Research Paper

Language Attitude, Socioeconomic influence of Social and Individual Factors in Second Language Acquisition

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Abstract

This study examines some of the most important societal and individual factors and their impact on language learners in terms of second language acquisition. The review attempts to follow out the association between the social environment and the individual variable in second-language usage and acquisition, demonstrating that the development and processing of L2 inputs in the social context in learners' second language (L2) are socially intermediated. Furthermore, it highlights the social and linguistic circumstances that influence second language learners' language usage, choices, attitudes, and progression, as well as the active L2 utilized by learners to participate in social contexts. Following the advice of sociolinguists, second-language researchers planned to examine linguistic and social contextual variables, as well as individual variables that may explain disparities in and between learners. There has been a great deal of research exploring how social variables affect language learning. Such examination perceives that learners are social creatures and that language does not merely imply "sentence structure" or "grammar". The productivity or the outcome of the learner isn't alike for all learners; neither is the learners' grammars utilized in one individual learner interaction. Instead, learners can display unique patterns different from students with similar abilities. Learners are social beings and language doesn't simply imply grammar. Language scholars sought to look at linguistic and social contextual elements as well as individual characteristics that may explain disparities in and between learners.

Keywords: Second Language Learning (L2); Social Factors; Language Attitude; Socioeconomic; Sociolinguistic.

1. Introduction

Sociolinguistics is that the division of linguistics that determines the connection between language development and society. Sociolinguistics is a subfield of linguistics and sociology that studies the individual and societal variety of language (Spolsky, 2010, p.128). According to Bell (1976), it is a field of anthropological linguistics that investigates the relationship between applied linguistics, as well as the use of language in diverse social situations. Sociolinguistic may be an examination of the relationship between language and society or the examination of what amicable thinks about mean for assortment language. It is on a very basic level stressed over how language is molded by people during an overall population or how an individual acquires a language and the way wherein it's used at any rate Psychological and sociological factors

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have a fundamental impact on the learning and teaching of second/foreign languages.

Social factors also are those variables that come from society; they influence the attitudes held by different groups of learners and hence they determine the extent of proficiency in second learning. Second language acquisition may be a sub-discipline in applied linguistics and refers to both the learning and adoption of a second language and therefore the process of learning it. (Kaplan, 1980; Widows, 1979/1984, pp. 1018-1019). The concept that applied linguistics is influenced first and primarily by real-world communication difficulties instead of conceptual exploration and discovery of internalized linguistic competence and (L1) linguistic development has created how this differentiates the field out of both formal linguistics and, later, sociolinguistics, with its focus on different languages of social variation in language use (Grabe, 2010, pp.1-11). Second language acquisition (SLA) is the process of acquiring a language other than one's mother tongue or native tongue. Learning a second language isn't an easy task after attaining puberty, Lenneberg's critical period hypothesis (1967). Cognition has a major role in second language learning achieving that comprises various social and psychological factors. This study tries to work out the social and individual factors affecting second language acquisition in reference to the social context. It traces the connection between social and therefore the individual variable in second-language utilization and acquisition, which determines that the structure and handling of L2 inputs in learners' second language (L2) are socially arbitrated.

2. Theoretical Framework
Some of the research studies from 2012 to 2018 focus on social factors. These studies have shown that sociolinguistic factors have a significant effect on second-language learning. Ofodu Graceful Onovughe (2012) conducted a study that mainly focuses on sociolinguistic inputs in language acquisition and the use of English as a Second Language in schools. Montero, R. L., Chaves, M.J., and Alvarado, J. S. (2014) conducted a case study, focused on the various social factors that impact successful second language learning. Previous research has revealed how sociolinguistic factors influence language proficiency, but there has been very little research on individual motivations and attitudes toward L2 learning. The latter, on the other hand, focuses on how these factors influence students' attitudes and motivation to learn English as a second language. Merna Korkies Toma (2018) researched to see how sociolinguistic factors like age, gender, social class, and ethnic identity influence students' attitudes and motivation to learn English as a second language. The findings show that age, gender, and ethnic identity were the most important factors, although most participants disagreed about the impact of social class on language learning. However, these research studies have revealed how social factors influence language proficiency, but there has been very little research on learners' variables and motivations toward L2 learning as it varies person to person.

