CHAPTER-II

REVIEW

OF

RELATED LITERATURE
This chapter presents review of related studies. In multilingual society learning a second language in school other than one's own mother tongue poses a challenge to the learners. The experimental evidences reveal both positive and negative effects of second language learning on child's academic performance in school.

The purpose of reviewing the literature was to identify the trends of researches in respect of:

- Effect of second language learning on academic achievement
- Effect of personal factors as intelligence and motivation on academic achievement.
- Effect of home and school environment on academic success of the learners.

There are a number of researches that establish how learning of second language and medium of instruction other than one's own mother tongue helps or hinders the academic performance of the learners.

The research studies exhibit both negative and positive effects of second language learning on academic performance of the students.

The studies are given under the heading; positive effects of second language learning and negative effects of second language learning on academic achievement separately.

**Positive Effects of Second Language Learning on Academic Achievement**

_Kendall & Alison (2008)_ did a book review on "The Bilingual Edge Why, When and How to Teach your Child a Second Language" and found that bilingual education can enhance the learning outcomes of the learners.

_Collier & Thomas (2002)_ found that academic achievement in the first language has an extremely important and positive effect on second language schooling. Academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language will all transfer to the second language. As students expand their vocabulary and their oral and written communication skills in the second language, they can increasingly demonstrate their knowledge base developed in the first language.
Armstrong & Rogers (1997) found that second language or foreign language instruction had no detrimental effect on basic skills or a positive effect on students' achievement in basic skill area of learning.

Boyson (1997) in a study found that second language learners scored high and reached desired level of proficiency and made progress towards their learning outcomes. He concluded that the students taught through English as a second language in Georgia were making progress in their language learning and other subjects.

Collin (1996) found that second language learning environment had an important effect on second language learning and learning outcomes. Second language learning environment helps to shape learners learning behaviour, which, influence learning outcomes.

Rosenthal (1996) in a study teaching science to linguistic minority schools found that second language proficiency is essential to read textbook to participate in dialogue and debate and to provide written responsive to test. He further concluded that students who have developed second language skills can have better reasoning skills and academic achievement.

Adger (1995) found that English as a second language was excellent by any measure for linguistic minority children.

Spurlin (1995) did a research on making science comprehensible for language minority students and found that those who developed second language skills perform better in their achievement of science.

Cummins (1992) did a study on second language proficiency, bilingual and academic achievement and found that second language proficiency is related to academic success of students.

Cooper (1987) in a study found that who knew second language before going to school scored significantly higher than those who did not.

Collier (1987) found that second language learning students encountered a variety of difficulties in achieving academic success in schools.
Negative Effects of Second Language Learning on Academic Achievement

Ndamba (2008) did a study on mother tongue usage in learning. He found that English as a medium of instruction for non English speaking children caused problem in school and which ultimately hindered their learning outcomes. He further concluded that there was a need for implementing mother tongue medium in the early years of schooling.

Brice & Brice (2007) did a study on non English speaking learners to find out their learning ability in different classroom discourse. They found that non English speaking children had language learning disabilities in general classroom and also the English as a second language classroom which ultimately has an effect on their achievement.

Crosnoe et al (2004) did a study on academic achievement on Hispanic students whose mother tongue was not English and found that they were not encouraged in schools which led to the lower academic achievement.

Awasthi (2004) in Nepal claimed that linguistic minorities are regarded as vulnerable. They communicate in their native tongues within their households and communities while they have to use Nepali as a lingua franca for wider communication. Hence, when they start schooling they are thwarted and disadvantaged since they cannot compete with Nepali-speaking children who have acquired it as their mother tongue. They feel inferior, isolated, or incompetent and are forced to remain as a disadvantaged group in the school situation. Consequently it results in:

i. Low achievement
ii. Higher percentage of dropouts and
iii. Increase in non-school going children

Battle & Michael (2002) conducted a research SES and academic achievement of linguistic minority children found that they were discriminated in the school by the school authority. As a result, they show poor performance in their achievement.
Seyfried (1998) found that non-native English students scored significantly lower than the native English speaking students and they are more likely to be placed in lower academic groupings.

