

Evaluating The Effect Of Socioeconomic Status On Students' English Language Learning At Secondary Level

Jam Muhammad Zafar¹, Ismail Somro², Naseer Ahmad Shahid³, Naeem Ullah*⁴

¹Assistant Professor, Department of Education, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan,

²MPhil Scholar, Department of Education, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan

³Government Higher Secondary School, Yazman, Bahawal Pur, Punjab, Pakistan.

⁴Assistant Professor, Department of Education, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan, Corresponding Author

Abstract

The study is entitled "Evaluating the effect of socioeconomic status on students' English language learning at the secondary level." The objective of the study was to identify the various socioeconomic factors affecting English language learning at the secondary level in the area of Rahim Yar Khan. The study was descriptive in nature, and a survey method was adopted. Quantitative as well as qualitative techniques were applied. The population of the study was comprised of principals, SSTs of English and students at secondary level from all the secondary and secondary schools in the district of Rahim Yar Khan, with the same ratio of males to females as rulers urban. A simple random sampling technique was adopted. The sample of the study consisted of 32 principals, 64 SSTs, and 320 students. The questionnaire and observation sheet were designed as data collection tools by the respondents. Open-ended questions were based on difficulties and suggestions mentioned by respondents. A pilot study was conducted to ensure the validity of the tools. The collected data was analysed using the relevant statistical formulas like percentage, frequency, standard deviation, and mean by SPSS. The study found that overall, 81.87% of the respondents agreed that socioeconomic status has a significant impact on English language learning at secondary level. According to the study's findings, the majority of respondents agreed that accommodations in rural and urban areas, communication with parents, peers, and teachers, and the use of digital and online resources all have a significant impact on English

language learning. The study recommended that teachers and parents play an active communicative role in English to improve English language learning. For rulers and urban students to gain a better understanding of English language learning, equal opportunities and facilities must be provided. The use of digital facilities and online resources must be included for a better understanding of English language learning.

Keywords: Socioeconomic status, SST, Secondary school

Introduction

Socioeconomic status is not merely a term; it's a diverse concept of financial and social indicators of individual and collective lifestyle. Socioeconomics is a very significant part of everyday life. SES shows the strength and the fragile aspects of the current situation (Kim & Lee, 2013). According to the American Psychological Association, socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation (Sánchez-García et al., 2014). SES clearly defines the condition of individuals and societal economic and financial stature. When socio-economic status is to be discussed in terms of the acquisition of knowledge and language, There is a strong connection between SES and the academic performance of students. The provision of modern technology and learning resources can enhance the student's academic performance and language acquisition. On the contrary, the reverse situation is a major hurdle in combating the modern challenges of language learning. Socioeconomic status has a significant impact on language learning and vocabulary building. Two theories explain how socioeconomic status effects on language learners are explained by two theories: behaviorists and integrationist perspectives. According to these concepts, language is learned through interaction with the social environment in the same way that other human actions are acquired (Kuhl, 2004).

We cannot emphasize the significance of English in words because it is a global medium of communication. We must learn English in order to pursue higher education. The majority of books on higher education in every field of expertise are written in English. We need to consult those books if we want to gain extensive knowledge and higher education in any discipline (Entwistle, McCune, & Walker, 2014). Furthermore, modern science, which is progressing at a breakneck pace, is a gift from science. English is a global language and learning hub, supporting the economy, politics, and diplomacy Personal, national, and global communications The historical background of the English language in the subcontinent is purely based on the rulers and subject classes and is still dominant on social, academic, and administrative grounds (Keller, 2017). This class difference kept the native accent and people from prospering. The English language is widely used in many countries as a subject and a medium of instruction (Mahboob & Golden, 2013). In Pakistan, English is not only the official language but also plays a significant role in the teaching and learning process from primary to university level. Many developing and developed countries are

still relying on the English language. In today's internet-based world, we must look to the internet for knowledge (Hossain & Tollefson, 2017). English is used to generate 50% of the internet's content. For international trade and commerce, professionals must be able to communicate in English. Developed countries, including Germany, Russia, China, and France, mainly depend on their national languages (Crystal, 2003). But at the same time, they are also focusing on the English language as a medium of instruction for global students. Many developing countries, such as Pakistan, Bangladesh, Iran, India Thailand and many African countries are still under the clutches of English as a second language as well. Due to the multiple effects of the English language, it is widely spread in almost all walks of life (Ash, 2016).

