

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Second language acquisition (SLA) is basically concerned with the way the learners acquire the knowledge and skills of using a second language. Many factors related to individual learners, situations of learning, motive and others psychological urgencies of learning are responsible to make SLA a matter of complexity and diversity. The interaction of these different factors result the degree of success in SLA. Thus, different learners in different situations learn a second language in different ways. The variability and individuality of language learning should be recognized while studying, practicing and planning on language learning and teaching programmes. However, at the same time the SLA theories should focus primarily on relatively stable and generalizable aspects, if not to all learners, then at least, to large groups of learners finding of such stable and generalizable aspects can be applicable in different students whether it is in classroom or in natural context. SLA is used as the general phenomenon to refer to the way of acquiring a second language in both untutored and tutored (or classroom) setting and to the way of learning the second language both in conscious and sub conscious states of the learners.

It has long been recognized that child SLA is a central and important part of the field of SLA. In fact, the so-called ‘modern period’ of SLA had much in its impetus from studies on child SLA.

Child SLA refers to “acquisition by individual young enough to be within the critical period, but yet with a first language already learned” (Foster-Cohen, 1999, as cited in Gass and Selinker 2009, p 123). What is eliminated from this definition is simultaneous acquisition of two (or more) languages in childhoods this generally falls under the cover term of bilingualism. That much research on adult SLA had its impetus in child second language studies was noted by Swan et al. (1975, as cited in Gass and Selinker 2009, p 123), in which it was argued

that the inter-language hypothesis originally formulated for adult SLA should be extended to non-simultaneous child SLA.

Some second language researches have proposed a distinction between SLA and second language learning (SLL) stating that the term acquisition is used to refer to picking up a second language through exposure in a natural setting, whereas the term learning is used to refer to the conscious study of a second language. But the word acquisition is used broadly today. The term SLA is a cover term which includes all kinds of learning whether formal, planned and systematic (as in classroom based learning) or informal and unstructured.

SLA is defined variously by different writers:

Ellis (1985, p.6) states that “SLA refers to sub-conscious or conscious process by which a language other than the mother tongue is learned in a natural or tutored setting”. In other words, it is concerned with sub-conscious process which is learned in controlled setting in class where we cannot find the natural setting. Similarly, Gass and Selinker (2009, p.7) define SLA as the term that “refers to the process of learning another language after the native language has been learnt. Sometimes, the term refers to the learning of a third or fourth language”. Furthermore, it is learned in different contexts which can be beyond the native context. Cook (2008, p.2) states that “it is the acquisition of a language in addition to the mother tongue”.

Thus in brief, SLA refers to the sub-conscious or conscious process by which a language other than the mother tongue is learnt. It covers the development of phonology, morphology, grammar, and semantics and pragmatics. However, its study has been largely confined to morphology. SLA can take a variety of

ways, at any age, for any purpose and with any degree of mastery. SLA refers both to the study of individuals and groups who are learning a language subsequent to their first language. The additional language is called a second language, practically the learner may be learning any of third, fourth or else language. Different learners in different situations learn a second language in different ways. Thus, SLA is totally the research based.

1.1.1 Factors Affecting Second Language Acquisition

There are different factors which affect in second language acquisition.

Ellis(1985,p.99) talks about two types of factors of SLA: personal factors and general factors which have social, cognitive and affective aspects. Social aspects are external to the learner and concern the relationship between the learner and native speakers of the L2 and also between the learner and other speakers of his own language. Cognitive and affective aspects are internal to the learner. Cognitive factors concern the nature of the problem solving strategies used by the learner, while affective factors concern the emotional responses aroused by the attempts to learn the L2. Different personal and general factors involve all three aspects in different degrees. In brief, these factors and their sub factors are as follows:

1.1.1.1 Personal Factors

Personal factors can be grouped under three headings:

- i. Group dynamic
- ii. Attitude to the teachers and course materials
- iii. Individual learning techniques

i) Group Dynamics

Groups dynamics can be an important variable in classroom SLA Bailey (1983, as cited in Ellis 1985,p.101) records in same details the anxiety and competitiveness expressed by different learners. Some classroom learners make

overt comparisons of themselves with other learners. In other type of comparison, learners match how they think they are progressing against their expectations.

ii) Attitude to the Teachers and Course Materials

Generally it has been found that the learners like those teachers who create democratic environment inside the classroom. Their attitude to the teacher greatly influences the motivation for SLA. If their attitude is positive, the process of SLA is facilitated, if negative, the process of SLA will be disturbed. Schumann (1978,p.246) express a desire for a personal learning agents in language learning.

Learners also vary in their attitudes to teaching materials. In general adult learners dislike having a course book imposed upon them in a rigid way. Most of the learners like those materials in which they get an opportunity to express their ideas and feelings.

iii) Individual learning techniques

There are different techniques used by learners. Naiman et al. (1978 and Pickett 1978, as cited in Ellis, 1985, p.103) identify numerous study techniques. The techniques the learners use mainly influence the rate (not route) of SLA. The following are some of the techniques used by L2 learners to develop their vocabulary in the L2.

- a) Preparing and memorizing vocabulary list
- b) Learning words in context
- c) Practicing vocabulary through drilling, extensive reading and playing games.

1.1.1.2 General Factors

General factors include age, intelligence and aptitude, cognitive style, motivation, personality, memory, learning strategies, attitude.

These factors are discussed below:

i. Age

Age is the variable that has been most frequently considered in SLA. It is generally believed that children are better language learners than adults (Oyama 1976, as cited in Ellis 1985, p. 105). However, it is necessary to separate out the effects of age. Most of the studies have found that age is concerned with route of SLA. There are a number of comprehensive reviews of the SLA literature dealing with age and SLA

ii. Intelligence and attitude

Intelligence can generally be defined as "A general academic or reasoning ability" (Stern, 1983,p.368). In other words, it is the underlying ability to learn. In the same way, Mc Donough (1981,as cited in Ellis, 1985,p.111) says that, it refers to "capacity rather than contents of the mind". Various research studies have shown that intelligence may influence the acquisition of some skills associated with SLA, such as those utilized in the formal study of an L2, but it is much less likely to influence the oral fluency skills. That is to say, the role of intelligence is significant in classroom SLA whereas its role is much less in naturalistic SLA, when L2 knowledge is developed through learning how to communicate in the target language.

Aptitude can be defined as inner capacity or inclination in some area/topic. The actual effects of aptitude are not clear-cut in SLA. Carroll and Sapan (1959, as cited in Ellis, 1985,p.112) identify three major components of aptitude:

- 1) Phonetic coding ability, which consists of the ability to perceive and memorize new sounds,
- 2) Grammatical sensitivity, which is the individuals ability to demonstrate awareness of the syntactical patterning of sentences of a language.

