CHAPTER IV

FINDINGS AND INTERPRETATION

IV. FINDINGS

The present study focuses on describing the social psychological variables of attitudes and motivation in second language learning. The study also aims at describing the frequency of learning strategy use, as well as student's self rating on a communicative competence scale. Another dimension to the study involves examining the existence and strength of relationships among these variables. An attempt is also made at examining the contribution of all variables in use of learning strategies. These are considered in the light of length of stay in India, field of study, and age group.

Findings of the mean score analysis reveal that for the students classified according to length of stay in India, attitudes are more favourable and motivation increases gradually with extended length of stay in India. Conversely, student's attitudes towards native English and its speakers decrease as stay in India extends.

Length of stay in India emerges as the strongest differentiating factor. Hence, findings suggest that as students extend their stay in India they become more receptive towards their surroundings. Their process of integration in the ESL context is enhanced with length of stay. This finding is supported further by the high degrees of integrative motivation. On this variable, senior students express a strong desire to integrate with the host community. The student's process of acculturation becomes more stable and progressive as students spend longer time in India.

However, instrumental motivation moves in the opposite direction stay in India extends. It is evident through the findings that students give relatively more attention to developing their competence for social interaction rather than for utilitarian objectives. Nevertheless, they remain instrumentally motivated.

Correlational analyses reveal that strong relationships exist between motivation and all variables. The motivational components are strongly related to one another, as well as, to the attitudinal components. As compared to the attitudinal components, motivation displays strong relationships with learning strategy use and communicative competence. Those findings suggest that high degree of motivation leads to more frequent use of learning strategies and to a greater development of communicative competence.

With regard to learning strategy use, findings reveal a gradual decrease in learning strategy use as stay in India increases. These results indicate that, as stay in India extends students achieve a higher level of competence in which less strategies are needed. Therefore, particular strategies are less frequently used. Students tend to drop strategies that cease to facilitate learning, or have achieved their purpose of enhancing learning at a particular stage. This view is further supported by the results of regression analyses. Regression analyses shows that communicative competence has an effect of 47% on the use of learning strategies for senior students. In spite of the adverse effect of length of stay on the number of strategies used, all students in all Cases use very frequently more than 60% of the total number of strategies included in present study.

VI.i. MEAN (M) ANALYSIS

Analysis of the mean of the sample in all 3 Cases reveals high and positive attitudes toward learning the English language, and toward English as a second language and its speakers. In contrast, attitudes towards native speakers of English are low and unfavourable in many cases.

	CASE - 1						CASE - 2				CASE - 3			
	No. 95 a		No. 88 b		No. 28 c		No. 131 a		No. 80 b		No. 130 a		No. 81 b	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
ATT. TOT	136	22	140	18	141	18	139	20	137	19	138	21	139	18
ATT.NE	23	5.9	22	7.2	21.4	5.4	22.2	6.6	22.7	6.1	23	6.1	21	6.7
ATT.LE0	21	4.1	22	3.5	22	2.8	21.6	3.8	22	4	21	4.2	22	3
ATT.ESL	92	18	95	15	97	16	95	17	92	15	93	17	95	16
MOT.TOT	103	13	105	9	101	9	104	12	104	10	104	12	103	9
MOT.INSTY	71	9	73	6	69	7	71	8	71	7	72	8	71	7
INSTG.MOT	17	3	18	2	18	2	17	3	17	3	17	3	18	2
INST.MOT	15	3	15	3	14	3	15	3	15	3	15	3	15	3
L.St	116	14	118	12	114	15	115	13	118	14	117	13	116	13
Comm.Comp	85	9	87	7	90	9	86	8	87	8	86	8	87	8

Table (2) Showing the mean and standard deviation of the total sample.

Table (2) shows the mean scores recorded across all cases of the sample with respect to all the variables and their components. For Attitudes Towards Native English (ATT.NE) the possible score is (9 - 45), for Attitudes Towards Learning English (ATT.LE) the possible score is (5 - 25), - Attitudes Towards English as a second language (ATT-ESL) possible score is (27 - 135), Attitudes Total (ATT.TOT), which includes all the attitudinal components, possible score is (41 - 205). Motivational intensity (MOT.INTSY) possible score (20 - 100), Integrative Motivation (INTG-MOT) possible score (4 - 20), Instrumental Motivation (INST.MOT) possible score (4 - 20), Motivation Total (MOT-TOT) which includes all the previous motivational components, possible score (28 - 140). Learning strategies (L.St) possible score (31 - 155) and Communicative Competence (Comm. Comp) possible score (42 - 105).

In spite of the unfavourable attitudes towards native speakers of English (ATT.NE), the mean of all the attitudinal components combined reveals that, students in all Cases possess positive attitudes. Regarding motivation and its components we find that learners in all Cases have high degrees of motivational intensity (MOT.INTSY), with the means of all Cases varying from 69 to 73. The students also show high degrees of instrumental motivation (INST.MOT) in learning English, with means varying from 14 to 15. However, integrative motivation proves to be stronger for the sample of this study with means ranging from 17 to 18 for all Cases. The

over all view of motivation, represented in (MOT.TOT) motivation total reveals high degrees of motivation for all Cases.

Students in all Cases display high frequency use of learning strategies. The mean range of 114 - 118 for learning strategies indicates that, the students in this study use large proportion of the strategies very frequently. This finding can be understood as a reflection of the students' high degree of motivation - intensity, integrative and instrumental. Findings can also be attributed to the favourable attitudes of students towards learning English and towards English in the Indian ESL context.

Self-rating on the Communicative Competence (Comm. Comp) shows that students rate themselves to be enjoying a good degree of communicative competence. The mean score on the communicative competence scale ranges from 85 to 90, with the students of the longest period of stay in India being the highest.

Discussion

The mean analysis shows favourable attitudes towards learning English and towards the Indian variety of English and its speakers. The sample of this study is from Arab origin, and the proximity of India to the Arab world culturally, historically and geographically may have contributed to this favourable attitude

greatly, especially when direct contacts and first hand experiences have taken place with the host environment and culture.

This interpretation is also supported by the high degree of integrativeness to the host culture and its people. It is clear that, when adjusting to the host environment students adjust very fast. As far as language abilities are concerned, students take longer time and harder effort to adjust. Furthermore, when we consider the student's instrumental and integrative motivation, we find learning English for integrative purposes to be stronger than learning English for instrumental purposes.

IV.ii. CORRELATIONAL ANALYSIS

IV.ii.1 Total Sample

For establishing the degree of relatedness amongst all the variables for the total sample of 211 students. Pearson's coefficient of correlation is used. The findings reveal that all variables are related to one another positively with different degrees.

Table (3) depicts that ATT.NE have very low co-relations on all fronts, except with ATT.TOT at (r = 0.43). Whereas, ATT.LE show significant positive correlation of (r = 0.50) with MOT.TOT as compared to (r =0. 46) with ATT. TOT. This may indicate a strong

association between motivation and attitudes towards learning English. A strong correlation is also seen between (ATT.LE) - Attitudes towards learning English - and Learning Strategies (L.ST) (r = 0.37). Comm. Comp is less strongly related to ATT.LE at (r = 0.26), which may suggest that favourable attitudes towards learning English may lead to an increase in the application of learning strategies. Or it likely more frequent use of learning strategies may lead to a more favourable attitude towards learning English as a result of stronger confidence in one's ability in learning or using English.

	ATT. TOT	ATT. NE	ATT. LE	ATT. ESL	MOT. TOT	MOT.i NTSY	iNTG. MOT	iNST. MOT	L.St	Comm. Comp.
ATT.TOT	-	0.43	0.46	0.93	0.53	0.50	0.49	0.32	0.40	0.25
ATT.NE		-	0.02	0.13	0.14	0.11	0.07	0.19	0.14	0.05
ATT.LE			-	0.32	0.50	0.44	0.50	0.35	0.37	0.26
ATT.ESL				-	0.47	0.46	0.45	0.24	0.35	0.25
MOT.TOT					-	0.92	0.79	0.64	0.52	0.31
MOT.INSTY						-	0.62	0.39	0.46	0.32
INTG.MOT							-	0.47	0.49	0.28
INST.MOT								-	0.37	0.15
L.St									-	0.44
Comm.Comp										-

Table (3) Correlations among all variables of the total sample (No.211)

Attitudes towards English as a second language ATT.ESL and its speakers very strongly and positively correlate with ATT.TOT (r = 0.93). However, we can notice a significant difference in the correlations among ATT.ESL and both integrative and instrumental motivation in which ATT. ESL correlates with INTG.MOT at (r = 0.45), as compared to (r = 0.24) between ATT.ESL and INST.MOT. These correlations may suggest that the favourability of attitude towards ESL and its speakers is significantly related to integrativeness more strongly than to instrumentality, and an increase in one of these variables will, most probably lead to an increase in the other.

MOT.INSTY is seen to correlate positively and significantly with all variables. A high and positive correlation exists among MOT.INSTY and MOT.TOT (r = 0.92). In addition, we can notice the striking difference in correlation between MOT.INTSTY and both ATT.NE r = 0.11 and ATT.ESL (r = 0.46), it seems that the favourability of attitudes towards the surrounding environment and its people exchanges a positive influence with the strength in motivational intensity.

Discussion

By comparing the correlation of integrativeness with all the variables and instrumentality with all the variables, we find that

integrativeness out runs instrumentality in the strength of these correlations. This difference may suggest that instrumental motivation is to a greater extent, independent of what the students feel regarding all the other variables. Hence, the mean analysis reveal that students are motivated both integratively and instrumentally.

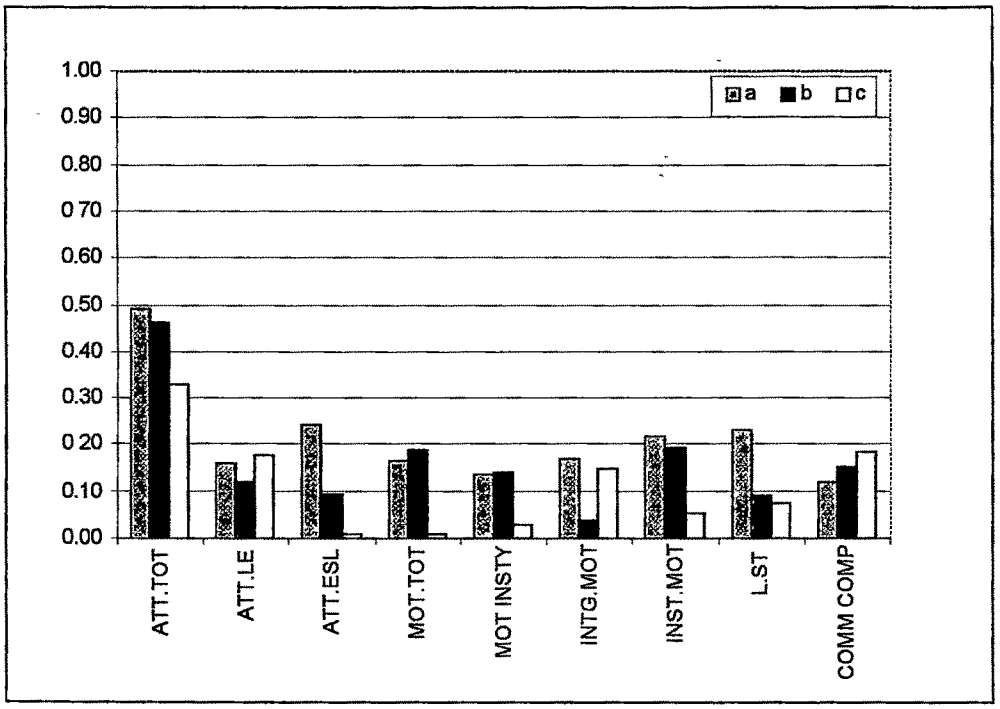
Learning strategies are found to correlate with all the motivational components more strongly than with the attitudinal components. It seems that the drive or perseverance which motivation is believed to create in the learner for learning a language is strongly related to the manifestation of that perseverance in the frequent application of learning strategies. It could be that, more frequent application of learning strategies leads to stronger motivation. Either way these result most probably may lead to stronger self confidence in one's own abilities.

IV.ii.2 ATTITUDES TOWARDS NATIVE ENGLISH (ATT.NE)

The first correlational analysis addressed in this section is the relationships between the students' attitudes toward native English and the rest of the variables.

Case 1 (a)

High to negligible positive correlations are seen among ATT.NE and all the variables for the students in this case. However, by examining (Graph - ATT.1) we notice that the correlation between ATT.NE and ATT.TOT (r = 0.49) is significantly high and positive. Furthermore, low positive correlations are seen to exist between ATT.NE and ATT.ESL (r = 0.24). INST.MOT (r = 0.22), and L.St (r = 0.23). These correlations may suggest that the students in this case of the sample have a pragmatic look towards the native variety of English in relation to their perceptions of the native variety of English, their instrumental reason for learning English, and the application of learning strategies. In spite of the low favourability towards native English, their is no existence of negative relationship between ATT.NE and any of the variables. The difference in the favourability of attitudes towards N.E. and towards ESL variety is due to the established contact with the ESL variety and its speakers, against the indirect perception of the native English and its speakers.



Graph (ATT.1) Correlation among ATT.NE and all variables of (Case 1 a, b, c)

Case 1 (b)

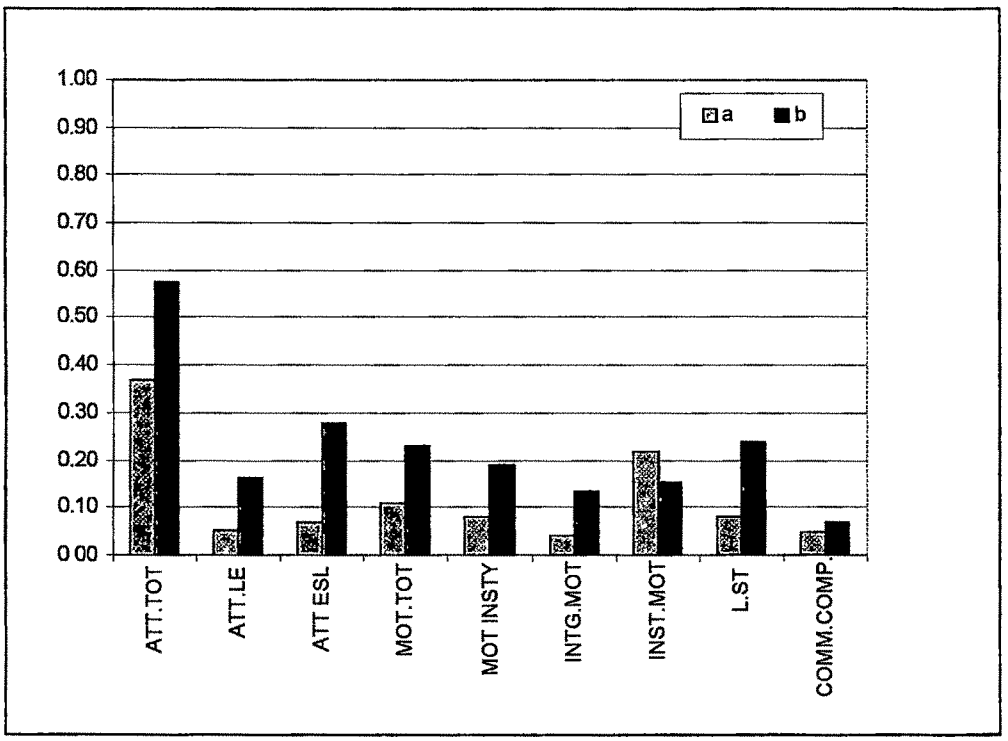
For this group of students of 4 to 6 years of stay in India the researcher notices a very similar pattern of correlation to the correlation with that of the previous group. The correlation of ATT.NE with the other variables are largely negligible. Such as the relationship between ATT.NE integrativeness (r = 0.03), and ATT.NE with instrumentality (r = 0.19). As for ATT.TOT with ATT.NE (r = 0.46) which is more or less similar to that of the previous case (case 1a).

Case 1 (c)

This group of students with seven years and above of stay in India display the lowest correlations among ATT.NE and all other variables, as we can see from Graph (ATT.1) ATT.NE correlates with a MOT.TOT and ESL at (r = 0.01). However, in spite of the correlation between ATT.NE and Comm.Comp being low (r = 0.18) it is still higher than those of the previous two Cases (Case 1 a and b).

Case 2 (a)

This case consists of 131 students enrolled in courses of humanities. The correlations of this cases ATT.NE with all the variables are low and in most cases insignificant. As it can be noticed from Graph (ATT.2), the only significant correlation is between ATT.NE and ATT.TOT with (r = 0.37). Negative correlations are non existent.



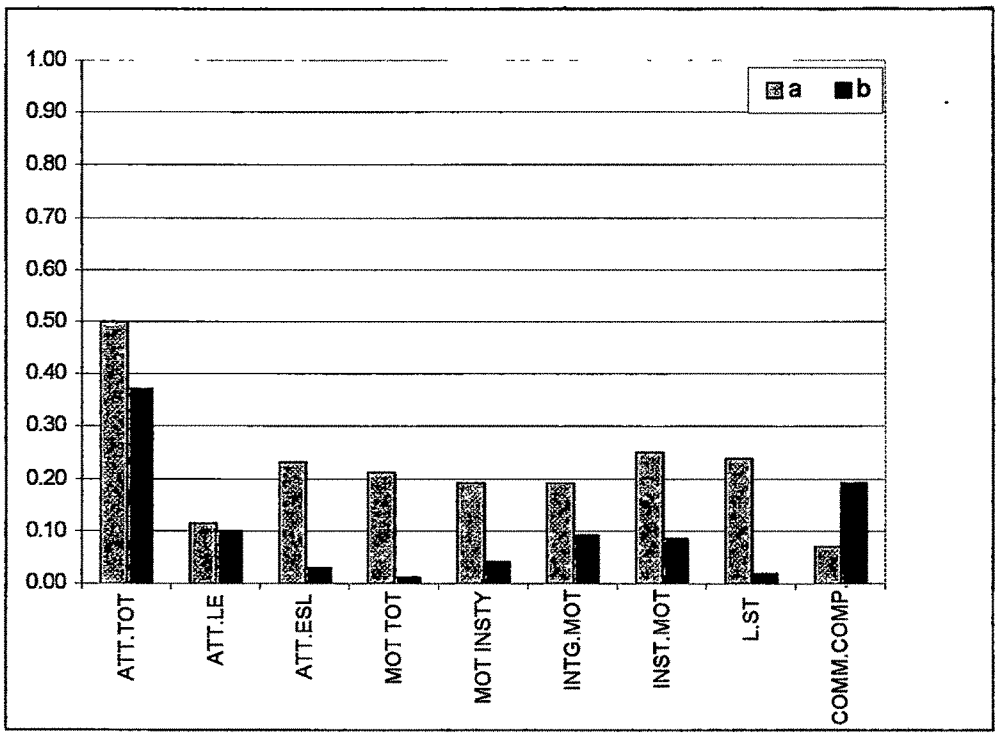
Graph (ATT.2) Correlation among ATT.NE and all variables of (Case 2a, b)

Case 2 (b)

This group is made up of 80 students enrolled in science studies. The correlations of ATT.NE with the other variables of this case are higher than those for the previous group. Graph (ATT.2) depicts the significant differences in correlations for both cases, noticeably the correlations of ATT.TOT. ATT.ESL and L.St. However, in the correlation concerning INST.MOT we find that (Case 3.a.) is slightly higher than (Case 2.b.).

Case 3 (a)

This case consists of 130 students of 18 - 24 years at age. The correlations for group of students are presented in Graph (ATT.3). From this graph we can notice low to negligible correlations among ATT.NE and all the variables, except for the correlation between ATT.NE and ATT.TOT (r = 0.49). Low, yet significant correlations are found among ATT.NE and other variables for example ; with ATT.ESL (r = 0.21), with MOT.TOT (r = 0.21), with INST.MOT (r = 0.25).



Graph (ATT.3) Correlation among ATT.NE and all variables of (Case 3, a, b)

Case 3 (b)

Students with age of 25 years and over totaling 81 make up the sample of this case. From Graph (ATT.3) we can notice the dominant pattern of correlations. Except for ATT.TOT all correlations are negligible and insignificant. We can also observe the clear differences in the sum of correlations of both (Case 1.a) and (Case 1.b) where the former displays far stronger correlations than (Case 1.b). However, when we look at the correlations concerning Comm. Comp we can clearly see that (Case 1.b) out runs (Case 1.a) in the strength of the correlation between ATT.NE and Comm. Comp. In spite of the correlations being negligible and insignificant in most Cases, negative correlations are not found.

Discussion

Low and negligible correlations between ATT.NE and most of the variables for the three previous Cases are found. These finding seem to be the result of low and sometimes unfavourable ATT.NE. Interestingly, low ATT.NE does not have any negative correlation with any of the other variables.

The correlational findings concerning ATT.NE reveal that the factors on the basis of which the cases of the sample are classified -

play a significant role in influencing the strength of correlations among ATT.NE and the rest of the variables. For (Case 1 a, b and c) the differences in correlations are small and marginal (Graph ATT.3). Students with the longest stay in India display stronger correlations between their ATT.NE and their Comm. Comp. Time and exposure to English may help in gaining better command over the language, which in return can make native English easier to understand, hence leading to a significant correlation between ATT.NE and Comm. Comp.

Students enrolled in science disciplines reveal stronger and more significant correlations as compared to the students studying humanities (Case 2, a, b). Large differences in the strength of correlations between ATT.NE and all the variables can be observed for this group of students (Graph ATT.3). Exposure to study material such as, text books, foreign science journals, scientific research magazines originating from native English speaking countries may influence, to some extent, this pattern of correlations.

Age seems to be a strong and influential factor in determining the strength of correlations of ATT.NE. Large discriminating differences are found among the correlations of the two age groups in (Case 3 a, b) Graph (ATT.3). The relationships of ATT.NE with all the variables (except with Comm. Comp) for the younger students seem to be stronger than those for older students. Older students,

however, seem more discriminating in their perceptions of Native English (NE) in terms of the relationships with the other variables.

IV.ii.3. ATTITUDE TOWARDS LEARNING ENGLISH (ATT.LE)

The second component of the attitude scale namely attitude towards learning English as a language, is addressed. This component relates to learning English as a Language which is not group specific or context specific.