In Pakistan, the English language is widely used for multiple purposes, including science and technology, business administration, and academic research. SES sometimes acts as a bridge and sometimes as a wall. Various indicators included communication skills, accommodation in rural and urban areas, and parental interaction (Fareed, Jawed, & Awan, 2018). English book Reading digital electronic devices and discussions promotes English language learning and academic performance in students. It has been observed that people living in urban areas and metropolitan cities are well equipped with the use of the English language. Because they communicate as per their status and the availability of the facilities, which effects fluency, pronunciation, and grammar. They are well versed in the use of the English language and its conceptual diversity, which makes them more fluent and confident. In big cities, there are better opportunities and resources for communication and language learning. While communicating, they use different phrases, vocabularies, and various terms. These practices have a direct impact on language learning abilities and the refinement of accents (Ellis, 2004). Due to the usage of periodic English language terms and grammatical concepts on a trial and error basis, they soon attain the best form of the English language. This will directly enhance the communication skills and academic performance of students. In contrast, students from the ruler background face a shortage of basic necessities and resources to communicate. That's why their grammar and language acquisition are not updated as compared to urban citizens and students (Norton & Kamal, 2003).

Home is considered the very first place of learning. Parents' family members and peers act as mentors and teachers because they are the first ones who provide the basis for character-building and language acquisition. We have to communicate and interact for multiple purposes. If parental communication in English is strong and filtered, this will directly improve the language learning of students. This will not only enhance their language learning in terms of grammar, pronunciation, and accent, but also pave the way for better communication and a more friendly learning environment (Haynes, 2007). Speaking, listening, reading, and writing skills are all interconnected and help each other to gain a better understanding of the subject. This can be made possible only through effective oral, written, and verbal communication. It can be done orally, verbally, or in writing (Nan, 2018).

This is the era of digitalization and e-learning. In this regard, digital classroom online resources and electronic devices can be more effective and beneficial for a better understanding of English language learning. If the teacher and students are not aware of these features, and are not equipped with modern technology, They will not be able to combat modern and digital learning challenges and language acquisition (Alhabeeb & Rowley, 2018). Social media platforms, Internet LMSs, and online resources make the teaching and learning process easier to adjust. Now the world is working on bag-free learning from early childhood education (ECE) to university level. This digital transformation is more significant and accommodating. While learning and working on online and digital resources, we communicate globally and can improve our English. Another mode of English language learning is constructive discussion. This not only improves the speaking skills but also boosts the level of confidence. This can make students more logical and conceptual (Moore & Schleppegrell, 2014). While discussing various social, personal, and academic issues, this will make them more responsible and respectful of the beliefs, religions, and cultures of others.

Research Objectives

1. To evaluate the effect of socioeconomic status on student English language learning.

Research Questions

1. How the socio-economic status is affecting quality of English language learning at secondary level?

Research methodology

Research design

The research was qualitative as well as quantitative and descriptive in nature, but quantitative measures and procedures were used to analyze statistical results.

Population

The study's contributors were Secondary school head teachers and SSTs who teach English as a subject, with an equal number of male and female head teachers and SSTs. This will refer to the population of high school students in both rural and urban areas of the district. Rahim Yar Khan.

Sampling/Sample/Sample size

Following the proposed study, the cluster random sampling technique was used. The participants will be divided into the following groups.