- 3) Inductive ability, which consists of the ability to notice and identify similarities and differences in both grammatical form and meaning.

iii) Cognitive style

Cognitive style refers to the grammar in which people perceive, conceptualize, organize and recall information. Generally, two types of cognitive style are organized: field dependence and field independence. The principle characteristics of both these styles are summarize in the following table.

Field Dependence	Field Independence
1. Personal orientation, i.e. reliance on external frame of reference in processing information.	1. Impersonal orientation, i.e. reliance on internal reference in processing information.
2. Holistic i.e. perceives as filed as a whole, parts are fused with background.	2. Analysis, i.e. perceives a field in terms of its components parts are distinguished from background.
3. Dependent, i.e. the self view is derived from others.	3. Independent, i.e. sense of separate identity.
4. Socially sensitive i.e. greater skill in interpersonal/social relationship.	4. Not so socially aware, i.e. less skilled in interpersonal social relationship.

There is not a remarkable influence of cognitive style on SLA, where the route and the success are concerned. Where the rate is concerned, (Hatch 1974, as cited in Ellis 1985,p.114) suggests that cognitive style may be an important factor determining rate of development.

iv. Motivation

Generally, it is believed that motivation is of great importance for successful L2 acquisition. Motivation can be intrinsic (i.e. derived from the personal interest and inner needs of the learner) or extrinsic (i.e. derived from external sources such as material rewards). The discussion of motivation in SLA is

associated with Gardner, Lambert and their associates. They view that motivation is primarily influenced by the learners attitude to the target language community and their need to learn the L2. By and large intrinsic motivation has a great significance for effective L2 acquisition.

v. Personality

Generally, personality includes a number of personal traits such as cool/warm, shy /frank, neurotic/stable, etc. Personality is broadly divided into two types: extrovert and introvert. Wyszynski and Chan (1982, as cited in Rai, 2005, p.89) distinguish the two as follows:

Extroverts are sociable, like parties have many friends and need excitement they are sensation-seekers and risk-takers, like party jokers and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement.

Generally speaking, extrovert learners are those who are outspoken, do not hesitate to speak, are not afraid of making mistakes and like to work in a group. On the contrary, introvert learners are shy to expose themselves, are afraid of making mistake and so do not speak, and like to work alone.

vi. Memory

The capacity to store information in the mind is called memory which is either short term memory (STM) or long term memory (LTM). According to the nature of different things, the memory span also differs. Cook (1979) maintains that short-term memory capacity develops with age and that one's memory in a second language is more limited than in one's native tongue. On the other hand, Gattegno (1976, as cited in Rai, 2005,p.95) would attach no real significance to memory attenuation in an L2 as he ascribes very little role to memory in the

SLA process. For Gattegno, what is central to SLA is the development of awareness, and learner differences are caused by their differences in levels of awareness and how they use their will.

Formal and informal learning can also be differentiated in the kind of memory learners rely on. Adults L2 learners have access to a more developed memory capacity than L1 learners and when they can use it or require to use it, as in many pedagogic learning activities differences between the language they produce and that produced by L1 learners occur.

vii. Learning strategies

Learning strategies that learners use in SLA also play very vital role in the rate and success of SLA. O'Malley and Chamot (1990, as cited in Rai, 2005, p.92) have studied the use of strategies by learners of English as a second language (ELS) in the united states. Broadly there are three types of strategies" Metacognitive Strategies, Cognitive Strategies, Socio-Affective strategies or (Socio-mediation Strategies). These strategies will briefly be described below:

a. Metacognitive strategies

Those strategies that involve planning for learning are known as metacongnitive strategies. In other words, they are strategies about learning rather than learning strategies themselves. According to Ellis (1994, as cited in Rai, 2005, p.93), Metacognitive strategies are divided into nine types:

- a) advanced organizers
- b) directed attention
- c) selective attention
- d) self-management
- e) advance preparation (functional planning)
- f) self-monitoring
- g) delayed-production
- h) self-evaluation
- i) self-reinforcement

b. Cognitive strategies

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation operate directly on incoming information manipulating it in ways that enhance learning (O'malley and Chamot, 1990,p.44). They recognize 16 cognitive strategies

- a) repetition : Imitating other people's speech, silently or aloud;
- b) resourcing : making use of language materials such as dictionaries;
- c) physical response: relating new information to physical actions, as with directives;
- d) translation: using the first language as a basis for understanding and/or producing the L2;
- e) grouping: organizing learning on the basis of common attributes;
- f) note taking: writing down the gist of texts;
- g) deduction: conscious application of L2 rules;
- h) recombination: putting together smaller meaningful elements into new wholes;
- i) imagery: turning information into a visual form to aid remembering it
auditory representation: retention of the sound or a similar sound for a word, phrase, or longer language sequence – 'when you are trying to learn how to say something, speak it in you mind first';
- j) key-word: using key word memory techniques, such as identifying an L2 word with an L1 word that sounds similar.
- k) Contextualization: placing a word or phrase in a meaningful language sequence.
- l) Elaboration: relating new information to other concepts in memory.
- m) Transfer: using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task;
- n) Inferencing: using available information to guess meaning of new items, predict outcomes, or fill in missing information.
- o) Question for clarification: getting a teacher to explain help, and so on.

Thus, cognitive component of procedural knowledge comprises the various mental processes involved in internalizing and automatizing new L₂ knowledge in conjunction with other knowledge sources to communicate in the L₂. These processes therefore, involve both learning and using the L₂. Learning processes account for how the learner accumulates new L₂ rules and automatizes existing ones but attending to input and by simplifying thought the use of existing knowledge.

c. Social mediation strategies

Socioaffective strategies have to do with social mediating activity and transacting with others o'Malley and Chamot (1990, p. 44) classify social strategies into five kinds. The following strategies can be grouped under this heading.

Cooperation: Working with one or more pairs to obtain feedback or model a language activity.

Summarizing: making a summary of new information received.

Rehearsal: Going over the language needed for a task.

Self-talk: Boosting one's confidence to do a task more successfully.

Problem identification: identifying important points of learning task.

viii. Attitude

Most members of language teaching profession realize that their students learning potential increase when attitudes are positive and they are highly motivated. The research in connection with the role of positive attitudes and success in learning of a second language supports this simple observation, although it is important to understand that many variables are involved in it because we are dealing with complex social and psychological aspects of human behaviour. For example, students ability to learn a second language can

be influenced by their attitudes towards the target language, the target language speakers and their culture the social value of learning the second language and also the students' attitudes towards themselves as members of their own culture (Ellis, 1994, P.198). Thus, L1 speakers should have positive attitudes towards the TL and their culture. In addition, English as a foreign language (EFL) teachers should recognize that all students possess positive and negative attitudes in varying degrees, and the negative ones can be changed by thoughtful instructional methods such as using materials and activities that help students achieve and "understanding and appreciation of the foreign culture" Brown, (2000, as cited in Elyidirm and Astition, 2006,p.3).

