



بسم الله الرحمن الرحيم

Sudan University of Science and Technology

College of Graduate Studies

Socioeconomic Factors Affecting English Language Learners

العوامل الاجتماعية الاقتصادية التي تؤثر في متعلمي اللغة الإنجليزية

(Case Study at AlGadysia Secondary School for girls and Alengaz Secondary School for Boys)

A Thesis Submitted to the College of Language in Partial Fulfillment of the Requirements for Master Degree in English Language

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ) اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ (الَّذِي عَلَمَ بِالْقَلْمَنْ (عَلَمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ)

سورة العلق - الآيات من (1-5)

Dedication

To the soul of my father, may God rest his soul in eternal peace. To my mother God bless her. To my husband, who is the first person who encourages me, I will be indebted to him .

Acknowledgement

I would like to express my full gratitude and appreciation to the teaching staff of the college of Graduate Studies and Scientific Research for their fruitful support and ceaseless guidance. My special thanks and gratitude would go to my supervisor Dr. Mekki Mohammed Behlol, for making my thesis possible . I couldn't have done it without his support and encouragement. To my children Elias , Ahmed , Ayman , I hope you will take pride in what I have successfully completed and use it as an example for you to follow in the future . Finally , my ultimate thanks and respect would also pass to the colleagues whose role was considerably remarkable in the completion of this study .

Abstract

This study focused on socioeconomic factors that affect the foreign Language learners at secondary schools in Khartoum. The major objectives of this study are summarized in the Following points: To measure the effect of socioeconomic factors on English language students at secondary schools at Jebel Awlia in Khartoum and to test the effect of social relationship and economic status of Learners' families on English language. Moreover, to test the effect of school environment on English language learners. The method used in this study is a descriptive and analytical method, Because the study is mainly based on collecting precise data concerning the current phenomenon and eventually to draw conclusion from The result obtained. The researcher used the questionnaire as data gathering tools. The Data which was obtained, represents the subjects' attitudes towards the problem under the study. For the analysis and interpretation of the data a statistical of the SPSS (Statistical Packages for Social Sciences) was used. Having analyzed the data research hypotheses were carefully tested which leading to the findings. Socioeconomic factors play a crucial role in enabling English language learners to improve their standard in the language.

ملخص الدراسة

هذه الدراسة تركز على دراسة العوامل الاجتماعية الاقتصادية التي تؤثر على تعليم اللغة الإنجليزية للطلاب بالمدارس الثانوية بولاية الخرطوم. يمكن تلخيص الأهداف الرئيسية لهذه الدراسة في النقاط الآتية:

قياس أثر العوامل الاجتماعية الاقتصادية على تعلم اللغة الإنجليزية لطلاب المدارس الثانوية في محلية جبل أولياء بولاية الخرطوم واختبار أثر العلاقة الاجتماعية والحالة الاقتصادية لأسر الطلاب على تعلمهم للغة الإنجليزية. أضف لذلك اختبار أثر البيئة المدرسية على متعلمي اللغة الإنجليزية.

الطريقة المستخدمة في هذه الدراسة هي الطريقة الوصفية التحليلية إذ أن هذه الدراسة تعتمد على دقة جمع المعلومات التي تخص دراسة الظاهرة الراهنة ومن ثم استخلاص النتائج النهائية. استخدم الباحث طريقة الاستبيان لجمع المعلومات التي تمثل رأي المشاركين في المشكلة تحت الدراسة. لتحليل المعلومات استخدم الباحث طريقة الإحصاء وقام بتطبيق الحزم الإحصائية للعلوم الاجتماعية (SPSS). لتحليل معلومات البحث تم اختبار فرضيات البحث بعنایة ومن ثم التوصل للنتائج. أن العوامل الاجتماعية الاقتصادية تلعب دوراً هاماً في تعلم وتحسين مستوى الطلاب في اللغة الإنجليزية.

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CHAPTER ONE

1.0 Introduction:

Language is the chief means by which human personalityexpresses itself and fulfills social interaction with other people andhence essential for survival and development . With the increasingpopulation and rapid development of science and technology,people of various culture and nationalities now meet , interact andsocialize to achieve common goals . To sustain this constant contactand achieve goals , the need for common language in a diversehas become necessary . English is being the most common linklanguage . So the teaching of English has taken specialsignificance .

Acquisition of language skills is vital both to the academic andindividual development as it enables the learners to perform specificcommunicative functions in the academic and professional context.It has been generally well known that most people faced someproblems in learning English language as a second or a foreignlanguage in non-English spoken countries. Language is skill subject,it needs much more attention inlearning process . Most often the verbal response, languagepatterns and behaviors of the poor learners are

considered inadequate and inappropriate and are referred to as language disabilities. Such disorders and differences in language acquisition are observed in learners at all levels. Differential language skills affect academic progress.

Many people would agree that there is an observable fall in standard in learning English language in Sudan. Sudanese graduates are poorly trained and are inefficient on the job.

The poor performance of English language was observed during the past decades, particularly in oral and written communication. However, English language now-a-days becomes language of globalization. The actual problems may have its roots at the secondary school levels, so the study may have identified the major reasons of the decline in English language.

Socioeconomic status has emerged as a separate field of study in the 20th century. Socioeconomic status is a multi-disciplinary approach for studying economic phenomena and social implication and effects that result from those phenomena. Economists and sociologists have studied a range of social issues through an economic lens.

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's perception of the family]. Demarest, Reisner, Anderson, Humphrey, Farquhar and Stein [1993] state:

"Families with high socioeconomic status often have more success in preparing their young children for school because they have access to wide

range of resources to promote and support their 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 to information regarding their children's health as well as social, educational and cognitive development".

In addition, families with socioeconomic status often seek out information to help them better prepare their children for school. The different cultural patterns and value systems of learners are reflected and reinforced in their living learning styles, speech and language patterns. The language thus developed is not just a means of communication but reveals the nature of communication. Therefore, the culture and language used in society are inseparable and causes cultural accent.

The family environment influences the language use and the language, which a child develops at home and neighbor hood becomes the first language and while studying a second language, the learner's home language influences his second language use. Family and school are two main social environments in which a child grows. The learners are always in harmony with their environment. These social environmental factors determine the individual's socio-psychological perspective and hence can not be overlooked. The social aspects of language acquisition differ according to individual's social classes.

Bernstein's [1961] basic hypothesis is that the language heard and spoken by children from lower – working class homes is different in content from that of the language substance used by children from middle class home background. The social interaction that the middle – class children have at home help them

develop extensive vocabulary [elaborate code] , while the working – class children, deprived of this opportunity for learning , which have difficulty informal situations .Such low level of linguistic ability [restricted code] would also have an impact on problem solving , attitude to learning and abstract thinking.

Most studies indicate that pupils from upper socioeconomic homes come to school with more background knowledge and experience than those from lower socioeconomic homes. The past experiences that the middle class children have help them learn the tasks in fast manner [Henry 1963] Parental care , encouragement, attitude towards children , their education and provision of adequate stimulating reading materials would develop pre-requisite readiness skills in children . The absence of such facilities would contribute to academic delay.

Since most of the earlier studies conducted in this area were at primary level , the present study has conducted to find out the affect of socioeconomic factors in English language learners at secondary schools to study their influence on language acquisition process.

1.1 Statement of the Problem:

It appears from literature and previous researches carried out on factors that affect learning English language that the socioeconomic factors are considered as the most affective factors influence on learning English language. The present research is going to look for how social relationship and economic status of the learners affect the quality of learning English language. Also it is going to look for how social position and economic status of the area affect

the quality of English language learning. In addition, it seeks for how school environment affect the quality of learning English language .

1.2 Questions of The Research:

- How are English language learners affected by socioeconomic factors ?
- How are English language learners affected by school environment?
- How is English language learning affected by socioeconomic factors?

1.3 Hypotheses of The Research:

- English language learners are affected by socioeconomic factors of their families.
- English language learners are affected by school environment.
- Socioeconomic factors of students' area affect English language learning .

