

THE IMPACT OF EXTERNAL FACTORS ON LEARNERS' LEARNING ENGLISH AND THEIR ACHIEVEMENT AT UNIVERSITY LEVEL

Muhammad Sarfraz Ahmad

M. Phil Scholar, Superior University, Lahore

Email: sarfrazirp@gmail.com

Faiza Rafique

M.Phil scholar

Govt. College University Faisalabad

Dr. Sana Javaid

Faculty of Education, Leadership and Management, Superior University, Lahore.

Dr. Muhammad Asif Munir

Director Punjab Higher Education Commission

Abstract

This study has been conducted to investigate the influence of external factors on learners' learning English as second language. The nature of the study was quantitative method fall under "positivism paradigm". Two universities were selected for data collection. The questionnaire was used as data collection tool simple random technique was used for selecting students from B.S English literature final semester. Fifty B.S English literature final semester students were selected from universities in Lahore. The collected data was analysed through SPSS version 2016 and represented in form of table. It was concluded that students were influenced from external factors especially while they learn English as second language. As a result of finding majority of response were agreed it was seen that 17% of students were agreed that External Factors effects their learning 38% where strongly agreed whereas 33% were neutral, 11% disagreed and only 15% students strongly disagreed. On the basis of results it was recommended with the aim of improvement and to aware parents and teachers about external factors that influenced students learning

Key words: external factors, influence, students' motivation, socioeconomic status

INTRODUCTION

Second language is a native language that's way it's not easy to learn and students had not too much command on second language. At that condition student have faced many problems and there were many factors that had influenced on students learning like age, gender, attitude. There were some external factors who had influenced on second language learning. External factors like social factor, parents pressure, motivation etc. like said by Richards (2001)" too emphasis the role of parents, culture and learner providing effective learning."

Learning English as a second language is not only learning vocabulary, grammar. Learning second language can change the thinking and action of learner. Shunk (2009, p, 79) said "Learning is a capacity to behave in a given fashion which result from practice". This statement was proved that while learner learned second language they was also change their life style. The way of learner also changed. Learning English was a new phase of learner's life and there learning had influenced from many external factors.

Learning English as second language was not depended only on learner ability it is also depended on whole culture and society. Like (Brown, 200, p,79) said "Therefore there are some factors that influenced student learning English; external factors as social and culture status"Because culture and society had influenced learners' learning in both positive and negative way. Damen (1987:82) believes that a society has a culture and culture plays an important role in learning. If people of society were motivated and help learner in learning second language then learner had confidents and feel his/herself motivated. This confidence and motivation help learner

to learn English in better way. But some time society has negative influence on second language learner. They were get demotivated from other member of society like some people said about language learner that they were unable to learn this, he/her had not ability to learn this language.

Motivation had also influence on second language learning externally. Motivation is a key to get success in all field. So, students need motivation in all fields of learning. In second language learning, learners' need to get external motivation from their parents, family members, teachers, class mates and from friends etc. external motivation was more helpful for learner to fulfil their goal, like Hamachek (1985: 85) said "that there was a marked difference between the social class language development skill and the usage of lower class language skill. A child who is discouraged or demotivated while they used language, they will be grow up with less language learning skill. On the other hand, high status people encouraged and motivated their child in usage as language and this encouragement and motivation help learner in developing their language skill." This statement proved that external motivation has both positive and negative influence on learner's learning English as second language. Teacher motivation had also influenced in learner learning second language.

If there was big difference between L1 and L2, then learner has influence externally. At that condition students faced more difficulties then those learners who has not too much difference in L1 and L2 "It is seen that the difficulties come bigger when there is too much difference between L1 and second language. The difficulties get bigger when there is big difference between L1 and L2" said bay (Karim, 2003; Segalowitz 19860)

This Quantitative research is about to investigate the influence of external factors on learners learning English as second language. The researcher assumed that in Pakistani context English language learner was influenced by the external factors. Teacher complained that learned do not pay attention towards English language. So, the purpose of this study was to investigate the influence of external factors on learner learning English as second language.

