

CHAPTRE – ONE

INTRODUCTION

1.1 General Background

Generally the term second language refers to the language other than first language. Therefore, second language refers to the learning of any language different from mother tongue. Language is the most widely used means of communication.

According to Sapir (1921,p.8), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”. Human beings use elaborated communication system by means of language. It is a means by which we express our feelings, thoughts, ideas, experience, desires, and emotions etc. language, therefore is at the center of human life and it is used for various purpose such as personal ,social ,academic, official and soon.

Language is defined variously by different linguists Finocchiaro states, “language is a system of arbitrary, vocal symbols which permit all people in a given culture to communicate or to interact” (as cited in Brown, 1994, p.4). Similarly Hall (1968) defines language as “an institution where by humans communicates and interacts with each other by means of habitually used oral auditory arbitrary symbols (as cited in Lyons, 1981, p.4).

Likewise, Wardhaugh (1972,p.3) defines language as “.....a system of arbitrary vocal symbols used for human communication.”According to

Todd (1987, p.6) “a language is a set of signals by which we communicate”.

To conclude language is the most highly developed and most frequently used means of communication which involves transmission of information from a sender to a receiver. It is a voluntary vocal system of human communication.

There are thousands of languages in the world. These languages are the tools for human beings to communicate with other, among them English is the only one language which is widely accepted and popularly used language in the world context as a lingua franca. It has gained the status of mother tongue in some countries. English is one of the six official languages of the United Nations which plays important role for globalizing the world. The idea of global village is fast becoming a reality through medium of the English due to the technological progress in transportation and communication, the rapid acceleration of industrial development of information technology, explosion of knowledge and literature etc. in the history of the human race and international language for communication was required .There are many languages in the world among them English is the most widely used language today because it has gained the status of international language. “It is global language” it is supported by the following quotation:

More than sixty countries of the world use English as official language .one third books of the world have been written in English language and more than three hundred fifty million people of the world speak English on their native language. It has the largest

vocabulary perhaps as many as two million words and one of the noblest bodies of literature (Stapit et.al, 1994, p.21).

Nepal is an active member of international organization such as the UNO, SAARC, UNESCO, and etc. it has established the diplomatic relation with many countries. In Nepal, English is a most for academic activities because it is taught as a compulsory subject from grade one to Bachelor level. Not only this, it is equally important for those fields such as office, trade, industry, science and technology, medical sector, media, travel and tourism etc. people have the positive attitude towards English. When people desire to attempt the test of TOEFEL, IELTS etc. study in foreign countries like the UK, the USA, Canada, Australia etc. they should have sound knowledge of English.

1.1 Language Acquisition and Learning

The term ‘Acquisition’ is used to refer to subconscious picking up a native language in a natural setting where as learning refer to the conscious study of language which generally involves formal schooling and usually, restricted to L2 learning. Acquisition and learning are related to first and second language respectively. It means first language is acquired and second language is learned. Acquisition is a term which is used here for the process of acquiring language. For acquiring language natural and largely random exposure is needed. In Krashen and Terrell’s (1983, p.19) words “Acquisition can take place only when people understand message in the target language” . In the first language acquisition, there is a greater amount of time and language exposure for the children then second language learning. In case of first language acquisition, children are exposed to a vast variety of language during their

waking hours but in case of second language learning, limited amount of language is exposed which is not sufficient for effective learning of language. Learning of language not only facilitates communication but it is also a powerful tool of acquisition of knowledge, information, attitude, skills, values and beliefs.

In the process of socialization in multi cultural society, many learners are multilingual in the sense that in addition to their mother tongue they also acquire some competence in more than one language. They acquire their mother tongue at home and acquire additional language when they go to school as per curricular requirements. Thus, children acquire second language as per the requirement and environment. The acquisition of the second language depends on the interaction of the language be it in the neighborhood or in the school (Bhatta 2009.p.12).

Krashen et. al (1979,p.5) states “Studying a second language taught by teachers, using textbook, taking formal classes, learning the rules, vocabulary, grammar and idioms of second language is an example of conscious acquisition. It is acquired when the children go to school”. In case of children who do not have an access of schooling they may acquire working knowledge of second language through interaction and more so through media, radio and television.

In Nepal children learn English as a compulsory subject from grade one to tertiary level. It is taught as a foreign language. Children whose mother tongue is Nepali learn it as second language and the children from linguistic minority group may learn it as a second or third language. So,

“Second language learners are far behind the children whose mother tongue is English”.

1.1.1 Second Language Acquisition

Second language acquisition refers to the subconscious process by which a language other than the mother tongue is learnt in a natural or tutored setting. A second language can be acquired in a variety of ways at any age, for different purpose and to varying degrees. According to the Ellis (1985,p.5), “second language acquisition refers to the study of how learner learns an additional language after they have acquired their mother tongue. Second language acquisition is used as a general term that embraces both untutored (naturalistic) acquisition and tutored (classroom) acquisition”.

Similarly Cook (2008,p.1) defines second language acquisition as “An academic subject recently emerged which looks at second and foreign language learning from a scientific perspective “. This definition suggests that second language acquisition innovates new principles and perspective through research, studies and other experiment on language learning and teaching. To define second language acquisition explicitly and distinctively, Gass and Selinker (2008,p.1) write:

It is the study of how second language are learned. In other words, it is the study of the acquisition of a non-primary language that is the acquisition of a Language beyond the native language. It is the study of how learners create a new language system with only limited

exposure to a second language. It is the Study of what is learned of a second language and what is not learned; it is the Study of why most second language learners don't achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native like proficiency in more than one language.

Thus, second language acquisition is the study of how a language different from the learners first language is acquired or learnt. It is rather complex field which is devoted to understand the processes underlying in the learning of a second language.

The term 'Second Language' does not strictly refer to the language next in order after the first language; it can be in order whether third or fourth or of any position but it is the one which is learnt after the first language has been learnt. Similarly Mitchell and Myles (2004,p.5) says, "The learning of 'second' language takes place sometime later than the acquisition of the first language" .

There is no single way in which learners acquire knowledge of second language. Different learners in a different situation learn a second language in different ways. Many young children whose parents speak different language acquire a second language in circumstances similar to those of first language acquisition. On the other hand majority of people are not exposed to a second language until much later. In this regard Yule (1996,p.90) states:

“Most people attempt to learn another language during their teenage or adult Years in a few hours each week of school of time (rather than constant Interaction experienced by a child) with a lot of occupations and with an already Known language available for most of their daily communicative requirement”.

So, the term second language acquisition refers to the conscious or sub – conscious process of learning second language in natural or tutored setting. It covers the whole development of phonology, lexis, grammar and pragmatic knowledge.

