ABSTRACT

An understanding of a second language makes it possible to learn subject matter. Often, the understanding of a second language has proven to be elusive for simultaneous and successive second language learners in Nepal. It has been stated by National Languages Policy Recommendation Commission (NPLRC, 1993) that to neglect second language issues of linguistic minority children is to deprive them of basic education, handicap them for life and deprive the nation future generation. The neglect of medium of instruction for simultaneous and successive second learners today appears to be most prevalent in the classroom of Nepal.

The present study was conducted with the issues of simultaneous and successive second language. The aim was to investigate the effect of simultaneous and successive second language learning on academic achievement of primary school children of Nepal in relation to their personal and environmental factors. The study was conducted in four districts of Nepal selecting four public and four community schools of the selected districts of Nepal. In addition to this, the students of class I, III and V and teachers along with Head Masters and parents were selected for the study.

This study employed quantitative and qualitative technique of data collection and analysis. For collective quantitative data, Raven’s progressive coloured matrices, 3 point scale on motivation, achievement scores of the annual examination of the students, socio-economic status scale as well as class room observation interview schedule were used. For indepth analysis case studies were evolved.

This study was carried out for 9 months in the selected schools. Descriptive statistics was carried out to describe the nature and distribution of data on achievement, intelligence, motivation. For finding the relationship between intelligence and academic achievement of simultaneous second language learners (SL1) and successive second language learners (SL2), coefficients of correlations were worked out and for the variables i.e. motivation and achievement and, intelligence and motivation, coefficients of contingency were
worked out to establish association. Differential statistics t-test was worked out to make comparison of the variables i.e. achievement, intelligence, motivation, socio-economic status and parental support of simultaneous second language learners (SL1) and successive second language learners (SL2). Two way analysis of variance (ANOVA) was employed to see the effect of independent variables i.e. intelligence, motivation, socio-economic status and parental support on the dependent variable academic achievement. For the effect of intelligence and motivation on academic achievement, 3 x 3 factorial design of ANOVA was applied on the total sample as well as separately for simultaneous second language learners (SL1) (320) and successive second language learners (SL2) (409). For the effect of socio-economic status and parental support on academic achievement of simultaneous second language learners (SL1) (40) and successive second language learners (SL2) (40), 2 x 2 factorial design of ANOVA was employed. The results were drawn on the basis of these techniques.

Working on the sample size of 729 students from 8 schools involving two groups of students simultaneous second language learners (SL1) and successive second language learners (SL2), the investigator found the importance of Mother tongue medium of instruction or Bilingual medium of instruction in the schools of linguistic minority area with significance difference in academic achievement than the Nepali medium of instruction. For generalization, a similar study with more schools from different ecological regions, considering more variables is recommended.