Case 1 (a)

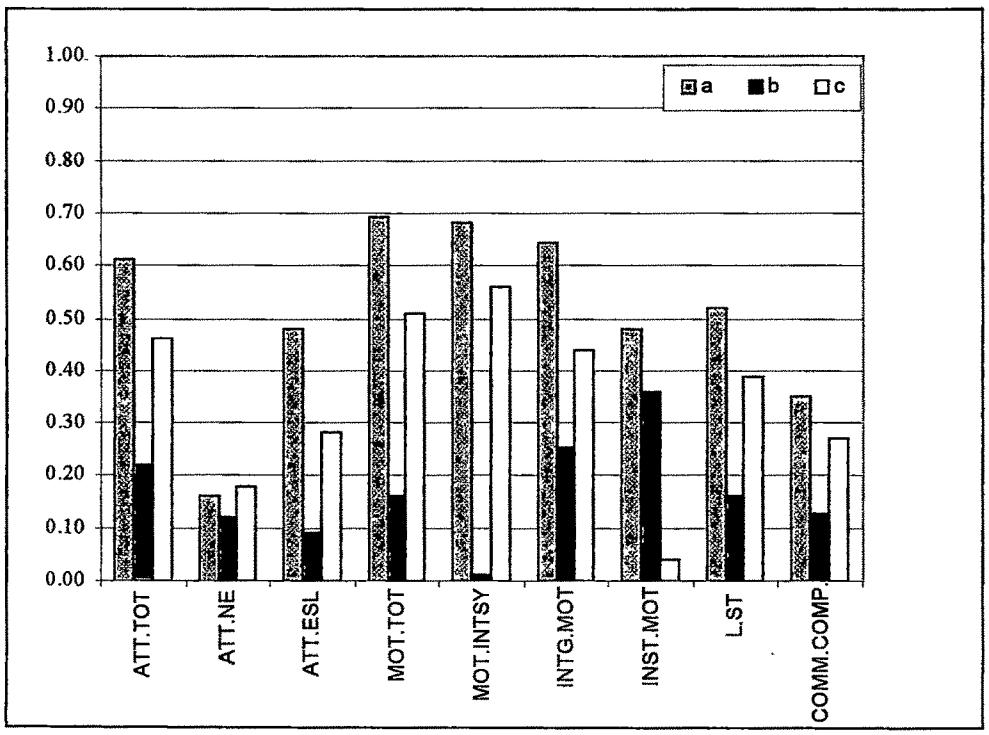
The correlations for this group are all positive and range from low to significantly high as depicted by Graph (ATT.4). We can notice the significant positive correlation among ATT.LE and MOT.TOT (r = 0.69). The correlations among ATT.LE and the motivational components are significantly high and positive, ranging from r = 0.48 to r = 0.69. In contrast, ATT.LE does not correlate as strongly with the attitudinal components for which the correlations range from r = 0.16 to r = 0.61.

Significant positive correlation is also seen existing between ATT.LE and L.St (r = 0.50). Favourable ATT.LE and the application of learning strategies are significantly related. It seems that, this

group of relatively fresh student's disposition towards learning English is strongly related to student's degrees of motivation, motivational intensity, integrative and instrumental motivation, as well as to the frequency of the learning strategies they apply.

Case 1 (b)

Comparing this group of students to the previous group, we notice a large difference in the correlations concerning ATT.LE. The only two significant correlations are between ATT.LE and both INST.MOT (r = 0.36) and INTG.MOT (r = 0.25). This is an indication that for this group of students learning English is best related to student's instrumental out look towards learning the language. Hence, very weak relations are seen between ATT.NE and the rest of the variables. Graph (ATT.4).



Graph (ATT.4) Correlation among ATT.LE and all variables of (Case 1,a,b,c)

Case 1 (c)

For this group of students a change in the pattern of correlations can be noticed. Significant positive correlations ranging from negligible to moderately high are depicted in Graph (ATT.4). The highest correlation is between ATT.LE and MOT.INTSY (r = 0.56), followed by MOT.TOT (r = 0.51). A negligible and insignificant correlation is seen between ATT.LE and INST.MOT (r = 0.04). This may lead to the conclusion that for the students with longest period of stay in India, the English language is a means for integrating with

the host environment. Students also become more inclined towards de-linking their learning of English from the instrumental purposes that seem more influential for the fresher students.

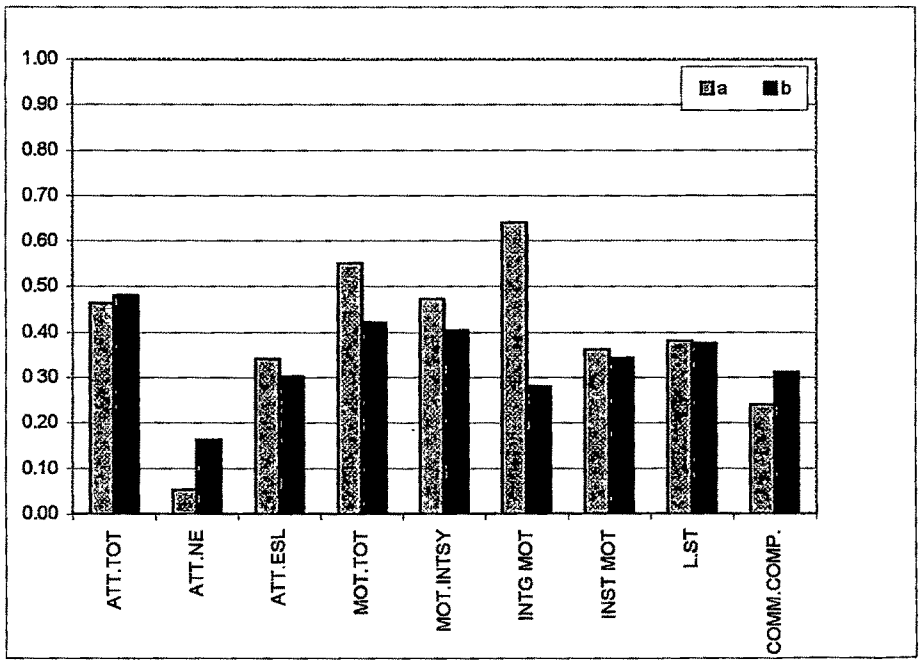
Case 2 (a)

Significant positive correlations are seen between ATT.NE and MOT.TOT (r = 0.42). MOT.INTSY (r = 0.42) and INTG.MOT (r = 0.64). Motivational components for this group correlate significantly with ATT.LE. The high correlations between ATT.LE and both INTG.MOT and ATT.ESL indicate that the students in this group are will adjusted to the host environment, and their learning of English is mainly driven by integrative purposes.

de-linking their learning of English from the instrumental purposes that seem more influential for the fresher students.

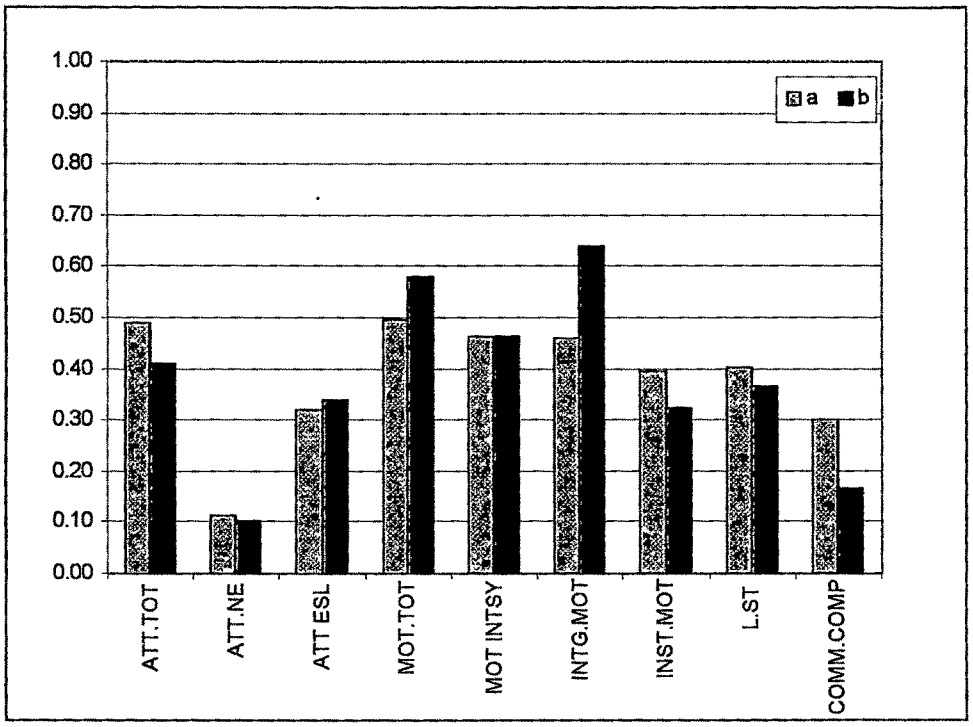
Case 2 (a)

Significant positive correlations are seen between ATT.NE and MOT.TOT (r = 0.42). MOT.INTSY (r = 0.42) and INTG.MOT (r = 0.64). Motivational components for this group correlate significantly with ATT.LE. The high correlations between ATT.LE and both INTG.MOT and ATT.ESL indicate that the students in this group are will adjusted to the host environment, and their learning of English is mainly driven by integrative purposes.



Graph (ATT.5) Correlation among ATT.LE and all variables of (Case 2,a,b)

Positive relationships are seen between ATT.LE and all variables. For this group ATT.LE correlates significantly with ATT.TOT (r = 0.49) and MOT.TOT (r = 0.50). The high, significant and positive correlations depicted in Graph (ATT.6) indicate that for this group of students, the favourability of ATT.LE is significantly associated with and dependent upon, the degree and favourability of the other variables, especially in terms of the high correlations with the motivational components.



Graph (ATT.6) Correlation among ATT.LE and all variables of (Case 3,a,b)

Case 3 (b)

As compared to the previous group, the correlations for this group are higher in the areas where integration with the host environment is concerned. From Graph (ATT.6) it is noticed that significant difference exists between the correlation among ATT.LE and both INTG.MOT and ATT.ESL for both groups. This group indicates stronger relations between ATT.LE and both INTG.MOT and ATT.ESL. At the same time, students show a greater degree of

independence of their ATT.LE from the other variables. Hence, we can notice less strong correlation in respect to their ATT.LE with most of the variables.

Discussion

Classification of the sample according to student's length of stay in India revealed large differences in the strength of the relationships among ATT.LE and the other variables. The fresher the students the stronger are the correlations between their view of the English language and the rest of the variables. As stay in India extends for a period of 4 - 6 years the correlations weaken down considerably. However, 7 year and over of stay lead to a significant positive increase in the correlations among ATT.LE and the rest of the variables, but not to the level observed for the fresher students.

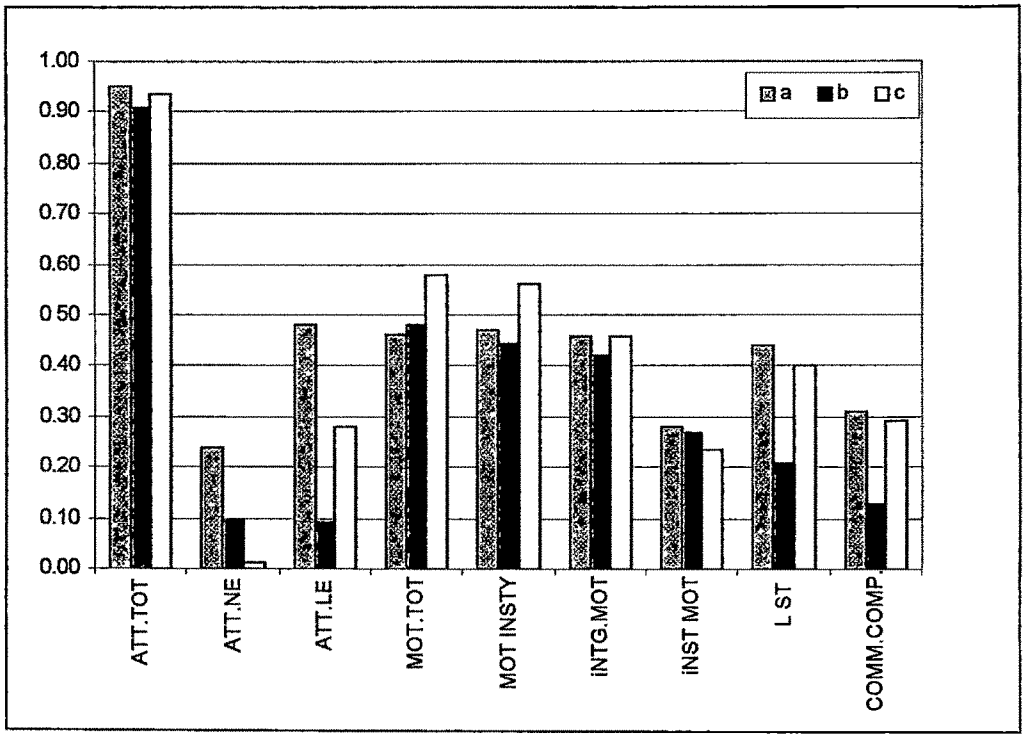
Field of study and age also seem to be effective in determining the strength of correlation among ATT.LE and the other variables. But it is not as clear a distinction as made by length of stay in India. Hence the differences in the degree of correlations for students in (Case 2, a, b) and (Case 3, a, b) are small and marginal in most Cases. However, field of study and age seem to have strong influence on the correlations between ATT.LE and both INST.MOT and INTG.MOT as the case is with (Case 2 a, b) and (Case 3 a, b).

IV.ii.4. ATTITUDES TOWARDS ENGLISH AS A SECOND LANGUAGE (ATT.ESL)

In this section the researcher addresses the correlations of the student's attitudes towards English as a second language with all the variables.

Case 1 (a)

The correlations of ATT.ESL for this group of students reveal that, the favourability of ATT.ESL correlates strongly and significantly with all variables. From Graph (ATT.7) we can notice that there is strong positive correlation of ATT.ESL with ATT.TOT (r = 0.95). We can also see the significant positive correlation of ATT.ESL with ATT.NE (r = 0.24). In spite of the low degrees of ATT.NE it still correlates positively with ATT.ESL. Furthermore, ATT.LE is significantly related to ATT.ESL (r = 0.48). This indicates that the favourable ATT.LE strongly relate to the favourability of ATT.ESL. An increase in the favourability of ATT.ESL will most probably lead to a positive increase in the other variables.



Graph (ATT.7) Correlation among ATT.ESL and all variables of (Case 1,a,b,c)

Case 1 (b)

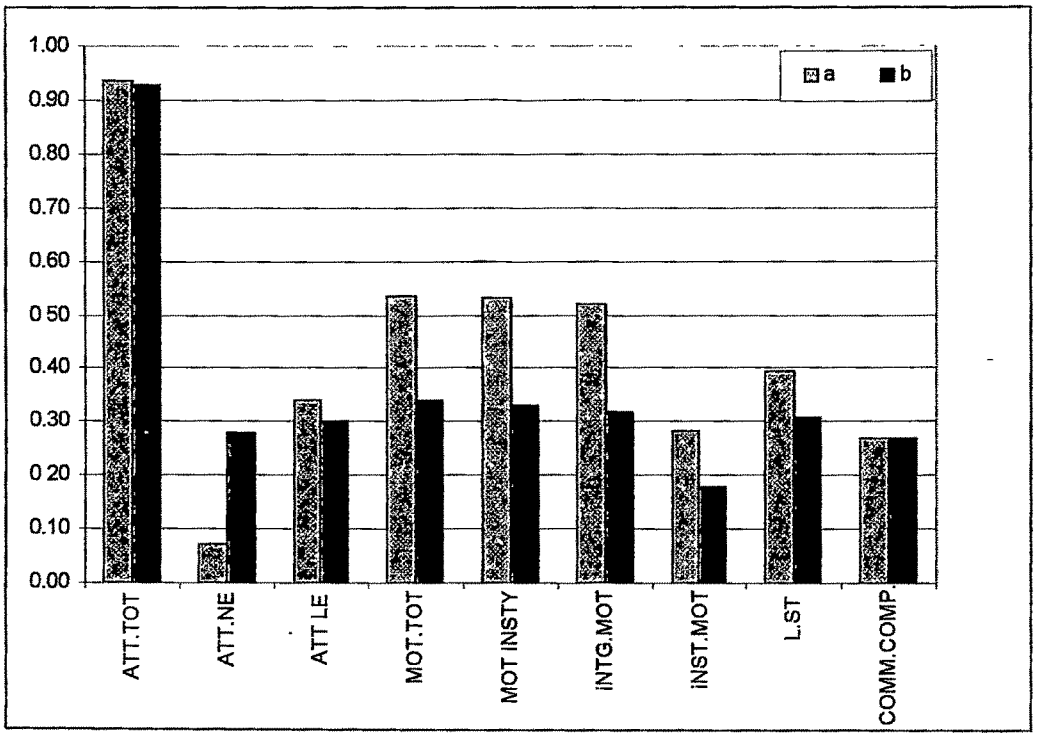
The correlations of ATT.ESL for this group show that the scores on the ATT.ESL scale correlate significantly with the motivational components. The correlations with the other variables are found insignificant. However, ATT.ESL correlates strongly with ATT.TOT (r = 0.91). In spite of the majority of correlations being low and insignificant negative correlations do not exist.

Case 1 (c)

For this group significant correlations are found between ATT.ESL and the motivational components Graph (ATT.7). We can also notice the strong correlation of ATT.ESL with ATT.TOT (r = 0.93). An increase in the degree of correlations is noticeable especially when compared to the previous group (Case 1 b). However, this increase does not reach the level observed for the fresher students in (Case 1 a), except in the correlations concerning the motivational components in which this group is the highest.

Case 2 (a)

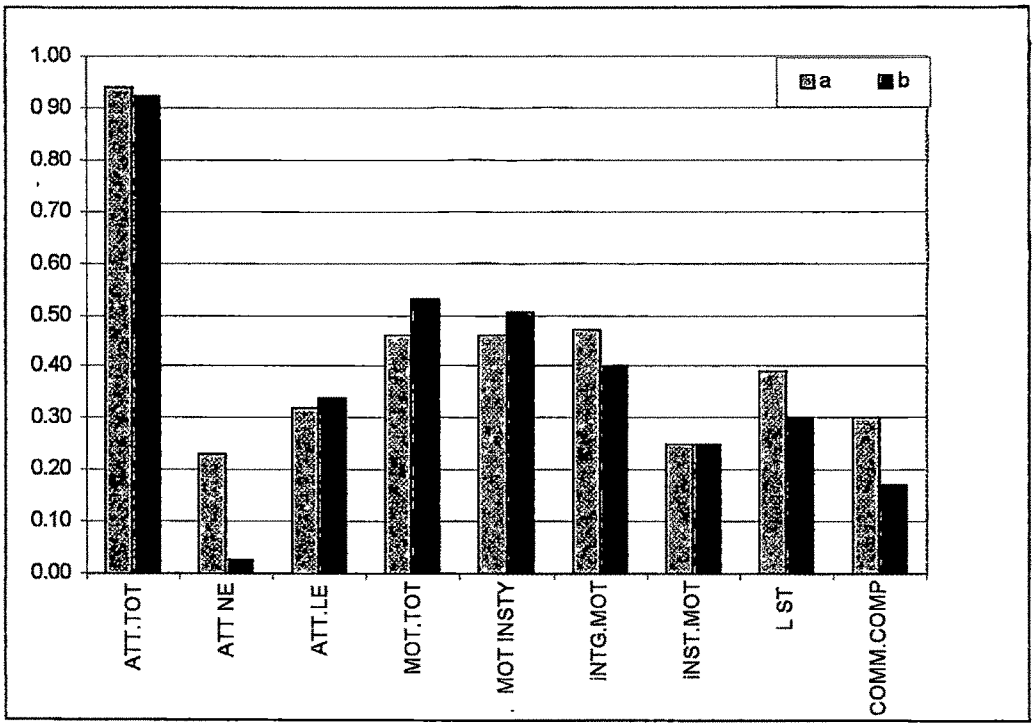
The correlations depicted in Graph (ATT.8) reveal that ATT.ESL is strongly related to ATT.TOT (r = 0.93). Strong and significant relationships are also established between ATT.ESL and the motivational components, where we find that ATT.ESL correlates significantly with MOT.TOT (r = 0.53), MOT.INTSY (r = 0.53), INTG.MOT (r = 0.52), and INST.MOT (r = 0.28). The high degree of ATT.ESL also correlates significantly with the application of L.St (r =0. 39), and with Comm. Comp (r = 0.27).



Graph (ATT.8) Correlation among ATT.ESL and all variables of (Case 2,a,b)

Case 2 (b)

The magnitude of correlations for this group is lower than the magnitude of the previous group (Graph ATT.8). However, both Case 2.a) and (Case 2.b) share equal degrees of correlations in respect to ATT.TOT (r = 0.93) and Comm. Comp (r = 0.27). Although the pattern of correlations is similar, ATT.ESL correlates with the motivational components in a steady manner. Nevertheless, ATT.ESL correlates significantly with ATT.NE (r = 0.28) higher than those of the previous group (r = 0.07).



Graph (ATT.9) Correlation among ATT.ESL and all variables of (Case 3,a,b)

Case 3 (a)

The correlations of ATT.ESL with the other variables for this group are significant and positive. ATT.ESL relates strongly to the motivational components, hence ATT.ESL correlates with MOT.INTSY (r = 0.45), with INTG.MOT (r = 0.47), with INST.MOT (r = 0.25) and with MOT.TOT (r = 0.45). In contrast, we see from Graph (ATT.9) that ATT.ESL correlates less significantly with the attitudinal components, for example ATT.ESL with ATT.NE (r = 0.22), with ATT.LE (r = 0.31). Furthermore, the significant correlations between ATT.ESL and L.St at (r = 0.38), and with Comm. Comp at (r = 0.30) indicate that the score on L. St scale and

Comm. Comp scale can be attributed to the favourability of attitude towards the English language and its speakers in the Indian context.

Case 3 (b)

By looking at Graph (ATT.9) we can observe a similar pattern in correlations of both group, i.e. high correlations of ATT.ESL with the motivational components and low correlations with the attitudinal components. One also notes the significant yet low correlations of ATT.ESL with L.St (r = 0.30) and with Comm. Comp (r = 0.17). At the same time the correlations with INST.MOT (r = 0.25) are identical for both groups. However, the correlations of ATT.ESL with all the variables for both cases, are positive and in most cases high and significant.