1.1.1.1 Instructed Second Language Acquisition

A distinction can be made between naturalistic and instructed second language acquisition according to whether the language is learnt through communication that takes place in naturally occurring social situation or through study with the help of ‘guidance’ from reference books or classroom instruction. In instructed second language acquisition the learner typically focuses on some aspect of the language system (Ellis 1995, p.12). In other words, the term exists in opposition to ‘naturalistic language learning’. The difference between two types of learning can be examined from a sociolinguistic, a psycholinguistic and an educational viewpoint.

Sociolinguistically, the distinction between classroom and naturalistic L2 learning can be viewed as one of domain .The domains of classroom and naturalistic learning can be distinguished with reference to such factors as

location, participants, topic and purpose (Fishman, 1964, as cited in Ellis 1990, p.1).

Psychologically, the key distinction is between formal and informal language learning. Formal learning involves some kind of social activity on the part of the learner .e.g. an attempt to learn *about* the language by obtaining information about explicit rules of grammar. Informal learning takes place through observation and direct participation in communication. The psycholinguistic difference between classroom and naturalistic learning may not be absolute but it is nevertheless significant (Krashen and Seliger, 1976; d' Anglejan, 1978, as cited in Ellis 1990 p, 2).

Educationists often distinguish the idea of formal training and apprenticeship. Formal training typically occurs in classroom. It involves some deliberate attempt to shape the learning experience in the belief that by doing the learner will be able to acquire knowledge more efficiently. Thus, Stern (1983, p. 19) defines classroom language learning as 'learning which has been induced or influenced by some form of deliberately planned social intervention' (as cited in Ellis 1990, p.2). Apprenticeship involves learning by doing. No deliberate attempt is made to shape the learning environment by devising a syllabus or providing special activities. The learner-apprentice works side by side with the master-craftsman and 'picks-up' skills through observation and practice.

1.1.2 Types of Language Acquisition

There are different types of language acquisition they are related to second language acquisition in different ways. Child language acquisition

has had the most profound influence in terms of the field but in more recent years ties have been strengthened between heritage language learning and second language acquisition and between bilingual\multilingual research and second language acquisition.

1.1.2.1 Third Language Acquisition

Third Language Acquisition refers to the acquisition language after the learners have acquired two languages including the L1 and L2. Gass and Selinker (2008) present the view of Cenoz and Genesee (1998,P.5) as:

Multilingual acquisition & multilingual acquisition & multilingualism are complex phenomena. They implicate all the factors & processes associated with second language acquisition & bilingualism as well as unique & potentially more complex factors & effects associated with the interaction that are possible among the multiple language begin learned & the process of learning them.

The third language acquisition is accepted to be a complex phenomenon because of the certain factors that determine the success rate of acquisition. These are the variable that throw impact on the extent to which learner's can acquire the L3 competence & interaction abilities among the multilingual of the community. They should be able to switch the code according to the context they are in this phenomenon is specifically understood here as interaction ability. According to Gass & Selinker (2008, p.1) "..... There are a number of variables that will influence the acquisition of the L3. Among these are the age at which L3 learning begins, the contexts of acquisition, individual character of learners and language distance among the three (or more) language".

The factors are the learner related (such as first and third factor), context related (such as second factor) and language related (such as the fourth factor). The factors of similar characterization are common in L₂ acquisition too. Apart from these factors there are many areas that impact on the third language acquisition, including sociolinguistic, psycholinguistic & cross linguistic influences with regard to sociolinguistic issues, there are a number of issues to consider such as the purpose for learning a second or third language. For example in many parts of the world, or in many industries or professions, English has become the virtual *lingua franca* or language used for basic communication, as is the case for Spanish in some areas of the United States. This is quite different from a bilingual home situation. From a psycholinguistic perspective, there are differences for multilingual speakers in how the lexicon is organized with regard to cross linguistic influences, we presented examples above that demonstrate how learners of a third language have multiple resources to draw on. Some of the determining variables might be proficiency in the languages known, as well as in the target language, age of user, and linguistic closeness of the languages in question, among others. (Gass & Selinker, 2008, p.22).

1.1.2.3 Heritage Language Acquisition

Heritage language acquisition is a form of second language acquisition and a form of bilingualism. Heritage language learners have knowledge of two languages (the home language and the language of the environment (school), and they are usually dominant in the second language.

Heritage language has been offered by Polinsky as cited in Gass and Selinker, (2008, p.23) as “first for the individual with respect to the order of acquisition but has not been completely acquired because of the switch to another dominant language. An individual may use the heritage language under certain conditions and understand it, but his/her primary language is a different one”.

Heritage language speaker is a relatively recent term having its origins in educational literature. Heritage language speaker are, broadly speaking, those who have been exposed to a language of personal collection. Valdes (2001b, p.38) notes “it is the historical and personal connection to the language that is salient and notes the actual proficiency of individual’s speakers. Armenian, for example, would be considered a heritage language for American students of Armenian ancestry even if the students were English speaking monolinguals”.

So, heritage language acquisition is a form of second language acquisition and form of bilingualism and it is just for a sake family or cultural rituals, and it is not for complete and primary communication purpose. The speaker cannot fulfill their entire communications functions from the heritage language.

1.1.2.4 Bilingual Acquisition

Bilingualism is a broad terms and like heritage language acquisition, has many forms and configurations. Often the term bilingualism used loosely to incorporate multilingualism, Bhatia (2006,p.5) states that “the investigation of bilingualism is a broad and complex field, including the

study of the nature of individual bilinguals knowledge is used two (or more) languages”.

Cenoz (2005,p.38) in her review of Bhatia and Ritchie’s book, (cited in Gass and Selinker) states “the editors make a remark in the introduction about the use of word ‘bilingualism’ in the title of the book and say that they don’t exclude additional language and the chapters in the book include the ‘full range of multilingualism’ however, the use of the term bilingualism is problematic because the Latin prefix ‘bi’ means’ two’. The concept of bilingualism is interpreted differently in the field of second language acquisition versus fields such as psychology and education that is second language research reserve use of the term for only those that are truly as shown through some linguistic measure, the equivalent of native speaker as of two languages.

Thus, from the perspective of second language researches, bilingual is a difficult term. In its strict meaning it, refers to someone whose language is in a steady state and who has learned and now knows two languages. This use of the term does not appear to be the case in some of the psychological and educational literature on bilingualism. For example, Edwards (2006,p.7) starts off his article on the foundation of bilingualism by saying “Everyone is bilingual”. That is there is no one in the world (no adult, anyway) who does not know at least a few words in languages other than the maternal variety. He goes on to say “it is easy to find definitions bilingualism that reflect widely divergent responses to the question of degree”.

Bhatia (2006,p.5) states this in an interesting way when he says “the process of second language acquisition of becoming a bilingual”. Thus Bhatia and Edwards are referring only to two different phenomena.

Edwards is saying that one is bilingual at any point in the second language learning process, whereas Bhatia is referring only to the end point has to be “native” or not.

