The Effect of Social Factors on students Learning foreign languages

The Case of:
Third Year LMD Students at Larbi Ben M’hidi University.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

“In the name of God, Most Gracious, Most Merciful

All the praise is to God alone, the sustainer of all the worlds”

I dedicate this work to:

My dear mother and father,

My brothers: Walid, Imad, Anwar and Aymen, who supported me a lot.

All my friends particularly: Amina, Hasna, Foziya, Hiba and Halima, with whom I shared my university life,

All my teachers,

All those who love me.
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List of Abbreviations:
**EFL**: English as a foreign language.

**IDs**: Individual differences.

**L2**: Second language

**PISA**: Programme for International Students Assessment
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Introduction

Learning foreign languages has become an important issue nowadays, because of the increasing interaction of people around the world, the immigration of people from one country to another and trade. The English language in particular is spreading throughout the world at a fast speed. Foreign language learners may need to spend a lot of time learning to be able to master a foreign language; this is partly due to the complex nature of the process of learning on the one hand and to the many factors affecting it on the other hand. Recent research has elevated social factors as an important topic of investigation in an attempt to explain / account for the diversity in the degree of achievement among students with different backgrounds.

Statement of the problem

Widely spoken and spread in the world, English is learnt by almost all learners for several reasons. Hence, knowing English has become a requirement in so many social and professional fields; therefore, job seekers do their best to reach a better proficiency level in that language.

Learning English as a foreign language requires time and intrinsic motivation on the parts of learners, because it is a hard process that needs practice and concentration etc. As such, the role of the students’ surrounding environment especially the family should be part of this process. Getting help from one’s family in term of support and encouragement as well as adequate and sufficient financial means is important. Through this study applied on third year LMD students’ at Larbi Ben M’hidi University, we seek to know the importance of the social factors in the process of learning English as a foreign language. In this concern, our belief, starts from the assumption that obstacles and circumstances of various kinds generally cause difficulties for learners and inhibit their progression.
Aim of the study

This research is an attempt to investigate the importance of the social and economic factors in foreign language learning. It is in other words, intended to see whether or not family environment and supports, the parents’ financial status associate with the students’ achievement and progress. Also, our intention is to attract teachers’ attention to this fact for more consideration.

Research Questions and Hypotheses

Research Questions

This study address the following question:

Do social factors such as family support and financial status associate with the achievement and performance of students in their learning of the English language?

Hypothesis

On the basis of what has been stated before, we hypothesize that the social and economic factors do affect the achievements of the students. In the sense that, if students are surrounded by supportive home environment and adequate financial status, their achievement will progress.

Research Methodology

The data of the study is collected from a population of 272 third year LMD students and a sample of teachers in the department of English at the University of Oum El Bouaghi. The choice was randomly taken into consideration that third year LMD students can be relying on to know what affect their learning process. This research is of a quantitative nature and the data is collected through two questionnaires. The first questionnaire was
distributed to fifty four students to know the extent to which their academic achievement has been affected. The second questionnaire is administered to ten English teachers in order to know their attitudes and perceptions about the role of social factors in foreign language learning.

**Structure of the study**

Our research is divided into two main chapters. One is theoretical and the other is practical. The first chapter includes the literature review about the topic. It is divided into two sections, section one deals with foreign language learning theories, while the second section is devoted to the factors that affect the process of foreign language learning. The practical part within the second chapter is mainly concerned with the description of the two questionnaires, the analysis and the interpretation of the results.
Section one: Foreign Language Learning

Introduction

The process of learning in general starting in early childhood has been controversial issue throughout time. Many psychologists and scientists tried to explain the way or the process of learning by introducing various theories of learning. The same thing happened with second language learning.

In this section, we tackle the most known learning theories which are Behaviorism and Cognitivism. Then the explanation of second language learning concept will be provided as well.

1-1-1-Learning theories

1-1-1-1 The Behaviorism theory

Behaviorism guided by B.F Skinner is the most influential theory of learning. It concentrates on the behavioral changes. This theory explains learning as a lasting observable change in the individual’s behavior as a result of experiences. It is the relationships between stimuli (which is the different events in the environment) and the individuals’ subsequent responses. It is meant that knowledge is a repertoire of behaviors that we use it to guide our actions «knowledge is action or at least rules for action» (Skinner, 1976,124), it has to be used to respond to the environment' stimuli. For example, to say that some one knows a cat, he has to have a certain behavioral repertoire with respect to a cat, i.e. to understand something, you have to possess the appropriate repertoire to that thing and no mention of cognitive processes is necessary (Skinner, 1976). If behaviorism theory placed to everyday learning and particularly in classrooms, the transmission of the information from a teacher to a learner has to be as the transmission of the response which is appropriate to a given stimulus, in addition to the importance of giving effective
and positive reinforcement for those appropriate responses. The effective reinforcement requires repetition of the material or what is called in teaching « skill and drill », progressive sequences of tasks, questions and answers with gradually increasing difficulty. The positive reinforcement includes verbal praises, good grades and prizes (Skinner, 1976).

To sum up, the Behaviorist theory of learning has proved to be successful in structural materials, facts and formulas that refer to the knowledge that has a logical order, but in the case of scientific concepts, foreign languages vocabularies etc, Its explanation and analysis of the process of learning is questionable.

1-1-1-2 The Cognitive Theory

While Behaviorists focused on observable behaviors, cognitivists such as Jean Piaget and William Perry tend to give more focus to what happens « inside the learners’ head ». They concentrated more on the mental process. According to cognitivism knowledge is a symbolic mental representations in someone’s mind and this knowledge is actively constructed by the learner, based on their existing learning experiences, and to understand the learning process we have to look toward the intellectual framework of the learner (Piaget, 1968), which means what happens inside the learner ‘s mind. The learners interpret experiences and information in the light of their existing knowledge, then organize, select and transform them into new information. If this theory is related to everyday learning and classrooms teaching, learning will be a process of active discovery (Piaget, 1968) in which a learner is going to assimilate the new knowledge to the old one and modify the old to accommodate the new. In this case, the role of the teacher or the educator is to facilitate discovery which has to be done by providing the necessary resources, guiding the learners, etc. For example, asking student to explain new material in their own words helps them to assimilate those words.
methods can be used as well such as skill and drill that helps them to memorize facts, lists, ...Piage (1968)

To sum up, the theories of behaviorism and cognitivism tried to explain the learning process with regard to both behavior and cognitive aspects. New ways of learning process’ explanations has been introduced with respect to new features such as culture and social perceptions which has been the concern of both social learning and the cultural one

1-1-1-3 Social Learning

The theory of social learning claims that learning is a personal process that occurs in social setting. The individual learns the essential social skills by interacting with others. This theory considers the society more important than the individual. Jorden, Carlile and stack (2008) said that “Learning occurs within social spheres and contexts, which inform, develop, deepen and influence individual identity, thinking, learning and meaning-making processes. The particular interest here is the influence of social groups and institutions, as well as class structure and inequality”.

1-1-1-4 Cultural Learning

The main term here is culture. Culture is defined as “attitudes, beliefs, behavioural norms, and basic assumptions and values that are shared by a group of people, and that influence each member’s behaviour and his/her interpretations of the “meaning” of other people’s behaviour” (Spencer-Oatey 2000: 4 as cited in Jorden et al (2008)). The theory claims that learning occur within culture because it encompasses every aspect of human experiences, and it is a content of learning as well (culture). (Bruner 1996) as cited in (Jorden et al (2008))
1-1-2- How Second Language is Learned?

Nowadays, learning a second language is in widely demanded. In order to make the process of second language learning clear and easy to accomplish, various linguists and psychologists attempted to explain or at least describe the development of competence in second language. A number of theoretical models and perspectives presented to explain this process. Two main different perspectives have been introduced the linguistic perspective and the social one, each of them includes different models that tried to describe second language learning. On the one hand, the linguistic process or perspective gives more focus on the linguistic aspects, vocabulary, pronunciation, grammatical functions, .... On the other hand, the social process gives more emphasis on social adjustment of the individual, communication, the way of ordering words, and other features.

