

The Impact of Social and Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai Public Secondary Schools

دراسة حول تأثير العوامل الاجتماعية والاقتصادية على أداء
الطلاب في اللغة الإنجليزية في صفوف اللغة الإنجليزية كلغة
أجنبية في المدارس الثانوية العامة في دبي

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Abstract

The purpose of this study is to assess the impact of social and economic factors on students' English language performance in EFL classrooms in Dubai public secondary schools. The design exploited in this study is a mixed methods research.

One key instrument utilized in this research is statistical analysis in which descriptive figures and data-based inferences are used. Two questionnaires were designed to assess the effects of economic and social factors on students' performance in learning the English language. The factors include the parents' occupation, education, and financial status. Students from cycle 3 classes answered the two questionnaires reflecting on the effects perceived of those factors on their performance. Then, their responses were correlated with their grades obtained from their English language instructors and conclusions were drawn. The correlation is measured by Person's correlation coefficient ($r = 0.66$) because by calculating according to the data given, it should be noted that "r" is a value that falls between -1 and 1.

The result was a significant and positive correlation between the parents' level of education, income and occupation with pupil's educational performance.

Another instrument utilized in this research was interviews. The interviewees were two male and two female teachers of English language, a male principal, and a female principal, all of whom were asked about their opinions on the relationship between students' performance in learning the English language and their parents' social and economic status.

Overall, teachers and principals view a relationship between parents' social and economic status and children's performance in learning the English language. Though they justify this relationship differently, the matter of the fact remains that there is a strong correlation between socioeconomic factors and students' performance in the field of English language learning.

Arabic abstract

ملخص

تهدف هذه الدراسة إلى قياس مدى تأثير العوامل الاقتصادية والاجتماعية في أداء طلبة مدارس دبي الثانوية الحكومية للغة الإنجليزية كلغة أجنبية. تم تصميم هذا البحث على أسس كمية و نوعية. استخدم في هذه الدراسة التحليل الإحصائي الذي يعتمد الطرائق الوصفية و الاستنباطية و لقياس أثر العوامل الاقتصادية و الاجتماعية على أداء الطلبة في تعلم اللغة الإنجليزية ، تم تصميم استبيانين لهذه المهمة. و تشمل هذه العوامل مهنة الوالدين و مستواهما التعليمي و الوضع المالي . و قد عكست إجابات الطلاب نتائج هذه العوامل على أدائهم. و عند مقارنة نتائج الطلاب مع إجاباتهم في الاستبيان تبين صحة تأثير هذه العوامل. و لاعتماد مصداقية نتائج الاستبيان تم استخدام برنامج SPSS Cronbach Alpha لقياس العلاقة بين العاملين الاقتصادي و الاجتماعي من جهة و أداء الطلاب من جهة أخرى و ذلك باستخدام المعامل ($r = 0.66$). و قد أظهرت النتائج علاقة ايجابية واضحة بين المستوى التعليمي للوالدين و دخلهما و مهنتهما على أداء أبنائهم.

و الطريقة الثانية التي استخدمت في هذه الدراسة هي المقابلات الشخصية حيث تم مقابلة عينة عشوائية من المدرسين و مدراء المدارس لاستبيان رؤيتهم حول العلاقة بين الوضع الاقتصادي و الاجتماعي من جهة و أداء الطلاب في اللغة الانجليزية من جهة أخرى. و قد استخدم هؤلاء المدرسون و المدراء خبرتهم و معرفتهم بالطلاب و أولياء أمورهم و مستوى الطلاب في اللغة الإنجليزية لتقييم هذه العلاقة. و كانت العينة العشوائية مكونة من مدير و مديرة و اثنين من المدرسين و اثنتين من المدرسات. و كانت نتيجة استبيان آراؤهم ايجابية من حيث العلاقة الوطيدة بين العامل الاجتماعي و الاقتصادي للطلاب و تأثيره على أدائه في اللغة الإنجليزية مع اختلاف التفسير لهذه العلاقة.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

English Language has become increasingly important in everyday life. It is used and practiced everywhere in the world and in the Middle East it is recognized as the most spoken and written foreign language. In the United Arab Emirates, English Language is a major factor affecting students' admission to and performance at university as well as in the workplace where fluency in English language has become an indispensable requirement. As a rule, all universities working in the UAE require that all students have either a TOEFL or an IELTS certificate as a pre-requisite for any course to be taken. As a result of this decision which was made by the Ministry of Higher Education in the UAE, schools had to adopt new English teaching strategies that would match the new decision. The main goal of the new strategies is to enable graduates to pass the TOEFL or IELTS exams as proficiency tests.

It is therefore quite axiomatic that the best opportunity for students to master this language is during their high school education. However, there are major impediments that affect students' performance in learning English Language, such as the lack of practice, the lack of motivation among certain categories of students and the lack of supporting facilities/materials in some schools. Students generally score low in English tests in school and consistently fail to achieve the minimum scores required by universities on English language proficiency tests such as the TOEFL.

The importance of English Language in the United Arab Emirates and the constantly-low average in students' English language performance in public schools – in contrast to private schools where students' averages show a better proficiency in the language – highlight the importance of analyzing the factors affecting that performance. As a matter of fact, and as shall be demonstrated in the present work, social and economic factors can potentially have a formative effect on students' performance. The social worker where I work told me that his observations indicate that students in public schools, generally of a lower

social and economic standing than those in private schools, score lower on English language tests [personal communication, January 10, 2011]. Possible explanations for this observation include the fact that students of a higher social and economic standing can afford private tutoring in English Language and have parents who are proficient in English Language as they use it regularly in the workplace.

Additionally, the majority of parents do understand the importance of English Language for their children's study and future career. They consequently pay a lot of attention to improve the quality of their children's performance in English language. People with lower income are usually satisfied with what low-quality private or public schools offer, simply because they cannot afford sending their children to high-quality schools or offer them some private tutoring in English. On the other hand, those with higher incomes usually send their children to high-quality schools. They are also ready to pay generously on their children's tutoring in English to guarantee the required level that enables them to easily join university. Furthermore, wealthy people usually practice English on a daily basis in their work and they are aware of the fact that English is indispensable for effective interaction with other peoples. For this reason, perhaps, they are always willing to offer their children the best available chances that could improve their mastery of English. Some wealthy people tend to send their children to countries whose native language is English during the summer vacation, so that they can have authentic opportunities to use the language. However, poor people, who scarcely use English in everyday-life communication, are not aware of its importance and are consequently satisfied with what their schools offer them. This is clear when both rich and poor students are taught English together; their performance usually varies due to their social and economic background.

1.2. Purpose of the Study

The basic aim of this study is to find out the extent to which the socioeconomic status of parents is related to students' English language performance at the selected four public secondary schools in Dubai. To achieve this, a mixed methods approach, using questionnaires and interviews, is followed throughout.

1.3. Statement of the problem

A rapid glimpse at the performance of students in secondary schools (public sector) in English language and their scores in English proficiency tests such as the IELTS and the TOEFL indicates that the majority of students face a difficulty in English language skills, namely in listening, speaking, reading and writing (Wenglinsky, H. 2007). Very few students pass these exams with the scores required to join the university. It has been found that some students reach the secondary level with almost no ability to read or write in English. This indicates that these students have some problems with English language resulting from either the lack of practice or carelessness due to certain socio-economic factors. Such a poor performance, which is a formidable obstacle to development, may very well be attributed to the lack of parents' follow-up or to their bad financial status. But this has not been proved by any scientific or systematic study, yet. The present work is therefore intended to explain the effects of social and economic factors on students' performance in English language at four public secondary schools in Dubai where parents are apparently more involved in their children's education.

1.4. Research Objectives

This study seeks to:

1. Determine the profile of the respondents in relation to age and gender as determining factors in terms of attitudes and responses.
2. Determine the impact of parents' educational level on students' English language performance in Dubai public sector schools.

3. Define the impact of parents' income on students' English language performance in Dubai public sector-schools.
4. Define the effects of parents' occupation level on students' English language performance in Dubai public sector schools.

1.5. Research Questions:

1. In what way do the factors of age and gender affect the respondents' attitudes?
2. To what extent does parents' educational level influence students' English language performance in the EFL classroom in the selected schools?
3. Does parents' financial status affect students' English language performance in the EFL classroom in the selected schools?
4. What is the relationship between parents' occupation and the students' English language performance in the EFL classroom in the selected schools?

1.6. Null Hypothesis

Null hypothesis is often used in statistics to suggest that there is no statistical significance in a number of given relations and that there isn't any difference between variables. It is assumed to be valid until it is otherwise invalidated by another hypothesis.

- Null Hypothesis (H0: There is no relation between age and the impact of social and economic factors on students' English language performance.)
- Alternative hypothesis (H1: There is a relation between age and the impact of social and economic factors on students' English language performance.)

1.7. Significance of the study

It is hoped that the information in this research can help different stakeholders, including educational planners, school administrators, parents, teachers and further researchers in understanding the social and economic status of parents in relation to students' performance in the selected public secondary schools in Dubai:

1. Educational planners can ultimately benefit from this work by providing more educational resource materials such as text books, classrooms, laboratories and libraries; more teachers and more financial support.
2. School administrators may be enlightened on the strengths and weaknesses in their schools and plan action to reinforce the strong points and overcome the weak ones.
3. Parents may take an active role in the educational issues as stakeholders by promoting an appropriate environment for their children to get quality education.
4. Teachers may use various methodologies and skills in teaching after analyzing and implementing the findings and recommendations of this research so as to avoid the repetition of previous mistakes in future.
5. Further researchers may benefit from this research as a benchmark to compound on what others have found and validate the findings.

1.8. Definitions of key terms

- Quantitative: It is the research that often, improves on the validity of research instruments as well as the provision of a numerical dimension to analysis when addressing phenomena (Sun, 2009).
- Qualitative: that describes meaning. An in-depth understanding of phenomenon (ibid).
- Impact: the effect or impression of one thing on another.
- Socioeconomic: involving both social and economic factors.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The second section of this work is devoted only to literature review. Moreover, because the topic is quite broad and critical in nature, a step by step (SBS) approach should be adopted to complete this proposal. The next section will detail down the status of English Language: why it is so important all over the world and what statistics are derived from the performance of English Language. After defining the same economic and social factors, the different ones will be defined accordingly. Amalgamation of different theories and models is more than necessary to complete this proposal and the same will be included under the theories section.

Inevitably, educational level and performance can be influenced by numerous variables and factors. In fact, there are numerous elements which come under the umbrella of components playing an important role in the educational performance of students (Ackerman 2002). For example, in some countries, the fees to learn this language are extremely high and rarely can people afford them. According to authors and analysts, the things which play a vital role in the English Language performance of students (especially overseas) are the economic and social factors. Economic and social factors can be of many types.

The main aim of this study is to define the relationship between economic and social factors and the English language performance of students in Dubai public secondary schools. There are three determining angles that need to be considered in this study (Blythe 2003). The first angle is the analysis of English Language performance in association with the personal educational level of the parents. Studies have shown the clear impact of the parents' education on students' performance. According to Grissmer (2003), parents' educational level is the most important factor affecting students' performance. This was also emphasized by Taiwo (1993) who believed that the educational background of the parents' is of great importance as it helps parents' to be

second teachers for their child and even guide the child and council him/her on the best way to perform well in education and provide the vital materials he/she needs. The importance of parents' education was equally supported by Musgrave (2000) who stated that a child that comes from an educated family tends to follow the steps of his/her family and by so doing he/she works actively in his/her studies. He added that parents who have more than a minimum level of education are expected to encourage and support him/her with class work. Onocha (1985) concludes that children from highly-educated families with high socio-economic status are more likely to have a better performance than children from illiterate family.

The second angle, which needs to be considered and which is of seminal importance for the authenticity of our study, is the financial status of parents and its effects on the English Language performance of students. According to Odebumni (1988) and Egbule (1994), finance is the avenue through which the students' bills are paid. If there is a shortage in the student's finances, this will probably affect his/her academic performance adversely, while if on the other hand the financial needs of the students are met adequately, probably their academic performance may be enhanced (Odebumni 1988 and Egbule 2004). According to Srivastava, Singh 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. Eggen and Kauchak (2002) and Ward (2002) identified a direct relationship between socio-economic status and students' performance in secondary schools.

The third angle and last category to be explored in this study is the occupation of the parents. A number of studies have investigated the relation between parents' occupational status and students' performance and have come to find that the students with parents in professional and white-collar occupations were found to be about a third more likely to join university than young people with parents in blue-collar occupations (Long et al. 1999, p. 61). Similarly, an earlier study conducted by William et al. (1993) has shown that higher education participation rates were highest for students whose parents were

from professional backgrounds as opposed to lower status occupational groups.

Furthermore, the occupation level of parents is seen to affect positively the performance of students through a number of factors such as role models, career aspirations and the provision of resources for education (Williams et. al. 1993; Long et al. 1999 James 2002). Let's now start the first section about English Language.

2.2. English Language Performance: A Broad-Spectrum Insight

The spread of English was stated by Kachru (1996) in which he distinguishes three circles. The first is the Inner Circle, which includes countries where English is used as a native language as in Australia, Canada, New Zealand, United States and the United Kingdom. The second is the Outer Circle, which includes countries where English is used as an official language such as South Africa, India, Nigeria and Zambia. The third is the Expanding Circle which includes countries where English is used as a foreign language such as Jordan, Japan, China and Syria (this is a few that belongs to this category).

Currently, English Language is learned as a second language and used as an official language of the European Union. Mandarin Chinese and Spanish are the 2nd and 3rd largest spoken languages after English language, respectively (Edward 2000). There is a strong relationship found between English and Latin Language because lots of the words of English language are derived from Latin (Borodovsky & Gogarten 2010). Apart from Latin, there are a number of words from Norman French and Old Norse language (Edward 2000). Currently, English Language has become the largest and most widely used language in the world. This is the only language that borrowed words from all over the world. According to estimation, an English dictionary has over 250,000 distinct words excluding scientific, technical and financial words and jargons.

The English language has now arisen as the widely used official language in communication science, information, business, technology and finance

(Borodovsky & Gogarten 2010). The sense and essence of true globalization can be found quite easily in this particular language which started in the late 18th century and is now dominating the entire world. English has become a dominating language in the United Kingdom (of course), the United States, Australia, Canada and New Zealand (Edward 2002). There is a marginal difference between the spoken and written English Language in these countries. It has been observed that in countries where English Language is the 2nd language, British English has been preferred to American English (Edward 2000). As a lingua franca of the past century and the new millennium, English is the most important means to have an access to the world's technical and intellectual resources. Although Shaw (1981) recognizes it as a vestige of British Colonialism or the sign for the American cultural imperialism, English is now seen differently, it is less seen as a symbol of imperialism and more as a viable candidate for the world's most important international language (Smith 1983; Kachru 1982; Alptekin & Alptekin 1984; Jenkins 1998).

The stance of learning English Language has been increasing tremendously well from the past few years (Borodovsky & Gogarten 2010). According to the statistics, every year there is an increment of around 40 percent in the people who are coming in the industry to learn English Language (Edward, 2000). Crystal (1992) reports that non-native speakers of English comprise more than two thirds of its potential speakers, so it can be argued that English, in international setting, doesn't belong to any group of people. The performance of this particular language is comparatively more wonderful than other languages of the world (Kachru 1982).

The next section will detail down the economic and social factors which can influence the performance of English language. It is imperative to talk about the economic and social factors, first with the help of different theories and models and then with the analysis of the relationship between these factors and the performance of English Language.

2.3. The Effect of Economic Factors on Students' Performance

Economics is a big thing in almost every walk of life. Economical concepts can be found in different places and in different faces as well (Edward 2000).

A lot of literature and theories have been proposed and written already in this context defining economic factors and their importance in the life of people (Baharudin and Luster 1998). It is clear that a person with healthy and wealthy economic view is more efficient and happier than a person who is not efficient in economy (ibid). Practical examples of this thing can be easily found in the current economic environment wherein people who have strong economic background are dominating the entire society. It is said that money is important in life. Lots of authors and officials have noted down economic factors as the real important ones for the entire structure of a person or for an economy (Edward 2006). Maslow is among those authors who presented the economic factors in a somewhat different manner. According to Maslow (1943), economics is nothing but a key to enhance motivation among the people of a society. To conceptualize and understand this entire concept, it is necessary to include Maslow Economic Theory which is also called Maslow Motivational Theory (ibid). Below is the diagram of Maslow Economic Theory, followed by a thorough elucidation of its principles:

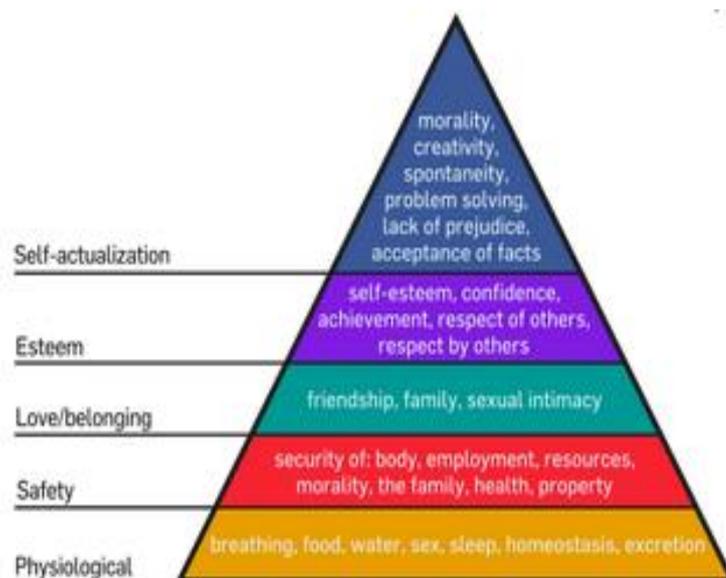


Figure 1: Maslow Economic Theory (Edward 2000)

Basically the theory proposed is a psychology presented by Abraham Maslow in 1943 (Edward 2000). According to Maslow, the theory is all about human curiosity and motivation coming into being from incentive and economic perspective. The theory was highly appreciated by the authors and officials of that time and was included in many books and references (ibid). The diagram is clear enough to explain the concepts and forms of economic factors to any interested individual. There are five stages of the theory.

