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THESIS:

The influence of socio-economic factors on learning English as a foreign language- case study from “Adem Gllavica” secondary school in Lipjan

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STUDENT DECLARATION

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Thesis:

The influence of socio-economic factors on learning English as a foreign language- case study from “Adem Gllavica” secondary school in Lipjan

Teza:

Ndikimi i faktorëve socioekonomik në mësimin e gjuhës angleze si gjuhë e huaj - studim rasti nga shkolla e mesme "Adem Gllavica" në Lipjan

Тема:

Влијанието на социјалнокономските фактори врз учењето англиски јазик како странски јазик - студија на случај од СОУ „Адем Главица“ во Липјан

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Abstract

This thesis deals with investigating the relationship of the socio-economic factors in the environment in which English is learnt as a foreign language. The study examines these factors carefully in order to prove their implications for success and failure in learning the language. Additionally, the study determines whether socio-economic factors influence the way someone learns and how. Socioeconomic factors are considered as the most important factors that influence the learning of English as a second/foreign language (EFL/ESL) based on literature and previous researchers.

Taking into account that we live in a diverse ethnical environment, where students carry with them different backgrounds, values and their status, an investigation like this is crucial. The aim of this study is therefore investigating the socio-economic factors, because it is believed that these factors are fundamental when it comes to the success the students achieve in language learning. It focuses on some particular socio-economic factors such as: education of the parents, employment status of parent, family income etc.

The research has been conducted at the secondary school "Adem Gllavica". One hundred students and also four teachers have been part of this research. The instruments that have been used to do this research were interviews, a diagnostic test for the students and a questionnaire for the teachers and the students. Except the influence of socioeconomic factors on learning English as a foreign/ second language, this study also aims to find the connection between socioeconomic factors and the performance of English language learners and the influence of parents' education level on learning English language. This research has lasted about two weeks.

The outcome of this study shows how the opinions of students and professors are towards the influence of socioeconomic factors in classroom, and is expected to be profitable for the current and future professors and students.

Abstrakti

Statusi socioekonomik përcaktohet si pozicioni i një individi në një shkallë socioekonomike që mat faktorë të tillë si arsimi, të ardhurat, lloji i profesionit, vendi i vendbanimit dhe, në disa popuj, trashëgimia dhe feja. Faktorët socioekonomikë konsiderohen faktorë e rëndësishëm që ndikojnë në mësimin e gjuhës angleze bazuar tek letërsia, studiuesit e mëparshëm.

Kjo tezë do të zbulojë se si marrëdhënia sociale dhe statusi ekonomik i nxënësve ndikojnë në cilësinë e mëimit të gjuhës angleze. Për më tepër, ajo synon të hulumtojë se si dhe në çfarë mase statusi socio-ekonomik (SES) ka një efekt në nivelet e arritjeve të studentëve, dhe të hetojë sfidat dhe mundësitë që mësuesi të krijojë pedagogji të drejtë dhe praktika në klasë që synojnë mundësi të barabarta në arsim.

Hulumtimi do të bëhet në shkollën e mesme "Adem Gllavica". Njëqind studentë dhe gjithashtu katër mësues do të jenë pjesë e këtij studimi. Instrumentet që do të përdoren për të bërë këtë hulumtim janë intervistat, një test diagnostik për studentët dhe një pyetësor për mësuesit dhe studentët. Përveç ndikimit të faktorëve socioekonomikë në mësimin e anglishtes, ky studim synon gjithashtu të gjejë marrëdhëniet midis faktorëve socio-ekonomik e performancës së mësuesve të anglishtes dhe ndikimit të nivelit arsimor të prindërve në mësimin e gjuhës angleze. Ky hulumtim do të zgjasë rreth dy javë.

Rezultatet e këtij studimi do të tregojnë mendimet e studentëve dhe profesorëve për ndikimin e faktorëve socio-ekonomik në klasë, dhe pritet të jenë fitimprurës për profesorët dhe studentët aktual dhe të ardhëm.

List of Tables and Figures

Table 1- Overall classification of elements influencing second language learning.....13

Table 2- Results from the test.....36

Figure 1: What’s the occupation of your parents.....29

Figure 2: What’s the education level of your parents.....30

Figure 3: Do your parents help you with your English homework.....31

Figure 4: Deriving from a poorly educated family, may or may not affect your English performance in class.....31

Figure 5: Being economically wealthy, gives you self-confidence, and helps in your performance in class.....32

Figure 6: More income gives you the opportunity to fulfill more than your basic needs.....33

Figure 7: A well-provided home environment is helpful for a better performance in the class communication process34

Figure 8: Practicing English at home with your parents, will urge you to enhance your performance in class.....34

Table of Contents

Acknowledgments	IV
Abstract	V
Abstrakti	VI
List of tables and figures	VII
Table of contents	VIII
1. Chapter One-Introduction	1
1.1 Introduction	1
1.2 The importance of the study.....	3
1.3 Aims and objectives of the study.....	4
2. Chapter Two-Literature review	6
2.1 Overview	6
2.2 Second Language Acquisition	9
2.3 Why Learn English	10
2.4 Language is a Social Phenomenon	11
2.4.1 Internal factors.....	14
2.4.2 External factors.....	15
2.5 Factors Affecting the Acquisition of a Second Language Learners	16
2.6 Situation of English in Kosovo	18
3. Chapter Three-Research Methodology	22

3.1 Background of the study	22
3.2 Research questions	23
3.3 Hypotheses	23
3.4 Research design and methodology.....	24
3.5 Participants.....	24
3.6 Instruments.....	24
3.7 Detailed description of the instruments.....	25
4. Chapter Four-Data analysis	27
4.1 Introduction of study results and discussions.....	27
4.2 Results from the questionnaire.....	27
4.3 Results from the test	35
4.4 Results from the interview.....	37
4.5 Findings.....	43
4.5.1 Research hypothesis.....	45
5. Chapter Five-Conclusion	44
5.1 Conclusion	44
5.3 Recommendations	49
5.4 Limitations.....	50
References	52
Appendixes	59
Appendix 1	59

Appendix 2	60
Appendix 3	6

Chapter I

1.1 Introduction

Language is a tool which human use to express themselves, interact with others and develop ourselves. Due to the rapid development of technology and science, the need for a common language is necessary. The presiding part of English in education, technology, finance, and entertainment is unquestionable in the current era of globalization (Crystal, 1997, p. 98). Taking into account this role, English language has been presented as a crucial element of the curriculum via the establishment of macro-level policies in many countries worldwide (Holliday, 2005).

The process of learning is quite complex. It begins from the moment we are born and continues through the rest of our life. Family is everything in a child's life. Their influence starts very early, even before children begin schooling and it is consistent. As a result, parents are the first and long-term teachers for their children. They are the basics from whom children receive the informal type of education. Their beliefs, expectations and attitudes toward learning are reflected upon their children and this is often mirrored in student's learning results.

Living in a friendly surrounding with parents who can offer you all the necessary facilities you need, can result to be crucial when it comes to the success we achieve at school. Being a good learner requires hard work. Having a stable and happy family life, sufficient financial resources, healthy physical and mental facilities and good educational resources is all that a parent wants for their child but not all have the opportunities to experience all these.

Non- English-speaking countries face many difficulties when learning English as a second or foreign language. Some of the problems that are faced by second language learners are social aspects, economical aspects, political aspects, cultural aspects etc. Socio-economic status is a compound, mixed and multi-dimensional idea which works on divergent lines of community (Block, 2012, p. 188; Yang Hansen et al., 2011, p. 197).

Every student has different factors which influence him/her, such is gender, economic status, age, motivation etc. Age is one important factor which may affect second language learning. As

claimed by Lightbown and Spada (2006), the understanding of the first language influence the understanding of the foreign language, which makes grown-up persons better learners than youngster. According to the research, foreign language acquisition has a different procedure from first language acquisition. According to Do"nyei et al. (2006) research, geographical place which was connected with the socio-economic status of the pupils used a significant influence on pupils' and parents' choice of second languages.

The correlation of social class and achievement in foreign language was investigated, and evidently learners with the most socio-economic backgrounds accomplish more in the learning procedure (Mu"oz, 2001). A new study directed by Lamb (2012) in Indonesia divulges that students in rural areas had a notably lower level of international orientation than learners of English language in rural and metropolitan regions. Lamb's research further shows that between the learner groups he looked into, the groups which lived in rural regions had the strongest instrumental aims that Lamb describes with reference to learners' desire to move to urban zone to obtain more education. Also, Stroud and Wee (2005) realized that learners' parental-figure's occupation, taking part in the learner's school-work and level of English proficiency influences the learner's option of certain foreign language.

As stated by Grissmer (2013), parents' educational level is the crucial element affecting students' performance in classroom. Parents' education level was as well highlighted by Taiwo (2009) who trusted that the educational background of the parents' is of considerable significance as it aids parents' to be second educators for their children and direct the children and council them on the better path to present efficiently in education and give the essential materials the students need.

The environment of the family influences the language that a child uses at home. While studying a second language, the learner language used at home influence the second language use. The learners are always affected by the environment. Children have two main environments which are school and home. According to some researchers, the learners of higher socio-economic status come to school with additional background knowledge than others of lower socio-economic status.

1.2 The importance of the study

Nowadays, bilingualism is a fundamental need. English language is an essential instrument due to globalization. As Lewis and Massad (1976) define: "Foreign languages form a main part of the curriculum of high schools in most states, and English language is between the languages which is studied more". This research has a great importance in dealing with educational psychology and socio-economic area.

It is significant to investigate why EFL learners succeed or fail in learning English language. It is necessary to find out the effect of socio-economic status. Socio-economic status is one element which impact the manner of the learning conditions and learning itself, it's crucial to find out how socio-economic status of English as a foreign language learner are related to success or failure of learners. Woolfolk (2004, p. 212) states that learning is the approximately persistent and observable difference in a person's behavior and knowledge as a consequence of the interplay with the environment.

As economic factors, social factors are as well very dominant to be affected and met appropriately (Edward, 2000, p. 175). Socio-economic factors have a real impact in one's life. Family and then school are the major environments in which a youngster grows, therefore there is a balance in the middle of the student and his or her environment. The social perspectives of tongue acquisition peak in the dissimilarities in tongue growth and utilize between the students from dissimilar social groups.

In the process of second language learning, society plays an important role. Pishghadam (2011) claims that there is an agreement between researchers on the significance of acknowledging the form of correlations between social and educational institutions by investigating how individuals' dissimilar social and cultural experiences influence their educational outcomes. Social context surrounds language learners in many different forms, Pishghadam (2011) shows that social capital might include: number of close friends, number of siblings ,presence of two

parents at home , extracurricular activities, religious attendance, parent knowledge of children’s friends, parent’s employment, parent monitoring and involvement in education.

1.3 Aims and objectives of the study

This study aims to provide us with useful information about the impact of socio-economic factors on learning English as a second/foreign language. This study will take place in “ Adem Gllavica” secondary school in Lipjan. In this study, the students of the twelfth grade will participate. There will be around one hundred students and their age is between seventeen-eighteen years.

