

Role of Socio-cultural Factors to Improve English Language Skills at Secondary School Level in Multan Division



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Abstract: English is taught in secondary schools in various countries, often as a required or recommended topic. Students need to want to learn the language. There are many reasons students should learn English, and schools can use these to encourage their pupils. The study's primary goal is to identify the contribution of cultural elements to the development of secondary school students' proficiency in English. It was an exercise in purely descriptive research. In order to get a representative sample of the population, the researchers adopted a multistage sampling strategy. The statistical methods of the mean score, standard deviation, and t-test were applied to the gathered data. In conclusion, secondary school students in Multan would greatly benefit from more exposure to different cultures to better their English language command. Young people's English proficiency can be fostered by creating English-speaking environments, cultural awareness, parent involvement, peer interaction, and student motivation.

Key Words: Sociocultural Factors, English Learning Skills, Secondary Schools

Introduction

Many countries' secondary school curricula include the study of English, either as a compulsory subject or as an elective. Literacy skills (reading, writing, speaking, and listening) and language arts (grammar, vocabulary) are frequently emphasized. Learning English as a second language in high school is crucial because it equips students with the tools they need to succeed in today's increasingly interconnected and multicultural society. Learning English can assist students in acquiring critical thinking skills that can be applied across disciplines and increase their appreciation for and participation in English-language literature and culture (Kabilan, and Khan, 2012).

The Origins of high school Evidence of progress toward English fluency can be found in today's English curricula. Increases in the availability of English as a Second Language (ESL) programs parallel the 20th century's expansion of English's significance in

international communication and trade. Most students struggle with English in high school for the same reasons they struggle in college. They need help grasping even the most fundamental concepts and frameworks they were introduced to in secondary school (Walqui, 2006). Their confusion lasts for quite some time, and only a select few students manage to make it through.

A select few kids can pick up a second language with little to no trouble. There are only a few students who show more mental fortitude. Pupils should have put in more effort. Some people have greater resolve than others. However, there are additional aspects that affect linguistic development. These factors contribute to making the new language stick and gaining ground (Lantolf & Thorne 2006). Vygotsky's socio-cultural assumptions, which centre on the importance of meaningful communication and individuals as the highest encouraging force for individual evolution and culture, provide a firm

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foundation for developing second language education. Literacy education plays a comprehensive gaining environment, instruction is based on students' well-being, and teachers play a crucial role as competent communicators for acquiring a second language within a given socio-cultural setting (Al-Amin, 2018).

Developing a strategy to overcome this cognitive burden involves various approaches and ideas. Methods and strategies designed to facilitate language acquisition. There is much writing about how other cultures' approaches to teaching English have influenced academic and experimental studies. The goal of this research is to expand on existing literature by analyzing a socio-cultural theoretical framework that places special emphasis on English language instruction (Lantolf & Thorne, 2006). One way to think about the intricacies of communication is as an open, dynamic, energetic, always growing, and personal form of language (Shohamy, 2007). This broader perspective on language also makes learning more interesting for students. Each individual uses his or her language uniquely to gain insight into the world and share that insight with others.

Learning a new language entails memorizing many terms and grammar rules to have an introductory conversation in the target language with native speakers. In this view, a language is not just a collection of facts to be memorized but also something to be experienced as a social and cultural practice. Remarkably, individuals utilize language to build and maintain social and interpersonal connections, and even more so, they use language to express, create, and interpret meanings in their daily lives. Learning grammar and vocabulary is not adequate for students of a language if language is a social practice of meaning production and interpretation (Aveni, 2005). They also need to know how to interact with others and actively participate in their communication, as well as how that language is used to develop and stand for meanings. To accomplish this, one must have insight into the function of language and its effects on society (Svalberg, 2007).

Learning a new language relies heavily on the student's ability to grasp the cultural context of that language. In natural language interaction, it is not true that just linguistic forms convey meaning. The interaction of language and culture constructs meaning; both processes occur inside a preexisting cultural framework. Students of any language would consider how nationality, age, gender, and religion

affect how and what is transmitted. Learners' cultures shaped the meaning according to their beings.