1-1-2-1 The Linguistic Process

1-1-2-1-1 The Monitor Model

In this model, Krashen (1978; 1981; 1982) assumed that there are two independent language systems which are activated in any language use situations: a Conscious system and a subconscious one. The conscious grammar system is called « the monitor » and in any language situation the monitor will be operating in order to correct the language form rather than the content uttered by the language user. Three conditions should be available in order to activate this monitor. Krashen (1982). The first condition is time. In order to make the monitor play time is needed as in normal and every day conversations.
second is the monitor which will be operating just in case the necessary correctness of the language form is demanded. The last condition is that the user of the language needs to know the rules of that language in order to successful apply of the monitor (Gardner, 1985).

Krashen distinguishes between two types of language development, language acquisition and language learning. In the monitor model, language acquisition refers to the subconscious system, in other words, the monitor has to do with meaningful interactions in a target language, natural communication, it is not concerned with the language form but the messages conveyed and understood, whereas the language learning refers to the conscious system which means the rule of learning. The conscious system as Krashen said «has to deal with error correction and the presentation of explicit rules». By the previous classification, he proposes that language aptitudes are more related to conscious language learning, while motivation, self confidence, anxiety, attitudes are involved in subconscious language acquisition (Krashen, 1982, 31). According to this model, a good language learner is an acquirer who may or may not be conscious learner and a monitor user. According to Krashen (1981) an acquirer is the person who is able to obtain a sufficient intake of the language without interfere this intake with his attitudes and motivations.

1-1-2-1-2- The Conscious Reinforcement Model

This model attempted to understand the process of second language learning with more emphasis on the language contexts, which mean in terms of factors operating on the individual when he is facing new language material. This model deals with the artificial context. For example, formal classrooms situations, and natural environment of the language being learnt, in addition to the major concept of reinforcement. According to
Carrol (1982) « reinforcement involves an increment or increase to an individual’s perceptions of the appropriateness of the behavior to a specific context it is knowledge of the world that is reinforced, not a particular response »

In this theoretical model when the individual has an intent to communicate something, the process of language learning will take place, of course this intention for speaking demands information about a target language from different situations, that’s why the individual will choose what he sees to be appropriate response in a given situation on the basis of his previous knowledge (previous situations). If the individual achieve his goal of communication, he will be reinforced. The gained reinforcement guide the individual into two directions. The first one is using this response in similar situations so that it becomes habitual. The second one is gaining information about the nature of the language and the appropriateness of the response in certain contexts. In the other cases when the response does not achieve the goal of the communication, the repetition of that response will be lower. If the response occurs again it will be modified. Carrol (1982)

Carrol on the other hand, gave more attention to the information gained from the situation. It can differ (the information) depending on the context which can be in artificial or natural settings. He argued that natural environment of the language provides the learner with observable and available information, whereas in the artificial one the attention will be directed to the instruction, with few opportunities to view others in communication or to experience communications, in the sense that what is more learned is vocabulary, grammar, rules …

1-1-2-2 The Social Process
This trend gives more focus to the social factors that motivate learners to learn the second language or prevent them from doing so, three theoretical models are presented here.

1-1-2-2-1 The Social Psychological Model

This model is proposed by Lambert (1963a; 1963b; 1964; 1974). He introduced new term which is « self-identity »; it refers to various aspects of behavior, which characterize a member of linguistic-cultural group. According to him it plays a major role in second language learning « linguistic distinctiveness is a basic component of personal identity … » (Lambert 1974,96). He developed this concept when he noticed that a graduate student in French who is linguistically more similar to native French speakers. This student is identified more with French community, reads French newspapers, and has a desire to emigrate to France. This research has led Lambert to notice the importance of society in foreign language learning “Students learning a second language must be both able and willing to adopt various aspects of behavior, including verbal behavior which characterize members of other linguistic-cultural group.” p(102). That, in addition to the role of both cognitive factors such as language aptitude and the affective one such as attitudes and motivation (Lambert 1963b). He argued that successful language learning depends upon attitudes toward the other community (which mean the target language community), values, advantages of learning a new language in which he proposed that « in other circumstances one might consider learning another group’s language as a mean of getting inside of a culture community in order to exploit, manipulate or control, with clearly personal ends in minds » . p (114), in addition to orientation toward language
learning and motivation. Orientation means both personal interest toward the people of that community and the culture represented by those groups (Lambert 1974, 98)

In few words, Lambert model sheds light on the effect of social factors on learning foreign languages.

**1-1-2-2-2 Acculturation Model**

This model is introduced by Schumann (1978a; 1978b). According to her“the language learning or acquisition is just one aspect of acculturation, the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language ” p (34) . Acculturation refers to the process by which members of one cultural group adopt the beliefs and behaviors of another group .The process of acculturation adaptation is defined by Brown as a new orientation of thinking, feeling on the second learners’ side, because culture according to him is an integral part of the human being. The second language learner’ success is determined by the degree and the extent of his acculturation to the target language culture. In her model she presented several factors that influence second language acquisition including social affective, personality, input, instructional factors and self esteem ……..

**1-1-2-2-3 The Social Context Model**

This model is introduced by Clement (1980). He assumes that second language learning /acquisition is not concerned only with language skills but with adopting the other’s community patterns of behaviors as well. The major concept of this model is motivation and assimilation toward the target language. Motivation has been defined as « the desire to become an accepted member of the other culture. » (p149).Assimilation defined as « the fear that such belonging might result in loss of the first language and culture » , in the sense that if the individual has high motivation, learning a second
language will be accessible. When the individual has fear of assimilation, the motivation will decrease and second language learning process will be weak. Clement (1980).

**Conclusion**

Learning a second language can be a challenging process. In this section, we have introduced two different theories of language acquisition / learning which are the linguistic process and the social one. Each of them has more than one second language learning model. In the next section, we are going to deal with the various factors involved in second language learning.
Section Two: Factors Affecting EFL learners

Introduction

In learning foreign languages various factors are involved to influence this process. In this section, the concept of the individual differences as a learning factor is introduced. The social and economic factors that include parents’ education, occupation and the financial aspects are provided as well. The section is concluded by referring to the two important learning factors: motivation and anxiety.

1-2-1 -The Individual Differences

First, one should point out to a wide variation among foreign language learners in terms of success in mastering L2 (second language). Various psychologists and educators tried to explain this fact. To do so, a number of approaches have been tried, among them is the learner individual differences (ID’s), which refers to characteristics that individuals show to differ from one another, to explain this, there may be one stimulus to which people respond differently demonstrating their preferences and competences compared to other people. (Zoltan, 2005).

The ID’s researches started by the end of 19th century with Charly Darwin’s cousin, then was followed by the work of Galton (1822) and others. They all noticed the importance of ID’s in any field. The ID’s features such as motivation, attitudes, and others
have been recognized in the educational contexts, and extensively researched in L2. Sawyer and Ranta (2001) found that the L2 and ID’s are so strongly related to each other that by knowing the ID’s we can predict the L2 learning success. Some of those features are more significant and influential than others; among those features which are highly affect EFL learners are age, sex, aptitude, personality, attitude, self esteem, and others……(Larsen, 1991).

1-2-1-1 Age

Learners of different ages have different needs and competences. Children in general learn by seeing and hearing people around them. Being curious and enthusiastic they gather information from everywhere, and their learning process thus is found to be faster than the older age (Jeremy, 2007; 14). In this context, Penny Us said that “teenage students are in fact overall the best language learners.” (Ur 1996: 286) because in this age, learners develop the capacity for abstract thoughts, by which they can talk more about abstract ideas. Besides that, they tend to show their self-esteem, particularly in classes in front of their friends; because of that, in most cases disruptive behavior (students misbehavior) may occur and thus learning would be hampered (Jeremy, 2007; 15). Adults, on the other hand have a full understanding about the purpose of their learning, and the goal they want to achieve, so learning and teaching will be a little more convenient with them. Furthermore, they have previous experiences on learning. (Jeremy, 2007; 16)

So on the whole students at different ages have different characteristics such as curiosity, self esteem, understand etc. that is why their learning progress or their competence differs.