Looking at all factors that influenced learner learning English as second language was little difficult So, in this research we study about the external factors that influenced learners' learning English as second language. External factors were divided into two group curricular and environmental. Environmental factors were those factors that influenced learner learning from outside his/her personality. Environmental factors had lot of element that had influence in learner learning second language like parent influence, social culture difference, motivation etc. "too emphasis the role of parents, culture and learner providing effective learning". Richards (2001). L1 is learner own language so learner has command on it and they had use to of their language. So, if L2 had similar to L1 then learner felt comfortable in learning L2 and if L2 is different than L1 then learner had not felt comfortable in learning language and they had faced much difficulties than those learner's who's L1 was similar to L2 " it is happened there is a significant gap between L1 and L2, the challenges increase (Segalowitz 19860).

Definition of learning

Getting fresh information through study and experience is the process of learning. The definition provided by the American Oxford Dictionary was "knowledge that we acquire from research is called learning." The goal of Learning English as second language is to improve the level of students speaking skill and

develop the ability of students to communicate in the second language. Learning is not a process of getting easy steps one by one it's a long period that can be achieved through complete plan and program. So, learning second language is a complex and long process because it's not learner own language and there are lot of new and difficult things that learner learn. New things influence learner's behaviour.

According to Brown (2000), learning a second language requires a protracted and complicated comprehension on the part of language learners. The battle to expand beyond the boundaries of their original language and into a new language, new culture, and a new way of thinking, acting, and feeling has an impact on the complete person. To properly send and receive signals in a second language, total engagement, total intellectual, total physical, and total emotional responses are required.

All of these items are required of the second language learner since they are crucial to the development of their second language. Students who seek to acquire a new language are considered language learners. The term "student" refers to anyone actively involved in learning, particularly those who attend school and get instruction from qualified teachers. These students come from various backgrounds, families, and cultures.

They try to understand their teacher and the behaviour of their teacher. At that condition students try to different shade that his\her teacher is good teacher or bad teacher. So, teacher has to be careful while they teach language learner and try to create positive atmosphere in classroom. Teacher has to be careful about using words because these words may hurt student emotionally or may be these words are against to their religion or culture.

Behaviourism

This school of thought gained notoriety in the 1950s and 1960s as a result of Petrovich Pavlov's well-known "dog-salivation experiment," which was further clarified by Burrhus Frederic Skinner. The most significant feature of this theory is that the learner is seen as a passive agent that just responds to external stimuli without any interest in the learner's own mental processes. Learning is nothing more than the learning of new behaviours based on external circumstances, according to behaviour theorists.

The teaching and learning of second languages are significantly impacted by behaviourism. Its effect may be seen in the creation of the audio-lingual theory, which was used to describe how language learning works through imitation, practice, reinforcement, and habits (Brown & Spada, 2006). Learning a language is viewed as the development of a habit rather than as a behaviour that needs to be taught. That is, the student responds to minor structure elements of the foreign language, such dialogue and sentences, by repeating or substituting them; the teacher then reinforces this behaviour. "The role of the teacher is to improve the learner's good learning habits through drill patterns, which are the memorization of dialogue or choral repetition" (William & Burden, 1997).

Social cognitivism theory

"Cognitive psychologists are interested in how the human mind thinks and learns, in contrast to behaviourists. Therefore, the mental processes involved in learning are of interest to cognitive psychologists. William and Burden (2007) According to Ausubel (1968), the process of acquiring maternal skills through rote learning is comprised of "discrete and comparatively isolated entities that are related to cognitive structure." The mental storage of information that has little to no link with pre-existing cognitive structure is referred to as "rote learning." On the other

hand, meaningful learning can be defined as the process of connecting and attaching new information to pertinent established entities in cognitive structure.

The concept of social constructivism holds that people's interactions with their environments produce knowledge. As stated by (Schunk, 2009, p. 238), "construction is not only the external world or the working of the mind; knowledge reflects the outcomes of mental contradiction that result from one's interaction with the environment." According to social constructivism, children grow up in a social environment and learn through interactions with other individuals and other members of society. Since the moment of our birth, we have interacted with others in our daily lives, and it is through this connection that we learn. In this way, the contact affected the learner's mental state.