As the learner's native language and culture are also present and can be engaged within this framework, it cannot be considered a single culture. Every time students use a second language, they should consider how their target culture affects it (Liddicoat, Papademetre, Scarino, & Kohler, 2003). Intercultural competence should be considered general competence since intercultural language instruction promotes collaborative and competitive learning, high-quality performance, and thoughtful reflection on experience (Matsumoto et al., 2003). The study explores the effect of socio-cultural factors on English language skills at the secondary school level.

Thinking critically in English is increasingly valuable in today's globalized economy. Its citizens must fully grasp current socio-cultural and technological concepts and the English language to overcome poverty, hunger, disease, ignorance, and shame. By elucidating the socio-cultural aspects that manipulate students' English learning achievement, this research aims to produce a powerful contribution toward enhancing English learning in higher secondary schools. This course is an effort to increase efficiency in English learning and a suggestion for doing so. The work's result can be put to many different uses. English language educators, students, trainers, administrators, policymakers, and researchers will benefit from this resolution's call for increased attention to the elements contributing to students' success in the language. The objective of the study is to find out the role of sociocultural factors to improve English language skills among secondary school students.

Review of Related Literature

Socio-cultural theory (SCT, 1978), developed by Russian psychologist Lev Vygotsky, has benefited applied linguistics, cognitive psychology, and second language studies (Lantolf & Appel, 1994; Ohta, 1995). "English language learner" and "non-native English speaker" refer to non-English speakers. Non-native speakers use their second language (L2) in an L2 environment. Foreign languages are not second languages.

"Socio-cultural context," sometimes known as "environment," describes how people behave and interact. Vygotsky and Cole (1978) suggest that socio-cultural factors are the most significant in developing

higher-order thought and emotion. American anthropologist Michael Agar coined "language culture."

Language and culture are inextricably linked, according to Agar (2011). In particular, a community's beliefs, rules, traditions, and behaviours are relevant to understanding and describing its language system, which includes sounds, symbols, gestures, etc., used for communication (Agar, 2011). The second language and socio-cultural context are interdependent (Risager, 2005). Aquaculture helps explain language, culture, and society in a globalizing world.

Socio-cultural practices (socially produced artefacts) are activities like people's interactions. Activity can also mean social practice. Perezhivanie is an introspective activity that resolves inner conflict, restores psychological stability, and creates new personal meanings, all indicating personal development in a socio-cultural context (Hedegaard, Chaiklin, & Jensen, 1999).

It is generally accepted that comprehending a language's society is crucial (Palmer & Sharifian, 2007). Language and culture have grown together in this globalized world (Schulz, 2007). Culture and language are generally separated on the syllabus when teaching a second or third language. It may be attributed to the need for more consensus on merging language and culture instruction and that few language teachers are trained in cultural teaching (Byrd et al., 2007).

Therefore, language teachers appear to disagree on the following:

1. What should they educate about culture?
2. How dialect and culture can be merged.
3. How to show language and culture cohesively.

Cultural identification and cultural education motivate their actions.

When asked to define "culture," some people emphasize attitudes, actions, and opinions, while others look to things like writing, craftsmanship, food, and synthesis. In second language classes, students engage in in-depth analysis and discussion of relevant social contexts. As a result, it is not uncommon for language schools to employ some form of innovative cultural education.

Educators' goals of boosting dialect pupils' general linguistic development to fulfil the needs of a more globalized group are at odds with the dialect and culture that adapt in existing language education

modules. In contrast to the content-based studies offered in the upper division, language classes are prioritized early on. Courses at a higher level sometimes require regular writing tasks. The idea of a speech deduction has been linked to increased second language proficiency by revealing how speakers arrange their thoughts to accommodate linguistic hierarchy. Ogden (2012) defines "thinking for talking" as "a form of speculation used for communication and second language acquisition in a social setting that generates an interest in phonetic concepts."

Slobin hypothesized that people speak more often about topics that (a) they already know something about and (b) are simple to explain in their native tongue. Thus, real-world examples of conversation aid in communication and help ground our worldview in the linguistic and lexical etymological categories taught in the English classroom.