It is revealed that in chronological order, studies conducted in the last two decades (1980's and 1990's) established positive effects of second language learning on children's academic performance. But by the turn of the century after 2000, more of the studies came out with negative trends in this regard.

Effect of Personal and Environmental Factors on Academic Achievement

In addition to the acquisition and proficiency in mother tongue and second language, there are a large number of personal and environmental factors responsible for academic success. In the present study, intelligence and motivation were included as personal factors. Home and school factors were taken as environmental factors to see how they contribute to the academic performance of the students.

Personal Factors: Effect of Intelligence on Academic Achievement

Intelligence plays an important role in the learning process and in the learning outcomes. Following research studies show the effect of intelligence on academic achievement.

Kinlaw & Kurtz (2007) did a study on children's intelligence: beliefs, goals, and motivation in elementary years. They found a positive relationship between intelligence and expected learning outcomes of second and fourth grade students.

Epelbaum (2007) did an action research on multiple intelligence assessments gave insight into learning difficulties and potential. He found that intelligence was a potent factor for overcoming learning difficulties.

Uichol and Young (2006) examined the factors that contribute to the high educational achievement of Korean students. According to them, intelligence is one the determinants of academic achievement. Students attribute their success to effort and failure to a lack of intelligence.
Moshe (2001) found that low intelligence leads to a succession of performance failure. Students who have low intelligence can not attain their goals. Thus, poor achievement is a marker for low intelligence.

Rayhill (2001) investigated the factors contributing to success and failure of minority students in New York City. This study showed that intelligence in learning have a profound impact on academic achievement. Minority students struggle against the adverse effect of discrimination in school, which hinders their intelligence in the learning process and ultimately hinders their learning outcomes.

Effect of Intelligence on Second Language Learning

Mitchell & Myles (2001) found that intelligence is related to the development of second language learning and second language learners who are above average on formal measures of intelligence or general academic attainment tend to do well in their achievement.

Ellis (1995) observed that intelligence stimulates the learner to learn language and it will help him to achieve better command over it.

Garfinkle & Tabor (1991) in a study found a positive significant relationship between high scores of language and average intelligence in the cases of second language learners.

Effect of Motivation on Academic Achievement

Motivation is a force that energizes and directs student behaviour toward a goal. Just as force moves an object, motivation moves a person. When students pay attention, to their work, and study, it is said that they are motivated. So, Motivation appears to be a powerful determinant of learning behaviour of children. Following research studies show the effect of motivation on academic achievement.

Mathema & Bista (2006) found positive and significant relationship of motivation with academic achievement of students of high and low performing schools.
Urich (2001) observed that those students who are intrinsically motivated achieve better and have high academic achievement.

White & Janel (2001) found that intrinsic motivation had a positive effect on academic achievement. This study showed that intrinsic motivation and academic achievement reveal both a linear and non-linear relationship.

Kushman (2000) found that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success.

Gottfried (1990) stated that development of academic intrinsic motivation in students is an important goal for educators because of its inherent importance for future motivation as well as for student’s effective school functioning.

Ugurogulu & Walberg (1979) found that students’ motivation is critical for learning. They found positive and robust correlation between motivation and achievement. It is powerful factor that influences the total learning environment.

Effect of Motivation and Language Learning

Rubenfeld et al (2007) did a study on second language learning and the role of motivation and goal content congruence. They found relationship between students’ motives and goals.

Environmental Factors: Effect of School Environment on Academic Achievement

Researches have shown that there is a close relationship between the surrounding environment of the learners and academic achievement.

Environmental factors have a major impact on academic achievement. The effect is mediated by number of factors by a number of variables. The variables which have been found of major importance are school factors.

Students, educational outcomes are greatly affected by the type of school that they attend. School factors include school structure, school composition and the school climate. The school sets the parameters of a
student's learning experience. Depending on the school environment can either open or close doors that lead to academic achievement.

Research studies in the literature are replete with evidences to substantiate the role of school and classroom practices to enhance students learning.