After learning learner types, the reason for learning English as second language and learning theories. Now here we focus on the external factors that affect learner learning English as second language. There are two types of external factors 1: A factors that present inside the four walls of classroom. For example, teacher role, classroom motivation etc. 2: Those factors that present outside a four wall of class room. For example, socio economic status, family influence etc. So, in this study we basically focus only on external factors like family influence, teacher role that affect learner learning English as second language.

Learners' attitude towards English as Second Language Learning

Students' perspectives on studying English as a second language vary. Both positive and negative attitudes regarding learning English as a second language were displayed by some learners. Like Language attitudes are "the attitudes that speakers of different languages or language varieties have towards each other's language and towards one's own language," according to the Longman Dictionary of Applied Linguistics and Language Teaching (2002). Displays of positive and negative emotions toward a language may be indicators of perceived linguistic complexity or simplicity, ease of learning or difficulty, importance level, socioeconomic standing, etc.

Attitudes towards second language may also show what people think about the speaker of that language. Learners' attitude towards learning English as Second language effect their learning. Some students were think that English was a native language more than a simple language like other languages. They learned it just for getting good job and for looking better opportunities. And some students' learned English warmly and showed positive attitude towards learning English as second language. They want to learn English as a language to improved him/herself in this language. They wanted to get

Opportunity for second language learning is also an important factor that influenced learner learning English as second language. Opportunity is a place or time for using learn thing weather it's a use of learned language in classroom and with other people of society. "It is important for learner to interact on a personal level and not just to 'visit the country'" Littlewood (1984).

learning second language is a new thing for students So, while student learn second language they need practice for its better use "practice make a man perfect". This statement prove that person always need opportunity to practice learn thing in better way. while students learn second language they also need practice for its better use and for practice they need an opportunity to use this language with other people that present in its society, use second language in their real life, with family member, or they use it with their friends. (McEwen, Gipps & sumner 1975), studying "The children who speak English at home have distinct advantage over those who never or

hardly have to do” Another statement gave us same idea about language learning opportunity ‘Guideline about what to children do in their free time give the child structure and help the child set goals’ (Dornbusch and Ritter,1992).

External factors are those factors that influence learners from outside his/herself personality. External factors influenced learners learning English in all stages of their educational and particularly at English language classroom. Thus, it is marked to observe many time in English language department that some students show high progress in learning English as second language through their good academic result, while, some students show slow progress in learning English as second language, Even, all the students learn in a same condition and same classroom. English language learner get success full in their learning by their own hard work and determination. However, there are some external factors that influence learner learning English as second language. That study was to investigate the influence of

Justification of the study

The purpose of this study was to investigate the influence of external factors on Learning English as second language. English language has undeniable importance in all over the world and in Pakistan it is used as a second language. In Pakistan English is used as a second language but the importance of this language is more than L1. So, for better future English language is most demanding thing for students. Many time students and teacher work hard to improve the learning skill of students but the result of students is still same at this situation most of time teacher became aggressive and learner became disappointed. Because, they don’t know that learner was influenced from external factors. Teacher work hard to solve the problem of students so they call their parents and if learner was influenced from the behaviour of their parents then the learning situation of learner became more critical and learner results going down. This study is very helpful for English language teacher to find out the factors that influence learner learning and help them to overcome from this situation.

English language class room is a place where students have to participate in different activities and speak in-front of whole classmates some students participate in these activities actively and some English language learners show less interest in activities and don’t show their participation in activities. While, teacher come to know about the influence of external factors on those students who shows less interest in participating activities. Then teacher will able to motivate their students in better way in classroom and this motivation help learner to participate in activities and show good performance in their academic field. This study was helpful for understanding the influence of external factors on learner learning English as second language.

Research Objectives

The objectives of this research will be to:

1. Investigate the influence of external factors on learners’ learning English as second language.
2. Explore the influence of external factors on learners’ learning.
3. Investigate the influence of socio economic status on ESL learners.

Research Questions

This present research will be addressed the following question:

1. How external factors influence learners in learning English as second language?
2. What is the impact of parents’ attitude toward, second language learning on learners?