3. Social and individual Factors influencing Second Language Acquisition
Second language learning is affected by different social factors. Numerous factors are influencing the second-language learning process. These include the context in which a second language is taught, motivation to learn, the student's age as well as the learner's social and linguistic history (Kootstra, Dijkstra, and Starren, 2015, p.349). In studies on how language variation differs between groups separated by the social factors: ethnicity, religion, status, gender, education level, age or physical variables. Sociolinguistics can be observed in the context of the historical relationship with anthropology. There have been studies on differences of use and beliefs about intake results and reflect social or socio-economic classes. Since the use of a language differs locally, the use of the language also varies between social classes. Ellis (1994,p.204) identifies four important social elements that have garnered the greatest attention in Second language acquisition namely, age, sex, social class, and ethnic identity Those that are critical to a person's success to become a good L2 user These social elements have an impact on learners' attitudes and motivation. Furthermore, Ellis (1994, p.204) highlights that these elements interact in a variety of complicated ways, making it impossible to isolate one factor's effect on L2 acquisition. As a result, it is clear that the social conditions and attitudes associated with these variables, rather than age, gender, socioeconomic status, or ethnic identification, determine L2 proficiency. The social context affects second language learning in two indirect ways, according to Spolsky (1989). Firstly, social context plays a crucial role in developing the student's attitudes towards the target language, its language speakers and the situation of the language learning, which includes the expectations, perceptions and possible outcomes of the learner. Secondly, the context also sets out the social conditions (formal and informal) of the language learning situation and the various language learning opportunities. Formal situations are provided for language learning by different education institutes in society, while informal situations indicate possible social opportunities for language exposure (interaction with the speakers and writers of the target language). Many studies have shown that there is a significant connection

between the kind of exposure to the target language and the proficiency achieved by L2 learners. Furthermore, social variables interact with one another, and their impact on learning is heavily influenced by the context. As a result, any conclusions must be drawn with caution (Ellis, 1994). Social elements are any characteristics of a social community that may impact an individual's acquisition of a second language, such as the learner's age, gender, social class, attitude, culture, and socioeconomic situation. These, along with many other factors, will impact how an individual assimilates and develops all of the linguistic talents required to learn a new language. Some of the social aspects that might influence how a person learns a second language are as follows:

3.1. Age
Second language acquisition is primarily impacted by two frequent individual variations among learners: age and social background. The former is commonly associated with the widely held belief that children/younger people are better at language acquisition/learning than adults. In this context, Saddeghi (2013) states that early age has a significant impact on the speed of learning and thus the final performance and accomplishment level. According to Saddeghi, there are two major opposing viewpoints on the age problem (2013). He contends that a) children are more efficient and effective second-language learners in all aspects than adults and adolescents; on the other hand, b) adults are more successful and productive second-language learners in all aspects than children. Khalifa (2012), for example, highlighted that age influences EFL acquisition since early exposure to language training always resulted in greater performance. Similarly, he cited Snow (1993) and Taylor (1990), both of whom conducted research. An old maxim says, "It's difficult to show an old dog new tricks," or "an old parrot doesn't find out how to talk." because the belief seems to be reinforced by certain reasons. Individuals begin learning a second and foreign language at various contexts in their lives, according to O'Grady (1997), who agrees with Archibald. In this concept, O'Grady mentions the crucial period hypothesis as one of the most exciting problems while researching learning because he believes that linguistic growth is possible if people are exposed to language within a specific age or period. The time that the varied age groups spend on second learning is discussed by Spada and Lightbown (2003, p. 38). Research studies found that young learners are frequently exposed to a second language in numerous ways through singing, games, TV, playgrounds or in additional formal environments like classrooms, for several hours each day. Adult learners appear to be less exposed to the second language, on the opposite hand, since they're in touch with the language only in additional confined or formal circumstances like the classroom. Additionally to the present, they also argued that adult learners believe in more generic learning abilities if new skills or knowledge are to be learned. However, these skills aren't as successful because the most innate skills are accessible to younger learners. The young learners participate more in informally learning settings, where they need longer to develop a new language. Young learners aren't as forced as older learners to talk correctly or fluently. They often embrace and applaud the unfinished attempts for his or her early language exposure, whereas elderly learners are often in circumstances during which more nuanced language expressions and ideas are appropriate. This demand puts the adult learners in unpleasant circumstances, which frustrate and taunt them about their newly acquired language skills. All of those factors influence their motivation and can participate in circumstances where they're attempting to use your newly learned language. In line with Chambers and Trudgill's study (1980), young speakers are under coevals' pressure and use their peer group's non-standard form; mid-aged people are less subject to seeing groups' pressure and are affected more by social standards. They're less subject to seeing groups. Social stresses are declining for older people and social networks become narrow again. Generally, students learning L2 (or possibly before puberty) won't receive a native-speaker accent whereas students learning L2 will less likely gain complete grammatical skills after 15 years, Preston's Study (1989).

