, specific information, inference, reference, and vocabulary* (p. 6). The statistical tools used were Independent Sample T-test for analyzing the learning motivation and a correlation analysis for finding the relationship between the learning strategies and reading comprehension. Haris et al. (2015) found no significant correlation between the students' learning motivation and reading comprehension. There was no difference between the effects of intrinsic and extrinsic motivations on reading comprehension. The intrinsically motivated students', cognitive, metacognitive, and social strategies exhibited medium, low, and

negative correlations, respectively, with reading comprehension. On the other hand, in the case of extrinsically motivated students, the cognitive, metacognitive, and social strategies exhibited medium, high, and medium correlations, respectively, with reading comprehension (pp. 13-14). The study highlighted the need for teaching learning strategies to the students for them to attain good reading skills.

Klauda & Guthrie's study (2015) was a longitudinal study that examined the development of the aspects like reading motivation, engagement, and achievement and their interrelationships of 183 pairs of struggling and advanced students, in the 7th grade, in their early adolescence (Klauda & Guthrie, 2015, p. 1). This was also a comparative study as it aimed to compare the two groups of students: the struggling students and the advanced students. The sample had a common background of gender, ethnicity, socioeconomic status, and the school attended. The research instruments included the Motivation for Reading Information Books-School Questionnaire (MRIB-S). The motivation constructs studied were of two kinds: the affirming and the undermining variables. Under the affirming variables, the constructs of *intrinsic motivation*, *value*, *self-efficacy*, and *peer value*, and under the undermining variables, *the devalue*, *perceived difficulty*, *peer devalue*, and *avoidance* were studied. *Self-efficacy/difficulty*, *value/devalue*, and *peer value/peer devalue* were studied to examine the relationships between the pairs of two constructs, the affirming and the undermining variables (Klauda & Guthrie, 2015, p. 7). Three assessments were carried out to assess the reading comprehension skills of the participants. They were: (1) the reading fluency test of the Woodcock-Johnson III Diagnostic Reading Battery for the lowest level of comprehension (Woodcock et al., 2007, as cited in Klauda & Guthrie, 2015); (2) the subtest of the Gates-MacGinitie Reading Tests for reading comprehension (MacGinitie et al., 2000, as cited in Klauda & Guthrie, 2015); and (3) a researcher-developed measure for assessing the comprehension of information text (Klauda & Guthrie, 2015, p. 8). The results revealed a

stronger relationship between motivation and engagement with achievement in the case of the advanced students than the struggling students. This supported the hypothesis that cognitive challenges tend to limit the relationship between motivation, engagement, and achievement in the case of struggling students (p. 1). The three essential findings of the study were: (1) the motivation and engagement could predict achievement more strongly in the case of the advanced students; (2) the motivation for engagement was strong and similar in both the cases of the advanced and struggling students; and (3) the motivational predictions of growth in the achievement and engagement did not exhibit any differences between the two kinds of readers, and they showed continuity in development. The motivations did not predict growth in the achievement in both cases, but they significantly enhanced the reading engagement in both cases.

Ölmez's study (2015) on 114 students in a state university in Turkey attempted to investigate the relationship between the students' motivation for reading English as a foreign language and their reading achievement on a reading task (p. 597). The research tools used for this study were the Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) and a reading comprehension test. The factors investigated were *the intrinsic value of reading, reading efficacy, the extrinsic utility value of reading, and foreign language linguistic utility* (Ölmez, 2015, p. 599). This study investigated the types of reading motivation the learners prefer, the relationship between the students' motivation to read, and their attitudes towards reading English and their reading achievement (p. 597). The study showed that the learners were motivated to read. The reasons for their motivation were the linguistic utility or the usefulness of the texts the learners read, followed by the extrinsic utility value and the intrinsic value of reading, and the students' reading efficacy. However, the study could not find any significant correlation between reading motivation scores and reading achievement scores (p. 601). The researcher found the aspect of the situated reading

motivation or situational interest as a probable indicator for this result (p. 602). A similar situation was found in the study conducted by Campos Quintanilla et al. (2017).

The study by Alla Ahmed (2016), in the EFL context of Sudan, intended to study the effects of motivation on reading comprehension skills. The participants of this study were 20 teachers of English language from different universities in Sudan, and 33 undergraduate, English reading comprehension course students at the Blue Nile University in Sudan (Alla Ahmed, 2016, p. 4). The results established that the motivational techniques could improve the intrinsic motivation to read of the EFL learners; the motivation and attitudes of the EFL learners affected their reading comprehension skills; and the techniques of teaching reading comprehension helped them comprehend the English texts effectively (p. 6). The study also highlighted the significance of teaching reading strategies to EFL students.

Putri (2016) studied the correlation between motivation, reading comprehension, vocabulary mastery, and reading comprehension of 28 students in the second grade of SMP Negeri 31 Bandar Lampung (Putri, 2016, p. 5). This multiple correlation research employed a co-relational design of *ex post facto designs* (Hatch & Farhady, 1982, as cited in Putri, 2016, p. 27). A Motivation questionnaire, vocabulary test, and reading comprehension test were administered to elicit data from the subjects. The students' mastery of the word categories of *nouns, verbs, adjectives, and adverbs* was assessed in the vocabulary test. In the reading comprehension test, the aspects covered were *identifying the main idea and supporting details, making inferences, identifying references, and understanding vocabulary* (p. 32). The study results established a positive correlation between the students' motivation and vocabulary mastery toward reading comprehension. It was concluded that the students' motivation and vocabulary mastery could influence their reading comprehension (p. 55).

Evi's work (2017) is a correlation study of motivation and reading comprehension, and levels of motivation and reading comprehension of 35 fourth-semester students of the Islamic Institute of Surakarta, Indonesia. The research tools used were the motivation questionnaire and the reading comprehension test. The study revealed a positive correlation between the students' motivation and reading comprehension. It was also found that the motivation and the reading comprehension levels were also enough. The way the researcher discussed the results of the reading comprehension was simply vague as he/she considered them as enough.

Campos Quintanilla et al. (2017) studied the relationship between the motivation and the reading comprehension of *the Reading and Conversation Course II* students, 30 in number, divided into two groups of 15 each, at the Foreign Language Department of the University of El Salvador in 2017 (p. 36). The research instruments used for this study were the HEMA Questionnaire, the Reading Comprehension test (Cloze Test), and the motivation and comprehension observation checklist (p. 37). The results exhibited a high level of motivation to read, active on-task performance, and focused and active involvement in discussions (p. 42). Conversely, the students' scores on the reading comprehension test (Cloze test) were negative, and the researchers attributed this to the students' lack of motivation at the time of administration of the Cloze test. According to the researchers, this test was irrelevant to the students, and therefore, they did not exhibit either instrumental or intrinsic motivation (p. 45). Finally, students exhibited reading comprehension issues (p. 49). There is confusion related to the reading comprehension test. Though the researchers named it a cloze test, it was a plain reading comprehension test comprising a passage followed by questions to answer. The low reading comprehension levels followed the high reading motivation and activity levels. Remarkably high levels of students' activity, interest, and

concentration exhibited while doing the task were not reflected in the reading comprehension levels.

The study by Karahan (2017) explored the relationship between reading motivation and reading engagement with reading comprehension skills concerning various variables. The subjects of this study were 183 students in Grade 8 of a secondary school (Karahana, 2017, p. 529). The data collection instruments were the Reading Motivation and Engagement Scale developed by Guthrie and Klauda (2014, as cited in Karahan, 2017), adapted into English, and the Test of Reading Comprehension developed by the researcher (p. 530). The various subscales of the reading motivation and engagement scale were: *intrinsic motivation, perceived competence, value, and perceived difficulty*. Significant positive correlations were found between reading motivation and reading engagement. However, the correlation between reading motivation, reading engagement, and reading comprehension was negative. Significant differences were seen in terms of gender and age variables. Multiple linear regression analysis revealed that none of the variables studied predicted each other. The study highlighted the importance of innovations and considering individual differences among the learners in inculcating positive opinions and skills related to reading (p. 527, 535).

Kirchner & Mostert's study (2017) on 404, early adolescent, urban, Grade 7, English medium, Namibian learners of 6 schools studying English as a second language (p. 7), explored various aspects of reading motivation, reading activity, and achievement, and also gender differences (p. 2). The measurement tools included the Reading Activity Inventory (RAI) and the Motivation for the Reading Questionnaire (MRQ) (p. 8). The participants of this study exhibited relatively high motivation levels, and they were slightly more intrinsically motivated to read. The study established positive relationships between motivation and the reading activity; and between reading motivation and reading

achievement. Conversely, it did not establish any statistically relevant correlation between academic achievement and reading activity. The relationship established between the various variables studied and the other variable, gender, was modest. This is a valuable study in the African context.

The study by Marsela (2017) proposed determining a correlation between reading motivation and the reading comprehension achievement of the Grade 11 students of MAN 2 Palembang, Indonesia (p. 7). It proposed exploring the influence of reading motivation on the students' reading comprehension achievement (p. 8). The sample of the study was 147 students. The data collection instruments administered to collect data were the MRQ questionnaire by Wigfeld et al. (1996, as cited in Marsela, 2017, p. 39) for reading motivation and the reading section of the TOEFL Junior test for reading comprehension (p. 41). The statistical tools used to analyse the data were Pearson Product Moment and regression analysis. The study found a significant correlation between the students' reading motivation and reading comprehension achievement. It also found a significant influence of reading motivation over reading comprehension achievement (p. 54).

The study by Ningrum and Matondang (2017) on 119 the second year, senior high school students in Indonesia was a correlation study of the students' motivation and their achievement in reading (pp. 3636 & 3638). It proposed to study the nature of the reading activities and the reading motivation of the subjects. The research tools used were motivation questionnaire and reading comprehension test (p. 3638). The study results showed a significant/high correlation between the motivation and reading comprehension of the students (pp. 3638-3639). The study indicated the need for English teachers to develop motivation strategies to enhance students' motivation in reading class.

Erman et al.'s study (2013) was an attempt to determine the relationship between the reading motivation and reading comprehension of the students of Padang, Indonesia (p. 6). The study sample was 32 students taken from the research population of the Grade 11 science students of SMAN 11 Padang, registered during 2013/2014 (p. 6). The research instruments used for data collection were a modified and translated version of the Motivation for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie and a reading comprehension test to assess students' reading (Erman et al., 2013, p. 6). A moderate positive correlation was found between the students' reading motivation and comprehension. It was also found that intrinsic and extrinsic motivation could not be separated as both impacted the students' reading activity (p. 10).

The study conducted by Fitriana et al. (2012) investigated the correlation among the three aspects of learning motivation, reading comprehension, and vocabulary mastery (p. 10). This was a study on the second-grade students at SMP Negeri 4 Surakarta, Indonesia, during the academic year 2011-2012 (p. 9). The research instruments used were the learning motivation questionnaire and the test of vocabulary mastery and reading comprehension (p. 10). The study found significant positive relationships between vocabulary mastery and reading competence, learning motivation and vocabulary mastery, and reading competence simultaneously. Therefore, the results of this study revealed a significant correlation between motivation and academic achievement (p. 12).

Luis's study (n.d.) investigated the relationship between motivation and reading comprehension of 39 students in the third year of SMPN 12 Pekanbaru, Indonesia (p. 4). The research tools used were the reading motivation questionnaire and the reading comprehension test (p. 4). The participants exhibited a 'good' level of reading motivation dominant to the 'mediocre' level of reading comprehension. The study results showed a moderate, significant, and positive correlation between the students' grammar mastery and reading comprehension,

and therefore, a correlation between the students' reading motivation and reading comprehension (pp. 8-9).

3.4 Conclusion

This chapter reviewed literature related to the studies that employed the conceptual framework of the L2 Motivational Self System in the first section and the studies that attempted to correlate L2 Motivation and Reading Comprehension in the second section. The next chapter reviews the studies conducted on the Dalits in higher education and the works which elaborated the discourse of Dalits and the English language.

CHAPTER 4
LITERATURE REVIEW 2
DALITS IN HIGHER EDUCATION
AND
DALITS AND ENGLISH LANGUAGE

4.1 Introduction

This chapter includes two sections 4.1 Dalits in Higher Education and 4.2 Dalits and English Language. It attempts to survey the works relevant to the topics mentioned above.

4.2 Dalits in Higher Education

This section surveys the research studies on Dalit students' educational aspects in higher education. At the very outset, it is stated that there are no specific studies on the aspects of L2 motivation and Reading Comprehension of the Dalits studies in higher education institutions. There are quite a few studies on the general education of the Dalit students at the school level and on the psychological aspects of the Dalit students. However, relatively more relevant studies include research on achievement motivation and academic performance and the relationship between these. This chapter focuses on these studies though they were conducted on school-level students. The following section, 4.2.1, presents some crucial studies conducted on the achievement motivation of the Dalit students.

4.2.1 Achievement and Motivation

A few studies explored the aspects of the SC/ST students' academic achievement in relation to factors like motivation, intelligence, etc. Yadav (1979) studied the intelligence and motivational tendencies of SC and non-SC secondary school students. Chauhan (1984) studied the achievement motivation of the ST/SC students of Himachal Pradesh. This was a comparative study, and it studied the students' intelligence and socio-economic status.

Pathak's study (1985) investigated the SC student teachers' aspirations and achievement motivation. Along the same lines, another study by Patel (1987) studied the academic achievement of disadvantaged and advantaged secondary school students concerning their cognitive and personality differentials. This was also a comparative study. Sood (1980-81) studied the role of the factors like achievement anxiety, alienation, and value discrepancy in the SC students' academic achievement. Mehta (1987) investigated some psychological factors and their effects on the school achievement of the ST students. These psychological factors were identified by Baxi Commission in Sourashtra.

There are some more studies conducted on the Achievement Motivation of disadvantaged students that are relevant to the present study. Nevertheless, these studies are also on school-level students. They are Singh (2014), Manhas (2017), Mahato and Barman (2019), and Fayaz and Ganai (2022). There is a study specifically on the Motivation towards Science Learning by Mahanti and Sarkar (2018).

The study conducted by Singh (2014) was carried out to find the relationship between Achievement Motivation and Academic Achievement, and Academic Achievement and Socio-Economic status of 565 Scheduled Caste higher secondary (11th class) students in the Allahabad district of Uttar Pradesh, India. The study found that the SC students exhibited a positive correlation between their Achievement Motivation and Academic Achievement. This study also found that the socio-economic status of the SC students did not appear to be a crucial aspect of their Achievement Motivation.

The study by Manhas (2017) aimed to study the relationship between Achievement Motivation and Academic Achievement of 150 tenth-standard students of social categories such as General Category, Scheduled Caste, and Scheduled Tribes from Jammu City, India. This study found that Achievement Motivation and Academic Achievement showed a

significant and high relationship in the case of girls of the Scheduled Caste and boys of the Scheduled Tribe.

Mahato and Barman (2019) attempted to determine the Academic Achievement Motivation levels of 150 SC and ST higher secondary school students in the Purulia, West Bengal, India district. The study tried to find the difference between SC and ST students in relation to their Academic Achievement Motivation; and the relationship between SC and ST students' Academic Achievement Motivation and Academic Performance. The study found that both SC and ST students exhibited a moderate level of Academic Achievement and that the students of these two communities did not show any difference. This study also found a very low positive correlation between Academic Achievement Motivation and Academic Performance for SC and ST community students.

Fayaz and Ganai (2022) attempted to study the Achievement Motivation of disadvantaged adolescent students in the District Budgam in Kashmir, India. This quantitative study that investigated 80 ST and 80 OBC students found the two groups to be significantly different from each other. The ST students' achievement motivation was lower than the OBC students.

The studies by Singh (2014) and Manhas (2017) found a positive and high relationship between Achievement Motivation and Academic Achievement. The other study by Mahato and Barman (2019) found moderate Academic Achievement that both SC and ST students exhibited. In the last study in this group, Fayaz and Ganai (2022) found a lower achievement motivation of the ST students than the OBC students. Mahato and Barman's study (2019) specifically found a very low positive correlation between Academic Achievement Motivation and Academic Performance for SC and ST community students. Though these studies focused on relatively small samples, they were able to shed light on academic motivation and its connection with the academic levels of the subjects.

Another study by Mahanti and Sarkar (2018) attempted to study the Motivation toward Science Learning of 152 secondary school students of the Purulia district of West Bengal in India. This study revealed an average level of English learning motivation among high school-level students. It was also found that the female subjects of the study were better motivated toward Science Learning than male students. There was also no rural and urban divide in this regard. Moreover, finally, it was also revealed that caste did not play a central role in the students' motivation towards Science Learning.

4.3 Discourse of Dalits and English Language

This section presents various arguments concerning the Dalits and the English language. It includes arguments made in favour of the Dalits learning English and the arguments made critically by some scholars in this respect.

Education and language are inextricably intertwined in any context, and it is more so in the Dalit context in India. Education is the first step towards attaining social emancipation, and learning the English language is the next step. Therefore, education is immediately followed by the issue of language. English is one of India's most popularly discussed topics in post-global times. The aspect of the Dalits and English is a highly contested area of discussion.

Varied kinds of opinions supported by evidence have been presented by various Dalit and non-Dalit intellectuals. English was perceived as a vehicle for articulating Dalit consciousness and a yardstick for social mobility, prestige, and social status. The pro-English discourse of the Dalits has a long history in India. For long, many scholars and intellectuals have hoisted the flag of English as a tool for all-inclusive emancipation and uplifting of the marginalized sections in India. They vehemently argued for English education for the Dalits. Jothi Rao Phule, and Savitribhai Phule, Dr. Ambedkar, and others were the forerunners. At a

later point, Dalit-Bhujan intellectuals like Chandrabhan Prasad, Kancha Ilaiah, Meena Kandasamy, and others argued vehemently for English education for Dalits.

Savitribai Phule expressed for the first time the Dalit's passionate desire for English (1859). She declared, "Through English, casteism can be destroyed and Brahminical teaching can be hurled away". Ambedkar compared the English language with the milk of a lioness. Namishray (2006) said, "Dalits can use English as a weapon". According to Omvedt (2006), "... the vernaculars have been colonized by Sanskrit for thousands of years". Ilaiah (2011) saw English education as the key that can be used for adopting the modernist approach that is suitable to the globalised India. He was critical of the upper castes for quite carefully handling "the contradiction between English and their native culture" and conversely, at the same time, for proposing "a theory that English will destroy the culture of the soil" when they come to teaching English to the lower castes. Ilaiah's way of equality is English education. Land, jobs, money, and reservations cannot be equated with education, specifically English education (2013). The exploitation the Dalits have been subjected to from times immemorial gets perpetuated if English is not made the medium for national education in India (Ilaiah, 2022). Chandra Bhan Prasad, who opined that English-speaking Dalits are less disrespected, established an English Goddess in Banka village in Northern Uttar Pradesh, near Lakhimpur Kheri, that was meant to be the symbol of liberation from oppression, ignorance, and deprivation and attain enlightenment, upward mobility, and empowerment. He declared 25th October, the birthday of Lord Macaulay, as the English Day in Macaulay's honour, who introduced English education in India. Om Prakash Valmiki dreamt that the English language could eliminate the Dalits' marginalized status.

Raghavan (2014) historicized the contemporary Dalit discourse. He presented various developments in the present discourse, from the poem "Mother English" of Savitribai Phule to the relatively recent landmark of the installation of the Dalit Goddess by Chandra Bhan

Prasad and other developments in more recent times. Raghavan read from a perspective of the various developments, streams of understanding, and political stances concerning English. He discussed this aspect with multiple arguments and layers embedded in the argument for English. He opined that the issue of Englishing India should be understood from economic, political, social, and historical viewpoints. The glorification and deification of English in India have at least 120 years of history. Raghavan states, “Any statement on language is a political statement as language is the most intimate and sensitive index of identity” (p. 126). The overthrowing of the vernacular/regional languages in support of English by many Dalit intellectuals can be understood as “resistance and rebellion ... at the linguistic level” (Raghavan, 2014, p. 126).

Tharakeshwar (2014), while reflecting on the relationship between language and caste, contextualized or historicized the Dalits’ move towards English in the wake of globalization that took its roots in structural readjustment, GATT, etc. For him, as a diverse issue, English is a sign signifying ideas like colonialism, modernity, India, globalization, market, etc. As these are interrelated clusters, they give rise to multiple positions in English.

Kurapati (2014), through his opinion survey on the Dalit students of the University of Hyderabad, an elite university, threw light on the strong opinions of the Dalit post-graduate students on the issue of English medium education. He was intrigued by the most appropriate language for Dalit education. Many studies present the views of Dalit and non-Dalit intellectuals, scholars, and activists who advocated for the English language for Dalits. However, very few studies directly tried to elicit the opinions of the Dalit youth/students in the university setup. All the participants of the study recommended English medium instruction for Dalits. This was from their experiences as students who underwent regional medium instruction at various stages in their academic careers. Apart from other reasons for demanding/opting for English as a language of instruction, this bunch of students urged for

English as a “rebellion against the language hegemony of castes”; ‘to spread Dalit ideology and identity globally” (p. 81)

Lakshmanan (2014) urged Dalits to improve their English language skills and dealt with the complexity of advocating the English language. Lakshmanan also raised the question as to whether the lack of English education is the only cause for the plight of the Dalits and marginalized communities, whether it is the “panacea and redemption for the Dalit plight”, and about “the extent of the concern of the neo-middle-class Dalits”. He believed that the aspects of “quality and fairness of education” and English-language education are inextricable (p.88).

Kapikkad (2014) discussed the role of English education in the modernization of the Dalits in Kerala state. The Dalits in Kerala were invisible and voiceless in the historiography and social analysis by the modern Kerala intelligentsia (p. 62). Kappikad saw English-educated Dalits as part of the emergence of the Dalit movement in the 1960s. The role of the English-educated Dalit force and the Dalit movement was co-terminus in Kerala. The newly educated section of Dalits recreated the history of the “Dalit renaissance” (p. 66). During this period, the emergence of many Dalit creative writers was witnessed. Kapikkad stated that English education was the driving force behind the emergence/formation of modern Dalit subjectivity. As a result of learning the English language, Dalits acquired a new world of ideas and attained self-pride. English became a powerful tool for Kerala Dalits to reinvent themselves and project themselves as new “social agents” (p. 67). English played a radical role in changing the lives of Kerala Dalits, according to Kapikkad.

Ali (2014) presented the case of English in the context of Dalits in Tamil Nadu state. He opined that English had replaced Hindi’s official language but did not reach the Dalits. He criticised that the government needed to be more sincerely focused on spreading the English language among the Dalits in Tamil Nadu, an Associate Official language.

Bharathi (2014) analysed different kinds of debates on the issues of Telugu medium and English medium education. Her study included newspaper reports and interviews. She presented various competing arguments in support of and against English medium education for Dalits. She tried to establish the importance of English-medium education for Dalits for their upward mobility in society in the context of globalization.

Similarly, Chenni (2014) presented various discourses by multiple groups of people in support and against the English language/English education in the Kannada society's context. For his critique, he used the discourses of Kannada Sahitya Parishat, pro-Kannada organizations, pro-English and pro-Dalit individuals, writers, critics, etc. The anti-English discourse was carried out by the groups which led their battle against English in the name of presenting a "powerful critique of globalization as a neo-imperialistic project" (2014, p. 43), and this went against the primary interests of Dalits that can be put down in the words of Ganesh as "English education, by showing the Dalits a glimpse of the wider world, pointed to a new possibility of liberation..." (1998, pp. 65-67, as cited in Chenni, 2014, p. 44). English education was opposed in the name of the preservation of Kannada culture and tradition, and identity. Chenni (2014, p. 47) also discussed the possibility of forming a small hegemonic English-speaking class within the Dalit community due to its English education background. In this connection, Chenni brought in the view of Mukherjee as to how the elite sections have used English to preserve their power from historical times till now (2009, as cited in Chenni, 2014, p. 43). There are people like Mahadeva, Ganesh, and Hulyar who argued less forcefully for the English medium and pointed out "a deliberate confusion between English as a language and English as a medium instruction of learning" (Chenni, p. 46), and the others who were more aggressive in their demand for the same. Chenni also struck at an excess that is used as a rhetorical device in all the pro and anti-Dalit discourses.

A clear opposing view of the English language can be seen in Dasan's perspective (2014) when he perceived the recent, rampant perspective of looking at English as a resurrective force as "reductive and ahistorical". He argued that the English language acquired by a substantial body of Dalits recently could not culminate in articulating a Dalit consciousness. For him, the slogan "English as Dalit Goddess and as a saving grace," suggested that "English is a panacea for all ills of Dalits." He denied the emancipatory discourse of English by stating, "Even if all Dalits attain proficiency in English, untouchability and discrimination based on caste, colour, and gender will not cease to exist" (Dasan, 2014, p. 52).

Dasan (2014) discussed the problem of the Dalits' Education/English, comparing it with the situation of African-Americans in the US and the First Nations in North America and Australia (p.52). In these contexts, English was thrust on the indigenous people, which denied them the "rich and diverse historical, social and cultural insights that the indigenous discourses bear" (p. 53). He seriously brought into light the politics of the English language in foreign countries. Dasan questioned whether the Dalits could undergo "transformation" transforming colonial English into Aboriginal English.

Dasan, while holding the opinion that the Dalits in India could not get rid of discrimination despite their English education, observed that the English curriculum controls the distribution of social and intellectual capital (2014, p. 55). It is a vehicle of discrimination. English can suppress, and it is used to discriminate between individuals in terms of "mastery, fluency and competency" (p. 56). The undue importance of the English language can suppress and marginalize the indigenous language. According to him, the argument that proficiency in English as a solution to Brahminical social order is simplistic and 'Englishing Dalits' to liberate and empower them is "too reductive" (p. 56). Dasan was strongly critical of the "advocacy of English as the Dalit Goddess by Chandrabhan Prasad" (p.

56) from the point of the colonial bias in Macaulay's Minute. He retorts Dalit Goddess by questioning her religion.

Dasan observed a split between the educated Dalits and the uneducated Dalit masses. Caste prejudice is still in the minds of English-educated upper castes. English goddess is an "imported icon from alien and ... country with a proven history of imperialism and genocide" (2014, p. 57). Dalit elites have no solidarity with the Dalit masses and with the Dalit masses without education. English language education resulted in the alienation of the more educated persons from the Dalit masses. Dasan highlighted the gap created between educated and uneducated Dalit masses to stress the failure of English as an empowering means. Dasan vehemently criticised /tried to disprove all the arguments in favour of Englishing Dalits with the help of the evidence in day-to-day life. Here are some of the arguments in favour of Englishing Dalits that are criticised:

1. English will help Dalits in getting rid of the caste system.
2. English can empower Dalits.
3. English can bring more employment opportunities and thereby can result in/enhance social and economic morality.

Dasan tried to prove that all the arguments are myths. For him, Englishing Dalits should be considered seriously, including its ideological, cultural, and socio-political implications (p. 60).

Dasgupta (1993), a linguistic scholar, rationalises the Dalits' faulty or bad English as a form of resistance and finds political, intellectual, and philosophical meaning in this resistance. He states that English is still a ticket to a job market than to a cultural elite. English in India is learned based on instrumental rather than integrative motivation.

Anand (1999) hopefully observed that the Western/colonial "modernity" that comes with English is not inaccessible to the untouchable Dalits and Bahujans. Their

marginalization has been justified over centuries by dominant varieties of Hinduism. English, because of its historical and political position, is accessible to the Dalits in comparison to Sanskrit in historical times. Anand contends that the Brahminical class not only monopolized the use of English but also justified the erratic or faulty use of the English language as resistance or rejection of colonial modernity.

There is also a possibility of the Dalits detesting the English language. Therefore, the relationship of Dalits with the English language is one of hate and love relation. It is the language of the privileged sections, and therefore they hate it, and at the same time, it is the language of power; consequently, they aspire to achieve it. These are the two possibilities with the English language in connection to the Dalits. In this regard, what Uma et al. stated about English is relevant: English is a “wall of fortification,” perceived as a “neo-*savarna* means of oppression and deprivation, and an insurmountable obstacle thrust by the education system” (2014, p. 3).

4.4 Conclusion

Many arguments have supported the English language since the day of providing access to the Dalits in India to learn English. For Dalits, English has become a symbol of democracy, enlightenment, equality, and socio-economic upliftment in India for some political and historical reasons. English language learning has become a matter of social inclusion for Dalit students in universities. Nevertheless, a significant section of the Dalits also feels that it is a tool for discrimination. These discourses form a backdrop for understanding the English learning of the university Dalit students. It can be assumed that these discourses would have influenced the Dalit students to pursue higher education. The following chapter will discuss the theoretical framework of the L2 Motivational Self System developed by Zoltan Dörnyei that is employed in the present study.

CHAPTER 5

THEORETICAL FRAMEWORK: THE L2 MOTIVATIONAL SELF SYSTEM AND HISTORY OF ENGLISH LANGUAGE LEARNING MOTIVATION

5.1 Introduction

The theoretical framework employed in the current study is the concept of the L2 Motivational Self System. Dörnyei developed this approach in 2005. He first put it forward in *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (2005) and elaborated on the new construct in his later work, *The L2 Motivational Self System* (2009a). The L2 Motivational Self System marks a significant theoretical development in the field of motivation studies. It is “a major reformation of previous motivational thinking,” in Dörnyei’s own words (2009, p. 9).

5.2 Theoretical Framework of the L2 Motivational Self System

This section of the present chapter discusses how the theoretical concept used for the present study originated historically and the psychology discipline’s contribution to developing the concept.

5.2.1 History and Origin of the Concept of the L2 Motivational Self System

The origin of the L2 Motivational Self System is ascribed to the developments in the prominent fields of the L2 research field and the field of mainstream psychology. In the L2 field, an influential and extensively researched concept of *integrative motivation* or *integrativeness*, introduced by Gardner and Lambert in 1959, was most famous for a long time. However, a growing discontentment with this concept led to further conceptual formulations that inspired the development of the L2 Motivational Self System. The reasons for the discontentment were the limited scope of the concept and also the lack of

relevance or the minimal applicability of the concept to the varied learning contexts and environments. In the second field, i.e., mainstream psychology, profound research on the concept of self led to the confluence of self theory and motivation theory.

Dörnyei centered his concept of the second language (L2) learning motivation around the L2 Motivational self, making it the crux of his theoretical construct. It has widely exploited various psychological theories of the self in building this theoretical framework.

5.2.2 Conditions for the Ideal and Ought Selves

It was proposed that future self-guides automatically motivate action by triggering the execution of self-regulatory mechanisms. However, it does not happen as was proposed (Oyserman et al., 2006, as cited in Dörnyei, 2009a, p. 18). The conditions required for the ideal and ought selves to motivate action are:

1. *“Availability of an elaborate and vivid future self image Perceived plausibility*
2. *Harmony between the ideal and ought-selves*
3. *Necessary activation and priming*
4. *Accompanying procedural strategies, and*
5. *The offsetting impact of a feared self” (Dörnyei, 2009a, pp. 18-22)*

5.2.2.1 Possible Selves and Future Self-Guides

The L2 Motivational Self System of Dörnyei is based on various psychological concepts, like “possible selves”, and “future-self guides”, and on theories like the “Self-discrepancy theory” of Higgins etc. Self-concept is considered to be the sum of a person’s self-knowledge of her/his views of herself/himself at the present moment/time (Dörnyei, 2009a, p. 11). It is,

...the totality of an individual's thoughts and feelings having reference to himself as an object. (Rosenberg, 1986, p. 34)

The individual's belief about himself or herself, including the person's attributes and who and what the self is. (Baumeister, 1999)

The concept of 'self' was conceptualized as static previously. According to the shift in the understanding in recent times, it is considered active and dynamic to the extent that it "mediates and controls the ongoing behaviour" (Markus & Ruvalo, 1989, as cited in Dörnyei, 2005). This led to an "intriguing interface" between personality and motivational psychology (Dörnyei, 2009a, p. 10). Markus and Nurius proposed the concept of possible selves to explore the connection between the self-system and the motivated behavior that has a greater pedagogical application (1986, as cited in Dörnyei, 2009a, p. 11).

5.2.2.1.1 Possible Selves: The study of *possible selves* and future *self-guides*, originating from personality trait psychology, directly relates to the L2 Motivational Self System. Possible selves, a unique dimension of self, refers to future self states. It is "the individuals ideas of what they *might* become, what they *would like* to become, and what they are *afraid of* becoming" (Carver et al., 1994, as cited in Dörnyei, 2009a, p. 11). It refers to the individual's conceptualizations of her/his unrealized potential and exploits' hopes, wishes and fantasies' (Markus & Nurius, 1986, as cited in Dörnyei, 2009a, p. 11). It functions as future self-guides and is a dynamic concept (Markus & Nurius, 1986, as cited in Dörnyei, 2009a, p. 11).

The main kinds of possible selves are:

1. *ideal selves that we would very much like to become*
2. *selves that we could become*
3. *selves we are afraid of becoming.*

(Markus & Nurius, 1986, as cited in Dörnyei, 2009a, p. 11)

There are subcategories under the first category of ideal or hoped-for selves: “*the successful self, the creative self, the rich self, the thin self, or the loved and admired self*. The subcategories of *the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self*” are possible under the third category of feared selves. While the first two are extreme categories, the third category of the *selves we could become as expected or likely selves* is a default position (Carver et al., 1994, as mentioned in Dörnyei, 2009a, 12). The three kinds of possible selves conceptualized refer to the best, worst, and default cases (Dörnyei, 2009, p. 12). These categories of the *possible selves* are not far from reality and outline the possible selves’ scope (Markus & Nurius, 1986, as mentioned in Dörnyei, 2009a, p. 12).

The other important point of the idea of the possible selves involving tangible images and senses was drawn from Markus and Nurius, which is crucial to the conception of the L2 Motivational Self System and similar to the *hear-and-now self*. The possible selves are *real* for the individuals and can be *seen* and *smelled*. The authors of the concept hoped to capture some elements of the actual experience of individuals by exploring possible selves. They believed they are “phenomenologically very close to the actual thoughts and feelings that individuals experience as they are in the process of motivated behavior and instrumental action” (Markus & Nurius, 1989, as cited in Dörnyei, 2005, p. 13).

5.2.2.1.2 Future Self-Guides: The concept of possible selves, which is referred to as *future self-guides*, has a guiding function. Nevertheless, only some possible selves have this guiding function, for example, *the could-become self*. The first type, *the ideal or hoped-for selves*, has a guiding function, whereas the third type, *the feared self*, has a negative guiding function and regulates human behavior.

The *ideal self* of the learners has a significant role in academics as it can act as an academic self-guide. Here, Dörnyei brings in the theoretical conceptualizations of

the *ideal self* and *ought self*, the key aspect of Higgins' self theory (Higgins, 1987 & Higgins et al., 1985). The ideal self represents the attributes that an individual likes to possess ideally. They represent hopes, aspirations, or wishes. The ought self represents the attributes an individual believes she/he ought to possess. It represents the sense of duties, obligations, or moral responsibilities of someone else (Dörnyei, 2009a, p. 13). Theoretically, these are two different conceptualizations.

Dörnyei discussed how the internalization of external motives happens with the help of the *Self-determination theory* of Deci and Ryan, which offers an internalization continuum of extrinsic regulation (1985). The *Self-determination theory* of Deci and Ryan identifies four stages of internalization of extrinsic regulation. They are:

1. External regulation
2. Introjected regulation
3. Identified regulation
4. Integrated regulation

External regulation is a form of extrinsic motivation, which is least self-determined; this solely comes from external sources that may be rewards or threats. The *introjected regulation* refers to the externally imposed rules that the individuals consider and accept as norms to be followed by them to avoid guilt. *Identified regulation* is a condition where individuals hold a high value for a particular behavior, find its purposefulness, and identify with it. *Integrated regulation*, the most advanced form of extrinsic motivation, involves choiceful behavior incorporated with the individual's other values, needs, and identity (Dörnyei, 2009a, p. 14). Dörnyei considers the first two kinds of extrinsic regulation, i.e., *External* and *Introjected regulations*, as the ought self, and the latter two kinds, i.e., *Identified* and *Integrated regulations*, as the ideal self.

5.2.2.1.3 Future Self-Guides versus Future Goals: The “purpose,” the cause of human action, gets operationalized in terms of *goals*. Dörnyei differentiates between future self-guides and future goals. Goals are to the desired future-end states (Dörnyei, 2009a, p. 15), a definition similar to the future-oriented self-guides’ definition. The ideal and ought dimensions are not mere subsets of the general *goal*. Possible selves “goes beyond logical, intellectual arguments when justifying the validity of the various future-oriented self types” (p.15). Possible selves comprise images and senses similar to the individuals’ experience in real life while engaged in motivated or goal-directed behavior. Possible selves involve self-relevant imagery and can result from motivational factors such as expectancies, attributions, value beliefs, etc. It is experienced psychologically, and a durable aspect of consciousness (Markus & Ruvolo, 1989, as cited in Dörnyei, 2005).

5.2.2.1.4 Imagination and Imagery: Their Role: Dörnyei argues that imagery or imagination is significant in possible selves and elaborately deals with it and its motivational impact. Many scholars consistently have argued that desiring is impossible without imagination. Aristotle defined imagination as a “sensation without matter” and “there’s no desiring without imagination” (Modell, 2003, as cited in Dörnyei, 2009a, p. 16). Kosslyn et al. (2006) said that mental imagery is an “ability to represent perceptual states in the absence of appropriate sensory input”. Human beings respond to both mental and visual images similarly, and there is a neuropsychological basis for imagery’s role in motivating human actions. Two-thirds of the same brain areas are equally activated by visual mental imagery and visual perception (as cited in Dörnyei, 2009a, p. 16). While referring to the reports of Kosslyn et al. on the neuroimaging studies, Dörnyei also argues that the results of the reports also provide “neuropsychological basis” for the assertion of Markus and Ruvolo that the imagery of one’s action through possible selves may directly facilitate the goals to get translated into intentions and instrumental actions (1989, as cited in Dörnyei, 2009a, p. 16).

He also refers to the concept of imagination by Wenger (1998), who referred to it as “a process of expanding our self by transcending out time and space and creating new images of the world and ourselves (p.16).”

The evidence for the motivating power of mental imagery is established in sports psychology. To confirm the positive effect of imagery on motivation, Dörnyei takes support from Paivio (1985), who put forward his model of cognitive functions of imagery in human performance, under which influence, scores of studies came up investigating the association between mental imagery and sports performance. According to Gregg and Hall, imagery is purposive as it can be employed as an effective performance enhancement technique (2006, as cited in Dörnyei, 2009a, p. 17).

Dörnyei asserts that Markus and Nurius’ concept of possible selves (1986) was initiated by exploiting imagination’s potent motivational function. (Taylor et al., 1998, as cited in Dörnyei, 2009a, p. 17). With the inclusion of imagery, it has become the central element of the concept of possible selves theory. Here, the element of fantasy is integrated with the self-concept (2006). This innovative element of possible selves theory inspired Dörnyei to consider the concept of future self-guides (ideal and ought selves) to fit into his broader theory of L2 motivation. Boyatzis and Akrivou (2006) analysed the ideal self and concluded along similar lines that the dream or an image of the desired future is the ideal self’s cardinal element.

5.2.2.1.5 Motivational Function of Future Self-Guides: The imagery component of future self-guides can be an effective powerful motivational tool. Dörnyei brings in the framework of the Self-discrepancy theory offered by Higgins (1987 & 1996). The Self-discrepancy theory, according to Dörnyei, postulates “people are motivated to reach a condition where their self-concept matches their personally relevant self-guides” (Dörnyei, 2009, p. 18). He elaborates on this that motivation involves the desire to reduce the

incompatibility or discrepancy between the actual self and the behavioural standards or norms of the ideal/ought selves, which are projected. Thus, the paraphernalia of incentives, directions, and impetus, instrumental for human action, is provided by future self-guides. Self-regulating strategies are initiated by sufficient discrepancy between the future self-guides and the actual self (Hoyle & Sherill, 2006, as cited in Dörnyei, 2009a, p. 18). According to Higgins (1998), motivationally, ideal self-guides and ought self-guides are distinct in terms of the associated predilections (as cited in Dörnyei, 2009a, p. 18). Ideal self-guides have a promotion focus, whereas, on the contrary, ought self-guides have a prevention focus. The promotion focus of ideal self-guides concerns hopes, aspirations, growth, success, etc., and the prevention focus of ought self-guides for regulating the absence or presence of negative outcomes.

5.2.3 Conditions Required for the Motivating Capacity of the Ideal and Ought Selves

The conditions required for the ideal and ought selves to motivate action are:

1. *Availability of an elaborate and vivid future self image*
2. *Perceived plausibility*
3. *Harmony between the ideal and ought-selves*
4. *Necessary activation and priming*
5. *Accompanying procedural strategies, and*
6. *The offsetting impact of a feared self (Dörnyei, 2009a, pp. 18-22)*

5.2.3.1. Elaborate Future Self Image: The existence of a self image is an essential prerequisite for future self-guides to motivate any action. For greater motivational power and appropriate motivational response, an elaborate and vivid self, in terms of its contents' imaginative and visual qualities, is required.

5.2.3.2. Perceived Plausibility: The second condition for motivated action of future self-guide is the individual's perception of what is possible for her/him, resulting in her/his "feelings of efficacy, competence, control, or optimism" (Ruvolo & Markus, 1992, as cited in Dörnyei, 2009a, p. 19). Possible selves become operative only with the individual's perceptions of them as possible and realistic, and perceiving something as possible is crucial.

5.2.3.3. Compatibility Between the Ideal and Ought Selves: There should be congruence between the ideal and ought selves and significant social identities for the desired possible selves to effectively motivate the individuals into action. There is a possibility for a clash between these two selves, leading to disharmony between the learner's personal and social identity.

5.2.3.4. Activation/Priming: The Ought self image needs activation. Possible selves must be recruited into the working self-concept to make them relevant for behaviour (Hoyle & Sherrill, 2006, as cited in Dörnyei, 2009a, p. 20). This process is also called priming. According to Ruvolo and Markus (1992), future self-guide can be activated by stimulating a desired-end-state (as cited in Dörnyei 2009a, p. 20).

5.2.3.5. Associated Procedural Strategies: An aroused motivational potential has to get translated into action, for which a plan of tasks and strategies for approximation of the ideal self is required. Future self-guides are to be accompanied by predeveloped and plausible specific action plans automatically prompted by the image (Oyserman et al., 2006, cited in Dörnyei 2009a, p. 21). Therefore, according to Dörnyei, it is pragmatic enough to attain an imagery component, appropriate plans, strategies, etc.

5.2.3.6. Balanced by Feared Self: This is the last condition for the motivational capacity of possible selves. For maximal motivational effectiveness, a desired possible self must be balanced by a possible self counteracting in the same domain. This is the idea proposed by Oyserman and Markus (1990). The consequences of the failure of an original

intention act as a powerful source of energy for motivation (Dörnyei, 2001). Dörnyei agrees with the idea of elaborating and making cognitively available the adverse consequences that result because of not achieving a desired end-state. A balanced combination of counteracting selves can be the most effective condition. There is a dire need for a balanced possible self whose motivational impact would be more than the motivational impact achieved by the hoped-for or feared self alone (Hoyle & Sherill, 2006, in Dörnyei, 2009a).

5.2.3.7 Contribution of L2 Motivation Research: The second source of Dörnyei's new conceptualization is based on the developments that took place within the field of L2 motivation research. This has emerged from growing dissatisfaction with the integrativeness/integrative motivation concept in L2 motivation research for five decades.

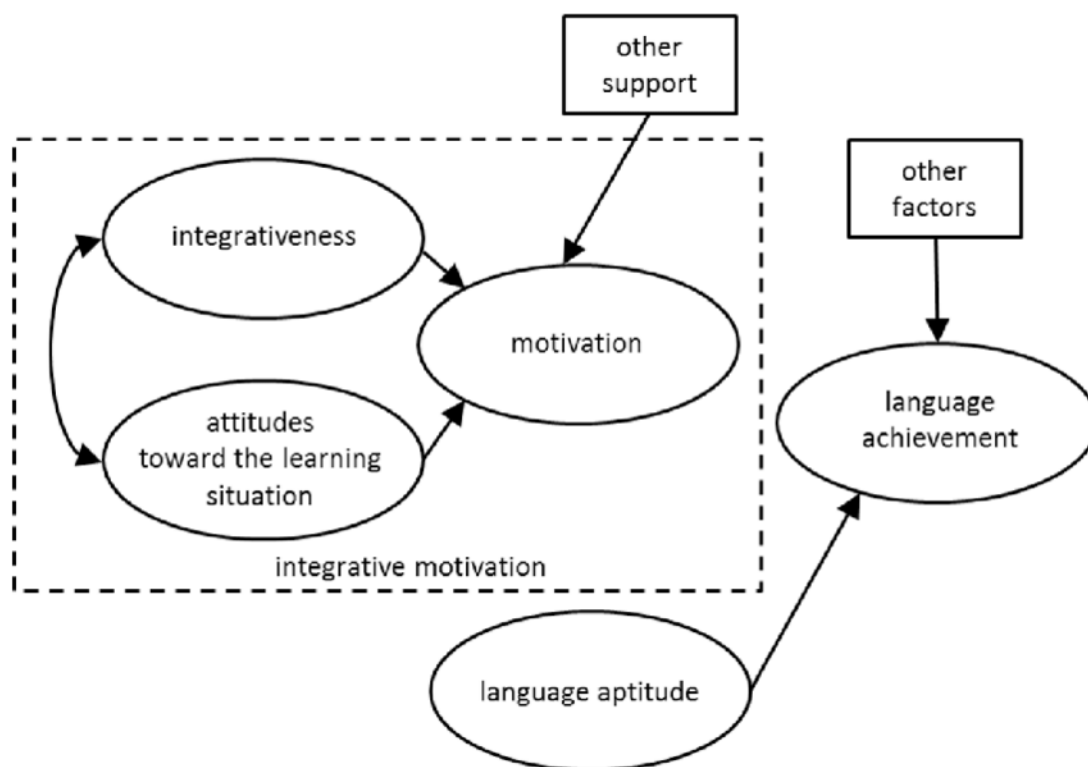
Dörnyei defines Integrativeness as a “desire to learn an L2 of a valued community” with which “one can communicate with members of the community”, and even become like those members. Whereas Gardner's definition of integrativeness is as follows:

Integrativeness reflects a genuine interest in learning a second language to come closer to the other language community. At one level, this implies an openness to and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group). However, it might more commonly involve integration within both communities (Gardner, 2001, p. 5).

There are three essential aspects in Gardner's definition:

- 1) *A genuine interest in learning the second language for getting closer to the other language community*
- 2) *an openness to and respect for other cultural groups and ways of life; and*
- 3) *a complete identification with the community.*

As Dörnyei points out, integrated motivation is instead a complex and multi-componential construct constituting three main constituents: “integrativeness”, “attitudes towards the learning situation”, and “motivation”, which have been depicted in the diagram presented.



Socio educational model of second language acquisition (Gardner, 2001)

Courtesy: Sumiyoshi, H. and Svetanant, C. (2017, p. 3)

The last component of motivation is the force that drives motivated behaviour: it incorporates the components of the effort, desire, and affect (Gardner, 2001). According to Gardner, this is the primary motivational engine to be kindled by some learning goal, specific in nature, such as integrative motivation. Dörnyei brings to light some ambivalence about integrative motivation or integrativeness that amounts to a love-hate relationship among researchers outside the Canadian circle of Gardner. He opines that this concept is indeed an enigma; it

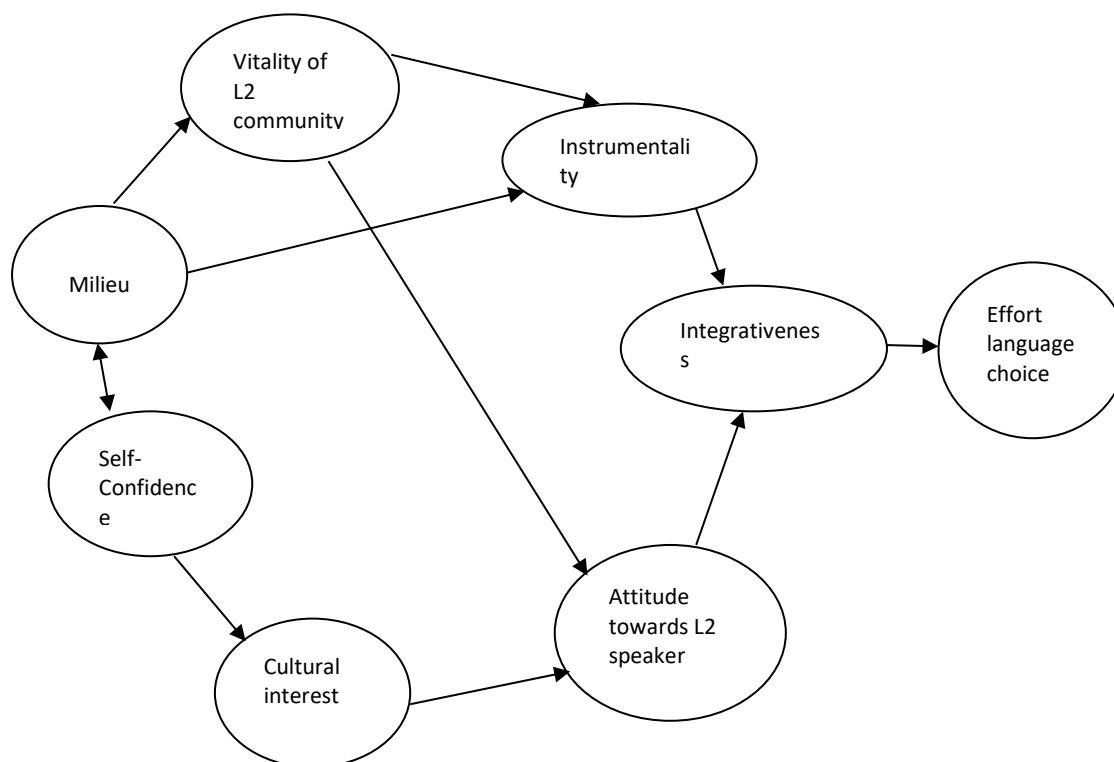
has been a widely researched and the most discussed notion in L2 motivation studies but cannot be correlated with any other theories in mainstream and educational psychology. He adds that the ambiguity of integrativeness results from a complete lack of clarity with regard to the target of integration; the concept does not make sense in many language learning environments and, therefore, has no high application value. According to Dörnyei, this concept of integrativeness had relevance in the multicultural setting of Montreal, where Gardner developed this. In contrast, it is irrelevant in foreign language learning/teaching without direct contact with the language speakers. In this connection, he refers to various scholars who questioned the concept's relevance (Dörnyei, 2009a, p. 29).

Dörnyei brings the two issues of globalization and the growing dominance of global/world English, which he perceives to be intensifying the already problematic nature of integrativeness (Dörnyei et al., 2006). He also brings in the “bicultural identity” (Arnett, 2002, as cited in Dörnyei, 2009a). According to this, two identities are possible: local and global. Individuals try to attain their identity partly from their rootedness in the local culture and partly from their association with a global identity that connects them to the international mainstream. Dörnyei maintains that since English is the language of global identity, it is impossible to ascertain who the owner of the L2 is. He maintains that this situation, too, undermines Gardner's theoretical concept of integrativeness. In addition, Ushioda (2007) focused on the under-theorised nature of the concept of integrativeness from a cognitive psychological point of view. As a result of these concerns, integrative motivation has played a very rapidly diminishing role in L2 motivation research, and many upcoming researchers ceased to include this concept in their research paradigms.

5.2.3.8 Formation of the L2 Motivational Self System: Considering the issues related to integrativeness, Dörnyei moved beyond the concept of integrativeness. For him, the possible selves theory offered the most promising path forward for conceptualizing the new motivational theory. Dörnyei and Csizér called for the rethinking of the concept of integrativeness (2002, p. 453).

Dörnyei points out that acquiring a superordinate vision could be instrumental in keeping successful learners progressing in their language learning. It is a sustained and often tedious process, embedded with several fluctuations (Dörnyei, 2009a). He finds parallels between language learning and professional athletes' training. He refers to the literature which evidenced that a successful career in sports is motivated by the imagery and the vision of the athletes.

5.2.3.9 Reinterpretation of Integrativeness: The integrative motivation concept was reinterpreted when Csizér and Dörnyei analysed the results of a longitudinal survey in Hungary conducted on teenage language learners, on whom an attitude/motivation questionnaire was administered at regular intervals (in three waves in 1993, 1999, 2001), to study the changes in the international orientation of the population under study. The study targeted the investigation of populations' attitudes towards five languages. The study targeted integrativeness, along with other attitudinal/motivational dimensions. Structural equation modeling was used to analyse the data collected from all three waves. The data were computed separately for all three waves and all five languages. The underlying structure of the variables investigated in the study was discerned to be exceptionally stable across time and languages. The following diagram schematically represents the construct.



Structural equation model in Dörnyei et al., (2006) study

It was found that integrativeness played a crucial role in L2 motivation and mediated the effects of all other attitudinal/motivational variables on the criterion measures. This is the most crucial aspect of the new model. The model indicates two immediate antecedents of *Integrativeness*: *Attitudes towards L2 speakers or community*, and *Instrumentality*. This reveals that two different variables have defined the motivation paradigm's central component: pragmatic incentives and personal attitudes toward members of the L2 community. Dörnyei et al. (2006) found that the results were consistent, and the possible selves approach could explain the data. Dörnyei, from the self perspective, conceived the concept of integrativeness as the L2-specific facet of one's ideal self. When the ideal self of an individual is associated with mastering an L2, the individual can be said to have an integrative disposition. An individual associated with mastering an L2 can be understood as the person who likes to become proficient in the L2 in Gardner's (1985) terminology. Therefore, Dörnyei's new theory equates the motivational dimension with *the ideal L2 Self*.

Dörnyei affirms that the self account explains the two antecedents of integrativeness in the figure, i.e., *attitudes toward members of the L2 community* and *instrumentality*. Regarding *the attitudes towards members of the L2 community*, the attitudes of the L2 learners towards the members of the L2 community must be related to the learners' language self image as L2 speakers are the "closest parallels to the idealised L2-speaking self" (Dörnyei, 2009a, p. 27). The more positive the disposition of the learners toward the L2 speakers, the more attractive the learners idealized L2 self. Thus, Dörnyei finally confirms that the self interpretation of *integrativeness* is in full compatibility with the direct correlation of the concept with *attitudes toward members of L2 community* (p. 28). The figure presented validates the reinterpretation of integrativeness as the ideal L2 self.

Regarding the second aspect, *Instrumentality*, individuals desire to be professionally successful in their idealized self image. Dörnyei points out that instrumental motives related to career enhancement are logically linked to *the ideal L2 self*. He suggests that, from a self perspective, the term instrumentality can be divided into two distinct types of it, viz. *promotion focus* and *prevention focus*. Here, he parallels the contrasting *approach/avoid* tendency of future self-guides highlighted by Higgins (1987 & 1998). As he applied this to the self concept, ideal self-guides possess a *promotion* focus concerning hopes, aspirations, advancements, growth, and accomplishments approaching a desired end-state. The ought-to-self-guides possess a *prevention* focus, regulate the negative outcomes, and are concerned with safety, responsibilities, and obligations, avoiding a feared end-state (Dörnyei, 2009a, p. 12). This new perspective leads one to realize that the traditional concept of instrumentality/instrumental motivation had mixed up both the aspects of promotion and prevention focus.

5.2.3.10 L2 Motivational Self System: Both the theoretical considerations and the empirical findings led Dörnyei to reconceptualize and propose the L2 motivation self system, wherein L2 motivation is a part of the self system of the learner. He found a good fit between the L2 motivation self system approach and the Hungarian data, which he and his associate researchers gathered, thereby convincing him to conceptualize *the ideal* and *the ought selves* (future self guides) as central components of this new theory. He also felt the need to add a third major constituent to his new theory, viz., the impact of *the learning environment* on the learners. In connection to this component, he brings to attention the possibility of a condition where some learners of language derive motivation from a successful engagement with the actual process of language learning (Dörnyei, 2009a, p. 29) and not from self image that is generated either externally or internally. Thus, he proposed his new theory in 2005, composed of three components:

1. *Ideal L2 Self*
2. *Ought-to L2 Self*
3. *L2 Learning experience*

Ideal L2 Self is the L2 specific facet of the learner's *ideal self*. If the person the learner would like to become speaks an L2, the learner would be highly motivated to learn the L2. The process which works behind this is that the learner is propelled into action by a desire to reduce the discrepancy between her/his actual self and the ideal self. This component would include the traditional instrumental motives, which are integrative and internalized in nature. The second component *ought-to L2 self* concerns the attributes that a learner believes she/he ought to possess to meet the expectations of her/his parents, friends, teachers, and others and avoid possible negative outcomes. Dörnyei observes that this dimension corresponds to Higgin's ought self and, therefore, to instrumental motives that are more extrinsic. The third component, *the L2 Learning Experience*, concerns situated motives, which are executive in

nature related to the immediate learning environment and experience (Dörnyei, 2009, p. 29). They include aspects such as the impact of the teacher, the curriculum, the peer group, etc. Dörnyei believes that this specific component is conceptualized at a distinct level from the two components of self-guides and expects future research that will hopefully explore this aspect much deeper.

5.2.3.11 Parallels with Other Conceptualizations of L2 Motivation: Dörnyei

further theoretically and empirically validated the new model. He emphasises that the theories of future self-guides and integrativeness are compatible though they appear divergent by nature. They both have emerged from the same base as he states, "...both grew out of a social psychological approach to understanding the foundations of action, and both paradigms are centered around identity and identification" (Dörnyei, 2009a, pp. 29-30). According to Dörnyei, identification/identity is the core aspect of his L2 Motivational Self System and Gardner's integrativeness. He refers to the "Language attitudes" factor at the base of Gardner's model (Tremblay & Gardner, 1995). This is closer to the concept of Ideal L2 Self of Dörnyei. It includes integrative orientation, instrumental orientation, and the attitudes related to the L2 speaker.

Dörnyei finds his L2 Motivational Self System compatible with Gardner's socio-educational model (2001). There are parallels between these two as the Gardner's model (1985) included the sub-component of "motivation" as a measure of motivated behaviour and because Gardner conceived that the three motivational dimensions-integrativeness, instrumentality and attitudes towards the learning situation determine the motivated behaviour. Dörnyei also found his L2 Motivational Self System model compatible with the contemporary conceptualizations proposed by people such as Noels (2003) and Ushioda (2001).

5.3 History of English Language Learning Motivation

It was thought previously that language learning motivation could be explained easily by the mainstream theories of learning motivation. However, L2 motivation has emerged as an independent research field. It originated from a need “to address the unique social, psychological, behavioural and cultural complexities” (Dörnyei & Ushioda, 2011, p. 39) in acquiring a new communication code, i.e., a language. There was a continuous integration of the L2 motivation with mainstream theoretical perspectives and developments. However, at the same time, L2 motivation also focused on unique aspects of language learning motivation. Three distinct phases are identified in the history of language learning motivation (Dörnyei, 2005, as cited in Dörnyei & Ushioda, 2011, p. 39). They are (1) the social-psychological period (1959-1990); (2) the cognitive-situated period (during the 1990s), and (3) the process-oriented period (Dörnyei & Ushioda, 2011, p. 39).

5.3.1 *Social-Psychological Period*

This period started with Wallace Lambert and Robert Gardner, who worked in L2 motivation research in the bilingual context of Canada. They considered second languages as mediating between different ethnolinguistic communities and motivation as a factor that could influence intercultural communication and affiliation. According to this approach, two factors have a direct influence on L2 learning: (1) the attitudes of the individuals towards the L2 and the L2 community and (2) the individuals’ ethnocentric orientation (Dörnyei & Ushioda, 2011, p. 40). These attitudinal dimensions are the hallmark of language learning motivation according to the social-psychological approach. In Gardner and Lambert’s (1972) terms, learners are expected to exhibit a willingness “to identify with members of another ethnolinguistic group” and to adapt “very subtle aspects of their behaviour” that includes “their distinctive style of speech and their language” for learning a new language (p. 135, as cited in Dörnyei & Ushioda, 2011, p. 40). A pioneering social-psychological perspective

influenced this period. The two important considerations are the social context of learning and the attitudes and relations between different linguistic communities, which are the two defining features of this perspective. Because of these features, this line of inquiry is distinct from the mainstream individual-cognitive theories of motivation (p. 40).

Gardner and Lambert argued that the non-cognitive factor of motivation could significantly impact and explain individual variability in language learning. According to Gardner (1985), his theory of L2 motivation comprises three components:

1. motivational intensity or effort
2. desire to learn the language
3. attitudes towards learning the language.

(as cited in Dörnyei & Ushioda, 2011, p. 41)

Dörnyei stated that, in Gardner's (1985) view, "motivation" refers to a kind of central mental "engine" or "energy-centre" that subsumes effort, want/will (cognition) and task enjoyment (affect) (as cited in Dörnyei & Ushioda, 2011, p. 41). All the above components go hand in hand with a truly motivated individual. Gardner's motivation theory (1985) has a relationship between motivation and orientation. "Orientation" is Gardner's term for a "goal". The orientations as motivational antecedents can arouse motivation to achieve goals. Two orientations-integrative and instrumental orientations, became famous (p. 41).

Integrative orientation is a favorable disposition toward the L2 group, a desire to interact with it, and even become similar to the valued members of that community. On the other hand, *instrumental orientation* is the utilitarian counterpart of *Integrative orientation*. It is related to the pragmatic gains of L2 proficiency (Dörnyei & Ushioda, 2011, p. 41).

The *integrative motive* is a widely researched aspect of Gardner's motivation theory that has gained immense popularity. According to Gardner (1985), it is a motivation to learn a second language induced by the learners' positive feelings towards the community that speaks the language (as cited by Dörnyei & Ushioda, 2011, p. 42). It is a composite construct made of three main components: (1) Integrativeness, (2) Attitudes toward the learning situation, and (3) Motivation. Integrativeness encompasses integrative orientation, an interest in foreign languages, and the attitudes towards the L2 community, reflecting the willingness and interest of the individual in social interaction with members of other groups (Gardner & MacIntyre, 1993, p. 159, as cited in Dörnyei & Ushioda, 2011, p. 42). Attitudes towards the learning situation include attitudes of the individual towards the language teacher and the L2 course. Motivation encompasses effort, desire, and attitude toward learning (Dörnyei & Ushioda, 2011, p. 42).

While the social-psychological period of L2 motivation research is marked by the work of Gardner and his associates, other strands of social-psychological inquiry developed during this period. For example, Clément's concept of *linguistic self-confidence* (Clément, 1980 & 1986; Clément et al., 1977, as cited in Dörnyei & Ushioda, 2011, p. 43), Giles and Byrne's (1982, as cited in Dörnyei & Ushioda, 2011, p. 43) *intergroup model*, and Schumann's *acculturation theory* (1978 & 1986, as cited in Dörnyei & Ushioda, 2011, p. 45). Efforts were made by researchers like Richard Clement, Kim Noels, and others in Canada to lay the foundations for a *situated identity theory* (Clément & Noels, 1992; Clément et al., 2001; Noels et al., 1996, as cited in Dörnyei & Ushioda, 2011, p. 45).

5.3.2 Cognitive-Situated Period

During the 1970s and 1980s, the social-psychological period of L2 motivation research became dominant. In 1991, Crookes and Schmidt critiqued the social-psychological tradition and called for a shift. Dörnyei (2005) subsequently termed this period a cognitive-situated period of L2 motivation research (as cited in Dörnyei & Ushioda, 2011, p. 45). This period is remarkable for two interrelated trends.

1. The need to bring language motivation research aligns with the cognitive revolution in mainstream motivational psychology.
2. The desire to move from the broad perspective of ethnolinguistic communities and learners' general disposition and attitudes to language learning and sharpen the focus on a more situated analysis of motivation in specific learning contexts (Dörnyei and Ushioda, 2011, p. 46)

In the cognitive-situated period, a shift in focus was seen in the psychological dimension of language learning. Additional variables were derived from cognitive motivation theories to expand this period's theoretical framework. Tremblay and Gardner (1995) contributed toward this (as cited in Dörnyei & Ushioda, 2011, p. 48). Three concepts from the expectancy-value and goal theories were incorporated. They were conceived as “mediating variables between attitudes and behaviour on the *language attitudes* → *motivational behaviour* → *achievement* sequence” (p. 48).

More complex and extended theoretical frameworks developed during the cognitive-situated through the 1990s. This period also saw the development of theoretical perspectives such as *attribution theory*, *self-determination theory*, *autonomy theory*, and learning situations like *task motivation* (Dörnyei & Ushioda, 2011, p. 49). Crookes and Schmidt's (1991) position paper became instrumental in developing the theoretical framework of L2 motivation. Based on Keller's (1983, as cited in Dörnyei & Ushioda, 2011, p. 49) four-

component system, their motivation framework comprised four components: *interest*, *relevance*, *expectancy*, and *satisfaction/outcomes*. There came out two influential theoretical frameworks of L2 motivation developed by Dörnyei (1994, as cited in Dörnyei & Ushioda, 2011, p. 51) and Williams and Burden (1997, as cited in Dörnyei & Ushioda, 2011, p. 51) during the 1990s that tried to relate some of the perspectives and concepts from mainstream psychology to the language learning setting (Dörnyei & Ushioda, 2011, p. 51). Dörnyei's framework was a three-level framework of L2 motivation (1994, as cited in Dörnyei & Ushioda, 2011, p. 51) with three relatively different levels: *language*, *learner*, and *learning situation*. Williams and Burden's framework (1997) was based on the social constructivist tradition (as cited in Dörnyei & Ushioda, 2011, p. 53). Certain areas of inquiry mainly received attention in this period, like *attributional processes*, *self-determination theory*, *autonomy theory*, and *task motivation*.

5.3.3 Process-Oriented Period

This process attempted to include and describe the temporal organization of motivation. It is essential from the point of the sustained language learning process. Three theoretical frameworks were developed with this perspective by Williams and Burden (1997), Ushioda (1994, 1996, & 1998), and Dörnyei and Ottó (1998) (all as cited in Dörnyei & Ushioda, 2011, p. 60).

Williams and Burden (1997) distinguished between *motivation for engagement* and *during engagement*. They developed a comprehensive theoretical framework of L2 motivation and analysed the successive stages involved in the motivational process. The focus on the temporal dimension of motivation called for qualitative research approaches. Ushioda (1998 & 2001) identified variation that is inter-individual and intra-individual in the temporal frame of reference that shaped students' motivation in her study with Irish learners of French (Dörnyei & Ushioda, 2011, pp. 60–61).

A fully-fledged attempt to shape the process dimension of L2 motivation was made by Dörnyei and Ottó (1998; Dörnyei, 2000 & 2001, as cited in Dörnyei & Ushioda, 2011, p. 65). Their model organised the motivational influences of L2 learning. It organized them along a sequence of discrete actional events. Moreover, the actional sequences were located within “the chain of initiating and enacting motivated behaviour”. In developing a process model of L2 motivation, Dörnyei, and Ottó were determined to synthesise different lines of research in a unified framework. By this, they attempted to offer a non-reductionist and comprehensive model. Their process model incorporated two main dimensions: *Action Sequence* and *Motivational Influences*. The first dimension of the action sequence represents the behavioural process, and the second dimension, motivational influences, includes energy sources and motivational forces (Dörnyei & Ushioda, 2011, p. 65) that influence behavioural process. Dörnyei and Ottó divided the motivated behavioural process into three main phases: *The Preactional*, *Actional*, and *Post-actional*. In relation to the process model of L2 motivation, there were three main lines of inquiry: *Focus on global changes in motivation* (p. 67), *investigating motivation across the lifespan* (p. 68), and *investigating motivational self-regulation*.

Focus on global changes in motivation led to inquiries into global changes that occur during a course of study or over a long learning period. Some studies in this line are Chambers (1999), Gardner et al. (2004), Inbar et al. (2001), Tachibana et al. (1996), Williams et al. (2002), Dörnyei et al. (2006), Dörnyei and Clément, 2001, and Dörnyei and Csizér, 2002 (all as cited in Dörnyei & Ushioda, 2011, p. 67). Investigating motivation across the lifespan considers changes within individual learners’ experiences. Lim’s (2002) and Shoaib and Dörnyei’s (2005) studies are examples of this (p. 68). In the third line of inquiry of the process model of motivation, the development of self-regulatory strategies to manage, reinforce, and sustain motivation is essential. Dörnyei and Ottó’s study (1998) and Ushioda’s

study (1998 and 2001) are examples of studies conducted along these lines (both as cited in Dörnyei & Ushioda, 2011, p. 68).

5.3.4 Socio-Dynamic Perspectives

The learning process is dynamic and complex, unlike how it was assumed to be a definite and isolated activity during the previous periods. Therefore, the previous process model was thought of as unable to do justice. It was also constrained by perceiving motivation in linear cause-effect relations (Dörnyei & Ushioda, 2011, p. 70). Dörnyei became critical of the shortcomings of the process model (2009b, as cited in Dörnyei & Ushioda, 2011, p. 70). However, there are “multiple parallel and interacting cause-effect relationships, accompanied by several circular feedback loops” in motivation. Eventually, the theoretical motivation framework was radically reformulated, and a complex dynamic systems perspective was adopted (p. 70).

In contemporary times, situational perspectives started influencing mainstream motivational psychology. They attempted to integrate the notions of *self* and *context*, which was done dynamically and holistically. They aimed to explore the interaction between *the self* and *context* that led to the development of motivation. This was the reason for the emergence of critical perspectives in the L2 motivation field. The prevailing social-psychological and cognitive approaches were looked at critically. Bremer et al.’s work (1996) was in this line (Dörnyei & Ushioda, 2011, p. 70). Norton (2000) was an essential critical voice questioning the notion of an “ahistorical” language learner (as cited in Dörnyei & Ushioda, 2011, p. 71). According to him, motivation and identity are socially constructed. They change over time and space and possibly coexist in the individual in contradictory ways. Norton became critical of previous perspectives for their need for a comprehensive theory of identity that can integrate the language learner and the language learning context (p. 71). The emergence of “social turn” (Block, 2003, as cited in Dörnyei & Ushioda, 2011, p.

71) was evident in the L2 motivation. By “social turn”, language learning was considered a socio-cultural and socio-historically situated process and not as a primarily cognitive psycholinguistic process (Lafford, 2007; Seidlhofer, 2003; Zuengler & Miller, 2006, all as cited in Dörnyei & Ushioda, 2011, p. 71). This differed from “traditional linear models of contextual and motivational variables to relational and dynamic systems perspectives” (Dörnyei & Ushioda, 2011, p. 71).

5.3.4.1 Global English: Due to various political and social reasons, English has become a global and international lingua franca. The world is widely using it for various purposes and reasons. English was considered a “must-have” language by Hungarian learners (Dörnyei et al., 2006, as cited in Dörnyei & Ushioda, 2011, p. 71). The contemporary world has witnessed an inexorable spread of English (Crystal, 2003, as cited in Dörnyei & Ushioda, 2011, p. 71). This spread seemed to have two consequences, according to Dörnyei and Ushioda (2011). According to the first consequence, a two-tier approach is to be used to analyse L2 motivation, considering whether the language being studied is English (as world language) or other languages (Dörnyei, 2005, as cited in Dörnyei & Ushioda, 2011, p. 72). The second consequence of the global spread of English for L2 motivation theory concerns that the ownership of Global English does not belong to anyone. Consequent to this, traditional concepts of L2 motivation, such as *integrativeness* and *attitudes toward target language speakers and the target culture*, have become redundant (Dörnyei & Ushioda, 2011, p. 72).

5.3.4.2 Socio-Dynamic Phase: This new phase considered the situated complexity of the L2 motivation process. It is considered the organic development of the motivation process in dynamic interaction with internal, social, and contextual factors. The three new approaches to conceptualizing L2 motivation and those that centrally defined the transition to this period are:

1. A person-in-context relational view of motivation (Ushioda, 2009)
2. The L2 Motivational Self System (Dörnyei, 2005, 2009a)
3. Motivation from a complex dynamic systems perspective (Dörnyei, 2009b).

(Dörnyei & Ushioda, 2011, p. 74)

5.3.4.3 A Person-in-Context Relational View: The new perspective is a relational perspective that can consider the organic interactions between individual processes and contextual processes.