- Rural and Urban
- Male and female

- There are 8 schools from each Tehsil rural and urban areas, 2 males and 2 females
- 32 head teachers from four Tehsils 64 SSTs, two from each school, with same ratio of male female and rural urban sides.
- 320 students, 10 from each school

Tool development

Head teachers and SSTs of English were given close ended questions. The aim of the questionnaire was to look into the impact of socioeconomic status on English language learning.

Pilot study

A pilot study was performed to ensure that the testing methods and tools validity and reliability Experts, team members, senior researchers, and class fellows analyzed the research tools and added their ideas and Grammatical correction, in the light of expert opinions tools were revised finalized.

Data collection

After the testing instruments have been validated and reliable, the researcher administered them in the field personally and close ended questions were completed in the field with the help of respondents.

Data analysis

The data was compiled and managed by the researchers. In SPSS, the researcher created a data sheet and added the details. Data was analyzed using the T test, mean score, percentage, standard deviation, and significance as well as a variety of other statistical tests and formulas.

Variables

The research project was focused on the following variable

DV= English language learning

IV= Socioeconomic status

Research limitations

Owing to a lack of time and money, researcher was not able to perform studies on the entire academic process and curricular fields of secondary schools. This research was limited to secondary school principals SSTs and students.

Table 1: Communication in English enhances English language learning.

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
1	Communication in English	F %	1 1.6	0 0	0 0	41 64.1	22 34.1	4.29	.634

Table 1 represents the statistics about the theme “communication in English”. According to the data, 64.1% of respondents agreed and 34.1% of respondents strongly agreed with the statement Communication in English enhances English language learning, whereas none of the respondent disagreed and undecided with the theme. Overall 98.2% of the respondents agreed with the above statement. Mean value 4.29 shows inclination towards agreed and standard deviation 0.634 supported the results.

Table 2: Accommodation in big cities improves English language learning

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
2	Accommodation in big cities	F %	0 10.9	9 14.1	7 12.3	38 58.4	10 15.6	3.76	.882

Table 2 represents the statistics about the theme “accommodation in big cities”. According to the data, 58.4% % of respondents agreed and 15.6% of respondents strongly agreed with the statement, Accommodation in big cities improves English language learning, whereas 14.1% of the respondent 10.9% disagreed and 12.3% undecided with the theme. Overall 74% of the respondents agreed with the above statement. Mean value 3.76 shows inclination towards agreed and standard deviation 0.882 supported the results.

Table 3 Urban accommodation improves English language learning

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
3	Urban accommodation	F %	1 1.6	6 9.4	10 15.6	40 62.5	7 10.9	3.71	.844

Table 3 represents the statistics about the theme “urban accommodation”. According to the data, 62.5% % of respondents agreed and 10.9% of respondents strongly agreed with the statement, urban accommodation improve English language learning, whereas 9.4% of the respondent 1,6% disagreed and 15.6% undecided with the theme. Overall 73.4% of the respondents agreed with the above statement. Mean value 3.71 shows inclination towards agreed and standard deviation 0.844 supported the results.

Table 4 parental communication in English at home supports English language learning

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
4	Parental communication	F %	1 1.6	3 4.7	1 1.6	20 31.1	39 60.9	4.45	.871

Table 4 represents the statistics about the theme “Parental communication”. According to the data, 31.1% of respondents agreed and 60.9% of respondents strongly agreed with the statement parental communication in English at home support English language learning whereas 4.7% disagreed 1.6% of the respondent strongly disagreed and 1.6% were undecided with the theme. Overall 92% of the respondents agreed with the statement. Mean value 4.45 shows inclination towards agreed standard deviation .871 supported the results.

Table 5 English book reading apart from course strengthens English language learning.