1.4 Objectives of the Research:

This research aims to achieve the following:

- To measure the effect of socioeconomic factors on English language students level at Al Gadysia secondary school for girls and Al Engaz secondary school for boys at Jebel Awlia Locality in Khartoum.
- To test the effect of social relationship and economic status on English language learning .

- To test the effect of school environment on the Englishlanguage learners.

1.5 Significance of the Study:

This research is of prime importance on account to dealwith an area of educational psychology and sociology. It is wellknown that the research on socioeconomic factors in learningEnglish language is expected to be beneficial for learners, because of central importance attached to this study bypractitioners and researchers alike. This study has been thetarget of a great deal of researchers during the past decades.

1.6 Limits of the Study:

This research is limited by both time and location. It is carriedout on two secondary schools for males and females at Al Gadysiasecondary school for girls and Al Engaz secondary schools forboys. Both of them are geographical schools at Jebel AwliaLocality in Khartoum in the year 2013-2014.

1.7 Research Methodology:

This chapter deals with how the current research is designedand conducted as far as methodology is concerned. Regarding the research method, the researcher hasselected the descriptive and analytic method because it isrelevant to the present study .

The selected sample for the current research wasrandomly and purposefully comprising [80] students intwo secondary schools who are learning

English language at selected case of study at Jebel Awlia Locality in Khartoum. The researcher designed a questionnaire as data collection device for measuring socioeconomic factors in learning English language.

1.8 Definition of the Term:

1- Socioeconomic: It is an adjective and it is used to describe something that is concerned with the interaction of social and economic factors. They are basically, income and social position that are used to measure the status of family and individual in community.

2- Affect : It means to produce change in some body or something .

1.9 Summary:

This chapter is considered as an introduction of this study. In this chapter, the problem of the study is stated, its objectives are shown, and its hypotheses are designed. The methodology of study is also clarified. In the next chapter the previous studies about socioeconomic factors will be conducted .

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction:

In this chapter the previous studies will be reviewed and investigated to highlight the factors affecting foreign language learning in general but paying attention to

the effect of socioeconomic factors on learners in particular. Role of learners, role of teacher, role of society the effect of home environment, the effect of school environment as well as the effect of economic status will also be highlighted.

2.1 Second Language Acquisition:

In the area of language acquisition ,the questions facing the researchers are: What is language ? How do individuals acquire language? Is the process of learning a second language similar to or different from the process of learning a first language?

The researcher will give a brief overview of the findings gained by researchers in these areas. As for the first question Corder(1966) states that :" Language is not knowledge but a set of skills".This means that language is a part of human behavior and learning of it is not like learning history or science but it was said that learning a language is like learning a set of skills .Another view Capie , (1966) considers language as " an expression of human activity " .

So , language is the mirror that reveals what is going on in human mind . It is the audible behavior , which distinguishes man from other living creatures . Language is an acquired habit of systematic vocal and non vocal activities representing meaning coming from human experience.Through language, one comes in contact with others, whether by talking to them, reading what they write, writing to them or by listening to them and understanding what they say .

As for the second point in this section the question of (how do individuals acquire a language) ?there are two different schools which have different opinions about language acquisition . At what extreme , it could be said that , no linguistic structure is innately specified . This means the child deduces the structure of the language spoken around him and bases his deductions on the linguistic performance he monitors.

In other words; the child constitutes a hypothesis about the structure of the language that is spoken around him, then he tests the consequences of this hypothesis against his further linguistic experience to be equivalent to the system of his models (Empiricism).

On the other hand , the rationalist claim, that people are born with innate language learning abilities and shortage for selecting a grammar of an appropriate form which he can structure the primary linguistic data . Chomsky (1966) maintains that each human comes into the world equipped with innate language learning abilities , which enable the child to understand and generate utterances that it has never heard before . Such in born ability is commonly known as : LAD (Language acquisition Device) and it proceeds by hypothesis testing . The LAD is a procedure that operates on experience acquired in an ideal community and constructs from it determinate way , of the language ability.

As for the third point in this section , the question of how a secondlanguage is learn ? . Different linguists have different point of views. Some researchers think that learning the first language (L1) is a verysimilar process to learning the second language (L2) . Others , disagree .

Cooper suggests:"There seems to be little evidence that the actual language

learningprocess differs for the child and the adult" (Cooper in Rivers , 1983, P:

Furthermore ,Krashen presents input theory ,to discuss learning and acquisition . He claims that an adult with high confidence willacquire language as child does . However , adults frequently do not have such high exposure to the target language . So ,Krashen adds that, students have different ways of developing skills in second language learning and acquisition . Then he shows that learning is a conscious process that focuses the students ' attention on the form of the language (structure) . Acquisition is a process similar to that by which we acquired our mother tongue (L1) which represents the subconscious activity by which we internalize the new language , putting emphasis on the message (meaning) rather than the form . (Krashen and Terrel ,1983: 27)

Similary ,Longacker (1973) believes that adults are not capable oflearning a language in the natural spontaneous way that children are.He shows that when adult learning foreign language invest great effort which rarely results in perfect mastery of the new idiom.

Moreover , Rivers (1983) asks whether the process of learning L2 is similar to or even the same process of learning (L1) . Then she

mentions two points connecting this topic . She said that the acquisition of precise structures run parallal in first and second language learning . She adds that we learn English by using it , rather than by studying it . So Rivers concluded that acquiring L2 needs more research and should not be dependent on L1 acquisition theories .

2.2 Why Learn English:

English is a very important language all over the world . It is taught in school nearly in every country in the world. It is the universal language of the world. English language is important to educational pursuits in all parts of the world. English has to be a priority in students interests to eventually harness their abilities to conquer technological fields which are now prevailing all over the business world. Students should consider the importance of English language in their future professional life. So , they should be aware of the fact that English language has found itself a place in almost all business and financial systems. It is now considered as central of pioneering, discovering , learning and marketing. In brief, it becomes a world wide hook up for communication. English should continue to be taught because thousands of scholars and scientists working in laboratories and libraries in many countries present the result of their research in English .

The day when a Sudanese likes to excel in the world of business , education, policies or any other field without the knowledge of English language he could not go in progress. Educated Sudanese now need a firm and confident grasp of English language through which they can express themselves and access the huge amount of information that necessary for daily life. The major forces in this century is globalization.

The economic crises that started in the world give the increasing trend to global communities of knowledge , global use of technology and global directives to problem solving. Thus we need a common language ,and that language has , by sheer force of number of users , become English. Globalization occurs at all levels and English classroom can be the ideal center for students to become

aware of the wide world that it has to offer for them.

2.3 Language is a Social Phenomenon :

Language can be examined from different angles , namely from thephilosophical, descriptives, anthropological, cultural psycholinguistic , historical and social angles .According to (Applications of Modern Linguistics –P:65)

Language can also be studied as social phenomenon. In other words it can be examined in relation to its social role , taking into account its various social facets. Sociolinguistics study language in its social context and examine the part it plays in given society. It deals with the ways in which language is affected by education , social class , religion , race , sex , age , region and geographical environment .

2.4 Factors Affect the Acquisition of a Second Language Learners:

There are some factors which influence the success of secondlanguage learners. These factors can be broadly categorized as internal and external factors which determine the speed and facility with which the new language learner is learned.

2.4.1 Internal Factors:

Internal factors are those that the individual language learnerbrings with him or her to the particular situation .

2.4.1.1 Age:

Second language acquisition is influenced by the age of the learner. Children seem to be in the best position to acquire a new language efficiently. Older learners can be very successful too but usually struggle to achieve native speaker equivalent pronunciation and intonation.

2.4.1.2 Personality:

Anxious learners usually make slower progress, particularly in the development of oral skills and less likely to take opportunity to speak while more outgoing students will not worry about making mistakes and they will take risks, and thus will give themselves much more practice.

2.4.1.3 Motivation:

Students who enjoy language learning and take pride in their progress will do better than those who do not.

2.4.1.4 Experiences:

Learners who have acquired general knowledge and experience are in stronger position to develop a new language than those who have not.