3. Have Socio-economic status influence learner learning English as second language?

Theoretical background

The cognitivism theory developed by William and Burden in 1997 will be used as theoretical frame work for this present study. This theory refers to human mental thinking and learning. Social constructivism was one of the most important factors of the research and social constructivism refers to the idea that knowledge is driven from the interaction between individuals thinking and the environment.

For Social constructivism children were born into a social world and learn through interaction with other people or society member. From the timed they were born they interact with other in day to day live and through this interaction we learn. That way this interaction influenced learner mental condition.

RESEARCH METHODOLOGY

Survey is a method that was used for collecting information by asking question. Close ended Questionnaires was used to collect data from students because questionnaire is an appropriate instrument for collecting data. In close ended questionnaires students were bound to give answer in one word and they had to tick under one statement of each question. Data was analyzed statistically through SPSS (Statistical package for social science) 25 version.

The population of this study was consisted on a fifty B.S final semester students from universities of Lahore.

The simple random technique was used in present study and the hundred students of B.S final semester from universities of Lahore Students was selected randomly form all semester of B.S.

A five point Likert scale questionnaires was used to collect data from student. The answer of each question should be divided into five different statements like strongly agree = 1, Agree=2, Neutral=3, Disagree=4, Strongly disagree=5 Students were bound to tick one answer from these according to their own opinion

Validity is a relation between the person and the question was used in questionnaires. The validity of questionnaires was ensured through repeated discussion with supervisor and three experts of the relevant field. The reliability of above mentioned instrument was determined by pilot testing that was conducted to check the reliability of instrument and questionnaires filled from the students of From universities.

The researcher was distribute the questionnaires to students. The students was asked to read the statements carefully and then tick the relevant option of their own choice of the given scale. Researcher was help participant if they confuse in statement. Questionnaires was collected back from student on the same day.

Data Analysis and Results

Table1.

Response of survey Question Teacher is a role model for their students.

Response	N	%	Mean	S.D
Agree	55	55	20	20.760
Strongly Agree	23	23		
Neutral	8	8		
Disagree	5	5		
Strongly Disagree	9	9		

Total	100	100
-------	-----	-----

Table 1 present that 55% of students were agreed from the statement “Teacher is a role model for their students”. 23% students were strongly agreed, 8% were neutral, 5% were disagreed and 9% students were strongly disagreed. Hence the mean represent that majority of students were agreed that their teachers is role model for them.

Table 2.

Response of survey Question Teacher is responsible to develop their students interest in studies.

Response	N	%	Mean	S.D
Agree	47	47	20	20.457
Strongly Agree	36	36		
Neutral	12	12		
Disagree	5	5		
Strongly Disagree	0	0		
Total	100	100		

Table 2 indicate that 47% of students were agreed from the statement “Teacher is responsible to develop their students interest in studies”. 36% students were strongly agreed, 12% students were neutral, 5% students were disagreed from the statement. Mean 20 indicate that the majority of students were agreed that their teacher is responsible to develop their students interest in studies.

Table 3.

Response of survey Question Teacher should provide conversation activities to develop student speaking skill.

Response	N	%	Mean	S.D
Agree	40	40	20	20.161
Strongly Agree	43	43		
Neutral	13	13		
Disagree	2	2		
Strongly Disagree	2	2		
Total	100	100		

Table 3 indicates that 43% of students were strongly agreed from the statement “Teacher should provide conversation activities to develop student speaking skill”. 40% students were agreed, 13% were neutral, 2% students were disagreed and 2% students were strongly disagreed. Mean 20 represent that the majority of students were strongly agreed that their Teacher should provide conversation activities to develop their speaking skill.

Table 4

Response of survey question Teacher speaking way and style also influenced their students.

Response	N	%	Mean	S.D
Agree	40	40	20	21.621
Strongly Agree	47	47		
Neutral	6	6		
Disagree	4	4		
Strongly Disagree	3	3		
Total	100	100		

Table 4 show that 47% of students were strongly agreed from the statement “Teacher speaking way and style also influenced their students”. 40% students were agreed, 6 % were neutral, 4 % were disagreed and 3% were strongly disagreed from statement. Mean show that the majority of students were strongly agreed that their teacher speaking way and style also influenced them.