The first stage, a physiological stage, is the one in which the basic needs of person are institutionalized like food, shelter, sex and sleep (Edward 2000). The economical concept is always there in almost every element mentioned above. Like in finding food and shelter, it is important to have economic flow. According to Maslow, when the basic needs of a person get fulfilled, he moves towards the second step which is safety, including the provisions of friendship, employment, resources, health and property. The third step of the model is Love/belonging which also involves economic provision, including friendship, sexuality, love and affection would be defined accordingly (Edward 2000). Esteem and Self-Actualization are the stages which have a heavy association of economic prosperity, as without economic prosperity none of the elements can be met (Edward 2004). Due to economic fragility and prosperity, the confidence, esteem and respect of a person increase automatically. The last element of the diagram is self-actualization which is a sort of aim and intention of a person to become (Edward 2006).

According to Maslow, the thing which is common in all of these steps is the economic situation of a person without which no stage can be fulfilled. Let's now move towards social factors.

2.4. The Effect of Social Factors on Students' Performance

Like economic factors, social factors are also extremely important to be influenced and met accordingly (Edward 2000). Social Factors are like behavioural factors which have a real dominance on one's life. Family and school are considered as the two main social environments in which a child

grows, so there is a harmony between the learner and his/her environment. The individual's socio-psychological perspective is determined by these two social environmental factors which cannot be overlooked. The social aspects of language acquisition culminate in the differences in language development and use among the learners from different social classes.

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

Socio-economic factors are for the most part closely related to language development. Barton (1962) in a survey found that socio-economic class was the most crucial factor of success in reading in school. Most studies indicate that students from upper social class come to school with more background knowledge and experience than those from lower social class. The past experiences that students from the upper social class possess enable and help them learn the tasks in a fast manner (Henry 1963). Parental care and encouragement towards children and their education as well as the provision of facilities, such as adequate stimulating reading materials, enhance their willingness to learn and develop their skills. These factors affect the social context of learning in the family. Social learning experiences in the family vary from one to another according to the individual's home status. According to Coleman and Ajech, significant difference in the academic performance of students from various socioeconomic statuses home has been reported (Coleman 1966; Ajech 1991).

According to the specification of this study, it is a prerequisite to co-relate the economic and social concepts with the performance of English language learners (Nigel & William 1993). The next section will explore the relationship between the economic and social factors and the performance of English Language learners.

2.5. The Relationship between Socio-economic Factors and the Performance of English Language Learners

Up till now, it has been clear that the essence of economy is extremely important in all aspects of life. Indeed, the same can be applicable to learner performance relating to everything as well (Nigel & William 1993). Performance is chiefly a yield of mental and economic satisfaction with a particular thing. If a person is mentally and socially satisfied, then positive result will reflect on his/her performance in almost everything (Nigel & William.1993, Hill et al (2004). This amounts to saying, in the immediate context of our preoccupation here, that there is a strong relationship between economic and social factors and ad hoc performance of English Language learner (Nigel & William 1993). The socio-economic standing (SES) of a student is namely evaluated by merging parents' educational echelon, occupational standing, and income level (Jeynes 2002). Studies have habitually shown that SES influences student results (Majoribanks 1996; Jeynes 2002; Eamon 2005). Students who have a low SES attain less test grades and tend to be more prone to withdrawing from school. Low SES students have been found to achieve grades about 10% lower on national assessment programs than higher SES learners (Seyfried 1998). Early research has illustrated that children who only have one parent, do not execute as sufficiently as those who have both parents around, for students with a single parent, generate less income than those with both parents (Majoribanks 1996).

The biggest aspect that plays a vital role in directing the performance of English Language learner is mental satisfaction (Richard. 1995, Hill et al.2004). Economic prosperity or economic flow will ultimately enhance the performance level of a student towards learning, but the case is not always right, because sometimes the flow of economy makes a person rude and proud. Maslow mentioned several times in his theory that mental satisfaction has a strong relationship with the economic situation of a person (Richard, 1995). Statistics revealed that in English Language classes, students with a good economic background take good grades as compared to the students who are low in economic prosperity.

Another thing which can be included here is that the fees associated with English Language Program are very high as compared to those of other languages because this is the only language which is known as an official language of the world (ibid).

Apart from economic factors, there are social factors as well which play an important role in directing the performance of the students who wish to take English language classes. Social Factors, like buying behaviour, are important to discuss because the association of fees is very high with English Language learning programs (Richard 1995). A competitive world has increased the demand of customer value for organization and that is the main reason why customers have been referred to as intangible assets for a firm (Khodadady & Zabihi 2001). The value of the customer depends on the product's perceived performance in delivering value relative to buyer's expectations (Borodovsky & Gogarten 2010). Social Factors like customer behaviour or customer satisfaction increased the demand of a customer in front of the seller or in front of an organization (Eng 2009). The students who have a strong economic background are treated in a somewhat different manner from those who have low economic profile (Richard 1995). According to the specification of this study, there are three different contexts in which this relationship will be analyzed. The first context will analyze the performance in English Language in relation to the educational level of the parents.

2.6. The Impact of Parents' Education on Students' Performance in EFL Classrooms

Theoretically, education enhances a person's mental power and lifestyle in its broadest sense (Richard 1995, Rothstein 2004). According to observers and analysts, education in its broadest sense is the means through which the aims and habits of a person or group live from one generation to the next (Richard 1995). Education teaches a person about bad things and good things and according to any perception and thinking, no person is complete without education (ibid).

This section of the research is very crucial because it will analyze the importance of parents' educational level in relation to students' performance in English Language.

As discussed above, the essence of education is exceptionally vital for every person because education differentiates between what is right and wrong (Steven 1999). Certainly, there is a strong relationship between the parent's educational level and students' performance in English. It has been observed and analyzed, through different researches, that the parents' educational level has a strong relationship with the performance of their children (Steven 1999; Khodadadi & Zabihi 2011). There are a number of schools that admit children on account of the parents' educational level. According to authors and professionals, the relationship between parents' educational level and the performance of students in English Language is quite. This can readily be substantiated by the fact that parents who have a good educational level want exactly the same from their children and accordingly give extra attention to their homework and assignments. Psychologists have shown that parents who are good in education ultimately become the role models of their children and thus have a positive impact over the thinking and performance of their children (Steven 2002).

Pupils with parents who have less education perform worse than those who are with parents who have better education. According to Nannyonjo H. 2007, pupils with parents who did not finish primary or just primary performed worse than pupils with parents who finished university degree, which means that the education of parents has a veritable impact on the performance of the children. Okumu et al (2008) in a study of socioeconomic factors of primary school dropout found that the High academic performance of a mother and father significantly reduces chances of primary school drop out for both boys and girls in rural and urban areas. For a mother, this phenomenon is fairly explicable given the fact that educated mothers reduce the time devoted to housework and increase the time devoted to their children's education. Unlike uneducated mothers, furthermore, educated mothers are more effective in

helping their children in academic work in addition to monitoring and supervising their children's academic progress. While for fathers, this can be attributed to the fact that educated fathers are willing to spend more time in helping their children solve academic problems. According to Grissmer (2003), parents' educational level is the most crucial factor affecting students' academic performance. This was also advocated by Taiwo (1993) who emphasized that parents' academic level affect the students' academic performance and this is because educated parents can be second teachers, can even guide and counsel the child on the best way to perform well in education and can provide the necessary materials he/she needs. The same idea was supported by Musgrave (2000) who said that a child who comes from an educated family would like to imitate his father and mother and, consequently, work actively in his/her studies.

English which has now become the largest language in the world and which is commonly referred to as the official language of the world, is essential for any educated person and no one concerned with human knowledge can do without it. Parents, who realize the importance of this particular language, apprise their children of its significance and eventually enhance their motivation to learn it (ibid).

2.7. The Impact of Parents' Financial Status on Students' Performance in EFL Classrooms

Financial and economic status is extremely important for individuals and organizations. This concept has been derived in the above-mentioned literature as well. Many writers and observers have demonstrated that financial Standing has an added advantage for individuals just as it does for organizations. This section will be mainly concerned with the analysis of the relationship between parent's financial status and performance in English Language (Steven 1999).

It is quite evident to the informed reader that students who do not have any responsibility towards income, job and domestic concerns are more eligible to educational prosperity as compared to those students who have lots of responsibilities to cope with. It is quite reassuring for students to know that

their parents are backing them up whenever they need help. The back-up can be financial, economical or non economical at the same time (Steven 1999). The motivational level as well as the satisfaction level of such students is on a peak because of parents' support in any context or form. It has been mentioned just earlier that English Language Programs are very expensive and cannot be afforded by everyone because of their high fees and incentives. As can be inferred from our examination of the respondents' social background, a student who doesn't have any responsibility on his shoulders is keener towards studies as compared to a student who has lots of responsibilities. The student who doesn't have any responsibility has a great deal of time to give attention to his/her studies, but a student who has responsibilities, has to manage his time accordingly (ibid).

A different observation made by Sandefur, Meier, and Hernandez (1999) inspected the consequence of social capital on the likelihood of students' graduation and college admittance. They reached a conclusion point where social capital had a considerable weight on high school graduation and post-secondary educational admittance. Along the same lines, Eng (2009) emphasized quite a few elements of social capital, such as parents' academic participation, parents' educational ambitions, family requirements, parent-teacher association, and parent-relative association, and discovered that relatives and school social capital were mutually and notably related to students' academic success. Merenluoto (2009), on the other hand, examined more than a few aspects regarding cultural capital, such as father's education status, mother's education status, prior school achievement, and the significance cast upon cultural conducts and highlighted the upshot of these aspects on graduate scholars' scholarly achievement. It was made known that educational wealth had an affirmative upshot on students' achievement and attainment in senior education. Precisely, it can be said that the relationship between the parent's educational level and the performance of the students in learning English Language is very strong and versatile.

It can be clearly seen from the above-reviewed literature and particularly from the work of Steven (1999) that the economic status of parents is in no small way correlated with students' performance in English language and that the better the economic status is, the better the performance could be. However, since no research hypothesis may retain validity until its propositions are weighed up against contrary views, it would be worthwhile to consider some of the antithetical arguments that may be advanced in refutation of the present claim. To begin with, Steven himself commented on the contradiction that can be found in the relationships we have just described by stating that it has been a consensus many times that students belonging to rich families have lesser interest towards education compared to students who do not belong to high class (Steven 1999). It is noticed that students who have a low-class profile are keener towards their studies because they know the importance of earning money, whereas students who have a high-class profile do not have any tendency to acknowledge their parents' payments for their studies. This led Steven to conclude that the financial status of parents might be important but not necessary for the performance of students in English Language (Steven 1999). A similar argument was put forward by Milton (2000) who found out that 75% of the students of the college belong to lower class, while 25% of the students belong to upper high class and 69% of the lower class students are in the queue of genius students of the college.

Though these observations are logically explicable, the high rate of school attendance among the poor does not necessarily correspond to high performance in English language learning. Students who have a low-class profile may excel in subjects like mathematics and other sciences, but not forcibly in foreign languages. Moreover, the fact that 75% of college students belong to the lower class can readily be attributed to demographic reasons given that the lower class is habitually larger in terms of the density of population. At any rate, even if we admit that students with a high-class profile demonstrate lesser interest towards education, we cannot run to the conclusion that their performance in English language is low. The argument that the high financial status of parents has a positive impact on students' performance in

English language therefore remains much more tenable as shown earlier and as shall be elucidated further in the following sections.

2.8. Parents' Occupation and the Performance of Students

Parents are the first teacher of a child. The learning which a mother can deliver to her child is more worthwhile than the learning which can be delivered by a teacher elsewhere (Steven 1999). It has been found that those students who learn the basics of schooling from their parents are shaper and keener towards their studies compared to those students who were admitted to school at lower ages (Borodovsky & Gogarten 2010). Parents are like role models for the children and influential parents can influence the children better than those parents who do not have efficient personalities (ibid).

In the above section, we have analyzed the importance of parent's education and financial status and their relationship to the performance of students (Borodovsky & Gogarten 2010). Likewise, provisions, such as parents' occupation, have a real influence on the student's performance. It can be said that the English Language performance of students is ultimately enhanced as a corollary of the occupation of their parents (Long et al. (1999); and Borodovsky & Gogarten 2010).The basic thing which plays an important role in students' learning of English language is availability of the environment. The environment can change the entire personality and thinking of a person as a whole. Professionally, sound and ethical parents can furnish a confident, sophisticated and wonderful environment to their children which will be equally beneficial for the students as well. There is a strong difference which can be found between the students of professionally sound parents and those of less professionally sound parents (Sandefur; Meier & Hernandez 1999).

As regards (or regarding) the educational level and financial status of parents and their impact on students' performance in English Language, it has been demonstrated that there is a colossal influence of parents' occupation on the learners' performance in English Language (Williams et al. 1993; Borodovsky & Gogarten 2010).

English is a language that can be learnt from the environment depending on the personal interest of the learner. Today, parents who hold a good profession have to use this language in their day to day operations (Borodovsky & Gogarten 2010). Apart from this evidence, if both the father and the mother belong to professional environment, the stance of learning and attention of the children will be enhanced in due course (Borodovsky & Gogarten 2010). By considering the fact that the first teacher of children are the parents and that a person will learn lots of things from their parents, one can certainly presume that there is a strong relationship between the occupation of parents and the performance of children (Borodovsky & Gogarten 2010). The next section will conclude the entire exegesis of the academic references we used throughout this analysis.

2.9. The Impact of the Interrelation of Socio-economic Factors on Students' Performance

One of the utmost interests of edifying sociology has been to examine whether students' socio-economic settings would stand any association to the methods of attainment. The notions of cultural and social wealth are progressively more used to elucidate the degree of difference within educational achievement in industrialized and developing countries (Sandefur; Meier & Hernandez 1999; Eng 2009, & Beaulieu 2004; Merenluoto 2009). Nevertheless, it is clear that the implementation of these conceptions has not thus far collected considerable thought. Only just lately, researchers have started modelling degrees for the dimension of social and cultural capital. The initial endeavors were executed by Pishghadam, Noghani, and Zabihi (2011), who premeditated and corroborated a 42-piece survey of social and cultural capital, and via Khodadady and Zabihi who have confirmed a reworked adaptation of the exact range, involving 35 matters.

There exists an agreement between researchers, in the field of education, on the inevitability of comprehending the composition of associations between social and educational organizations by deeply investigating how people's distinct social and cultural occurrences impact their educational products (Eng

2009; Kim & Schneider 2005; Prado 2009; Schlee, Mullis & Shriner 2009; Tramonte & Willms 2010). Observation in the area of general education has demonstrated that there is a high correlation among social and cultural capital and academic achievement (De Graaf,& Kraaykamp 2000; Kim & Schneider 2005; Prado 2009). Hence, those who are privileged in terms of social and cultural capital tend to be successful in educational achievement. For our present record, no revision has been executed up to now, to survey the liaison between social and cultural capital and the academic accomplishment of university EFL scholars.

There has been an ample bulk of research examining the impact of social and cultural capital on students' academic achievement. Smith and Beaulieu (1992), for instance, investigated the relationship between family socioeconomic standing and the likelihood of high school students' withdrawing from school. They came to recognize that advanced levels of Socioeconomic Status (SES) were unconstructively related to students' school withdrawal.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research Design

The method exploited throughout this research is a mixed method approach. It comprises philosophical assumptions that conduct the course of the compilation and breakdown of data, and the blend of qualitative and quantitative tactics in numerous stages during the research development. The dependent variables are the students' English language scores (which were obtained from the respondents' English language instructors), age, gender, class and the independent variables are parents' education, parents' occupation and parents' financial status.

3.1.1. Justification for exploiting “mixed methods” throughout this research

Basically, it is important that the researcher be able to choose a research design that would better address the research questions posed whether quantitative or qualitative or mixed methods of both.

Quantitative research, often, improves on the validity of research instruments as well as the provision of a numerical dimension to analysis when addressing phenomena (Yin 2006). In addition, quantitative studies can simplify human experience, statistically, making the analysis of research findings easier. Qualitative studies, on the other hand, take into account the lived experiences hence enabling contextualisation of the analysis of phenomena- and, they allow for an in-depth understanding of phenomenon since they are often structured to collect data over an extended period of time.

A mixed method approach, therefore, presents a logical and intuitive appeal hence provides a platform for bridging the divide between qualitative and quantitative paradigms. This attribute, consequently, makes an increasing number of researchers to exploit mixed method designs in undertaking their studies (Onwuegbuzie & Leech 2005).

Mixed methods also enable researchers to address a more defined range of research questions since they are not confined to one approach. And, as already pointed earlier, a researcher can use one method to overcome weaknesses in another method and hence have stronger proof for a conclusion (Yin 2006).

Therefore, using both qualitative and quantitative data in a study can produce a more comprehensive understanding required to inform decision making. And, another desirable feature of a mixed method approach is that: both qualitative and quantitative data can be collected at the same time. This, therefore, means that the data collection process does not necessarily have to be in order; a process that could create delays in completing research assignments. In addition, mixed methods research has other advantages, such as the use of narration to add meaning to numbers but also applying numbers to bring precision to narrative data (ibid). That is researchers can generate theory through qualitative designs and then evaluate it quantitatively.

3.1.2. Mixed Methods: Description

A mixed method design can be described as a kind of research in which a researcher combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. (Johnson & Onwuegbuzie 2004).

