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Exploring the Impact of Sociocultural Factors on the Learning Process in EFL Classrooms

A Case Study of English Students at Almaahad Pro International Company, Medea

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master in Linguistics

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Declaration

We hereby declare that our dissertation entitled "Exploring the Impact of Sociocultural Factors on the Learning Process in EFL Classrooms " presented for the degree of Master 2 in English (Linguistics) under the supervision of Mrs. Amira METIDJI, is our own original work and has not been in whole to any institution for assessment purposes. Further, we have acknowledged all sources used were cited in the reference list.

We are conscious that any plagiarism practice leads to the failure of this work and will be subjected to disciplinary section. Then, we are totally responsible for the content of this dissertation.

Date: June 19th, 2022.
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Dedication

This research is lovingly dedicated.....

To my respective parents, I express extreme gratitude to you my mother for your heroic sacrifices, infinite love, and endless support, I always do my best to make you proud of me.

To my sister «SARAH», my brother «MOUHAMED AMINE», and in-laws who wish to see me in high grades.

I immensely appreciate your empathy and encouragement.

To my cutest niece «MAISSEM»,

To my best friends «CHAIMA» and «MANEL» for your motivation and trusted friendship.

To my partner «MERIEM FADEL», I am beholden for achieving this project together successfully.

To you readers,

Moufida

Dedication

Al hamdoulilah, my biggest thanks to Allah for giving me uncounted blessings.

I dedicate this work to:

The light of my life, the woman who gave me unstinting support, endless love and who sacrificed for making me happy always, who spend time praying and asking Allah to make me successful to my beloved mother «Abla». The man who spent his life trying to facilitate my education, support me until my research is fully finished, my dear father«Abdelkader»

My aim is to always making you proud of me,

And this work is the least I could do.

To my marvellous sister «Fella» for her support, encouragement and her endless love. My Allah protects you.

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Abstract

Learning a foreign language has become a complex task in the field of linguistic studies. Scholars and researchers have continuously been trying to simplify this operation by investigating the different efficient factors that influence students' attitudes towards the process of learning a foreign language. Sociocultural factors can be the most influential elements that have a considerable impact on the EFL learning process. In the present study, an attempt was accomplished to explore the extent of sociocultural factors on the learning process of English students in the Algerian context,such as social factors, educational factors, and cultural factors. For this purpose, a case study was conducted at Almaahed Pro International Company as a private school in Medea, and the research was based on qualitative and quantitative data collection methods.The procedure relied on questionnaires directed to both students and teachers of Almaahad, and they were asked to answer the questionnaires depending on personal experiences about the influence of sociocultural factors on the learning process of English in Algeria. The findings of this study confirmed the validity of social, educational and cultural factors impact on the operation of the learning process in the EFL classrooms in Algeria.

Keywords: Sociocultural factors, Learning process, EFL Classrooms.

ملخص:

تعتبر مهمة تعلم لغة أجنبية مهمة معقدة للغاية في مجال الدراسات اللغوية، فقد حاول العديد من الأدباء والباحثين تبسيط هذه العملية من خلال التحقيق في جملة العوامل المؤثرة على مواقف الطلاب تجاه عملية تعلم لغة اجنبية، ومن أهم هذه العوامل نجد العوامل الإجتماعية و الثقافية التي بدورها قد تؤثر بشكل كبير على تعلم اللغة الإنجليزية كلغة أجنبية. حيث قامت الدراسة الحالية بمحاولة إستكشاف علاقة العوامل الإجتماعية والثقافية بعملية تعلم الطلاب للغة الإنجليزية في المجتمع الجزائري بما في ذلك العوامل الإجتماعية، العوامل التربوية، والعوامل الثقافية. و لهذا الغرض، تم اجراء دراسة حالة في معهد المعرفة باعتباره مدرسة خاصة تابعة لولاية المدية. إضافة إلى ذلك، فقد إعتمد البحث على طرق كمية ونوعية في عملية جمع المعلومات. كما أن الإجراء ارتكز على استبيانات خصصت لكل من طلبة وأساتذة المعهد، وبالتالي كل منهم كان مطالبا بالإجابة على الإستبيان معتمدا في ذلك على خبراته الشخصية حول تاثير العوامل الإجتماعية والثقافية على عملية تعلم اللغة الإنجليزية في الجزائر. وبناء على ذلك أكدت نتائج هذه الدراسة صحة تأثير العوامل الإجتماعية، التربوية، والثقافية على عملية تعلم اللغة الانجليزية كلغة أجنبية في المجتمع الجزائري.

الكلمات المفتاحية: العوامل الإجتماعية والثقافية، عملية التعلم، اقسام اللغة الإنجليزية كلغة اجنبية.

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List of Abbreviations

Abbreviation	Expression
EFL	English as a Foreign Language
FL	Foreign Language
L1	First Language
L2	Second Language
MI	Multiple Intelligences
ZPD	Zone of Proximal Development
TL	Target Language

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GENERAL INTRODUCTION

1. Background of the Study

The subject matter of sociocultural factors impact on students process of learning a foreign language has become a central area of interest among researchers within the field of linguistics. Adeyemo & Babijide (2012) pointed out that family traditional tenets, beliefs and occupation, tribal variations, and parental socio-economic position has a magnificent effect on students academic process of learning. Hence, social factors include the influence of family background, and educational environment. Cultural factors however, involve ethnic beliefs, ethical values, language, customs, and laws.

Several researchers examined the level of sociocultural factors impact on students learning process depending on the strength scale of each factorial component alone. Okebukola (2002) stressed that cultural context has multiple effective components that help to identify learners' attitudes towards education and academic process of learning. Furthermore, according to Odey (2019) culture and education are closely linked to each other. So, culture is the umbrella of content to learning, while education preserves and protects such cultural values. In other words, students come to school supplied with an innate social and cultural values that unconsciously influence their attitudes and behaviours. Consequently, the quality of sociocultural factors in terms of traditions, language, religion, and family setting perform the most efficient scale forces on individuals thoughts and comportments within societies (Njok & Edinyang, 2014).

In the same context, another influential factor that contributes in the evolution or fail of learning a foreign language is the socio-economic status of parents. Many researchers argued that parents' low economic level causes a negative effects on students process of learning, thus, they perform poorly in class since they have less experiences that enhance their intellectual evolution. Based on this argument, Akessa & Dhifera (2015) stated that family socio-

economic level is considered to be the primary reference of educational students' outcomes. As a result, interpreting this phenomenon concluded that parents' belonging to low socio-economic position gives less motivation to their children in order to achieve a better academic performance, whilst parents who come from rich families encourage their children differently.

Despite the fact that the Algerian linguistic background is so generous, Algeria has encountered many social, cultural, and political issues for a long period of time. The main reason behind these problems was the linguistic complication which categorized the country to be a multilingual that used more than two languages in both formal and informal contexts (Tabory and Taboray, 1987). The existence of such variety leads to language crisis in political and educational fields. Thus, it gave importance to Arabization in the first place, followed by French-Arabic bilingualism. However English had never reached the required level of dominance in the Algerian society (Lakhal-Ayat, 2008).

After independence in 1962, Algeria established appropriate educational system that meets the population needs, where the French language was considered as a cultural duty until the late of 1970's, then, English gained a higher status by the Arabization policy of 1970 more than before (Khelloul and Benmaghrouzi, 2020, p.188). Therefore, the French language started to vanish at the midway, and gave the opportunity to creating the space for teaching English as a second foreign official language (Mami, 2013).

As a result, the mastery of English language has become more crucial for Algerians, in comparison to the past, due to the world globalization on the one hand, and the multiple usage of that international language in different fields of life on the other hand.

2. Statement of the Problem

The noticeable differences in students' academic achievement are strongly associated with the surrounding external factors. Learners always face difficulties before being fluent and accurate in learning any foreign language. After a lot of studies, researchers were able to reach that students' academic level is not totally relied on the cognitive abilities, but also is highly linked with social, cultural and educational factors that can be the basic reasons behind learner academic success or failure.

In the main, Algerian EFL learners face several problems in learning the English language because of the impact of sociocultural factors and this influence has become a critical issue in the field of education. The lack of motivational sources, inappropriate educational methods and shortage of self-efficacy are some of hurdles that learners meet while learning a foreign language. Hence, all these obstacles lead to impact their foreign language proficiency. Therefore, EFL students in the Algerian society need more consideration in order to overcome the sociocultural factors that hinder them in their learning process.

3. Aims of the Study

The substantial aim of this research is to investigate the effect of external factors on Algerian EFL students' learning process. More precisely, this study aims to explore the extent of social, educational, and cultural factors contribution in facilitating or hindering the learning process, and to determine which factors are the most influential on EFL learners. In other words, this study raises the teachers' awareness about the role of sociocultural factors on students' process of learning a FL.

4. Research Questions

In order to achieve the above mentioned objectives, this study is guided by the following research questions:

- To what extent can sociocultural factors enhance or weaken EFL students process of learning in Almaahad?
- How do social factors influence the process of learning a foreign language?
- What is the role of literary works, songs, and movies in improving foreign language proficiency?
- What are the elements of educational system that contribute in EFL learners' motivation to reach a better competency?

5. Research Hypotheses

To address these questions, this work suggests the following hypotheses:

- Sociocultural factors can affect the success or fail of EFL students' process of learning in many aspects, regarding family, school, and culture.
- Social factors may influence the EFL process of learning by improving or hindering students' academic achievement.
- Literary works, songs and movies are considered as artistic support through which EFL learners could learn a foreign language more actively and enjoyably.
- Educational system could cover a set of essential elements that contribute in learners' motivation to reach a better competency as the role of teacher and school setting.

6. Significance of the Study

Basically, this research has originated from a sociolinguistic perspective to be an exploratory attempt to the effective external aspects taking part in the success or fail of EFL students in Algeria. In this regard, this study is significant for learners, teachers, and other researchers. For learners, this research could show a multiple sorts of motivation in learning a foreign language, beside the successful ways for reaching the required level of English competency. For teachers, the outcomes of this study could add more value to the new teaching methods and strategies, as well as the suitable solution for learners' low competency either in schools or outside. While, for other researchers, this work supplies an additional data source for future research on this particular topic.

7. Research Methodology

Research methodology is the systematic work plan used for solving a research problem, and a science that explores the course of conducting a research validly and basically the procedures approved by researchers to describe, explain, and predict phenomena (Gounder, 2012, p. 10). Therefore, a research methodology can follow one of these approaches: qualitative, quantitative, or both of them at the same time.

The appropriate approach used to gather and analyse data for the present survey was a mixture between qualitative data and quantitative data. Thus, a mixed methods tactic requires a combination of both approaches, since qualitative data is based on open-ended responses, while quantitative data usually involves closed-ended answers as Yes or No questions (Creswell, 2014, p.43).

8. Structure of the Study

The current study is purposefully presented in three consistent chapters besides the general introduction and general conclusion. The first chapter is devoted to the literature review and theoretical framework which provides an overview of the relationship between sociocultural factors and the process of learning, then it explains varieties of social factors, followed by its main components. It highlights also the educational factors and states the different styles, strategies and methods of learning, in addition to the essential cultural factors that influence EFL learners. Eventually, it accentuates some theories and previous studies of sociocultural factors effect on the EFL process of learning.

The second chapter submits the empirical part of this research. It sheds light on the research methodology and data analysis. It is divided into two main sections, the first section demonstrates in details the research methods, design and setting, in addition to sampling, participants and data collection tools. Besides, the second section which presents the results of students and teachers questionnaires in forms of tables and figures.

The third chapter seeks to summarize the main findings resulted from teachers and students responses and reconnects these findings to research questions as well as to theories. Furthermore, it proposes some pedagogical implications and recommendations and some suggestions for further research, in addition to the limitations encountered by researchers to accomplish this work.

9. Definition of Key Terms

- **Sociocultural Factors:** "are those factors that affect the academic performance of students but originate from the unique circumstances surrounding their school or home" (Odanga, 2018 as cited in Ternenge & Torkuma, 2021, p.6).

-**Learning Process:** Sequeira (2012) defined the concept of learning as "the change brought about developing a new skill, understanding a scientific law, or changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change usually brought about intentionality" (p.1).

-**EFL Classrooms:** are classrooms that study the English language in non-English speaking countries (Shu Ding Fang,1994 as cited in Si, 2019, p.33).

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1.1 Introduction

This chapter attempts to provide a roadmap for the reader to achieve a full understanding of the different external factors that affect EFL learning process. It deals first with sociocultural factors including social factors, educational factors and cultural factors. Second, it sheds light on some theories that highly focuses on the relation between foreign language (FL) proficiency and the surrounding sociocultural factors. Ending up with some previous studies that highlight the effect of environment on the FL learning.

1.2 Definition of Sociocultural Factors

There is a notable growing interest within the field of foreign language learning and the main factors that influence the academic achievement of EFL learners. According to Al-Busaidi second language proficiency is largely dependent upon the social and cultural context where learning takes place (p.73). Moreover, she states that success in learning a second language can be attributed to particular sets of social factors (p.72). She added also that culture plays a vital role in shaping and enhancing individuals' abilities when learning a foreign language (p.72).

1.2.1 Social Factors

Society is considered to be a platform where family, peer group, gender, and age impact on the language input that learners receive(Liu, 2020, p.3). So, foreign language learning process is not limited with cognitive capacities, but it is affected by external factors that facilitate or hinder the learning process including the learner's family background, learner's peer group, gender and age.

1.2.1.1 Family

Family is the first motivational source from where a student receives a social support for learning a FL. Lareau (2010) found that learners' interaction and reflexivity draw from their experience at home (p.73). In addition, Smith et al (2020) stated that there is a marked academic development when families are

engaged in their children' education and this engagement affects positively the academic and social-behavioural outcomes (p.3).

Besides, students' academic achievement is highly connected with parents' background. First, socio-economic status is one of the central aspects that influence the learning process in general and particularly learning a foreign language. Students who belong to high socio-economic status have easy accessibility to the educational materials as a support tool for better academic performance (Neupane, Amp & Gurung, 2021, p. 52-53). In contrast, Dawadi (2021) stated that student, who have low level of language proficiency use few language development strategies like watching movies or reading books, because of the lack of money and resources. Also, students' learning motivation and English language practices are affected by financial differences between parents. For example, those who are able to afford expensive learning materials to help their children for better access to resources in order to develop their skills like listening and speaking (p.9-10). Second, parents' educational level is also considered as an important element that influences students' learning achievement. According to Bourdieus' Cultural capital theory, the academic achievement is not related to individual talent, but to inherited culture from family (Neupane, Amp & Gurung, 2021, p.52-53). Also, Sellami (2019) asserts that children of college-educated parents have higher levels of academic achievement in comparison to those who are not graduated from college.