According to Saville-Troike (2006), the advantages of high-level L2 skills for adults and younger learners are distinct. Although young learners have the advantage of brain plasticity, they're more adaptable to the event of indigenous grammatical intuition; adult learners have better analytical skills, vocabulary, grammatical skills and a better understanding of their L1. Their metalinguistic understanding, memory and problem-solving ability make adults' learners more productive and successful second language learners than younger learners. Thus, it's an idea that can't be taken apart. Researchers feel that vocabulary and language features are frequently damaged as a result of his / her language classes at a young age. As a result, age plays a significant influence in learning. It should be noted that each age/year has its own set of advantages and disadvantages when it comes to learning a language. The teacher's job is to employ suitable approaches to meet the needs of a certain age group (Lightbown, 2000, pp. 64-7). In summary, younger people learn better, but teenagers learn better norms and systems.

3.2. Socioeconomic Context or Social Background

The Second learning is also influenced by one's socioeconomic background, almost as much as one's age. Language acquisition takes place in a diverse social milieu. The achievement of the second language is related to socioeconomic level (L2). Individuals' socioeconomic class may be determined by a combination of their income, degree of education, and employment.

Language, Place, and Social Differences
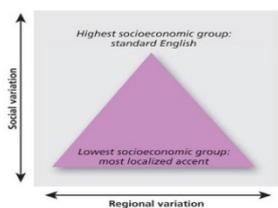
Figure 1. Sociolinguistic Language and Social Variation Lesley Atkinson 2018, 'Chapter 11: The Geography of Language'— Presentation transcript

It's generally divided into four groups: lower-class, working-class, lower bourgeoisie and upper-middle class. Studies like Montero et al, (2014); Merna Korkies Toma (2018) indicate that L2 is a smaller amount successful within the case of young children from lower socio-economic groups than in higher groups. It's just not due to class intrinsically, but through the exposure of the planet that the class may have. a) Social Class: Speakers' status in society also depends upon the extent of schooling, parenting, work and therefore the influence of this speaker on syntactic and lexis (Trudgill, 2000). Consistent with many sociolinguists, (Elaine 2007; Ellis, 1994; Trudgill, 2000) the social station of a speaker is a crucial factor that defines how sentences are formulated or the quality of language. A division of social classes /groups was thus suggested to form the classification specific. Two important categories of language users, primarily those that don't perform manual work and people with more years of education, are the 'medium class', while those that perform manual work are 'working class'. The extra terms "lower" and "upper" also are wont to divide the social classes. Thus the disparities of upper middle classes with lower working classes are often contrasted. The study conducted by Ellis (1994, p. 205) found that middle-class children mostly outperform children in second-language learning from the lower and dealing classes. It also discovered differences within the attitudes of learners, within the sense that children within the secondary school continued their L2 education while children within the labor sometimes dropped their L2 after the second academic year. The socio-economic class relationship with L2 achievement: On the idea of socioeconomic status, the learners were grouped in 'advantageous' and 'disadvantageous' groups. The connection between the family background and therefore the achievement of L2 is extremely crucial and thus results in various results, like middle-class children outperforming lower and lower-class children who drop school. The world's experience, which is probably going to be significant for L2, is exclusive for members of the varied social classes. Learning takes place during a wide selection of contexts where language and culture are linked and therefore the others are promoted or transmitted, and the other way around. The environment in which they tend to attach is certainly to be studied, and this is frequently the social context. There's a link between the social contexts and therefore the second language (L2) skills, the social context indirectly affects the skill of L2 influenced by a variety of things. The learners' attitudes about L2 and educational opportunities are two significant aspects that are influenced by their socioeconomic status. According to William and Burden (1997), as referenced by Pishghadam (2011), the effect of social environment on language acquisition is significant because it allows individuals to discover how to learn and grow as fully unified learners. Learner's access to different cultural affluence like the web, computers, pictures, paintings, books and dictionaries (Cultural affluence), and learners´ relationships with teachers, parents, siblings, and peers (Social affluence) may have a profound influence upon whether what and the way a person acquires a language. In this regard, Pishghadam (2011) contends that learners who own more cultural assets and have access to a larger social circle of friends and organizations/institutions are more likely to achieve academic achievement. He also mentions that children from households with higher social and cultural capital are more likely to succeed in school, which might be "replicated" in subsequent generations of children. As a result, socioeconomic inequality is transmitted throughout society, impeding the educational and life opportunities of children from low-income homes. He also thinks about the relationship between class, achievement, and the many capitals/resources that students have. Similarly, it has been stated that ESL students may exhibit varying degrees of eagerness to learn English depending on their cultural and social background, which is backed by Pavlenko (2002), who states that "the social context is directly involved in setting positive or negative conditions for L2 learning." According to Arikan (2011), students with greater socioeconomic status display superior academic achievement and enrol in prestigious colleges than their lower-income classmates. People with strong wages can afford to pay for their own and their children's education and may be