[in] order to conduct a mixed methods research, there is a need to collect, analyse, and interpret quantitative and qualitative data in one study, or a number of studies, where an investigation of the same phenomenon is under consideration. Johnson & Onwuegbuzie (2004) further noted that the logic of inquiry encompasses the use of “induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one’s results. (p. 17).

As pointed out, a mixed method design combines the strength of both quantitative and qualitative research approaches. Quantitative and qualitative methods have some strength, but more benefits are realised when they are brought together. This point is further highlighted by Connelly (2009) who indicated that “the goal of mixed methods research is to draw on the strengths and minimize the weaknesses of both types of research”. (P. 31). Connelly (2009) added that a mixed method design is based on a pragmatic philosophy which states that a researcher ought to use an approach or combination of approaches, which would appropriately address research questions.

Yin (2006) argues that mixed method research does not, necessarily, have to combine quantitative and qualitative approaches all the time. That is, there is a possibility of having a mixed method approach even in a case where two quantitative approaches have been exclusively used. He indicated that mixing them helps in enhancing internal and external validity, than either method used on its own. Mixed method approach above all, enriches studies in the sense that it promotes clarity, accuracy and nuance.

3.2. Research Population

3.2.1 Target Population

The population of the study was four secondary schools in Dubai. Two secondary schools for boys with a population of 600 students, and two secondary schools for girls with a population of 600 students. The total population in this study was 1200 students from both male and female secondary schools. Those who participated in this study were 60 male students and 60 female students who were selected randomly. The participants in the study were from grades ten, 11, and 12. The ages of the participants from the schools were 15, 16, and 17. As mentioned, the participants were selected randomly with different levels in English language and belong to different socio-economic status to see to what extent the social and economic factors affect students' English language performance, besides; four English language teachers (2 male English language teachers and 2 female English language teachers) were interviewed. Two of the interviewed English language teachers hold an MA degree in English language and the other two English language teachers hold BA degree in English language in a way that an English teacher from each secondary school was interviewed. Furthermore; two principals from the selected four schools (one male principal and one female principal) were interviewed as well, by the researcher to make a total 126 participants in this study.

3.2.2. Sample size

The two questionnaires which were first used by Sir Francis Galton (1874) for the sake of pioneering the views of others were distributed over 120 students from the four Public secondary schools in Dubai in which 60 male students and 60 female students responded to the questionnaires. The secondary level was selected due to the fact that it is the final stage in the school life after which students' are supposed to join a university of their choice after passing one of the proficiency tests (TOEFL or IELTS) that measures their level of English. As mentioned above, the selection of students in this study was done randomly but the researcher took into consideration to have students from grade ten and students from grade 11 and others from grade 12. The number of the participants from each class is not equal in which 24 students were from grade ten, 51 students from grade 11 and 45 students from grade 12 from both male and female students, therefore, this sample suited the purpose of this study on the students who attend the secondary cycle. The levels of the students' English

proficiency were scattered away from the average grade band, this was found through examining the participant's performance level, which were provided by their instructor.

The selected four English language teachers from the four secondary schools and the two head teachers in Dubai were interviewed to further investigate if there is an impact of socioeconomic factors on students' English language performance or not.

3.3. Research instruments:

The two instruments which were exploited in this study were questionnaires and interviews regarding the social and economic factors affecting students' English language performance. These two instruments are attached in (Appendix 1 and 2)

3.3.1. Questionnaires:

The format of a typical five-level Likert scale is used for this research:

(*“Agree” “Strongly agree” “Neutral” “Disagree” “Strongly disagree”*). This type of questionnaires was first initiated by Sir Francis Galton (1874). The two questionnaires consisted of twenty questions and were designed for this specific study, one was on social factors affecting students' English language performance in EFL classrooms in which the questions were separated into two sections, ten questions revolved around the importance of English language, the importance of having parents fluent in English, in addition to communicating in English whether in public places or at home or with classmates to improve the students' performance of English language.

While the second questionnaire which consisted of ten questions about the economic factors affecting students' performance, was about the parents' financial status, the parents' occupation and the parents' education and its reflection on the students' performance in English Language (Appendix 1).

3.3.2. Interviews:

The second instrument exploited by the researcher in this study was interviews. A randomly selected group of teachers and principals were interviewed and asked about their opinions on the relationship between students' performance in learning the English language and their parents' social and economic status. Teachers and

principals used their experience and knowledge of students, their parents, and their performance to assess the relationship.

Four English language teachers were interviewed in addition to two principals.

The English teachers and principal were asked six questions regarding the impact of social and economic factors affecting students' English language performance in EFL classrooms (Appendix 2).

3.4. Validity and reliability of the instruments:

In order to establish the validity of the instruments, the instruments represented in the two questionnaires and the teachers' interviews questions were piloted to get the approval of proceeding with the study on the basis of such instruments. The questions were reviewed, thus allowing for amendments to be done on the questionnaires' questions and the interview questions. In order to determine reliability of the questionnaires, the SPSS Cronbach Alpha which was first used by Lee Cronbach was used to calculate the correlation between the two factors (the social and economic factors affecting students' English language performance). The correlation is measured by person's correlation coefficient ($r = 0.66$). By calculating according to the data given, it should be noted that "r" is a value that falls between -1 and 1.

3.5. Data gathering procedures

The researcher collected data by using the designed questionnaires for the study in addition to the interviews as discussed in 3.3.

Questionnaires

The same procedure that was followed in 3.3 shown in the table of contents regarding the questionnaire collection will be implemented here.

Interview

The same procedure that was followed in 3.3 shown in the table of contents regarding the interview collection will be implemented here.

3.5.1. Validity and reliability of Data Gathering Procedures

To measure the validity and reliability of data gathering procedures, the same steps followed in 3.3 were used here.

3.6. Analysis of Data

One key instrument utilized in this research is statistical analysis. Statistics plays a vital role in every field of science such as business, industry, and natural and social sciences, including biology, physics, chemistry, mathematics, meteorology. Additionally, statistics is essential in the political context; major governmental policies are based on statistics. Statistical methods are commonly used to describe and analyze experimental results, as well as for testing and drawing conclusions.

In this research, descriptive statistics and statistical inference are used. The two terms are defined as:

Descriptive statistics: used to describe the basic features of data in a study. They provide simple summaries, graphs, and tables about the sample and the measures. The researcher used descriptive statistics in order to analyze the sample that was chosen and to retrieve a percentage among the participants who agree or disagree with the statement that there is an impact of social and economic factors on students' English language performance. This information was displayed through the use of graphs and charts. Furthermore it was used as a tool of understanding the results that were gathered in a much simpler and visual way.

Statistical inference: the process of drawing conclusions about a population under consideration by examining a sample. This was used to find the correlation between variables and to determine whether the result is positive or negative. If the result was positive, the relation between two variables is increasing at the same time. On the other hand, if the correlation is negative, this indicates that the relation between two variables is decreasing at the same time. (Floyd Bullard 2006).

To use the two types of statistics (descriptive and inferential statistics), a questionnaire was designed to assess the effects of economic and social factors on students' performance in learning the English language. The factors include the parents' occupation, education, and financial status. Students from

different classes answer the questionnaire reflecting on the effects of those factors on their performance. Then, their responses are correlated with their grades and conclusions can be drawn.

Statistical software is employed to analyze the data collected, such as Statistical Package for the Social Sciences (SPSS) and Minitab-16. When using SPSS for example, data is first input into an SPSS spreadsheet under a Likert scale. The format of a typical five-level Likert item used for this research:

Strongly agree Agree Neutral Disagree Strongly disagree

The two different programmes are employed to produce different results. SPSS conclusions were drawn from a sample about a population, such as:

1. Cross-tabulation: frequency and percentages
2. Testing of hypothesis: chi-squared test

Minitab-16 is used to generate descriptive statistics, such as:

1. Graphs: pie charts and bar charts
2. Measures: mean and mode

3.7. Stages of the research

1. Researching information about the impact of social and economic factors affecting students' English language performance in EFL classrooms and reviewing the views of many other researchers and their findings about the same topic.
2. Designing and piloting notes regarding the design and content of the two questionnaires and interview questions for the four English language teachers and two principals for the sake of implementing validity of the tools used in the research.
3. Rewriting the questionnaires and interview questions following the process of piloting the questions being asked to the respondents on the impact of social and economic factors affecting students' English language performance in EFL classrooms. The two questionnaires were distributed to participants from the three secondary classes (grades 10, 11, 12) at different

performance levels. The researcher explained to the participants exactly what they are supposed to do and requested them to be as objective as possible, then the researcher collected the questionnaires after they had responded to them.

4. As for the interviews, the researcher himself recorded the responses of the four selected English language teachers and two principals from both male and female.

Cronbach's Alpha was used to find out the correlation between the social factors and economic factors affecting students' performance because Cronbach states that "the time has come to exorcise the null hypothesis," because it ignores effects that may be important, but that are not statistically significant (1975, p. 124). The value was calculated and it is viewed to be approximately 0.66 (Noting that "r" is a value that falls between -1 and 1)

3.8. Ethical consideration

While conducting this investigation, the researcher implemented the following actions in order to make sure that all the participants were fully aware of the study performed. Firstly, the researcher had the permission from the administrations of the four selected schools to conduct the study in their respective school. Secondly, the researcher provided anonymity/confidentiality of all data provided by the respondents by coding the questionnaires and presenting the findings in a generalized manner as the type of information provided by the students is very sensitive.

The authors who were quoted in this study will be recognized and cited within the script and references.

Before data collection, the research proposal was submitted to the supervisor and the researcher explained the steps to be followed and how to get the access to those schools and what procedures are expected to be done in order to get the approval to proceed with data collection and the entire study. The researcher then approached the head teachers of the secondary schools in Dubai and requested for information from the school. The researcher openly

assured the head teachers that the research is purely academic. The pupils were also assured of confidentiality of the information they would provide. This was intended to optimize the quality of responses and to ensure as much as possible that the participants are treated respectfully.

Some of the students answered this question by saying that there is no effect, one of them wrote “my father is poor and cannot speak English but I speak it fluently because I want to be different, to be rich and in a good position when I finish school”. Another student answered in response to this question: “my father is dead, and we are a poor family, but I strongly believe that I have to work hard and I do well in speaking English language which means it is not necessary to be rich in order to have good performance”

CHAPTER FOUR: Data presentation and analysis

4.1. Introduction

This chapter deals with the presentation and analysis of the major findings from the research instruments that were used for collecting the data. Education of parents is important to the performance of pupils because parents provide head start for the pupils learning. (Steven 1999) Income facilitates access to scarce material goods. So it was considered as another variable for determining the relationship between social and economic status and students' educational performance. Lastly, occupation is associated with privileges arising out of doing certain jobs. (Borodovsky & Gogarten 2010).

To start with, personal variables represented in class, gender, age and grades have been analyzed first to see the class of the respondents, their gender, age and grades in English language. . Following are the analyzed questionnaires and the interviews.

4.2. Personal Variables

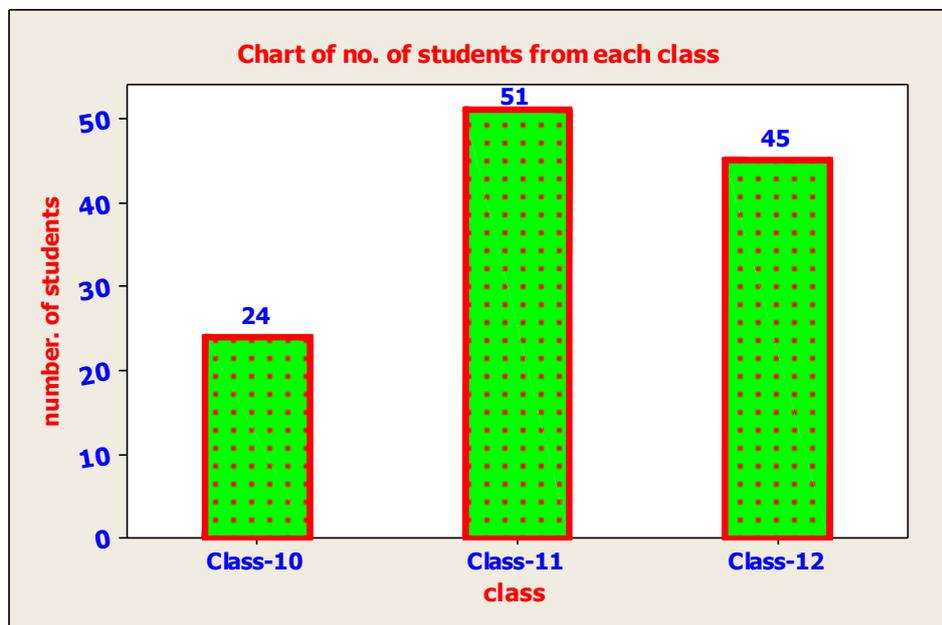


Figure 2: The number of respondents who were selected to answer the questionnaire

Figure 2 shows the number of the respondents from each class which includes male and female students (10, 11, 12) who were selected to answer the questionnaires. As shown in the above chart, twenty four students were from

grade 10, and fifty one students were from grade 11 while forty five students were from grade 12.

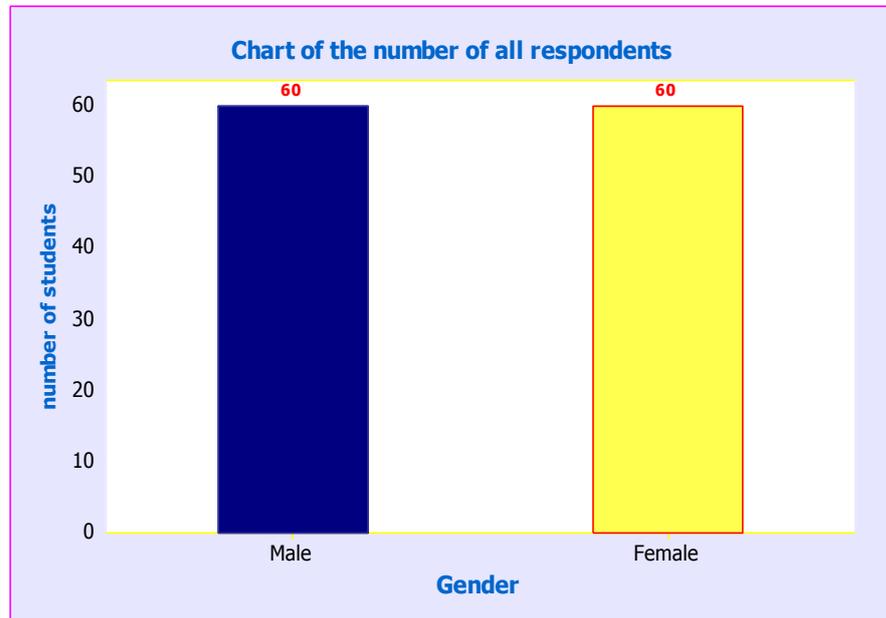


Figure 3: The number of respondents who participated in the study

In the above chart, the emphasis is on gender in which the number of all respondents is sixty male students and sixty female students who responded to the questionnaires. The number of the respondents from both male and female is the same.

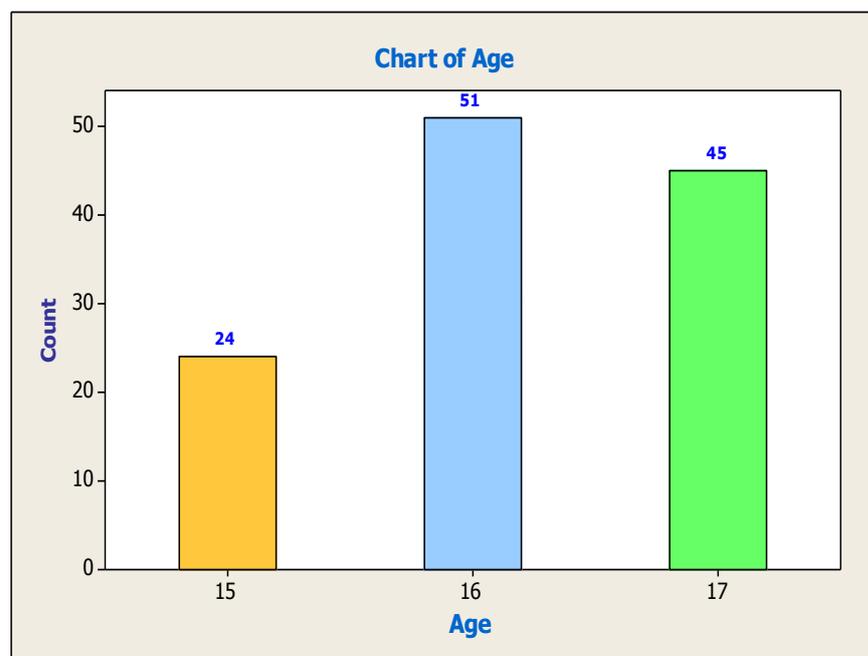
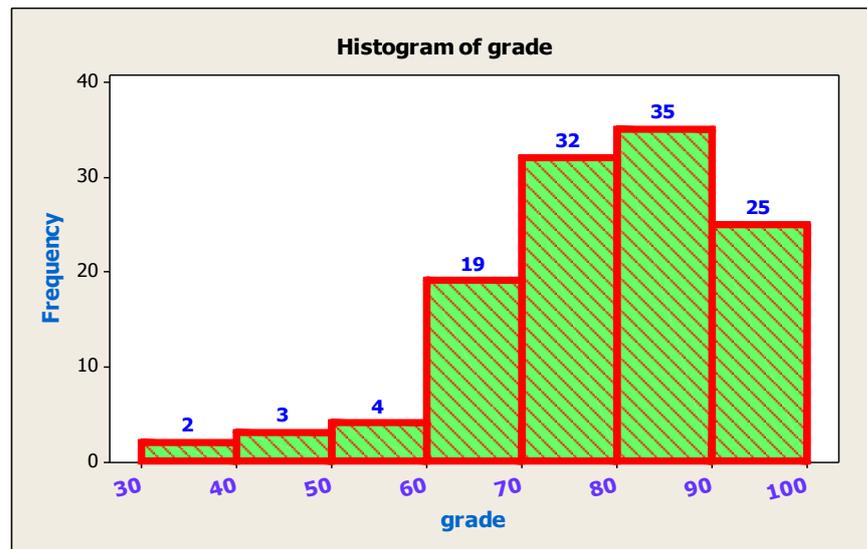


Figure 4: Number of the students from each class and their age

Figure 4 shows the number of the students from each class and their age, twenty four male and female students from grade 10 whose is 15 years old, fifty one male and female students from grade 11 whose age is 16 years old and forty five male and female students from grade 12 whose age is 17 years old.