1.2.1.2 Learner's Peer Group

Peer group mostly refers to the interaction between learners within a group, this interaction helps learners to develop and enrich their educational performance especially EFL learners. Sato and Ballinger (2016) found that the comfortability during peer interaction affects foreign language learners processing by helping them to detect and correct their each other errors, and that comfort level encourages positively learners for better language production (p.5).

In the same context, they found that learners' ability to profit from peer interaction is greatly affected by the social dynamic of their group pair (p.19). In addition, negotiation for meaning during communication is beneficial for foreign language acquisition because learners draw attention to linguistic forms and observe the differences between their own production and others (Loewen & Wolff, 2016, p.164). Pica (1994) claimed that target language (TL) interaction is an important source of linguistic input and it is considered as a facilitator of foreign language acquisition (as cited in Choi & Iwashita, 2016, p.113).

Moreover, scaffolding is a very essential term when talking about peer group. From a sociocultural perspective, Donato (1994) says that learners scaffold each other and collaborate in finding solution of their language related problems by interaction. He also states that peer interaction is any part of dialogue where the students talk about the language they are producing, question their language use or correct themselves or others (as cited in Dobao, 2016, p.34). By the same, Liu (2009) found that learners jointly build a scaffold through interaction that helps them to complete the activity and construct their own system by making meaning through word in foreign language (p.206). From this view, it can be said that peer group interaction improves FL skills production and the deep engagement between learners in the group helps them to evaluate their language proficiency.

1.2.1.3 Age

Recently, studies in foreign language acquisition put more emphasis on the age factor and ask more questions about which age category of learners can reach highest academic success. According to Vygotsky critical period hypothesis (CPH), children's and adults' brain structure features are different, for that reason they learn language differently (as cited in Ozfidan & Burlbaw, 2019, p.27). In the same context, Singlrton (2001) claims that old and young learners differ in their experiences and cognitive abilities (as cited in Ozfida &

Burlabaw, 2019, p.29). Moreover, several studies have dug into the advantages and disadvantages of learning in older and younger age. Stern (2012) claims that each category has a positive and negative side, but learning in an early age is more profitable because young learners acquire language through intuitive capacities (p.34). Furthermore, Eguz (n.d) pointed that adult learners are more motivated and responsible because of the wide range of experiences and knowledge in different topics (as cited in Klimova & Kacetl, 2021, p.3). Each category is more proficient in specific way, for instance, children are outperform in terms of pronunciation, adolescent outperform in syntax and listening, and adults in reading and writing (Barac & Bialystok, 2019, p.34).

Hence, learning a second language at an early age has a positive side from a scientific perspective which sheds light on the neurological change and brain flexibility that observed in early age,in parallel, learning a foreign language at an older age can be beneficial because of the cultural and linguistic background. So, learning process proficiency depends on experiences, cognitive abilities and maturity of the learners.

1.2.1.4 Gender

Sex and gender, are terms involved in sociocultural studies. Wardhaugh (2015) argued that sex categories are based on the biological variation between males and females (p.312). On the other hand, gender, although based on sex categories is culturally determined, Masculine or feminine features differ from one community to another. In this regard, a human being can be more or less masculine or feminine but in sex categories, individuals must firmly and permanently belong to one of the two categories (p.313). In other words, in sociocultural studies, the term sex stresses the biological features of individuals that are usually divided into men and women. Nevertheless, the term gender focuses on the social and cultural features of both male and female.

Gender factor in foreign language learning has been explored from different angles such as, language aptitude, learning strategies, personality and long term attainment (Cruz, 2021, p.104). In the same context, Kleinjans (2010) states that the learner's educational and occupational path is determined by his/her gender (p.191). From the neuro linguistic perspective, Broca's and Wernicke's area are 20% and 30% larger in women than men (Kurth et al,2017,p.105). Furthermore, Dornyei (2005) asserts that females are more anxious when talking about the communicative competence, speaking hesitation and anxiety level in females drives from a cultural background. So, they can not express themselves confidently in a social context when compared to males (as cited in Cagtay, 2015, p.654). Mersi (2012) says that the higher level of anxiety by females is a consequence of fear or negative evaluation, especially when the teacher comments or gives corrective feedback in front of the other students. Heinzmann (2009) states that girls are better at learning than boys (p.19). An important extension for this idea, motivation is the most crucial determinants in foreign language learning, Heinzmann (2009) says also that girls are more motivated to learn a foreign language than boys (p.20).

1.2.2 Educational Factors

Educational factors represent the second principal force after family that strengthens or weakens the FL learning procedure. It has a large influence on students' behaviours and thoughts. Besides, it covers a set of instructional sections, including the system of learning and teaching, language learning strategies, methods for language teaching, the influence of institutional equipment, and local curriculum .

1.2.2.1 Language Learning and Teaching

Speaking about the process of teaching and learning determines a conditional and crucial relationship between them (Brown, 2007). The basic role of teaching process is to guide, motivate the learner, facilitate the activity of receiving knowledge, and provide the student with the suitable conditions for learning. Thus, the good understanding of the learners' mode of learning enables the teacher guess their philosophy of education, and also the appropriate teaching style, methods, and techniques (Nguyen, Warren & Fehring, 2014,(p.94). Another researcher stated that "all successful teaching depends upon learning", and "the proof of teaching is in the learning" (Cook, 2001, p.9).

1.2.2.2Language Learning Strategies

In contrast, when discussing the operation of language learning, some researchers shed light on the strategies used to make the learner's cognition procedure easier. Language learning strategies are defined as the EFL learner's chosen tools for active self-regulated improvement (Shinozuka, shibata, & Mirusawa, 2017). They are differently determined and classified by several researchers in the field. O'Malley and Chamot (1985) made a division of three essential categories, the first variety is named as the meta-cognitive strategy, it covers selective attention, planning, self- assessment, and self-monitering. The second type is the cognitive strategy, it largely focuses on the phases or ways followed in the process of resolving the learning materials. The last strategy of language learning is the most effective one, which is based on social communication, together with the ideological control over emotion. Oxford (1990), then, promoted the framework program and schemes of learning strategies. She pointed out that they are important tools for evolving the communicative competence of the learner, personal actions that facilitate the learning process, and they are more functional for situations (p.8).

Thus, Oxford splits language learning strategies into two basic types such as direct and indirect. The direct strategies include Memory strategies, cognitive strategies, and compensation strategies.

- **Memory Strategies** are techniques used to help students keep new data in their memory.
- **Cognitive Strategies** are personal skills that enable the learner understand and produce language in different situations.
- **Compensation Strategies** are the attitudinal aspects used to help the students to produce the language properly.

As opposed to direct strategies, indirect strategies supply the learner with a hidden support for language learning, by focusing, planning, evaluating, seeking opportunities, managing anxiety, and encouraging collaborative work (1990, p.151). They are classified as follows:

- **Meta-Cognitive Strategies** are mental efforts used to regulating, designing, and assessing personal skills of language learning.
- **Affective Strategies** are mechanisms that adjust both emotional and motivational aspects of personality.
- **Social Strategies** refers to the valid contextual interactions with others in the target language.

1.2.2.3 Major Methods in Language Teaching

In order for teachers to be knowledgeable of the predominant English language teaching methods, and the reasons behind the existing ones in classrooms, as well as the challenges that teachers and learners face, it is substantial to understand the main methods of language teaching which are explained as follows:

- **The Grammar-Translation Method** mainly focuses on reading and writing, it does not give much importance to listening and speaking, rather, it provides bilingual words lists in teaching vocabulary depending on the students' mother tongue as medium of instruction (Richard, 2001).

- **The Direct Method** proposes that foreign language learners should acquire the language the some way they acquire their first language, or as they naturally acquire a second language when living in another country with no difficulty (Rivers, 1968). Hence, this method emphasizes on the speaking and listening skills, proposing that grammar should be taught inductively. However, foreign language learning has to be natural, and with no use of translation into the native language (Richard, 2001).
- **The Audio-Lingual Method** according to Brown (2007), it is known as the army method, since it is originated from language learning courses of US military. It focuses on aural and oral skills, by means, grammar is taught inductively, vocabulary must be learned in context, with much use of visual aids, and less depending on the mother tongue by teachers (p.111).
- **Communicative Language Teaching Method** aims at developing communicative competence and insists on the use of learner-centered approach in language teaching. (Richard, 2001)extracted that communicative language teaching activities and tasks are made to enable the learner achieve expressive goals through participation, in which he is capable to exchanging data, debating, and interacting easily with others. Brown (2007) summarized the communicative language criteria, stressing that the process of teaching requires the presence of all communicative elements to make the learner consciously be aware of the pragmatic use of language for valid fluency and accuracy. Therefore learners must utilize language productively and receptively (p.241).

1.2.2.4 The Influence of Teacher on EFL Learners

Teachers play an important role in the operation of learning a foreign language as they can ease or hinder the students' path of receiving knowledge. A study made by Lochana and Deb (2006) pointed out that a new effective technique of teaching has been discovered by teachers recently, it is named as "student-centred approach", it is a way of encouraging students to learn a FL in

context at the same time use it in factual social situations. Therefore, it is based on collaboration learning or group work which allows learners to express their thoughts, share ideas and experiences, or discussing the different subjects in classroom. Consequently, this approach aims at developing the students' communicative competence (Richards, 2001). In addition, it is agreed upon that the teacher's function has retreat impact on students' motivation to learn a FL, Dörnyei (2001) stated:

> Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn (p.156).

1.2.2.5 The Influence Institutional Equipment on EFL Learners

The school environment is also an effective factor in learning a foreign language, it consists of physical and material instruments, such as, the quality of school equipment, the school size, the teaching aids, and the number of students and teachers in school. A study made by Higgin (2005) has shown that there is a strong relationship between the effective use of aids, and the success of environmental changes in influencing behaviours. As well as, Crosone (2004) stated that "smaller class sizes create more intimate setting and therefore can increase teachers and students bonding which has also been shown to have positive effect on student success"(as cited in Ali Birama Ali, 2018, p.342).

1.2.2.6 The Influence of Curriculum on EFL Learners

The educational program, or curriculum, is also a central element for FL learning and teaching process. It is defined as "the totality of the techniques and technology of educational practices that comprises the content and conceptualization, transaction methodology, and evaluation that help the wards have continuing consciousness" (Ralph & Tyler, 1992-1994). Based on this definition, curriculum involves a set of values, skills, concepts, and objectives that should be instilled by teachers in the learner's mind. For that reason, The Algerian official syllabuses of English (June 1999) mentioned that the objectives of English educational system in Algeria are mostly related to the achievement

of grammatical and linguistic communicative aspects, taking into account four major types of objectives such as, socio-cultural objectives, humanistic objectives, educational objectives, and academic objectives. The teachers' business here is to cater learners with the needed subjects embedded within the curriculum, and learners should reach such objectives from the evolution of mental capacities and linguistic skills. The Algerian directives (June 1999) set up six basic stages for English language learning making them in the following order:

- **To Know:** gain, being aware, and perceive.
- **To Comprehend:** predict, determine, and explain.
- **To Apply:** guess, use, and structure.
- **To Analyse:** select, and make comparison.
- **To Synthesize:** Summarize, organize, and conclude.
- **To Evaluate:** select, think critically, and support / refute.

In addition, the Algerian Government " directives" and official texts (June 1999) stated that the aim of Algerian educational program of English is to provide learners with the needful communicative skills of language, so that he/she will be qualified for interacting with the daily social situations, especially in speaking and writing. It also works toward the achievement of academic purposes, as improving the level of students who are going to be specialized in the English field of study, for instance, translation, journalism or degree in English language. Besides, the progress it gives to those who use it for business purposes. However, it neglected a significant aspect in EFL learning process, which is "reading" unlike what is mentioned in the instructional directives. As a result, learners will not be fully qualified in exploring the various branches of knowledge in relation to English language without boosting the role of reading (Slimani, 2016).

1.2.3 Cultural Factors

The essence of cultural factors in the learning process of a foreign language appears in their impact on FL students, either positively or negatively. This impact is divided into two categories: the influence of L1 acquisition on L2 learning, and the significance of artistic works in the operation of learning.

1.2.3.1 The Influence of L1 Acquisition on L2 Learning Process

The learner's mother language performs the cornerstone of second language learning process. Linguistically speaking, this influence refers to a common term known as "language transfer". It is defined as "a general cover term of a number of different kinds of influence from the language other than L2. The study of transfer involves the study of errors (negative transfer/ interference), facilitation (positive transfer / intraference), avoidance of target language norms, and over-use" (Ellis,1994, p.341). Positive transfer occurs when the first language shares a number of similarities with the second language, in terms of alphabetically system, linguistic criteria, rhetorical convention, etc. Thus, it facilitates the task of learning a foreign language. For instance, the pronunciation of some words in both languages which are similar in meaning (Kebli, Boumediene, 2017, p.16). The following table presents some examples about similarity between words pronunciation and meanings in English and Arabic:

Table 1.1. Similar words between English and Arabic

English	Transcription	Arabic
Lemon	/'leмən/	ليمون
Alchemy	/'ælkımı/	الكيمياء
Algebra	/'ældʒıbrə/	الجبر
Cotton	/'kɒt(ə)n/	قطن

Sugar	/'ʃʊɑə/	سكر
Salad	/'sæl.əd/	سلاطة
Cake	/'keɪk/	كعكة
Coffe	/'kɒf.i/	قهوة
Alcohol	/'æl.kə.hɒl/	الكحول
Mummy	/'mɒm.i/	مومياء
Saffron	/'sæf.rən/	زعفران

As opposite to positive transfer(intraference), the negative transfer appears when there is a set difference between the mother tongue and target language. Richard (1992) proved that errors resulted from L2 learning, and using its grammatical rules wrongly, is caused by the application of L1 on L2. For that reason, the learner's native language in this case impedes the learning of a second language (As cited in Kebli, Boumediene,2017,p.17). Moreover, Attia (2004) explained some of the prevalent differences between both languages. So, Arabic is written from right to left, however for English, it is the opposite. Arabic has multiple word orders, subject-verb-object / verb-subject-object / or verb-object-subject,while English has only one word order which is subject-verb-object.