1-2-1-2 Sex
The subject of learners’ sex differences and its influence on second language learning has a great interest on the part of researchers because, in general, females trend more toward high achievement than males do. A recent study by Diaz – compos (2004) revealed that females make greater gains in the accuracy of phonological production. Some studies have found advantages for males (ie in phonological production) such as (Boyle, 1987). In further studies about the connection between sex and L2 performance, Gass and Varonis (1986), Politzer (1983), Ehrman and Oxford (1989) revealed that females employ more language learning strategies, and they concluded that “typically, not only do women use more learning strategies than men, but they also use them more often.” Other studies R. Ellis (1994), (Gardner and Lambert, 1972) and (Matsuda and Gobel, 2004) reported that females, in general, are more motivated to learn a second language, they have more positive attitudes toward speakers of the L2, and they are less anxious than males.

1-2-1-3 Aptitude

Language aptitude refers to the ability of the learner to acquire a second language; it has to do with the cognitive and mental abilities that involve thinking, reasoning, processing information and acquiring new languages. It differs from one to another (Zoltan, 2005). This ability has to be measured by a specific test. Firstly applied in China to select the appropriate candidates for civil service. Aptitude is a strong predictor of academic success. Sternberg (2002) found in his research that “ability tests predict roughly 20% of individual differences variation in school performance.”, ie, students with a somewhat low aptitude score will need to work hard in academic language course than the one with a high aptitude test score thus, student with low score may not succeed in any course. Carroll and Sapon (1959; 14).
1-2-1-4 Personality

Personality is defined as the « outward indication of a person’s character » (Eysenck, 1967,36). It is according to Collins Cobuild dictionary « whole character and nature » which mean that personality is the characteristics and qualities that differ from a person to another.

Many researchers found that personality associates with second language learning because it is a feature of the individual differences that affect the process of learning as McCaulley and Matter in 1974, Myres and Myres in 1980 said « personality traits make a difference in how people learn and what they learn » we mean by trait a feature or character, a personality trait that is strongly related to second language learning is Extrovert and Introvert traits which are strongly related to academic achievement and language learning. It has been hypothesized by many researchers (Skehan, 1989; Krashen 1981; Strong 1983; Busch, 1983) that extroverted personality, which is commonly known as stimulating, impulsion people, enjoying social activities, talkative (Bush, 1982), positive contributes to a second language learning because those extroverted people tend to interact more and communicate more (Rossier, 1976). In contrast, the introvert learner that attempts to seek a reduction of stimulation and tend to be more isolated associates with poor achievement.

1-2-1-5 Attitude

Attitude has been defined as a disposition to respond positively or negatively toward a certain thing such as an idea, object, person, situation and others (Hossein, 2013). In our concern, attitude refers to the individual’s feeling about education and second language learning in particular.
The individual’s attitudes develop from the learners’ early childhood and mainly from their parents and the surrounding attitudes as it is argued by Brown (2007) « attitudes develop in early childhood and are the result of parent’s and peers’ attitudes. » . The attitude changes with age. (Gardner and Smytle, 1975) argued that in second language learning, attitudes with ages development and learners’ maturation become less positive. Researchers, on the other hand, did not give a clear explanation for that phenomenon.

Different studies have shown that the attitude toward second language learning is strongly related to the individual achievement. Gardner (1985) believes that attitudes and other affective variables are as important as aptitude for language achievement; he states that « students attitudes toward specific language influence how successful they will be. » Brown (2000) explained this tie between attitudes and language achievement in relation to motivation. According to him, second language learners benefit from positive attitudes, and negative attitudes can lead to decrease in motivation. (Puchta, 1990) supports this idea as well and claimed that learners’ positive attitudes toward language learning can affect their learning strategies and facilitate learning, whereas the negative ones can lead to decrease in motivation, frustration and even anxiety. Another researcher, Yang (1999) found that learners attitude toward English were strongly related to their use of various learning strategies that enhance their achievement.

1-2-1-6 Self- esteem

Self esteem is one of the individual differences that influence the students achievement and performance (Harter, 1983). It refers to « the evaluation a person makes and customary maintains with regard to him or herself. » (Coopersmith, 1981), it is the attitudes that the individual makes about his capacity, significance, usefulness and successfulness. (Coopersmith, 1981 p.5). In few words, it is how we evaluate ourselves.
Self-esteem development begins within the family, with parental expectation, respect, consistency and nurturing (Rubio, 2007). Chastain (1988) claimed that all learners' variables used for learning a language, the most influential are those related to the learners' emotions, attitudes and personality; therefore, people with high self-esteem are more creative, active in social groups, express their views frequently, learn from their mistakes, are flexible and optimistic; therefore, they are more likely to be successful in school (Pelish, 2006). In contrast, individuals with low self-esteem tend to feel helpless and inferior. Hashemian (2012), in his research on the Iranian second language learners, found that there is a strong relationship between learners' self-esteem and their proficiency level in L2, i.e. the high self-esteem is the high proficiency level of L2 will be, and vice versa.

1-2-2 The Socio-economic effect

It has been found that background variables of the learners including their families, their social and economic status and others are determinants of the amount and quality of education the students receive over their lifetime (Jones, 1999; Rosetti, 2000). The socio-economic status of the person determined by his work, family's economic and his social position, all those features are based on income, education, and the occupation of the person (Marmot; Michael, 2004).

The socio-economic status of the individual is typically divided into high, middle, and low status (Lareau, Annette; 2003), whereas the family income refers to wages, salaries, profits, rents and other earnings (Simiy, 2001). Those variables are associated with learning, and particularly second language learning. The Programme for International Student Assessment (PISA) reports in (2003) that students whose parents had higher qualification performed significantly better in the language proficiency test. In the same
spot, Nikolov (2009) observed the strong link between parents’ level of education and students’ achievement in language learning in Hungary. This according to Munoz (2008) is due to different social backgrounds.

1-2-2-1 The Social Factor and Student Performance

To talk about social factors and its influence on students’ achievement, it is crucial to talk about student’s family and neighbors, which are the main social environment of the student (Salameh, 2012). Different social aspects of the language acquisition are responsible for the language differences, development and use among learners. Bernstein (1961) hypothesizes that the language spoken by a child from a lower working class home is different in content from the language used by the child from middle class home background, because in this latter the opportunities for learning are available. In addition to that, most studies indicate that students from high class come to school with more background knowledge and experiences than those students from lower class, which help them to better performances and faster learning (Salameh, 2012) and (Henry, 1963).

Home support has a great impact on the students’ performance. Coleman (1966) and (Ajech, 1991) found significant differences in the academic performance of the students depending on various socioeconomic status homes. Home support shown through parental care and encouragement towards their children and their education, the provision of facilities such as books, magazines, … and other materials, all this home aspects enhance the students willingness to learn and develop their skills (Salameh, 2012). In addition to that, Becker (1993) said that parents must spend time at home and devote real resources to foster an environment that promotes and provides formal education.

1-2-2-2 The Economic factor and Students Performance
1-2-2-2-1 The Financial Aspects

Students’ performance is a yield of mental and economic satisfaction with a particular thing, and when a person is mentally and economically satisfied this, reflects positive performance in almost everything (Hill et al. 2004). Malson (1943) tried to explain the concept of economy by introducing the Economic Model; he begins with the psychological step in which the basic needs of the person are food, shelter, and sleep; and to fulfill those needs, economic and financial support must be there. Then when the basic needs get fulfilled, the individual moves to the next step which is safety; this includes making friends, employment, health, resources, properties, ….. The next step is love and belonging; it includes sexuality and friendship as well. The other stages are esteem and self-actualization that mean an aim and intention of a person to become (Edward, 2006). In all those stages the economic concept is always there in each element; without it nothing can be achieved (Edward, 2004) ie, without the economic flow none of the need can be attained.

Figure 1: Malson’s Economic Model

Financial status has been defined by Odebumni (1988) as the avenue through which the students’ bills are paid. It is meant that if the students are financially supported this will probably affect his or her academic performance adversely. Conversely, if students
financial needs are met adequately, probably their academic performance will be enhanced. (Odebumni, 1988) and Egbule (2004).