A histogram showing the distribution of students' grades in English classes

This is a histogram showing the distribution of students' grades in English classes versus the number of students scoring in each grade interval. The grades will later be used to correlate the students' performance level with their questionnaire responses.

4.3. Questionnaires

Part A: the questionnaires analysis

The format of a typical five-level Likert scale is used for this research:

(“*Agree*” “*Strongly agree*” “*Neutral*” “*Disagree*” “*Strongly disagree*”). This type of questionnaires was first initiated by Sir Francis Galton (1874). The two questionnaires consisted of twenty questions and were designed for this specific study. One questionnaire was on social factors affecting students' English language performance in EFL classrooms. The questions were separated into two sections, ten of which revolved around the importance of English language, the importance of having parents fluent in English. This added to questions on the use of English, whether in public

places or at home or with classmates to improve the students’ performance of English language. The other was on economic factors affecting students’ English language performance which was of ten sentences that revolved around the parents’ education, parents’ occupation and parents’ financial status.

4.3.1. Social Factors on Students’ Performance

Q1: English is important in social life.

As shown in Figure 1, the majority of the students, male and female, believe that English is important in social life in which 63 students strongly agree with that and 48 students agree while only 6 students disagree and 3 students strongly disagree. The details are clarified in the below tables.

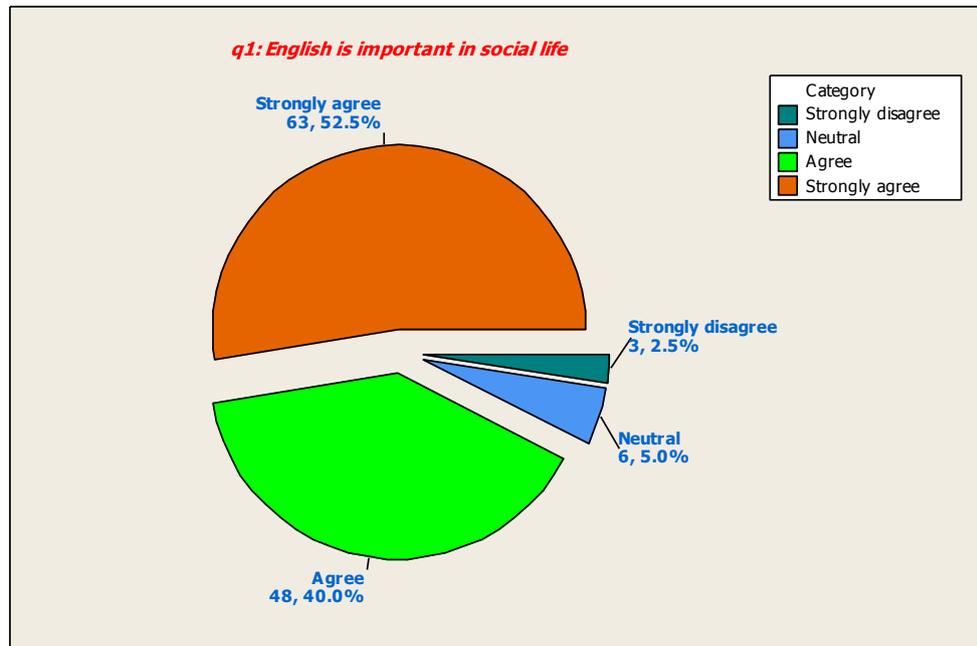


Figure 5: Responses to English is important in social life.”

| Class | Response | | | | Total |
|-------|----------------|-------|---------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Strongly Disagree | |
| 10 | 10 | 13 | 1 | 0 | 24 |
| 11 | 28 | 18 | 4 | 1 | 51 |
| 12 | 25 | 17 | 1 | 2 | 45 |
| Total | 63 | 48 | 6 | 3 | 120 |

Table 1: Cross-tabulation of Responses to “English is Important in Social Life” with Class

| Gender | Response | | | | Total |
|--------|----------------|-------|---------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Strongly disagree | |
| Male | 21 | 33 | 4 | 1 | 59 |
| Female | 42 | 15 | 2 | 2 | 61 |
| Total | 63 | 48 | 6 | 3 | 120 |

Table 2: Cross-tabulation of Responses to “English is Important in Social Life” with Gender

The majority of the respondents strongly agree that knowing English enhances their performance socially. The youngest respondents [grade 10] do not agree with this statement as strongly as the 11th and 12th graders do. This suggests that age plays a role in awareness and appreciation of the English language. It can be deduced that the 10th graders do not perform as well as the 11th or 12th graders in the classroom. 71 % of the females agreed strongly with the statement, as opposed to only 35 % of the males. This proves that females place a greater importance, which enhances their performance in the classroom.

Q2: The importance of English in general.

As seen below in Figure 2, the majority of the students agree that English is important in general.

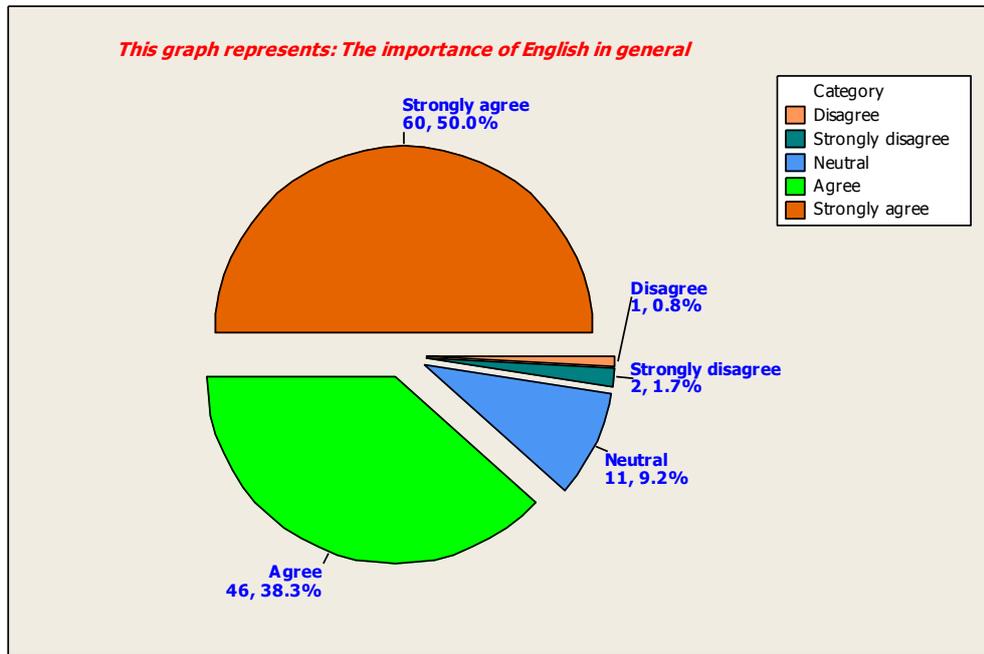


Figure 6: Responses to “English is important in general.”

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 15 | 6 | 2 | 0 | 1 | 24 |
| 11 | 21 | 21 | 7 | 1 | 1 | 51 |
| 12 | 24 | 19 | 2 | 0 | 0 | 45 |

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 15 | 6 | 2 | 0 | 1 | 24 |
| 11 | 21 | 21 | 7 | 1 | 1 | 51 |
| 12 | 24 | 19 | 2 | 0 | 0 | 45 |
| Total | 60 | 46 | 11 | 1 | 2 | 120 |

Table 3: Cross-tabulation of Responses to “English is Important in General” with Class

| Gender | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| Male | 29 | 24 | 5 | 0 | 1 | 59 |
| Female | 31 | 22 | 6 | 1 | 1 | 61 |
| Total | 60 | 46 | 11 | 1 | 2 | 120 |

Table 4: Cross-tabulation of Responses to “English is Important in General” with Gender

The majority of the respondents agree strongly with this statement as well. This statement, unlike the previous one, refers to not just the importance of the English language in the social world, but the other aspects of it as well. In this case, however, the youngest respondents showed more awareness than the 12th graders. Therefore, the previous conclusion made may not hold true.

Q3: English is needed in the workplace.

Figure 3 shows that the majority of the respondents again agreed to this statement, in other words, all respondents male and female regardless to their class or gender.

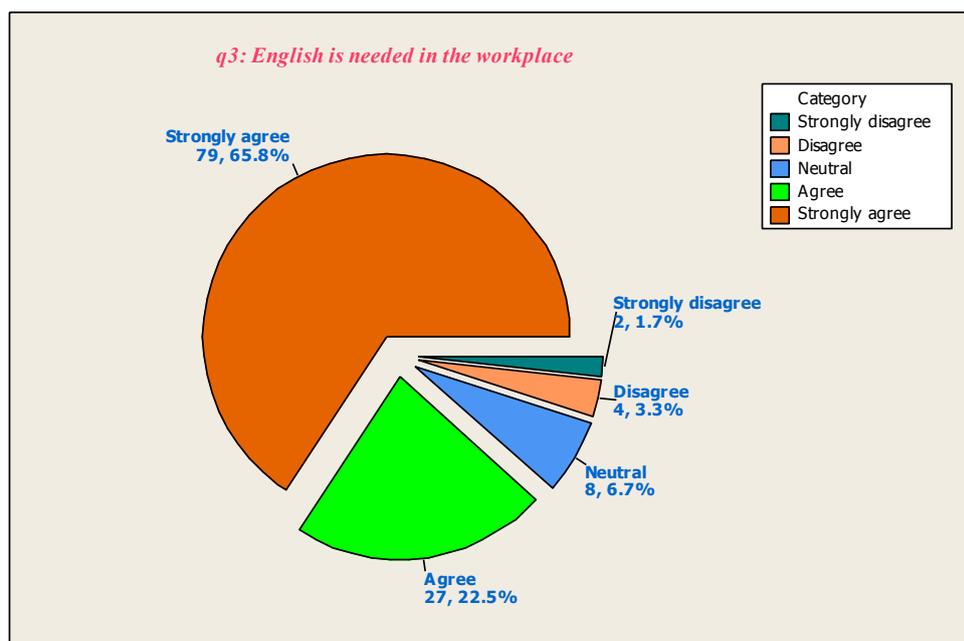


Figure 7: Responses to “English is needed in the workplace.”

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 14 | 7 | 2 | 0 | 1 | 24 |
| 11 | 34 | 10 | 5 | 1 | 1 | 51 |
| 12 | 31 | 10 | 1 | 3 | 0 | 45 |
| Total | 79 | 27 | 8 | 4 | 2 | 120 |

Table 5: Cross-tabulation of Responses to “English is Needed in the Workplace” with Class

| Gender | Response | | | | | Total |
|--------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| Male | 37 | 13 | 6 | 3 | 0 | 59 |
| Female | 42 | 14 | 2 | 1 | 2 | 61 |
| Total | 79 | 27 | 8 | 4 | 2 | 120 |

Table 6: Cross-tabulation of Responses to “English is Needed in the Workplace” with Gender

Q5: Parents’ fluency in English and its impact on the child’s performance.

As shown in Figure 4, the students agreed with the fact that there is an impact of the mother’s fluency on their performance in English language.

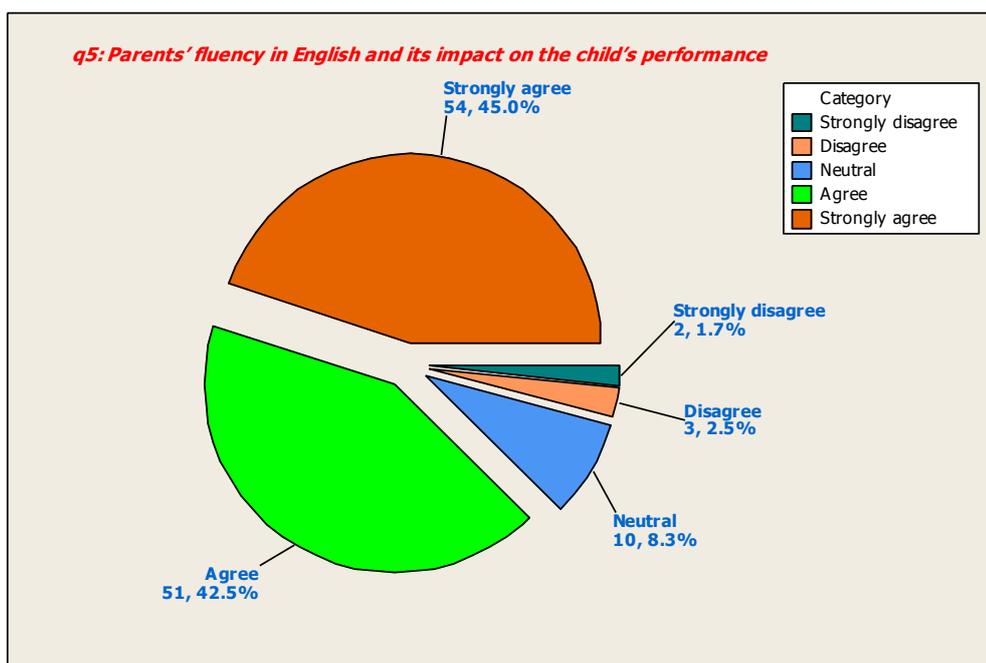


Figure 8: Responses to “Parents’ fluency impacts child’s performance.”

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 10 | 12 | 1 | 0 | 1 | 24 |
| 11 | 24 | 20 | 4 | 2 | 1 | 51 |
| 12 | 20 | 19 | 5 | 1 | 0 | 45 |
| Total | 54 | 51 | 10 | 3 | 2 | 120 |

Table 7: Cross-tabulation of Responses to “Parents’ Fluency Impacts Child’s Performance” with Class

Based on Figure 4 and Table 7 above, it can be concluded that the younger the students are, the more affected they are by their parents' fluency in English. 91% of 10th grade students believe that their parents' fluency in English affects their own learning and understanding of the language. While only 86 % of the 11th and 12th graders believe the same.

Once again, the majority of the respondents agreed strongly with this statement. This shows their understanding of the importance of English on their future careers. The 12th graders showed the highest percentage of agreement with this statement, which is understandable as they are more concerned with their careers than the 10th graders are.

Q6: Practicing English at home enhances your learning

Based on Figure 5 below, the majority of the students agree that practicing English at home enhances learning of English and their performance in class.

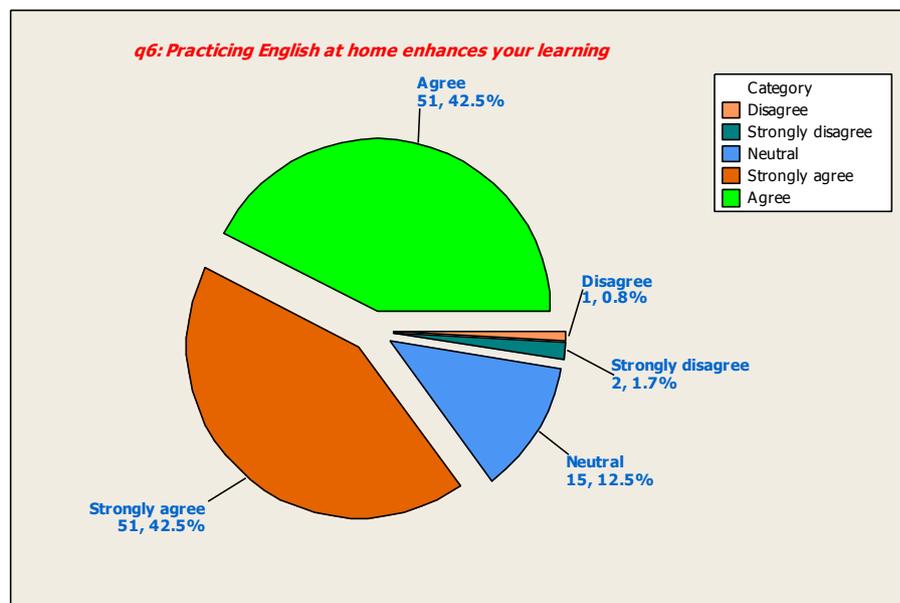


Figure 9: Responses to "Practicing English at home enhances learning."

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 11 | 7 | 5 | 0 | 1 | 24 |
| 11 | 17 | 25 | 8 | 1 | 0 | 51 |
| 12 | 23 | 19 | 2 | 0 | 1 | 45 |
| Total | 51 | 51 | 15 | 1 | 2 | 120 |

Table 8: Cross-tabulation of Responses to "Practicing English at Home Enhances learning" with Class

As shown, 93 % of the 12th graders agreed with statement as opposed to 82 % of the 11th graders and 75 % of the 10th graders. This suggests that the older students are more aware

that practice can enhance their learning, which reflects the fact that the maturity of the students plays a role in their understanding of the importance of practicing of English at home to raise their ability in using the language in the classroom more properly and more fluently.

Q7: Practicing English with classmates in free time.

The respondents agreed with that with 12 students only who disagreed and the rest were neutral.