1.2.3.2 The Role of Artistic Support in Learning FL

Over the last decades, technological development formed new world. According to that,new educational strategies promised to revolutionize the learning environment with novel techniques, among them listening to music, watching movies and reading books.

- **Songs**

Gardner (1983) found that there are eight major intelligences which define human intellect, he states that individuals who have a high musical intelligence, not necessarily they are musicians or conductors, they are just sensitive to rhythm, melody, pitch and tone, and such terms indeed resemble the phonological feature of language (as cited in Xiaomei & amp Quansheng, 2018, p.166). Murphey (1990) points that songs could be preferable strategy for language acquisition due to the positive association between song and language (p.166). Students believe that songs are new and enjoyable tools to learn a second language. Bsharat et al (2021) state that songs can be very helpful because, they help students to understand more the target language and acquire new rules, as well as, inspire learners to be curious to know more about the language. Besides that, music helps to improve grammar skills and pronunciation, he pointed out the term "Questioning period", when the learner starts using forms and meanings of new words on his/her own way (p.730). Moreover, Pejic (2016) believed that using songs lyrics of the target language can improve the learner vocabulary. In short, music facilitates language acquisition due to the comfortable learning atmosphere.

- **Movies**

Educational movies are classified as a very important instrument in learning a foreign language. The dual-coding theory has been applied to literacy and language learning. The theory was proposed by Allan Paivio when he explains the powerful influence of mental imagery on the mind especially memory, he focuses on verbal and non-verbal influences in memory. According to him, a person can learn new materials by verbal or visual imagery. However, the combination of both elements, is more successful in learning. Allan (1971) states that there are two coding systems, the verbal system stores linguistic information, such as; text and sound while, visual system stores visual information such as; symbols and pictures. These two coding systems interact,

and this interaction results in a better recall (as cited in Kanellopoulou et al, 2019, p.2). Kanellopoulou (2019) says that one of the most prominent multimedia tools for foreign language learning are films, especially with subtitles or actions, he pointed out that images leave double and stronger traces in human brain because written and spoken words only get coded once. Whereas, images of words get coded twice visually and verbally. Nevertheless, he states that vocabulary knowledge is very important in learning a FL, the key element of fluent language use, is the learner ability to recognize words automatically in listening or reading and easy recall words when speaking and writing (p.7). Building on such concerns, films are an audio-visual information sources and the more engaging instruments nowadays. Morley & amp; Lawrence (n.d) state that there are two main purposes why should consider films as a formal program for students, a linguistic purpose and informational purpose. First, for the linguistic purpose, it helps in vocabulary building,grammar and pronunciation development, and develops listening, writing and reading skills. Second, for informational purpose, it makes students more aware about the different topics which are carefully chosen (p.119).

- **Reading**

Kirsh, amp & Guthrie (1984) assert that reading is an important instrument for job success, career development, and the ability to respond to change (p.130). The basic benefit of book reading is the exploration of new words, ideas and giving rich information about specific topics with providing meaningful and motivating context. Besides, reading books can help the student to learn more about the pronunciation and meaning of new words and practice using them (Fernald et al, 2013, p.41). Khatib (2011) says that reading is an active and dynamic process where the reader becomes more creative (p.151). Larson (2015) highlighted the interest of e-books, and how they can effect the growth of reading. According to him, the learner can access to digital texts in different forms such as, hyper links, audios, videos, and images. So, that what

suppose to attract learner to read more (p.130). As well as, those who read more are different, they engage in outdoor activities, attend cultural events and attain higher level of education (Nea, 2008, p.13). Moreover, it is true that reading is very important to learn a second language, but the most essential part is to be aware of the way to reading. Oxford (1986) states that language learning strategies play a key role in learning English and facilitate the progression of students' language learning process(as cited in Saeed Muhammed, 2022, p.629). So, reading is a tool for developing vocabulary, improving writing skills and grammatical knowledge (Renandaya & Amp, Jacobs, 2016, p.38).

1.3 Sociocultural Factors Vs English Teaching in Algerian Schools

During the past decade, the Algerian economic system seemed to be very complex, due to the influence of several social and cultural factors, which contributed in the failure of adopting English as the first foreign language after Arabic. Coleman (2010) states:

> In the late 1980s, the Algerian government considered the possibility of introducing English as a school subject in primary schools or even as a medium of instruction, as an alternative to French. (...). If reconciliation between these feuding parties could be achieved, then the country would be able to devote itself to the pursuit of the economic and social development which it so urgently required. This radical proposal was never implemented (p.13).

According to Coleman, the worsening of economic and social situation in Algeria is due to the non-accrediation of English as the first foreign language in schools, since it was the dominant Lingua Franca among the various trade exchange operations before the1980's. For instance, a huge number of foreign investments in Algeria were of French companies and factories. Hence, many products were imported from France, and from other European countries who

speak the French language. As a result, names of products, items, and materials were received written in French. In contrast, other overseas investments that were using English as a jargon in the field of trade did not have the chance to impose themselves in the Algerian economy.

Moreover, speaking about the role of cultural aspect in using English among the Algerian society, sheds light on the field of tourism in the first place. That is to say; the Algerian government did not give much importance to cultural exchange with native speakers of English, in which it promotes the opportunities to communicate with them (Borni, 2016, p. 31-32). Consequently, all these factors affected EFL students process of learning in Algeria negatively.

1.4 Theories about the Influence of Sociocultural Factors on Learning

1.4.1 Howard Gardner's Multiple Intelligences Theory (1993)

Multiple intelligences theory (1993) suggested the idea that all humans have several degrees of intelligence across the different areas of science. Thus, the application of this theory provides learners with personal achievement, self-esteem, self-confidence, and mutual respect with others (Gardner, 1993). Furthermore, Gardner (1993) presumed that MI theory consists of three tendencies, Wesist, Besist and Tesist. Wesist is the purpose of western societies to specify some features or qualities about others, Besist is based on the idea of linguistic thinking approach which is the key of describing solutions. Tesist, however, refers to the ability to testing human abilities and intelligences (p.12). The set of intelligences established by Gardner, determine the specific intellectual make-up of individuals, it is summarized as follows:

- **Musical Intelligence** is the enjoyment of listening to music, playing on musical instruments, or composing songs.
- **Bodily Kinaesthetic Intelligence** is related to the facility of physical efforts, as movements, dance and sports (1993, p.19).

- **Logical/Mathematical Intelligence** is the access to solve scientific and mathematical activities and logic based chains (Hoerr,2000).
- **Linguistic Intelligence** is about the proficiency to reading literary works and things related to language as writers and speakers.
- **Spatial Intelligence** is the skill to perceive the world, create, or change some aspects of the world (like architects, engineers, chess players, etc).
- **Naturaliste Intelligence** characterizes individuals with a high level of observation to the natural world, recognizing patterns and classification (for instance Darwin and Goodall).
- **Interpersonal Intelligence** identifies the capacity to determine individuals' mood, intention, level of thinking, and motivation. It marks political leaders, counsellors, teachers, etc.
- **Intra-personal Intelligence** is the competence of self-motivation, self-dependence, and the awareness of personal emotions (1993, p.25).

1.4.2 Vygotsky ZPD Theory (1978)

Vygotsky is widely recognized as the founder of sociocultural theory that focuses on the development of human mental activities surrounded by the social factors.According to him, human use a symbolic tools like algebraic symbols, diagrams, graphs and the most important language to empower mental processes, like attention, logical problem solving, and memory. He states that mental development is related to the sociocultural background of the child, and once the child starts using these symbols, his mental activities start to develop automatically, and this development is controlled by others. usually, parents during this period are the first controllers to construct the cultural guidelines of their child (Lantolf, 1994, p.419).

Vygotsky (1978) introduced "the zone of proximal development" (ZPD)as a central to sociocultural theory. Zuengler & amp; Miller (2006) refers ZPD to "what an individual can accomplish when working in collaboration with others versus what he/she could have accomplished without collaboration with others"

(p.39). There is a distance between child's current level of actual development in independent problem-solving activities and the potential level of development that the child can solve the problem under other's guidance (Kusmryono et al, 2021, p.342). Educators and researchers further developed ZPD theory in educational context, the teacher job is to provide help when it is needed by students. Darling &Hammond et al (2020) states that students learning development must be assisted and guided, so that they can solve problems independently (p.343). In addition, the zone of potential construction (ZPC) refers to the modification of concepts that students may make (Steffe, 1994, p.342). This modification is basically linked to students' cognitive structure abilities, and this structure is built upon knowledge that already exists in society and named as social construction. However, personal knowledge creativity is named as individual construction (Reber & Carton, 1987, p.342). Besides, in ZPD theory scaffolding is a concept derived from cognitive psychology which is considered as an important process that enables students to solve second language problems through interaction with others and helps them creating more opportunities to learn from each other (Darling & amp; Hammadond, 2020, p.343). This process supports the premise that student gains opportunities to learn from others.

Finally, Simeon (2014) indicates that in learning context, peer's scaffolding is a form of collaboration learning that help students in deeper cognitive processing such as clarifying thinking, reorganizing information, developing new understanding and correcting misconceptions (p.45)

1.4.3 Bourdieu's Cultural Capital Theory (1986)

The concept of cultural theory and its hypothesized effect on educational success originated in Pierre Bourdieu's cultural reproduction theory (Jaegr, 2010, p.5). Bourdieu (1986) defined cultural capital as the "instruments for the appropriation of symbolic wealth society designated as worthy of being sought and possessed", including social rules, language competency, general cultural

background, knowledge and skills (as cited in Avic et al, 2020, p.173). He also indicated that the academic success of students does not depend on individuals' talent, but on inherited culture from family, proposing the differences in student's process of learning caused by the differences in families backgrounds (Neupane & amp; Gurung, n.d. , p.52-53).

By the same, Lamont, amp & Lareau (1988) stated that Cultural Capital generally refers to the knowledge that includes dominant conceptual and normative codes, it enables individuals and families with knowledge of higher status cultural signals (attitudes, preference, formal knowledge, behaviour, goods, and credentials) to exclude others form advantaged social position (p.5). The main hypothesis of this theory was that, whether the cultural capital actually cause educational success or not. Bordieu (1977) believed that the educational system is the key factor in legitimizing existing social structures and class relations, because it is based on standard and knowledge of the upper classes. In addition, he says that the cultural system basically focuses on children with the dominant culture, who have linguistic and cultural competence, this means that the school system is not composting for the lack of such competences to the children from less privileged family backgrounds, as sequence, pupils of lower social origin faces difficulties to adapt the school culture, for that reason, they generally have lower school performance and lower educational and professional aspirations. In short, the educational system is an important factor in maintaining social inequalities, as students from educationally, financially and socially privileged families achieve higher educational and professional success (Kosutic, 2017, p.153-154).

Moreover, Kosutic (2017) states that highbrow art performance in the form of painting, music and literature enables the individual to have more amount of cultural capital which leads to success more than others,these performances are conditioned on museum visits, historical monument visits, knowing of English language and book reading, and these resources are not

available for everyone. Thus, that what makes differences in academic achievement. For instance, the knowledge derived from the book is of a significant value because it gives information and cultured language and distinguishes from one who reads to another who does not (p.156).

Finally, family influences are the strongest predictor of students' cognitive ability, this means that success in education fundamentally depends on one's exposure to social and cultural capital. As a result, knowledge leads to the domination and advantage of those upper class, leaving the poor at a marginalized position (Maunah, 2020, p.165).

1.5 Studies on the Impact of Sociocultural Factors on EFL Learning

A huge bulk of research explored the impact of sociocultural factors on student's learning process. Dabado (2016) conducted a research on the influence of peer interaction on learning a second language. The finding of this particular study confirmed the validity of peer interaction as a motivational source that helps student to achieve a an academic development, the study has shown how the silent learners are motivated, and proves that silent learners, through seemingly passive, may actually be active participants in their peer group (p.55-56).

By the same, Mayo & amp; Azkarai studied the influence of peer's group interaction on the second language proficiency. Their study results showed that the task modality (writing, oral tasks) helps the production and outcomes of EFL learners, by their collaborative peer work they can profit from each others knowledge. Furthermore, in writing tasks, learners focus more on linguistics forms, while in oral tasks they put more attention on meaning (p.260-261).

A recent study by Tsai (2016) has shown that the multiple intelligences evolution among learners depends on several factors, such as: age, gender, parents' level of education, academic achievement, social status, etc.

Other studies conducted by Owolabi and Okebokula (2009), Hanafin (2014), Ghamarawi (2014), Madkour and Mohammed (2016), and Shàncez et al (2017) proved that the application of MI-based learning strategies in schools enhances the learners' motivation, interest, and emotional intelligence.

Jeynes (2002) conducted a research in which he focused on the significance of student's family background on learning a foreign language. He concluded that the environmental aspect at home is the primary influential element that inspires the child's interests, either inside the classroom or outside,particularly,the socio-economic level of parents including the educational level, occupational status, income level, and family size.

Furthermore, integrating literary works (as books) and artistic works (as songs and movies) in the learning process of FL increase the student's linguistic skills and enriches his cultural background in the target language. Hence, according to Guttenheim Program Learning through Art, the learner's knowledge about art has a positive impact on the development of critical thinking skills and communicative skills, especially in reading, writing, and speaking (The New York State Educational Department, 2014, p.5).

Regarding the present study, it offers the different sociocultural factors affecting the learning process of English as a foreign language in Algeria, and explores the provided strategies, methods, and techniques of teaching in schools, as well as the influence of teacher and local curriculum on students' process of learning. It also shows the role of literary works and artistic works in learning a FL.

1.6 Conclusion

This chapter tackled the different external factors that affect EFL learning process. The first part presented three major aspects of FL learning, including social, educational and cultural factors. It concluded that the success of learning a foreign language is based on environmental standards.The second part highlighted some theories that support the idea of learning FL and its relation to sociocultural factors. The third part focused on the previous studies that encourage teachers to use relevant strategies and methods to facilitate the operation of learning, at the same time enhancing the students' personal skills.