According to Sigh, Srivastava, and Thakur (1980) high socio-economic status has a positive correlation with performance; the higher the income is, the better the performance of the students will be. It is clearly stated by the work of Steven (1999) that the economic status of the parent is related to students’ performance in English; the better economic status is the better the performance will be, but this is not true in all cases because sometimes students of high class families have lesser interest toward education than other students who do not belong to the same class, because those students of low class know the importance of earning money.

1-2-2-2-PARENTS’ OCCUPATION

Parents’ occupation is one of the components of the socio-economic status of the individual, and it reflects the educational attainment required to obtain the job (Gachathi, 1976). (Long et al. 1999 p 61) indicated that students whose parents have professional occupation tend to perform well in schools. The same is stated by William et al. (1993) who showed through his study that higher educational participants were students whose parents were from professional backgrounds in contrast to lower status occupational groups. Professional or prestigious occupations are physicians, surgeons, chemical and biomedical engineers and communication analysts; they are considered as high status occupations, whereas food preparation workers, attendants, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants are lower status occupations (Marmot, Micheal; 2004). The relation between parents’ occupation and students’ performance is explained by Borodovesky and Godgarter as students learn firstly from their environment and particularly their families; that is, if both their mothers and
fathers have a professional occupation that is gained by educational qualification, they will consequently use English language in their everyday communications even in homes, so the English of their child will be enhanced (Borodovsky and Godgarter, 2010), but this is not the case of all parents.

1-2-2-2-3 Parents Education and Students Performance

It is known that education enhances the mental power and life style of a person (Richard, 1995) and (Rothestein, 2004). Many studies indicate the clear impact of parents’ education and their children performance and achievement. According to Grismer (2003) the parents educational level is the most influential and important factor affecting students performance. Steven (1999), Khodadady and Zambihi (2011) found a strong relationship between parents’ educational level and their children performance. Parents play a role model for their children which mean a sample that the children will follow, thus parents who have educational level want their children to be the same, so they care about their education (ie the children), homeworks and assignments, .... (Steven, 2002). On the other hand, the students who have parents with less educational level are expected to perform less than others. The importance of parents ‘education is further supported by Musgrave (2000) who stated that a child from an educated family tends to follow the way of his or her family; this consequently leads him/her to work actively in his/her studies.

Parents are the second teachers of their children; according to Taiwo (1993) educated parents affect their children’ academic performance, because they are second
teacher to them providing them with learning materials, and counsel the child on the best way to perform well, encourage and supports them. This is more the case of educated mothers because they are more effective in helping their children; they monitor, supervise them and follow their academic progress (Okumu, 2008). Megan (2002) states that «a mother’s feeling on education will be portrayed to her children, through the mother’s own decision to attain a higher level of education, her attitude is likely to be accounted for through her actions.».

To conclude, Onacha (1985) claimed that students from highly educated families in addition to high socio-economic status are more likely to perform well than students of illiterate families.

1-2-3- Other Factors Affecting EFL Learning

Of the various factors that could affect foreign language learning is motivation and anxiety; they are strongly related to learning in general and foreign language learning in particular.

1-2-3-1 Motivation

Motivation is defined by Cohen (1990) as something drives people to do what they do. Woolfolk (1998) defined it as «an internal state that arouses, directs and maintains behavior.» (p372) (cited in Abdur et al. 2014). So motivation is the way the individual behaves and puts efforts and will into an activity to achieve a given goal or goals. Taylor and Thornton (1995;16) stated that «no one is responsible for the motivation of another person.» (Kirby and Mcdonald, 2009) they meant that no one can control our motivation, but they can influence it positively or negatively by acting in different ways, so we cannot give motivation but influence it.
As it is mentioned before, motivation is related to the behaviour the individual shows to fulfill a specific purpose, so it can be classified into:

a. Physiological / psychological motivation: the physiological needs include food, water, rest, sex, whereas the psychological needs are related to mental and social activities.

b. Competence: it is known as competence motivation, mastery motivation; it is the innate exploratory behaviour which is a sequence result of an individuals’ need to exert an influence on their environment (White, 1959) (cited in Kirby and Mcdonald, 2009).

c. Achievement / competition: it is a motivation to complete or achieve something such as job, partners, grades, .......

d. Affiliation: it is the motivation that comes from a desire to form attachments or interact with others (Betham, 2002) cited in (Kirby and Mcdonald, 2009).

e. Intrinsic motivation: it is defined as the doing of an activity for its inherent satisfactions rather than for separable consequences such as pressures, rewards, prods, .......

f. Extrinsic motivation: when the individual does an activity in order to attain some separable outcomes such as fame, power, money, .......(Dici and Ryan, 2000)

Motivation is an important factor that has an influence in any educational learning process especially second language learning. Kirby and Mcdonald(2000) stated that «motivation for learning increases when the learner finds relevancy in the material or feels there is a need to know the particular content.» . In this spot of second language learning it has been considered two important types of motivation.
a- Integrative motivation: it refers to the language learning for personal growth and cultural enrichment; it is the learner desire to integrate successfully into the target community.

b- Instrumental motivation: it refers to the need to learn the second language for functional or external reasons such as passing exams, financial reward, etc. (Gardner, 1985) and (Brown, 2000) (cited in Gilakjani et al. 2012).

So all those motivational reasons affect the second language achievement as it is argued by Harmer (2007;11) «the purposes students have for learning have an effect on what it is they want to and need to learn and as a result will influence what they are taught.»

1-2-3-2- Anxiety.

Anxiety is «the state of feeling nervous or worried that something bad is going to happen.» Oxford dictionary (2000); it is like Scovel (1978) defined «apprehension, a vague fear that is only directly associated with an object.» (p.34). It can have positive or negative effects on the individual, on this light anxiety has two types, the first one is Facilitating Anxiety which refers to a type of anxiety that helps learners to improve learning and performance by increasing students’ motivation to study harder. the other kind is Debilitating Anxiety which impedes the language learning process and it is associated with poor learning and performance.

Conclusion

Many factors are involved in second language learning including the individual differences, social and financial factors. Those factors could shape the learning result in which it can make the result better or the opposite. In the light of this concept teachers should deal with students in the appropriate way that correspondent with the students’
characteristics. Furthermore, parents should take care about their children learning process and understand the implicit reasons behind their results.
Introduction

It was important to seek the students’ views about the effect of social and economic factors on their English achievements, so the students’ questionnaire was designed for the English students at Larbi Ben M’hidi University - Oum El Bouaghi- for the purpose of investigating the social factors effect on their learning process.

2.1.1. Description of the Students’ Questionnaire

Our population consists of 272 third year LMD students at Larbi Ben M’hidi University - Oum El Bouaghi-, The sample is composed of 54 students of both streams (Language Sciences and Literature and Civilization) in order to reach a sufficient number of views for generalization.

The students’ questionnaire is composed of 25 questions organized from general to specific, of the type multiple choice questions, yes or no questions, and statements seeking opinions.

The questionnaire begins with general information about the students’ background, their age, and the purpose of English studying. Then different relevant questions are included in order to achieve the aim of the study, as for the statements following, they meant for further confirmations.
2-2- Analysis of the Students’ Questionnaire

Question 01: Student’ Gender

Table1 : Students’ gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>27.77 %</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>72.22 %</td>
</tr>
<tr>
<td>total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 2 : Students' gender

From the table above we notice that the majority of our sample are females 72.22%, while males are just 27.77 %, this indicate that female are more interested in English learning where as males are more concerned with the scientific choices and branches .
Question 2 : Age

Table 2: Students’ age

<table>
<thead>
<tr>
<th>Options</th>
<th>Students’ number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 years</td>
<td>2</td>
<td>3.70 %</td>
</tr>
<tr>
<td>21 years</td>
<td>13</td>
<td>24.07 %</td>
</tr>
<tr>
<td>22 years</td>
<td>19</td>
<td>35.18 %</td>
</tr>
<tr>
<td>23 years</td>
<td>13</td>
<td>24.07 %</td>
</tr>
<tr>
<td>24 years</td>
<td>5</td>
<td>9.25 %</td>
</tr>
<tr>
<td>25 years</td>
<td>1</td>
<td>1.85 %</td>
</tr>
<tr>
<td>26 years</td>
<td>1</td>
<td>1.85 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 3: Students’ age

The results show that the target students are aged between 20 to 26 years, this indicates that our sample is composed of adult learners who are aware enough of their learning and the factors that may affect it.
Question 3: How do you consider your level in English?