In Brown (2000, as cited in Elyidirim and Astiton, pp.2-3) view attitudes are cognitive and affective; that is they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning which can be the case of language as it requires exposure to a different and also to the difficult task of mastering a second language. Attitudes develop early and are influenced by many things, including parents, peers and interactions with people who have social and cultural difference. Therefore, Brown (2000) opines that attitudes "form a part of one's perception of self, of others and of the culture in which one is living" (as cited in Elyidirim and Astiton, pp.2-3). So, attitudes are self perception or conceptions towards others for expressing approval or disapproval, primarily occur due to the conducts of social and cultural contexts.

Gardener (1985) says "attitudes are a component of motivation, which are the combination of effect plus desire to achieve the goal of learning plus favorable attitudes towards learning language" (as cited in Elyildirim and Astiton, p.3). It is well known that negative attitudes towards the foreign language and group, which often comes from stereotype and superficial contact with the target culture, can impede the learning of that language. Conversely, positive attitudes towards the foreign language and group increase language learning success.

Thus, positive attitude plays a vital role in learning, so, learners need positive attitudes to learn language. Negative attitudes, no doubt, hamper in language learning. In fact, changing attitudes is very much essential in L2 learning and teaching. If the learners have positive attitudes towards the TL and their culture they will certainly learn the TL. Similarly, if the teacher has negative attitude towards the TL and learners, his/her teaching will never be effective. So, a teacher also needs to have positive attitude towards students and vice-versa.

There are different models and approaches to L2 learning which deal with how languages are learned, what are the factors that cause learning and so on. Cook (2008, P. 214) has mentioned four models which are as follows:

- a) Universal grammar
- b) Socio-educational model
- c) The interactional approach
- d) Socio cultural SLA theory

These models are described under separate heading:

A. Universal grammar

The universal grammar (UG) model, in the version first proposed by Chomsky in the 1980s, bases its general claims about learning on the principles and parameters. Chomsky (1976,p.29) states that UG refers to:

the system of principles, conditions, and rules that are elements or properties of all human languages the essence of human language.

Principles account for all the things that languages have in common parameters account for their differences.

The universal grammar model claims that these principle and parameter are build into the human mind. Children do not need to learn the locality principle because their minds automatically impose it on an language. All the learners

need in order to set the values for parameters are a few samples of the language. To acquire the first language, the child applies the principle to the input that is encountered and adopts the right value for each parameter according to the input. Learning in the UG model is a matter of getting language input by hook or by crook, the faculty of language needs input to work on, it is the evidence on which the learners base their knowledge of language.

According to Chomsky (1980 as cited in Cook 2008, p. 215) has talked about two types of evidence:

- a) positive evidence
- b) negative evidence

Positive evidence consists of actual sentences that learners hear, such as 'The Brighton train leaves London at five'. Negative evidences are two of types. Because children never hear English sentences without subjects such as 'Leaves', they deduce that English sentences must have subjects. The other type of negative evidence is correction: 'No, you mustn't say, "you was here", you must say, "you were here" someone tells the learners that what they are doing is wrong.

Many linguistics are convinced that all a child needs to learn the first language is positive evidence in the shape of actual sentences of the language, negative evidence could only help in marginal instances as it is not uniformly available. Second language learning may be different. The bulk of the evidence indeed comes from sentences the learners hears-positive evidence from linguistic input.

Negative evidence by correction is also different in L₂ learning in the first language, it is so much that it is ineffective as that it occurs rarely, parents rarely correct their children's speech, and when they do it is usually for meaning rather than for grammar. In the second language classroom, correction

of students' grammatical errors can and often does, occur with high frequency. The L₂ learner thus has an additional source of evidence not available to the L₁ learner.

B. The Interaction Approach

In the 1960s, considerable research looked at how parents interact with children in the first language, with largely inconclusive results. The aim of this approach is that language is acquired through interaction. Successful second language acquisition depends crucially on conversational interaction with others.

According to Long (1996,p.418) the central concept in the interaction approach is 'negotiation of meaning' the process in which, in an effort to communicate, learner and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension. In other words, useful interaction involves keeping the conversation rolling by continuously resolving any difficulties in comprehension.

According to Ellis (1984,p.95);

Interaction contributes to development because it is the means by which the learner is able to crack that code. This takes place when the learner can infer what is said even though the message contains linguistic items that are not yet part of his competence and when the learner can use the discourse to help him/her modify or supplement the linguistic knowledge already used in production.

Thus, conversational interaction in a second language forms the basis for the development of language rather than being only a forum for practice of specific language features.

C. Socio-cultural SLA Theory

In second language acquisition social and cultural aspects also affect in language development. Language learning is a social mediation between the learner and someone else during which socially acquired knowledge becomes internal. In the support of this view different scholars have given their finding such as Lev Vygotsky's (1935) 'Zone of Proximal Development' (ZDP), Jerome Bruner's (1983) 'Innate Language Acquisition Support System (LASS) and Merrill Swain's (2000) ,collaborative dialogue.

As Vygotsky's perspective ZDP refer to the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in cooperation with more capable peers. In this zone come things that the child cannot do by himself or herself, but needs assistance of others.

Similarly, Bruner saw children as developing language in conjunction with their parents though conversational 'formats' that gradually expand over time until they die out. The child's language acquisition is scaffold by the helpful adult who provides a continual supporting aid to the child's internalization of language what Bruner calls the innate language acquisitions support system (LASS). In an SLA context, scaffolding has been used in many diverse senses. For some, anything the Lerner consults or uses constitutes scaffolding, such as the use of grammar books or dictionaries; virtually anything that happens in the class room then, can count as scaffolding.

In the same way Swain's perspective on collaborative dialogues refers to dialogue in which speakers are engaged tin problem solving and knowledge building .Hence it is not the dialogue of the interaction hypothesis in which people exchange information that is communication but an educational dialogue in which people create new knowledge.

Thus, like the interaction hypothesis, socio-cultural theory bases itself on the dialogue that learns encounter in the classroom. It is broader in scope in that it emphasizes the assistance provided by others. It has much higher aims in basing the learning that takes place through social interaction on a whole theory of mental development.

Similarly, M.Ed. 1st year course of study having course No. 513 psycholinguistics and sociolinguistics has prescribed the following theories.

- a) The acculturation model
- b) Discourse theory
- c) Accommodation theory
- d) The Nativization model

Apart from these Cook (2008,p.214) also discussed about the factors that become cause in learning L2 like English are socio-educational aspect, economic aspect, psychological aspect.

My research point comes from the views from aptitude, socio-educational aspect and economic aspect. The research has given evidence that there is an even greater correlation between second language aptitude and social class as well as parental education. These two elements were found mixed in with vocabulary development in a factor termed family background in British society. Not only those family background correlate with second language achievement, but it also correlates quite highly with foreign language achievement. Regarding this relation Gass and Selinker (2009, p.420) say "Children from more privileged classes and with higher parental education are more likely to be rewarded with good grades in schools." For example, the students from disadvantaged and backward group do not have as much accessibility as full-fledged or highly advantageous group in educational learning activities.