Dialects add a layer of complexity. For instance, learning English as a second language calls for integration into a sociolinguistic context rich in linguistic and cultural ties. It is advantageous since it allows pupils to enter language study with a rich background in linguistic knowledge. However, having students from such a variety of linguistic origins may present some challenges for teachers. An English major's point of view is also significant. The disparity between the two dialects' etymologies and social contexts highlights several potential hurdles to communication between the two groups. The lexicon and syntax of most major languages, including English, are based on European social and semantic assumptions. Learning English as a second language is difficult for local speakers due to semantic and social barriers. Learning a second language with high semantic similarity could be more challenging. It has been suggested that certain aspects of language and culture are more significant than others (Philp, J., S. Walter, and H. Basturkmen, 2010).

Both economic and social indicators should be compared. Depending on their economic, political, and social standing, specific languages may enjoy high or poor esteem. Students in this position often have preconceived notions, either favourable or wrong, about learning a new language, which they have picked up from their environment. However, the relationship between socioeconomic status and language acquisition must be simplified. Sometimes their bond is considerably weaker than at other times. The social disparities between different groups of students may affect language learning outcomes. It is crucial to avoid

jumping to conclusions about the geology of the situation.

The cultural milieu is more than just a setting device. Learners have to have conversations with members of the public. Therefore, they turn to society as an audience. When people of different language backgrounds can communicate with one another, it raises the bar for everyone's linguistic proficiency. Sociolinguistics and other sociologies impact the makeup of language software developers and the positioning of languages within a discourse community.

There has been a clear shift away from emphasizing etymology while instructing on dialects in favour of a focus on sociologies. Social scientists, unlike etymologists, need to pay more attention to the methods of teaching a dialect. However, they only dimly recognize the value of theoretical models and cultural representations in this field. Collaboration between social scientists, educational etymologists, and language instructors will pay dividends in the long run. A linguistic environment is highly correlated with socio-social aspects. The public consists of numerous social, linguistic, racial, and religious groupings, each with its own affiliations.

To have a clear image of the inextricable bond between language and culture, one must first appreciate culture for what it truly is. Since culture belongs to people, small groups, organizations, and nations, a single person may be a part of multiple societies, each of which may play a pivotal role at different points in time (Briskin, 2001). This definition suggests that culture can relate to large-scale expressions, such as national or vastly common ones, and small-scale manifestations, such as those noticed at the individual level, which is essential for English language students. Social norms are changing swiftly too. Brislin's definition is helpful in that it emphasizes the multifaceted nature of culture, which can be viewed from various angles (such as age, sexual orientation, religion, race, etc.). What makes a man culturally literate? Furthermore, how can a man maintain his social self?

Language is the most obvious way a man can accomplish these goals, even though other tools are available. It is because dialect serves as a means of communication. Dialect is inextricable from its cultural setting because of the centrality of human ideas and ideologies. Understandably, even a person fluent in a foreign language would struggle to interact with native speakers due to the intimate tie between language and

culture. It shows what we do not know about language's cultural underpinnings and provides insights into what we know (Lynn, 2000). His declaration demonstrates the connection between language and culture. The connection between languages and cultures has been the subject of several scholarly investigations and insightful commentary. According to Darker, a dialect is part of a culture, and a culture is part of a dialect; the two are inseparably linked, and separating them would result in the loss of the distinctive features of either.

Many other social scientists, including Brown himself, agree that dialect and culture are inextricably linked because they reflect and shape one another. As Mckayk and Wong (2000) pointed out, teaching a dialect signifies dedication to social legitimacy. It is also a factor in labelling interactions between persons of different socioeconomic backgrounds as "intergroup." Understanding the significance of teaching culture and language is emphasized by this investigation into the part played by sociocultural elements in second language acquisition. The use of dialects for cross-cultural communication lends support to it further. According to Alptekin (2002), understanding a dialect's social and cultural setting is essential to understand it truly. When learning a new language, it is crucial to learn about the culture that created it (Guest, 2002), whether for academic or professional purposes.