Table 3: Students' level in English

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>3</td>
<td>5.55%</td>
</tr>
<tr>
<td>Average</td>
<td>45</td>
<td>85.33%</td>
</tr>
<tr>
<td>Excellent</td>
<td>6</td>
<td>11.11%</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4: Students' level in English

The table above indicates that the level of the majority of students is average 85.33%, a smaller number about 11.11% say they are excellent, whereas only 5.55% of the number have a low level, these results reveal that the students are concerned in English learning, they are adults and they care about their results and achievement; this is what we have seen before in the theoretical part in which it is acknowledged that adult learners tend more to care about their studies rather than learners in other ages.
**Question 4: How Long Have You Been Studying English?**

*Table 4: The period of English study.*

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 years</td>
<td>37</td>
<td>68.53%</td>
</tr>
<tr>
<td>11 years</td>
<td>3</td>
<td>5.55%</td>
</tr>
<tr>
<td>13 years</td>
<td>11</td>
<td>20.37%</td>
</tr>
<tr>
<td>14 years</td>
<td>3</td>
<td>5.55%</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Figure 5: The period of English study*

It is observed that more than a half of the students have been studying English for more than 10 years, so they can evaluate their background with regard to English, they are able to value their academic career and the factors that involved in it.
**Question 5: Why Did You Choose to Learn English at University?**

**Table 5: Students’ motives for studying English.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase my chances to get a job</td>
<td>33</td>
<td>61.11%</td>
</tr>
<tr>
<td>To study abroad</td>
<td>15</td>
<td>27.77%</td>
</tr>
<tr>
<td>Just because it is allowed to me</td>
<td>6</td>
<td>11.11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Figure 6: Students’ motives for studying English*

It is indicates that 61.11% of the sample have to learn English to increase their opportunities for a future job, 27.77% of the responses are to study abroad, and only 11.11% of the students say that because it has been given to them. These results confirm that English language is an important qualifier by which the learner can attain a professional job. It is clear that foreign language learners could not deny their need for social safety and financial independency.

This result is correspondent with the one in the previous question, that is the average level.
Question 6: What Is Your Father’ Educational Background?

Table 06: The father’s educational background

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>27.77 %</td>
</tr>
<tr>
<td>Secondary</td>
<td>18</td>
<td>33.33 %</td>
</tr>
<tr>
<td>Primary</td>
<td>11</td>
<td>20.37 %</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>18.51 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

What one can see is the diversity of the fathers’ educational background, that is to say 33.33 % of them have a secondary level, 27.77 % have a university level, 20.37 % of them have a primary level and only 18.51 of the fathers have no educational background. It is worth noting here that this generation, fortunately, benefits from having educated parents, contrary to the past generations, so as to expect from them (parents) a great deal of help and support in term of
education as well as a high consideration for learning. The result as well confirms the responses of the question (3) in which the majority of the students has an average English level.

**Question 7: What Is Your Mother Educational Background?**

*Table 07: Mothers’ educational background*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>6</td>
<td>11.11 %</td>
</tr>
<tr>
<td>Secondary</td>
<td>20</td>
<td>37.03 %</td>
</tr>
<tr>
<td>Primary</td>
<td>14</td>
<td>25.92 %</td>
</tr>
<tr>
<td>None</td>
<td>14</td>
<td>25.92 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

*Figure 08: Mothers educational background*

It is noticed that there is a variation between mothers’ educational level (37.03% secondary level, 25.92% for primary level as well as for no educational background), and small percentage (about 11.11% with university level). Similarly, a considerable number of students’ mothers are educated. Another advantage in the students’ benefit is to have one’s mother educated. In this case, their contribution (mothers) in their children learning process is even reported as more remarkable than that of fathers.
Question 8: Did You Receive Any Help from your Parents as far as your Studies are Concerned?

Table 08: Students’ responses about the help they receive from their parents

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>38.88%</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>61.11%</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 09: Students’ responses about the help they receive from their parents

It is indicated that more than a half of the responses 61.11% said that they did not receive any help from their parents concerning their studies, 38.88% said yes they did receive. These results reveal that our students doing their best concerning their learning and results, and their parents are not specialized in English to give a desired help.
Question 9: Did your Parents’ Occupation Cover Financially your Educational Needs?

Table 09: Financial hedge of the students’ educational needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>75.92 %</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>24.07 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 10: Financial hedge of the students’ educational needs

As it is tabulated above 75.92% of the students have parents who cover their educational needs, whereas 24.07% did not. The results reveal that parents’ occupation and financial status have a great role in the children’s academic career by covering their needs, taking into account that the majority of the parents are educated so they know what learning requires. The 24.07% of the students’ results can be affected to some extent by this decline of coverage.
Question 10: Did you Confront any Difficulties or Obstacles During your Studies or Academic Career?

Table 10: Students’ responses about the difficulties they confronted throughout academic career

<table>
<thead>
<tr>
<th>Options</th>
<th>Students number</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>72.22%</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>27.77%</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 11: Students’ responses about the difficulties they confronted throughout academic career

It seems that more than a half of the students confronted difficulties and obstacles during their academic career 72.22%. whereas 27.77% did not confront them, and those problems and obstacles can be in various kinds. It is indicated that learning process is not an easy task, various variables can affect this process, and may hamper it.
Question 11: What Kind of Problems Confronted you While Studying?

Table 11: The kind of problem confronting students academic career

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social problems</td>
<td>14</td>
<td>16.47 %</td>
</tr>
<tr>
<td>Family problems</td>
<td>21</td>
<td>24.70 %</td>
</tr>
<tr>
<td>Lack of family support</td>
<td>5</td>
<td>5.88 %</td>
</tr>
<tr>
<td>Lack of financial support</td>
<td>15</td>
<td>17.64 %</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>30</td>
<td>35.29 %</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100 %</td>
</tr>
</tbody>
</table>

![Chart showing the percentage of students facing different problems]

Figure 12: The kind of problem confronting students academic career

It is apparent that students faced different problems, a highest percentage is attributed to the lack of motivation 35.29% which we believe stems from the other problems have been mentioned (family problem, lack of financial and family support and some social problems). It is worthy to mention that social and family problems together represent a high percentage which can not be ignored, thus the vital role of the social environment in learning a foreign language.
Question 12: Do you Think that Social and Economic Problems Affected your Learning?

*Table 12: Students' opinion on the effect of social and economic problem on their studies*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>74.04 %</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>25.92 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

*Figure 13: Students' opinion on the effect of social and economic problem on their studies*

Most of the students 74.04% confirm that social and economic problems affected their learning, 27.92% said none of the problems did affect their learning. It is an indication that social and economic factors have an influence on the students achievements. This response confirms what have been said before in the previous question.
Question13: To What Extent Did They Affect your Learning?

Table 13: The extent to which social and economic factors affect the students’ studies

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>So much</td>
<td>18</td>
<td>33.33 %</td>
</tr>
<tr>
<td>Somewhat</td>
<td>30</td>
<td>55.55 %</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
<td>11.11 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 14: The extent to which social and economic factors affect the students’ studies

The table shows that about 88% of the students say that social and economic problems affected their learning, and only 11.11% of the students responses indicates that they never affect them; this is because those students may be overcome those problems or make it as a challenge for them to reach a better results. Hence this result supports the findings of the previous question and furthermore they confirm it.
Question 14: Did you Experience any Failure at School Because of one / some of those Factors?

Table 14: Students’ responses about experiencing failure due to the social factors

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>50 %</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>50 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 15: Students’ responses about experiencing failure due to the social factors

The results indicate that 50% of the students failed because of the social and economic problems. This result shows the great effect of those factors on the students learning foreign languages. The same number of students did not experience failure. We can explain this result saying that, Half of the students failed because of those economic and social factors, whereas, the other half may have those social factors but managed to overcome them thanks to other factors such as motivations and aspirations etc.
Question 15: Did your Family Provide you with Educational Materials?