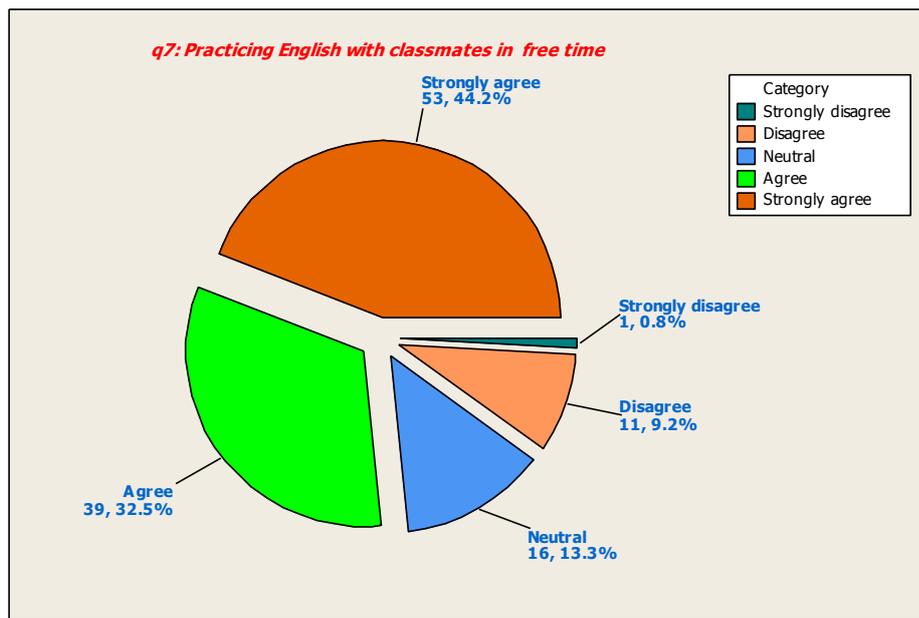


Figure 10: Responses to "Practicing English with classmates enhances learning."

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 9 | 7 | 3 | 4 | 1 | 24 |
| 11 | 23 | 16 | 9 | 3 | 0 | 51 |
| 12 | 21 | 16 | 4 | 4 | 0 | 45 |
| Total | 53 | 39 | 16 | 11 | 1 | 120 |

Table 9: Cross-tabulation of Responses to "Practicing English with Classmates Enhances learning" with Class

It can be seen in Table 9 above that 15 students (66 %) in the 10th grade believe that practicing English with their classmates in their free time enhances the learning of the language, whereas 76 % of the 11th graders and 82 % of the 12th graders see the importance of practicing the language with their classmates in their free time. The difference in numbers can be credited to the role maturity plays.

Q8: Self confidence resulting from communicating in public places

As represented in Figure 7, again the majority agree that being able to communicate in public places adds self confidence that will be projected in the classroom.

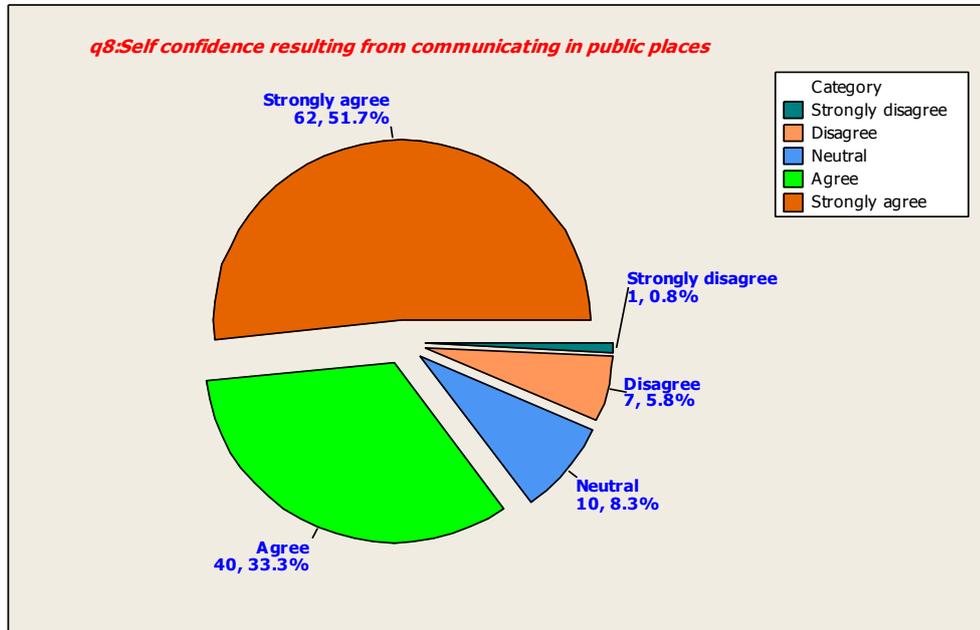


Figure 11: Responses to “Self-Confidence results from communicating in English in public places”

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 10 | 9 | 2 | 2 | 1 | 24 |
| 11 | 29 | 17 | 3 | 2 | 0 | 51 |
| 12 | 23 | 14 | 5 | 3 | 0 | 45 |
| Total | 62 | 40 | 10 | 7 | 1 | 120 |

Table 10: Cross-tabulation of Responses to “Self-Confidence Results from Communicating in English in Public Places”

Looking at the results above, it can be seen that 79 % of 10th grade students are with the idea of communicating in public places to gain self-confidence which helps them communicate in the classroom with their classmates and teachers in English. Whereas 90 % of 11th graders believe so, and 82 % of 12th graders believe so. The results show that agreeing with this statement is not determined by the students' age or grade level.

Q9: Non-curricular activities enhance your performance in the classroom

As observed in Figure 8, the respondents are with this fact in general as reading books and watching TV encourages improvement in class that will be reflected on performance.

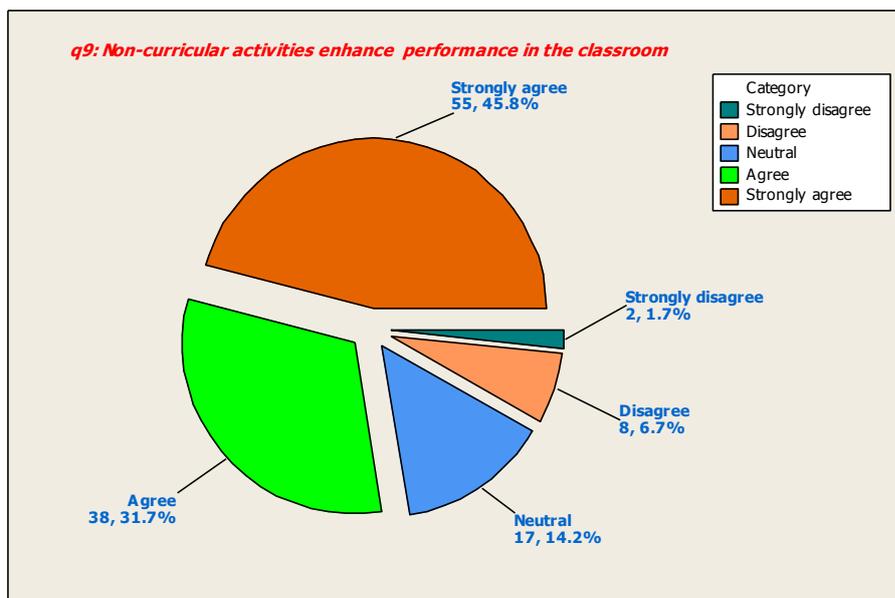


Figure 12: Responses to Non-curricular activities enhance classroom performance.

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 8 | 13 | 2 | 0 | 1 | 24 |
| 11 | 26 | 14 | 9 | 2 | 0 | 51 |
| 12 | 21 | 11 | 6 | 6 | 1 | 45 |
| Total | 55 | 38 | 17 | 8 | 2 | 120 |

Table 11: Cross-tabulation of Responses to “Non-curricular Activities Enhance Classroom Performance”

It can be observed that the highest percentage of the students is embodied in grade 10, in which 87 % of them believe that watching TV and reading books help them improve their level in the English language, unlike grade 11 students (78 %) and grade 12 students (71 %). It can be deduced that the older students improve their understanding of the English language through practicing it with their family and friends, as opposed to the younger students, that benefit more from hearing or reading it.

4.3.2. Parents’ Education and students’ performance

Q4: Having a parent with a professional qualification can positively impact the learning of English.

The chart below shows that the students opinions varied in which (75%) which equals 89 students agreed with that with (5%) which equals 6 students who disagreed with that while the rest of the respondents (20%) preferred to be neutral.

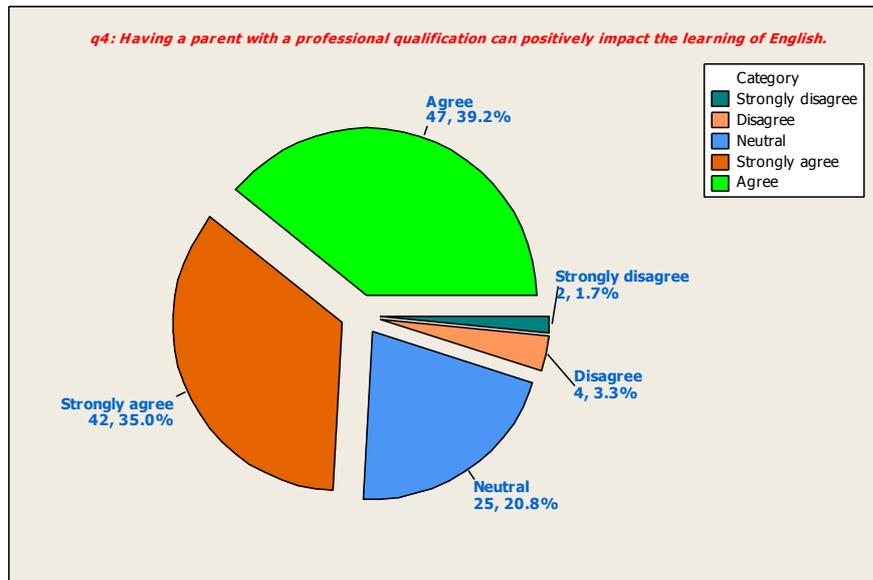


Figure 13: Responses to “Parents’ professional qualification can positively impact learning of English.”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 12 | 8 | 3 | 0 | 1 | 24 |
| 11 | 16 | 22 | 9 | 3 | 1 | 51 |
| 12 | 14 | 17 | 13 | 1 | 0 | 45 |
| Total | 42 | 47 | 25 | 4 | 2 | 120 |

Table 12: Cross-tabulation of Responses to “Parents’ Professional Qualification can Positively Impact Learning of English” with Class

| Gender | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| Male | 19 | 25 | 12 | 2 | 1 | 59 |
| Female | 23 | 22 | 13 | 2 | 1 | 61 |
| Total | 42 | 47 | 25 | 4 | 2 | 120 |

Table 13: Cross-tabulation of Responses to “Parents’ Professional Qualification can Positively Impact Learning of English” with Gender

It was found that the male participants found this factor important, which means that it will have a greater impact on their performance in learning language, as opposed to the female participants. 83% of the 10th grade students believe that having a qualified parent will have a positive impact on their learning of English, in comparison to grade 11 student (74 %) and the 12th graders (68 %) who didn’t feel as strongly about this statement.

Q10: Does coming from a poorly educated family affect your performance in the English class

As seen in Figure 10 below, 44 students were neutral, 31 students agreed while 45 students disagreed with whether the poorly educated family affect performance in the English class

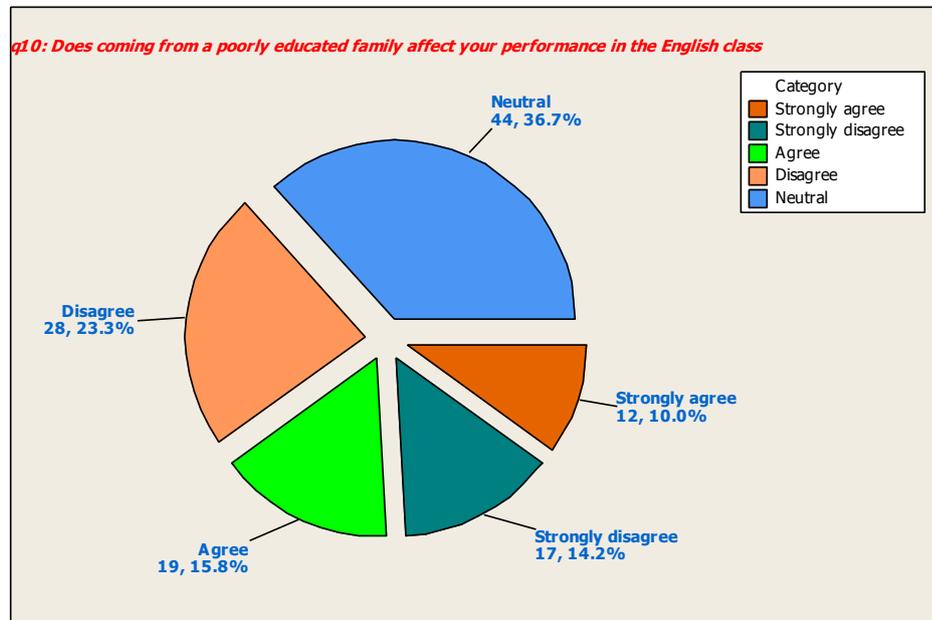


Figure 14: Responses to “Parents’ poor education negatively impacts students’ performance”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 2 | 4 | 8 | 5 | 5 | 24 |
| 11 | 5 | 10 | 19 | 11 | 6 | 51 |
| 12 | 5 | 5 | 17 | 12 | 6 | 45 |
| Total | 12 | 19 | 44 | 28 | 17 | 120 |

Table 13: Cross-tabulation of Responses to “Parents’ Poor Education Negatively Impacts Students’ Performance” with Class

According to the above mentild results to this question it can be seen that grade 12 students with 68 % of them are aware of the fact that the parents’ education is not a decisive factor of the student’s performance. While only 25 % of the 10th graders and 29 % of the 11th graders are aware of this fact. This suggests that the remaining 75 % and 71 % respectively, will be affected by whether their parents are educated or not.

4.3.3. Parents’ Financial Status and students’ performance

Qe1: The correlation between being wealthy and self confidence

As shown in Figure 11, the respondents varied in their responses, 51 students disagreed with the fact that there is a correlation between being wealthy and self confidence while 29 of the respondents agreed and 40 of the respondents were neutral.

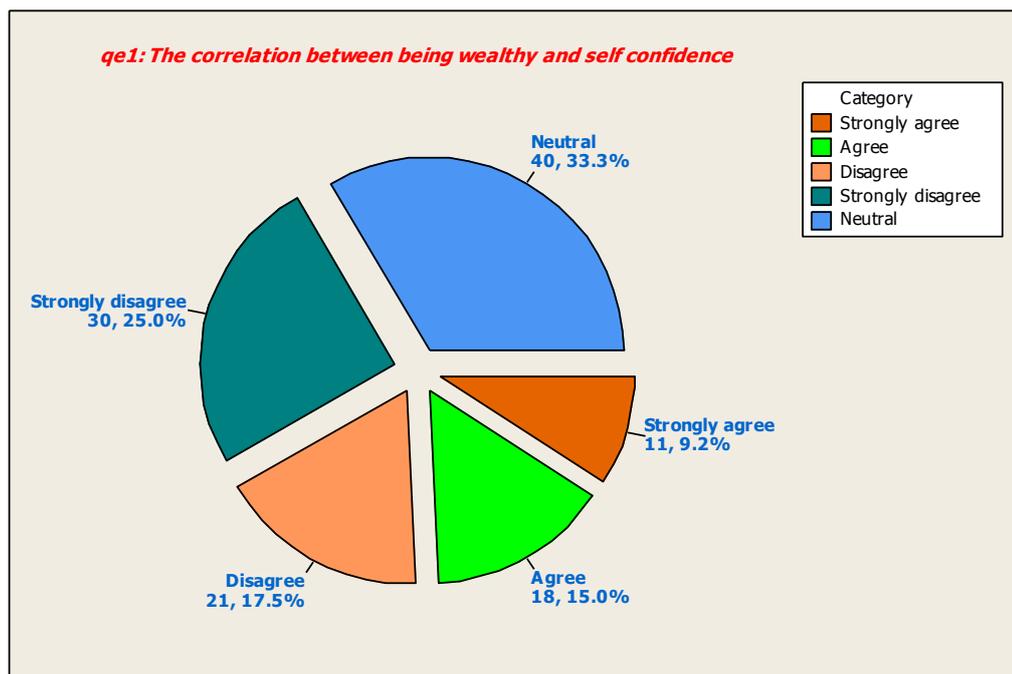


Figure 15: Responses to “Financial wealth affects self-confidence”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 2 | 2 | 5 | 5 | 10 | 24 |
| 11 | 6 | 11 | 17 | 10 | 7 | 51 |
| 12 | 3 | 5 | 18 | 6 | 13 | 45 |
| Total | 11 | 18 | 40 | 21 | 30 | 120 |

Table 14: Cross-tabulation of Responses to “Financial Wealth Affects Self-confidence” with Class

The figure above indicates that 64 % of the 12th graders believe that being wealthy provides them with self confidence which would affect their performance in the English class. As for the 10th and 11th graders, only 16 % and 33 % respectively of them believe that a connection exists between wealth and self confidence.

Qe2: Income and fulfilling basic needs

Figure 12 shows that the majority of the respondents believe that there is a correlation between income and fulfilling basic needs and the effect of mly.