Valdes (2001,p.40) also discusses the issue of degree when she says “the term bilingual implies not only the ability to use two languages to some degree in everyday life, but also the skilled superior use of both languages at the level of the educated native speaker”. This is a narrow definition for it considers the bilingual as someone who can “do everything perfectly in two languages and who can pass on detected among monolingual speaker of each of these two languages”.

Finally, Deuchar and Quay (2000,p.1) define bilingual acquisitions as “The acquisition of two languages in childhood” .Valdes (2001,p.41) illustrates a bilingual continuum which is far-reaching and overlaps to some extent with second language acquisition.

Thus, broadly speaking, learning more than one language with no regard of level of competencies can be included under the notion of bilingual acquisition.

1.1.2.5 First Language Acquisition

Every child who is not cognitively impaired acquires the first language amazingly. A normal human child is exposed language as soon as possible after his /her birth and learns the language naturally, automatically and effortlessly. All the children go through approximately the similar stages while acquiring the first language, e.g. crying, cooing, and babbling to saturation. the empirical research base tells us that, for children who grow up monolinguals, the bulk of language is acquired

between 18 month and three to four years of age and child language acquisition happens in a predictable pattern(Ortega,2009,p.3).The field has been important to learn since much second language acquisition research parallels development in child language acquisition. That's why, even though first language acquisition is not the concern of my study. My study includes only instructed second language acquisition. In the process of language acquisition, different factors play important role.

1.1.2.6 Factors Affecting Second Language Acquisition

Second language learning takes place in formal situation with in limited time which is affected by different environmental and psychological factors. Brown (1987,p.30) names them as social culture and personality factors and writes, “second language learning is not just learning one language rather than learning its culture and society where the language exists”.

It is very important to under the culture of the society of which language we are learning. The language is closely interrelated with the living style, beliefs, ideas and customs of the related society. The culture is associated with language. So if one is learning a second language indirectly he/she is learning the culture of that society and the learner need to understand the culture of that society to acculturate with that society. In the process of second language acquisition there are different factors which affect the rate of success in it. They are personal and environmental factor.

Personal factors consist of abilities to acquire second language. They include intelligence, motivation, attitude, aptitude of the learners towards second language acquisition. The literature suggests that most children

begin their schooling with the desire to learn successfully. Although there are personal and environmental factor, Ellis(1985,p.5) broadly categorized it into two categories, namely personal and general factors. The factors are particularly said to influence the rate of success rather than the route of learning.

1.1.2.7 Personal Factors

Personal factors are related to the individual traits that affect SLA. They are the combined form of the qualities that an individual possesses. Though the complete list of personal factors is difficult to find out, Ellis (1985) has presented the following factors.

a. Group Dynamics

Group dynamics refers to the contribution made from the part of learners in group in terms of SLA. Learners, by nature, expose different behaviors in their group. These behaviors affect the rate of learning either positively or negatively, e.g. healthy competitiveness positively affects learning whereas too much anxiety and feeling of jealous to other in group might hinder learning.

b. Attitude to the Teachers and Course Materials

Those who have positive attitude towards them benefit much from learning whereas learners with negative attitude may feel discomfort in learning. As a result, there rate of learning get influenced.

c. Individual Learning Techniques

Learners employ different technique in SLA. Selection of such techniques might be influenced by individual preferences, the context of learning, level of proficiency etc. techniques are the specific ways that learners follow to obtain input and process it whatever the techniques might have been adopted, they affect the rate of learning in second language, for example in order to learn the main points within a topics, some learners make some out of them, some memories all the points and some others just memorize the first letters of each points etc. thus, the adoption of individual learning techniques affects SLA.

1.1.2.8 General Factors

General factors are the variables that are found in all the learners but not confined to individuality. They do influence each and every individuals learning but to a greater or lesser extent. Ellis (1985) has talked about some general factors they are as follows:

a. Age

Age of the learners invariably affects the rate of learning in second language. It is commonly believed that children are better learners than adults in the sense that they can achieve native like competency. The same idea is reflected in critical period hypothesis develop by Penfield and Roberts (1959)and Lennederg (1967, as cited in Ortega, 2009, p.25). They state that learning becomes automatic effortless and natural before puberty due to the fact that our mind retains elasticity till that time and that is lost later. The elasticity of mind is lost not in the sense of no

learning but learning after puberty become forcible and slower. Therefore, age of the learners influences SLA.

b. Cognitive Styles

Cognitive styles are a term used to refer to the manner in which people perceive, conceptualize, organize and recall information (Ellis 1985, p.41). Learners, on the basis of cognitive styles fall into two classes, namely field dependent and field independent. Field dependent learners are holistic, socially sensitive and have personal orientation whereas field independent learners are analytic, socially unaware and have impersonal orientation. Both of the style may influence SLA depending upon the context.

c. Aptitude

The term ‘Aptitude’ refers to the special ability required to learn a language. It is one’s potential for language learning. J.B.Carroll is said to be the originator of aptitude study.Carroll and Sapon(1959,) identify three major components of aptitude:1.phonetic coding ability,2.grammatical sensitivity, and 3.inductive language learning ability(as cited in Ellis,1985,p.112).the effects of aptitude on language learning have been major in terms of the proficiency levels achieve by different classroom learners. Since aptitude is language special ability, it affects SLA.

d. Attitude and Motivation

Attitude is someone’s view regarding something. Learners have different attitude towards the course, teachers, evaluation process and language teaching as a whole. The learner who have positive attitude towards second language, its culture and speakers of that language tend to be successful learners whereas those who are negatively influenced by the

aforementioned factors feel difficulty to learn the language. Thus, attitude is also one of the determinants of SLA.

Motivation is define as the inner drive towards language learning.

Lambert (1972) defines motivation in terms of second language learners' overall goal or orientation (as cited in Ellis 1985, p.118).A person's behaviors are guided by certain needs and interests which influence how he/she actually performs. The more the learner is motivated, the better the result is. Despite the fact that motivation has crucial role in SLA, it can't be measured directly. However, the level of motivation in the learners is inferred from how he/ she actually perform. Motivation has been divided into various ways. Gardener and Lampert (1979, as cited in Larsen Freeman and Long, 1999, p.175) talk of two types of motivation: interrogative and instrumental. Similarly, Brown (1981, as cited in Ellis 1985 p.118) has given three types of motivation viz. global motivation, situational motivation and task motivation. Whatever the type of motivation, it tends to affect SLA.

e. personality

Personality is the combined from of personal traits that a person possesses. Eysenck (1964) indentifies two kinds of personalities: introvert and extrovert (as cited in Ellis, 1985, p.120). An introvert is someone who is happier with a book than with others where as an extrovert is one who is happier with people than a book. Extroverts learn more rapidly and more successfully than introverts because they find it easier to make contact with other people therefore, obtain more input and more international feedback. However both the personalities may influence SLA depending upon the context of learning.

f. Intelligence

It has been revealed that intelligence leads to a greater success in the acquisition of second language because intelligence is a growing phenomena. So it is defined as a general cognitive problem solving skill and the mental ability involved in reasoning, perceiving relationship and analogies, calculating and learning language quickly.