There are different models, approaches and theories of second language learning among which a few are already mentioned. The acculturation model proposed by Schumann (1978) hypothesizes that learning a second language is facilitated or inhibited by sociological and psychological factors involving the learners. Here the research is also related to the sociological factor which affects learning. According to Rai (2005,p.69) "The degree of social distance between the learners and the target language culture is determined by different factors such as social distance, integration pattern, enclosure, cohesiveness, size, cultural congruence, attitude and intended length of residence". Among these factors social distance plays vital role in SLA. The social distance shows whether the L2 group can be politically, culturally, technically, economically superior (dominant), inferior (sub-ordinate) or equal.

Similarly, the socio-educational model forwarded by Gardner (1985, 2007 as cited in Cook 2008, p. 214) deals with the social aspect which is neglected by other models. There are two versions of this. One is that L2 learning usually takes place in a social situation where people interact with each other, whether in the classroom or outside. The second version is that L2 learning takes place within a society and has a function within the society. To put in explicit way, a complex view of L2 learning called the socio-educational model explains how individual factors and general features of society interact in L2 learning. The key theme of socio-educational model is that success in classroom second language acquisition depends on the two main factors integrativeness and attitudes to the learning situation, in a complex interaction with other factors, such as the student ability and the type of learning context. It means in second language acquisition the integrativeness and attitudes to the L2 is determined by socio and economic aspect.

From the above description theories and models, I have recapitulated the variable on which my study is based. The main objective of my research tried to find out and explain how the social status, economic condition and educational privilege affect in second language learning.

1.1.2 Socio-economics

The term socioeconomics is an umbrella term which incorporates the individual's adjustability with their own context. It is also taken as a discipline attaching the relationship between economic science and philosophy.

Furthermore, it focuses on the social impact of economic change which includes the signing of international trade treaties. Such social effects can be wide ranging in size. The causes of socioeconomic impacts include some special technologies, changes in laws, changes in physical environment, ecological change, language acquisition change and so on which can be presented as an instance.

A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family). Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books and toys to encourage children in various learning activities at home. Also, they have easy access as to information regarding their children's health, as well as social, emotional and cognitive development. In addition to this families with high socioeconomics status often seek out information to help them better prepare their young children for school.

Crnic and Lamberty (1994, retrieved from wikipedia) discuss the impact of socioeconomic status on children's readiness for school.

The segregating nature of social class, ethnicity, and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual given's that

dictate neighborhood, housing and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems. (p. 193)

In other words, the partition of the society on the basis of class, ethnicity and race affect in acquisition of children.

Ramey and Ramey (1994, retrieved from wikipedia) describe the relationship of family socioeconomic status to children's readiness for school:

Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges and be formidable. Sometimes, when basic necessities are lacking. Parents must place top priority on housing, food, clothing, and health care. Educational toys, games and book may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development. (p.195)

Even in families with above-average income, parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care-both before their children start school and during the early school years.

Families with low socioeconomic status often lack the financial, social and educational support that characterizes families with high socioeconomic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school

readiness. Parents may have inadequate skills for such activities as reading and they may lack information about childhood immunizations and nutrition. Zill et al. (1995) state that “low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers.” Having inadequate resources and limited access to available resources can negatively affect families’ decisions regarding their young children’s development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with medium or high socioeconomic status

1.1.3 Factors of Socioeconomic Status

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education and occupation. When analyzing a family's SES, the household income earners’ education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. It is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual. Additionally, low income and little education have been shown to be strong predictors of a range of physical and mental health problems, ranging from respiratory viruses and language learning .

There are different factors of socioeconomic status like education, economy, family gender, health, stratification, wealth, religion, ethnicity, class, environment, occupation etc. which are related with society and economy.

Apart from these factors family structure, education of parents, occupation, ethnicity and economic status come under socioeconomic status.

a. Family

Family is the fundamental unit of society. The word family is derived from the Latin word “Famulus” which means mother, father, children and servant.

According to Burgess and Locks (as cited in Sharma 2006,p.45)

Family is a group of personas united by ties of marriage, blood or adoption constituting a single household interacting and intercommunicating with each other in their respective social roles of husband and wife, father and mother, son and daughter, brother and sister, creating a common culture

By the above definition we can generalize that a family relation, marriage or adoption where different member play different roles residing under the same roof.

Types of Family

There are different types of family which are given below:

(a) On the basis of structure

- On the basis of structure, there are two types of family.

I. Nuclear family

- The family consisting of father, mother and their children is called a nuclear family. In other words, it is also called small size of family.

II. Joint family

More than one couple and their off springs living and dining together form a joint family. Generally, the size of a joint family is large. Since size of a joint

family is large, it needs more income and resources to fulfill the needs of its members.

(b) Economy

The money spent on the student education is the main variable for their successful and better learning. Economic status of the family plays an important role for the students academic achievement. The family having poor economic status and the family having all the facilities of T.V. radio, newspaper, etc. may facilitate better learning .

(c) Education of Parents

Educated parents tend to strive hard to see their children get benefits of modern education. Higher levels of education are associated with better and psychological outcomes (i.e. more income, more control, and greater social support)than lower level of education. Most of Nepali parents in rural areas are uneducated so they may not know the value of education.

d) Occupation of Parents

Parents holding high jobs generally hold high educational aspiration for their children. Occupation prestige as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristic, decision making ability and control, and psychological demands on the job.

e) Income of Parents

Income of the parents is a very important determinant of the children's educational aspiration. Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist John Maynard Keynes,

is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's saving and consumption based on the family's income in relation. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals.

1.2 Review of the Related Literature

We can find a number of research carried out on second language acquisition, however it is hard to find the effects socio-economic and family status on second language acquisition. Some of researches are reviewed as follows:

Ghimire (1998) conducted a research on “A sociolinguistic account of gender differences in English language proficiency”. He conducted the study to present a comparative analysis of gender differences (boy and girls) of grade X on English in reading and writing skills. The result of the study was that male students were better than female ones in all the test items of the test, which was different from the assumption made in earlier researches.

Bhandari (2006) carried out a research on “The Role of Family Background on English Language Achievement”. He found that students who were from rich family background had the highest achievement score than those of the middle class and poor class families. In total students whose parents were both educated were found to have the highest achievement score 25.82 and students from Dalit family were found to have the lowest achievement score 18.17%.

Timsina (2006) conducted a research on “Language Proficiency of Dalit and Non-dalit Students in the English Language in Tehrathum District”. He found that Dalit students of this district were able to show less English language proficiency in comparison to Non-Dalit students. In totality, Dalit students achieved 25.8 percent marks whereas non-Dalit students achieved 41% marks.