A perspective of L2 motivation emerged due to limitations involved in linear approaches to theorizing motivation in mainstream psychology. Linear models of motivation can focus only on a small number of critical motivation variables and, therefore, are called reductionist theories. The complex and multiple internal, situational, and temporal factors influence individual motivation. The linear models could provide only “a selective partial account of motivation and do not do justice to its complex reality” (Dörnyei & Ushioda, 2011, p. 76). These approaches to motivation focus only on generalisable types of learners and treat them as “idealised abstractions or bundles of variables behaving and responding in theoretically predictable ways” (p. 76). The linear approaches to motivation gave a limited analysis of *the context*.

5.3.4.4 A Relational View of Motivation, Self, and Context: A relational approach does not focus on identifying “variables” and tracing cause-effect relationships, according to Sealey and Carter (2004, p. 196, as cited in Dörnyei & Ushioda, 2011, p. 77). It focuses on the network or dynamic system of relations evolving that are complex, unpredictable, non-linear, and unique. According to the relational perspective, the phenomenon of interest (e.g., motivation) is not a quantifiable ‘variable’ or an individual difference characteristic. It is “emergent from relations between human intentionality and the social world” (Sealey & Carter, 2004, p. 206, as cited in Dörnyei & Ushioda, 2011, p. 77).

The drawbacks of linear approaches to L2 motivation led Ushioda (2009) to propose a relational perspective. It considered the organically evolving interactions among the aspects of motivation, self, and context. Previously, the focus was on the language learner’s characteristics. Nevertheless, Ushioda’s “person-in-context relational view of motivation” focused on the real persons’ individuality, which tends to be complex. According to Ushioda (2009), second language learners are to be understood as real people that are placed in particular cultural and historical contexts. Their motivation and identities shape and, in turn, are shaped by these contexts (Dörnyei & Ushioda, 2011, p. 78).

From the analytical perspective, the units of analysis are the complex interactions between the individual and multiple evolving contexts. The unit of analysis is “person(s)-in context(s)” (Ushioda, 2009, as cited in Dörnyei & Ushioda, 2011, p. 78) because they both cannot be dissociated from one another. The aspects relevant to “context” are to be defined and delimited for analysis purposes (Dörnyei & Ushioda, 2011, p. 78).

5.4 Conclusion

This chapter discussed how the theoretical concept of the L2 Motivational Self System used for the present study originated historically and the history of the English language learning motivation. The framework of the L2 Motivational Self System directs how the present study on the Dalit post-graduate students' L2 Motivation is conducted and helps in understanding it.

The next chapter will discuss the aspect of Reading.

CHAPTER 6

READING

6.1 Introduction

The present chapter discusses Reading, an important language skill. The current study aims to investigate the Reading Comprehension of post-graduate Dalit students pursuing courses in the social sciences stream. Reading is crucial for these students to understand the social science texts they must read. The various aspects discussed here will help in understanding the reading of the subjects of the study.

6.2 Reading

Reading is an act salient for a variety of reasons. It is an avenue to the world of knowledge, a way to think, imagination, creativity, and discovery; basic to command an academic subject; a key to achieving a good job and functional in successfully performing the job, and most crucial for functioning in the modern society.

The act of reading is one of the aspects of language. The primary purpose of language is to convey or communicate meaning. It involves using the knowledge and the use of symbols or signs to represent ideas and intentions employed to convey meanings. Individuals in a community speaking a common language use it based on mutually agreed-upon conventions. The conveyed meaning using language devices is comprehended (RAND Reading Study Group, 2002, as cited in Duke & Carlisle, 2011, pp. 199-200).

Reading, one of the language components, is helpful for language acquisition. According to Krashen (2004), reading is a significant source of comprehensible input for language acquisition (as cited in McDonough et al., 2013, p. 110). The current research on reading views the act of reading as an interactive, sociocognitive process (Bernhardt, 1991, as cited in Ediger, 2014, p. 154). It can positively affect vocabulary, spelling, and writing. It can

also be a good model for writing. Harmer (2007a) stated, “good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses, and provide the springboard for well-rounded, fascinating lessons” (p. 99). Overall, through reading, language learning can be made an exciting exercise.

Reading involves a text, a reader, and a social context. Reading is a complex, interactive process. Readers’ expectation and intention in reading are to derive the meaning for comprehension of the text (Grabe, 1991, as cited in Ediger, 2014, p. 154). Good readers not only understand the literal facts in a passage, but they abstract the passage’s main point, make the inferences intended by the author, analyse the passage’s organisation, and recognise the author’s tone and style. On the contrary, less-skilled readers may read an entire passage without understanding or retaining even the main point (Just & Carpenter, 1987, as cited in Daneman, 1996, p. 512).

6.3 Definitions of Reading

Many experts in the field of reading define the act of reading. Some definitions are as follows:

... reading is a complex skill that draws on many component processes and resources.

Any of the component processes of reading has the potential for being a source of individual differences in reading ability.

Daneman (1996, p. 516)

...it requires the delicate interaction of several component processes that integrate information from the page that the student is reading with his or her background knowledge and experience, subject to a multitude of contextual constraints.

Kintsch and Kintsch (2005, p. 71)

...the ability to understand information in a text and interpret it appropriately.

Grabe and Stoller, (2013, p. 11)

...getting out of the text as nearly as possible the message that the writer put into it.

Nuttall (1982, p. 5)

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension has these elements: the reader, the text, and the activity, or purpose for reading. These elements define a phenomenon-reading comprehension-that occurs within a larger sociocultural context that shapes and is shaped by the reader and that infuses each of the elements. All are influenced by the broader context.

The RAND Reading Study Group (2002, p. xi)

The basic understanding of what reading constitutes can be deduced from the above definitions. According to them, reading is a complex process. It is an ability to understand the meaning of the text the writer puts into it. However, the meaning is interpreted by the reader. The interaction of different processes with the student's background knowledge and experience is needed to derive meaning. Finally, reading happens in a socio-cultural context.

6.4 Purposes of Reading

The purpose of reading determines reading processes. According to Williams' classification of reading, there are three purposes of reading: They are for (1) getting general information from a text, (2) getting specific information from a text, and (3) deriving pleasure or reading out of interest (1984, as cited in McDonough et al., 2013, pp. 111). According to Grellet (1981), the two fundamental reasons for the act of reading are (1) for deriving pleasure and (2) for collecting information.

Reading can be improved by teaching how to read for particular purposes (Anderson, 2000, p. 397). In this connection, Linderholm and van den Broek (2002) state, “Successful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose, are met” (p. 778, as cited in Grabe, 2009, p. 11). Reading different genres also impacts reading purposes (Grabe, 2009, p. 11). Readers have been found to adjust their reading purposes by different types of texts and perform differently on various post-reading measures (Einstein et al., 1990; McDaniel et al., 1995; McDaniel & Einstein, 1989; McDaniel et al., 1986).

6.5 Types of Reading

The types of reading the readers indulge in are determined by their reading purposes. The different reading contexts and goals demand different kinds of reading (Grabe, 2009, p. 9). There are various types of ways of reading. Seven kinds of reading are mentioned in the reading literature. Grellet suggested four types: skimming, scanning, extensive, and intensive reading (1981, p. 4). Grabe and Stoller, along with the first two types of reading given by Grellet, suggested five more types. They are reading to learn from texts, integrate information, write, critique texts, and get general comprehension (2013, p. 6). These different types are not mutually exclusive as there is a tendency for a reading activity to involve more than one way at an instance when the purposes of reading demand (Grellet, 1981, pp. 3-4).

6.5.1 Skimming

Skimming is quickly going through the text to get an overall understanding of the gist or essence of the text (Grellet, 1981, pp. 3-4). This process involves reading sampling segments of the text to achieve a general understanding of it. It is an ordinary valuable skill that involves guessing strategies for getting a general idea of the text (Grabe & Stoller, 2013, p. 7).

6.5.2 Scanning

Scanning quickly runs through the text to get specific or detailed information (Grellet, 1981, pp. 3-4). Grabe and Stoller (2013) discussed this type under the reading category to search for simple information. It is a common ability of reading. Some researchers like Guthrie and Kirsch (1987) considered it a relatively independent cognitive process (as cited in Grabe & Stoller, 2013, p. 7). It is often used and considered a type of reading ability that readers can use to scan the text for a specific word, phrase, or piece of information (Grabe & Stoller, 2013, p. 7).

6.5.3 Extensive Reading

This is predominantly a fluency activity to derive pleasure from reading that involves reading more extended texts for global understanding (Grellet, 1981, pp. 3-4). Extensive reading, done outside the classroom, is called “joyful reading” by Day and Bamford (1998, as cited in Harmer, 2007a, p. 99).

6.5.4 Intensive Reading

This is reading texts of shorter length involving the advantages of demanding accuracy, details, and specificity (Grellet, 1981, pp. 3-4). It is performed within the classroom and is done for a detailed study of the prescribed texts in the classroom (Harmer, 2007a, p. 99). Intensive reading includes study activities related to grammar, meaning, vocabulary, etc. However, maximum benefit can be derived by performing both intensive and extensive reading. In the case of intensive reading, the success of the students’ reading activity depends on the level of the text chosen by them. Harmer (2007b) highlighted teachers’ various roles in intensive teaching reading, such as ‘organiser’, ‘observer’, ‘feedback organizer’, and ‘prompter’ (p. 286).

6.5.5 Reading to Learn from Texts

This type of reading typically occurs in academic and professional contexts. In these settings, learners need to learn some information from the text. For this, the learners must remember the main ideas, supporting details, and other details to elaborate on them. It requires the readers to “recognize and build rhetorical frames that organize the information in the text”, and, finally, link the text to the reader’s knowledge (Grabe & Stoller, 2013, p. 7). It is done at a relatively slower rate. This type of reading demands for inferencing for the purpose of connecting the text information with background knowledge (p. 7).

6.5.6. Reading to Integrate Information, Write, and Critique Texts

This reading integrates information by critically evaluating mutually supporting or conflicting information and restructuring the rhetorical frame with information from multiple sources. In this respect, reading to write and reading to critique, both everyday academic tasks, can be the task variants of reading to integrate information (Grabe & Stoller, 2013, pp. 7-8).

6.5.7. Reading for General Comprehension

This is the most basic purpose of reading that underlies and supports most other reading purposes. It is a more complex process that demands,

...very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

(Grabe & Stoller, 2013, p. 8).

It occurs automatically and is taken for granted by fluent readers. It is more difficult to master because of its demands for processing efficiency.

6.6 Process of Reading

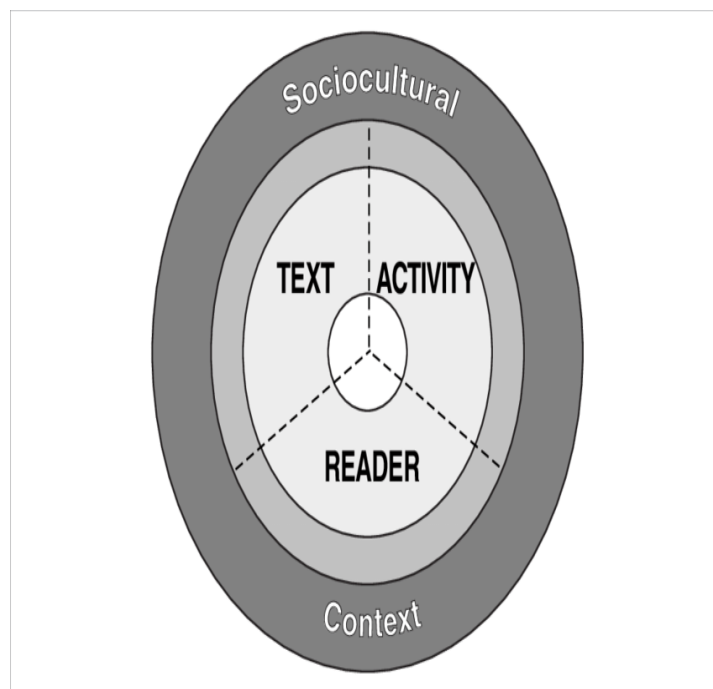
A simple model of the process of communication has two processes that occur between (1) the writer and the reader and (2) the speaker and the listener. In the context of reading, the writer who wants to communicate her/his ideas is the *encoder*. The encoder's message may be in the form of an idea, fact, argument, etc. In order to share this with the reader, the writer encodes her/his words, and the encoded form takes the form of a text that becomes accessible to the reader. The reader attempts to decode it to comprehend it. Thus, the message reaches the reader's mind, and communication is achieved (Nuttall, 1982, pp. 4-5).

6.6.1 Components of Reading

The crucial elements of reading comprehension are (1) *the reader*, (2) *the text*, and (3) *the activity*. *The Reader* “comprehends” the text; *the text* is “to be comprehended”; comprehension is a part of *the activity* (RAND Reading Study Group, 2002, p. 11). Here, the reader holds all the capacities, abilities, knowledge, and experiences that s/he invests in reading; any printed or electronic text is *the text*, and *the activity* includes the aspects of purposes, processes, and consequences of the act of reading. These three dimensions of reading function in a sociocultural context. This phenomenon of reading shapes the reader and vice versa, and there is an interaction among the three dimensions of comprehension. The sociocultural context influences and determines all three elements. It also mediates students' experiences, and in turn, the students' experiences also influence the context. Ultimately, reader, text, and activity are dynamically interrelated in comprehension (pp. 11-12).

The figure presented is a diagrammatic representation of all the three components discussed above, situated in a larger sociocultural context.

A Heuristic for thinking about reading comprehension.



Courtesy: RAND Reading Study Group, 2002. p. 12

6.6.1.1 The Reader: The first comprehension component requires various capacities and abilities. They include cognitive capacities, motivation, and various types of knowledge. (1) Cognitive capacities include abilities like attention, memory, critical analytic ability, inferencing, visualization ability, etc.; (2) motivation includes the purpose for reading, interest in the reading content, and self-efficacy; and (3) various types of knowledge include vocabulary, domain knowledge, linguistic knowledge, discourse knowledge, and knowledge of specific comprehension strategies. In this connection, the RAND Reading Study Group (2002) observed that the reader invests in reading all the above capacities and abilities (p. xi-xii, as cited in Rueda, 2011). These specific capacities and capabilities depend on the texts used and the specific activity in which the reader is engaged in the reading activity. The instruction the reader receives is another strong base for changes in the readers' knowledge and capacities. Appropriate instruction will enhance reading comprehension (RAND Reading Study Group, 2002. pp. 13-14).

In the above connection, Kintsch and Kintsch (1996) also stated that the reader's background knowledge and motivation are the other factors that are important in text comprehension. They discussed this in terms of *learner factors*. Comprehension is easy when the domain knowledge of the reader is deep. Also, motivation and interest influence comprehension, both directly and indirectly. An essential set of strategies the learners employ in reading proved effective. They are as follows:

- Using words or imagery to elaborate the content.
- Rereading, paraphrasing, and summarizing in one's own words to clarify the content.
- Reorganizing the content into a hierarchical outline, diagram, or graph that shows the crucial relations between ideas.
- Consciously seek relations between new content and existing knowledge (e.g., by self-explaining, forming analogies, hypothesizing, drawing conclusions and predictions, formulating questions, and evaluating the text for internal consistency and concerning what one knows of the topic).
- Consciously monitoring one's ongoing comprehension, identifying the source for a breakdown in comprehension, and attempting to resolve the problem rather than passively reading on (as cited in Kintsch & Kintsch, 2005, p. 84).

Novice comprehenders require good metacognitive strategies to monitor ongoing comprehension and choose appropriate strategies. Normal, automatic perception-like comprehension is no longer sufficient. Constructive problem-solving is needed when readers need more support to rely on their background knowledge for adequate comprehension (pp. 84-85).

6.6.1.2 The Text: Text is the second component of comprehension—the features of the text affect comprehension to a more considerable extent. For smooth reading comprehension, the aspect of the “readability” of texts is essential. The use of short sentences and familiar words is required for this. However, cognitive psychology does not concede this widespread practice (Weaver & Kintsch, 1990, as cited in Kintsch & Kintsch, 2005, p. 85). On the other hand, using “too many unfamiliar words and overly involved syntax” will hamper comprehension (Kintsch & Kintsch, 2005, p. 85). Conversely, a text of entirely short sentences can easily be incoherent.

The text features include different representations of the text that are constructed during reading. They are (1) the surface code (the exact words in the text), (2) the textbase (the units of ideas representing the meaning in the text), and (3) a representation of the mental models that are embedded in the text. Text difficulty is the other important factor of comprehension. It is based on (1) inherent factors of the text, (2) the relationship between the text and the knowledge and abilities of the reader, and (3) the reading activities of the reader. In reading comprehension, an interaction takes between the reader’s domain knowledge and content of the text, the vocabulary load of the text, and the text’s linguistic structure, discourse style, and genre. The text becomes incomprehensible to a more significant extent when there is no match between many textual factors and the reader’s knowledge and experience (RAND Reading Study Group, 2002. pp. 14-15).

Closely associated with the above discussed, Kintsch and Kintsch (2005) elaborated on the aspect of *coherence*. Coherence, at both the microstructure and macrostructure levels, is a text characteristic that affects comprehension. It is also maintained by employing explicit linguistic markers that signal the relationship between two clauses. Coherent texts at the global level use section headings, topic introducers, order markers, and so on and, therefore, are well organized, and their structure is clearly signalled. Hence, these kinds of texts are

easier to read and generally can be recalled more successfully than less coherent texts (Beck et al., 1991; Britton and Gulgoz, 1991, as cited in Kintsch & Kintsch, 2005, p. 85).

Paradoxically, the less coherent texts are more effective in a different kind of comprehension assessment. How easily a reader reads and reproduces a text is rather a superficial measure of comprehension. Inversely, according to Kintsch and Kintsch (2005),

Measuring whether the information in the text has been integrated with the reader's prior knowledge and whether it can be used to make inferences in new situations-to understand new texts and solve new problems-provides a better picture of how deeply a reader has understood a text. (p. 86)

A text that leaves certain things unsaid, which the reader will infer, can result in better learning than reading a text fully explicit (McNamara et al., 1996, as cited in Kintsch & Kintsch, 2005, p. 85). On the other hand, the fully explicit text can be easily read, and also, the reader feels good about her/his understanding of the text as no active inferencing is required. However, the level of understanding is shallow in this case. However, active inferencing and interpretation are required for a more complex text. Therefore, comprehension is more effortful and achieves better results as the reader tends to learn something from her/his work. Other text factors like pictures, graphs, and animations also facilitate text comprehension when used to illustrate and specify essential ideas in the text. A simple diagram can clarify spatial relations among the various components described in the text (Kintsch & Kintsch, 2005, pp. 85-86).

6.6.1.3 The Activity: The component of reading is purpose-driven and performed to achieve an end. It involves the aspects of one or more purposes, some operations for processing the text, and the consequences of performing it. It is influenced by motivational variables such as interest and prior knowledge. The purpose of reading can be either internally or externally imposed. In the context of classroom instruction, the purpose is

externally mandated. In case of a conflict between internally generated and externally mandated purposes, a conflict may lead to incomplete comprehension. While reading, the reader processes the text concerning the purpose that involves the functions of (1) decoding, (2) higher-level linguistic and semantic processing, and (3) monitoring. Each of these processes is important in different kinds of reading.

The act of reading can be distinguished into three micro periods: (1) pre-reading, (2) reading, and (3) post-reading. These are micro-developmental processes. There is also a macro-developmental aspect in comprehension which represents changes over time as the reader attains maturity and cognitive development. Instruction is one of the factors that influence the macro-development of comprehension. Finally, the consequences of reading are part of the activity that results in some outcome. Some reading activities enhance knowledge, and others facilitate knowing how to do something. These particular consequences are often related to the reader's goal and have an application value. However, the consequences of both activities may or may not be related to the original purposes. Finally, other reading activities have engagement as their consequence. Engagement, therefore, can be related to many different types of text. Knowledge, application, and engagement can directly affect the reading activity. Nevertheless, there may be longer-term consequences also (RAND Reading Study Group, 2002, pp. 12-13).

6.6.1.4 The Context: The fourth component is the context. Vital reading activities are performed in the context of instruction. The impact of instruction on the reader's purpose for reading, its operations, and its influence on short- and long-term consequences is a significant issue in research. In the classroom context of learning to read, children bring in various capacities and understandings about reading that, in turn, are influenced by their home and neighbourhood experiences. In addition, classrooms and schools reflect the neighbourhood context and the larger society filled with economic disparities. There are stark disparities in

the educational facilities, resources, and infrastructure of the schools serving the students of low-income families and those serving the students of middle-income families. The students' oral language practices, their self-concepts, the types of literacy activities they engage in, their instructional history, and the likelihood of their successful outcomes all reflect the effects of contextual factors. The contextual factors include economic resources, class membership, ethnicity, neighbourhood, and school culture. The classroom-learning environment is a significant aspect of the context that can affect the development of comprehension abilities (RAND Reading Study Group, 2002, pp. 16-17).

The socio-cultural and socio-historical theories of learning and literacy describe children's literacy acquisition through social interactions with more expert peers and adults. Vygotsky (1978) elaborated on this more clearly. From a sociocultural perspective, the processes, i.e., the ways the instruction is delivered and the social interactions contextualizing the learning experience and the content, are of great importance (as cited in RAND Reading Study Group, 2002. p. 16). According to Tharp and Gallimore (1988), children's acquisition of knowledge (and literacy) is influenced by five characteristics of the sociocultural context, which are called activity settings: (1) identity of the participants; (2) how the activity is defined or executed; (3) timing of the activity; (4) where it occurs; and (5) why children should participate in the activity or the motivation for the activity (as cited in RAND Reading Study Group, 2002. p. 17). However, all these five characteristics tend to vary as a function of economic and cultural factors.

6.6.2 Reading Comprehension

Comprehension can be defined simply as attempting to construct meaning from a text, either oral or written. Comprehension is not a single or unitary process but a complex process involving many processes. Meaning does not exist in the text, which is “a skeleton, a blueprint for the creation of meaning” (Spiro, 1980, p. 245, as cited in Duke & Carlisle, 2011, p. 200). In a nutshell, it can be understood that the reader creates and adjusts mental representation of the textual meaning (Kintsch, 1998; McNamara et al., 2000, as cited in Duke & Carlisle, 2011, p. 200) by using factors such as text features, reader factors and finally, the context of communication which all interact with each other (RAND Reading Study Group 2002 as cited in Duke & Carlisle, 2011, p. 200).

Comprehension happens over time, during which the learners actively construct meaning by interacting with the text while integrating the knowledge they acquire from the text with their prior knowledge. Therefore, comprehension is a true constructive process (Duke & Carlisle, 2011, p. 200). The reader’s knowledge and experiences influence comprehension and the context existing at the time of reading. Knowledge and context also affect the reader’s perception (Blachowicz & Ogle, 2008, p. 28). Reading comprehension is a strategic process. The reading needs engagement, interest, motivation, purpose, skills and strategies, knowledge, and self-regulation. It includes individual and social factors (Blachowicz & Ogle, 2008, p. 27). Comprehension involves two crucial things: interaction and integration (Grabe, 2009).

Difficulties in comprehension may arise due to conditions like the readers needing more background information, more linguistic resources, and more reading for efficient reading (Grabe & Stoller, 2013, p. 24). Comprehension breakdown can happen to students from diverse language or cultural backgrounds. Cultural processes are linked with cognitive and academic outcomes (Rueda, 2011, p. 92).

Duke and Carlisle discussed three preliminary distinctions. They help characterize comprehension development. They are the distinctions between (1) *Mastery constructs* and *Growth constructs*, (2) *Strategies* and *Skills*, and (3) *Development* and *Instruction* (2011, p. 200).

In the first distinction, the one between mastery constructs and growth constructs, mastery constructs are those that can be mastered fully. Mastering alphabet knowledge is a mastery construct (Afflerbach et al., 2008, as cited in Duke & Carlisle, 2011, p. 200). On the contrary, the growth construct cannot be mastered to the maximum extent. However, the readers can become better at this. People can continue their development throughout their lives. The act of reading can constantly be refined. This very point indicates that a hundred percent mastery is impossible. Therefore, reading comprehension is considered complex (Duke & Carlisle, 2011, p. 200).

The second distinction between strategies and skills is given by Brown (1980a). The interventions made deliberately and consciously during reading are called strategies. Brown called them *debugging* activities. The other category includes intelligent processing that happens below conscious introspection. During reading activity, the activity can shift from skill to strategy and vice versa (Duke & Carlisle, 2011, pp. 200-201).

Regarding the distinction between development and instruction, development refers to “change over time... in the ability to comprehend oral and written text” (Duke & Carlisle, 2011, p. 201). Some aspects of comprehension change gradually, even without instruction in that particular area. However, instruction can influence comprehension development (Duke & Pearson, 2002; Gersten et al., 2001, as cited in Duke & Carlisle, 2011, p. 201).

6.6.3 Reading Processes

Reading comprehension abilities are complex and vary in various ways depending on tasks, motivations, goals, and language abilities. There can be significant differences among various ways of reading. A set of standard processes get activated in the reading activity. This section of the chapter attempts to elaborate on various processes involved in reading.

The reading process encompasses the oculomotor, perceptual, and comprehension processes executed in a coordinated fashion. These include processes that direct the eye movements; word-level processes which encode the visual pattern of a word and access its meaning from memory; and text-level processes that process the semantic, syntactic, and referential relationships existing among successive words, phrases, and sentences existing in a text (Daneman, 1996, p. 513).

6.6.3.1 Eye Movements: Some of the significant aspects concerning this are control over eye movement, placement of the eye during reading, and visual information extracted during a single-eye fixation. Good readers are efficient in three aspects.

6.6.3.2 Word Recognition Processes and Decoding Processes: Word recognition processes determine reading skills significantly. Word knowledge or the knowledge of vocabulary is one of the best predictors of performance in reading comprehension (Davis, 1968; Thorndike, 1973, as cited in Daneman, 1996, p. 524). According to Thorndike (1973), performance in reading is completely determined by the knowledge of words (p. 62, as cited in Daneman, 1996, p. 525). Some researchers indicated a high correlation between vocabulary and reading comprehension (Just & Carpenter, 1987, as cited in Daneman, 1996, p. 525). There is also a correlation between word recognition and reading skill. Word recognition, a complex skill, comprises the aspects of word encoding, lexical access, phonological processes, and contextual processes. Daneman suggested, “the construct of

reading skill is construed as having two separate and partially independent skills: reading speed and reading comprehension” (1996, p. 524).

Decoding is an “isolable ability” (Kintsch & Kintsch, 2005, p. 83). There are two processes involved in word recognition: (1) *word encoding*, which involves encoding the visual pattern of a printed word, and (2) *lexical access*, which involves assessing word meaning in a mental dictionary or lexicon. The word length affects the speed of encoding, and the frequency of the word affects the ease of accessing the word meaning (Just & Carpenter, 1987, as cited in Daneman, 1996, p. 514). Decoding processes result in the mental representation of a sequence of idea units called propositions (Kintsch & Kintsch, 2005, p. 72). Text comprehension relies primarily on adequate decoding skills. It is followed by the skill of comprehension, a complex skill dependent on various factors, contexts, and reading goals.

6.6.3.3 Text-Level Processes: The comprehension process refers to the perceptual and conceptual processes. Kintsch and Kintsch (2005) explained the next level of building *the microstructure* of the text. To construct a coherent and meaningful representation of the text, readers must compute the relationships among successive words, phrases, and sentences. All these account for higher-level comprehension and integration processes, which also involve extracting the underlying propositions at the sentence level. A text is a list of propositions (Daneman, 1996, p. 514). Therefore, *the microstructure* of the text is built by forming propositional units out of the words and their syntactic relations. It is achieved by interrelating the propositions in a complex network and establishing hierarchical relations of various subsections of the text (Kintsch & Kintsch, 2005, p. 72).

At the text level, all the newly assembled propositions are *integrated* with the previous portions of the text. Integration depends on “computing the semantic relationships among successive propositions” (Daneman, 1996, p. 515). Successful integration requires

error recovery heuristics (Carpenter & Daneman, 1981; Frazier & Rayner, 1982, as cited in Daneman, 1996). The global structure of the text formed at this point is called *macrostructure*. *Text base* is formed by both *microstructure* and *macrostructure*. Text base is the mental representation that the reader constructs of the text, and the reproduction of significant propositions indicates good comprehension (Kintsch & Kintsch, 2005, p. 72). Inferencing plays a significant role in the construction of the text base. The text base remains close to the text from which it was derived. However, the meaning construction process goes beyond the text's limits. To understand a text, the reader has to integrate it with her/his prior knowledge and experience (p. 74). Integration depends on the ability of readers to store information processed recently for a temporary period. The constructs of *working memory* and *working memory capacity* are connected to this. Along with what the text presents, the readers construct more significant text meaning with the aid of their organized meaning of the concepts and events called *schema* and *script* (Daneman, 1996, p. 516).

For effective comprehension, the reader has to construct a situation model—a mental model of the situation described by the text. Going beyond the text is also going beyond the verbal domain. The situation model may contain other components, such as visual imagery, emotions, and personal experiences. The situation model of a particular reader could be more predictable (Kintsch & Kintsch, 2005, p. 74). The construction of the situation model depends more on goals and background knowledge than what the text base depends on. The situation model also depends on the reader's engagement with the text.

In educational contexts, learners are expected to learn from a text that amounts to constructing a situation model. Learners will remember and effectively use this information when required for later-day purposes. It is a difficult task for the learners since it demands prior knowledge and an active process of meaning construction, not just the passive registration of a text base (Kintsch & Kintsch, 2005, p. 76).

6.6.3.4 Role of Working Memory in the Reading Process: The limits of working memory can constrain the process of text. Learners can process only a finite amount of information at a given time. It has severe implications for comprehension models because constructing the text base and the situation model depends on connections between concepts. Lack of association would weaken the construction of both of them and severely limit the comprehension process because the capacity of short-term memory is very low on which working memory has to rely. All processing depends on working memory, but working memory is severely constrained. Hence, it again impacts reading comprehension (Kintsch & Kintsch, 2005, p. 76).

Working memory is measured in terms of the Reading span. It differs among individuals, varying between about 2 and 6. It is a reliable predictor of performance on conventional reading comprehension tests (including the Scholastic Assessment Test or SAT) and inferencing (Singer et al., 1992, as cited in Kintsch & Kintsch, 2005, p. 77). There needs to be more than the reading span to include many aspects that are to be processed by it. Therefore, Ericsson and Kintsch (1995) and Kintsch, Patel, and Ericsson (1999) introduced the concept of long-term working memory (as cited in Kintsch & Kintsch, 2005, p. 77). Kintsch and Kintsch (2005) called it “retrieval structures” (p. 77) that contain all the items in the long-term memory of the reader that were linked with the current contents of short-term memory. Efficient retrieval structures are characteristic of experts in a domain and are a basis for reading comprehension. The information stored in long-term memory is made available by retrieval structures.

6.6.3.5 Inference: Inferences are to be made when the reader wants to traverse beyond the text. Some inferences can be made readily; they are automatically activated while reading when the topic is familiar. This automatic activation depends on rich and deep retrieval structures. In other instances, readers may be required to actively work to infer what

is unstated in the text because texts are only partially explicit. There are always gaps left in the text that the reader must fill in. The gaps may be local or global when the topic of a story is not explicitly stated. This gap-filling has traditionally been labelled as inferencing.

Inferences vary from *automatic* to *controlled*. Automatic inferences are made quickly and easily, while controlled processes are highly resource-demanding. The other categories of inferences are either *knowledge-based* or *text-based* (Kintsch & Kintsch, 2005, pp. 78-79).

Many inferences in text comprehension involve simple knowledge activation. Automatic knowledge activation will work smoothly when text is highly familiar. When the reader reads a text to learn from it, it is evident that the text is unfamiliar to her/him in which context the reader cannot rely on well-practiced retrieval structures for activating relevant knowledge. Nevertheless, it is still required to retrieve the reader's relevant prior knowledge and experience, which process can be very effortful, requiring conscious control. This attempt is necessary for the information in the text to get linked with existing knowledge structures, and hence it becomes unusable and unavailable (Kintsch & Kintsch, 2005, p. 80).

Pedagogically, many things could be improved in inferencing in text comprehension. The main problem is to engage the reader in the deliberate processing required for deep understanding. Skilled readers can adjust their inferencing according to specific text and situation requirements. The readers need to learn the metacognitive control of inferencing. Also, they must learn what inferences are to be made in different contexts. Teaching students to engage in relevant inferencing can effectively promote deep comprehension (Pressley, 1998, as cited in Kintsch & Kintsch, 2005, p. 81).

Grabe and Stoller (2013) elaborated on the reading processes regarding two kinds of processing levels. According to them, skilled reading occurs at two levels: *Lower-level* and *Higher-level processes*. The lower-level processes represent the more automatic

linguistic processes. In contrast, higher-level processes represent comprehension processes that involve using the reader's background knowledge and inferencing abilities.

Both the lower-level and the higher-level component processes are aspects of working memory processing. Working memory is the network of information processes and related processes used at a given point called *working memory activation* (Baddeley et al., 2009). Grabe and Stoller observed, "The words that are accessed, the information that is cued grammatically, the emerging meanings of words, the formation of a text model of comprehension, inferencing, and the executive control processes are all active in working memory" (2013, p. 14).

6.6.3.6 Lower-Level Processes: Rapid and automatic word recognition or lexical access is fundamental for fluent reading comprehension. Fluent readers can recognize a word in less than a tenth of a second. What happens in the word recognition process is evident from the following words:

[W]hen a reader is attempting to learn what is in text, reading is a word-by-word affair, with fixations on most of the individual words. For a skilled adult reader who is reading material carefully, each word is typically fixated for about a quarter of a second. That translates to about 200 words per minute when readers are reading to learn material... Reading at a more relaxed pace occurs at a rate of between 250 and 300 words per minute. (Pressley, 2006, p. 51, as cited in Grabe & Stoller, 2011, p. 15)

Thousands of hours of practice in reading are required for rapid processing and automaticity in word recognition for readers (Grabe & Stoller, 2011, p. 15). Fluent readers derive clause-level meaning by the process called *Syntactic parsing*. It helps the readers disambiguate words with multiple meanings out of context. Fluent readers take in and store words together by extracting basic grammatical information. The ability to recognize "phrasal groupings," "word ordering information," and "subordinate and superordinate relations

among clauses” aids fluent readers in understanding the words (Grabe & Stoller, 2013, p. 16). *Parsing* at the initial syntactic parsing level is done rapidly, automatically, and unconsciously, which is essential for comprehension (p. 17). However, the need for this ability in L2 settings is not very obvious because, as observed, most L2 students develop an overt knowledge of L2 grammatical structures even before achieving fluent L2 reading (p. 18). The third basic, automatic reading process is *Semantic proposition formation*, in which word meanings and structural information are combined into basic clause-level meaning units. What happens in word recognition in connection to the human memory is made clear by Grabe and Stoller (2013) as follows,

Words that are recognized and kept active for one to two seconds, along with grammatical cueing, give the fluent reader time to integrate information in a way that makes sense in relation to what has been read before. As meaning elements are introduced and then connected, they become more active in memory and become central ideas if they are repeated or reactivated multiple times. (p. 18)

The three processes discussed here are (1) lexical access or word recognition, (2) syntactic parsing, and (3) semantic proposition formation. Reading comprehension becomes more complex when readers cannot function fluently in a combination of the above processes (p. 19).

6.6.3.7 Higher-Level Processes: Higher-level comprehension processes more closely represent reading comprehension. Fluent readers form a summary model of the meaning of the texts. They also elaborate on how they want to understand text meaning. Apart from understanding and interpreting the ideas in the text, fluent readers establish purposes for reading in which connection, Grabe and Stoller stated, fluent readers “...combine reading strategies as needed, make inferences of many types, draw extensively on background

knowledge, monitor comprehension, form attitudes about the text and author, adjust goals as appropriate, and critically evaluate the information being read” (2013, p. 19).

6.6.3.7.1 Text Model: The coordination of the main ideas and the supporting ideas in the text to form a meaning of the text is the most fundamental higher-level process of comprehension that forms a Text Model of reading comprehension. The clause-level meaning units, formed by the readers, derived through syntactic parsing and semantic proposition, are added to the network of ideas from the text being formed. The new clauses can be joined into the network by repeating an idea, event, object, or character, referencing the same thing but in different words, and making simple inferences (Grabe & Stoller, 2013, p. 20). In higher-level processing, the reader reactivates the main ideas continuously while reading. Whenever there is incoming new information, it is to be combined rapidly to achieve an accurate update of meaning for which processing speed is crucial. Information from rapid and automatic processes must be efficiently coordinated for fluent reading comprehension. The higher-order processes receive basic information and build reading comprehension of the text.

6.6.3.7.2 Situation Model: Simultaneously, when the text model of comprehension is being operated, the reader begins to operate the Situation Model of reader interpretation, through which the reader begins interpreting the text in terms of his/her goals, feelings, and background expectations. The situation model is built based on the emerging text model. The factors influencing it are background knowledge, inferences, reader goals, reader motivation, task, text difficulty, and reader attitudes towards the text, task, and author (Grabe & Stoller, 2013, p. 21). Kintsch (1988) explained that the situation model *integrates* information from the text with a network of ideas from the background knowledge of the reader and interprets new information in the light of the reader’s background knowledge, attitudes, motivations, goals, and task purposes of the reader (as cited in Grabe & Stoller, 2013, p. 22). Thus, the situation model accounts for two aspects: (1) the manner a reader can understand the author’s

intent (the text model), and (2) the reader's interpretation of that intent for her/his purposes (the situation model). This duality represents how a reader can present a text summary as well as a critique of it. This specific integration ability marks expert reading in a topical domain like history, biology, or psychology (p. 22). The whole process of reading comprehension is, in a nutshell, the reader transforming information from clause-level meaning units to the text model of comprehension and then transforming to the elaborated situation model of reader interpretation. In this, both background knowledge and inferencing play a significant role. The faulty interpretation of the text by the reader, i.e., the situation model interpretation of the reader, maybe a result of incomplete background knowledge or faulty inferences.

The text model and situation model require overseeing or monitoring comprehension using required strategies, reassessing and re-establishing goals, and repairing comprehension problems (Grabe & Stoller, 2013, p. 20). Attentional processing, an aspect of executive control processing, is central to reading comprehension. Executive control processing or the monitor represents how the readers focus selective attention while comprehending and assessing their understanding of the text and evaluating their success. Therefore, the reader's evaluation of the text information and their feelings about it is part of the developing situation model of their interpretation. The readers' evaluation of how well they comprehend the text depends on the executive control processor. In conclusion, the cognitive processing resources that facilitate reading for various purposes are formed by the higher-level and lower-level cognitive processes.

The intensity of the emphasis on different reading purposes depends on the specific purpose. Therefore, reading to find simple information emphasizes word recognition abilities and some background knowledge. On the other hand, reading for general information emphasizes using a balanced combination of the two processes, text-model comprehension and situation-model interpretation. The purpose of reading to learn is to build an accurate text

model of comprehension and, later, a robust interpretive situation model of integration. All these processes occur in working memory and quickly in two seconds. Finally, the act of reading can be conclusively seen in the words of Grabe and Stoller, “Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of processes that makes comprehension a seemingly effortless and enjoyable activity for fluent readers” (2013, p. 23).

6.6.4 Difficulties in Reading

Many a time, texts are difficult to comprehend. It leads the reader toward the consequences of frustration, demotivation, and consequent withdrawal from the act of reading altogether. The difficulty of reading the texts depends on factors like,

1. the writer and reader not sharing the code in which the text has been written
2. lack of previous knowledge required to understand the written text
3. the complexity of the concepts discussed in the text

(Nuttall, 1982, p. 7)

There are two central issues in the theory of comprehension. They are crucial for understanding the factors that make comprehension difficult. They are the complexity of the mental representations generated in reading and the inference processes. The inference processes are required to construct the mental representation that supports deep understanding (Kintsch & Kintsch, 2005, p. 72).

6.6.4.1 Difficult Texts: Readers may encounter too complex texts in which contexts the reading comprehension processes need to operate more efficiently. In the context of difficulties in reading, the readers can resort to a slow mechanical translation process to understand the text. On the other hand, the attempt to use the situation model from their past experiences can also be made. In the context of difficulties in L2 reading, readers use coping strategies by translating or guessing the meaning of the text. Nevertheless, if it is repeated

continuously, it might lead to a loss of motivation in readers to become fluent readers. Finally, only continuous and extended exposure to texts can lead the readers to achieve efficient reading (Grabe & Stoller, 2013, p. 24).

6.7 Reading and Motivation to Read

Many research studies emphatically established that motivation improves reading comprehension and has a significant role in reading development. Motivated individuals reveal an optimistic attitude. They are willing to work on challenging tasks and be aware of their capabilities. They seek a choice in monitoring their environment and their learning. They expect success in their learning endeavours and are connected with others. They derive pleasure from their work and take pride in their achievements. Finally, it can be stated that positive motivation activates effective learning behaviour (Guthrie & Wigfield, 2000, as cited in Grabe, 2009, p. 176).

6.7.1 Definitions of Motivation

There are many definitions of motivation. Definitions emerge out of theoretical frameworks adopted for conceptualizing motivation. Below are given some important definitions:

To be motivated means to be moved to do something....someone who is energized or activated toward an end is considered motivated. (Ryan & Deci, 2000, p. 54, as cited in Grabe, 2009, p. 175)

Motivation deals with ... the choices individuals make about which activity to do or not to do, their degree of persistence at the chosen activities, and the amount of effort they put forth to do the activity. (Wigfield, 2000, p. 140-141, as cited in Grabe, 2009, p. 175)

... motivation involves a set of beliefs, values, and expectations and a set of defining behaviors: engagement, persistence, strategic problem-solving, and requests for help. Beliefs, values, and expectations usually centre on some combination of self-regulation, self-efficacy, interest, goal-setting, and attributions of (or reasons for) success and failure. Moreover, these beliefs, values, and expectations are influenced by a range of external social and contextual factors: parents, peers, sociocultural expectations, classrooms, teachers, and instructional tasks (Grabe, 2009, p. 176).

It can be deduced from the above definitions that motivation is an effort energized to achieve an end with a degree of persistence, and a set of defining behaviours characterizes it.

Motivation is crucial in second language learning and also for engaged reading. Therefore, teachers need to explore ways of motivating students. Anderson (2014) referred to a simple mathematical definition given by Schramm (1956, as cited by Anderson, 2014, p. 174). It is as follows:

$$\text{Motivation} = \frac{\text{expectation of reward}}{\text{effort required}}$$

Anderson (2014) suggested that this formula provides an “ideal means of approaching reading construction and motivation” (p. 174). Teachers have to enhance the expectation of reward in the students.

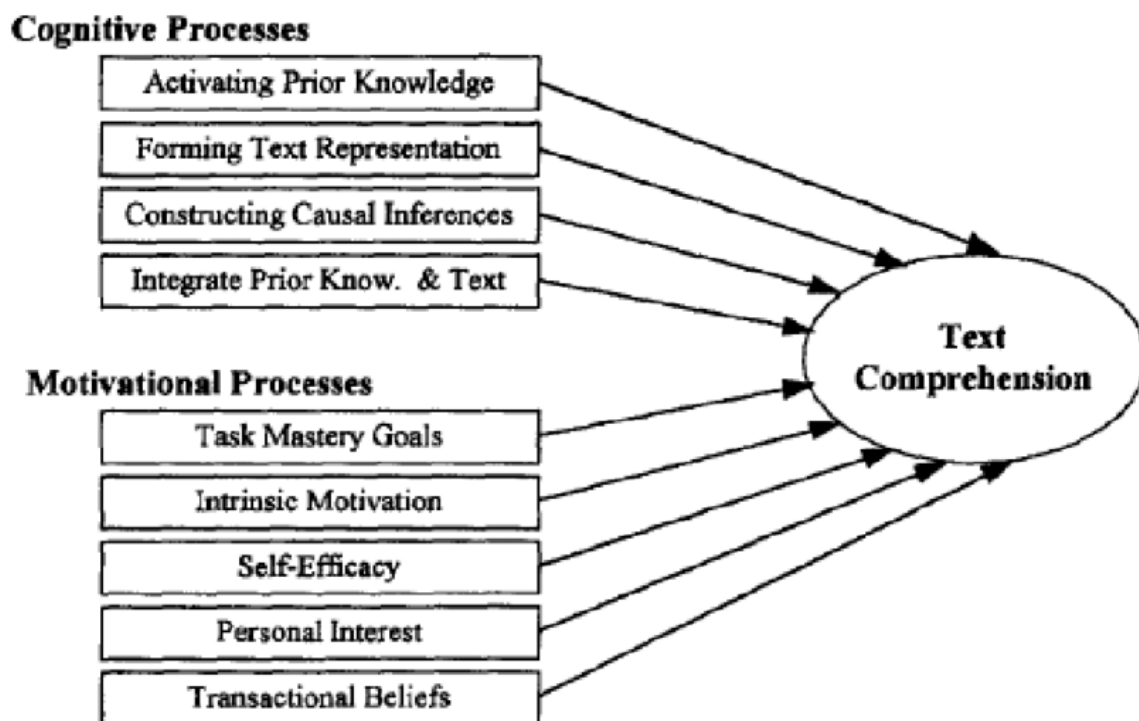
Particularly concerning reading, motivational and cognitive processes can influence reading comprehension. Four cognitive processes contribute to text comprehension:

1. Activating background knowledge
2. Forming text representation
3. Constructing causal inferences
4. Integrating prior knowledge and text representations

(Guthrie & Wigfield, 1999, as cited in Guthrie & Wigfield, 2005, p. 189)

Guthrie and Wigfield (2005) intended the above schematic to be consistent with Kintsch's text-based integration model (1988) and also with the recent findings related to inferencing during reading (Graesser & Bertus, 1998). It is assumed that the reader proceeds by (1) "forming a representation of text based on its prepositional information and structure," (2) "using prior knowledge related to the representation", and (3) "constructing a situation model that integrates prior knowledge and new text-based information" (Guthrie & Wigfield, 2005, p. 189). Further, it is assumed that inferences are constructed based on lexical or semantic information in words, and causal representations are built based on prior world knowledge.

6.7.1.1 Motivational-Cognitive Model of Reading: Guthrie and Wigfield (1999) proposed their motivational-cognitive model of reading (p. 190). It is the model that elaborates on how both cognitive and motivational processes collaborate in facilitating text comprehension. Below given is the diagrammatic representation of the motivational-cognitive model by reading of Guthrie and Wigfield (1999):



Guthrie and Wigfield's motivational-cognitive model of reading (1999) (Demiroz, 2008).

The figure shows that motivational processes contributing to text comprehension seem parallel to cognitive processes. Various motivational attributes of learners are interrelated. They can be independently measured and manipulated to influence text comprehension. These processes include the following:

6.7.1.1.1 Task Mastery: These goals refer to the reader's intentions concerning understanding a given text and given reader-text interaction. Students with high task mastery goals desire full understanding and complete comprehension of the texts and build a well-integrated situated model (Anderman et al., 2002; Pintrich, 2000, as cited in Guthrie & Wigfield, 2005, p. 190). This situation is not to be seen in the case of students with low task mastery goals.

6.7.1.1.2 Intrinsic Motivation: This refers to a drive in an individual that becomes instrumental in the act of reading for its own sake and to a positive disposition toward engagement in the reading activity. Highly intrinsically motivated individuals are likely to read more frequently and report higher amounts of reading compared to other students (Wigfield & Guthrie, 1997, as cited in Guthrie & Wigfield, 2005, p. 190).

6.7.1.1.3 Self-Efficacy: This refers to the beliefs of the reader in her/his capacity to read effectively and achieve success in reading (Schunk & Zimmerman, 1997, as cited in Guthrie & Wigfield, 2005, p. 190). Beliefs of self-efficacy are related to reading effort, persistence, and choice of reading materials.

6.7.1.1.4 Personal Interest: It is an individual's positive affect associated with textual topics. It is the reader's identification with the content. It leads to deeper conceptual processing during reading activities (Schiefele, 1999, as cited in Guthrie & Wigfield, 2005, p. 190).

6.7.1.1.5 Transactional Beliefs: These beliefs about reading refer to students' values relevant to a text. Students high on these beliefs and values expect reading to be valuable and important to them (Wigfield & Eccles, 1992, as cited in Guthrie & Wigfield, 2005, p. 190).

All the above-discussed motivational processes correlate with text comprehension. Some motivational attributes influence text comprehension indirectly, for example, interest. They do it by influencing cognitive processes during reading, for example, the depth of processing (Schiefele, 1999, as cited in Guthrie & Wigfield, 2005, p. 190).

Guthrie and Wigfield (2005) observed a distinction between general and situational motivation. When certain motivational constructs are measured at a relatively general level, it is called general motivation. Intrinsic motivation is an example of this. It is often defined broadly and measured in terms of intrinsic motivation for school rather than at a specific level. It is called situational motivation when measured more specifically at the domain or subject area level. It can be applied to the assessment of reading comprehension. Situational interest or interest kindled by a specific task or activity is an example of situational motivation (p. 190).

6.7.2 Motivation and Reading

Motivation and its impact on learning and achievement is a much broader study area. Despite potential limitations, motivation research demonstrated significant findings involving studies on reading development (Guthrie & Knowles, 2001, as cited in Grabe, 2009, p. 181). Many studies confirmed these findings. Different studies focused on different constructs involved in the concept of motivation. For example, Meece and Holt, 1993; Schiefele, 1996; Lau and Chan, 2003; Schunk and Rice, 1991; Guthrie and Cox, 2001; Wigfield and Guthrie, 1997; Guthrie et al., 2004 and 2007; and Unrau and Schlackman, 2006. Guthrie and Wigfield developed a framework for reading motivation and argued that motivation is to be understood as a domain-specific construct (Wigfield, 1997, as cited in Grabe, 2009, p. 182). However,

the research on L2 reading has many limitations compared to the research on L2 motivation in language learning. Reading motivation must be developed in its own right and within its domain.

6.8. Efficient and Engaged Reading

Fluent reading is a crucial factor for reading comprehension as it can foster the effective processing of the text. Certain features of reading are pertinent to make reading fluent. According to Grabe (2009, p. 14) and Grabe and Stoller, fluent reading is a rapid, efficient, interactive, strategic, flexible, evaluative, purposeful, comprehending, learning, and linguistic process (2013, p. 14).

6.8.1 Features of Fluent Reading

6.8.1.1 Rapid Process: Fluent reading that happens rapidly is vital for the smooth operation of various processing components of reading. Reading at a rate of 200 and 300 words per minute, depending on the reading purpose, is a norm fulfilled by a good reader (Grabe & Stoller, 2013, p. 12).

6.8.1.2 Efficient Process: This process is related to the reading rate. Specific processes involved in reading comprehension must be carried out efficiently in a combination and a coordinated fashion, and specific other processes are to be performed automatically (Breznitz, 2006, as cited in Grabe & Stoller, 2013, p. 10).

6.8.1.3 Interactive Process: Reading is an interactive process as it involves various processes taking place simultaneously. Rapid recognition of words and storing them in the working memory, analysis of the structure of sentences for assembling clause-level meanings, building a main-idea model of text comprehension, and monitoring of comprehension happen simultaneously. General comprehension can be achieved by combining these skills efficiently. Interaction in the reading process also happens when linguistic information in the text interacts with activated information of the reader from

her/his long-term memory in the form of background knowledge. Both knowledge sources are essential for interpreting the text (Grabe & Stoller, 2013, pp. 11-12).

6.8.1.4 Strategic Process: The reader needs to be strategic to balance the various skills required for comprehension. The reader has to identify processing difficulties; rectify disparities between textual information and the reader's knowledge; and arrive at decisions related to monitoring comprehension (Pressley, 2006, as cited in Grabe & Stoller, 2013, p. 12).

6.8.1.5 Flexible Process: The reader needs to be flexible to cope with the changing purposes and ongoing reading comprehension monitoring (Grabe & Stoller, 2013, p. 12).

6.8.1.6 Evaluative Process: The reader should be in a position where s/he can evaluate the coherence of the information and whether the information matches the purpose of reading. In this connection, Baker and Beall (2009) elaborated that evaluation also extends to readers' motivations for reading, their attitudes toward the text and topic, their feelings of likely success or failure with comprehension of the text, and their expectations about the usefulness of the information from the text (as cited in Grabe & Stoller, 2013, p. 12).

6.8.1.7 Purposeful Process: Reading is always a purposeful process. Readers adopt various ways of reading based on their reading purposes. Not only on it but also based on motivation driven by their purposes of reading, they are triggered internally or externally (Grabe & Stoller, 2013, p. 12).

6.8.1.8 Comprehending Process: Comprehension is evident and subtle as the purpose of reading. Any reader reads with this purpose only (Grabe & Stoller, 2013, p. 12).

6.8.1.9 Learning Process: Reading as a learning process is an outcome of it being purposeful and comprehending. It is evident in all academic settings where learning only happens through reading (Grabe & Stoller, 2013, p. 12).

6.8.1.10 Linguistic Process: Reading as a linguistic process is fundamental. Any reader has to engage with the text linguistically to interpret it. Readers have to recognize the primacy of linguistic processes to perform the activity of reading comprehension (Grabe & Stoller, 2013, p. 13).

6.8.2 Characteristics of Engaged Readers

Along with the above-discussed feature of efficient reading, it is also essential to mention the features of engaged readers. There are five essential characteristics of engaged readers. They (1) read widely with different purposes, (2) read fluently and use their cognitive capacity to comprehend the meaning, (3) develop their understanding using the material they read, (4) are aware of their reading strategies which amount to their metacognitive awareness, and (5) are motivated learners. Engaged readers can better be developed by integrating the characteristics mentioned above into teaching rather than applying them in isolation (Anderson, 2014). Engaged readers have all three typical purposes reading for pleasure, reading for learning, and reading for information. The teachers' awareness of the real goal of the reading (Grabe, 2009, p. 19, as cited in Anderson, 2014) and the explicit statement of goals for reading (Anderson, 2014) are crucial for the successful engagement of the students in the reading activity. Engaged readers are also equipped with metacognitive awareness of reading strategies which require:

1. *preparing* and *planning* for effective strategies
2. deciding *when to use* specific strategies
3. knowing how to *monitor* the use of strategies
4. learning how to *combine* various strategies
5. *evaluating* the effectiveness of strategy use

(Anderson, in press, as cited in Anderson, 2014, p. 173) (Emphasis from the original)

For the learners to be metacognitively aware, invariably metacognitively aware teachers are needed.

Readers can be classified as efficient readers based on their ability to perform various activities. They include the ability to read content more easily by changing the speed of reading in accordance to the text; the ability to select significant features of a text and skim it; the ability to guess and infer meaning with the help of context; the ability to predict outcomes in the text; the ability to take help of background knowledge for understanding the meaning of the text; the ability to get motivated to read the text by their purpose of reading; and finally, by switching the reading based on the type of text that they are reading (Ur, 1996, as cited in McDonough et al., 2013, p. 113). Individual reading is idiosyncratic and unpredictable. Readers can be differentiated based on “what they read, how much they read, how well they read, and how much they depend on or care about reading” (Eskey, 2005, p. 571, as cited in McDonough et al., p. 113). To conclude, the fluent readers

1. focus on and access eight to ten word meanings
2. parse clause for information and form a meaning unit
3. figure out how to connect a new meaning unit into the growing text model
4. check interpretation of the information according to their purposes, feelings, attitudes and background expectations, as needed
5. monitor their comprehension, make appropriate inferences as needed, shift strategies and repair misunderstanding, as needed
6. resolve ambiguities, address difficulties and critique text information, as needed

(Grabe & Stoller, 2013, p. 23)

6.8.3 Reading Skills and Strategies

The terms *Skills* and *strategies* describe the reading activity. They are essential for achieving success in reading. The significance of effective reading skills and strategies has increased in the current context of growing electronic communication.

Skills represent relatively automatic linguistic processing abilities (e.g., word recognition, syntactic processing, etc.). Educational psychologists perceive them as general learning outcomes of goal-driven tasks acquired gradually and eventually automatized (Anderson, 1995; Proctor & Dutta, 1995; Schunk, 2000, as cited in Grabe & Stoller, 2013, p. 8). *Strategies* are a set of abilities that the reader consciously controls. However, fluent readers use these relatively automatically. Therefore, the distinction between skills and strategies needs to be clarified due to the very nature of reading (Grabe & Stoller, 2013, p. 9). Grabe and Stoller (2013) concluded that *reading refers* to “cognitive activity involving skills, strategies, attentional resources, knowledge resources, and their integration” (p. 9). In contrast, ability is a term that covers comprehension skills, strategies, and knowledge resources that are available to the reader (p. 9).

6.8.3.1 Reading Skills: Skills are crucial for effective and successful reading of texts. There are different versions of definitions of skills. According to Richards and Schmidt (2010), a skill is “an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes” (p. 532, as cited in McDonough et al., 2013).

Various reading skills are instrumental in achieving smooth and effective comprehension. Munby (1978) exhaustively enlisted various skills that can go into the significant reading skill. They are:

- Recognizing the script of a language
- Deducting the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information

- Understanding information when not explicitly stated
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances
- Understanding relations within the sentence
- Understanding relations between the parts of a text through lexical cohesion devices
- Understanding cohesion between parts of a text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize (the text, an idea etc.)
- Selective extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display

(as cited in Grellet, 1981, pp. 4-5)

Similarly, Grabe (1991) listed six general component skills in the reading process. They are:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills strategies

6. Metacognitive and skills monitoring

(as cited in Ediger, 2014, p. 154)

All these skills play a central role in the reading comprehension process of successful readers. The importance of schemata arises here as the learners' prior knowledge can be evoked for furthering their reading comprehension process.

6.8.3.2 Reading Strategies: Strategies are challenging to differentiate from complex sequences of behaviour involved in reading. Researchers have yet to reach a consensus about the definition of reading strategies. It is so because of at least three problems: (1) there is no clear differentiation possible between reading strategies and other processes like thinking, reasoning, perceptual strategies, study strategies, and motivational strategies; (2) there is no clarity about whether the scope of reading strategies is global or specific; and (3) it involves the aspects of intentionality and consciousness (Paris et al., 1996, p. 610).

Paris et al. (1996) described reading strategies as “skills under consideration”, which denotes that the same actions can be considered a skill or a strategy depending on factors like the reader's awareness, control, intention, and the specific reading situation (p. 611).

Strategies can be defined as potentially open to conscious reflection (Anderson, 2009, as cited in Grabe & Stoller, 2013, p. 10). There are different perspectives of reading strategies under which readers exploit a wide range of tactics to engage and comprehend reading texts. These are neither defined nor acquired uniformly. Learners develop and control these to become motivated and self-regulated readers. Making a distinction between reading skills and strategies helps understand the developmental and instructional importance of strategic reading. At the very outset, one preliminary distinction between *skills* and *strategies* is that *skills* are automatic information-processing techniques applied to a text unconsciously.

In contrast, strategies are deliberately chosen actions to achieve particular goals. Skills can be due to expertise, repeated practice, compliance with directions, etc. A skill can

become a strategy with intentional use, and strategy can become a skill (Paris et al., 1996, p. 610).

6.8.3.3 Skilled and Unskilled Readers: Strategic reading is the prime characteristic of expert readers. It is embedded in the fabric of children's cognitive development and is crucial for success and achievement in school. The changes in children's reading proficiency are due to factors like mental growth, motivation, instruction, and social guidance, as these are all related factors. Cognitive limitations are characteristic of young novices and older, unskilled readers. Young and unskilled readers do not effectively use strategies without help (Paris et al., 1996, p. 609).

Expert readers use rapid decoding, extensive vocabularies, phonemic awareness, knowledge about text features, and various strategies to aid comprehension and memory (Baker & Brown, 1984, as cited in Paris et al., 1996, p. 609).

According to Garner (in press), the handicaps of the unskilled learners are due to:

- children's failure to monitor comprehension
- their belief that the strategies will not make a difference in their learning
- their lack of knowledge about text features
- their disinterestedness in the text and unwillingness to use strategies
- their preference for familiar yet primitive strategies over less-familiar but more-effective tactics

(as cited in Paris et al., 1996, p. 609)

Nonstrategic reading is a mixture of developmental naïveté, limited practice, lack of instruction, and motivational reluctance to use unfamiliar or effortful strategies (Paris et al., 1996, p. 609).

6.8.3.4 Rationale for the Use of Strategies: Six crucial reasons are highlighted for strategic reading that is fundamental to the educational development of learners.

1. Strategies allow readers to elaborate, organize, and evaluate information derived from text.
2. The acquisition of reading strategies coincides and overlaps with the development during childhood of multiple cognitive strategies to enhance attention, memory, communication, and learning.
3. Strategies are controlled by readers; they are personal cognitive tools that can be used selectively and flexibly.
4. Strategic reading reflects metacognition because readers need to have both knowledge and disposition to use strategies.
5. Strategies that foster reading and thinking can be taught directly by teachers.
6. Strategic reading can enhance learning throughout the curriculum.

(Paris et al., 1996, p. 609)

6.8.3.5 Kinds of Strategies: Various strategies are categorized into basically three major categories: (1) Metacognitive strategies, (2) Cognitive strategies, and (3) Socio-affective strategies (Bouchard, 2005, p. 4).

6.8.3.5.1 Metacognitive Strategies: Metacognition means coming to know about what we know or monitoring our thinking intentionally (Baker & Brown, 1984, as cited in Bouchard, 2005, p. 4). It is characterized by (1) choosing appropriate thinking and problem-solving strategies suitable to the specific learning situations, (2) clarifying purposes for learning, (3) monitoring personal comprehension through the strategy of self-questioning, and (4) taking corrective action in the context of comprehension failure (Dermody and Speaker, 1999 as cited in Bouchard, 2005, pp. 4-5).

6.8.3.5.2 Cognitive Strategies: Cognitive strategies are defined as “a broad array of actions that help to control behavior, emotions, motivation, communication, attention, and comprehension” (Weinstein & Mayer, 1986, as cited in Paris et al., 1996, p. 610). Examples of this kind are *making inferences*, *visualizing*, and *predicting*. With these, the learners manipulate the reading material to be learned mentally (for example, visualizing) or physically (for example, note-taking or creating graphic organizers).

6.8.3.5.3 Socio-Affective Strategies: In these strategies, the learner interacts with one or more individuals to further learning. Some examples of this type are *cooperative learning* and *asking questions for clarification*. Similarly, here are some specific sample reading strategies suggested by Grabe and Stoller:

- Specifying a purpose for reading
- Planning what to do/what steps to take
- Previewing the text
- Predicting the contents of the text or section of text
- Checking predictions
- Posing questions about the text
- Finding answers to posed questions
- Connecting text to background knowledge
- Summarizing information
- Making inferences
- Connecting one part of the text to another
- Paying attention to text structure
- Rereading
- Guessing the meaning of a new word from context

- Using discourse markers to see relationships
- Checking comprehension
- Identifying difficulties
- Taking steps to repair faulty comprehension
- Critiquing the author
- Critiquing the text
- Judging how well purposes for reading were met
- Reflecting on what has been learned from the text

(2013, p. 10)

6.8.3.5.4 Text-Processing Strategies: Reading strategies can be used for different purposes. Three kinds of text-processing processes can be employed before the act of reading, during the act of reading, and after the act of reading. Before reading, the strategies that can be used include *skimming the text, looking at pictures, and examining the titles and subheadings to preview the material*. According to Graves and Cooke (1980), the strategy of previewing text can promote the readers' comprehension of explicit and implicit information (as cited in Paris et al., 1996, p. 611). Previewing helped to nurture a more positive attitude in the students towards the text (Graves et al., 1983, as cited in Paris et al., 1996, p. 611). The activation of prior knowledge is an essential strategy for previewing. *Setting a purpose* is also crucial for flexible and strategic reading. The students must understand their learning goals, formulate hypotheses, and generate good questions based on those before reading a text (Paris et al., 1996, p. 611). Various studies, such as the one by Pearson et al. (1979), established that prior knowledge influences comprehension (as cited in Paris et al., 1996, p. 612). Prior knowledge provides schemata for readers for inferencing and elaboration during the reading process. It can be activated by many instructional procedures (Langer, 1981, as cited in Paris et al., 1996, p. 612).

6.8.3.5.5 Constructing Meaning While Reading: Online reading strategies can help readers go beyond the information in the text. With the help of these, they can add inferences and elaborations that can be made from their background knowledge and the text itself (Paris et al., 1996, p. 614). The three examples of online reading strategies are: (1) *Identifying main ideas*, (2) *Making Inferences*, and (3) *Looking forward and backward in the text*.

i Identifying Main Ideas: This is described as the “essence of reading comprehension” (Johnston & Afflerbach, 1985; Pearson & Johnston, 1978, as cited in Paris et al., 1996, p. 612). The two things contributing to identifying main ideas are the text properties and the developmental reading skills. To find the main ideas in the text, readers need to (1) understand what is being read, (2) make judgments about the importance of information in the text, and (3) consolidate the information found in the text (Paris et al., 1996, p. 612). Many research studies have demonstrated that students can be instructed to learn the main ideas. Baumann (1984) devised five steps to construct the main ideas. They are (1) introduction, (2) examples, (3) direct instruction, (4) teacher-directed application, and (5) independent practice (as cited in Paris et al., 1996, p. 612). Other text-based factors can influence readers’ ability to construct the main ideas in the text. They are (1) readers can find explicitly stated main ideas than implicitly stated ones, (2) readers can find out main ideas stated at the beginning of the paragraph than those embedded in the text more efficiently (Baumann, 1986; Taylor & Williams, 1983, as cited in Paris et al., 1996, p. 613)

ii Making Inferences: This helps readers to construct meaning. It happens frequently and automatically. Readers at a beginning level may benefit from strategies promoting inferences. Research studies by Hansen (1981), Hansen and Pearson (1983), Raphael and Pearson (1985), Raphael and McKinney (1983), Dewitz et al. (1987) (all as cited in Paris et al., 1996, p. 613) confirmed it.

iii Text Inspection: This is the third category of online strategies. It looks forward and backward in the text, i.e., backtracking for comprehension. Garner (1987) observed it as developing between the sixth and tenth grades (as cited in Paris et al., 1996, p. 614). This strategy is complex for students because they need to realize that they have a comprehension problem and may be unfamiliar with the text's structure, which can help them backtrack. Research showed that only skilled readers in grade eight indulge in this strategy (Garner & Reis, 1981, as cited in Paris et al., 1996, p. 614).

6.8.3.5.6 Reviewing and Reflecting After Reading: Good readers question their comprehension of the text after reading it. They employ strategies to review the text already read and comprehension of that. These post-reading strategies include the repeated use of the tactics that the readers use before and during reading. Readers who use strategies revise their understanding recursively. Therefore, checking one's plan, monitoring meaning, and making inferences can be applied to subsequent text readings. Some strategies can be applied only after text processing once (Paris et al., 1996, p. 614).

There are many developmental trends in strategy development and use. Students between the ages of 7 and 13 years acquire various strategies. Many tactics are explicitly taught, and others are developed through practice with the help of complex texts. For beginning readers, social guidance and support are needed for using strategies. Children over ten years of age "exhibit progressive spontaneous, selective, and self-controlled use of strategies" (Paris et al., 1996, p. 615). Young readers tend to read text linearly. Adolescent readers tend to look back and forth in the text and can "use context, and reread as recursive comprehension strategies" (p. 615). Strategies are applied to small text segments, initially, with clear ideas. The children's metacognition about literacy, schooling, and themselves foster their progressive acquisition and the control of reading strategies (p. 615).

6.8.3.5.7 Metacognition and Strategic Reading: There are two dimensions of metacognition. They are *knowledge and control*, *awareness and regulation*, or *self-appraisal and self-management* (Brown, 1987; Paris & Winograd, in press, as cited in Paris et al., 1996, p. 616).

i Development of Reading Awareness: Many children's learning about reading and writing begins before their formal school learning. Many students get exposed to a wide variety of print. This early awareness of print conventions is critical for reading their achievement (Paris et al., 1996, p. 616).

ii Monitoring, Managing, and Regulating Reading Comprehension: The importance of metacognition and strategic reading is immense. Moreover, it is evident in the readers' tactics to monitor comprehension. Wagoner (1983) described comprehension monitoring as "an executive function, essential for competent reading, which directs the readers' cognitive process as he/she strives to make sense of the incoming information" (p. 328, as cited in Paris et al., 1996, p. 619). Thus, comprehension monitoring features strategies such as constructing meaning, the knowledge of criteria for evaluating text, and coherent recall of text and organization of text information.

iii Motivation for Strategic Reading: Strategic reading includes aspects like planning, monitoring, elaborating, and revising the meaning constructed from reading which all are cognitive tactics. These are all text-processing strategies, and only some influence reading comprehension. Nevertheless, there are also some executive control strategies. Some of them are tactics used for managing time, attention, and anxiety that are both motivational and cognitive. They mediate the readers' investment of effort, perceptions of competence, and satisfaction with reading (Paris et al., 1996, p. 624).

Some tactics avoid strategic reading. Some reading tactics are self-serving, that lead to cognitive disengagement. With these tactics, the readers shift the blame for failure in reading

from themselves to external factors. The third group of tactics allows some students to avoid the reading task entirely and guarantee reading failure. Other self-serving tactics are there by which some students avoid thoughtful, strategic reading by choosing simple texts or by cheating and guaranteeing success. It is observed that these self-serving strategies are antithetical to the mastery-oriented text-processing strategies that are to be used by the students before, during, and after reading (Paris et al., 1996, pp. 624-625).

6.8.3.6 Role of Perceptions in Strategic Reading: Certain perceptions of readers influence strategic reading. They are competence and control.

6.8.3.6.1 Competence and Control: Strategic reading depends on the readers' perceptions of competence and control. Those who use different strategies while reading consider themselves competent readers. They avoid hardworking and instead use multiple tactics of reading. Students who consider themselves academically successful usually exhibit intrinsic motivation and confidence in their abilities useful in their academic pursuits (Harter & Connell, 1984, as cited in Paris et al., 1996, p. 625). In this connection, Weiner (1986) explained that these academically successful students "regard themselves as responsible for their learning outcomes and believe that they can achieve desired outcomes" (as cited in Paris et al., 1996, p. 625). The positive sense of self-esteem has the critical components of personal agency (Bandura, 1987) and self-efficacy (Schunk, 1987) (both as cited in Paris et al., 1996, p. 625). These are sharply in contrast with the defensive strategies of those students who follow avoidance strategies.

The student's confidence and competence exert control over their environment. The notions of control develop during middle and late childhood, and they become more robust by adolescence and positive predictors of academic success. Conversely, a perceived lack of control correlates with academic failure (Paris et al., 1996, p. 625).

6.9 Reading Assessment

Reading assessment has a high potential to provide valuable input to different stakeholders in the educational system, like teachers, researchers, administrators, and policymakers. Therefore, it can benefit the learning environment in significant ways. The purposes of reading assessment are many. Nevertheless, it can be performed only with the required understanding of the construct of reading, the awareness of the development of reading abilities, and an attempt to reflect the construct of reading in assessment tasks.

6.9.1 *Criticism Against Current Assessment Systems*

There are various complaints against the current reading comprehension assessments. The current assessments need to reflect the complexity of the target domain. They mix up comprehension with other aspects like vocabulary, domain-specific knowledge, word reading ability involved in comprehension, and also other reader capacities. Reading comprehension is a developmental process and a product of instruction. However, the current assessments are not based on this understanding. They ignore the assumptions behind the relationship between the successful performance of assessment tests and the interests and values of the dominant group. They could be more helpful to teachers. They tend to constrict the curriculum and are unidimensional and method-dependent. They fail to fulfil the criteria of reliability and validity (Sweet, 2005, pp. 4-5). Finally, the currently available comprehension assessments are not based on “a viable or articulated theory of comprehension” (p. 5).

The widely used current comprehension assessments heavily focus on only a few tasks (Sweet, 2005, p. 5). Because of the deep-seated resentment and criticism of the inadequacies of the current assessment patterns, there have been earnest demands for new kinds of assessment strategies and instruments that can reflect the dynamic, developmental nature of comprehension, (2) appropriately represent the interactions among the reader, activity, text, and context; and (3) fulfil criteria in psychometric theory (pp. 4-5). As the

important consequences of reading comprehension are knowledge, application, and engagement, it is required for any assessment to reflect all these three outcomes. The consequences of reading comprehension form the basis for designing a comprehension assessment. The assessments must reflect readers' cognitive, motivational, and linguistic resources with which they approach a reading activity (p. 7).