*Table 15: Students’ responses about the provision of educational material*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>81.48 %</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>18.51 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

*Figure 16: Students’ responses about the provision of educational material*

The majority of students responded by saying that their parents provide them with educational material, this result confirm their responses in which they said that their parents cover their educational needs. In addition to that, most of the students’ parents are educated so they know the importance of those necessary for learning a foreign language.
What kind of Materials are Available for you?

*Table 17: Students’ responses on the material provided*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>35</td>
<td>39.77 %</td>
</tr>
<tr>
<td>Internet</td>
<td>31</td>
<td>35.22 %</td>
</tr>
<tr>
<td>Cds</td>
<td>22</td>
<td>25 %</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100 %</td>
</tr>
</tbody>
</table>

*Figure 18: Students’ responses on the material provided.*

The students’ responses show that they are provided by various kinds of materials like books, internet and others it indicates that their parents are aware about their learning and provide them with the needed material so they are supported by their parents. Furthermore the result confirms the importance of the financial factors in the learning process.
Question 16: Do you Consider those Materials Important to Improve your Proficiency in English?

Table 16: Students’ responses about the importance of the educational material in language proficiency

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>92.59 %</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>7.40 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 17: Students’ responses about the importance of the educational material in language proficiency

Almost all of the students 92.59% acknowledge the importance of the materials mentioned in English, furthermore, they have said that those materials are the source of information that help them in their researches, improve their level of English through developing their vocabulary, English pronunciation and learn the target language culture. They argue that those materials motivate them to learn since teachers are not sufficient source of information.
Question 17: In Case you Fail in your Academic Career, your Parents Will:

Table 17: Parents’ reaction to their children failure

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punish you</td>
<td>17</td>
<td>31.48 %</td>
</tr>
<tr>
<td>Discuss the reasons with you</td>
<td>30</td>
<td>55.55 %</td>
</tr>
<tr>
<td>Won’t care</td>
<td>7</td>
<td>12.96 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Figure 18: Parents’ reaction to their children failure

The table shows that 55.55 % of parents discuss the reasons of their failure so they try to find solutions to those problems. 31.48 % of the students say that they punish them. In both cases we feel the parents interest in children education which could be reflect their achievement. Again the family presence makes the difference.
Question 18: Having Educated Parents may Positively Serve your English Learning.

Table 18: Students’ responses on the effect of educated parents

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30</td>
<td>55.55 %</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>25.92 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>9.25 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.70 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>5.55 %</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 19: Students’ responses on the effect of educated parents

It is agreed about that the majority of the students agree about the fact that educated parents positively serve English learning; 55.55 % of them strongly agree with the statement, 25.92% agree as well .This indicates that Educated parents’ are more aware about their children education because they know what learning demand , so they will gave a needed supports for them.
Question 19: Having One of your Parents Knows English may Help you in the Process of English Learning.

Table 19: Students’ responses on the effect English speaking parents

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>53.70</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>37.18</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>7.40</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 20: Students’ responses on the effect English speaking parents

The Statement’ agreement is clearly illustrated in the table above which is about the fact that English learning is facilitated by parents’ involvement. 51.85% strongly agree with the statement, 29.62% of them agree. So the family environment and specially parents’ help has a positive impact on the students learning English.
Question 20: Speaking English at Home with your Parents will Urge you to Enhance your Achievement

Table 20: Students’ responses on the effect of speaking English at home in enhancing their achievement

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>51.85</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>29.62</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>5.55</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.55</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>7.40</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 21: Students’ responses on the effect of speaking English at home in enhancing their achievement

This statement aimed at confirming the results of the previous statement about 80% of the students are between agree and disagree; hence the students agree that
speaking English at home enhances their proficiency and fluency, because any language needs practice.

**Question 21:** Speaking English with your Classmates Help you to Improve your Proficiency level.

**Table 21: Students’ responses on the effectiveness of speaking English with their classmates on their proficiency level**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>53.70%</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>38.33%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>1.85%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>5.55%</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 22: Students’ responses on the effectiveness of speaking English with their classmates on their proficiency level.

The results show that most of the students agree with the statement that indicate the influence of classmates and peers who speak English to improve the students’ English level. 53% of them strongly agree while 38% of them agree, because classroom courses are not sufficient, English language needs practice with both classmates and within the family.

Question 22: Having Problems Prevents you From Doing Extra Learning such as Reading books, magazines…

Table 22: Students’ responses on the effect of problem in doing Extra learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>24.07</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>57.40</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>12.96</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 23: Students’ responses on the effect of problem in doing Extra learning

We notice here that students agree about the effect of problems on the students’ doing extra learning to improve their English. 57% of them agree, 24% strongly agree. So a peaceful home environment serves doing extra language activities hence it serves the learning process. Moreover, they agree about the influence of social problems on their achievement since extra learning does not take place in such circumstances.
Question 23: Belonging to Poor Family may Affect your English Achievements.

Table 23: Students’ responses on the effect of Belonging to poor families on their achievement

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>31.48</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>20.37</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>25.92</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>18.51</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

This statement has different views, 31.48% of the students agree that belonging to poor family affects their learning, 25.92% disagree, 20.37% neutral while 18.51% are...
strongly agree. The result shows that belonging to poor family is not an essential reason to poor achievements, because they are people who are poor and this did reflect their results.

**Question 24: Belonging to a Wealthy Family Allows you to Invest more Energy for Better Achievement in English Classes.**

*Table 24: Students’ responses on the effect of belonging to wealthy family on English achievement*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>16.66</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>42.59</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>14.81</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>14.81</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>11.11</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

*Figure 25: Students’ responses on the effect of belonging wealthy family on English achievement.*
It seems from the table above that the majority of the students agree about the statement that belonging to a wealthy family can serve your English learning 42.95% agree, 16.66% strongly agree while 14.81% of the students are either neutral and disagree, 11.11% strongly disagree with the statement. Thus the financial aspect according to the students has an effect by which the students’ material can be provided.

**Question 25: There Is a Relationship between the Social and Economic Status and the Students ‘Achievements.**

*Table 25: Students’ responses on the effect of social and economic factors on English achievement*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>24.07</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>51.85</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>16.66</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.55</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>
The majority of the students agree that the social and economic status affect the students’ achievements. 51.85% agree and 24.07% are students who strongly agree, while 16.66% are neutral, 5.55% disagree, and 1.85% strongly disagree. This fact confirms that social and economic factors affect students’ learning because students are the persons who are concerned by this influence.

**Conclusion**

The questionnaire administered to students stressed the extent to which social factors influence students’ achievements. Most students agreed that educated parents, for instance, can serve their learning positively by providing help and support. In addition, the financial status has a role in this context, because with it different materials can be provided and better achievement can be realized.

*Figure 26: Students’ responses on the effect of social and economic factors on English achievement*
Introduction

It is important to seek the extent to which teachers are aware about the effect of social and economic factors on the students English achievements, so. The teachers’ questionnaire was designed to the English teachers at L arbi Ben M’hidi University - Oum El Bouaghi-.

2-2.1 Description of the Teacher Questionnaire

The total number of the teachers of English at L arbi Ben M’hidi University - Oum El Bouaghiis 32 , while the sample consists of 10 teachers randomly chosen.

The teachers’ questionnaire comprises 16 questions. Multiple choice questions, closed questions which require a ‘Yes’ or ‘No’ answer as well as open questions where the teachers are supposed to provide full information. Some other statements suggesting options and soliciting agreement are presented too.the final section is reserved to further comments and suggestions.

The questionnaire starts with general preliminary information about the teachers who took part in this questionnaire in order to know about their teaching career, their qualification and how long have they been teaching English. Then the questions tend to target the purpose of the study by asking teachers specific and direct questions. Also, they have been asked to give their view and perspectives about various statements related to the topic under investigation.
2-2-3. Analysis of The Teachers’ Questionnaire

Question 1: The Teachers’ Gender

Table 26: The teachers’ gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teacher</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 27: The teachers’ gender

It is noticed that the majority of the teachers are females 60% and 40% are male; this implies that teaching English is more a concern of females.
Question 2: the Teacher’ Degree of Education

Table 27: The teacher’ degree

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>License</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Master</td>
<td>1</td>
<td>10 %</td>
</tr>
<tr>
<td>Magister</td>
<td>9</td>
<td>90 %</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 28: Figure The Teacher’ Degree.