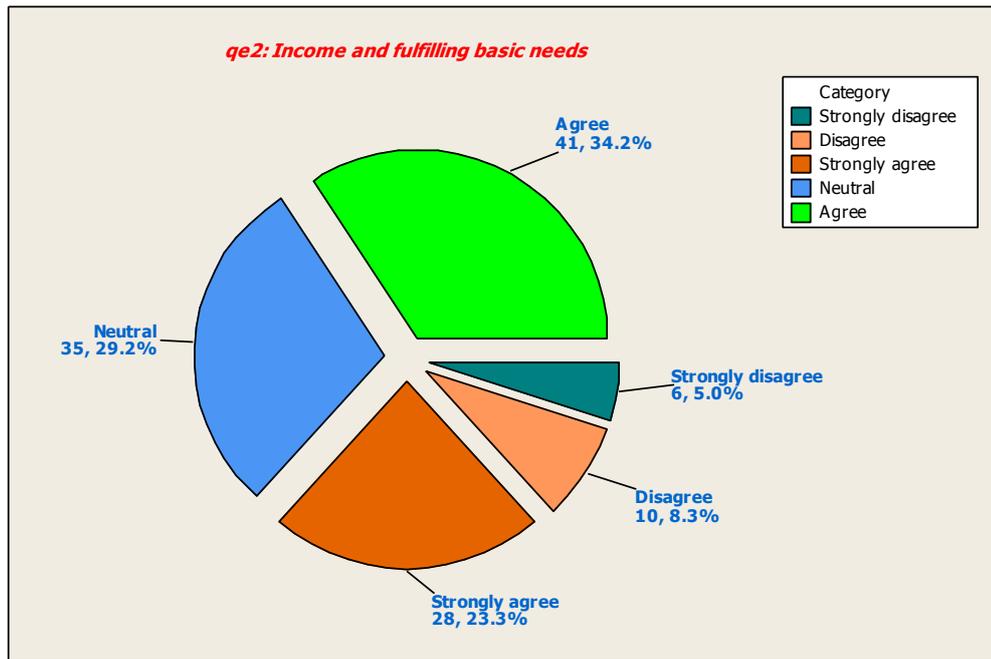


Figure 16: Responses to "High income results in fulfilling basic needs"

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 4 | 8 | 8 | 2 | 2 | 24 |
| 11 | 12 | 20 | 17 | 1 | 1 | 51 |
| 12 | 12 | 13 | 10 | 7 | 3 | 45 |
| Total | 28 | 41 | 35 | 10 | 6 | 120 |

Table 15: Cross-tabulation of Responses to "High Income Results in Fulfilling Basic Needs" with Class

The highest percentage of the effect of income on fulfilling basic needs is for grade 11 students with 62 % who believe that the highly the income is, the more the opportunity to fulfil the basic needs is. While grade 12 (55 %) and grade 10 (50 %) students believe that a higher income will provide them with the chance to fulfil the basic needs.

Q4: Class performance and a well-provided home environment

As observed in the Figure below, 67 of the respondents agreed with the correlation between Class performance and a well-provided home environment and 23 disagreed with that.

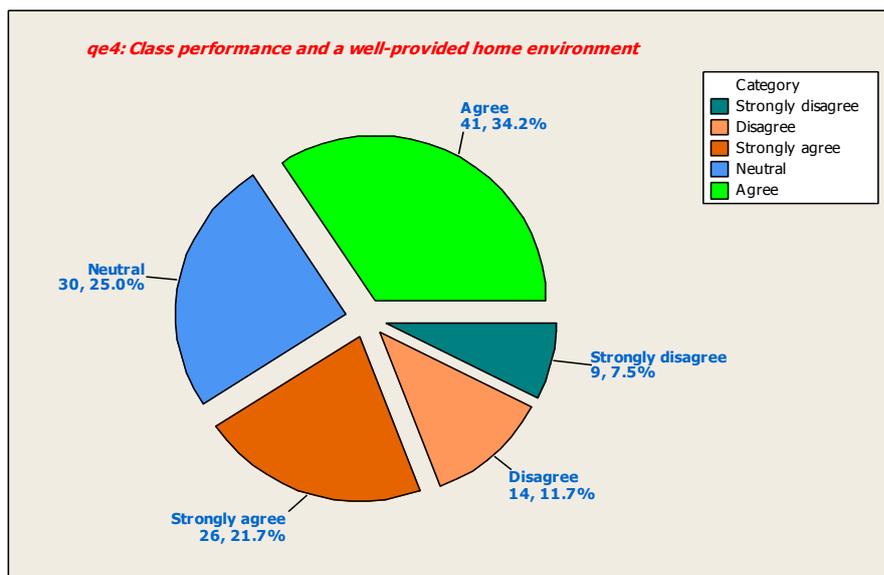


Figure 17: Responses to “Being from a well-provided home affects class performance.”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 8 | 4 | 4 | 3 | 5 | 24 |
| 11 | 10 | 18 | 17 | 5 | 1 | 51 |
| 12 | 8 | 19 | 9 | 6 | 3 | 45 |
| Total | 26 | 41 | 30 | 14 | 9 | 120 |

Table 16: Cross-tabulation of Responses to “Being from a Well-provided Home Affects Class Performance” with Class

The results of question four show a slight difference in opinions among the grades. 50 % of the 10th graders are with the idea that a well-provided home environment affects their performance in English, while 54 % of the 11th graders believe so, and 60 % of the 12th graders share the same opinion.

Q7: The effect of being wealthy.

As shown the chart below, 51 of the respondents agreed that being of a wealthy background established a trouble-free environment that helps in English language performance while 38 disagreed with that and 31 of them had neutral response.

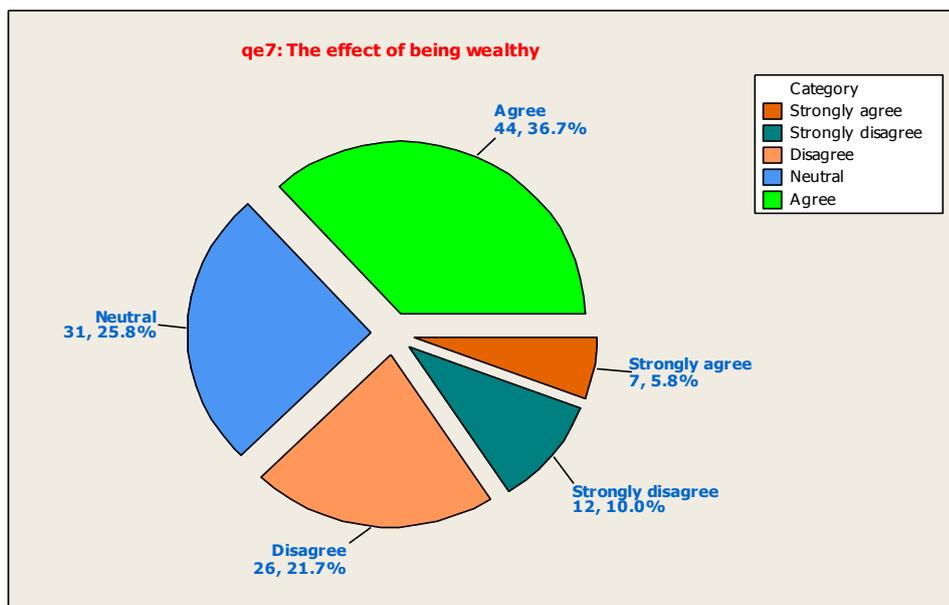


Figure 18: Responses to “Being wealthy affects English language performance.”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 0 | 5 | 5 | 11 | 3 | 24 |
| 11 | 4 | 19 | 15 | 5 | 8 | 51 |
| 12 | 3 | 20 | 11 | 10 | 1 | 45 |
| Total | 7 | 44 | 31 | 26 | 12 | 120 |

Table 17: Cross-tabulation of Responses to “Being Wealthy Affects English Language Performance” with Class

It is seen in Table 18 above that there is a difference in evaluating the value of money according to students’ age. 20 % of the 10th graders believe that mly adds pleasure and stability while 45 % of the 11th graders are with the idea that mly can help create stability. The highest percentage is represented in grade 12 where 51 % of the students believe that mly can positively and critically establishes an anxiety and trouble-free environment that helps in their English language performance.

| Gender | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| Male | 6 | 27 | 11 | 11 | 4 | 59 |
| Female | 1 | 17 | 20 | 15 | 8 | 61 |
| Total | 7 | 44 | 31 | 26 | 12 | 120 |

Table 18: Cross-tabulation of Responses to “Being Wealthy Affects English Language Performance” with Gender

The majority of the male students, with a percentage of 56 % believe that money can have a positive and constructive effects that help them perform better. Only 30 % of the female students support that idea.

Q8: Coming from a wealthy family and adequate performance in English.

As presented in Figure 15 below, 56 of the respondents agreed that being coming from a wealthy family allows you to invest more energy into an adequate performance in English.

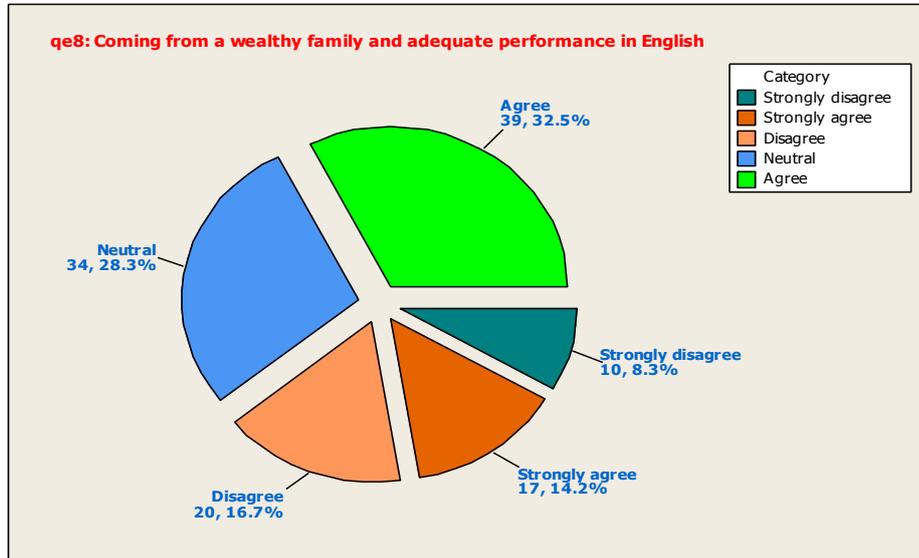


Figure 19: Responses to “Coming from a wealthy family implies adequate performance in English language.”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 3 | 7 | 5 | 6 | 3 | 24 |
| 11 | 5 | 21 | 15 | 5 | 5 | 51 |
| 12 | 9 | 11 | 14 | 9 | 2 | 45 |
| Total | 17 | 39 | 34 | 20 | 10 | 120 |

Table 19: Cross-tabulation of Responses to “Coming from a Wealthy Family Implies Adequate Performance in English Language” with Class

It has been observed through the above figures that the grade level had no impact on the responses of the students regarding money and performance. 41 % of the 10th graders believe that coming from a wealthy family allows them to invest more energy into an adequate performance in English. On the other hand, 51 % of the 11th graders and 44 % of the 12th graders believe in that.

Q10: Economic status plays no role in the student’s performance

As presented in the Figure 16 below, 72 of the respondents agreed that there is no correlation between economic status and the students’ performance while 28 of them believe the opposite and 20 had neutral responses.

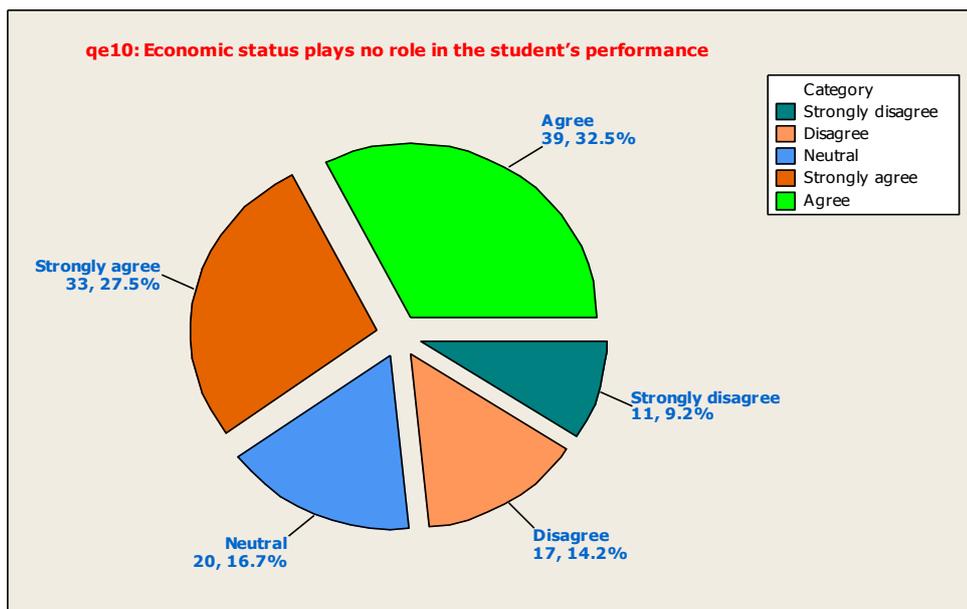


Figure 20: Responses to “Economic status plays no role in students’ performance.”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 4 | 7 | 6 | 4 | 3 | 24 |
| 11 | 15 | 17 | 5 | 8 | 6 | 51 |
| 12 | 14 | 15 | 9 | 5 | 2 | 45 |
| Total | 33 | 39 | 20 | 17 | 11 | 120 |

Table 20: Cross-tabulation of Responses to “English Helps in Communication in the Business World” with Class

The older students strongly believe that economic status does not affect their performance in the classroom. 64 % of the 12th graders agreed with this, whereas 62 % of the 11th graders and 45 % of the 10th graders believed so. The age and maturity level can help explain the variance in opinions, as the older students are more aware that personal achievement does necessarily come from economic happiness.

4.3.4. Parents’ Occupation and students’ performance

Q3: English helps in communicating in the Business World

As shown in Figure 17, 106 of the students agreed with the fact that English is helpful in business communication.

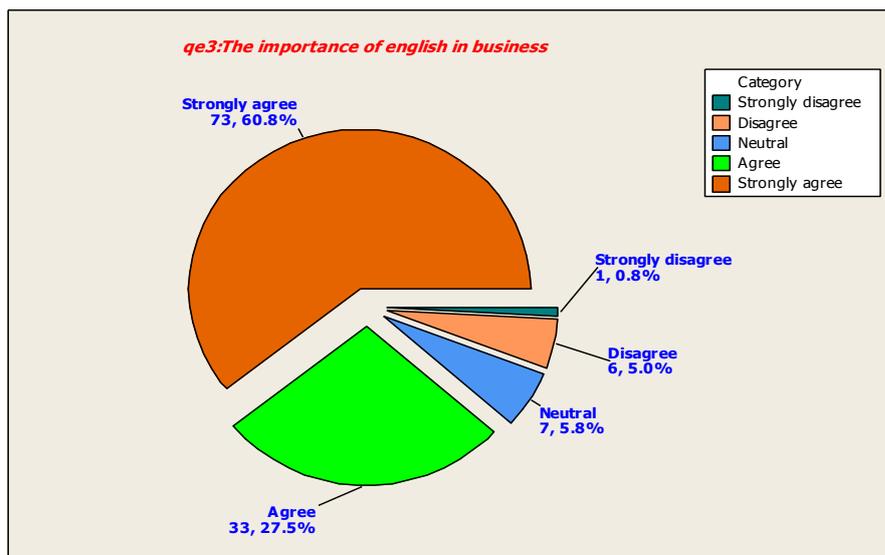


Figure 21: Responses to “English helps in communication in the business world”

| Class | Response | | | | | Total |
|--------------|----------------|-----------|----------|----------|-------------------|------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 12 | 9 | 2 | 0 | 1 | 24 |
| 11 | 30 | 15 | 3 | 3 | 0 | 51 |
| 12 | 31 | 9 | 2 | 3 | 0 | 45 |
| Total | 73 | 33 | 7 | 6 | 1 | 120 |

Table 21: Cross-tabulation of Responses to “English Helps in Communication in the Business World” with Class

In the light of the above mentioned figures it can be observed that the three levels approximately possess the same understanding of the importance of English in the business world. 87 % of the 10th graders, 88 % of the 11 graders, and 89 % of the 12th graders strongly agree that knowing English is vital for succeeding in the business world.

Qe5: The parents’ occupations and English learning.

Figure 18 below shows that 62 of the respondents agreed that the nature of the parents’ occupation may have an effect on English language process.

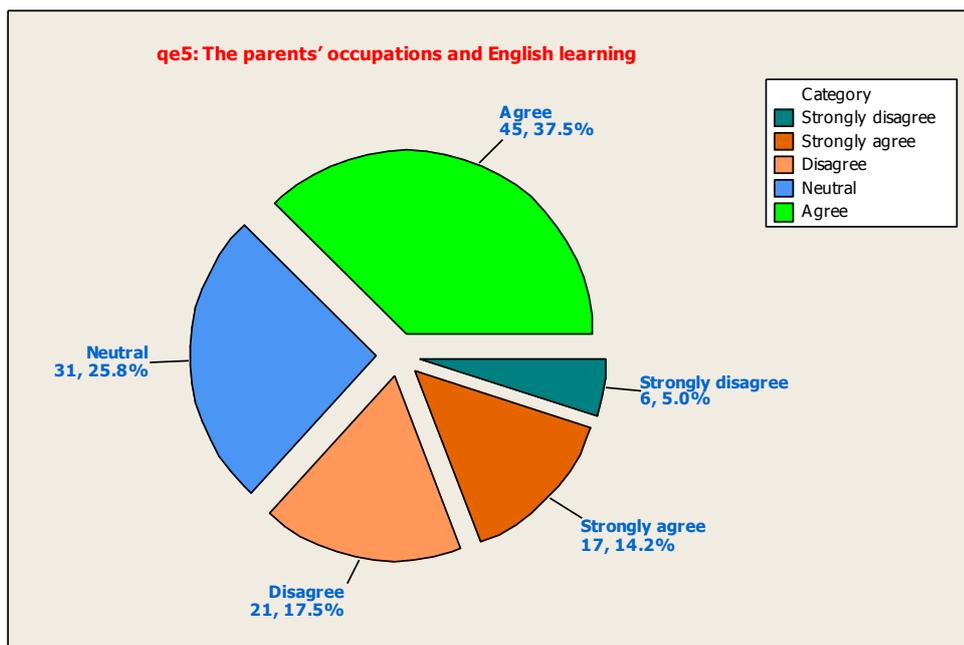


Figure 22: Responses to “Parents’ Occupation Affects English Learning”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 4 | 6 | 7 | 4 | 3 | 24 |
| 11 | 6 | 18 | 14 | 10 | 3 | 51 |
| 12 | 7 | 21 | 10 | 7 | 0 | 45 |
| Total | 17 | 45 | 31 | 21 | 6 | 120 |

Table 22: Cross-tabulation of Responses to “Parents’ Occupation Affects English Learning” with Class

| Gender | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| Male | 8 | 18 | 17 | 10 | 6 | 59 |
| Female | 9 | 27 | 14 | 11 | 0 | 61 |
| Total | 17 | 45 | 31 | 21 | 6 | 120 |

Table 23: Cross-tabulation of Responses to “Parents’ Occupation Affects English Learning” with Gender

From Tables 23 and 24 above, it can be seen that 62 % of the 12th graders believe that their parents’ occupations have an effect on their English learning process, whereas only 47 % of the 11th graders and 41 % of the 10th graders share their opinion. Which again highlights maturity and understanding as the older students are, the higher the percentage is in this regard.