2.4.1.5 Cognition:

In general, it seems that students with greater cognitive abilities will make faster progress. Some linguists believe that there is specific innate language learning ability that is stronger in some students than in others.

2.4.1.6 Native Language :

Students who are learning second language which is from the same language family as their first language have much easier task than those who aren't .

2.4.2 External Factors :

External factors are those that characterize the particular languagelearning situation .

2.4.2.1 Curriculum :

For English second language students (ESL) in particular it is important that the totality of their educational experience is appropriate for their needs .

2.4.2.2 Instruction :

Clearly , some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms who will make faster progress .

2.4.2.3 Culture and Status :

There is some evidence that students in situation where their own culture has a lower status make slower progress in learning language .

2.4.2.4 Motivation :

Students who are given continuing, appropriate encouragement to learn by their

teachers and parents will do better than those who aren't .

2.4.2.5 Access to Native Speaker:

The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Second language learners who have no extensive access to native speakers are likely to make slower progress particularly in the oral/aural aspects of language acquisition .

2.5 Situation of English in Sudan:

Sudan is a large country which is rich with different kinds of natural resources . However, It suffered from poverty because the economic growth has been unfairly distributed and because of the conflict in certain parts of the country. The civil conflict in Sudan generally has its origin in socioeconomic inequalities . This inequality appeared in the term of education .

Study which is conducted by (Asha Salih .2008.British Council. cookies.Web.April.2014) states :During the last twenty years Sudan has been going through a process of Arabization of all public education starting from primary and secondary schools until 1990 where a governmental decree made Arabic the medium of instruction in Higher Education. English language became just a subject not a medium of instruction.

Since 2002 the whole situation changed, oil was discovered in some parts of the country which brought an influx of foreign investment, a peace treaty was signed with the south (after 45 years of civil war) stating that English is no longer a

foreign language but a second language as it was a first language in the southern parts of the country. Globally English has gained a huge importance for example in the fields of medicine and science and so on. Most of the publications were in English. It is the language number one of world wide web. For these reasons a great need for English language competency arose in Sudan. But with this great need for English our working situation did not change .

We still have classes of over 200 meeting for 2 hours per week with a total of 90 hours. (45 general English and 45 ESP). Teachers are left to prepare their own materials. No up-to-date libraries are available. No teaching aids available. So the only thing we can do is to encourage our students to be autonomous learners. We can not teach them English but we can show them how to learn English. And by the way the only positive thing is that 99% of the student are motivated. They know when they graduate, they will not find a job or continue their education unless they know English .

2.6 Research Background:

There are several determinants and problems that affect students learning English as a foreign or a second language in non-native speaking countries. Those factors may derive from many components including Social environmental issues, the difference of culture, social economic extension etc .These issues cause students to have poor performance in language learning .

The development in the quality of English language learning is not satisfactory towards the demands of the society. This is because of lack of several factors. According to Souvannasy ,Masashi& Yukiko (2008)

Identify that teaching and learning English implementation still has shortages of text books , unqualified English teachers and the poor socioeconomic factors background is one of the factors that create learners face difficulties with the use of foreign language .

From the research which conducted by (Sam Rany-factors causes slow English language learning –International journal of English Language Education –ISSN2325-0887-2013-web.April.2014Normazidah ,Koo&Hazita (2012). Trawinski (2005) also presents the factors that impact the EFL learners to have poor performance in English language learning as follows :

- English is regarded as a difficult subject to learn .
- Learners' learning depends on English teachers as authorities .
- There is a lack of support to use English in the home environment and the community .
- Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms .
- Students have a limitation of vocabulary proficiency as well as English reading materials which are not always available .
- Learners have unwillingness and lack of information to learn English as they don't see the immediate need to use the language .
- Lack of motivation for learning or the negative attitude towards the target language .

2.6.1 Etymology of Socioeconomic :

Socioeconomic is the study of the position of an individual on socioeconomic scale that measures such factors as education , income ,type of occupation , place of residence and in some populations , ethnicity and a religion .

2.6.2 The Definition of Socioeconomic :

Socioeconomic is defined as a multidisciplinary approach forstudying economic phenomena and social implications and affects that result from those phenomena. Economists and sociologists have studied a range of social issues through an economic lens.

Socioeconomic is the relationship between economic activity and social life .Social economic factors are used to compare social life and economic activity, included such aspects as education, wealth and employment .

2.6.3 Why is it Necessary to Study SocioeconomicFactors?

Many people would agree that there is an observable fall inlearning English language in Sudan. Sudanese universitygraduates are poorly trained on the job. Sudanese graduates lackthe mastering of English language technical skills particularly oral andwritten communication.

The actual problem has its roots at secondary schools level.Sudan is a poor country, so socioeconomic factors are consideredas the most important factors which affect the quality of learningEnglish language not only in Sudan but all over the world .

As we mentioned learning language is not an easy process and learners are always

affected with their environment. Family and school are the two main social environments. Socioeconomic and family environmental factors affect language which is stated below by :

Chandra KanthiSubhuaan&Bharathiar. Study of socio-economic status and Family Skills of Engineering College Students. Journal of International. States that :

Family and school are the two main social environments in which a child grows. The learners are always in harmony with their environment . These social environmental factors determine the individual's socio-psychological perspective , and hence can not be overlooked .

Bernstein's (1961) states that the language heard and spoken by children from lower-working class is different in content from that of the language substance used by children from a middle-class home background. The social interaction that the middle-class children have at home help them develop extensive vocabulary , while the working-class children , deprived of this opportunity for learning , have learning difficulty in formal situations.

Such a low level linguistic ability would also have an impact on attitude to learning and abstract thinking. Socioeconomic factors are usually closely related to language development.

Barton (1962) in a survey found that socio-economic class was the most important determinant of success in reading in school . Economic independence at home leads to equality of family members and better home environment .

2.6.4 Social Factors:

There are several social factors that correlate with language variation such as ethnicity , age , gender , geography ,social class , occupation and cultural awareness. Individual's social class is determined by income ,level of education and occupation . It is usually divided into four groups: lower class , working class , lower middle class , and upper middle class .

There is a relationship between social class and L2 achievement. Most of the studies show that children from lower socio-economic groups are less successful in L2 learning than children from higher groups .

2.7 Previous Studies:

A lot of previous studies are conducted on the field of socioeconomic factors. In this section the researcher will display some examples .

2.7.1 The Effect of Socioeconomic Factors on Literacy:-

Literacy is considered as basic study that students must have so as to further their study successfully. Literacy also is affected by socioeconomic factors which influence learners motivation and achievement. Poverty and low achievement can be correlated with low socioeconomic status which are shown in the article :(How Do Socio-economic Factors Affect Early Literacy)?(by The Individualist) n.p,n.d.web.April.2014.

Literacy is a fundamental tool that students must have in order to further their academic success. Literacy can be seen as being crucial to a student's academic achievement throughout their school years. Early problems in literacy may have a devastating effect on their later academic motivation and achievement.

According to Ruby Payne in her book , A Framework for Understanding poverty, low achievement can be closely correlated with low socioeconomic status. Poverty can be related to academic achievement in the United States. Students who come from impoverished families are more likely to have problems in school than students who come from a middle-class or upper-class families. Unfortunately, the United States has very high rates of childhood poverty. Furthermore, it is very difficult for the impoverished families to escape poverty once they are in it.

According to the National Center for Children in Poverty (NCCP) children of low-income families began school far below their more advantaged peers.

From the research which was conducted by Haroun Adam Haroun-The Problem of teaching and learning English at ElBugga locality basic schools) The economic and social factors also affect the process of learning and teaching. It is well known that students in ElBugga suffer from bad conditions , even their parents couldn't afford to take them to the private or gifted schools to compete.