It is important to mention that all of the teachers who were given the questionnaire hold the magisters which lead us to consider their viewpoints and suggestions as a reliable ones.
Question 3: How Long Have you Been Teaching English?

Table 28: Teachers’ experience.

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(from 2 to 4)</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>(from 8 to 20)</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 29: Teachers’ experience.

According to the results obtained, we can say that the majority of the teachers have between 8 to 20 years teaching experience. These findings give our research validity as the teachers’ experience is quite significant.
**Question 4: Do you Like Teaching English?**

*Table 29: Teachers’ responses on their opinion about teaching English*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Figure 30: Teachers’ responses on their opinion about teaching English*

It is observed that all of the teachers 100% who took part in the questionnaire like teaching English. So our teachers’ views will be worthy to consider in our study.
Question 5: Do you Think that the Students’ Social and/or Economic Factors Affect their Learning?

Table 30: Teachers’ responses the effect of social and economic factors on students’ achievement

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>100 %</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 31: Teachers’ responses the effect of social and economic factors on students’ achievement

The results indicate that 100% of the teacher agree about the influence of the social and economic factors on the students achievement and performance, thus the students views about this point are confirmed. This is because teachers should noticed it. Teachers have added comments saying that students who comes from families whose educated background is high tend to learn better though nowadays the case is not always true, in
addition to that students who have problems can be absent minded and did not concentrate, so their achievement will be affected.

**Question 6: How Can you Motivate your Students to Challenge their Problems?**

*Table 30: Teachers’ responses about the way they motivate their students to challenge their problems*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support them</td>
<td>10</td>
<td>71.42</td>
</tr>
<tr>
<td>Provide them with extra sessions</td>
<td>4</td>
<td>28.57</td>
</tr>
<tr>
<td>Ignore the matter</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Figure 32: Teachers’ responses about the way they motivate their students to challenge their problems*

As far as this question is concerned, about 71.42% of the teachers’ responded in favors of the support, and that 24.75% of them added the second option that is providing extra session to improve their achievements. This meant that teachers know that social and
economic factors could affect the learners achievement, so they try to find solution to diminish its influences.

**Question 7 : Parents’ Education Has a Great Role in the Students’ Academic Achievement.**

*Table 32: Teachers’ responses about the effect of parents’ education on students’ academic achievement*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Figure 33: Teachers’ responses about the effect of parents’ education on students’ academic achievement*
The results show that 90% of the teachers agree about the statement (60% agree and 30% strongly agree), thus parents’ education has an important role in the students’ achievements. So parents are advised to take part in their children education to let it improved.

**Question8: Parents Have an Important Role in Motivating their Children to Learn.**

*Table 33: Teachers’ responses about the importance of parents’ motivation to them in their achievement*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 34: Teachers’ responses about the importance of parents’ motivation to them in their achievement

The individual can notice that 100% of the teachers agree about the statement that parents have a great role to motivate their children about their achievements (50% of them are strongly agree, and 50% of them are agree). The result shows that motivation is a key factor in learning. Learners can be motivated by their parents' social and economic ease or the opposite, they will motivated to overcome those social or economic difficulties.
Question 9: Parents’ Education Is More Influential than their Income in Helping the Students to Better Achievements.

Table 34: Teachers’ responses about the comparison of the influence of parents’ education and income on the students’ achievement

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 35: Teachers’ responses about the comparison of the influence of parents’ education and income on the students’ achievement

About 70% of the teachers agree that the parents’ education are more influential than the financial status as factors for learning. If parents are educated they will know the needs of their children because they are already learnt and they will be more aware of their children's needs.
**Question 10:** Home Environment has a Crucial Influence on the Students’ Learning.

*Table 35: Teachers’ responses about the influence of home environment on students’ achievement*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Figure 36: Teachers’ responses about the influence of home environment on students’ achievement*

About 90% of the teachers agree about the importance of the home environment on the students’ learning, 50% of them strongly agree and 40% agree. This is because homes environment can motivate children to learn by the provision of the needed material or by getting help and support from the parents.
Question 11: Home and Classroom Environments are Equally Influential on Students’ Learning.

Table 36: Teachers’ responses about the comparison of the effect of home and classroom environment on the students’ learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>20 %</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>70 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>10 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 37: Teachers’ responses about the comparison of the effect of home and classroom environment on the students’ learning

This question is designed to assess the importance of home environment in comparison with the classroom one. The majority of the teachers agree that classroom and home environments have an equal influence on the students’ learning. 70% of the teachers
agree and 20% of them strongly agree, this is because foreign language learning in general is a continuous process starting from the classroom and need practice and enhancement at home. The results indicate that home environment is so much important.

**Question 12:** Educational Materials such as Books, CDs, … should be Provided in Homes for Better English Performance / Achievement.

*Table 37: Teachers’ responses about the important of educational materials at homes for better English achievement*

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 38: Teachers’ responses about the important of educational materials at homes for better English achievement

About 70% of the teacher agree that educational material should be provided in homes for better achievements, this is because of the important role of those material in improving the learning as it is stated by the students.

**Question 13: Family Problems Make the Learning Process Harder for Students.**

Table 38: Teachers’ responses about the influence of family problem on students performance

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
The majority of the teachers 80% agree about the statement that family problems make the learning process harder for the students, 20% of them are neutral. In fact, those problems will probably hinder the continuous process of learning in the sense that it prevents learners from doing extra efforts that could enhance their achievement.

**Question 14: Students’ Problems Lead to the Loss of Concentration during Courses, thus Achievement Diminishes**

**Table 39: Teachers’ responses about the effect of students’ social problem on their concentration in classe**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
All the teachers (80%) agree about the statement that social problems lead the students to lose concentration during classes. Obviously learning takes places in the presence of concentration on the part of the learners. Otherwise, if students are not concentrated the learning process will be diminish.
Question 15: For Better Achievement and Performance, Positive Home Support Should be Promoted.

Table 40: Teachers’ responses about the effect of positive home support promotion on students’ better achievement

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 41: Teachers’ responses about the effect of positive home support promotion on students’ better achievement

This statement is meant to confirm the previous statements. It is noticed that 100% of the teachers agree upon it. The positive home support includes different educational needs and materials, peaceful home environment that could serve the learners’ achievement.
Conclusion

For many reasons if the process of learning is to be carried in naturally. In this context both students’ and teachers’ views are found converging, in the sense that, the social and economic factors do affect the students’ achievement; where the majority of them agree that the existence of financial basis and better home environment has to be required for better students’ achievement. And the lack of those strengthening elements could influence their achievement.
GENERAL CONCLUSION

Recently researchers are making attempts through different studies to inspect the factors that contribute in the process of learning with the aim to improve achievement. The main concern of this study is to shed light on the effect of some social factors in learning English as a foreign language. It is an attempt to set gist of the students’ and teachers’ views about the extent to which family environment can influence attainment in English. On the basis of the findings, we can say that the social factors do associate with English students’ achievement.

The home and the surroundings have considerable effects upon the learners’ achievement. Being a member of a family with educated parents is an effective factor that can influence the learner attainment. The educated parents can provide a helpful environment and atmosphere at home because they have experienced learning and they know its requirements.

Parents who have an acceptable financial status can provide their children with the necessary materials for learning, because today those materials help students in their researches, understanding and autonomous learning.

The students’ classmates and peers can have an influence on the English learning, because English needs practice and interaction with other English speakers that can be the students’ classmates.

To conclude, we hope that further studies will be carried out on solutions that would overcome those social problems which affect foreign language students and English in particular.
Pedagogical Implication and Recommendations

On the basis of the findings and the results of this study, this are some of the pedagogical implications that have to be taken into account in teaching English as a foreign language.

1. Teachers should be aware that some of their students can be influenced by bad social factors that lead to low English attainment, for this reason they have to think about the good way to enhance their achievement under the umbrella of their social difficulties.

2. Teachers should provide extra strengthening sessions to improve the achievement of those students who have social unhelpful factors.

3. The administration should encourage teacher-student and teacher-parents discussions about the students’ achievement by supplying weekly or monthly meeting.