In this context, Paul and Don (1994, p.42) define intelligence as “A general aptitude for learning characterized by the abilities to learn and to deal with abstractions and to solve problems and to acquire language”.

According to Brown (1993, p.13) intelligence is the linguistic and logical mathematical abilities, success in any type of learning in life in general seems to be a correlate of intelligence.

Similarly, intelligence plays an important role in the learning process and second language acquisition. Kinlaw and Kurtz (2007, pp.265-311) say “intelligence plays a potent role in the process of second language acquisition. In their study they found that there is positive and significant relationship between intelligence and second language acquisition.

Likewise, Ulchol and Young (2006, pp.287-292) examined the factors that contribute to the high achievement on second language acquisition of Korean students. According to them, intelligence is one of the determinants of second language acquisition. Students attribute their success to effort and failure to a lack of intelligence.

Moreover, Moshe (2001, p.199) say “intelligence leads to a succession of performance failure. He says that students who have low intelligence cannot attain their goals. Thus, poor achievement in second language acquisition is a marker for low intelligence.

Rayhill (2001, pp.24-98) investigated the factors contributing to success or failure of linguistic minority children in New York City. According to him, intelligence in second language acquisition has a profound impact

on second language acquisition. Minority children struggle against the adverse effect of discrimination in school which hinders their intelligence in the learning process and ultimately hinders their language acquisition. Mitchell and Myles (2001,p.24) say “ Intelligence is related to the acquisition of second language and second language learners who are above average on formal measures of intelligence lead to do well in second language acquisition”.

Ellis (1995, p.12) says “Intelligence stimulates the learner to acquire language and it will lead them to achieve better in second language acquisition.

Besides the factors as described by Ellis, there are several other factors that are responsible to bring variation among second language learners. Some of the relevant factors are dealt here briefly:

1.1.4.3 Other Factors

a. Affect

American Heritage Dictionary “Affect is a feeling or emotion as distinguished from cognition, through or action” (as cited in Gass and Selinker, 2008, p.398). So, it is the feeling or emotion that somebody has about something. In case of language learning it refers to the feeling or emotional reaction of individual towards any language, its speaker and culture. Learners with positive attitude towards any language being learned, its native people and their culture are influenced positively and they tend to learn the language easily, whereas those who are negatively affected by the above mentioned factors tend to be lagged behind they feel language shuck, culture, too much anxiety and their affective filter goes high. As a result, such high affective filter stops much of the input from being intake and language learning becomes slower and sometimes,

even fossilization. Thus, affect is one of the powerful factors influencing SLA.

b. Social Distance

The concept of social distance is based on Schumann (1978, p.11)'s acculturation model which states that learning second language is a process of adopting target language culture. Social distance means the gap between target language and second language learners. When learners do not feel an affinity with the target language community, they create social and psychological distance from the speakers of target language community. As a result, second language learning becomes slower and to some extent likely to be fossilized. Schumann (1978) list the following factors which determine good language learning situation (as cited in Ellis, 1985, p.252):

- a. The target group and second language learner group view each other as socially equal.
- b. Both groups are desirous that second language learner group will assimilate.
- c. The second language learners' culture is congruent with that of the target language group.
- d. Both groups have positive attitude to each other and soon.

He also mentions that bad learning situation is created when one or more of the above variables are not favorable. Thus, condition should be created in such a way that the social distance between the second language learners and target community is narrowed down. When the physical and psychological distance is greater, the learners can't progress further and their language is pidginizing e.g. Alberto, an Spanish learner of

English couldn't progress due to the greater social distance (as cited in Eliis (ibid).

c. Learning Strategies

Learning strategies are the internal processes which account for how learners handle input data and utilize second language researches in the production of the message in second language. They are the techniques or deliberate actions that the learners used to make language learning more successful, self directed (Rubin 1975, p.43) defines learning strategies as techniques or device which a learner may use to acquire knowledge(as cited in Larsen-Freeman 2007,p.159). In the words of (Cohen1998,p.4 as cited in Gass and Selinker,2008,p.518):

Language learning strategies are those processes which are consciously selected by learners and which may result may action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, an application of information about the language.

Thus, the definition reveals that learning strategies are consciously decided and used by learners to enhance their second and foreign language acquisition and such strategies are mostly mental action.

In this study Raven's Progressive Colored Matrices will be used to measure intelligence of primary school children and its effect on instructed second language acquisition. Hence, the concept defined by J.C. Raven in (1956) has been accepted such as the ability to observe objects, think clearly and recall of information in language acquisition is intelligence.

1.2 Review of Related Literature

As every new task requires the knowledge of previous works which helps and directs to reach the new target for finding out new things or ideas.

Regarding the effect of intelligence not enough studies have been carried out in the Department of English Education. Some of the studies related to my research topics are reviewed as follows:

Horn, (1989) has developed a theory of intelligence that specifies two broad factors, fluid abilities and crystallized abilities, along with numerous specific factors that support the general ones. Fluid intelligence represents one's ability to reason and solve problems in novel or unfamiliar situations. Crystallized intelligence, on the other hand, indicates the extent to which an individual has attained the knowledge of a culture. According to Horn (1989), the Gf - Gc theory can also be thought of as a theory of multiple intelligences because of the relative independence of fluid and crystallized abilities (characterized by distinctly separate patterns of co variation). Horn also argues that the expressions of these abilities "... are outcroppings of distinct influences operating through development, brain function, genetic determination, and the adjustments, adaptations, and achievements of school and work" (Horn, 1989, p. 76).

Lohman (1989; 1993) has coupled information processing theories of learning (e.g., Anderson, 1983) with the Gf - Gc theory (e.g., Horn, 1989) in order to characterize the relation between learning and intelligence. It has been known for some time that crystallized intelligence was the product of the acquisition of knowledge (i.e., experience). However, recently Lohman (1993) has argued persuasively that fluid intelligence

(i.e., the ability to reason in novel situations) may also be amenable to learning. In fact, he espouses that schools would benefit from direct instruction and testing of fluid abilities.

A recent volume edited by Ackerman, Sternberg, and Glaser (1989) presents several current approaches that integrate information processing theories of learning with theories of individual differences in abilities. Two widely acknowledged views have come from Ackerman (e.g., 1993) and Lohman (1989; 1993). The next two paragraphs briefly summarize these researchers' views.

Ackerman (1993) has adapted aspects of John R. Anderson's theory of cognitive skill acquisition (e.g., Anderson, 1983) and coupled it with a theory of intellectual abilities proposed by Marshalek, Lohman, and Snow (1983). The integration has produced a hybrid theory which claims that as learning occurs, intellectual differences are reduced for tasks that have a consistent problem-solving structure. In contrast, intellectual differences become magnified for tasks that have variable (novel?) problem-solving structures. In other words, with practice peoples' intellectual abilities will be either similar or different, depending on the nature of the mental processes required to solve different types of problems.

