

THE IMPACT OF SOCIOECONOMIC BACKGROUND ON ENGLISH LANGUAGE ACHIEVEMENT

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Abstract. *This article talks about how a student's **socioeconomic background** affects their success in learning English, especially for learners at the **B1–B2 levels**. It looks at important factors such as family income, parents' education, access to learning resources, and the quality of schools. Students from wealthy families often have more support, better learning tools, and more chances to use English. On the other hand, students from low-income families often have fewer opportunities, which make learning harder for them. The article also shares useful teaching ideas and gives suggestions for schools and education leaders to help make English learning more equal and fair. It explains that giving all students the same chances to learn English can help reduce social inequality and improve their future success.*

Keywords: *Socioeconomic background, English language achievement, inequality in education, B1–B2 learners, language learning motivation, educational access, EFL, Uzbekistan, inclusive teaching.*

Introduction. English is becoming more and more important in many countries. It is not just a subject in school—it is also a key to better jobs, university education, and communication with the world. Because of this, many students want to learn English well. However, students do not all have the same chances to succeed. Some students come from rich or middle-class families and have many tools to help them. Others come from poor families and must learn with fewer resources. This difference is called socioeconomic background, and it can have a big impact on how well students do in learning English. This article explains how this happens and shares practical ideas to help teachers and schools reduce the gap.

Main part. Socioeconomic Status and Access to Learning Resources. Students from high-income families usually have more support at home. They may attend private language centers or get help from tutors. Their families often buy English books, dictionaries, and pay for internet services or language learning apps. These students can also use YouTube, watch English movies, or take part in online lessons.

According to Cummins (2000), access to rich language input outside school strongly supports language development.

On the other hand, students from low-income families may only learn English during school hours. They may not have internet at home or a quiet place to study. Their families may not be able to afford extra books or devices. This lack of access slows down their learning progress, especially in listening, speaking, and vocabulary building.

Home Environment and Parental Involvement. The home environment is very important for language learning. When parents are educated or know some English, they can help their children with homework and give advice. These parents also know how to encourage good study habits.

But in low-income households, parents are often busy working long hours and may not have time to support their children's studies. Some parents may not have gone to school themselves and may not understand how to help. This makes it hard for students to feel

supported and confident. As noted by Caro et al. (2009), parental education level has a strong impact on students' academic performance, including language learning.

In some cases, children have to take care of younger siblings or do chores, which also takes away time from learning.

School Quality and Teaching Conditions. The quality of the school also makes a big difference. Schools in cities or wealthier areas often have better-trained teachers who use interactive, modern teaching methods. These schools may have smaller classes, which means more attention for each student. They may also have English labs, projectors, and good materials.

In contrast, many rural or low-income schools may lack resources. Teachers may not be fully trained in communicative language teaching or may have large class sizes that make it hard to give each student attention. Some schools may not have audio tools, up-to-date textbooks, or even enough desks.

Research by Gorski (2013) shows that school quality is often directly related to the wealth of the community, and students in low-income schools face more obstacles to language achievement. As a result, students in poor schools often fall behind, even if they are motivated.

Motivation, Confidence, and Social Perception. Learning English is not only about grammar and vocabulary. Students' feelings about themselves and the language also play a big role. Students from rich families often watch English movies, listen to English music, or speak English with friends online. This makes them feel more confident and improves their skills.

However, many students from low-income families feel that English is only for "smart" or "rich" people. They may be shy to speak or afraid of making mistakes. This lack of confidence can stop them from practicing English, even when they know the right words. As Gardner and Lambert (1972) suggested in their motivation theory, students who feel positive about the target language and culture are more likely to succeed.

Their social environment may not encourage learning English, which can reduce their motivation to improve.

Reducing Inequality: Practical Solutions. Although teachers cannot change students' home situations, they can still make a big difference in the classroom by using inclusive methods and free tools.

1. Use of Free or Open Educational Resources (OER)

Teachers can use websites and apps that are free, such as BBC Learning English, Voice of America, or British Council resources. These can be shared with students who have smartphones or internet access. Even showing short videos during class can help.

2. Encouraging Collaborative and Peer Learning

Teachers can organize students in mixed-ability groups. Stronger students can help weaker ones, and students feel more relaxed when learning from friends. Pair work and group activities also help build speaking skills.

3. Culturally and Locally Relevant Materials

Lessons should include topics that students know about, such as local customs, daily life, or family. When learners see their own world in the classroom, they feel more interested and motivated. McKay (2003) supports the idea of using local content in English classes to make learning more meaningful for students.

4. Supporting Teachers in Low-Resource Settings

Governments, NGOs, and education departments should provide more training and support to teachers who work in difficult areas. Online workshops, material-sharing platforms, and mentorship can help them improve their teaching even without expensive tools.

5. Targeted School and Policy Support

Policy makers should make sure that all schools get equal support. Poor schools need better funding, updated textbooks, and digital tools. Programs that support disadvantaged students with extra classes or scholarships can also help reduce the learning gap.

Conclusion. A student's **socioeconomic background** can greatly affect their English language achievement. Students from rich families often enjoy better schools, home support, and access to learning tools. Poorer students face challenges such as fewer resources, less confidence, and limited exposure to English. However, teachers, schools, and governments can take real steps to reduce this inequality. By using inclusive teaching methods, offering free resources, and supporting schools in need, we can help more students succeed. Making English learning equal for everyone is an important step toward building a fairer society and a brighter future for all learners.

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