Discussion

Length of stay in India produces high degrees of correlations for ATT.ESL. Whereas, field of study is seen as a predominant force in influencing the differences in the degree of correlations. These differences are significantly larger when students are classified according to their field of study. Age and length of stay in India also indicate significant differences in favour of the fresher students. But these differences are not as large and significant as is revealed by field of study.

It is also clear that for the three cases (Case 1 a, b, c), (Case 2 a, b) and (Case 3 a, b). ATT.ESL correlates most strongly with the motivational components. This is an indication that for the sample of this study ATT.ESL is strongly governed by the motivational "drive" and purposes of learning English (integrative and instrumental), rather than by the finding that ATT.ESL correlate significantly with the application of learning strategies.

IV.ii.5. ATTITUDES TOTAL (ATT.TOT)

This variable includes all the attitudinal components, i.e., Attitudes Towards Native English (ATT.NE). Attitudes Towards Learning English (ATT.LE) and Attitudes Towards English as a second Language (ATT.ESL).

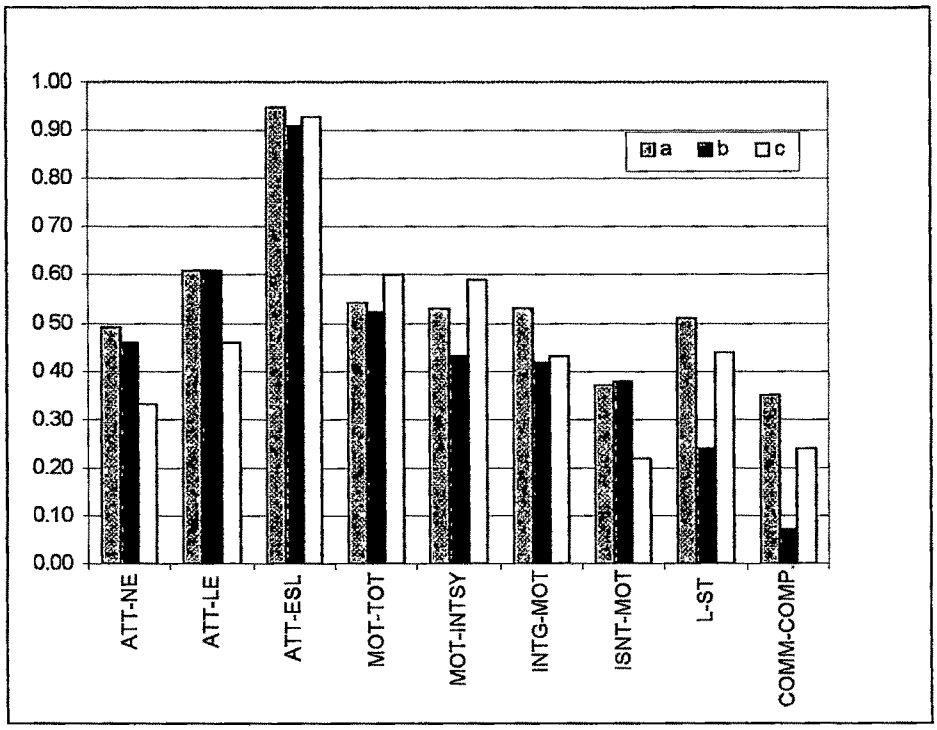
After having addressed the correlation for each component separately. Here, the researcher attempts to address the correlation analysis of all the three attitudinal components combined.

Case 1 (a)

High degree of positive relationships are observed between ATT.TOT and all variables. The correlation of ATT.TOT with ATT.ESL is significantly high (r = 0.95) compared to the correlation with ATT.NE (r = 0.48) and with ATT.LE (r = 0.60). By examining the

correlations in Graph (ATT.10) we notice that ATT.TOT relates to a lesser degree to the motivational components, for example, with MOT.INTSY (r = 0.53), INTG.MOT (r = 0.53), INST.MOT (r = 0.37), and with MOT.TOT (r = 0.54).

ATT.TOT on the other hand, establishes a significant positive high degree relationship with L.St (r =0. 51) and with Comm. Comp (r =0.35), which indicates that the favourability of the student's attitudes is significantly reflected in their application and choice of learning strategies, and to a lesser degree in their communicative competence.



Graph (ATT.10) Correlation among ATT.TOT and all variables of (Case 1,a,b,c)

Case 1 (b)

High positive relationships are established between ATT.TOT and all variables. The correlations with the attitudinal components for this group i.e. (Case 1.b) follow a magnitude similar to that of the previous (Case 1.a). The similarity lies in the strength of the relationships, in which ATT.TOT correlates with ATT.NE (r = 0.46). ATT.LE (r = 0.60) and with ATT.ESL (r = 0.91). We can also observe through Graph (ATT.10) a similar pattern of correlations with the motivational components. However, the degree of the relationships is slightly lower.

The low correlations with both L.St (r = 0.24) and Comm. Comp (r = 0.07) indicate that, the favourability of attitudes for this group is to a certain extent independent of the choice and use of learning strategies, and to a greater extent Comm. Comp is independent of the student's favourability of attitudes.

Case 1 (c)

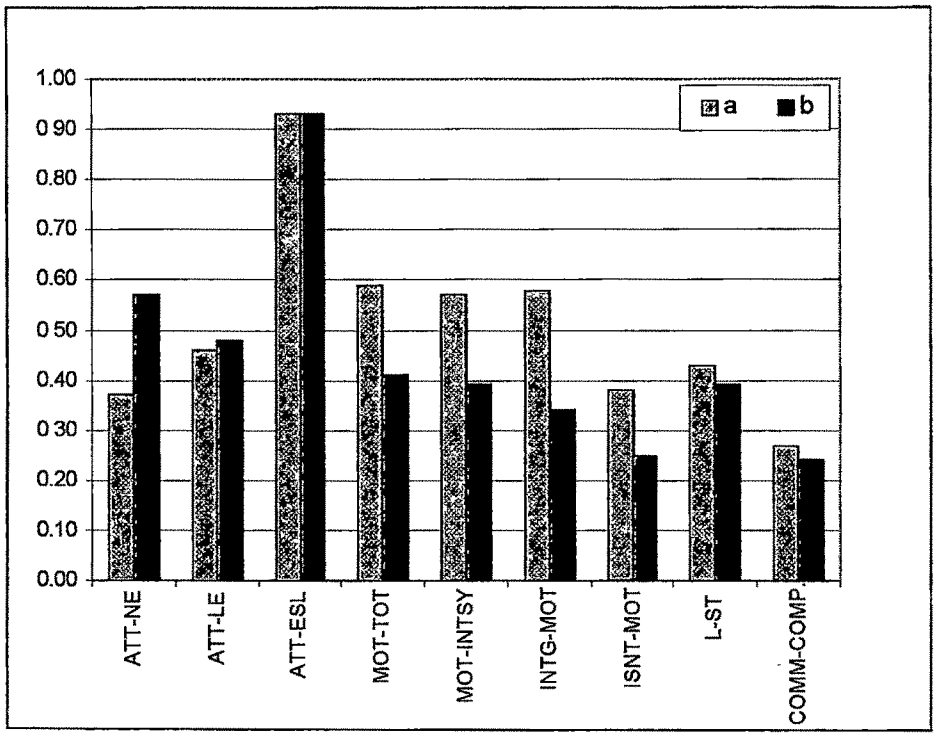
ATT.TOT for this group establishes high degree of positive relationships. Through Graph (ATT.10) we can notice a strong recovery in the degree of relationships. The recovery is most obvious through the correlations of ATT.TOT with ATT.ESL (r = 0.93). MOT.TOT (r = 0.60), MOT.INTSY (r = 0.59), L.St (r = 0.44) and Comm. Comp (r = 0.24). However, we can notice the significant

decline in the degree of correlations with ATT.NE (r = 0.33) ATT.LE (r = 0.46), and INST.MOT (r = 0.22), nonetheless, they remain significant.

Case 2 (a)

Positive high degree relationships are seen among ATT.TOT and all variables. From Graph (ATT.11) we can notice the huge differences in the degree of correlations with the attitudinal components, where ATT.TOT correlates with ATT.NE (r = 0.37), ATT.LE (r = 0.46) and the near perfect correlation with ATT.ESL (r = 0.93). On the other hand we notice more constant correlations with the motivational components for example with MOT.INTSY (r = 0.57), INTG.MOT (r = 0.58) INST.MOT (r = 0.37) and MOT.TOT (r = 0.59). For this group ATT.TOT reveals a relatively high relationship with INTG.MOT against the low correlation with INST.MOT.

High degree positive correlation also exists with L.St (r = 0.43). This indicates that favourability of attitudes is significantly associated with the application of learning strategies.



Graph (ATT.11) Correlation among ATT.TOT and all variables of (Case 2,a,b)

Case 2 (b)

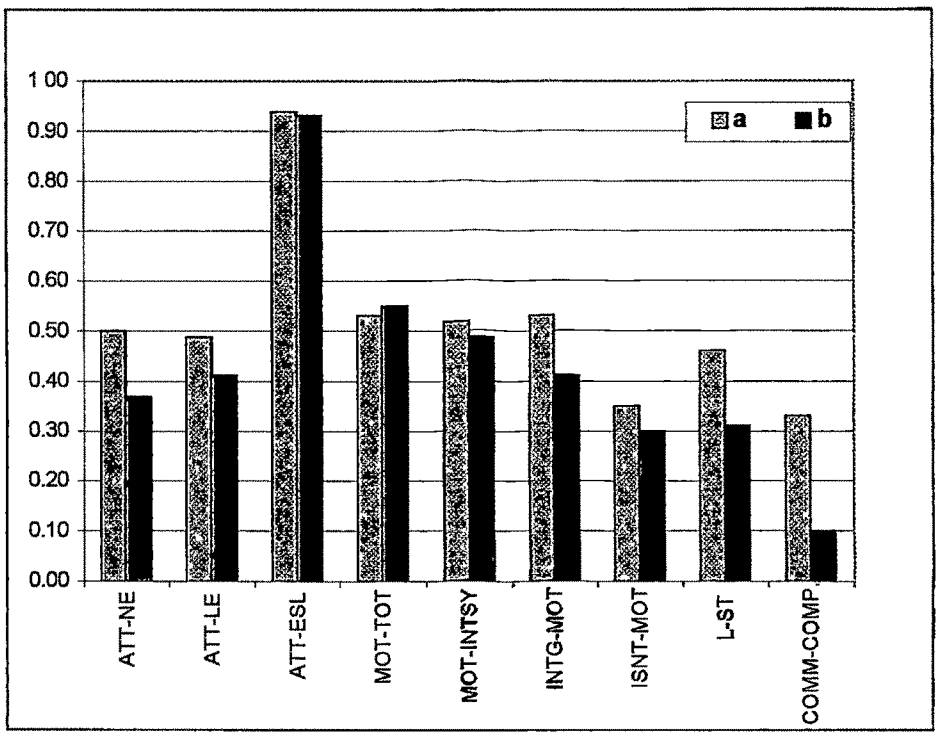
The relationships ATT.TOT establishes for this group are positive and significant. The correlations depicted in Graph (ATT.11) reveal a low magnitude of relationships with the motivational components ranging from r = 0.41 to r = 0.25, and with both L.St (r = 0.39) and Comm. Comp (r = 0.24). Both groups i.e. (Case 2.a) and (Case 2.b), share an equal relationship between ATT.TOT and ATT.ESL (r = 0.93). At the same time, Graph (ATT.11) reveals stronger correlations with both ATT.NE (r = 0.57) and ATT.LE (r =

0.48) in addition to the significant relationship with L.St (r = 0.33). This indicates that the students exposure to foreign material and scientific research has a positive influence on the these relationships.

Case 3 (a)

High positive degree relationships are observed for this group of students. The correlations depicted in Graph (ATT.12) reveal a constant pattern of correlations. The magnitude of correlations with the attitudinal components ranges from r = 0.48 to r = 0.93 the higher end (r = 0.93) is with ATT.ESL, and lower end with ATT.LE (r = 0.48). Similarly, the magnitude of correlations with the motivational components ranges from r = 0.35 to r = 0.53, the highest correlation is with both INTG.MOT and MOT.TOT equally at (r = 0.53), and the lower is with INST.MOT (r = 0.35). This indicates that the favourability of attitudes as a whole is governed by the favourable attitude towards ESL in India and also governed by the integrative purposes for learning English.

As far as L.St are concerned a high degree positive relationship is established with ATT.TOT (r = 0.46). Comm. Comp correlates less strongly with ATT.TOT (r = 0.33) nonetheless, it remains significant.



Graph (ATT.12) Correlation among ATT.TOT and all variables of (Case 3,a,b)

Case 3 (b)

The correlations for this group are positive and significant with almost all variables. However, in comparison with (Case 3.a), a low magnitude of correlations can be observed for this Case. Through Graph (ATT.12) we can notice a decreases in the degree of relationship particularly with INTG.MOT (r = 0.41), L.St (r = 0.31), and most significantly with Comm. Comp (r = 0.10). This is an indication that for the older students, the favourability of their attitudes is to a significant extent, independent of their choice and use of learning strategies, as well as, their communicative ability.

Discussion

From the preceding analysis we can conclude that, in most cases positive and in most cases, significant relationships exist among the favourable attitudes of the students and all variables. The highest degree of positive relationship is seen with attitudes towards the Indian variety of English as a second language. In addition, the favourable attitudes are observed to correlate positively and significantly with the motivational components, especially with the degree of motivational intensity and integrative motivation, which supports the earlier mentioned relationship of with ATT.ESL. Instrumental motivation on the other hand does not seem to be strongly related to the attitudinal components combined.

As for the application and frequency of learning strategies, we can observe quite significant positive degree of relationships with attitude for all three cases (Case 1), (Case 2) and (Case 3). This indicates a shared influence between the two variables, i.e., attitudes and learning strategies. Communicative competence, however, does not establish high degree of relationships, especially for the students in (Case 1.b) and (Case 3.b), nonetheless, all correaltions are positive and in most cases significant.

Classification of the sample according to length of stay in India proves influential in determining the strength of the relationships

with attitudes. In contrast, field of study proves important in discriminating among cases in terms of the degree of difference in the correlations.

IV.ii.6. MOTIVATIONAL INTENSITY (MOT.INTSY)

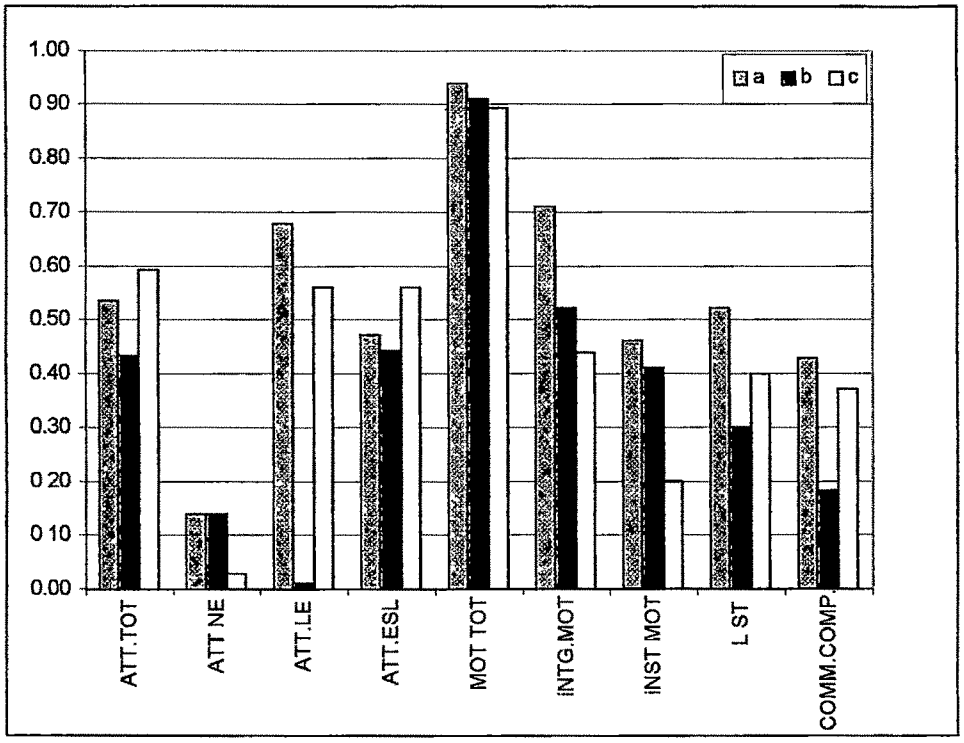
This section addresses the correlations of Motivational Intensity (MOT.INTSY), which is the first component in the motivational scale.

Case 1 (a)

High degree of positive correlations exist among MOT.INTSY and most of the variables. Through Graph (MOT.1) we observe high and strong relationships with ATT.TOT (r = 0.53), ATT.LE (r = 0.68), and ATT.ESL (r = 0.47) as compared to the low correlation with ATT.NE (r = 0.14).

Regarding the motivational component we can observe the significant difference in correlations with both INTG.MOT (r = 0.70) and INST.MOT (r = 0.46). From these relationships as well as the relationship with ATT.LE (r = 0.68) we can understand that the degree of MOT.INTSY is governed by the positive ATT.LE and by the high degree of INTG.MOT for establishing social contact. The

high degree of MOT.INTSY is also strongly related to L.St (r = 0.53) the degree of Comm. Comp (r = 0.43).



Graph (MOT.1) Correlation among MOT.INTSY and all variables of (Case 1,a,b,c)

Case 1 (b)

Low positive relationship is seen for this group. The correlations depicted in Graph (MOT.1) reveal an almost no correlation with ATT.LE (r = 0.01). Which indicate a near complete dissociation of the degree of MOT.INTSY with ATT.LE. In addition we observe a decrease in correlations with all variables, especially

with Comm. Comp (r = 0.18). However, in spite of the decline in the correlations with the other variables, the significance of the relationships is maintained.

The significant correlation of L.St (r = 0.40) with MOT.INTSY indicates that, the degree of MOT.INTSY is significantly related to the application of learning strategies.

Case 1(c)

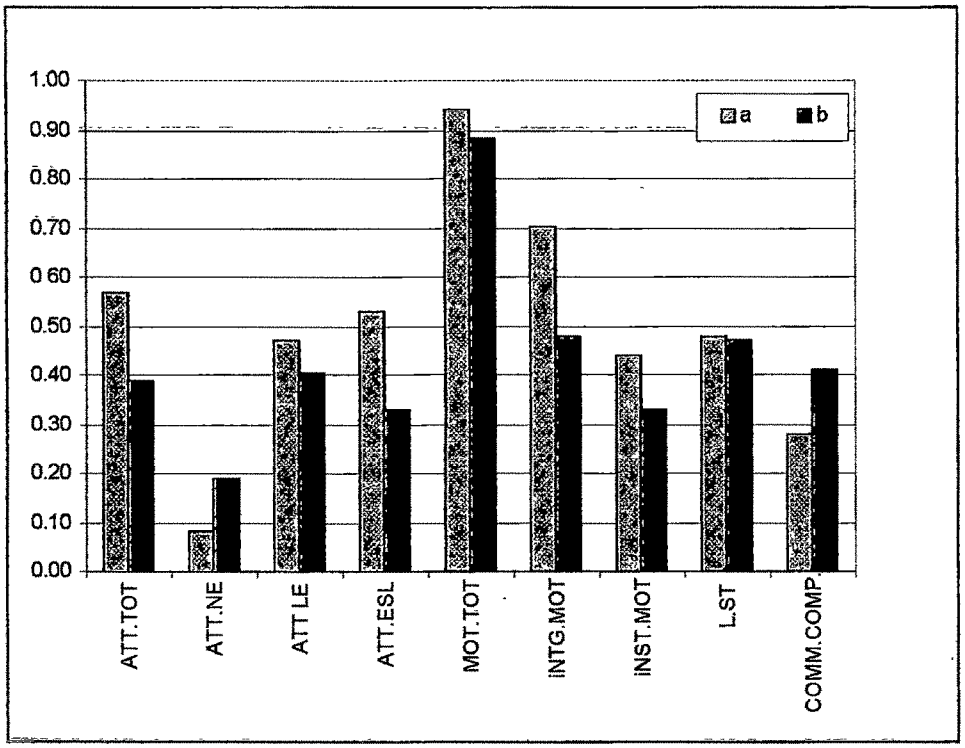
The correlations for this group are also positive with a moderate range, however, higher than (Case 1.a) and (Case 1.b) in respect to ATT.TOT (r = 0.59). We can also notice the significant increase in the relationship with ATT.LE (r = 0.56) as compared to the previous (Case 1.b) (r = 0.01), and with Comm. Comp (r = 0.37) as compared to (Case 1.b) (r = 0.18).

The correlation with INST.MOT (r = 0.20) reveals a significant decline, whereas the degree and significance in the correlations with the other variables is more or less maintained.

Case 2 (a)

High degree of positive correlations exist with MOT.INTSY. The correlations depicted in Graph (MOT.2) show significant strong relationships with the attitudinal components excluding ATT.NE (r = 0.08) with a narrow margin of difference in the degree of the correlations.

In spite of the high magnitude of correlations with the motivational components, the margin of difference between these correlations is larger, for example; with MOT.TOT (r = 0.94), INTG.MOT (r = 0.70) and INST.MOT (r = 0.44). High degree of positive correlation is also established with L.St (r = 0.48) and a lower correlation with Comm.Comp (r = 0.28).