Bennett ,Michelas (1960s and 1970s) state that:"The planning committee has assumed that any educational advance will be accompanied by economic and social advance in the country"

2.7.2 The Effect of Socioeconomic on Students Achievement:-

It has been viewed that students of lower socioeconomic status face many difficulties in their learning at school because their achievement is affected by learning resources and school environment which was reported by : (Lucy Hart ,Demand Media .The Effect of Socioeconomic Status onstudents achievement) .

n.d .web . April. 2014 :

Each year students attend schools that represent a variety of socioeconomic backgrounds. Socioeconomic status refers to the level of education, income, and professionalism of an individual or group. Although students of higher and lower socioeconomic statuses both attend school, the effect of lower socioeconomic status on student achievement is difficult to ignore. Students of a lower socioeconomic status often face additional challenges including a dearth of learning resources, difficult learning conditions and poor motivation that negatively affect their academic performance.

2.7.2.1 Learning Resources:-

Families with a lower socioeconomic status often struggle with providing academic support for their children. Limited time and financial resources make it difficult for parents to create a home-based learning environment. (Lucy Hard. The effect of socioeconomic status on students achievement) Reports :

Parents in a low socioeconomic household cannot afford reading material technology and tutors for their children. When children do not have a positive learning environment at home, it negatively affects their academic achievement level in school.

2.7.2.2 School Environment:

The poor qualification of school is a highly discouraging factor that don't encourage willing future teachers to join the teaching profession as new members. Shortage of text books and educational aids made the teachers job

an impossible mission. "Lucy Hart" continues:

School environment plays a profound role in academic achievement for low socioeconomic status children. Teacher turnover, limited resources and low academic performance are all characteristics of schools in lower socioeconomic communities. Consequently, highly-qualified teachers often avoid such schools by committing to more affluent school communities, leaving low socioeconomic status children with teachers who often lack expertise in their subjects. Students educational outcome and academic success including learning language is greater influenced by the type of school that they attend .

School factors include school structure, school composition and school climate. The school one attends , is the institutional environment that sets The parameters of students' learning experiences .

Crosone ,Johnson and Elder (2004b) suggest that "school sector , public or private and class size are two important structural components of schools. Private schools tend to have both better funding and smaller class sizes than public schools" .(Crosoneet et, al 2004b) state :

"The additional funding of private schools leads to better academic performance and more access to resources such as computer which have been shown to enhance the academic achievement".

The relative social class of students' body, also affects academic achievement.Eamon.(2005) states :

" Students from low socioeconomic backgrounds who attend poorlyfunded schools don't perform as well as students from higher socialclasses ".

A teacher is another indicator of students performance . School climate is closely related to the interpersonal relations between students and teachers. (Crosoneet, al 2004, Eamon 2005) state :

“School policies and programs often dictate school climates”)Baliand Alvarez 2004) states : “ students can focus more clearly whenschool is able to create an environment where students feel safe ” .

2.7.2.3 Peer Influences :

Peer groups are an important socialization agent. Participating in peer group activities in primary stage of development and adolescents' identities are often closely associated with that of peers, (Santor et al (Sator et al 2000) State : “Because peer groups are a key part of the developmental process they can have a negative affect on young people due to peer pressure and peer conformity ”.

2.7.3 The Relationship Between Socioeconomic of the Family and Learning Process :

A family's socioeconomic status is based on family income, parental education level , parental occupation , and social status in the community. Across all socioeconomic groups , parents face major challenges when it comes to provide optimal care and education for their children.

For families in poverty, these challenges can be difficult. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing,

and health care. Educational toys, games, and books 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. Learning English in this condition becomes impossible.

From (the article socioeconomic status) n.p.n.d.April.2014:Reisner, Anderson, Humphrey,Farquhar and Stein (1993) note :Families with high socioeconomic status often have more success inpreparing 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.

In addition, families with high socioeconomic status often seek outinformation to help them better prepare their young children in school.

From the study which is conducted by (Fan F.A- Academic journal - The Relationship between the Socio-Economic Status of Parents andstudents' Academic Achievements in Social Studies- n . d. web. April. 2014) States :

The result of the study shows that children from high socio-economic background performed significantly better than their counterparts in the low socio-economic status class. In a similar study with 198 pupils in Scottish primary schools, Jennings (1995) concluded that children from a low socioeconomic background learned to read with greater difficulty than those from a high socioeconomic classes.

Adepoju (1996) discovers that malnutrition which is associated with the low socio-economic status affects school activities. The author asserts that balanced food and feeding habits helps the brain and an underfed child always thinks about food even in the classroom. It is concluded that this affects the child's concentration on the lesson in the class. Consequently, a child who is unable to concentrate cannot achieve a high academic performance.

2.7.4 How Socioeconomic Status of the Area Affect Students Outcome? :

Social class can be divided to higher and lower classes. Socioeconomic and social class are correlated so, students who live in low socioeconomic areas do not do as well in school than students from a higher socioeconomic area. From (the international journal – language society and culture. The affects of low socioeconomic status on students learning outcomes. n.p.n.d. web .April.2014 reports :

Socioeconomic status is one of the key factors influencing student learning outcomes. Firstly to understand the reasons why socio economics status affects student achievement, it must be first defined. Many researches have defined socioeconomic status in many different ways .

The definition by Chapman and Ryan (2005,pp 497-498)In Australia socioeconomic status is measured on wealth defined by home postal address, family wealth, and parents educational background. It takes into account other variables such as actual home ownership , neighborhood , liquid funds and personal choice .

Cary (2011) states that there are two main reasons why socioeconomic status influences students outcomes. This includes both educational and socio cultural reasons. Students who live in higher socioeconomic area typically perform better in school than those who live in poor neighborhood . (Eamon2005) states :

"Poor neighborhoods often lack positive role models, adult supervision and connection to good schools , which leads to lack of motivation which negatively affects academic performance .

2.7.5 Poverty and Education:

Poverty spreads in all over the world and affects education. Education in poor countries becomes unimportant for individual and country . Poverty is an educational issue because it affects children's physical emotional and physical development. Education is influenced by family incomes and children from low-income families often start school behind their peers who come from more affluent families. A study which is conducted by (Sarsh Andre, Kim Aubry, Pattista, Dave Passero-n.d.web.April.2014)State about the subject above :

Children and families living in poverty are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence of teen, family stress, and educational failure. These environmental factors contribute to children that live in poverty being four times more likely to have learning disabilities than non poverty students (Apple & Zenk, 1996). According to Casanova, Garcia-Linares, Torre and Carpio, (2005) state :

It is a combination of these environmental factors as well as family influence that contributes to student academic success. If a student has not

eaten for days and has clothes that don't fit, how can he/she be expected to maintain focus in a classroom? Children coming from poverty are not provided the same tools as the wealthy; they are entering schools already behind those not living in similar conditions.

According to Li-Grining (2007), research suggests that the problem starts with the parents and their lack of education and understanding of the needs of children.

2.7.6 Poverty and Language Development:

Oral language skills in preschool years are predictive of children's later reading success and literacy acquisition. Among these language skills , vocabulary and narrative ability play important roles .(US. National library of medicine.National Institute of Health .Journal

Clinical Neuroscience .n.p.n.d.web.april.2014) reports :

Children from socioeconomic families face risks to their languagedevelopment. The study shows that child temperament and parentingstress are related to children's oral language skills.The study shows that socioeconomic status affect variety of mental and physical health outcomes ,such as language development. The study found decreases in vocabulary , phonological awareness and syntax at many different developmental stages. Some studies have demonstrated effects of poverty on brain functions in language .

2.7.7 How Socioeconomic Status Affects English Learning :

Parent's education level which is a reasonable measure of their SES is found to

influence language proficiency of their children. Ethnic and racial minorities, especially whose first language is different from the dominant language of the region, have historically found social mobility difficult. Parents under mental stress tend to be poor care-givers and this affects the language acquisition of their children .

2.7.8 The Impact of Social Environment in Learning English as L2 :

The environment is developed by humans and society as a whole, especially in its relation to the individual. The social environment is the immediate physical and social surrounding that people live or in which something happens or manifests. It includes factors such as education, living conditions, nutrition and work. From a research which is conducted by (Agnes Kovacs-2011-Role of social environment in English learners-University of Budapest) states that :

The idea that the social environment plays a major part in an individual's cognitive and affective development is modeled by Bronfenbrenner (1979), who describes the environment of developing person as being similar to a Russian doll. He states that the individual's environment can be represented as a set of concentric interactive layers. Their interaction with each other and with the individual defines the possible routes of development .