CHAPTER II

RESEARCH METHODOLOGY

AND

DATA ANALYSIS

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2.1 Introduction

The second chapter is devoted to present the methods used in this research. Initially, it involves the representation of social factors effectiveness on learning a foreign language in Algeria, the research design, techniques, and participants, as well as, data gathering tools and presentation of the results. Additionally, this investigation is carried out in a private school, specified only for teaching foreign languages in Medea. It concerned students from different categories: children, adults, males, and females, and also teachers of English from the same school. The master purpose behind conducting this research is exploring and exposing the influence of sociocultural factors on EFL learning process in the Algerian society.

2.2 Section One: Research Methods

2.2.1 Research Design

A research design is the operational planning that enables the researcher to answer questions objectively. It is defined as "the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure" (Selltiz, Deutsch & Cook, 1920, p. 50. as cited in Kumar, 2011, p. 109).

According to Creswell (2012), types of research design are classified into eight (8) patterns, such as: experimental, correlational, survey, Grounded theory, ethnographic, narrative, mixed methods, and action research. Each of which is workable for treating specific phenomena, including the key concepts of solving the research problem.

In addition, a research method refers to as the diverse theoretical procedures, numerical schemes, statistical approaches, and experimental studies provided by researchers to collect the needful data for the study, aiming to solve the research problem (Gounder, 2012, p. 11). Hence, the current exploratory relied on a mixed method approach which is based on the operation of collecting

and analysing data. However, the survey was addressed to two (2) types of participants: students and teachers, and the utilized instruments to gather data were questionnaires.

2.2.1.1 Research Setting

The case study took place at Almaahad Pro International Company, in the town of Medea. It took up from the eighteenth (18) of April to the twenty-first (21) of May 2022. Almaahad Pro International Company is a private school for teaching foreign languages, which is situated in Merdjchekir, Medea, and it was founded in (2012) by two professional teachers in the English language. It is known for creativity, innovation, and a good reputation. It adopted an advanced method in teaching foreign languages, named as The Common European Framework of Reference (CEFR). Besides, the school gained many international prizes as the best foreign languages institution for the access program from the department of state for foreign affairs in (2016). The terms of Almaahed Pro International Company and Almaahed are used interchangeably.

2.2.2 Population and Sampling Techniques

2.2.2.1 Population

It is the target study of individuals, groups, or organizations to understand and have the capability to generalize the results of the study. It addresses the group of population in which the research is concerned (Salkind, 2010).

2.2.2.2 Sampling

It is the process of selecting a sample from a larger set of population as a foundation for describing, explaining, or predicting the prevalence of an ambiguous piece of information, situation, or outcome in relation to the larger group of people (Kumar, 2011, p. 200).

Therefore, the population of the current study is two (2) groups of EFL students from Almaahad Pro International Company, one group of males and one group of females. Besides, a number of teachers from the same school. The

sampling is B2 level English students. The participants were divided into three major sets as shown in tables **2.1** and **2.2**.

Table 2.1. Research Sample Distribution According to Students' Gender

	Gender	Number of Participants
Students	Males	11
	Females	13
	Total	24

Table 2.2. Research Sample Distribution According to Teachers' Gender

	Gender	Number of Participants
Teachers	Males	04
	Females	09
	Total	13

Table 2.3. Research Sample Distribution According to Students' Age

	Age	Number of Participants
Males	15-25	08
	25-35	02
	More than 35	01
Females	15-25	09
	25-35	04
	More than 35	00

2.3.2.3 Participants

The research data are collected from thirty (24) EFL students and thirteen (13) teachers from Almaahed Pro International Company. The participants come from the same city of Medea, sharing the same speech community which is Arabic, and belonging to the same social and cultural backgrounds.

2.3.2.3.1 Students' Profile

The examined participants in this sample were from different levels, they used to study English language at Almaahed Pro International Company. The students' gender was mixed, they were twenty four (24) students; thirteen (13) females, and eleven (11) males, aged between fifteen (15) and more than thirty-five (35) years old. Their category also includes employees because the questionnaire was applied in a private school. Therefore, the participants were chosen from Almaahed in order to have the desired outcomes of different learners in terms of gender and age, since they belong to the same culture, society, and educational system.

2.3.2.3.2 Teachers' Profile

The instructors were a mixture of teachers from Almaahed Pro International Company who are teaching now and others who already taught in the same setting. They were thirteen (13) teachers, four (4) males and nine (9) females. The participants teach different modules and the most substantial concept is that they are considered as one of the external factors that affect EFL students on the one hand, and they have the ability to observe the behavioural and personal differences between students in relation to their sociocultural backgrounds.

2.3.3 Data Gathering Tools

The tool of this research had been selected to measure how sociocultural factors affect the learning process among EFL students. The qualitative and quantitative data of this research has been gathered through a survey in a private

school. According to Neuman (2000), a survey design has been widely used in education for many years and found a large application in many social and cultural science fields.

By the same context, Creswell (2012) stated that a survey is a popular design in education in which investigators address a sample of people to describe opinion, behaviour or characteristics of the population and is help identify important beliefs and attitudes of individuals (p. 377).

2.3.3.1 Questionnaire

Questionnaire is a form used in a survey design that participants in a study complete and return to the research, the participants choose answers to questions and supply basic personal or demographic information (Creswell, 2012, p. 382). Moreover, according to Dorney (2003), questionnaires are one of the most popular instruments of data collection in learning a foreign language. From these perspectives, questionnaires were used for both teacher and students of English at Almaheed Pro International Company.

2.3.3.2 Students' Questionnaire

The first questionnaire was directed to EFL students of Almaheed Pro International Company at Medea. It aimed at collecting data about EFL students Towards the learning process of FL, and how it is affected by sociocultural factors. The questionnaire is a mixture of close-ended, open-ended and semi-closed-ended questions and contains of twenty (20) questions. These questions aim at exploring students and teachers' point of view toward the surrounding social, cultural and educational factors and their influence on second language proficiency.

2.3.3.3 Teachers' Questionnaire

The second questionnaire was addressed to EFL teachers of Almaheed Pro International Company, those who are teaching now and who were taught previously, in order to have more information. The current questionnaire

contains thirteen (13) questions, the main goal of it was to give teachers an opportunity to express their opinions and experiences towards teaching a foreign language, the relation between FL and the surrounding different external factors, and how these factors affect students' academic achievement and motivation progress.

2.2 Section Two: Data Analysis

2.2.1 Students' Questionnaire Analysis

- **Presentation of Students' Gender**

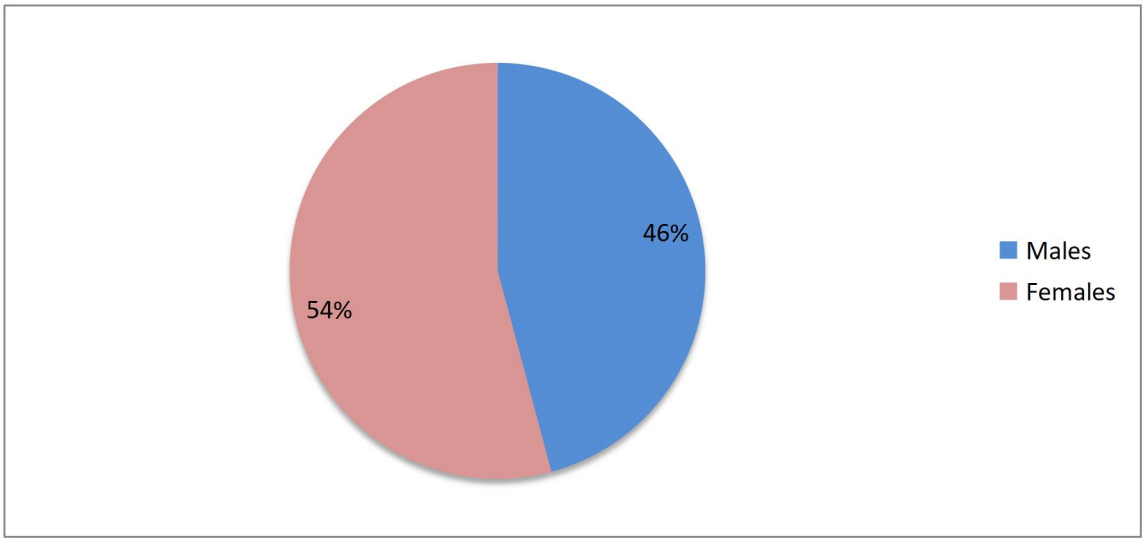


Figure 2.1. Students' Gender

The circle above shows that (46%) of the participants are males, while (54%) are females.

- **Presentation of Students' Age**

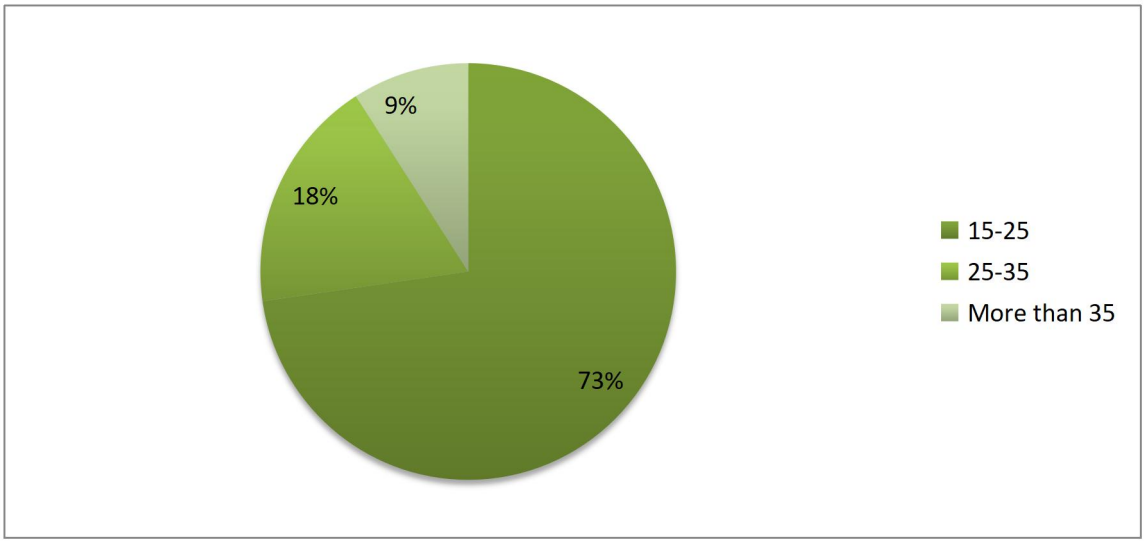


Figure 2.2. Age of Males

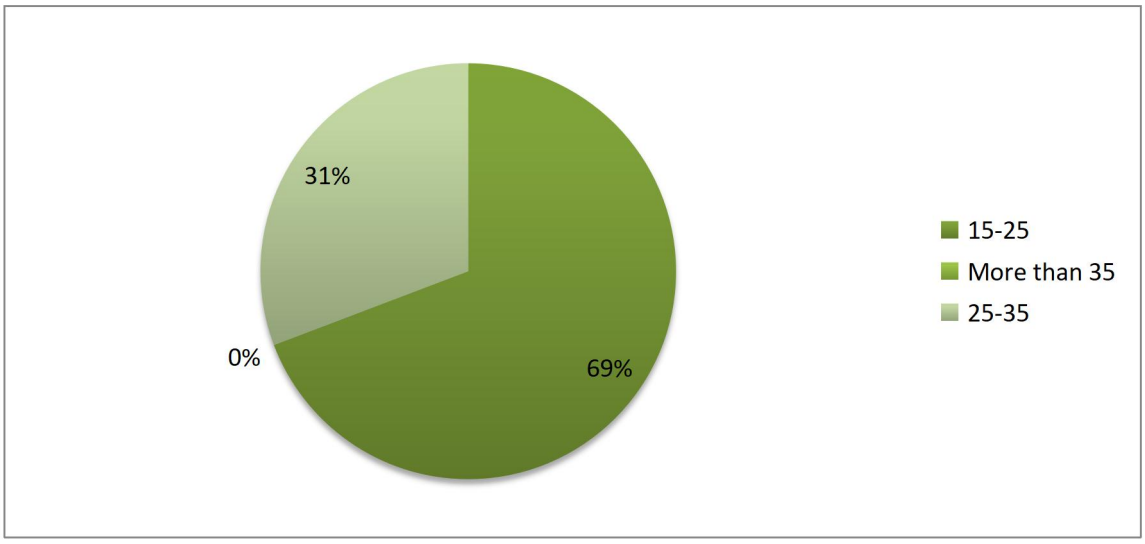


Figure 2.3. Age of Females

According to males age, (73%) of them are aged between 15-25 years old, (18%) are aged between 25-35 years old, and (9%) who exceed 35years old. However females age is quite different from males age, (69%) of them represents those who are aged between 15-25 years old, while (31%) are aged between 25-35 years old and (0%) for elders who exceed 35 years old.

Q1- why did you want to learn English in a private school?

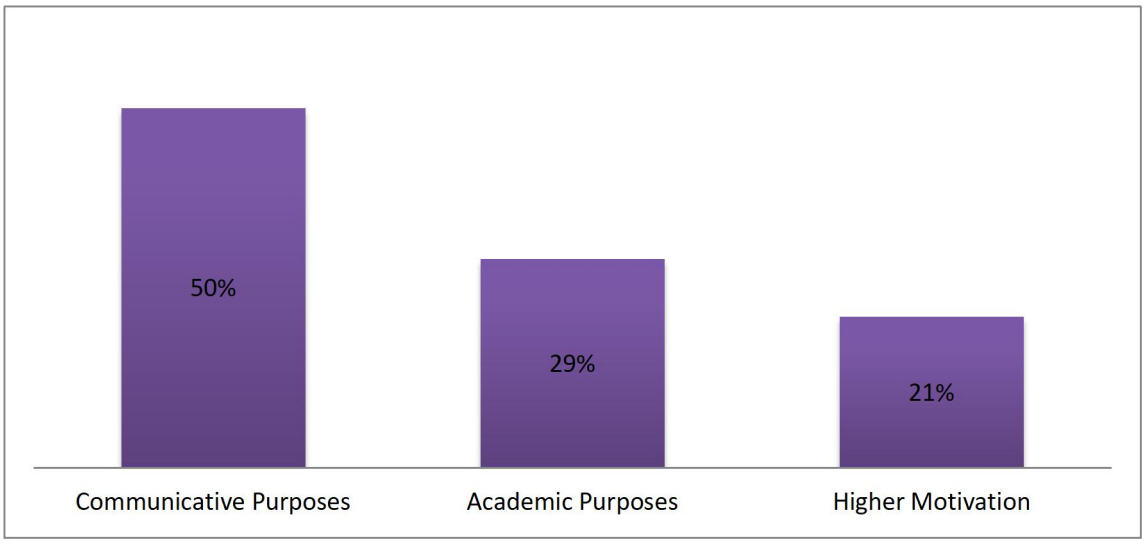


Figure 2.4. Students' Reasons behind Learning a FL in Private School

when asking students' about the reasons behind learning English in private school, half of the number of participants (50%) seem to study for communicative purposes, (29%) study for academic purposes, and (21%) prefer to study in private school because they feel much motivated when comparing to the public school.