willing to access resources, which has a significant influence on the acquisition of valuable systems. The greatest amount is based on academic performance. The language register used is consistent with different situations: official language informal meetings and informal use in informal meetings (Spolsky, 2010). It's remarkable that individuals are acutely aware of the variations in their class speech patterns, and sometimes adapt their style to the speaker. Especially, the members of the center class, who are willing to use ways associating with the upper crust, are frequently over-used by the members of the center Class in such efforts (Gardiner, 2008). The subsequent is that the process of adjusting one's language to attenuate social distance is named "convergence". Often an individual uses the so-called divergence mechanism for instance the social gap, and he or she uses customary forms intentionally.

In the study conducted by Adeyemi and Kalane (2011), a significant number of students are disadvantaged within the learning process because of socioeconomic factors or their home environment. The analysis further says that students from these backgrounds don't have access to television, computers, or other technical devices that would help them learn. Even in class, many students are unmotivated and only learn the language to pass their exams. This often results in code-stitching by both teachers and students, obstructing effective communication within the target language. To conclude, Marks (2013) emphasizes that cognitive abilities have a greater impact on educational outcomes than a socio-economic context and have an immediate influence on occupation and earnings besides their indirect effects through education. Its impact can't be simply ignored as another factor of socio-economic context and therefore the standard criticism of 'cognitive skill' isn't valid. The weakening socio-economic effects and therefore the role of cognition endorse many of the arguments within the critical theory.

3.3. Gender

The gender-sex distinction Gender refers to biodiversity, whereas gender is socially constructed. Sociolinguists prefer "gender" to L2 because they're more important and focus more on the social construction of "male" and "female." 'Sex' is an opposite term for linguistic learning, while 'gender' may be a complicated social and discourse system built differently in local contexts (Pavlenko, 2004).