4. Students have to turn the unhelpful social situations to a source of motivation for better achievement.

5. Parents has to provide a supportive home environment for better achievement.

6. If the necessary educational materials such as books, internet, ....... are not available at homes, universities have to provide them in its utility.
Limitation of The Study

- it could be better if the research was conducted through an experiment, not only a questionnaire for more reliable results. Unluckily, this was out of reach because of many constrains among them:
  - time constrain
  - the privacy of the students
  - Difficulties in following the students’ learning process outside the University.
  - The probability of extraneous variables intervention.
List of References


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**The White and Black Achievement Gap.** Economic Policy Institute, U.S.A.


résumé

Il est reconnu que l'apprentissage d'une langue étrangère est pas une tâche facile du tout. non seulement est-il difficile mais complexe ainsi. il est difficile car elle nécessite beaucoup de persévérance et de patience de la part de l'apprenant; il est complexe, car un certain nombre de facteurs contribuent à sa réalisation. Dans ce contexte, beaucoup d'apprenants de langues étrangères font recours à certains problèmes au sein de la famille comme pour justifier aucune difficulté et / ou de l'échec qu'ils éprouvent académiquement. En fait, la présente recherche aborde la question du rôle des facteurs sociaux dans l'apprentissage d'une langue étrangère, le cas de l'anglais. Plus précisément, il cherche à inspecter les enseignants et les apprenants de points de vue à propos de l'effet de ces facteurs, parmi lesquels se trouve la maison et la situation financière. Pour cette cause, la recherche suit une méthode descriptive où deux questionnaires sont dirigés vers les deux professeurs d'anglais et les étudiants de troisième année LMD. Les résultats des questionnaires ont révélé un lien entre les facteurs sociaux et le rendement des élèves en apprentissage de l'anglais. D'où la présente étude suggère un certain nombre d'implications pédagogiques et des recommandations pour les enseignants et les élèves sur le rôle et l'influence des facteurs sociaux sur les étudiants EFL, pour un meilleur rendement dans l'avenir.
ملخص

انه ومن المسلم به أن تعلم لغة أجنبية ليست مهمة سهلة على الإطلاق. ليست فقط مهمة صعبة ولكنها معقدة أيضا. هي صعبة لأنها تتطلب قدرًا كبيرًا من المثابرة والصبر من جانب المتعلم. إلى جانب ذلك هي عملية معقدة بسبب عدد من العوامل التي يمكن أن تساهم في تحقيقها. في هذا السياق، الكثير من معلمي اللغة الأجنبية يلجأ إلى بعض المشاكل داخل الأسرة لбирير أي ضعوبة أو التشتيط لاي تجربة أكاديمية. في الواقع هذا البحث يتناول مسألة دور العوامل الاجتماعية في تعلم اللغة الأجنبية، والخصائص اللغوية الإنجليزية. فإنه يسعى لتقديم وجهات نظر المعلمين والمتعلمين حول تأثير تلك العوامل، من بين هذه العوامل المنزل والوضع المالي. لهذا السبب ، اتبعنا النهج الوصفي للبحث حيث يتم توجيه استبيانين إلى كل من مدرسي اللغة الإنجليزية وطلاب السنة الثالثة جامعي من نظام ليسانس ماستر ودكتوراه وقد اظهرت نتائج الاستبيانين وجود علاقة ترابط بين العوامل الاجتماعية ونتائج طلاب اللغة الإنجليزية ويؤكد هذا البحث يقترح مجموعة من النقاش لكل من التلميذ والمعلمين بخصوص دور وتأثير هذه العوامل الاجتماعية على طلاب اللغة الإنجليزية من أجل نتائج أفضل واحسن في المستقبل.
STUDENTS’ QUESTIONNAIRE

Dear students,

This questionnaire is an attempt to gather information needed in the framework of the Master dissertation, which is about investigating the Effect of socio-economic factors on EFL students’ achievement.

You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please, answer each statement by marking the appropriate box(es) or by filling in the gaps. Your contribution is very much appreciated.

Thank you in advance for your cooperation.

Miss Ghania Moudjari

English Department

1- Gender: Male □

Female □

2- Age: __________

3- How is your level in English?

a- Low □
b- Average □
c- Excellent □

4- How long have you been studying English?

………………………………………………………………………………………………………………

………………………………………………………………………………………………………………

5- Why did you choose to learn English at university?

a- To increase my chances to get a job later □

b- To study abroad □

1 □
c- Just because it is allowed to me

d- Other reasons.

6- What is your father’s educational background?
   a- University ☐  b- Secondry ☐  c- primary ☐  d- none ☐

7- What is your mother’s educational background?
   a- University ☐  b- Secondry ☐  c- primary ☐  d- none ☐

8- Did you receive any help from your parents as far as your studies are concerned?
   Yes ☐  No ☐

9- Did your parents’ occupation cover financially your educational needs?
   Yes ☐  No ☐

10- Did you confront any difficulties / obstacles during your studies or academic career?
    Yes ☐

11- What kind of problems confronted you while studying?
    a- Social problems. ☐
    b- Family problems. ☐
    c- Lack of family support . ☐
    d- Lack of financial support . ☐
    e- Lack of motivation ☐
    f- Others ☐

12- Do you think the social and economic problems affected your learning?
    Yes ☐  No ☐

13- To what extent did they affect your learning?
So much(□)whatsoever

14- Did you experience any failure at school because of one / some of those factors ?
Yes [□] No [□]

15- Did your family provide you with educational materials ?
Yes [□] No [□]
If yes, what kind of materials ?
a- Books [□]
b- Internet [□]
c- CDs [□]
d- Others

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………

16- Do you consider those materials important to improve your proficiency in English ?
Yes [□] No [□]
How
…………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………

17- In case you fail in your academic career, your parents will
a- Punish you . [□]
b- Discuss the reasons with you . [□]
c- Won't care . [□]
d- Others
…………………………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………

Please indicate your level of agreement by putting the tick .

18- Having educated parents may positively serve your English learning .
19- Having one of your parents speaking English may help you in the process of English learning.


20- Speaking English at home with your parents, will urge you to enhance your performance in class.


21- Speaking English with your classmates helps you improve your performance in class.


22- Having problems prevents you from doing extra learning such as reading books, magazines,…


23- Belonging to poor family may affect your English achievement.


24- Belonging to a wealthy family allows you to invest more energy for an adequate performance in English.


25- There is a relationship between the social and economic status and the students’ achievements.

Teachers’ Questionnaire

Dear teachers,

This questionnaire is an attempt to gather information needed in the framework of the Master dissertation which is about investigating the effect of socio-economic factors on EFL students’ achievement.

You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please, answer each statement by marking the appropriate box (es) or by filling in the gaps. Your contribution is very much appreciated.

Thank you in advance for your cooperation.

Miss Ghania Moudjari
English Department.

1. Sex
   a. Male
   b. Female

2. Degree:
   a. Licence
   b. Master
   c. Magister
   d. Doctorate

3. How long have you been teaching English? ..............................................................
   ..............................................................................................................................
   ..............................................
4. Do you like teaching English?
   a. Yes □
   b. No □

5. Do you think that the students’ social or economic factors affect their learning?
   a. Yes □
   b. No □
   How ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

6. How can you motivate your students to challenge their problems?
   a. Support them □
   b. Provide them with extra sessions □
   c. Ignore the matter □
   d. Other suggestions ..............................................................................................
      ..........................................................................................................................
      ..........................................................................................................................
      ..........................................................................................................................

Please indicate your level of agreement by putting the tick

7. Parents’ education has a great role in the students’ academic performance.

8. Parents have a great importance in motivating their children to learn.
9. Parents’ education is more influential than their income in helping the students to better achievements.


10. Home environment has a crucial influence on the students’ learning


11. Home and classroom environments are equally influential a student’s learning.


12. Educational materials such as books, CDs,…… should be provided in homes for better performance/achievement.


13. Family problems make the learning process harder for students.


14. Students’ problems lead the loss of concentration during courses, thus performance diminishes.


15. For better performance, positive home support should be promoted.
16. Other suggestions

..............................................................
..............................................................
..............................................................