Q2- who encouraged you the most to learn a foreign language?

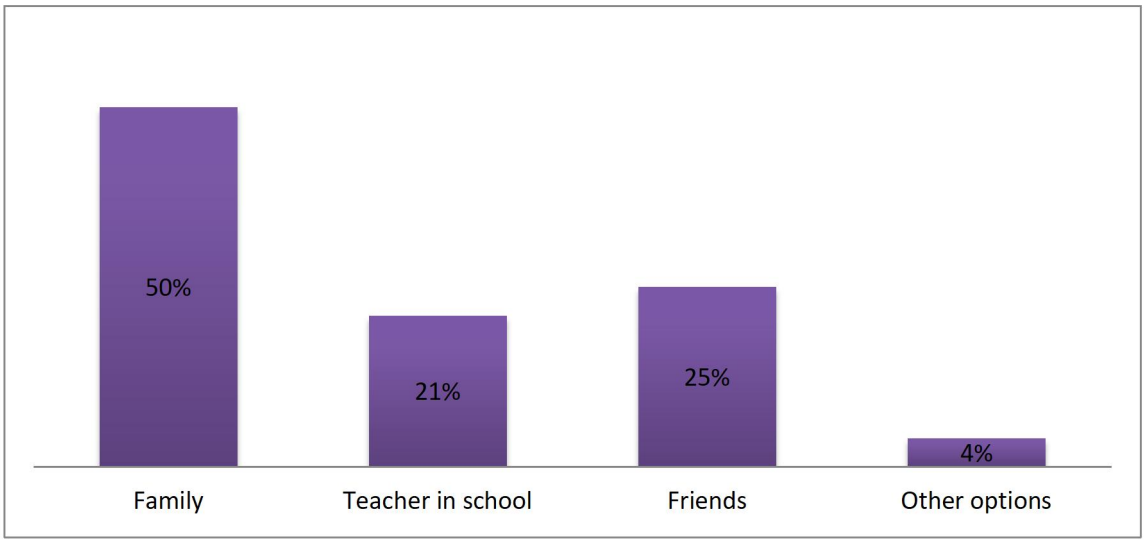


Figure 2.5. Students' Sources of Motivation

When considering students' sources of motivation to learn English, (50%) of the participants are studying due to their family support, while (25%) quarter of them, study as a result to the influence of friends, and (21%) of students are learning due to teachers' encouragement in school, and the rest (4%) are studying for the sake of job.

Q3- Is this your choice or your parents' choice?

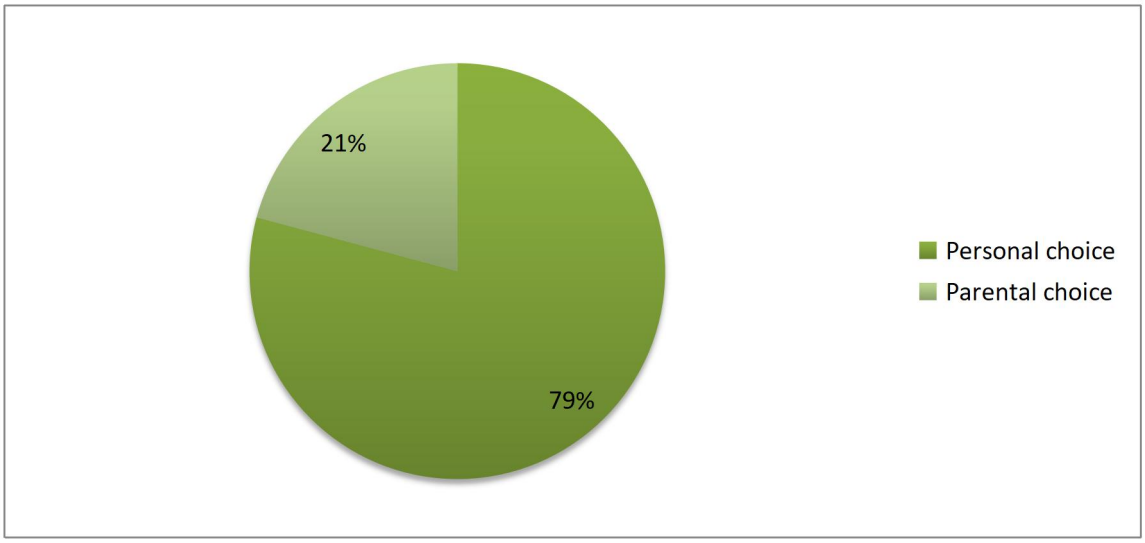


Figure 2.6. Students Choice Vs parents Choice for Learning English

Asking students' whether studying English is a personal or parental choice, (21%) of them answered that it was their parent' choice. while (79%) of their answers show that the decision was personal, and this indicates that the majority of participants have internal factors which motivate them to be knowledgeable about such an interesting language.

Q4- How can you describe the path of learning English?

Table 2.4. Students' Rate of English Comprehension in Public school

Options	Students' answers	Percentage	Degree
25%	05	21%	Poor
50%	05	21%	Average
75%	08	33%	Good
95%	06	25%	Excellent

In an attempt to inquire about the rate of English comprehension in public schools, students' were asked to select their degree of comprehending approximately, (05) of the learners' understanding is average, (05) others are poorly understanding English, while (08) of participants' degree of understanding is good, and the rest (6) of them have an excellent level of comprehension.

Q5- What is the rate of comprehension to English in the public school?

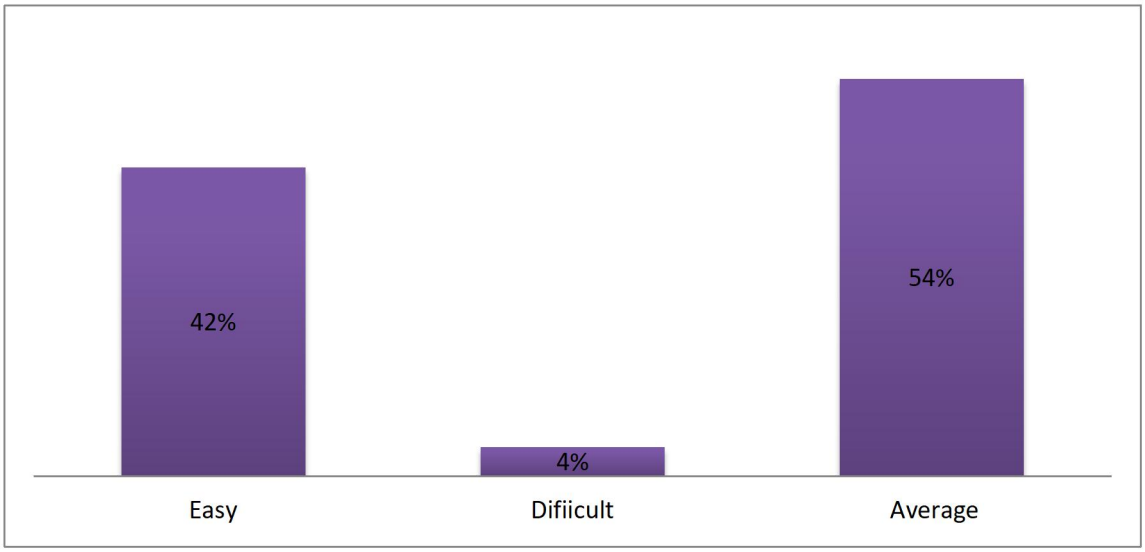


Figure 2.7. Students' Evaluation to the Process of Learning English

Based on the students' evaluation to the process of learning English, (42%) of the answers describe it to be easy, (54%) of them evaluate it as an average operation, while (4%) of whom said that the process is almost difficult.

Q6- Since you are gaining new English words each session, are you using them outside the classroom?

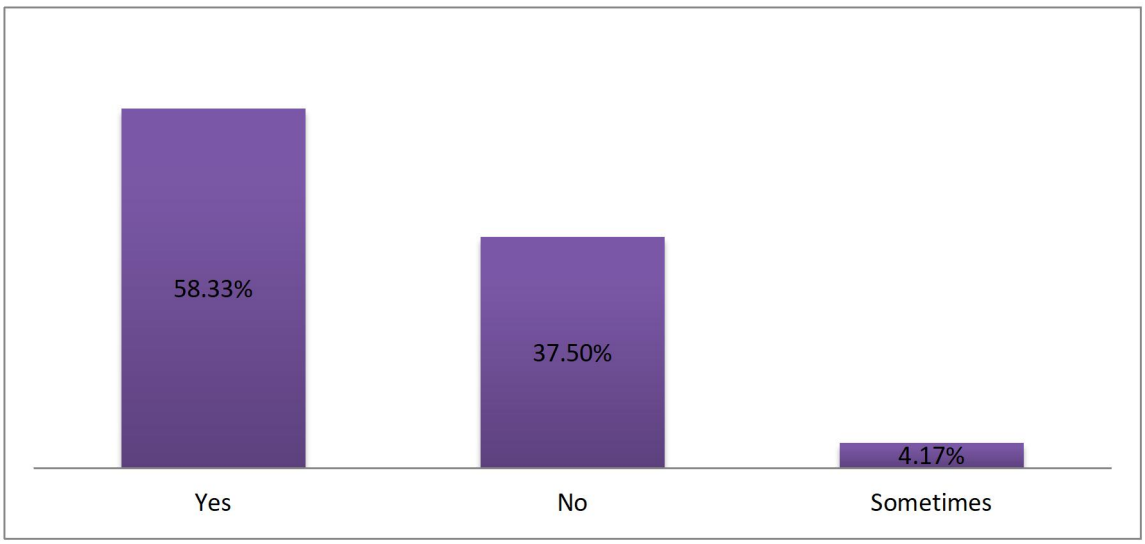


Figure 2.8. Students' Usage of English Outside Schools

According to students' responses, (58,33%) of them agreed on the use of English outside school, (37,5%) of them agreed that they use it sometimes, while the minority (4,17%) of learners did not practice the language outside the classroom at all. Hence, not practising or using a foreign language in daily life, lead to the low proficiency.

Q7- Do you prefer to study in mixed class, males only, or females only?

Table 2.5. Students' Preferences of the Existing Gender in Classroom

Options	Students' Answers	Percentage
Mixed	06	25%
Males only	06	25%
Females only	12	50%

As an answer to this question, half of the participants (50%) prefer to study in females' classes, (25%) of them like to study in males classes, while the rest of students (25%) like better to be among a mixed gender class. So, this

proves that a specific category of males and females feel afraid of committing mistakes during the process of learning, in the presence of the opposite gender, which resulted to the complex of shyness, anxiety, and then the low competency. In contrast, students who prefer to study in mixed classes, they feel much comfortable in the presence of both genders in the same class, and enjoy learning with and from each other.

Q8- Does your family accept to pay easily for English courses?

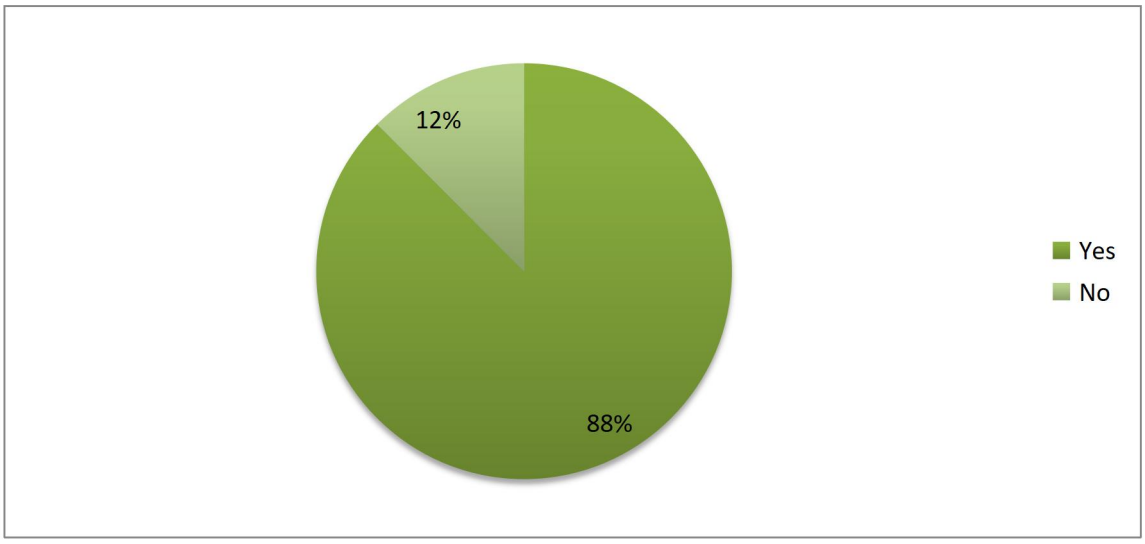


Figure 2.9. Parents' Economic Level

According to students' responses, it is shown that the majority of them (88%) belong to families who are economically stable, in which they can easily pay for English learning courses. Yet, the minority of learners (12%) show the opposite, and this is due to a lower economic level of family.

Q9- To what extent do your parents value the idea of learning English?