Khadka (2009) had carried out a research on correlation between linguistic intelligence and proficiency in reading and writing in EFL classroom. Her main objectives were to find out the linguistic intelligence profile and level of language proficiency of the students and to compare the linguistic profile of the level of students with the language

proficiency. She found that the linguistic intelligence of female students is a little bit higher than that of male students.

Dhami (2011) had carried out a research on ‘Multiple Intelligence Approach to Teaching Reading Text’. His main objectives were to find out the effectiveness of multiple intelligence approach to teaching reading texts at secondary level. He found that the Multiples Intelligence contributes to the development of reading comprehension.

Although the research work mentioned above are related to intelligence, none of the research has been carried out to show the relationship of intelligence with SLA. So this study seems different and it will try to find new things.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To show the relationship of intelligence with second language acquisition
2. To compare the status of intelligence and achievement of primary school children.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

The present study is about the effect of intelligence on instructed second language acquisition. The study attempted to examine effect of SLA on second language acquisition .It is known fact that many successful people were judge to be failure at schools- brilliants scientist, leaders, writers,

entertainers, religious and political leaders, according to the narrow definition of what constitutes intelligences. Everybody possesses enormous talent which is often under-valued, unknown and under-developed, the vast range of capabilities that have a value in life and organizations, world rediscovering and promoting for the benefit of the society and person both. To quote Chapman (2003-2009), valuing people for who they are, what they can be and helping them to grow and fulfill their potential.

The study will motivate the teachers to make daily lesson plans, designing learning activities and preparing materials and implementing them appropriately. More particularly to language teaching practitioners significant to the subject experts, parents, language trainers, students and. This study is beneficial to all who are interested in learning second language. More specially, it is beneficial to those learners and teachers who are directly or indirectly involved in teaching, learning process. Moreover, this study is also being useful for prospective researchers who want to carry out researches on similar area.

CHAPTER-TWO

METHODOLOGY

To fulfill the specific objectives of the study the following methodology has been adopted.

2.1 Sources of Data

Both primary and secondary sources of data were used to carry out the research.

2.1.1 Primary Sources of Data

This study was mainly based on the primary sources of data; the primary sources of data were the students of class three at private and government schools.

2.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted different journals, articles; research reports, different books related to the research area. Some of the secondary sources will be Gass and Selinker (2008), Ellis (1985), Cook (2008), Paul and Don (1994), Cenoz (2005), Valdes (2001), Brown (1993) etc.

2.2 Sampling Procedure

I selected Kathmandu valley as research area of my study. I selected two; Public and private schools using judgmental non-random sampling procedure.

My study population was grade three students. I selected total fifty students. Twenty-five students of each school and test score of English

language were collected to show the relationship and compare the status of intelligence in instructed second language acquisition.

2.3 Tools of Data Collection

I used two tools to collect information on intelligence test and language score. To check the intelligence of the students, Raven's Colored Matrixes were used in which various styles, color, diagram was included. Similarly to find out the relationship of intelligence with second language, I collected the English language scores of students from school record in which the marks of intelligence was 36 and this is converted into 100 percentage and language score also carried 100 percentage.

2.4 Process of Data Collection

I followed the following procedure to collect the data:

1. To collect the data, I visited the field and built rapport with concerned people.
2. I select altogether fifty students. Twenty-five from each school as respondents.
3. Then I explained the respondents about the purpose and tests. I will adopt the following procedure for the data collection. It took ten days to collect data. One day for intelligence test and another day for collecting language score.
4. On the first day, the students were given the matrices to collect their information about their intelligence which took one hour.
5. The next day, the language score were collected to show the relationship with intelligence.

2.5 Limitations of the Study

The study had the following limitations:

- a) The study was limited to Kathmandu District.
- b) The study was limited to third grade students of public and private schools.
- c) Only fifty students were involved in the study.
- d) The test items were limited to Raven's colored Matrixes.
- e) The study was limited to only intelligence test.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

The most crucial part of any study is the analysis of the data. It enables the researcher to interpret, draw conclusions and make generalizations upon it. The study entitled Effect of Intelligence on Instructed Second Language Acquisition was descriptive and exploratory based on quantitative approach of research. The major objective of this research was to explore the status of intelligence and its relationship with the second language acquisition.

To identify the intelligence of the students Raven's Colored Matrixes was used. In Raven's Colored Matrixes there were different shape, size, and color. On the top of the page, there was a shape of different color and students were asked to tick the best one in which all the things like shape, size, color etc was included at the above picture. The full mark for this test was 36. To find out the correlation the language score of students were collected. The full mark of English language was 100.

The answer sheet of individual students was marked systematically and intelligence score and language score were tabulated. The analysis and interpretation of the data was done on the basis of following:

- a) Holistic analysis of intelligence
- b) School-wise analysis of intelligence
- c) Holistic analysis of language test
- d) School-wise analysis of language test
- e) School-wise comparison of intelligence.
- f) School-wise comparison of language test
- g) Holistic relationship of intelligence with language
- h) School wise relationship of intelligence with language

To calculate the average intelligence and language score of students, the mean score was calculated. The formula used to calculate mean is:

$X = \frac{\sum fm}{N}$ [x =Mean score, $\sum fm$ =summation of the product of midpoint and frequency=Number of students]

3.1 Data on Intelligence

In accordance with the statement of the problem, the objectives were formulated and accordingly different statistical techniques were employed appropriately to analyze the nature and distribution of intelligence and achievement scores i.e. Mean and Standard Deviation.

To explore the status of intelligence I administered Raven's Colored Matrixes to the children of public and private schools. The following table presents the descriptive statistics of intelligence data of total sample and public and private school children.

3.1.1 The Status of Intelligence of all Students

Table No. 1

Status of Intelligence of all Students

Score(x)	Mid-point(m)	Frequency(f)	Fm	Fm ²
0-5	2.5	5	12.5	31.25
6-10	8	1	8	64
11-15	13	14	182	2366
16-20	18	4	72	1296
21-25	23	12	276	6348
26-30	28	6	168	4704
31-35	33	8	264	8712
36-40	38	0	0	0
		N=50	∑fm=982.5	23521.25

Here,

$$\sum fm=982.5$$

$$N=50$$

$$\begin{aligned}\therefore \text{Mean } (\bar{X}) &= \frac{\sum fm}{N} \\ &= \frac{982.5}{50} \\ &= 19.65\end{aligned}$$

$$\text{S.D}= 9.18$$

The mean status of total sample both public and private school is found to be 19.65 (54.6 %) and standard deviation is 9.18. The mean score 19.65 of intelligence of learners falls between 50th percentile according to the manual.