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
5	English book reading	F	0	3	1	30	30	4.35	.742
		%	0	4.7	1.6	46.9	46.9		

Table 5 represents the statistics about the theme “English book reading”. According to the data, 46.9% of respondents agreed and 46.9% of respondents strongly agreed with statement English book reading apart from course strengthens English language learning whereas 4.7 % of the respondent disagreed none of the respondents strongly disagreed and 1.6% undecided with the theme. Overall 93.8% of the respondents agreed with the above statement .Mean value 4.35 shows inclination towards agreed and standard deviation .742 supported the results

Table 6 digital or electronic devices and online resources improve English language learning

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
6	Use of digital and online resources	F	0	2	4	41	17	4.14	.66
		%	0	3.1	6.3	64.1	26.6		

Table 6 represents the statistics about the theme “Use of digital and online resources”. According to the data, 64.1% of respondents agreed and 26.6% of respondents strongly agreed with statement digital or electronic devices and online resources improve English language learning whereas 3.1 % of the respondent disagreed none of the respondents strongly disagreed and 6.3% undecided with the theme. Overall, 93.8% of the respondents agreed with the above statement. Mean value 4.14 shows inclination towards agreed and standard deviation .66 supported the results

Table 7 Discussion in English with peers and playmates enhance English language learning

Sr	Theme	Formula	SDA	DA	UD	A	SA	M	SD
7	Discussion with peers and playmates	F	0	3	4	26	31	3.96	.797
		%	0	4.7	6.3	40.6	48.4		

Table 7 represents the statistics about the theme “Discussion with peers and playmates”. According to the data, 40.6% of respondents agreed and 48.4% of respondents strongly agreed with the statement Discussion in English with peers and playmates enhance English language

learning whereas 4.7 % of the respondent disagreed none of the respondents strongly disagreed and 6.3% undecided with the theme. Overall, 89% of the respondents agreed with the statement. Mean value 3.96 shows inclination towards agreed and standard deviation .797 supported the results

Table 8

Sr. No	Socioeconomic status	Formula	SDA	DA	A	SA	Total	M	SD
1	Communication in English.	F %	1 1.6	0 0	0 0	41 64.1	22 34.1	4.29	.634
2	Accommodation in big cities	F %	0 0	9 14.1	7 10.9	38 58.4	10 15.6	3.76	.882
3	Urban accommodation	F %	1 1.6	6 9.4	10 15.6	40 62.5	7 10.9	3.71	.847
4	Parental communication in English	F %	1 1.6	3 4.7	1 1.6	20 31.1	39 60.9	4.45	.87
5	English book reading a part from course	F %	0 0	3 4.7	1 1.6	30 46.9	30 46.9	4.35	.742
6	Digital or electronic devices and online resources improve English language learning.	F %	0 0	2 3.1	4 6.3	41 64.1	17 26.6	4.10	.66
7	Discussion in English with peers and playmates enhance English language learning.	F	0	3	4	26	31		
	Total	% 0.6	0 5.81	4.7 6.04	6.3 17	40.6 47.17	48.4 7	3.96 .776	.797

Table 8 represents the statistics regarding the factor “socioeconomic status.” According to the data, 47.17% of respondents agreed with the statement, 34.7% of respondents strongly agreed whereas 5.81% of the respondent disagreed, 0.6% strongly disagreed and 6.04% Undecided with the theme. Overall 81.87% of the respondents agree with the statements of the above mentioned

factor, that socioeconomic status has significant effect on English language learning at secondary level Mean value 4.75 shows inclination towards agreed standard deviation.776 supported the results.

