

## **Abstract**

The purpose of this research is to investigate the effect of external environmental factors; the school learning environment and the home learning environment, in learning English as a second language of rural and urban schools in the Kurunegala district. As far as the school learning environment is concerned, it describes seven factors; school equipment, teachers' qualifications, the relationship among the teacher and the student, the relationship among peers, the scale of school and characteristics of school. As far as the home learning environment is concerned, it describes two factors; socio-economic status and the education of family members . Under the school learning environment, 17 indicators were developed whereas 26 indicators were developed under the home learning environment. Those indicators were evaluated by questionnaires and observations and data was analyzed using qualitative and quantitative methods. Quantitative data was analyzed by Chi squared test and qualitative data was analyzed by comparison. According to the considered 17 school learning environmental factors that effect on second language learning, 6 factors have an influence to promote second language learning in the urban school, percentagewise it is 35.29% whereas 3 factors have higher influence to upgrade English language learning in the rural school more than the urban school. Percentage wise, it is 17.64%. 8 factors do not cause for the difference of second language learning between the rural school and the urban school. Percentagewise it is 47.058%. According to the considered 26 home learning environmental factors that effect on second language learning, 21 factors cause for the difference of second language learning between the rural school and the urban school. Percentagewise, it is 80.769%. 5 factors do not cause for the difference of second language learning between the rural school and the urban school. Percentagewise it is 19.230%. Thus, this research reveals that the home