Trudgill asserts that "women are more status-conscious; they're more likely to use prestigious speech forms compared to men". Trudgill explains two seemingly incompatible notions. 1. In a healthy sociolinguistic stratification, men have a higher rate of quasi forms than women. 2. Within the majority of linguistic changes, women employ more entry forms than males. Women may also be better language learners than males. They are more receptive to new linguistic forms and can assimilate them more easily into their speech. As a result, they'll be more likely to get rid of any cross-linguistic forms that differ from target-language conventions. Females have a more positive attitude about L2 than males. Female students who fail are less likely to drop out; they are more enthused and positive about the target culture and language (Burstall, 1975; Gardner and Lambert, 1972). When it comes to the function of L2 learning, women vary from men. Males employ interacting chances to produce greater production, whereas females use interacting opportunities to produce less output. Ellis (1994) discusses girls' positive views about the second-language acquisition. Supported Batters' (1986) research throughout a UK survey of second-year L2 learners, which discovered that girls' views toward classroom activities differ from those of boys. When compared to the males, the women in the course were more involved in the English subject and had a stronger desire to converse with native speakers. On the other hand, the boys were much more interested in and participated in L2 speaking activities. Females, on the other hand, are more willing and discreet in handling the connection, whilst men place a greater emphasis on preserving their hierarchical relationship. As a result, the female 'way of life' matches L2 learning since it is better prepared to deal with the danger to their identity provided by L2 learning. There is additional evidence that women's superior listening comprehension benefits L2 learning. The rationale for ladies excels in L2 learning and proficiency a.) Burstall (1975) found that girls have better attitudes than boys to learning. b.) Gardner and Lambert (1972) claimed that women are more motivated than men which they're positive towards target-language speakers. c.) Bacon and Finnemann (1992) found the greater instrumental motivation for female L2 Spanish students at the university level. The results are mixed further studies also show that males are the higher learners or that there's no distinction. Ludwig (1983) and Bacon (1992) claimed that men can still perform better than women. This mixed result's almost certainly explained by the very fact that gender is more important than sex in learning because men and ladies are suffering from the society during which they live so that both sorts of results are often achieved in many various contexts. Especially, the foremost valid reason for this distinction seems to be interpersonal experiences.

3.4. Ethnicity

According to Tabourer-Keller (1997), Ethnicity is described as the reality of belonging to a certain group in terms of culture, traditions, values, and/or religion. The social environments in which learners find themselves are considered as defining cultural identity. Interactively, cultural identities are observed by learners as something incessantly discussed, which suggests that the phenomenon is uncertain, undecided and unstable. Identity is continually formed again and again consistent with different social restrictions such as ancient/historical, formal, economic, etc., social interactions, meetings and needs which will be highly subjective and distinctive.

Trofimovich & Turuséva (2015) stated that "[e]thnic identity refers to the subjective experience embracing the emotions, experiences, and behaviours through which individuals position their membership during a single or multiple ethnic groups". According to Ellis (1994, p.211), the relationship between ethnicity or race and hence language learning has a significant influence on L2 learning. Exceptional degrees of achievement are frequently attained when the civilizations of the indigenous and also the second language are near, but a large gap between the civilizations of the indigenous and also the language learning makes second acquisition tough for the learners. Ellis (1994, p.211) claimed that "[t]he attitudes that learners hold towards the training of a specific L2 reflect the intersection of their views about their own ethnic identity and people about the target language culture. These perceptions will influence both L2 and L1 learning". Furthermore, "a learner's imagined identity and hopes for the longer term will impact his or her investment within the language" (Norton, 2016, pp. 475-479). the connection of ethnic identity with L2 is listed: (a) Ethnic identity may be a social also as a private structure and is of particular significance in SLA alone, (b) it's likely that an L2 may involve some modification or enhancement of the identity of the leaners, and (c) A change in or enhancement of the identity of the learner may involve the scholar in identifying a variety of social obstacles and affect how well the L2 is acquired.

3.5. Language Attitudes

The learner's mindset toward the learner, the peers, the institution, the neighbourhood, and society, in general, can have an influence on the second learning process in both positive and negative ways. These attitudes must be examined and acknowledged by both teachers and students. Learners' perspectives toward a) the targeted language, b) second-language speakers, c) second language culture, d) the fundamental aim of learning the L2, e) specific uses of the second language, and f) themselves as part of their very own society. Positive feelings toward the foreign language, its users, and its society, in general, can promote learning, which can, in turn, be impacted by this success; negative feelings, on the other hand, can inhibit learning. Negative perceptions, on the other hand, might have a beneficial influence provided learners have a compelling purpose to study. Learners' attitudes may be contradicting.