Table 9 Gender based T test

Designation	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-Value
MALE	32	41.9688	9.23697	1.63288	.777	.442
FEMALE	32	46.2813	30.00348	5.30392		

Table9 show the results regarding the impact of reading on English language learning at secondary level as the value of significance level p value is .442 which is greater than 0.05 so it showed null hypothesis is accepted there is minor difference between the variables regarding reading skills of students . Male mean scored =41.9688 SD9.23697 SD error 01.63288 Mean score value of female 46.2813 SD 2.98501 and SD error 5.30392

Table 10 Designation based T test

Designation	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-Value
SST	50	29.2400	3.38400	.47857	.854	.397
EST	14	28.4286	1.98898	.53158		

Table10 shows the results regarding designation SST /EST) has impact on English language learning at secondary level as the value of significance level p value is.397 Which is greater than 0.05 so it showed null hypothesis is accepted There is minor difference between the variables regarding socioeconomic status based on designation SST mean scored29.2400 = SD= 3.38400 SD error .47857. Mean score value of EST 47.3548 SD 3.39164and SD error .60916

Experience-based ANOVA test

Experience	N	M	SD	SEM	SQ	Df	MS	F	Sig.
0-10	39	29.5641	3.00696	.48150	33.968	3	11.323	1.160	.333
11-20	13	27.8462	4.09972	1.13706	585.782	60			
21-30	10	28.5000	2.12130	.67082	619.75	63			
Above	2	30.000	0.0000	0.0000	0				

30		0	0	0
Total	64	29.062	3.1364	.39206
		5	5	

Table11 shows the statistic about factors affecting English language learning in perspective of socioeconomic status about teachers having various range of teaching experiences there is not much difference in the mean values degree of freedom lies between 3 to 60 while sig value is .33 shows that there is no strong variance within the group and between groups .Mean value of experience from 0-10, 11-20, 21-30 and above 30 years teachers agreed that socioeconomic status affects English language learning at secondary level

Table 12 academic qualification-based ANOVA test

Academic qualification	N	M	SD	SEM	SQ	Df	MS	F	Sig.
BA/ BSC	1	31.0000			8.660				
BS/MA	61	29.0820	2.882	.369		2			
M.Phil. /PhD	2	27.5000	10.60	7.50	611.0	61	4.330	.432	.651
Total	64	29.0625	3.136	.392		63			
			45	06					

Table 4.84 shows the statistic about factors affecting English language learning in perspective of socioeconomic status about teachers having various academic qualification there is not much difference in the mean values degree of freedom lies between 2 to 61 while sig value is .651 shows that there is no strong variance within the group and between groups .Mean value of teachers academic qualifications including BA/BSC BS/MA M.Phil./Ph.D. agreed that socioeconomic status affects English language learning at secondary level

Table12 shows the statistic about factors affecting English language learning in perspective of socioeconomic status about teachers having different professional qualification there is not much

Professional qualification	N	M	SD	SEM	SQ	Df	MS	F	Sig.
B.Ed.	48	45.5833	9.976	1.43	.370				
M.Ed.	15	45.0000	5.237	1.35	619.3	1			
Others	63	45.4444	9.038	1.13	619.7	62	.370	.037	.848
Total	48	45.5833	9.976	1.43		63			
			21	994					

difference in the mean values degree of freedom lies between 1 to 62 while sig value is .848 shows that there is no strong variance within the group and between groups .Mean value of teachers professional qualifications including Bed M.Ed. agreed that socioeconomic affects English language learning at secondary level.