Major objectives of this study are:

- To find out the influence of socioeconomic factors on learning English as a foreign language.
- To find out information about the relationship between socioeconomic factors and the performance of English language learners.
- To find out the influence of parents ‘education level on learning English language.
- To find out the relationship between socioeconomic status and learning outcome.
- To find out the effect of school environment on the English language learners

Research questions of the study are:

- To what extent does parents’ educational level influence students’ English language performance in the EFL classroom in “Adem Gllavica” secondary schools?

- Does parents' financial status affect students' English language performance in the EFL classroom in the "Adem Gllavica" secondary school?
- What is the relationship between parents' occupation and the students' English language performance in the EFL classroom?

Hypotheses of the research are as follows:

- English language learners are affected by socioeconomic factors of their parents.
- Children with higher financial status learn better than children with lower financial status.
- English language learners are affected by home environment.

Chapter II -Literature review

2.1 Overview

In literature review, the earlier studies will be investigated and will be reviewed to focus on the elements influencing second/foreign language learning but most important looking carefully to the effects of socio-economic factors in teaching and learning in special. Second language accquisition, the role of the educators, the role of the learner, role of community, the importance of school environment, the importance of home environment etc will be spotlighted too.

Nowadays, the world is globalized every day more and more. We speak and we interact with other people from different cultures like never before. The world is getting smaller and smaller everyday. The necessity of learning a second language is obvious. In order to be a part of the globalized word, learning a second language is inevitable. Another reason why to learn a second

language is creativity. When someone knows a second language ex. English language, it may easily connect with other cultures, interpret and realize differently the identical thing, and most importantly value the variety of human being.

Another language means another culture. Culture impacts all people, impacts the manner people interconnect with each-other, the manner people behave etc. Each culture has its own merits. If we want to connect with the world, learning a second language is vital. Not only we can communicate with other people from different cultures, but speaking a second language also let us to understand various point of view. Pinker (1994, p. 48) describes language as “the centre of what it means to be human and describes language processing as the major method by which we realize regarding other humans”.

In order to understand how socio-economic factors influence learning first we need to be aware of the strong importance of parents in the child’s achievement bearing in mind that children build most of their background from their parents. Parents actively take part in promoting their children’s intellectual habits.

Vygotsky (1978) in his theory of teaching and learning as a social-constructivist activity examined on a research regarding “Oral language in early childhood and principal education” based on children’s interaction with adults argued that higher cognitive functions of children expand from social relations with adults. According to him there is a connection between children’s level of fluency and the development of their thinking. Later on Lantolf and Thorne (2006) support his idea by stating despite the fact that education works to increase children’s mental transforming, it is plainly built on dimensions which “children have so far developed spontaneously as a consequence of interactivity with other people of their culture” like parents before entering school. (p. 17)

Williams J.G (2000) also supports their ideas and declares that the first type of training a child receives in life starts with the family an issue stated on Dr. Yusuf. A. Florence article on Influence of Family Status Variables on Undergraduates Academic Performances. According to her it is through this institution (family) that the cultural, social and moral behavior as well as proper integration into the society is transmitted. In her article she also cites Wilkins SE (2001)

idea “that the family is the major unit of socialization which is very vital for the development of a child.” (p. 186)

According to these researchers parents improve and sharpen children’s mental processes. They have a strong impact upon their children and their influence is permanent. Considering this the factor “parents” raises many curiosities when it comes to learning in terms of their educational and economic background.

Socio-economic factors are closely linked with the academic success learners achieve at school. According to Aikens and Barbarin(2008) learners from low socio-economic statuses obtain language skills leisurely and have possibility for reading troubles than learners from higher statuses. According to them learner’s reading ability is corresponded with the home learning environment, books they possessed. As a result parents with low incomes will not be able to provide their children with enough educational resources as books, computers or private tutoring in order to create a positive learning environment.

Student’s language proficiency is often linked with their low economic and educational experiences through their life. Based on this if a student has resulted to be bad in university or school he or she has probably had a bad educational experience. McCall (1981) pointed out a close association between Social-economic factors and cognitive performance that begins from infancy. Low parental education is connected with low degree of school attainment and IQ later in life according to Bloom (1964). He makes a strong correlation between parent’s educational backgrounds that can have a positive as well as negative impact upon children.

It is strongly believed that parents with low educational experience reflect their low knowledge and skills on their children. Dale Walker, Charles Greenwood, Betty Hart and Judith Carta (1994) on their article write that parents with low educational statuses speak less often to their children, and their vocabulary is quite poor with simple syntax. In order to this children from these families will talk less often and will not show good communicative skills.

Parents with higher educational degree will also help their children with their homework, particularly English homework. This derives from the fact that they are already familiar with the

language. Findings show that parents reading aloud to their children in their second language encourage more interest in reading books among their children. According to Hak-Sun Han (2007) in his research on “Family impact on children’s second language literacy” argues that:

“Numerous people think that children can obtain English as time passes without strong parental participation in the host country. I disagree with their prospective based on my experiences with my own children. This is because I believe that parental concern and support facilitate children’s SLA, although the effects of those efforts appear slowly.

Well educated parents communicate with their children in a more complex way with a complex syntax, expressing more mature ideas that have a strong impact on children’s communicative skills. Researchers believe that if one’s not good in constructing complex sentence patterns in their mother tongue they will not be able to construct sentences in their second language also. Students usually rely on their first language when they tend to construct sentences.

According to Beardsmore (1982) a lot of troubles a foreign language learner has with the phonology, vocabulary and grammar of the second language occur as a result of the involvement from their first language. A second language learner is likely to short-cut the process of learning the word classes of a particular word (nouns, adjectives, adverbs), by mapping the word directly onto the mother tongue. Based on this if the student does not know the word classes of his mother tongue correctly these mistakes will be transferred onto his/hers second language.

Learning a second or foreign language depends on the knowledge of the target. Empirical studies show that second or foreign language learning requires a great deal of exposure and practice (Hol, D & Yawz, A, 2017, p. 29-38). So, students’ language characteristics like the time they were first exposed to the language, their pre-school knowledge of the language, the languages they use more frequently and the second language practice both at school and home, look to be crucial for a foreign or second language learner (Nyamubi G. J, 2003, p.89-110).

As Lewis and Massad (1976, p. 49) states: "Foreign languages make a significant extent of the syllabus of high education in numerous states, and English language is the most studied language of these foreign languages." There are three deciding perspectives that have to be examined in this research (Blythe, 2010, pg. 56). In the first place it is the educational level of the parents. As reported by Grissmer (2013), parents' educational level is the primary element influencing the performance of the students.

Secondly, the English Language performance of students is affected by the financial status of parents. As stated by Odebumni (2008) and Egbule (2010), finance is the line by which the learners' bills are paid. If there is a scarcity of learner's monetary, this will most likely influence learners' education performance negatively, while in contrary, if the monetary obligations of the learners are met appropriately, most likely learners' education performance can be increased (Odebumni, 2008; Egbule, 2010).

Thirdly, it is the occupation of the parents. Numerous researchers have looked into the correlation among parents' occupational position and learners' performance and they found that the learners with parents in professional and white-collar professions were found to be about a third more likely to join university than youngster with parents in blue-collar profession. (Long et al., 1999, p. 61).

From all of facts mentioned above, we can reflect that there is a need to be exposed to the language that learners are learning. They need to practice both at home and at school in order to enhance their learning of the English language. These practices should be vital for students' performance and proficiency.

2.1 Second Language Acquisition

When we come at this point, many teachers and researchers are facing with some questions like: What is a language? How do we acquire a language? Is learning a second language same or different with learning the first language? According to Corder(1966, p.85) " Language is not knowledge but a set of skills". This means that is not the same learning a language as learning

geography or science but language is a set of skills. Another view Capie , (1966, p.43) considers language as “ an expression of human activity .

So, language is a mirror of a mind. Through a language, humans are divided from other living creatures. Through language, we can talk to others, reading what others have written, writing to others or listening to others what they say. There are different schools which think differently about how do individuals acquire a language.

Different linguists share various opinions about how second language is learnt. Some of the studiers believe that learning a first language (L1) is close to learning a second language. Some other researchers disagree at this point. Cooper suggests: “There is a little proof that the language learning vary for the child and the adult" (Cooper in Rivers, 1983). Moreover, Krashen introduces input theory, to talk about acquisition and learning. According to Krashen, an adult will acquire the language in the same manner as a child does. He claims that learners develop skills in dissimilar manners in foreign language learning and acquisition.

Similarly, Longacker (1973) thinks that adults are not able of learning a language in the natural unplanned method that youngster do. Longacker states that when a grown person learns a second language give considerable attempt which seldom produces in complete proficiency of the another expression. Furthermore, Rivers (1983) asks if the procedure of learning second language is alike to or even the same procedure of learning native language. Therefore, Rivers comes to an end that obtaining second language requires more investigation and may not be dependent on first language acquisition theories.

2.2 Why Learn English

Learning a second language or a foreign language is a good idea. It is very important which language you want to choose, to invest time and energy into it. For those people, where English is not their first language, the choice is definitely English. Speaking English language is a great skill which may help you in your personal and professional life. There are many reasons why to choose English among other languages, and some of the reasons are: English is the world's

second language, English is for everyone, English is for learning and teaching and English is for fun, English is the language of media industry, English is the language of the internet, English is a language of business etc.

English is a language that is spoken by a huge number of human beings, from native or non-native speakers. There are humans from different nationalities who speak English language in every part of the world from America to Europe. English is used as a link between many origins and cultures. English is also a language of the internet. More than half of the content in the Internet is written in English. Through English, you can have access to billions of web pages.

Every day, more and more countries are introducing English language in their schools as earlier as possible. For example, Japanese students start to learn English from the fifth grade. A very positive step in this direction is that some other countries are introducing English language from the third grade. Regardless, the time you start to learn English, the best method is to use four language skills.

2.3 Language is a Social Phenomenon

Language is a group of words or signs that humans use to express their thoughts, feelings and to communicate with each other. Language is of course a social phenomenon because all language users live in a society where they interact through the language. As a tool of articulated communication, language separates people from other creatures whose communication does not exceed the limitations of inner speech (Ilić, 1980, p. 48).

Furthermore, language expands under the effect of society, that is, it is not a accurately determined entity with a unique history or a closed set of linguistic properties (Kordic, 2010, p. 52). Linguistic changes can limit or enlarge the potential of languages to display cultural - content, thoughts and feelings (Jezic, 2014, p. 31). Although, language was a social phenomenon, it was rarely a subject of the sociological interest. The sociologist noticed the importance of language when they were dealing with other issues. Marx considers language as an utterance of realistic awareness, Durkheim emphasises that the categorization of community verities was feasible on the ground of language, while Bourdieu related the

distinctiveness of identities of dissimilar social groups with language differences, referring to differentiating habitus established on the particular skills, practices and ambitions of these groups (Heritage, 2006, p. 322).