Learners might want to find out L2 as how to integrate into the bulk community, but they'll also want to take care of their L1 as how of maintaining their L1 identity at an equivalent time. Gholami (2012) found that 'the social context is believed to influence attitude and motivation'. Both aspects are strictly necessary when trying to find out another language. The context, as established by Gholami (2012), provides learning opportunities that produce learner's outcomes. Students learn and develop a language through social contact; however, the sense of the social context is usually overlooked by EFL countries as their social history isn't visible. The researcher also states that students of a far off language acquire it through social interaction. However, for a few people, the importance of the social context is usually ignored or underestimated in most EFL countries. Therefore, the ultimate learning outcome is unsatisfactory. Also, Gholami (2012) states that learning takes place during a social context which, consistent with her, shapes learning in two ways. It'll influence the motivation of the learners within the context mentioned. There also are two post-seasonal, formal and informal learning opportunities suffering from the social context. The attitude towards persons that talk the language and attitudes towards the sensible use that students can learn is taken into account to exist in two sorts of attitudes as mentioned in Gholami (2012). In his opinion, attitudes do not have an immediate impact on learning, but they do induce motivation, which also does. An individual's decision to learn a language may be influenced by a variety of perspectives. For example, if a person has a good attitude toward English or the society in which it is spoken, this person may be inspired to learn it. On the other hand, if there is a negative attitude toward the language or the societies of the nations in which it is spoken, desire will drop. Gholami (2012) regularly reinforces this point by pointing out that the social setting produces attitudes in learners that manifest as motivation and link with other personal traits. Furthermore, Matsumoto (2012) asserts that social interactions between learner and target cultures play an important role in determining the level of acquisitions within the L2 technique supported by Schumann's theory of Acculturation (1986). Chizwick and Miller (2005), as cited by Matsumoto (2012), argued that the distance between Western culture and as such the

immigrant indicates the level of success/failure in developing English proficiency. In this scenario, it is feasible to remark that the closest two different cultures are as well as, at the least, if there is an honest attitude toward a selected culture, the possibilities to learn the language spoken throughout society might expand. Gardner and MacIntyre (1993) define specific dispositions as any attitude variables that might be included in the context of language learning, as cited by Viskari (2005). She discusses language variations. "Attitudes toward foreign learning and culture are two separate types of attitudes. Viskari (2005) demonstrates that attitudes about learning a foreign language are related to other characteristics such as age and gender. In this situation, Gardner (1985), as reported by Viskari, says that research has shown that females have more favorable attitudes about studying foreign languages than boys and that these views improve with age. But on the other hand, according to this author, there is a link between intentions toward learning a second language and accomplishment in that language.

4. Conclusion

Social and individual factors have a major effect on second-language learning. Thus consistent with the varied studies, the acquisition of a second language features a difference supported by various social and individual factors that either enhance or diminish it. The discussion of the elemental principles of second language acquisition indicates that the field features a varied understanding of how the training language takes form, the way during which linguistic knowledge is stored, how this data evolves and alter over time, and the way social influences affect our language skills. The productivity or the outcome of the learner isn't alike for all learners; neither is the learners' grammars utilized in one individual learner interaction. Instead, learners can display unique patterns different from students with similar abilities. After the guidance of sociolinguists, second-language researchers intended to look at linguistic and social contextual variables also because of the individual variables which may explain these differences in and between learners. There's considerable research into the impact of social factors on learning a language. Such studies recognize that learners are social beings and language doesn't simply imply grammar. Additionally, some studies have examined the various characteristics of a language learner and its effect on the learner's output as a context of speech activity. The age of language learners, gender of the language learner, motivation of the language learner to find out and therefore the strategy that a learner uses within the process of learning are samples of these characteristics. As an example, it had been found that younger learners differ from older learners (Birdsong, 1999) which not everyone attempts the task of acquiring a second language with equivalent strategies (O'Malley and Chamot, 1990).

It's going to be more precise to not say that social influences are ignored in acquiring second-language research; rather, despite recognizing their importance, we've much room for incorporating these effects into our existing language skills and usage models. Discourse analysis includes many approaches taken by sociolinguists curious about studying how people linguistically express their social identity or ideological positions and goals. Many socio-linguists are concerned about the uses of sociolinguistic research in fields like teaching and learning, linguistic policy formulation and therefore the legal application of language. Even though this study has supported the character of second learning from a social component viewpoint, languages, user, and therefore the learning experience, it is crucial to note that second learning is generally directly tied to psychology, cognitive processing, and training. The cognitive processes involved in language learning and how they work describe the nature of learners' linguistic knowledge.

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