Another relevant study (Kilickaya, 2004) showed that course book designers need to think about new dialects and social aspects while designing reading material for dialect classes. Since every language has its origins in a particular culture, it is crucial that language learners also have an understanding of the subtleties of the host community. It is impossible to separate language and culture. Culture can be found at the level of the individual, the small group, the organization, and the nation (Briskin, 2001), meaning that a single person can be a part of multiple cultures, each of which may be significant at various times. The study demonstrates the importance of simultaneously teaching language skills and cultural understanding. The fact that language helps people share cultural norms further proves this. A complete understanding of a language requires familiarity with its historical and cultural setting.

Research Methodology

In this study, a descriptive research approach was taken. The people who participated in the study were secondary school students from the Multan Division's

schools. The study decided to concentrate on Multan and Vehari as its target districts.

A multistage random sampling technique was utilized to choose the sample for the investigation. For the survey, more prominent clusters are further divided into smaller ones using multistage sampling. This results in more targeted groupings for the survey and makes multistage sampling a complex type of supplemental cluster sampling. In contrast to its name, multistage sampling is easier to carry out and can create a population sample more representative of the whole than a single-sampling approach.

By utilizing a multistage sampling method that restricts the amount of population information included in the sample frame, it is possible to cut the amount of time and money spent on a survey in half. In conventional cluster sampling, the first step involves subdividing the population of interest into a more significant number of smaller subsets, referred to as "clusters." In multistage sampling, these initial clusters are subdivided into the second-stage cluster utilizing a second element (for instance, first 'clustering' a total population by geographic region and then separating each regional cluster into second-stage clusters by neighbourhood). The first stage of the multistage sampling process is the creation of clusters. The following thing that needs to do is to figure out which clusters have components that are part of the sample. The instructions on how to obtain a sample are provided down below.

This study concentrated on the districts of Multan and Vehari since those two districts represent Southern Punjab's culture and society. For this research, students from the secondary school districts of Multan and Vehari were chosen to participate (the

total sample size included 90 students and 20 teachers).

There are 90 students in the class, with 45 male and 45 female students. Random selection was used to select ten male and ten female educators from each school system. These districts, which are representative of Punjabi culture and society as a whole, are under the jurisdiction of the Multan division. Therefore, the study population consisted of secondary school pupils from these two jurisdictions.

On the study instrument questionnaire that was used to collect feedback from students and teachers, there were a total of 25 items.

During the entire process of data collecting, an instructor assisted the researcher and provided them with an introduction to the pertinent heads. The conversations with the heads of the schools made all of this feasible. Copies of the questionnaire will be provided to the people who participate in the study. The researchers will give a briefing to the participants, explaining why conducting this study is vital. The researcher is the one who will hand out the questionnaire to the sample population and will also be the one to collect the data.

Following coding, decoding, and editing, the information acquired was input into the computer so that it could be analyzed in light of the research questions. In order to analyze the information, the researcher entered it all into SPSS, which stands for "Statistical Package for the Social Sciences." A tabular form has been used to present the information. In order to accurately assess the data for the study, the t-test is utilized to make comparisons between the variables. A social science statistical tool, version 21, was used to analyze the collected data.

Data Analysis and Interpretation

Table I

Teachers' and Students' Responses

Item	Respondents	Mean Score	SD	t-test
1	Teachers	3	1.64	-1.62
	Students	2.56	1.52	
2	Teachers	3.12	1.62	-1.53
	Students	2.72	1.47	
3	Teachers	2.9	1.57	-1.89
	Students	2.47	1.34	
4	Teachers	3.02	1.57	-2.58
	Students	2.41	1.32	
5	Teachers	3.10	1.64	-.849