According to European Union, the key competence for successful lifelong learning is the communication in first language and second language. In that perception, adequate communication comprises 'creative interactivity, analytical and useful communication with the consciousness of influences of language on other people, and also respect for cultural dissimilarities and interest in intercultural communication' (Alfirevic, Relja & Popovic, 2016, p. 15).

Intercultural competence and intercultural communication are related to the successful language teaching. Communication among cultures becomes usual in the similar community required to displacement, family, divergence of work, freedom and other spheres, and also the fragmentation of people identity (Tomic-Koludrovic & Knezevic, 2004, p. 109–126).

Intercultural competence incorporate affective, cognitive behavioral components, that is, numerous skills, knowledge and characteristics, such as cognitive flexibility, knowledge of general culture and diverse cultures, , openness, curiosity, motivation, communication, listening and problem-solving skills, compassion and ability to collect information (Dragas, 2013, p. 19).

2.4 Factors Affect the Acquisition of Second Language Learners

The procedure by which a human learns a language is called acquisition as a replacement of learning, for the reason that some researchers trust that the evolution of a native language in a child is a particular process (Richards, 1985, p.3). (Ellis, 1986, p. 292; Alice Omaggio, 1986, p. 29) describe that acquisition may be mainly interpreted as the incorporation of rules and formulas which are utilized to communicate in second language. Research on second language acquisition has been done for many years. It shows that second language acquisition is dissimilar process from the acquisition of a native language. Mature language students show a tendency to be more logical because learners take the edge of the teaching theories. As

stated by Lightbown and Spada (2006, p. 55), the knowledge of the native language influences the knowledge of the foreign language, which forms grown people better learners than kids. Despite the fact that almost all the humans learn their native language easily, human may have trouble when they learn a foreign language, as the capacity to learn a foreign language relies on numerous variables. (Spada, 2013, p. 75).

Every language has many factors which influence the process of learning. Different factors influence second language acquisition that has been encompassed in many categorizations. Socio-demographic factors are also pertinent. The connection in middle of achievement and social classification in second/foreign language studying has been examined, and obviously pupils with the highest socio-economic backgrounds accomplish higher in the studying process (Muñoz, 2001, p. 55).

There are two groups of factors between individual dissimilarities: cognitive factors and affective factors. Cognitive factors are intelligence, aptitude and learning strategies. As stated by Mitchell and Myles (2004, p. 115), learners who manifest more intellect have a tendency to study a foreign language greater. It is hard to differentiate in the middle of the cleaverness to study a language and intellect in general, as research (Gardner & MacIntyre, 1991, p. 78) shows that some particular capacities go with the simplicity to learn a language. Research conducted by Ranta (2002, p. 159) or Erard (2012, p. 180), have shown that learners with the capacity to study the language have a tendency to be more successful in the learning process, as well as students who study following a plan without a grammatical approach.

Wagner-Cough and Hatch (1975, p. 307) call language learning “a procedure requiring a blend of affective, cognitive and linguistic variables”. Other factors which influence second language acquisition are age, motivation, social status, family, creativity, intellectual capacity, attitude and aptitude.

General factors influencing the foreign language acquisition

I suggest an overall categorization of the elements influencing second language learning.

Psychological and biological aspects	Cognitive and methodological aspects	Socio-affective Aspects
. Gender . Age . Personality	. Learning strategies . Linguistic abilities	. Motivation . Attitude
Linguistic aspects	Environmental aspects	Socio-cultural aspects
. Knowledge of other Languages	. Personal environment . Academic environment	. Socio-economic and cultural level

Table 1. Overall categorization of elements influencing foreign language learning (Krashen, 1988; Gardner, 2003; Myles, 2004)

There exist numerous factors which impact second language acquisition. These factors can be internal and external. Internal factors are the factors that he or she presents to the specific learning circumstances. On the contrary, the external factors are those factors that identify the specific language learning situation.

2.4.1 Internal factors

Age, personality, motivation, experiences, cognition, native languages are as internal factors.

Age of the learner has a great influence in second language acquisition. Children are considered that are better language learners than grown persons. Critical period theory by Lenneberg suggests that in kid progress there is a time throughout which language may be obtained simpler. As reported by Lenneberg, the critical time lasts until puberty and is because of biological development. Lenneberg continues that language learning can be harder after adolescence for the reason that the brain absence the capability and adaptation (Richards: 1985, p. 68).

Personality is a set of features that characterizes every individual. The way learners acquire a language influence many factors. Several factors are found to be good while some factors are

found as a barrier in learning a foreign language. The most significant personality elements are: introversion/extroversion, self-esteem, risk-taking, anxiety, inhibition and empathy (Ellis, 1986, p. 119-121; Patsy Lightbown, 2000, p. 54).

Motivation (intrinsic) is another important factor in second language acquisition. Motivation is described as “some type of inner drive which shoves someone to do things so as to gain something” (Harmer, 2001, p. 51). According to Castro (1991, p. 11) “motivation is, in reality, a compound situation comprised of four parts: the position of an aim, the aspiration to get those aims, favorable viewpoints regarding a specific pursuit, and attempt”. Richards (1985, p. 185) thinks motivation as an element that regulates a human’s aspiration to accomplish something. Those students who desire to learn are probably to attain more than students who do not. We have two kinds of motivation, integrative motivation and instrumental motivation. Motivation can also be divided as intrinsic and extrinsic. “Intrinsically motivated activities are those activities for which activities are no evident recompense excluding the activity itself. Intrinsically motivated behaviors are pointed at conducting about definite interior recompensing results, specifically, feelings of capability and self-determination” Edward Deci, 1975).

Experiences -Learners who have experience and universal skills are in a higher setting to evolve a new language than others. For instance, a student who has lived in two or three states has a stronger form and experience in language learning than others who have lived just in one state.

Cognition - it is believed that learners who have better cognitive capability may have a rapid advance. Ellis (1985, p. 293) claims that intelligence is universal skill to master academic skills. Learning a language and other successes in life are correlated with high IQ tests scores. There is a powerful link in the middle of intelligence and acquisition of a language. Learners with higher IQ have better results in language tests. It was showed that intelligence may forecast the assess and achievement of foreign language acquisition in the formal language classroom (Genesee, 1976, p. 267).

Native language - Students whose first language is in the same language family with the second or foreign language learn the second language easier. For instance, a French learner will learn English faster than a Chinese learner.

2.4.2 External factors

Curriculum, instruction, culture and status, motivation (extrinsic), access to native speakers are external factors to second language acquisition.

Curriculum- It is important that the educational experience it's appropriate with the student's needs.

Instruction- It is clear that some teachers are better than other teachers at providing students with effective learning experiences. These learners will do quicker progression.

Culture and status- Learners make lower progress when their culture has a lower ranking than the culture they are trying to learn. Culture is knowledge of humans, surrounding mother tongue, social custom, religion, art. Low culture alludes to that of the less well-educated or the masses. Also, low culture encompasses popular music, bestseller fiction and reality television.

Motivation (extrinsic)- Students who are always encouraged by their parents and teachers to learn take higher results than those who are not encouraged.

Access to native speakers- Students who have the chance to interconnect with native speakers of the language they are learning have greater edge. Native speakers can be a language model to provide with a feedback.

2.5 The influence of social factors on learners' performance

Social factors mean any feature that influences the second language acquisition of learners. Social factors are very dominant to be affected and met appropriately (Edward 2000, p. 83). Social factors have an actual importance on people's everyday life. The most important social environments where a youngster grows are considered to be family and school. Family and

school factors which cannot be missed determine the individual's social-psychological perspective.

Bernstein's (1961) essential theory is that the language heard and spoken by a learner from a lower working-class home differs in content from the language utilized by a learner from a middle-class home background. The middle-class learners' interactions at home assist children enlarge considerable vocabulary whereas children from a working class have studying trouble in traditional situation because they derive from the opportunity of learning.

Barton (1962) in a study discovered that socio-economic class was almost decisive element of accomplishment in reading at school. Researchers suggest that children from upper-social category arrive to school with additional experience and background knowledge than children who come from lower social category. The previous experiences that learners from the upper social category have allowed and aid learners acquire the duties in faster (Henry 1963, p. 154).

Sometimes culture can influence learning in an indirect process. This can be related to the opportunity to interact with other speakers outside the classroom. That access can be good for vocabulary, pronunciation, and for other topics. Prodromou (1992, p. 436) analyzed cross-cultural elements in language learning to realize the significance of components linked to the cultural condition of the lesson, bicultural teaching, or learners' perceptiveness, between more features. Prodromou come to an end that knowledge of the select culture is a dominant part of the language learning procedure because it increases the satisfaction in finding additional information for newest culture. Rezaee (2011, p. 436) studied the socio-cultural aspects of second/foreign language learning and the mixture of those socio-cultural aspects to realize the relationship between language learning and social factors. Learning a language throughout culture is inevitable.

Social context surrounds the language in different ways. According to Pishghadam (2011, p. 152) social capital can encompass different elements like parents' presence at home, brothers and sisters' number, number of close friends, parent's employment, curricular tasks, religious presence, parent knowledge of children's friends. All these are important to academic achievement. As expected, Pishghadam (2011, p. 154) thinks students who possess other

cultural goods and have access to immense social network may obtain additional achievement in learning.

Arikan (2011, p. 78) recognizes that learners with higher socio-economic status manifest higher academic achievement, and furthermore apply for the best universities as against to learners with lower socio-economic status. Future education tends to be associated with income but the role of parents is also very important to achieve higher education and from good education to get a better job and of course a better social status.

Gender is another factor which may influence second language learning. Females are believed that are better language learners. Individual' social class is divided into four categories: lower category, working category, lower middle category, and upper middle category. There is a relation between social class and second language achievement. Studies express that learners which come from higher class are more successful in learning a second language than learners from a lower class.

2.6 The influence of economic factors on students' performance

Sufficient economy is a need in every walk of life. Economical ideas can be found in dissimilar locations and in dissimilar persons too (Edward 2000, p. 88). Numerous writings and ideas have been suggested and written so far in this framework outlining economic factors and their impact in people' lives (Baharudin and Luster 1998, p. 35). A person with higher economic status is seen as happier as and more efficient than a person from a lower class status. An example of this can be that people with higher economic background are dominating in today's society.

A group of researchers noticed economic factors as the very dominant for the whole form of a human or for an economy (Edward 2006, p.150). As stated by Maslow (1943), economy is not a thing but a key to enhance motivation among the people. In order to understand the concept, it is very required to incorporate the Maslow Economic Theory.

Primarily, the hypothesis proposes a psychology introduced by Abraham Maslow in 1943 (Edward 2000). As reported by Maslow, the hypothesis is over people interest and inspiration

coming into being from economic viewpoint and motive. This hypothesis is included in many books and references and is appreciated by many authors. There are five stages of Maslow Economic Theory.