Findings

- It is 64.1% of respondents agreed with the statement, 34.1% of respondents strongly agreed whereas none of the respondent disagreed and Undecided with the theme. Overall 98.2% of the respondents agree with the statement communication in English enhances English language learning .Mean value 4.2969 shows inclination towards agreed standard deviation 0.63445 supported the results. (Table 4.1).
- 58.4% of respondents agreed with the statement, 15.6% of respondents strongly agreed whereas 14.1%10.9% of the respondent disagreed and Undecided with the theme. Overall 74% of the respondents agree with the statement that accommodation in big cities improves English language learning .Mean value 3.7656 shows inclination towards agreed standard deviation 0.88267.agreed and standard deviation supported the results. (Table 4.2).
- 62.5% of respondents agreed with the statement, 10.9% of respondents strongly agreed whereas 14.1%9.4 % of the respondent disagreed 1.6% strongly disagreed and 15.6%Undecided with the theme. Overall 73.4% of the respondents agree with the statement that urban accommodation improves English language learning .Mean value 3.7188 shows inclination towards agreed standard deviation .agreed and standard deviation supported the results. (Table 4.3).
- 31.1% of respondents agreed with the statement, 60.9% of respondents strongly agreed whereas 14.1%9.4 % of the respondent disagreed 1.6% strongly disagreed and 15.6%Undecided with the theme. Overall 92% of the respondents agree with the statement that parental communication in english at home supports english language learning.Mean value 4.4531 shows inclination towards agreed standard deviation .87159 agreed and standard deviation supported the results. (Table 4.4).
- 46.9% of respondents agreed with the statement, 46.9% of respondents strongly agreed whereas4.7 % of the respondent disagreed 0% strongly disagreed and 1.6%Undecided with the theme. Overall 93.8% of the respondents agree with the statement that English book reading apart from course strengthens English language learning..Mean value 4.3594 shows inclination towards agreed standard deviation .74252agreed and standard deviation supported the results. (Table 4.5).
- 64.1% of respondents agreed with the statement, 26.1% of respondents strongly agreed whereas4.7 % of the respondent disagreed 0% strongly disagreed and 6.3%Undecided with the theme digital or electronic devices and online resources improve English language learning. Overall 90.7% of the respondents agree with the statement .Mean value 4.1406

shows inclination towards agreed standard deviation .66350 agreed and standard deviation supported the results. (Table 4.6).

- 40.6% of respondents agreed with the statement, 48.4% of respondents strongly agreed whereas 4.7% of the respondent disagreed 0% strongly disagreed and 6.3% Undecided with the theme Discussion in English with peers and playmates enhance English language learning. Overall 89% of the respondents agree with the statement .Mean value 3.9688 shows inclination towards agreed standard deviation .79791 agreed and standard deviation supported the results. (Table 4.7).
- 75% of respondents agreed with the statement, 14.1% of respondents strongly agreed whereas 46.3% of the respondent disagreed 0% strongly disagreed and 4.7% Undecided with the theme that Listening long sentences make it difficult to remember. Overall 89.1% of the respondents agree with the statement .Mean value 3.9688 shows inclination towards agreed standard deviation .66592 agreed and standard deviation supported the results. (Table 8).
- 47.17% of respondents agreed with the statement, 34.7% of respondents strongly agreed whereas 5.81% of the respondent disagreed, 0.685% strongly disagreed and 6.04% Undecided with the theme. Overall 81.87% of the respondents agree with the statements that above mentioned factors regarding socioeconomic status effect on English language learning .Mean value 4.75 shows inclination towards agreed standard deviation .776 agreed and standard

Conclusions

The study concluded that more than half of respondents agreed with the statement, some of the respondents strongly agreed whereas none of the respondent disagreed and Undecided with the theme. Overall majority of the respondents agree with the statement communication in English enhances English language learning. It is found that more than half respondents agreed with the statement, few of respondents strongly agreed whereas some of the respondent disagreed and Undecided with the theme. Overall majority of the respondents agree with the statement that accommodation in big cities improves English language learning. It was found selected majority of respondents agreed with the statement, only few of respondents strongly agreed disagreed strongly disagreed and undecided with the theme. Overall majority of the respondents agree with the statement that urban accommodation improves English language learning. it was affirmed that some of the respondents agree with the statement, whereas more than half of respondents strongly agreed whereas some of the respondents disagreed only few of the respondents strongly disagreed Overall majority of the respondents agree with the statement that parental communication in English at home supports English language learning. Mean value shows inclination towards agreed .and standard deviation supported the results. The study concluded that majority of the

respondents agreed with statements of factor that socioeconomic status has significant impact on English language learning.