A sound assessment system is required to make progress. Valid, reliable, and sensitive assessments will be efficiently supportive in assessing the effect of changes in instruction. High-stakes assessments have a powerful influence over instruction and curriculum. The alternative assessment options available to the teachers can mitigate this effect (Sweet, 2005, p. 6). There is a dire necessity for good assessments of reading comprehension tied with the curriculum and the assessments of general comprehension capacity. These assessments are to be developed in consonance with the many advances in psychometric theory (p. 4). An assessment system based on contemporary approaches to test development and evaluation has high priority. The usefulness of assessment for instruction purposes has a high value. Assessments that are integrated with instruction are also beneficial. A comprehensive assessment programme must satisfy many requirements and the standard psychometric criteria (p. 7).

6.9.2 Reasons and Purposes of Reading Assessment

There are several reasons for and purposes of the assessment of reading. The purposes of reading assessment include: (1) to encourage learning, (2) to monitor progress and provide feedback, (3) to diagnose problems, and (4) to measure proficiency (Nation, 2009, p. 75). The purpose of reading assessment is also to provide feedback on the skills, processes, and knowledge resources that represent reading abilities. The various purposes for reading assessment are as follows. Nevertheless, there is a possibility of overlap among these categories regarding their uses.

- Reading-proficiency assessment (standardized testing)
- Assessment of classroom learning
- Assessment for learning (supporting student learning is the purpose)
- Assessment of curricular effectiveness
- Assessment for research purposes

(Grabe, 2009, p. 353)

6.9.3 *Different Categories of Assessment*

There are different categories of assessment formulated in terms of:

- norm-reference and criterion reference testing
- formative and summative assessment
- formal and informal (or alternative assessment)
- proficiency, achievement, placement, and diagnostic assessment

(p. 353)

The various types of reading assessment practices based on different purposes of assessment are as follows:

6.9.3.1 Reading-Proficiency Assessment (Standardized Testing): This is a crucial way to understand the overall reading abilities of the learners. Through this, it can be determined whether the learners are ready for further learning. This type of assessment is referred to as *standardized testing* and represents high-stakes testing. It is sometimes used for student placement, policy decisions, curriculum changes, institutional evaluations, etc. (Grabe, 2009, pp. 353-354).

6.9.3.1.1 Assessment Practices: All the standardized reading tests attempt to reflect the construct of reading comprehension abilities and the crucial aspects of these abilities. The following aspects of the reading construct are converted into effective reading tests (Grabe, 2009, pp. 356-357).

Primary component abilities for reading comprehension are as follows:

- Fluency and reading speed
- Automaticity and rapid word recognition
- Search processes
- Vocabulary knowledge
- Morphological knowledge
- Syntactic knowledge
- Text-structure awareness and discourse organization
- Main-ideas comprehension
- Recall of relevant details
- Inferences about text information
- Strategic-processing abilities
- Summarization abilities
- Synthesis skills
- Evaluation and critical reading

(p. 357)

It is evident that there are many component abilities of reading comprehension, but capturing all these in reading assessment tasks is a challenging task. These practices suffer from constraints like *validity*, *reliability*, *usability*, and other concerns that limit the type of tasks used. Another complication is that different tasks are required to assess learners at different proficiency levels. Assessment practices must be proficiency level-specific and

learner group-specific. For this, a theory of reading development would ascribe validity and rationale to a particular task or test (Grabe, 2009, pp. 357-358).

The following are the task options employed in standardized reading assessments. Alderson, Hughes, and Weir and Milanovic review them. Standardized reading assessment task formats are:

- Cloze
- Gap-filling (rational cloze formats)
- C-tests (retain initial letters of words removed)
- Cloze elide (remove extra word)
- Text segment ordering
- Text gap
- Choosing from a heading bank for identified paragraphs
- Multiple-choice
- Sentence completion
- Matching (and multiple matching) techniques
- Classification into groups
- Dichotomous items (T/F/not stated, Y/N)
- Editing
- Short answer
- Free recall
- Summary (1 sentence, 2 sentences, 5-6 sentences)
- Information transfer (graphs, tables, flow charts, outlines, maps)
- Project performance
- Skimming
- Scanning (2000, 2003 & 2003 respectively, as cited in Grabe, 2009, p. 359)

Many of the tests mentioned above are widely used in standardized tests. In this connection, it is observed that validation is needed for all the above tests for practical usage. This validation process includes a theoretical justification, a feasibility study, a piloting study for reliability and item performance, and a fairness review (Grabe, 2009, p. 360). Furthermore, finally, the medium and high-stakes tests are to be constructed and used fairly.

6.9.3.2 Assessment of Classroom Learning: This type of assessment is often referred to as *summative* or *achievement testing*. It is the measurement of skills and knowledge that the learners gain over time. The assessment here reflects the instruction that is carried out in the classroom. The teachers who teach in the class develop these tests. Teachers can perform this assessment at various points of time during a course. It can be in the form of end-of-unit tests, quizzes, post-reading comprehension questions, etc. However, *informal* and *alternative assessments* are more useful for effective learning assessment. It can take the forms of student observations, progress charts, self-reporting measures, interviews, and the like (Grabe, 2009, p. 354).

6.9.3.2.1 Assessment Practices: A wide range of tests and student observations are used in classroom assessment. All the reading tasks used in the classroom can be used as assessment tasks. Almost all the assessment formats under standardized assessment are used in classroom assessment also. There are six major categories of assessment formats identified for classroom assessment. They are (1) Observations, (2) Self-reporting measures, (3) Progress charts, (4) Performance inventories, (5) Participation and engagement records, and (6) Portfolios (Grabe, 2009, pp. 360-361). Along with the above, self-assessment forms a beneficial component of informal assessment, as it can develop self-awareness in students.

6.9.3.3 Assessment for Learning: This is a suitable approach to reading. The objective of this assessment is to promote student learning. The goal is to provide feedback immediately on classroom tasks and encourage students' engagement in effective learning. Immediate feedback is a remarkable aspect that differentiates this assessment from the previous assessment of classroom learning. It engages students in their learning, and ongoing instruction is promptly altered according to the understanding/nonunderstanding (Grabe, 2009, pp. 354-355).

6.9.3.3.1 Assessment for Learning Practices: This thinks about assessment innovatively. It also thinks about operationalizing the notion of assessment for promoting learning. Its goal is to include teaching procedures that exploit the information derived from assessment for learning and developing effective reading skills over time. The crucial goals are developing learning strategies and encouraging student self-awareness and motivation. Grabe (2009) suggested fifteen ideas and techniques for assessment for learning (pp. 363-364).

6.9.3.4 Assessment of Curricular Effectiveness: This is relevant to reading curricula. Assessment outcomes that can be applied to the effectiveness of the curriculum are as follows:

- Standardized testing
- Cumulative records of student outcomes
- Interviews with various stakeholders on summative test performance
- Feedback from institutions
- Innovative assessments highlighting specific school or programme goal

(Grabe, 2009, p. 355)

6.9.3.5 Assessment for Research Purposes: This kind of assessment is crucially important from the point of reading research results and their implications for reading instructions. The measures must be trustworthy, and the measures developed for research purposes should fulfil the requirements of fair assessment practices. The measures must be “valid, reliable, construct-relevant, useful, fair, and responsible (concerning consequences)” (Grabe, 2009, p. 356). The tests are to be prepared and used appropriately, considering the differences among students in their performance on the standardized tests. The value of multiple measures in the research context is significant.

6.9.3.5.1 Research-Based Assessment Practices: Researchers generally use the already available tests or develop adapted versions. Other times, they develop their tests. In all cases, they need to validate their research instruments. The following are the various categories of assessment measures that fall almost all the standard measures developed by researchers (Grabe, 2009, p. 367).

Types of reading assessments for research purposes:

- Time measures and response-time measures
- Priming measures (speed and preference decisions based on co-occurring associations)
- Frequency of occurrence measures (including category-level coding with qualitative data)
- Specific skills and knowledge measures (including recall measures of various types)
- Self-reporting measures (checklists, diaries, interviews, questionnaires)
- Performance measures with information from texts

Nation (2009) discussed various assessment methods (types of tests) for fulfilling various assessment goals and purposes. He primarily discussed four goals of assessment. They are assessments performed to motivate, measure achievement, diagnose problems, and measure *proficiency* (p. 76).

6.9.3.6 Assessing for Motivation: The various ways of assessing reading that motivates learners are presented here. These forms can act as potent motivators for getting the learners to read (Nation, 2009, p. 76).

6.9.3.6.1 Speed Reading Graphs: Graphs are maintained for recording reading speed and reading comprehension in speed reading courses. The results of the students' reading activity are recorded in these graphs. The outcome of these speed reading graphs can be highly motivating when learners perceive positive changes in their reading speed and comprehension (Nation, 2009, p. 76).

6.9.3.6.2 Reading Logs: These are records of work done in extensive reading of either graded readers or any other books where the details of title, level, degree of enjoyment, and time taken to complete the reading task are recorded (Nation, 2009, p. 76).

6.9.3.6.3 Oral Book Reports: Oral book reports involve learners talking to the class or a group of learners about a book they have just read. The report's goal should be to describe the book in manageable detail but to make others interested in reading it without giving away the ending or exciting parts (Nation, 2009, p. 76).

6.9.3.7 Measuring Achievement: Achievement measures are closely related to the reading course's objectives. Achievement measures should have face validity of a high level. Most of the time, comprehension is the central goal of reading courses; as such, achievement tests could be conducted in the areas of reading strategies, reading speed, recognizing words, reading aloud, or taking notes, according to the goals of the course, which are all part of reading comprehension. Reading comprehension tests can employ various kinds of question forms such as "pronominal questions," "imperatives," "true/false," "yes/no questions," "multiple-choice questions," and the like (Nation, 2009, p. 77).

6.9.3.7.1 Pronominal Questions, Imperatives: True/False, Yes/No Questions: In these kinds of questions, answers are given within the questions. There is no need for learners to compose their answers. The advantage of these questions is that marking the answers gets simplified (Nation, 2009, p. 77).

6.9.3.7.2 Multiple-Choice Questions: In this form of questions, answers are given along with the questions. Nevertheless, making multiple-choice questions is more complicated. The structure of a typical multiple-choice question has a stem and four or five choices, out of which one is the correct answer. To achieve reliability, many questions are to be prepared for either long or several short texts to be included. The positive features of this kind of question are that marking is easy, and also, a good-multiple-choice test can be highly reliable. Multiple-choice questions can be prepared based on the details of the reading text (microstructure) and the text's general aspects (macrostructure). All possible measures are to be taken to maintain the required complexity of the questions. Practicality is the main advantage of using multiple-choice tests (Nation, 2009, p. 78).

6.9.3.7.3 Information Transfer: In this type, incomplete information transfer diagrams are used to measure text comprehension. The learners are expected to read the text and write short notes in the diagram. The advantages of these tests are that the information the learner produces can be rich, and they do not need to involve much writing. Maintaining consistency in marking is the disadvantage of this test (Nation, 2009, pp. 78-79).

6.9.3.8 Diagnosing Problems: Given the complexity of the reading skills, there can be many problem areas of difficulty in comprehension. Therefore, diagnosing specific areas of difficulty is required. Four general principles are to be followed in this context. They are,

1. diagnosing reading problems is to be done on an individual basis
2. diagnosing problems has to begin initially with the smallest units, and later go step by step to the larger units
3. learners are to be kept relaxed during diagnostic testing
4. should not to rely on only one test

(Nation, 2009, p. 79)

6.9.3.8.1 Reading Aloud: This test can be employed to find the learner's word recognition skills. This test should begin with an accessible, short text, initially. When the learners are found to have problems with word recognition, it should be checked whether these problems are irregular items, or if there is some pattern to these errors (Nation, 2009, pp. 79-80).

6.9.3.8.2 Vocabulary Tests: Word recognition in reading aloud is impacted by vocabulary knowledge. Hence, accessible texts are to be employed initially when testing reading aloud. The Bilingual Levels Tests and the True/False Vocabulary Tests can be used to test vocabulary (Nation, 2009, pp. 80-81).

6.9.3.8.3 Tests of Grammatical Knowledge: To test the grammatical knowledge of the learners, the learners can be asked to translate sentences from simple reading texts. It is the case where the teacher speaks the learners' first language. It is necessary to discourage word-by-word reading and translation to avoid mistranslation. Conversely, if the teacher does not speak the first language of the learners, sentence completion tests could be employed. Even before performing these tests, word recognition skills and vocabulary knowledge must be tested first because grammar tests include these skills (Nation, 2009, pp. 81-82).

6.9.3.8.4 Testing Reading Speed: Slow reading severely affects the learners' reading comprehension. The speed of reading aloud is to be checked when there is a problem related to that. When the speed of reading aloud is found to be fast enough, the next step is to measure the speed of silent reading. This testing is to be performed three times for a reliable measure of speed. More than 100 words per minute are the desirable speed (Nation, 2009, p. 82).

6.9.3.9 Measuring Reading Proficiency: Reading proficiency tests examine the general standard of the learners in their reading but not the standard concerning a particular course taught. TOFEL and IELTS are such tests. These tests follow the general multiple-choice tests employing several tests. Cloze tests may also be used for measuring proficiency. Nevertheless, they are less popular due to issues related to face validity (Nation, 2009, p. 83).

6.9.3.9.1 Cloze Tests: A cloze test contains a longer text that can incorporate 40-50 empty spaces by regularly removing every fifth, sixth, or seventh word. Blank spaces or lines should be interspersed in place of the removed words. The very first sentence should be intact. The learners are required to fill in the blanks by guessing. Concerning the answer, there are two ways of marking. One accepts the exact word removed from the space, and the other accepts any other sensible word or acceptable alternative (Nation, 2009, p. 84-85). Brown (1980b) used four ways of scoring the cloze test: (1) exact replacement, (2) acceptable alternative, (3) clozentropy, and (4) multiple-choice (as cited in Nation, 2009, p. 85).

6.9.3.9.2 Selective Cloze: This is a cloze test where the teacher leaves out any word instead of leaving out words in a regular manner. This can also be conducted without showing empty spaces, which is a more complex test (Nation, 2009, p. 85).

6.9.4 Characteristics of Good Assessment

The three cardinal features of good assessment are (1) Reliability, (2) Validity, and (3) Practicality. Reliability can be assured by a high number of measurement points, a familiar test format, and consistent delivery and marking procedures. For achieving validity, reliable measures and the assessor's clarity about what is being measured and why it is being measured are required. The considerations about the learners' way of answering the test, the way of its marking, and the ease of test making fall under practicality. A common purpose of informal assessment is to make learners study. However, success in it finally maintains their interest in study (Nation, 2009, p. 75).

6.9.4.1 Qualities of Good Comprehension Questions: The following are the features of good comprehension questions.

6.9.4.1.1 Reliability: To achieve reliability in the reading comprehension tests, the following measures are to be taken care of. The test format should be apparent to the test takers. Added to it, general and specific instructions are to be made clear. All the details related to the test are to be informed to the test-takers about the type of answer, whether short answers or long answers expected, the length of the answers expected, and the manner of indicating the correct answer in multiple-choice questions. Also, it is essential to check whether the test takers know the test procedures and inform whether they can use their own words or only words from the texts in information-transfer tests. Related to the marking of the tests, it must be fair and consistent. The same score is to be arrived at in both cases where the evaluator marks the tests and then when other evaluators mark it for the second time. Related to the complexity of the test, more straightforward questions affect the reliability and validity of the test. Even when answering a particular question is complex, understanding it should be easy. Vocabulary level and grammatical complexity should be checked to ensure

comprehension of the questions. Ultimately, comprehending questions in a test should be easier than comprehending the text (Nation, 2009, pp. 88-89).

6.9.4.1.2 Validity: For gaining validity, the students must primarily read the text. The students should only be able to answer the questions after reading the text, relying on their background knowledge. To maintain validity, the questions in the test should not repeat the exact words from the text. Questions that use the paraphrase of the text will be more challenging to answer. This requires the students to understand both the text and the questions. Nevertheless, it is to be ensured that complex vocabulary and grammar are not used while paraphrasing the text when preparing questions. Also, the questions should reasonably measure reading comprehension, should not focus on minor details of the text, should avoid questions testing the students' memory, and also the requirement of calculations and logical deductions. Another critical issue is that the order of the questions in the test should follow the order of the information in the text (Nation, 2009, pp. 89-90).

6.9.4.1.3 Practicality: This is something related to measures to be taken to ensure practicality in reading assessment. The questions and answers must be set in such a way that answering as well as marking can be performed conveniently. In this connection, designing the answer sheet or the answer key and the time taken to answer the test must be considered accordingly (Nation, 2009, p. 90).

Added to the above guidelines, other ideas can also motivate students. Unless a reading test has an application goal, it can have several easy questions that can be answered even without reading the reading test. It will motivate the reader to read the texts faster (Nation, 2009, p. 90).

6.10 Academic Reading

The reading skill plays a pivotal role in academic contexts. The student's success depends on their proficiency in reading academic texts. It is the most critical skill for second-language students in academic settings. Through this skill, learners can acquire new information and access alternative explanations and interpretations. Therefore, disability in reading skills will affect the learners negatively. This is evident in the understanding of Daneman (1996), who elaborated, "People who are unskilled at reading are indeed robbed of, or at least severely handicapped, in their ability to acquire information from written text. Nowhere is their handicap more evident than in academic settings, where reading is the major medium for acquiring knowledge and skills" (p. 512). Low reading achievement is correlated with low academic achievement (p. 512). There is also a relation between the ability to read and the comprehension and performance in diverse subjects such as literature and science (Bloom, 1976; Perfetti, 1976, as cited in Daneman, 1996, p. 512). There is a widespread demand for reading development in academic contexts (Grabe, 2009, p. 9). A grave or bleak situation prevails in academic reading as the students' attitudes towards academic reading tend to decline as they advance in the grade level (McKenna et al. 1995, as cited in Bean, 2002, p. 636).

Reading in an academic context also provides the foundation for synthesis and critical evaluation skills. Besides, it is also the primary means for independent learning in various contexts, in performing better on academic tasks, attempting to learn more about the subject matter, or trying to improve language abilities (Grabe & Stoller, 2001, p. 187).

6.10.1 Purposes of Academic Reading

There are many reasons for academic reading. The multiple purposes of reading in academic settings are to search for information; general comprehension; learn new information; and synthesize and evaluate information (Grabe & Stoller, 2001, p. 187). These

purposes appear very different in their fundamental nature. They depend on a stable set of processes and skills that underlies all reading in different combinations of relative importance (Grabe & Stoller, 2001, p. 188). The purposes of the students in academic contexts vary a lot.

They include purposes like,

- Identifying main ideas and details
- Distinguishing between fact and opinions
- Drawing inferences
- Determining author stance and bias
- Summarizing, synthesizing and extending textual information to new tasks

(Grabe & Stoller, 2014, p. 189)

Mastering academic reading skills requires not only the integration of comprehension abilities but also the development of an extensive vocabulary and a reasonably good command of grammar resources (Shiotsu, 2010, as cited in Grabe & Stoller, 2014, p. 189). In typical academic or professional settings, readers synthesize information from many sources of reading, from different long and complex texts, or a prose text along with diagram or chart (Grabe & Stoller, 2013, p. 5), and this kind of reading is very different from skimming or reading for general comprehension (Grabe, 2009, as cited in Grabe & Stoller, 2013, p. 5).

6.10.2 Need for Academic Reading

To manage loads of academic reading, students must form and maintain a repertoire of reading strategies and plenty of conscious practice that uses strategies in meaningful combinations to fulfil reading goals. In this way, students can overcome “the challenges involved in reading a lot, untangle dense texts, understand new concepts, and make connections across texts” (Grabe & Stoller, 2014, pp. 189-190).

Many students enter academic institutions with limited L2 reading experience and little practice reading in their first languages (L1s) for academic purposes. Explicit instruction in reading skills can establish the foundations for improving reading and lifelong reading abilities (Grabe, 2009, as cited in Grabe & Stoller, 2014, p. 190). It would promote the learners' content learning also.

6.10.3 Requirements for Effective Academic Reading

Fluent reading is what the students need for compelling academic reading that includes the following basic requirements

- Rapid reading for comprehension
- Rapid and automatic recognition of words
- Drawing on very large store of vocabulary
- Integration of information from the text with the students own knowledge
- Recognizing the purpose of reading
- Comprehension of the text as necessary
- Shifting purpose to read strategically
- Using strategies to monitor comprehension
- Reading critically and evaluating information (Grabe & Stoller, 2001, p. 188)

Given the need for academic reading, the teachers must provide explicit language instruction to the students to build a good foundation in the L2. They need to emphasize the skills needed for successful comprehension. The teachers must also introduce students to discourse-organizing principles through graphic representations and other practices. They must help students become strategic readers, making them vital in metacognitive awareness and strategy learning. They should give students opportunities to develop reading fluency and automaticity by regularly exposing them to extensive reading and L2 texts. They should

motivate students to read, integrate reading and writing instruction, and develop effective content-based instruction for authentic integrated-skills tasks (Grabe & Stoller, 2001, p. 188).

6.10.4 Abilities Required for Academic Reading

Skilled reading requires the specific abilities outlined below. These skilled-reader abilities also have implications for L2 reading instruction.

1. Decoding graphic forms for efficient word recognition
2. Accessing the meanings of a large number of words automatically
3. Drawing meaning from phrase- and clause-level grammatical information
4. Combining clause-level meanings into larger networks of text comprehension
5. Recognizing discourse structures that build and support comprehension
6. Using reading strategies for a range of academic reading tasks
7. Setting goals for reading, monitoring comprehension for reading goals, adjusting goals as needed, and using text information to achieve reading goals
8. Using inferences of various types
9. Drawing on prior knowledge as appropriate
10. Evaluating, integrating, and synthesizing information for critical reading comprehension
11. Maintaining these processes fluently for extended periods of time
12. Sustaining motivation to persist in reading

(Grabe & Stoller, 2014, p. 190)

In the above list, the first three (1, 2, 3 abilities) highlight the need for rapid and automatic word recognition and to recognize the phrase and clause structures to support comprehension fluently. According to these, fluency practice and extensive reading are needed. The 4 and 5 abilities emphasize the significance of developing main-idea comprehension by exploiting all language knowledge levels, including discourse structure awareness. The abilities from 6 to

10 argue that strategic processing can improve comprehension of more challenging texts. Lastly, the abilities 11 and 12 stress the need for reading fluency development practice of reading for extended time and motivation (Grabe & Stoller, 2014, p. 190).

Other aspects to be considered for the discussion of academic reading are the problems of L2 readers, like weaker linguistic skills, limited vocabulary, difficulties in recognizing the text organization, lack of intuitive foundation in the L2 structures, and cultural knowledge in texts. The sociocultural background also can work against their effective learning of academic language. They might have come from families that read very little, have very meagre reading sources, and do not encourage independent reading (Grabe & Stoller, 2001, p. 189). These conditions apply entirely to the research population under study, a unique group in terms of their linguistic and sociocultural background. Their sociocultural and economic conditions and their general academic and specific English language learning status are elaborately discussed in the methodology and other chapters.

The experts in academic reading suggested various guidelines for enhancing the English language learning of learners in academic settings. Though these guidelines were suggested concerning the specialized courses in English for Academic Purposes, they also apply to all learners needing academic support to effectively learn their academic subjects through the English language. In this connection, the six critical goals put forward by Grabe and Stoller (2001) are worth mentioning:

1. Conduct needs analyses to interpret institutional goals and expectations for learning
2. Plan (or fine-tune) reading curricula in relation to specific goals, topics, texts, and tasks
3. Select appropriate text materials and supporting resources
4. Diversify students' reading experiences
5. Work with texts by means of a pre-, during-, and post-reading framework

6. Recognize the complex nature of reading through meaningful instruction

(p. 189)

The complexity of academic reading skills can be managed by addressing the aspects like vocabulary development; careful reading of texts; awareness of text structure and discourse organization; use of graphic organizers to support comprehension; strategic reading; fluency development; extensive reading; student motivation; and integrated-skills (Grabe & Stoller, 2001, p. 192).

6.11 Reading in Social Sciences

Reading is an important activity that students at the university level are involved in. It is also a critical skill to understand the social science texts. It necessitates the students to spend a considerable amount of time, energy, interest, and motivation. Effective strategies are required for the successful reading of social science texts.

6.11.1 *Discipline of Social Sciences*

The social sciences are human sciences. They are strongly connected to human language as human beings are their subjects. As an academic field, social sciences study “human beings in social arrangements they constitute with one another” (De Swan, 2004, p. 141). The interaction of human beings takes place through a linguistic exchange. The social sciences’ observations focus on human utterances, mostly spoken, sometimes written, as part of their studies. Therefore, social scientists must confront the problems of understanding and interpreting the spoken statements; transposing the spoken language into the nearest equivalent written statements; and converting the written material into the editorial format employing an appropriate linguistic register suitable to professional, academic publications. So, it can be emphatically said that language is very close to the work of social scientists, and they have to deal with it intensely (De Swan, 2004, pp. 141-142).

In some other respect also, language poses a problem in this field. Social Sciences, not an experimental field, tends to be comparative and historical. In this connection, problems of translation manifest themselves. Various disciplines of social sciences elucidate the origins, prevalence, and working of social phenomena and their development over time. They also elucidate the differences and similarities of these phenomena with similar events elsewhere. This comparison will be both over time and across distances. According to De Swan (2004), this implies translation, though it is not between distinct languages. Hence, language problems are crucial to the social sciences' task in collecting and processing the empirical material and contextualizing it in the broader spatial and temporal context (p. 142). To become competent analysts and theorists, the social sciences students are to be able to "situate their empirical material in the wider temporal and spatial framework of relevant social science findings" (De Swan (2004, p. 143). For this a firm grasp of the language is needed.

6.11.2 English Language and Social Sciences

English is the language of the Social Sciences. It has been stated that English "has become the true world language of science, technology, media and business (De Swan, 2004, p. 135)". The students are required to study social science textbooks in the English language because of some historical and political reasons and also because they believe in the profitability of doing that, in an intellectual sense, as well as from an employability point of view (De Swan, 2004, p. 136). The hegemony of English has a glaring presence in the social sciences. Academics are also expected to regularly publish in international and refereed journals (De Swan, 2004, p. 143). In this regard, De Swan (2004) elaborated,

English has become the medium of choice for all trans-cultural comparison and classification in the social sciences. This facilitates comparative analyses that in principle can cover the entirety of human experience and history. It provides a

universal corpus and standard of comparison. English as the truly global language presents the social sciences with the opportunity of developing and testing universal models and theories of human societies (2004, p. 143).

English has become the most suitable and indispensable vehicle for the social sciences. Therefore, the students of social sciences must learn and use English as the global medium of their discipline. It has also been felt that the worldwide availability of English provides a single, universal forum for the social science community, and it must be used with greater circumspection (De Swan, 2004, p. 145).

6.11.3 Reading in Social Sciences and Nature of the English Language in Social Science Texts

Though Brown (2007) discussed the nature of social studies in the context of English Language Learning (ELL), it also applies to reading social science texts in higher education.

Social studies pose difficulties even to native English speakers because of the nature of the social science texts (Chamot & O'Malley, 1994, as cited in Brown, 2007, p. 185). As content-area textbooks, they have a decontextualized discourse style. The features of complex syntax, technical vocabulary, and a lack of helpful context characterize the narrative style of the social studies texts. The decontextualized nature of social studies texts can frustrate the students in their reading and comprehension of them (Brown, 2007, p. 185).

The foremost requirement for effective and successful comprehension and learning of social studies is to conceptualize historical events, geographical places, and social positions as the contexts of the content of social science textbooks (Brown, 2007, p. 185). The students may understand little on their own initially; however, scaffolding and accommodation can improve their comprehension (Peregoy & Owen, 1990, as cited in Brown, 2007, p. 185). However, to acquire academic English or the language of the content, students take considerably more extended periods (Brown, 2007, p. 186).

Acquiring the language most prevalent in academic learning is a complex process.

Some of the challenges in reading social studies texts are as follows:

- Decontextualized written discourse cannot provide facial features, intonation, or gestures.
- Instantaneous clarification or feedback is not possible as they are not in face-to-face communication; readers must figure out what they are reading alone. The only recourses readers possess include prior knowledge and knowledge of the language and writing conventions.
- There are few graphic cues.
- There is a less predictable sequence as compared with narratives. Thus, it is harder to predict what will happen next.
- Expository texts assume that readers have the necessary background knowledge to understand the text, and the texts do not fill the gaps when readers lack relevant background information.
- Some readers' prior knowledge may be mismatched and could interfere with comprehension of the text (Brown, 2007, p. 186).

In the field of social sciences, the terminology used is very close to the terms used in day-to-day life, unlike precise, formal quantitative terms in the field of sciences. Some examples of commonly used terms in social sciences are role, class, civilization, struggle, movement, etc. De Swan (2004) stated, "it is the continual rubbing together of these different spheres of meaning that conveys to social science writing at once its ambiguity and its richness of meaning" (p.140). Also, vocabulary in social sciences literature can be highly technical and abstract (Brown, 2007, p. 186). Therefore, there is difficulty in understanding these texts. Added to this, the discourse structure of these kinds of texts is complex. They are characterized by dependent or multiple clauses connecting a series of facts, ideas, and

concepts in a long sentence. Less skilled students could easily get lost and be unable to differentiate the topic sentence from the other supporting details. Regarding the sentences in history texts, for example, they are in the passive voice when describing events or explaining cause and effect (Brown, 2007, p. 186).

The unfamiliar communication style is another feature of social studies texts that can also become a block in reading them. The *densely packed ideas* and *timelines* are the other features of social studies texts (Brown, 2007, p. 187)

Densely packed ideas are typical in these texts, where ideas are often densely expressed in a single sentence. The various components of the idea are connected with ‘relative clauses, inserted adverbial clauses and phrases, or appositive phrases. It can result in “a series of ideas or facts presented in a convoluted manner” that can slow down comprehension and distract students from deciphering the text’s central idea (Brown, 2007, p. 187).

Regarding *Timelines* in social studies, historical facts and their sequential timeline are crucial for comprehending the text. Several facts are intricately related in subjects like history, and cause-and-effect relationships between events can be complex. Thus, conceptual understanding becomes difficult (Brown, 2007, p. 187).

Also, social science texts are replete with themes, concepts, and generalizations. Consequently, powerful ideas are derived from these. Such influential social studies concepts include change, culture, diversity, justice, conflict, etc. The themes that are connected to the various disciplines within social studies can be formed by combining these concepts (Peters, 1989, p. 183). Social studies textbooks are informational materials. The integrative nature of powerful ideas and powerful content of these texts is crucial for improving comprehension, as it can facilitate more profound understanding. Powerful ideas lead to knowledge that becomes the basis of making connections. Also, they create a network of associations of new

input with prevailing knowledge and learners' beliefs rooted in concrete experiences. Finally, the students are included in the connected bundles of information (Peters, 1989, pp. 183-184).

6.11.4 Levels of Knowledge

For effective learning of social science subjects, the skills of reflective inquiry, problem-solving, and decision-making are required. Good critical reading skills can foster these abilities in students. It would, in turn, promote learning that attains meaning and value beyond the classroom (Peters, 1989, p. 184). For this kind of learning, three kinds of knowledge must be promoted: *foundational*, *generative*, and *authentic*. These are helpful in the learners' future academic and non-academic pursuits.

6.11.4.1 Foundational Knowledge: This knowledge is built by using reading skills and strategies to help students become better at extracting essential ideas from the materials, connecting events through causal reasoning, forming more complex conceptual systems, and identifying problems and solutions. Foundational knowledge can lead to a deeper and richer understanding. The advantage of this is that students will attain a level where they can produce new insights that amount to the creation of generative knowledge, not just reproduce the thoughts and ideas of others (Peters, 1989, p. 184).

6.11.4.2 Generative Knowledge: This knowledge includes actively using knowledge and skills. Mere knowledge and skills do not promote understanding. Generative knowledge had practical value in individuals' day-to-day life when Perkins explains that it "does not just sit there but functions richly in people's lives to help them understand and deal with the world" (1992, p. 5, as cited in Peters, 1989, p. 184). He also stated that generative knowledge, in turn, promotes the use of authentic knowledge (Peters, 1989, p. 184).

6.11.4.3 Authentic Knowledge: This kind of knowledge develops when the learners' skills connect the text's information to the larger social context the students live in. Connections are sought between three aspects: (1) the student's lives and the content of social studies, (2) principles and practice, and (3) the past and the present. To acquire this knowledge, students need to think through concepts and situations, not just memorize isolated facts in the texts. Authentic knowledge has application value. It is used in life applications. The social studies curriculum, Peters described, is designed to prepare students for the realistic simulations of these application situations (1989, p. 184). Reading skills must be developed to promote all three types of knowledge.

In conclusion, the discipline of social science stands as a specific kind of academic context where the reading of social science texts requires particular focus as it deserves because of its unique nature.

6.12. Conclusion

The present chapter discussed the aspects of reading, the purposes of reading, and the types of reading. It also discussed the aspects of reading comprehension, motivation to read, efficient and engaged reading, academic reading, and reading in social sciences.

The following chapter presents the research methodology used for the present study.

CHAPTER 7

RESEARCH METHODOLOGY

7.1 Introduction

This chapter presents the methodology followed in conducting the proposed study on the Scheduled Caste and Scheduled Tribe (Dalit) students studying post-graduation in the stream of Social Sciences in the universities of the erstwhile state of Andhra Pradesh (presently the two states of Andhra Pradesh and Telangana). The present chapter covers the different aspects of the study, such as the research design, research objectives, hypotheses, study participants, data collection procedures, and data analysis.

7.2 Purpose of the Study

The present research primarily aims to study the motivation of post-graduate students to learn the English language (L2 Motivation) to pursue their post-graduation courses in the Social Sciences stream. It uses the L2 Motivational Self System theoretical framework developed by Zoltan Dörnyei. The study of the L2 motivation of the students includes exploring the nature of the L2 Motivational Self System. The study also investigates the students' reading comprehension and correlates it with L2 motivation. Secondly, the study attempts to profile the students into various learner motivational types based on the strength of their L2 Motivational Self System. And lastly, it tries to validate the theoretical model of the L2 Motivational Self System in the context of Indian Dalit students.

7.3 Research Design: An Overview

This quantitative study employed a non-experimental, cross-sectional, correlational, survey research design. As a non-experimental study, this doesn't involve the researcher's intervention. According to the survey research design, a survey to study the L2 Motivational

Self System of the subjects was designed and executed, followed by correlating the aspects of the L2 Motivational Self System. This was followed by the administration of the test of Reading Comprehension in various disciplines of Social Sciences and correlating that with the L2 motivation.

The correlation included in the study was executed at two levels corresponding to two different correlation studies. It was designed to study (1) the L2 Motivational Self System of the students by exploring the relationships among various variables within the more extensive L2 Motivational Self System and (2) the relationship between the L2 motivation and Reading Comprehension. The study was basically designed to determine the extent of relationships among different variables of the L2 Motivational Self System and the relationship between the L2 Motivation and Reading Comprehension. Various trends and patterns were planned to be studied.

7.4 Research Objectives and Hypotheses

Given below are the major objective and hypothesis that propelled the present research study.

- To study the relationship between the L2 motivation and English Reading Comprehension of the students.
- There is no significant relationship between the L2 motivation and English Reading Comprehension of the students.

However, there are various specific supplementary objectives and hypotheses formulated. The study was based on the different research objectives and hypotheses in Table 7.1. They were specific to the context of the Scheduled Caste and Scheduled Tribe (Dalit) students studying post-graduation in the Social Sciences stream. The hypotheses were formulated as statistical hypotheses. They are presented along with their corresponding research objectives.

Table 7.1 presents the research objectives, the corresponding hypotheses based on the research objectives, and the statistical tools used to analyse each aspect studied. The table also includes various objectives in relation to the primary objective. A null Hypothesis was adopted for the study.

Table 7.1

Research Objectives and Hypotheses

S. No	Aspects Studied	Statistical Analysis Employed	Research Objectives	Hypothesis (Statistical Hypothesis)
1	L2 Motivation	Descriptive Analysis	To find the motivation levels of the subjects.	
2	Difference in L2 Motivation levels of the sample: Community-wise	Mann-Witney U Test	To find the difference between the L2 Motivation levels of SC and ST subjects.	There is no significant difference between the L2 Motivation levels of SC and ST subjects.
3	Difference in L2 Motivation levels of the SC community: Gender-wise	Mann-Witney U Test	To find the difference between the L2 Motivation levels of SC male and female subjects.	There is no significant difference between the L2 Motivation levels of SC male and female subjects.
4	Difference in L2 Motivation levels of the ST Community: Gender wise	Mann-Witney U Test	To find the difference between the L2 Motivation levels of ST male and female subjects.	There is no significant difference between the L2 Motivation levels of ST male and female subjects.
5	Reading Comprehension levels	Descriptive Analysis	To find the Reading Comprehension levels of the subjects.	
	Performance on different aspects of Reading Comprehension	Descriptive Analysis		

6	Difference between L2 Motivation and Reading Comprehension levels	Chi-Square Test	To find the difference between L2 Motivation and Reading Comprehension levels of the subjects.	There is no significant difference between L2 Motivation and Reading Comprehension levels of the subjects.
7	The relationship between L2 Motivation and Reading Comprehension of the total sample	Correlational Analysis	To find the relationship between L2 Motivation and Reading Comprehension.	There is no significant relationship between L2 Motivation and Reading Comprehension of the total sample.
	The relationship between L2 Motivation and Reading Comprehension of the SC total sample	Correlational Analysis	To find the relationship between L2 Motivation and Reading Comprehension of the SC total sample.	There is no significant relationship between L2 Motivation and Reading Comprehension of the SC total sample.
	The relationship between L2 Motivation and Reading Comprehension of the SC males	Correlational Analysis	To find the relationship between L2 Motivation and Reading Comprehension of the SC males.	There is no significant relationship between L2 Motivation and Reading Comprehension of the SC males.
	The relationship between L2 Motivation and Reading Comprehension of the SC females	Correlational Analysis	To find the relationship between L2 Motivation and Reading Comprehension of the SC females.	There is no significant relationship between L2 Motivation and Reading Comprehension of the SC females.
	The relationship between L2 Motivation and Reading Comprehension of the ST total sample	Correlational Analysis	To find the relationship between L2 Motivation and Reading	There is no significant relationship between L2 Motivation and

			Comprehension of the ST total sample.	Reading Comprehension of the ST total sample.
	The relationship between L2 Motivation and Reading Comprehension of the ST males	Correlational Analysis	To find the relationship between L2 Motivation and Reading Comprehension of the ST males.	There is no significant relationship between L2 Motivation and Reading Comprehension of the ST males.
	The relationship between L2 Motivation and Reading Comprehension of the ST females	Correlational Analysis	To find the relationship between L2 Motivation and Reading Comprehension of the ST females.	There is no significant relationship between L2 Motivation and Reading Comprehension of the ST females.
8	The relationship between Intended Learning Effort (Criterion Measure) and the five aspects of Reading Comprehension	Correlational Analysis		
	<i>Thematic Understanding</i>	Correlational Analysis	To find the relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Thematic Understanding</i>	There is no significant relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Thematic Understanding</i> .
	<i>Factual Understanding</i>	Correlational Analysis	To find the relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Factual Understanding</i>	There is no significant relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Factual Understanding</i> .

	<i>Inference Making</i>	Correlational Analysis	To find the relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Inference Making</i> .	There is no significant relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Inference Making</i> .
	<i>Conceptual Understanding</i>	Correlational Analysis	To find the relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Conceptual Understanding</i> .	There is no significant relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Conceptual Understanding</i> .
	<i>Understanding of Ideas</i>	Correlational Analysis	To find the relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Understanding of Ideas</i> .	There is no significant relationship between <i>Intended Learning Effort (Motivated Behaviour)</i> and <i>Understanding of Ideas</i> .
9	The impact of L2 Motivation on Reading Comprehension of the subjects	Regression Analysis	To determine the impact of the L2 Motivation on the Reading Comprehension of the subjects.	There is no impact of the L2 Motivation on the Reading Comprehension of the subjects.
10	The Self-Assessment levels of English language proficiency of the subjects	Descriptive Analysis	To find the Self-Assessment levels of English language proficiency of the subjects.	
	The difference between the Self-Assessment and their Reading Comprehension levels of the subjects	Mann-Witney U Test	To find the difference between Self-Assessment and Reading Comprehension levels of the subjects.	There is no significant difference between Self-Assessment and Reading Comprehension levels of the subjects.

11	The strengths of the variables of the L2 Motivational Self System for the total sample	Descriptive Analysis	To find the mean values of the 13 variables of the L2 Motivational Self System.	
	The strengths of the 13 variables of the L2 Motivational Self System: Gender-wise	Descriptive Analysis	To find the means scores of the 13 variables of the L2 Motivational Self System of the male and female subjects.	
	The strengths of the 13 variables of the L2 Motivational Self System: Community-wise	Descriptive Analysis	To find the means scores of the 13 variables of the L2 Motivational Self System for the subjects of the SC and ST communities.	
12	The relationships among the 13 variables of the L2 Motivation Self System.	Bivariate Correlational Analysis	To find the relationships among the 13 variables of the L2 Motivational Self System.	There are no significant relationships among the 13 variables of the L2 Motivational Self System.
	The relationships between the <i>Criterion Measures</i> and the other 12 variables of the L2 Motivational Self System	Partial Correlational Analysis	To find the relationships between the <i>Criterion Measures</i> and each of the other 12 variables of the L2 Motivational Self System.	There are no significant relationships between the <i>Criterion Measures</i> and each of the other 12 variables of the L2 Motivational Self System.
13	The impact of the 12 variables of L2 Motivational Self System on <i>Criterion Measures</i> (Intended Learning Effort)	Regression Analysis	To determine the impact of the 12 variables of L2 Motivational Self System on the <i>Criterion Measures</i> (Intended Learning Effort).	There is no impact of the 12 variables of L2 Motivational Self System on the <i>Criterion Measures</i> (Intended Learning Effort).

14	Learner Motivational Types	Hierarchical Cluster Analysis and K-means Analysis	To determine the learner motivational types.	There are no significant learner motivational types.
	Comparison of the three learner-type groups in terms of the three criterion measures	ANOVA	To find the differences among the three learner-type groups in terms of the three criterion measures.	There are no significant differences among the three learner-type groups in terms of the three criterion measures.
	The strengths of the Promotion and Prevention-oriented groups in terms of the 11 measured variables of the study	Independent Sample <i>t</i> test	To compare the Promotion and Prevention-oriented groups in terms of the 11 measured variables of the study.	There is no difference between the strengths of the Promotion and Prevention-oriented groups in terms of the 11 measured variables of the study.
	The strengths of the Promotion and Prevention-oriented groups in terms of <i>Criterion Measures</i>	Independent Sample <i>t</i> test	To compare the Promotion and Prevention-oriented groups in terms of <i>Criterion Measures</i> .	There is no difference between the strengths the Promotion and Prevention-oriented groups in terms of <i>Criterion Measures</i> .
	The relationship between Promotion-oriented motives (<i>Ideal L2 Self</i> and <i>Instrumentality Promotion</i>) and <i>Motivated Behaviour</i>	Partial Correlation Analysis	To find the relationship between Promotion-oriented motives (<i>the Ideal L2 Self</i> and <i>Instrumentality Promotion</i>) and <i>Motivated Behaviour</i> .	There is no relationship between Promotion-oriented motives (<i>Ideal L2 Self</i> and <i>Instrumentality Promotion</i>) and <i>Motivated Behaviour</i> .
	The relationship between Prevention-oriented motives (<i>Ought-To Self</i> and <i>Instrumentality</i>)	Partial Correlation Analysis	To find relationship between Prevention-oriented motives (<i>Ought-To Self</i> and <i>Instrumentality</i>)	There is no relationship between Prevention-oriented motives (<i>Ought-To Self</i> and

	<i>Prevention) and Motivated Behaviour</i>		<i>Prevention) and Motivated Behaviour</i>	<i>Instrumentality Prevention) and Motivated Behaviour</i>
15	Validation of the L2 Motivational Self System	Structural Equation Modeling (SEM)	To explore the relationships between various variables of the L2 Motivational Self System.	——

7.5 Procedure of Data Collection

The quantitative data required for the study was collected between October 2015 and April 2016, in 16 universities in the erstwhile state of Andhra Pradesh.

7.5.1 Data Collection Tools

After considering the nature of the present study and the tradition of research followed for conducting similar previous studies, specific data collection methods were adopted. They included research tools like (1) the survey instrument of the *English Learner Questionnaire* (Motivation to learn English Questionnaire) and (2) the *Reading Comprehension Test*. Both these tools are discussed at length in the following sections.

7.5.1.1 English Learner Questionnaire: The research tool used for the study was the *English Learner Questionnaire*. The questionnaire aimed to elicit information on the subjects' attitudes, feelings, interests, beliefs, orientations related to the English language, English learning, and English speakers. It also tried to collect data on the subjects' affective factor, English Anxiety, and the encouragement they derived from their parents and other significant people.

The questionnaire aimed to elicit information on the 13 aspects included in the L2 Motivational Self System presented in Table 7.2. The questionnaire was considered for use after a meticulous study of literature on motivation and English language learning. The questionnaire was adapted from Dörnyei (2010). This was previously used in the context of China, Japan, Iran, and Hungary. The questionnaire drew 68 items from the pool of items

used in the context of Iran. However, it was modified appropriately for effective use in the present study context. The component of *Dalits students' Attitude towards learning English language*, an entirely new factor/variable, was added to this questionnaire. After modifications and adding the above-mentioned new factor, the final questionnaire used for the survey turned out to be a 78-item questionnaire.

The 78 items in the questionnaire were on a 6-point Likert scale. It was divided into four parts. Part-1 comprised 49 items (1-49) on a 6-point Likert scale from “*strongly disagree, Disagree, Slightly disagree, Slightly agree, Agree, and Strongly agree,*” and Part-2 had 19 items (50-68) on a 6-Point Likert scale with responses “*Not at all, Not so much, So-so, A little, Quite a lot, and Very much.*” Part-3 had ten items (69-78) on a 6-Point Likert scale, as with Part-1. Finally, Part-4 included questions devised for collecting biographical and demographic data of the subjects. The questionnaire also attempted to collect the subjects' self-assessment of their English proficiency. However, whether the students accurately assess their English proficiency is a highly questionable issue. However, it is designed to check whether the other results would relate to the results of the subjects' self-assessment of their proficiency in the English language.

The factors studied by the *English Learner Questionnaire* are 13 in number. They are presented in Table 7.2, along with their codes. The codes of the 13 variables are also presented as they are sometimes used in the SEM and other statistical analyses instead of their elaborate forms. The complete forms of the abbreviations are presented in the list of abbreviations at the beginning of the thesis (p. xvi).

Table 7.2***Factors Studied***

No.	Factors Studied	Code
1	<i>Intended Learning Effort (Criterion Measures)</i>	CM
2	<i>Ideal L2 Self</i>	IL2S
3	<i>Ought-To Self</i>	OS
4	<i>Parental Encouragement/Family Influence</i>	PEFI
5	<i>Instrumentality Promotion</i>	IPRO
6	<i>Instrumentality Prevention</i>	IPRE
7	<i>Linguistic Self-confidence</i>	LSC
8	<i>Attitude towards Learning English</i>	ALE
9	<i>Interest in English Language</i>	IEL
10	<i>English Anxiety</i>	EA
11	<i>Integrativeness</i>	INT
12	<i>Attitude towards L2 Community</i>	AL2C
13	<i>Dalit Students' Attitude towards English Language</i>	DSAEL

7.5.1.1.1 Intended Learning Effort (Criterion Measures): These are the efforts that the students intend to put towards learning English. In the present study, these are the efforts that the post-graduate students invest in excelling in their respective post-graduation courses/subjects.

7.5.1.1.2 Ideal L2 Self: *The Ideal L2 Self* is the L2-specific facet of the Ideal Self. If the person the learner wishes to become speaks an L2, *the ideal L2 self* becomes an influential motivational factor in learning the L2. This is because of the learner's wish to reduce the disparity between the actual and the ideal selves. The traditional integrative and internalised instrumental motives are related to this aspect (Dörnyei & Ushioda, 2011, p. 86). These are the learners' "views of themselves as successful L2 speakers" (Csizér & Kormos, 2009, p. 103).

7.5.1.1.3 Ought-To Self: This factor includes attributes one believes one should/ought to possess for meeting expectations and avoiding possible negative outcomes. This dimension is similar to Higgins's concept of ought-self and the more extrinsic types of instrumental motives that are less internalised (Dörnyei & Ushioda, 2011, p. 86). This is, in simple terms,

the learners' perceptions about the importance of learning English in the view of their significant others (Csizér & Kormos, 2009, p. 103).

7.5.1.1.4 Parental Encouragement/Family Influence: This is parents' encouragement of their children to study English. Example: 'My parents really encourage me to study English.' This aspect can significantly impact the students' interest in their academic pursuits.

7.5.1.1.5 Instrumentality Promotion: This is the pragmatic utility of learning L2 (Dörnyei, 2009a, p. 26). There is a high possibility for students to get motivated to learn L2 to achieve academic success and get a good job or more money. For this, students must regulate their personal goals (Taguchi et al., 2009, p. 74). This aspect has a promotion focus and is concerned with "the hopes, aspirations, advancements, growth and accomplishments" (Dörnyei, 2009, p. 28).

7.5.1.1.6 Instrumentality Prevention: This is the students' regulation of their duties and obligations, such as learning English to pursue their post-graduate course successfully. This aspect measures the students' regulation of their duties and obligations (Taguchi et al., 2009, p. 75). This has a prevention focus that regulates "the absence or presence of negative outcomes" and is "concerned with safety, responsibilities and obligations," thereby avoiding a "feared end-state" (Dörnyei, 2009, p. 28).

7.5.1.1.7 Linguistic Self-Confidence: This is a confident and anxiety-free belief of the L2 learners that they can master an L2 (Dörnyei, 2009, p. 26).

7.5.1.1.8 Attitude towards Learning English: This factor includes situation-specific motives that the students exhibit related to the immediate learning environment and learning experience in connection to English the language learning.

7.5.1.1.9 Interest in English Language: This is the interest that the students exhibit in learning the English language. This factor tried to elicit the students' interest in the English language in some of the contexts of the usage of English language.

7.5.1.1.10 English Anxiety: This attempted to gather information about the student's anxiety in using the English language in some academic and non-academic contexts where the English language is used. Higher levels of anxiety have a negative influence on the student's motivation to learn English.

7.5.1.1.11 Integrativeness: This is similar to Gardner's (1985) category of *Integrativeness*. It reflects a positive outlook towards the L2 and its culture. It is a "desire to learn an L2 of a valued community" (Dörnyei, 2009, p. 23). The learners' high score on this factor is considered an indication of the learners' desire to communicate with L2 speakers and even a desire to become similar to the speakers of L2. According to Gardner, *Integrativeness* is a "composite construct" made up of three aspects: (1) Interest in a foreign language, (2) Integrative orientation, and (3) Attitudes towards Canadian/European French (Dörnyei, 2009, p. 9). This concept seems highly inappropriate in the present research context, where English is not a foreign language. Though English is an associate official language, a second language, and a lingua franca in the Indian context, the subjects of the present study, by their socio-cultural, economic, and historical background, are far removed from the social and academic life where English rules the roost. English is almost like a foreign language for them. All of them came from families where there was no practical use of English. Most of the students' parents were illiterate, and unable to encourage their children to learn English. The students' social life did not include people who were able English users. Many were studying their post-graduation for the first time in the English medium. Therefore, they had no traces of English in their social lives. Owing to these conditions that led to a complete in exposure of the subjects to the English language, the factor of *Integrativeness* was still relevant even in the context of the study in its way. Therefore, this factor attempted to elicit how far students were ready to integrate with the social life steered by the English language.

7.5.1.1.12 Attitude towards L2 Community: Language learners have an idealised L2-speaking self. The L2 speakers serve the closest parallels to their idealised L2-speaking selves. The language learners' attitudes towards the L2 community must relate to their "ideal language self-image." A more positive disposition toward the L2 speakers leads to a more fascinating idealised L2 self (Dörnyei, 2009, pp. 27-28). In many previous studies where this factor was employed to study L2 Motivational Self System, it was used in the EFL context. In the present study, the L2 community was the community of fluent English speakers. Whether in the university context or outside, the subjects were required to interact in English.

7.5.1.1.13 Dalit Students' Attitude towards English Language: These are the attitudes that the students belonging to the communities of the Scheduled Castes and Tribes hold towards the English language. The students' attitudes are due to their specific perspectives emanating out of their social identity and political awareness.

7.5.1.2 Reliability Analysis of the Questionnaire: The reliability and validity of the questionnaire were determined by using reliability analysis in IBM SPSS (Version 20) software. Table 7.3 illustrates the reliability of the overall scale and the 13 sub-scales. The overall reliability coefficient, measured in terms of *Cronbach's Alpha*, of the total scale is high ($\alpha = .944$) and falls in the range of 'excellent' (0.91-1.00). The reliability coefficient of the sub-scale *Dalit Students' Attitude towards English Language* is 'good' (0.871). The reliability coefficients of 6 sub-scales, *Criterion Measures*, *Ideal L2 Self*, *Parental encouragement/Family Influence*, *Instrumentality Promotion*, *Linguistic Self-confidence*, and *English Anxiety* are in a "good and acceptable" range (0.71-0.80) according to Konting et al. (2009). The reliability coefficients of 3 other variables like, *Ought to L2 Self*, *Attitudes towards Learning English*, *Interest in the English Language*, are in the "acceptable range" (0.61-0.70). However, the remaining three subscales, *Instrumentality*, *Prevention*, *Integrativeness*, and *Attitude Towards the L2 Community* are not in the

acceptable range. The rationale for including these sub-scales in the study, despite their low acceptance, is that the theoretical model that the present research study used, i.e., the L2 Motivational Self System, would be meaningless without these variables. Another important aspect worth mentioning here is that the variable of *English Anxiety* was clearly omitted by the analysis in terms of *Corrected item-total correlation*. However, its reliability coefficient measured separately as a sub-scale was good and in the acceptable range. This was because the reliability test completely excluded this, as it seemed a separate construct that could not go along with the other constructs of the total instrument. Nevertheless, it was retained in the present study as it was a significant variable in all the previous studies of L2 motivation.

Table 7.3 presents the reliability statistics of the different variables in the study.

Table 7.3

Reliability Statistics

S. No	Name of the Sub-scale	Cronbach's Alpha
	Overall scale	0.944
1	<i>Criterion Measures</i>	0.754
2	<i>Ideal L2 Self</i>	0.792
3	<i>Ought to L2 Self</i>	0.630
4	<i>Parental encouragement/Family Influence</i>	0.731
5	<i>Instrumentality Promotion</i>	0.778
6	<i>Instrumentality Prevention</i>	0.525
7	<i>Linguistic Self-confidence</i>	0.751
8	<i>Attitudes towards Learning English</i>	0.696
9	<i>Interest in the English Language</i>	0.708
10	<i>English Anxiety</i>	0.711
11	<i>Integrativeness</i>	0.445
12	<i>Attitude Towards English Community</i>	0.443
13	<i>Dalit Student's Attitude towards English Language</i>	0.815

7.5.1.3 Reading Comprehension Tests: *Reading Comprehension Tests* were

prepared for nine Social Sciences subjects. They were Anthropology, Economics, History, Political Science, Psychology, Public Administration, Social Work, Sociology, and Women's Studies. For this, nine different passages related to nine academic subjects were selected.

7.5.1.3.1 Reading Comprehension Tests: Methodology: The passages used to study the subjects' reading comprehension were selected from standard academic texts relevant to the respective disciplines. Table 7.4 presents the texts used for developing the *Reading Comprehension Tests*.

Table 7.4

Texts Used for Developing the Reading Comprehension Tests

No.	Subject	The Title of the Text	Author	Year of Publication	Reference	Page No
1	Anthropology	<i>Evolution</i>	Dobzhansky Theodosius, Francisco J. Ayala, G. Ledyard Stebbins and James W. Valentine	1976	Delhi: Surjeet Publications	454- 457
2	Economics	<i>A New Social Question?: On Minimum Income Protection in the Postindustrial Era</i>	Ive Marx	2007	Amsterdam: Amsterdam University Press	62-63
4	History	<i>The Logic of History: Putting Postmodernism in Perspective</i>	C. Behan McCullagh	2004	New York: Routledge	18-21
5	Psychology	<i>Illusions: A Psychological Study</i>	James Sully	2006	London: Kegan Paul, Trench & Co.	9-10
6	Political Science	<i>The State and Justice: An Essay in Political Theory</i>	Milton Fisk	1989	Cambridge: Cambridge University	1-3
7	Public Administration	<i>Social Equity and Public Administration: Origins, Developments,</i>	H. George Frederickson	2010	New York: M.E. Sharpe	52-54

*and
Applications*

8	Social Work	<i>Social Theory, Social Change and Social Work</i>	Nigel Parton (ed)	1996	London: Routledge	5-7
9	Women's Studies	<i>A Sociology of Mental Health and Illness</i>	Anne Rogers and David Pilgrim	2005	England: Open University Press	63-65

Table 7.5 presents the text statistics. It presents the statistics related to the passages selected for the nine subject areas. The statistics include the number of words in the passages; number and percent of complex words; average syllables per word; average words per sentence; and number of sentences. More importantly, it covers the other statistics of the *Flesch Kincaid Reading Ease*, *Flesch Kincaid Grade Level*, *Gunning Fog Score*, *SMOG Index*, *Coleman Liau Index*, and *Automated Readability Index*. These are useful in understanding the complexity of the texts selected for *Reading Comprehension Tests*.

Flesch Kincaid's Reading Ease score informs how easy a particular text is to read. It helps understand the educational level that the readers possess to understand texts. *Gunning Fog* score gives grade level to the education level the reader requires to understand a text. *SMOG Index*, a readability framework, presents the years of education needed for a reader to understand a text. *Coleman Liau Index* approximates the usability of a text. *The automated Readability Index* measures the grade level needed to read a text. Unlike the other formulas, this considers the number of characters in the text.

As per the text statistics, the selected texts were not very similar. They fell in a range for all the scores assessed. The number of words in the texts selected was in the range of 859-1277. The number of complex words in the passages ranged from 136-238. The average

syllables per word ranged from 1.56-1.89. The average words per sentence ranged from 17.81-37.59. The number of sentences ranged from 29-60. *Flesch Kincaid's Reading Ease* ranged from 20.8-53.4. *Flesch Kincaid Grade Level* of the texts ranged from 11.1-19.4. *Gunning Fog's* score ranged from 13.8-23.2. *SMOG Index* and *Coleman Liau Index* of the texts ranged from 10-16.5 and 12.1-16.3, respectively. *Automated Readability Index* ranged from 11.7-21.3.

Though there were variations in the texts in terms of various parameters considered by the various scores and indices, the *Flesch Kincaid Reading Ease* score was considered to select the texts. All the texts selected for the *Reading Comprehension Tests* fell in the range of 20-55. This indicates that the texts were 'difficult to read' and were meant for college graduates. However, as the study subjects were first-year post-graduation, the texts were appropriate for them.

Table 7.5***Reading Comprehension: Text Statistics***

Name of the Subject	No. of sentences	No. of words	No. of complex words	Percentage of complex words %	Average words per sentence	Average syllables per word	Flesch Kincaid Reading Ease	Flesch Kincaid Grade Level	Gunning Fog Score	SMOG Index	Coleman Liau Index	Automated Readability Index	Appropriate for Ages in Years	Grade Level
Anthro	41	859	207	24.10	20.95	1.84	30.1	14.3	17.9	13	15.6	14.2	20-21	15
Eco	41	875	169	19.31	21.34	1.69	42.6	12.6	16	11.7	14.3	13.3	19-20	14
Hist	60	1277	215	16.84	21.28	1.62	48.3	11.8	14.7	11	12.8	12.1	17-18	12
Pol Sci	46	984	136	13.82	21.39	1.56	53.4	11.1	13.8	10	12.2	11.7	17-18	12
Psy	37	1008	192	19.05	27.24	1.63	41.5	14.2	18.5	13.1	12.1	14.5	19-20	14
Pub Ad	45	892	206	23.09	19.82	1.83	31.6	13.8	16.7	12.4	14.5	12.7	19-20	14
S,W	34	881	230	26.11	25.91	1.89	20.8	16.8	20.6	15	16.3	17.2	22-23	17
Soc	29	1090	238	21.83	37.59	1.72	23.2	19.4	23.2	16.5	14.1	21.3	-----	19
W.S	57	1015	206	20.30	17.81	1.75	40.8	12	15.2	11	14.5	11.7	18-19	13

Similar types of questions were selected in all nine subjects. An attempt was made to follow consistency using a uniform frame in all the tests.

7.5.1.3.2 Aspects of Reading Comprehension: The Reading Comprehension

Tests attempted to collect data on five aspects of the student's reading. Table 7.6 presents various aspects tested in Reading Comprehension and the marks allotted to various questions. The types of questions used were objective and included multiple choice and true/false types. Consistently, true/false type questions were formulated for testing factual understanding in all the subjects.

The *Reading Comprehension Test* aimed to investigate the subjects' understanding of the themes given in the text, their ability to locate facts as against opinions, and the extent to which they can make inferences from what has been stated in the text. It also aimed to understand the subject's understanding of the concepts discussed in the text, as social science

texts interspersed with various concepts, and finally, the subject's ability to find the ideas presented in the text.

Table 7.6

Aspects of Reading Comprehension and their Marks Distribution

No.	Aspects tested		No. of questions	Marks Allotted
1	Thematic Understanding	Understanding of Overall Theme	1	1
		Understanding of Specific Theme	1	1
2	Factual Understanding		2	2
3	Inference Making		2	2
4	Conceptual Understanding		2	2
5	Understanding of Ideas		2	2
Total			10	10

7.6 Ethical Considerations

The data collection for the study was done in 16 rounds in sixteen universities. Therefore, it took a long-time of 8/9 months for data collection. At the very outset, the authorisation for conducting the study was taken from the Head of the Department where the researcher was pursuing/conducting the research study. The same was presented for permission to conduct the same in all the institutions where data collection was conducted. Prior permissions were taken from all the institutions where the data was collected, even before going to the institutions. Sometimes the Vice-Chancellors of the universities were approached for permission. In their absence, in other instances, the Heads of the Departments were approached for permission for data collection. The data were collected only during class hours with the permission of the respective faculty conducting classes at the time of conduction of the fieldwork.

As the study was on the Scheduled Castes and Tribes students, including the students exclusively of those communities from heterogeneous classes became a tremendously

complex and delicate task for the researcher. The difficulty was that requesting only students of those communities to participate in the survey could have created a feeling of exclusion, segregation, embarrassment, and resultant social stigmatization within the classroom. The researcher sincerely made all efforts to avoid such negative consequences and conditions. The utmost importance of the study and the need for participation were explained to the participants. The importance and value of their involvement in furthering the academic studies that could enrich and enlighten the studies related to the Dalit students' English learning specifically, their higher education in general, and their future were also explained. The participants were motivated by the study. It was also explained that the survey was conducted only for academic purposes and that no commercial interests were involved. The participants were assured anonymity of their identity, whereabouts, and other details throughout and after the study.

Conducting the survey and the *Reading Comprehension Test* took almost one and a half hours. At the outset, the confidentiality of the subject's personal information and the survey results was assured. Accordingly, anonymity was maintained by not collecting the subjects' names and other sensitive information. Initially, the survey of the L2 Motivation was conducted, followed by the administration of the *Reading Comprehension Test*. All the necessary instructions were given before starting the survey. The instructions were related to the various sections of the questionnaire to be answered, the kinds of questions/items to be answered in each section of the questionnaire, the procedure of answering the items, and their scoring. These instructions were already given in the questionnaire. Though the questionnaire was in simple English, the participants were encouraged to ask for the meanings whenever specific complex terms were encountered.

The *Reading Comprehension Test* was conducted later. The subjects were asked to read the given passage related to their subject and answer the following questions. The

subjects were instructed to answer ten questions: eight were multiple choice type, and two were True/False statements. Sufficient time was given to subjects to present their responses.

7.7 Sampling

Since the objective of the study was to study the post-graduate students pursuing Social Science subjects, a sample of 305 students in this stream was selected from 16 universities in undivided Andhra Pradesh. The study included all the universities in the government sector (state and central) offering post-graduate courses in Social Sciences. The participants were chosen from a wide variety of disciplines that fell under the Social Sciences stream.

7.7.1 Sampling Techniques

The sampling technique used for data collection was the non-probability sampling method of convenient sampling. As the first step, all the post-graduate courses in Social Sciences were selected as clusters. In the second step, the available sample was taken from these clusters. As the community of Dalits comprises both Scheduled Castes and Scheduled Tribes, the study included students from these two communities.

Convenient sampling was chosen given the constraints and non-feasibility of probability sampling in a university setup where the low attendance of students is usually a common phenomenon. Student absenteeism is a well-known phenomenon, especially in the Social Sciences stream. There were various reasons for this condition in the universities. However, there were a few exceptional universities where the researcher witnessed the total attendance of the students. The convenient sampling technique was chosen because of this constraint in most of the research locations. As the study was intended to focus on the Scheduled Castes and Tribe students, the number of students belonging to these communities in the universities was less because they were only 14% and 7%, respectively, of the classes

as per the reservation quota allotted to them. However, there were exceptions to this, but they were undoubtedly rare. Added to this condition of the few numbers, absenteeism was an additional factor. With this, there was no alternative but to choose convenient sampling. This might be a restriction or a limiting factor in the present study.

7.7.2 Research Location

The study included all the universities offering post-graduate courses in Social Sciences from the state of erstwhile Andhra Pradesh. The research locations included 17 campuses in 16 universities. The participants were chosen from a wide variety of disciplines that fall under the stream of Social Sciences. The sample was drawn from the following universities. Table 7.7 presents the universities and the number of subjects drawn from each university.

Table 7.7

Institution/University-wise Distribution of the Sample

S.No	Andhra Pradesh	No. Students	S.No	Telangana	No. Students
1	Acharya Nagarjuna University	25	10	Kakatiya University	20
2	Adikavi Nannaya University	10	11	Mahatma Gandhi University	15
3	Andhra University	28	12	Osmania University	10
4	Rayalaseema University	7	13	Palamoor University	15
5	Sri Krishna Devaraya University	22	14	Satavahana University	7
6	Sri Padmavathi University	32	15	Telangana University	4
7	Sri Venkateswara University	69	16	University of Hyderabad	20
8	Vikrama Simhapuri University	5			
9	Yogi Vemana University	16			
Sub Totals		214			91
Total					305

7.7.2.1 Profiles of the Participating Educational Institutions: Andhra Pradesh

7.7.2.1.1 Andhra University: It is located in Visakhapatnam of Andhra Pradesh. This is one of the oldest universities in the country. It was constituted in the year 1926 by the Madras Act of 1926. Since its inception, it has been catering to the needs of the people of the northern districts of Andhra Pradesh.

7.7.2.1.2 Sri Venkateswara University was established in 1954 in Tirupati, a world-renowned temple town. It was established to cater to the needs and fulfil the aspirations of the people of Rayalaseema in Andhra Pradesh.

7.7.2.1.3 Acharya Nagarjuna University: It is one of the significant universities in Andhra Pradesh. It was established in 1976 as an affiliating university in Guntur. It was named after the great Buddhist preceptor and philosopher Acharya Nagarjuna. It provides its educational services to the districts of Guntur, Krishna, and Prakasam.

7.7.2.1.4 Sri Krishnadevaraya University: Sri Krishnadevaraya University was established in the district of Ananthapuramu to fulfil the desires of the people of the region. It was a Postgraduate Centre during 1967-68 and gained autonomy in 1976.

7.7.2.1.5 Sri Padmavathi Mahila Visvavidyalayam (University for Women): It was founded in 1983 by the Sri Padmavathi Mahila Visvavidyalayam Act of 1983, in Tirupati, with an aspiration to train women students and to inculcate leadership skills in them.

7.7.2.1.6 Adikavi Nannaya University: Adikavi Nannaya University was established in 2006 by an Act of the Andhra Pradesh State Legislative Assembly, named after Nannaya, the first poet of Telugu (the eleventh-century translator of Mahabharata from Sanskrit to Telugu), the court poet of Rajah Rajah Narendra (the Eastern Chalukya King). It was established to meet the higher education needs of East and West Godavari districts, i.e., its territorial jurisdiction.

7.7.2.1.7 Vikrama Simhapuri University: The University was established in 2008, in Nellore, by the Act of the Legislature of the State of Andhra Pradesh. It came into existence to fulfil the long-cherished dream of the people of Nellore district, the re-christened Potti Sriramulu Nellore district.

7.7.2.1.8 Rayalaseema University: It was established in Kurnool district of Andhra Pradesh in the year 2008 by an Act No. 29 of 2008 enacted by the Legislature of the State of Andhra Pradesh, fulfilling the long-cherished dream of the people of Kurnool district. The University was established with a unique goal of comprehensive development and growth of the underprivileged.

7.7.2.1.9 Yogi Vemana University: Yogi Vemana University was established in the year 2006, by an Act of A.P state legislature, in Cuddapah, Y.S. R district, A. P. It was named after a renowned philosopher-thinker, poet, sage, and yogi, Vemana. Its objective was to provide services to the students and researchers of the backward region.

7.7.2.2 Profiles of the Participating Educational Institutions: Telangana

7.7.2.2.1 Osmania University: Osmania University, the seventh oldest in the country and third oldest in South India, established in the city of Hyderabad, was named after its founder, Nawab Osman Ali Khan, the seventh Nizam of Hyderabad. It was brought into existence in 1918 through a farman or Royal Charter. It was established with Urdu as the medium of instruction.

7.7.2.2.2 Kakatiya University: Kakatiya University was established in 1976 to fulfil the Telangana people's aspirations for higher education. It is located in the historical city of Warangal, the erstwhile capital of the Kakatiya rulers. The establishment of the University heralded a new era in the realms of higher education in this region of Telangana.

7.7.2.2.3 University of Hyderabad: The University of Hyderabad, a central university, is a premier institution of post-graduate teaching and research in India. It was established by an Act of Parliament (Act No. 39 of 1974) 1974 as a central university. It is wholly funded by the University Grants Commission. It is situated in the city of Hyderabad.

7.7.2.2.4 Palamuru University: It was established in 2008 as a state university in the town of Mahaboobnagar to serve the higher education needs of the region of Mahaboobnagar and other regions of Telangana.

7.7.2.2.5 Satavahana University: Satavahana University was founded in 2008 in Karimnagar Town of Telangana. It was named after the dynasty of Satavahana that ruled this region.

7.7.2.2.6 Telangana University: Telangana University was established through an Act of the state government in 2006 to make higher education accessible to Nizamabad, an educationally backward district in Telangana.

7.7.2.2.7 Mahatma Gandhi University: Mahatma Gandhi University was established in 2007 by the Government of Andhra Pradesh. It is located in Nalgonda town.

7.7.2.3 Profile of the Subjects: The sample for the study constituted 305 students belonging to the communities of Scheduled Castes and Scheduled Tribes from 16 universities in the undivided Andhra Pradesh state. The subjects were drawn from nine subjects from the Social Sciences stream, such as Anthropology, Economics, History, Political Science, Psychology, Public Administration, Social Work, Sociology, and Women's Studies. The study subjects belonged to the deprived, disadvantaged, and marginalized sections of society. All of them were studying Social Science subjects and were first-generation students getting educated in their families and communities. They were in the university for post-graduation studies and as the first persons in their families.

7.7.2.3.1 Sample Distribution: Gender-wise: The following table 7.8 presents the sample distribution gender-wise. The male students were 175 (N=175), and the female students were 130 in number (N=130). The total sample was 305 (N=305).