Graph (MOT.2) Correlation among MOT.INTSY and variables of (Case 3,a,b)

Case 2 (b)

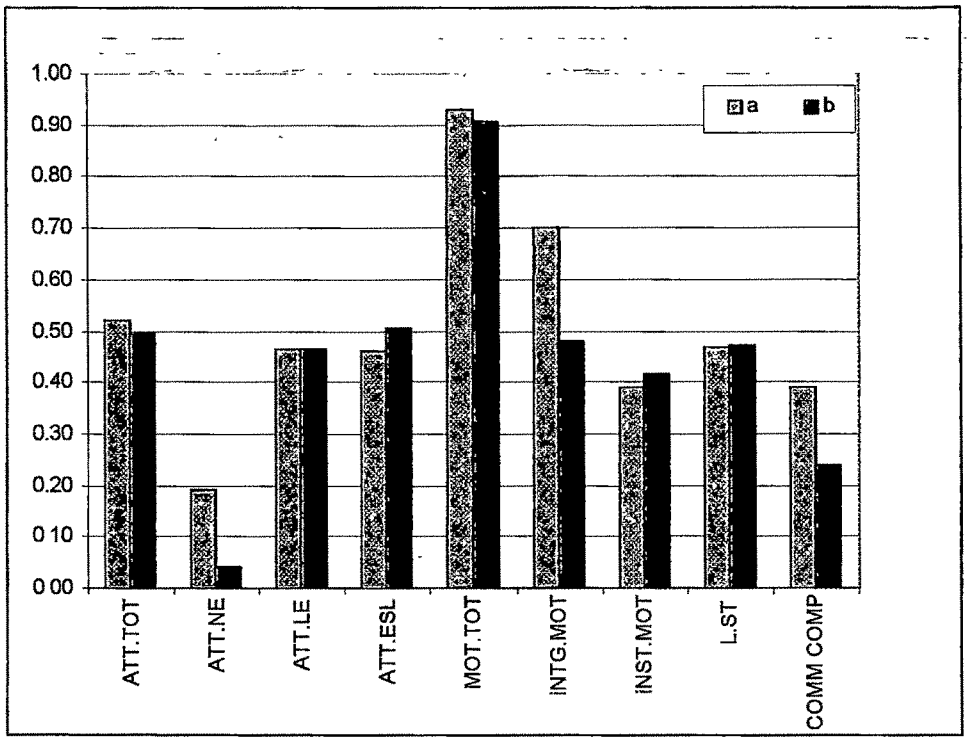
Moderate degree of positive correlations are observed for this group. Graph (MOT.2) reveals clear differences in correlations as compared to the previous group. For this group we notice a lower magnitude of correlations, especially in regard to ATT.TOT (r = 0.39), ATT.ESL (r = 0.33), INTG.MOT (r = 0.48), and INST.MOT (r = 0.33), nevertheless significance is maintained. On the other hand, this group is significantly higher in correlations with Comm. Comp (r = 0.41) and ATT.NE (r = 0.19).

As for L.St, the degree of positive correlation is maintained at (r = 0.47). This is an indication that field of study does not influence the degree of correlation between MOT.INTSY and the application of L.St.

Case 3 (a)

Through Graph (MOT.3) positive and significant correlations are observed, ranging from low to very strong relatioships. Concerning the attitudinal components, it is also noticed that significant differences in relationships are established with ATT.NE at a low (r = 0.19). Compared to the stronger relationships with both ATT.LE and ATT.ESL equally at (r =0. 46), it indicates that the degree of intensity in learning English is significantly influenced by the positive attitudes towards learning English and towards the Indian variety of ESL. As a supporting evidence to this finding, we can notice the high degree positive relationship with INTG.MOT (r = 0.70), as compared to (r = 0.39) with INST.MOT.

MOT.INTSY and L.St seem to share a strong influence on one another when they correlate with (r = 0.47), which indicates that, the frequency of use of learning strategies strongly relates to the degree of MOT.INTSY. In addition, Comm. Comp also establishes a strong relationship at (r = 0.39) with MOT.INTSY.



Graph (MOT.3) Correlation among MOT.INTSY and all variables of (Case 2,a,b)

Case 3 (b)

Significant positive degree of relationships are observed for this group. The correlations depicted in Graph (MOT.3) show a significant decline in the degree of correlations regarding ATT.NE (r = 0.04). INTG.MOT (r = 0.48), and Comm. Comp (r = 0.24), compared to (r = 0.19), (r = 0.70), and (r = 0.39) respectively for (Case 3.a). This suggests a greater degree of independence, especially in terms of ATT.NE.

On the other hand, similarities exist between (Case 3.a) and (Case3.b) in terms of ATT.LE (r = 0.46), L.St. (r = 0.47). This indicates that for MOT.INTSY, age does not seem to affect the degree of relationship with ATT.LE and L.St which remain the same with the advancement of age. In contrast, as age advances, we notice a slight increase in the relationships between MOT.INTSY and both ATT.ESL and INST.MOT.

Discussion

Through the preceding correlational analyses, it is observed that the high degree of motivational intensity (MOT.INTSY) establishes strong relationships with all variables. However, all the students in the three cases (Case 1, Case 2, Case 3) show low, and in most cases, insignificant correlations between MOT.INTSY and ATT.NE. The classification of the sample according to length of stay in India (Case 1 a, b, c) reveals positive high degree relationships. However, students with medium length of stay in India (Case 1, b) manifest the least strong relationships, especially between MOT.INTSY and both ATT.LE and Comm. Comp. As length of stay in India extends the degree of relationships increase but not to the high level established by the fresher students. This pattern of declining relationships can be attributed to feelings of anxiety for not being able to adjust to the host environment, or feelings of

homesickness which students seem to overcome with the passage of time.

Field of study displays significant differences in the degree of relationships (Case 2.a) and (Case 2.b). Students studying humanities (Case 2 a) have shown strong relationships among MOT.INTSY and all the variables. In contrast, students studying science display lower degrees of relationships with all variables, except for two variables i.e., ATT.NE and Comm Comp. This is mostly due to the interactive nature of their academic activities, and exposure to foreign scientific study and reference materials.

Classification of sample according to age also proves influential in establishing significant relationships of MOT.INTSY. However, both groups in (Case 3.a) and (Case 3.b) show similar, and in many cases, equal degrees of positive relationship.

For the three cases (Case 1, 2, 3) L.St is found to establish high positive degrees of relationships with MOT.INTSY. This indicates that, for the three cases the application of L.St is a manifestation of the high degrees of MOT.INTSY, a pattern shown to the same extent, by all students.

IV.ii.7. INTEGRATIVE MOTIVATION (INTG. MOT)

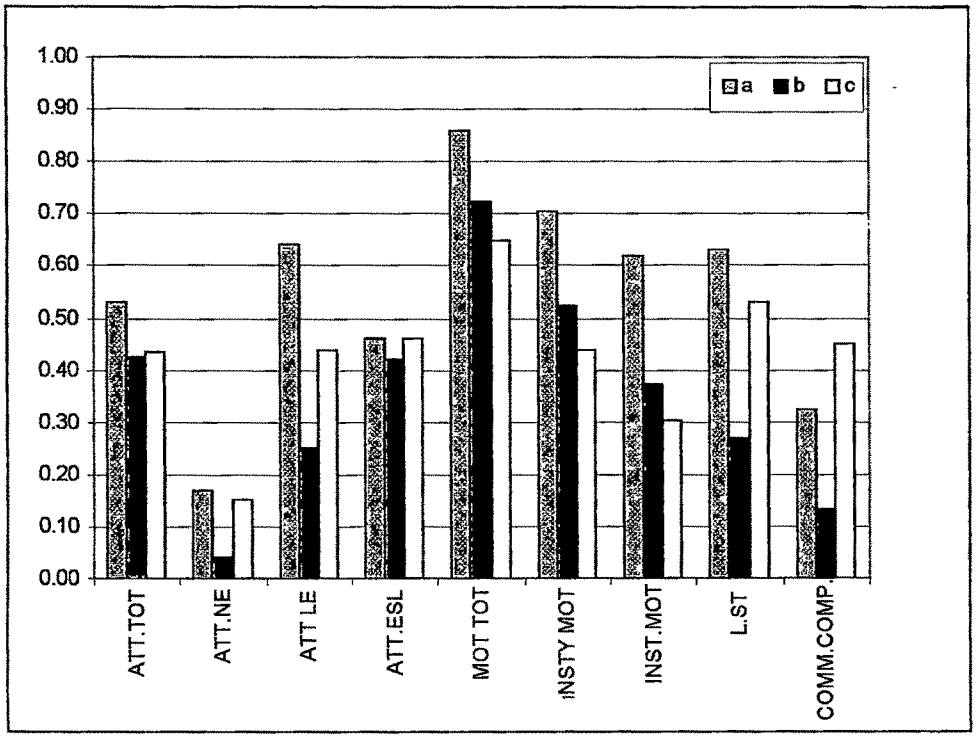
In this section the researcher examines the relationships established with INTG.MOT, and the degree of correlations with all variables.

Case 1 (a)

The correlations for this group of students indicate high degrees of positive relationships. The magnitude of the correlations is significantly large, it ranges from (r = 0.17) with ATT.NE, to (r = 0.70) with MOT.INTSY. Through Graph (MOT.4) we notice the high degree positive relationships with the motivational components, where MOT.TOT correlates at (r = 0.86), MOT.INTSY at (r = 0.70), and INST.MOT at (r = 0.62). Less strong, yet significant correlations can be seen with the attitudinal components, where ATT.TOT correlates at (r = 0.53), ATT.LE (r = 0.17), ATT.LE (r = 0.64), and ATT.ESL at (r = 0.46). We can note the difference in the degree of relationships with ATT.NE as compared to ATT.ESL and ATT.LE, which indicates that INTG.MOT is governed by the positive attitudes towards English as a language without being group or context specific.

L.St establishes a high degree of positive relationship with INTG.MOT (r = 0.63) which indicates that, the application and

choice of learning strategies are strongly governed by the high degree of integrative motivation (INTG.MOT).



Graph (MOT.4) Correlation among INTG.MOT and all variables of (Case 1,a,b,c)

Case 1 (b)

Moderate to low degree of positive relationships are seen for this Case. The correlations depicted in Graph (MOT.4) display a degree of independence in the relationships established with INTG.MOT, where they range from r = 0.03 to r = 0.52. -excluding MOT.TOT (r = 0.72).

For the attitudinal components the highest correlation is with both ATT.TOT and ATT.ESL equally at (r = 0.42), as compared to ATT.LE (r = 0.25) and ATT.NE (r = 0.04). This indicates that for this group of students the degree of INTG.MOT is significantly related to the positive ATT.ESL.

Judging by the correlations of (r = 0.27) with L.St, and (r = 0.13) with Comm. Comp we can say that, for this group INTG.MOT is, to a large extent, dissociated from the frequency of learning strategy use, and also from the student's self-rating in Comm. Comp.

Case 1 (c)

High degree of positive relationships are seen for this group. Through Graph (MOT.4) we can notice two different patterns as compared with the previous two groups, i.e. (Case 1.a) and (Case 1.b).

First, it is noticed that the correlations with the attitudinal components display a significant increase, especially with ATT.LE (r = 0.44), and a significant decline in the correlations with the motivational components. Second, is the increase of high degree of relationship with both L.St (r = 0.53), and Comm. Comp (r = 0.45), which is higher than the previous two groups. This indicates a strong association between the high degree of INTG.MOT and the

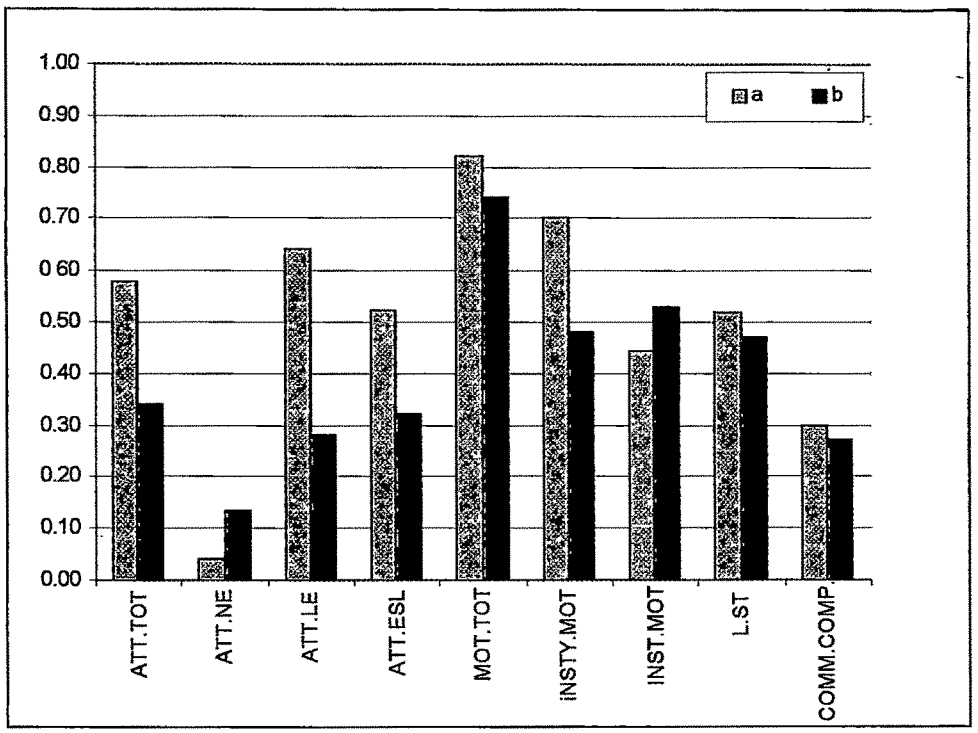
choice and frequency of learning strategy use, as well as, the students' confidence in their communicative abilities.

Case 2 (a)

High degree of positive relationships are observed existing among INTG.MOT and all variables, except with ATT.LE (r = 0.04). The attitudinal components relate strongly to INTG.MOT, where ATT.TOT is (r = 0.58), ATT.ESL is (r = 0.52), and to ATT.LE is (r = 0.64) which is the highest among the attitudinal components.

The motivational components also establish high degrees of relationships with INTG.MOT in which we can notice the strong relationship with MOT.INTSY (r = 0.70), this indicates that, the degree of the students' perseverance is strongly related to their integrativeness towards the English language.

The application of L.St seems to correlate strongly with the degree of INTG.MOT at (r = 0.52), but not as strong at Comm. Comp at (r = 0.30).



Graph (MOT.5) Correlation among INTG.MOT and all variables of (Case 2,a,b)

Case 2 (b)

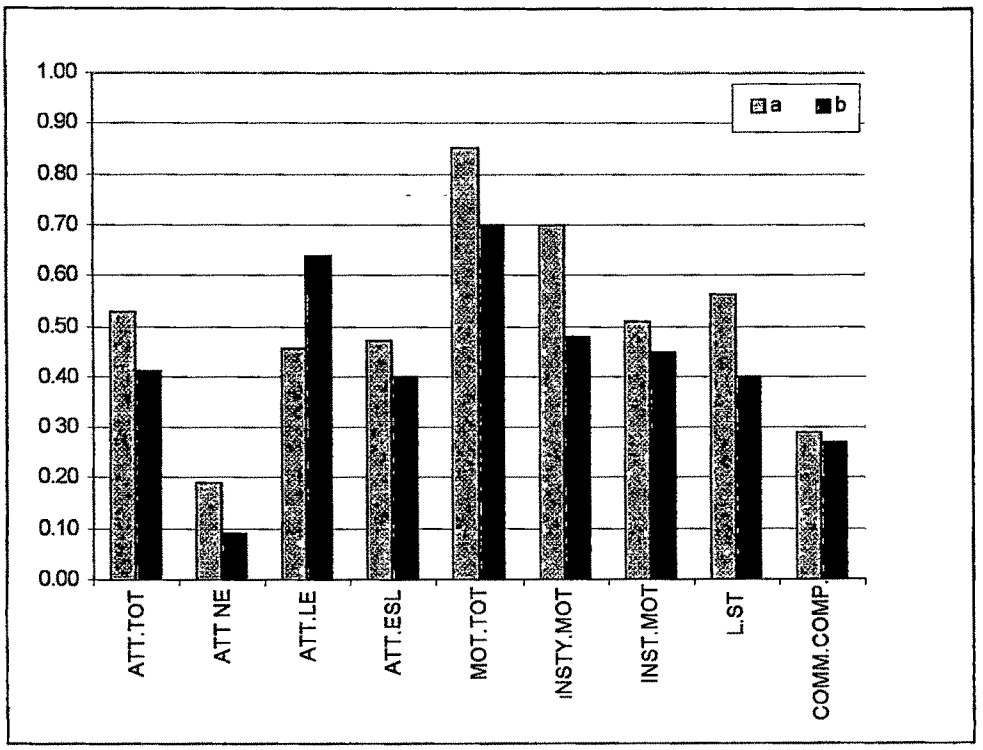
The correlations with INTG.MOT for this group show low to high degrees of positive relationships. The magnitude of correlations for this group is lower than that of the previous group i.e. (Case 2.a). Inspection of Graph (MOT.5) reveals a significant difference in the relationships established among INTG.MOT and both the attitudinal and a motivational components. Comparing the two groups we notice a significant decline, especially in terms of the attitudinal components. In spite of the decline, the relationships remain significant.

L.St and Comm. Comp maintain the degree of strength of correlations with a slight decline. Still we can conclude that for this group too, the high degree of INTG.MOT relates strongly and positively to the application and frequency of L.St.

Case 3 (a)

High degree of positive relationships are observed for this group. The correlations depicted in Graph (MOT.6) reveal that, the relationships INTG.MOT establishes with the motivational components are relatively higher than the relationships with the attitudinal components. The correlations of the motivational components range from r = 0.51 to r = 0.85. As for the attitudinal components, correlations range from r = 0.19 to r = 0.53.

A high degree of positive relationship is also established between INTG.MOT and L.St. (r = 0.56), which indicates that for this group of young students the need to integrate with the host community is strongly related to the high frequency of learning strategy use.



Graph (MOT.6) Correlation among INTG.MOT and all variables of (Case 3,a,b)

Case 3 (b)

The correlations of INTG.MOT depicted in Graph (MOT.6) are positive and significant. The magnitude of these correlations is low with narrow differences as compared with the previous group ie. (Case 3.a). However, concerning the relationship INTG.MOT establishes with ATT.LE we find that this group establishes stronger degree of positive relationship with (r = 0.64) as compared with the previous group (r = 0.46).

In respect to L.St, it is observed that this group establishes significant positive relationship with INTG.MOT at (r = 0.40) yet lower than that of the previous group. This indicates that, in spite of the lower magnitude of relationships, we still observe significant degrees of relationships with INTG.MOT especially when ATT.LE and the frequency of L.St are involved.

Discussion

Through the preceding analyses it is observed that INTG.MOT establishes high degrees of positive relationships with almost all variables, especially for the fresher students in (Case 1, a), and for students studying humanities (Case 2 a), and for the younger students in (Case 3 a). On the other hand, students with medium length of stay in India (Case 1, b) show the lowest correlations amongst all cases.

The high degree of integrative motivation is found to correlate with ATT.1 in a low and in many cases, insignificant magnitude for all groups in all Cases. In regard to the correlations with all the other variables, it is found that the correlations between INTG.MOT and the motivational components follow a pattern in which the highest degrees of positive relationships are established. However, the attitudinal components also establish positive and significant

relationships, but not as high as the case is with the motivational components.

The high degree of the students' integrativeness in learning the English language is found to have a strong influence on the application and frequency of learning strategies. This indicates that the high degree of INTG.MOT over passes the limitations set by the student's profiles, and proves that, in spite of the different periods of length of stay in India, field of study, and age, learning strategies maintain the degree of positive relationships above the significant level. Hence the lowest correlation is found at (r = 0.27).

IV.ii.8. INSTRUMENTAL MOTIVATION (INST.MOT)

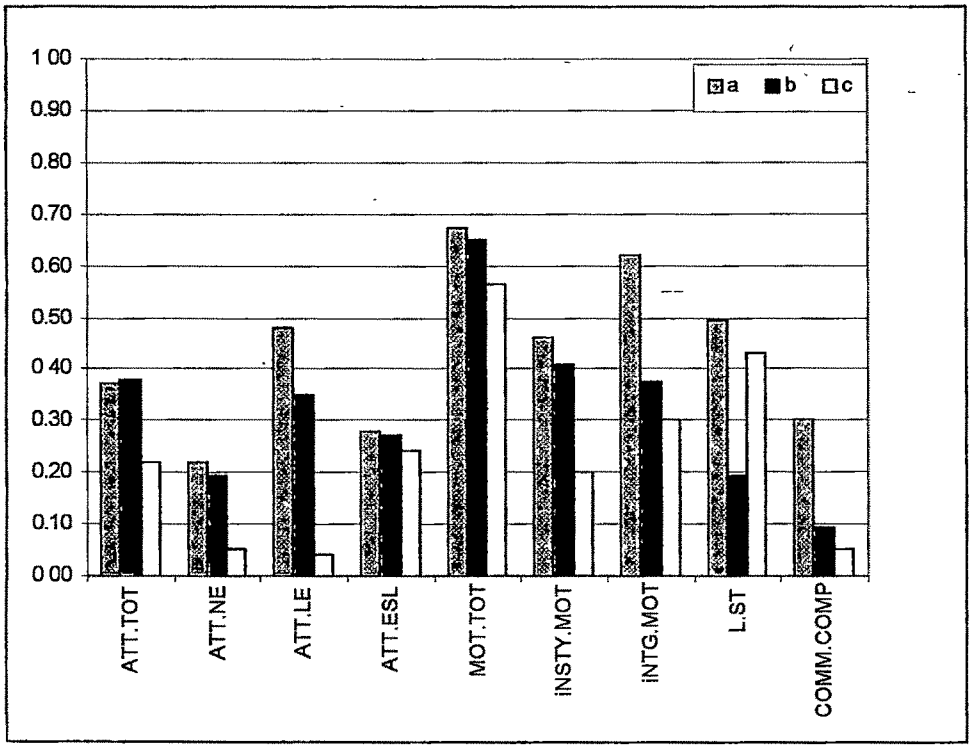
This part of the analysis addresses the correlations observed between the degree of instrumental motivation and all variables for all cases of the sample.

Case 1 (a)

High degrees of positive relationships are observed for this group. The correlations depicted in Graph (MOT.7) reveal a moderate magnitude of positive relationships with the attitudinal components with a range of r = 0.22 to r = 0.48. In contrast we notice a higher magnitude of relationships with the motivational

components with a range of r = 0.46 to r = 0.67. This is an indication that the high degree of INST.MOT is strongly related to the other motivational components, especially INTG.MOT.

High degree of relationship is also observed with L.St (r = 0.49), which indicates that, the application and frequency of L.St is strongly related to the high degree of INST.MOT.



Graph (MOT.7) Correlation among INST.MOT and variables of (Case 1,a,b,c,)

Case 1 (b)

Low to moderate degrees of positive relationships are observed for this group. The correlations presented in Graph

(MOT.7) reveal a pattern of correlations similar to the previous group i.e. (Case 1.a)in the manner that stronger correlations are seen with the motivational components.