Table 5

Response of survey Question Teacher attitude towards second language also influence learner learning.

Response	N	%	Mean	S.D
Agree	31	31	20	19.4164
Strongly Agree	48	48		
Neutral	15	15		
Disagree	3	3		
Strongly Disagree	3	3		
Total	100	100		

Table 5 indicates that 48% of students were strongly agreed from the statement 30 “Teacher attitude towards second language also influence learner learning”. 31% were agreed, 15% were neutral, 3% were disagreed and 3% were strongly disagreed from the statement. Hence mean indicates that the majority of students were agreed that 30 Teacher attitude towards second language also influence learner learning.

Table 6

Mean and standard deviation of students 'influence of external factors on learners' learning English as a second language.

Responses	N	Mean	Std. Deviation	Std. Error Mean	t	d	Sig. (2-tailed)
Influence of external factors	85	3.98	.360	.08747	3.79	6	0.02
Students agreed	15	4.10	.429	.07927			
Students disagrees							

This table 6. represents the mean scores and standard deviation of influence of external factors on learners' learning English as a Second learning. According to

table, the mean score that students was influenced from the external factors specially learning English as a second language and difference of opinion existed.

Discussion

The main object of the research study is to investigate the influence of external factors on learners' learning English as second language. External factors like motivation, socio economic status, family influence etc are factors that influencing students at all stages of learning. Like Richards (2011)" too emphasis the role of external and the influence of that factors learner's learning." If students are influencing from external factors then the world's best lesson, books and material are useless for them.

There are many external factors that influence learners' learning English as second language. But the most common factor that influence learners' both at home and school are motivation. It was seen that 49% students were agreed that motivation played an important role in learning Second language, 27% were strongly agreed whereas 12% were neutral, 10% were disagree and on 2% were strongly did agreed. Finding tells that motivation is the most important factor in learning English as second language. Motivation is influence on learner while they learn second language. Motivation is a biological need of persons and students to get success like (William & Burden, 1997) said "Human motivate to learn any particular thing is belonging from the term of what biological needs where being met during the early learning years and what kind of reward or reinforced is providing to early attempt to learn" this statement and present research finding prove that motivation is an important factor in second language learning and through motivation we can encourage students to learn second language in better way. In present research students are agree that the role of teacher motivation is very important in second language learning. Teacher must know about the need of students before motivating them. Teacher must motivate their students through different activities. (Donough, 1981) "as teachers must know about all factors involve in motivating students to achieve the tasks" this statement prove that teacher motivation is the most important factor in learning second language. While teacher motivate their students through different activities then the feel comfortable and perform well.

The other external factor that influence learner's learning is socio economic status of students. Socio economic status is one of the main factor that influence learner's learning English as second language. In finding more the 50% students are agree that some time teachers and other students in class give much importance to those students who are rich in status. Like (Good and Brophy ,1990). "Person are high in social class to extent that people in their community describe them as respectable, affected or prestigious" In this kind of atmosphere they feel uncomfortable and ignore in class. teacher must know about the background of students because while they know about student then they are able to understand their students in better way.

This study found that external factors influence learner learning English as second language. All factors play an important role in second language learning. So, teacher are to take all these external factors while they teaching students Second language. These external factors are help teacher to understand their student problems in better way

Conclusion

- Students admitted that external factors play an important role in second language learning. Majority of students are influenced from external factors and students face difficulties due to the influence of external factors.
- Majority of students are agreed that learning is a process of getting new knowledge through experience. Students can learn thing in better way through their experience. Students have different aims and styles to learn second language. Some students learn English just as a language some learn of getting better opportunity. Students have different styles to learn second language so students learn second language by understanding their concepts, some learn it by practicing and some take it as a fun and learn.
- A large number of students agree that motivation play an important role in second language learning. Students need motivation to get success in their field and at all learning stages. Motivation makes learners' comfortable and provide them confidence to face problem and overcome from these problems.
- Teacher's play a very important role in second language learning because teacher is responsible for their student's learning. Teacher are responsible for developing student interest toward second language.
- Mostly students agree that their teacher teaching style, way of speaking and his/her attitude toward second language also influenced their students.