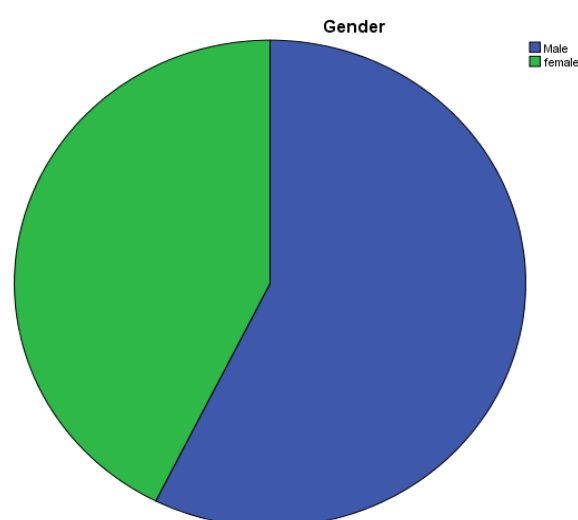
Table 7.8

Sample Distribution: Gender-wise

Gender	No.	%
Male	175	57.4
Female	130	42.6
Total	305	100.0

Figure 7.1

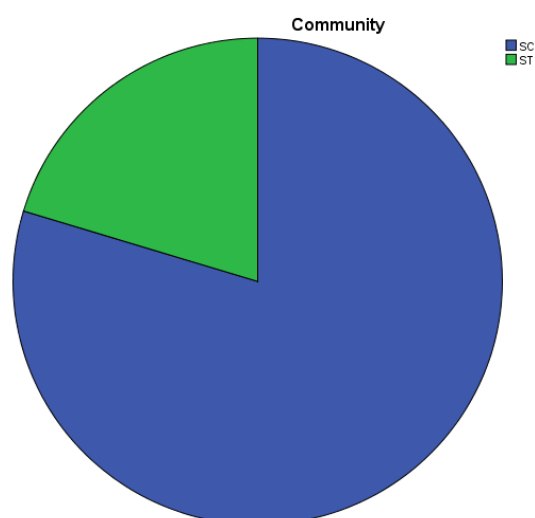
Sample Distribution: Gender-wise



7.7.2.3.2 Sample Distribution: Community-wise: The community-wise distribution of the sample is shown in Table 7.9. The sample has two communities: the Scheduled Castes and Scheduled Tribes. The table indicates that the students belonging to the Scheduled Castes comprised 79.7% (N=243), and those belonging to the Schedules Tribes comprised 20.3% (N=62).

Table 7.9***Sample Distribution: Community-wise***

Community	No.	%
SC	243	79.7
ST	62	20.3
Total	305	100.0

Figure 7.2***Sample Distribution: Community-wise***

7.7.2.3.3 Sample Distribution: Gender and Community-wise: Table 7.10 below presents the sample distribution by collating data related to gender as well as community of the subjects. The table illustrates that the highest 44.5% of the sample (N=136) constituted SC males and 35% (N=107) constituted SC females. 12.7% of the sample comprised of ST males and the lowest 7.5% comprised of ST females.

Table 7.10***Sample Distribution: Gender and Community-wise***

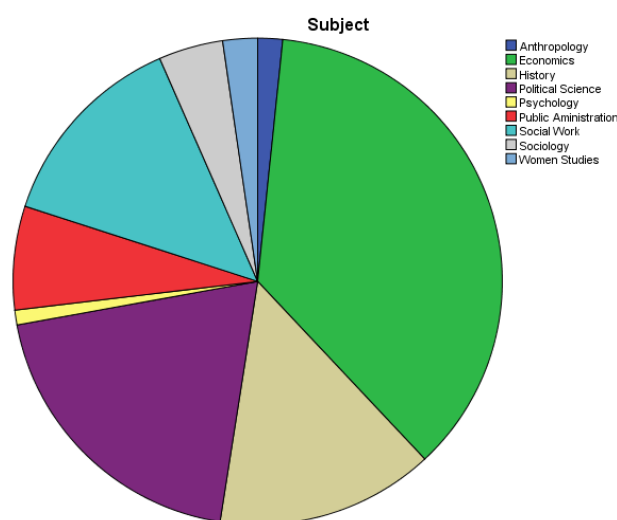
Community	Male	%	Female	%	Total	%
Scheduled Caste	136	44.5	107	35.0	243	79.6
Scheduled Tribe	39	12.7	23	7.5	62	20.3
Total	175	57.3	130	42.6	305	100

7.7.2.3.4 Sample Distribution: Course/Subject-wise: The following Table 7.11 illustrates the subject-wise distribution of the sample. Nine different subject areas of Social Science disciplines were included. There were some subject areas where a large number of the sample was drawn, for example, Economics (N=111), Political Science (N=60), History (N=44), and Social Work (N= 41). The contribution of the other subject areas towards deriving the sample was medium, as in the case of Public Administration (N=21) and Sociology (N=13). The number of subjects drawn from the disciplines of Women's Studies (N=7), Anthropology (N=5), and Psychology (N=3) was relatively low.

Table 7.11

Sample Distribution: Course/Subject-wise

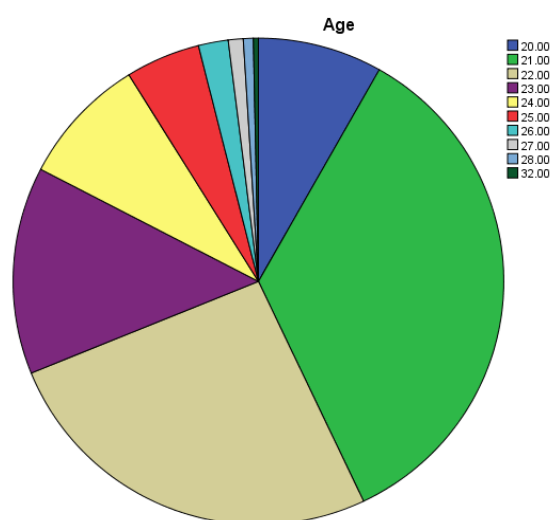
Subject	Frequency	%
Anthropology	5	1.6
Economics	111	36.4
History	44	14.4
Political Science	60	19.7
Psychology	3	1.0
Public Administration	21	6.9
Social Work	41	13.4
Sociology	13	4.3
Women Studies	7	2.3
Total	305	100.0

Figure 7.3***Sample Distribution: Course/Subject-wise******7.7.2.3.5 Demographic Profile of the Sample***

i. Age Distribution of Participants: The sample chosen for the present study was 20-32 years old. Out of the total sample, 305 (N=305), 34.8% (N=106) of students were of the age of 21 years, followed by 25.9% (N=79) of the sample in the age of 22 years. Therefore, almost 69% of the sample were 21-22 years old. Table 7.12 presents the data.

Table 7.12***Age Distribution of the Subjects***

Age	Frequency	%
20	25	8.2
21	106	34.8
22	79	25.9
23	42	13.8
24	26	8.5
25	15	4.9
26	6	2.0
27	3	1.0
28	2	.7
32	1	.3
Total	305	100.0

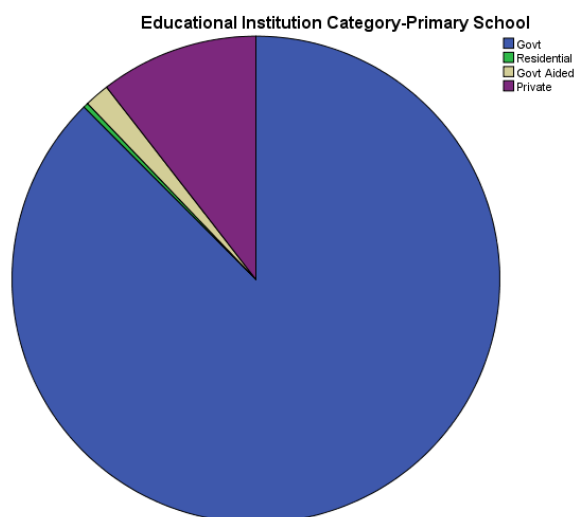
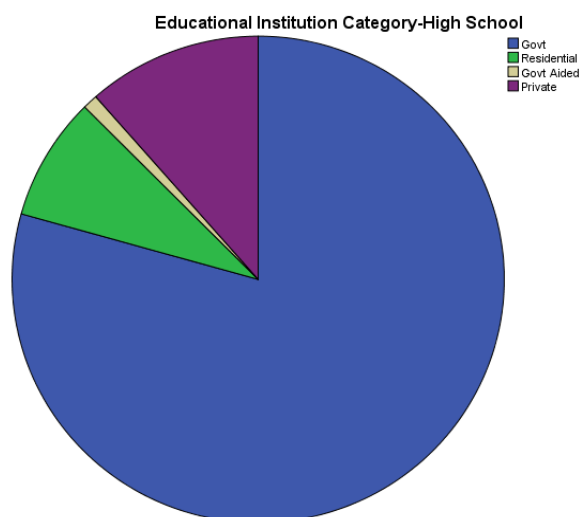
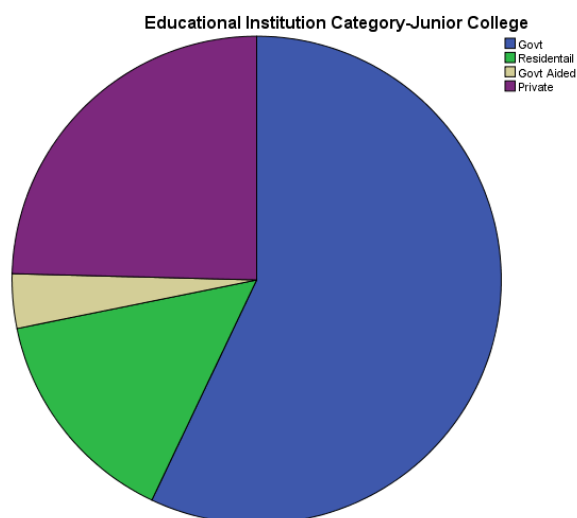
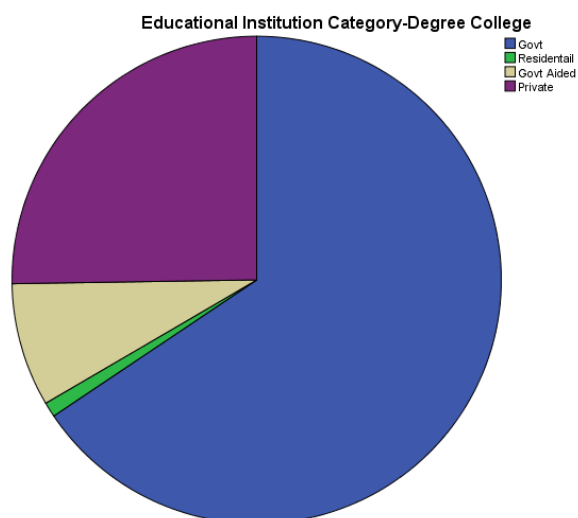
Figure 7.4***Age Distribution of Participants***

ii. Educational Background of the Subjects: An analysis of the data revealed that the highest percentage of the subjects selected for the study had studied in government institutions at all levels: primary school, high school, junior college, and degree college. They were 87.5% (N=267), 79.5% (N=242), 57.0% (n=174), and 65.6% (N=200) respectively.

Table 7.13 below presents the details.

Table: 7.13***Educational Background of the Subjects***

Type of Institution	Primary School		High School		Junior College		Degree College	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Govt	267	87.5	242	79.5	174	57.0	200	65.6
Residential	1	0.3	25	8.2	45	14.8	3	1.0
Govt-Aided	5	1.6	3	1.0	11	3.6	25	8.2
Private	32	10.5	35	11.5	75	24.6	77	25.2
Total	305	100.0	305	100.0	305	100.0	305	100.0

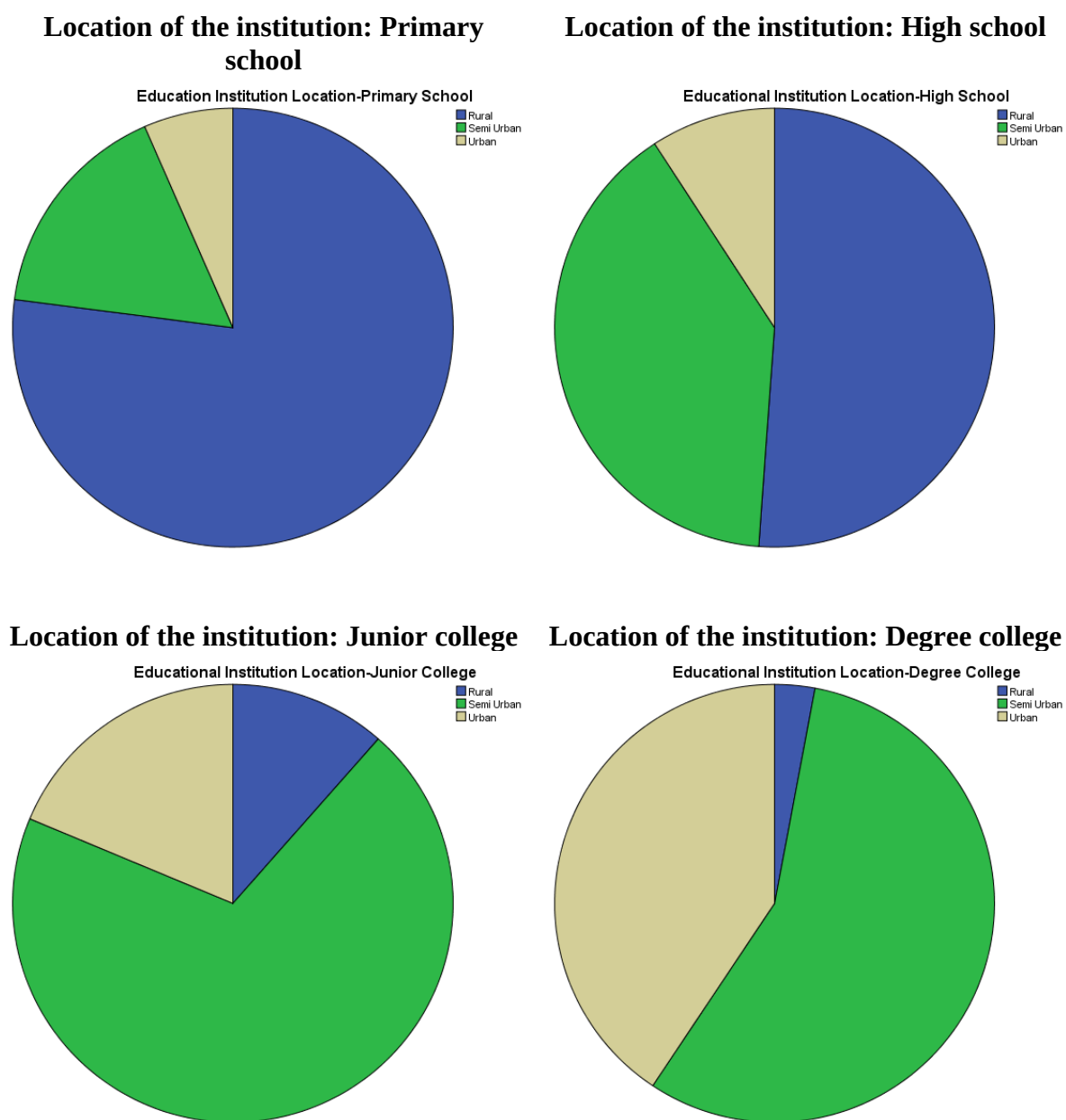
Figure 7.5***Educational Background of Subjects*****Educational Background: Primary school****Educational Background: High school****Educational Background: Junior college****Educational Background: Degree college**

iii. School Background-Location of the Institution: The data relating to the location of the educational institute of the subjects indicated that 77.0% of the subjects (N=235) at primary school level and 51.1% of subjects (N=156) at high school level studied in rural areas. 69.8% of subjects (N=213) studied in institutions located in semi-urban areas at the junior college level. Most of the junior colleges were located in semi-urban areas. At the next level of degree college education, 56.4% of the subjects (N=172) studied in semi-urban areas, followed by 40.7% (N=124) in urban areas. This was so because all the degree colleges were located in semi-urban and urban areas. Table 7.14 presents these details.

Table 7.14

School Background: Location of the Institution

Location	Primary school level		High school level		Junior college level		Degree college level	
	No.	%	No.	%	No.	%	No.	%
Rural	235	77.0	156	51.1	35	11.5	9	3.0
Semi-urban	50	16.4	121	39.7	213	69.8	172	56.4
Urban	20	6.6	28	9.2	57	18.7	124	40.7
Total	305	100.0	305	100.0	305	100.0	305	100.0

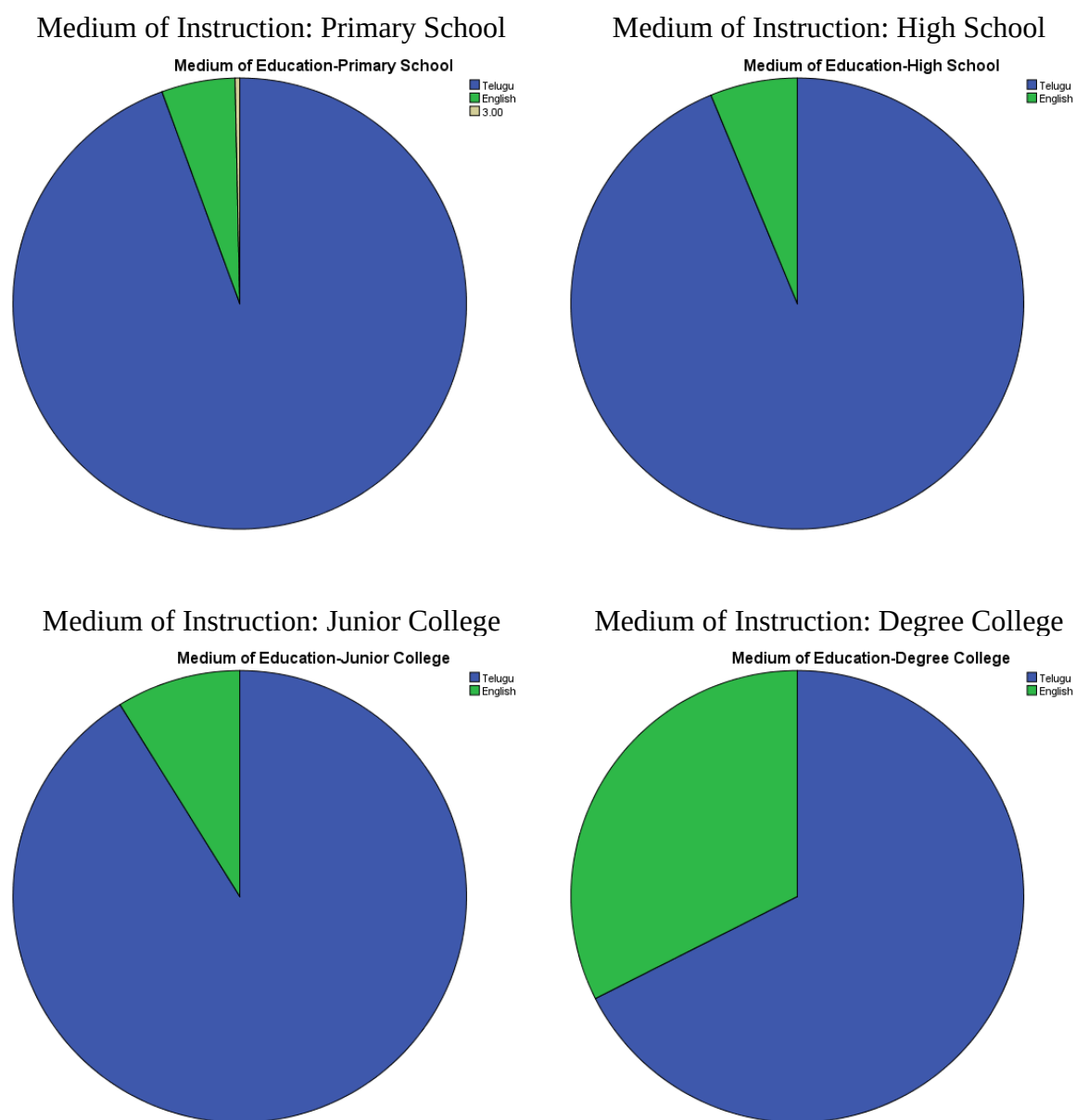
Figure 7.6***School Background: Location of Institution***

iv. Medium of Instruction: Table 7.15 reveals that more than 90% of the subjects (94.7%; N=289) studied in Telugu medium at the primary school level, 93.8% (N=286) at the high school level, and 91.1% (N=278) at the junior college level. Only at the degree college level, 67.5% of the subjects (N=206) studied in English medium.

Table 7.15

Medium of Instruction: Educational Level-wise

Medium	Primary School		High School		Junior College		Degree College	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Telugu	289	94.7	286	93.8	278	91.1	206	67.5
English	16	5.2	19	6.2	27	8.9	99	32.5
Total	305	100.0	305	100.0	305	100.0	305	100.0

Figure 7.7***Medium of Instruction: Educational Level-wise***

v. Parental Education: Table 7.16 illustrates the educational background of the subjects' parents. 76.1% of the subjects' mothers (N=232) and 66.6% of the subjects' fathers (N=203) were illiterates. 14.1% and 11.1% of subjects' fathers and mothers had primary education. 8.9% and 7.9% of the subject's fathers and mothers had received high school education, and 3.9% and 2.0% of the subjects' fathers and mothers, respectively, had received graduation studies. Post-graduates were almost negligible among the parents of the subjects.

An apparent disparity is seen in the educational background of the subjects' parents. Illiteracy and female illiteracy were rampant in the SC and ST communities. The disparity between male and female parents becomes more evident as they move upward from primary to higher education.

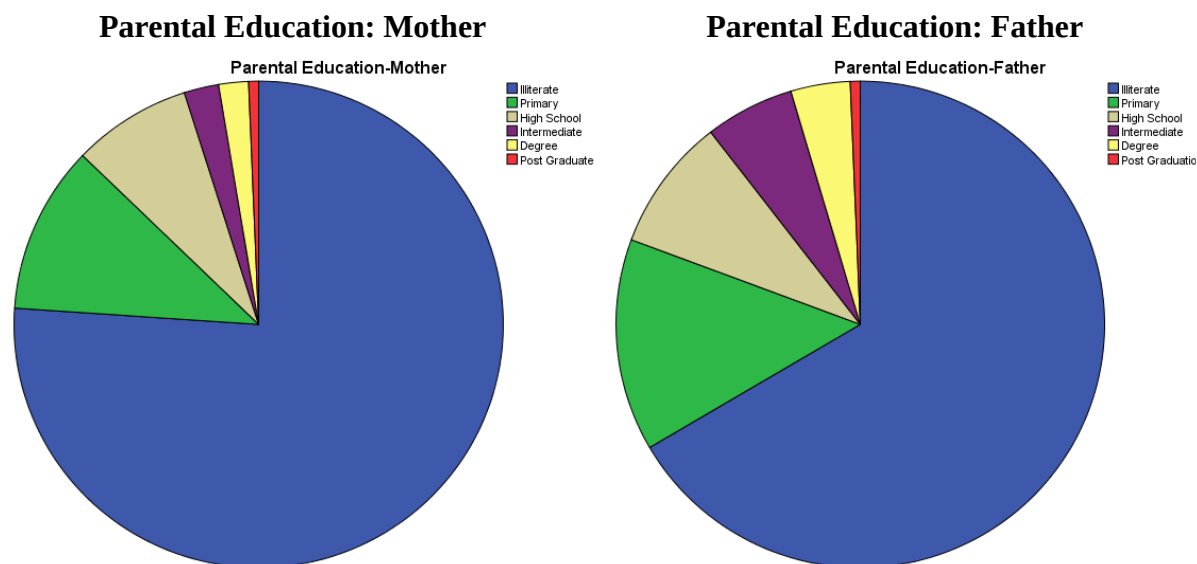
Table 7.16

Parental Education

Education level	Mother		Father	
	No.	%	No.	%
Illiterate	232	76.1	203	66.6
Primary	34	11.1	43	14.1
High School	24	7.9	27	8.9
Intermediate	7	2.3	18	5.9
Degree	6	2.0	12	3.9
Post-Graduate	2	.7	2	.7
Total	305	100.0	305	100.0

Figure 7.8

Parental Education



vi. Parental Occupation: Table 7.17 presents the parental occupation of the subjects.

While for 86.6% of subjects (N=264), their fathers were agricultural labour, for 54.3% (N=166) subjects, their mothers were agricultural labour. For 41% of subjects (N=41), their mothers were housewives. The subjects came from families that subsisted on agricultural labour for their basic survival.

Table 7.17

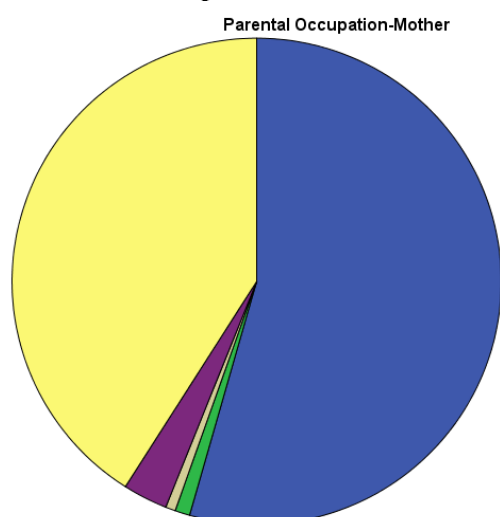
Parental Occupation

Type of work	Mother		Father	
	Frequency	%	Frequency	%
Agricultural Labour	166	54.3	264	86.6
Cultivation-Own	3	1.0	5	1.6
Private Job	2	0.7	10	3.3
Others	9	3.0	12	3.9
Government job	-	-	14	4.6
Housewife	125	41.0	-	-
Total	305	100	305	100

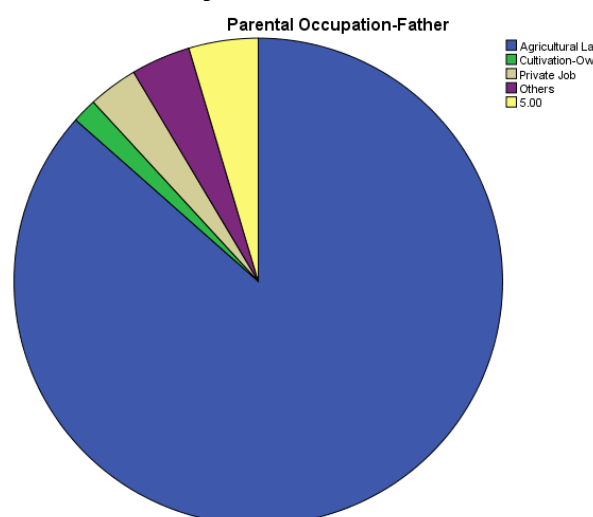
Figure 7.9

Parental Occupation

Parental Occupation: Mother



Parental Occupation: Father



vii. First-Generation Learners: Table 7.18 below illustrates that 79% (N=241) of the sample selected were first-generation learners.

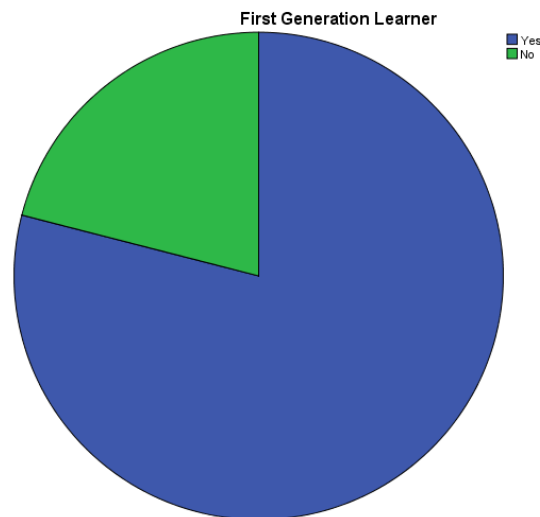
Table 7.18

First-Generation Learners

Generation	No. of subjects	%
First generation studying	241	79.0
Second/third generation	64	21.0
Total	305	100.0

Figure 7.10

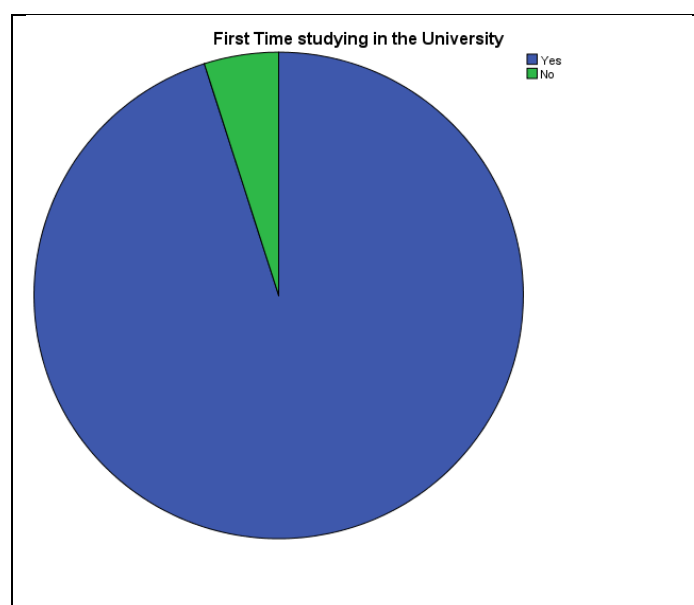
First-Generation Learners



viii. First Person at University: Table 7.19 shows that 95.1% of subjects of the sample (N=290) were the first persons in their families to study at a university. A significantly smaller number of subjects (N=15) had other persons in their families, particularly siblings, who received a university education.

Table 7.19***First Person at University***

First/Second Person at University	No. of Subjects	%
First Person at the university	290	95.1
Second Person at the university	15	4.9
Total	305	100.0

Figure 7.11***First Person at University***

ix. Previous Education: Institution-wise Category: Table 7.20 presents details related to the types of previous educational institutions where the subjects studied. The four categories for which data were collected were primary school, high school, intermediate college, and degree college. The types of institutes were government schools, residential schools, government-aided schools, and private schools. At the primary school level, as high as 87.5% of the subjects (N=267) studied in government schools. Less than this, i.e., 79.5% (N=242) of the subjects studied in government schools at the high school level. It was 57% (N=174) at the junior college level and 65.6% (N=200) at degree college level. It can be concluded that most subjects were in government institutions at all levels. At the junior

college level, 24.6% (N=75) and 14.8% of subjects (N=45) studied in private and residential colleges, respectively. Similarly, at the degree college level, 25.2% of subjects (N=77) studied in private colleges.

Table 7.20

Previous Education: Institution-wise Category

Type of School	Primary School		High School		Junior College		Degree College	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Government	267	87.5	242	79.5	174	57.0	200	65.6
Residential	1	0.3	25	8.2	45	14.8	3	1.0
Govt-Aided	5	1.6	3	1.0	11	3.6	25	8.2
Private	32	10.5	35	11.5	75	24.6	77	25.2
Total	305	100.0	305	100.0	305	100.0	305	100.0

7.8 Pilot study

The pilot study was conducted on 15 subjects at Palamuru (Mahboob Nagar) University. The study shed light on the aspects related to the feasibility of the study, the time allotted for the survey and the test, the subjects' understanding of the questionnaire in general and some questions and terms used in it in particular, and the repetition of some questions. The pilot study also provided valuable information about the possible sample available in the university setting and demonstrated the study's overall feasibility. It gave a clear picture of the ability of the subjects to fill out the questionnaire and undergo the reading tests. It demonstrated the flaws in the data collection tools. Some changes in the questionnaire and *Reading Comprehension Tests* were considered based on the pilot study. This achieved a better understanding of conducting the survey. No statistical data analysis was conducted because a sample as small as 15 was not conducive for the administration of it.

7.9 Normality of Data

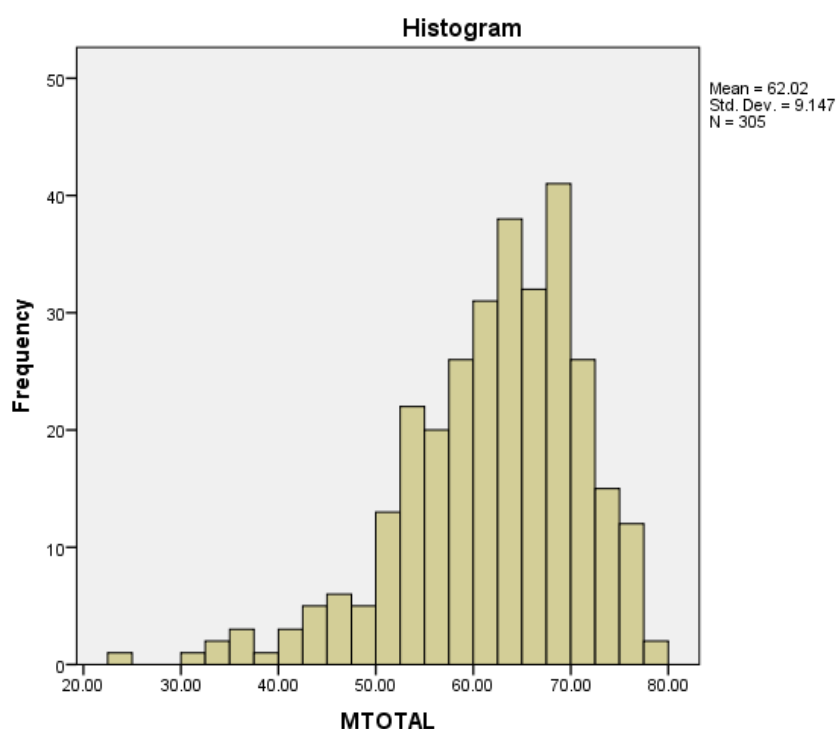
The normality statistics of both the L2 Motivational Self System and Reading Comprehension are presented here.

7.9.1 L2 Motivation

The value of skewness of the present data of the L2 Motivational Self System (-.937) fell well within the acceptable range of -3 and +3. The value of the Kurtosis of data of Reading Comprehension (1.320) fell within the acceptable range of -10 to +10 (Brown, 2006, as cited in Griffin and Steinbrecher, 2013). The data distribution was moderately positively skewed. The L2 Motivational Self System's data distribution (1.320) was slightly closer to the mesokurtic value of 3, which says it is toward normality. Figure 7.13 below illustrates the distribution of the sample for L2 Motivation.

Figure 7.12

Normality of Data: L2 Motivation

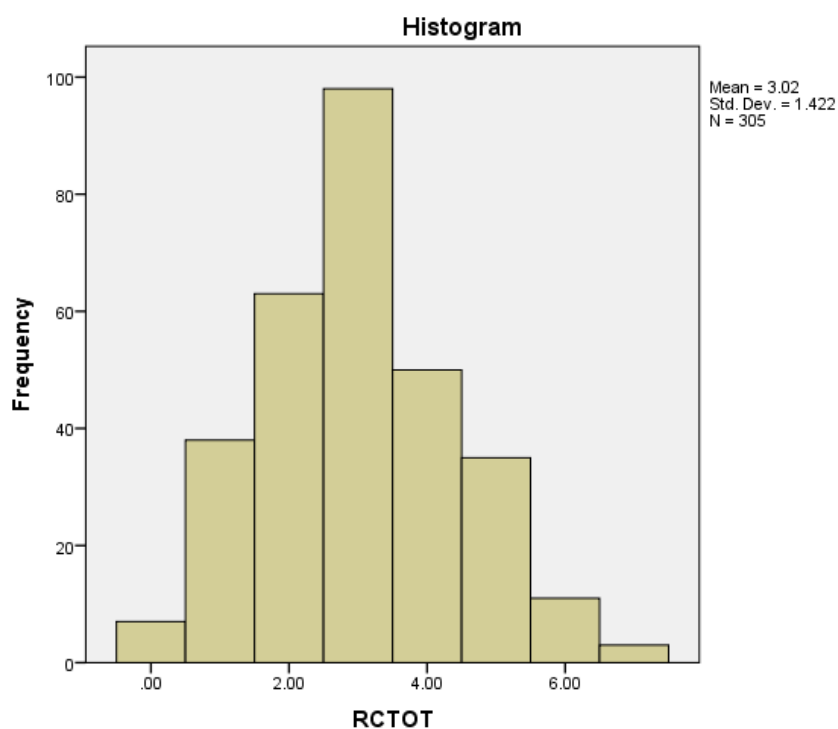


7.9.2 Reading Comprehension

The value of skewness of the data of Reading Comprehension (.268) and its value of kurtosis (-.167) fell in the acceptable range. The normality statistics demonstrated the normality of the data collected and the feasibility of further administration of statistical analyses on them for deriving results in accordance with the objectives of the study. Figure 7.14 illustrates the distribution of the sample for *Reading Comprehension Test* scores.

Figure 7.13

Normality of Data: Reading Comprehension



7. 10 Methods of Data Analysis

After the stage of data collection, data cleaning was done. There were no missing cases in the data which was a good condition and a prerequisite for conducting SEM analysis. The data collected were analysed by administering statistical analyses/tests. Depending on the nature and demand of the intended study, the statistical analyses conducted were Descriptive Analysis, Correlational Analysis, Regression Analysis, Cluster Analysis, Structural Equation

Model (SEM), Mann-Whitney U Test, and Chi-Square Test. The statistical software of SPSS 25(IBM) and SPSS Amos 21 were used for statistical analysis.

7.10.1 Correlational Analysis

In this analysis, bivariate correlation and multiple correlation analyses were conducted. The correlation is a “measure of the relationship between two variables” (Gaur & Gaur, 2009, p. 99). The strength of a linear relationship between two variables is measured by the correlation coefficient, which can be a value between -1 to +1.

7.10.1.1 Bivariate Correlational Analysis (Linear Correlation): For the present study, bivariate correlation analysis was designed to explore the strength of relationships between/among variables that do not consider the interference of other variables. In the present study, the bivariate correlation analysis was conducted to examine the strengths among the 13 variables in the L2 Motivational Self System and the subjects’ L2 motivation and Reading Comprehension. This was able to examine all the significant correlations in the L2 Motivational Self System

7.10.1.2 Partial Correlation Analysis: It was administered in the present study to examine the correlation “between any two variables while controlling the effects of other variables in the study” (Gaur & Gaur, 2009, p. 100). Partial correlation is meant to find “the strength and direction of the linear relationship.” It was performed to determine the strength of relationships between *Criterion Measures (Intended Learning Effort)* and the other 12 variables, each time with only one variable while controlling the other 11. This strengthened the relationship between *Criterion Measures (Intended Learning Effort)* and the other variables. The effects of the other extraneous factors were excluded from the partial correlation analysis.

7.10.2 Regression Analysis

Regression analysis was employed to study “the relationship between one dependent variable and several other independent variables” (Gaur & Gaur, 2009, p. 108). Regression analysis studies the relationship between a response variable-*Y* and a covariate-*X*. The covariate is also called a predictor variable (Wasserman, 2004, p. 209). It is the method to quantify the impact of independent variables on dependent variable. The contribution of each independent variable to the value of the dependent variable was made evident by quantifying the relationship between a dependent variable and a set of independent variables. The values of the independent variables were used to make predictions about the values of the dependent variable. The value of quantifying the relationship between a dependent variable and a set of independent variables is that each independent variable’s contribution to the value of the dependent variable becomes evident. After this, the values of the independent variables are helpful in making predictions about the value of the dependent variable.

In the present study, the multiple regression analysis was used to determine the impact of the 12 variables of the L2 Motivational Self System on *Criterion Measures (Intended Learning Effort)*, and a simple linear regression analysis was used to determine the impact of the L2 Motivational Self System on Reading Comprehension of the subjects.

7.10.3 Cluster Analysis

Cluster analysis, a multivariate procedure, is a grouping procedure. In this, the homogeneous units of analysis are grouped based on characteristics/attributes and relationships. The variables are measured based on which the sample of subjects is classified. Proximity and distance are used for grouping. This is also called the person-centered approach in the discipline of psychology. This approach has practical usefulness. Many academic disciplines use this analysis (Hahs-Vaughn, 2017, p. 336). The conceptual considerations must determine the relevance of the variables included in the analysis. Cluster

analysis has various methods for its analysis: 1) Hierarchical methods (Agglomerative methods and Divisive methods) and 2) Non-hierarchical methods or *k-means* method (Cornish, 2007, p. 1). For the present study, both methods were employed.

7.10.3.1 Hierarchical Cluster Analysis: In agglomerative methods, subjects start in a separate cluster, after which the two closest to each other are combined. All the subjects get into one cluster after repeatedly getting combined with the closest cluster. Finally, an optimum number of clusters is chosen. In the divisive methods, all the subjects start in one cluster, and the cluster repeatedly gets divided till each subject stays in a separate cluster. This is just the reverse process of the Agglomerative method (Cornish, 2007, p. 1).

7.10.3.2 Non-Hierarchical or K-Mean Cluster Analysis: In this, the number of clusters desired by the researcher will be specified at the beginning of the analysis. The initial clusters are chosen; each subject is assigned to its nearest cluster. For this, the distance to the centroid is considered. The centroids of the formed clusters are found. The distance between each subject and each centroid is recalculated, and the observations that are not in the cluster are moved to the ones that they are closest to. This is continued till the centroids remain stable (Cornish, 2007, pp. 3-4).

7.10.4 Structural Equation Modelling (SEM)

It is used to examine a set of relationships between one or more independent variables (IVs) and one or more dependent variables (DVs) that are either continuous or discrete. The independent and dependent variables can be either factors or variables that are measured. SEM involves multiple regression analyses of factors.

The models that are presented in SEM are multiple regressions presented in diagrammatic forms in which all the measured variables are seen in boxes that are connected by lines with arrows that indicate prediction. Lines with two arrows mark the incidence of covariance among independent variables. The latent variables are measured by assessing the

measured variables indirectly. The hypothesised set of relationships between the measured variables in the model is depicted by path diagrams that are fundamental to SEM.

The path diagrams explicate the relationships among the variables in the study. The squares or rectangles are used to represent *observed variables/indicators/manifest variables*. Two or more indicators of the factors are called latent *variables/constructs/unobserved variables*.

Circles or ovals represent factors. The lines indicate the relationship between variables; a line with one arrow between two variables represents a hypothesized direct relationship; a line with an arrow pointing at the dependent variable; lines with a two-headed arrow represent unanalysed relationship; the absence of a line indicates no direct relationship that is being hypothesized, but simply a covariance existing between two variables without any direction of effect that is being implied (Ullman & Bentler, 2013, p. 661).

In the present study, SEM was administered to find the relationships among the variables under study and “to validate Dörnyei’s (2005) proposal of the concept of *Ideal L2 Self* as an equivalent to *Integrativeness*”.

7.10.5 Mann-Whitney U Test (Wilcoxon Rank Sum Test)

The Mann-Whitney U Test, also called the Wilcoxon Rank Sum Test, is a nonparametric test that compares outcomes between two independent populations/groups. It tests whether two samples are derived from the same population. The data used to compare the L2 Motivation and Reading Comprehension levels for the groups SC and ST, and males and females within the SC group and the males and females within the ST groups fulfil two out of four assumptions required for the test application. The two fulfilled assumptions are (1) The L2 Motivation, an independent variable, has two categorical, independent groups, the male and female, and SC and ST, and (2) Independence of observations, i.e., no relationship between the observations in each group or between the groups of male and female, and SC and ST.

7.10.6 Chi-Square Test

The Chi-Square (χ^2) tests the hypotheses on discrete data that can be nominal or ordinal. This can measure the alignment between two sets of frequency measures. The two functions performed by the Chi-square test are 1) Goodness of fit and 2) Measure of Independence. The goodness of fit is used to assess if an observed set of measures follows an expected pattern. The null hypothesis for goodness of fit is that “the two sets of measures are not significantly different” (IGNOU, n. d., p. 58). In reverse to the goodness of fit test, the measure of independence can be used to compare the two sets of measures and thereby determine their alignment or non-alignment. For this, the null hypothesis is that the two sets of measures are similar (p. 58).

In the present study, the chi-square test of independence was administered that is also called Pearson’s chi-square test of association, to explore the relationship between the two categorical variables: the L2 Motivation and Reading Comprehension. The data for the present study fulfil the two assumptions of the requirement: 1) the data should be ordinal, and 2) there should be two or more categorical, independent groups.

7.10.7 One-Way ANOVA

One-Way ANOVA is the one-way analysis of variance. It is employed to make comparisons of more than two populations or samples. This is used to determine if the scores of three or more groups differ statistically. It tests the probability of the groups being different from each other. The assumptions of ANOVA are non-relationship between the subjects, equality of sample sizes of groups, normal distribution of the dependent variable, and homogeneity of variance between populations.

7.10.8 Independent Sample t Test

An Independent Sample t Test, or unpaired samples t test, compares two independent groups to find differences between their means. The assumption underlying this is that the two mean scores are independent of each other. Therefore, the test analyses the mean comparison of two independent groups.

7.11 Conclusion

This chapter presented the research methods followed in the present study. It included the research objectives, research hypotheses, data collection tools, sample, sampling technique, and data analysis techniques used in the study. The next chapter presents the results of the statistical tests conducted to investigate the study subjects' L2 Motivation and Reading Comprehension.

CHAPTER 8

ANALYSIS

8.1 Introduction

This chapter presents the results of the statistical tests conducted for the study. It sheds light on the principal findings of the study. The previous chapter discussed the different research objectives and hypotheses formulated for the proposed study. The results are based on the statistical tests performed in SPSS 25(IBM) and SPSS Amos 21. The two main variables of the research study are the L2 Motivation and the Reading Comprehension. The relationship between the two variables; and the nature of the L2 Motivation (L2 Motivational Self System) are discussed here based on the statistical results. For this study, the statistical analyses employed were descriptive and inferential. Besides other tests, the Inferential Analysis of the data included four statistical analyses: Correlational Analysis, Regression Analysis, Cluster Analysis, Structural Equation Model, etc.

The inferential analysis was conducted to study the following primary research objectives of the study:

- To find the relationship between L2 Motivation and Reading Comprehension.
- To find the relationships between the various key variables of the L2 Motivation Self System.
- To find the impact of L2 Motivation on Reading Comprehension.
- To profile the subjects into learner motivational types.
- To validate L2 Motivational Self System in the Indian Dalit context.

Each section or subsection of this chapter discusses the research objective formulated for each test, the hypothesis adopted for each objective, the statistical analysis or the tests

conducted for each analysis, and the discussion of the results of the statistical analysis or the tests conducted.

8.2 L2 Motivation

This section presents the descriptive analysis of the L2 Motivation of the subjects of the study. It presents the L2 Motivation levels of the total sample and the differences in the levels of the L2 motivation, community-wise and gender-wise.

- **Research Objective:** To find the motivation levels of the subjects.

8.2.1 L2 Motivation Levels of the Total Sample

Table 8.1, given below, presents the descriptive statistics of the L2 Motivation of 305 participants of the study. The minimum L2 Motivation score was 24.39, and the maximum was 79.23. The mean value was 62.02, and the standard deviation was 9.14.

Table 8.1

L2 Motivation Levels-1

	<i>N</i>	Minimum	Maximum	<i>Mean</i>	<i>Std. Deviation</i>
L2 Motivation	305	24.39	79.23	62.02	9.14
Valid N	305				

The L2 Motivation scale data is converted into ordinal data corresponding to the three levels of L2 Motivation: *low*, *medium*, and *high*. The method of conversion used is as follows:

- Low L2 Motivation: Less than (Mean - Standard Deviation = 52.87) value
- Medium L2 Motivation: Between (Mean - Standard Deviation = 52.87) and (Mean + Standard Deviation = 71.16)
- High L2 Motivation: Greater than (Mean + Standard Deviation = 71.16)

Table 8.2 given below presents the distribution of the sample according to the three L2 motivation levels are given above. 13.1% (N=40) of the research subjects were in the low level of L2 Motivation; a majority of 73.4% (N=224) of the subjects were in the medium

level of motivation; and 41% (N=41) were in the high level of L2 Motivation. The result illustrated that most subjects were moderately motivated to learn L2.

Table 8.2

L2 Motivation Levels-2

Motivation Levels	Frequency	%	Cumulative %
Low	40	13.1	13.1
Medium	224	73.4	86.6
High	41	13.4	100
Total	305		

8.2.1.1 Difference in L2 Motivation Levels of the Sample: Community wise

The Mann-Witney U Test, a non-parametric method, was employed to compare the L2 Motivation levels of the two communities SCs and STs.

- **Research Objective:** To find the difference between the L2 Motivation levels of SC and ST subjects.
- **Null Hypothesis:** There is no significant difference between the L2 Motivation levels of SC and ST subjects.

Table 8.3 presents the results of the Mann-Witney U Test. The significant value was 0.954, greater than the 0.05 significant value. It can be deduced that there was no significant difference between the L2 Motivation levels of SCs and STs. Therefore, the null hypothesis was accepted.

Table 8.3

Difference in L2 Motivation Levels: Community-wise

	Motivation Levels
Mann-Whitney U	7505.500
Wilcoxon W	9458.500
Z	-.057
Asymp. Sig. (2-tailed)	.954

8.2.1.2 Difference in L2 Motivation Levels of SC Community: Gender-wise

The Mann-Witney U Test compared the L2 Motivation levels of the male and female genders of the SC community.

- **Research Objective:** To find the difference between the L2 Motivation levels of SC male and female subjects.
- **Null Hypothesis:** There is no significant difference between the L2 Motivation levels of SC male and female subjects.

Table 8.4 presents the results of the Mann-Witney U Test that compared the SC community's L2 Motivation levels of the male and female genders. The significant value was 0.888, greater than the 0.05 significant value. It can be concluded that there was no significant difference between the L2 Motivation levels of SC male and female genders. Therefore, the null hypothesis was accepted.

Table 8.4

Difference in L2 Motivation Levels of SC Community: Gender-wise

	Motivation Levels
Mann-Whitney U	7216.000
Wilcoxon W	16532.000
Z	-.141
Asymp. Sig. (2-tailed)	.888

8.2.1.3 Difference in L2 Motivation Levels of ST Community: Gender-wise

The Mann-Witney U Test compared the L2 Motivation levels of the male and female genders of the ST community.

- **Research Objective:** To find the difference between the L2 Motivation levels of ST male and female subjects.
- **Research Hypothesis:** There is no significant difference between the L2 Motivation levels of ST male and female subjects.

Table 8.5 presents the results of the Mann-Witney U Test that compared the L2 Motivation levels of the male and female genders of the ST community. The significant value was 0.272, greater than the 0.05 significant value. It can be deduced that there was no significant difference between the L2 Motivation levels of ST male and female genders. Therefore, the null hypothesis was accepted.

Table 8.5

Difference in L2 Motivation Levels of the ST Community: Gender-wise

	Motivation Levels
Mann-Whitney U	393.500
Wilcoxon W	669.500
Z	-1.098
Asymp. Sig. (2-tailed)	.272

Finally, it can be concluded that there were no significant differences between the SC and ST communities and between the male and female genders of both the communities and therefore, the sample taken as a representative of SC and ST communities was a homogenous group.

8.3 Reading Comprehension

This section discusses two aspects of the Reading Comprehension: 1) the Reading Comprehension levels of the total sample and 2) the students' performance in the different aspects of the Reading Comprehension.

8.3.1 Reading Comprehension Levels

This section presents the Reading Comprehension Levels of the total sample.

- **Research Objective:** To find the Reading Comprehension levels of the subjects.

Table 8.6 presents the sample distribution according to the three Reading Comprehension levels. Here also, the scale data was converted into ordinal data. The method followed to calculate the three levels of motivation was employed here to arrive at the three levels of Reading Comprehension. 14.8% of the sample (N=45) was in the low level of reading comprehension; a majority of 69.2% of the sample (N=211) was in the medium level, and 16.1% (N=49) was in the high reading comprehension level.

Table 8.6

Reading Comprehension Levels of the Total Sample

	Frequency	%	Cumulative %
Low	45	14.8	14.8
Medium	211	69.2	83.9
High	49	16.1	100.0
Total	305	100.0	

8.3.2 Performance on Different Aspects of Reading Comprehension

Table 8.7 presents the performance of the subjects on the five aspects assessed to investigate the subjects' Reading Comprehension.

The subjects' performance on the various aspects of Reading Comprehension was not unsatisfactory. More than half of the total sample was unable to perform on the three aspects of *Understanding Ideas* (54.1%), *Thematic Understanding* (53.1%), and *Inference Making* (52.5%). Even in the case of the other two aspects, nearly half of the sample could not perform on the aspects assessed. On the whole, their performance was zero. At the same time, very few students could perform well on the questions given for each of the five aspects assessed. Their score ranged between 6.6%-12.8%. These results indicate a grave and alarming situation. The most challenging aspect of Reading Comprehension was *Inference Making*.

A highest of 46.2% of the subjects could correctly answer only one question in relation to the *Conceptual Understanding*. On the whole, the subjects were unable to respond positively to the questions on the Reading Comprehension, which indicates that it turned out very difficult for them to understand the given texts. These results have a far-reaching impact on the subjects' academic performance in their chosen disciplines of post-graduation. This condition also impacts overall academic performance.

Table 8.7

Different Aspects of Reading Comprehension: Subjects' Performance

Marks Secured	Thematic Understanding		Factual Understanding		Inference Making		Conceptual Understanding		Understanding Ideas	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
0.00	162	53.1	138	45.2	160	52.5	128	42.0	165	54.1
1.00	116	38.0	128	42.0	125	41.0	141	46.2	114	37.4
2.00	27	8.9	39	12.8	20	6.6	36	11.8	26	8.5
Total	305	100	305	100	305	100	305	100	305	100

8.4. Difference between L2 Motivation and Reading Comprehension Levels

The Chi-Square Test was conducted to find the difference between the L2 Motivation levels and Reading Comprehension levels of the subjects.

- **Research Objective:** To find the difference between the L2 Motivation levels and Reading Comprehension levels of the subjects.
- **Null Hypothesis:** There is no significant difference between the L2 Motivation levels and Reading Comprehension levels of the subjects.

Table 8.8 below presents the difference between the L2 Motivation levels and Reading Comprehension levels of the subjects.

Table 8.8

Difference between L2 Motivation and Reading Comprehension Levels

Crosstabulation						
L2 Motivation Levels	Low	Count % Within L2 Motivation Levels	Reading Comprehension			Total
			Low	Medium	High	
	Low	Count	7	29	4	40
		% Within L2 Motivation Levels	17.5%	72.5%	10.0%	100.0%
	Medium	Count	33	151	40	224
		% Within L2 Motivation Levels	14.7%	67.4%	17.9%	100.0%
	High	Count	5	31	5	41
		% Within L2 Motivation Levels	12.2%	75.6%	12.2%	100.0%
Total		Count	45	211	49	305
		% Within L2 Motivation Levels	14.8%	69.2%	16.1%	100.0%

Table 8.9 illustrates the results of the Chi-Square test. In this case, the Significance value was 0.637, which was not less than 0.05. There was no significant difference between L2 Motivation levels towards Reading Comprehension levels. Therefore, the null hypothesis was accepted.

Table 8.9

Difference between L2 Motivation and Reading Comprehension Levels

	Chi-Square Tests		
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.542 ^a	4	.637
Likelihood Ratio	2.698	4	.610
Linear-by-Linear Association	.356	1	.551
N of Valid Cases	305		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.90.

8.5 Relationship Between L2 Motivation and Reading Comprehension

This section deals with the aspect of the relationship between the L2 Motivation and the Reading Comprehension of the Dalit students.

8.5.1 Relationship between L2 Motivation and Reading Comprehension of the Total Sample and the subgroups

Here, the relationship between the L2 Motivation and Reading Comprehension of the total sample and other subgroups within the total sample was analysed. The statistical analysis employed here was correlational analysis.

Total Sample:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the total sample.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the total sample.

SC Total Sample:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the SC total sample.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the SC total sample.

SC Male:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the SC males.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the SC males.

SC Female:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the SC females.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the SC females.

ST Total Sample:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the ST total sample.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the ST total sample.

ST Male:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the ST males.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the ST males.

ST Female:

- **Research Objective:** To find a relationship between L2 Motivation and Reading Comprehension of the ST females.
- **Null Hypothesis:** There is no significant relationship between L2 Motivation and Reading Comprehension of the ST females.

Table 8.10 illustrates that all the correlations between the L2 Motivation and Reading Comprehension for the total sample, SC total sample, SC male, SC female, ST total sample, ST male, and ST female, without any exception, were very low. No correlation was found between L2 Motivation and Reading comprehension of the sample population. Therefore, all the null hypotheses adopted for finding the relationships between L2 Motivation and the

Reading Comprehension for various groups, such as the total sample, SC total sample, SC male, SC female, ST total sample, ST male, and ST female, were accepted.

Table 8.10

Relationship between L2 Motivation and Reading Comprehension

	Pearson Correlation	Sig. (2-tailed)
Total Sample	.003	.961
SC Total Sample	-.002	.976
SC Male	.070	.420
SC Female	-.074	.451
ST Total Sample	.030	.817
ST Male	.037	.823
ST Female	.013	.951

8.6 Relationship Between Intended Learning Effort (Motivated Behaviour) and different Aspects of Reading Comprehension

Correlations were found between *Intended Learning Effort (Motivated Behaviour)* and the five aspects of Reading Comprehension.

Thematic Understanding

- **Research Objective:** To find a relationship between *Intended Learning Effort (Motivated Behaviour)* and *Thematic Understanding*.
- **Null Hypothesis:** There is no significant relationship between *Intended Learning Effort (Motivated Behaviour)* and *Thematic Understanding*.

Factual Understanding

- **Research Objective:** To find a relationship between *Intended Learning Effort (Motivated Behaviour)* and *Factual Understanding*.
- **Null Hypothesis:** There is no significant relationship between *Intended Learning Effort (Motivated Behaviour)* and *Factual Understanding*.

Inference Making

- **Research Objective:** To find a relationship between *Intended Learning Effort (Motivated Behaviour)* and *Inference Making*.
- **Null Hypothesis:** There is no significant relationship between *Intended Learning Effort (Motivated Behaviour)* and *Inference Making*.

Conceptual Understanding

- **Research Objective:** To find a relationship between *Intended Learning Effort (Motivated Behaviour)* and *Conceptual Understanding*.
- **Null Hypothesis:** There is no significant relationship between *Intended Learning Effort (Motivated Behaviour)* and *Conceptual Understanding*.

Understanding of Ideas

- **Research Objective:** To find a relationship between *Intended Learning Effort (Motivated Behaviour)* and *Understanding of Ideas*.
- **Null Hypothesis:** There is no significant relationship between *Intended Learning Effort (Motivated Behaviour)* and *Understanding of Ideas*.

Table 8.11 illustrates the relationships between the five aspects of Reading Comprehension and *Intended Learning Effort (Motivated Behaviour)*. Among all the five correlations found for the five aspects of Reading Comprehension, the only significant correlation was between *Inference Making* and *Intended Learning Effort (Motivated Behaviour)*. However, a negative correlation indicates that any increase in the aspect of *Inference Making* would lead to a decrease in *Intended Learning Effort (Motivated Behaviour)*. All other correlations were insignificant.

Table 8.11

Relationship between Intended Learning Effort (Motivated Behaviour) and different Aspects of Reading Comprehension

Aspects of Reading Comprehension	Pearson Correlation	Sig. (2-tailed)
Thematic Understanding	-.045	.429
Factual Understanding	.028	.622
Inference Making	-.122*	.034
Conceptual Understanding	.003	.956
Understanding of Ideas	-.016	.782

* Correlation is significant at the 0.05 level (2-tailed)

8.7 Impact of L2 Motivation on Reading Comprehension

This section illustrates the impact of the L2 Motivation on Reading Comprehension of the subjects of the study. The statistical technique of regression analysis was used to find this.

- **Research Objective:** To determine the impact of the L2 Motivation on the Reading Comprehension of the subjects.
- **Null Hypothesis:** There is no impact of the L2 Motivation on the Reading Comprehension of the subjects.

Tables 8.12, 8.13, and 8.14 illustrate the regression analysis results of the L2 Motivational Self System impacting Reading Comprehension. Table 8.12 presents the model summary of regression analysis. The R-Squared value showed that the estimates did not fit the assumed values.

Table 8.12

Model summary of Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.003 ^a	.000	-.003	1.42458
a. Predictors: (Constant), MTOTAL				

Table 8.13, ANOVA table, given below, reports how well the regression equation fitted the data (i.e., predicts the dependent variable). It indicates that the regression model did not significantly predict the dependent variable. The Significance value of .961, which was more than 0.05, indicated the statistical significance of the regression model. Here, the column value indicated that the regression model did not statistically predict the dependent variable; in other words, this was not a good fit for the data.

Table 8.13

ANOVA Results of the Prediction of L2 Motivation

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.005	1	.005	.002	.961 ^b
Residual	614.913	303	2.029		
Total	614.918	304			
a. Dependent Variable: Total Reading Comprehension					
b. Predictors: (Constant), MTOTAL					

Table 8.14 presents the impact of the independent variable, the L2 Motivation, on the dependent variable, the Reading Comprehension. As the Sig. Value .961 was more than 0.05 in this case, it can be deduced that the independent variable did not significantly impact the dependent variable, i.e., the L2 Motivation did not significantly impact the Reading Comprehension. Therefore, the null hypothesis was accepted.

Table 8.14

Impact of Independent Variable (L2 Motivation) on Dependent Variable (Reading Comprehension)

Model	Coefficients ^a		Beta	T	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
1 (Constant)	2.989	.560		5.337	.000
MTOTAL	.000	.009	.003	.050	.961
a. Dependent Variable: Total Reading Comprehension					

8.8 Self-Assessment of English Language Proficiency

This section focuses on the Self-Assessment of English language proficiency made by the subjects themselves.

- **Research Objective:** To find the Self-Assessment levels of English language proficiency of the subjects.

Table 8.15 below presents the sample distribution over the various levels of the subjects' Self-Assessment of English language proficiency. There were four levels of English language proficiency. 38% of subjects (N=116) assessed themselves as having lower-intermediate proficiency. Less than this, 31.5 % of subjects (N=96) assessed themselves as having a post-beginner level of proficiency. These are followed by 20% (N=61) and 10.5% (N=32) of subjects who considered themselves as having beginner and upper-intermediate levels of English language proficiencies, respectively.

Table: 8.15

Self-Assessment of English Language Proficiency

Level of English Language Proficiency	No. of Subjects	%	Cumulative %
Beginner Level	64	20.99	20.99
Post-Beginner Level	97	31.80	52.79
Lower-Intermediate Level	116	38.03	90.82
Upper-Intermediate Level	28	9.18	100.0
Total	305	100.0	

8.8.1 Difference Between Self-Assessment and Reading Comprehension Levels

The present section focuses on whether there was any difference among the study subjects in terms of their Self-Assessment of English language proficiency and their actual Reading Comprehension levels. The general research objectives and hypotheses adopted for studying this aspect are as follows:

- **Research Objective:** To find the difference between Self-Assessment and Reading Comprehension levels of the subjects.
- **Research Hypothesis:** There is no significant difference between Self-Assessment and Reading Comprehension levels of the subjects.

The specific research objectives and null hypotheses adopted were as follows:

The Upper-Intermediate Level

- **Research Objective:** To find the difference between Self-Assessment and Reading Comprehension levels of the the upper-intermediate level subjects.
- **Null Hypothesis:** There is no significant difference between Self-Assessment and the Reading Comprehension levels of the upper-intermediate level subjects.

The lower-Intermediate Level

- **Research Objective:** To find the difference between Self-Assessment and Reading Comprehension levels of the lower-intermediate level subjects.
- **Null Hypothesis:** There is no significant difference between Self-Assessment and the Reading Comprehension levels of the lower-intermediate level subjects.

The post-beginner-Level

- **Research Objective:** To find the difference between Self-Assessment and Reading Comprehension levels of the the post-beginner level subjects.
- **Null Hypothesis:** There is no significant difference between Self-Assessment and the Reading Comprehension levels of the post-beginner level subjects.

The Beginner-Level

- **Research Objective:** To find the difference between Self-Assessment and Reading Comprehension levels of the the beginner-level subjects.
- **Null Hypothesis:** There is no significant difference between Self-Assessment and the Reading Comprehension levels of the beginner-level subjects.

Table 8.16 below presents the results of the Mann-Whitney U Test that found out whether there were significant differences between the Self-Assessment of the subjects of their English language proficiency and their actual Reading Comprehension levels. The significant values of .098 (Upper-Intermediate Level), .592 (Lower-Intermediate Level), .943 (Post-Beginner Level), and .084 (Beginner Level) were higher than the Significance value of 0.05. Therefore, there were no differences between these levels and the Reading Comprehension levels. Therefore, the null hypotheses adopted for all four levels of Self-Assessment were accepted.

Table 8.16

Self-Assessment of the Subjects and their Reading Comprehension Level

	Self-Assessment: Upper-Intermediate Level	Self- Assessment: Lower- Intermediate Level	Self- Assessment: Post-Beginner Level	Self- Assessment: Beginner Level
Mann- Whitney U	3280.000	10636.000	10046.000	6830.000
Wilcoxon W	41783.000	28591.000	14799.000	8910.000
Z	-1.653	-.536	-.072	-1.729
Asymp. Sig. (2-tailed)	.098	.592	.943	.084

8.9 L2 Motivational Self System: Its Internal Strengths

The present section sheds light on the strengths of the 13 variables of the L2 Motivational Self System for the total sample, gender-wise and community-wise. The descriptive analysis assessed the strengths of the variables, which included finding the mean scores and the standard deviations of the variables. The criteria for the classification of the levels of the mean scores of variables:

- Low Level: Less than (Mean - Standard Deviation) value
- Medium Level: Between (Mean - Standard Deviation) and (Mean + Standard Deviation)
- High Level: Greater than (Mean + Standard Deviation)

8.9.1 Strengths of the Variables of the L2 Motivational Self System for the Total Sample

- **Research Objective:** To find the mean values of the 13 variables of the L2 Motivational Self System.

Table 8.17 presents the mean scores of the 13 L2 Motivational Self System variables. Among all the variables under study, *Instrumentality Promotion* scored the highest (M=4.74), closely followed by *Attitude towards Learning English* (M=4.73), *Linguistic Self-confidence* (M= 4.68), and *Criterion Measures* (Intended Learning Effort) (M=4.60). On the other hand, *English Anxiety* scored the lowest (M=3.84), closely followed by *Attitudes towards L2 Community* (M=4.19), *Ideal L2 Self* (M=4.21), and *Parental Encouragement/Family Influence* (M=4.28).

Table 8.17

Mean Scores of Variables of the L2 Motivational Self System

S. No	Variables	Mean	SD	Level
1	Criterion Measures (Intended Learning Effort)	4.60	.994	Medium
2	Ideal L2 Self	4.21	.918	Medium
3	Ought-To Self	4.43	1.00	Medium
4	Parental Encouragement/Family Influence	4.28	1.01	Medium
5	Instrumentality Promotion	4.74	.845	Medium
6	Instrumentality Prevention	4.40	1.25	Medium
7	Linguistic Self-confidence	4.68	1.00	Medium
8	Attitude towards Learning English	4.73	0.80	Medium
9	Interest in English Language	4.43	0.85	Medium
10	English Anxiety	3.48	0.93	Medium
11	Integrativeness	4.46	0.93	Medium
12	Attitudes towards L2 Community	4.19	1.17	Medium
13	Dalit Students' Attitude towards English Language	4.31	1.06	Medium

8.9.1.1 Strengths of the Variables of the L2 Motivational Self System: Gender-Wise

- **Research Objective:** To find the means scores of the 13 variables of the L2 Motivational Self System of the male and female subjects.

Table 8.18 presents the mean scores of the various variables for the male and female subjects. The male subjects of the study scored higher mean scores than their female counterparts for the variables: *Instrumentality Promotion* (M=4.76); *Linguistic Self-confidence* (M=4.73); *Criterion Measures* (Intended Learning Effort) (M=4.64); *Interest in English Language* (M=4.53); *Instrumentality Prevention* (M=4.44) and *Attitudes towards L2 Community* (M=4.21). On the other hand, the female subjects scored higher than the male subjects for the variables: *Attitude towards Learning English* (M=4.74); *Parental Encouragement/Family Influence* (M=4.56); *Ought-To Self* (4.48); *Integrativeness* (M=4.47); *Dalit Students' Attitude towards English Language* (M=4.35) and *Ideal L2 Self* (M=4.23). However, the difference between the male and female subjects was the highest in the case of the variable *Parental Encouragement/Family Influence* (Females: M=4.56; Males 4.07) followed by *Interest in English Language* (Males: M=4.53; Females: M=4.31). The difference between the two groups was the lowest in the case of *Ideal L2 Self* (Females: M=4.23; Males: M=4.19) followed by *Integrativeness* (Females: M=4.47; Males: M=4.45). In the case of *English Anxiety*, both the groups were low, which meant that the subjects were high on *English Anxiety* trait though the case of the female subjects was slightly better.

Table: 8.18***Mean Scores of Variables of L2 Motivational Self System: Gender-wise***

S.No	Variables	Gender					
		Male			Female		
		<i>Mean</i>	<i>SD</i>	Level	<i>Mean</i>	<i>SD</i>	Level
1	Criterion Measures (Intended Learning Effort)	4.64	0.90	Medium	4.55	1.10	Medium
2	Ideal L2 Self	4.19	0.92	Medium	4.23	0.91	Medium
3	Ought-To Self	4.40	0.94	Medium	4.48	1.07	Medium
4	Parental Encouragement/Family Influence	4.07	0.99	Medium	4.56	0.99	Medium
5	Instrumentality Promotion	4.76	0.79	Medium	4.70	0.90	Medium
6	Instrumentality Prevention	4.44	1.27	Medium	4.35	1.22	Medium
7	Linguistic Self-confidence	4.73	0.94	Medium	4.61	1.08	Medium
8	Attitude towards Learning English	4.72	0.84	Medium	4.74	0.76	Medium
9	Interest in English Language	4.53	0.78	Medium	4.31	0.91	Medium
10	English Anxiety	3.74	0.94	Medium	3.97	0.91	Medium
11	Integrativeness	4.45	0.90	Medium	4.47	0.97	Medium
12	Attitudes towards L2 Community	4.21	1.15	Medium	4.15	1.21	Medium
13	Dalit Students' Attitude towards English Language	4.29	1.08	Medium	4.35	1.05	Medium

8.9.1.2 Strengths of the Variables of the L2 Motivational Self System: Community-wise

- **Research Objective:** To find the means scores of the 13 variables of the L2 Motivational Self System for the subjects of the SC and ST communities.

Table 8.19 presents the mean scores of various variables of the L2 motivational Self system of the subjects of SC and ST communities. The subjects of the SC community scored higher on the variables like *Attitude towards Learning English* (M=4.73); *Linguistic Self-confidence* (M=4.72); *Ought-To Self* (M=4.45); *Instrumentality Prevention* (M=4.42); *Dalit Students' Attitude towards English Language* (M=4.41); *Parental Encouragement/Family Influence* (M=4.29) and *English Anxiety* (M=3.85). On the other hand, the subjects of ST community scored higher on the variables like *Instrumentality Promotion* (M=4.79); *Criterion Measures* (Intended Learning Effort) (M=4.62); *Integrativeness* (4.53); *Interest in*

English Language (M=4.50); *Ideal L2 Self* (M=4.32) and *Attitudes towards L2 Community* (M=4.29). However, the difference between the mean scores of SC and ST communities was almost negligible in the case of *Criterion Measures* (Intended Learning Effort) (ST: M=4.61; SC: M=4.61) and *Attitude towards Learning English* (SC: M=4.73; ST: M=4.72). The scores of the variable, *Dalit Students' Attitude towards English Language* for the SC community were remarkably higher than the ST community (SC: M=4.41; ST: M=3.98).