A significant decline in the degree of relationships is observed with L.St (r = 0.19) and Comm. Comp (r = 0.09). This indicates that the degree of INST.MOT for this group is to a large extent, independent of the frequency of L.St and the degree of Comm. Comp.

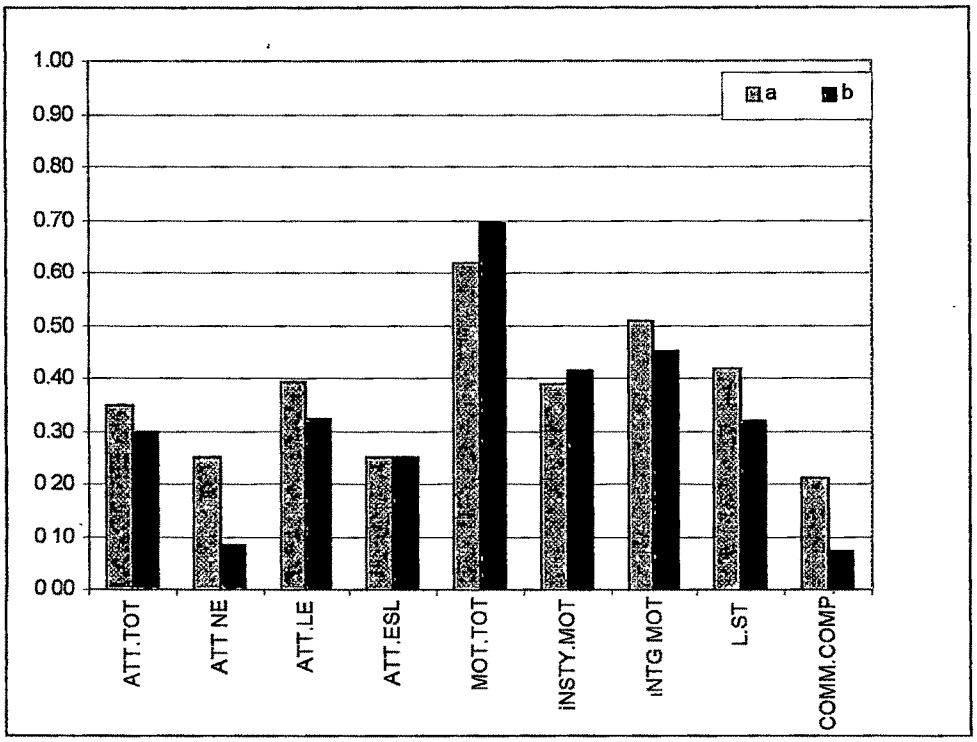
Case 1 (c)

Insignificant to moderate correlations are observed for this group. The correlations depicted in Graph (MOT.7) reveal a significant decline in almost all correlations, in particular, in the degree of relationship with ATT.LE, MOT.INTSY and Comm. Comp. This indicates that, for this group of students the high degree of INST.MOT is to a large extent independent of the high degree of the other variables. However, the significant high degree of positive relationship with L.St is maintained at (r = 0.43), which perpetuates the strong relation between the high degree of INST.MOT and the frequency of L.St application.

Case 2 (a)

Moderate degree of positive relationships are seen to exist among INST.MOT and most of the variables. Graph (MOT.8) reveals a low a magnitude of relationships with the attitudinal components with a range of r = 0.22 to r = 0.38 on the other hand, a higher magnitude of relationships can be observed with the motivational components with a range of r = 0.44 to r = 0.64.

L.St establishes a significant positive relationship with INST.MOT at (r = 0.34). In contrast, Comm. Comp shows near total independence of INST.MOT with (r = 0.03).



Graph (MOT.8) Correlation among INST.MOT and all variables of (Case 2,a,b)

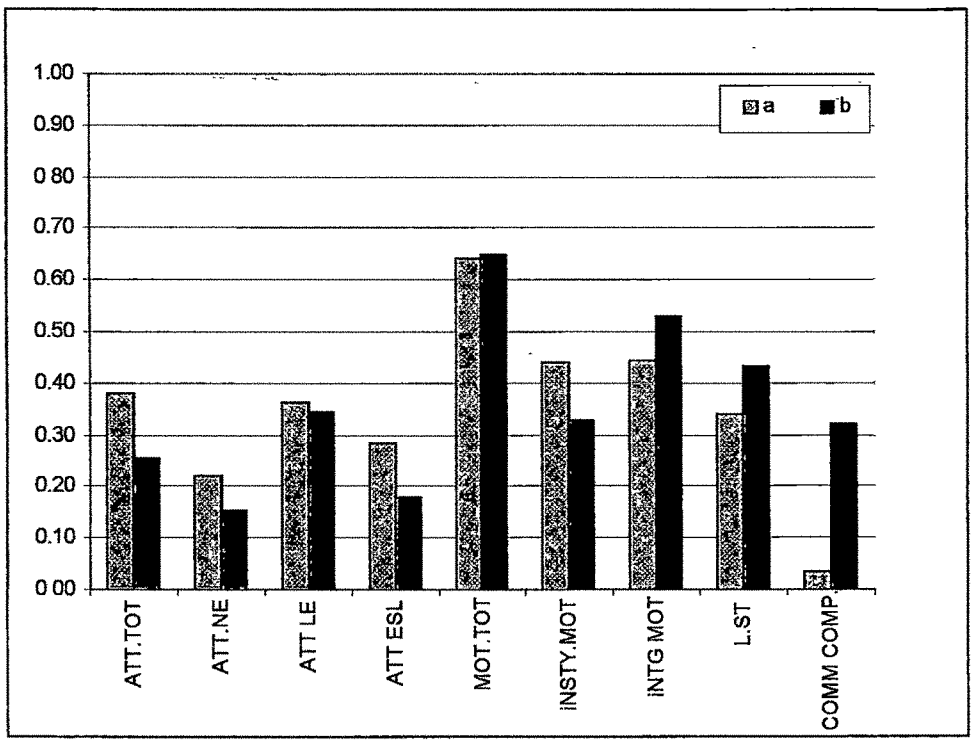
Case 2 (b)

The correlations for this group reveal low to high positive degrees of relationships with INST.MOT. Through Graph (MOT.8) we notice a pattern similar to the previous group, in a way that stronger relationships are established with the motivational components.

In regard to L.St and Comm. Comp we notice a significant positive difference in the degree of relationships with INST.MOT, which indicates that for this group the high degree of INST.MOT is manifested in the high frequency of L.St application, and in the degree of student's Comm. Comp.

Case 3 (a)

High positive degrees of relationships are seen for this group. Graph (MOT.9) depicts a pattern of correlations in which stronger relationships are observed between INST.MOT and the motivational components with a range of r = 0.33 to 4 = 0.65. Comparatively, less strong, yet significant, relationships exist with the attitudinal components with a range of r = 0.15 to r = 0.34. Strong positive relationship is also seen with L.St (r = 0.34), and a less strong correlation with Comm. Comp (r = 0.21).



Graph (MOT.9) Correlation among INST.MOT and all variables of (Case 3,a,b)

Case 3 (b)

High to moderate degrees of positive relationships are observed among INST.MOT and most of the variables. The correlations depicted in Graph (MOT.9) show a high magnitude of correlations with the motivational components ranging from r = 0.41 to r = 0.69. In contrast, a lower magnitude of relationships is observed with the attitudinal components with a range of r = 0.08 to r = 0.32.

INST.MOT also establishes a significant positive degree of relationship with L.St with a correlation of (r = 0.32), which indicates a significant association between the degree of INST.MOT and the frequency of L.St application. On the other hand, we notice a low and insignificant correlation with Comm. Comp (r = 0.78), which suggests that, for this group of older students the degree of Comm. Comp is independent of the student's instrumental disposition for learning the English language.

Discussion

The preceding correlational analysis of INST.MOT reveals positive relations hips with magnitudes ranging from low to high. The gradual and significant decline in the strength of relationships for the students in (Case 1 a, b, c) indicates that, the significant relationships established with INST.MOT for the fresher students start to fade out to insignificant degrees as length of stay in India extends, especially when ATT.LE and Comm Comp are considered. The relationships established between INST.MOT and L.St seem to decline considerably with medium length of stay (Case 1, b). Meanwhile, we observe a recovery of strength in the degree of the relationships with L.St for students in (Case 1, c) i.e. students with maximum length of stay in India.

For the students in the three Cases i.e. (Cases 1), (Case 2) and (Case 3). INST.MOT establishes strong positive degree of relationships with the motivational components with a magnitude higher than the magnitude of relationships with the attitudinal components. It is also observed that the relationships established with INST.MOT are largely lower than the correlations of INTG.MOT. This is an indication that, the high degree of INST.MOT is, to a large extent, less related to the high and positive degrees of the other variables.

It is observed that, in spite of the fluctuation in the degree of relationships of INST.MOT with L.St for all Cases, the strength of the relationships remain significant through out all Cases. This is an indication that, the high degrees of INST.MOT for all Cases share an influential degree of relatedness to the frequency of L.St application.

IV.ii.9. MOTIVATION TOTAL (MOT.TOT)

This variable is made up of the total score of the three motivational components combined, i.e., MOT.INTSY, INTG.MOT and INST.MOT.

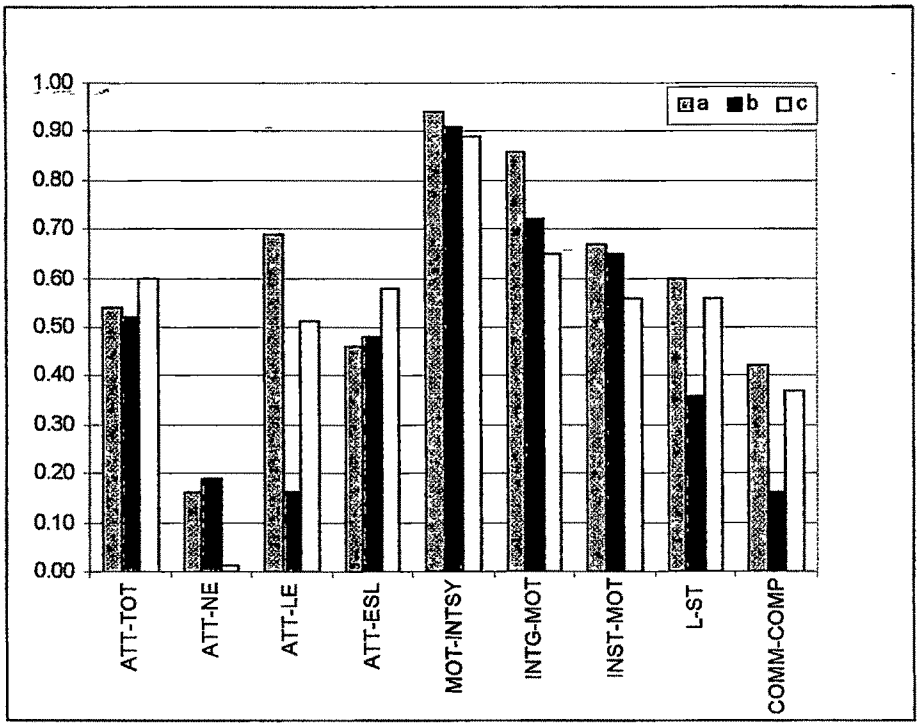
After having addressed the relationships of each of the motivational components separately, in this section of the analyses

the researcher will address the relationships established between MOT.TOT and the rest of the variables.

Case 1 (a)

High degree of positive relationships can be observed among MOT.TOT and all the variables. Inspection of Graph (MOT.10) reveals a high magnitude of correlation with the motivational components in which MOT.TOT correlates with MOT.INTSY (r = 0.94), INTG.MOT (r = 0.86) and with INST.MOT (r = 0.67). Concerning the relationships with the attitudinal components, we can notice high degree of positive correlations, yet lower in magnitude, in which MOT.TOT correlates with ATT.TOT (r = 0.54), ATT.NE (r = 0.16) compared with ATT.LE (r = 0.69) and with ATT.ESL (r = 0.46).

Considering the relationship with L.St we can observe a high degree of positive correlation with (r = 0.60), which indicates that, the high degree of motivation is reflected upon the application and frequency of learning strategies as a manifestation of the "drive" motivation is believed to create in the learner. In addition MOT.TOT establishes yet another high degree of positive relationship with Comm. Comp (r = 0.42).



Graph (MOT.10) Correlation among MOT.TOT and all variables of (Case 1,a,b,c)

Case 1 (b)

Positive degrees of relationships with MOT.TOT can be seen for this group. However, through Graph (MOT.10) we can notice a significant decline in the degree of relationships as compared with the previous group - especially with ATT.LE (r = 0.16) and Comm. Comp (r = 0.16). At the same we notice a slight increase in the correlation with ATT.ESL (r = 0.48). The pattern of correlation is seen to be maintained where the motivational components establish the highest correlations with MOT.TOT.

In spite of the decline in the correlation with L.St r = 0.36, it still remains high and significant.

Case 1 (c)

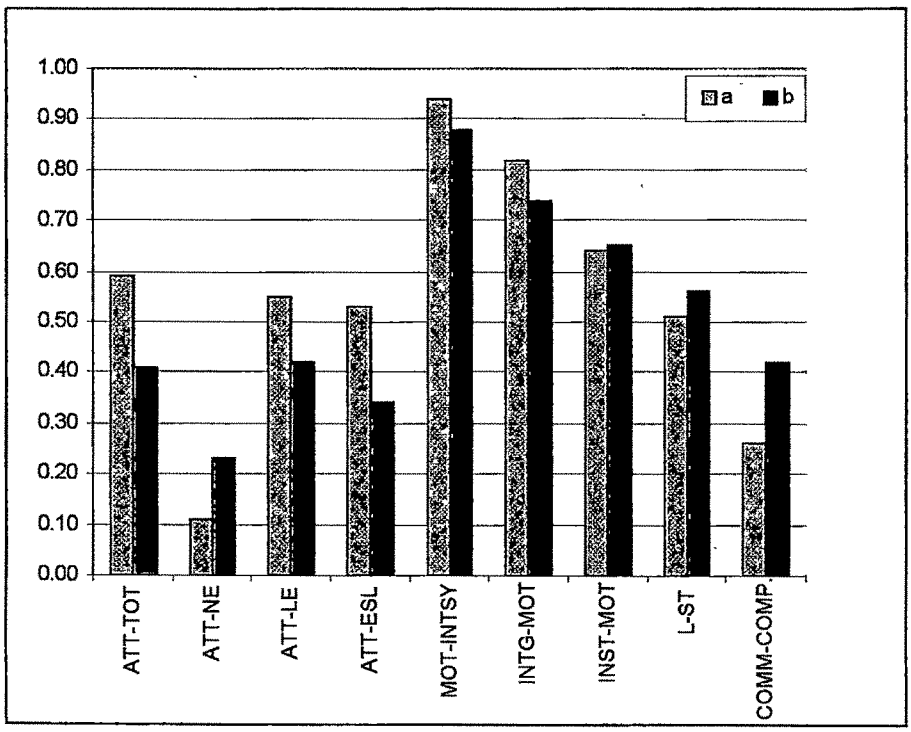
High degrees of positive relationships are observed for this group. Through Graph (MOT.10) we can notice a significant recovery of strength in the degree of correlations with ATT.LE (r = 0.58), ATT.TOT (r = 0.56), L.St (r = 56) and with Comm. Comp (r = 0.37). The motivational components display a decline, however, they remain high. On the other hand, the high correlation with ATT.ESL (r = 0.58) indicates that, as stay in India becomes longer the relationship between motivation and the high positive ATT.ESL becomes stronger. A high positive degree of relationship is seen between the high degree of MOT.TOT and the frequency of L.St (r = 0.56). This result indicates that, for the most senior students, the high degree of motivation exchanges a strong influence on the use and frequency of L.St.

Case 2 (a)

High degree of positive relationships of MOT.TOT are observed for this group of students. Through Graph (MOT.11) we notice a pattern of correlations in which MOT.TOT establishes strong relationships with the motivational components, where MOT.TOT correlates strongly with MOT.INTSY (r = 0.94), with

INTG.MOT (r = 0.82), and with INST.MOT (r = 0.64). In contrast we notice the lower, yet significant, magnitude of relationships MOT.TOT establishes with the attitudinal components, in which MOT.TOT correlates with ATT.TOT (r = 0.59), ATT.NE (r =0. 11), ATT.LE (r = 0.55), and with ATT. ESL (r = 0.53).

The application and frequency of L.St is strongly related to the degree of motivation with a positive (r = 0.51), which suggests that the frequency of L.St use can be significantly predicted by the students degree of motivation.



Graph (MOT.11) Correlation among MOT.TOT and all variables of (Case 2,a,b)

Case 2 (b)

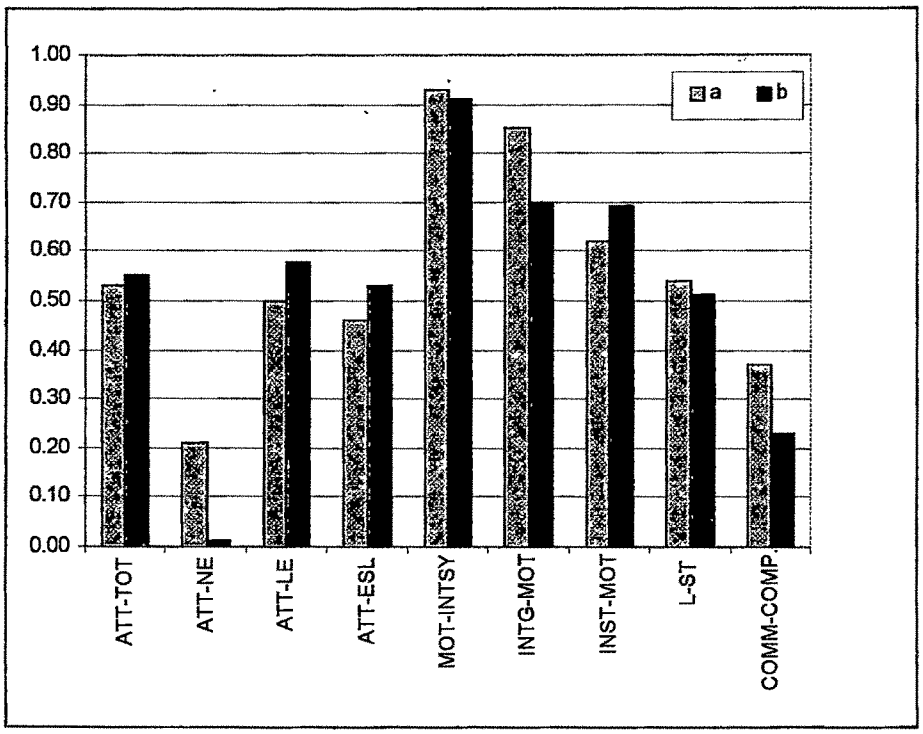
High degree of positive relationships with MOT.TOT are observed for this group i.e. (Case 2.a). The correlations depicted in Graph (MOT.11) reveal a pattern of correlations similar to the previous group. In this pattern we can see that MOT.TOT establishes stronger relationships with the motivational components. On the other hand, we notice a significant decline in the degree of correlations with the attitudinal components, yet significance is maintained in these correlations.

Furthermore, MOT.TOT establishes high degree of positive correlation with L.St (r = 0.56), and with Comm. Comp (r = 0.42), we can also observe a significant increase in the degree of correlation with ATT.NE (r = 0.23). This is an indication that, for this group of students studying sciences, the degree of MOT.TOT strongly influences the frequency of L.St application, as well as, the degree of Comm. Comp. This can be a reflection of the students' academic requirements, which demand a good mastery over the structural and communicative aspects of the English language.

Case 3 (a)

High degree of positive relationships with MOT.TOT are observed for this group. The correlations represented in Graph (MOT.12) reveal a pattern in which the highest correlations are with

the motivational components with a range of r = 0.93 to r = 0.62. Meanwhile, significant high positive correlations are also established with the attitudinal components with a range of r = 0.53 to r = 0.21. However, lower in magnitude as compared with correlations of the motivational components. The high positive degree of MOT.TOT also establishes strong relationships (r = 0.54) with the frequency of L.St application. In addition, significant positive correlation is established with Comm. Comp (r = 0.37). This is an indication that, the application of learning strategies is strongly influenced by the degree of motivation which the younger students possess



Graph (MOT.12) Correlation among MOT.TOT and all variables of (Case 3,a,b)

Case 3 (b)

For this group of students MOT.TOT establishes strong positive relationships with most of the variables. Through Graph (MOT.12) we can observe a high magnitude of correlations with the motivational components with a range of r = 0.91 to r = 0.69. A lower magnitude of correlations can be seen existing with the attitudinal components with a range of r = 0.58 to r = 0.53. However, no relation exists with ATT.NE (r = 0.01), which indicates that the high degree of MOT.TCT is almost completely independent of the students low attitudes toward the native English and its speakers (ATT.NE).

High degree of positive relationship is established with L.St (r = 0.51) and a less significant relationship with Comm. Comp (r = 0.23). These correlation support the assumption that the high degree of motivation shares a strong influence with the frequency of L.St.

Discussion

The preceding correlational findings of MOT.TOT indicate that the degree of motivation for the sample of this study is positively and strongly related to the motivational components, and to a lesser

extent to the attitudinal components. In addition, the high degree of motivation is positively and significantly related to the application and frequency of learning strategies.

The cases in which the sample is classified seem to determine the degree and strength of the relationships between motivation and the rest of the variables. Hence, the fresher students (Case 1, a) display the strongest relationships in terms of the correlations involving motivation and ATT.LE, MOT.INTSY, INTG.MOT, L.St and Comm. Comp. For the students in (Case 1, a, b, c) the degree of relationship with MOT.TOT decline as stay in India extends, this decline is most clearly displayed by (Case 1, b) in terms of ATT.LE, L.St., Comm. Comp. This indicates a gradual gain of independence of the influence of the degree of motivation.

Decline in the degree of relationships is also observed for the cases of field of study (Case 2, a, b), for which stronger correlations are observed for students of humanities (Case 2, a), however, not in terms of the relationships involving ATT.LE, L.St and Comm. Comp for which science students (Case 2, b) display stronger relationships. This indicates that for the science students' motivation is strongly related to the practical aspects of learning English, rather than to the affective aspects, such as attitudes and feelings.