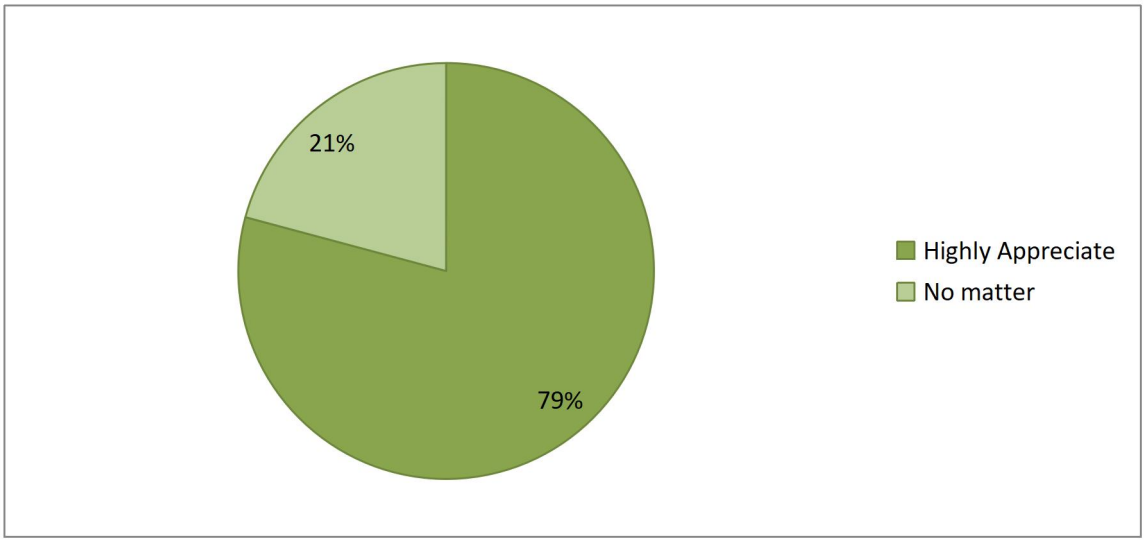


Figure 2.10. Parents' Stance towards Learning English

The main goal of asking the participants about their parents' stance toward learning a FL was the educational background of their family, because it has a large contribution in the student's educational career. Consequently, (79%) of them mentioned that their parents highly appreciate the concept of learning a second language, whilst (21%) of parents are not very interested to do so.

Q10- Does your teacher of English incorporate collaborative working and project based learning? If yes, mention some examples.

Table 2.6. The Teachers' Use for Collaborative Work in Class

Options	Students' Answers	Percentage
Yes	22	92%
No	02	8%
Total	24	100%

The outcomes resulted from students' answers, concerning the use of collaborative work in class, showed that most of teachers (92%) provide learners

with group working activities in order to help them enhancing their communicative skills. However, other teachers (8%) are still relying on traditional methods, as grammar-translation method in Algerian schools. Therefore, students who agreed on the use of teamwork in class mentioned some examples as, games and workshops.

Q11- How does collaborative work help in developing personal skilfulness?

Table 2.7. The Role of Collaborative Work in Developing Language Skills

Options	Students' Answers	Percentage
Develops Speaking Skill	10	42%
Enriches Vocabulary	07	29%
Helps to Avoid Shyness	07	29%

The table above categorized different benefits of collaborative working on FL learners, (42%) of participants said that it helps in improving the speaking skill, (29%) believed that it enriches their vocabulary, and (29%) of students' opinions showed that group work encourages in avoiding shyness while speaking.

Q12- when you have a practice activity, how do you like to work?

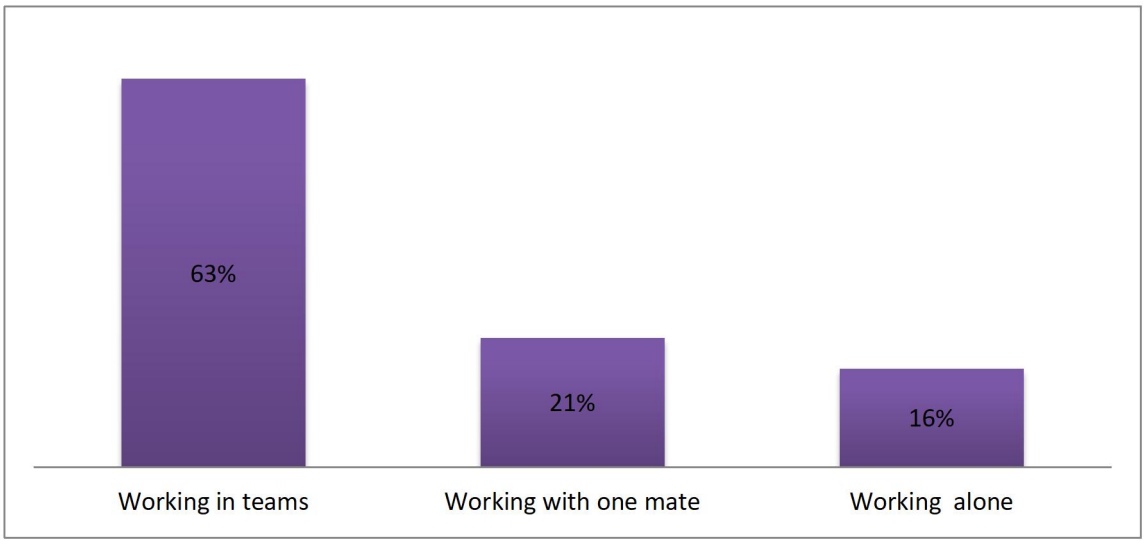


Figure 2.11. Students' Style of Doing Activities

After asking students whether they support working in teams or individually, researchers concluded that (63%) of them like to work in teams, (21%) of them like better to work with one mate. However, (16%) of participants prefer working individually in class. Thus, the results proved that students are divided into two types, extroverts and introverts.

Q13- How do you interact with direct questions from the teacher in class?

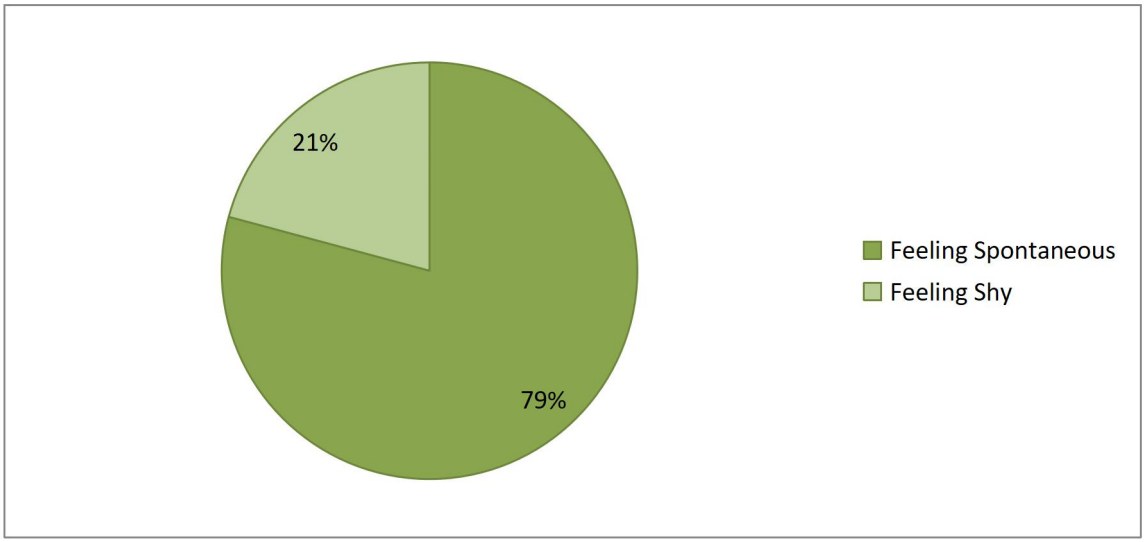


Figure 2.12. Students' Attitude toward Speaking in Class

This question was made on the basis of exploring the percentage of students' attitude toward speaking in class. Though, most of the participants (79%) are spontaneous, while (21%) feel shy during class discussions.

Q14- Do you have internet access in your public school or private school?

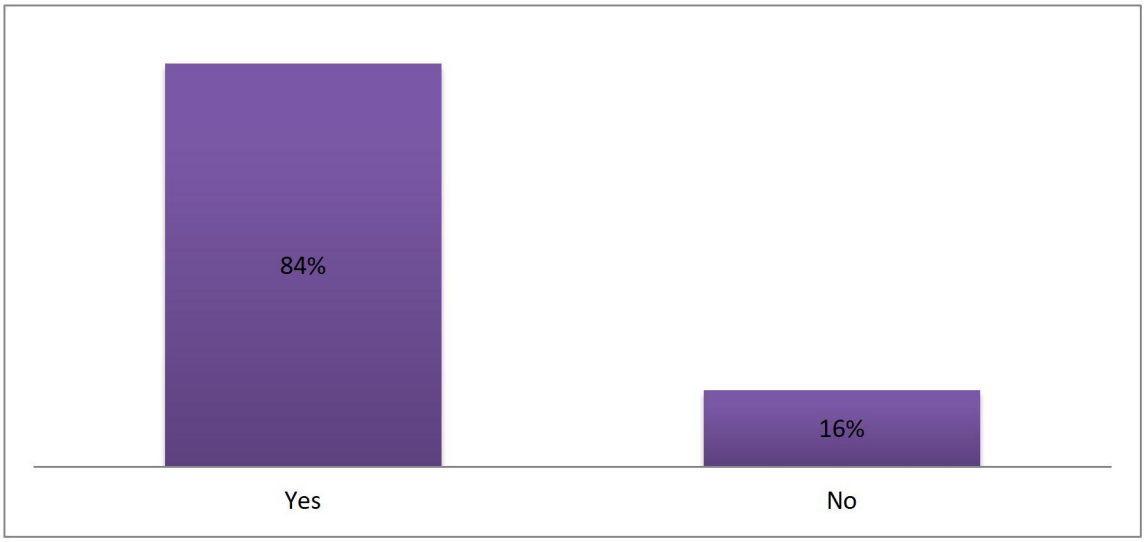


Figure 2.13. The Rate of Internet Availability in Schools

The chart above demonstrates the rate of internet availability in Algerian schools, (84%) of students are having connectivity to network, and (16%) of them are not connected yet.

Q15- How can the mass media help you to learn English?

Table 2.8. Students purpose behind Using the Mass Media in Learning EFL

Options	Students' Answers	Percentage
Communicative purposes	07	29%
Learning Purposes	10	42%
Academic Purposes	07	29%

Considering the significance of the mass media in enhancing the linguistic skills of learners, (42%) of participants use it for the sake of learning more about English, (29%) use it for developing communicative skills, and (29%) of them use it for academic and specific purposes.

Q16- List up some extra sources for learning English

NB: I have counted each student's mentioned source.

Table 2.9. Students Suggestions about Extra Sources for Learning EFL

Helpful Sources for Learning	Students' Answers
Mass Media	11
Books	16
Music	13
Movies	15
Video Games	06
Friends	10
School	03
Applications	02
Dictionaries	02
Public Communication	10

Students have listed some extra sources that motivate them to strengthening their English proficiency, most of them agreed upon the literary works, public communication, next to internet, applications, and video games. However, few others mentioned dictionaries as a crucial source for learning FL.

Q17- Does your teacher in public school use paintings,videos, or songs in the English session?

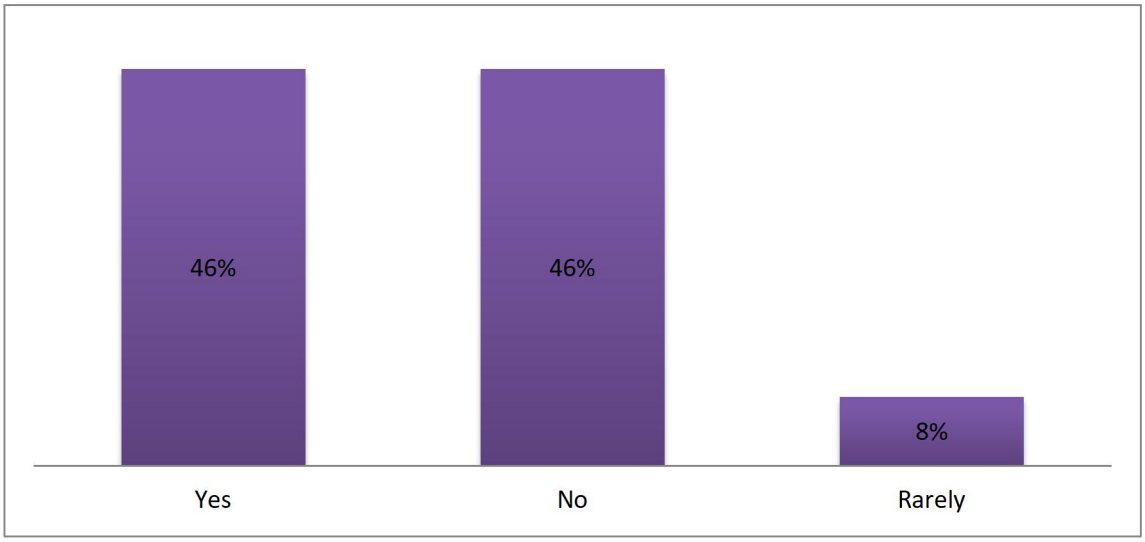


Figure 2.14. The Rate of Using Artefacts and Mnemonics in classes

Analysis on teachers of public schools use of artefacts in classes indicated that (46%) of them apply such technical methods, (46%) of them do not apply it, and (8%) of them rarely provide this mechanism in teaching a FL.

Q18- Do you agree that Arabic helps you to develop your English proficiency? Justify your answer.

Table 2.10. The Impact of Native Language on EFL Learning Procedure

Options	Students' Answers	Percentage
Yes	14	58%
No	10	42%
Total	24	100%

Trying to guess the students' viewpoints on the role of native language in learning an L2 concluded that (58%) of them accept the idea of relationship between L1 and L2, in contrast, (42%) of learners see the opposite. Hence, none of them justify his answers.

Q19- Do you read books, watch movies, or listen to English songs?