Item	Respondents	Mean Score	SD	t-test
6	Students	2.87	1.41	-0.760
	Teachers	3.00	1.64	
7	Students	2.79	1.52	-1.89
	Teachers	2.97	1.66	
8	Students	2.46	1.33	-3.55
	Teachers	2.52	1.51	
9	Students	1.79	1.08	-1.18
	Teachers	2.73	1.56	
10	Students	2.43	1.30	-0.721
	Teachers	2.83	1.53	
11	Students	2.64	1.35	-1.56
	Teachers	2.89	1.53	
12	Students	2.52	1.35	-3.88
	Teachers	2.58	1.56	
13	Students	1.68	1.22	-0.169
	Teachers	3.14	1.65	
14	Students	3.10	1.46	0.23
	Teachers	2.00	1.41	
15	Students	2.04	1.18	-1.41
	Teachers	2.87	1.63	
16	Students	2.52	1.32	-1.60
	Teachers	2.73	1.56	
17	Students	2.33	1.32	-0.187
	Teachers	2.54	1.37	
18	Students	2.50	1.36	-1.81
	Teachers	2.70	1.30	
19	Students	2.27	1.31	-3.02
	Teachers	3.02	1.45	
20	Students	2.31	1.29	-3.60
	Teachers	3.08	1.60	
21	Students	2.21	1.32	1.50
	Teachers	3.00	1.66	
22	Students	3.39	1.46	1.60
	Teachers	3.14	1.81	
23	Students	3.58	1.52	2.54
	Teachers	3.02	1.81	
24	Students	3.71	1.46	1.74
	Teachers	3.12	1.77	
25	Students	3.60	1.50	0.42
	Teachers	2.70	1.62	
	Students	2.81	1.38	

Item 1 shows how higher secondary school teachers and students view the socio-cultural elements of English learning. Teachers score higher than pupils (2.56). Teachers' standard deviation (1.64) is similar to pupils' (1.52). Most professors concur with the good mean score and standard deviation. -1.62 is lower than 0.10. The difference is not statistically significant.

Most professors agreed that children hesitate to speak English with classmates.

Item 2 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 3.12, while pupils scored 2.72. Teacher responses have a higher standard deviation (1.62) than student responses (1.47). Most teachers and students agree, as seen by the higher

mean score and standard deviation. Calculated (-1.53) is less than the tabulated (0.12). The difference is slight. Most professors say that students hesitate to speak English with them.

Item 3 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.93, while pupils scored 2.47%. Teacher responses have a higher standard deviation (1.57) than student responses (1.34). Most teachers and students agree, as seen by the higher mean score and standard deviation. -1.88 is less than 5.99. Their perceptions are not statistically significant. Most teachers feel that they help students to learn English.

Item 4 shows how teachers and students view sociocultural elements of English learning. The teacher's replies average 3.02, while student responses average 2.41. Teachers' standard deviation (1.57) exceeds students' (1.32). The higher mean score and standard deviation suggest that most teachers and students agree. The tabulated value (0.01) exceeds the calculated value (-2.58). It indicates no statistical significance. Thus, most English teachers agree that they teach students.

Item 5 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored higher (3.10) than pupils (2.87). Teacher responses have a higher standard deviation (1.64) than student responses (1.41). Most teachers and students agree, as seen by the higher mean score and standard deviation. -849 is less than 0.397. The difference is slight. Most teachers agree that student-teacher interaction improves learning.

Item 6 shows how teachers and students view sociocultural elements of English learning. Teachers had a mean score of 3 compared to pupils' 2.79. Teachers' standard deviation (1.64) exceeds students' (1.52). The higher mean score and standard deviation suggest that most teachers and students agree. -760 is lower than 0.44. It indicates no statistical significance. Thus, the majority of teachers agree that local society discourages English.

Item 7 shows how teachers and students view sociocultural elements of English learning. Teachers scored 2.93 compared to students' 2.46. Teachers' standard deviation (1.66) exceeds students' (1.33). The higher mean score and standard deviation suggest that most teachers and students agree. -1.891 is lower than 5.99. It indicates no statistical significance. Thus,

most teachers agree that they listen and answer students' queries.

Item 8 shows how teachers and students view the socio-cultural elements of English learning. Teachers scored 2.52 compared to pupils' 1.79. Teachers' standard deviation (1.51) exceeds students' (1.08). The higher mean score and standard deviation suggest that most teachers and students agree. The calculated value (-3.55) is less than the tabulated value (0). This indicates no statistical significance. Thus, most English teachers believe that they use modern methods.

Item 9 shows how teachers and students view sociocultural elements of English learning. Teachers scored 2.73 on average, while pupils scored 2.43. Teachers' standard deviation (1.56) exceeds students' (1.30). The higher mean score and standard deviation suggest that most teachers and students agree. The calculated value is -1.18; the tabulated value is 0.23. This indicates no statistical significance. Thus, most teachers aim to spark pupils' interest in learning English.