Barooh (2007) conducted a research in Indian scenario of 'Role of English Language in Social and Economic Upliftment of Children of Labour Community'. She selected the children of tea-garden-labour which were

considered as disadvantaged learners. The findings are very elaborate and are presented descriptively. Even to deal with them in important points, the finding was the parents of the tea-garden-laborer child (hence forth TGLC) were illiterate and came from poor economic condition, TGLC is accustomed with living in a closed society and most of the teachers to teach them are not from the TGL community. She found that the students from TGLC were not motivated properly towards learning English. However, all of them have agreed to the importance of English in their social mobility and upliftment.

Sapkota (2008) conducted a research on "Role of Social and Economic status of marginalized group in developing English language proficiency". It was found that socio-economic condition of marginalized children directly affected the development of the English language proficiency. Similarly, the findings showed that the marginalized children in Kathmandu had higher degree of proficiency in the English language in comparison to the proficiency of the marginalized children in Arghakhanchi.

Thus, there are few studies conducted on second language acquisition but no study has been carried out the effects of socioeconomic and family status on second language acquisition. Therefore the present researcher tries to find out socioeconomic factors affecting SLA in present situation.

1.3 objectives of the study

The objectives of the study were as follows:

- i. To find out the effect of family and socio-economic status on second language acquisition.
- ii. To compare the effects of socio- economic and family status of students keeping in view the variables such as: parents education, structure of the family, ethnicity, parents occupation and family income of students on second language acquisition.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

As we know that the academic achievement is influenced by different factors which can be either external and internal. The internal aspect refers to the intelligence of the students, their health fitness, endurance and power to fight against the disability. In the same way the external aspects may refer to the sociological economical, cultural etc issues which might affect learning. By the minute observation of students family background which have sufficient accessibility to the all societies privileges, has shown that they have the outstanding performance in comparison to those who have less poor accessibility to the facilities. Similarly, students psychological concept is shaped by how they are treated in the society such as feelings of inclusion or exclusion group, advantaged and disadvantaged higher caste or lower caste etc. Achievement in language learning is also shaped by socio-cultural theory of language such as cultural shock, neuroness and farness.

Thus, my study will be profitable to those concerned people who are interested in teaching and learning the English language and particularly to English teachers and trainers, course designers, textbook writes because of the fact that the effects of socioeconomic factors on SLA and problems faced by them while achievement of the learners in learning second language.

The study will also be significant to National Centre for Educational Development (NECD), psychologist, sociologist and instructors in level to provide pedagogical suggestions for improving the ability of student on SLA as well as it can be a reference for the future research in this area.

1.5 Definition of Specific Terms

Some terminologies used in this research can have different meaning depending upon situation and context. So, the main terminologies give the following meaning in this research.

- a) **Achievement:** Achievement refers to the score obtained by the selected students in the test conducted by the researcher.
- b) **Occupation:** Occupation refers to the occupation of selected students parents.
- c) **Education:** Education refers to the formal educational degree of the family members parents.
- d) **Educated:** Educated refers to those family members who have SLC or higher qualification.
- e) **Family structure:** Family structures refers to the type of the students' family. (for example, Nuclear, joint family)
- f) **Ethnicity:** Ethnicity refers to the caste of the students or their parents.
- g) **Test score:** Test score refers to the scores obtained by the students in the given by the researcher.
- h) **Family background:** Family background refers to the nature of family from which the students have come. (for example, rich, middle, poor)
- i) **Economic Status:** Economic status refers to the students parents economic condition. (for example high, middle, low economic status)

CHAPTER-TWO

METHODOLOGY

The following methodology was used for conducting the research.

2.1 Sources of Data

The researcher used both primary and secondary sources of the data collection.

2.1.1. Primary Sources of Data

The population of the study were the students who were studying at secondary schools of Dhanusha district. The data from primary sources were collected by administering questionnaire and test item.

2.1.2. Secondary Sources of Data

Regarding the secondary sources of data, the researcher used a number of secondary sources of data i.e. various books related to the topic and research reports. However, the following books were consulted by the researcher: Ellis (1985), Rai (2005), Cook (2008), Gas and Selinker (2009), etc.

2.2 Population of the study

The population of the study consisted 100 students were from secondary schools of Dhanusha district. The students were from different ten public secondary schools found as the population of the study.

2.3 Sampling Procedure

I visited the District Education Office of Dhanusha and collected the name of secondary schools. Then, I used purposive non-random sampling procedure to select ten secondary schools for the study. Ten students were selected from each secondary schools. In total, 100 students were selected for the study.

2.4 Tools for Data Collection

Test item and questionnaire were used as the tools for data collection which are kept in appendix I-II. The researcher conducted a test to collect the data. He prepared the test on the basis of the final test papers of grade ten which were used by different public schools of Dhanusha district. In the test only one set of questions were prepared. In the test, two passages, one poem, one advertisement, one dialogue, one story, one essay and twenty two grammatical items were included. The full mark of the test was 75 and the time was two hours and fifteen minute.

2.5 Process of Data Collection

The researcher collected the data from the primary sources by administering the questionnaire and test items. For this purpose, he followed the following steps.

- a) At first, the researcher went to the secondary schools and talked to the authority (principal/head teachers) and explained the purpose and process of the research to them to get their permission to carry out the research.
- b) After getting permission from the authority, the researcher consulted the English teachers and students and explained them the purpose of the research and requested them to take part in it.
- c) Then, the researcher distributed the questionnaires and test items.
- d) Finally, the researcher collected the questionnaires and test items and thanked the informants and school authority for their kind co-operation.

2.6 Limitations of the Study

The study had following limitations:

- a) The sample consisted of one hundred students.
- b) This research was limited to secondary level students, specially class ten.
- c) The research was limited only to Dhanusha district.
- d) Comparison was based on the following variables: family structure, education of parents, occupation, ethnicity, family income of students.
- e) Achievement of students was tested only in reading and writing skills

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This section provides the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the effects of socio economic and family status on second language acquisition in terms of different variables: parents education, family structure, ethnicity, family's occupation and family income of students.

For this study, a set of questionnaire consisting of closed-ended questions and test items were used as research tools. The only one set of questionnaire and test item were prepared for all the students of secondary schools.

While analyzing the data the total number of responses for each variable was counted. The average score of responses was calculated into percentage. The data are presented analytically by using tables. The data are analyzed under the following headings:

3.1 Effect of Parents Education

The researcher analyzed the achievement of students on the basis of their parental education. The achievement of students based on their parental education is presented in table 1.

Table No.1
Effect of Parents Education

Parental Education								
Both Educated			One Educated			Both Uneducated		
N.S.	A.S.	%	N.S.	A.S.	%	N.S.	A.S.	%
19	43.36	57.81%	36	39.46	52.61%	45	31.94	42.58%

The above table shows that 19 students had both educated parents. The average achievement of the students was 43.36 that is 57.81% out of 75 marks.