Table 8.19

Mean Scores of Variables of L2 Motivational Self System: Community-wise

S.No	Variables	Community					
		SC			ST		
		<i>Mean</i>	<i>SD</i>	Level	<i>Mean</i>	<i>SD</i>	Level
1	Criterion Measures (Intended Learning Effort)	4.61	0.99	Medium	4.62	0.97	Medium
2	Ideal L2 Self	4.19	0.90	Medium	4.32	0.94	Medium
3	Ought-To Self	4.45	1.00	Medium	4.39	0.97	Medium
4	Parental Encouragement/Family Influence	4.29	1.04	Medium	4.27	0.89	Medium
5	Instrumentality Promotion	4.73	0.88	Medium	4.79	0.65	Medium
6	Instrumentality Prevention	4.42	1.27	Medium	4.35	1.15	Medium
7	Linguistic Self-confidence	4.72	0.98	Medium	4.59	1.20	Medium
8	Attitude towards Learning English	4.73	0.82	Medium	4.72	0.72	Medium
9	Interest in English Language	4.43	0.84	Medium	4.50	0.85	Medium
10	English Anxiety	3.85	0.89	Medium	3.81	1.07	Medium
11	Integrativeness	4.45	0.95	Medium	4.53	0.80	Medium
12	Attitudes towards L2 Community	4.16	1.17	Medium	4.29	1.20	Medium
13	Dalit Students' Attitude towards English Language	4.41	1.05	Medium	3.98	1.03	Medium

8.10 L2 Motivational Self System: Internal Relationships

This section presents the results of the correlational analysis to find the relationships among the 13 variables of the L2 Motivational Self System. The two kinds of correlational analyses conducted for this purpose were bivariate and partial correlational analyses.

8.10.1 Correlational Analysis: Bivariate

The Bivariate correlational analysis was conducted to explore possible relationships among the 13 variables in the L2 Motivational Self System. Correlation, a statistical measure, highlights the extent of linear relationships between variables. This tool is employed to state the simple relationships. Correlation has nothing to do with cause-and-effect relationships. When two variables are linearly related, they change together at a constant rate. After the analysis, the resultant correlations were classified into different categories depending on their strengths.

- **Research Objective:** To find relationships among the 13 variables of the L2 Motivational Self System.
- **Null Hypothesis:** There are no significant relationships among the 13 variables of the L2 Motivational Self System.

Table 8.20 presents the correlations among 13 variables of the L2 Motivational Self System. The correlational analysis derived 78 combinations of factors within the L2 Motivational Self System and their corresponding Correlation Coefficients and Significance values. If the Significance value was less than 0.05, it could be concluded that there was a significant correlation between the variables.

Table 8.20***Correlations among 13 Variables of L2 Motivational Self System***

No.	Factor/Variable	Estimate	Sig Value
1	Criterion Measures (Intended Learning Effort)	Ideal L2 Self	.561
		Ought-To Self	.557
		Parental Encouragement/Family Influence	.456
		Instrumentality Promotion	.713
		Instrumentality Prevention	.527
		Linguistic Self-confidence	.572
		Attitude towards Learning English	.510
		Interest in English Language	.500
		English Anxiety	.208
		Integrativeness	.368
		Attitude towards L2 Community	.178
2	Ideal L2 Self	Dalit Students' Attitude towards English Language	.303
		Ought-To Self	.474
		Parental Encouragement/Family Influence	.538
		Instrumentality Promotion	.589
		Instrumentality Prevention	.311
		Linguistic Self-confidence	.427
		Attitude towards Learning English	.501
		Interest in English Language	.547
		English Anxiety	.226
		Integrativeness	.456
		Attitude towards L2 Community	.374
3	Ought-To Self	Dalit Students' Attitude towards English Language	.321
		Parental Encouragement/Family Influence	.469
		Instrumentality Promotion	.626
		Instrumentality Prevention	.420
		Linguistic Self-confidence	.506
		Attitude towards Learning English	.397
		Interest in English Language	.466
		English Anxiety	.230
		Integrativeness	.406
		Attitude towards L2 Community	.230
		Dalit Students' Attitude towards English Language	.414
4	Parental Encouragement/ Family Influence	Instrumentality Promotion	.535
		Instrumentality Prevention	.315
		Linguistic Self-confidence	.450
		Attitude towards Learning English	.443
		Interest in English Language	.441
		English Anxiety	.260
		Integrativeness	.391
		Attitude towards L2 Community	.282

		Dalit Students' Attitude towards English Language	.282	.000
5	Instrumentality Promotion	Instrumentality Prevention	.495	.000
		Linguistic Self-confidence	.638	.000
		Attitude towards Learning English	.525	.000
		Interest in English Language	.619	.000
		English Anxiety	.202	.000
		Integrativeness	.485	.000
		Attitude towards L2 Community	.281	.000
		Dalit Students' Attitude towards English Language	.447	.000
6	Instrumentality Prevention	Linguistic Self-confidence	.386	.000
		Attitude towards Learning English	.254	.000
		Interest in English Language	.262	.000
		English Anxiety	.170	.003
		Integrativeness	.231	.000
		Attitude towards L2 Community	.111	.054
		Dalit Students' Attitude towards English Language	.282	.000
7	Linguistic Self-confidence	Attitude towards Learning English	.539	.000
		Interest in English Language	.613	.000
		English Anxiety	.228	.000
		Integrativeness	.455	.000
		Attitude towards L2 Community	.398	.000
		Dalit Students' Attitude towards English Language	.418	.000
8	Attitude towards Learning English	Interest in English Language	.593	.000
		English Anxiety	.358	.000
		Integrativeness	.625	.000
		Attitude towards L2 Community	.477	.000
		Dalit Students' Attitude towards English Language	.410	.000
9	Interest in English Language	English Anxiety	.242	.000
		Integrativeness	.511	.000
		Attitude towards L2 Community	.540	.000
		Dalit Students' Attitude towards English Language	.376	.000
10	English Anxiety	Integrativeness	.330	.000
		Attitude towards L2 Community	.256	.000
		Dalit Students' Attitude towards English Language	.236	.000
11	Integrativeness	Attitude towards L2 Community	.441	.000
		Dalit Students' Attitude towards English Language	.346	.000
12	Attitude towards L2 Community	Dalit Students' Attitude towards English Language	.277	.000
13	Dalit Students' Attitude towards English Language			

According to the most acceptable classification of the factors/variables, all 78 were classified into *Very Weak*, *Weak*, *Moderate*, *High*, and *Very High* correlations depending on their strengths. Table 8.21 shows the criteria for the classification of the correlations.

Table 8.21

Criteria for Classification of Correlations

Correlation Coefficient	Correlation Strength
Less than 0.3	Very Weak
0.3 to 0.5	Weak
0.51 to 0.7	Moderate
0.71 to 0.9	High
Above 0.9	Very High

Table 8.22 presents the distribution of the 78 correlations categorized into *Very Weak*, *Weak*, *Moderate*, *High*, and *Very High* correlations.

Table 8.22

Distribution of 78 Correlations and their Classification

Type of Correlation	Range	No. Correlations	%	Cumulative %
Very Weak	Less than 0.3	21	27.00	27.0
Weak	0.3-0.5	37	47.50	74.5
Moderate	0.51-0.7	19	24.30	98.8
High	0.71-0.9	1	1.20	100.0
Very High	Above 0.9	0	0.00	
Total		78	100.00	

All the significant correlations (25%) fell under the two categories: *moderate* and *high*. Nineteen were *moderate*, and only one was *high*.

8.10.1.1 Very High Correlations: There were no correlations that fell under the category of *Very High* correlations.

8.10.1.2 High Correlations: There was only one *high* correlation among all the correlations analysed. The correlation between *Criterion Measures* (Intended Learning Effort) and *Instrumentality Promotion* was the strongest correlation: $r=.713$ and its 2-

tailed significance, $p=0.000$. Table 8.23 below presents the variables with high correlations. Only one correlation was high in the range of '0.71 to 0.9 (High)'.

Table 8.23

High Correlations

	Factor/Variable	Estimate	Sig Value
1	Criterion Measures (Intended Learning Effort)	.713	0.000
	<--> Instrumentality Promotion		

**. Correlation is significant at the 0.01 level (2-tailed).

8.10.1.3 Moderate Correlations: Nineteen correlations were in the *moderate* range.

Table 8.24 presents them. All the moderate correlations were positive. The average correlation coefficient for all the moderate correlations was 0.56.

Table 8.24***Moderate Correlations***

	Factor/Variable	Estimate	Sig Value
1	Criterion Measures (Intended Learning Effort) <--> Ideal L2 Self	.561	.000
2	Criterion Measures (Intended Learning Effort) <--> Ought-To Self	.557	.000
3	Criterion Measures (Intended Learning Effort) <--> Instrumentality Prevention	.527	.000
4	Criterion Measures (Intended Learning Effort) <--> Linguistic Self-confidence	.572	.000
5	Criterion Measures (Intended Learning Effort) <--> Attitude towards Learning English	.510	.000
6	Ideal L2 Self <--> Parental Encouragement/Family Influence	.538	.000
7	Ideal L2 Self <--> Instrumentality Promotion	.589	.000
8	Ideal L2 Self <--> Interest in English Language	.547	.000
9	Ought-To Self <--> Instrumentality Promotion	.626	.000
10	Parental Encouragement/Family Influence <--> Instrumentality Promotion	.535	.000
11	Instrumentality Promotion <--> Linguistic Self-confidence	.638	.000
12	Instrumentality Promotion <--> Attitude towards Learning English	.525	.000
13	Instrumentality Promotion <--> Interest in English Language	.619	.000
14	Linguistic Self-confidence <--> Attitude towards Learning English	.539	.000
15	Linguistic Self-confidence <--> Interest in English Language	.613	.000
16	Attitude towards Learning English <--> Interest in English Language	.593	.000
17	Attitude towards Learning English <--> Integrativeness	.625	.000
18	Interest in English Language <--> Integrativeness	.511	.000
19	Interest in English Language <--> Attitude towards L2 Community	.540	.000

**. Correlation is significant at the 0.01 level (2-tailed).

The moderate correlations were as follows:

- Criterion Measures moderately correlated with
 - Ideal L2 Self
 - Ought-To Self
 - Instrumentality Prevention
 - Linguistic Self-confidence
 - Attitude towards Learning English

- Ideal L2 Self moderately correlated with
 - Parental Encouragement/Family Influence
 - Instrumentality Promotion
 - Interest in English Language
- Instrumentality Promotion is moderately correlated with
 - Ought-To Self
 - Parental Encouragement/Family Influence
 - Linguistic Self-confidence
 - Attitude towards Learning English
 - Interest in English Language
- Linguistic Self-confidence moderately correlated with
 - Attitude towards Learning English
 - Interest in English Language
- Attitude towards Learning English is moderately correlated with
 - Interest in English Language
 - Integrativeness
- Interest in English Language moderately correlated with
 - Integrativeness
 - Attitude towards L2 Community

All the above correlations were statistically significant with their 2-tailed significance, $p=0.000$. They were all positive correlations.

8.10.1.4 Weak and Very Weak Correlations: Finally, out of 78 possible correlations in the present L2 Motivational Self System study, 55 correlations (75%) were of no significance as they fell in the *weak* and *very weak* correlations category. As per the established criteria, 37 correlations were *weak*, and 21 were very weak correlations. Separate

tables are not presented here for these correlations. The Appendices section (pp. 79-81) can be referred to for *Weak* and *Very Weak* Correlations. Finally, it can be concluded that the null hypothesis was rejected as there were some significant relationships among the 13 variables of the L2 Motivational Self System.

8.10.2 Partial Correlation Analysis

A partial correlation analysis was also performed to determine the relationship between *Criterion Measures* and the remaining 12 variables of the L2 Motivational Self System. In the first step, the zero-order correlation was determined for *Criterion Measures* with all other 12 variables, after which the correlation between *Criterion Measures* with another variable, controlling for other 11 variables, controlling one variable each time, was determined. This was performed for each of the 12 variables. This section discusses only the significant correlations that *Criterion Measures* had with other variables in the study. Table 8.25 illustrates the correlation of *Criterion Measures* with the other 12 variables of the L2 Motivational Self System.

- **Research Objective:** To find a relationship between *Criterion Measures* and each of the other 12 variables of the L2 Motivational Self System.
- **Null Hypothesis:** There are no significant relationship between *Criterion Measures* and each of the other 12 variables of the L2 Motivational Self System.

Table 8.25***Correlation of Intended Learning Effort (Criterion Measures) with other 12 Variables***

	Factors/Variables of L2	Pearson Correlation (Zero order correlation)	Sig. (2-tailed)
Intended Learning Effort (Criterion Measures)	Ideal L2 Self	.561	.000
	Ought-To Self	.557	.000
	Parental Encouragement/Family Influence	.456	.000
	Instrumentality Promotion	.713	.000
	Instrumentality Prevention	.527	.000
	Linguistic Self-confidence	.572	.000
	Attitude towards Learning English	.510	.000
	Interest in English Language	.500	.000
	English Anxiety	.208	.000
	Integrativeness	.368	.000
	Attitude towards L2 Community	.178	.000
	Dalit Students' Attitude towards English Language	.303	.002

**. Correlation is significant at the 0.01 level (2-tailed).

Criterion measures (Intended Learning Effort) which is the prime concern of the study, correlated highly with *Instrumentality Promotion* and moderately with six factors: 1) *Ideal L2 Self*; 2) *Ought-To Self*; 3) *Instrumentality Prevention*; 4) *Linguistic Self-confidence*; 5) *Attitude towards Learning English* and 6) *Interest in English Language*. These six relationships were moderately significant, while the other correlations were weak and insignificant for the study. In partial correlation analysis, these seven factors were correlated with *Criterion Measures* while controlling the other variables.

8.10.2.1 *Intended Learning Effort (Criterion Measures) with Instrumentality*

Promotion: Table 8.26 presents the partial correlation of *Criterion*

Measures with Instrumentality Promotion. The zero-order correlation of these variables was .713. The effects of two variables, *Interest in English Language* (.593) and *Linguistic Self-Confidence* (.551), were high on the correlation between *Criterion*

Measures with Instrumentality Promotion. However, the effect of *Attitude towards L2 Community* (.702) and *English Anxiety* (.700) on this correlation was insignificant.

Table 8.26

Intended Learning Effort (Criterion Measures) with Instrumentality Promotion

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measures) vs. Instrumentality-Promotion Zero-order correlation		.713**	.000	
Control Variables	Ideal L2 Self	.572	.000	302
	Ought-To Self	.562	.000	302
	Parental	.624	.000	302
	Encouragement/Family Influence			
	Instrumentality-Prevention	.612	.000	302
	Linguistic Self-confidence	.551	.000	302
	Interest in English	.593	.000	302
	Language			
	English Anxiety	.700	.000	302
	Integrativeness	.657	.000	302
	Attitude towards Learning English	.608	.000	302
	Attitude towards L2 Community	.702	.000	302
	Dalit Students' Attitude towards English Language	.678	.000	302

**. Correlation is significant at the 0.01 level (2-tailed).

8.10.2.2 *Intended Learning Effort (Criterion Measures) with Linguistic Self-*

Confidence: Table 8.27 presents the partial correlation of *Criterion Measures* with *Linguistic Self-Confidence*. The zero-order correlation of these variables was .572. The effect of the variable *Instrumentality-Promotion* (.217) was high on the relationship between *Criterion Measures* and *Linguistic Self-Confidence*. The effect of *English Anxiety* (.551) and *Attitude towards L2 Community* (.555) on this correlation was insignificant.

Table 8.27

Intended Learning Effort (Criterion Measures) with Linguistic Self-Confidence

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measures) vs. Linguistic Self-Confidence Zero-order correlation		.572**	.000	
Control Variables	Ideal L2 Self	.444	.000	302
	Ought-To Self	.405	.000	302
	Parental Encouragement/Family Influence	.462	.000	302
	Instrumentality-Promotion	.217	.000	302
	Instrumentality-Prevention	.470	.000	302
	Interest in English Language	.388	.000	302
	English Anxiety	.551	.000	302
	Integrativeness	.489	.000	302
	Attitude towards Learning English	.410	.000	302
	Attitude towards L2 Community	.555	.000	302
	Dalit Students' Attitude towards English Language	.515	.000	302

**. Correlation is significant at the 0.01 level (2-tailed).

8.10.2.3 Intended Learning Effort (Criterion Measures) with the Ideal L2 Self: Table 8.28 presents the relationship between *Criterion Measures* with *Ideal L2 Self* of the subjects. The Zero-order correlation of these two variables was .561. The effect of the variable *Instrumentality-Promotion* (.249) was high on the relationship between *Criterion Measures* and *Ideal L2 Self*. However, the effect of the variables *Attitude towards L2 Community* (.542) and *English Anxiety* (.540) was insignificant on *Criterion Measures'* correlation with *Ideal L2 Self*.

Table 8.28

Intended Learning Effort (Criterion Measures) with Ideal L2 Self

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measure) vs. Ideal L2 Self Zero-order correlation		.561**	.000	
Control Variables	Ought-To Self	.406	.000	302
	Parental	.421	.000	302
	Encouragement/Family Influence			
	Instrumentality-Promotion	.249	.000	302
	Instrumentality-Prevention	.492	.000	302
	Linguistic Self-Confidence	.427	.000	302
	Interest in English Language	.397	.000	302
	English Anxiety	.540	.000	302
	Integrativeness	.475	.000	302
	Attitude towards Learning English	.411	.000	302
	Attitude towards L2 Community	.542	.000	
	Dalit Students' Attitude towards English Language	.514	.000	302

**. Correlation is significant at the 0.01 level (2-tailed).

8.10.2.4 *Intended Learning Effort (Criterion Measures) with Ought-To Self:* Table

8.29 presents the relationship between *Criterion Measures* with *Ought-To Self*. The zero-order correlation of these variables was .557^{**}. The factor that was impacting high on the relationship between *Criterion Measures* and *Ought-To Self* was *Instrumentality-Promotion* (.202). The effect of *English Anxiety* (.535) and *Attitude towards L2 Community* (.539) on this correlation was insignificant.

Table 8.29

Intended Learning Effort (Criterion Measures) with Ought-To Self

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measures) vs. Ought-To Self Zero-order correlation		.557 ^{**}	.000	
Control Variables	Ideal L2 Self	.399	.000	302
	Parental Encouragement/Family Influence	.436	.000	302
	Instrumentality-Promotion	.202	.000	302
	Instrumentality-Prevention	.435	.000	302
	Linguistic Self-Confidence	.378	.000	302
	Interest in English Language	.423	.000	302
	English Anxiety	.535	.000	302
	Integrativeness	.479	.000	302
	Attitude towards Learning English	.449	.000	302
	Attitude towards L2 Community	.539	.000	302
	Dalit Students' Attitude towards English Language	.497	.000	302

^{**}. Correlation is significant at the 0.01 level (2-tailed).

8.10.2.5 *Intended Learning Effort (Criterion Measures) with Instrumentality-*

Prevention: Table 8.30 presents the partial correlation of the *Criterion Measures* with *Instrumentality Prevention*. The zero-order correlation of these variables was .527. The effect of the variable *Instrumentality-Promotion* (.285) was high on the relationship between *Criterion Measures* and *Instrumentality Prevention*. The effect of *Attitude towards L2 Community* (.519) and *English Anxiety* (.510) on this correlation was insignificant.

Table 8.30

Intended Learning Effort (Criterion Measures) with Instrumentality-Prevention

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measures) vs. Instrumentality-Prevention Zero-order correlation		.527**	.000	
Control Variables	Ideal L2 Self	.448	.000	302
	Ought-To Self	.389	.000	302
	Parental Encouragement/Family Influence	.454	.000	302
	Instrumentality-Promotion	.285	.000	302
	Linguistic Self-Confidence	.405	.000	302
	Interest in English Language	.474	.000	302
	English Anxiety	.510	.000	302
	Integrativeness	.489	.000	302
	Attitude towards L2 Community	.519	.000	
	Attitude towards Learning English	.478	.000	302
	Dalit Students' Attitude towards English Language	.483	.000	302

**. Correlation is significant at the 0.01 level (2-tailed).

8.10.2.6 *Intended Learning Effort (Criterion Measures) with Attitude towards*

Learning English: Table 8.31 presents the partial correlation of the *Criterion Measures* with *Attitude towards Learning English*. The zero-order correlation of these variables was .510. The effects of the two variables, *Instrumentality Promotion* (.227) and *Linguistic Self-Confidence* (.292), were high on the relationship between *Criterion Measures* and *Attitude towards Learning English*. The effects of *Attitude towards Learning English* (.492) and *English Anxiety* (.477) on this correlation were insignificant.

Table 8.31

Intended Learning Effort (Criterion Measures) with Attitude towards Learning English

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measures) vs. Attitude towards Learning English Zero-order correlation		.510**	.000	
Control Variables	Ideal L2 Self	.320	.000	302
	Ought-To Self	.379	.000	302
	Parental Encouragement/Family Influence	.386	.000	302
	Instrumentality-Promotion	.227	.000	302
	Instrumentality-Prevention	.457	.000	302
	Linguistic Self-Confidence	.292	.000	302
	Interest in English Language	.306	.000	302
	English Anxiety	.477	.000	302
	Integrativeness	.386	.000	302
	Attitude towards L2 Community	.492	.000	302
	Dalit Students' Attitude towards English Language	.444	.000	302

**. Correlation is significant at the 0.01 level (2-tailed).

8.10.2.7 *Intended Learning Effort (Criterion Measures) with Interest in English*

Language: Table 8.32 presents the partial correlation of the *Criterion Measures* with *Interest in English Language*. The zero-order correlation of these variables was .500. The effect of the variable *Linguistic Self-Confidence* (.230) was high on the relationship between *Criterion Measures* and *Interest in English Language*. The effects of the two variables, *Attitude towards L2 Community* (.488) and *English Anxiety* (.474), on this correlation, were insignificant.

Table 8.32

Intended Learning Effort (Criterion Measures) with Interest in English Language

		Pearson Correlation	Sig. (2- tailed)	df
Intended Learning Effort (Criterion Measures) vs. Interest in English Language Zero-order correlation		.500**	.000	
Control Variables	Ideal L2 Self	.279	.000	302
	Ought-To Self	.327	.000	302
	Parental Encouragement/Family Influence	.374	.000	302
	Instrumentality-Promotion	.106	.065	302
	Instrumentality-Prevention	.441	.000	302
	Linguistic Self-Confidence	.230	.000	302
	Attitude towards L2 Community	.488	.000	302
	English Anxiety	.474	.000	302
	Integrativeness	.390	.000	302
	Attitude towards Learning English	.285	.000	302
	Dalit Students' Attitude towards English Language	.437	.000	302

**. Correlation is significant at the 0.01 level (2-tailed).

Finally, it can be concluded from the partial correlation analysis that there were some significant relationships between *Criterion Measure* and other variables of the L2 Motivational Self System, such as *Instrumentality Promotion*, *Linguistic Self-Confidence*, *Ideal L2 Self*, *Ought-To Self*, *Instrumentality Prevention*, *Attitude towards*

Learning English, and *Interest in English Language*. It can also be deduced that the factor of *Instrumentality Promotion* was able to highly impact *Criterion Measures*' relation with the factors of *Linguistic Self-Confidence*, *Ideal L2 Self*, *Ought-To Self*, *Instrumentality Prevention*, *Attitude towards Learning English*, and *Interest in English Language*. Therefore, the relationship between the *Intended Learning Effort* (Criterion Measures) and *Instrumentality Promotion* was more prominent. Both bivariate and partial correlation analyses determined this. The null hypothesis is rejected as there were some significant relationships between *Criterion Measure* and the other factors of the L2 Motivational Self System,

In the present correlation analysis, both bivariate and partial analyses, five variables emerged as significant factors in the L2 Motivational Self System of the Indian Dalit students. They are presented here according to the order of strengths of the partial correlations. They were

1. *Instrumentality Promotion* (.71)
2. *Linguistic Self-Confidence* (.57)
3. *Ideal L2 Self* (.56)
4. *Ought-To Self* (.55)
5. *Instrumentality Prevention* (.52)

It can be understood that the learning effort of the Indian Dalit students was an interaction between these five factors. Nevertheless, the direction of cause and effect cannot be explicitly stated because of the lesser or narrower scope of the statistical techniques used for the analysis. At the same time, data demonstrated the relationships between the factors mentioned above.

8.11 Impact Analysis of L2 Motivational Self System

This section discusses the impact of the 12 variables of the L2 Motivational Self System on its *Criterion Measures* (Intended Learning Effort). The statistical tool of regression analysis was conducted to find the results.

- **Research Objective:** To determine the impact of the 12 variables of the L2 Motivational Self System on *Criterion Measures* (Intended Learning Effort).
- **Null Hypothesis:** There is no impact of the 12 variables of the L2 Motivational Self System on *Criterion Measures* (Intended Learning Effort).

As the first step, regression analysis was performed to determine the impact of the 12 L2 Motivational Self System variables on *Criterion Measures* (Intended Learning Effort). It quantified the impact of the 12 variables that were made independent variables, on *Criterion Measures* (Intended Learning Effort), which was made the dependent variable. Tables 8.33, 8.34, and 8.35 illustrate the regression analysis results of the L2 Motivational Self System.

Table 8.33 presents the model summary of the regression analysis. R-square is a statistical measure of how close the data were to the fitted regression line. It is also known as the coefficient of determination or the coefficient of multiple determinations for multiple regressions. The R-Square value showed that most of the estimates, to the extent of 63.3%, fitted closely to the assumed values.

Table 8.33

Model summary of Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.633	.618	.61447

Table 8.34, the ANOVA table, reports how well the regression equation fitted the data (i.e., predicts the dependent variable). Here, *Criterion Measures* was made the dependent variable, and all the other variables of the L2 Motivational Self System were made the predictors. The table indicates that the regression model predicted the dependent variable significantly well. The significance value of .000 in the Regression row and the Significance column, which was less than 0.05, indicated the statistical significance of the regression model. This value statistically indicated that the regression model significantly predicted the dependent variable. In other words, it was a good fit for the data.

Table 8.34

ANOVA Results of the Prediction of the Criterion Measures

Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1 Regression	190.443	12	15.870	42.032	.000 ^b
Residual	110.251	292	.378		
Total	300.694	3040			

Table 8.35 presents the impact of the independent variables (the 12 variables of the L2 Motivational Self System) on the dependent variable, *Criterion Measures* (Indented Learning Efforts). When the significance value is less than 0.05, it can be deduced that the independent variable significantly impacts the dependent variable. Conversely, when the significance value is more than 0.05, it can be deduced that the independent variable has no significant impact on the dependent variable.

The following variables had a significant impact on the dependent variable, *the Criterion Measures*:

1. *Ideal L2 Self* (.212)
2. *Ought-To Self* (.110)
3. *Instrumentality Promotion* (.404)
4. *Instrumentality Prevention* (.159)
5. *Linguistic Self-Confidence* (.153)
6. *Attitude towards Learning English* (.260)
7. *Attitude towards L2 Community* (-.122)
8. *Dalit Students' Attitude towards English Language* (-.095)

Among the above variables, the two variables that had negative impact on the dependent variable are:

1. *Attitude towards L2 Community* (-.122)
2. *Dalit Students' Attitude towards English Language* (-.095)

All other independent variables had a positive impact on the dependent variable. The independent variables that did not have any significant impact on the dependent variable, *Criterion Measures*, as per the significance values, were as follows:

1. *Parental Encouragement/Family Influence*
2. *Interest in English Language*
3. *English Anxiety*
4. *Integrativeness*

The variable that had the highest impact of 0.404 on the dependent variable was *Instrumentality Promotion*. The variable *Attitude towards Learning English* had the subsequent highest impact of 0.260 on the dependent variable, followed by *Ideal L2 Self* variable, with a 0.212 impact on the dependent variable.

Table 8.35

***Impact of Independent Variables on Dependent Variable, the Intended Learning Effort
(Criterion Measures)***

Model	Coefficients ^a			<i>t</i>	Sig.
	Unstandardized		Standardized		
	Coefficients				
	<i>B</i>	Std. Error	Beta		
1 (Constant)	-.076	.251		-.303	.762
Ideal L2 Self (IL2S)	.212	.053	.195	3.968	.000
Ought-To Self (OS)	.110	.048	.111	2.276	.024
Parental Encouragement/Family Influence (PEFI)	-.021	.045	-.021	-.462	.644
Instrumentality Promotion (IPRO)	.404	.072	.343	5.609	.000
Instrumentality Prevention (IPRE)	.159	.033	.200	4.756	.000
Linguistic Self-Confidence (LSC)	.153	.051	.155	2.983	.003
Attitude towards Learning English (ALE)	.260	.066	.211	3.961	.000
Interest in English Language (EL)	.030	.065	.026	.461	.645
English Anxiety (EA)	.016	.042	.015	.379	.705
Integrativeness (INT)	-.098	.052	-.092	-1.896	.059
Attitude towards L2 Community (AL2C)	-.122	.038	-.144	-3.198	.002
Dalit Students' Attitude towards English Language (DSAEL)	-.095	.039	-.102	-2.445	.015

Finally, it can be concluded that the variable *Criterion Measures* was impacted by some of the 12 variables of the L2 Motivational Self System. Therefore, the null hypothesis was rejected.

8.12 Learner Motivational Types

This section presents the cluster analysis results conducted to find different Learner Motivational Types from the sample. For this purpose, a two-stage cluster analysis comprising hierarchical cluster analysis and *k*-means analysis was conducted. The Hierarchical cluster analysis was conducted to determine the number of clusters that can be formed in the present sample. The *K*-means analysis was performed to find the composition of the clusters, i.e., which subjects went into which cluster.

- **Research Objective:** To determine the learner motivational types.
- **Null Hypothesis:** There are no significant learner motivational types.

The Hierarchical cluster analysis combined the data into different clusters, illustrated by the Agglomeration schedule in the Appendices (Appendix H-1). It initially divided the total of 305 samples into 305 clusters. Later, the system illustrated the number of clusters to be considered for analysis. The results of the clustering revealed the existence of three clusters.

Table 8.36 illustrates the rationale by which the three clusters were generated. It presents the differences among the three clusters. The group differences established that there were three distinct clusters. Also, the result showed meaningful differences among the clusters. Since the difference between the clusters was getting reduced with three clusters, only three clusters were determined. The dendrogram presented in the Appendices (Appendix H-2) visually represents this.

The differences between every two consecutive values beginning from the bottom of the Agglomeration Schedule were observed to determine the number of clusters. The incidence of maximum difference was taken to determine the number of clusters. The difference between the first two coefficient values was maximum (917.82). The difference between the second and the third coefficient values diminished to 405.894. Similarly, it still diminished in the case of the third and fourth coefficient values (132.238). From this point onwards, there was no significant difference. The number of clusters was restricted to three; therefore, only three were determined to be in the sample. All these values were taken from the Agglomeration Schedule.

Table 8.36***Determining Clusters***

Coefficient Values	Difference
3898.994	917.82
2981.174	
2981.174	405.894
2575.280	
2575.280	132.238
2443.042	
2443.042	122.065
2320.977	

8.12.1 Composition of Clusters

After conducting a *k*-means analysis, the constitution of each of the three clusters was identified. The system showed the constitution of the members of the clusters very clearly. The analysis excluded no member of the clusters, which illustrated that the data gathered for the L2 Motivational Self System was efficient.

The following table 8.37 given below illustrates the distribution of cases per cluster. The first cluster had 124 subjects (40.65 %), the second cluster had 149 subjects (48.85%), and the third cluster had 32 subjects (10.50%).

Table 8.37***Number of Cases in Clusters***

Clusters	No. of Cases	%
1	124	40.65
2	149	48.85
3	32	10.50
	305	100.00

With this, three demarcated motivational learner groups were in the total sample of 305 subjects. Therefore, the null hypothesis was rejected.

8.12.2 Composition of Each Cluster

Table 8.38 depicts the composition of the three groups based on the three clusters generated. Regarding gender, Group 1 was dominated by the males with 62%, and the females dominated Group 3 remarkably with 53%. The gap between the males and the females was the least in Group 2. Within the two categories, SCs and STs, the gap between the males and the females was the highest again in Group 1. Nevertheless, the total percentage of females was higher in Group 3. The number of females was higher than males in SC Group 3. In the case of the STs, the percentage was equal for males and females, i.e., 0.98% in Group 3.

Table 8.38

Distribution of various sections of the sample out of total sample

Participants	Group 1		Group 2		Group 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Total	124	40.65	149	48.85	32	10.49
Male (Total Males)	77	62.09	82	55.03	15	46.87
Female (Total Female)	47	37.90	67	44.96	17	53.12
Scheduled Caste	95	76.61	123	82.55	26	81.25
Male	59	19.34	65	21.31	12	3.93
Female	36	11.80	58	19.01	14	4.59
Scheduled Tribes	29	23.38	26	17.44	6	18.75
Male	18	5.90	17	5.57	3	0.98
Female	11	3.60	9	2.95	3	0.98

8.12.3 Characteristics of Motivational Groups

Table 8.39 illustrates the motivational features of the three groups. It illustrates the relative strengths of each group. Group 1, which comprised a little more than 40% of the sample, was at the average level regarding all the variables. The mean values ranged from 3.72-4.55. Group 2, which constituted nearly half the sample size, was strong in all 13 variables and emerged as the most substantial group. All the variables' mean values were on the higher end in the range of 4.09-5.25. Group 3, which comprised a little more than 10% of

the sample, was deficient in all the variables ranging from 2.91-3.59. Therefore, Group 2 had a robust L2 Motivational Self System, Group 1 had a medium L2 Motivational Self System, and Group 3 had a weak L2 Motivational Self System. However, there were a more significant number of female students in the least motivated group in comparison to their male counterparts (Female: N=17 (5.5%); Male: N=15 (4.9%)). They were worse in the lowest motivational group as the gap between male and female students was wide (Males: 46.87%; Females: 53.12%). More number of male students had average levels of motivation. Nearly a similar number of male students were in both highly motivated and medium/average motivated learner groups (N=82 (26.8%); N=77 (25.2%)).

Concerning differences between the three learner motivation types in terms of different variables studied, within each group, there were variations among the thirteen variables. In Group 1, all the variables were at the medium level. However, within the group, the variables like *Criterion Measures*, *Ought-To Self*, *Instrumentality Promotion*, *Instrumentality Prevention*, *Linguistic Self-Confidence*, *Attitude towards Learning English*, *Interest in English Language*, *Integrativeness*, and *Dalit Students' Attitude towards English Language* were in the range of 4.01-4.55 on the higher end. The other variables were on the lower end in the 3.71-3.88 mean values range. In the case of Group 2, *Criterion Measures*, *Ought-To Self*, *Instrumentality Promotion*, *Instrumentality Prevention*, *Linguistic Self-Confidence*, and *Attitude towards Learning English* were on the higher end in the range of 5.01-5.25 with *Instrumentality Promotion* on the top with the mean value of 5.25. The other variables were on the lower end in the range of 4.09-4.92, with *English Anxiety* with the lowest mean value, 4.09. In Group 3, all the variables had lower mean values. However, variables like *Ideal L2 Self*, *Parental Encouragement/Family Influence*, *Instrumentality Promotion*, *Instrumentality Prevention*, *Attitude towards Learning English*, *English Anxiety*, *Integrativeness*, and *Dalit Students' Attitude towards English*

Language were in the range of 3.09-3.59. The other variables were on the lower end in the 2.74-2.98 mean levels range.

Table 8.39

Mean Values of Variables for all Three Clusters

	Final Cluster Centres		
	Cluster		
	1	2	3
Intended Learning Effort (Motivated Behaviour)	4.34	5.20	2.92
Ideal L2 Self	3.77	4.82	3.13
Ought-To Self	4.14	5.01	2.94
Parental Encouragement/Family Influence	3.87	4.86	3.18
Instrumentality Promotion	4.55	5.25	3.14
Instrumentality Prevention	4.01	5.01	3.11
Linguistic Self-Confidence	4.52	5.24	2.74
Attitude towards Learning English	4.47	5.20	3.59
Interest in English Language	4.26	4.91	2.98
English Anxiety	3.71	4.09	3.19
Integrativeness	4.26	4.92	3.09
Attitude towards L2 Community	3.88	4.72	2.91
Dalit Students' Attitude towards English Language	4.01	4.81	3.22

ANOVA was conducted to find whether the three clusters were distinct groups. Table 8.40 illustrates that the differences among the three clusters were significant as the Significance values were less than 0.05 for all the 13 variables in the L2 Motivational Self System analysis. There were glaring differences among all the variables in all the parameters.

Table 8.40***ANOVA Results: Comparing Mean Scores of the Motivational Scales***

	Group 1	Group 2	Group 3	df	Tukey's post-hoc tests	F-value/p
Ideal L2 Self	3.77	4.82	3.13	2	3 < 1 < 2	124.870 / .000
Ought-To Self	4.14	5.01	2.94	2	3 < 1 < 2	116.070 / .000
Parental Encouragement/Family Influence	3.87	4.86	3.18	2	3 < 1 < 2	79.887 / .000
Instrumentality Promotion	4.55	5.25	3.14	2	3 < 1 < 2	204.560 / .000
Instrumentality Prevention	4.01	5.01	3.11	2	3 < 1 < 2	55.281 / .000
Attitude towards Learning English	4.47	5.20	3.59	2	3 < 1 < 2	107.358 / .000
Interest in English Language	4.26	4.91	2.98	2	3 < 1 < 2	136.496 / .000
Integrativeness	4.26	4.92	3.09	2	3 < 1 < 2	85.871 / .000
Attitude towards L2 Community	3.88	4.72	2.91	2	3 < 1 < 2	51.439 / .000
Linguistic Self-Confidence	4.52	5.24	2.74	2	3 < 1 < 2	185.914 / .000
Dalit Students' Attitude towards English Language	4.01	4.81	3.22	2	3 < 1 < 2	50.194 / .000

8.12.4 Characteristics of the Motivational Types: Linguistic, Motivational and Affective

In order to compare the validity of the differences between the groups in cluster analysis, the resultant clusters or groups were compared with independent variables (Alexander & Murphy, 1999, as cited in Papi & Taimouri, 2014). The independent variables are *Motivated Behaviour* (Intended Learning Effort), *English Anxiety*, and *Self-Assessment of English Language Proficiency*, which were the participants' motivational, emotional, and linguistic criterion measures, respectively. ANOVA was conducted to compare the three clusters with independent variables *Motivated Behaviour* (Intended Learning Effort), *English Anxiety*, and *Self-Assessment of English Language Proficiency*.

- **Research Objective:** To find differences among the three learner-type groups in terms of the three criterion measures.
- **Null Hypothesis:** There are no significant differences among the three learner-type groups in terms of the three criterion measures.

Table 8.41 illustrates that Group 2 scored the highest in *Motivated Learning Behaviour* (Intended Learning Behaviour). Group 3 scored significantly lower in this variable among all three groups. Group 2, which showed the highest scores in *Motivated Learning Behaviour* and *Self-Assessment of English Proficiency*, remarkably also showed the highest score in English Anxiety. The difference between Group 1 and Group 2 in relation to *Self-Assessment of English Proficiency* was not glaring. Though Group 3 was the lowest in all three parameters, it showed a moderate score in *English Anxiety*. The differences among the three groups were significant.

Table 8.41

Differences Among Three Groups (in Terms of Criterion Measures)

	Cluster 1	Cluster 2	Cluster 3	<i>df</i>	Tukey's post- hoc tests	<i>F</i> -value/ <i>p</i>
Intended Learning Effort (Motivated Behaviour)	4.33	5.20	2.91	2	3 < 1 < 2	155.8/.000
English Anxiety	3.70	4.09	3.19	2	3 < 1 < 2	15.6/.000
Self-Assessment of English Language Proficiency	2.29	2.52	2.12	2	3 < 1 < 2	3.552/.030

It can be concluded from the above results that there were significant differences among the three groups in terms of the *Criterion Measures*. Therefore, the null hypothesis was rejected.

8.12.5 *Promotional Versus Preventional Tendencies*

The present section aims to analyse the two tendencies of the learners: the *Preventional* and *Promotional Regulatory focus*; the way these two kinds of focus varied in terms of the learners' behavioural states; and the way these states were related to the measured variables: *Motivated Behaviour* (Intended Learning Effort), *English Anxiety* and *Self-Assessment of English Language Proficiency*. For this, the total sample of 305 was divided into two broad motivational orientations by subtracting participants' *Ought-To Self*-scores from their *Ideal L2 Self*-scores. This method is called difference-score methodology in motivational psychology. The participants with negative scores exhibited strong attraction to the *Ought-To Self* and, therefore, showed a stronger *Ought-To Self* representing a *Prevention-focus tendency*. The participants with positive scores indicated their intense attraction to their *Ideal L2 Self* and, therefore, exhibited a more vital *Ideal L2 Self*, representing a *Promotion-focus tendency*. These two tendencies represented the promotional and preventional orientations of the learners. The analysis produced two groups: the Promotion-oriented group comprising 133 (43.6% of the total sample) learners and the Prevention-oriented group comprising 172 learners (56.4%).

8.12.6 *Strengths of the Promotional Versus Preventional Tendencies in Terms of Motivational/Attitudinal Variables*

After determining the two groups, the Promotion and Prevention-oriented groups, Independent Samples *t* test was conducted to compare the two groups in terms of the 11 measured variables of the study.

- **Research Objective:** To compare the Promotion and Prevention-oriented groups in terms of the 11 measured variables of the study.
- **Null Hypothesis:** There is no difference between the strengths of the Promotion and Prevention-oriented groups in terms of the 11 measured variables of the study.

Table 8.42 shows that the Promotion-oriented learners were stronger in *Ideal L2 Self*, *Instrumentality Promotion*, *Attitude towards Learning English*, *Interest in English Language*, *Integrativeness*, and *Linguistic Self-Confidence*. On the other hand, the Prevention-oriented learners scored higher on *Ought-To Self*, *Instrumentality Prevention*, *Attitude towards Learning English*, and *Linguistic Self-Confidence*. Table 8.42 remarkably illustrates that the differences between the Promotion and Prevention-oriented groups were significant in the case of only three variables: *Ideal L2 Self*, *Ought-To Self*, and *Dalit Students' Attitude towards English Language*. The two groups showed no difference in the case of all other variables. Therefore, it is concluded that the null hypothesis was accepted.

Table 8.42

Group Differences (in Terms of Motivational/Attitudinal Variables)

	Promotion-oriented		Prevention-oriented		Sig	t	df
	M	SD	M	SD			
Ideal L2 Self	4.58	.87	3.92	.84	.000	-6.60	303
Ought-To Self	3.94	1.02	4.81	.79	.000	8.28	303
Parental Encouragement/Family Influence	4.34	1.03	4.23	1.00	.345	-.947	303
Instrumentality Promotion	4.69	.96	4.77	.74	0.416	.84	303
Instrumentality Prevention	4.28	1.33	4.49	1.18	0.137	1.49	303
Attitude towards Learning English	4.80	.85	4.67	.76	0.159	-1.41	303
Interest in English Language	4.47	.94	4.41	.77	0.565	-.59	303
Integrativeness	4.47	.99	4.45	.88	0.852	-.187	303
Attitude towards L2 Community	4.30	1.18	4.10	1.17	0.150	-1.44	303
Linguistic Self-Confidence	4.62	1.05	4.73	.97	0.368	.901	303
Dalit Students' Attitude towards English Language	4.16	1.19	4.43	.94	0.031	2.23	303

* $p < .005$

The Independent Samples *t* test was once again conducted to find the differences between Promotion and Prevention-oriented groups in terms of the *Criterion Measures* (Intended Learning Effort).

- **Research Objective:** To compare the strengths of the Promotion and Prevention-oriented groups in terms of *Criterion Measures*.
- **Null Hypothesis:** There is no difference between the strengths of the Promotion and Prevention-oriented groups in terms of *Criterion Measures*.

Table 8.43 illustrates that there were no differences between the two groups- Promotion-oriented and Prevention-oriented groups, in terms of the *Criterion Measures*. The Promotion-oriented group scored higher on *Motivated Behaviour* and *Self-Assessment of English Language Proficiency*. The Prevention-oriented group showed higher scores on *English Anxiety*. Though the figures discussed illustrated the supremacy of the Promotion-focus group in terms of the *motivational* and *linguistic* variables, as per the significance levels, the differences between the two orientation groups were not significant.

Table 8.43

Differences Between Two Groups (in Terms of Criterion Measures)

	Promotion-oriented		Prevention-oriented		<i>Sig</i>	<i>t</i>	<i>df</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Intended Learning Effort (Motivated Behaviour)	4.62	1.08	4.59	.92	0.765	-.299	303
English Anxiety	3.82	1.01	3.85	.86	0.821	.226	303
Self-Assessment of English Proficiency	2.41	.89	2.37	.94	0.698	-.389	303

**p* < .005

From the above results, the null hypothesis can be accepted as the differences between the two orientation groups were insignificant per the significance levels.

It is essential to ascertain whether the outcome-motivated behaviour of the two orientation groups was due to the same motivational factors or any other motives that were different. Towards finding this, partial correlations were conducted to measure the association between the two variables while controlling for the effects of other variables that

might otherwise influence the results. Below are the research objectives and null hypotheses for the two orientation groups.

Promotion-Oriented Group:

- **Research Objective:** To find the relationship between promotion-oriented motives (*the Ideal L2 Self* and *Instrumentality Promotion*) and *Motivated Behaviour*.
- **Null Hypothesis:** There is no significant relationship between promotion-oriented motives (*Ideal L2 Self* and *Instrumentality Promotion*) and *Motivated Behaviour*.

Prevention-Oriented Group:

- **Research Objective:** To find the relationship between prevention-oriented motives (*Ought-To Self* and *Instrumentality Prevention*) and *Motivated Behaviour*
- **Null Hypothesis:** There is no significant relationship between prevention-oriented motives (*Ought-To Self* and *Instrumentality Prevention*) and *Motivated Behaviour*

Table 8.44 illustrates the results of the partial correlation analysis. The results of both groups exhibited different patterns. In the first step, controlling the *Ought-to L2 Self* and *Instrumentality Prevention* (the two Prevention-oriented variables), the correlations between the two Promotion-oriented motives (the *Ideal L2 Self* and *Instrumentality Promotion*) and the *Motivated Behaviour* were found. The correlations were not statistically significant for both groups. However, the correlations for the Prevention-oriented group were weaker than that of the Promotion-oriented group. In the next step, the *Ideal L2 Self* and *Instrumentality Promotion* were made the control variables. The correlations between the *Ought-to L2 Self* and *Motivated Behaviour* for the Prevention-oriented group and *Instrumentality Prevention* and *Motivated Behaviour* for both the Promotion and Prevention-orientation groups were not statistically significant. The only statistically significant correlation was the *Ought-to L2 Self* and *Motivated Behaviour* for the Promotion-oriented group.

Table 8.44***Partial Correlations of Groups in Terms of Motivated Behaviour***

<i>Partialling out Ought-To Self and Instrumentality Prevention</i>	Motivated Behaviour	
	Promotion-oriented	Prevention-oriented
Ideal L2 Self	0.26	0.21
Instrumentality Promotion	0.43	0.46
<i>Partialling out Ideal L2 Self and Instrumentality Promotion</i>		
Ought-To Self	0.01	0.31
Instrumentality Prevention	0.41	0.16

It can be concluded, based on tables 8.42, 8.43, and 8.44 that

- there was a significant difference between the promotion-oriented and prevention-oriented groups in the case of only three variables: the *Ideal L2 Self*, *Ought-To Self*, and *Dalit Students' Attitude towards English Language*.
- there were no significant differences between the two orientation groups in terms of the Criterion Measures: *Intended Learning Effort* (Motivated Behaviour), *English Anxiety*, and *Self-Assessment of English Proficiency*.
- there was a significant difference between the two orientation groups in the *Ought-to L2 Self* and *Motivated Behaviour* for only the promotion-oriented group.

After correlating the results of partial correlation analysis with the ANOVA results of group differences in terms of 11 motivational/attitudinal variables, it can be conclusively stated that the two orientation groups were different from each other only in terms of three variables:

1. the Ideal L2 Self
2. the Ought-To Self
3. the Ought-to L2 Self and Motivated Behaviour

Based on the above results, the null hypotheses adopted were accepted as the two orientation groups differed, at least in terms of three variables.

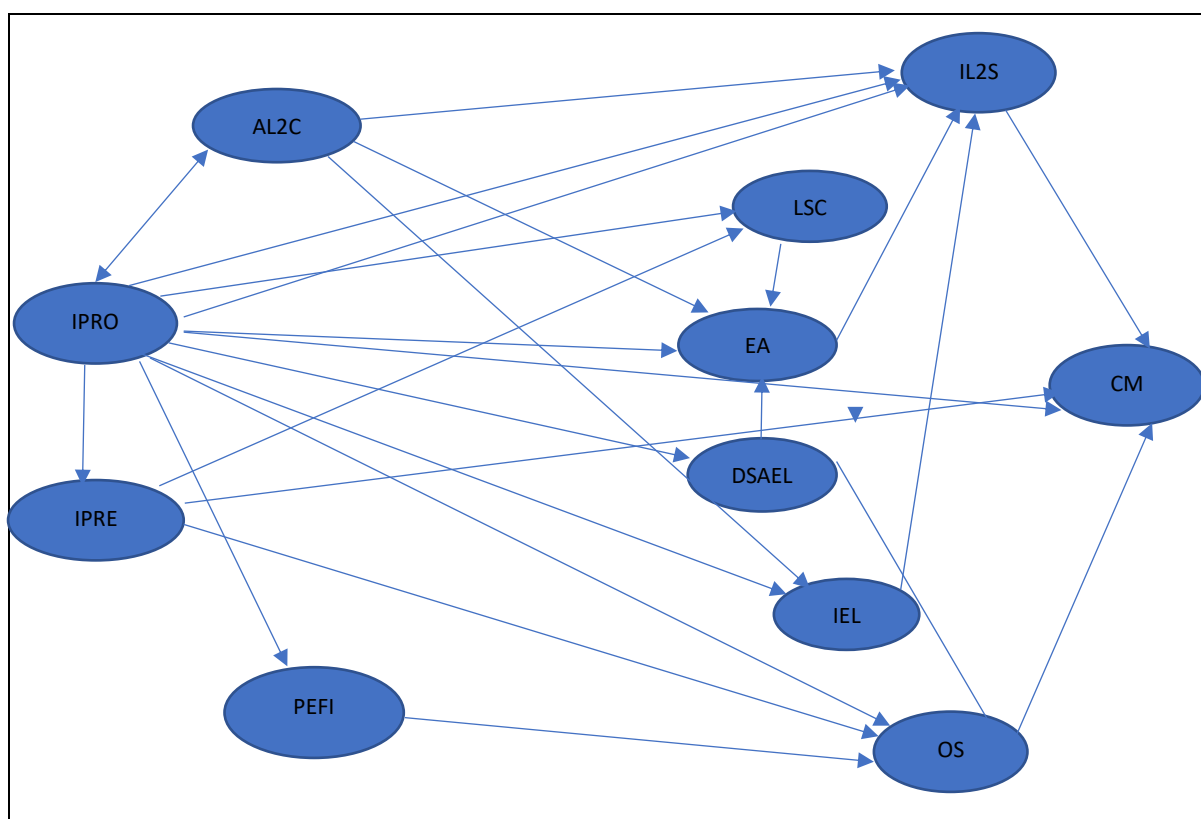
8.13. Validating the L2 Motivational Self System

The Structural Equation Model (SEM), a multivariate quantitative technique, was employed to validate the theoretical model of the L2 Motivational Self System in connection with the present data collected in the context of Indian Dalit post-graduate university students. The multiple-group SEM analysed the present sample's L2 Motivational Self System, taking the model generated in the Hungarian context presented by Dörnyei et al. (2006) and Dörnyei's L2 Motivational Self System. This technique was employed to find out the relationships among the observed variables. After the conduction of structural equation modelling, it was found that the Hungarian model, which was also found relevant in various other contexts like China, Japan, Iran, and other countries, fit with the present data in the context of the Indian Dalit students.

- Research Objective: To explore the relationships between various variables of the L2 Motivational Self System.

8.13.1 Structural Model Followed

Figure 8.1 is the proposed model for the structural equation analysis of the data in the present study. This is based on the model Dörnyei et al. (2006) proposed in the Hungarian context. However, a new variable *Dalit Students' Attitude towards English Language*, was added to the model. With this addition, the model derived after conducting SEM showed complex relationships. Hence, a new model was generated to suit the relationships existing in the present study.

Figure 8.1***Proposed Model for SEM Analysis******8.13.2 New Model Generated for the Present Study***

In order to generate a model that can fit well with the present data, 200 different combinations of relationships among the variables of the L2 Motivational Self System were studied. All the insignificant relationships were excluded to make the model fit. The present model is a renovated/enhanced model. The variables were safeguarded, and relationships were modified. Traditionally, items/variables are eliminated from the new data based on the assumed model to fit into the same. Accordingly, in order to fit the present model with the Hungarian model, the variables were to be deleted. However, even one factor could not be eliminated from the structure. Had that been done, the structure would have collapsed. Had *Linguistic Self-Confidence* (MLSC) been removed, the model would have become simple. Similarly, *Instrumentality Promotion* (MIPRO) could not be deleted. ‘*p*’ value in the

Regression table is the Significance. The approach followed here was different. Finally, a new model emerged for the data under study. New relationships were formed according to the data collected. This newly generated model was perfect and acceptable for the study under investigation.

8.13.2.1 Model Fit Summary: Table 8.45 presents the model fit indices for the new model generated for the L2 Motivational Self System of Indian Dalit students. Table 8.46 presents the cutoff criteria for the various indices analysed. The structural model was evaluated against five goodness-of-fit criteria. The chi-square (X^2) likelihood ratio statistic, the Goodness-of-Fit Index (GFI), the Comparative Fit Index (CFI), Minimum discrepancy per degree of freedom (CMIN/DF), Root mean square residual (SRMR), and the Root Mean Square Error of Approximation estimate (RMSEA). The Chi-square test of the model was statistically significant $X^2 (33, N=305) = 31, P = .000$, which indicates that the model fitted the data.

The model yielded acceptable fit indices for all indices. The other fit measures attained the recommended target values. The value of the GFI was .953, which indicated a good fit. The CFI was 0.961; CMIN/DF, 2.803; SRMR, 0.066 and RMSEA 0.077. Hoelter's critical N for the independence model was 16 ($p = .05$) and 18 ($p = .01$). For the default model, Hoelter's critical N was 158 ($p = .05$) and 183 ($p = .01$). Overall, the fit indices indicated an acceptable model fit with the data.

Table 8.45***Fit Indices of Observed Model (N=305)***

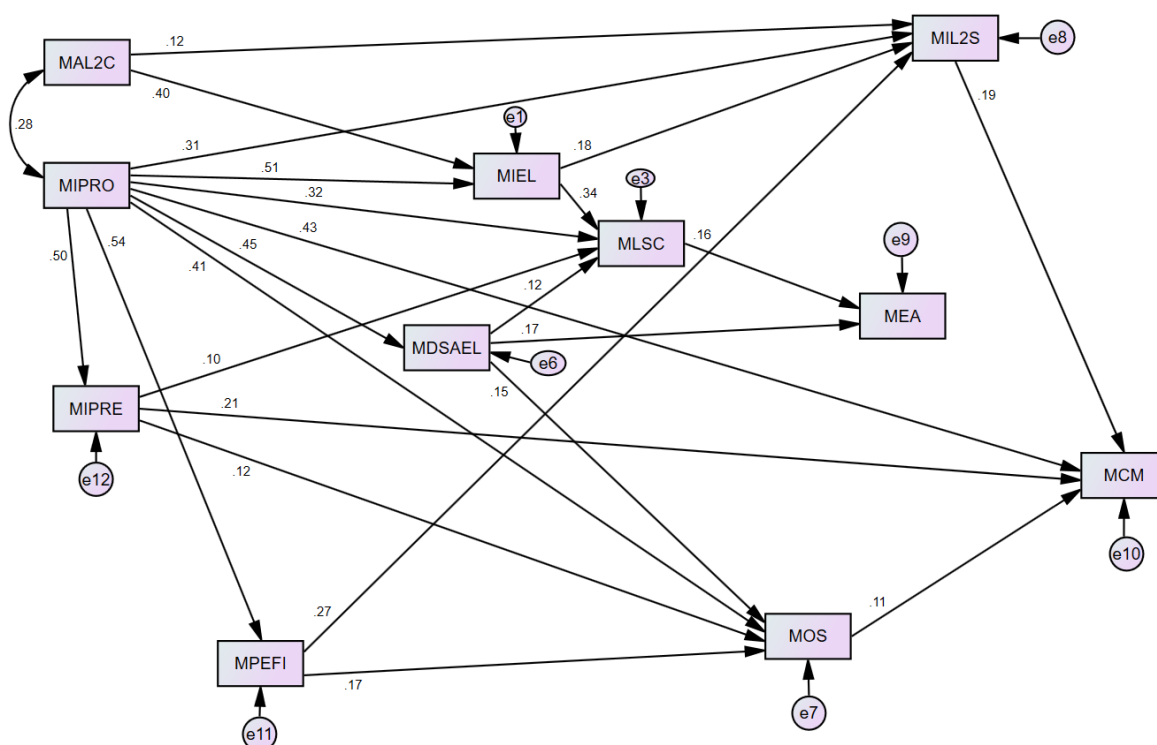
Measure	Estimate	Threshold	Interpretation
χ^2	86.90, P=.000	Between 1 and 3	Excellent
CMIN	86.902	--	--
DF	31	--	--
CMIN/DF	2.803	Between 1 and 3	Excellent
GFI	.953	Value close to .90 or .95	Good fit
CFI	.961	>0.95	Excellent
SRMR	.066	<0.08	Excellent
RMSEA	.077	<0.06	Acceptable
PClose	.011	>0.05	Acceptable

Table 8.46***Cutoff Criteria for Indices***

Measure	Terrible	Acceptable	Excellent
CMIN/DF	> 5	> 3	> 1
CFI	<0.90	<0.95	>0.95
SRMR	>0.10	>0.08	<0.08
RMSEA	>0.08	>0.06	<0.06
PClose	<0.01	<0.05	>0.05

Hu and Bentler. (1999, pp. 1-55)

A graphical representation of the results of the structural model generated was shown in Figure 8.2. The model was acceptable as it was perfect and statistically viable. The theoretical model used in the present study suggested bivariate correlations among the various latent variables and direct causal relationships between the latent variables and the dependent variable, *Criterion Measures* (Intended Learning Effort). The theoretical model represents one proposed bivariate correlation and four predictors as it was in multiple linear regression. All the relationships are evident in the structure presented on the next page. All the relationships were significant for the present model. No variable was eliminated. All the correlations and the relationships shown in the SEM diagram were significant.

Figure 8.2***Path Diagram of the Modified SEM Model***

Note. e-1 – e-11 are measurement errors and they are common symbols in AMOS.

Note: N=305. All path coefficients are significant.

Here, 'M' in each of the factors indicated by a specific code stands for 'motivation'.

Tables 8.47 and 8.48 present the estimates and standardized regression weights for the new model.

Table 8.47

Estimates and Standardized Regression Weights for the New Model

Estimates (Group number 1 – Default model)

Scalar Estimates (Group number 1 – Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 – Default model)

	Estimate	S.E.	C.R.	P	Label
Dalit Students' Attitude towards English Language (DSAEL) ← Instrumentality Promotion (MIPRO)	.566	.065	8.722	.000	
Interest in English Language (IEL) ← Attitude towards L2 Community (AL2C)	.288	.030	9.706	.000	
Interest in English Language (IEL) ← Instrumentality Promotion (IPRO)	.512	.041	12.384	.000	
Parental Encouragement/Family Influence (PEFI) ← Instrumentality Promotion (IPRO)	.645	.058	11.055	.000	
Instrumentality Prevention (IPRE) ← Instrumentality Promotion (IPRO)	.734	.074	9.943	.000	
Ought-To Self (OS) ← Dalit Students' Attitude towards English Language (DSAEL)	.139	.045	3.125	.002	
Ideal L2 Self (IL2S) ← Instrumentality Promotion (IPRO)	.330	.065	5.067	.000	
Ideal L2 Self (IL2S) ← Interest in English Language (IEL)	.193	.066	2.921	.003	
Linguistic Self-Confidence (LSC) ← Interest in English Language (IEL)	.404	.061	6.659	.000	
Ought-To Self (OS) ← Instrumentality Prevention (IPRE)	.098	.039	2.494	.013	
Ought-To Self (OS) ← Parental Encouragement/Family Influence (PEFI)	.167	.050	3.378	.000	
Linguistic Self-confidence (LSC) ← Parental Encouragement/Family Influence (PEFI)	.238	.045	5.299	.000	
Ought-To Self (OS) ← Instrumentality Promotion (IPRO)	.483	.071	6.813	.000	
Linguistic Self-Confidence (LSC) ← Instrumentality Prevention (IPRE)	.083	.037	2.232	.026	
Ideal L2 Self (IL2S) ← Attitude towards L2 Community (AL2C)	.091	.039	2.337	.019	
Linguistic Self-Confidence	.385	.071	5.399	.000	

(LSC) ← Instrumentality Promotion (IPRO)				
Linguistic Self-Confidence				
(LSC) ← Dalit Students' Attitude towards English Language (DSAEL)	.109	.043	2.556	.011
Criterion Measure (Intended Learning Effort) (CM) ← Ideal L2 Self (IL2S)	.208	.050	4.142	.000
English Anxiety (EA) ← Dalit Students' Attitude towards English Language (DSAEL)	.148	.052	2.850	.004
Criterion Measure (Intended Learning Effort) (CM) ← Instrumentality Prevention (MIPRE)	.166	.034	4.874	.000
Criterion Measure (Intended Learning Effort) (CM) ← Instrumentality Promotion (IPRO)	.502	.067	7.507	.000
Criterion Measure (Intended Learning Effort) (CM) ← Ought-To Self (OS)	.110	.048	2.286	.022
English Anxiety (EA) ← Linguistic Self-confidence (LSC)	.146	.055	2.633	.008

Table 8.48***Standardized Regression Weights: (Group Number 1 – Default Model)***

	Estimate
Dalit Students' Attitude towards English Language (DSAEL) ← Instrumentality Promotion (IPRO)	.447
Interest in English Language (IEL) ← Attitude towards L2 Community (AL2C)	.398
Interest in English Language (IEL) ← Instrumentality Promotion (IPRO)	.508
Parental Encouragement/Family Influence (PEFI) ← Instrumentality Promotion (IPRO)	.535
Instrumentality Prevention (IPRE) ← Instrumentality Promotion (IPRO)	.495
Ought-To Self (OS) ← Dalit Students' Attitude towards English Language (DSAEL)	.149
Ideal L2 Self (IL2S) ← Instrumentality Promotion (IPRO)	.307
Ideal L2 Self (IL2S) ← Interest in English Language (IEL)	.181
Linguistic Self-Confidence (LSC) ← Interest in English Language (IEL)	.343
Ought-To Self (OS) ← Instrumentality Prevention (IPRE)	.123
Ought-To Self (OS) ← Parental Encouragement/Family Influence (PEFI)	.171
Linguistic Self-Confidence (IL2S) ← Parental Encouragement/Family Influence (PEFI)	.266
Ought-To Self (OS) ← Instrumentality Promotion (IPRO)	.409

Linguistic Self-Confidence (LSC) ← Instrumentality Prevention (IPRE)	.104
Ideal L2 Self (IL2S) ← Attitude towards L2 Community (AL2C)	.118
Linguistic Self-Confidence (LSC) ← Instrumentality Promotion (IPRO)	.324
Linguistic Self-Confidence (LSC) ← Dalit Students' Attitude towards English Language (DSAEL)	.116
Criterion Measure (Intended Learning Effort) (CM) ← Ideal L2 Self (IL2S)	.191
English Anxiety (EA) ← Dalit Students' Attitude towards English Language (DSAEL)	.170
Criterion Measure (Intended Learning Effort) (CM) ← Instrumentality Prevention (IPRE)	.210
Criterion Measure (Intended Learning Effort) (CM) ← Instrumentality Promotion (IPRO)	.428
Criterion Measure (Intended Learning Effort) (CM) ← Ought-To Self (OS)	.110
English Anxiety (EA) ← Linguistic Self-Confidence (LSC)	.157

As per the estimates, all the twenty-three paths were significant, where some variables/relationships had a higher impact than others. The eyeball test revealed the difference in impact. *Instrumentality Promotion* (IPRO) emerged as an overarching and predominant variable with the highest impact in the L2 Motivational Self System. It impacted seven other variables, as shown in Table 8.49 given below:

Table 8.49

Impact of Instrumentality Promotion (IPRO)

Impacting Variable	Variables Impacted	Impact
Instrumentality Promotion	Parental Encouragement/Family Influence (PEFI)	0.54
	Interest in English Language (IEL)	0.51
	Instrumentality Prevention (IPRE)	0.50
	Dalit Students' Attitude towards English Language (DSAEL)	0.45
	Criterion Measure (Intended Learning Effort) (CM)	0.43
	Ought-To Self (OS)	0.41
	Linguistic Self-Confidence (LSC)	0.32
	Ideal L2 Self (IL2S)	0.31

- *Instrumentality Prevention* (IPRE) was the next most significant variable impacting *Linguistic Self-confidence* (LSC), *Ought-To Self* (OS), and *Criterion Measure* (Intended Learning Effort) (CM) directly.
- The *Attitude towards L2 Community* (AL2C) impacted two variables *Ideal L2 Self* (IL2S) and *Interest in English Language* (IEL).
- The *Linguistic Self-Confidence* (LSC) was impacted by four variables: *Instrumentality Promotion* (IPRO), *Instrumentality Prevention* (IPRE), *Dalit Students' Attitude towards English Language* (DSAEL) (through IPRO), and *Interest in English Language* (IEL) (through AL2C).
- The *Ought-To Self* (OS) was impacted by four variables: *Dalit Students' Attitude towards English Language* (DSAEL), *Instrumentality Promotion* (IPRO), *Instrumentality Prevention* (IPRE), and *Parental Encouragement/Family Influence* (PEFI)
- The path of *English Anxiety* (EA) was from *Ideal L2 Self* (IL2S) through *Interest in English Language* (IEL) and *Linguistic Self-Confidence* (LSC) and again from *Instrumentality Promotion* (IPRO) through *Dalit Students' Attitude towards English Language* (DSAEL).
- The two directly predicting variables of *Criterion Measure* (Intended Learning Effort) are *Instrumentality Promotion* (IPRO) and *Instrumentality Prevention* (IPRE). The *Ideal L2 Self* (IL2S) and *Parental Encouragement/Family Influence* (PEFI) predicted *Criterion Measure* (Intended Learning Effort) as mediating variables.

Table 8.50 presents the intercorrelations among the variables. The only possible intercorrelation was between *Instrumentality Promotion* (IPRO) and *Attitude towards L2 Community* (AL2C). This intercorrelation was significant ($p = .000$), with $r = .279$ and $SE = .059$.

Table 8.50***Intercorrelations Among Latent Variables in the Structural Model***

Relationships	<i>r</i>	S.E.	<i>p</i>
Instrumentality Promotion (IPRO) <--> Attitude towards L2 Community (AL2C)	.279	.059	.000

Table 8.51 shows the path coefficients for the structural model. There were four significant predictors of *Criterion Measures* (Intended Learning Effort). The variables *Instrumentality Promotion* (IPRO) and *Instrumentality Prevention* (IPRE) had a direct effect on *Criterion Measures* (Intended Learning Effort). However, *Instrumentality Promotion* (IPRO) had a more significant influence due to its larger standard path coefficient (.19). The *Ideal L2 Self* (IL2S) and *Ought-To Self* (OS) were two mediating variables that had an effect on *Criterion Measures* (Intended Learning Effort) with the standard path coefficients of .19 and .21 respectively.

Table 8.51***Path Coefficients for the Structural Model***

Relationships	β	R^2	S.E.	<i>p</i>
Ideal L2 Self (IL2S) --> Criterion Measure (Intended Learning Effort) (CM)	.19	.191	.000	
Instrumentality Promotion (IPRO) --> Criterion Measure (Intended Learning Effort)	.43	.428	.000	
Instrumentality Prevention (IPRE) --> Criterion Measure (Intended Learning Effort)	.21	.210	.000	
Ought-To Self (OS) --> Criterion Measure (Intended Learning Effort)	.17	.110	.022	

8.14 Conclusion

This chapter presented the results of statistical analyses of the data collected for 305 university students doing their post-graduation first year. The analyses conducted included:

- The L2 Motivation of the total sample
- The difference in L2 Motivation levels of the Sample: Community-wise
- The difference in L2 Motivation levels of the SC Community: Gender-wise
- The difference in L2 Motivation levels of the ST Community: Gender wise
- Reading Comprehension
- The relationship between L2 Motivation and Reading Comprehension
- The relationship between L2 Motivation and Reading Comprehension of the total sample
- The relationship between L2 Motivation and Reading Comprehension Levels
- The Impact of L2 Motivation on Reading Comprehension
- Self-Assessment of English Language Proficiency
- Self-Assessment of the subjects and their Reading Comprehension levels
- L2 Motivational Self System: Its Strengths
- Strengths of the variables of the L2 Motivational Self System for the total sample
- The strengths of the variables of the L2 Motivational Self System: Gender-wise
- The strengths of the variables of the L2 Motivational Self System: Community-wise
- The L2 Motivational Self System: Its relationships
- Correlational Analysis: Bivariate
- Partial Correlation Analysis
- The Impact Analysis of the L2 Motivational Self-System
- Learner Motivational Types
- Validating the L2 Motivational Self System

The next chapter, which follows, presents the discussion or interpretation of the results. The chapter concludes by discussing the limitations, recommendations for practice, and further research.

CHAPTER 9

DISCUSSION

9.1 Introduction

The present chapter discusses the statistical results presented in the previous chapter: Analysis. The discussion and interpretation of the results are based on various tests conducted for different analyses. Section 9.2 of the present chapter focuses on the L2 Motivation of the subjects of the study, which is based on the results of descriptive analysis. Section 9.3 discusses the results of the Reading Comprehension test; section 9.4 is about the relationship between the L2 Motivation and Reading Comprehension based on correlation analysis; section 9.5 is on the self-assessment of English language proficiency and Reading Comprehension; section 9.6 deals with the internal strengths of the L2 Motivational Self System based on descriptive analysis; section 9.7 is on the internal relationship between different factors of the L2 Motivational Self System based on the results of correlational analysis; section 9.8 discusses some important themes emerging in the study; section 9.9 is about the impact analysis of the L2 Motivational Self System based on the results of regression analysis; section 9.10 is on the learner motivational types based on the results of cluster analysis, and finally, section 9.11 is about the validation of the L2 Motivational Self System based on the SEM analysis.

9.2 Motivation to Learn English Language

The overall motivation to learn English of most of the students of the sample taken for the study was of medium level. This reveals that the students of the current study had moderate motivation to learn the English language, which is not very conducive to English learning and language achievement. At the same time, the situation is not all bad, as the

learning of the subjects can also be built upon moderate levels of motivation. A few students possessed a high level of motivation, though.

The incidence of a medium level of motivation to learn English could be ascribed to various factors in connection to the Dalit students: the majority of the subjects in the study being first-generation learners, being impaired by regional medium background, facing an unencouraging home situation, illiteracy of parents, lacking good role models who could function as motivators, and lacking special support needed for learning the English language at home and the institution where they were studying, etc. These aspects could have acted as demotivators.

There is a peculiar situation where the Dalit community yearns to learn English for their socio-economic and cultural upliftment. Paradoxically, the subjects of the study who represent the community had only a moderate level of motivation to learn English. It can be understood that the wishes and aspirations of the Dalit community are not realized or reflected by the youth in their motivated behaviour concerning English learning.

The group selected for the study included students of the categories of SC and ST communities, and further, each of these categories has male and female subcategories. It is worthwhile to focus on the levels of the L2 Motivation of these communities and categories. The study results revealed that the group of subjects selected was homogenous, as there were no significant differences between the two communities studied and the two genders within the two communities. The SCs, struggling within the fourfold varna system to achieve socioeconomic emancipation, are victims of the hegemonic hierarchical caste system that deprived them of life-sustaining facilities, services, and opportunities, besides human dignity. On the other hand, STs, isolated from mainstream society and hence far removed from development in mainstream society, are not the beneficiaries of the society's facilities. In general, though in two different socio-cultural contexts, both communities stand on a similar

ground concerning English language learning and the necessary motivation to learn it. Hence, they lag behind mainstream society in various aspects of life and, more pathetically, in education. More remarkably, they lack educational facilities, and encouragement to study, thereby lacking motivation to learn. This is more so in the case of the English language, as it is far removed from their lives and imagination. The homogeneity of the group has a good pedagogical implication.