Physiological stage is the first phase, it is the phase in which the fundamental necessities of human are commercialized such as food, shelter, sex and sleep (Edward 2000, p. 183). In every element, it is very important to have economic flow. As reported by Maslow (1943), when the elementary necessities of a human are satisfied, he or she goes towards the next move which is safety, together with employment, providing of friendship, healthiness, resources and possessions. Esteem and Self-Actualization are the stages which have a heavy association of economic success, as without economic success not any of the elements can be met (Edward 2004, p. 56). Esteem, confidence and the respect of a person increase mechanically due to economic weakness and success. The economic circumstance of a human is the common thing of all the steps without which no platform may be fulfilled.

2.7 School environment

One of the most demoralizing factors is poor school qualification which does not motivate upcoming educators to connect the occupation of teaching. Lucy Hart (2014) continues:

School environment do an intense part in educational attainment for low socioeconomic status learner. Educator income, little number of resources and low educational presentation are attribute of schools in lower socioeconomic groups. As a result, the most qualified educators frequently keep away alike schools by doing prosperous school groups, leaving low socioeconomic status learners with educators who frequently absence skill in their subjects. Learners' educational results and academic success as well as learning language is significantly affected by the kind of school that learners take part in. (p. 156)

Some of the school factors are school structure, school climate and school composition. Crosone, Johnson and Elder (2004b) suggest that "public sector or private sector and class size are two main organizational elements of schools. Private schools show a

tendency to experience both better finance and smaller class sizes than public schools” (Crosoneet et, al 2004) states:

The more finance of private schools lead the way to greater educational performance and further access to resources like computer which are known to increase the educational attainment. (p. 213)

A teacher also indicates on students’ performance. Interpersonal relations between students and teachers are related to school climate. (Crosoneet, al 2004, Eamon 2005) states: “School strategies and schemes frequently command school atmosphere.” (Baliand Alvarez 2004, p.109) states: “learners focus more plainly when school is capable to generate an environment where learners feel secure “.

2.8 Home support

Home support is one of the most important things for success in foreign language learning. The socio-economic factors which include parent level of education and occupation are included in home background. Children achieve better result in foreign language learning if their parents manifest help and attentiveness in their advancement. In a study which was directed by Amel-Motivation in English (2005)- Sudan university: Johns (1979, p. 16) discovered that kids of parents with higher profession are more often inspired to do well than children of low professions levels . Gardner and Lambert (1972) directed a number of studies to see the environmental impact on second language learning and discovered that parental encouragement and parental satisfaction have great impact in students’ aspiration to learn the language .

Home is the first place where children start their first learning and there is always a hope for children. All that matters is for example the ambience at home, relation of family members with kids, time spend with them. All of these form attitudes and characters of a child towards things. All the forms are dependent on parents’ income, schooling, profession, social category.

2.9 The Impact of Parent's Income and Educational Background

Parents are main and most important environment that children are displayed to. Coleman's review (1966) manifest that families can take part in even more significant roles in learner's educational attainment than schools. Parental education can be a direct input for children in numerous ways. It is broadly manifested that learners conducted in unfavorable environment acquire less education, in spite of the large financial comes back to education (Heckman and Masterov (2005). In fact, there is a wide relation between the education level of parents and their children (Björklund and Salvanes (2011). Carneiro and Heckman (2004) claims that current parental earnings does not describe child educational choices, but that family fixed effects that give to permanent income, such as parental education levels, which has a much more positive role.

2.10 Why is it necessary to study socio-economic factors

Kosovo is a poor state where socio-economic factors are considered crucial, factors influence the teaching/learning process not just in Kosovo but as well in other states. Learning English language is not as easy as it seems and learners are affected by their learning environment. A child grows in family environment and school environment and they are always in harmony with their environments.

The social interactivity that the middle-class youngster have at home helps them expand more considerable vocabulary, while the working-class youngster, are somehow taken of this chance for learning. Socio-economic factors are related to language development. Barton (1962) in a study discovered that socio-economic category was the most significance factor of achievement in reading at school.

In second chapter, the literature review is presented to form conceptual framework for the study. Here, the language acquisition and the factors which affect it are clarified. The origin of socio-economic is also presented. The effects of social, economic factors on students'

performance, the influence of socio-economic factors on English as a second/foreign language are discussed in second chapter. All this literature and instruments aim to prove the hypothesis.

Chapter III-Research Methodology

3.1 Background of the study

Learning process is quite complex and it starts very early. Learning process is influenced by a large number of factors. As a result, many researchers have faced difficulties studying the process of learning as it is shaped through variable aspects.

Many researchers have carried different studies when it comes to language learning but fewer studies are done regarding socio-economic factors. The research has investigated socio-economic factors in order to prove their influence in foreign language learning that leads many students to success and failure.

Understanding the influence of socio-economic factors, can help many teachers develop new methods, strategies, and tools to contribute better to the learning processes. This is fundamental for the future of our community, one way to survive is through the improvement of the old teaching methods and the implementation of the new ones.

Furthermore, the study answers many important questions that even nowadays remain unclear for most of the teachers. Being aware that students with higher family incomes achieve better results in language learning than those with lower incomes was one of the issues that this research was going to resolve. Among this, other concerns will be addressed also and hopefully they this contributes to the educational system in Kosovo.

3.2 Research questions

- To what extent does parents' educational level influence students' English language performance in the EFL classroom in "Adem Gllavica" secondary schools?
- Does parents' financial status affect students' English language performance in the EFL classroom in the "Adem Gllavica" secondary school?
- What is the relationship between parents' occupation and the students' English language performance in the EFL classroom?

3.3 Research Hypothesis

The hypotheses of the research are as follows:

- English language learners are affected by socio-economic factors of their parents.
- Children with higher financial status learn better than children with lower financial status.
- English language learners are affected by home environment.

3.4 Research Design and Methodology

Students' questionnaire, tests and interviews with English teachers have been used in order to come to more accurate results in this study.

3.5 Participants

The participants of this study were one hundred students from "Adem Gllavica" secondary school in Lipjan as well as four English language teachers from the same school. The average age of the students is between seventeen- and eighteen-year-old. The students first completed a questionnaire and then did a test. Teachers also had an interview with seven questions were they gave their opinions, suggestions and their experiences and ideas about the influence of socio-economic factors in learning English.

3.6 Instruments

The instruments being used in order to carry on this study were students' questionnaire, test and also teachers' interview.

Students' questionnaire (Appendix 1) was used to determine the socio-economic factors that affect their learning. The questionnaire helped to gather information about students' family background, parents' education and occupation, place of living etc. The questionnaire has sixteen questions and the questions were both in English and also in Albanian just to be sure that students understand the questions.

Students' test (Appendix 2) is done in order to analyze if students with higher socio-economic status perform better in English language learning. The test has eighteen questions, both in English and Albanian language, they had forty minutes to answer the questions.

Teachers' interview (Appendix 3) has served me as a data to gather information about their general opinions for socio-economic factors and to identify which of the factors have more or less impact in language learning.

3.7 Detailed Description of the Instruments

This research attempts to highlight the influence of socio-economic factors on learning English as a foreign language. In order to analyse this particular issue, the research is based on three main tools or instruments.

The first instrument used for this study was students' questionnaires. It consists of sixteen questions with closed items that require information about students' socio-economic factors. They are designed with the aim to find detailed information about student's background and the environment they live. The goal of the questionnaire was to find if students' level of English matches with their socio-economic factors they live in and the environment and conditions they

are surrounded with. In other words, if students' questionnaires match with the test results gathered from the tests.

Specifically, the questionnaire mainly tends to gather information about students' family size, family income, siblings, place of living, parents' occupation, educational resources and travelling abroad. It is constructed with simple questions in order to motivate learners to complete it. Almost all the questions have three or more options where students had the choice to circle just one answer. The time for completing the questionnaire was five minutes. The questionnaire was given to one hundred students from secondary school "Adem Gllavica". The instruction and the purpose of the study were explained briefly to the teachers who allowed me to conduct my research. All students willingly participated in this study. Questionnaires were anonymous so that students feel more comfortable in expressing their opinions. The questions were in two languages, English and Albanian.

The second tool used was student's test. The test has eighteen grammatical questions to see if socio-economic factors (place of living, parents' occupation, family income etc.) affect students' performance in English language. They were multiple questions with different options and students had to circle only one correct answer.

The last instrument used for this study was teacher's interview. The interviews consisted of ten questions which were conducted in order to elicit information about teacher's opinion on the effect of socio-economic factors in learning English language. The interview was done with four English language teachers from the same school. The questions required teachers to give their opinions whether wealth, place of living or educational resources influence the way students learn languages. They were asked in particular, if students from cities perform better in languages than those who come from villages or whether language private courses help students learn the language better.

In this chapter a detailed description on the research methodology is given, including the purpose of the study, research question, research hypothesis, research design and

methodology, the three instruments and participants. The following chapter will be based on the results and discussions gathered from the instruments.

Chapter IV -Data analysis

4.1 Introduction of study results and discussions

The fourth chapter describes in details the process of collecting data and the final results from the three instruments, the questionnaire and the test with the students and from the interview with teachers. These instruments have been analyzed profoundly in order to get the final results, where comparing these results has been the main point of the study. These three instruments are described in details in this chapter. The results gathered from the instruments have proved the influence of socio-economic factors on learning English as a foreign language.

The first instrument that is used in this research is questionnaire. The questionnaire consisted of fifteen questions. They are all about the socio-economic factors. The questionnaire was anonymous. The second instrument is the test. The test has seventeen questions. The last instrument is the interview with the teachers. The interview was done with four English language teachers. All of them were from secondary school "Adem Gllavica" in Lipjan. Their age is between 29-35 years. Different questions are done regarding their opinion about the influence of socio-economic factors on learning English as a second language. The analysis of the total study findings is related to the research questions that served as a guide for this research.

4.2 Results from the questionnaire

Questionnaire is the first instrument that is used with students. One hundred students completed the questionnaire. Students' questionnaire aims at collecting data on the influence of socio-economic factors on learning English as a second language. At the beginning, students were introduced briefly with the aim of the research in order for them to facilitate the whole process and provide accurate information.

The first seven questions are about the demographic information, about the participants of the study, the age of the students, gender, the years of studying English, English hours for week, whether they have attended additional private courses, the size of the family, and if they live in a city or a village.

In the first question, age, 64% of the students are between 16-17 years and 36% of the students are between 17-18 years. In the second question, regarding the gender of the participants, 53% of the students are male and 47% of the students are female. In the third question, regarding years of on studying English language, 54% of the students answered 8 years and 44% of the students answered 7 years. In the fourth question, regarding hours of English lessons at school, 100% of the students answered 2 hours for week. In the fifth question, regarding attending additional private courses, 84% of the students answered no and only 16% of the students answered yes. In the sixth question, regarding the size of their families, 63% of students have medium family, 31% small family and only 6% of the students have large family. In the seventh question, regarding whether they live in a city or a village, 71% of the students answered in a village and 29% in a city.

In order to prove the first hypothesis, the questions are formulated as following:

- What's the occupation of your parents?
- What's the education level of your parents?
- Do your parents help you with your English homework?
- Deriving from a poorly educated family, may or may not affect your English performance in class.