Recommendations

The following recommendations are being suggested with the aim of improvement:

1. Colleges provide their teacher all material like chart paper, projector, music system for making activities and also provide them a separate place for performing activities.
2. Management of ESL department would arrange a workshop for parents. In these workshops management would aware parents about the motivation and about the opportunity for learning. While parents know about these things then they help their child better way in learning.
3. Government may arrange workshop for English language teacher before recruitment. This training session may be improved teacher skill towards ESL and will effect the students' learning.
4. The present research is conducted at colleges and it open up the door for taking up the same study at school

Reference

- Achievement in Rural East Tennessee School System. (2009). *Electronic thesis and Dissertations, paper 1844*. Retrieved from <http://dc.etsu.edu/etd/1844>
- Asgar Mahmoud, Soheil Mahmoud (2015) *Internal and external affecting learning English as a foreign language*.
- Bencharef, S, (2009). *The role of the teacher as a Motivational factors in Enhancing students Communicative Proficiency Encyclopedia of education* (pp.1844-1847) new York: Macmillan
- Gardner, R. G. Senythe, P. C, Clement, R and Cliksmann, L.(1976) *Second language learning: Canada and new York* Longman.
- Gardner.R.C. (1985). *Social psychology and Second Language Learning*. The role of Motivation, London: Edward Arnold
- Gass, S., & SELINKER, L (2008) *Second language acquisition* (3rd ed.). New York: Routledge

- Gina A.N Chowa, Rainier D. Masa, Jenna Tucker (2013) *University of northern Carolina Chapel Hill*. Parental involvement's Effects on Academic Performance.
- Grabiec, S. (n.d). *Learner Factors influencing Secong Language Learning*. Retrieved from <http://www.publickacje.edu.pl/pdf/7970.pd>
- Grabiec, S. (n.d.). *Factors influencing secong language learning*.
- Hak-Sun Han (2007). *Indiana university pf Pennsylvania*. *Family influence on children's Secondary Language*.
- Klein, W (1986). *Second language learning*. Cambridge: Cambridge university Press
- Latu, M. F. (1994) *Factors affecting the learning of English as a second language macroskills among Tongan secondary students*. Retrieved from <https://ro.ecu.edu.au/theses/1110>
- Latus M.F. (1995). *Factors affecting to learn of English as a second language Macro skills among Tongan secondary students*. Retrieved from <https://ro.ecu.edu.au/theses/1110>
- Lightbown, P., & Spada, N. (2002). *How learner are learned*. OXFORD: Oxford University press.
- Mahasin Mohammad Ahmed Suliman (2014). *Socioeconomic Factors Affecting English Language Learning*.
- Mastoor Al Kaboody, *Northern Arizona University*. Second language motivation: the role of teacher in learner's motivation
- Morgan Rose Shelor Greenville, NC, (2016). *The influence of parental involvement on ESL students learning*.
- Pettigrew, Eydie J., "A Study of the impact of socioeconomic Status on Students.
- Sheldon, S, B. (2003) *Parental involvement in education*. In J. W. Guthrie (Eds),
- Siriwardhana, Koshala. (2014). *Impact of parental influence on attitude towards Learning English as a Second language*.
- Siti Khasinah, (2014). *Factors influenced second language Acquisition*.
- Soroor Rostami, (2015). External factors affecting Second Language motivation: the role of teacher and family influence Retrieved from <https://ijal.khu.ac.ir/article-1-2557-fa.pdf>
- Stipek, d. (1988). *Motivation to learn: theory theory to practice*. Englewood Cliffs, NJ: Prentice Hall
- Williams, M. R. (1994). Motivation in foreign and second language learning: an interview perspective. *Education and Child Psychology*, 11 77-84.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.
- Young, D.J. (1999). *Affecting in foreign language and second language and second language learning*. Boston, M.A: McGraw-Hill