The present study did not reveal a significant difference between male and female students' motivation levels within the SC (significant value - 0.888) and ST communities (significant value - 0.272). Hence, it can be stated that the group taken for the study was homogenous. This equality between male and female genders in terms of their motivation to learn English for pursuing their post-graduation courses is remarkable because the Dalit women's actual condition in the community is worse than their male counterparts as they suffer from both economic deprivations based on caste and also the severe gender disparities within the community. This amounts to the Dalit women's 'double burden'. Their condition is also worse due to exposure to violence within their families and outside. As intersecting and interlocking system of caste discrimination, economic exploitation, sociocultural backwardness, and, more markedly, the physical and psychological violence they are subjected to shape the Dalit women's experience. These conditions can directly influence the educational status of the Dalit women. Hence, addressing their issues of education is more pertinent and also complex. The present study reveals that both communities' genders were exposed to the same conditions that promote or discourage their English learning. This information is helpful for intervention programmes meant for them. Intervention programmes can be any relevant programmes that aim to enhance English learning and motivation to learn English.

9.3 Reading Comprehension

Concerning the Reading Comprehension of the students, most of them held a medium level of Reading Comprehension of the academic subjects (69.2% of the sample (N=211) they had chosen to pursue. The subjects exhibited moderate performance in all the five aspects assessed for studying their Reading Comprehension: *Thematic Understanding, Factual Understanding, Inference making, Conceptual Understanding, and Understanding of ideas*. The reasons that could be ascribed to the medium-level performance of the subjects include the need for proper grounding in the academic subjects and good knowledge of the English language. The deficiency in English must also have seriously hampered the understanding of the subject. The students pursued academic subjects in the social sciences stream with linguistic features specific to their sub-disciplines.

With regard to the English language, the requirement of performing well in the respective disciplines include good vocabulary in general, awareness of the specific academic vocabulary, a characteristic of the subject pursuing, the ability to extract the meanings with the help of the context, to understand the sentence structures, to decipher meanings of individual sentences and overall understanding of the given text as a whole, to connect various ideas and concepts in the text and to use the background schemas and to find the coherence of the text. The students' lack of understanding of their chosen academic subjects can be ascribed to their mediocre performance on the reading test. Given this condition, the possibility of the students progressing through academics, performing well, and finally excelling in academics has meagre chances. In this connection, Lum is relevant when she states,

Dalit students also struggle with the high level of English demanded in Indian higher education. Even those students who had attended private English medium schools reported struggling, at least initially, particularly with writing in English. Although Indian universities are meant to provide remedial classes in English for those who need it, such provision varies widely and is often stigmatised on campus (2019, p.144).

The adversities are compounded when the subjects are first-generation learners in the university, as in the present study.

9.4 Relationship Between the L2 Motivation and Reading Comprehension

Regarding the relationship between the L2 Motivation and the Reading comprehension, it can be stated with the help of the statistical results that there was no correlation between these two aspects on the whole. This was true of all the sub-groups of SC (total sample); ST (total sample); SC male; SC female; ST male, and ST female in the studied Dalit population.

On comparing the two variables the L2 Motivation and Reading Comprehension, it was found that the subjects exhibited a similar disposition of the L2 Motivation and Reading Comprehension levels: possessed a medium level of motivation to learn the English language and reading comprehension of their respective academic subjects in the English language.

Similarly, the regression analysis unexpectedly revealed no influence of the L2 Motivation on English Reading Comprehension: the subjects' L2 Motivation could not impact Reading Comprehension. But the subjects exhibited moderate L2 Motivation and Reading Comprehension levels when both were assessed separately. There appears to be an obstruction in the smooth flow of the L2 Motivation into the enhancement of reading activity,

which can be detrimental to the students' learning. The resource of the L2 Motivation is to be capitalized and exploited. A moderate level of the L2 Motivation is not an adverse condition, though it can be taken as an advantage. The disconnect between the L2 Motivation and the Reading Comprehension can also suggest the prevalence of systemic gaps or deficiencies in the learning of the subjects. The reasons for this condition may be perhaps that the Dalit students' motivation was unable to get channelized to their English language learning to enhance their reading skills due to other extraneous factors like the subjects' academic institution, the manner of the course organization, the support of the teachers, the aptitude towards the chosen discipline, etc. Deficiencies in these aspects might have worked as demotivators and thus had gone against the motivational factors that had to further the learning process of the subjects.

The above-discussed outcome of the study is an immediate concern for teachers and educational administrators in higher education. Necessary steps are to be taken to channelize the essential source of the L2 Motivation into the actual act of reading.

Very few studies aimed to study the relationship between the L2 Motivation and English learning achievement. Tort Calvo's study (2015) on high school learners in Spain found the existence of a robust correlation between *the Ideal L2 Self* and *the achievement scores* of the students on the one hand, *the Ideal L2 Self's* impact on *the achievement scores* as well as the insignificance of *the Ought-to L2 self*, conversely. Domakani's study (2016) found a significant correlation between *ideal L2 Self* and *Self-regulated learning* and between *the Criterion measure* and *the SRL strategies* of the students. *Attitude* and *Integrativeness* also significantly correlated with a lesser degree with *the SRL strategies*. It found an insignificant correlation between *Ought-to L2 self* and *the SRL strategies*. *Criterion measure* could strongly predict *the SRL strategies* followed by *Ideal L2 self* in predicting the same. Moskovsky's study (2016) on Saudi Arabian EFL learners

could not find a consistent correlation between various components of the L2 Motivational Self System and the L2 achievement. It concluded that behavioural consequences need not always follow self-reported motivation. But the study by Yao and Crosthwaite (2017) on undergraduate and post-graduate students from two Chinese universities found significant correlations with regard to the undergraduate students between *English learning achievement* and *Ideal L2 Self* and between *English learning achievement* and *Attitudes to learning*, which are components of the *L2 Motivation*.

9.5 Self-Assessment of English Language Proficiency and Reading Comprehension

As per the results of Self-Assessment, a majority of 38% of the subjects assessed themselves as possessing a lower-intermediate level of English proficiency, the subjects had remarkably similar levels of Reading Comprehension and Self-Assessment of English language proficiency.

It has been found that there were no differences between the Self-Assessment of the subjects of their English language proficiency and their actual English Reading Comprehension of their respective academic subjects. This suggests that the subjects were accurate or genuine in their self-assessment of English proficiency. Many studies revealed that self-assessment of learners, most of the time, has been erroneous either due to over-assessment of students about their proficiencies or due to lack of knowledge of their deficiencies in language or under-assessment due to their tendency to be too humble. Rayan opined, “There are obvious flaws in a self-report approach to language proficiency, with some people lacking a real awareness of their proficiency and a tendency towards false modesty in others ...” (2008, p. 129). But here, in the present study, the subjects’ assessment was remarkably accurate concerning their moderate L2 Motivation and moderate Reading Comprehension abilities. This is a case in favour of the self-report approach and is similar to

the case in Ryan's study of *Ideal L2 Self* of the Japanese learners of English, where he found that for his research, the learners' perceptions of their proficiency were more relevant than their proficiency itself (2008, p. 129).

The results of Self-Assessment in the present study favours the Dalit students as they could self-evaluate and judge their learning process and learning outcomes judiciously through self-assessment. As they could evaluate their skills, they could have become more aware of their learning processes, making them self-regulated learners. This is more important when the students have no access to institutionalised learning. In the present study, the subjects were in a condition where they were expected to learn English on their own to pursue their post-graduate subject.

9.6 L2 Motivational Self System: Internal Strengths

The Dalit post-graduate students, on the whole, were moderately more potent on aspects of the L2 Motivational Self System like *Instrumentality Promotion* (M=4.74), closely followed by the strengths of the factors such as *Attitude towards Learning English* (M=4.73), *Linguistic Self-Confidence* (M= 4.68), and *Criterion Measures* (Intended Learning Effort) (M=4.60). The subjects had a relatively moderate tendency for promotion in their academics through the English language. They wished to get promoted in their academic lives and future careers, which is a positive indication. They held moderately positive attitudes towards learning English which is a prerequisite for learning the English language. They also exhibited better levels of self-confidence in English language usage, which is required for the smooth pursuance of language learning.

Additionally, the subjects exhibited moderate intention in furthering their efforts required for pursuing their post-graduation course. These four aspects can be highly instrumental in the subjects' English language learning. Contrarily, their *English Anxiety*,

though it fell in the moderate range ($M=3.84$), was higher than any other factor of the L2 Motivational Self System, which is detrimental to the English language learning. Enjoying language learning experience is salient in determining the efforts to learn English. Anxiety features prominently in the language learning experience (Ryan, 2008, p. 196). This is achieved only in an anxiety-free environment.

Concerning male-female comparisons, the male subjects of the study were more robust than their female counterparts in the aspects of *Instrumentality Promotion* ($M=4.76$), *Linguistic Self-Confidence* ($M=4.73$), *Criterion Measures* (Intended Learning Effort) ($M=4.64$), *Interest in English Language* ($M=4.53$), *Instrumentality Prevention* ($M=4.44$), and *Attitudes towards L2 Community* ($M=4.21$). According to these strengths, the male subjects had a moderate level of orientation of promotion in their academic and job career; self-confidence in using the English language; intention to devote efforts in learning the English language for pursuing the post-graduate course; a genuine interest in English language, the disposition of prevention of negative outcomes and finally the positive attitudes towards the persons who speak the English language. The male subjects showing higher scores in both instrumentality promotion and prevention is a striking observation though their orientation toward prevention was much lower than their propensity for promotion. It can be understood that the male subjects were propelled by their tendency to promotion rather than prevention.

The male Dalit subjects' motivation to learn the English language to pursue their post-graduation was characterized by six aspects: *Instrumentality Promotion*, *Linguistic Self-Confidence*, *Criterion Measures* (Intended Learning Effort), *Interest in English Language*, *Instrumentality Prevention*, and *Attitudes towards L2 Community*. They wanted to promote their studies and careers with the support of the English language, held self-

confidence in using English in their studies, were able to invest their efforts in learning the same, and had positive attitudes toward the English-speaking community.

The female subjects were more robust than the male subjects in the aspects of *Attitude towards Learning English* (M=4.74), *Parental Encouragement/Family Influence* (M=4.56), *Ought-To Self* (4.48), *Integrativeness* (M=4.47), *Dalit Students' Attitude towards English Language* (M=4.35), and *Ideal L2 Self* (M=4.23). The female subjects' scores of these variables were higher than the means of the total sample. The female subjects held positive attitudes towards learning English, received remarkably better encouragement from their parents, and were influenced by their families about learning English; they were influenced by the expectations of the other significant persons in their lives and exhibited their intent to integrate with the English-speaking community. Even in the aspect of their attitudes to the English language as Dalit students, they displayed better attitudes than their male counterparts. Finally, they exhibited better levels of *Ideal L2 Self* which is a positive outcome.

It is a general assumption and also an observation that the Dalit awareness can be instrumental in bringing more positive outcomes for men and not women. The men are the majority in reaping the fruits of affirmative action in India as they were the immediate beneficiaries. This is because they have greater access to information about the facilities provided for the upliftment of Dalits and are supported by families in attaining them. This is because of the prevailing gender bias in the patriarchal society and consequent inequality between the two genders. The male Dalits also are more aware of the need for upliftment in society and the benefits of the provisions for achieving upliftment. The Dalit movements in universities and other educational institutions also reflect this fact. The Dalit students' organizations and associations in the universities abound with a majority of men because of their greater socio-political awareness. The women in these organizations are either not

represented most of the time or only meagerly represented in exceptional cases. This is a replica of the conditions prevailing in the larger Dalit movement. Therefore, there is vehement criticism against the Dalit men who could not assimilate the Dalit women into the fold of the Dalit movement. Most of the time, the Dalit women's problems are unrepresented in the universities as in the larger society. The Dalit movement and the consciousness it has created has not reached such a level where women could also find a position in it. When this is the larger scenario, this study has paradoxically revealed that female students exhibited more Dalit awareness concerning English learning. It was thought that men are exposed to democratic, egalitarian ideas and not women, which predisposes them to more educational opportunities and the awareness they need to study for emancipation.

There was also a stark difference between the male and female subjects in the aspects of *Parental Encouragement/Family Influence* (Females: $M=4.56$ & Males 4.07) and *Interest in English Language* (Males: $M=4.53$ & Females: $M=4.31$). In the *Parental Encouragement/Family Influence* case, the female subjects received better encouragement from their parents, and their family's influence on them was more significant than that of the male subjects. Generally, Dalit men, compared to women, are encouraged better by their parents and families to study and take up jobs. The present result was in contrast to this general tendency. Perhaps, the male subjects continued their studies despite the meagre encouragement and approval from their parents and family. It is true that the Dalit families eagerly wait for the support of their sons in leading their lives. The aspirations of Dalit families concerning their sons' education are generally high, and also the family's needs for dependence on their sons for survival. The family burden is shifted to Dalit men early in their lives, particularly early in their youth. The family burden on young Dalit boys is very high in the Dalit community. This is mainly in the case of huge families and extended families. In the case of the female subjects, women are encouraged to settle by getting married very early.

But in the present study, the female subjects seemed to receive good encouragement to study the English language. In their case, there might be a connection between the two aspects: *Parental Encouragement/Family Influence* and *Interest in English Language*. The female subjects' better interest in knowing the English language might owe to their parents' encouragement and family influence. These two aspects were probably responsible for furthering the English learning of the female subjects. The favourable conditions for Dalit women's education are an added strength. In sociolinguistics studies, it was observed that women are consistently more favourably inclined towards the more principled language and standard varieties. This observation can be seen in connection to the present results.

In the case of *Ideal L2 Self* (Females: M=4.23 & Males: M=4.19) followed by *Integrativeness* (Females: M=4.47 & Males: M=4.45), the difference between the two groups was significantly less. They both were approximately on an equal level in these aspects. In *English Anxiety*, both the groups were nearly identical on this trait though the case of the female subjects was slightly better (Males: M=3.74 & Females: M=3.97). Male subjects were relatively more anxious about using English in various daily and academic contexts.

As the Dalit women students exhibited higher scores in the aspects of *Parental Encouragement/Family Influence* and *Ought-To Self*, it can be understood that Dalit women subjects' motivation to learn the English language in furthering their post-graduate studies was emanating from an external source: their parents, family, and significant others in their lives and was also because of the expectations of the outside community on them, i.e., the societal standards. This also suggests a relationship between *Parental Encouragement/Family Influence* and *Ought-To Self*. At this point, it is also worth observing that their *Ideal L2 Self* was negligibly higher than their counterparts. The female subjects were moderately

motivated by the imaginary future self they wished to become in terms of using the English language.

Concerning both the SC and ST communities, the subjects of the SC community were moderately more robust than the group of ST subjects in the aspects of *Attitude towards Learning English* (M=4.73), *Linguistic Self-confidence* (M=4.72), *Ought-To Self* (M=4.45), *Instrumentality Prevention* (M=4.42), *Dalit Students' Attitude towards English Language* (M=4.41), and *Parental Encouragement/Family Influence* (M=4.29). The SC subjects were more positive in their attitudes to learning English, possessed a moderate level of self-confidence, exhibited a tendency to learn English due to the community's expectations of them, showed positive attitudes to the English language, and finally, exhibited an instrumental orientation to learning English to prevent unpleasant outcomes.

On the other hand, the subjects of the ST community were moderately more robust than the SC students in the aspects of *Instrumentality Promotion* (M=4.79); *Criterion Measures* (Intended Learning Effort) (M=4.62); *Integrativeness* (4.53); *Interest in English Language* (M=4.50); *Ideal L2 Self* (M=4.32) and *Attitudes towards L2 Community* (M=4.29). They were better at promoting themselves in their academic careers with the help of English; in their efforts they wanted to invest in learning the English language; in their selves, they wanted to become in the future; and finally, in their attitudes to the English-speaking community.

However, the difference between SC and ST communities was almost negligible in the essential aspect of *Criterion Measures* (Intended Learning Effort) (ST: M=4.62; SC: M=4.61) and also in the aspect of *Attitude towards Learning English* (SC: M=4.73; ST: M=4.72). It revealed that both communities had a similar intention to invest their efforts in English learning and attitudes to learning English.

The subjects of the SC community were remarkably higher than those of the ST community in the aspects of *Dalit Students' Attitude towards English Language* (SC: M=4.41; ST: M=3.98). This intimates that the ST subjects could not develop this factor as much as the other group did. This factor can shape the subjects' attitudes with the potential for positively furthering the English learning process. This is one of the most important findings of the present study. The Dalit consciousness and awareness concerning the English language, created by the Dalit movement that it can function as a tool for social emancipation was more prevalent among the Dalits. Within the Dalits, it was relatively high among women subjects. The Dalit movement can also induce a positive identity for the Dalit students. The ST community seemed not to have been taken into the fold of Dalit awareness concerning the English language. The SCs were more aware of their socio-economic, political, and cultural backwardness and the need for upliftment. The STs lagged behind them in these aspects. This result aligns with what is observed in the universities and the larger community. The Dalit movement and its activities involve a more significant number of proactive, socially conscious SCs in comparison to the STs. The pathetically low Dalit awareness of the ST community alludes to its correlation with the incidence of the low numbers of ST admissions in higher education institutions which impinges on the meagre filling up of the ST reserved job vacancies in the government sector.

Finally, all the sub-categories of the subjects of the study, male, female (total sample), SC, and ST subjects, were extremely high on the trait of *English Anxiety*. This condition could be detrimental to English learning. The subjects' *English Anxiety* was high, with the lowest mean score of 3.84. With the high incidence of *English Anxiety* coupled with the moderate levels of all other factors of the L2 Motivational Self System, the subjects' future academic prospects seemed not very promising and were at stake. The anxiety can drastically impact the English learning of the subjects. Many studies highlighted the negative

relationship between *English Anxiety* and *Intended Learning Effort*, viz, Shahbaz and Liu's study on Pakistan in the ESL context (2012). The studies by MacIntyre (1995), Jackson (2002), and Papi (2010) highlighted the negative correlation between *L2 motivation* and anxiety. Ohata's and Sheen's studies (2005 & 2008, respectively) also highlighted the incidence of an inverse relationship between the motivation to learn an L2 and anxiety.

Anxiety is an affective factor that 'most pervasively obstructs the learning process (Arnold & Brown, 1999, p.8). It is a "worry and negative emotional reaction" that can be aroused in learning or using a second language (MacIntyre, 1999, p.27). In this connection, there are two different conceptualizations of anxiety. It is a part of linguistic self-confidence and a component of motivation for Clement (1980), an emotion and a variant of fear for MacIntyre (2002). It is a key constituent of the dimension of Neuroticism/Emotional Stability in the Big Five personality model (Goldberg, 1992 & 1993; McCare & Costa, 2003, as cited in Magid, 2011). For MacIntyre and his associates, language anxiety is different from other types of anxiety. They found a negative correlation between performance in L2 and language anxiety (Magid, 2011).

The Dalit students generally are anxious about their English language inside the classroom as well as outside. This dismal situation can be ascribed to the environment where the Dalit students live at home. There is no scope for using the English language and no active users of English at home; therefore, English language usage at home is entirely impossible. The opportunities to use the English language were vital for fluent speaking at school in the previous student life, where they would need to gain better grounding and practice in English. The schools lack a conducive environment for English speaking. As a result, when they shift to universities, they try to avoid using the English language in all situations to the possible extent. Therefore, they get accommodated in the mother tongue-speaking groups which do not have the potential to promote English speaking. This is a

vicious circle. Whatever proficiency they achieve in their higher education is only concerned with writing in English.

9.7 L2 Motivational Self System: Internal Relationships

The present section discusses the relationships between various aspects of the L2 Motivational Self System under six sub-sections, and hence there are six clusters of relations.

9.7.1 Criterion Measures' (Intended Learning Effort) association with Instrumentality Promotion (.713), Ideal L2 Self (.561), Ought-To Self (.557), Instrumentality Prevention (.527), Linguistic Self-Confidence (.572) and Attitudes towards Learning English (.510)

A high correlation was found between *Criterion Measures* (Intended Learning Effort) and *Instrumentality Promotion* ($r=.713$). This was the strongest correlation among all the 78 possible correlations in the study. The factor of *Instrumentality Promotion* explained about 50% of the variability in the *Intended Learning Effort*. It can be argued that the subjects' inclination to promote themselves in their academics through English was associated with their determination to invest efforts in learning English to succeed in their chosen academic disciplines. This is a positive ground on which they could promote their studies. The Dalit students, for sure, were aware of the pragmatic utility of learning the English language. There is a wider possibility for the Dalit students to get motivated to invest all their efforts into learning the English language to achieve academic success in their preferred academic disciplines. The subjects had hope and aspiration to excel in academics. The Dalit students have the zeal to reach the upper echelons in education, which is the only way in which they perceive they can attain a sustainable and respectable position in society. The propensity of the subjects to promote their academics through the English language had tapped into the factor of their efforts to learn English. Similarly, the survey study by Kurapati (2013) on the

Dalit university students at the University of Hyderabad, whose subjects closely represent the Telugu Dalit university subjects of the present study, expressed the Dalit subjects' need for English as the medium of education. The subjects of the study also stated that if English is not made the medium of study, the empowering language can become a disempowering factor (2013).

Similarly, *Intended Learning Effort* (Criterion Measures) moderately correlated with five other factors: *Linguistic Self-Confidence* ($r=.572$), *Ideal L2 Self* ($r=.561$), *Ought-To Self* ($r=.557$), *Instrumentality Prevention* ($r=.527$) and *Attitude towards Learning English* ($r=.510$). In Islam et al.'s study (2013) on Pakistani undergraduate students in the Punjab province, the most robust linear relationship was found between *Ideal L2 self* and *Intended learning effort* (Criterion Measure).

The subjects' efforts in learning English, i.e., *Intended Learning Effort* (Criterion Measures), were supported by the self-confidence needed to learn English. *Linguistic Self-Confidence* accounted for 32% of the variance in the *Intended Learning Effort* (R-squared-0.314). The correlation of *Criterion Measures* with *Self-Confidence* of the students was a positive driving force that could result in effective English learning. In the case of the Dalit students, the teachers tend to find low self-confidence in using English with their students. This can be ascribed to factors like the lack of good English education, lack of opportunities to use English, and the students' inhibitions in language use. More positively, the subjects of the study held good self-confidence.

There was a positive relationship between the subjects' intended efforts in learning the English language and how they desire to visualize themselves concerning using English in the future, i.e., *Ideal L2 Self*, and the attributes they believe to possess for meeting expectations and avoiding possible adverse outcomes, i.e., *Ought-To Self*. Both these factors explained 31% of the variance in *Criterion Measures* (R-squared-0.314 and 0.310,

respectively). The aspects mentioned above would have gone together and shaped their subjects' efforts that they wanted to put into learning English.

In Shahbaz and Liu's study (2012) that explored the L2 motivation in Pakistan, a strong correlation was found between *Intended learning effort*, i.e., *Criterion measure*, and all the other variables of the study. In Al-Shehri's study (2009) on the relation between *Ideal L2 self*, *imagination*, and *visual style* of Arab students of Saudi Arabia, a strong correlation ($r=.78$, $p<.01$) was found between *Ideal L2 self* and *Criterion Measures* that accounted for 61% of the variance in explaining *Criterion Measures*. *Ideal L2 Self* stood as a major motivational factor. In the present case of Dalit subjects, *Ideal L2 Self* was not very strong but only moderate. This is in line with the results of Lamb's study (2012). A less prominent role for *Ideal L2 Self* was proposed by the results in Lamb's study (2012). But, *Ideal L2 Self* correlated positively with *Integrativeness* in the context of three Asian countries, Japan, China, and Iran.

The subjects' predisposition to the regulation of duties and obligations concerning their English learning, i.e., *Instrumentality Prevention*, positively correlated with their *Intended Efforts* in learning English. This is the subjects' wish to learn English to prevent adverse outcomes in their career resulting from not knowing English. This factor accounted for 27% of the variance in *Criterion Measures* ($R\text{-squared}=0.2777$). Finally, both kinds of *Instrumentality* were associated with the subjects' intended efforts to learn English. In the context of Chinese learners of English, Gao's study found a correlation between *Instrumentality* and *Intended Effort* ($r=.47$, $p<.01$) to be the highest for university-level students (2004). Magid (2011) stated that this reflects the importance accorded to the pragmatic benefit of English learning by university-level students (p. 86).

Finally, the subjects' attitudes that they held toward the act of learning English had a positive association with their intended effort to learn the same. This factor explained 26% of the variance in the intended efforts put by the subjects in learning.

9.7.2 Ideal L2 Self's association with Parental Encouragement/Family Influence, Instrumentality Promotion, and Interest in English Language

The factor *Ideal L2 Self* of the subjects was associated with *Instrumentality Promotion* ($r=.589$), *Interest in English Language* ($r=.547$), and *Parental Encouragement/Family Influence* ($r=.538$).

The subjects' aspirations of what they would wish to become in the future concerning English language usage, perhaps as a successful L2 speaker, had a positive relationship with their disposition of promoting themselves in their academics through English.

Here, *Instrumentality Promotion* of the subjects accounted for 34% of the variance in their *Ideal L2 Self* ($R\text{-squared}=0.346$). Similarly, the subjects' interest in the English language and the encouragement that they received from their parents, and the influence that they had from their family in learning English accounted for almost an equal amount of variance in their *Ideal L2 Self*, *Interest in English Language* ($R\text{-square}=0.299$) and *Parental Encouragement/Family Influence* ($R\text{-squared}=0.289$). Hence it can be argued that the subjects' preference for promotion in their academic and future careers through the English language, their genuine interest in English, and their parents' encouragement and their family influence on them in learning English were moving along with their desired self. Gao's study revealed that in the context of China, the parents' encouragement was high, with a mean score of 4.57 out of 5. In his review of Gao's study (2004), Magid states that this revealed the positive influence exerted by Chinese parents on their children's motivation toward English learning (Magid, 2011, p. 87). The more powerful impact of the family on English learning in Asian cultures was brought to light by many studies, like Gao (2004); Lockwood, Marshall

and Sadler (2005); Markus and Kitayama (1998), and Taguchi et al. (2009). Though there are cultural differences between these countries and India, the family greatly influenced the students, even in the present Indian context. Yao and Crosthwaite's study on undergraduate and post-graduate students from two Chinese universities (2017) found a stronger correlation between *the Ideal L2 self* and *Instrumentality promotion*.

9.7.3 Instrumentality Promotion's association with Ought-To Self, Parental Encouragement/Family Influence, Linguistic Self-Confidence, Attitude towards Learning English, and Interest in English

The factor of *Instrumentality Promotion* was associated moderately with five other factors: 1) *Linguistic Self-Confidence* ($r=.638$); 2) *Ought-To Self* ($r=.626$); 3) *Interest in English Language* ($r=.619$); 4) *Parental Encouragement/Family Influence* ($r=.535$) followed by 5) *Attitude towards Learning English* ($r=.525$). *Instrumentality Promotion*, i.e., the subject's inclination to promote themselves in their academic and future employment careers with the support of English, was associated with the above five factors. The factor of *Instrumentality Promotion*, emerging as a principal factor in the L2 Motivational Self System, is positively associated with the subjects' linguistic self-confidence concerning using English, the attributes they believe to possess for meeting expectations of others, and avoiding possible adverse outcomes of not learning English; their interest in the English language; their parents and their family's influence on them concerning learning English and the attitudes that they hold towards English. The factors given in the order mentioned above explained the variances in the factor of *Instrumentality Promotion* to the extent of 40%, 39%, 38%, 28%, and 27% (Squared R-0.407; 0.391; 0.383; 0.286 and 0.275 respectively). Therefore, it can be deduced that the aspect of *Instrumentality Promotion* had a moderately positive relationship with *Linguistic Self-Confidence*, *Ought-To Self*, and *Interest in English Language*.

The Dalit students were moderately confident about using the English language while learning their preferred academic subject. *Linguistic Self-Confidence* is a “confident, anxiety-free belief that the mastery of an L2 is well within the learner’s means” (Dörnyei, 2009, p. 26). *Linguistic Self-Confidence* is an indispensable prerequisite for language learning, especially English. It can dispel all the psychological hurdles in the process of English learning as it has the potential to boost the morale of the students. The self-confidence can lead students to achieve excellence in the subject through all difficult paths. This particular aspect is to be improved so that it can impact the learning efforts in a significant way.

Instrumentality Promotion also had an association with *Ought-To Self*. The subjects’ wishes for promotion in career/life through the English language are associated with the attributes they believed “to possess to meet the expectations of others to avoid possible negative outcomes of not learning English (Dörnyei and Ushioda, 2011, p. 86).” These were extrinsic instrumental motives and less internalised. Again, this aspect affected the promotion aspect of the subjects. More traditionally, *Instrumentality Promotion* has to go with *Ideal L2 Self*. The present study is not in accord with the previous studies as this aspect was associated with *Ought-To Self*. It makes sense to understand that the subjects’ propensity of promotion in academics, to a moderate extent, was determined by their belief that they ought to achieve in academics as it was desired by some external factors/persons and not by something within themselves. The external factors might be the Dalit community’s expectations on the subjects to achieve high in academics. The Dalit community’s expectations of their youth to achieve high in academics are excessive and extremely high. The Dalit community strongly believes Dalits can grapple in society only by acquiring an education. They think this is the only way up the ladder of the caste-ridden society where they are marginalized and deprived of manifold facilities. The Dalit students are also aware of these expectations and get primed by these from a very young age.

The subjects' *Instrumentality Promotion* is associated with their *Interest in English Language* and vice versa. Here, the subjects' predisposition to promotion in academics through English was able to tap into their interest in the English language. Conversely, their interest in English could affect their orientation toward academic advancement and future careers. This beneficial correlation could promote the process of learning the subjects.

Various studies have established that instrumental motivation has been the motivational orientation of Chinese English learners (Tachibana et al., 1996; Ho, 1998; Lai, 1999; Warden & Lin, 2000; Lai, 2001 & 2005; Gao, 2004; Liu, 2007). There are a considerable number of Indian studies that reveal that Indian students are motivated to learn English by instrumental motives.

The subjects' *Attitude towards Learning English* correlated moderately with *Integrativeness* ($r=.625$). This made sense that both of them can affect each other moderately. The factors of *Linguistic Self-Confidence* and *Interest in English Language* were also found moderately complement each other ($r=.613$)

9.7.4 Linguistic Self-Confidence's association with Attitude towards Learning English and Interest in English Language

The factor of *Linguistic Self-Confidence* had an association with *Interest in English Language* ($r=.613$) and *Attitude towards Learning English* ($r=.539$). The factor of *Interest in English Language* explained the variance in *Linguistic Self-Confidence* to 37% (R-squared-0.375) and the factor of *Attitude towards Learning English* to 29% (R-squared-0.290). All three factors went hand-in-hand in furthering the learning of the Dalit subjects. Nevertheless, the associations between these were of moderate intensity.

9.7.5 Attitude towards Learning English's association with Interest in English

Language and Integrativeness

Attitude towards Learning English was associated with *Integrativeness* ($r=.625$) and *Interest in English Language* ($r=.593$). The Dalit students' disposition of belongingness with the English-speaking community and their desire to learn an L2 of a valued community, here English, accounted for 39% of the variance in their attitudes to learning English (R-squared-0.390). On the other hand, the Dalit students' interest in the English language explained 35% of the variance in their attitudes to learning English (R-squared-0.351).

9.7.6. Interest in English Language's association with Integrativeness and Attitude towards L2 Community

Interest in English Language was associated with *Attitude towards L2 Community* ($r=.540$) and *Integrativeness* ($r=.511$). The Dalit attitudes to English speaking community explained 29% of the variance in their interest in the English language. Similarly, the Dalit students' tendency to belong to the English-speaking community explained 26% of the variance in their interest in the English language.

9.8 Some Important Themes Emerging in the Study

This section discusses some themes that emerged in the present research study that is significant for the concept of the L2 Motivational Self System of the subjects of the present study.

9.8.1 Replacing Ideal L2 Self with Integrativeness

The correlational analysis confirmed that *Integrativeness*, the cardinal factor of the model of the L2 Motivational Self System under study, could be relabelled as *Ideal L2 Self* as it had a nearly average correlation with it, its correlation coefficient being .456 ($p<.000$). This result demonstrates that the two variables *Integrativeness* and *Ideal L2 Self* are tapping into

the same construct domain moderately, and therefore they can be equated. While the variance in *Criterion Measure* explained by *Integrativeness* was 13.5%, the variance explained by *Ideal L2 Self* was 31.5%. This finding justifies the replacement of *Integrativeness* by *Ideal L2 Self*. This is a significant finding of the present study. This aligns with the results of the studies conducted in other Asian contexts.

In the present study, *Ideal L2 Self* was more effective in explaining the subjects' *Intended Learning Effort* because the correlation between these two factors was .561 compared to the correlation between *Integrativeness* and the subjects' *Intended Learning Effort*, which was only .368.

The present study's result aligns with various studies conducted in different socio-cultural contexts.

In Ryan's study on *the Ideal L2 selves* of Japanese learners of English (2008) *Ideal self* emerged as an essential variable that affected *the learners' efforts to learn L2* in the context of Japan. A highly significant correlation was found between *Integrativeness* and *the Ideal L2 self*. A more direct relationship between *the Ideal L2 self* and *motivated behaviour* was found. Ryan found equivalence for *Integrativeness* with the concept of *the Ideal L2 self*. Therefore, he proposed the reinterpretation of the concept of L2 motivation, which was found to have an empirical background.

Again, in Ryan's study on Japanese English learners, *Ideal L2 Self* emerged as more effective in explaining motivated behaviour than *Integrativeness* as the correlation between the two factors of *Ideal L2 self* with *Criterion Measures* exceeded those of *Integrativeness* for all the sub-groups he studied as well as his total sample in the context of Japan. A remarkably high correlation was found between *Ideal L2 Self* and *Integrativeness* ($r=.59, p<.001$). Ryan opined that these two concepts might have tapped into the "same pool of emotional

identification that learners feel toward the values of the language and its speakers” (2009, pp. 131-2), and both can be equated.

In the context of three Asian countries, Japan, China, and Iran, higher correlations between *Integrativeness* and *Criterion measures* were found for all the sub-groups in the study except one. This result indicated that the concept of *Integrativeness* could be reinterpreted in the broader perspective of *the Ideal L2 self*. *Learners’ intended efforts* could better be explained by *the Ideal L2 self* rather than by *Integrativeness* (Taguchi et al., 2009).

Papi’s study (2010) on Iranian senior high school students revealed that *Ideal L2 Self* played a two-dimensional role in contributing to the students’ *Intended effort* by impacting their *Learning experience*.

Rajab et al. study (2012) in the educational context of Iran demonstrated that the variables of *the Ideal L2 Self* and *Integrativeness* were similar.

Matušin’s study (2014) in the EFL context of Croatia found that *Ideal L2 self* of the participants was high, with a clear and vivid ideal image of themselves. *Integrativeness* played a prominent role in L2 learning. It was found that *the Integrativeness* concept was replaced with the concept of *Ideal L2 self*, which also encompassed some aspects of *Instrumentality*. *Ideal L2 Self* was significantly correlated with *Integrativeness*.

Madkhali’s study (2016) on the L2 Motivational Self System of Saudi Arabian students in the intensive ESL context revealed that *Ideal L2 self* was the most reliable value of all the sub-scales.

9.8.2 Associations between Ideal and Ought-To Selves with two types of Instrumentality

The factor of *Instrumentality Promotion* correlated relatively higher, though in the moderate range, with *Ideal L2 Self* ($r=.589$). Again, *Instrumentality Promotion* was also associated higher with *Ought-To Self* ($r=.626$), much higher than *Instrumentality*

Prevention's correlation with *Ought-To Self* ($r=.420$). In other words, both the factors, *Ideal L2 Self* and *Ought-to Self*, exhibited a moderate association with *Instrumentality Promotion*. Remarkably, the association between *Instrumentality Promotion* and *Ought-To Self* was much more robust ($r=.626$) than the association between *Instrumentality Promotion* and *Ideal L2 Self* ($r=.589$). *Ought-To Self* explained 39% of the variance in *Instrumentality Promotion* ($R\text{-squared}=0.391$) in relation to 34% in the case of *Ideal L2 Self* and *Instrumentality Promotion* ($R\text{-squared}=0.346$). This result revealed that the subjects' *Ought-To Self* was relatively more robust than their *Ideal L2 Self*. This result drives one to comprehend that the Dalit students could regulate their duties and obligations concerning their English learning for pursuing their post-graduate course with a prevention focus that regulates the absence or presence of negative outcomes. They predominantly focussed on learning English to prevent negative outcomes that could result from not learning it. By learning the English language, they tend to prevent feared or negative consequences of lacking the English language in academics and future careers. This result aligns with the perceptions of the Dalits in the community. The Dalit children and youth are so primed that they have to face multitudinous adverse outcomes in the present society without the English language. They would think that without English, they would be left powerless socially, politically, and economically. Perhaps, this was getting reflected in the results of the present study.

Traditionally, *Instrumentality Promotion* would correlate more highly with *Ideal L2 Self* than *Instrumentality Prevention*. In contrast, *Instrumentality Prevention* would correlate more highly with *Ought-To L2 Self* than *Instrumentality Promotion* does. The present case is very different from this tendency.

The Dalit students' sense of what they were required to possess as per the expectations of others (*Ought-To L2 Self*) seemed to have moved along with their tendency of

self-promotion in academic and future careers through the English language (*Instrumentality Promotion*). Though the correlations were moderate, this result did not align with the results of the study carried out in the three Asian contexts conducted by Magid (2011) and was in accordance with the results of the study by Taguchi et al. (2009) and Magid (2011). *Instrumentality Promotion* has to correlate with *Ideal L2 Self*, and *Instrumentality Prevention* with *Ought-To L2 Self*. It is *Ideal L2 Self* that has to propel the subjects' disposition of promotion concerning their English learning (*Instrumentality Promotion*). Along similar lines, a stronger correlation was found between *the Ideal L2 self* and *Instrumentality Promotion* and between *Ought-to L2 self* and *Instrumentality Prevention* in the study by Yao and Crosthwaite (2017) on undergraduate and post-graduate students from two Chinese universities. The present research on the Dalit students is a violation of this principle. This result can be interpreted that the Dalit students, in the Indian context, had their inclination for promotion in academics and career moderated by both of their desired selves concerning the English language and by the beliefs they possess they ought to possess for meeting expectations of others and avoiding possible negative outcomes of not learning English. Both factors were found to be tapping into the aspect of *Instrumentality Promotion*. This peculiar condition can be ascribed to the significant role that the families of the Dalit subjects and the aspirations of the larger Dalit community play in the students' academic development. Markedly, the Dalit family containing two or three generations of persons collaboratively invests in supporting the education of a single person in the family, primarily a male. In turn, the educated youth would be responsible towards the families in helping them. They have to bear the burden of their responsibility toward the family.

In the present study, the correlational analysis revealed that *Instrumentality* could not be distinguished into two distinct categories: *Instrumentality Promotion* and *Instrumentality Prevention*, as these two aspects exhibited moderate intercorrelations (.495), which revealed that these aspects are not distinctly separate. This is also one of the significant findings of the present study. This condition may be because the two kinds of *Instrumentality* were not distinctly categorised in the case of the subjects of the current study. Both of them operated together concerning learning the English language. In this connection, Taguchi et al.'s study (2009) found the possibility of classifying the concept of *Instrumentality* into two types: *Instrumentality Promotion* and *Instrumentality Prevention*. From the perspective of self, *Instrumentality Promotion* is associated closely with *the Ideal L2 Self* and *Instrumentality Prevention* with *the Ought-To Self*.

The results of the present study on the Dalit post-graduate students' L2 Motivational Self System confirmed that (a) *Integrativeness* could be relabelled as *Ideal L2 Self* and (b) *Instrumentality* factor cannot be separated into two distinct categories: *Instrumentality-Promotion* and *Instrumentality-Prevention* as against Dörnyei's proposal.

Matušin's study (2014) in the EFL context of Croatia showed that *Ought-To L2 Self* correlated with *Instrumentality*. *Family influence* significantly correlated with *the Ought-To L2 self*.

Palombizio's study (2015) found that *Instrumentality* emerged as a relevant factor along with other factors. *Instrumentality promotion* and *the L2 self* were founded to play a prime role, and *Instrumentality prevention* and *the Ought-To Self* played a marginal role, according to the study results. A study by Mohammadi (2017) on Iranian EFL learners at the university level in the age range of 18-25 years found an association between *the Ideal* and *the Ought-to self*.

9.8.3 *Moderate Linguistic Self-Confidence Coupled with High English Anxiety*

According to Dörnyei, Self-Confidence “refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently” (2001, p. 56). Magid claims it as “one’s overall perception of one’s ability to handle a wide range of tasks” (2011, p. 58). Clement et al. (1977) introduced the concept of *Linguistic Self-Confidence*. It has relevance in multicultural environments as it can influence the persons’ motivation to learn and use the language of other speech communities (Magid, 2011). From the understanding of Clement and his associates, *Linguistic Self-Confidence* is a social construct with two aspects: 1. ‘anxiety,’ an affective aspect, and 2. ‘perceived L2 proficiency’, a cognitive component (Magid, 2011). Therefore, from this standpoint, anxiety cannot be seen as independent of linguistic self-confidence and is part and parcel of it. An incongruent result of moderate *Linguistic Self-Confidence* (Mean value of total sample: 4.68) coupled with high *English Anxiety* (Mean value of total sample: 3.48) was found in the present study. Also, more significantly, the correlation between these factors was as low as .22. A better linguistic self-confidence has to predispose the students to less *English anxiety*. The incongruence in the present study is discussed at large in the forthcoming section 9.10. Papi’s study (2010) found a different result on Iranian senior high school students, revealing a strong association between *Ought-to L2 self* and *L2 anxiety*. *Ought-To L2 Self* had increased anxiety. Anxiety was a facilitating factor but limited only to the intended and self-reported effort of the students.

9.8.4 *Dominance of Instrumentality Promotion*

The results of the present study established that *Instrumentality Promotion* dominated the motivation of post-graduate Dalit students to learn English. This result parallels the studies conducted on English learners’ motivation in Asian countries like Hong Kong and China that revealed the domination of the factor of *Instrumentality*. Many studies on English

learning in Hong Kong, previously a British colony and now a part of China, revealed that the students predominantly exhibited instrumental orientation viz, Lai (1999) and Lai (2005) (as cited in Magid, 2011). Similarly, English learners in Taiwan were also instrumentally oriented (Ho, 1998, as cited in Magid, 2011, p. 95). According to Warden and Lin (2000), the motivational orientation of Taiwanese English learners was *Instrumentality* (as cited in Magid, 2011). It was the highest-scored factor in Shahbaz and Liu's study (2012) in the context of ESL learners of Pakistan. *Instrumentality Promotion* was one of the two strongest predictors of motivation in Eusafzai's study on Saudi preparatory year EFL learners' L2 motivational selves (2013).

The Indian studies in support of this observation are Bajpai's study (1986) on the college students studying technology courses in the jurisdiction of Harsingh Gour Viswavidyalaya, Sagar, State of Madhya Pradesh, India; Saranraj and Meenakshi's study (2016) on Engineering students of Dharmapuri, Tamil Nadu, India; Ranjan and Mani's study (2018) on the first year Engineering students in Vijayawada, Andhra Pradesh, India, and Mehdi et al.'s study (2022) on PG students of B-School in Delhi, India.

There are quite a few studies contrary to the above-discussed ones. In most of them, *Ideal L2 Self* played a crucial role in the motivational system of the subjects. The studies which found *Ideal L2 Self* as a vital factor are Ryan (2008, 2009), Islam et al. (2013), Matušin (2014), Ghanizadeh et al. (2016), Madkhali (2016), and Taylan (2017).

9.8.5 Dalit Students' Attitude towards the English Language

This new variable was incorporated into the present study along with the L2 Motivational Self System. It is the indicator of the Dalit consciousness that has the potential to promote English language learning for the sake of social upliftment through it. The discussion of the Dalits concerning the English language was presented at length in the previous chapters 2 and 4. This variable included the attitudes of the Dalit students towards

the English language in connection to their social amelioration. This factor's statistical mean and standard deviation were 4.31 and 1.06, respectively, exhibiting moderate strength. This was better in the case of female subjects in comparison to the male subjects (Female: $M=4.35$ & Males: $M=4.29$), and it was far better in the case of the SC subjects compared to the ST subjects (SCs: $M=4.41$ & STs: $M=3.98$). To throw light on the relationship it had with the other variables in the study, its association was moderate. Its' strongest association, on the lower side, was with *Instrumentality Promotion* (.447), followed by much lesser associations with *Linguistic Self-Confidence* (.418) and *Ought-To Self* (.414). These results reveal that *Dalit Students' Attitude towards English Language* was not tapping into *Instrumentality Promotion* more significantly.

The above results reveal that the attitudes of the Dalit students were not stronger and, therefore, could have been less instrumental in shaping the efforts they intended to invest in learning the English language (*Intended Learning Effort*). The association between the *Dalit Students' Attitude towards English Language* and *Instrumentality Promotion* could have been reasonably high enough for the Dalit students to get motivated better to learn English. This result was contradictory to the general perceptions of the Dalit community. There is great anxiety in the Dalit community about learning English as a tool for social upliftment. The Dalit intelligentsia perceives that learning English would greatly help the Dalits. Many Dalit and non-Dalit intellectuals took up publicising the English language as a tool for general emancipation as their lifetime missionary activity. Despite their constant motivation for the students to learn the English language to reach higher academic standards and thereby in life, the awareness created by them seemed not to have tapped into the Dalit students' attitudes which could have become conducive to learning English. The political, and social awareness that the Dalit intelligentsia developed could not shape/prime the subjects' attitudes towards English language learning which otherwise could have been reflected in the case of the

present research subjects. Some factors might have frustrated the association between the *Dalit Students' Attitude towards English Language and Instrumentality Promotion*.

In the present correlational analysis employing both bivariate and partial analyses, five variables emerged as significant factors in the L2 Motivational Self System of the Indian Dalit students. They are presented here according to the order of strengths of partial correlations. They were 1) *Instrumentality Promotion* (.71), 2) *Linguistic Self-Confidence* (.57), 3) *Ideal L2 Self* (.56), 4) *Ought-To Self* (.55), and 5) *Instrumentality Prevention* (.52). It can be understood that the learning effort of the Indian Dalit students was an interaction between these five factors. Nevertheless, the direction of cause and effect cannot be explicitly stated because of the narrower scope of the statistical techniques used for the analysis. At the same time, it can be emphatically stated that data demonstrated the relationships between the factors mentioned above.

9.9 Impact of the L2 Motivational Self System

The statistical analysis of regression found the way the factor of *Criterion Measures*, i.e., *Intended Learning Effort*, was influenced by other factors in the model of motivation. The results derived revealed that the factors *Ideal L2 Self* (.212), *Ought-To Self* (.110), *Instrumentality Promotion* (.404), *Instrumentality Prevention* (.159), *Linguistic Self-Confidence* (.153), and *Attitude towards Learning English* (.260), had a significant positive impact on the dependent variable, *Criterion Measures*. The factor that emerged as having the highest impact of 0.404 on the dependent variable was *Instrumentality Promotion*. The factor of *Attitude towards Learning English* had the subsequent highest impact of 0.260 on the dependent variable, followed by *Ideal L2 Self* having 0.212 impact on the dependent variable. It can be understood that any increase in these six factors will lead to a rise in the subjects' learning efforts to succeed in learning English. Therefore, these results are helpful

for programmes that target English learning of the subjects. When these factors are boosted, they, in turn, will boost the subjects' English learning.

However, the two factors of *Attitude towards L2 Community* (-.122) and *Dalit Students' Attitude towards English Language* (-.095) had a negative relationship with *Criterion Measures*. The incidence of a negative relationship between the factor of *Attitude towards L2 Community* and *Criterion Measures* can be understood in the light of the discussion presented in Chapter 2. An increase in the two factors mentioned above is accompanied by a decrease in their intended efforts to learn English. This is another significant result of the present study.

The factor of *Attitude towards L2 Community*, particularly having a negative impact on *Intended Learning Effort*, speaks a lot about Dalit subjects' attitude to the L2 community. The L2 community for the Dalit students in universities includes students who can speak English fluently, most of whom fall into privileged social categories and receive good English education. The Dalit students have bitter experiences with the other communities because of the stigma they experience in various aspects, the most important reason being the reservations they enjoy. The provision of reservations exposes the university Dalit students to hatred and prejudice due to "hypervisibility" (Deshpande, 2013, p. 32, as cited in Lum, 2019, p. 136). There is widespread hatred because of the perceptions of other communities that the Dalits do not deserve special treatment. The consequences of hate because of reservations are far-reaching. In this connection, Kumar (2021) observes,

There are huge misgivings and resentment against reservation policy among the non-Dalits, which often results in outright hostility towards our students. Often, this results in atrocities on Dalit students by fellow non-Dalit students and discrimination by the faculty members.

The experience that the Dalit students gain after contacting other students in the universities has been appropriately explained by Gudavarthy that the students of other communities think that Dalit students are privileged and are cosseted by the government. The stigmatising terms such as *sarkarkedamad* or sons-in-law of the government reflect this perception (2012, p. 55, as cited in Lum, 2019, p. 140). As these perceptions stigmatise the Dalit students, they might hold unfavourable attitudes toward the university's English-speaking community. The incidence of the Dalit students staying in separate same caste and language groups can also be understood in this light. Perceived stigma can lead to isolation in the learning spaces and ultimately impact the Dalit students' learning of English.

The result of the other negatively impacting factor, *Dalit Students' Attitude towards English Language* on language learning motivation, correlates with the previous result of *Dalit Students' Attitude towards English Language* not tapping into *Instrumentality Promotion* more significantly due to their weak relation. By now, it is evident that this aspect could not collaborate with the promotional aspect. Moreover, the present result suggests that it was even negatively influencing the subjects' intentions to invest effort into learning the language, which was detrimental. This condition can be easily understood that the widespread perception in the Dalit community popularized by intellectuals from downtrodden communities like Savithribhai Phule, Ambedkar, and other contemporary thinkers did not transpire as having the potential to motivate the Dalit students in the universities. This might be referring to the ill effects of the perceived stigma. The perceived stigma can have negative effects on the self-concept and emotional reactions of persons when they are defined as having discrediting attributes such as "membership in a lower, inferior and outcaste group" and facing "potential social disqualification, social rejections, denial or restricted opportunities and negative change in social identity" (Berger et al., 2001, p. 520, as cited in Jose and Shanuga, 2014, p. 177). The present result might induce one to think that the Dalit

students would not have wanted to get motivated by invoking their cate position and identity, done indirectly, in the process of motivating them to learn the English language. This stands quite understandable.

The factors of *Parental Encouragement/Family Influence*, *Interest in English Language*, *English Anxiety*, and *Integrativeness* did not significantly influence *Intended Efforts* to learn English.

The subjects' learning efforts intended to be invested in learning the English language were related to the factors of *Ideal L2 Self*, *Ought-To Self*, *Instrumentality Promotion*, *Instrumentality Prevention*, *Linguistic Self-Confidence*, and *Attitudes towards learning English*. This indicates that the subjects' efforts in learning English were supported by their image of how they would use the English language in their future lives. Their attributes of the English language as they ought to possess for meeting the expectations of others to avoid possible adverse outcomes were also associated with their learning efforts invested in English. Similarly, the factors of the subjects' regulation of their duties and obligations as students to avoid/prevent adverse outcomes also had an association with their learning efforts. The subject's linguistic self-confidence and anxiety-free belief that they could master the English language and their attitudes towards learning English were related to their efforts to learn it.

The subjects' *Ideal L2 Self* that the students wanted to become in the future concerning the English language is associated with the encouragement they would get from their parents, their near and dear ones, and their family influence on them. It is associated with the attributes the subjects are believed to own to meet the expectations and avoid possible adverse outcomes in learning. Similarly, their interest in the English language is positively associated with their beliefs about the attribute they think they should possess.

9.10 Learner Motivational Types

The cluster analysis was conducted to find distinct learner motivational types based on the subjects' common motivational characteristics within the total sample of 305 subjects. The subjects of the present study were not a homogenous group concerning the motivational variables and their strengths. The results of the analysis conducted to find out the motivational types within the larger sample have practical implications for providing extra support for the subjects in their academic progress. The subjects can be supported in particular areas where they are lagging. The results of the cluster analysis revealed that there were three motivational types in the sample of study. The motivational configurations of these groups would differ in terms of the subjects' behavioural outcomes. Group 2 (N=149; 48.85% of the total sample) was high on the L2 Motivational Self System, with the mean strengths of the variables falling in the range of 4.09-5.25; Group 1 was on an average level with mean strengths ranging between 3.72-4.55 (N=124; 40.65 % of the total sample) and finally, Group 3 was low on the L2 Motivational Self System with the mean strengths in the range of 2.91-3.59 (N=32; 10.20 of the total sample). It is a better condition that nearly half of the sample was high on the L2 Motivational Self System.

The groups derived were distinctly formed in terms of the strengths of different variables of the L2 motivation. The present result is vastly different from the patterns of the results seen in the studies by Csizér and Dörnyei (2005) and Papi and Teimouri (2014). The motivational groups formed in these studies differed in that the five groups were either high, moderate, or low only on some variables. However, the present study revealed that each of the three groups scored either high, moderate, or low on all the variables in the study. Therefore, there is a clear distinction in group formation in terms of the strengths of the variables. Hence, comparing groups in the present study with those mentioned above is not instructive.

Concerning the comparison between the three motivational types or groups, it has been observed that the gap between males and females in the highly motivated group, i.e., the second group, was less. This indicates that women students were closer to men students, which is encouraging. When female students were better, they were trying to reach the levels of male students (Male: N=82 (55%); Female: N=67 (44.9%)). It is also a good sign that among all the three groups, the SC female subjects were more significant in number in the highly motivated group. On the other hand, the SC female subjects were more than males in the low motivation learner type group, which informs that they were worst when on the lower end. In the ST category, male subjects dominated the high and average-level learner motivation type groups. Also, male and female subjects were equally low in the least motivated learner type group (N=3 (0.9%) males and females).

In terms of the 13 variables of the L2 Motivational Self System, the highly motivated group was more substantial in six variables: *Criterion Measures*, *Ought-To Self*, *Instrumentality Promotion*, *Instrumentality Prevention*, *Linguistic Self-Confidence*, and *Attitude towards Learning English* that were on the higher end in the range of 5.01-5.25, with *Instrumentality Promotion* on the top with the mean value of 5.25. The other variables were on the lower end in the range of 4.09-4.92, with *English Anxiety* with the lowest mean value of 4.09 showing a medium level of *English Anxiety*. These results talk about the L2 motivational orientation of the group. The group exhibited aspiration to promote their academics and an excellent intention to put effort into learning English for the smooth pursual of their post-graduate studies. Remarkably, the group was more robust in the factor of the pragmatic utility of learning L2 and *Instrumentality Prevention* at the same time. As the group exhibited a promotion focus, it could get motivated to learn English for utilitarian and pragmatic concerns like getting employment or financial returns. At the same time, it could

also regulate their duties and obligations, such as learning English to pursue the post-graduation course successfully.

Similarly, the group was high on *Ought-To Self*, which revealed its perception that it had to study English to meet the family and societal expectations to avoid the possible adverse outcomes of not learning the English language. The group was also high on *Linguistic Self-Confidence* and *Attitude towards Learning English*. This confirms that the group held the seminal factors which go hand in hand with English language learning. The group was confident in using English in various academic and non-academic contexts. This factor boosts the English language of the subjects. It is commendable that the group held favourable attitudes to English learning. The group high on the above-discussed L2 Motivational Self System variables was also remarkably high on *English Anxiety*. This result is contradictory as the group was also high on *Linguistic Self-Confidence*, a confident and anxiety-free belief of the L2 learners that they could master an L2 (Dörnyei, 2009, p. 26). Paradoxically the subjects had high linguistic self-confidence and considerably high *English Anxiety*. It is a condition that when the subjects are high on *Linguistic Self-Confidence*, conversely, they should be low on *English Anxiety*. It can be interpreted that the subjects who fell into the highly motivated group were confident in using the English language but at the same time had considerably high anxiety on the whole. This result aligns with the observations made by many scholars and researchers concerning the Dalit students in higher education institutions. Anxiety is the cardinal feature of the Dalit students in universities. Coming from poor conditions and exposed to deep-seated prejudice and discrimination from others in the university, the students of the Dalit community accept a devalued self-identity. They undergo all kinds of stress in the institution consequent upon their deprived background. They already enter university campuses with a cumulative burden of prejudice and discrimination. All these could have induced high anxiety levels and resultant depression

in the subjects. The present study exposed this aspect. Berkel et al. found that the discrimination perceived by individuals could predict a significant increase in anxiety in the subjects (Berkel et al., 2010, as cited in Jose & Shanuga, 2014), which is true in the present case. The Dalit students' general anxiety must have also been channelled into their *English Anxiety*.

9.10.1 Linguistic, Motivational, and Affective Characteristics of the Motivational Types

In the analysis conducted to compare the validity of the differences between the three resultant groups, it was found that the highly motivated group was also high on the two independent variables *Motivated Learning Behaviour* (Intended Learning Behaviour), *Self-Assessment of English Proficiency* and remarkably on *English Anxiety* which was highly incongruous. The highly motivated group was highest among the three groups in *English Anxiety* with a 4.09 mean value. Once again, it was revealed that the subjects of the present study were high on *English Anxiety*. Furthermore, even the lowest motivated learner group, which was weak in all the other 12 variables of the L2 Motivational Self System, also exhibited moderate levels of *English Anxiety*. This shows that the study subjects, as an entire group, were predisposed to high anxiety. The results highlighted the trait of *English Anxiety* of the subjects.

9.10.2 Promotional and Preventional Orientations

The tendencies of Preventional and Promotional-Regulatory focus were analysed to study the way these two kinds of focus varied in terms of the learners' behavioural states; and the way these states were related to the measured variables: *Motivated Behaviour* (Intended Learning Effort), *English Anxiety*, and *Self-Assessment of English Language Proficiency*. The analysis created two groups: the Promotion-oriented group comprising 133 (43.6% of the total sample) learners and the Prevention-oriented group comprising 172 learners (56.4% of total sample). The Promotion-oriented group was substantial in *Ideal L2 Self*, *Instrumentality*

Promotion, Attitude towards Learning English, Interest in English

Language, Integrativeness, and Linguistic Self-Confidence. On the other hand, the Prevention-oriented learners' group showed higher scores on *Ought-To Self, Instrumentality Promotion, Instrumentality Prevention, Attitude towards Learning English, and Linguistic Self-Confidence*. The differences between the Promotion and Prevention-oriented groups were significant in the case of only three variables: *Ideal L2 Self, Ought-To Self, and Dalit Students' Attitude towards the English Language*. The two groups showed no difference in all other variables.

The results of the grouping of the total 305 sample into two groups of Promotional and Preventional-Regulatory focus revealed that these groups differed in terms of only the variables mentioned above: *Ideal L2 Self, Ought-To Self, and Dalit Students' Attitude towards the English Language*. The Promotional focus group focused more on the L2-specific facet of their *Ideal Self*. The Integrative and internalized instrumental motives are related to this component (Dörnyei & Ushioda, 2011, p. 86). This group exhibited that *Ideal L2 Self* could be a decisive motivational factor in their case.

The second group with the Preventional-Regulatory focus was high on *Ought-To Self*, which revealed that the group was predisposed to get motivated to learn the English language to fit with the expectations of the significant other persons in their lives in order to avoid possible negative outcomes of not learning the English language.

The two groups being discussed also showed a difference concerning the third aspect of *Dalit Students' Attitude towards English Language*. The Preventional-Regulatory focus was much more robust in this aspect. This reveals that the group which tended to get motivated by the expectations of other significant people in their lives would also get motivated by their attitudes to the English language. It could function as a tool for the emancipation of the Dalits. The Dalit community in India perceives that learning the English

language would open avenues to new enlightening in fighting against the caste system. The subjects with a Preventional-Regulatory focus could have thought that the Dalit community and their significant others perceive that the English language has an emancipatory role in alleviating the ills of the discriminatory caste system. Therefore, they would have liked to learn the English language. This result is understandable in the present context. On the other hand, the subjects holding a Promotional-Regulatory focus could get motivated by their *Ideal Self* that they wanted to become in the future, which also could have included the L2 facet and not by the positive perspective of the Dalit community concerning the English language as an emancipatory instrument for social change. Again, the two groups did not show any significant differences in terms of *Criterion Measures*, which asserts that both the groups, irrespective of their focus, intended to invest similar efforts towards learning the English language for pursuing post-graduate studies.

The partial correlations were conducted to ascertain whether the outcome-motivated behaviour of the two orientation groups was due to the same motivational factors or due to other motives that were different. The results revealed a statistically significant correlation between *Ought-To L2 Self* and *Motivated Behaviour* for the Promotion-oriented group. This means that the subjects in the promotion-oriented group were motivated to invest their efforts in learning the English language to pursue their post-graduate courses by their *Self* which considers the expectations on them by others to avoid negative outcomes of not learning the English language. The two aspects of the Promotional-Regulatory focus and the *Ought-to L2 Self* were moving together in the same direction in investing efforts toward learning English. This appeared to be a promising trend for Dalit students. In conclusion, it can be understood that the Dalit students' motivation in learning English was being propelled by the expectations of the larger community and not by the aspirations they wanted to realize in the future, which could have become their *Selves*.

9.11 Validating the L2 Motivational Self System

SEM analysis revealed that four factors influenced the *Criterion Measures*: (1) *Instrumentality Promotion*, (2) *Instrumentality Prevention*, (3) *Ideal L2 Self*, and (4) *Ought-to L2 Self*. Significant paths indicated the impact of these factors on the *Criterion Measure* (Intended Learning Efforts). Therefore, they were the predictors of *Criterion Measures* of the Subjects. However, *Instrumentality Promotion* had a more substantial impact (.43) than the other variables. SEM analysis results validated the conceptualization of the L2 Motivational Self System in the Indian Dalit context. The model generated in the present study possessed all the paths theorized to traditionally predict *Criterion Measures* in the original model.

The SEM result is in accordance with the results of several previous studies (e.g., Dörnyei, 2005; Taguchi et al., 2009). Given this fact, the Indian Dalit post-graduate students' motivation to learn English was primarily mediated by the above-mentioned four variables. The path coefficients of the four factors are *Instrumentality Promotion* (4.3), *Instrumentality Prevention* (.21), *Ideal L2 Self* (.19), and *Ought-To L2 Self* (.11). As *Instrumentality Promotion* exhibited the highest impact; this finding supports the assumption that Indian students were instrumentally motivated to learn the English language. In this regard, Dasgupta (1993) asserts that English is still a ticket to the job market, and it is because of instrumental motivation that English is learnt in India. The results of the present study proved that the Dalit students also wished to learn for the pragmatic and utilitarian advantage of getting employment. Other Indian studies also support this: Bajpai (1986), Saranraj and Meenakshi (2016), Ranjan and Mani (2018), and Mehdi et al. (2022).

In Csizér and Kormos's study on Hungarian learners in Budapest (2009), the SEM supported the L2 Motivational Self System. It found that *Ideal L2 Self* and *L2 learning experience* significantly contributed to *Criterion measures*. In addition, the three

main components of the L2 Motivational Self System: *Ideal L2 Self*, *Ought-To L2 Self*, and *L2 Learning Experience* showed weak correlations and, therefore, unrelated to each other. This indicated that these three components were independent motivational variables distinct from each other.

Islam et al.'s study (2013) was on Pakistani undergraduate students in the Punjab province. The study proved the validity of the L2 Motivational Self System and its relevance to the Pakistani context, which is an under-researched global context. This study found that the subjects' *Attitude towards their learning experience* and *the Ideal L2 self* were the strongest predictors of *Intended learning effort*, a criterion measure. The participants also showed a high level of *Intended learning effort*.

There were quite a few studies that tested the relationship between *Ideal L2 Self* and *Integrativeness*. They include studies conducted in China, Japan, Iran, Saudi Arabia, and Hungary. The average correlation of these studies was .54, which demonstrated that *Integrativeness* could be renamed as *Ideal L2 Self*. In all these cases, *Ideal L2 Self*'s correlation with *Criterion Measures* was consistently higher than *Integrativeness*'s correlation with *Criterion Measures*.

In these four studies, *Ideal L2 Self* could explain 42% of the variance in the *Criterion measures*. Whereas, *Integrativeness* only could explain 32% of the variance in *Criterion measures*. The correlations were higher between *Ideal L2 Self* and *Instrumentality-Promotion* in comparison to *Instrumentality Prevention* in those studies where *Instrumentality* was divided into two categories: *Instrumentality Promotion* and *Instrumentality Prevention* as per Higgin's (1987, 1998) distinction. Accordingly, *Ought-To L2 Self* correlated more with *Instrumentality prevention*. Also, the promotion and prevention aspects were independent of each other. The highest correlations between them could explain only less than 12% of the variance. Based on this, it

can be stated that *Instrumentality* can be seen as two distinct types. Also, the structural equation models of the studies above supported the L2 Motivational Self System with fine goodness of fit with the data (Magid, 2011).

In this connection, Magid found a surprising result in a study on the influence of the Chinese family on the learners' motivation to learn English. The *Instrumentality* of the Chinese learners correlated not only with *Ideal L2 Self* but also with *Ought-To L2 Self*. This was an unexpected finding. *Instrumentality Promotion's* correlation with *Ideal L2 Self* and *Ought-To L2 Self* was the same, i.e., $r=.46$, $p<.01$ (2011).

Taguchi et al.'s study (2009) validated the tripartite L2 Motivational Self System of Dörnyei in the three Asian contexts of Japan, China, and Iran. This study also concluded that the Hungarian line of theorizing of L2 motivation research was not country-specific, and the same pattern was seen in Japan, China, and Iran.

Papi's study (2010) on Iranian senior high school students validated the tripartite model of Dörnyei in the culturally different context of Iran. Michiko and Osamu's study (2012), aiming to validate the L2 Motivational Self System of Dörnyei in the EFL context of Japan, found that *Ideal L2 self* and *L2 learning attitude* positively affected learners' motivation. The study by Yao and Crosthwaite (2017) also validated the L2 Motivational Self System.

9.12 Conclusion

The present chapter discussed the results of various statistical tests conducted for the current study, which investigated the L2 Motivational Self System and Reading comprehension of the Dalit post-graduate university students in the context of India.

The aspects discussed in this chapter include the incidence of the study subjects' exhibiting moderate levels of the two aspects of the L2 Motivation and the Reading Comprehension of the subjects; the homogeneity of the subjects in terms of the two main

aspects of the study; the moderate performance of the subjects on the five aspects of the Reading Comprehension; the incidence of lack of correlation between the two aspects of the study: the L2 Motivation and the Reading Comprehension, and the lack of impact of the L2 Motivation on the Reading Comprehension.

The chapter also discussed the similar levels of Self-Assessment of English Language Proficiency and the Reading Comprehension; the strengths of the variables of the L2 Motivational Self System of the subjects, and the disparities between the SC and ST subgroups and the male and female groups within the total sample as well as in the two subgroups in terms of the thirteen variables of the L2 Motivational Self System; the incidence of the dominance of *Instrumentality Promotion* in the L2 Motivational Self System; the incidence of a moderate correlation of *Intended Learning Effort* (Criterion Measures) with the five other factors of *Linguistic Self-Confidence*, *Ideal L2 Self*, *Ought-To Self*, *Instrumentality Prevention* and *Attitude towards Learning English*; the replacement of *Ideal L2 Self* with *Integrativeness*; the incidence of moderate *Self-Confidence* and high *English Anxiety*; the existence of three motivational learner type groups and two groups with two kinds of orientations: Promotional and Preventional-Regulatory focus; and the validation of the L2 Motivational Self System in the Indian Dalit context.

The next chapter will discuss the aspects of the limitations of the present study, the implications of the study, and the directions for future research.

CHAPTER 10

CONCLUSIONS

10.1 Introduction

This chapter discusses the aspects, such as the limitations involved in the present study, the pedagogical implications, and directions that can be offered for research in the future.

10.2 Limitations of the Study

An important limitation of the present study is that there were no previous studies conducted in the context of Indian English learners that employed the L2 Motivational Self System to rely on for comparison. This is for the first time the L2 Motivational Self System has been employed for an investigation.

The reliability of some of the scales included in the Questionnaire employed to assess L2 Motivational Self System (L2 Motivation) was inadequate. As these scales were crucial for investigating the L2 Motivational Self System, they could not be eliminated from the study due to their lower reliability. The reliability of some of the scales was inadequate.

The random sampling technique could have been used in the present study. Owing to the practical situations existing in the universities, the researcher had to resort to the convenient sampling technique. Moreover, the number of the Dalit students available was determined by the reservation quota allowed in the higher educational institutions. Each class would have had 5-10 Dalit students. Additionally, absenteeism of students from the classes in social sciences departments was rampant in most universities. Hence, the researcher was left with little choice but to include the students who were available in the institutions.

The present study should have included a qualitative dimension to explore the L2 Motivational Self System of the Indian Dalit students, which could have given a more vivid

and in-depth picture. Triangulation could have offered a more meaningful and exhaustive understanding of the theme dealt with in the study.

With the help of the current study, it has been understood that the learning effort of the Indian Dalit students in the current research study's context was an interaction between five factors. Nevertheless, the direction of cause and effect could not be stated specifically because of the narrower scope of the statistical techniques used for the analysis. This is a limitation specifically concerning the statistical technique of correlational analysis.

10.3 Pedagogical Implications

Dörnyei's L2 Motivational Self System is an approach that is of great help to the educators. It can enhance the motivation of the language learners by changing the students' future self-guides. The approach can also be applied in varied linguistic contexts (Norton, 2001, p. 177). The L2 Motivational Self System was found helpful in the assessment of the motivation to learn English of a sample of university students in Pakistan. This result enables comparisons of learners in other global contexts (Islam et al., 2013). The L2 Motivational Self System stood as a better predictor of Korean students' learning motivation (Kim, 2009).

The study employing the L2 Motivational Self System to comprehend the L2 Motivation of the subjects in the present study has significant pedagogical implications. The students in higher educational institutions in India, in need of English, can be helped by offering effective intervention programmes based on the investigations of their L2 Motivation. The specific needs of the students based on their specific deficiencies concerning the different aspects of the L2 Motivational Self System can be addressed. As *Ideal L2 Self* can efficiently enhance the motivation of the students to learn English according to the theoretical concept of the L2 Motivational Self System, it can be strengthened by intervention programmes that can include visualisation training activities and scripted imagery situations. The results of Magid's study (2011) proved the efficacy of the intervention programme

designed to boost *Ideal L2 Self* of Chinese English learners. In the present study, psychological intervention programmes are needed to alleviate students with high English Anxiety. These are some of the implications that the stakeholders at higher educational institutions can consider.

The programmes similar to Oyserman's possible selves intervention programmes can be devised to enhance *the Ideal L2 Self* of post-graduate students in the universities. Academic reading programmes can be developed in the universities to enhance the Reading of the post-graduate programmes. The authorities in higher education need to seriously think about developing the above-mentioned programmes.

10.4 Directions for Future Research

The present study was on Indian Dalit students. Future studies could include the students of general categories so that the L2 Motivational Self System of the Indian learners could be understood. Also, comparisons of the Dalit and other categories' motivational selves would become possible.

As qualitative approaches are more sensitive to the evolving dimension of language learning motivation (Magid, 2011, p. 71), future studies can include qualitative aspects in their research designs. The *Ideal L2 Self* can be explored in detail in exclusive studies on Dalit students, as quantitative research methods are incapable of investigating the finer aspects of *the L2 self*. A study along similar lines was conducted by Takahashi (2013) using qualitative techniques in rural, western Japan studying different subjects.

As the present study exposed the enormous amounts of *English Anxiety* in the Dalit post-graduate students, this factor deserves a detailed and in-depth investigation. *English Anxiety* can also be studied in relation to *Self-Confidence* of the subjects. A paradoxical relation was found between these two factors in the present study. Therefore, the connection between these two aspects can further be investigated.

The current study revealed that the L2 Motivational Self System could not impact the Reading Comprehension of the post-graduate subjects. This aspect needs further investigation, which can illuminate the reasons for that.

10.5 Conclusions

The present chapter discussed some important outcomes of the study titled: ‘L2 Motivation and English Reading Comprehension of Post-Graduate Dalit Students of the Social Sciences in the Telugu-Speaking States: A Quantitative Study’. It discussed the limitations of the current study, the pedagogical implications of the study, and studies that can be initiated on the basis of the present study.