Discussion

The study revealed that socio-economic factors, including communication skills in English, parental involvement, and use of digital and online resources, have a significant impact on English language learning at the secondary level (Bond, 2019). The current study affirmed that accommodation in rural and urban areas affects English language learning (Wolf et al., 2008). The study discovered that constructive English discussion and English book reading improved English language learning (Kabilan, Ahmad, & Abidin, 2010).

Recommendations

- Teachers and parents should play their communicative roles to enhance the capabilities of students regarding English language learning.
- Effective and constructive discussion sessions in English must be in practice to refine grammar, pronunciation, and accent.
- Students must be well aware of the effective usage of online resources and digital faculties for the better understanding of English language learning.
- Rulers and urban students must be provided equal opportunities and faculties regarding English language learning at the secondary level.
- Proper and periodic professional development of SSTs teaching English must be ensured.

References

- Alhabeeb, A., & Rowley, J. (2018). E-learning critical success factors: Comparing perspectives from academic staff and students. *Computers & Education*, 127, 1-12.
- Ash, T. G. (2016). *Free speech*: Yale University Press.
- Bond, M. (2019). Flipped learning and parent engagement in secondary schools: A South Australian case study. *British Journal of Educational Technology*, 50(3), 1294-1319.
- Crystal, D. (2003). *English as a global language*: Cambridge university press.
- Ellis, R. (2004). 21 individual differences in second language learning. *The handbook of applied linguistics*, 525.
- Entwistle, N., McCune, V., & Walker, P. (2014). Conceptions, styles, and approaches within higher education: Analytic abstractions and everyday experience Perspectives on thinking, learning, and cognitive styles (pp. 103-136): Routledge.

- Fareed, M., Jawed, S., & Awan, S. (2018). Teaching English Language at SSC Level in Private Non-Elite Schools in Pakistan: Practices and Problems. *Journal of Education and Educational Development*, 5(1), 80-95.
- Haynes, J. (2007). Getting started with English language learners: How educators can meet the challenge: ASCD.
- Hossain, T., & Tollefson, J. W. (2017). Language policy in education in Bangladesh Language policy, culture, and identity in Asian contexts (pp. 241-259): Routledge.
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and higher education*, 13(4), 179-187.
- Keller, S. (2017). *Beyond the ruling class: strategic elites in modern society*: Routledge.
- Kim, C.-O., & Lee, K.-R. (2013). Preventive effect of protein-energy supplementation on the functional decline of frail older adults with low socioeconomic status: a community-based randomized controlled study. *Journals of Gerontology Series A: Biomedical Sciences and Medical Sciences*, 68(3), 309-316.
- Kuhl, P. K. (2004). Early language acquisition: cracking the speech code. *Nature reviews neuroscience*, 5(11), 831-843.
- Mahboob, A., & Golden, R. (2013). Looking for native speakers of English: Discrimination in English language teaching job advertisements. *Age*, 3(18), 21.
- Moore, J., & Schleppegrell, M. (2014). Using a functional linguistics metalanguage to support academic language development in the English Language Arts. *Linguistics and Education*, 26, 92-105.
- Nan, C. (2018). Implications of interrelationship among four language skills for high school English teaching. *Journal of Language Teaching and Research*, 9(2), 418-423.
- Norton, B., & Kamal, F. (2003). The imagined communities of English language learners in a Pakistani school. *Journal of language, identity, and education*, 2(4), 301-317.
- Sánchez-García, S., Sánchez-Arenas, R., García-Peña, C., Rosas-Carrasco, O., Ávila-Funes, J. A., Ruiz-Arregui, L., & Juárez-Cedillo, T. (2014). Frailty among community-dwelling elderly Mexican people: Prevalence and association with sociodemographic characteristics, health state and the use of health services. *Geriatrics & gerontology international*, 14(2), 395-402.
- Wolf, M. K., Kao, J., Herman, J., Bachman, L. F., Bailey, A., Bachman, P. L., . . . Chang, S. M. (2008). Issues in assessing English language learners: English language proficiency measures and accommodation uses. *Practice Review. CRESST Report*, 732.