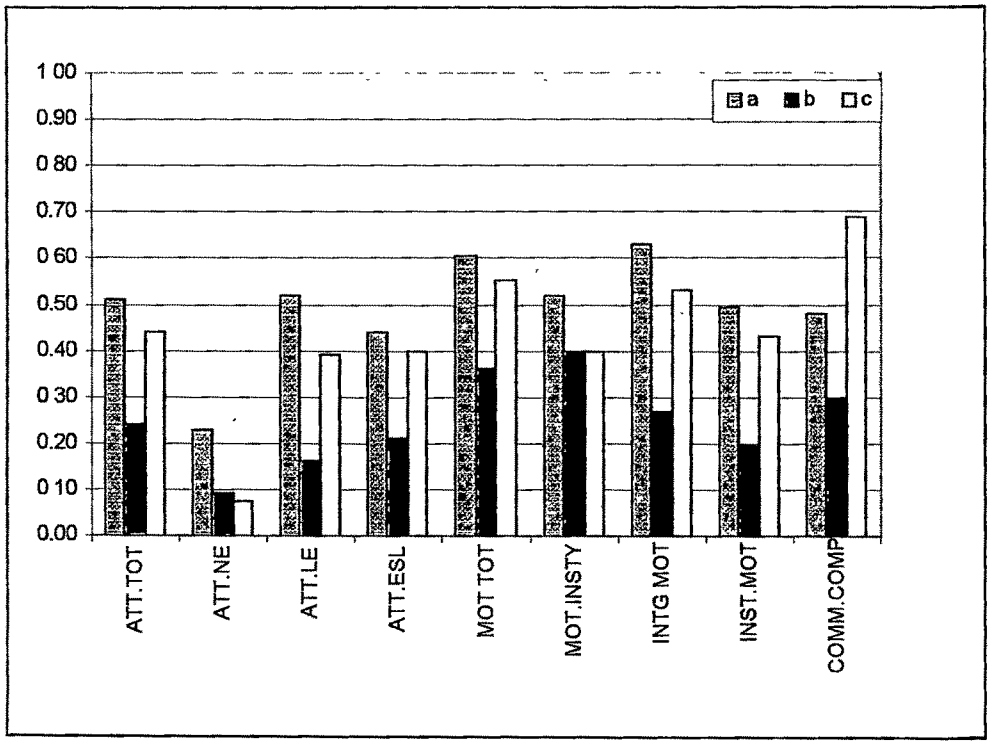
IV.ii.10. LEARNING STRATEGIES (L.St)

In this part an attempt is made to examine the relationships established with the frequency of learning strategy use (L.St) for all the Cases of the sample.

Case 1 (a)

High degree of positive relationships exist between L.St and all the variables. The correlations depicted in Graph (L.St.1) reveal strong positive correlations with the attitudinal components amongst which ATT.LE correlates most strongly with L.St (r = 0.52) followed by ATT.TOT (r = 0.51) and ATT.ESL (r = 0.44) as compared with ATT.NE (r = 0.23).

Higher magnitude of correlations are seen with the motivational components with a range of r = 0.49 to r = 0.63. It is clearly demonstrated that the application of L.St is most strongly related to the degree of integration with the host environment (r = 0.63). We also notice the positive and significant relationship established with Comm. Comp (r = 0.48). This indicates an exchange of positive influence and a significant degree of relationship between application and frequency of L.St and the students' degree of confidence in their Comm. Comp.



Graph (L.St. 1) Correlation among L.St. and all variables of (Case 1,a,b,c)

Case 1 (b)

Positive, and in most cases, significant correlations are observed with L.St. However, for this group of students with a medium length of stay in India, we notice a significant and huge decline in the degree of relationships to a level where they become insignificant. This decline is most clear through the correlations involving ATT.NE (r = 0.09), ATT.LE (r = 0.16), and INST.MOT (r = 0.19). In spite of the low correlations, negative relationships are not observed.

On the other hand, L.St establishes significant positive relationships with MOT.INTSY (r = 0.40), MOT.TOT (r = 0.36), INTG.MOT (r = 0.27), ATT.TOT (r = 0.24), and ATT.ESL (r = 0.21). Thus, the application and frequency of L.St is mainly influenced by the students degree of MOT.INTSY and their degree of Comm. Comp.

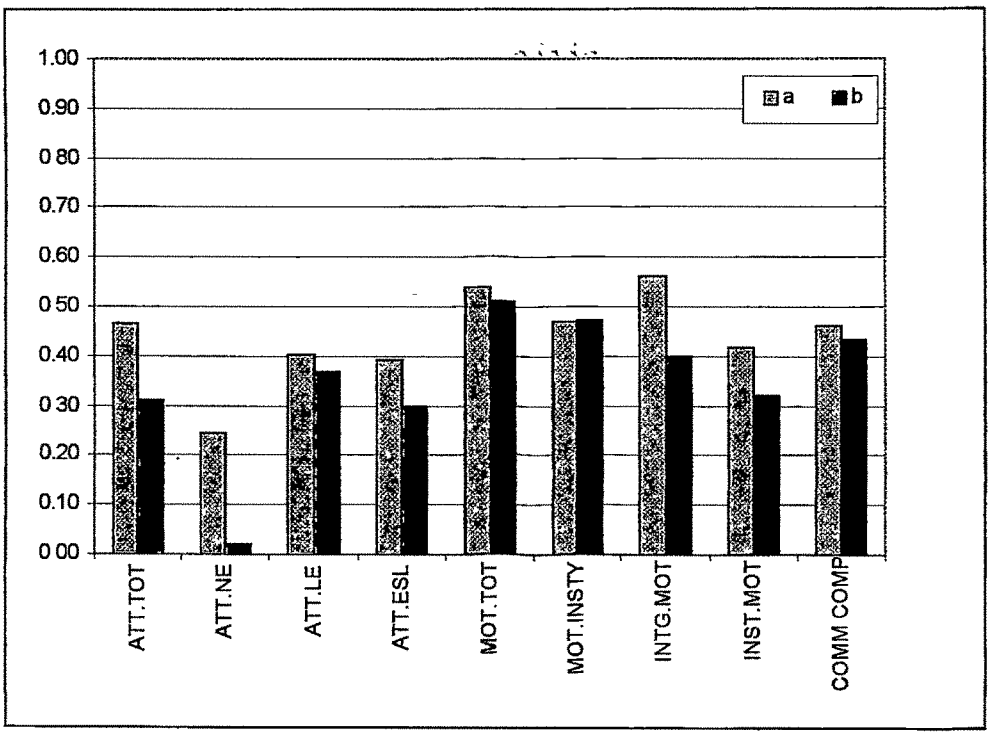
Case 1 (c)

High degrees of positive relationships with L.St are observed for this group. The correlations depicted in Graph (L. St 1) reveal a significant increase in the degree of relationships against the decline seen for the previous group i.e. (Case 1.b). However, the increase does not reach the high level established by the fresher students (Case 1, a). In the correlation involving Comm. Comp the present group of senior students out runs the previous two groups in the strength of the relationship (r = 0.69). This is an indication that, with prolonging stay in India, frequency of L.St becomes more strongly related and influential in determining the degree of confidence in the communicative abilities of the students.

Case 2 (a)

High degree of positive relationships with L.St are observed for this group excluding the correlation with ATT.NE (r = 0.08). The

correlations depicted in Graph (L.St.2) show a moderate magnitude of correlations with the attitudinal components with a range of r = 0.08 to r = 0.43. A relatively higher magnitude of correlations are observed with the motivational components with a range of r = 0.34 to r = 0.152. A significant relationship of (r = 0.36) is also established with Comm. Comp.



Graph (L. St. 2) Correlation among L.St. and all variables of (Case 2,a,b)

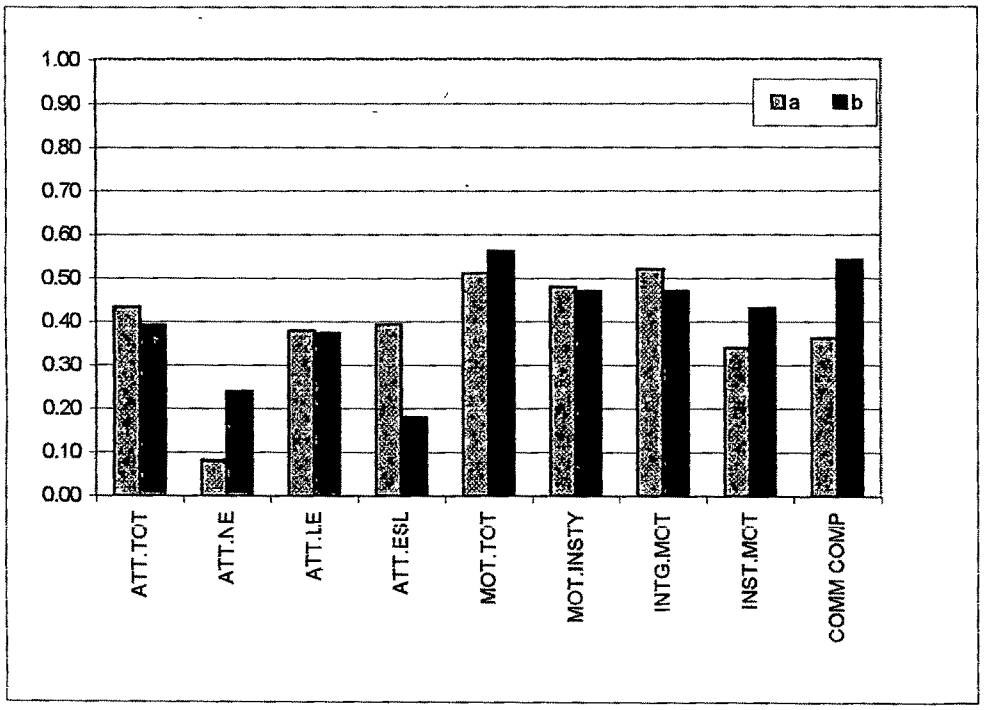
Case 2 (b)

High degree of positive relationships with L.St are observed for this group. The correlations depicted in Graph (L.St. 2) display

significant differences in comparison with the previous group. The decrease in the correlations with ATT.TOT (r = 0.39), ATT.ESL (r = 0.18), and INTG.MOT (r = 0.47), and the increase in the correlations with ATT.NE (r = 0.24), INST.MOT (r = 0.43), and Comm. Comp (r = 0.54) further support the earlier findings that, the nature and needs of academic requirements of the science students determine strongly the strength of correlations between the variables that can, most practically, help students gain mastery over the English language.

Case 3 (a)

High degree of positive relationships with L.St are observed for this group. Through Graph (L.St.3) we notice higher magnitude of correlations with the motivational components to a range of r = 0.42 to r = 0.56, compared with the correlations with the attitudinal components which has a range of r = 0.24 to r = 0.46. Through these findings it is obvious that the application and frequency of L.St is more strongly related to the degree of motivation. L.St. also establishes strong positive relationship with Comm. Comp (r = 0.46).



Graph (L.St. 3) Correlation among L.St. and all variables of (Case 3,a,b)

Case 3 (b)

Moderate degree of positive relationships with L.St. are observed for this group. The correlations depicted in Graph (L.St. 3) reveal a lower magnitude of correlations to both the attitudinal and motivational components as compared with the previous group (Case 3.a). A no relationship can be observed with ATT.NE, this indicates that for the older students ATT.NE is independent of the frequency of L.St.

In comparison with the previous group (Case 3.a), this group follows a similar pattern in which, stronger relationships are

established with motivational components, against the lower magnitude of correlations with the attitudinal components.

Discussion

Through the preceding correlational analyses of L.St, it is revealed that the frequency of L.St. establishes positive and, in most cases, strong relationships with all the variables. The correlations with the motivational components for all Cases prove the strongest, particularly with INTG.MOT. Strong positive correlations are also revealed among L.St. and the attitudinal components, especially ATT.LE and ATT.ESL. In contrast, ATT.NE correlates insignificantly with L.St. for all cases. These findings validate the assumption that the positive degrees of attitudes and the high degree of motivation strongly relate to the high frequency of L.St. application.

Classification of the sample according to length of stay in India, field of study and age of the students, seem to play an influential rule in determining the strength of the correlations. However, these classifications do not act as barriers in establishing significant correlations, especially with the motivational components and Comm. Comp. These findings may suggest that the students in all Cases look for ways by which they can enhance their learning of

English. This is manifested in deploying as many strategies as they can, especially in the early periods upon their arrival in India.

IV.ii.11. COMMUNICATIVE COMPETENCE (Comm Comp.)

This section of the correlational analyses, addresses the degree of relationships established with the scores of the communicative competence scale for all Cases of the sample.

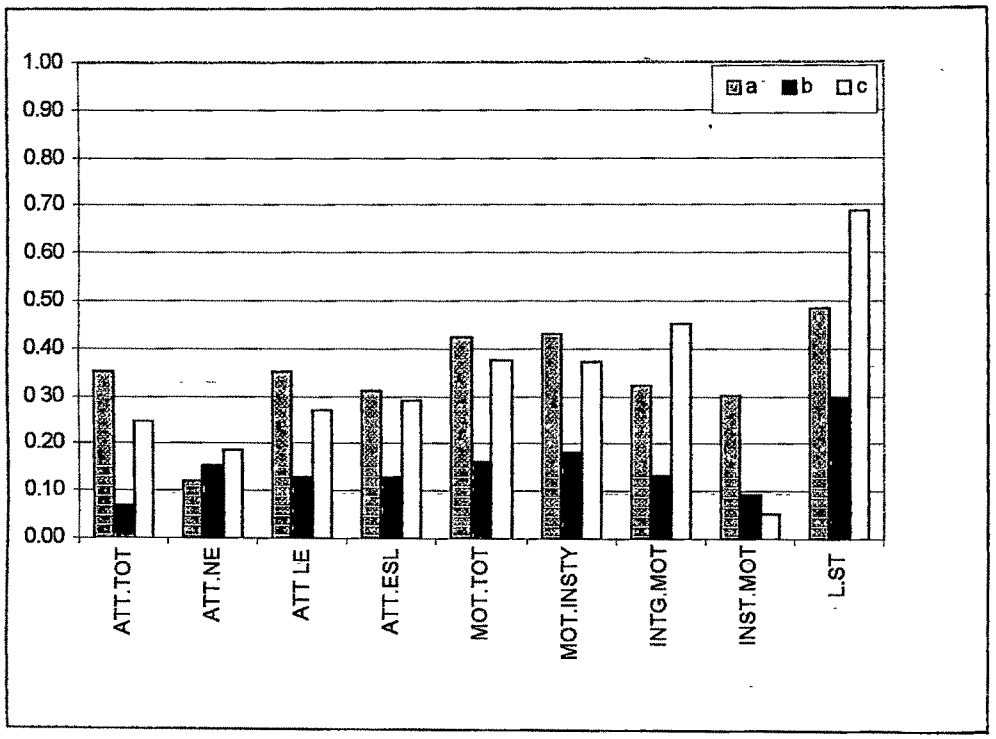
Case 1 (a)

Moderate degrees of positive relationships with Comm. Comp are observed for this group of students. The correlations depicted in Graph (Comm. Comp. 1) reveal a consistent pattern of relationships with the attitudinal components with a range of r = 0.31 to r = 0.35. However, a low degree of positive correlation can be seen with ATT.NE (r = 0.12), which reflects the low degree of ATT.NE.

A slightly higher magnitude of correlations with the motivational components are seen with a range of r = 0.30 to r = 0.42. The highest correlations being with MOT.TOT (r = 0.42) and MOT.INTSY (r = 0.43).

The frequency of L.St establishes strong relationship of (r = 0.48) with Comm. Comp. This indicates that, the high frequency of

L.St. application is strongly related to the students degree of Comm. Comp.



Graph (Comm.Comp.1) Correlation among Coom.Comp and all variables of (Case 1,a,b,c)

Case 1 (b)

Low degrees of positive relationships with Comm. Comp are observed for this group. The correlations depicted in Graph (Comm. Comp. 1) reveal a low, and in most Cases, insignificant pattern of correlations with both the attitudinal and motivational components. This indicates that Comm. Comp for this group of students is, to a large extent, independent of the degree of attitudes and motivation

students may possess. However, Comm. Comp establishes a significant relationship of (r = 0.30) with the application and frequency of L.St.

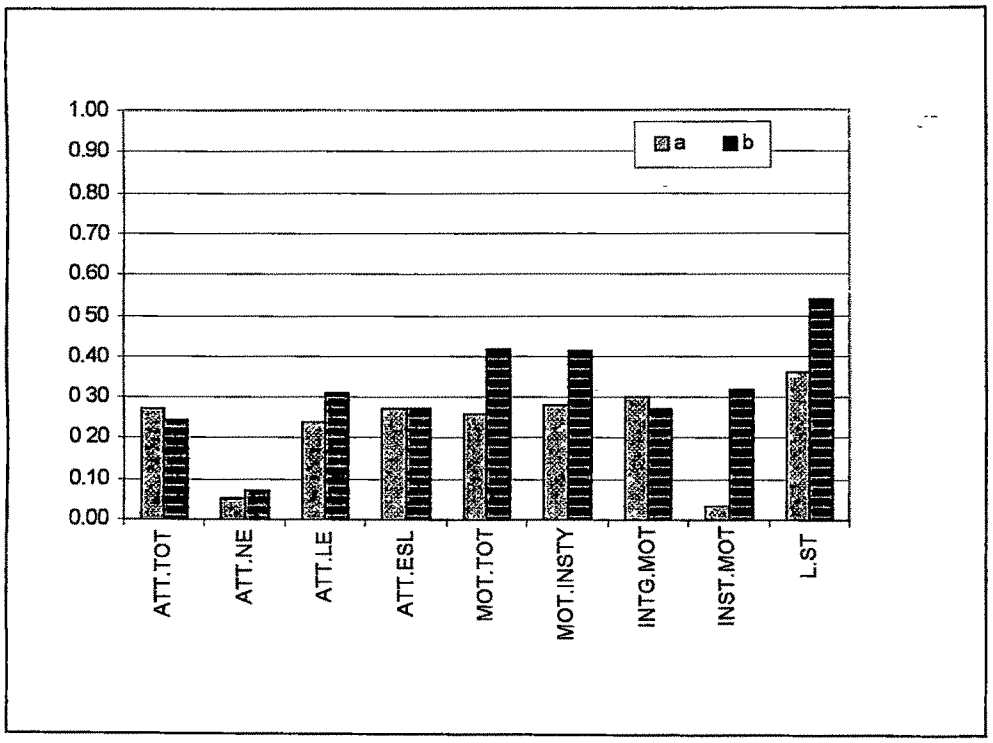
Case 1 (c)

Moderate degree of positive relationships with Comm. Comp are observed for this group. Through Graph (Comm. Comp. 1) we notice a significant increase in the degree of correlations among Comm. Comp and both INTG.MOT (r = 0.45) and L.St. (r = 0.69). This an indication that, with the increase in the length of stay in India, the bond between communicative abilities of the students and both their INTG.MOT and frequency of L.St application becomes stronger. However, this process seems to work in reverse order with the relationships involving Comm. Comp and INST.MOT where the bond weakens with the increase in length of stay in India.

Case 2 (a)

The relationships established with Comm. Comp for this group have a low magnitude. The correlations depicted in Graph (Comm. Comp. 2) reveal that the pattern of correlations with both the attitudinal and motivational components are similar in terms of the degree of relationships.

Comm. Comp establishes a significant relationship with INTG.MOT (r = 30), compared to an almost no relationship with INST.MOT (r = 0.03), which indicates a relatively strong relationship between communicative abilities and integrative motivation of the students. Use and frequency of L.St correlate significantly with Comm. Comp (r = 0.36), which is the strongest relationship with Comm. Comp for this group.



Graph (Comm. Comp. 2) Correlation among Comm. Comp and all variables of (Case 2,a,b)

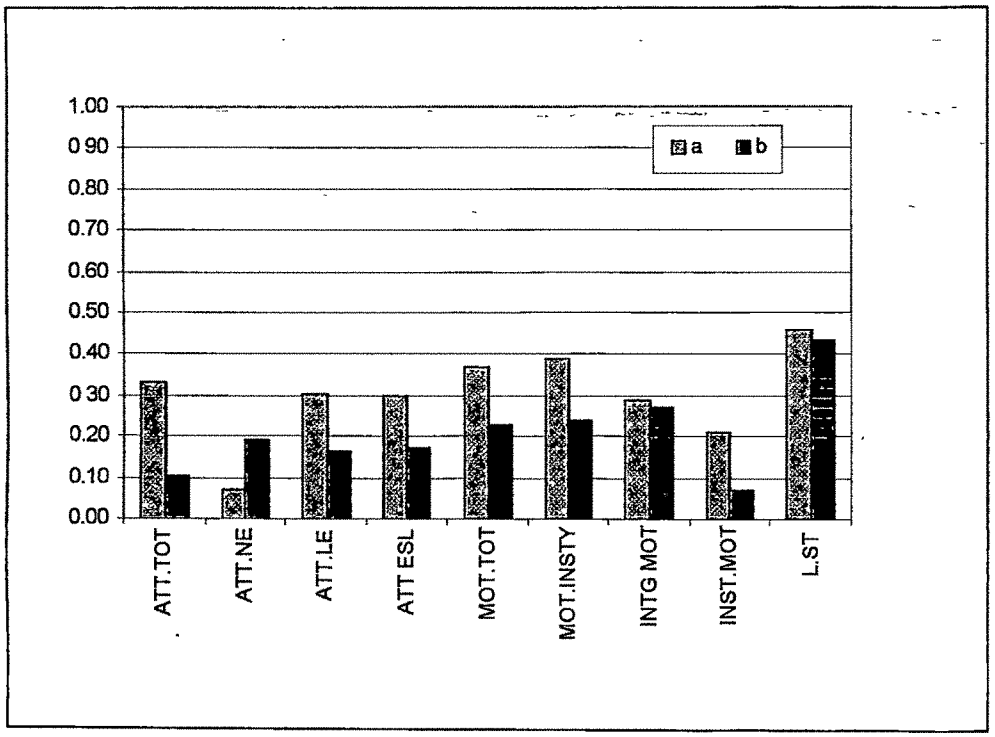
Case 2 (b)

High degrees of positive relationships are observed for this group. The increase in the degrees of relationships depicted in

Graph (Comm. Comp. 2), especially in terms of MOT.TOT (r = 0.42), MOT.INTSY (r = 0.41), INST.MOT (r = 0.32) and L.St (r = 0.54), reflect a strong degree of relatedness between the Comm. Comp and the variables that contribute the most, in practical terms, to enhance their abilities in the English language. The needs and academic requirements for this group of students in their daily academic activities, such as, peer and group activities and assignments in laboratories, preparing reports on experimentation, exposure to scientific updated material and long hours of class attendance, may have led to strong relationships between Comm. Comp and the variables that can directly help in gaining mastery over the English language.