Similarly, 36 students had one educated parent and the students average achievement mark was 39.46 that is 52.61%. In the same way, 45 students had both educated parents and the students average achievement mark was 31.94 that is 42.58%. If we observe the average score and percentage, the highest average score 43.36 that is 57.8% was obtained by the students having both educated parents where as the lowest average score 31.94 that is 42.58% was obtained by the students having both uneducated parents. From the above data, we can conclude that the parents education had positive effect on children language acquisition.

3.1.1 Effect of Family Structure

The researcher analyzed the achievement of students on the basis of their family structure. The analysis is presented in table 2.

Table No.2
Effect of Family Structure

Family structure					
Joint Family			Nuclear Family		
N.S.	A.S.	%	N.S.	A.S.	%
58	32.99	43.98%	42	38.94	51.92%

The above table shows that 58 students had joint family and the students average achievement mark was 32.99 that is 43.98% out of 75 marks. Similarly, 42 students had nuclear family and the students average achievement mark was 38.94 that is 51.92%. If we observe the average score, the highest average score 38.94 that is 51.92% was obtained by the students having nuclear family where as the lowest average score 32.99 that is 43.98% was obtained by the students having joint family. On the basis of above data, we can conclude the family structure affects on students learning.

3.1.2 Effect of Ethnicity

The researcher analyzed the achievement of students on the basis of their ethnicity. The analysis is presented in the following table.

Table No.3
Effect of Ethnicity

Ethnicity								
Dalit			Janajati			Other		
N.S.	A.S.	%	N.S.	A.S.	%	N.S.	A.S.	%
19	25.72	34.29%	29	31.74	42.32%	52	44.66	59.54%

The above table shows that 19 students belonged to dalit group. Their average achievement mark was of 25.72 that is 34.29%. Similarly, 29 students belonged to Janajati group and the average achievement mark was 31.74 that is 42.32%. In the same way, 52 students belonged to other group and the average achievement of the students was 44.66 that is 59.54%. If we observe the average score and percentage, the highest average score 44.66 that is 59.54% was obtained by the students having other group where as the lowest average score 25.72 that is 34.29% was obtained by the students having dalit group. The evidence shows that ethnicity affects on students learning.

3.1.3 Effect of Family's Occupation

The researcher analyzed the achievement of students on the basis of their family's occupation. The achievement of students based on their family occupation is presented in table 4.

Table No.4
Effects of Family's Occupation

Family's Occupation											
Service			Agriculture			Business			Other		
N.S.	A.S.	%	N.S.	A.S.	%	N.S.	A.S.	%	N.S.	A.S.	%
23	36.02	48.02	34	30.02	40.02	21	33.67	44.89	22	32.32	43.09

The above table shows that 23 students who were from the family that had service occupation and the average achievement of the students was of 36.02 that is 48.02%. Similarly, 34 students who were from the family that had agriculture occupation and the students average achievement mark was of 30.06 that is 40.02%. Likewise, 21 students who were from the family that had business occupation and the students average achievement marks was 33.67 that is 44.89%. In the same way, 22 student who were from the family that had other occupation and the students average achievement mark was 32.32 that is 43.09%. If we observed the average mark was of and percentage, the highest average score 36.02% that is 48.02% was obtained by the students from the family that had service occupation whereas the lowest average score 30.02% that is 40.02% was obtained by the students from the family that had agriculture occupation. On the basis of above data, we can conclude that the family occupation affects on student learning.

3.1.4 Effect of Family Income

The researcher analyzed the achievement of students on the basis of their family income. The analysis is presented in the following table.

Table No.5
Effect of Family Income

Family Income								
Rich			Medium			Poor		
N.S.	A.S.	%	N.S.	A.S.	%	N.S.	A.S.	%
27	36.32	48.42%	34	31.11	41.48%	39	16.86	22.48%

The above table shows that 27 students had rich family and the students average achievement mark was 36.32 that is 48.42%. Similarly, 34 students had medium family and the students average achievement mark was 31.11 that is 41.48%. In the same way, 39 students had poor family and the students average achievement mark was 16.86 that is 22.48%. If we observe the average score and percentage, the highest average score 36.32 that is 48.42% was obtained by the students belonging to rich family where as the lowest average score 16.86 that is 22.48% was obtained by the students belonging to poor family. The evidence from the above data shows that the family income affects on students learning.

CHAPTER-FOUR

FINDING AND RECOMMENDATION

4.1 Findings

Based on the analysis and interpretation of the data, the findings can be stated as follows:

- (i) Students having both educated parent were found to have higher achievement score 43.36 that is 57.81% than those having one educated parents or both uneducated parents.
- (ii) Students having one educated parents were found to have lower achievement score 39.46 that is 52.61% than those of having both educated parents but higher achievement than those having both uneducated parents score 31.94 that is 42.58%.
- (iii) Students who were from nuclear family background were found to have higher achievement score 38.94 that is 51.92% than those who were from the joint family background 32.99 that is 43.98%.
- (iv) Students who were from Dalit group were found to have lower achievement score 25.72 that is 34.29% than those from Janajati and other groups.
- (v) Students from other castes were found to have higher score 44.66 that is 59.54% than those from Dalit and Janajati 31.74 that is 42.32%.
- (vi) Students who were from the family that had service occupation were found to have higher achievement 36.02 that is 48.02% than those of the students whose family occupation was business, agriculture and mixed.
- (vii) Students who were from the family that had agriculture as occupation were found to have lower achievement score 30.02 that is 40.02% than those from the family that had business and service.

- (viii) Students who were from poor class family having no any sources of income had lower achievement score 16.86 that is 22.48% than those from the middle and rich class families.
- (ix) Students who were from rich family had the highest achievement score 36.32 that is 48.42% than those of the middle class and poor class families.

4.2 Recommendations

Special attention should be paid to the students from the family having both uneducated parents during the English language teaching and learning process.

- a. Students from joint family background were found relatively weaker. So, they should be encouraged in learning and emphasis should be given to them.
- b. Language achievement of Dalit students was low. So they should be encouraged in learning.
- c. Students from the family having agriculture and other occupation should be paid special attention during teaching and learning activities of the English language.
- d. Students from poor class and middle class students should be encouraged in learning and emphasis should be given to them.