Item 10 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.83, while students scored 2.64. Teachers' standard deviation (1.53) exceeds pupils' (1.35). Most teachers and students agree, as seen by the higher mean score and standard deviation. -721 is lower than 0.47. The difference is slight. Thus, most teachers agree that they meet students' English learning needs.

Item 11 shows how teachers and students view sociocultural elements of English learning. The teacher replies average 2.89, while student responses average 2.52. Teachers' standard deviation (1.53) exceeds students' (1.35). The higher mean score and standard deviation suggest that most teachers and students agree. The calculated value is -1.56; the tabulated value is 0.11. This indicates no statistical significance. Thus, most teachers agree that they aim to make learning English comfortable.

Item 12 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.58, while pupils scored 1.68. Teacher responses have a higher standard deviation (1.56) than student responses (1.22). Most teachers and students agree, as seen by the higher mean score and standard deviation. -3.88% is less than (0). The difference is slight. Most teachers feel that sociocultural factors aid English learning.

Item 13 shows how teachers and students view sociocultural elements of English learning. Teacher responses average 3.14, whereas student responses average 3.10. Teachers' standard deviation (1.65) exceeds students' (1.46). The higher mean score and standard deviation suggest that most teachers and students agree. -1.69 is smaller than 0.86 . This indicates no statistical significance. Thus, most teachers feel the English curriculum is more challenging than others.

Item 14 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored two while students scored 2.04. Teachers' standard deviation (1.41) also exceeds pupils' (1.18). The higher mean score and standard deviation imply that most professors and students disagree with the statement. $.23$ is more extensive than 0.81 . The difference is statistically significant. Thus, most students disagree that socializing improves English learning.

Item 15 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.87, while pupils scored 2.52. Teacher responses have a higher standard deviation (1.63) than student responses (1.32). Most teachers and students agree, as seen by the higher mean score and standard deviation. -1.41 is less than 0.16 . The difference is slight. Thus, most teachers believe they help students.

Item 16 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.73, while pupils scored 2.33. Teacher responses have a higher standard deviation (1.56) than student responses (1.32). Most teachers and students agree, as seen by the higher mean score and standard deviation. -1.60 is lower than 0.11 . The difference is small. Thus, most teachers believe that they teach self-study.

Item 17 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.54, while students scored 2.50. Teacher responses have a higher standard deviation (1.37) than student responses (1.36). Most teachers and students agree, as seen by the higher mean score and standard deviation. -1.87 is less than 0.85 . The difference is slight. Most teachers acknowledge that they make decisions.

Item 18 shows how higher secondary school teachers and students view sociocultural elements of English learning. Teachers scored 2.70, while pupils

scored 2.27. Teachers' responses have a lower standard deviation (1.30) than students' (1.31)—the higher mean score and standard deviation show that most teachers and students concur. -1.81 is smaller than 0 . The difference is slight. Most teachers feel that pupils must speak English at school.

Item 19 shows how higher secondary school teachers and students view sociocultural elements of English learning. Teachers scored higher (3.02) than pupils (2.31). Teacher responses have a higher standard deviation (1.45) than student responses (1.29)—the higher mean score and standard deviation show that most teachers and students concur. -3.02 is less than 3.00 . The difference is slight. Most English teachers agree that they give good feedback.

Item 20 shows how higher secondary school teachers and students view the socio-cultural elements of English learning. Teachers scored higher (3.08) than pupils (2.21). Teachers' standard deviation (1.60) exceeds pupils' (1.32). Most teachers and students agree, as seen by the higher mean score and standard deviation. -3.60 is less than 0 . The difference is slight. Most teachers believe that they regularly assess the four English language skills.

Item 21 shows how high school teachers and students view sociocultural elements of English learning. Teachers score lower than pupils (3.39 vs. 3). Teacher responses have a higher standard deviation (1.66) than student responses (1.46). Most teachers and students agree, as seen by the higher mean score and standard deviation. 1.50 exceeds 0.13 . Thus, most students agree that teachers set English-learning goals.