The interrelationship of the social environment and the individual represents a vital input in the maturation process of a child . Among other factors, the attitudes and motivations that the social environment conveys to the growing child serve as essential sources in the child's formation of his/her own motivations and attitudes. This phenomenon is structurally modeled

by Bronfenbrenner (1979) in his Ecological Systems Theory. Bronfenbrenner (1979) describes the social environment with concentric circles positioning the individual into the centre of the system. With this structure he models not only the factors of the social environment that affect the child, but also the strength of the influence.

In Bronfenbrenner's model there are three circles of the social environment. In the most influential circle, which is closest to individual, family and the peers of the individual child; the next circle comprises the extended family, school, neighbors, mass media and parents' workplace. The outermost circle consists of society, culture, history, economy and laws. As this social environment links the individual with foreign language learning.

2.7.9 Home Support :

Support from home is very important for successful in foreignlanguage learning. Home background normally includes the socioeconomic factors which refer to parental level of education and occupation. Parents who show support for an interest in their children's progress help their children to achieve better in foreign language.

From a research which conducted by Amel-Motivation in English(2005)- Sudan university :Johns (1979:16) found that children of parents from higher occupations are more frequently encouraged to do well than children of low occupational levels.

Gardner and Lambert (1972) conducted a number of studies to see the environmental influence on second language learning and found that parental encouragement and parental satisfaction have great influence in students' desire to learn the language .

Home is the place from where a child starts its' learning and is always flux of all hopes of a child. So atmosphere of the home, relations of family members with children and time spend and how time is spent is the matter. All these things build and nourish habits, characters and attitudes of a child towards things. All these things in most of the cases depend on parents' education, profession, income social class and system of society.

Studies which is conducted by (Wikipedia .The Free Encyclopedia. July. 2010 Socioeconomic status) . States :The environment of low SES children is characterized by less dialogue from parents, minimal amounts of book reading, and few instances of joint attention, the shared focus of the child and adult on the same object or event, when compared to the environment of high SES children. In contrast, infants from high SES families experience more child-directed speech. At 10 months, children of high SES hear on average 400 more words

than their low SES peers. In addition to the amount of language input from parents, SES heavily influences the type of parenting style a family chooses to practice. These different parenting styles shape the tone and purpose of verbal interactions between a parent and a child .

2.7.10. The Impact of Parents' Profession and Income:

Occupational 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.

One aim of this study is to see the impact of parents' profession on learning English at secondary school with respect of learning English as a second language it has been appeared several challenges in the academic achievement for the students.

Some of these are students' lack of appropriate study skills and strategies; their academic learning anxiety; their low social self-efficacy; their financial difficulties; and improper guidance from the family members.

From a research which is conducted by (Muhammed Arshad-impact of Parentsprofession on their children's learning English-InternationalJournal of learning and development (2012)-ISSN.2164-4063.vol.2,NO.1)States that :

Socio-economic conditions of parents has direct impacton their children's learning (Jerrim, 2009) in the form of providingeducational resources. According to a Report to the Department ofEducation and Training Australia in 2010 gap of scores attained by students whose parents were poor and prosperous was observed. Parents pass on a measure of their advantages or disadvantages to their children that affect their children's educational outcomes. The duration, degree, and timing of poverty the parents spend during their children's educational career have a great impact on their learning. Parents with lower incomes (Gratze, 2006) often have to work longer hours to earn more for their families. This leaves less time for them to spend among their family members and getting more involved in their kids' learning process. There is also more conflict in

homes of lower incomes because there is more tension on provision of needs of the family either basic or/and luxuries of life and cause stress within the family. With respect to provision of education parents always wanted their children to do well in the institutions because it helps in shaping their future (Smith, Ewing & Cornu, 2003)

2.7.11 The Impact of Parent's Income and Educational Background :

From Wikipedia - The Free Encyclopedia - (2010)

Socioeconomicstatus.web.april.2014 .The Economist states :Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

Education also plays a role in income. The median earnings increase with each level of education. The highest degrees, professional and doctoral degrees, make the highest weekly earnings while those without a high school diploma earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control, and greater social support).

Parents are a child's first educator. A child's family and home environment has a strong impact on his/her language and literacy development and educational achievement. This impact is stronger during the child's early years but continues throughout their school years . Many background variables affect the impact of the family and home environment (such as socio-economic status , level of parental education, family size, etc.) but parental attitudes and behavior ,

specially parents' involvement in home learning activities, can be crucial to children's and can overcome the influences of other factors.

A study which is conducted by(Angelica Bonci (2008)-The importance of Families and the home environment.web.April.2014) shows that :Parental education level has an impact on young children's cognitive and language development . Parental attitudes and aspirations play a central role in children's language and literacy development . Some studies have recently found that students of English as a second Language in non-native speaking countries typically measured by parental Income, educational background and occupations.

A research is conducted by (Yuko GotoButtler - parental factors and early English education(2013). university of Penn. sylvania, ybutler @ gse. upenn.Edu).web.April.2014 Reports that :In the context of EFL, the relationship between young learners' SES and their English language development has not been investigated .

Among the few studies conducted so far are the early language in Europe (ELLiE) Study, a collaborative effort covering seven European countries (Croatia, England, Italy, the Netherlands, Poland, Spain and Sweden). It was found that parental educational levels were significantly

correlated with young learners' comprehension in the target foreign language, including English. In addition, the amount of exposure to the target language outside of school and the parental use of the target language at work were also to be influential (Enever 2011) . Zou and Zhang(2011), a study conducted among secondary school students in Shanghai rather than elementary school students, also found that students' English performance (as measured by a

locally administered written test) shows differences that varied by their parents' educational levels .

2.7.12 The Impact of School Environment in Learning English :

Education provides individual children with the knowledge and skills necessary to advance themselves and their nation economically. Socioeconomic factors, such as family income level, parents' level of education, race and gender, all influence the quality and availability of education as well as the ability of education to improve life circumstances.

Socioeconomic factors also affect second language acquisition . Learning is a social process and the dialogue between learners , teacher and peers play a crucial role in learning Studies which is conducted by (Tom-The social , culture and personal factors affecting English learners .n.d.web.April.2014):The suggestions of Cakir (2008) who declares: The dialogue between students increases the exchange of ideas when learning new material . The study shows that personal factors which could present a barrier to learning include :sexual orientation, racism , religion ,disability and poor physical or mental health.

(Isserlis.2010) states : These factors might cause a learner to suffer from a severe lack of confidence amongst others . Adult learners may also have personal issues such as alcohol or drug . The research also reveals the link between having low literacy and socioeconomic status with adults who live on low incomes , excluded geographical areas (Bynner and Parsons.2001) . States :

Some learners particularly those who are attending to improve low literacy skills and develop their language might be unemployed ,live in poverty or have lack of

housing or food security . Those social factors may cause a learner to lack motivation , concentration or the confidence .

Moreover , learners from a poorer geographical area may have fewer opportunities for learning a language, such as libraries with limited facility or a lack of books or resources at home . They might also hold a lower expectation of language education. Their priority could be economical survival and they see education solely as a tool to gain employment not to improve and learn new literacy skills ,for personal growth or access to higher education .

2.7.13 Bright example in the same issue :

A study which is conducted by (BilqeessShabbir -2012- International Journal of Arts &Humanities –vol.37.ISSN-1016-9342-Factors affecting the language learning process among Saudi students) States :

The motivational level for learning the English language among the native Arab students is quite high (besides their personal reasons) owing to the efforts of the government, the encouraging attitude of the teachers, peers, parents and the society. The educational accessories, laptop, digital and electronic dictionaries are very popular and the students have an easy access to them. The students can easily search the requisite information from different resources. Books are provided free of cost to the students.