**Effect of School Practices on Academic Achievement**

**Cheng et al (2008)** in a study found that school practices and teachers' professional experiences are more likely to be helpful for the non English speaking learners to achieve greater academic achievement.

**Eamon (2005)** found that smaller class sizes create more intimate setting and therefore can increase teacher student bonding which has also been shown to have a positive effect on student success. Students who attended poorly funded schools did not perform well in their achievement.

**Hunt (2005)** in a study found that school activities play a crucial role in boosting academic achievement.

**Crosnoe et al (2004)** suggested that school sector (public or private) and class size are two important structural components of schools. According to them, private schools tend to have both better funding and smaller class size than public schools. The additional funding to private school leads to better academic performance and more access to resources which have been shown to enhance academic achievement.

**Bali et al (2004)** found that school composition or the general makeup of a school is an important factor regarding academic achievement.

**Acosta (2001)** examined the relationship between school climate and academic achievement. The study concluded that school climate influences students' perception of themselves as learners as well as their academic achievement.

**Cummins (2001)** observed that students, who are encouraged by their schools, develop the ability, confidence, and motivation to succeed academically.
Effect of Classroom Practices on Academic Achievement

Ariz et al (2007) did a study on teaching academic content to second language learners. They found that classroom adaptations according to the background of the learners are important ingredients for learning. They need to be made so that second language learners can become academically successful.

Mathema & Bista (2006) in a study found that classroom teaching is discriminatory. Teachers are not free from bias. Teachers focus their time, effort and energy on teaching good students. Eye contact is unequal. Student participation is rare. There were many instances of students of linguistic minority dropping out of school because teachers did not answer their questions nor ask questions to them.

Carbonaro (2005) did a research on school practices for increasing academic performance and identified that behaving in class; checking assignments on time and thinking about and understanding the curriculum are the basic requirement for the academic achievement of the students.

Haneda (2005) studied functions of triadic dialogue in the classroom: He found four types of teachers: teachers give i) a consecutive focus on content and language, ii) simultaneous focus on content and language, iii) making interaction more dialogic and, iv) encouraging students to exercise their agency as participants. In all contexts, it appears to be critical that teachers attend to both intellectual and affective dimensions of learning in order to create a productive classroom community and increase learning competency.

Awasthi (2004) found that monolingual pedagogical practice in school for multilingual children contributed to the low achievement of non-Nepali speaking children.

Peter (2002) concluded that classes where students are stimulated and challenged, progress is greatest. Use of more interesting questions and statements in classroom by teachers communicate their own interest and enthusiasm to the children and greater pupil progress occurs. In contrast,
teachers who frequently direct pupils work without discussing it and explaining its purpose are less effective and academic achievement is low.

Lastra & Eduardo (2001) found that urban public schools have a very poor quality and about seventy percent of all students and more than sixty percent of all schools have failing records because of classroom practices.

Hurtig (1999) in a study observed that non-Nepali speaking children suffer a lot in schools because of medium of instruction and their academic achievement is very low in comparison to the Nepali-speaking children.

Pattanayak (1997) observed that in the acquisition of language if the teacher did not share the language of the learner, then the ritual of teaching is performed without reference to the learners’ understanding and without giving chance to the learner to clear the initial doubts. He further claimed that difference in the attitude and perception of the learner and the teacher may create problems.

Cordero (1996) in a study found that teachers’ classroom practice and perception play a significant role in the academic achievement of students. He also found that positive climate, planning process, academic goals, clearly defined curricula, monitoring, and students’ participations play vital a role in the academic achievement of students.

Effect of Home Factors on Academic Achievement

The environment at home is a primary socialization agent that influences a child’s interest in school, i.e. educational background, occupational status and economy along with parental support to children’s education. Family background has the most important influence on student learning and it includes factors such as socio-economic status, parental support. There are a lot of evidences to support this argument.

. Effect of Socio-Economic Status on Academic Achievement

Eamon (2005) did a research on effect of socio-economic status on academic achievement and found that the social class and economic condition of the students affects their academic achievement.
Crosnoe et al (2004) did a research on African American minority children from low socio-economic status and they found that these children did not tend to invest their time in school and therefore they did not perform well in the class.