Item 22 shows how higher secondary school teachers and students view sociocultural elements of English learning. Students scored 3.58, while professors scored 3.14. Teacher responses have a higher standard deviation (1.81) than student responses (1.52). The higher mean score and standard deviation show that most teachers and students concur. 1.60 exceeds 0.11 . The difference is statistically significant. Most pupils agree that their mother tongue hinders English learning.

Item 23 shows how higher secondary school teachers and students view the socio-cultural elements of English learning. Teachers scored lower (3.02) than students (3.71). Teacher responses have a higher standard deviation (1.81) than student responses (1.46). Most teachers and students agree, as seen by the higher mean score and standard deviation. 2.54 is

more extensive than 0.01. The difference is statistically significant. Most students feel that cultural elements are essential in learning English.

Item 24 shows how teachers and students view sociocultural elements of English acquisition. Teachers' responses average is 3.12, whereas students' average is 3.60. Teachers' standard deviation (1.77) exceeds students' (1.50). The higher mean score and standard deviation suggest that most teachers and students agree. The tabular value is 8.30, but the calculated value is 1.74. It indicates no statistical significance. Thus, most students agree that students' familial backgrounds affect English language acquisition.

Item 25 shows how higher secondary school teachers and students view sociocultural elements of English learning. Teachers scored 2.70, while pupils scored 2.81. Teacher responses have a higher standard deviation (1.62) than student responses (1.38). The higher mean score and standard deviation show that most teachers and students concur. 0.67 is more significant than 0.42. The difference is slight. Most students agree that they read English newspapers daily.

Findings and Conclusion

Researchers found that views held by educators and those held by pupils were statistically similar. However, most teachers agree that students must improve their interpersonal communication skills. The poll found widespread agreement between educator and student perspectives. Most educators believe their students are uneasy while communicating with them in English. Both teachers and pupils likely have comparable perspectives. Many English teachers, however, insist that they work together with their classes. The research found that both educators and students shared similar perspectives. Even Nevertheless, most educators would say that English is what they teach. The research claims that there is consensus among educators and pupils. However, the vast majority of educators agree that classroom dialogue benefits students.

The research found that both educators and students shared similar perspectives. Most educators think that local norms prevent young people from learning English. Both teachers and pupils likely have comparable perspectives. Most educators, however, are confident in their ability to hear and respond to students' concerns. The research found that both educators and students shared similar perspectives.

Most of those who teach English claim to use cutting-edge techniques. Both teachers and students likely have comparable perspectives. Most educators think their first goal should be stimulating students' curiosity about English. The poll found widespread agreement between educator and student perspectives. Nonetheless, most educators are confident they are fulfilling students' linguistic demands in the English classroom.

The research found that both educators and students shared similar perspectives. Most educators, however, concur that they try to make their students feel at ease while studying English. The research found that both educators and students shared similar perspectives. However, most educators think that exposure to sociocultural factors facilitates English learning. The poll found widespread agreement between educator and student perspectives. English is generally seen as more challenging by educators than other subjects. There was no significant difference in the opinions of teachers and pupils. Most students, however, think that getting out and interacting with others helps with their English studies. The research found that both educators and students shared similar perspectives. Most educators, however, see themselves as net beneficial for their students.

There was no significant difference in the opinions of teachers and pupils. Nonetheless, most educators are confident in encouraging children to learn independently. The poll found widespread agreement between educator and student perspectives. Most educators consider themselves to be decision-makers. The research claims that there is consensus amongst educators and pupils.

However, most educators insist that English be the language of instruction for all students. The poll found widespread agreement between educator and student perspectives. The majority of educators believe that English teachers provide valuable comments. The research claims that there is consensus amongst educators and pupils. Most educators assume they routinely test all four English language abilities. The poll found widespread agreement between educator and student perspectives. Nonetheless, most students acknowledge that their English teachers provide objectives.