2.7.14 Use of media for learning English :

Television is one of the most common media of entertainment at home now a days and also is considered as means of education for children either advantage

or disadvantage one. From the previous research which is conducted by Muhammed Arshad states that :Television is one of the most prevalent media at homes being used only for the purpose of amusement that influences kids' life (Canadian Teachers' Federation in 2004) but it depends on the time spend on watching T.V, whether they watch alone or with adults, or whether their parents talk with them about what they watch on television. To minimize the negative affects of television, it is important to understand its use in a positive way.

Parents should pay attention to what their children see and use it for learning purpose. For example English that is frequently being used in all the programs can be helpful to enrich English vocabulary. As in society, new technologies (Allan, Peter &Katherine, 2000) have created demands for educating students in new skills and new media supports the teaching of these skills better than more traditional instructional methods.

2.8 Summary :

In this chapter ,the relevant literature which is needed to form theoretical and conceptual frame work for the study is presented . Firstly , the language acquisition and the factors effect on it are clarified. The definition and original of socioeconomic are presented. Secondly the effects of socioeconomic in academic achievement are shown and approved by different scholars associated with this field. The influence of socioeconomic factors in English as a second language have been discussed as they have important contribution to the learners. Lastly in the field of social factors, the research has proved how media associates with social factors and affects language learners .

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction:

This chapter gives a brief account of methodology of the study . The population and samples of the study are described , the chapter also comprises questionnaire to collect data and the validity and the reliability of instruments are shown here .

The researcher used the descriptive and analytical method to investigate the effect of socioeconomic factors on English second language learners . It is very necessary that the researcher should have precise descriptions for the phenomenon that they study before they make any pro+gress in the problem solving .

3.1. Population and Sample of the Study

The original population for this study is 80 students of AlGadysiasecondary school for girls and Alngaz secondary school for boys. The sample of The study is selected randomly and purposefully from the above mentioned schools. The following table and figure show the number of distributed questionnaire, the number of received questionnaire with full-required information

and the responses percentage.

The following is detail description for study sample individuals according to the above variables (respondents' characteristics):

3.1.1. The Sex:

Table no.(3-1)

Frequency Distribution for the Study Respondents According to Sex

Sex	Number	Percent
Male	40	50.6
Female	39	49.4
Total	79	100.0

Figure no.(3-1): Frequency Distribution for the Study Respondents According to Sex

From above table and figure, it is shown that most of the study's respondents is Male, (40) persons with percentage (50.6%). The female respondents' was (39) persons with (49.4%).

3.1.2. The Age:

Table no.(3-2)

Frequency Distribution for the Study Respondents According Age

Age class (year)	Number	Precsnt
Less than 15	20	25.3
16-18	44	55.7
More than 18	15	18.1
Total	79	100.0

Figure (3-2)

Frequency Distribution for the Study Respondents According Age

We note from the table (3-2) and the figure (3-2), that most of the sample's respondents are of the age between (16) and (18) year, their number was (44) persons with percentage (55.7%), and (20) persons with percentage (25.3%) aged less than (15) year. Lastly, there are (15) persons with percentage (18.1%) are of the age (18) and above years.

3.2. Statistical Reliability and Validity:

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the

marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown

Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (7) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
Overall	0.79	0.89

We note from the results of the above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.3. Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.

2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.
5. Median.
6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

3.4. Application of the Study's Tool:

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (80) persons. The data were put in tables and figures. This step consists transformation of the qualitative (nominal) variables (Strongly agree, Agree, Not sure, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2, 1) respectively, also the graphical representation have done for this purpose.

3.5. Procedures:

Since the researcher has started teaching English language at secondary schools level, she gained a lot of experiences that help her to design questionnaire, plus a lot from literature review which supported the researcher with a lot of information to design the manuscript of the questionnaire.

The researcher uses the required amendment according to the supervisor's recommendations to produce the final version of the questionnaire. Thus it should be provided with the face validity and reliability of the tools .

A reasonable range of time was given to the respondents to fill the forms offered to them. Then the researcher started to collect the questionnaire distributed among the students. Fortunately all the questionnaire are returned except one so , the final of number was (79) respondents .

CHAPTER FOUR

DATA ANALYSIS

4.0. Introduction:

In this section data analysis for the study and test of its hypotheses will be done . To do that, firstly the researcher considersthe instruments applied to collect data. Population and sample are described. Reliability and validity of the study tool are also shown.

4.1. Hypotheses (1) : Effect of Socioeconomic factors of learners' family on English learning .

4.1.1 Statement (1):My parents follow up my school homework .

Table no.(4-1)

Frequency Distribution for the Respondents' Answers about Statement no.(1)

Answer	Number	Percent
Strongly Agree	7	8.9
Agree	31	39.2
Not sure	0.0	0.0
Disagree	8	10.1
Strongly disagree	33	41.8
Total	79	100.0

Figure no (4-1)

Frequency Distribution for the Respondents' Answers about Statement no.(1)

It is clear from table no 4-1 and figure 4-1 that there are 7 persons in the study's sample with percentage (8.9%) have strongly agreed with " My parent follow up my school homework". There are (33) persons with percentage (41.8%) have strongly disagreed on that, and (8) persons with percentage (10.1%) have neutral about that, and(31) persons with percentage (39.2) is agree about that.

It is clear from the table 4.1 most of the students' answers are strongly disagree. Because most of the family in this area live in low economic status and most of the time , search for basic needs and don't concentrate in their children's learning .

4.1.2 Statement No.(2): My parents teach me English .

Table no.(4-2)

Frequency Distribution for the Respondents' Answers about Statement no.(2)

C	Number	Percent
Strongly Agree	12	15.2
Agree	17	21.5
Not sure	12	15.2
Disagree	13	16.5
Strongly disagree	25	31.6
Total	79	100.0

Figure no.(4-2)

Frequency Distribution for the Respondents' Answers about Statement no.(2)

It is clear from table no.(4-5) and figure (4-5) that there are (12) persons in the study's sample with percentage (15.2%) have agreed with "My parent teach me English". There are (25) persons with percentage (31.6%) have strongly disagreed on that, and (12) persons with percentage (15.2%) have not sure about that, and (13) persons with percentage (16.5%) have disagree about that, while (17) persons with percentage (21.5%) have agree about that.

It is clear from the table above most of students' answers are strongly disagree . Because most of their parents are uneducated. Moreover, they are influenced by their economic status.

4.1.3 .Statement No.(3): My parents bring to me some educational tools to support me in my English learning:

Table no.(4-3)

The frequency distribution for the respondents' answers about statement no.(3)

Answer	Number	Percent
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Strongly Agree	5	6.3
Agree	23	29.1
Not sure	9	11.4
Disagree	12	15.2
Strongly disagree	30	38.0
Total	79	100.0

Figure no.(4-3)

Frequency Distribution for the Respondents' Answers about Statement no.(3)

It is clear from table no.(4-3) and figure (4-3) that there are (5) persons in the study's sample with percentage (6.3%) have strongly agreed with "My parents bring to me some educational tools to support me in my English learning". There are (23) persons with percentage (29.1%) have agreed on that, and (9) persons with percentage (11.4%) have not sure about that, and (12) persons with percentage (15.2%) have disagree about that, while (30) persons with percentage

(38.0%) have strongly disagree about that.

It is clear from the table above most of students' answers are strongly disagree. Because most of their parents are influenced by their economic status

4.1.4. Statement No.(4): My father comes to school to ask about my English level:

Table no.(4-4)

Frequency Distribution for the Respondents' Answers about Statement no.(4)

Answer	Number	Percent
Strongly Agree	14	17.7
Agree	16	20.3
Not sure	18	22.8
Disagree	12	15.2
Strongly disagree	19	24.1
Total	79	100.0

Figure no.(4-4)

Frequency Distribution for the Respondents' Answers about Statement no.(4)

It is clear from table no.(4-4) and figure (4-4) that there are (14) persons in the study's sample with percentage (17.7%) have strongly agreed with "My father comes to school to ask about my English level". There are (16) persons with percentage (20.3%) have agreed on that, and (18) persons with percentage (22.8%) have not sure about that, and (12) persons with percentage (15.2%) have disagree about that, while (19) persons with percentage (24.1%) have strongly disagree about that.