Case 3 (a)

Significant degrees of positive relationships are established with Comm. Comp for this group. Through Graph (Comm. Comp. 3) we notice a consistent pattern of correlations with the attitudinal components with a range of r = 0.30 to r = 0.33 - excluding ATT.NE (r = 0.07). However, a slightly higher magnitude of correlations is established with the motivational components with a range of r = 0.21 to r = 0.39. Whereas, the strongest correlation is established with L.St (r = 46), which indicates a greater degree of predictability between these two variables.



Graph (Comm. Comp. 3) Correlation among Comm. Comp and all variables of (Case 3,a,b)

Case 3 (b)

Low degrees of positive relationships with Comm. Comp are observed for this group. Through Graph (Comm. Comp. 3) we notice a low magnitude of correlations with the attitudinal components with a range of r = 0.10 to r = 0.19. However, slightly higher degree of correlations exist with the motivational components with a range of r = 0.07 to r = 0.27 in which we notice the significant difference between INTG.MOT and INST.MOT.

From these correlational findings we can conclude that, with increase in age, students seem to separate each variable from the

other, and deal with each variable with a greater degree of independence and individuality. This conclusion does not seem to apply to the relationships between Comm. Comp and L.St (r = 0.43), which indicates a greater degree of dependence between these two variables. This also indicates that age does not act as a barrier for improving one's own competence by frequently applying steps and strategies that enhance and facilitate English language learning.

Discussion

The preceding correlational analyses for three case of the sample (Case 1), (Case 2) and (Case 3) reveal that Comm. Comp is strongly related to the motivational components, especially MOT.INTSY and INTG.MOT. There is also a consensus amongst all Cases of the sample on the high degree of relationship with L.St. In spite of the fluctuation in the degree of relationships between Comm. Comp and all variables, the relationships with L.St remain highly significant and positive.

The classification of the sample accordingly to length of stay in India i.e. (Case 1 a, b, c), reveal the most significant differences in the degree of relationships amongst the students in this case. The fresher students (Case 1.a) display a high degree of dependence between Comm. Comp and all variables, in particular with the motivational components. On the other hand, students with medium

length of stay in India (Case 1.b) display a strong dissociation between Comm. Comp and all variables, except for L.St. In contrast, students in (Case 1. c) display very strong relationship in terms of INTG.MOT and L.St, in addition to an increase in the correlation with ATT.NE. This may suggest an increase in the level of maturity socially and academically. However, the correlations for students in (Case 1.a) can be attributed to the enthusiasm of the fresher students for gaining an acceptable command over the English language (the new and only medium of social and academic communication), and for establishing common social ground in the host country.

The two groups (Case 2 a, b) and (Case 3 a, b) show similar patterns of correlations. However, science students in (Case 2.b) show high degree of positive relationships between Comm. Comp and both INST.MOT and L.St. This finding can be attributed to the students extensive exposure to the spoken form of the English language, and the great need for a good command over the English language for their daily academic requirements such as writing reports, conducting experiments with peer or groups, compulsory attendance, etc

IV.iii. FREQUENCY OF LEARNING STARTEGIES

The findings regarding the frequency of learning strategy use reveal that all the students in all cases use most of the strategies very frequently. This indicates that the student's profiles, i.e. length of stay, field of study, and age reveal similar results in terms of the higher frequency of strategy use, and in terms of the strategies with law frequency as well.

IV.iii.1.TOTAL SAMPLE:

By "Total Sample" the researcher refers to the entire population of the study which is made up of 211 students, it which also includes all the groups added together. The frequencies in the learning strategy use for the total 211 students are presented in Table (Freq. 1). It is evident from the table that, the majority of responses on the 31 items fall under the high frequency responses i.e. (Mot , Alw). Also the Chi-square values against all the 31 items are significant at the 0.01 level, as they are all greater than the table value of (13.277) of the Chi-square, with df.4. However, we can notice that, there are four strategies on which the majority of responses do not fall under the high frequency responses. On items (2,and 22) the majority of responses fall under the low frequency responses i.e. (NR , RR) with percentages of (61.14% and 40.28%) on item 2 and 22 respectively. Whereas, on items 8 and 24 the majority of

responses fall under the moderate frequency response i.e.(Smt) with percentages of (52.13% and 38.86%) on item 8 and 24 respectively. All these items are with significant Chi-square values at the 0.01 level with df4.

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	5.09	8.06	30.81	25.12	30.33	63.005	0.01	4
2.	2.37	4.27	52.13	26.54	14.69	175.327	0.01	4
3.	0.47	3.79	10.90	26.54	58.29	236.878	0.01	4
4.	1.90	2.84	20.85	32.23	42.18	134.295	0.01	4
5.	0.95	4.27	14.22	20.38	60.19	239.319	0.01	4
6.	2.37	4.74	16.11	31.28	45.50	140.967	0.01	4
7.	11.37	17.06	41.23	13.74	16.59	61.678	0.01	4
8.	35.55	25.59	26.54	7.58	4.74	74.142	0.01	4
9.	3.79	5.69	24.17	31.75	34.60	88.218	0.01	4
10.	13.74	8.53	28.91	21.80	27.01	31.915	0.01	4
11.	0.95	3.32	5.69	25.12	64.93	305.954	0.01	4
12.	3.32	3.32	15.17	28.44	49.76	162.152	0.01	4
13.	1.90	7.11	29.86	26.04	35.07	91.120	0.01	4
14.	0.95	4.27	17.06	32.70	45.02	149.366	0.01	4
15.	1.42	2.37	17.54	27.49	51.18	179.295	0.01	4
16.	2.37	2.37	10.43	22.75	62.09	162.910	0.01	4
17.	4.74	6.64	32.70	27.96	27.96	73.810	0.01	4
18.	11.37	24.64	25.59	22.27	16.11	15.564	0.01	4
19.	3.32	5.69	25.12	32.23	33.65	89.166	0.01	4
20.	1.90	2.37	21.33	31.75	42.65	137.186	0.01	4
21.	0.47	8.53	18.48	27.96	44.55	125.598	0.01	4
22.	18.01	22.27	29.86	18.96	10.90	20.066	0.01	4
23.	6.64	10.90	25.59	20.85	36.02	58.028	0.01	4
24.	17.54	16.11	38.86	19.91	7.58	56.038	0.01	4
25.	2.84	9.00	22.75	30.81	34.60	79.403	0.01	4
26.	1.42	2.37	10.90	29.38	55.92	224.319	0.01	4
27.	5.69	14.22	29.38	26.07	24.64	40.588	0.01	4
28.	11.85	14.69	36.49	20.38	16.59	39.924	0.01	4
29.	4.27	8.53	22.75	29.86	34.60	73.526	0.01	4
30.	1.42	2.84	7.11	29.38	59.24	257.684	0.01	4
31.	6.64	11.37	34.60	22.75	24.64	52.246	0.01	4

Table (Freq. 1) Distribution of responses of the total sample (No. 211) on the learning strategy scale

This pattern of agreement by all groups on certain strategies as being on the low frequency side is maintained even on the group level. Further ahead, frequency of strategy use for each group will be dealt with separately, so that a clearer picture could be drawn as on which strategy a particular case has reported low frequency.

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	5.26	8.42	34.74	20.00	31.58	33.368	0.01	4
2.	3.16	2.11	57.89	18.95	17.89	98.921	0.01	4
3.	1.05	4.21	13.68	28.43	52.63	56.500	0.01	4
4.	2.10	3.16	16.84	34.74	43.16	66.711	0.01	4
5.	1.05	7.36	47.89	22.11	51.58	73.382	0.01	4
6.	3.16	3.16	16.84	34.74	43.16	66.711	0.01	4
7.	11.58	14.74	46.31	16.84	10.53	42.316	0.01	4
8.	40.00	28.42	16.84	8.42	6.32	38.105	0.01	4
9.	3.16	7.37	22.10	30.53	36.84	40.855	0.01	4
10.	10.53	10.53	36.84	21.05	21.05	22.105	0.01	4
11.	2.11	2.11	8.41	28.42	58.95	114.026	0.01	4
12.	5.26	3.16	15.79	34.74	41.05	56.855	0.01	4
13.	2.11	8.42	27.37	26.32	35.78	38.803	0.01	4
14.	2.11	4.21	16.84	32.63	44.21	64.658	0.01	4
15.	2.11	3.16	22.11	26.32	46.30	65.447	0.01	4
16.	2.11	4.21	12.63	27.37	53.68	87.816	0.01	4
17.	4.21	9.47	28.43	29.47	28.42	28.908	0.01	4
18.	5.26	22.11	25.26	24.21	23.16	13.158	0.05	4
19.	3.16	7.37	24.20	34.74	30.53	38.329	0.01	4
20.	2.11	3.16	22.10	37.89	34.74	56.184	0.01	4
21.	1.05	7.37	20.00	26.32	45.26	59.803	0.01	4
22.	15.79	21.05	28.42	20.00	14.74	5.579	0.01	4
23.	7.37	9.47	35.79	14.74	32.63	33.579	NS	4
24.	10.53	5.26	44.21	28.42	11.58	49.158	0.01	4
25.	1.05	11.58	22.10	30.53	34.74	37.171	0.01	4
26.	2.11	1.05	14.74	27.36	54.74	95.342	0.01	4
27.	4.21	9.47	29.48	29.47	27.37	29.013	0.01	4
28.	12.63	15.79	31.58	22.11	17.89	10.211	0.01	4
29.	6.32	8.42	23.16	26.32	35.78	29.474	0.01	4
30.	2.11	2.11	8.42	38.95	48.42	94.026	0.01	4
31.	8.42	10.53	28.42	25.26	27.37	17.895	0.01	4

Table (Freq. 2) Distribution of responses of Case 1 (a) on the learning strategy scale

Case 1 (a)

It is evident from Table (Freq. 2) for this group, that the majority of responses on the 31 items in the Learning Strategy scale fall under the high frequency responses i.e. (Mot , Alw). However, five items are found to be side tracking from this pattern in a way that the majority of responses fall under the low frequency responses i.e. (RR , NR). The five items on which the majority of responses fall under the low frequency responses are; Items 2,7,8,22,24. All these items (except item 22) are with significant Chi-square values (98.921, 38.105, 40.855, 5.579, 49.158 respectively) at the 0.01 level value of 13.277 of the Chi-square. Item 22 reveal a significant Chi-square value of (5.579) at the 0.05 level. Nevertheless the majority of responses on this item fall under the low frequency responses.

Case 1 (b)

Inspection of table (Freq.3) reveals that for almost all the 31 items in the learning strategy scale the majority of responses fall under the high frequency responses i.e. (Mot , Alw). Nevertheless there are six items on which the majority of responses fall under the low frequency responses i.e. (NR and RR). Items 2, 7, 8, 24 are with a Chi-square value of (69.548, 18.818, 48.574, 29.273 respectively) significant at 0.01 level with df 4. Item 22 is with a Chi-square value

(10.523) significant at the 0.05 level with df 4. Whereas for item 18 the Chi-square value (7.795) is not significant at the 0.05 level with df. 4.

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	3.41	6.82	28.41	35.23	26.14	35.571	0.01	4
2.	1.14	5.68	50.00	28.41	14.77	69.548	0.01	4
3.	0.00	2.27	10.23	21.59	65.91	130.392	0.01	4
4.	0.00	1.14	26.14	31.82	40.91	62.267	0.01	4
5.	1.14	1.14	10.23	23.86	63.64	121.869	0.01	4
6.	1.14	5.68	17.05	23.86	52.27	72.503	0.01	4
7.	11.36	18.18	36.36	11.36	22.73	18.818	0.01	4
8.	30.68	22.73	39.77	4.55	2.27	48.574	0.01	4
9.	3.41	3.41	27.27	36.36	29.55	44.028	0.01	4
10.	15.91	5.68	25.00	22.73	30.68	16.205	0.01	4
11.	0.00	4.55	2.27	21.59	71.59	161.861	0.01	4
12.	1.14	2.27	19.32	19.32	57.95	94.767	0.01	4
13.	1.14	7.95	31.82	23.86	35.23	40.003	0.01	4
14.	0.00	3.41	12.50	35.23	48.86	80.903	0.01	4
15.	0.00	2.27	11.36	28.41	57.95	103.119	0.01	4
16.	2.27	1.14	6.82	18.18	71.59	156.244	0.01	4
17.	5.68	3.41	30.68	31.82	28.41	36.253	0.01	4
18.	15.91	23.86	28.41	20.45	11.36	7.795	NS	4
19.	4.55	2.27	23.86	31.82	37.50	46.301	0.01	4
20.	0.00	0.00	21.59	26.14	52.27	84.824	0.01	4
21.	0.00	7.95	15.91	31.82	44.32	57.901	0.01	4
22.	20.45	21.59	29.55	20.45	7.95	10.523	0.05	4
23.	4.55	11.36	18.18	26.14	39.77	33.582	0.01	4
24.	21.59	23.86	38.64	10.23	5.68	29.273	0.01	4
25.	4.55	6.82	23.86	31.82	32.95	33.128	0.01	4
26.	1.14	2.27	3.41	30.68	62.50	128.793	0.01	4
27.	5.68	17.05	23.86	27.27	26.14	14.045	0.01	4
28.	7.95	13.64	39.77	22.73	15.91	26.432	0.01	4
29.	1.14	10.23	21.59	32.95	34.09	37.048	0.01	4
30.	1.14	3.41	6.82	20.45	68.18	139.369	0.01	4
31.	4.55	9.09	37.50	23.86	25.00	31.764	0.01	4

Table (Freq. 3) Distribution of responses of Case 1 (b) on the learning strategy scale

Case 1 (c)

Table (Freq. 4) provides the frequency of responses on the learning strategy's scale. From the table it can be noticed that most of the items have significant Chi-square values, as well as, high percentages of responses i.e. (Mot , Alw).

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	14.29	10.71	25.00	10.71	39.29	9.777	0.05	4
2.	3.57	7.14	39.29	46.43	3.57	27.277	0.01	4
3.	0.00	7.14	3.57	35.71	53.57	33.527	0.01	4
4.	7.14	7.14	17.86	25.00	42.86	13.732	0.01	4
5.	0.00	3.57	14.29	3.57	78.57	64.750	0.01	4
6.	3.57	7.14	10.71	25.00	53.57	25.491	0.01	4
7.	10.71	21.43	39.29	10.71	17.86	8.732	NS	4
8.	35.71	25.00	17.86	14.29	7.14	7.661	NS	4
9.	7.14	7.14	21.43	21.43	42.86	13.373	0.01	4
10.	17.86	10.71	14.29	21.43	35.71	6.054	NS	4
11.	0.00	3.57	7.14	25.00	64.29	42.098	0.01	4
12.	3.57	7.14	0.00	35.71	53.57	33.527	0.01	4
13.	3.57	0.00	32.14	32.14	32.14	17.482	0.01	4
14.	0.00	7.14	32.14	25.00	35.71	15.518	0.01	4
15.	3.57	0.00	21.43	28.57	46.43	22.125	0.01	4
16.	3.57	0.00	14.29	21.43	60.71	35.313	0.01	4
17.	3.57	7.14	53.57	10.71	25.00	25.491	0.01	4
18.	17.86	35.71	17.86	21.43	7.14	6.616	NS	4
19.	0.00	10.71	32.14	25.00	32.14	12.839	0.05	4
20.	7.14	7.14	17.86	28.57	39.29	12.304	0.05	4
21.	0.00	14.29	21.43	21.43	42.86	14.804	0.01	4
22.	17.86	28.57	35.71	10.71	7.14	9.268	NS	4
23.	10.71	14.29	14.29	25.00	35.71	7.098	NS	4
24.	28.57	28.57	21.43	21.43	0.00	8.759	NS	4
25.	3.57	7.14	21.43	28.57	39.29	13.911	0.01	4
26.	0.00	7.14	21.43	32.14	39.29	16.946	0.01	4
27.	10.71	21.43	46.43	10.71	10.71	14.955	0.01	4
28.	21.43	14.29	42.86	7.14	14.29	11.920	0.05	4
29.	7.14	3.57	25.00	32.14	32.14	12.125	0.05	4
30.	0.00	3.57	3.57	25.00	67.86	48.348	0.01	4
31.	7.14	21.43	46.43	10.71	14.29	15.313	0.01	4

Table (Freq. 4) Distribution of responses of Case 1 (c) on the learning strategy scale

However there are eleven out of the 31 items that have either insignificant Chi-square values, or low percentages of high frequency distribution of responses, or both. Items 7, 8, 18, 22 and, 24 have Chi-square values of (8.732, 7.661, 6.616, 9.268, 8.759 respectively) not significant at the 0.05 level against the table value of 9.488 of the Chi-square with df. 4. While items 17, 27 and, 31 have Chi-square values of 25.491, 14.955, 15.313 respectively) significant at the 0.01 level with df 4. Item 28 has a Chi-square value of (11.920) significant at the 0.05 with df 4. All the previously mentioned items are consistent with the fact that the majority of responses fall under the low frequency responses i.e.(NR and RR), even though the level of significant may vary from one item to another. In comparison, items 10 and 23 have Chi-square values of (6.054, 7.098) not significant at the 0.05 level, as compared to the table value of 9.488 of the Chi-square with df 4. However, on these two items the majority of responses fall under the high frequency responses i.e.(Mot , Alw).

Discussion

Based on the data presented in Tables (Freq. 2, 3, and 4) in respect to the percentages of response distribution on all the 31 items. Three major findings can be interpreted from this data:

1. The majority of the items have significant Chi-square values (mostly at the 0.01 level). In addition the responses on almost, all the items fall under the high frequency responses i.e. (Mot , Alw).

2. The items which register low frequency responses are common to all three Cases; (Case 1 a, b, c). The five low frequency items of (Case1 a) are among the six low frequency items of (Case1 b), and those of (Case 1a) and (Case 1 b) are among the ten low frequency items of (Case 1c) of 7 years and over of stay in India.

3. As stay in India extends more strategies are dropped. In other words, the longer the students stay in India the less strategies are used. It can be found that for the students with a period of 1-3 years of stay in India, five strategies have minimum frequency. Whereas, for the students of 4-6 years of stay in India, six strategies have low which minimal frequency. For the students with 7 years and over of stay in India ten strategies have low frequency.

Findings indicate that, the longer the students stay in India the more confident and competent they become, and the less strategies they use. Hence, it can be clearly noticed that there is a gradual decrease in the number of strategies used as length of stay in India extends.

Case 2 (a)

This group includes 131 students enrolled in course of humanities. The frequency of this groups responses on the learning strategy scale are provided in table (Freq. 5).

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	5.34	10.69	34.35	22.90	26.72	36.748	0.01	4
2.	3.05	4.58	49.62	26.72	16.03	96.689	0.01	4
3.	0.00	3.82	11.45	25.95	58.78	149.971	0.01	4
4.	1.53	3.82	21.37	31.30	41.98	80.852	0.01	4
5.	1.53	3.82	15.26	22.14	57.25	133.101	0.01	4
6.	3.82	6.87	14.50	26.72	48.09	85.069	0.01	4
7.	12.21	17.56	38.17	14.50	17.56	28.351	0.01	4
8.	32.82	28.24	25.95	8.40	4.58	41.939	0.01	4
9.	2.29	6.87	23.66	32.82	34.35	57.872	0.01	4
10.	16.03	9.16	27.48	19.85	27.48	16.061	0.01	4
11.	0.76	5.34	5.34	22.90	65.65	190.391	0.01	4
12.	3.05	4.58	19.08	24.43	48.85	91.116	0.01	4
13.	0.76	6.87	35.11	35.95	31.10	65.147	0.01	4
14.	0.76	4.58	15.27	32.06	23.66	53.542	0.01	4
15.	1.53	2.29	19.08	24.43	48.85	91.116	0.01	4
16.	3.05	2.29	10.69	21.37	62.60	165.752	0.01	4
17.	4.58	5.34	34.35	32.06	23.66	53.542	0.01	4
18.	11.45	26.72	27.48	21.37	12.98	14.763	0.01	4
19.	5.34	6.11	31.30	24.43	32.82	47.130	0.01	4
20.	2.29	3.05	22.90	29.77	41.98	79.569	0.01	4
21.	0.00	8.40	22.14	22.14	47.33	85.544	0.01	4
22.	12.98	24.43	32.82	19.85	9.92	21.939	0.01	4
23.	6.11	9.16	29.77	19.08	35.88	43.160	0.01	4
24.	17.56	16.03	41.22	19.85	5.34	44.992	0.01	4
25.	3.05	7.63	29.01	32.82	27.48	49.437	0.01	4
26.	1.53	3.05	12.98	22.90	59.54	149.149	0.01	4
27.	5.34	13.74	31.30	29.77	19.85	31.252	0.01	4
28.	13.74	15.27	35.11	20.61	15.27	20.489	0.01	4
29.	4.58	6.11	22.12	31.30	35.88	53.389	0.01	4
30.	1.53	3.82	5.34	30.53	58.78	160.27	0.01	4
31.	7.63	14.50	35.88	17.56	24.43	30.183	0.01	4

Table (Freq. 5) Distribution of responses of Case 2 (a) on the learning strategy scale

It is evident from the table that the distribution of the responses on all the items have significant Chi-square values at the 0.01 level with df.4. In addition to the fact that on almost all items, the majority of responses fall under the high frequency responses i.e. (Mot , Alw). However, six out of the 31 items have the majority of responses massing under the low frequency responses i.e. (NR , RR), or under the moderate frequency response i.e. (Smt). Nevertheless, these six items have significant Chi-square values of response distribution. The items which have the majority of responses under the low frequency responses are items 8,18, and22 with significant Chi-square values of (41.939, 14.763, 21.939 respectively), and the percentages of the low responses on these items are (61.06%, 38.17%, 37.41%, for items 8,18,22, respectively). The items that have the majority of responses falling under the moderate frequency response are 2, 7 and, 24 with significant Chi-square values of (96.689, 28.351,49.992 respectively), and the percentages of responses on these items are (49.62%, 38.17%, 41.22% respectively).