The first hypothesis of the research was *“English language learners are affected by socio-economic factors of their parents.”*

Regarding parent's occupation different students have written different occupations. The majority of students' parents are not employed especially mothers. In particular, eighty-six mothers are not employed at all and are housewives, mostly those living in villages.

Five of the mothers are hairdressers, four teachers, four are managers and one of the mothers is a pharmacist. On the other hand, fifty-six of the students' fathers work in constructions, seventeen of the fathers are businessman, eleven of the fathers work as drivers, six of the fathers work as security, two of the fathers are teachers, four of the fathers are manager, three are hairdressers, one father is a pharmacist.

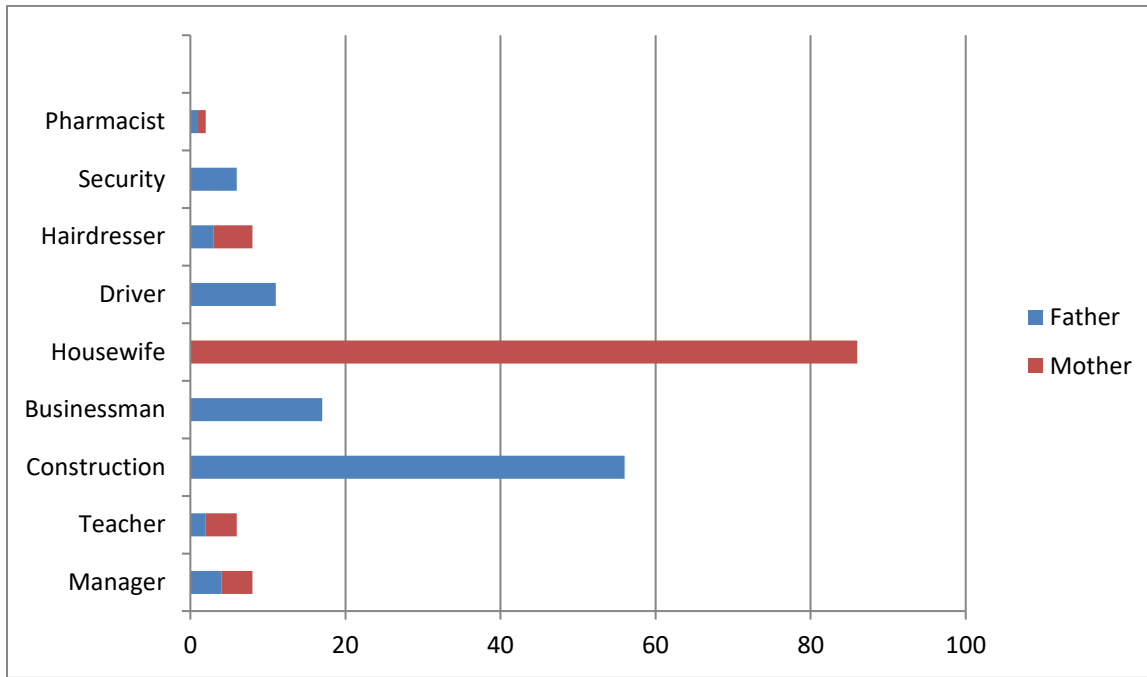


Figure 1: Question 8-What is your parents' occupation?

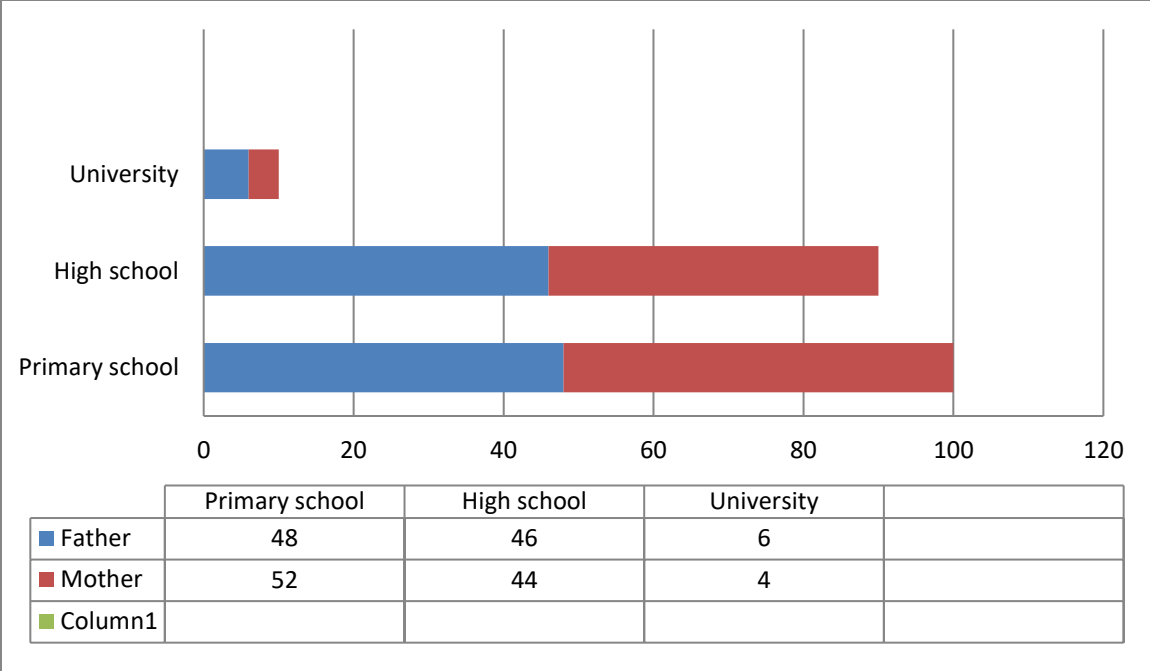


Figure 2: Question 9-What’s your parents’ education level?

From the figure 2, it can be seen that 48% of the fathers are with primary school and 52% of the mothers are with primary school, 46% of the fathers and 44% of the mothers are with high school and 6% of the fathers and 4% of the mothers are with university.

The following question is related with parent’s attitude with their children’ homework, whether they help children with English language homework. This question also tends to gather information if parents are familiar with the English language since those who aren’t, can’t help their children learning the language. On this case parent’s education background is measured and whether this factor contributes to their children’s learning. The students had the option between yes, no and sometimes. 14% of the students answered that they sometimes receive help from their parents for their homework, 14% of the students also answered that they receive help from their parents for English homework and 72% of the students answered that they do not receive any help from their parent for English language homework.

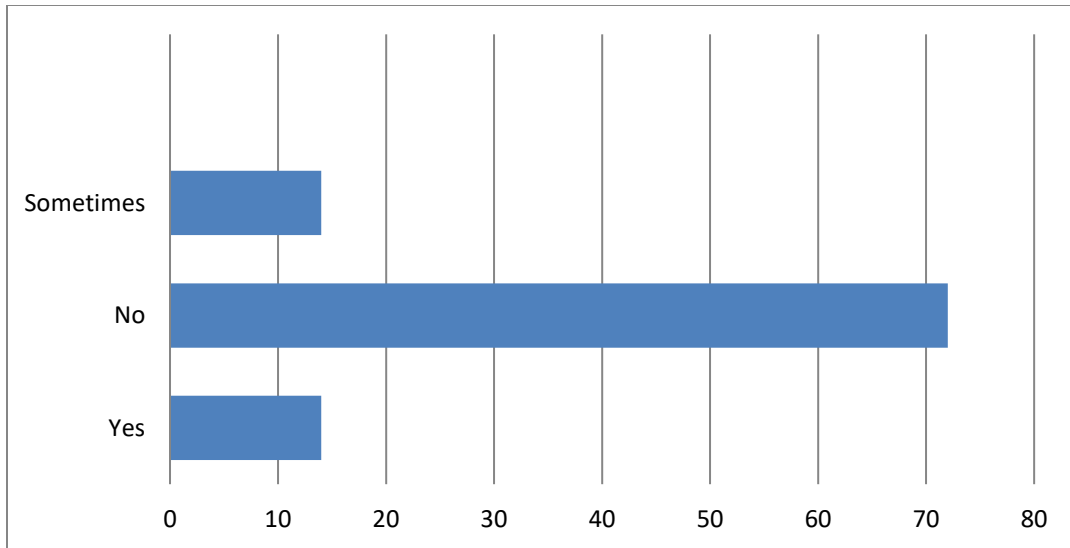


Figure 3: Question 10-Do your parents help you with your English homework

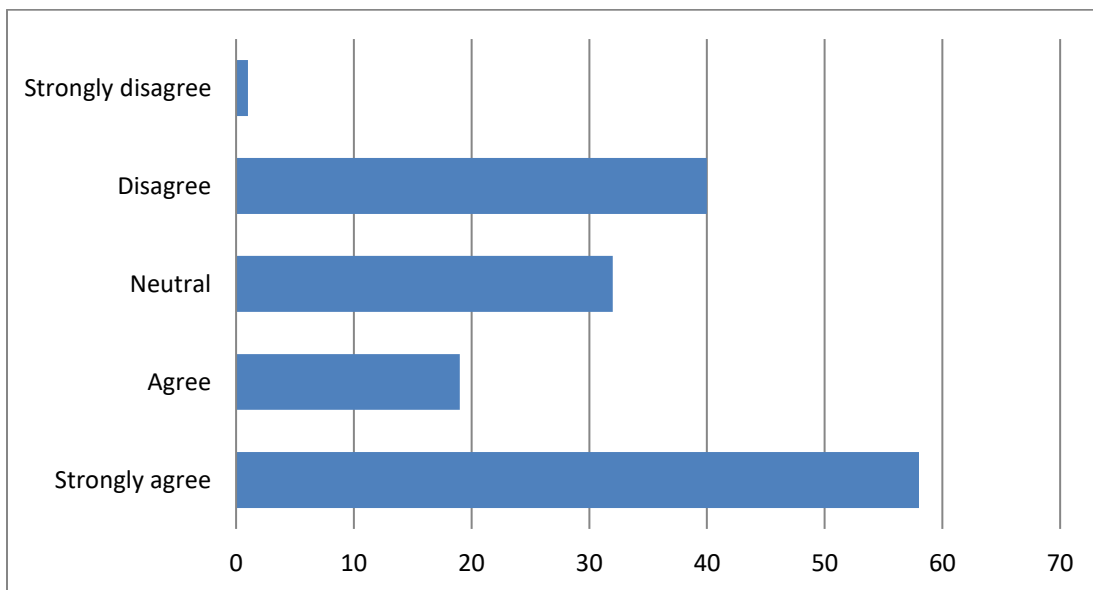


Figure 4: Question 11- Deriving from a poorly educated family, may or may not affect your English performance in class

In order to provide the second hypothesis, the twelve and thirteen questions are designed as following:

- Being economically wealthy, gives you self-confidence, and helps in your performance in class.
- More income gives you the opportunity to fulfill more than your basic needs.