The higher percentage of the female respondents (59 %) believed that the parents’ occupation has an effect on their English language learning. Only 44 % of the male respondents believe that there is a correlation between the parents’ occupation and English language learning.

Qe6: Parents' occupation merit and performance

As observed in Figure 19 below, 53 of the respondents agreed that the parents' occupation merit has an effect on performance while 28 of the respondents disagreed with that and the rest of the respondents were neutral in their response.

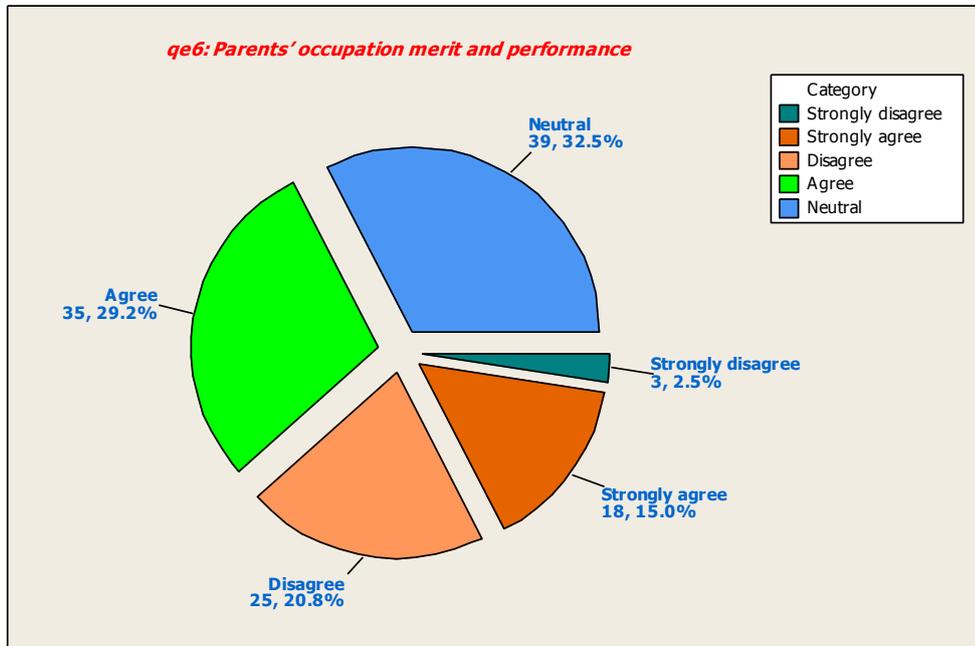


Figure 23: Responses to “Parents’ occupation merit affects students’ performance.”

| Class | Response | | | | | Total |
|--------------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 1 | 5 | 11 | 6 | 1 | 24 |
| 11 | 9 | 17 | 13 | 11 | 1 | 51 |
| 12 | 8 | 13 | 15 | 8 | 1 | 45 |
| Total | 18 | 35 | 39 | 25 | 3 | 120 |

Table 24: Cross-tabulation of Responses to “Parents’ Occupation Merit Affects Students’ Performance” with Class

The above table clarifies the fact that the parents' positions play a role in the performance in the English language, in other words, the higher the rank of the parents is at work, the better the performance of the student is in the classroom. The students' responses varied, only 25 % of the 10th graders believe with this fact , while 51 % of the 11th graders support that which form the majority among the other two levels, as 47 % of the 12th graders believe in that , in a percentage which is less than grade 11 students.

| Gender | Response | | | | | Total |
|--------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | |
| Male | 15 | 17 | 17 | 8 | 2 | 59 |
| Female | 3 | 18 | 22 | 17 | 1 | 61 |
| Total | 18 | 35 | 39 | 25 | 3 | 120 |

Table 25: Cross-tabulation of Responses to “Parents’ Parents’ Occupation Merit Affects Students’ Performance” with Gender

The majority of the male respondents (54 %) believe that the rank of the parents’ occupations is decisive of the student’s performance in class, while only 34 % of the female respondents share that opinion.

Q9: Fluency of the mother and the performance

As shown in Figure 20 below, 86 of the respondents agreed that the English fluency of the mother, is more likely to assist in English language learning, while only 10 of the respondents disagreed with that and 22 of them had neutral responses.

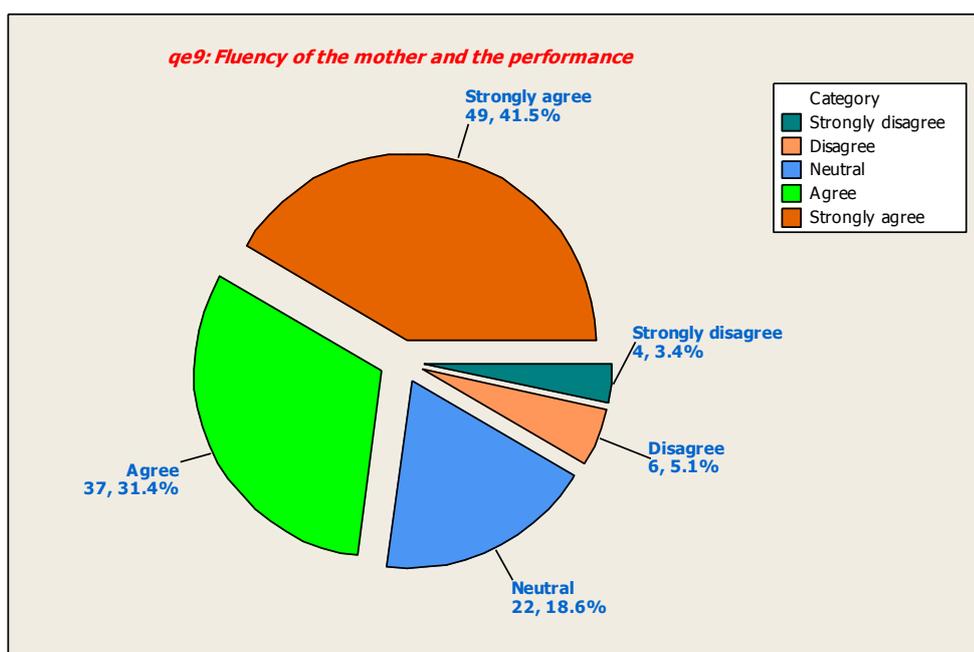


Figure 24: Responses to “Mother’s English language fluency affects child’s performance.”

| Class | Response | | | | | Total |
|-------|----------------|-------|---------|----------|-------------------|-------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | |
| 10 | 11 | 4 | 4 | 4 | 1 | 24 |
| 11 | 18 | 16 | 12 | 3 | 2 | 51 |
| 12 | 20 | 17 | 6 | 1 | 1 | 45 |
| Total | 49 | 37 | 22 | 8 | 4 | 120 |

Table 26: Cross-tabulation of Responses to “Mother’s English Language Fluency Affects Child’s Performance” with Class

Through the above mentioned table, it can be deduced that the older students agree more with this idea. 82 % of the 12th graders agreed with the fact that the fluency of the mother assists them in learning English. Only 66 % of the 11th graders and 62 % of the 10th graders agree with this.

In the light of these summaries and findings, it can be said that students in general believe that there is an impact of the social and economic factors on students' performance. The majority of the students agreed with all the statements regarding the factors mentioned in the questionnaires and their influence on students' performance.

4.4. Interview

Part B:

Interview analysis

A randomly selected group of four English language teachers and two principals were interviewed and asked about their opinions on the relationship between students' performance in learning the English language and their parents' social and economic status. Teachers and principals used their experience and knowledge of students, their parents, and their performance to assess the relationship. The interviewees are two male and two female teachers of the English language, a male principal, and a female principal. The male teachers and principal answered the questions in relation to male students, and similarly for female teachers and principal. This section presents the questions along with the general opinions of teachers and principals with some extracts. Principals were only asked questions 2, 4, and 6.

4.4.1. Do parents have a clear impact on their children's performance? How?

The majority of teachers confirmed the parents' key role on their children's performance in school, in general, and in learning the English language, specifically. Those teachers identified the parents' recognition of the importance of education as the determining factor of children's performance, particularly during the onset of their schooling years. Parents who recognize education as a goal for the children emphasize this during the children's early years and encourage them to develop cognitive and language skills during their development. During the children's later years, parental involvement with teachers is as important to sustain the students' performance. Only one teacher expressed a disagreeing opinion, where she believed that parents do not necessarily have an impact on their

children or their performance. She cited cases where students with illiterate parents achieved results similar to those with highly educated parents. The female teacher argued by saying:¹

“Not all parents have a clear impact on students’ performance. Some parents are illiterate and they cannot follow up with what students are taking at school.”

4.4.2. What is the relationship between parents’ education and students’ performance?

Teachers agreed, for the most part, on a direct positive relationship between parents’ education and students’ performance. They agreed that parents are the earliest role models for their children. One male teacher expressed his opinion by saying:²

“Parents’ education is very important to enhance students’ performance. As parents they should set role models for their children to follow. Being educated helps parents to be always up dated with the latest trends in the field of education, discuss and analyze their children’s points of strengths and weaknesses and help them overcome their weaknesses”.

Thus, educated parents encourage their children to seek higher education, which requires good school performance. Consequently, students work hard trying to maintain good school grades that will enable them to pursue higher education like their parents. Once students are used to the habit of perfecting work at a young age, this habit continues to exist within them even as they mature past seeing their parents as their only role models. The same teacher who disagreed on the impact of parents on children’s performance agreed with the existence of a relationship, but again emphasized some exceptions where students performance well even though their parents are uneducated. Additionally, both principals agreed with the existence of a positive relationship, arguing that educated parents realize the value of education and emphasize it for their children on a daily basis, which reflects well on the students’ performance.

4.4.3. On which factor is students’ performance more dependent, parents’ education or parents’ income?

Female teachers considered parents’ education to be a more critical factor for students’ performance, while male teachers argued that both factors are equally important. One male teacher said:²

“I think that both may affect students’ language performance but parents’ education plays a role in their performance because they know the role that English in our life so they push their children to improve their English”

¹ Female teacher opinion

² Male teacher opinion

As previously mentioned, educated parents value education above everything and instill the value of education in their children. As for income, male teachers argued that parents with higher income can afford to hire help for their children, particularly when learning languages that the parents do not necessarily fluently speak. This will also positively reflect on the students' performance, especially in learning the English language.

4.4.4. To what extent are students motivated to increase their achievement by their parents' education?

All teachers and principals agreed that students are highly motivated to increase their achievement by their parents' education and career achievements. Teachers expanded on this critical point by explaining that business and industry in Dubai is international nowadays. Thus, educated parents who are a part of this business atmosphere tend to speak English with generally good fluency. This impacts their children as they try to imitate them and learn the language from them at a faster pace than taught in school. This helps their performance in school and in learning the English language. The female principal stated that:³

“Educated parents usually set their objectives and goals regarding their children's education. They share these objectives and goals with their children and they try to achieve them by working collaboratively as a family. They also try to motivate them in the process of achieving these objectives. Educated parents are capable of assessing their children's performance”.

4.4.5. To what extent are students motivated by their parents' income to increase their achievement?

Teachers were divided on this issue and a consensus cannot be reached from their answers. Two teachers strongly believed that parents with high income motivate their children to study and perform better for two different reasons. One teacher argued that parents with high income can financially reward their children for good performance, which will motivate the students to work harder to ensure the continuity of the financial rewards. The other teacher argued from a different perspective; basing the link between high income and good children performance on the financial ability of parents with high income to provide their children with additional courses in the English language and other forms of help outside school hours.

Another teacher expressed concerns regarding the performance of children whose parents have high income, because in some instances, those children do not realize the hard work

³ Female principal opinion

their parents invested in order to achieve their status and assume that income is easily achieved. The teacher regarded the parents' view of their accomplishments as the key factor; parents who view their financial accomplishment as a result of hard work emphasize hard work as vital to achieving any status, while parents who view their accomplishments as a turn of luck do not necessarily emphasize hard work as a deciding factor in career. The last teacher expressed an opinion different from the previous three by considering income and students' performance to be completely independent as she did not notice a trend between the two throughout her experience.

4.4.6. Do you think there is a relationship between parents' occupation and students' performance? How?

All teachers agreed on the existence of a relationship between parents' occupation and students' performance for varying reasons. The first reason links an occupation of good status to education and financial income, both of which could reflect positively on the students' performance. Another opinion relates parents' occupation to psychological effects on children. Parents with good occupations generally communicate and socialize with other people of similar occupations. Those people realize the importance of treating children with respect and the adverse psychological effect mockery and ridicule could have on a child. Parents with worse occupations interact with people of a similar social status, most of which do not realize the psychological effects of their interaction with friends' children. Principals had a similar opinion with an important additional comment. One principal regarded goals and ambitions as hereditary; children whose parents were ambitious at a young age exhibit similar ambition, which relates to motivation and consequently to school performance. The male principal commented on that by saying:⁴

“Students usually inherit their parents' ambitions and goals. They mostly like to have the same occupation as their parents”.

Overall, teachers and principals view a relationship between parents' social and economic status and children's performance in learning the English language. Their opinions stem from experience over the years and knowledge of students' backgrounds and school performance. They justify those relationships differently. However, the matter of the fact remains that there is a strong correlation between socioeconomic factors and school performance. To put it in a nutshell, though

⁴ Male principal opinion

interviewed teachers and principals did not agree on the effects of parents' income on students' performance,

CHAPTER FIVE: Discussion, Conclusion, and Recommendations

As previously mentioned regarding the impact of social and economic factors on students' English language performance, statistics are employed in this research to draw conclusions. In the following sections, inferential statistics are used to generalize the sample conclusions about the population. Particularly, the chi-squared distribution is used to test the hypotheses for class, gender, age, and grade. Correlations with a 95% confidence interval are drawn between students' performance in learning English language and those factors, which means that there is an impact of these factors on students' performance.

5.1. Hypothesis Testing

5.1.1. Class

Null Hypothesis (H_0): There is no relation between class and the impact of social and economic factors on students' English language performance.

Alternative hypothesis (H_1): There is a relation between class and the impact of social and economic factors on students' English language performance.

The results of the questionnaire show that there are significant relationships between class level and the views that speaking English at home enhances the learning of language. In other words, the older students, as reflected by the results, are more aware that practice can enhance their learning. This can be explained by the fact that the maturity of students plays a significant role in their understanding of the importance of practicing English at home and elsewhere so as to improve their English learning performance in classroom. In psychological terms, age has something to do with the feeling of responsibility among teenagers: the older they grow, the more responsible they feel. This seems to apply perfectly to the older students participating in the questionnaire: they have demonstrated more understanding and awareness of the necessity of practicing English outside the school context.

The other significant relationship is between class level and the views that non-curricular activities enhance classroom performance. Here, the results of the questionnaire show that both the younger and the older students converge on the impact of non-curricular activities on classroom performance. However, they disagree on the kind of non-curricular activities preferred. While the older students improve their understanding of English language through practicing it with their family and friends, the younger students feel that they benefit more from hearing or reading the language.

Taken as a whole, there are significant relationships between class level and the views that wealth and self-confidence are correlated, that a well-provided home environment affects class performance, and that financial wealth helps students' English language performance.

5.1.2. Gender

Null Hypothesis (H_0): There is no relation between gender and the impact of social and economic factors on students' English language performance.

Alternative hypothesis (H_1): There is a relation between gender and the impact of social and economic factors on students' English language performance.

Using a chi-squared distribution and at a significance level of $\alpha = 0.05$, relationships between gender and several statements in the questionnaire are evident. Those include relationships between gender and the impact of social factors, as well as gender and the impact of economic factors. Relationships pertaining to gender and the impact of social factors on students' English language performance include relationships between gender and the views that English language is important in social life. This is particularly clear in Q1 of the questionnaire which deals with the social factors affecting performance and in which case analysis of the relationship between gender and the impact of social factors has shown that: 71 % of the females agreed strongly with the statement, as opposed to only 35 % of the males who strongly agreed with this statement. This proves that females believe more in the importance of English language in social life than their male counterparts, which definitely enhances their performance in the classroom.

Relationships pertaining to gender and the impact of social factors on students' English language performance include relationships between gender and the views

that the English language is needed in the workplace, and that the educational wealth of the family affects students' performance in English language. Relationships between gender and the impact of economic factors on students' English language performance include relationships between gender and the effect of parents' occupation on students' performance which is obvious in Q5 of the economic factors' questionnaire. By analyzing this sentence, it was found out that 59% of female respondents believed that the parents' occupation has an effect on their English language learning; while only 44 % of male respondents believed that there is a correlation between the parents' occupation and English language learning.