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Appendix - I

Questionnaire Sheet

Dear Respondents,

This questionnaire sheet has been prepared as an aid to my research work entitled '**Effects of Socio-economic and Family Status on Second Language Acquisition**' under the supervision of **Mrs. Madhu Neupane**, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu. All the information collected through the questionnaire was kept confidential. Please feel free while filling in the questionnaire. Your participation is voluntary and if you decide to take part, you are still free to withdraw at any stage. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Chandradip Sah

TU, Kirtipur, Kathmandu

Name of Students :

School :

Please tick the correct option given below :

1. What is the educational status of your parents?
a) Both educated b) One educated c) Both uneducated

2. What is your parent's occupation?
a) Service b) Business c) Agriculture d) Other

3. What is the structure of your family?
a) Single b) Joint

4. How many members are there in your family?
a) 5 people b) 10 people c) below 5 d) above 10
5. How many people are employed in your family?
a) One b) Two c) above two d) None
6. Which ethnicity do you belong to?
a) Dalit b) Janajati c) Other
7. What is the per month income of your family?
a) 10,000 b) 5,000 c) below 5,000 d) above 10,000
8. In which class do you belong to?
a) Rich b) Middle c) Poor
9. Do you think English is easy to learn?
a) Yes b) no
10. How do your parents feel when you learn English?
a) Happy b) sad c) none

APPENDIX -II

TEST ITEM

Class: X

F.M.: 75

Time:

P.M.: 24

Name:

School:

Subject: C. English

Q.N.1 Read the poem and answers the questions:

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by
narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the
dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening
thought and action. . .
Into that heaven of freedom, my father,
let my country awake.

A. Write 'T' for true and 'F' for false statement:

- i. The poet wishes for the freedom of knowledge.
- ii. The poet thinks that the present world is divided into different factions.
- iii. "Dead habits" refers to dead people's habits.

B. Answer the following questions:

- i. What happens if the mind is full of fear?
- ii. In what situations is knowledge not free?
- iii. Why is the world broken up into fragments?

Q.N.2. Read the following passage and do the exercises given below:

Seconds before Neha entered into her bedroom when, suddenly, she heard an outcry from below. "It's all over", she thought as she stiffened and sank down on the stairs. It was then that the baby boy had slid through the hole, hit the second floor window shade and landed heavily on Vikram's chest. His strong arms closed tightly around Kanhaiya. Vikram lost his balance and fell back.

Looking out through her bedroom window grille sobbing Neha noticed that the crowd has dispersed, even Kanhaiya was not there. She rushed down and a man on the ground floor told her that her son was safe and had been taken to a nearby clinic. Kanhaiya who grabbed and clung her was being treated for minor bruises when she approached him. Standing by him was a young stranger who was the savior of her beloved son. 'I have no words to express my gratefulness to you,' she kept on telling the stranger. "I was only doing what I has to do," said Vikram, "but I wish nobody'd leave small children near windows."

A. Completer the following sentences by choosing the correct answer.

- a. When Neha was about to enter into the bedroom she
 - i. heard a loud noise
 - ii. didn't hear anything
 - iii. could feel silence
- b. Vikram lost his balance when the baby boy
 - i. pushed him away
 - ii. landed on him
 - iii. embraced him

- c. The word approached in the above text means.....
i. left ii. came near iii. applied
- B. Rewrite the following sentences in the correct order.
- a. A man told her that Kanhaiya was safe and had been taken to the clinic.
 - b. She didn't see her son or the crowd below.
 - c. Neha got into her bedroom and looked through the window.
 - d. She rushed downstairs.
- C. Answer the following questions.
- a. How did the baby boy fall down?
 - b. What happened to Neha when she heard an outcry?
 - c. Why did Vikram fall back?
 - d. What did the baby do when his mother reached near him?
 - e. Why was Neha grateful to Vikram?

3. Read the following text and do the activities asked below. 10

Burma, now known as Myanmar was a free country. But in 1962 the army took control of the country. Ever since then, Myanmar has had a harsh military government. However many people have struggled to bring freedom back to Myanmar. For her part in the struggle Aung San Suu Kyi was given the Noble Peace Prize in 1991. In 1988 Aung San Suu Kyi became the leader of the National League for Democracy, a Party that opposes Myanmar's military government. She made speeches against the government and organized protests. In July 1989, Suu Kyi was sentenced to house arrest. Although she remained under house arrest until 1995, she continued her struggle for freedom. Protests in Myanmar and around the world forced the military government to have an election but the military government ignored the results.

Aung San Suu Kyi was given the Nobel Peace Prize for her peaceful struggle and her bravery. Soldiers have threatened to shoot her, and many of her followers have been sent to jail or killed. However Suu Kyi has never stopped speaking against the government. She has also argued against violence. Instead of fighting with the government, her protests have always been peaceful. today, Suu Kyi's struggle goes on, and her support around the world continues to grow.

A. Find words/phrases from the passage that are similar in meaning to the following words.

- a. dominated
- b. goes up against
- c. objections'
- d. bloodshed

B. State whether the following statements are true or false.

- a. Myanmar is another name for Burma.
- b. Anug San Suu Kyi was awarded the Noble Peace Prize in 1962.
- c. The military government accepted the result of an election.
- d. Suu Kyi's struggle to free Burma from the Military government is on.

C Answer the following questions.

- a. Why was Aung San Suu Kyi awarded the Noble Peace Prize?
- b. What made the military government hold an election?
- c. How is Suu Kyi struggling for burma's freedom?

4. Read the advertisement and answer the following question:

Carrier Opportunity

A well-established finance company requires dynamic, energetic and managerial skilled personnel for Birgung and Hetauda office. Interested person may apply showing expected salary and benefits with latest curriculum vitae. Copies of certificate of academic qualification, copy of citizenship certificate and experience letter with recent passport size photo in closed envelope should be submitted to the address given below by 8th April, 2008.

Post Box no 805 Makwanpur, Nepal Requirement for Managerial level:

Qualification: Preferably MBS or master's Degree in Management /Business/finance/economics from a reputed university.

Experience: At least 3 years experience as officer / junior officer in bank and finance company's credit and marketing field. good command in computer operation is a must.

Age: Not exceeding 35 years on the closing date.

Salary and Benefits: Negotiable

A. Choose the right answer form the given alternative.

- a. the word 'personnel' means(staff/officer/employer)
- b. 'to expect' is to..... (give, want, hope)
- c. The word ' reputed' similar in meaning tot he word(known, famous, prestigious)

B. Complete the followings sentences supplying appropriate words/phrases from the text.

- a. The employer is
- b. Candidates should submit their application on or before
- c. Besides the academic qualifications.....

d. The candidate should not be over.....

c. **Answer the following question:**

- a. What things should be submitted along with the application?
- b. What is the required qualification for a candidate?
- c. How much salary is the company offering?
- d. What type of experience should the candidate have?

5. Develop a readable story from the outlines given below and give a suitable title and morale: (6)

Once a well educated man.....traveling in a boat.....talked with the boat man.....asked If he was literate.....he wasn't.....lost his half of life.....a big storm began.....boat about to sink.....the boat man asked if the man know how to swim.....he didn'tlost whole life.