The results demonstrate a statistically significant difference between educators' and learners' perspectives. The majority of students agree that it is

challenging to acquire English as a second language. The research found that educators' and students' perspectives differed. Most students agree that cultural factors significantly influence English language learning. The research claims that there is consensus among educators and pupils. Most pupils believe listening to role models at home is essential when learning English. The research found that both educators and students shared similar perspectives. They all think they read English newspapers every day. The research indicates that educators' and students' perspectives differ. However, most students in Urdu medium schools say that their classmates have difficulty learning English. Results reveal that student and educator perspectives differ. However, most students believe they need further instruction in English. The research found that both educators and students shared similar perspectives. Most educators view English more as a subject area than a language.

The research found that both educators and students shared similar perspectives. Most educators, however, view English not as a language but as a discipline. The research claims that there is consensus amongst educators and pupils. The majority of educators believe the current English curriculum is beneficial to their pupils' language acquisition. The poll found widespread agreement between educator and student perspectives. Both students and faculty members generally feel that English classes use cutting-edge tools. The poll found widespread agreement between educator and student perspectives. Students and faculty alike believe their English classes should be addressed. The research claims that there is consensus among educators and pupils.

However, most students and teachers concur that learning English is more like cramming than studying. The research found that both educators and students shared similar perspectives. Most students who speak English say their professors have received thorough training. The research found that both educators and students shared similar perspectives. The majority of students agree that English is a spoken language on campus.

This study aimed to identify the cultural and socioeconomic factors that help secondary school students in Multan and Vehari on their journey to English proficiency. Qualitative methods were used to gather evidence from the schools under scrutiny. These concluding thoughts are grounded in research

findings. Here is a quick rundown of our statistical findings.

High school students' social settings significantly impacted their English competence, according to the study's findings, which were summarized. Students' lack of self-assurance when speaking English is an example of a social factor, along with teachers' openness to collaboration, course materials, opportunities for student participation, societal pressures that discourage students from learning English, innovative teaching methods, and students' urgent need to acquire the language.

The results of this study emphasize the significance of background culture in learning English. Most pupils are uneasy when required to use English in class or amongst classmates. Since most students fail to learn English and instead spend their time cramming for exams, it was decided that more resources should be dedicated to instructing pupils in the language. In both settings, teachers were portrayed as the unchallenged rulers of the English language learning institution. It was uncovered that students frequently resort to cramming for exams by memorizing question and answer sets. In addition, they prepared for class by reading and writing. Students, however, required more time in small groups with teachers to practice oral and written communication skills.

The vast majority of students do strive to achieve well academically. There is a common misconception that ESL students only learn English to advance in their careers. Thus, it is essential to provide them with qualified teachers. However, there is a large subset of students who make an effort to learn English in order to pass a mandatory class. Most children in both school systems also had an effective channel to reach out to parents, instructors, peers, or private tutors for assistance with their schoolwork.

An English class can be made more exciting and fun for its students in several ways. At the same time, we need to work on helping students who are learning English slowly or just sometimes catch up. In particular, involving the local community, knowledgeable people, authorities, and English language education experts can help pupils reach their full potential in the English language.

Students with non-English-speaking parents require English teachers with the proper credentials. Teachers should have a cheerful demeanour and work to make their classrooms comfortable learning places.

The English textbook should be presented to students all around the world with a beautiful method so that they would love reading it and be able to grasp it. Finally, secondary schools should begin using specialized grammar texts. According to the poll, secondary school English teachers see their students using reference materials more and more frequently. Students in both districts believed their required textbook might use some spicing up, and few were excited about the companion answer book.

Many students in both regions agreed that they would have performed better on the upcoming test if assigned to the right category, regardless of the curriculum they followed. The children, however, showed a strong determination to learn English. The classroom was where students could interact with their teachers and classmates. In conclusion, secondary pupils in Multan would benefit significantly

from increased sociocultural exposure to improve their English language ability. Establishing English-speaking settings, cultural sensitivity, parent participation, peer interaction, and student motivation can increase youngsters' English language skills.

Recommendations

The study suggests the following recommendations;

1. Teachers may provide a sociable and friendly environment to students for enhancing language skills at the secondary school level.
2. Teachers may allocate activities to the students i.e. reading English newspapers, and English story books whereas students may watch as well as listen to English newspapers.
3. Teachers may arrange debate competitions among English learners to enhance their English communication skills.

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