The second hypothesis is: *“Children with higher financial status learn better than children with lower financial status*

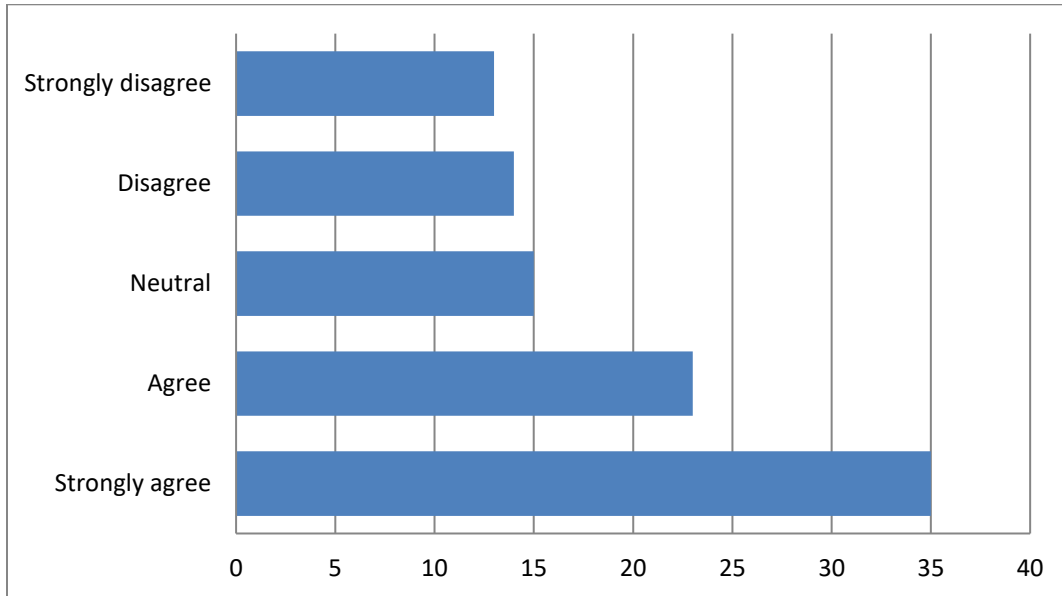


Figure 5: Question 12- Being economically wealthy, gives you self-confidence, and helps in your performance in class.

In the figure 5, 35% of the students answered strongly agree, 23% of the students answered agree, 15% are neutral, 14% of the students disagree with this question and only 13% of the students answered strongly disagree.

From the figure 6, we can see that 32% of the students strongly agree, 40% of the students answered agree, 9% of the students are neutral, 10% of the students answered disagree and only 9% of the students answered strongly disagree.

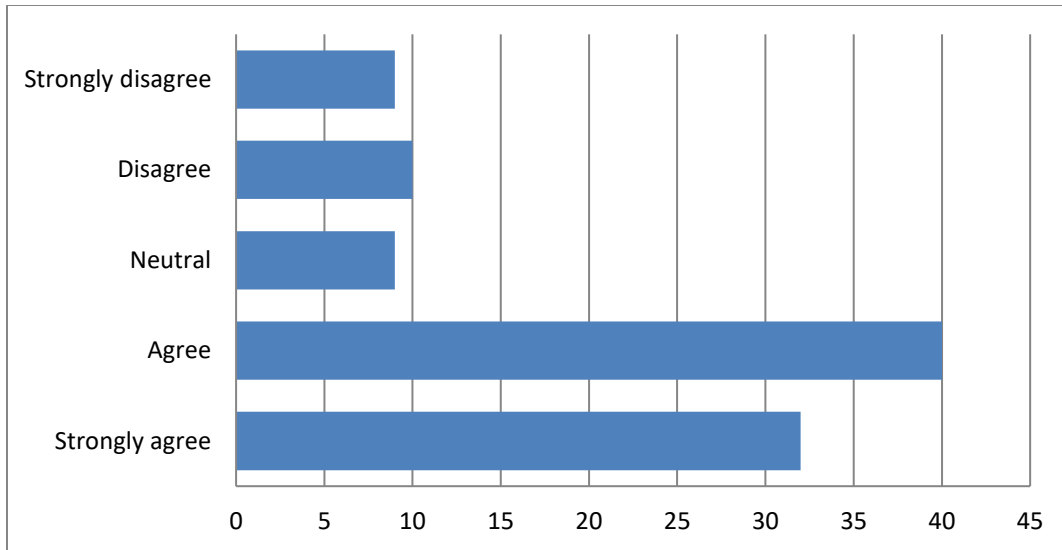


Figure 6: Question 13- More income gives you the opportunity to fulfill more than your basic needs.

From the figure 6, it can be seen that 32% of the students strongly agree and 40% of the student agree that income gives the chance to fulfill more than fundamental needs.

In order to provide the third hypothesis, the fourteen and fifteen questions were formulated as following:

- A well-provided home environment is helpful for a better performance in the class communication process.
- Practicing English at home with your parents, will urge you to enhance your performance in class.

The third hypothesis is: *“English language learners are influenced by home environment.”*

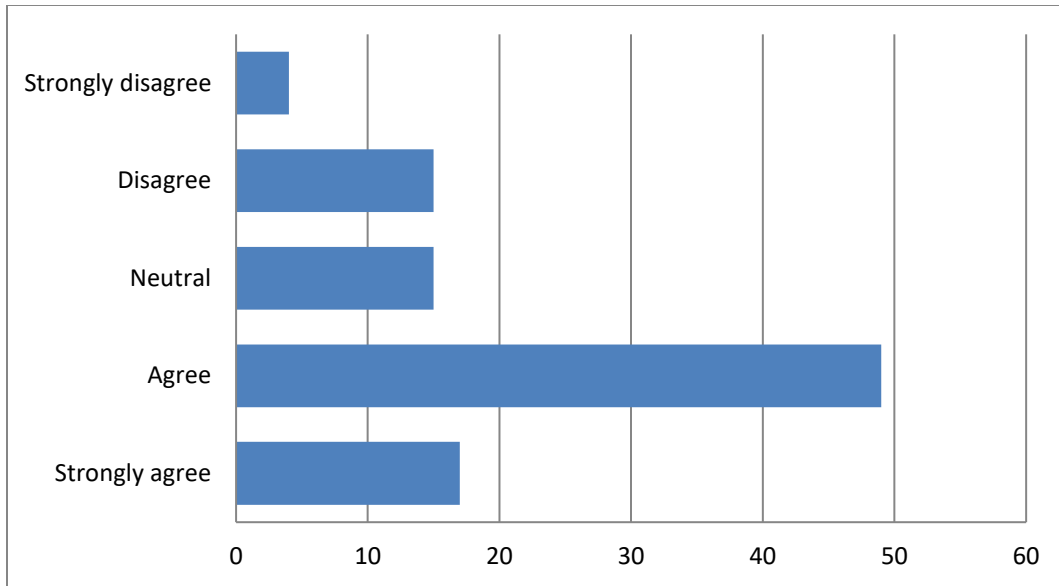


Figure 7: Question 14- A well-provided home environment is helpful for a better performance in the class communication process.

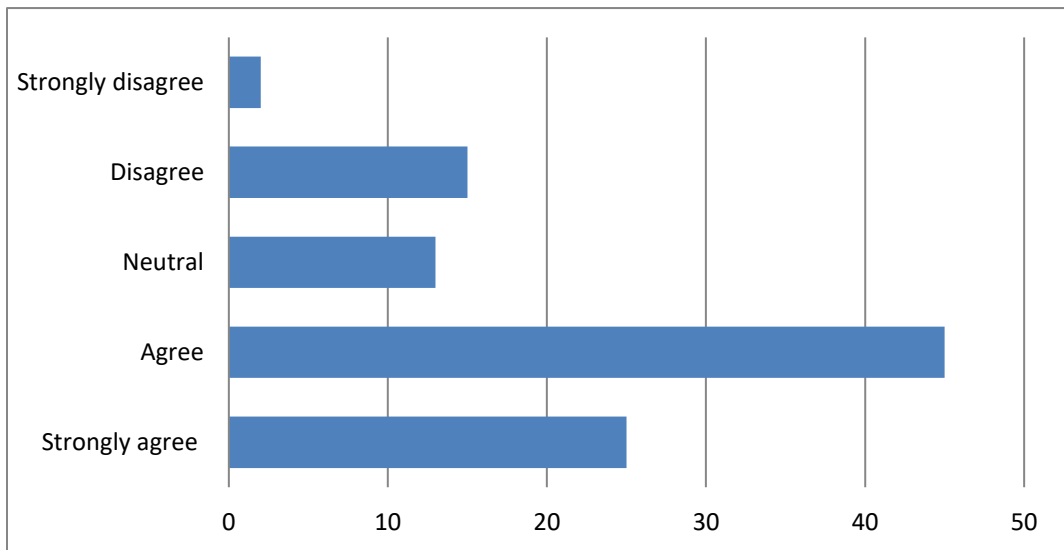


Figure 8: Question 15- Practicing English at home with your parents, will urge you to enhance your performance in class.

In this question, 26% of the students answered strongly agree, 46% of the students answered agree, 13% are neutral, 15% of the students answered disagree and only 2% of the students answered strongly disagree.

4.3 Results from the test

The second instrument used for the purpose of the study is the test with students. In order to find out if students' English language level matches with their socio-economic background, one hundred students from Adem Gllavica secondary school have taken the test. When the test was delivered, they were given instructions on how to complete the test. They had twenty minutes for completing the test. The test has eighteen questions which are with multiple choice and all the questions test grammar.

Regarding the results of the test, in the first question from one hundred students, fifty-eight students gave correct answer and forty-two incorrect answers. In the second question, forty-nine students gave correct answer and fifty-one incorrect answers. In the third question, from one hundred students, fifty-one students gave correct answers and forty-nine incorrect answers. In the fourth question, forty-two students gave correct answer and fifty-eight incorrect answers. In the fifth question, forty-one students gave incorrect answers and fifty-nine students gave incorrect answers. In the sixth question, from all the students, thirty-one students gave correct answers and sixty-nine gave incorrect answers. In the seventh question, sixty-seven students gave correct answers and thirty-three students gave incorrect answers. In the eighth question, from one hundred students, thirty-five students gave correct answers and sixty-five gave incorrect answers. In the ninth question, forty-five students gave correct answers and fifty-five students gave incorrect answers. In the tenth question, fifty-eight students gave correct answer and forty-two of the students gave incorrect answers. In the eleventh question, from all the students, fifty-eight students gave correct answers and forty-two students gave incorrect answers. In the twelfth question, sixty-four students gave correct answers and thirty-six students gave incorrect answers. In the thirteenth question, from all the students, fifty-nine students gave correct answers and forty-one students gave incorrect answers. In the fourteenth question, from one hundred students, eighty-two students gave correct answers and eighteen students gave incorrect answers. In the fifteenth question, seventy-two students gave correct answer and twenty-eight students gave incorrect answers.

In the sixteenth question, from all the students, sixty-eight students gave correct answers and thirty-two students gave incorrect answers. In the seventeenth question, thirty-five students gave correct answers and sixty-five gave incorrect answers. In the last question, sixty-seven students gave correct answers and thirty-three students gave incorrect answers. The table below illustrates the results better.