6. Construct a readable story with the help of the outline given in the box below. (6)

A poor village boy walking door to door for job- finds a wallet containing a large amount of money an identity card of the owner in the wallet the boy returns the wallet to the owner the owner pulsed praises his honesty gives him a good job

7. Write down an essay on "child Labor" in about 200 words. Use the given clues. (12)

-) Definition of Child labor
-) Effects of child labor in society and education
-) Cause of child labor

-) Suggestion to improve the condition
-) conclusion

8. Rewrite the following sentences choosing the best alternative given in the brackets. (0.5x12=6)

- a. Rabina foundone rupee coin on the way. (a, an, the)
- b. These students are obedienttheir teachers. (at, to, for)
- c. I am a student,? (aren't I, am I, don't I)
- d. the policerecently caught the criminals. (has, have, had)
- e. Prem doesn't like it but Rina.....(like, likes, liked)
- f. 'Does it have any sense?' the statement of this question is(It have some sense, It has any sense, it has some sense)
- g. Bandanaher key. she still can't enter the house. (lost, has lost, loses)
- h. My father asked us.....(what he wants, what did he want, what we wanted)
- i. Someone has stolen my pen. My pen.....(is stolen, has been stolen, has stolen)
- j.his intelligence, he failed the exam. (in spite of, because of, although)
- k. Unless you invite her she..... come. (would, wouldn't, won't)
- l. the people.....the leaders keep their words. (has, get, make)

9. Choose the correct word from the brackets to complete the passage below: (0.5x10=5)

One morning(in/on/at/early April, I(woke/wake/ awake) up to see my friend Sherlock Holmes standing by my bedside. I blinked at him in surprise.....watson" (I was sorry to wake you up/I am sorry to wake you up/ I have been sorry to wake you up) he said.

".....(but /because/and) we have a client waiting in the sitting room. She is a young lady. It seems she(has/have/had) something very urgent to communicate. You would be interested in hearing what she has to say,(wouldn't you/won't you/didn't you)?"

"Of course I would, my dear fellow," I said. I dressed quickly and left for the sitting room.

.....(A/an/The) client was a young lady dressed in black. She looked pale and frightened. "You must not be afraid," said Holmes soothingly. "things.....(will be put/is put/are put) right by us, I assure you. Please tell us everything about your problem, madam," said Holmes. "If you.....(don't tell/didn't tell/hadn't told) us your problem clearly, it will be difficult for us to solve your case."

Mr. Holmes.....(had/got /gets) her tell everything and she did the same.

APPENDIX -III

FORMULAE

The following formulat were used for the average calculation

i) For calculating Mean/Average

$$\bar{x} = \frac{\sum \phi x}{N}$$

Here, \bar{x} = Mean/average

x = Achievement score

ϕ = Sign of summation

N = Number of students

ii) For calculating Mean

$$\bar{x} = \frac{\sum \phi x}{N}$$

Here, \bar{x} = Grand Average

\bar{x} = Mean/average

N = Number of Students

APPENDIX - IV

List of the school

1. Janaki Ma. Vi. Janakpur Dham
2. Dhanusha Janta Ma. Vi. Dhanusha Dham
3. Sarswati Ma. Vi Thilla+ Sabaila
4. Chhireswar Janta Ma. Vi Mahendrnagar
5. B.P. Koirala Ma. Vi Sapahi
6. Ram Janki Ma. Vi. Kushmaha Satoshar
7. yadav Ma. Vi. Belhi
8. Baidyanath Devnarayan Janta Ma. Vi. Tulsiyahi
9. Secondary school Kuwa Rampur
10. Sarswati Ma. Vi. Kanakpatti

Appendix V

List of the students involved in the study

V

<u>S.N</u>	<u>Name</u>
1.	Bishwanath Kumar Sah
2.	Mamta Kurmi Rai
3.	Nawal Kishor Kapar
4.	Jeet Yadav
5.	Ambika Kumari Puswan
6.	Heena Nayak
7.	Rina Kumari Das
8.	Md. Sakil Rain
9.	Ranju Mandal
10.	Aasha Mandal
11.	Jyoti Kumari Yadav
12.	Sudhir Kumar Ray
13.	Kishori Kumar Sah
14.	Anjay Kumar Sah
15.	Rambharosh Kapar
16.	Saroj Kumar Ray
17.	Raman Chaudhary
18.	Runa Kumari Raut
19.	Bharat Kumar Yadav
20.	Shiv Chandra Mandal
21.	Sitesh KUMar Sah
22.	Sanju Kumari Mandal
23.	Ramkalesh Mukhiya
24.	Nagendra KUMar Jha
25.	Ram Kashi kumari Yadav
26.	Sanjay Kumar Mandal
27.	Umesh Kumar Mandal

- 28 Manoj Kumar Nayak
29. Rajan Das
30. Sabitri Kumari Sah
31. Nilam Kumari Sah
32. Rinku Kumari Yadav
- 33 Rajib Kumar Mandal
- 34 Ajit Kapar
- 35 Gudiya Yadav
- 36 Sahana Khatoon
- 37 Pooja Paswan
- 38 Sarita Jha
- 39 Abdhesh Kumar
40. Roshan Kumar Chaudhary
41. Abhishek Paudel
42. Parduram Mandel
43. Ajay Kumar Sah
44. Surendra Kamar Kurmi
45. sakindra Kumar Mandal
- 46 Pramod Kumar Chaudhary
47. Renu Kumari Das
48. Pramod Kumar Yadav
49. Sundeshwar Thakur
50. Vicky Kumar Sah
51. Juhi Kumar Jha
52. Jyoti Kumari Mandal
53. Sony Paswan
54. Pooja Mandal

55. Abinashi Kumar Yadav
56. Ranjit Kuamar Sah
57. Rohit Kumar Chaudhary
58. Govind Jha
59. Uday Das
60. Ajay Kumar Yadav
61. Ajay Kumar Mahato
62. Satish Kumar Sah
63. Binod Kumar Sah
64. Roshan Kumar Yadav
65. Ramashis Sah
66. Sitli Kumari Jha
67. Govind Kumar Yadav
68. Manisha Kumari Mandal
69. Anil Kumar Thakur
70. Ramchandra Mandal
71. Aasha Kumari Mandal
72. Anita Kumari Das
73. Bumesh Kumar Yadav
74. Shyam Kumar Sah
75. Sarswati Kumari Jha
76. Raksha Kumari Raut
77. Manoj Kumar Mandal
78. Rina Kumari Das
79. Ajay Mestar
80. Bina Kumari Das
81. Pukari Kumari Mandal
82. Mamta Kumari Yadav
83. Santosh Yadav
84. Rahu Das
85. Ajay Kumar Sah

86. Gulab Thakur
87. Dilip Mahato
88. Sikindar Das
89. Rinka Kumari Yadav
90. Senak Das
91. Shova Kumari Sah
92. Ashok Kumar Pandit
93. Chandradip Mandal
94. Madhu Kumari Yadav
95. Roshan Kumar Thakur
96. Ram Prakash Sah
97. Sanjay Kumar Yadav
98. Ramesh Baidh
99. Sunil Thakur
100. Vijay Kumar Sah