3.1.1.1 The Status of Intelligence of Public School

To find out the status of intelligence of public school Raven's Colored Matrixes were administrated and the following table shows the status of intelligence of school.

Table No. 2
Status of Intelligence of Public School

Score(x)	Mid-point(m)	Frequency(f)	Fm	Fm ²
0-5	2.5	4	10	25
6-10	8	1	8	64
11-15	13	12	156	2028
16-20	18	0	0	0
21-25	23	4	92	2116
26-30	28	2	56	1568
31-35	33	2	66	2178
36-40	38	0	0	0
		N=25	∑fm=388	7979

$$\frac{\sum fm}{N}$$
$$= \frac{388}{25}$$
$$= 15.52$$

S.D= 8.84

The status of Intelligence public school is 15.52.with 8.84 S.D.

According to the manual the score on intelligence 15.52 of this school falls between 25th to 50th percentile showings below average level of intelligence.

3.1.1.2 The Status of Intelligence of Private School

To find out the status of intelligence of private school Raven's Colored Matrixes were administrated and the following table shows the status of intelligence of school.

Table No. 3
Status of Intelligence of Private School

Score(x)	Midpoint(m)	Frequency(f)	Fm	Fm ²
0-5	2.5	1	2.5	6.25
6-10	8	0	0	0
11-15	13	2	26	338
16-20	18	4	72	1296
21-25	23	8	184	4232
26-30	28	4	112	3136
31-35	33	6	198	6534
36-40	38	0	0	0
		N=25	∑fm=594.5	15542.25

Here,

$$N=25$$

$$\sum fm=594.5$$

$$\begin{aligned}\therefore \text{Mean } (\bar{X}) &= \frac{\sum fm}{N} \\ &= \frac{594.5}{25}\end{aligned}$$

$$=23.78$$

$$\text{S.D.}=7.49$$

The status of Intelligence of private school is 23.78. With 7.49 S.D. the score on intelligence 23.78 of this school falls above 75th percentile which shows higher level of intelligence.

According to the manual the mean intelligence 19.65 of the total sample falls above 50th percentile indicating an average level of intelligence of primary school children under study.

3.2 Data on Status of Second Language Acquisition

To explore the status of second language acquisition I collected scores of English from the school record of children of primary school of public and private Schools. The following table presents the descriptive statistics of achievement data of total sample and public and private school children.

3.2.1 The Status of Second Language Acquisition of all Students

The language scores of total sample were collected from their school, the following table shows the status of language acquisition.

Table No. 4
Status of Second Language Acquisition of all Students

score(X)	Mid value M)	frequency(F)	FM	FM2
16-20	18	1	18	324
21-25	23	0	0	0
26-30	28	0	0	0
31-35	33	2	66	2178
36-40	38	2	76	2888
41-45	43	6	258	11094
46-50	48	6	288	13824
51-55	53	8	424	22472
56-60	58	9	522	30276
61-65	63	2	126	7938
66-70	68	6	408	27744
71-75	73	1	73	5329
76-80	78	6	468	36504
81-85	83	1	83	6889
86-90	88	0	0	0
Total	795	50	2810	167460

$$\text{Mean} = \frac{\sum fm}{N}$$

$$= \frac{2810}{50}$$

$$= 56.2$$

$$\text{S.D.} = 13.81159$$

The status of second language acquisition of all 50 students of both schools is found to be 56.2. With 13.81 S.D.

3.2.2 The Status of Second Language Acquisition of Public School

To find out the status of language, scores were collected from the school record and the following table shows the status of language score of school.

Table No. 5
Status of Second Language Acquisition of Public School

score(X)	Mid value(M)	frequency(F)	FM	FM2
16-20	18	1	18	324
21-25	23	0	0	0
26-30	28	0	0	0
31-35	33	1	33	1089
36-40	38	3	114	4332
41-45	43	4	172	7396
46-50	48	5	240	11520
51-55	53	1	53	2809
56-60	58	6	348	20184
61-65	63	0	0	0
66-70	68	1	68	4624
71-75	73	1	73	5329
76-80	78	2	156	12168
81-85	83	0	0	0
86-90	88	0	0	0
Total	795	25	1275	69775

$$\text{Mean} = \frac{\sum fm}{N}$$

$$= \frac{1275}{25}$$

$$\text{Mean} = 51$$

$$\text{S.D} = 13.78$$

The status of second language acquisition of public school is 51. With 13.78 S.D.

3.2.3 The Status of Second Language Acquisition of Private School

To find out the status of language, score was collected from the school record and the following table shows the status of language score of school.

Table No. 6
Status of Second Language Acquisition of Private School

score(X)	Midvale(M)	Frequency(F)	FM	FM2
16-20	18	0	0	0
21-25	23	0	0	0
26-30	28	0	0	0
31-35	33	1	33	1089
36-40	38	0	0	0
41-45	43	1	43	1849
46-50	48	1	48	2304
51-55	53	6	318	16854
56-60	58	4	232	13456
61-65	63	2	126	7938
66-70	68	5	340	23120
71-75	73	0	0	0
76-80	78	4	312	24336
81-85	83	1	83	6889
86-90	88	0	0	0
Total	795	25	1535	97835

$$\text{Mean} = \frac{\sum fm}{N}$$

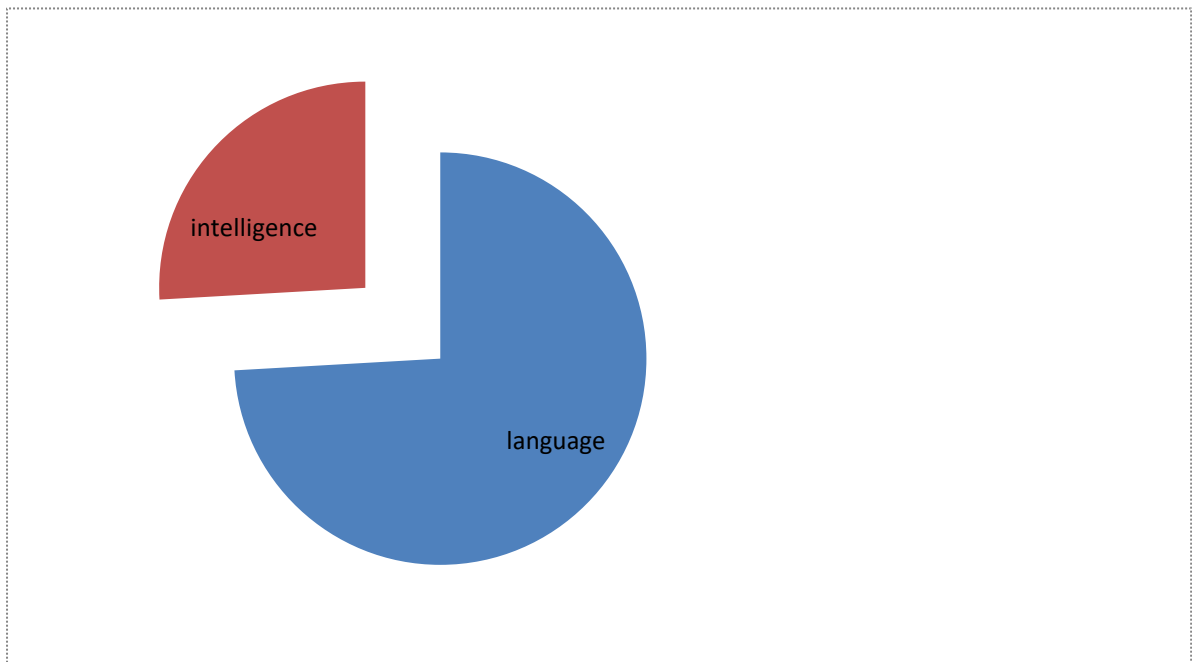
$$\text{Mean} = 61.4$$

S.D=11.97

The status of second language acquisition of private School is 61.4. with 11.97S.D.