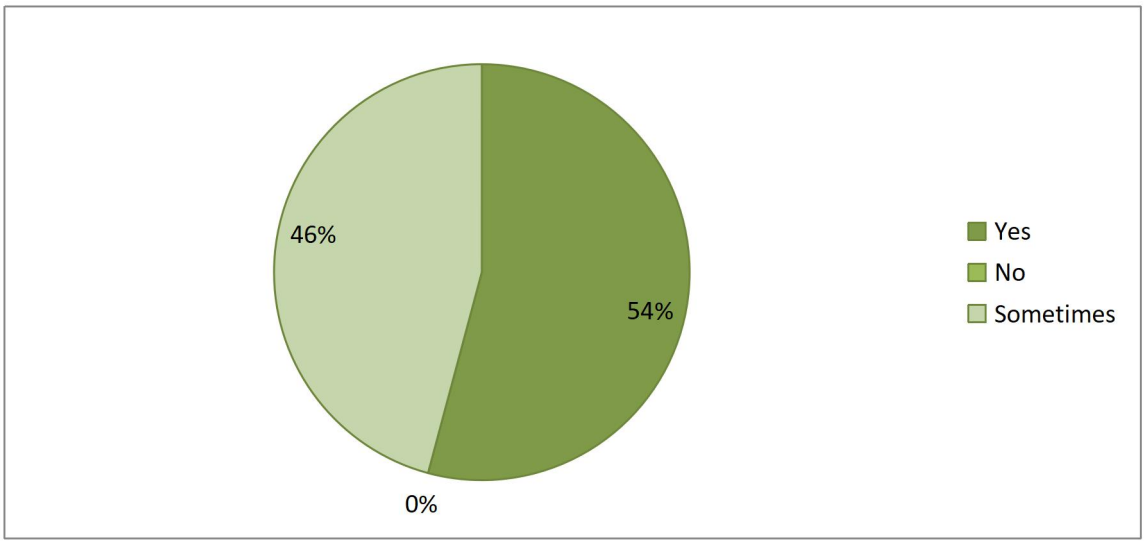


Figure 2.15. The contribution of Artistic works in Learning a FL

Speaking about the role of literary works in FL developing linguistic skills, the greater part of participants (54%) often read books, listen to music or watch movies, while (46%) of students do it sometimes, and none of them was against the idea.

Q20- Do you think that textbooks and programs of the local curriculum are important in developing English skills?

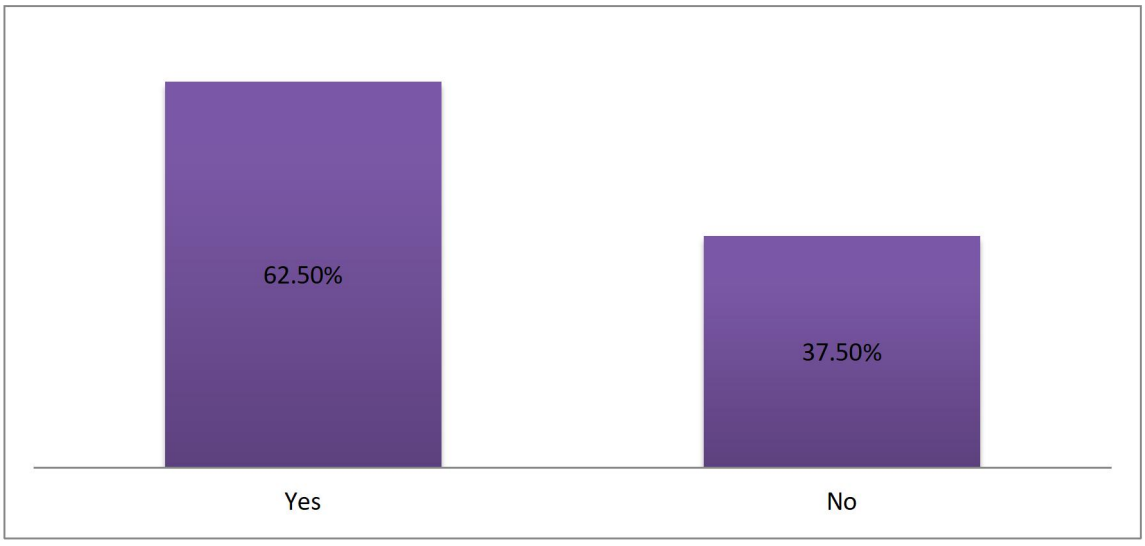


Figure 2.16. The Importance of Local Curriculum Text-Books in EFL Learning Process

As a concluding question, students were asked whether textbooks and programs, provided in public schools, are useful for the evolution of L2 proficiency, some of them (62%) find them beneficial, whilst others did not, since the case of Algerian students describes a vivid image of a lower English proficiency after seven years of studying the language.

2.2.2. Teachers' Questionnaire Analysis

- **Presentation of Teachers' Gender**

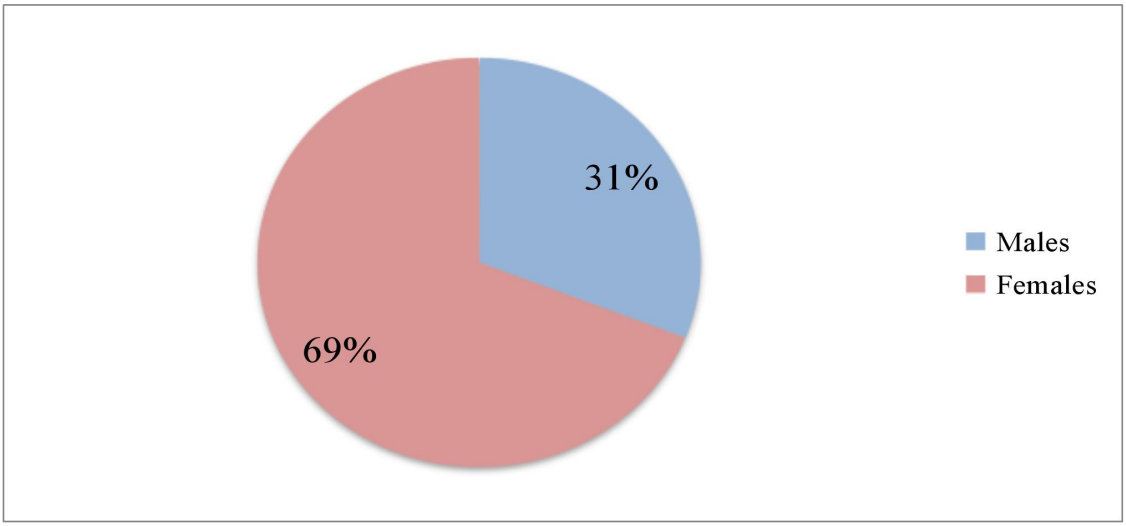


Figure 2.17. Teachers' Gender

This graph presents the percentage of males and females teachers who filled the questionnaire. The data collected shows that (31%) of participants are males, whilst (69%) of them are females. This indicates that the majority of teachers are females.

Q1- Do you prefer to teach in private or public school? Why?

Table 2.11. Teachers' View about Teaching in Private or Public School

Options	Teachers' Answers	Percentage
Private School	10	76%
Public School	3	24%
Total	13	100%

When asking teachers whether they prefer to teach in a private or public school, the majority (76%) opted for teaching in a private school, while only (24%) of them agreed about teaching in a public school.

-Why?

Teachers that consented to the idea that private school is a better place to teach believe that in a private school they can be free, creative and especially not limited by certain teaching methods, they also believe that in such kind of schools they can create a dynamic and friendly learning environment. This would help students to be more active and participate without much hesitation. Nevertheless, teachers who selected public school stated that they are more organized and comfortable in public school curriculum.

Q2- Do you think the environmental setting affects EFL educational level?

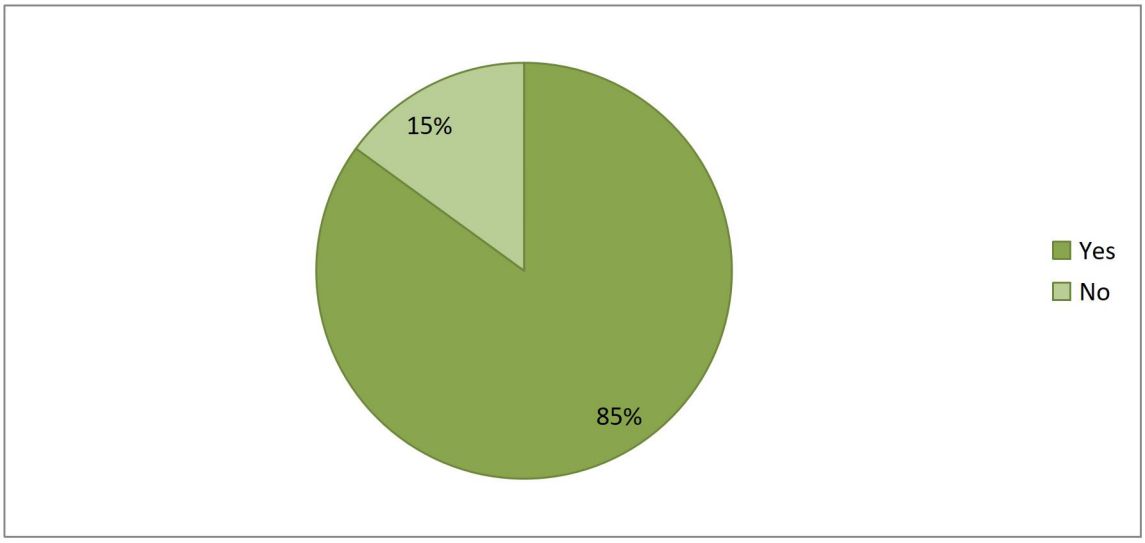


Figure 2.18. Teachers' Opinion about the Effect of Setting on FL Learners Educational level

When asking teachers whether the environmental setting affects EFL educational level or not, by the approval of the majority (85%) of teachers agreed the idea that setting affects student academic proficiency, while only (15%) of them did not believe on such idea.

Q3- How long have you been teaching?

The average teaching experience of the participants is approximately ten years. The shortest teaching experience period is one year, and the longest is twenty-three years. Nine (09) teachers who answered the questionnaire have seven (07) to twenty-three (23) years of teaching experience, while four (04) teachers have only (01) to (03) years of teaching experience. This indicates that most participants are aware of the most common sociocultural factors that can affect students' academic achievement.

Q4- How is you relation with your students?

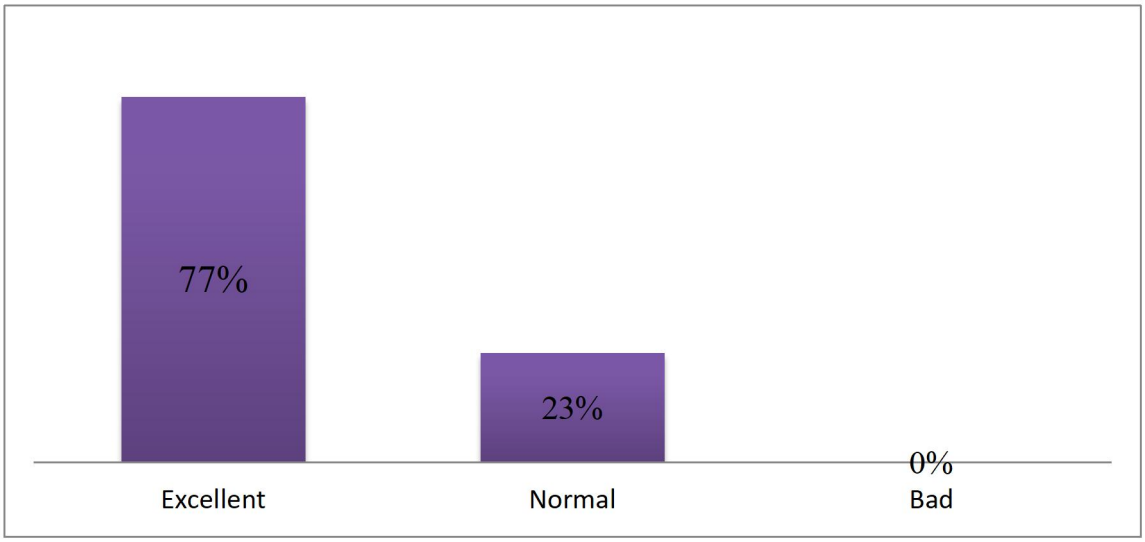


Figure 2.19. Evaluation of Teachers' Relation with their Students

Regarding teachers' relation with their students, (77%) of participants claimed that they have an excellent relation, (23%) of them claimed their relation is normal, while (0%) non of them claimed a bad relation.

Q5- According to you, do the new teaching methods motivate EFL students for better learning?

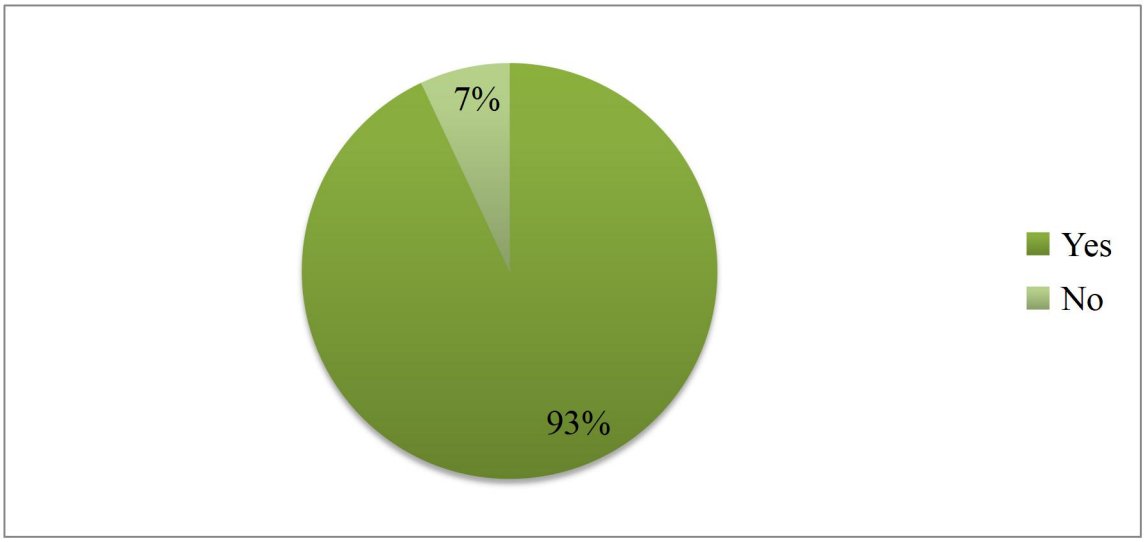


Figure 2.20. Teachers' Opinion about the Effectiveness of Using New Teaching Methods

Only one teacher (7%) disagreed to the fact that new teaching methods are affective in teaching a foreign language, while the majority of teachers (93%) agreed that new teaching methods motivate and encourage EFL students in their learning process. That is maybe because such methods reduce shyness and promote a sense of trust and friendship among students. They are also more suitable for teachers to deliver their lessons comfortably.