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APPENDICES

Appendix A

English Learner Questionnaire

This survey is intended to understand the thoughts and beliefs of the Post graduate students of Social Sciences who study their respective subjects in English. This questionnaire consists of four sections. Please read each instruction and write your answers. This is not a test and therefore there are no “right” or “wrong” answers. The results of this survey will be used only for research purpose so please give your answers sincerely. Thank you very much for your help!

Part 1

In this part, state how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

E.g. If you strongly agree with the following statement, circle number 6 as shown in the following example:

I like swimming very much. 1 2 3 4 5 6

1	Learning English is important to me because I am studying my Post Graduate course in English medium.	1 2 3 4 5 6
2	I study English because my close friends think it is important.	1 2 3 4 5 6
3	My parents/family believe(s) that I must study English to be an educated person.	1 2 3 4 5 6
4	Studying English can be important to me because I think it will someday be useful in getting a good job and/or earning money.	1 2 3 4 5 6
5	Learning English is important to me because it is only through it I can understand my post-graduation subject.	1 2 3 4 5 6
6	I would like to spend lots of time studying English as it helps me in doing my PG course.	1 2 3 4 5 6
7	Studying English is important to me in order to bring honour to my family.	1 2 3 4 5 6
8	I can imagine myself speaking English as if I were a native speaker of English.	1 2 3 4 5 6
9	If I fail to learn English, I'll be disappointing other people.	1 2 3 4 5 6
10	I am prepared to spend a lot of effort in learning English so that I can understand my PG subject well.	1 2 3 4 5 6
11	I can imagine myself speaking English with international friends or colleagues.	1 2 3 4 5 6
12	I would like to study English even if I were not required to do so because it can help me in understanding my PG subject.	1 2 3 4 5 6

13	I have to study English, otherwise, I think I cannot be successful in my future career.						1 2 3 4 5 6
14	Whenever I think of my future career, I imagine myself using English.						1 2 3 4 5 6
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	
	1	2	3	4	5	6	
15	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.						1 2 3 4 5 6
16	My family put a lot of pressure on me to study English.						1 2 3 4 5 6
17	Studying English is important to me because, if I don't have knowledge of English, I will be considered a weak student.						1 2 3 4 5 6
18	My parents encourage me to practice my English as much as possible.						1 2 3 4 5 6
19	I can imagine myself writing English e-mails/letters fluently.						1 2 3 4 5 6
20	I study English in order to keep myself updated and informed of recent news of the world.						1 2 3 4 5 6
21	I feel excited when hearing English spoken.						1 2 3 4 5 6
22	Studying English is important to me because other people will respect me more if I have knowledge of English.						1 2 3 4 5 6
23	I can imagine myself living abroad and using English effectively for communicating with locals.						1 2 3 4 5 6
24	If I make more effort, I am sure I will be able to master English.						1 2 3 4 5 6
25	I would feel uneasy speaking English with a native speaker.						1 2 3 4 5 6
26	If a special English course is offered at University or somewhere else, I would like to join it because it helps me in studying my PG course.						1 2 3 4 5 6
27	Studying English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship).						1 2 3 4 5 6
28	I am interested in the way English is used in conversation.						1 2 3 4 5 6
29	I can imagine myself living abroad and having a discussion in English.						1 2 3 4 5 6
30	I am working hard at learning English to perform well in my PG studies.						1 2 3 4 5 6
31	My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).						1 2 3 4 5 6
32	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.						1 2 3 4 5 6
33	Studying English is important to me because an educated person is supposed to be able to speak English.						1 2 3 4 5 6
34	I find difference between English vocabulary and Telugu vocabulary interesting.						1 2 3 4 5 6
35	Studying English is important to me because I would like to live abroad (e.g., for studying and working).						1 2 3 4 5 6
36	I can imagine a situation where I am speaking English with foreigners.						1 2 3 4 5 6
37	It will have a negative impact on my life if I don't learn English.						1 2 3 4 5 6
38	I am sure I will be able to write in English comfortably if I continue studying.						1 2 3 4 5 6

39	My parents encourage me to study English in my free time.						1	2	3	4	5	6
40	I imagine myself as someone who is able to speak English.						1	2	3	4	5	6
41	If I met an English native speaker, I would feel nervous.						1	2	3	4	5	6
42	Studying English is important to me in order to attain a higher social respect.						1	2	3	4	5	6
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree						
	1	2	3	4	5	6						
43	My parents encourage me to attend extra English classes (e.g., at English conversation institutes).						1	2	3	4	5	6
44	I like the rhythm of English.						1	2	3	4	5	6
45	Studying English can be important for me because I think I'll need it for further studies like M Phil, Ph D and Post Doctoral courses.						1	2	3	4	5	6
46	I am sure I have a good ability to learn English.						1	2	3	4	5	6
47	I really enjoy learning English.						1	2	3	4	5	6
48	Studying English is important to me because with English I can work globally.						1	2	3	4	5	6
49	The things I want to do in future require me to use English.						1	2	3	4	5	6

Part 2

Please answer the following questions the same way as you did before.

Not at all	Not so much	So-so	A little	Quite a lot	Very much
1	2	3	4	5	6

E.g. If you like “curry” very much, circle number ‘6’ as shown in the following example.

Do you like curry? 1 2 3 4 5 6

50	Do you like the atmosphere of your PG classes which are taught in English language?	1	2	3	4	5	6
51	How tense would you get if a foreigner asked you for directions in English?	1	2	3	4	5	6
52	How much would you like to become similar to the people who speak English?	1	2	3	4	5	6
53	Do you like the people who live in English-speaking countries?	1	2	3	4	5	6
54	Do you find learning English really interesting?	1	2	3	4	5	6
55	How easy would you feel speaking English with a native speaker?	1	2	3	4	5	6
56	Do you like meeting people from English-speaking countries?	1	2	3	4	5	6
57	Do you think time passes faster while studying English?	1	2	3	4	5	6
58	How nervous and confused do you get when you are speaking in your English class?						
59	Do you like to travel to English-speaking countries?	1	2	3	4	5	6
60	Do you always look forward to PG classes which are taught in English language?	1	2	3	4	5	6
61	How afraid are you of sounding stupid in English because of the mistakes you make?	1	2	3	4	5	6
62	How important do you think learning English is in order to learn more about the culture and art of its speakers?	1	2	3	4	5	6

63	Would you like to know more about people from English-speaking countries?						1 2 3 4 5 6
64	Would you like to have special English classes for supporting you in understanding your PG subject?						1 2 3 4 5 6
	Not at all	Not so much	So-so	A little	Quite a lot	Very much	
	1	2	3	4	5	6	
65	How worried are you that other speakers of English would find your English strange?						1 2 3 4 5 6
66	How much do you like English?						1 2 3 4 5 6
67	Do you really enjoy learning English in order to study your PG subject?						1 2 3 4 5 6
68	How afraid are you that other students will laugh at you when you speak English?						1 2 3 4 5 6

Part 3

The following items are similar to the ones in Part

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	
	1	2	3	4	5	6	
69	I think English can liberate Dalits from the oppression of caste system.						
70	I think English is caste-neutral, that is, has no caste.						
71	I think by learning English one can surpass caste distinctions.						
72	I think English is a language suitable for Dalit expression.						
73	I think English is a language of empowerment for Dalits.						1 2 3 4 5 6
74	I think Dalits should learn English for their self-respect.						1 2 3 4 5 6
75	I think learning English can transform the lives of Dalits.						1 2 3 4 5 6
76	I think Dalits can assert their social position using English						1 2 3 4 5 6
77	I think for Dalits English is a tool to overcome their inadequacies.						1 2 3 4 5 6
78	I don't like English as it is a colonial language.						6 5 4 3 2 1

Part 4

Please provide the following information by ticking in the O or writing your response in the space. The following information will be kept confidential.

Name: _____

Course: _____

PG Subject: _____

University: _____

Gender: _____ O-Male _____ O-Female

Age: _____ O-18 _____ O-19 _____ O-20 _____ O-21 _____ O-22 _____ O-23 _____ O-24 _____ O-_____

Present residence: _____

Permanent residence: _____

Details of your previous study:

(Mention the name of the village/

Town/city where you studied)

Primary School: _____

High School: _____
 Junior college: _____
 Degree: _____

Medium of instruction
 in the primary School: O-Telugu O-English

Medium of instruction
 in the High school O-Telugu O-English

Medium of instruction
 In the Intermediate: O-Telugu O-English

Medium of instruction
 in the graduation: O-Telugu O-English

Parents' Education:

Mother:

Father:

Parents' Occupation:

Mother:

Father:

Are you a first generation learner in your family? O-Yes O-No

Are you the first person in your family to study in a university? O-Yes O-No

English ability: Please rate your current overall proficiency in English by ticking one of the following:

O-Upper intermediate level and above-Able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.

O-Lower intermediate level-Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.

Post-Beginner level-Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.

Beginner level-Able to give simple greetings using a set words and phrases. Able to read simple sentences, grasp the gist of short passages, and to write a simple sentence in basic English.

Thank you for your cooperation!

**Your contact Information
 for further follow up, if any**

Phone Number: _____

Email Address: _____

Reading Comprehension Tests

Appendix B-1

Anthropology

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are Objective type questions and questions 11-13 **(B)** are short essay type.
- For Objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **6 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

Most people are capable of distinguishing between good and evil, and most feel some compulsion to promote what they value as good. Quite often they do not succeed, either because of circumstances or because they succumb to the temptation of what they ordinarily regard as evil. Nevertheless, all human societies about which we know anything have had moral codes, compliance with which is enforced by persuasion or sanctions. There are two interesting sources of ethics and values – cultural and biological. The ethical standards of every individual are imparted, mainly in childhood and youth, by other members of the society for which the individual is being prepared. Ethics are acquired, not biologically inherited. Yet, according to Waddington's happy phrases, humans are genetically determined "ethicizing beings" and, especially in childhood and youth, "authority acceptors". (1)

Every member of a human society must become familiar with the ethical and value systems of the society. Failure to do so makes him a misfit or an outcaste; it jeopardises his and his progeny's success and survival. Therefore, natural selection has exerted pressure to insure that every member of the human species comes into the world with a genetic endowment making him an "ethicizing being". The selection pressure has been going on for perhaps a million or more years (say, 40000 generations). Yet there are many cultures, and they differ, sometimes greatly, in their value systems. This would make a specific genetically predetermined ethic counterproductive. What is inherited is a potential, the ability to "ethicize". Its expression is governed by the culture into which the individual is born. Or, to put it differently, the evolutionary development that made the ascent of man possible has not endowed mankind with any particular system of ethics, it has, however, made human beings capable of learning various kinds of ethics, values, and morals. (2)

Two kinds of questions present themselves in this connection. First, since our ancestors were non-human animals, have we inherited from them some genetically conditioned instincts or drives that may agree, or clash, with our culturally implanted ethics? Second, do animal species other than man possess some rudimentary capacity for ethics? Both the optimistic belief that man is inherently good and the pessimistic belief that he is inherently depraved antedate

scientific biology and anthropology. Great religions, particularly Christianity have incorporated both beliefs, in Christianity the doctrine of original sin co-exists with the doctrine of divine grace. (3)

Much energy has been wasted on disputes over whether aggression and violence or kindness and cooperation are inborn genetic drives, instincts, or “imperatives” in the human species. Ethologists, students of animal behaviour, have discovered a variety of aggressive behaviours in many animals: threatening displays, dominance rivalries, territorial defences. However, aggression against individuals of the same species is usually ritualized; the threat of violence from a stronger individual is answered by a gesture of submission, which defuses the aggression. The trouble with man, according to Lorenz is that he has developed increasingly vicious means of aggression – from stones to hydrogen bombs – without possessing ritualized behaviour to appease aggressors. (4)

Let us suppose, for the sake of argument, that all or some members of human species do have genetically conditioned tendencies toward aggression and domineering behaviour. It still would not follow that these tendencies could not be brought under control. One can be brought up to be gentle or violent, peaceful or aggressive. Anthropologists have ample evidence that different cultures demand different modes of behaviour and that those demands are unusually complied with. A culture may encourage extroversion or introversion, combativeness or meekness, swagger or modesty, profligacy or parsimony. (5)

Competent biologists disagree whether animals other than man possess capacities for ethics. Some ascribe rudiments of moral sense for example, to dogs, which occasionally behave as though they have guilt feelings and bad conscience. Others believe that ethics and values are exclusively in the human domain. Without trying to settle this problem, one may nevertheless say without contradiction that certain kinds of behaviour found in animals would be ethical or altruistic, and others unethical and egotistic, if these behaviours were exhibited by men. For example, the behaviour of workers and soldiers among ants and termites impresses us as a model of altruism, or unselfish devotion to the common good. By contrast, in some quasi-social animals and birds the exclusion of subordinate males from feeding grounds by dominant individuals strikes us as cruel because the excluded individuals are effectively condemned to die. Examples of this sort can be multiplied indefinitely. At the same time one must agree with Simpson (1964), “it is nonsensical to speak of ethics in connection with any animal other than man ... there is really no point in discussing ethics, indeed one might say that the concept of ethics is meaningless, unless the following conditions exist: (a) there are alternative modes of action; (b) man is capable of judging the alternatives in ethical terms; and (c) he is free to choose what he judges to be ethically good. Beyond that, it bears repeating that the evolutionary functioning of ethics depends on man’s capacity, unique at least in degree, of predicting the results of his actions.” (6)

Answer the following questions:

1. The passage is about
 - a. good and evil.
 - b. society and culture.
 - c. human and animal behaviour.
 - d. ethics and values.

()

2. The theme discussed in the paragraph 4 is
- aggression and diffusion of aggression.
 - inborn instincts of aggression and violence.
 - ethical and altruistic behaviour of human beings.
 - ethical and altruistic behaviour of animals.
- ()

3. Find which of the following statements are 'false'.

- Most people can differentiate between good and evil.
- Most people feel compelled to promote good.
- Many people succeed in promoting good because of the temptation.
- People fail in their attempt of promoting good because of their submission to evil.

- A & B
 - B & C
 - Only C
 - Only D
- ()

4. State whether the following statement is true or false.

The idea that cultures differ in their value systems goes along with the idea of genetically predetermined ethic. True/False

5. Read the following two statements and draw an inference.

- Ethics are acquired, not biologically inherited.
- Humans are genetically determined "ethicizing beings" ...

The statement B is

- in agreement with statement A.
 - in contradiction to statement A.
 - complementary to statement A.
 - None.
- ()

6. Make an inference out of the following excerpt of the passage.

Let us suppose, for the sake of argument, that all or some members of human species do have genetically conditioned tendencies toward aggression and domineering behaviour. It still would not follow that these tendencies could not be brought under control. One can be brought up to be gentle or violent, peaceful or aggressive.

- Tendencies towards aggression can be controlled and society plays an important role in shaping these tendencies.
 - Tendencies towards aggression cannot be controlled and the role of society has no place in shaping these tendencies.
 - Tendencies towards aggression can be controlled without society's role in this.
 - Tendencies towards aggression cannot be controlled and society has no role in this.
- ()

7. The term "ethicizing being" refers to

- a culture which has ethics.
 - a person who follows and imparts ethics.
 - a person having a gene for promoting ethics.
 - a person in the society who creates and promotes ethics.
- ()

8. The “authority acceptors” are beings that
- a. establish authority.
 - b. submit to authority of others,
 - c. seek the authority of others.
 - d. determine the authority of others. ()
9. The ideas that ‘man is inherently good’ and ‘man is inherently depraved’ have been existing in the human society
- a. since sedentary life came into existence.
 - b. after scientific biology and anthropology came into existence.
 - c. since long in the human history.
 - d. along with the emergence of biology and anthropology. ()
10. For the concept of ethics to be meaningful the above three are necessary
- a. means.
 - b. methods.
 - c. advantages.
 - d. conditions. ()

Appendix B-2

Economics

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are Objective type questions and questions 11-13 **(B)** are short essay type.
- For Objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **5 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

The golden years of welfare capitalism are often portrayed as an era during which jobs were plentiful, including for those with little or no formal education. The almost uncontested assumption is that things have changed dramatically in this respect. Full employment, arguably the single most important pillar of the modern welfare state, is believed to be one of the main casualties of the post-industrial transition. In *The End of Work* (1995), Jeremy Rifkin argues that the 'knowledge economies' in which we live today by nature require an elite workforce. This is a thesis that resonates widely. (1)

The figures show, however, that despite the considerable slowdown in the rate of economic growth after 1973, the rate of per capita employment growth, in the OECD (Organisation for Economic Co-operation and Development) area as a whole, was actually somewhat higher in the decades following the 'golden' 1960s than during this period. Employment growth in the post-1973 period was definitely higher relative to the rate of economic growth than was the case in the 1960s. As Standing puts it: 'There is no evidence of "jobless growth". It has been more like an expansion of "growth-less jobs", in that, despite low rates of economic growth, employment has expanded.' The first part of Standing's statement is consistent with all the available empirical evidence. The second part needs qualification in the sense that the rates of economic growth in the post-crisis period have, generally speaking, been more in line with historic averages than the atypically strong growth rates of the late 1950s and 1960s. (2)

The relatively favourable picture in terms of aggregate employment creation does mask massive shifts in the relative demand for different types of labour. Throughout the OECD, the share of industrial employment has been declining fast. The fastest decline has been in the EU, from just over 40 per cent of total employment in 1973 to under 30 per cent towards the end of the 1990s. As Fuchs has argued and Baumol *et al.* have demonstrated, industrial productivity typically grows faster than the average for the whole of the economy because of relatively weak technical changes in services. Thus a constant share of industrial employment requires that industrial output also grows faster than the GDP as a whole. After 1973, however, industrial

output grew slower than GDP, as consumer spending shifted towards services, the share of investment declined and there was an increase in the imports of the most labour intensive manufactures of low wage economies. Combined with the faster growth of labour productivity in industry, the result of the slow growth of industrial output was a declining share of industrial employment. Many of the EU (then EC) countries, particularly in the early 1980s, experienced a collapse of industrial employment. (3)

The loss of industrial employment greatly increased the demands on the welfare state. Manufacturing traditionally provided relatively well-paid, stable employment to male breadwinners. Many of them had no more than a basic education. Often, this was all that was required, in addition to good health, physical strength and skills specific to industrial work. The major declines in industrial employment resulted in large-scale, geographically concentrated redundancies, which (potentially) flooded local labour markets with less-educated labour. It was difficult for the service sector to take up this slack. Firstly, many services (for example wholesale distribution, retail, personal services, etc.) supply a local population and are thus spread relatively uniformly across the country. Secondly, and more importantly, services generally required different and frequently higher skills than manufacturing. Work practices, the culture and the schedules are often completely different. The result was that the service sector was unable to absorb many of those who lost their jobs in the industrial sector. To put it simply, a steel worker found it difficult to get a job as a computer programmer or to adapt to a job as a security guard. (4)

Service employment is now approaching three-quarters of all available jobs in several of the OECD countries. Over the past two decades, employment growth was the most rapid in production and social services. Employment in personal services increased less, comparatively speaking, while the employment share of distributive services remained almost unchanged. However, in most OECD countries, distributive and social services still represent the largest shares of total employment. Only in the US has the producer services sub-sector become as large as the distributive services sub-sector. Within distributive services, the largest share of jobs is in retail trade, while health-related activities are the largest component of social services in most countries. Business and professional services account for the largest share of jobs in producer services, while hotels and restaurants are the largest component of personal services. (5)

While manufacturing industry is often associated with stable, well-paid, bread winner-type employment, the service sector is associated with job instability, poor working conditions and low pay. Temporary, part-time and low-paid employment have grown in a number of OECD countries during the past two decades, but the pattern is far from universal – while the growth of service sector employment is. (6)

Answer the following questions:

1. Which of the following is the main theme of the passage?

- a. The golden years of welfare capitalism
- b. Industrial growth in OECD area
- c. Growth-less jobs in OECD area
- d. Jobless growth and demand for less skilled labour in OECD area ()

2. The theme discussed in the paragraph 3 is

- a. growth of lower productivity.
- b. decline of industrial employment.
- c. rise of industrial productivity.
- d. growth of industrial output. ()

3. Find out which one of the following statements is false:

- a. The picture of aggregate employment was favourable in the decades after 1960's.
- b. There were large shifts in the demand for different types of labour.
- c. In OECD industrial employment declined fast.
- d. There was slower decline of industrial employment in EU when compared to that in OECD. ()

4. State whether the following statement is true or false.

In regard to the manufacturing industry, it can be said that the workers required much education to work in this sector. True/False

5. Read the following statement.

Full employment, arguably the single most important pillar of the modern welfare state, is believed to be one of the main casualties of the post-industrial transition. From the above statement it can be understood that in the post-industrial economy one of the following had become the order.

- a. Increased wages
- b. Good working conditions
- c. Casual and temporary employment
- d. Skilled work ()

6. The development of service sector in the post-industrial economy required

- a. development of various faculties in education and training.
- b. labour forces possessing relatively similar working skills.
- c. development of management studies.
- d. labour forces with only skill training and not education. ()

7. Knowledge economies depended on

- a. management trainees
- b. knowledge and technology
- c. skill training
- d. hands on training ()

8. The concept 'jobless growth' involves

- a. More jobs for labourers and less work for management.
- b. production with less jobs.
- c. economic growth with less jobs for employees.
- d. Economic growth without generating new jobs. ()

9. The idea behind the statement "despite the increase in aggregate employment creation there was a massive shift in the relative demand for varieties of labour" is:

- a. jobs were diversified.
- b. new industries were started.
- c. agricultural production increased.
- d. demand for labour increased. ()

10. Temporary, part-time and low-paid employment have grown in a number of OECD countries during the past two decades, reveals the fact that

- a. labouring has become easy.
- b. workers earned more.
- c. living standards of workers went down.
- d. life style of workers changed. ()

Appendix B-3

History

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are Objective type questions and questions 11-13 **(B)** are short essay type.
- For Objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **6 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

Historians have a social responsibility to produce credible accounts of the past. Communities turn to history to understand the origins of their cultural traditions and to appraise the value of their social practices. They rely upon historians to provide trustworthy information about these and other traditions and practices in the past. (1)

How can historians prove that their descriptions of the past are credible? Roughly speaking, they do so by showing that they can be rationally inferred from evidence available to them, together with other previously established information about the past. This passage explains and illustrates the forms of argument historians use to justify the credibility of their descriptions of the past. (2)

Historians cannot prove the absolute truth of their descriptions. An absolutely true account of the world is an ideal explanation of all possible sensory experiences, past, present and future, and that is unattainable. But often historians have so much data to support their descriptions of the past that it is reasonable to believe those descriptions would survive all critical inquiry, and eventually be part of the ideal explanatory theory of the world. In short, it is often reasonable to believe that historical descriptions are true. (3)

Although historians cannot prove descriptions of the past true, they can give reasons for believing them to be true. That is, they can demonstrate their rational credibility. There are degrees of rational support for historical descriptions, and there are corresponding degrees of rational credibility. Responsible historians will be careful not to exaggerate the certainty of their conclusions, but will point out how tentative they are when there is not strong evidence to support them. (4)

When historians draw inferences about the past and go on to test them, they bring with them a heap of beliefs about nature, society and history, which they assume to be true. It is by drawing upon this knowledge that they can interpret their perceptions of evidence, and make new discoveries about the past. Occasionally their presuppositions are corrected by historical discoveries; indeed quite often common assumptions about their period of history are altered by what they find. The point is that historians cannot possibly establish the credibility of all the

information they draw upon in making new inferences about the past, and in testing them. The rationality and credibility of their conclusions is always relative to that of the assumptions they employed in reaching them. This is a matter of no concern, so long as those assumptions are themselves well supported by other perceptions, scientifically validated you might say. If the assumptions are rationally credible, then so may be the historical inferences which depend upon them. (5)

It is interesting to see how historical discoveries build upon one another. Evidence will point to some past actions; these actions will suggest the mental state of the agents, and that will reflect more facts about the context in which they acted. The relations are explanatory: descriptions of the actions help to explain the evidence; descriptions of the mental state of the agents help to explain their behaviour; and descriptions of their environment help to explain their mental state. (6)

When historians investigate the past, they normally begin wanting to discover facts of a certain kind. They do not want a complete explanation of the evidence available to them. Rather, they want to know what it can tell them about the kind of information that interests them. In fact they scan available evidence to find pieces of evidence which they believe will point to the information they want. Indeed to call a letter, a report, a photograph or some other material object 'evidence' is strictly speaking an incomplete description: it must be evidence of something, and historians select as relevant evidence those things which they think might imply facts of the kind they wish to discover. (7)

To explain the existence of some observable evidence, historians draw upon their general knowledge of the probable, or possible, causes of its creation. Sometimes their general knowledge is so appropriate that the conclusion they reach can be accepted as credible without further consideration. Inferences of this kind can be called 'direct inferences'. On the other hand, sometimes historians have no direct knowledge of the information they want, and have to draw upon very general knowledge of the possible causes of the evidence to form hypotheses about the circumstances of its creation. Sometimes historians feel confident that the correct hypothesis is probably one of the possible ones listed, and they then attempt to show that one is much more credible than the others. This form of inference is called 'an argument to the best explanation'. Most often the inference lies somewhere between these two extremes: general knowledge renders one hypothesis considerably more probable than the other possible hypotheses, but to confirm this impression historians look for other support for their favoured hypothesis as well. I call inferences of this kind 'hybrid inferences'. (8)

Historical inferences depend upon general knowledge, knowledge of the usual causes of the evidence historians study, and knowledge of the usual implications of the hypotheses they form about the past. The sources of this general knowledge are various. (9)

Answer the following questions:

1. The main theme of the passage is

- a. the historians' responsibility of description of the past.
- b. the absolute truth of historical descriptions.
- c. the historians' justification of their descriptions of the past.
- d. the credibility of the historians descriptions of the past.

()

2. The theme discussed in the paragraph 7 is

- a. the historian's tendency to investigate the past thoroughly.
- b. the historians desire to investigate facts of all kinds.
- c. the historian's tendency to hypothesize intelligently.
- d. the historian's tendency to consider the evidences selectively. ()

3. State whether the following statement is true or false.

Historians provide their own reasons for why they believe in something to be true.

True/False

4. State whether the following statement is true.

An historian's conclusions inferred from his/her general knowledge that are very appropriate are called as 'hybrid inferences'.

True/False

5. The most reliable history depends on

- a. evidence
- b. hypothesis
- c. correct interpretations
- d. true accounts of sensory experiences. ()

6. Choose the right option that corresponds to the following sentence.

When historians draw inferences about the past and go on to test them, they bring with them a heap of beliefs about nature, society and history, which they assume to be true.

- a. There is an account of sensory perceptions.
- b. There is objectivity in interpreting history.
- c. There is neutrality in interpreting history.
- d. There is a subjective element in interpreting history. ()

7. Hypothesis is formed based on

- a. a visual account.
- b. a logical assumption.
- c. an inference.
- d. evidence and inference. ()

8. 'Hybrid inferences' are conclusions that are drawn

- a. with the help of their general knowledge of the probable and possible causes of historical evidence.
- b. by forming hypotheses about the circumstances of creation of evidence considering the possible causes of the evidence.
- c. by considering their favoured hypothesis as more probable than others and try establishing the same with other evidence.
- d. by taking into consideration their own favoured hypothesis as well as the inferences elicited by other historians. ()

9. Find out the idea behind the term 'argument to the best explanation':

- a. Arguments favouring a hypothesis which has evidence.
- b. Arguments favouring a hypothesis intuitively chosen by the historian.
- c. Arguments that support an inference favoured by evidence.
- d. Explanation based on logical arguments. ()

10. Read the following sentence given from the passage and find the idea expressed.

There are degrees of rational support for historical descriptions, and there are corresponding degrees of rational credibility.

- a. The correctness of history depends on the degree of rational credibility of historical descriptions.
- b. The historical descriptions become absolute with rational support.
- c. The objectivity of the historical descriptions gives rational support for the history.
- d. The subjective interpretations reduce the credibility of the historical descriptions. ()

Appendix B-4

Political Science

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
 - Questions 1-10 **(A)** are Objective type questions and questions 11-13 **(B)** are short essay type.
 - Answer all questions.
 - For Objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question.
 - For questions 11-13, answer the questions in 50 words.
 - Answers should be written **only** in the space provided after each question.
 - This question paper contains **5 pages** in all.
 - The time allotted-**one hour**.
-

Read the following passage and answer the questions which follow it:

Equality and liberty have been variable conceptions in the modern period. There is not, then, one conception of equality and liberty that usefully sums up what struggles for equality and liberty since the seventeenth century have been about. One of the factors behind these changes is the state itself. The demands of ruling have required that the state extend equality and liberty beyond what would be demanded by the role they play in reproducing the economy. (1)

During the French Revolution vast changes in equality and liberty were compressed into five short years. Despite the reversals during the counterrevolution that began in 1794, these changes impressed themselves on subsequent generations either as a model to be emulated or as a tragedy to be avoided. In January of 1794, three deputies from the colony of San Domingo were given seats in the National Convention in Paris. One was a black who had been a slave, and another was a mulatto. On the day after they were seated, the ex-slave pledged blacks to the revolutionary cause and called for the abolition of slavery. Moved by his speech, the National Convention declared slavery abolished in all the colonies. The slaves on San Domingo had been in revolt since 1791, and they had already overthrown slavery there by 1794. The action of the Convention reflected not only that revolt but also the greater involvement of the Parisian masses in the Revolution after their mobilization for national defense against the forces of monarchy, within and without, in 1792. (2)

This momentous step could not have been anticipated by concentrating on the principles of the Declaration of the Rights of Man of 1789. These principles enshrined little more than those rights claimed by a property owner in a market system. Robespierre himself was opposed to abolition and was not present at the Convention when it was adopted. After all, Article 16 of the 1793 Constitution contained a statement on the right to property, proposed by Robespierre, that left the owner free to dispose of his possessions at will. This freedom was at odds with abolition. Slavery had indeed been abolished in France itself in 1791, but the Assembly had then been too timid to cross the maritime bourgeoisie of Bordeaux and Nantes by abolishing slavery in the colonies. These centers processed the sugar, cotton, coffee, hides, and cocoa emanating from the West Indies, and the larger part of the finished product was in

turn sold outside France. In addition, Marseilles, Bordeaux, and Nantes profited from the export of French wines, meats, and flour to the West Indies. When in 1794 slavery was abolished in the colonies, the maritime bourgeoisie instructed its deputies in the Convention to retort that this concern for human rights had stopped shipbuilding in their ports and that three thousand workers had been idled. Their opposition was in fact consistent with the Declaration of the Rights of Man, which in Article 2 had defined property as an inalienable natural right and hence as a basic liberty. The Declaration of 1789 expounded equality so as to make everyone equal before the law, without giving everyone the right to vote on what the law would be. Later this restriction would be made precise with a property qualification for the franchise. (3)

We fail to capture the changes that were taking place if we try to explain them in terms of a gradually more consistent application of the same concepts of equality and liberty. The concepts of 1789, which emphasized the sacredness and inviolability of property, were not the same as those of 1794, which emphasized the ending of oppression. The difference was the shift from the motivation of ending monarchy and feudal dues in 1789 to the quite different motivation of fraternity in 1794. The Declaration of Rights that precedes the text of the Constitution voted on in June 1793 went beyond the Declaration of 1789 by proclaiming that "the aim of society is the happiness of all." People were to have the right to public assistance as a "sacred debt." Education was to be brought within "the reach of all citizens." Jacques Roux, who spoke for the masses against those like Robespierre who were content to use them, challenged the proposed Constitution on the grounds that it did not guarantee the rights proclaimed in the Declaration of Rights and hence could not "ensure the happiness of the people." It guaranteed only a liberty and an equality that were vain shadows of their real selves. There was no real liberty or equality when one class could with impunity starve another by the manipulation of food prices. From the perspective of fraternity, the bourgeois conceptions of liberty for the owner and of equality before the law were simply not the right conceptions. (4)

The perspective of fraternity, which was that of "the happiness of all," required social security, education, price controls, the abolition of slavery, none of which automatically fell out of calculations based on bourgeois liberty and equality. Popular pressure forced the legislation of price controls in September 1793, the adoption by the Convention in December 1793 of a program of compulsory, free, and secular primary education, which was not implemented, and the passage of a social security program, with annual pensions for the indigent and free medical care, in May 1794. (5)

Answer the following questions:

1. The main objective of the above passage is how

- a. capitalism was brought in France during the revolution.
- b. education was brought within the reach of everybody.
- c. slavery and monarchy were established in France.
- a. d. variability of the concepts of liberty and equality during various phases of French revolution. ()

2. The theme of the argument by Jacques Roux against the constitution of 1793 was

- b. liberty and equality that were vain shadows of their real selves.
- c. happiness to all could not be ensured by the.
- d. content of the justice.
- e. setting limits.

()

3. State whether the following statement is true or false.

Constitution voted in June 1793 ensured all the rights mentioned in the declaration.

True/False

4. Which one of the following statements is 'true'?

National convention in Paris in 1794

- a. abolished slavery in France.
- b. abolished slavery in French colonies.
- c. abolished feudalism and monarchy.
- d. brought in property right.

()

5. To make everyone equal before the law

- a. everyone should be given the right to decide what the law should be.
- b. private ownership is to be abolished.
- c. equal opportunity is to be given to everyone to participate in politics.
- d. economic equality should be there.

()

6. The bourgeois conception of liberty could ensure

- a. equality to all.
- b. fraternity to everybody.
- c. equality and fraternity to none.
- d. equality and liberty to all.

()

7. Robespierre, who proposed the right to property that left the owner free to dispose of his possessions at will, opposed abolition of slavery. Because, according to him

- a. slaves are property of individuals.
- b. slaves are human, who too should have equal rights.
- c. slaves should support equality.
- d. slaves should oppose liberty.

()

8. The bourgeois conceptions of liberty and equality are unachievable, as it

- a. left bourgeois with the hold to manipulate food prices.
- b. gave the right to public assistance as "sacred debt".
- c. brought education within the reach all citizens.
- d. declared happiness to all.

()

9. Doing away with monarchy is a precondition for

- a. right to property.
- b. abolition of slavery.
- c. ushering in democracy.
- d. a balance between rich and poor. ()

10. The reason behind many of the welfare measures taken by the National Convention during French revolution (1789-1794) was

- a. people's pressure.
- b. bourgeois.
- c. goodness of the rulers.
- d. divine grace. ()

Psychology

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are objective type questions and questions 11-13 **(B)** are short essay type.
- For objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **5 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

If illusion is the simulation of immediate knowledge, the most obvious mode of classifying illusions would appear to be according to the variety of the knowledge which they simulate. (1)

Now, the popular psychology that floats about in the ordinary forms of language has long since distinguished certain kinds of unreasoned or uninferred knowledge. Of these the two best known are perception and memory. When I see an object before me, or when I recall an event in my past experience, I am supposed to grasp a piece of knowledge directly, to know something immediately, and not through the medium of something else. Yet I know differently in the two cases. In the first I know by what is called a presentative process, namely, that of sense-perception; in the second I know by a representative process, namely, that of reproduction, or on the evidence of memory. In the one case the object of cognition is present to my perceptive faculties; in the other it is recalled by the power of memory. (2)

Scientific psychology tends, no doubt, to break down some of these popular distinctions. Just as the zoologist sometimes groups together varieties of animals which the unscientific eye would never think of connecting, so the psychologist may analyze mental operations which appear widely dissimilar to the popular mind, and reduce them to one fundamental process. Thus recent psychology draws no sharp distinction between perception and recollection. It finds in both very much the same elements, though combined in a different way. Strictly speaking, indeed, perception must be defined as a presentative-representative operation. To the psychologist it comes to very much the same thing whether, for example, on a visit to Switzerland, our minds are occupied in *perceiving* the distance of a mountain or in *remembering* some pleasant excursion which we made to it on a former visit. In both cases there is a reinstatement of the past, a reproduction of earlier experience, a process of adding to a present impression a product of imagination--taking this word in its widest sense. In both cases the same laws of reproduction or association are illustrated. (3)

Just as a deep and exhaustive analysis of the intellectual operations thus tends to identify their various forms as they are distinguished by the popular mind, so a thorough

investigation of the flaws in these operations, that is to say, the counterfeits of knowledge, will probably lead to an identification of the essential mental process which underlies them. It is apparent, for example, that, whether a man projects some figment of his imagination into the external world, giving it, present material reality, or whether he retrojects it into the dim region of the past, and takes it for a reality that has been he is committing substantially the same blunder. The source of the illusion in both cases is one and the same. (4)

It might seem to follow from this that a scientific discussion of the subject would overlook the obvious distinction between illusions of perception and those of memory; that it would attend simply to differences in the mode of origination of the illusion, whatever its external form. Our next step, then, would appear to be to determine these differences in the mode of production. (5)

That there are differences in the origin and source of illusion is a fact which has been fully recognized by those writers who have made a special study of sense-illusions. By these the term illusion is commonly employed in a narrow, technical sense, and opposed to hallucination. An illusion, it is said, must always have its starting-point in some actual impression, whereas a hallucination has no such basis. Thus it is an illusion when a man, under the action of terror, takes a stump of a tree, whitened by the moon's rays, for a ghost. It is a hallucination when an imaginative person so vividly pictures to himself the form of some absent friend that, for the moment, he fancies himself actually beholding him. Illusion is thus a partial displacement of external fact by a fiction of the imagination, while hallucination is a total displacement. (6)

It is to be observed, however, that the line of separation between illusion and hallucination, as thus defined, is a very narrow one. In by far the largest number of hallucinations it is impossible to prove that there is no modicum of external agency co-operating in the production of the effect. It is presumable, indeed, that many, if not all, hallucinations have such a basis of fact. Thus, the madman who projects his internal thoughts outwards in the shape of external voices may, for aught we know, be prompted to do so in part by faint impressions coming from the ear, the result of those slight stimulations to which the organ is always exposed, even in profound silence, and which in his case assume an exaggerated intensity. And even if it is clearly made out that there are hallucinations in the strict sense, that is to say, false perceptions which are wholly due to internal causes, it must be conceded that illusion shades off into hallucination by steps which it is impossible for science to mark. In many cases it must be left an open question whether the error is to be classed as an illusion or as a hallucination. (7)

Answer the following questions:

1. The main theme discussed in the passage is

- a. psychology and parapsychology.
- b. perception and recollection.
- c. presentation and representation.
- d. illusions and hallucinations.

()

2. The theme discussed in the last paragraph of the passage is

- a. the separation of illusion and hallucination.
- b. the hallucinations having a basis of fact.
- c. the false perceptions due to internal causes.
- d. the illusions shading off into hallucinations.

()

3. State whether the following statement is true or false.

There is some knowledge which is not based on any reason which the subject of scientific psychology has classified. True/False

4. State whether the following statement is true or false.

In illusion facts are to some extent displaced by imaginary fiction. True/False

5. From scientific perspective the differences between illusions of perceptions and memory boils down to the differences in

- a. the capacity of the individual.
- b. the objective world.
- c. the memory.
- d. the process of perceiving. ()

6. A conscious mind under normal circumstances takes a piece of rope for a snake. It is

- a. an imagination
- b. an illusion
- c. a hallucination
- d. a perception ()

7. The process of adding a product of imagination to a present impression is called

- a. a representative process.
- b. a presentative process.
- c. a presentative-representative operation.
- d. a sense-representation process. ()

8. The audience watching a ventriloquist perceives the puppet as actually speaking. This is an example of

- a. a hallucination.
- b. a sensation.
- c. a perception.
- d. an illusion. ()

9. As the same elements are combined in both perception and recollection, the distinction between them is viewed as dim in the recent psychological studies. Here the idea is that perception, in a sense, is

- a. a modified recollection of perception of the past events.
- b. a distorted recollection of perception of the past events.
- c. a diversified recollection of perception of the past events.
- d. a past illusion modified to the reality of the present. ()

10. Find out the idea expressed in the following statement.

In by far the largest number of hallucinations it is impossible to prove that there is no modicum of external agency co-operating in the production of the effect.

- a. There is some element which helps in the production of many hallucinations.
- b. There is some outside element that helps in the production of many hallucinations.
- c. There is some element which helps internally in the production of many hallucinations.
- d. There is some element which helps in the production of internal hallucinations.

()

Appendix B-6

Public Administration

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are objective type questions and questions 11-13 **(B)** are short essay type.
- For objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **6 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

It was the efficient and economical management of government agencies that characterized much of the early reasoning in American public administration. Ours was an ethic of management, efficiency, and economy, and we conveniently assumed that its effects would be evenly and fairly distributed among our people. Gradually, beginning in the 1960s, it became apparent that the implementation of many public programs was much more efficient and effective for some than for others. Indeed, it came to be understood that public administration could not logically claim to be without responsibility for some practices that resulted in obvious unfairness or injustice. Based upon this understanding, there emerged an argument for a social equity ethics in public administration, an ethic of importance equalling our ethics of efficiency and economy. Social equity took its place with efficiency and economy as the third pillar of public administration. Indeed, by the late 1990s, a standard text wrote:

The ethical and equitable treatment of citizens by administrators is at the forefront of concerns in public agencies. . . . Now it is unthinkable (as well as illegal), for example, to deny someone welfare benefits because of their race or a job opportunity because of their sex. Social equity today does not have to be so much fought for by young radicals as administered by managers of all ages. (Shafritz and Russell, 2000)

Over the years the phrase "social equality" has come to comprehend the many complex issues associated with fairness, justice, and equality in public administration. In Shafritz and Russell's words:

Fairness in the delivery of public services; it is egalitarianism in action—the principle that each citizen, regardless of economic resources or personal traits, deserves and has a right to be given equal treatment by the political system. (1)

They then set out three qualities of social equity:

All public administrators have an obvious obligation to advance social equity. However, this obligation can be legitimately and honourably interpreted in several

ways. First is the obligation to administer the laws they work under in a fair manner. It is hard to believe today that this first obligation was once controversial.

The second way of interpreting obligations to advance social equity is to feel bound to proactively further the cause—to seek to hire and advance a varied workforce. The attitude requires a specific approach: It is not enough to go out and find qualified minorities. You must go out, find them, and then qualify them.

The third aspect to advancing social equity is best illustrated by a story. In 1963, George C. Wallace, then governor of Alabama, dramatically stood in the doorway of the University of Alabama to prevent the entry of black students and the desegregation of the university. . . . After a longwinded speech about federal encroachment on states' rights, Wallace stepped aside and [U. S. Attorney General Nicholas] Katzenbach escorted Vivian Malone to the university cafeteria. . . .

After Malone entered the cafeteria, she got her tray of food and sat alone. Almost immediately some white female students joined her. . . . Then, as now, governments can go only so far in forcing social equity. But there is no limit to the amount of inspiration it can provide to encourage people to do the right, decent, and honourable thing. This encouragement has a name. It is called moral leadership.

Over the years, both the subject of social equity and its language have changed. (2)

Equity is now more broadly defined to include not just race and gender but ethnicity, sexual preference, certain mental and physical conditions, language, and variations in economic circumstances. The words “multiculturalism” and “diversity” are now often used to comprehend this broader definition of social equity. (3)

The phrase “social equity” has taken its place as a descriptor for variables in the analytic constructs of researchers in the field, as a concept in the philosophy of public administration, and as a guide for ethical behaviour of public servants. (4)

As Dwight Waldo once put it, public administration is the marriage of the arts and sciences of government to the arts and sciences of management. Efficiency and economy are primarily theories of management, while social equity is primarily a theory of government. In the early years of modern American public administration, this marriage, particularly in the conceptions of Woodrow Wilson was balanced. Theories of business efficiency were routinely mixed with theories of democratic government—the argument being that a government can and should be both efficient and fair. However, by the mid-1960s, the marriage had become dominated by management theories and issues, for many years having begged questions of equity and fairness. Even though the general opinion was (and still is) that public administration is part of the political process, there was little interest in developing specifics regarding the ends to which politics and public administration should be put. (5)

Also, in the early years, conventional wisdom dictated that public administration was neutral and only marginally involved in policymaking. Following such wisdom, it was possible to ignore social equity. The current theology holds that public administration is a part or a form of politics, that it often exercises leadership in the policy process, and that neutrality is next to impossible. If that is the case, then it is not logically possible to dismiss social equity as a suggested guide for administrative action that is equal to the values of economy and efficiency. (6)

Answer the following questions:

1. The theme of the passage is
 - a. social equity through public administration.
 - b. efficiency in public administration.
 - c. economy in public administration.
 - d. management in public administration. ()

2. The theme discussed in the story which was narrated to illustrate the third aspect of social equity highlights that
 - a. the federal government should not infringe on state's rights.
 - b. the responsibility of the state in implementing the concept of social equity.
 - c. the government has to take moral leadership in enforcing social equity.
 - d. the university is to be segregated on the lines of race to provide special attention in enforcing social equity. ()

3. State whether the following statement is true or false.

The administrators' obligation to administer the laws they work under in a fair manner was never a controversial aspect.

True/False

4. State whether the following statement is true or false.

According to the current theory neutrality is virtually impossible in public administration.

True/False

5. Read the following statement and make an inference out of it.
From the speech and the act of the governor of Alabama in University of Alabama it can be inferred that he
 - a. was for state's rights
 - b. stood for racial discrimination and segregation of university.
 - c. was against encroachment on states' rights by federal government.
 - d. stood for special rights to the black people. ()

6. From the fact that there was little interest in developing specifics regarding the ends to which politics and public administration should be put, it can be inferred that
 - a. institutional discrimination was rampant.
 - b. management theories have become dominant.
 - c. management was part of the public administration.
 - d. management was part of business. ()

7. The concept of 'social equality' in public administration encompasses the following qualities of public administration.
 - a. Liberty, equality and fraternity
 - b. Fraternity, fairness and equality
 - c. Fairness, equality and economy
 - d. Fairness, equality and justice ()

8. Multiculturalism is-
- a. the ethical behaviour of various people.
 - b. many races living within a country.
 - c. the mutual coexistence of many cultures.
 - d. the existence of various people with in a political framework. ()
9. According to Dwight Waldo, public administration is the marriage of the arts and sciences of government to arts and sciences of management. Here the idea is-
- a. the principle of social equity monitors efficiency and economy.
 - b. business efficiency is mixed with the theories of government.
 - c. management theories guide politics.
 - d. social equity and the theories of management go together. ()
10. How was it possible to ignore social equity in following the conventional wisdom that public administration was neutral and only marginally involved in policy making? The idea expressed here is, in the conventional wisdom
- a. social equity was implicit in neutrality.
 - b. there was no discrimination.
 - c. discrimination was natural and justified.
 - d. discrimination was a non-issue. ()

Social Work

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are objective type questions and questions 11-13 **(B)** are short essay type.
- For objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **5 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

Social work's theories and practices reflect the times in which they live. In a deep sense, social work is defined by the evolving relationship between the state and the individual. Any changes in definition of either the political or the personal therefore result in shifts in how we understand that domain in which the state and the individual meet. This domain or discourse we now know as the social. Recent upheavals in the philosophy and politics surrounding welfare have resulted in redefinitions of both the social and those who work-the-social, rightly called social workers. In the wake of such changes, social work's knowledge base and practice repertoire have also experienced major alterations in their character. (1)

I want to argue that in these new political and cultural contexts many of social work's theories and practices have become analytically more shallow and increasingly performance-orientated. The concept of modernity will prove useful in helping us to understand the rise of the social worker in the nineteenth century. It will allow us to track her evolution from diagnostic caseworker to care manager, from applied social scientist to service coordinator. (2)

Modernity has faced two crises, each brought about by perceived excesses in one or other of its two defining dimensions of liberty and discipline. The first crisis witnessed growing misery and social unrest suffered under the worst features of nineteenth century liberalism with its heavy emphasis on human freedom and individual autonomy. The solution to these problems of social disorder led to attempts to discipline and regulate social life. Social work, along with other forms of collective action in the emerging welfare state, formed as part of this disciplining process. But by the 1960s, there were growing feelings amongst New Right radical liberals that collectivism had gone too far. The welfare state was thought to be stifling the individual and individualism. (3)

The fate of social work in this second crisis of modernity is particularly intriguing when it is remembered that social work's traditional characteristics formed in the wake of modernity's first crisis. By the late 1960s and 1970s, increasing doubts were being expressed about the effectiveness of welfare provisions in controlling social unruliness and bringing about improvements in the quality of personal experience. This was modernity's second crisis. Rises

in crime, marital breakdown, drug abuse and the numbers of single parent families were all cited as examples of the welfare state's inability to deliver order, certainty and security in personal life. (4)

Social work was in the front of the firing-line of much of the criticisms levelled at the welfare state. It was also under attack from within its own ranks. The more behaviourally inclined and scientifically minded researchers began to question social work's effectiveness. The claim was that social workers, particularly those who practised within a psychoanalytic tradition, were ineffective in treating such things as delinquency and poor parenting. But social workers were also being arraigned by another set of theorists who saw social workers pathologising the individual rather than blaming the political system that promoted so much inequality and hardship. Social workers would be much more effective, so the claim went, if they attempted to change the social system to suit individuals rather than change individuals to fit the social system. (5)

In spite of their contrasting analyses, both critiques remained firmly within the modern project. Although social work was charged with using the wrong theories and its methods appeared ineffective, there was still the belief by both protagonists that individual and social experience could be changed and improved by recognising the true, underlying cause of people's problems and difficulties. It just happened that social workers had latched on to a poor set of explanations and associated practices. In the case of the critical researchers, the recommendation was for more behaviourally orientated and task-centred practices, while for the sociologically inspired critics the argument was that social workers should take a more political and structural approach to understanding and dealing with clients and their problems. (6)

But social workers were under attack from other directions too, and it was these assaults which proved to be the more significant, having a profound impact on the nature of social work as it evolved through the 1980s. It was not just that traditional social-work practices appeared to be ineffective; they were also accused of being intrusive and undermining of the moral fabric. For example, in some cases of sexual abuse, it was alleged that social workers had been too zealous. They had intervened and removed children from homes in which courts eventually decided that no abuse or proven abuse had occurred. Politicians and the media had no difficulty in accusing social workers of failing to remove and save children from families which were clearly violent and dangerous while at the same time criticising them for removing other children because of the profession's unhealthy obsession with and exaggeration of sexual abuse. (7)

The claim was that social workers had too much power to intervene in family life without being either useful or effective. The state, it was argued, should be more reluctant to invade the privacy of family life; it should stop undermining parental responsibility. Not only should there be greater parental involvement in decisions and actions concerning children, it should be explicitly recognised that it is parents and not the state who are responsible for their children. Such policies manage to blend conservatism with liberalism, traditional values of the patriarchal, self-reliant family with *laissez faire* economics. (8)

Answer the following questions:

1. The main theme of the passage is
 - a. the theories and practices of social work.
 - b. the political and cultural context of social work.
 - c. modernity.
 - d. social work and criticism against it. ()

2. The essence of the first crisis faced by modernity is
 - a. social unrest due to heavy emphasis on human freedom and autonomy.
 - b. social unrest due to revolutions.
 - c. the ineffectiveness of welfare provisions.
 - d. the liberal state stifling the individual and individualism. ()

3. State whether the following statement is true or false.

By the late 1960s and 70s welfare state came under severe criticism. True/false

4. State whether the following statement is true or false.

Courts favoured social workers by saying that there was no abuse or proven abuse in cases where social workers removed children from homes on charges of sexual abuse. True/False

5. The reason behind the rise of social workers in the 19th century is
 - a. to regulate and discipline social life.
 - b. to balance upheavals in philosophy and politics.
 - c. social disorder has become the order of the day.
 - d. welfare states come into existence to provide service to people. ()

6. The social workers pathologise the individual rather than blaming the political system that promoted so much inequality and hardship. This would have benefited
 - a. the individuals.
 - b. the politicians.
 - c. the ruling class.
 - d. the radical groups. ()

7. Task-centred practice in social work is
 - a. goal-oriented practice.
 - b. crisis management.
 - c. helping people in overcoming difficulties.
 - d. counselling people to change their attitude. ()

8. 'Collectivism' represents
 - a. negating the individual's achievements in favour of a group.
 - b. giving importance only to groups.
 - c. doing a work in group.
 - d. giving priority to a group rather than to an individual. ()

9. By recognising the true, underlying cause of people's problems and difficulties,
- a. prejudices playing a role in understanding them can be prevented.
 - b. changes can be brought in social and individual experiences.
 - c. framing a theoretical concept becomes easy.
 - d. intellectual understanding of people's problems will be possible. ()
10. The idea behind 'pathologising the individual' was to
- a. criticize the individual on moral grounds.
 - b. make them adopt to the political system they live in.
 - c. analyse and assess an individual's mental condition.
 - d. justify the socio-political system in which the individual lives. ()

Sociology

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are objective type questions and questions 11-13 **(B)** are short essay type.
- For objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **6 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

The analysis of social divisions is central to the sociological enterprise. For a long time though, sociologists focused primarily upon one major system of social division: inequalities associated with social and economic positions. Such a focus looks at how people are ranked in terms of their economic situation, their power and their prestige. It focuses especially on social class (and on caste and slavery in some kinds of societies). But more recently, sociologists have recognised that such divisions can be organised through other key social processes such as gender, ethnicity, sexuality, disability and age. In relation to crime, we can therefore identify hierarchies and social divisions that have received more recent recognition:

- social and economic divisions: here a person's labour, wealth and income play a key role in crime;
- gender and sexuality divisions: here a person's position as a man or as a woman plays a key role in crime;
- ethnic and racialised divisions: here a person's 'race' and ethnicity play a key role in crime;
- age divisions: here a person's age plays a key role in crime. (1)

Criminologists of early period have argued that understanding of the causes and the experience of crime needs to be looked for in entrenched structural – social and economic – inequalities. Conflict analyses of crime, for instance, have drawn attention to how the crimes that poor people commit are subject to disproportionate attention by criminal justice systems. (2)

However, it is an odd irony that conflict analyses – concerned about class and power differences – for so long neglected the importance of gender despite their focus on social inequality. If, as conflict theory suggests, economic disadvantage is a primary cause of crime, why do women (whose economic position is, on average, much worse than that of men) commit far fewer crimes than men do? (3)

Up until the 1970s, the study of crime and deviance was very much a male province. British sociologist Carol Smart in her book *Women, Crime and Criminology*, published in 1977, documented the neglect of women in such study. She also showed that when women had been included, the approach had usually been highly sexist or outrightly misogynist. (4)

The contributions of feminist scholars to the study of crime raised some fundamental questions. One question is what Kathy Daly and Meda Chesney Lind (1988) have called 'the generalisability problem'. This refers to whether theories generated to explain male offending can be used to explain female offending. Can women simply be inserted into theories that explain male offending, or are new theoretical developments necessary to explain female crime? (5)

In redressing the omissions of criminology, feminist scholars saw an additional – but also an obvious – neglect of a focus upon men as men. Although crime is indeed largely – although not exclusively – committed by men, this dimension of analysis had been largely ignored: it was a key missing link. Hence, feminist criminologists began to raise the issue of masculinity and crime. They have suggested that since more men are involved in crimes, there may be a link between forms of masculinity and forms of crime. It is only relatively recently, then, that the obvious fact that crime is in some way bound up with masculinity has been taken up as in any way problematic. Much of the subsequent relevant research to date has tended to concentrate on the two areas of domestic violence and youth crime. (6)

A further social division concerns 'race' and ethnicity. In Britain, as well in North America, some minority ethnic groups, and especially black communities, are over-represented in the criminal justice process – in police stops, in appearances in court, and in the prison population. Many commentators give the impression – especially in elements of the popular press – that some minority ethnic communities are somehow more criminally inclined than others. Such an impression both reflects and reinforces racist ideologies. Various factors are at work that account for crime. Crime is not evenly distributed across the social spectrum, and age, location, gender and socio-economic position are important variables in accounting for offending and victimization. (7)

Analysing the relationship between 'race' and crime seriously also means taking account of discrimination in the criminal justice system. In Britain, the racist murder of black teenager Stephen Lawrence by a gang of white youths at a bus stop in London in 1993 – and the inquiry into the police investigation that followed – thrust the tragedy of violent racism into the public consciousness with a potency never present before. The flawed police investigation into the murder became, for many, symbolic of the character of relations between the police and minority ethnic communities in Britain. Fundamentally, using the language of 1960s Black Power activists in the United States, the 'Macpherson Inquiry' (1999) observed that the police investigation was characterised by institutional racism. Prior to the investigation, researchers had been producing evidence of racial prejudice and discrimination among some police officers for over two decades. (8)

To this point, we have discussed social divisions around class, gender, sexuality and 'race' as if they are discrete categories in which people live their lives. Yet in practice they are experienced 'as a totality' by individuals. Any one person's experience at any one moment in time is a product of interacting divisions. One response to this reality, which has been put forward by Kathy Daly is the 'multiple inequalities' approach around the class–race–gender axis of investigation. She suggests that everyone is located in a matrix of multiple social relations. This means that race and gender are just as relevant to the analysis of white men as they are to that of black women. (9)

Answer the following questions:

1. The main theme of the passage is

- a. racial divisions and crime.
- b. social divisions and crime.
- c. age divisions and crime.
- d. gender divisions and crime.

()

2. What is the theme of the book *Women, Crime and Criminology*?

- a. The sexist approach in dealing with women.
- b. The neglect of women in the study of crime.
- c. The criticism on the study of crime and deviance.
- d. The reasons for women committing crimes.

()

3. Read the following statements and state whether they are true or false.

Conflict analyses of early times emphasized on the discriminative nature of criminal justice systems in relation to the crimes committed by the poor.

True/False

4. State whether the following statement is true or false.

The conflict analysis was able to explain why there was disparity in crime rate between men and women.

True/False

5. Make an inference from the following excerpt.

If, as conflict theory suggests, economic disadvantage is a primary cause of crime, why do women (whose economic position is, on average, much worse than that of men) commit far fewer crimes than men do?

It can be inferred that

- a. women are of good character and hence they don't commit crime.
- b. since women are oppressed they are less involved in crime.
- c. crime committed by women go unnoticed.
- d. economic position has no bearing on commission of crime.

()

6. In the context of institutional racism against blacks, it is obvious that

- a. black people are given more opportunities.
- b. black people are deliberately abused.
- c. black people commit more crimes.
- d. black people are encouraged to rebel against the authority.

()

7. The concept of 'generalisability problem' refers to the possibility of application of theories relevant to

- a. gender discrimination to racial discrimination.
- b. racial discrimination to crime in society.
- c. female offending to male offending.
- d. male offending to female offending.

()

8. Institutional racism is

- a. discrimination enacted against institutions in the society.
- b. discrimination enacted by dominant races on the people of black race.
- c. discrimination enacted by institutions on the basis of birth in a race.
- d. discrimination rooted in the society based on economic status. ()

9. 'Multiple inequalities approach' is a means which employs

- a. various social classes in understanding crime.
- b. gender in understanding crime.
- c. race in understanding crime.
- d. divisions based on various social inequalities in understanding crime. ()

10. The neglect of women in the study of crime was questioned by

- a. sociologists.
- b. feminist scholars.
- c. black power activists.
- d. criminologists of early period. ()

Women Studies

Instructions:

Read carefully the following instructions.

- This question paper has a reading comprehension passage followed by 13 questions.
- Answer all questions.
- Questions 1-10 **(A)** are objective type questions and questions 11-13 **(B)** are short essay type.
- For objective questions choose the right answer from the options given under each item. Mention the correct answer (either a, b, c, or d) in the parentheses provided against each question. For 'true' or 'false' questions choose the right answer (either 'true' or 'false') by marking tick ✓.
- For questions 11-13, answer the questions in 50 words.
- Answers should be written **only** in the space provided after each question.
- This question paper contains **6 pages** in all.
- The time allotted-**one hour**.

Read the following passage and answer the questions which follow it:

Today's contemporary feminists argue that established world religions reflect and enhance profoundly sexist values prevailing in the societies in which they are found. They have not only denied women a place in leadership but have promulgated ideas that devalue women in general. Why, then, are women in great numbers the world over devoted members of religions? (1)

Women's personal experiences of religion suggest that they see and feel something beyond and apart from the negative messages that male clergy, ritual, and teaching convey. Women often make aspects of religion that are underplayed by the male hierarchy the essence of their own belief. For example, Mary, on Christ as healer and nurturer, or on loving, benevolent, even maternal God. For Phillis Wheatley, Christianity was the inspiration for some of her most lyrical poetry. (2)

While the major religions have produced formal codes, the great masses of their adherents have developed their own versions of belief and practice. Catholic women are everywhere excluded from the clerical hierarchy of Catholicism. In belief and practice, rural Italian Catholic women may well resemble rural Mexican Irish, or Peruvian Catholic women more closely than they do the urban Roman priest. In some respects, rural Catholic women may have in common certain religious attitudes and interests with rural Islamic and Hindu sisters that neither shares with the men who dominate their systems of codified knowledge. The popular versions of the religions of the world have often provided a scope for women's activities denied them by the male governing elite in the formalized versions of these religions. For the majority of religious women in the past, this standing appears to have been enough. For a few, as we shall see, it was not; and today numbers of women are demanding an equal place "at the top." (3)

We have seen that while women have made many dramatic and effective accommodations to the restraints placed on them by organized religion, their participation is often viewed by men as marginal. Religion is simply one of the most universal and distinctive of human activities, and women are human in every way, subject to all the multiplicity of

impulses, emotions, and inquiries that lead men to faith. In this sense, religion is necessary to many women for reasons of pure individual satisfaction. For Marta Morena Vega, a Santeri's priestess, religious practice has enabled her to fulfil her mission in life. Some women, particularly in patriarchal monotheistic religions, seek individual fulfilment in a greater union with God by means of a life of prayer and meditation. These women seem to compensate for their exclusion from the religious hierarchy and their ignorance of occult languages and rituals by developing a more personal, idiosyncratic approach to religion. (4)

One Yemenite Jewish woman said her mother never suffered from not learning Hebrew: "My mother says what she wants to God." Similarly, the Muslim saint Leila Mimouna, illiterate like most of her sisters, and "Mimouna knows God and God knows Mimouna". Barred from the study of theology even after Protestantism had made the Scriptures available in the languages of its adherents, women used vehicles such as the novel, poetry, or the popular hymn to make religious statements. Contemporary artists have imaginatively interpreted biblical texts, as in Judith Kates and Gail Twersky Reimer's collection of writings by many distinguished authors inspired by the biblical Book of Ruth.(5)

The popular religions of the poor, marginal, and alienated make their mystics the visionaries of ecstasy cults and the mediums of "possession" sects. The possessed woman may be regarded as holy or unclean, depending on the circumstances. Possessed women may become healers or be thought of as diseased or infected by a spirit whose purpose is malicious, a spirit that is an enemy of the recognized deities of the group. Women who are thus possessed often have reason to complain of their circumstances in the first place. They are frequently the victims of an exogamous marital situation, vulnerable to hostile charges of witchcraft then misfortune strikes any member of the husband's kin, as well as vulnerable to repudiation, isolation, and lack of support. (6)

Possession has been found, sometimes in mass outbreaks, among women in every area of the world. Possession tends to afflict alienated people who are responding to the strains of oppression. It is an experience that is guaranteed to gain attention for a discontented woman, and it provides a vehicle for revenge against an oppressive husband, co-wife, mother-in-law or in the case of nuns, father confessor. (7)

Possession serves a variety of purposes for the possessed. First of all, it frees women from the guilt associated with rebellion and from responsibility for antisocial behaviour. Women can say and do things that would never be permitted if they were in control of themselves. Where the religious structure is not too rigid or highly controlled, possession gives women access to real cultic power. Many possessed women are believed to gain sufficient control over spirits to have the ability to work healing magic, divination, or other powerful spells. Such women are particularly useful in curing similar afflicted women. For many women, possession, like mysticism, has proven to be the first stage of a liberating experience that culminated in a more active life of social service and reform. (8)

Answer the following questions:

1. The main theme discussed in the passage is
 - a. women, religion, belief and practice.
 - b. women, oppression and religion
 - c. women, religion and possession
 - d. women, religion and hierarchy

()

2. The theme discussed in the paragraph 8 is

- a. possession and its purposes.
- b. women' self-control.
- c. women's expression of religion.
- d. women's cultic power.

()

3. State whether the following statement is true?

In contrast to the majority of the religious women of the past who felt contented with the limited scope they had, today, at least some women demand an equal place on par with men.

True/False

4. State whether the following statement is true.

Women when they are possessed, without guilt, can rebel against the system.

True/False

5. Read the following statement and answer the question that follows it.

Women's personal experiences of religion suggest that they see and feel something beyond and apart from the negative messages that male clergy, ritual, and teaching convey.

It can be inferred from the above statement that

- a. despite of negative messages of male clergy, women could see something positive in religion.
- b. as per the negative message of male clergy, women could not see anything positive in religion.
- c. despite of positive messages of male clergy, women could see only negative in religion.
- d. as per the positive messages of male clergy, women could see something positive in religion.

()

6. Read the following statement and pick the right answer.

Women often make aspects of religion that are underplayed by the male hierarchy the essence of their own belief.

- a. Women's exclusions from mainstream religious practices made them go against religion.
- b. Women's exclusions from mainstream religious practices developed in them religious disbelief.
- c. Women's exclusions from mainstream religious practices made them more submissive to men.
- d. Women's exclusion from mainstream religious practices, could not have effected their faith in religion.

()

7. The concept of 'possession' is

- a. possessing immense property.
- b. possessing control over others.
- c. being infected by spirits.
- d. being in control of others.

()

8. An 'Idiosyncratic approach' is

- a. an individual specific approach.
- b. an ideal approach to follow.
- c. a person centred approach.
- d. a group centred approach.

()

9. Read the following excerpt from the passage and answer the question which follows it.

Possession tends to afflict alienated people who are responding to the strains of oppression.

The idea expressed here is,

- a. Possession tends to afflict persons oppressed.
- b. Possession tends to afflict persons who oppress.
- c. Possession tends to afflict persons who are oppressors.
- d. Possession tends to afflict persons against oppression.

()

10. What is the idea expressed in the following statement in relation to the concept of possession.

"It is an experience that is guaranteed to gain attention for discontented women..."

- a. Possession attracts the attention of poor women.
- b. Possession attracts the attention of dissatisfied women.
- c. Possession attracts the attention of diseased women.
- d. Possession attracts the attention of disillusioned women.

()

Appendix C-1

Mann-Whitney Test:**Community Vs Total Motivation Levels:**

Ranks				
	Community	N	Mean Rank	Sum of Ranks
MTOTAL LEVELS	SC	243	153.11	37206.50
	ST	62	152.56	9458.50
	Total	305		

Test Statistics ^a	
	MTOTAL LEVELS
Mann-Whitney U	7505.500
Wilcoxon W	9458.500
Z	-.057
Asymp. Sig. (2-tailed)	.954
a. Grouping Variable: Community	

Appendix C-2

Community – SC: Gender Vs Total Motivation Levels:

Ranks ^a				
	Gender	N	Mean Rank	Sum of Ranks
MTOTAL LEVELS	Male	136	121.56	16532.00
	Female	107	122.56	13114.00
	Total	243		
a. Community = SC				

Test Statistics ^{a,b}	
	MTOTAL LEVELS
Mann-Whitney U	7216.000
Wilcoxon W	16532.000
Z	-.141
Asymp. Sig. (2-tailed)	.888
a. Community = SC	
b. Grouping Variable: Gender	

Appendix C-3

Community = ST: Community – SC: Gender Vs Total Motivation Levels:

Ranks ^a				
	Gender	N	Mean Rank	Sum of Ranks
MTOTAL LEVELS	Male	39	32.91	1283.50
	Female	23	29.11	669.50
	Total	62		
a. Community = ST				

Test Statistics ^{a,b}	
	MTOTAL LEVELS
Mann-Whitney U	393.500
Wilcoxon W	669.500
Z	-1.098
Asymp. Sig. (2-tailed)	.272
a. Community = ST	
b. Grouping Variable: Gender	

Appendix D-1

Chi-Square test:

MTOTAL LEVELS * Total Reading Comprehension Levels Crosstabulation						
			Total Reading Comprehension Levels			Total
			Low	Medium	High	
MTOTAL LEVELS	Low	Count	7	29	4	40
		% within MTOTAL LEVELS	17.5%	72.5%	10.0%	100.0%
	Medium	Count	33	151	40	224
		% within MTOTAL LEVELS	14.7%	67.4%	17.9%	100.0%
	High	Count	5	31	5	41
		% within MTOTAL LEVELS	12.2%	75.6%	12.2%	100.0%
Total		Count	45	211	49	305
		% within MTOTAL LEVELS	14.8%	69.2%	16.1%	100.0%

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.542 ^a	4	.637
Likelihood Ratio	2.698	4	.610
Linear-by-Linear Association	.356	1	.551
N of Valid Cases	305		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.90.			