4.2. Hypotheses (2) : Socioeconomic factors of school affect English language learners:

4.2.1. Statement No.(5): There is enough English books .

Table no.(4-5)

Frequency Distribution for the Respondents' Answers about Statement no(5)

Answer	Number	Percent
Strongly Agree	8	10.1
Agree	15	19.0
Not sure	9	11.4
Disagree	6	7.6
Strongly disagree	41	51.9
Total	79	100.0

Figure no.(4-5)

Frequency Distribution for the Respondents' Answers about Statement no.(5)

It is clear from table no.(4-5) and figure (4-5) that there are (8) persons in the study's sample with percentage (10.1%) have strongly agreed with "There is enough English books". There are (15) persons with percentage (19.0%) have agreed on that, and (9) persons with percentage (11.4%) have not sure about that, and (6) persons with percentage (7.6%) have disagree about that, while (41) persons with percentage (51.9%) have strongly disagree about that.

4.2.2. Statement No.(6): I like English lessons.

Table no.(4-6)

Frequency Distribution for the Respondents' Answers about Statement no.(6)

Answer	Number	Percent
Strongly Agree	10	12.7
Agree	19	24.1
Not sure	11	13.9
Disagree	2	2.5
Strongly disagree	37	46.8
Total	79	100.0

Figure no.(4-6)

Frequency Distribution for the respondents' answers about statement no.(6)

It is clear from table no.(4-6) and figure (4-6) that there are (10) persons in the study's sample with percentage (12.7%) have strongly agreed with "I like English lessons". There are (19) persons with percentage (24.1%) have agreed on that, and (11) persons with percentage (13.9%) have not sure about that, and (2) persons with percentage (2.5%) have disagree about that, while (37) persons with percentage (46.8%) have strongly disagree about that.

4.2.3. Statements No.(7): I face financial problems in my school needs:

Table no.(4-7)

Frequency Distribution for the Respondents' Answers about Statement no.(7)

Answer	Number	Percent
Strongly Agree	37	46.8
Agree	11	13.9
Not sure	10	12.7
Disagree	13	16.5
Strongly disagree	8	10.1
Total	79	100.0

Figure no.(4-7)

Frequency Distribution for the Respondents' Answers about Statement no.(7)

It is clear from table no.(4-7) and figure (4-7) that there are (37) persons in the study's sample with percentage (46.8%) have strongly agreed with "I face financial problems in my school needs". There are (11) persons with percentage (13.9%) have agreed on that, and (8) persons with percentage (10.1%) have not sure about that, and (13) persons with percentage (16.5%) have disagree about that, while (8) persons with percentage (46.8%) have strongly agree about that.

4.2.4. Statement No.(8): There is an English society in our school:

Table no.(4-8)

Frequency Distribution for the Respondents' Answers about Statement no.(8)

Answer	Number	Percent
Strongly Agree	17	21.5
Agree	17	21.5
Not sure	12	15.2
Disagree	4	5.1
Strongly disagree	29	36.7
Total	79	100.0

Figure no.(4-8)

Frequency Distribution for the Respondents' Answers about Statement no.(8)

It is clear from table no.(4-8) and figure (4-8) that there are (17) persons in the study's sample with percentage (21.5%) have strongly agreed with "There is an English society in our school". There are (17) persons with percentage (21.5%) have agreed on that, and (12) persons with percentage (15.2%) have not sure about that, and (4) persons with percentage (5.1%) have disagree about that, while (29) persons with percentage (36.7%) have strongly disagree about that.

4.3. Hypothesis (3): Socioeconomic status of the area affect English language learners:

4.3.1. Statement No.(9): Students in the area where I live face financial problem in their school needs:

Table no.(4-9)

Frequency Distribution for the Respondents' Answers about Statement no.(9)

Answer	Number	Percent
Strongly Agree	10	12.7
Agree	8	10.1
Not sure	47	59.5
Disagree	4	5.1
Strongly disagree	10	12.7
Total	79	100.0

Figure no.(4-9)

Frequency Distribution for the Respondents' Answers about Statement no.(9)

It is clear from table no.(4-9) and figure (4-9) that there are (10) persons in the study's sample with percentage (12.7%) have strongly agreed with "Students in the area where I live face financial problem in their school needs". There are (8) persons with percentage (10.1%) have agreed on that, and (47) persons with percentage (59.5%) have not sure about that, and (4) persons with percentage (5.1%) have disagree about that, while (10) persons with percentage (12.5%) have strongly disagree about that.

4.3.2. Statement No.(10): My neighbors exert effort, to teach their children

Table no.(4-10)

Frequency Distribution for the Respondents' Answers about Statement no.(10)

Answer	Number	Percent
Strongly Agree	31	39.2
Agree	21	26.6
Not sure	19	24.1
Disagree	4	5.1
Strongly disagree	4	5.1
Total	79	100.0

Figure no.(4-10)

Frequency Distribution for the Respondents' Answers about Statement no.(10)

It is clear from table no.(4-10) and figure (4-10) that there are (31) persons in the study's sample with percentage (39.2%) have strongly agreed with "My neighbors exert effort, to teach their children". There are (21) persons with percentage (26.6%) have agreed on that, and (19) persons with percentage (24.1%) have not sure about that, and (4) persons with percentage (5.1%) have disagree about that,

while (4) persons with percentage (5.1%) have strongly disagree about that.

4.3.3. Statement No.(11): Young people in my area like learning English language.

Table no.(4-11)

Frequency Distribution for the Respondents' Answers about Statement no.(11)

Answer	Number	Percent
Strongly Agree	14	17.7
Agree	11	13.9
Not sure	27	34.2
Disagree	10	12.7
Strongly disagree	17	21.5
Total	79	100.0

Figure no.(4-11)

Frequency Distribution for the Respondents' Answers about Statement no.(11)

It is clear from table no.(4-11) and figure (4-11) that there are (14) persons in the study's sample with percentage (17.7%) have strongly agreed with "Young people in my area like learning English language". There are (11) persons with percentage (13.9%) have agreed on that, and (27) persons with percentage (34.2%) have not sure about that, and (10) persons with percentage (12.7%) have disagree about that, while (17) persons with percentage (21.5%) have strongly disagree about that.

4.3.4. Statement No.(12): I feel comfortable in my school because I find basic services:

Table no.(4-12)

Frequency Distribution for the Respondents' Answers about Statement no.(12)

Answer	Number	Percent
Strongly Agree	23	29.1
Agree	12	15.2
Not sure	13	15.2
Disagree	11	13.9
Strongly disagree	20	25.3
Total	79	100.0

Figure no.(4-12)

Frequency Distribution for the Respondents' Answers about Statement no.(12)

It is clear from table no.(4-12) and figure (4-12) that there are (23) persons in the study's sample with percentage (29.1%) have strongly agreed with "I feel comfortable in my school because I find basic services ". There are (12) persons with percentage (15.2%) have agreed on that, and (13) persons with percentage (16.5%) have not sure about that, and (11) persons with percentage (13.9%) have disagree about that, while (20) persons with percentage (25.3%) have strongly disagree about that.