Question number	Correct answer	Incorrect answer
Question 1	58	42
Question 2	49	51
Question 3	51	49
Question 4	42	58
Question 5	41	59
Question 6	31	69
Question 7	67	33
Question 8	35	65
Question 9	45	55
Question 10	58	42
Question 11	58	42
Question 12	64	36
Question 13	59	41
Question 14	82	18
Question 15	72	28
Question 16	68	32
Question 17	35	65
Question 18	67	33

Table 2: Results from the test

4.4 Results from the interview

The third and the last instrument used for the research is the teachers' interview. Four English language teachers were interviewed regarding their opinion about the influence of socio-economic factors in learning English." All the professors are with a Master degree and their age is between 29-36 years old. All the professors have more than five years teaching experience. Neither teacher's names nor initials will be used to address teachers but they are named as Professor 1, 2, 3, and 4. Each question shows the answers of all professors and their perception regarding the influence of socio-economic status in learning English.

Regarding the interview questions all four professors answered as follows:

1. Do you think that students' socio-economic statuses influence language learning?

Professor 1: Socio-economic status affects the process of student learning because they have better opportunities to prepare with all the necessary equipment for the educational process, but there are exceptions when students with socio-economic difficulties reach satisfactory levels of learning. But in general students with higher socio-economic level are more prominent.

Professor 2: I do believe that socio-economic status plays an important part when it comes to language learning. Students which come from families with higher status express a more interest and positive attitude and also motivation than students which come families with low socio- economic status.

Professor 3: Of course, it affects language learning. Since learning languages requires additional resources that only wealthy students can afford like dictionaries, private courses, online learning, novels, travelling to the spoken language country, etc. I'm not saying that students with lower incomes aren't successful; however, those who have additional learning materials have more benefits than others.

Professor 4: Student' socio-economic status may influence language learning in the sense of having the possibility of being better equipped with language learning related resources such as computer, laptop, book and dictionaries.

2. Do parents have an influence on their children's performance? How?

Professor 1: The role of parents is crucial in children performance. The role of parents has a key impact on the performance of their children in the educational process starting from attendance, class performance, their behavior, etc. While parents who are not interested about their children in a positive way, those children do not perform well in the learning process.

Professor 2: The participation of parents may considerably impact students' educational performance. The direct parents 'involvement (example helping with homework) produces positive benefits for children's grade performance.

Professor 3: Parents have a crucial role on their children 'performance. Children are more successful when their parents hold greater expectations. Also, parents play an important role on students' motivation and aspirations.

Professor 4: Parents may have an impact on their children' performance being more persistent by searching if their children are attending school regularly, doing homework properly and so one.

3. What is the link among parents' education and students' performance?

Professor 1: Educated parents have a better relationship with their children than parents with lower education. Educated parents are always interested in their children's performance at school by asking them what they have learned constantly and being in constant contact with the class tutor and the school management. This commitment of parents in itself brings better results for their children.

Professor 2: Education is a lasting process. Parents pay for their children education and better chances guide children to better performance. The behavior that parent have and the

educational help of parents prepare students' habits and impact their educational performance.

Professor 3: Students who come from parents with higher education are most of the time better in learning than those who come from parents with lower education. They are more interested, motivated, and have more aspirations for the future.

Professor 4: The relationship is that well-educated parents are more responsible in the sense of asking for more information as far as homework is concerned for example, or what has been done and explained during the five days of the week, which by itself can have a bigger impact in students' performance, and the relationship is really necessary for having a better performance.

4. Which is more effective, parents' education or parents' income on learners' English language performance?

Professor 1: Both are important in the learning process for children but I think education has a much bigger role than income. Sometimes income can have a negative impact on children's performance.

Professor 2: I think that the most important socio-economic element is parental education. Educated parents are more supportive than uneducated parent.

Professor 3: Parents' education is more important than parents' income. We have seen some cases where income has a negative effect on students' learning process.

Professor 4: I believe that parents' education plays a better impact on students' English language performance, therefore it is more effective.

5. To what level are learners inspired to enlarge their attainment by their parents' education?

Professor 1: If the parents are educated and have a good reputation in the district where they live and work they can be a good additional motivation for their children to achieve the reputation of their parents in the future or even more.

Professor 2: Parents are the first teachers of their children .In the light of this , parental education influences student’s academic performance Educated parents provide intellectual , economical , psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development and this results in high academic performance .So , parental elements that forecast achievement motivation are an important focus because they are a clear point for potential educational and psychological help for students.

Professor 3: Parents are the first role model of every single child. Of course, all their achievements like education, income are a motivation for them. All of us wanted to be like for example teacher, doctor, layer etc. like one of our parents.

Professor 4: For some students their parents’ education achievement is a big motivating factor for continuing studies in order to achieve as much as their parents or even more.

6. To what level are students inspired to enlarge their attainmentment by their parents’ income?

Professor 1: Parents who have a good income they can be a good resource for their children to take care of them in a way that they do not miss anything in terms of the learning process. But if parents have a good income for the sake of their education then they will be a very good example for their children to follow their steps.

Professor 2: Family income has significant impacts on children’s educational level which is assumed to be elevated with the increasing income. A financially well-of family is capable to give more educational resources. For lower income families, parents are hustle about life and anticipate little from their children and furthermore parents may put existence before children’s learning.

Professor 3: Families with higher income are much more likely to fulfill all the needs and requirements of their children than those families with lower incomes. I think this can serve as a fact for students to be motivated to learn and work. In this way, they can be a good example for children and family in the future.

Professor 4: Their parent's income may play an important part in the sense of having more studying resources available, as well as being a more motivated student in the sense of having no trouble of missing things such as basic personal needs and so on.

7. Is there a link among parents' occupation and learners' performance? How?

Professor 1: I think that the occupation of parents can play a role in the performance of their children. Parents with a better occupation in society can influence their child to have a better performance.

Professor 2: Occupation status considers the academic achievement required to acquire a job and income levels. When parents have a good job, they can make adequate provision for their children education. Parents provide social, economic and emotional support to their children and this would make it possible for the children to perform well in their educational process.

Professor 3: Parents occupation is one of the factors which can influence the performance of the students. Parents' occupation can also predict the achievements of their children.

Professor 4: I do not think that students' performance depends much on their parents' occupation, therefore I do not see any big relationship in here.

8. Where do your students mostly come from, cities or villages?

Professor 1: Students coming from urban areas perform differently from students coming from rural areas. Students coming from urban areas are more active and sociable, have more self-confidence and try to be the spotlight, while students coming from rural areas are calmer, less sociable and shy.

Professor 2: There are some differences between rural and urban students which affect their achievement. Researchers believe that rural learners get an education which different from the education urban learners. Example: Learners that live in rural zone has lower educational

attainment when we compare it with the learners who live in urban zone. Sometimes learners from rural zone do not care about their education and most of them drop out from schooling.

Professor 3: Though I'm teaching in a city I must say the majority of my students come from villages.

Professor 4: There can be a little difference between rural and urban areas, except that those from urban areas are more sociable and more talkative, whereas those from rural areas can be more reserved.

9. Is there any difference between students' level of English who live in the city and those who live in villages?

Professor 1: In most cases, there are differences between the level of English because students living in urban areas have more opportunity to attend English language courses while students living in rural areas have less possibility.

Professor 2: Urban students incline to have more English proficiency than students living in rural areas. Some studies state that the reason for the differences in their performance in learning and attainment are resources (lack of books and necessary material), accessibility of technology and teachers' quality too.

Professor 3: I don't think there is a difference. English language is presented on the same way on both places, it only depends on the students' motivation and teachers' skills to teach that language.

Professor 4: Students who live in the city have the opportunity attending different English courses, while those living in the villages may sometimes lack this opportunity. This can make a difference according to my opinion.

10. Do students with higher socio-economic status have better attendance records?

Professor 1: In my opinion and experience, I do not think that students with higher income have better attendance than students with lower income. On the other hand, students with higher incomes may be more spoiled and absent more in the educational process.

Professor 2: Children with low socio-economic status were probably not to attend graduate education. Socio-economic status affects the extent of collaboration in college (university) which in turn affects school presence. Low socio-economic status learners announce less time spent studying to the learners of higher status.

Professor 3: No, I do not think so. Students with higher family income are more likely not to attend school regularly than those with lower family income.

Professor 4: No, they don't, but in contrary these students may have a worse attendance records because of being sometimes more egoistic and attend less school.

4.5 Findings

The aim of this research was to notice the importance of socio-economic factors on students' English language in English as foreign language classrooms in secondary school "Adem Gllavica" in Lipjan. Some of the factors the study tries to identify are parents' occupation, parents' education, parents' financial status and home environment to see if these factors affect the performance of English language students at secondary school or not.

After analyzing the results obtained from the three instruments used in this study, sufficient information was gathered in order to answer the main questions of this study that are written on the previous parts.

1. Do socio-economic factors influence language learning?

Based on the results from the three instruments it is concluded that socio-economic factors do influence language learning, especially parents' economic background or in other words family income. Students belonging to wealthy families whose parents have occupations with higher

positions such as doctors, teachers etc. are proved to belong to the students whose level of English is more advanced. Other factors such as parent's education and family size are also proved to be the cause why a student shows less interest than others.

2. To what extent does parents' educational level influence students' English language performance in the EFL classroom in "Adem Gllavica" secondary schools?

Parents' educational level is one of the socio-economic factors which impact the learners' English language performance in EFL class. According to previous studies and according to the questionnaire and teachers' interview, students who come from parents with higher education are most of the time better in learning than those who come from parents with lower education. They are more interested, motivated, and have more ambition for the future. Also, parents' education has a relationship with students' performance in EFL classroom because better-educated parents are more responsible in the sense of asking for more information as far as homework is concerned for example, or what has been done and explained during the five days of the week, which by itself has a bigger impact in students' performance.

3. Does parents' financial status affect students' English language performance in the EFL classroom in the "Adem Gllavica" secondary school?

Based on the gathered results from the three instruments, it can be said that parents' financial status has a significant effect on English language learning on the students of secondary school "Adem Gllavica." Also, according to the teachers' interview, parents' financial status and income have significant influence on children's educational level which is presumed to be elevated with the increasing income. A financially well-off family is able to provide more, especially educational resources. Parents who have good income they can be a good resource for their children to take care of them in a way that they do not miss anything in terms of the learning process.

4. What is the relationship between parents' occupation and the students' English language performance in the EFL classroom?

According to the instruments and according to the previous studies parents' occupation is one of the factors which contribute most to students' success and failure. The students with lower level of English belong to parents who are not employed or they have jobs which are badly paid. While on the other hand, the advanced level students have parents whose occupations offer enough to cover adequate learning materials like extra classes, books, dictionaries etc. Due to this, family income has certainly played a huge role on students' achievements. Family size also has a big influence since all the advanced students living in a small family and, medium ones where an adequate learning environment is created.

4.5.1 Research hypothesis

H1# English language learners are affected by socio-economic factors of their parents.