Relationships between gender and the impact of economic factors on students' English language performance include relationships between gender and the fact that English helps in communicating in the business world, the effect of the parents' occupation merit on performance, and the effect of the mother's fluency on performance. In general and through the analysis, we are led to the conclusion that female students have a stronger belief of the impact of social and economic factors on students' English language performance.

5.1.3. Age

Null Hypothesis (H_0): There is no relation between age and the impact of social and economic factors on students' English language performance.

Alternative hypothesis (H_1): There is a relation between age and the impact of social and economic factors on students' English language performance.

Again, by adopting a chi-squared test with a significance level of $\alpha = 0.05$, it can be seen that age is correlated with several sentences from the questionnaire. There are relationships between age and the impact of social and economic factors on students' English language performance. Those include relationships between age and the effect of the usage of English language at home in enhancing students' class performance, the effect of non-curricular activities on students' performance, the correlation between financial wealth and self-confidence, the effect of a well-provided home environment on students' performance, and the effect of financial wealth on English language performance.

The same analysis and results of (5.1.1.) can be applied here because class and age are related in the following way: grade 10 is 15 years old, grade 11 is 16 years old and grade 12 is 17 years old.

5.1.4. Grade

As a variable, grade is decisive as it verifies the precision of responses to the questionnaire. A chi-squared test was used to test the relationship between grade and the impact of social and economic factors on students' English language performance. The null and alternative hypotheses are presented below.

Null Hypothesis (H_0): There is no relation between grade and the impact of social and economic factors on students' English language performance.

Alternative hypothesis (H_1): There is a relation between grade and the impact of social and economic factors on students' English language performance.

By adopting a chi-squared test at significant level of $\alpha = 0.05$, relationships between grade and the effect of social and economic factors on students' English language performance were proven. The social and economic factors for which relationships with grade were established can be divided into four main categories: social factors, parents' education, parents' financial status, and parents' occupation.

5.1.6. The Impact of Social Factors on Students' Performance

The test shows a relationship at a significance of $\alpha = 0.05$ between grade and several social factors. For example, grade is strongly correlated with the importance of knowing English language. As shown in the analysis chapter (social factors question 5) which states that parents' fluency in English has an impact on the child's performance, the respondents agreed (at different percentage) with the fact that there is an impact of the mother's fluency on their performance in English language. In other words, students from families with good knowledge of English have the chance to perform better and achieve higher grades since their families use English at home and in everyday life.

Another example from the analysis chapter (social factors) which supports this fact is question 6 in which case the majority of students agreed, at a percentage which varied from one grade to another, that practicing English at home enhances their learning of English and their performance in class, and consequently improves their grades.

Additionally, the examination of question 9 in chapter 4, which states that “Non-curricular activities enhance students’ performance in classroom”, shows that the respondents subscribe to this view given that reading books and watching TV reinforces improvement in class and upgrades performance.

Furthermore, there are relationships between grade and each of the following: the impact of parents’ fluency on language acquisition, the effect of non-curricular activities on students’ performance in English, the need for English language in communicating in the business world, and the effect of the fluency of the mother on students’ English language performance. This agrees with the literature review and the fact that there is a relation between performance and social factors. The social aspects of language acquisition culminate in the differences in language development and use among the learners from different social classes. This confirms Coleman’s and Ajech’s contention that there is a significant difference in the academic performance of students from various socioeconomic statuses (Colema 1966; Ajech 1991). Grade and performance are therefore connected to the socioeconomic status of a family and to the extent to which the exposure to English language has an impact on increasing students’ performance. This also agrees with Henry’s finding that most studies indicate that students from upper social class come to school with more background knowledge and experience than those from lower social class. The past experiences that students from the upper social class possess enable and help them learn the tasks quickly (Henry 1963). Non-curricular activities and their importance for students’ performance and achievement is further highlighted by Henry (1963) who emphasized the role of parents in shaping the results of their children as he explained that parental care and encouragement of children and their education as well as the provision of facilities, such as stimulating reading materials, enhance students’ willingness to learn and develop their skills.

5.1.7. The Impact of Parents’ Education on Students’ Performance

Similarly, relationships between grade and the impact of parents’ education on students’ English language performance were observed at a significance level of $\alpha = 0.05$. Specifically, grade was strongly related to the impact of parents’ qualifications on English learning and the effect of the parents’ education on students’ English language performance. This is shown in the analysis chapter (question 4) which states that “Having a parent with a professional qualification can positively impact the learning of English”. The respondents generally agreed with this statement, believing

that having a parent with qualification will have a positive impact on their learning and their grades, because that will support them in their education not only as a reference and a source of help, but also as a role model for them. Another example from chapter four which supports the fact that there is a relation between grade and the parents' education is question 10 which states: "Does coming from a poorly-educated family affect your performance in the English class?" The respondents to this question agreed but at a lower percentage and some of them were neutral and did not consider it a decisive factor. This obviously contradicts with the previous question on parents' education in which case the majority agreed. The only possible explanation for this contradiction is that students understood the expression 'poorly-educated family' as 'financially-poor family' which they did not agree with. Otherwise, they believe that family education is a key factor in promoting their performance and grades.

The findings that are presented here support the existing literature review. Steven (1999) and Khodadadi & Zabihi (2011) have found a correlation between parents' educational level and the performance of their children. The impact of parents' education is emphasized by Steven (2002) who stated that psychologists have shown that parents who are good in education ultimately become the role models of their children and thus have a positive impact over the thinking and performance of their children. Moreover, the relationship between grade and the impact of parents' education on students' English language performance is clear in the work of Nannyonjo (2007) who found out that pupils with parents who did not finish primary or just primary performed worse than pupils with parents who finished university degree, which means that the education of parents has a veritable impact on the performance of the children. Parents' education was also highlighted by Taiwo who believed that educated parents can be second teachers, can even guide and counsel the child on the best way to perform well in education and can provide the necessary materials he/she needs. Besides, Musgrave (2000) said that a child who comes from an educated family would like to imitate his father and mother and, consequently, work actively in his/her studies.

In the light of what has been mentioned above, we can say that grade is strongly related to parents' education as shown in the analyzed sentence in chapter 4 in which case the respondents perfectly agreed with the statement. This is reinforced by the literature review that emphasizes this issue.

5.1.8. The Impact of Parents' Financial Status on Students' Performance

Using the chi-squared test, relationships between grade and effect of parents' financial status on students' English language performance can be shown. Grade is strongly correlated with the effect of being wealthy on one's self-confidence, the effect of being from a well-provided home environment on the student's performance, and the effect of parents' financial wealth on adequate performance in English language. This is shown in the analysis chapter (chapter 4, Qe2) which indicates that grade is strongly correlated with the effect of income on fulfilling basic needs. The majority of the respondents believe that there is a correlation between income and fulfilling basic needs and the effect of money. The results to this question show that the higher the income is, the more the opportunity to fulfil the basic needs is.

The relationship between grade and effect of parents' financial status on students' English language performance is shown in Qe8 which is about "Coming from a wealthy family and adequate performance in English". The respondents from the three levels agreed that coming from a wealthy family allows them to invest more energy into an adequate performance in English. So they are aware of the role of money in enhancing and improving their level and performance in English. It has been observed through the figures that the grade level had no impact on the responses of students regarding money and performance. 41 % of the 10th graders believe that coming from a wealthy family allows them to invest more energy into an adequate performance in English, while 51 % of the 11th graders and 44 % of the 12th graders believe in that.

This finding agrees with the literature review and with what Steven 1999 had found out. According to Steven, English Language Programs are very expensive and cannot be afforded by everyone because of their high fees and incentives. Obviously, a student who doesn't have any responsibility is keener towards studies compared to a student who has lots of responsibilities, which is also reflected on grades. He added, the student who doesn't have any responsibility has a great deal of time to give attention to his/her studies, but a student who has responsibilities, has to manage his time accordingly.

5.1.9. The Impact of Parents' Occupation on Students' Performance

Using a chi-squared test and at a significance level of $\alpha = 0.05$, it was shown that grade and the effect of parents' occupation on English language learning are strongly related. This is obvious in the analysis chapter (question 5) where the results have

shown that 53% of the respondents recognized the effect of parents' occupation on English language learning and that 62 % of the 12th graders believed that their parents' occupations have an effect on their English learning process. This again brings into play the factors of maturity and understanding: the older the students are; the higher the percentage is in this regard.

The percentage of female respondents who believed that parents' occupation has an effect on English language learning is higher than that of male respondents (44%) who believed that there is a correlation between parents' occupation and English language learning. The analysis of Qe5 reveals the attitude of students and their awareness of the importance of having parents with an occupation and its effect on their outcomes. Students did not give importance to the position their parents may have as explained in Qe6. The results of the analysis for Qe6 did not show any relation between grade and parents' occupation merit on English language learning, but they showed a relation between grade and the nature of the occupation. It is possible that students care for the nature of the occupation and the field their parents occupy rather than the merit or position their parents' may have and that is conceivably the reason why there was no correlation between grade and the parents' occupation merit.

This agrees with the literature review as well as the importance of having parents' who have occupations and the impact of that status on students' performance and outcomes. This is underlined by Borodovsky & Gogarten (2010) who pointed out the importance of such a condition by stating that parents are like role models for the children and that influential parents can influence the children better than those parents who do not have efficient personalities. The results of the study also confirmed Borodovsky's and Gogarten's argument that when parents belong to a professional environment, the stance of learning and attention of the children is ultimately enhanced. Moreover, assuming that the first teacher of children are parents and a person will learn lots of things from their parents, one can definitely explain the reason why there is a strong relationship between the occupation of parents and the performance of the children

5.2 Limitations of the Study

This study has its limitations. Firstly, the students' parents were not interviewed, but information about their education and sources of family

income were provided by pupils through their responses to the questions in the questionnaires. The researcher did not have full control over the honesty of the respondents, their motivation and their personal biases. He therefore tried, with the help of his assistants, to encourage them to be objective when answering the questionnaires.

Additionally, the sample of the study is restricted to four secondary schools, two boys' schools and two girls' schools. The number of the participants was 120 from the four secondary schools, i.e. 30 participants from each school.

The last question of the questionnaires which was rather open-ended states:

Do you think that there is an effect of your parents' social and economic status on your performance in English language? How? Why?

Some of the students answered this question by saying that there is no effect, one of them wrote "my father is poor and cannot speak English but I speak it fluently because I want to be different, to be rich and in a good position when I finish school". Another student answered in response to this question: "my father is dead, and we are a poor family, but I strongly believe that I have to work hard and I do well in speaking English language, which means it is not necessary to be rich in order to have a good performance."

5.3. Conclusion

The purpose of this study was to assess the impact of social and economic factors on students' English language performance in EFL classrooms in Dubai public secondary schools. The research has tried to identify parents' education, parents' financial status, and parents' occupation to see whether these factors are significantly affecting students' English language performance at secondary level or not. This study proved that there is an impact of such factors on students' English language performance. The three angles we explored were: parents' education, parents' financial status, and parents' occupation. It is expected that the findings of this study will pave the way for other researchers to undertake further investigations and find solutions on the basis of the discerned results.

Clear as it is, the main perspective of this study is to define the relationship between economic and social factors and the English language performance of students. The analysis has been divided into three different contexts, all of which led to the conclusion that there are a number of economic and social factors which play a significant role in determining the level of students' performance in English Language.

Finally, it should be accentuated that learners who belong to wealthier socio-economic and cultural family environment are apparently more prone to gain higher echelons of success in English. However, the lack of comparable privilege in relation to parents' culture, namely the mothers' education, will not help to accomplish an individual's complete prospective. Nonetheless, it is central to examine the habits by which parents, as the adolescent's primary educators, can be directed to cultivate the person's foreign language progress via the integration of literacy techniques involving both home and school.

5.4. Recommendations

Based on the results and findings of this study, certain procedures should be taken in order to improve the level of students in English language from low SES. Following is a brief account of these procedures:

- 1- Providing supportive educational environment at school for those students whose financial status is low. This could be done by supplying specific needed materials and by offering academic as well as social and counseling services.
- 2- Parents Teachers Organizations (PTO) should be activated in order to have more communication between the school and parents by organizing circular meetings to keep parents updated about their children's performance. Parents Teachers Organization can offer financial aid for the needy students and solve some problems through the school.
- 3- Increasing awareness among students of the importance of teamwork, so that those with poor performance may get the support and help of their classmates through teamwork.

4- Social workers are advised to visit students at home and find out about the level of their lives as students do not usually confess their real conditions to the school administration. Once the school is informed about their real conditions, solutions will be devised without hurting the students' feelings.

5- Schools are encouraged to implement "need-based-scholarships" rather "merit-based scholarships" as a means to help students from low economic status.

6- Schools are advised to send students with poor performance to attend summer courses whether in the UK or the US so as to interact with native speakers of English language. This can be arranged with PTO (Parents Teachers Organization) which can endorse such an action.

7- Schools should be encouraged to provide progressive tutorial programmes and to offer complete instructional sessions (in a cycle or level) so as to help students whose level in English language is low.

8- Help parents and communities to better appreciate the value of schooling. One of the factors that can result in the poor performance of students at school is the ignorance of parents, who have not been to schools, about the benefits of education or the advantages that schools can bring to their children.

9- Public schools can follow the policy implemented by private schools through which students do their homework at schools instead of doing it at home. This will help low achievers to receive help from their teachers at schools since they cannot afford tutoring. Such a policy has to be programmed by the school administration and in coordination with the Ministry of Education.

10- Media should be exploited positively, mainly TV, so as to increase parents' awareness of the importance of following up their children's success and attending regular meetings for the sake of educational promotion.

11- Schools should arrange free English courses to be delivered by their own teachers to students whose performance is poor. This can be done once or twice a week to help low achievers to improve.

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Appendices

Appendix 1: Two Questionnaires about the impact of social and economic factors on students' English language performance in EFL classrooms.

Gender:.....

Date:.....

Grade:.....

Age:.....

- The following is a questionnaire on 'the impact of social and economic factors on student's English language performance'
- Please indicate your level of agreement with each of the following statements by putting tick mark (✓) appropriately:
- You are kindly requested to provide accurate response for all questions.

1) Social Factors

1- The English language is an essential language for our social life.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

2- Being the primary language in our world, knowing English is important.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

3- As a medium of communication in all aspects, the English language is helpful for your future occupation.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

4- Having a parent with qualifications may positively serve the learning of the English language.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

5- Having one or both of your parents fluent in the English language, may help the process of acquiring the learning English.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

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

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

7- Practicing English with your classmates in your free time helps in your performance in class.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

8- Being able to communicate in public places gives you self confidence that will be projected in your classroom.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

9- Reading books with your friends or watching television with your parents encourages your improvement in class.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

10- Deriving from a poorly educated family, may or may not affect your English performance in class.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

2) Economic Factors

1- Being economically wealthy, gives you self confidence, and helps in your performance in class.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

2- More income gives you the opportunity to fulfil more than your basic needs.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

3- For better communication in business, the English language is helpful.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

4- A well-provided home environment is helpful for a better performance in the class communication process.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

5- The nature of your parents' occupation may have an effect on English learning process.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

6- Both of your parents being employed in a decent job may facilitate and urge your performance in English better.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

7- Being of a wealthy background, positively and critically establishes an anxiety and trouble-free environment that helps in your English language performance.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

8- Coming from a wealthy family, allows you to invest more energy into an adequate performance in English.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

9- The English fluency of your mother, is more likely to assist in your English language learning.

a. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

10. There is no relationship between the parents' Economic status and the students' achievements.

b. Strongly agree b. Agree c. Neutral d. disagree e. Strongly disagree

❖ *Do you think that there is an effect of your parents' social and economic status on your performance at English language? How? Why?*

Thank you for your cooperation and time spent in completing this questionnaire.

Appendix 2: Interview Questions

1- Do parents have a clear impact on their children's performance? How?

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.....
.....

2- What is the relationship between parents' education and students' performance?

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.....

3- Which is more effective, parents' education or parents' income on students' English language performance?

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.....

4- To what extent are students motivated to increase their achievement by their parents' education?

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

5- To what extent are students motivated to increase their achievement by their parents' income?

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

6- Do you think that there is a relationship between parents' occupation and students' performance? How?

Appendix 3: Consent Form

The Impact of Social and Economic Factors on Students' English Language Performance

in EFL Classrooms in Dubai Public Secondary Schools

ELT Department
The British University in Dubai

The present research is being conducted by Walid Salameh, a master's student at the Department of Education at The British University in Dubai. As part of a masters' thesis, the research is done under the supervision of Dr. Amanda Howard. The purpose of the study is to examine the impact of social and economic factors on students' English language performance. You are invited to participate in the study as a participant in the semi-structured interviews. This study involves gathering data from both teachers of English language and students at schools to see whether they believe that there is an impact of social and economic factors or not.

Your participation is completely voluntary. All information obtained in this study will be kept strictly confidential and anonymous, and you have the right to withdraw at any time of the study. The results of this study will be presented as a group and no individual participants will be identified without their permission.

By signing this form, you understand that your words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

| | |
|--|--|
| | I wish to review the notes, transcripts, or other data collected during the research pertaining to my participation. |
| | I agree to be quoted directly (my name is used). |
| | I agree to be quoted directly if my name is not published (I remain |

| | |
|--|---|
| | anonymous). |
| | I agree to be quoted directly if a made-up name (pseudonym) is used. |
| | I agree that the researchers may publish documents that contain quotations by me. |

By signing this consent form, you are also indicating that you fully understand the above information and agree to participate in this study. If you have any queries, please contact the researcher on (050 7349898) or (Email: wsalameh66@yahoo.com)

Participant's signature _____

Date: _____

Researcher's signature: _____

Date: _____