Hochschild (2003) in a study found that the students from lower economic class obtained lower test scores and were likely to drop out of the school.

Jeynes (2002) found that the socio-economic status (SES) of a child which is most commonly determined by combining parents’ educational level, occupational status, and income level affects students’ achievement.

Alastair (2002) found that evidence of home influence on schooling shows a general co-relation between parents’ socio-economic background and school attainment.

Gooding (2001) analyzed the relationship between parental educational level and student academic achievement and performance. The finding shows that educational level and income range have positive influence on students’ academic achievement.

McNeal (2001) found that low socio-economic status (SES) negatively affects academic achievement because low (SES) prevents access to vital resources and creates additional stress at home.

A study of Centre for Educational Research and Social Development (CERSOD, 2001) reported that home environment of majority of the students was not conducive to children's studies. A majority of the students (68%) reported that their study time at home was taken away by household activities such as cleaning home, fetching water, cleaning utensils, taking care of siblings, cooking food, grazing and caring cattle, collecting feed for the cattle and working in the field. The report concluded that unfavorable home environment had thus created ineffective learning environment and resulted in huge educational wastage.

Seyfried (1998) found that students from low socio-economic status (SES) have been found to score about ten percent lower on the National
Assessment of Educational Programme than the students from higher socio-economic status (SES).

**Effect of Parental Support in Children's Studies and Academic Achievement**

**Roberts (2008)** in a study found that reading environment at home not only enhanced second language learning and it also enhanced academic achievement in other content areas as well.

**Walker et al (2004)** found that parental support contributes to student motivation and performance and can be enacted by almost all families, across cultures, educational background and socio-economic circumstances. The strong parental understanding of children’s development, learning, and homework content and effective involvement in homework can lead to the high success.

**Alastair (2002)** found that parent’s involvement in children’s studies has a positive influence upon student progress and development. He observed that parental visit to school contributed to the academic success of the children. Parents, who read to their children, hear them read, provide them with access of books at home have positive effect upon their children’s learning and progress.

**UNICEF(2000)** conducted a study and concluded that children whose parents have primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling.

**Henderson & Berla (1994)** in a study found that there is positive association between the parental involvement and students’ test scores of the learners.

**Cassidy & Lynn (1991)** included a specific factor of the family as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment along with parental support were associated with higher educational levels of children.
Epstein (1988) found that children are more likely to attend schools regularly when their parents encourage them to attend schools, monitor attendance in schools and provide the kind of support that is needed to be regular at school. Hence, when schools and parents work together students are the winners.

Rollins & Thomas (1979) found that high parental control were associated with high achievement.

Young & McGeeney (1968) in the book ‘Learning Begins at Home’ wrote that a rise in the level of parental encouragement improves their children's performance at school, that teachers by involving parents in the school bring about a rise in the level of parental encouragement and that teachers by involving parents in the school arguments the children's performance.

Main Trends of the Research Studies

Almost all the studies conducted in Nepal indicated the poor achievement of non Nepali speaking students in all the subjects at primary level due the effect of medium of instruction. The researches indicated that second language learning, intelligence, motivation, school environment and parental socio-economic status have an influential role in children's learning and success.

These researches reflect that children learn better if they are taught through their mother tongue medium. These researches showed positive and negative effect of second language learning on academic achievement.

Besides the effect of second language learning on achievement, researches have suggested that motivation and intelligence directly affect academic achievement.

Studies have shown that students with a set task goal orientation are more likely to engage in achieving better achievement.
Many researches have also identified a number of problems faced by students in school due to the lack of motivation, intelligence and as well as background of their language.

Quantitative researches focused only on correlation between the subjects. Qualitative researches have suggested that bilingualism is the way to solve the problem of the second language learners. These studies whether they are quantitative or qualitative are in line with one another.

Although the studies did not indicate the problem of simultaneous and successive second language learning in multilingual context, different researches have provided insight and direction to take up the problem to formulate a set of research hypotheses for the present study.