4.4. Test of the Study's Hypotheses:

To answer on the study's questions and to check of its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondent's about the Problems .To do that, we will give one degrees for each answer "strongly agree", four degrees for each answer agree, three degrees for each answer " not sure", two degrees with each answer "disagree", and five degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

4.5. The Median of Respondents' Answers about the Statements of the Hypothesis:

Table no.(4-13)

No	Statement	Median	Result
1	My parent follow up my school homework.	5	Strongly dis agree
2	My parent teach me English.	5	Stronglydis agree
3	My parents bring to me some educational tools to support me in my English learning.	5	Strongly dis agree
4	My father comes to school to ask about my English level.	5	Strongly dis agree
5	There is enough English books.	5	Strongly dis agree
6	I like English lessons.	5	Strongly disagree
7	I face financial problems in my school needs.	5	Strongly agree
8	My neighbors exert effort, to teach their children..	4	Agree
9	Students in the area where I live face financial problem in their school needs.	3	Not sure
10	My neighbors exert effort, to teach their children	1	Strongly agree
11	Young people in my area like learning English language.	2	Disagree
12	I feel comfortable in my school because I find basic services.	1	Strongly agree

From the table (4-13), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st statement is (5). This value means that, most of the respondents' are strongly disagreed with that "My parent follow up my school homework".
- The calculated value of the median for the respondents' answers of the 2nd statement is (5). This value means that, most of the respondents' are strongly disagree with that "My parent teach me English".
- The calculated value of the median for the respondents' answers of the 3rd statement is (5). This value means that, most of the respondents' are strongly disagree with that "My parents bring to me some educational tools to support me in my English learning".
- The calculated value of the median for the respondents' answers of the 4th question is (5). This value means that, most of the respondents' are strongly disagree with that "My father comes to school to ask about my English level.".
- The calculated value of the median for the respondents' answers of the 5th statement is (5). This value means that, most of the respondents' are strongly disagree with that "There is enough English books".
- The calculated value of the median for the respondents' answers of the 6th statement is (1). This value means that, most of the respondents' are strongly disagree with that "I like English lessons".
- The calculated value of the median for the respondents' answers of the 7th statement is (1). This value means that, most of the respondents' are strongly agree with that "I face financial problems in my school needs".
- The calculated value of the median for the respondents' answers of the 8th

statement is (4). This value means that, most of the respondents' are agree with that "My neighbors exert effort, to teach their children".

- The calculated value of the median for the respondents' answers of the 9th statement is (3). This value means that, most of the respondents' are not sure with that "Students in the area where I live face financial problem in their school needs".
- The calculated value of the median for the respondents' answers of the 10th statement is (2). This value means that, most of the respondents' are strongly disagree with that "My neighbors exert effort, to teach their children".
- The calculated value of the median for the respondents' answers of the 11th statement is (4). This value means that, most of the respondents' are disagree with that "Young people in my area like learning English language".
- The calculated value of the median for the respondents' answers of the 12th statement is (5). This value means that, most of the respondents' are strongly agree with that "I feel comfortable in my school because I find basic services".

4.6. Chi-square Test Results for Respondents' Answers about the Statements of the Hypothesis:

Table no.(4-14)

No	Statements	Degree of freedom	Chi-square value
1	My parent follow up my school homework.	3	18.17
2	My parent teach me English.	4	19.44
3	My parents bring to me some educational tools to support me in my English learning.	4	18.50
4	My father comes to school to ask about my English level.	4	27.17
5	There is enough English books.	4	19.77
6	I like English lessons.	4	34.30
7	I face financial problems in my school needs.	4	63.70
8	My neighbors exert effort, to teach their children..	4	27.60
9	Students in the area where I live face financial problem in their school needs.	4	29.50
10	My neighbors exert effort, to teach their children	4	44.50
11	Young people in my area like learning English language.	4	86.50

11	I feel comfortable in my school because I find basic services.	4	36.12
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4.7. Results of Hypotheses :

According to the table, we can demonstrate the results as follows:

4.7.1. Results of hypothesis (1):

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st statement was (18.17) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(4-1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagreed with that "My parent follow up my school homework".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd statement was (19.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-2), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagreed with that "My parents bring to me some educational tools to support me in my English learning".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd statement was (18.50) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-3), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagreed with that "My parents bring to me some educational tools to support me in my English learning".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th statement was (27.17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagreed with that "My father comes to school to ask about my English level".

4.7.2. Results of Hypothesis (2) :

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th statement was (27.17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-5), this indicates that, there are statistically significant differences at the level (1%) among the answers of the

respondents, which support the respondents who have strongly disagree with that "There is enough English books".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 6th statement was (34.30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagree with that "I like English lessons".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 7th statement was (63.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that "I face financial problems in my school needs".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 8th statement was (27.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagree

with that "My neighbors exert effort, to teach their children".

4.7.3. Results of Hypothesis (3) :

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 9th statement was (29.50) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "Students in the area where I live face financial problem in their school needs".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 10th question was (44.50) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that "My neighbors exert effort, to teach their children".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 11th statement was (86.50) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have not sure with that "Young people in my area like learning English language".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 12th statement was (36.50) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that "I feel comfortable in my school because I find basic services".

From above results, we see that the hypothesis that Socioeconomic factors effect English language learners. **is fulfilled**

CHAPTER FIVE

FINDINGS, RECOMMENDATION AND SUGGESTIONS

5.0 Introduction:

The main objective of this study is to investigate the Sudanese secondary school learners at Jebel Awlia Locality in Khartoum , to know affects of socioeconomic status in the quality of English language .

There is a significant difference in Socio-Economic Status between the learners , who learn English language in general. It is clear from the study that socioeconomic status of the secondary schools at the selected case of study provides certain evidence which form a big obstacle for the learners to achieve quality in language .

5.1 Findings:

The findings of the present study clearly indicate that socioeconomic status affect students performance and greatly influence students' language development. As the researcher belongs to the area of the study so her

observations should be taken in consideration .

1. Some samples of the present study, belong to poor family , where education is under required standard , time is short to follow their children up or to send them to reputable schools .
2. The findings of the present study clearly indicate that ,some parents fail to Form solid relationship with their children .
3. Some students of those areas lack parental care , encouragement and attitude towards their education .
4. Some Students of the present study lack motivation towards their language Learning due to the influence of socioeconomic status.
5. Many students' parents of these areas are uneducated . Thus, no verbal interaction among family' members , which hinder children to develop their language skills .
6. Some parents of the target samples are unemployed therefore , there is no access to resources that encourage learning of their children in general and learning English in particular .
7. From researcher's observation , students of the present study often come to School less organized and their family don't take much interest in their Schooling or may not have time due to work commitment .
8. The findings pertaining to family environment reveal their significant influence on the language skills among the selected secondary students , that , students from low income families perform badly at school , because their

parents can't provide them with required texts and other necessary facilities that foster their learning at school and home .

9. According to the findings of the present study, students in low income schools are less likely to have well-qualified teachers.

10. According to the findings of the present study , students whose parents look after them and often follow them up , perform well in their school as general and in learning English in particular .

According to findings and researcher's observations, socioeconomic factors affect on English language learners . Higher or middle socioeconomic status , effect positively on language development , while lower socioeconomic status effect negatively on language development .

5.2. Recommendations:

The following recommendations are mainly based on the findings of the study , literature review and previous study . These recommendations are suggested in the hope that they will be taken into consideration for improving English language in general and in creating better circumstances in the field of learning and teaching in particular .

The following suggestions are intended to help those who are concerned to improve learners' conditions and environment :

1. Raise the awareness of education among people of these areas .
2. Government should take socioeconomic status of students in their consideration and break the cycle of poverty .

3. Teachers need to be mindful about students' backgrounds and respect and understand class differences . Because this can affect their teaching which will have an affect on students learning.
4. Government should provide public schools with professional teachers and improve teachers' living standard for decreasing their migration .

5.3. Suggestions :

These are some suggestions for further studies :

- The affect of socioeconomic factors on children's language development .
- The impact of social environment on English language learners .
- The influences of socio-cultural factors on English language learners.

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Sudan University of Science and Technology
College of Graduate Studies and Scientific Research
**Questionnaire on Socioeconomic Factors Affecting
English Language Learners**

Student Name: Male: Female:

Age:

Dear Students,

The questionnaire on your hand is related to the above study and what you would mention of information and knowledge is confidential and can never be used to more than the purpose of this study.

The researcher

No	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
•	My parents follow up my school homework.					
•	My parents teach me English.					
•	My parents bring to me Some educational tools to support me in my English learning.					
•	My father comes to school to ask about my English level.					
•	In our school there is enough English books.					
•	I like English lessons.					
•	I Face financial problems in my school needs.					
•	There is an Englishsociety in our school.					
•	Students in the area where I Ilive face financialproblems in their schoolneeds					
•	My neigborsexert effort, to teach theirchildren.					
•	Young peoplein my area like learningEnglish language.					
•	I feel comfortablein my school because I find basic services,					