Diagram-1

All Students' Average Intelligence and Language Score



In terms of skills and ability for any grade in Nepal the Basic Learning Competence (BLC) has not been set. Based on the criteria established by the CDC of school level 35 scores is set up as the cutoff point of pass percentage. On the basis of the average achievement (65.4) of total sample was higher than the pass percentage (35%).

3.4 Comparison of Intelligence of Both Schools

Table No.7

S.N	Schools	Mean	S.D	Difference of S.D
1.	Public	43.11	8.84	1.35
	Private	66.05	7.49	

The above table shows that mean score and S.D. of public school is found to be 43.11 and 8.84 respectively whereas mean score and sd. of private school is found to be 66.05 and 7.49 respectively. Here the difference of S.D. of both schools is found 1.35.it shows that the private school's students seems to be high intelligent than public school's students.

3.5 Comparison of Achievement of Second Language Acquisition of Both schools

Table No.8

S.N	Schools	Mean	S.D	Difference of S.D
1.	Public	51	13.78	1.99
	Private	61.4	11.79	

The above table shows that mean score and S.D. of public school is found to be 51 and 13.78 respectively whereas mean score and sd. of private school is found to be 61.4 and 11.79 respectively. Here the difference of S.D. of both schools is found1.99. It shows that the private school's students seems to be high intelligent than public school's students.

3.6 Relationship between Intelligence and Achievement

Relationship between intelligence and achievement (total sample) to establish strength and magnitude of relationship between intelligence and achievement Best and Khan coefficient of correlation were worked out. The following table presents the result of correlation of coefficients between intelligence and achievement in respect of total sample, public and private school children.

Table No.9
Correlation between Intelligence and Language

Coefficient(r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to .1.00	High to very high

The magnitude of correlation coefficient indicates how two sets of score go together (Hatch and Farhady, 1982) or to determine the degree of relationship. I have used the most often used and most precise coefficient of correlation(r).the raw score formula requires the use of five columns:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where,

$\sum X$ =Sum of the X scores

$\sum Y$ =Sum of the Y scores

$\sum X^2$ =Sum of the squared X scores

$\sum Y^2$ =Sum of the squared Y scores

$\sum XY$ =Sum of the product of paired X and Y scores

N=Number of paired scores

3.6.1 Relationship between Intelligence and Achievement of All Students

The coefficient of correlation between average intelligence and language achievement is found to be 0.47. To interpret and evaluate this correlation with the above criteria produce by Best and Khan (2003), the relationship seems moderate. It means though the relationship is positive but it is not the perfect one. This is shown as below:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$\sum X = 2835$$

$$\sum Y = 982$$

$$\sum X^2 = 171085$$

$$\sum Y^2 = 23100$$

$$\sum XY = 58606$$

$$N = 50$$

$$\text{Coefficient}(r) = 0.47$$

3.6.1.1 Relationship between Intelligence and Achievement of Public School:

The relationship of intelligence and achievement of this school is found to be 0.13. To interpret and evaluate this correlation with the above criteria, the relationship seems negligible. It means not worth considering in other words it is insignificant. This is shown as below:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$\sum X = 1279$$

$$\sum Y = 403$$

$$\sum X^2 = 70471$$

$$\sum Y^2 = 8349$$

$$\sum XY=21010$$

$$N=25$$

$$\text{Coefficient}(r)=0.13$$

3.6.1.2 Relationship between Intelligence and Achievement of Deep High School

The relationship of intelligence and achievement language of this school amounts 0.70. This is substantially positive correlation. This type of relationship shows the intelligence and language of this school is positive but not perfect. This is shown as below:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$\sum X=1556$$

$$\sum Y=579$$

$$\sum X^2=100614$$

$$\sum Y^2=14751$$

$$\sum XY=37596$$

$$N=25$$

$$\text{Coefficient}(r)=0.70$$

CHAPTR-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter incorporates the findings obtained from the statistical analysis and recommendations given on the basis of those findings and some pedagogical implications.

4.1 Findings

After the rigorous analysis of the statistical data obtained from the tests and language score, the following findings have been drawn:

A. Status of Intelligence and Achievement of Second Language Acquisition

On the basis of the study obtained from the analysis and interpretation of the collected data some major findings of intelligence and achievement are as follows:

1. The mean achievement of intelligence of all students is found to be 54.6. This score of intelligence of learners falls between 50th percentiles. According to the manual. This shows the average level of intelligence.
2. The score on intelligence of public school is found to be 43.11.and this school falls between 25th to 50th percentile showings below average level of intelligence.
3. The score on Intelligence of private school is 66.05 this school falls above 75th percentile which shows higher level of intelligence.
4. The mean score on language acquisition of all 50 students of both schools is found to be 56.2.
5. The mean score of second language acquisition of public school is found to be 51 and private school is found to be 65.96.

6. The average intelligence of public school is found to be 43.11 while the average intelligence of private school is found to be 66.05 which is higher than the former school.
7. The average language score of public school is found to be 51 where as the average language score of private school is found to be 65.96 here also the score of private school is higher than public school's students.

B. Comparison Intelligence and Language Achievement

1. The status of intelligence and S.D. of public school is found to be 43.11 and 8.84 respectively whereas status of intelligence and S.D. of private school is found to be 66.05 and 7.49 respectively. Here the difference of S.D. of both schools is found 1.35. It shows that the private school's students seem to be high intelligent than public school's students.
2. The status of second language acquisition and S.D. of public school is found to be 51 and 13.78 respectively whereas status and S.D. of private school is found to be 65.96 and 11.79 respectively. Here the difference of S.D. of both schools is found 1.99. It shows that the private school's students seem to be high intelligent than public school's students.

C. Correlation of Intelligence and Language Achievement

The coefficient of intelligence and language achievement of students is 0.47 which is moderate. This correlation is to say that the intelligence is less influenced in learning second language. Their intelligence is less responsible for their learning second language.