Regarding the results obtained from the questionnaire and from the teachers' interview, we can conclude that from the eighth, ninth, tenth and eleventh question there is enough statistical evidence that the first hypothesis is proved to be true. The students' questionnaires and teachers' interviews confirm that socio-economic factors have a huge impact on students' success and failure and they are the key determinant concerning the level of the students.

H2# "Children with higher financial status learn better than children with lower financial status."

The twelve and thirteen questions were formulated in order to prove the second hypothesis of the study. As we can see in figure 5, 35% of the students answered strongly agree, 23% of the students agree with this question which is 58% of the students believe that being economically wealthy helps their performance in class. Only 14% of the students disagree and 13% of the students strongly disagree with this question. In figure 6, 32% of the students strongly agree with this question and 40% of the students agree which is 72% of the students agree with

question thirteen. From these results, it can be concluded that the second hypothesis is proved to be true.

H3# English language learners are affected by home environment.

The fourteen and fifteen questions are designed to prove the third hypothesis. As we can see in the figure 7, 17% of the students strongly agree with this question, 49% of the students answered agree which is 66% of the total, and only 4% of the students answered strongly disagree. Also in figure 8, 26% of the students answered strongly agree and 46% of the students answered agree which in total is 72 and only 2% of the students answered strongly disagree. From these results, it can be concluded that the third hypothesis is proved to be true.

In this chapter, the data gathered from the three instruments are analyzed and presented. The researcher tries to understand the influence of socio-economic factors on learning English as a foreign language. The next chapter will present an overview of the study, the pedagogical implications of the study, the limitations of the study, the implications for further research and the conclusion.

Chapter V-Conclusion, recommendation and limitations

5.1 Conclusion

The aim of the thesis is to see the influence of socio-economic factors on learners' performance in English language classroom. The study is based on three main instruments that are used to gather information on different factors like the parents' financial status, parents' occupation, parents' education, place of living etc. These factors affect students' learning. Gathered data

have been collected from one hundred students, who participated in the study as well as four English language teachers. It is confirmed that the differences in students' families with different socio-economic background have a huge impact on learner's language level of achievement.

Steven (1999) and Khodadadi & Zabihi (2011) have discovered a link among parents' educational level and the performance of their children. The influence of parents' education is highlighted by Steven (2002) who claims that psychologists have shown that parents who are good in education eventually become the role models of their children and consequently have a positive influence above the thinking and performance of their children. Moreover, the relationship between grade and the impact of parents' education on students' English language performance is clear in the work of Nannyonjo (2007) who found out that pupils with parents who did not finish primary or just primary, performed worse than pupils with parents who finished university degree, which means that the education of parents has a veritable impact on the performance of the children.

Parents' education is emphasized as well by Taiwo who believes that educated parents can be second educators, can even direct and advice the kids to perform well in education and can prepare the inevitable materials he/she needs. In addition, Musgrave (2000) claims that a kid who comes from an educated parents wish to copy his father and mother and, thus, work actively in his/her studies.

According to the result the factor that shows to have more influence is the economic and educational background of the parents. Parents who have proper jobs with high positions are parents of those students who also proved to be advanced. While on the other hand, those whose parents are not employed or have ordinary jobs are students that are beginners in terms of their level.

According to the results of the study we can perceive how socio-economic factors are interconnected with one another. Having low incomes and bad economic backgrounds also reduces the necessary educational materials for language learning.

Knowing all the details introduced until now, it is basic to emphasize the concept that the learning of English is appreciated as linguistic capital that can interest learners' evolution and social movability as the collaborative perception and discourse of English recommends (Hamid & Nguyen, 2016, p. 180; Kovacevic, 2004, p. 230).

This study reveals that the socio-economic factors the students have, their parents' background and the surrounding have a decisive role in terms of their learning achievements. The analyzed results as well as teachers' beliefs from the interviews confirm that each of these factors has impact on their learning some less and some more. Being aware of this makes teaching and learning even more complex. Analyzing student's failure means analyzing the economic conditions he or she has, the surrounding he or she lives, his or her family background, the educational materials he or she is provided with and many other issues that students bring with them. Therefore, studies of this field despite their difficulty are fundamental in order to achieve better results in the future.

Teachers can make a change but they cannot dare the inequity of the world alone. There is also a necessity for "complementary and wide politics geared towards school, system and social reform entailing a politics of recognition, redistribution and representation" (Lingard & Mills 2007, p. 242).

In the end, it can be argued that socio-economic status has a general effect on the attributions of learners in learning a foreign language. Bandura et al. (1996) claims that SES has a direct impact on the academic aspirations of parents on the academic attainment of their children, which may impact the attributions of learners on success and failure. It is waited that the findings of this research will make easier for other researchers to take on furthermore research and discover solutions on the fundamental of the behold results. It is principal to look into the habits by which parents, as the students' first educators, can be managed to cultivate the person's second language progress through the incorporation of literacy techniques involving both home and school.

5.3 Recommendations

After analyzing and discussing the results there are few suggestions and recommendation for future teachers as well as for students. Knowing that we live in a diverse world where students carry with them different backgrounds, socio-economic factors are sometimes neglected by teachers. In other words, if one student's level is low, teachers need to examine deeper the reason for his or her failure. Only by analyzing the root of his or her failure improvements in the methodology of teaching will be achieved.

Firstly, Government should raise the awareness of education among the people especially of those who live in rural area. Government should also take the socio-economic status of each student into consideration and help those in need. They also should provide public schools with professional educators and better school conditions and enhance educators' standard of living for increasing their standard of living.

What is also important to be noticed is that teachers should motivate their students to learn together, help each other and share similarities and differences that they have among them. All the students should be equal in the eyes of a teacher and in the eyes of each other. Each one of the students carries different backgrounds therefore teachers need to accept this and develop teaching techniques so that all will be satisfied.

Different activities need to be given to students with different backgrounds so they will have the opportunity to learn together and break the boundaries they have among them. By learning together and discussing with each other they will be more open to share and learn. These activities are proper for students since together they will avoid stereotypes that exist for years. There are plenty of activities that help students socialize more no matter who they are.

The following are some suggestions for further studies:

- The effect of socio-economic factors on learner's development.
- The influence of home environment on English language learners.
- The influence of socio-cultural elements on English language learners.

At the end, teachers should be open and respect all the socio-economic differences among the students and be aware that these differences can affect their teaching and also will affect the students' learning. Each student should have the same opportunities in school and everywhere regardless their socio-economic background.

5.4 Limitations

The purpose of this research is to understand the influence of socio-economic factors on learning English as a foreign language. The following are considered as limitations of this research:

- This research has a limited number of participants
- The limited number of the material resources
- Next limitation is the number of teachers included in the research
- Another limitation is the absence of previous research for this study

Firstly, the information about education, occupation and income of the parents have been provided by the students, the students' parents have not been interviewed.

What is considered as difficulty of this study is the limited number of the resources. Limited numbers of studies have been done on this field which made the writing of the theses even more difficult. Additionally, the small number of teacher participants is seen as weak factor of this study. Despite the collected results from four teacher, a bigger number of such participants would increase the plausibility of the study.

This study needs to continue with a larger number of students and teachers and also analyze not only public schools but also private schools in Kosovo.

One hundred students as participants may not be sufficient sample to offer a general situation of the issue discussed. Some other studies may be conducted with advanced level students or even with university students. This study may contribute to enhance academic achievements. Educators should be conscious of the reality that children who come from families with low

socio-economic level may not have educational help from their family. Researchers displayed that socioeconomic elements impact educational attainment (Ryan, 2007). However, every topic that we choose to study, we should keep in mind that the main objective should always be improving classical teaching methods and applying new and more sophisticated ones.

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Appendixes

Appendix 1: Student's questionnaire

Please complete this questionnaire by circling the answers and filling the gaps.
1. What is your age?
<input type="radio"/> 16-17
<input type="radio"/> 17-18
2. Gender
<input type="radio"/> Male <input type="radio"/> Female
3. How many years have you been studied English language?
4. How many hours per week do you have English lessons at school?
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
5. Have you attended additional private courses?
<input type="radio"/> Yes <input type="radio"/> No
6. The size of your family?
<input type="radio"/> Small <input type="radio"/> Medium <input type="radio"/> Large
7. Do you live in a city or a village?
<input type="radio"/> City <input type="radio"/> Village
8. What's the occupation of your parents?
Father_____ Mother_____
9. What's the education level of your parents?
Father_____ Mother_____
10. Do your parents help you with your English homework?
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Sometimes

11. Deriving from a poorly educated family, may or may not affect your English performance in class.
<input type="radio"/> True <input type="radio"/> False
12. Being economically wealthy, gives you self-confidence, and helps in your performance in class.
<input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Neutral
13. More income gives you the opportunity to fulfill more than your basic needs.
<input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Neutral
14. A well-provided home environment is helpful for a better performance in the class communication process.
<input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Neutral
15. Practicing English at home with your parents, will urge you to enhance your performance in class
<input type="radio"/> True <input type="radio"/> False

Appendix 2: Students' test

1. Maria _____ a student.

a) am b) is c) are

2. My name is Alice. I am _____ Paris.

a) from b) of c) to d) out

3. My mother _____ her own car.

a) hasn't b) haven't c) don't have d) doesn't have

4. We don't have a class _____ Friday.

a) in b) at c) on d) /

5. Ann _____ a book right now.

a) reads b) read c) is reading d) am reading

6. I don't have a book. Can I _____ yours?
a) lend b) give c) leave d) borrow
7. Tina is _____ than Maria.
a) tall b) taller c) the tallest d) /
8. What _____ to drink? A glass of water, please.
a) you like b) want c) do you like d) would you like
9. Tina always _____ late at school.
a) arrive b) is arriving c) arrives d) are arriving
10. She _____ with her husband last year.
a) works b) work c) is working d) worked
11. While he _____ to work, he saw an accident.
a) drove b) drive c) were driving d) was driving
12. Did you _____ the teacher yesterday?
a) seen b) see c) saw d) didn't see
13. Jane isn't here. She has just _____ out.
a) go b) went c) gone d) goes
14. If you _____ me some money, I _____ pay you back tomorrow.
a) gave...will pay b) give...would pay c) will give...pay d) give...will pay
15. Travelling by bus is _____ than travelling by car.
a) the cheapest b) cheaper c) cheap d) cheapest
16. This incident _____ on TV last night.
a) is shown b) has been shown c) was shown d) had shown
17. We haven't got the final grades _____.
a) just b) yet c) already d) still

Appendix 3: Teachers' interview

1. Do you think that students' socio-economic statuses influence language learning?
2. Do parents have a clear impact on their children's performance? How?
3. What is the relationship between parents' education and students' performance?
4. Which is more effective, parents' education or parents' income on students' English language performance?
5. To what extent are students motivated to increase their achievement by their parents' education?
6. To what extent are students motivated to increase their achievement by their parents' income?
7. Do you think that there is a relationship between parents' occupation and students' performance? How?
8. Where do your students mostly come from, cities or villages?
9. Is there any difference between students' level of English who live in the city and those who live in villages?
10. Do students with higher socio-economic status have better attendance records?