Case 2 (b)

This group consists of 80 students enrolled in courses related to science studies. Table (Freq. 6) presents the frequency distribution of responses on the learning strategy scale for this group. By examining the table it can be noticed that on almost all items the

majority of responses fall under the high frequency responses i.e. (Mot , Alw). It is also noticed that the significant Chi-square values against, almost all items, however five out of the 31 items the majority of responses fall under the low frequency responses i.e. (NR , RR), or under the moderate frequency responses i.e. (Smt). On items 8 and 22 the majority of responses fall under the low frequency responses with the percentages of (61.25% and 45%) and Chi-square values of (35.641 and 5.125 for items 8 and 22 respectively.) Whereas, on items 2, 7 and, 24 the majority of responses fall under the moderate frequency responses i.e. (Smt), with the percentage of (56.25%, 46.25%, and 35.00%), with Chi-square values of (82.781, 35.375, and 12.875 for items 2, 7, 24 respectively).

Discussion

From the earlier findings in regards to the frequencies of learning strategies for (Case 2, a) and (Case 1 b). It is quiet obvious that for both Cases the majority of the responses on the 31 items fall under the high frequency responses i.e. (Mot , Alw). In addition to the fact that (Case 2, a) has six items out of the 31 falling under the low frequency responses i.e. (NR , RR), while (Case 1 ,b) has only five items falling under these responses. Also the items on which the responses fall under the low frequency responses are the same for both the groups.

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	6.25	3.75	25.00	28.75	36.25	33.578	0.01	4
2.	1.25	3.75	56.25	26.25	12.50	82.781	0.01	4
3.	1.25	3.75	10.00	27.50	57.50	88.906	0.01	4
4.	2.50	1.25	20.00	33.75	42.50	55.969	0.01	4
5.	0.00	5.00	12.50	17.50	65.00	110.281	0.01	4
6.	0.00	1.25	18.75	38.75	41.25	64.219	0.01	4
7.	10.00	16.25	46.25	12.50	15.00	35.375	0.01	4
8.	40.00	21.25	27.50	6.25	5.00	35.641	0.01	4
9.	6.25	3.75	25.00	30.00	35.00	32.953	0.01	4
10.	10.00	7.50	31.25	25.00	26.25	17.875	0.01	4
11.	1.25	0.00	6.25	28.75	63.75	119.219	0.01	4
12.	3.75	1.25	8.75	35.00	51.25	79.531	0.01	4
13.	3.75	7.50	21.00	26.25	41.25	37.328	0.01	4
14.	1.25	3.75	20.00	33.75	41.25	52.031	0.01	4
15.	1.25	2.50	15.00	27.50	53.75	76.969	0.01	4
16.	1.25	2.50	10.00	25.00	61.25	101.219	0.01	4
17.	5.00	8.75	30.00	21.25	35.00	27.891	0.01	4
18.	11.25	21.25	22.50	23.75	21.25	4.000	NS	4
19.	0.00	5.00	15.00	45.00	35.00	61.781	0.01	4
20.	1.25	1.25	18.75	35.00	43.75	61.656	0.01	4
21.	1.25	8.75	12.50	37.50	40.00	50.578	0.01	4
22.	26.25	18.75	25.00	17.50	12.50	5.125	NS	4
23.	7.50	13.75	18.75	23.75	36.25	19.000	0.01	4
24.	17.50	16.25	35.00	20.00	11.25	12.875	0.05	4
25.	2.50	11.25	12.50	27.50	46.25	48.266	0.01	4
26.	1.25	1.25	7.50	40.00	50.00	88.281	0.01	4
27.	6.25	15.00	26.25	20.00	32.50	16.375	0.01	4
28.	8.75	13.75	38.75	20.00	18.75	20.750	0.01	4
29.	3.75	12.50	23.75	27.50	32.50	22.703	0.01	4
30.	1.25	1.25	10.00	27.50	60.00	100.281	0.01	4
31.	5.00	6.25	32.50	31.25	25.00	29.641	0.01	4

Table (Freq. 6) Distribution of responses of Case 2 (b) on the learning strategy scale

We can conclude that the students in both the groups use 25 out of 31 strategies very of frequently. In other words, students in both cases use 80% of the strategies included in the scale.

Case 3 (a)

This group consists of 130 students of 18 to 24 years of age. It is evident from Table (Freq. 7) that on almost all items the bulk of responses fall under the high frequency responses i.e. (Mot , Alw).

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	3.85	10.00	29.23	27.69	29.23	38.385	0.01	4
2.	2.31	3.85	54.62	23.85	13.38	118.433	0.01	4
3.	0.77	3.08	12.31	23.85	60.00	153.288	0.01	4
4.	1.54	1.54	20.00	32.31	44.62	95.404	0.01	4
5.	1.54	5.38	13.82	25.38	53.85	115.779	0.01	4
6.	3.08	4.62	16.16	32.31	43.85	82.625	0.01	4
7.	11.54	13.85	46.92	11.54	16.15	59.846	0.01	4
8.	36.15	26.92	24.62	7.69	4.62	46.692	0.01	4
9.	3.08	6.15	23.85	31.54	35.38	56.933	0.01	4
10.	10.00	9.23	32.31	24.62	23.85	26.231	0.01	4
11.	1.54	2.31	7.69	25.38	63.08	176.673	0.01	4
12.	4.62	3.08	15.38	31.54	45.38	86.779	0.01	4
13.	2.31	7.69	26.15	26.92	36.92	55.276	0.01	4
14.	1.54	3.85	14.62	34.62	45.38	97.702	0.01	4
15.	1.54	2.31	18.46	29.23	48.46	102.673	0.01	4
16.	1.54	3.08	11.54	25.38	58.46	145.250	0.01	4
17.	3.85	8.46	28.46	31.54	27.69	42.769	0.01	4
18.	6.15	22.31	24.62	26.92	20.00	17.308	0.01	4
19.	2.31	6.15	21.54	34.62	35.38	63.125	0.01	4
20.	1.54	1.54	22.31	36.15	38.46	85.587	0.01	4
21.	0.77	6.92	18.46	27.69	46.15	84.587	0.01	4
22.	16.15	21.54	29.23	19.23	13.85	9.154	NS	4
23.	6.92	10.97	32.31	17.69	32.31	36.692	0.01	4
24.	14.62	10.00	42.31	23.85	9.23	49.231	0.01	4
25.	0.77	8.46	23.85	28.46	38.46	61.433	0.01	4
26.	1.54	0.77	10.77	26.15	60.77	164.135	0.01	4
27.	5.38	10.00	27.69	30.77	26.15	34.231	0.01	4
28.	11.54	13.85	34.62	23.08	16.92	22.231	0.01	4
29.	6.15	7.69	23.08	32.31	30.77	40.308	0.01	4
30.	2.31	2.31	7.69	33.08	54.62	141.327	0.01	4
31.	6.92	12.31	28.46	23.85	28.46	25.231	0.01	4

Table (Freq. 7) Distribution of responses of Case 3 (a) on the learning strategy scale

It can be seen that there are five items on which the majority of responses fall, either under the low or moderate frequency responses. These five items are 2, 7, 8, 22 and, 24. On items 2, 7and, 24 the majority of responses fall under the moderate frequency response, i.e. (Smt) with the percentage of (54.62%, 46.92%, 42.31% respectively) with Chi-square values of (118.433, 59.846, 49.231, respectively) significant at the 0.01 level with df. 4. Whereas, on items 8 and 22 the majority of responses fall under the low frequency responses i.e. (NR , RR) with the percentages of (63.07%, 37.69% for items 8 and 22 respectively) and with Chi-square values of (46.692) for item 8 significant at the 0.01 level, and (9.154) for items 22 not significant at the 0.05 level both with df.4.

Case 3 (b)

The present group is made up of 81 students with age of 25 years and over. As the case is with all the previous Cases almost on all the 31 items the majority of responses fall under the high frequency responses i.e. (Mot. and ALW). However, for this case on seven items the majority of responses fall under either the low frequency responses, or the moderate frequency responses. The items that fall under low frequency responses i.e. (NR , RR) are items 8, 18, 22 and, 24 the percentages of responses on these items are (58.03%, 48.15%, 44.45%, 48.15% respectively),with Chi-square of (29.213, 10.173, 13.136, 20.448 respectively) significant at the 0.01 level, for

the items 8 and 24 and at the 0.05 level, for items 18, and 22 all with df. 4.

ITEM NO.	PERCENTAGE OF RESPONSES					CHI-SQUARE	SIGNI FICANCE	df
	NR	RR	Smt	MOT	ALW	X^2		
1.	8.64	7.94	33.33	20.99	32.10	28.349	0.01	4
2.	2.47	4.94	48.15	30.86	13.58	61.833	0.01	4
3.	0.00	4.94	8.64	30.86	55.56	88.377	0.01	4
4.	2.47	4.94	22.22	32.10	38.27	42.944	0.01	4
5.	0.00	2.47	14.81	12.35	70.37	136.772	0.01	4
6.	1.23	4.94	16.05	29.63	48.15	61.648	0.01	4
7.	1.23	22.22	32.10	17.28	17.28	9.926	0.05	4
8.	34.57	23.46	29.63	7.41	4.94	29.213	0.01	4
9.	4.94	4.94	24.69	32.10	33.33	33.932	0.01	4
10.	19.75	7.41	23.46	17.28	32.10	13.136	0.05	4
11.	0.00	4.94	2.47	24.69	67.90	134.330	0.01	4
12.	1.23	3.70	14.81	23.46	56.79	83.191	0.01	4
13.	1.23	6.17	35.80	24.69	32.10	39.892	0.01	4
14.	0.00	4.94	20.99	29.63	44.44	55.167	0.01	4
15.	1.23	2.47	16.05	24.69	55.56	81.278	0.01	4
16.	3.70	1.23	8.64	18.52	67.90	125.043	0.01	4
17.	6.17	3.70	39.51	22.22	28.00	37.793	0.01	4
18.	19.75	28.40	27.16	14.81	9.88	10.173	0.05	4
19.	4.94	4.94	30.86	28.40	30.86	62.327	0.01	4
20.	2.47	3.70	19.75	24.69	49.38	60.784	0.01	4
21.	0.00	11.11	18.52	28.40	41.98	42.917	0.01	4
22.	20.99	23.46	30.86	18.52	6.17	13.136	0.05	4
23.	6.17	11.11	14.81	25.93	41.98	33.012	0.01	4
24.	22.22	25.93	33.33	13.58	4.94	20.448	0.01	4
25.	6.17	9.88	20.99	34.57	28.40	23.283	0.01	4
26.	1.23	4.94	11.11	34.57	48.15	69.056	0.01	4
27.	6.17	20.99	32.10	18.52	22.22	14.000	0.01	4
28.	12.35	16.05	39.51	16.05	16.05	19.679	0.01	4
29.	1.23	9.88	22.22	25.93	40.74	38.410	0.01	4
30.	0.00	3.70	6.17	23.46	66.67	125.228	0.01	4
31.	6.17	9.88	44.44	20.99	18.52	36.222	0.01	4

Table (Freq. 8) Distribution of responses of Case 3 (b) on the learning strategy scale

The items on which the majority of responses fall under the moderate frequency responses i.e. (Smt) are 2, 28 and, 31 and the

percentages of responses on these items are (48.15%, 39.51%, 44.44% respectively), with Chi-square values of (61.833, 19.679, 36.222 respectively) significant at the 0.01 level with df.4.

Discussion

It is noticed through Tables (Freq. 7 and 8) for the two age groups that both groups use most of the strategies very frequently. However, it is evident that as the students advance in age they use less strategies. Hence for the students in (Case 1,a) five strategies are used less frequently than the rest of the strategies. Whereas, for (Case 1, b) seven strategies are in the same situation. It is worth noting that four of the five less frequently used strategies used in (Case 1, a) are amongst the seven less frequently used strategies of (Case 1, b). It seems that both the groups may differ in age, still they are in agreement in regard to the less frequently used strategies.

Based on the previous analysis of the frequency of learning strategies for all the Cases. The general finding is that, most of the students in all Cases use a wide range of strategies to enhance their learning of the English language. It is important to note that none of the students in this study has received any kind of instructions on learning strategy application. The high frequency of learning strategies reported in this study, is a result of the student

own attempt to look for new ways to enhance their learning, and to manipulate available resources and opportunities for achieving a better command over the English language.

Students in all Cases agree upon the less frequent use of certain strategies. The strategy in item (No.2) "My guesses are correct" received most of the responses under the moderate responses i.e. (Smt). This may indicate that students do use this strategy, but the resulting guesses are not always correct. Which is natural giving the fact that guesses don't follow certain rules, rather they are intuitions and mostly spontaneous.

Students also agree on the strategy in item No. 8 "When I don't know an English word, I use a Hindi word instead". This strategy is less frequently used by all students. This finding can be due to the student's poor knowledge of the Hindi language, or they may be familiar with the Hindi language but prefer to look for an English alternative.

Strategy in item No. 18 "Before I speak a sentence in English I rehearse it in my mind first" received low frequency responses from all students. This result suggests that students prefer not to restrict themselves to what they have practiced, they would rather speak freely and spontaneously. They also prefer to recall what they say and make correction in case a mistake occurs. This view is

supported by the high frequency responses on strategies in items 19 and 27 which pertain to monitoring one's own learning.

Strategy in item No. 22 "I participate in conversation in English on topics I don't know much about" also received low response. Students prefer the less risky way of learning through careful listening to conversations that take place around them. This is evident by the high frequency responses on item No. 26.

The preceding analysis of the frequency of learning strategy use reveal that, all students regardless of their length of stay in India, age, or field of study use a large proportion of the strategies included in the present study. However, as length of stay in India and age progress certain strategies become less frequently used. The two classifications of age and length of stay display a gradual decrease in the number of strategies used. Nevertheless, it can be argued that, students are consciously involved in learning English. They also take advantage of available resources for improving their command over the English language.

IV.iv. REGRESSION ANALYSIS

The results yielded by the correlational analysis indicates significant relationships amongst all variables. It is also found that the use of learning strategies is strongly related to the socio-psychological variables of attitudes and motivation and also to communicative competence. Therefore, it is necessary to understand the amount of impact the different variables exert on the students' use of learning strategies. In order to achieve this end Regression analysis is used. Hence, Regression analysis is the means by which an estimation of the amount of influence the independent variables have on the dependent variables. The following are the findings of these analyses.

Case 1 (a, b and c)

The results for this case are presented in Table (Reg.1). Application of learning strategies for the fresher students (Case 1,a) is significantly influenced by both the attitudinal and motivational variables. Amongst the attitudinal variables, the students' ATT.LE makes the highest influence with 20% on learning strategy use, followed by ATT.ESL 17% and ATT.NE with a mere 04%. The motivational variables similarly show a significant impact on L.St. The highest influence is accounted for by INTG.MOT with 19%

followed by MOT.INTSY with 17%, and last INST.MOT with 11%. These findings along with Comm.Comp at 14% signify a strong relationship between the socio-psychological variables and learning strategy use. The presence of a congenial and friendly environment creates a good deal of enthusiasm in the fresher student and encouraged them to establish social relationships and involve themselves in interaction.

	CASE1		
VARIABIE	**a**	**b**	**c**
ATT.NE	0.04	0.01	0.01
ATT.LE	0.20	0.03	0.15
ATT.ESL	0.17	0.04	0.16
MOT.INSTY	0.17	0.16	0.16
INTG.MOT	0.19	0.07	0.28
INST.MOT	0.11	0.04	0.18
COMM.COMP	0.14	0.09	0.47

Table (Reg.1) Effect of all variables on the use of L.St. of (Case1 a,b,c)

For students of medium stay in India (Case 1, b) the influence of the attitudinal and motivational variables on L.St use is low ranging from 1% to 7% (Table,Reg.1). However, MOT.INTSY shows the highest impact with 16%. These results signify that for this group

of students L.St use is primarily influenced by the students degree of MOT.INTSY and by Comm.Comp 9%.

Students with the longest period of stay in India (Case 1, c) display the strongest impact on L.St. Through Table (Reg.1) it can be noticed that L.St are greatly influenced by Comm. Comp 47%, and INTG.MOT with 28%. Similarly, L.St use is influenced significantly by the rest of the attitudinal and motivational variables with INST.MOT 18%, ATT.ESL and M.INTSY at 16%, ATT.LE 15%, and ATT.NE 01%. It is evident through these results that with progress in length of stay in India students communicative abilities become more influential on the choice and use of learning strategies. Students also become more socially established with the host environment.

Differences in students' length of stay in India reveal varied patterns of impact on the use of learning strategies.

Case 2 (a, b)

Findings presented in Table (Reg.2) indicate significant influence of the attitudinal and motivational variables on learning strategy use. For students enrolled in courses of humanities (Case 2, a) L.St are strongly influenced by INTG.MOT with 27%, MOT.INTSY 23% followed by ATT.ESL with 16%, ATT.LE 14%

Comm. Comp 13% and INST.M with 11%. Conversely, students of science courses (Case 2, b) reflect a lesser degree of impact of attitudes and motivation on learning strategy use.

VARIABLE	CASE 2	
	a	b
ATT.NE	0.01	0.03
ATT.LE	0.14	0.09
ATT.ESL	0.16	0.09
MOT.INSTY	0.23	0.12
INTG.MOT	0.27	0.06
INST.MOT	0.11	0.07
COMM.COMP	0.26	0.13

Table (Reg.2) Effect of all variables on the use of L.St. of (Case2 a,b)

For this group the attitudinal and motivational variables account for a range of 6% to 9% of L.St use. However, Comm.Comp indicates a significant influence of 16% on L.St use. For both Cases ATT.LE has a minimal impact on L.St with 01% for both the Cases. These results suggest that the academic demands of the students could have a significant role in influencing these relations.

Case 3 (a, b)

Results of the two age groups are given in Table (Reg.3). Both Cases (a) and (b) indicate similar degrees of influence of attitudes and motivation on L.St use. Through the Table it can be noticed that L.St use is significantly accounted for by the social psychological variables of attitudes and motivation.

VARIABLE	CASE 3	
	a	b
ATT.NE	0.04	0.01
ATT.LE	0.12	0.13
ATT.ESL	0.13	0.09
MOT.INSTY	0.14	0.22
INTG.MOT	0.16	0.16
INST.MOT	0.09	0.10
COMM.COMP	0.13	0.19

Table (Reg.3) Effect of all variables on the use of L.St. of (Case3 a,b)

For older students (Case 3, b) however, L.St use is significantly influenced by MOT.INSTY (22%) and Comm. Comp with (20%). These findings highlight that age does not act as a strong differentiating factor in determining the influence of attitudes and motivation on L.St use.

The preceding regression analyses on learning strategies reveal that the social psychological variables of attitudes and motivation have significant impact on the application of learning strategies. These findings consolidate MacIntyre's (1994) model in which learning strategies, attitudes, and motivation, among other variables are integral part of a social psychological system that leads to efficient use of learning strategies. Furthermore, in the present study, length of stay emerges as the strongest differentiating factor in determining the strength of relationships and impact of attitudes, motivation and communicative competence on the one hand and learning strategy use on the other.

The relationships between attitudes and motivation on one hand, and learning strategies on the other appear distinctively. Learners who are highly motivated to learn the English language and hold positive attitudes towards the language and its speakers, use a variety of learning strategies with considerable frequency. Not only high strategy use does relate to attitudes and motivation, but also relates to the students' high degree of communicative competence.

Amongst the three learner factors - length of stay in India, field of study, and age group - length of stay emerges as the strongest distinguishing factor. It is observed that students who have more in language-context experience with the language simply

become more comfortable with the language and its speakers. In the first three years of stay in India students show sincere enthusiasm about learning the English language. This enthusiasm is expressed through the favourable attitudes towards learning English, and towards ESL in India. They also express high degrees of motivational intensity and integrative and instrumental motivation.

In addition to the high frequency of learning strategy use and high self rating on the communicative competence scale, however, as stay in India extends for 4-6 years, the enthusiasm expressed earlier starts diminishing significantly, especially when correlational and regression analyses are examined. As stay in India extends for 7 years and above the students enthusiasm makes a significant recovery. Findings suggest that as students stay in India for varying periods they pass through three phases of language learning. **In the first phase students possess favourable attitudes towards the language and its speakers, and towards learning it. They also exhibit strong relatedness amongst all the variables (namely; attitudes, motivation, learning strategies, and communicative competence). In the second phase students pass through a state of fossilization or cryogenation. Students also show a degree of dissociating significantly all variables from one another. In the third phase students considerably recover the favourable attitudes. They also start re-linking the variables to one another.**

Fossilization occurs when students incorporate incorrect form or grammatical structures into their relatively fixed, or completed, version of the target language (Krashen 1977). Brown (1987) suggests the term "cryogenation" in cases where fossilization is reversible. The recovery of the senior students from the phase of cryogenation is evident through the strong impact of their communicative competence on learning strategies.

Findings of the present study incorporate Oxford and Nyikos' (1989) results that motivation determines the degree of involvement in language learning through the frequency of learning strategy use. Findings also support MacIntyre's (1994) model for the social-psychological influence on strategy use. Had students been taught how to learn and use the English language on their own, they may not have had to go through the fossilization phase. Teaching students merely grammar and structural forms is not enough to equip students with competence in any of the four skills of language. Students ought to be taught how to learn, infer and deduct meaning, how to maintain what they learn, how to retrieve what they have learnt and how to monitor their own learning. Unless these considerations are addressed, language learning will remain a school subject like any other subject. Except for those students who venture out of their monolingual environment, language will remain devoid of its soul function of sustaining contact and communication between peoples.

IV.v. SUMMARY OF FINDINGS

- All the students have favourable attitudes towards : learning English: towards English in the Indian ESL context and it speakers. In contrast, all the students express low to unfavourable attitudes towards Native English.
- Length of stay in the Indian ESL emerges as the strongest differentiating factor of learners' profiles.
- All students have a combination of integrative and instrumental motivation.
- Learning strategy use decreases gradually as stay in India extends.
- Senior students dropped strategies that have ceased to facilitate learning or have achieved their purpose of enhancing learning at a particular stage.
- All students regardless of length of stay in India, age, or field of study use a large proportion of the strategies included in present study.
- As stay in India and age progress certain strategies become less frequently used.
- Regression analysis reveals that, learning strategies are influenced by the social psychological factors namely, attitudes and motivation.

- For senior students learning strategy use is strongly influenced by the students' communicative competence.
- The study reveals positive and significant relationships among all variables, namely: attitudes: motivation: learning strategies, and communicative competence.