1. The coefficient of intelligence and language score of public school is 0.13. It means it is insignificant. This insignificant relationship proves that the intelligence is not highly associated with the learning second language.
2. The coefficient of intelligence and language score of private school is 0.70. This is substantially positive correlation. It means it shows the intelligence and language of this school is positive but not perfect one.

So, after the analysis of the information obtained from the statistical data, we can conclude that the effect of intelligence on instructed secondly acquisition is not highly influenced and not related to each other. It means while acquiring or learning second language, the intelligence does not play any role in the instructed classroom.

4.2 Recommendations for Pedagogical Implications

Intelligence is not fixed phenomenon and the individuals differ in the intelligence profiles with which they are born. The same case is applied with the relationship between intelligence and language acquisition. It means intelligence and language acquisition is not mutually interrelated. After the study of the information obtained from the data analysis, we also come to know that the coefficient of correlation between intelligence and language acquisition of both public and private school same result is obtained. So, for the implication and exploitation of it in the foreign language classroom, the following points should be considered:

1. For the effective and productive foreign language class, the teacher should be careful about the individual differences of the students of their hidden language skills and capacity.

2. While designing lesson plans the linguistically gifted children and linguistically disabled both types of children should be kept in consideration.
3. The language class activities should be structured around the intelligence.
4. The effect and importance of intelligence in the class should be utilized in the assessment techniques.
5. The teachers, educational institution administrators, educational policy makers and parents should work collaboratively.
6. The educators can use it in the curriculum designing, course book designing, etc .The people who want educational reform may be interested in its implementation to make the classroom different from traditional one.
7. Some special programs can be launched to recognize the special ability of the children so that students are familiar to their special ability and parents and teachers are motivated to utilize those intelligences in a creative way. It is not always possible to make use of different activities in the classroom.
8. The students become curious and interested towards learning if the learning subject matter corresponds to their interests and capacity. So, Intelligence implemented classroom has utility in the foreign language education. By the use of it, the educational ideas, beliefs and strategies can be changed. Though its implementation demands hard work from the side of students, learning becomes exciting. It can be used as a tool to promote high quality and genuine students.

4.3 Direction for the Further Research

This research has selected only grade three students as the respondents. So, to get in -depth information related to the topic, the same type of research can be conducted including the students of other grade but there is multiple intelligence too. This study is focused on only the intelligence and language acquisition. The effect of this intelligence in the English language classroom can be studied including the students of different parts of the country.

This study was limited to only language score of the students. The further research can be done by experiment. For further studies, it is suggested to investigate the possibilities and effects of intelligence supported teaching method on students in the third world countries like Nepal, academic achievement, attitude etc, and on students' preferences towards such classrooms. This topic is interesting not only in newest teaching techniques and strategies but in the latest L₂ researches as well. The coming researches in it can be hoped to make it more constructive and useful in the language classes. I hope more researches will be done in this area and it will no more remain a new concept for the Nepalese ELT classrooms, whether it is primary level or elsewhere.

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Appendix-I

Dear Students,

The set of test item has been designed for the purpose of my research entitled “The Effect of Intelligence on Instructed Second Language Acquisition”, under the guidance of Dr. Tara Datta Bhatta, Reader, Department of English Education, TU Kirtipur. Your co-operation in completing the test item will be a great value to me. Please feel free to put your response required to this test. I assume your response will merely be used as information for this research and will have no harmful effect for you as well as others.

Researcher

Sangita Gautam

Appendix-III

Letter to Authority

Dear Madam\Sir,

I am an M.ED. Student studying under the Department of English Education, Central Department of Education, University Campus, and Kirtipur. I am carrying out a research entitled "The effect of Intelligence on Instructed Second Language Acquisition". The objectives of this research are to find out the relationship of intelligence with second language acquisition in the context of Nepal where the students have been learning English as a foreign language. The purpose of the study is to explore the necessity of implementation of intelligence for more active, engaged and effective learning by comparing the Intelligence o the students with their Language acquisition. It is not unknown fact that the concept of Intelligence is still new in the context of Nepal.

I have selected grade three as a study population. So, I would like to request you to convince your students to response to the test items.

I am sorry for asking you to make your students involve in it in the work out of their course. However, your help will play crucial role for this effort. I would be grateful to you for this co-operation.

Thank you very much for your kind help and co-operation.

With gratitude

Sangita Gautam

Tribhuvan University

APPENDIX-V

Individual Score of Intelligence of All Students

Students (in code no.)	FM: 36
	Marks obtained in Intelligence Test
Respondent 1	24
Respondent 2	15
Respondent 3	15
Respondent 4	2
Respondent 5	2
Respondent 6	23
Respondent 7	32
Respondent 8	14
Respondent 9	15
Respondent 10	22
Respondent 11	28
Respondent 12	24
Respondent 13	28
Respondent 14	15
Respondent 15	3
Respondent 16	13
Respondent 17	13
Respondent 18	10
Respondent 19	15
Respondent 20	15
Respondent 21	13
Respondent 22	32
Respondent 23	15
Respondent 24	13
Respondent 25	2
Respondent 26	1
Respondent 27	23
Respondent 28	25
Respondent 29	31
Respondent 30	24
Respondent 31	16
Respondent 32	31
Respondent 33	24
Respondent 34	16
Respondent 35	28
Respondent 36	16
Respondent 37	26
Respondent 38	28

Respondent 39	32
Respondent 40	32
Respondent 41	32
Respondent 42	25
Respondent 43	21
Respondent 44	21
Respondent 45	31
Respondent 46	21
Respondent 47	18
Respondent 48	15
Respondent 49	28
Respondent 50	14

Individual Achievement of Second Language Acquisition

Students (in code no.)	FM:100
	Marks Obtain in English Language
Respondent 1	40
Respondent 2	56
Respondent 3	43
Respondent 4	60
Respondent 5	56
Respondent 6	43
Respondent 7	40
Respondent 8	46
Respondent 9	60
Respondent 10	73
Respondent 11	46
Respondent 12	60
Respondent 13	80
Respondent 14	70
Respondent 15	46
Respondent 16	76
Respondent 17	60
Respondent 18	16
Respondent 19	33

Respondent 20	50
Respondent 21	43
Respondent 22	50
Respondent 23	53
Respondent 24	43
Respondent 25	36
Respondent 26	43
Respondent 27	33
Respondent 28	70
Respondent 29	78
Respondent 30	69
Respondent 31	60
Respondent 32	80
Respondent 33	67
Respondent 34	55
Respondent 35	60
Respondent 36	53
Respondent 37	65
Respondent 38	68
Respondent 39	85
Respondent 40	78
Respondent 41	60
Respondent 42	55
Respondent 43	69
Respondent 44	52
Respondent 45	80
Respondent 46	63
Respondent 47	55
Respondent 48	51
Respondent 49	58
Respondent 50	49