Appendix D-2

Correlations between Motivation and Reading Comprehension:

Correlations			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	.003
	Sig. (2-tailed)		.961
	N	305	305
Total Reading Comprehension	Pearson Correlation	.003	1
	Sig. (2-tailed)	.961	
	N	305	305

Appendix D-3

Community – SC: Correlations between Motivation and Reading Comprehension:

Correlations ^a			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	-.002
	Sig. (2-tailed)		.976
	N	243	243
Total Reading Comprehension	Pearson Correlation	-.002	1
	Sig. (2-tailed)	.976	
	N	243	243
a. Community = SC			

Appendix D-4

Community – ST: Correlations between Motivation and Reading Comprehension:

Correlations ^a			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	.030
	Sig. (2-tailed)		.817
	N	62	62
Total Reading Comprehension	Pearson Correlation	.030	1
	Sig. (2-tailed)	.817	
	N	62	62
a. Community = ST			

Appendix D-5

Community SC: Gender Male: Correlations between Motivation and Reading Comprehension:

Correlations ^a			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	.070
	Sig. (2-tailed)		.420
	N	136	136
Total Reading Comprehension	Pearson Correlation	.070	1
	Sig. (2-tailed)	.420	
	N	136	136
a. Gender = Male			

Appendix D-6

Community SC: Gender Female: Correlations between Motivation and Reading Comprehension:

Correlations ^a			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	-.074
	Sig. (2-tailed)		.451
	N	107	107
Total Reading Comprehension	Pearson Correlation	-.074	1
	Sig. (2-tailed)	.451	
	N	107	107
a. Gender = female			

Appendix D-7

Community ST: Gender Male: Correlations between Motivation and Reading Comprehension:

Correlations ^a			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	.037
	Sig. (2-tailed)		.823
	N	39	39
Total Reading Comprehension	Pearson Correlation	.037	1
	Sig. (2-tailed)	.823	
	N	39	39
a. Gender = Male			

Appendix D-8

Community ST: Gender Female: Correlations between Motivation and Reading Comprehension:

Correlations ^a			
		MTOTAL	Total Reading Comprehension
MTOTAL	Pearson Correlation	1	.013
	Sig. (2-tailed)		.951
	N	23	23
Total Reading Comprehension	Pearson Correlation	.013	1
	Sig. (2-tailed)	.951	
	N	23	23
a. Gender = female			

Appendix E-1

Mann-Whitney Test**Self-Assessment-Upper Intermediate Level Vs Total Reading Comprehension Levels:**

Ranks				
	Self-Assessment-Upper Intermediate Level	N	Mean Rank	Sum of Ranks
Total Reading Comprehension Levels	Yes	28	174.36	4882.00
	No	277	150.84	41783.00
	Total	305		

Test Statistics ^a	
	Total Reading Comprehension Levels
Mann-Whitney U	3280.000
Wilcoxon W	41783.000
Z	-1.653
Asymp. Sig. (2-tailed)	.098
a. Grouping Variable: Self Assessment-Upper Intermediate Level	

Appendix E-2

Self-Assessment-Lower Intermediate Level Vs Total Reading Comprehension Levels

Ranks				
	Self-Assessment-Lower Intermediate Level	N	Mean Rank	Sum of Ranks
Total Reading Comprehension Levels	Yes	116	155.81	18074.00
	No	189	151.28	28591.00
	Total	305		

Test Statistics ^a	
	Total Reading Comprehension Levels
Mann-Whitney U	10636.000
Wilcoxon W	28591.000
Z	-.536
Asymp. Sig. (2-tailed)	.592
a. Grouping Variable: Self-Assessment-Lower Intermediate Level	

Appendix E-3

Self-Assessment-Post Beginner Level Vs Total Reading Comprehension Levels

Ranks				
	Self-Assessment-Post Beginner Level	N	Mean Rank	Sum of Ranks
Total Reading Comprehension Levels	Yes	97	152.57	14799.00
	No	208	153.20	31866.00
	Total	305		

Test Statistics ^a	
	Total Reading Comprehension Levels
Mann-Whitney U	10046.000
Wilcoxon W	14799.000
Z	-.072
Asymp. Sig. (2-tailed)	.943
a. Grouping Variable: Self-Assessment-Post Beginner Level	

Appendix E-4

Self-Assessment-Beginner Level Vs Total Reading Comprehension Levels

Ranks				
	Self-Assessment-Beginner Level	N	Mean Rank	Sum of Ranks
Total Reading Comprehension Levels	Yes	64	139.22	8910.00
	No	241	156.66	37755.00
	Total	305		

Test Statistics ^a	
	Total Reading Comprehension Levels
Mann-Whitney U	6830.000
Wilcoxon W	8910.000
Z	-1.729
Asymp. Sig. (2-tailed)	.084
a. Grouping Variable: Self Assessment-Beginner Level	

Appendix F-1

Correlations

Correlations														
		(MCM)	(MIL2S)	(MOS)	(MPEFI)	(MIPRO)	(MIPRE)	(MLSC)	(MALE)	(MEL)	(MEA)	(MINT)	(MAL2C)	(MDSAEL)
Criterion Measures (MCM)	Pearson Correlation	1	.561*	.557*	.456*	.713*	.527*	.572*	.510*	.500*	.208*	.368*	.178*	.303*
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Ideal L2 Self (MIL2S)	Pearson Correlation	.561*	1	.474*	.538*	.589*	.311*	.427*	.501*	.547*	.226*	.456*	.374*	.321*
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	0	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Ought-To Self (MOS)	Pearson Correlation	.557*	.474*	1	.469*	.626*	.420*	.506*	.397*	.466*	.230*	.406*	.230*	.414*
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Parental Encouragement/Family Influence (MPEFI)	Pearson Correlation	.456*	.538*	.469*	1	.535*	.315*	.450*	.443*	.441*	.260*	.391*	.282*	.282*
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Instrumentality Promotion (MIPRO)	Pearson Correlation	.713*	.589*	.626*	.535*	1	.495*	.638*	.525*	.619*	.202*	.485*	.281*	.447*
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Instrumentality Prevention (MIPRE)	Pearson Correlation	.527*	.311*	.420*	.315*	.495*	1	.386*	.254*	.262*	.170*	.231*	.111	.282*
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.003	.000	.053	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Linguistic Self-confidence (MLSC)	Pearson Correlation	.572*	.427*	.506*	.450*	.638*	.386*	1	.539*	.613*	.228*	.455*	.398*	.418*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Attitude towards Learning English (MALE)	Pearson Correlation	.510*	.501*	.397*	.443*	.525*	.254*	.539*	1	.593*	.358*	.625*	.477*	.410*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Interest in English Language (MEL)	Pearson Correlation	.500*	.547*	.466*	.441*	.619*	.262*	.613*	.593*	1	.242*	.511*	.540*	.376*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
English Anxiety (MEA)	Pearson Correlation	.208*	.226*	.230*	.260*	.202*	.170*	.228*	.358*	.242*	1	.330*	.256*	.236*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.003	.000	.000	.000		.000	.000	.000

	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Imperativeness (MINT)	Pearson Correlatio n	.368*	.456*	.406*	.391*	.485*	.231*	.455*	.625*	.511*	.330*	1	.441*	.346*
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Attitude towards L2 Community (MAL2C)	Pearson Correlatio n	.178*	.374*	.230*	.282*	.281*	.111	.398*	.477*	.540*	.256*	.441*	1	.277*
	Sig. (2- tailed)	.002	.000	.000	.000	.000	.053	.000	.000	.000	.000	.000		.000
	N	305	305	305	305	305	305	305	305	305	305	305	305	305
Dalit Students' Attitude towards English Language (MDSAEL)	Pearson Correlatio n	.303*	.321*	.414*	.282*	.447*	.282*	.418*	.410*	.376*	.236*	.346*	.277*	1
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	305	305	305	305	305	305	305	305

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix F-2

Correlations: (Group number 1 - Default model)

				Estimate	Sig Value
1	MCM	<-->	MIL2S	.561	0.000
2	MCM	<-->	MOS	.557	0.000
3	MCM	<-->	MPEFI	.456	0.000
4	MCM	<-->	MIPRO	.713	0.000
5	MCM	<-->	MIPRE	.527	0.000
6	MCM	<-->	MLSC	.572	0.000
7	MCM	<-->	MALE	.510	0.000
8	MCM	<-->	MIEL	.500	0.000
9	MCM	<-->	MEA	.208	0.000
10	MCM	<-->	MINT	.368	0.000
11	MCM	<-->	MAL2C	.178	0.002
12	MCM	<-->	MDSAEL	.303	0.000
13	MIL2S	<-->	MOS	.474	0.000
14	MIL2S	<-->	MPEFI	.538	0.000
15	MIL2S	<-->	MIPRO	.589	0.000
16	MIL2S	<-->	MIPRE	.311	0.000
17	MIL2S	<-->	MLSC	.427	0.000
18	MIL2S	<-->	MALE	.501	0.000
19	MIL2S	<-->	MIEL	.547	0.000
20	MIL2S	<-->	MEA	.226	0.000
21	MIL2S	<-->	MINT	.456	0.000
22	MIL2S	<-->	MAL2C	.374	0.000
23	MIL2S	<-->	MDSAEL	.321	0.000
24	MOS	<-->	MPEFI	.469	0.000
25	MOS	<-->	MIPRO	.626	0.000
26	MOS	<-->	MIPRE	.420	0.000

				Estimate	Sig Value
27	MOS	<-->	MLSC	.506	0.000
28	MOS	<-->	MALE	.397	0.000
29	MOS	<-->	MIEL	.466	0.000
30	MOS	<-->	MEA	.230	0.000
31	MOS	<-->	MINT	.406	0.000
32	MOS	<-->	MAL2C	.230	0.000
33	MOS	<-->	MDSAEL	.414	0.000
34	MPEFI	<-->	MIPRO	.535	0.000
35	MPEFI	<-->	MIPRE	.315	0.000
36	MPEFI	<-->	MLSC	.450	0.000
37	MPEFI	<-->	MALE	.443	0.000
38	MPEFI	<-->	MIEL	.441	0.000
39	MPEFI	<-->	MEA	.260	0.000
40	MPEFI	<-->	MINT	.391	0.000
41	MPEFI	<-->	MAL2C	.282	0.000
42	MPEFI	<-->	MDSAEL	.282	0.000
43	MIPRO	<-->	MIPRE	.495	0.000
44	MIPRO	<-->	MLSC	.638	0.000
45	MIPRO	<-->	MALE	.525	0.000
46	MIPRO	<-->	MIEL	.619	0.000
47	MIPRO	<-->	MEA	.202	0.000
48	MIPRO	<-->	MINT	.485	0.000
49	MIPRO	<-->	MAL2C	.281	0.000
50	MIPRO	<-->	MDSAEL	.447	0.000
51	MIPRE	<-->	MLSC	.386	0.000
52	MIPRE	<-->	MALE	.254	0.000
53	MIPRE	<-->	MIEL	.262	0.000
54	MIPRE	<-->	MEA	.170	0.003
55	MIPRE	<-->	MINT	.231	0.000
56	MIPRE	<-->	MAL2C	.111	0.054
57	MIPRE	<-->	MDSAEL	.282	0.000
58	MLSC	<-->	MALE	.539	0.000
59	MLSC	<-->	MIEL	.613	0.000
60	MLSC	<-->	MEA	.228	0.000
61	MLSC	<-->	MINT	.455	0.000
62	MLSC	<-->	MAL2C	.398	0.000
63	MLSC	<-->	MDSAEL	.418	0.000
64	MALE	<-->	MIEL	.593	0.000
65	MALE	<-->	MEA	.358	0.000
66	MALE	<-->	MINT	.625	0.000
67	MALE	<-->	MAL2C	.477	0.000
68	MALE	<-->	MDSAEL	.410	0.000
69	MIEL	<-->	MEA	.242	0.000

				Estimate	Sig Value
70	MIEL	<-->	MINT	.511	0.000
71	MIEL	<-->	MAL2C	.540	0.000
72	MIEL	<-->	MDSAEL	.376	0.000
73	MEA	<-->	MINT	.330	0.000
74	MEA	<-->	MAL2C	.256	0.000
75	MEA	<-->	MDSAEL	.236	0.000
76	MINT	<-->	MAL2C	.441	0.000
77	MINT	<-->	MDSAEL	.346	0.000
78	MAL2C	<-->	MDSAEL	.277	0.000

Appendix G-1

Regression Analysis:

Regression Analysis of the L2 Motivational Self-System

Impact of Motivation Factors on MCM:

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.796 ^a	.633	.618	.61447		
a. Predictors: (Constant), Dalit Students' Attitude towards English Language (MDSAEL), English Anxiety (MEA), Instrumentality Prevention (MIPRE), Attitude towards L2 Community (MAL2C), Parental Encouragement/Family Influence (MPEFI), Integrativeness (MINT), Ought-To Self (MOS), Ideal L2 Self (MIL2S), Linguistic Self-confidence (MLSC), Attitude towards Learning English (MALE), Interest in English Language (MEL), Instrumentality Promotion (MIPRO)						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	190.443	12	15.870	42.032	.000 ^b
	Residual	110.251	292	.378		
	Total	300.694	304			
a. Dependent Variable: Criterion Measures (MCM)						

b. Predictors: (Constant), Dalit Students' Attitude towards English Language (MDSAEL), English Anxiety (MEA), Instrumentality Prevention (MIPRE), Attitude towards L2 Community (MAL2C), Parental Encouragement/Family Influence (MPEFI), Integrativeness (MINT), Ought-To Self (MOS), Ideal L2 Self (MIL2S), Linguistic Self-confidence (MLSC), Attitude towards Learning English (MALE), Interest in English Language (MEL), Instrumentality Promotion (MIPRO)

Appendix G-2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.076	.251		-.303	.762
	Ideal L2 Self (MIL2S)	.212	.053	.195	3.968	.000
	Ought-To Self (MOS)	.110	.048	.111	2.276	.024
	Parental Encouragement/Family Influence (MPEFI)	-.021	.045	-.021	-.462	.644
	Instrumentality Promotion (MIPRO)	.404	.072	.343	5.609	.000
	Instrumentality Prevention (MIPRE)	.159	.033	.200	4.756	.000
	Linguistic Self-confidence (MLSC)	.153	.051	.155	2.983	.003
	Attitude towards Learning English (MALE)	.260	.066	.211	3.961	.000
	Interest in English Language (MEL)	.030	.065	.026	.461	.645
	English Anxiety (MEA)	.016	.042	.015	.379	.705
	Integrativeness (MINT)	-.098	.052	-.092	-1.896	.059
	Attitude towards L2 Community (MAL2C)	-.122	.038	-.144	-3.198	.002
	Dalit Students' Attitude towards English Language (MDSAEL)	-.095	.039	-.102	-2.445	.015

a. Dependent Variable: Criterion Measures (MCM)

Appendix G-3

Total Motivation impacting Total Reading Comprehension

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	MTOTAL ^b	.	Enter
a. Dependent Variable: Total Reading Comprehension			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.003 ^a	.000	-.003	1.42458
a. Predictors: (Constant), MTOTAL				

Appendix H-4

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.005	1	.005	.002	.961 ^b
	Residual	614.913	303	2.029		
	Total	614.918	304			
a. Dependent Variable: Total Reading Comprehension						
b. Predictors: (Constant), MTOTAL						

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.989	.560		.000
	MTOTAL	.000	.009	.003	.961
a. Dependent Variable: Total Reading Comprehension					

Appendix H-1

Cluster Analysis:

Case Processing Summary ^{a,b}					
Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
305	100.0	0	.0	305	100.0
a. Squared Euclidean Distance used					
b. Ward Linkage					

Ward Linkage

Agglomeration Schedule						
Stage	Cluster Combined		Coefficients	Stage Cluster First Appears		Next Stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
1	261	279	.012	0	0	83
2	28	190	.462	0	0	119
3	79	226	1.034	0	0	12
4	168	291	1.627	0	0	73
5	182	265	2.235	0	0	192
6	8	206	2.871	0	0	13
7	24	230	3.584	0	0	15
8	180	259	4.363	0	0	28
9	75	173	5.162	0	0	160
10	174	274	6.020	0	0	109
11	52	257	6.922	0	0	97
12	48	79	7.826	0	3	26
13	8	100	8.761	6	0	128
14	67	283	9.703	0	0	32
15	24	232	10.660	7	0	89
16	29	146	11.633	0	0	110
17	14	194	12.639	0	0	159
18	70	266	13.654	0	0	134
19	58	62	14.679	0	0	38
20	36	205	15.728	0	0	87
21	113	114	16.802	0	0	104
22	34	105	17.895	0	0	100
23	74	89	19.002	0	0	41
24	148	193	20.113	0	0	106
25	224	258	21.238	0	0	135
26	48	163	22.371	12	0	88
27	17	239	23.514	0	0	89
28	128	180	24.681	0	8	42
29	13	234	25.867	0	0	101
30	102	231	27.075	0	0	85
31	23	25	28.302	0	0	60
32	67	101	29.532	14	0	49
33	124	276	30.766	0	0	113
34	181	250	32.013	0	0	138
35	64	209	33.264	0	0	171
36	73	129	34.526	0	0	100
37	217	294	35.797	0	0	118
38	58	119	37.089	19	0	130
39	147	172	38.424	0	0	169

40	170	179	39.775	0	0	109
41	74	132	41.127	23	0	82
42	128	144	42.495	28	0	204
43	116	256	43.876	0	0	88
44	199	249	45.278	0	0	50
45	37	197	46.679	0	0	166
46	188	236	48.085	0	0	125
47	35	196	49.492	0	0	117
48	26	293	50.905	0	0	190
49	67	103	52.337	32	0	185
50	157	199	53.776	0	44	93
51	156	167	55.274	0	0	71
52	41	56	56.789	0	0	161
53	117	277	58.309	0	0	105
54	131	192	59.863	0	0	124
55	60	229	61.429	0	0	167
56	10	240	63.020	0	0	183
57	15	245	64.623	0	0	110
58	160	280	66.251	0	0	130
59	223	247	67.882	0	0	174
60	23	130	69.513	31	0	124
61	82	254	71.150	0	0	208
62	11	47	72.860	0	0	119
63	4	169	74.598	0	0	156
64	55	244	76.370	0	0	108
65	9	301	78.183	0	0	137
66	112	127	79.996	0	0	178
67	175	304	81.826	0	0	168
68	61	267	83.662	0	0	145
69	38	252	85.505	0	0	84
70	145	221	87.382	0	0	167
71	156	233	89.270	51	0	106
72	88	273	91.170	0	0	183
73	168	177	93.082	4	0	139
74	2	215	95.006	0	0	132
75	42	296	96.955	0	0	168
76	51	243	98.944	0	0	202
77	32	260	100.955	0	0	116
78	45	171	102.981	0	0	175
79	152	212	105.016	0	0	194
80	214	299	107.053	0	0	182
81	154	300	109.094	0	0	196
82	74	272	111.154	41	0	218

83	94	261	113.229	0	1	135
84	38	65	115.308	69	0	134
85	102	262	117.393	30	0	160
86	216	219	119.480	0	0	164
87	36	241	121.571	20	0	142
88	48	116	123.678	26	43	138
89	17	24	125.789	27	15	127
90	39	81	127.914	0	0	210
91	43	46	130.059	0	0	147
92	164	185	132.306	0	0	211
93	7	157	134.575	0	50	163
94	97	115	136.851	0	0	158
95	12	136	139.128	0	0	123
96	285	290	141.416	0	0	122
97	52	235	143.719	11	0	188
98	133	200	146.033	0	0	209
99	242	286	148.356	0	0	153
100	34	73	150.697	22	36	139
101	13	49	153.046	29	0	157
102	57	165	155.409	0	0	270
103	228	303	157.840	0	0	215
104	113	134	160.281	21	0	200
105	117	201	162.742	53	0	196
106	148	156	165.235	24	71	219
107	189	269	167.771	0	0	202
108	55	69	170.344	64	0	150
109	170	174	172.939	40	10	149
110	15	29	175.550	57	16	177
111	22	220	178.191	0	0	165
112	184	227	180.844	0	0	238
113	53	124	183.509	0	33	198
114	99	121	186.193	0	0	197
115	54	109	188.904	0	0	152
116	21	32	191.634	0	77	154
117	35	289	194.388	47	0	191
118	155	217	197.156	0	37	159
119	11	28	199.926	62	2	128
120	40	138	202.708	0	0	257
121	93	238	205.492	0	0	180
122	159	285	208.278	0	96	236
123	3	12	211.095	0	95	206
124	23	131	213.991	60	54	216
125	188	208	216.909	46	0	195

126	204	251	219.851	0	0	221
127	17	210	222.797	89	0	185
128	8	11	225.792	13	119	218
129	92	122	228.792	0	0	232
130	58	160	231.794	38	58	155
131	275	282	234.823	0	0	166
132	2	207	237.913	74	0	178
133	186	246	241.010	0	0	243
134	38	70	244.110	84	18	254
135	94	224	247.235	83	25	235
136	98	191	250.370	0	0	222
137	9	218	253.517	65	0	207
138	48	181	256.668	88	34	190
139	34	168	259.850	100	73	244
140	30	87	263.050	0	0	193
141	86	162	266.264	0	0	243
142	36	141	269.484	87	0	239
143	63	107	272.715	0	0	176
144	80	151	275.988	0	0	173
145	61	158	279.298	68	0	254
146	44	271	282.638	0	0	222
147	43	153	286.031	91	0	237
148	292	295	289.476	0	0	226
149	83	170	292.932	0	109	170
150	55	59	296.501	108	0	270
151	78	178	300.089	0	0	201
152	1	54	303.678	0	115	238
153	242	253	307.269	99	0	213
154	21	31	310.902	116	0	191
155	58	281	314.565	130	0	211
156	4	297	318.229	63	0	208
157	13	264	321.899	101	0	207
158	97	123	325.610	94	0	229
159	14	155	329.361	17	118	233
160	75	102	333.188	9	85	233
161	41	287	337.021	52	0	214
162	20	72	340.857	0	0	224
163	7	213	344.708	93	0	177
164	6	216	348.659	0	86	227
165	22	77	352.648	111	0	258
166	37	275	356.660	45	131	242
167	60	145	360.727	55	70	200
168	42	175	364.813	75	67	226

169	142	147	368.923	0	39	192
170	83	91	373.072	149	0	230
171	64	161	377.243	35	0	239
172	139	248	381.477	0	0	275
173	80	202	385.814	144	0	249
174	111	223	390.276	0	59	234
175	45	135	394.748	78	0	203
176	63	198	399.221	143	0	225
177	7	15	403.724	163	110	263
178	2	112	408.250	132	66	252
179	85	195	412.868	0	0	227
180	93	298	417.489	121	0	281
181	176	203	422.157	0	0	236
182	84	214	426.876	0	80	214
183	10	88	431.609	56	72	242
184	110	302	436.349	0	0	260
185	17	67	441.164	127	49	250
186	76	90	445.996	0	0	228
187	120	211	450.862	0	0	217
188	52	143	455.755	97	0	241
189	33	137	460.681	0	0	240
190	26	48	465.702	48	138	197
191	21	35	470.777	154	117	259
192	142	182	475.908	169	5	264
193	30	68	481.105	140	0	220
194	66	152	486.486	0	79	213
195	166	188	491.878	0	125	234
196	117	154	497.353	105	81	256
197	26	99	502.865	190	114	219
198	53	126	508.425	113	0	269
199	108	125	513.992	0	0	246
200	60	113	519.586	167	104	267
201	78	95	525.362	151	0	245
202	51	189	531.259	76	107	241
203	19	45	537.164	0	175	237
204	128	183	543.153	42	0	266
205	140	187	549.152	0	0	268
206	3	50	555.197	123	0	232
207	9	13	561.248	137	157	230
208	4	82	567.325	156	61	223
209	18	133	573.561	0	98	251
210	39	149	579.863	90	0	231
211	58	164	586.177	155	92	252

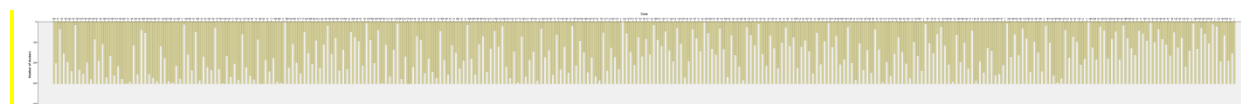
212	16	263	592.502	0	0	247
213	66	242	598.972	194	153	256
214	41	84	605.475	161	182	228
215	228	278	612.085	103	0	264
216	23	96	618.792	124	0	235
217	120	268	625.503	187	0	258
218	8	74	632.331	128	82	244
219	26	148	639.371	197	106	265
220	30	106	646.483	193	0	253
221	104	204	653.617	0	126	257
222	44	98	661.107	146	136	229
223	4	118	668.640	208	0	273
224	20	237	676.388	162	0	269
225	63	288	684.198	176	0	261
226	42	292	692.008	168	148	255
227	6	85	699.825	164	179	253
228	41	76	707.817	214	186	251
229	44	97	715.930	222	158	248
230	9	83	724.106	207	170	267
231	39	284	732.346	210	0	255
232	3	92	740.629	206	129	266
233	14	75	749.021	159	160	271
234	111	166	757.477	174	195	260
235	23	94	766.056	216	135	259
236	159	176	774.704	122	181	278
237	19	43	783.432	203	147	277
238	1	184	792.186	152	112	282
239	36	64	801.321	142	171	272
240	33	270	810.570	189	0	279
241	51	52	819.962	202	188	263
242	10	37	829.643	183	166	271
243	86	186	839.493	141	133	273
244	8	34	849.433	218	139	276
245	27	78	859.390	0	201	280
246	108	225	869.550	199	0	275
247	16	71	879.757	212	0	261
248	44	222	890.025	229	0	288
249	80	255	900.645	173	0	272
250	17	305	911.351	185	0	265
251	18	41	922.333	209	228	277
252	2	58	933.536	178	211	284
253	6	30	944.795	227	220	268
254	38	61	956.144	134	145	276

255	39	42	968.081	231	226	286
256	66	117	980.468	213	196	286
257	40	104	993.057	120	221	262
258	22	120	1005.858	165	217	274
259	21	23	1018.743	191	235	290
260	110	111	1031.936	184	234	283
261	16	63	1045.134	247	225	287
262	40	150	1058.570	257	0	281
263	7	51	1072.348	177	241	280
264	142	228	1086.298	192	215	295
265	17	26	1100.459	250	219	289
266	3	128	1114.792	232	204	285
267	9	60	1129.157	230	200	278
268	6	140	1143.844	253	205	296
269	20	53	1159.110	224	198	274
270	55	57	1174.736	150	102	289
271	10	14	1190.718	242	233	283
272	36	80	1207.430	239	249	279
273	4	86	1224.192	223	243	285
274	20	22	1243.779	269	258	288
275	108	139	1263.558	246	172	292
276	8	38	1284.477	244	254	291
277	18	19	1305.473	251	237	294
278	9	159	1326.854	267	236	293
279	33	36	1349.008	240	272	294
280	7	27	1372.971	263	245	293
281	40	93	1398.019	262	180	287
282	1	5	1423.358	238	0	292
283	10	110	1450.065	271	260	284
284	2	10	1480.040	252	283	290
285	3	4	1510.269	266	273	297
286	39	66	1540.615	255	256	298
287	16	40	1572.715	261	281	300
288	20	44	1604.869	274	248	301
289	17	55	1638.225	265	270	291
290	2	21	1680.011	284	259	295
291	8	17	1723.517	276	289	302
292	1	108	1770.129	282	275	296
293	7	9	1819.413	280	278	297
294	18	33	1872.305	277	279	299
295	2	142	1927.893	290	264	298
296	1	6	1987.324	292	268	300
297	3	7	2059.734	285	293	299

298	2	39	2135.636	295	286	302
299	3	18	2212.473	297	294	301
300	1	16	2320.977	296	287	303
301	3	20	2443.042	299	288	303
302	2	8	2575.280	298	291	304
303	1	3	2981.174	300	301	304
304	1	2	3898.994	303	302	0

Appendix H-2

Dendrogram



Appendix H-3

Iteration History^a

Iteration	Change in Cluster Centers		
	1	2	3
1	4.650	4.315	4.716
2	.422	.222	.913
3	.260	.132	.454
4	.119	.069	.149
5	.131	.054	.238
6	.035	.027	.000
7	.047	.037	.000
8	.055	.044	.000
9	.039	.033	.000
10	.000	.000	.000

a. Convergence achieved due to no or small change in cluster centers. The maximum absolute coordinate change for any center is .000. The current iteration is 10. The minimum distance between initial centers is 9.007.

Appendix H-4

Final Cluster Centers

	Cluster		
	1	2	3
MCM	4.34	5.20	2.92
MIL2S	3.77	4.82	3.13
MOS	4.14	5.01	2.94
MPEFI	3.87	4.86	3.18
MIPRO	4.55	5.25	3.14
MIPRE	4.01	5.01	3.11
MALE	4.47	5.20	3.59
MIEL	4.26	4.91	2.98
MEA	3.71	4.09	3.19
MINT	4.26	4.92	3.09
MAL2C	3.88	4.72	2.91
MLSC	4.52	5.24	2.74
MDSAE L	4.01	4.81	3.22

Appendix H-5

ANOVA

	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
MCM	76.371	2	.490	302	155.888	.000
MIL2S	58.070	2	.465	302	124.870	.000
MOS	66.237	2	.571	302	116.070	.000
MPEFI	54.592	2	.683	302	79.887	.000
MIPRO	62.496	2	.306	302	204.560	.000
MIPRE	63.901	2	1.156	302	55.281	.000
MALE	41.237	2	.384	302	107.358	.000
MIEL	52.381	2	.384	302	136.496	.000
MEA	12.477	2	.795	302	15.698	.000
MINT	48.142	2	.561	302	85.871	.000
MAL2C	53.674	2	1.043	302	51.439	.000
MLSC	84.937	2	.457	302	185.914	.000
MDSAE L	43.306	2	.863	302	50.194	.000

The F tests should be used only for descriptive purposes because the clusters have been chosen to maximize the differences among cases in different clusters. The observed significance levels are not corrected for this and thus cannot be interpreted as tests of the hypothesis that the cluster means are equal.

Appendix H-6

**Number of Cases in each
Cluster**

Cluster 1	124.000
2	149.000
3	32.000
Valid	305.000
Missing	.000

Appendix H-7

Oneway**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
MCM	Between Groups	152.742	2	76.371	155.888	.000
	Within Groups	147.953	302	.490		
	Total	300.694	304			
MIL2S	Between Groups	116.140	2	58.070	124.870	.000
	Within Groups	140.443	302	.465		
	Total	256.584	304			
MOS	Between Groups	132.475	2	66.237	116.070	.000
	Within Groups	172.342	302	.571		
	Total	304.816	304			
MPEFI	Between Groups	109.185	2	54.592	79.887	.000
	Within Groups	206.378	302	.683		
	Total	315.562	304			
MIPRO	Between Groups	124.992	2	62.496	204.560	.000
	Within Groups	92.265	302	.306		
	Total	217.258	304			
MIPRE	Between Groups	127.803	2	63.901	55.281	.000
	Within Groups	349.094	302	1.156		
	Total	476.897	304			
MALE	Between Groups	82.473	2	41.237	107.358	.000
	Within Groups	115.999	302	.384		
	Total	198.472	304			
MIEL	Between Groups	104.762	2	52.381	136.496	.000
	Within Groups	115.894	302	.384		
	Total	220.655	304			
MEA	Between Groups	24.954	2	12.477	15.698	.000
	Within Groups	240.023	302	.795		
	Total	264.977	304			
MINT	Between Groups	96.284	2	48.142	85.871	.000
	Within Groups	169.311	302	.561		
	Total	265.594	304			
MAL2C	Between Groups	107.348	2	53.674	51.439	.000
	Within Groups	315.122	302	1.043		
	Total	422.470	304			
MLSC	Between Groups	169.875	2	84.937	185.914	.000
	Within Groups	137.973	302	.457		
	Total	307.848	304			
MDSAEL	Between Groups	86.611	2	43.306	50.194	.000
	Within Groups	260.556	302	.863		
	Total	347.167	304			

Appendix H-8

ANOVA for finding Linguistic, Motivational, and Affective characteristics of the three groups:**ANOVA TEST:**

		Descriptives						
MCM								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimu m	Maximu m
1	124	4.3355	.77588	.06968	4.1976	4.4734	1.60	5.60
2	149	5.2000	.52915	.04335	5.1143	5.2857	3.60	6.00
3	32	2.9188	1.02342	.18092	2.5498	3.2877	1.20	4.60
Total	305	4.6092	.99455	.05695	4.4971	4.7212	1.20	6.00

ANOVA					
MCM					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	152.742	2	76.371	155.888	.000
Within Groups	147.953	302	.490		
Total	300.694	304			

Appendix H-9

Post Hoc Tests**Multiple Comparisons**

Dependent Variable: MCM

Tukey HSD

(I) Cluster Number of Case	(J) Cluster Number of Case	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.86452*	.08508	.000	-1.0649	-.6641
	3	1.41673*	.13878	.000	1.0899	1.7436
2	1	.86452*	.08508	.000	.6641	1.0649
	3	2.28125*	.13637	.000	1.9600	2.6025
3	1	-1.41673*	.13878	.000	-1.7436	-1.0899
	2	-2.28125*	.13637	.000	-2.6025	-1.9600

*. The mean difference is significant at the 0.05 level.

Appendix H-10

Descriptives**MEA**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	124	3.7097	.70866	.06364	3.5837	3.8356	1.67	5.33
2	149	4.0917	1.00942	.08270	3.9283	4.2551	1.00	6.00
3	32	3.1927	.94101	.16635	2.8534	3.5320	1.00	4.83
Total	305	3.8421	.93361	.05346	3.7369	3.9473	1.00	6.00

ANOVA**MEA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.954	2	12.477	15.698	.000
Within Groups	240.023	302	.795		
Total	264.977	304			

Appendix H-11

Post Hoc Tests**Multiple Comparisons**

Dependent Variable: MEA

Tukey HSD

(I) Cluster Number of Case	(J) Cluster Number of Case	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.38205*	.10837	.001	-.6373	-.1268
	3	.51697*	.17677	.010	.1006	.9333
2	1	.38205*	.10837	.001	.1268	.6373
	3	.89901*	.17370	.000	.4899	1.3081
3	1	-.51697*	.17677	.010	-.9333	-.1006
	2	-.89901*	.17370	.000	-1.3081	-.4899

*. The mean difference is significant at the 0.05 level.

Appendix H-12

Descriptives

SA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	124	2.2984	.87401	.07849	2.1430	2.4538	1.00	4.00
2	149	2.5235	.95567	.07829	2.3688	2.6782	1.00	4.00
3	32	2.1250	.87067	.15391	1.8111	2.4389	1.00	4.00
Total	305	2.3902	.92226	.05281	2.2862	2.4941	1.00	4.00

ANOVA

SA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.943	2	2.972	3.552	.030
Within Groups	252.627	302	.837		
Total	258.570	304			

Appendix H-13

Post Hoc Tests**Multiple Comparisons**

Dependent Variable: SA

Tukey HSD

(I) Cluster Number of Case	(J) Cluster Number of Case	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.22510	.11118	.108	-.4870	.0368
	3	.17339	.18135	.605	-.2537	.6005
2	1	.22510	.11118	.108	-.0368	.4870
	3	.39849	.17820	.067	-.0212	.8182
3	1	-.17339	.18135	.605	-.6005	.2537
	2	-.39849	.17820	.067	-.8182	.0212

Appendix H-14

Homogeneous Subsets**SA**Tukey HSD^{a,b}

Cluster Number of Case	N	Subset for alpha = 0.05	
		1	2
3	32	2.1250	
1	124	2.2984	2.2984
2	149		2.5235
Sig.		.526	.340

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 65.181.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Tests for finding group differences in terms of motivational/attitudinal variables

Appendix I-1

Strengths of the Promotional Versus Preventional Tendencies**T-Test****MIL2S:**

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MIL2S	Prevention Oriented	172	3.9276	.84658	.06455
	Promotion Oriented	133	4.5840	.87784	.07612

Independent Samples Test					
				MIL2S	
				Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F			.006	
	Sig.			.937	
t-test for Equality of Means	T			-6.607	-6.576
	Df			303	278.816
	Sig. (2-tailed)			.000	.000
	Mean Difference			-.65631	-.65631
	Std. Error Difference			.09934	.09980
	95% Confidence Interval of the Difference	Lower		-.85180	-.85278
		Upper		-.46082	-.45985

Appendix I-2

MOS:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MOS	Prevention Oriented	172	4.8154	.79821	.06086
	Promotion Oriented	133	3.9492	1.02837	.08917

Independent Samples Test

		MOS	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	16.990	
	Sig.	.000	
t-test for Equality of Means	T	8.282	8.023
	Df	303	242.938
	Sig. (2-tailed)	.000	.000
	Mean Difference	.86616	.86616
	Std. Error Difference	.10458	.10796
	95% Confidence Interval of the Difference	Lower	.65350
		Upper	1.07882

Appendix I-3

MPEFI:

Group Statistics					
	ProPre_Orientatio n	N	Mean	Std. Deviation	Std. Error Mean
MPEFI	Prevention Oriented	172	4.2345	1.00401	.07656
	Promotion Oriented	133	4.3459	1.03813	.09002

Independent Samples Test

		MPEFI	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.262	
	Sig.	.609	
t-test for Equality of Means	T	-.947	-.942
	Df	303	279.237
	Sig. (2-tailed)	.345	.347
	Mean Difference	-.11137	-.11137
	Std. Error Difference	.11766	.11817
	95% Confidence	Lower	-.34291
	Interval of the	Upper	-.34398
	Difference		.12017

Appendix I-4

MIPRO:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MIPRO	Prevention Oriented	172	4.7765	.74288	.05664
	Promotion Oriented	133	4.6942	.96287	.08349

Independent Samples Test

		MIPRO	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	7.502	
	Sig.	.007	
t-test for Equality of Means	T	.842	.815
	Df	303	241.917
	Sig. (2-tailed)	.400	.416
	Mean Difference	.08225	.08225
	Std. Error Difference	.09766	.10089
	95% Confidence Interval of the Difference	Lower	-.10993
		Upper	.27443
			.28099

Appendix I-5

MIPRE:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MIPRE	Prevention Oriented	172	4.4971	1.18284	.09019
	Promotion Oriented	133	4.2820	1.33194	.11549

Independent Samples Test

		MIPRE	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	3.767	
	Sig.	.053	
t-test for Equality of Means	T	1.491	1.468
	Df	303	265.784
	Sig. (2-tailed)	.137	.143
	Mean Difference	.21514	.21514
	Std. Error Difference	.14433	.14654
	95% Confidence Interval of the Difference	Lower	-.06888
		Upper	.49916
			.50366

Appendix I-6

MALE:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MALE	Prevention Oriented	172	4.6754	.76647	.05844
	Promotion Oriented	133	4.8070	.85597	.07422

Independent Samples Test

		MALE	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.100	
	Sig.	.295	
t-test for Equality of Means	T	-1.413	-1.393
	Df	303	267.152
	Sig. (2-tailed)	.159	.165
	Mean Difference	-.13163	-.13163
	Std. Error Difference	.09315	.09447
	95% Confidence Interval of the Difference	Lower	Lower
		Upper	Upper

Appendix I-7

MIEL:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MIEL	Prevention Oriented	172	4.4145	.77674	.05923
	Promotion Oriented	133	4.4726	.94240	.08172

Independent Samples Test

		MIEL	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	3.936	
	Sig.	.048	
t-test for Equality of Means	T	-.591	-.576
	Df	303	253.175
	Sig. (2-tailed)	.555	.565
	Mean Difference	-.05816	-.05816
	Std. Error Difference	.09848	.10092
	95% Confidence Interval of the Difference	Lower	-.25691
		Upper	.14060

Appendix I-8

MINT:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MINT	Prevention Oriented	172	4.4535	.88510	.06749
	Promotion Oriented	133	4.4737	.99849	.08658

Independent Samples Test

		MINT	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.770	
	Sig.	.097	
t-test for Equality of Means	T	-.187	-.184
	Df	303	265.481
	Sig. (2-tailed)	.852	.854
	Mean Difference	-.02020	-.02020
	Std. Error Difference	.10810	.10978
	95% Confidence Interval of the Difference	Lower	-.23634
		Upper	.19595

Appendix I-9

MAL2C:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MAL2C	Prevention Oriented	172	4.1047	1.17133	.08931
	Promotion Oriented	133	4.3008	1.18376	.10264

Independent Samples Test

		MAL2C	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.003	
	Sig.	.956	
t-test for Equality of Means	T	-1.443	-1.441
	Df	303	282.528
	Sig. (2-tailed)	.150	.151
	Mean Difference	-.19610	-.19610
	Std. Error Difference	.13588	.13606
	95% Confidence Interval of the Difference	Lower	-.46392
		Upper	.07172

Appendix I-10

MLSC:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MLSC	Prevention Oriented	172	4.7326	.97129	.07406
	Promotion Oriented	133	4.6278	1.05062	.09110

Independent Samples Test

		MLSC	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.075	
	Sig.	.301	
t-test for Equality of Means	T	.901	.892
	Df	303	272.316
	Sig. (2-tailed)	.368	.373
	Mean Difference	.10474	.10474
	Std. Error Difference	.11623	.11741
	95% Confidence Interval of the Difference	Lower	-.12399
		Upper	.33346
			.33588

Appendix I-11

MDSAEL:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MDSAEL	Prevention Oriented	172	4.4393	.94844	.07232
	Promotion Oriented	133	4.1654	1.19252	.10340

Independent Samples Test

		MDSAEL	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	4.923	
	Sig.	.027	
t-test for Equality of Means	T	2.234	2.170
	Df	303	247.077
	Sig. (2-tailed)	.026	.031
	Mean Difference	.27386	.27386
	Std. Error Difference	.12259	.12618
	95% Confidence Interval of the Difference	Lower	.03262
		Upper	.51510
			.02533
			.52240

Appendix I-12

Test for find the group differences in terms motivational/attitudinal variables

T-Test**MCM:**

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MCM	Prevention Oriented	172	4.5942	.92539	.07056
	Promotion Oriented	133	4.6286	1.08072	.09371

Independent Samples Test

		MCM	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.610	
	Sig.	.206	
t-test for Equality of Means	T	-.299	-.293
	Df	303	259.672
	Sig. (2-tailed)	.765	.770
	Mean Difference	-.03439	-.03439
	Std. Error Difference	.11501	.11730
	95% Confidence Interval of the Difference	Lower	-.26071
		Upper	.19193
			.19660

Appendix I-13

MEA:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
MEA	Prevention Oriented	172	3.8527	.86890	.06625
	Promotion Oriented	133	3.8283	1.01440	.08796

Independent Samples Test

		MEA	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.075	
	Sig.	.151	
t-test for Equality of Means	T	.226	.222
	Df	303	259.730
	Sig. (2-tailed)	.821	.825
	Mean Difference	.02439	.02439
	Std. Error Difference	.10797	.11012
	95% Confidence Interval of the Difference	Lower	-.18807
		Upper	.23686

Appendix I-14

SA:

Group Statistics					
	ProPre_Orientation	N	Mean	Std. Deviation	Std. Error Mean
SA	Prevention Oriented	172	2.3721	.94339	.07193
	Promotion Oriented	133	2.4135	.89720	.07780

Independent Samples Test

		SA	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.830	
	Sig.	.363	
t-test for Equality of Means	T	-.389	-.391
	Df	303	290.358
	Sig. (2-tailed)	.698	.696
	Mean Difference	-.04144	-.04144
	Std. Error Difference	.10664	.10596
	95% Confidence Interval of the Difference	Lower	-.24998
		Upper	.16710

Appendix I-15

Partial correlations with motivated behaviour in promotion-focused and prevention-focused groups**Partial Correlation Analysis:****Prevention Oriented Group:**Partial correlation between MIL2S and MCM, **Control Variables: MOS and MIPRE**

		Correlations^a		
Control Variables			MIL2S	MCM
MOS & MIPRE	MIL2 S	Correlation	1.000	.212
		Significance (2-tailed)	.	.006
		Df	0	168
	MCM	Correlation	.212	1.000
		Significance (2-tailed)	.006	.
		Df	168	0

a. ProPre_Orientation = Prevention Oriented

Appendix I-16

Promotion Oriented Group:Partial correlation between MIL2S and MCM, **Control Variables: MOS and MIPRE**

		Correlations^a		
Control Variables			MIL2S	MCM
MOS & MIPRE	MIL2 S	Correlation	1.000	.267
		Significance (2-tailed)	.	.002
		df	0	129
	MCM	Correlation	.267	1.000
		Significance (2-tailed)	.002	.
		df	129	0

a. ProPre_Orientation = Promotion Oriented

Appendix I-17

Prevention Oriented Group:**Partial Correlation between MIPRO and MCM, Control Variables: MOS and MIPRE**

		Correlations^a		
Control Variables			MCM	MIPRO
MOS & MIPRE	MCM	Correlation	1.000	.461
		Significance (2-tailed)	.	.000
		df	0	168
	MIPRO	Correlation	.461	1.000
		Significance (2-tailed)	.000	.
		df	168	0

a. ProPre_Orientation = Prevention Oriented

Appendix I-18

Promotion Oriented Group:**Partial Correlation between MIPRO and MCM, Control Variables: MOS and MIPRE**

		Correlations^a		
Control Variables			MCM	MIPRO
MOS & MIPRE	MCM	Correlation	1.000	.437
		Significance (2-tailed)	.	.000
		df	0	129
	MIPRO	Correlation	.437	1.000
		Significance (2-tailed)	.000	.
		df	129	0

a. ProPre_Orientation = Promotion Oriented

Appendix I-19

Prevention Oriented Group:**Partial Correlation between MOS and MCM, Control Variables: MIL2S and MIPRO**

		Correlations^a		
Control Variables			MOS	MCM
MIL2S & MIPRO	MOS	Correlation	1.000	.315
		Significance (2-tailed)	.	.000
		df	0	168
	MCM	Correlation	.315	1.000
		Significance (2-tailed)	.000	.
		df	168	0

a. ProPre_Orientation = Prevention Oriented

Appendix I-20

Promotion Oriented Group:**Partial Correlation between MOS and MCM, Control Variables: MIL2S and MIPRO**

		Correlations^a		
Control Variables			MOS	MCM
MIL2S & MIPRO	MOS	Correlation	1.000	.015
		Significance (2-tailed)	.	.868
		df	0	129
	MCM	Correlation	.015	1.000
		Significance (2-tailed)	.868	.
		df	129	0

a. ProPre_Orientation = Promotion Oriented

Appendix I-21

Prevention Oriented Group:**Partial Correlation between MIPRE and MCM, Control Variables: MIL2S and MIPRO**

		Correlations^a		
Control Variables			MIPRE	MCM
MIL2S & MIPRO	MIPRE	Correlation	1.000	.169
		Significance (2-tailed)	.	.028
		df	0	168
	MCM	Correlation	.169	1.000
		Significance (2-tailed)	.028	.
		df	168	0

a. ProPre_Orientation = Prevention Oriented

Appendix I-22

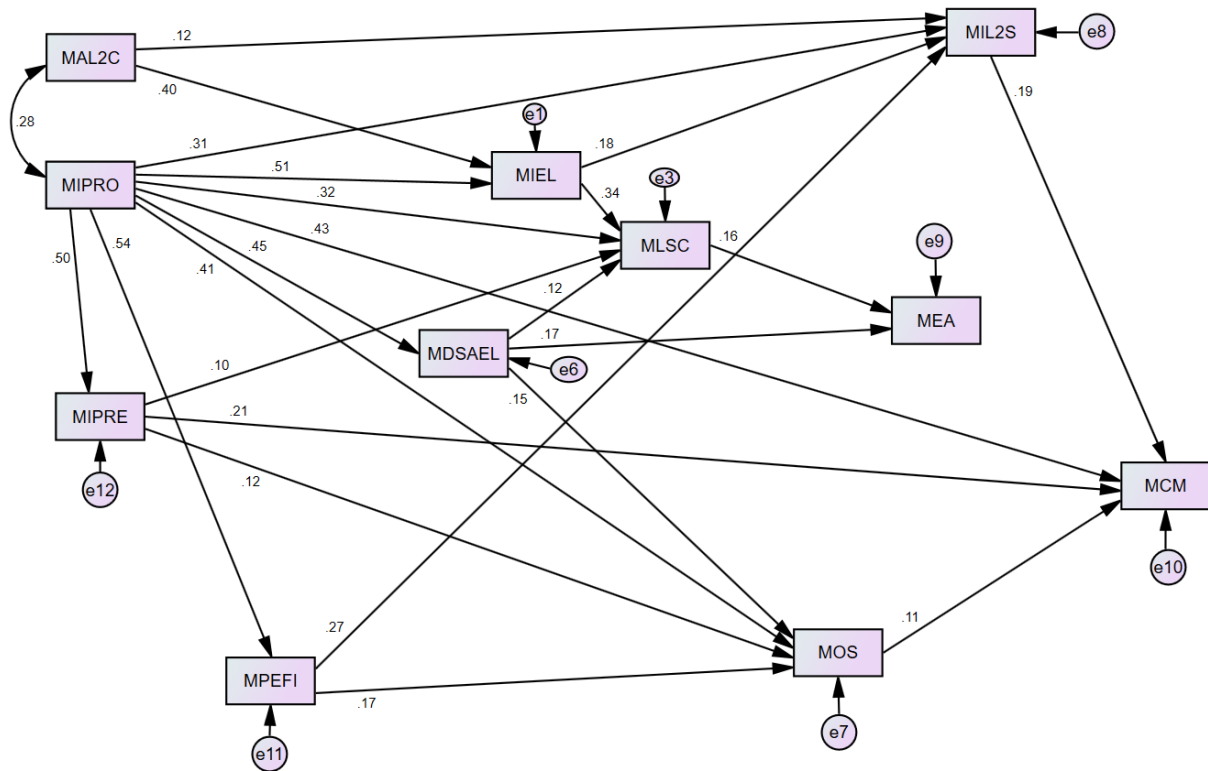
Promotion Oriented Group:**Partial Correlation between MIPRE and MCM, Control Variables: MIL2S and MIPRO**

		Correlations^a		
Control Variables			MIPRE	MCM
MIL2S & MIPRO	MIPRE	Correlation	1.000	.417
		Significance (2-tailed)	.	.000
		df	0	129
	MCM	Correlation	.417	1.000
		Significance (2-tailed)	.000	.
		df	129	0

a. ProPre_Orientation = Promotion Oriented

Appendix J-1

Structural Equation Model



Appendix J-2

Estimates (Group number 1 - Default model)**Scalar Estimates (Group number 1 - Default model)****Maximum Likelihood Estimates****Regression Weights: (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P	Label
MDSAEL	<---	MIPRO	.566	.065	8.722	***	
MIEL	<---	MAL2C	.288	.030	9.706	***	
MIEL	<---	MIPRO	.512	.041	12.384	***	
MPEFI	<---	MIPRO	.645	.058	11.055	***	
MIPRE	<---	MIPRO	.734	.074	9.943	***	
MOS	<---	MDSAEL	.139	.045	3.125	.002	
MIL2S	<---	MIPRO	.330	.065	5.067	***	
MIL2S	<---	MIEL	.193	.066	2.921	.003	
MLSC	<---	MIEL	.404	.061	6.659	***	
MOS	<---	MIPRE	.098	.039	2.494	.013	
MOS	<---	MPEFI	.167	.050	3.378	***	
MIL2S	<---	MPEFI	.238	.045	5.299	***	
MOS	<---	MIPRO	.483	.071	6.813	***	
MLSC	<---	MIPRE	.083	.037	2.232	.026	
MIL2S	<---	MAL2C	.091	.039	2.337	.019	
MLSC	<---	MIPRO	.385	.071	5.399	***	
MLSC	<---	MDSAEL	.109	.043	2.556	.011	
MCM	<---	MIL2S	.208	.050	4.142	***	
MEA	<---	MDSAEL	.148	.052	2.850	.004	
MCM	<---	MIPRE	.166	.034	4.874	***	
MCM	<---	MIPRO	.502	.067	7.507	***	
MCM	<---	MOS	.110	.048	2.286	.022	
MEA	<---	MLSC	.146	.055	2.633	.008	

Appendix J-3

Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
MDSAEL <--- MIPRO	.447
MIEL <--- MAL2C	.398
MIEL <--- MIPRO	.508
MPEFI <--- MIPRO	.535
MIPRE <--- MIPRO	.495
MOS <--- MDSAEL	.149
MIL2S <--- MIPRO	.307
MIL2S <--- MIEL	.181
MLSC <--- MIEL	.343
MOS <--- MIPRE	.123
MOS <--- MPEFI	.171
MIL2S <--- MPEFI	.266
MOS <--- MIPRO	.409
MLSC <--- MIPRE	.104
MIL2S <--- MAL2C	.118
MLSC <--- MIPRO	.324
MLSC <--- MDSAEL	.116
MCM <--- MIL2S	.191
MEA <--- MDSAEL	.170
MCM <--- MIPRE	.210
MCM <--- MIPRO	.428
MCM <--- MOS	.110
MEA <--- MLSC	.157

Appendix J-4

Covariances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
MIPRO <--> MAL2C	.279	.059	4.712	***	

Correlations: (Group number 1 - Default model)

	Estimate
MIPRO <--> MAL2C	.281

Appendix J-5

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
MIPRO	.712	.058	12.329	***	
MAL2C	1.385	.112	12.329	***	
e6	.910	.074	12.329	***	
e1	.340	.028	12.329	***	
e11	.738	.060	12.329	***	
e12	1.180	.096	12.329	***	
e8	.452	.037	12.329	***	
e7	.551	.045	12.329	***	
e3	.500	.041	12.329	***	
e10	.410	.033	12.329	***	
e9	.803	.065	12.329	***	

Appendix J-6

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
MPEFI	.287
MIPRE	.245
MDSAEL	.200
MOS	.445
MIL2S	.440
MCM	.582

Appendix J-7

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
MIPRO	.712	.058	12.329	***	
MAL2C	1.385	.112	12.329	***	
e3	.910	.074	12.329	***	
e2	.738	.060	12.329	***	
e1	1.180	.096	12.329	***	
e5	.465	.038	12.329	***	
e4	.551	.045	12.329	***	
e6	.410	.033	12.329	***	

Appendix J-8

Model Fit Summary**CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	35	86.902	31	.000	2.803
Saturated model	66	.000	0		
Independence model	11	1471.090	55	.000	26.747

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.063	.953	.900	.448
Saturated model	.000	1.000		
Independence model	.373	.360	.232	.300

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.941	.895	.961	.930	.961
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.564	.530	.541
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	55.902	31.843	87.610
Saturated model	.000	.000	.000
Independence model	1416.090	1294.750	1544.816

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.286	.184	.105	.288
Saturated model	.000	.000	.000	.000
Independence model	4.839	4.658	4.259	5.082

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.077	.058	.096	.011
Independence model	.291	.278	.304	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	156.902	159.778	287.113	322.113
Saturated model	132.000	137.425	377.541	443.541
Independence model	1493.090	1493.995	1534.014	1545.014

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	.516	.437	.620	.526
Saturated model	.434	.434	.434	.452
Independence model	4.911	4.512	5.335	4.914

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	158	183
Independence model	16	18

Appendix J-9

Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	86.902	--	--
DF	31	--	--
CMIN/DF	2.803	Between 1 and 3	Excellent
CFI	0.961	>0.95	Excellent
SRMR	0.066	<0.08	Excellent
RMSEA	0.077	<0.06	Acceptable
PClose	0.011	>0.05	Acceptable

The model fit is acceptable.

Appendix J-10

Covariance First model:**Residual Covariances (Group number 1 - Default model)**

	MAL2C	MIPRO	MPEFI	MIPRE	MIEL	MDSAEL	MLSC	MOS	MIL2S	MEA	MCM
MAL2C	.000										
MIPRO	.000	.000									
MPEFI	.157	.000	.000								
MIPRE	-.041	.000	.064	.000							
MIEL	.000	.000	.095	-.048	.000						
MDSAEL	.190	.000	.046	.080	.090	.000					
MLSC	.110	.000	.110	-.011	.006	.043	.006				
MOS	.064	.000	.013	.022	.066	.016	.083	.006			
MIL2S	.037	.000	.033	.022	.023	.056	-.001	.067	.016		
MEA	.205	.020	.157	.082	.079	.006	.007	.089	.097	.002	
MCM	-.065	.000	.024	.007	.024	-.031	.088	.018	.014	.070	.006

Appendix J-11

Standardized Residual Covariances (Group number 1 - Default model)

	MAL2C	MIPRO	MPEFI	MIPRE	MIEL	MDSAEL	MLSC	MOS	MIL2S	MEA	MCM
MAL2C	.000										
MIPRO	.000	.000									
MPEFI	2.268	.000	.000								
MIPRE	-.483	.000	.845	.000							
MIEL	.000	.000	1.811	-.752	.000						
MDSAEL	2.621	.000	.720	1.022	1.658	.000					
MLSC	1.561	.000	1.785	-.138	.100	.654	.075				
MOS	.930	.000	.198	.283	1.267	.237	1.334	.080			
MIL2S	.578	.000	.549	.318	.450	.973	-.017	1.193	.232		
MEA	3.256	.435	2.884	1.225	1.722	.107	.132	1.652	1.996	.028	
MCM	-.949	.000	.389	.086	.456	-.490	1.386	.284	.240	1.305	.077

PERCEPTIONS OF THE LEARNERS ABOUT UGC REMEDIAL ENGLISH COURSE IN THE UNIVERSITY OF HYDERABAD

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Abstract

This paper is a qualitative study of the perceptions of the learners about the UGC Remedial English course (part of UGC Enrichment Programme) that is being conducted in the University of Hyderabad (UOH), a premier higher educational institution in the state of Telangana. The study includes the learners' ideas about the purposefulness of the programme and also its drawbacks. It tries to throw light on those aspects which act against the usefulness of the programme.

The method followed for the present study includes the technique of interviewing. Ten students were interviewed to inquire into the perceptions of the learners about the course. The sample of the study was spread across the university which included the students of previous well as the current batches.

The Constitution of India aims to provide protection to the deprived sections of Indian society by means of positive discrimination. It found ways and mechanisms to facilitate this. One way is to provide reservations in education. The present programme of study, Remedial coaching for SC/ST/OBC (Non-creamy layer) and Minority community students, is one such programme. Under this facility, the university students are being offered a course in English language along with coaching in other subjects. The objective of the University Grants Commission in conceiving this programme is to uplift the 'not-so-gifted' students in the universities and to bring them up to the level necessary for pursuing higher studies successfully. According to the UGC, "Scheduled Castes and Scheduled Tribes have been identified as the most depressed and oppressed groups of Indian society constituting about 15 and 7.5 percent, respectively, of total Indian population. In order to safe guard their interests in independent democratic India, specific provisions have been made to improve the status of these people socially and educationally so that they can take their

rightful place in the mainstream of the society. Despite all constitutional safeguards and measures initiated by the UGC, the position of reservation for Scheduled Castes, Scheduled Tribes, OBC (non-creamy layer), and Minorities is far below the expected level in the universities even after more than 50 years of Independence. The Commission has been contributing towards social equity and socioeconomic mobility of the under-privileged sections of the society through various special schemes" (UGC Guidelines, undated).

UGC's objectives of remedial coaching which are relevant for the remedial English course are as follows:

1. To improve the academic skills and linguistic proficiency of the students in various subjects.
2. To raise their level of comprehension of basic subjects to provide a stronger foundation for further academic work.

Remedial English course in UOH was started in 1990's. It was basically attended in the past by rural SC/ST students who were not very good at English. But it was not a tightly designed course in those days; and it did not culminate in awarding certificates at the end of it. The main drawback in the past as well as at present is the irregular attendance of students. Intake is high at the beginning and gradually students drop out of the course. There are various reasons for this condition. In a university like UOH where the regular, mandatory academic activities are tightly

scheduled, students, towards the middle of the semester, find impossible to attend the course due to their tight schedule. Students are also of the view that this course is not a mandatory one and hence can be ignored.

The students from previous batches used to think that they would get identified and branded as deprived sections and also as people who don't have good English if they attend this course, which also went against the purpose of the course. The Coordinator of the course says that in order to stimulate interest in the students of this course, certificates of course are given on completion of the course. In the past, this course was a single semester course and without any certification. The present system tried to organize it in such a way that the course has two levels: Basic and Advanced levels. At the beginning of the academic year, a screening test is conducted in order to group the students into basic and advanced levels. Two separate courses are conducted for these two levels. The co-coordinator was of the opinion that certification would bring more value to the course and thereby get more attention of the students. In connection to the poor attendance of the students, he refers to the clash between the timings of various mandatory courses and the remedial English course. In this condition it is a practically difficult for the students to attend it.

The system has been streamlined in various aspects according to the coordinator. The faculty members for the course were recruited by conducting interviews after issuing a public notification. Recruitment is conducted by an interview board which comprises subject experts from other academic institutions also. The syllabus has been revised taking into consideration the current needs of the students keeping their present academics and future career requirements in view.

The enrollment of the students in the course is shown in the following table.

Table: 1

Enrollment of students in the remedial English course during the period from Aug-Nov, 2015 to Jan-April, 2017

Semester & Year	Total Intake	SC	ST	OBC	Minorities	Others	OC
Aug-Nov, 2015	135	34	13	86	-	02	-
Jan-April, 2016	142	46	22	60	-	13	01
Aug-Nov, 2016	204	48	35	105	11	-	05
Jan-April, 2017	92	23	13	44	08	03	01
Jan-April, 2017	138	33	18	76	05	-	06

The table 1 shows that the enrollment in the course gradually rose till Aug-Nov, 2016 and later there was a decrease after which it again rose. The enrollment of OBC students was high in number who chose to pursue this course.

Table: 2

The results of the students by the end of January-April, 2017

Level of the Course	A+ Grade	A Grade	B+ Grade	B Grade	C Grade	Total No. of Students passed the course
Basic English	1	2	2	3	5	13
Advanced English	5	4	2	5	4	20

At the end of January-April, 2017, 13 students who pursued Basic English course completed the examination out of which one student secured A+; two students secured A; two students secured B+; three students secured B; and five students secured C grades. In the Advanced English course a total of 20 students completed the course of which 5 students secured A+; four students secured A; two students secured B+; five students secured B and; four students secured C grades. The results of the advanced level course are better than the basic level course. It is also better in terms of the total number of students who could complete the course successfully. The rate of attrition is very high and only approximately 23 percent of successful completion of the course is seen. Among the two groups, advanced course was more successful.

The aims and objectives of the course syllabus, as designed by the university, includes developing 'basic operational proficiency' in English with the help of grammar and vocabulary and; developing 'advanced operational proficiency' in English

leading to a mastery of the various language skills' (Syllabus for the classes on Writing Skills and Speaking Skills (Advanced Course, UOH)). The proficiency is defined in terms of six aspects. Grammar and communicative functions, and Vocabulary are common to both the levels. The six components of the syllabus are: Grammar, Vocabulary, Speaking, Listening, Reading, and Writing. The syllabus is similar for both the groups but level varies according to the group. The assessment is continuous, comprising both internal and external assessments. Internal assessment is for 50 marks, out of which 25 marks are for four internal tests and one group discussion for 25 marks. The external examination carries 50 marks.

The perception of the students

To study the perceptions of the students of remedial English course, data was collected by conducting interviews with five students of previous batches and five students of current batch, with the faculty members who taught the course, and with the Coordinator of the course. The interview schedule consisted of the following questions:

1. What is your name? What is your course?
2. Did you pursue the remedial English course?
3. When did you pursue it?
4. What were your expectations on the remedial English course?
5. How was the course conducted by the university?
6. What was the syllabus of the course?
7. How was the teaching done?
8. Did the teacher teach all the aspects of the syllabus?
9. What was the students' composition of the class?
10. What was the attendance of the class?
11. How did the learning process take place?
12. What was the outcome of the course in terms of your expectations?
13. Do you have any suggestions for the course?

The responses given for the above questions were consolidated for the purpose of analysis. The learners feel that this course is indispensable for their English language learning. The respondents expected this course to enhance their English knowledge in order to perform high in their

respective courses of study in the university. Knowing the pivotal importance of English language for excelling in their stream of study, the students chose to pursue this. Many of the respondents expected to improve their communication skills, their speaking ability in their regular classes as well as in the public, and wanted to get support for their future academics. The course was up to the students' expectations for all the respondents except for one student who felt that she would not achieve much by attending the course as it was not appropriate to her level, and hence dropped out of it. The students found the syllabus of the course very efficient and most of them found the training given in the aspects like group discussion very useful. Most of them felt the course was helpful in improving their language; most importantly in raising their confidence levels in speaking English.

The respondents found that the award of certificates would bring an added value to the course. One of the respondents found that the grouping done in the class, for want of smaller groups for teaching, was a helpful step. The course helped them in doing their regular courses smoothly. They are able to communicate in their classes with their teachers successfully. Some of the respondents, though they very confident of their English language usage, joined this course with a specific need of learning how to participate in group discussions.

Some of the students felt that more focus is needed for the course. The faculty must be able to assess the proficiency levels of the students. Fine filtration and grouping of students is needed. They drew attention to the fact of some students dropping from the course for the reason that they were not able to cope up with the pace of activity in the class. Some students needed to do immense hard work in order to cope with the class. But many students could not do that because of the fact that they lacked help for doing that. The respondents meant to highlight the importance of having homogenous groups in this course.

The problem highlighted by almost all the respondents was the problem of attrition or dropping out of students from the course. The initial enrollment is very high every year where as the students who continue the course till the end is

just a few, not even 25 per cent of the total number. The reasons for this condition, according to the respondents, are of varied nature. The foremost one is a clash between the class timings of the remedial classes and the timings of regular classes. This is a major drawback. The other reason is that the students who attend classes in hundreds slowly dwindle towards the end of the course as they become busy with their regular course activities like internal exams and others. Another reason, according to a former faculty member who taught this course and also according to the students of previous batches is that there is a tendency in students to think that they would be looked down upon by other students in the university for attending this course. For this, there are two reasons: one is that course takers are considered less knowledgeable or dullards and; the other one is that people identify their community background and think that they belong to marginalized communities. This kind of stigma is everywhere in case of remedial courses. A fight against this is needed.

As it was opined by a former faculty of this course, remedial English is a wonderful course for students from regional medium background. The problem he found was irregularity of the students in attending the classes. Students used to shy away from the course, and were hesitant to attend classes. They would prefer to learn English outside the class rather than in the classroom. They would approach him personally. The reason for this, according to him, is the social stigma. He opines that this was more in the case of girls than boys. In

order to manage the situation, he says, awareness is to be created in the student community to make these classes popular. He also referred to the social stigma attached to this. Conducting separate classes for boys and girls would set right the problem of girls shying away from classes. The academic departments, faculty, Heads of Departments should take initiative in making this programme popular and creating awareness in students to pursue it. The course should be made mandatory for students, should conduct classes both in the North and South campuses as per the students' convenience. The students should be counseled to attend this course as it is highly useful for the students' higher academic pursuits. According to him, as there are students who don't know even to write a simple sentence, comprehend the meaning of a simple text, writing skills, comprehension are to be taught to the students. Those students who are advanced are to be offered specialized courses like phonetics/phonology as per their need.

The remedial English course in UQH, on the whole, is being run successfully in spite of some problems which can be solved with some modifications and adjustments.

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Enhancing Learning English through Effective Teaching

Social Learning Theory: Implications to English language learning of Disadvantaged students

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This paper attempts to focus on the Social learning theory and the implications it has for English language learning of the disadvantaged students. Disadvantaged students are those students who suffer from lack of good English education because of their socioeconomic and cultural conditions. These students generally belong to the marginalized sections of the society and they are those who are studying for the first time in their families in educational institutions.

Social Learning theory was propounded by Albert Bandura and Walters (1963). This has developed out of Behavioural learning theory. Bandura and Walters proposed their theory contradicting the efficacy of the previous Behaviourist theories for their shortcomings as they were perceived by Bandura and Walters. They ruled out the possibility of learning through instrumental or operant conditioning and felt that human behaviour cannot be explained sufficiently by artificially constructed laboratory situations. According to Morgan et al (1993: 596), Bandura and Walters argued, "in the real life, people do not have the luxury of learning through instrumental or operant conditioning--trial-and-error learning in a protected laboratory where only "correct" responses get rewarded. In real life, it is often too costly to risk "incorrect" responses".

According to social learning theory, learning happens in a social context where individuals are placed in social situations or relationships. It is through observation that the individuals learn. Observation leads to 'imitation' and 'modelling' which are the key concepts in this theory. This is the form of *observational learning (modelling), or imitation* (Morgan et al, 1993: 596). Learning can take two forms according to this theory: 'Observational learning' and 'Vicarious learning'. Bandura proposed this theory of learning basing on the results of his 'Bobo

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doll studies' in which a film of a woman beating up a bobo doll was shown to different groups of kindergarten children.

Observational learning of Bandura and Walters has four phases (Bandura, 1986, as cited in Slavin, 1986). They are: 1) Attentional phase, 2) Retention phase, 3) Reproduction and 4) Motivational phase. In the attentional phase, paying attention to the model occurs. Attention always depends on, and is influenced by, the characteristics of the model. More attention is paid to attractive, colourful models. There is a possibility for distractions to attention. Anything like nervousness, sleepiness or overexcitement can distract attention.

In the second stage, the teachers model the behaviour of the students and this is the time for practice. Retaining and remembering what has been learnt or to what attention has been paid happens here. This process happens through mental images and verbal descriptions (Boeree, 1998: 5).

In the third phase, the students reproduce behaviours that will match their models. Now, the translation of 'images or descriptions into actual behaviour' happens (Boeree, 1998: 5).

Finally, in the fourth phase, the students are motivated by teachers by rewards and praise for their modelling. This is where motivation is needed for doing any imitation of models. A number of motives like 'past reinforcement', 'promised reinforcement', and 'vicarious reinforcement' can act as motives in imitating according to Bandura (Boeree, 1998: 5). 'Past reinforcement' is similar to the reinforcement in traditional behaviourism; promised reinforcement is in the form of incentives that can be imagined and; vicarious reinforcement is considering the model being reinforced.

Observational learning occurs with the expectation that successful imitation of the model will lead to reinforcement. Though the Social learning theory has contradicted the main tenets of behavioural approaches, it has retained the concept of reinforcement. The second important kind of learning is vicarious learning which happens based on others' learning being reinforced or punished. A Greater part of learning happens in this way in the case of human beings. This is being used extensively by teachers in their classrooms. In order to set examples or to establish models, teachers reinforce the good behaviour of some students in the class. A good example for this can be seen in the work done by Broden et al (1970, as cited in Slavin, 1986: 155). Edwin

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and Greg, two disruptive children studying second grade, were in the same class. The teacher began praising Edwin whenever he paid attention to her and did work in the class. This reinforcement of the teacher improved Edwin's behaviour naturally and more surprisingly, it brought a change in Greg's behaviour also. This is an example of a positive change in behaviour achieved by the teacher employing reinforcement.

According to the social learning theory, learning need not be always followed or accompanied by a change in behaviour. It might not get translated into action immediately. It need not result in a behavioural change. This is in contrast with the behaviourist tenet that learning has to happen with a change in behaviour that is permanent.

Gradually, in due course of time, the social learning theory moved towards the concept of cognition. Therefore, it became increasingly cognitive in its orientation to studying behaviour. Accordingly, this theory, taking into consideration the role of 'cognition' in behaviour developed into Social Cognitive theory (SCT). SCT, Zhou says, "has been applied broadly to such diverse areas of human functioning as career choice, organisational behaviour, athletics, and mental and physical health. SCT also has been applied extensively by those interested in understanding classroom motivation, learning, and achievement (Pajares, 1996, Schunk & Zimmerman, 1994; 1998, as cited in Zhou and Brown, 2014: 20)

Another important concept of social cognitive learning theory is Self-regulated learning. Bandura's hypothesis (1997), in this connection, is that individuals observe their own behaviour in various contexts and judge it against their self-standards, and finally reinforce or punish themselves accordingly.

The Social learning theory and its theoretical extension-SCT have a great and direct application value in the field of education. This paper attempts to explore this topic in the context of disadvantaged students. It is not out of context here to consider the nature of these students when their learning is discussed in relation to social learning theory. This section of students has been denied educational opportunities since long for social and cultural reasons. For example, SC/ST students and other Backward section students studying for the first time in their families belong to this section. This section also comprises of another set of students who hail from the rural areas of the country who suffered from lack of educational facilities. This broader group of

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students includes all those who are lagging behind in education due to various reasons. Their condition can be characterized by features like low academic performance, low motivation to learn English in the context of educational institution. In the domestic sphere, this group of students lacks parental or family encouragement. In recent times, we see most of these students in the schools and colleges in government sector which are perceived to be lagging behind in getting educational amenities for their students. The institutions and governments have made many attempts and applied many strategies to improve the condition of these students. This section of students basically suffers from severe lack of motivation besides other academic problems like lack of sound basic education in English etc.

The social learning theories have implications to the students in question. The students need to be motivated to learn English language by making aware of them the practical advantages of doing that. For this, the concept of modelling can be introduced. The teacher has to go a little out of context of the class lessons for this purpose. Role models are to be created, or highlighted. The already existing role models in the community can be shown to the students and their great qualities can be highlighted. The names of the personalities who achieved high in their respective fields, in spite of their disadvantaged condition, are to be used for this. Imitating the role models is always fruitful.

After the initial motivation stage, the students can be inspired to set their goals, both long term and short term goals. The students under study do not have an awareness or practice of goal setting as the students lack any education guidance. The concept of goal setting can be introduced to set goals for these students by way of informing them the purposefulness of it. Long term goals are to be set keeping in view the aims, choices and preferences of the students in general. These can also be set in relation to the English subject they are learning. The goals can be like passing the current English course they are doing with good marks; getting admission into a specialized English course in future; becoming a successful English language teacher or lecturer; or learning to perform well in English for future academic and career needs.

Setting short-term goals is the next step. Short-term goals are to set in relation to the specific concepts, themes that they are learning in the classroom which can act as day to day goals. For example, they can set a goal of learning ten prepositions, how they can be used in

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different contexts, by the end of the day's class; or learning how to write a small passage using ten meaningful sentences on a particular topic.

In accordance with the first stage of Bandura's theory, the students are to be made aware of the process of paying attention to the teacher's activity; she/he is doing in the classroom. Rigorous practice is to be given in this respect.

Secondly, in the stage of retention, students should be told the need of retaining the activity done in the classroom or knowledge gained out of it, for all practical purposes. The tips helpful for this can be taught to them.

In the third stage, repeating the learnt activity/knowledge without errors where ever needed is to be focussed on. The teachers need to improve the learners' ability to reproduce it whenever need whether it be in the examination or in the real life contexts which is more important.

The above discussed three stages correspond to the three aspects of Bandura's theory: attention, retention and reproduction. The students who do their work successfully are to be rewarded which can act as a positive reinforcement. It is always good to reinforce good learning outcomes positively rather than negatively reinforcing bad or unwanted behaviours.

The concept of self-regulation discussed by Bandura can be also be used to enhance the learning of the disadvantaged students. Self-regulation strategies in relation to learning are to be taught to the students and they can be asked to be followed in various contexts to make self-regulation a habit and part of the learners' behaviour and personality. Both contextual self-regulation skills and general self-regulation skills are to be imparted to the learners. Finally they would learn how to generalize the usage of various skills in the larger educational context. The learners might be asked to study specific aspects of English and, for a particular period of time. For example, learning how to write an official letter or learning various kinds of letters. This would transfer the act of taking responsibility of learning to the learners themselves. This would empower the learners in their education process. Learners would be put in control of their learning. The students of disadvantaged sections would definitely profit by this strategy when they are not taught to have any control over their learning, be it external or internal/self.

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The social learning theory can be used to enhance learning by making appropriate modifications to strategies taking into consideration the context of the learning and the learners.

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