Q6- Do you use traditional or new methods to teach? Why?

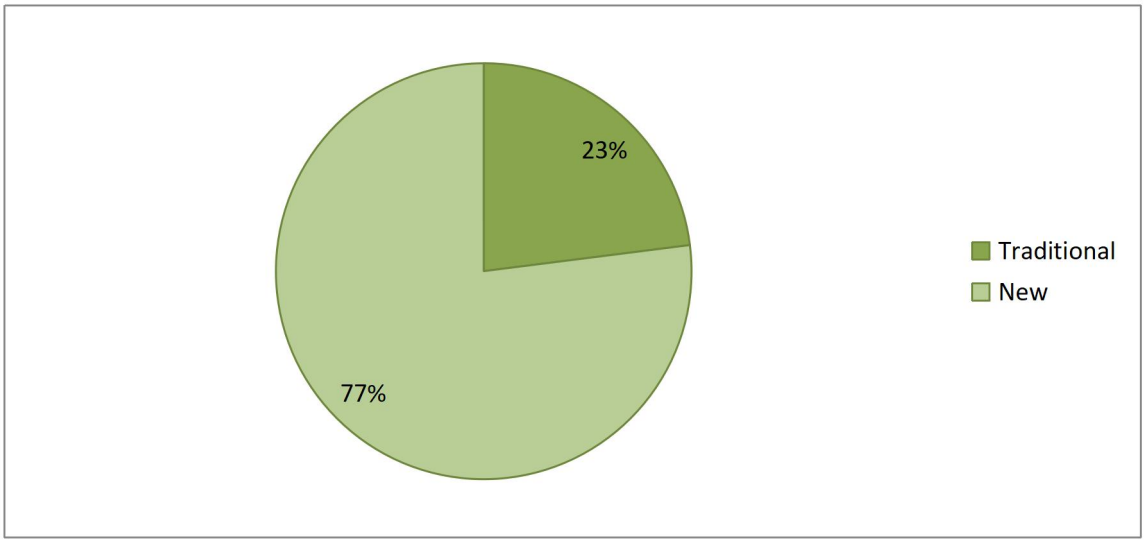


Figure 2.21. Teachers Usage of New and Traditional Teaching Methods

The survey respondents declared that (77%) of teachers are using new teaching methods in their classes. Yet, (23%) teachers prefer to use traditional ones.

-Why?

Most teachers agreed that new teaching methods are more affective in learning a foreign language, they believe such methods engage students in interactive activities that help them to improve their competencies in the target language. Moreover, they agreed that these methods motivate students to use and practice the target language more through different speaking and writing activities.

Q7- As a teacher, do you think family background influences student's learning process?

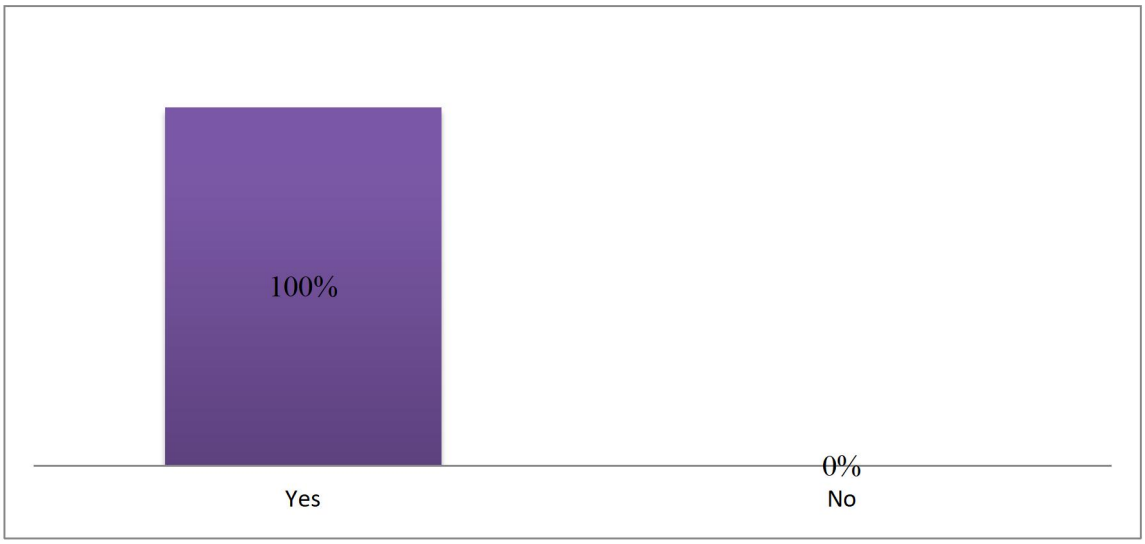


Figure2.22. Teachers' Opinion about the Influence of Family Background on Student's Learning Process

All teachers (100%) who were involved in this investigation agreed that family background influences students learning process

Q8- Who has the greatest impact on the student motivation to study?

NB**:** The teachers were able to choose more than one option.

Table 2.12. Teachers' Opinion about the Basic Source of Students' Motivation

Options	Teachers' Answers	Percentage
Teacher	9	69%
Friends	6	46%
Family	11	84%

A number of nine (09) of teachers answers revealed that the main source behind students' motivation is their teacher, six (06) students said that

encouragement to study English came from friends, while eleven (11) of them said that family highly supported us to be much motivated for studying a foreign language.

Q9- Do you believe children are faster learner than adults? Why?

Table 2.13. Teachers' view about the effects of Age on Learning Process

Options	Teachers' Answers	Percentage
Yes	2	15%
No	11	85%
Total	13	100%

When asking teachers whether they believe age can affect students' learning process, the majority (85%) answered with 'No', while only two (15%) agreed.

-Why?

Teachers rejected the idea that children are faster learners and they can reach highest academic success than adults, because they agreed that each category has its own advantages and disadvantages. For instance, children are skilled in certain activities where adults are less competent and vice versa.

Q10- Does the learner gender have any effect on the learning process?

Table 2.14. Teachers Opinion about the Influence of Gender on Learning Process

Options	Students' Answers	Percentage
Yes	04	31%
No	09	69%
Total	13	100%

As an answer to this question, the majority of teachers (69%) disagreed with the idea that gender can affect students' learning process, because in their point of view learning is a cognitive process based on cognitive capacities not on biological factors of the learner, while (31%) of them agreed.

Q11- Do you think native language can help students to learn foreign language easily?

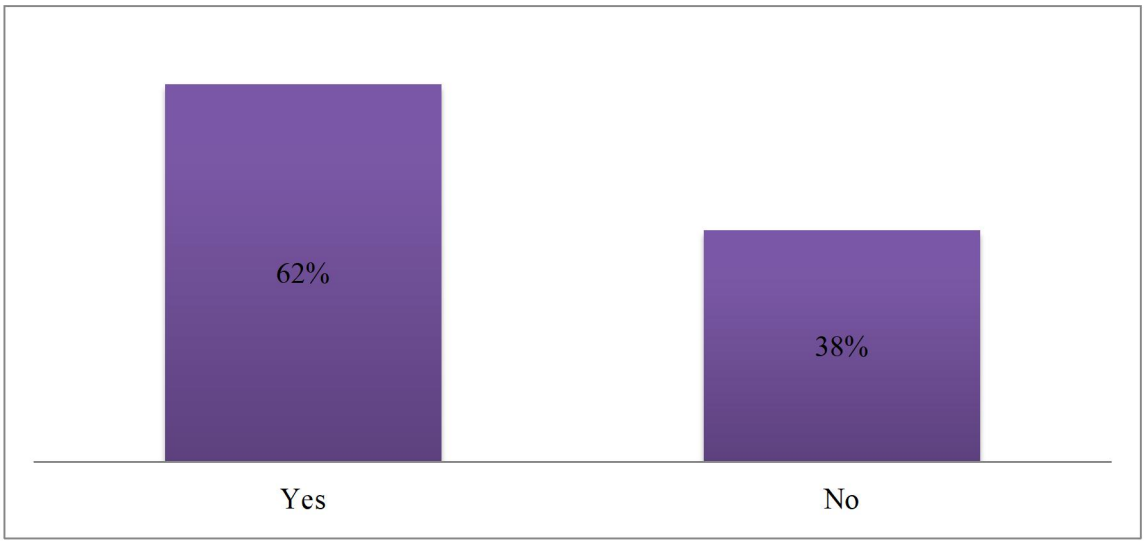


Figure2.23. Teachers' Opinion about the Influence of L1 on L2 Learning

Analysing the data obtained shows that a percentage of (62%) claimed That native language can be a facilitator to learn a second language. However, a percentage of (38%) claimed the opposite.

Q12- In which ways do the artistic works (songs, literary works, and movies) help EFL students in their learning process?

This question is an open-ended question where the opportunity was given to the participants to express themselves about how can songs, literary works and movies help EFL students in their learning process. Almost all the respondents agreed that these kinds of artistic works improve students' foreign language proficiency, facilitate vocabulary learning and develop the four important skills

"reading, writing, speaking and listening." Also, they enrich student knowledge of the target language.

Q13- What do you suggest to keep your students engaged and motivated? Can you provide some examples?

As a concluding question, teachers were asked to suggest some teaching strategies that keep their students motivated in the class. Briefly put, teachers suggested some new educational games like last latter game, mimic game, guessing the meaning game, tongue twister race, as the best methods that attract students' motivation.

2.3 Conclusion

This chapter adresses the description of research methods used to reach the aim of this study at Almaahed Pro International Company in Medea. First, it discusses the research design, techniques and participants, in addition to the of data gathering tools used to accomplish this work. Second, it represents the results of teachers and students' questionnaires, the results have been presented in form of figures, tables and charts which were analysed by both qualitative and quantitative methods. Based on the findings, it was confirmed that sociocultural factors impact the Algerian EFL students in their learning process. Furthermore, it is possible to infer from the bellow research consequences that the majority of teachers and students at Almaahad highly believe that social, cultural and educational factors influence foreign language process of learning.

CHAPTER III
RESEARCH FINDINGS
AND
DISCUSSION

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3.1 Introduction

While the proceeding chapters dealt with the theoretical part to offer the reader an image about the research topic, followed by a practical part to demonstrate the different tools used to gather the necessary data, and presented the research results,this chapter is dedicated to discuss, summarize and provide an overview of the results obtained from both students' and teachers' questionnaires. Moreover, this chapter ordinarily includes: discussion about summary of the findings, reconnecting findings to the research questions and to theories, pedagogical implications and recommendations, besides the limitations of the study and some suggestions further research.

3.2 Discussion of the Findings

3.2.1 Summary of the Findings

This part of the study attempts to discuss data that have been analysed in the previous chapter. Through exploring the impact of social, educational, and cultural factors on the learning process of Algerian EFL students.

First, speaking about the effect of social factors on the EFL learning process involves family background and peer group interaction. Family background represents a significant role in encouraging a student to learn a foreign language, especially the financial support that helps in enhancing the academic achievement. Therefore, responses of EFL learners at Almaahad International private school confirmed their parents approval to studying English and the high motivation they received from them. Besides, the importance of parents' educational level which largely influences students' educational level and school results of students. Moreover, learners confirmed that group interaction assists them to develop their communicative skills and enhances their language performance in class. Thus, they feel much comfortable

while working in teams since they express their thoughts and share multiple ideas clearly.

Second, the data resulted from teachers' questionnaire revealed that adopting new methods in teaching a second language are more effective than the traditional ones, because they motivate students to improve their language competency and help them to reduce shyness and anxiety during class sessions. As a result, Almaahad adopted an advanced method in teaching foreign languages named the Common European Framework of Reference (CEFR), which could achieve better levels of mastering the English language. Furthermore, the influence of institutional equipment on EFL learners has also to do with their academic achievement and language proficiency. Thus, students' answers indicated that the large part of Algerian schools are having connectivity to network, which is used as a helpful technology tool to facilitating learners comprehension. However, results showed that teachers of English in Algerian public schools do not give much importance to the use of artefacts and mnemonics as a facilitator instruments for the learning process. While in private schools as Almaahad International company, teachers highly insist on the use of helpful tools and materials for the well comprehension of learners.

The last substantial aspect of education that affects the learning process of a FL is the educational system. Regarding students' responses, the local curriculum of Algerian public schools as well as the program followed within text-books encourages students to learn grammatical rules of English and allows them to apply these rules through doing activities in class. However, it does not motivate them to master the speaking skill, which enables them to communicate easily with others, and this is the concept of language performance. In contrast, Almaahad insists more on the the use of physical and material instruments in

order to develop the linguistic skills in general and the communicative skills in particular, for that reason, most of students preferred to study in private schools.

Finally on this discussion, the influence of cultural aspect on the process of learning FL must be addressed due to its contribution on building a general overview about the culture and history of the TL. Therefore, based on teachers' answers on the questionnaire, researchers concluded that literary works and artistic works, such as books, songs, movies, etc help students to increase their level of foreign language proficiency, enrich their vocabularies and evolve the four skills of language: writing, reading, listening and speaking. Nonetheless, they give learners the opportunity to recognize a foreign culture which does not only involve language, but also traditions, religion and lifestyle.

3.2.2 Reconnecting Findings to the Research Questions

The previous discussion of the main findings, which are obtained from the analysis of both students and teachers instruments, helps the researchers to answer the research questions of this study.

- **Research Question 01:** To what extent can sociocultural factors enhance or weaken EFL students process of learning in Almaahad?

The outcomes of the first research question exposed the major sociocultural factors that contributed in the weakening of Algerian learners' English proficiency. They are analysed as follows:

- The Effect of Society and Culture

Although the greater part of students received encouragement from their family to study English, nevertheless the decision was personal more than parental, and this backs to the influence of French language on the different fields of Algerian society.

Moreover, the data obtained from students' questionnaire demonstrated that the majority of respondents gave their English interaction a poor evaluation. Hence, they like better to learn the language in private school due to much motivational opportunities that allow them to interact, communicate, and perform the language clearly.

Besides, they provide some extra sources to enrich their vocabularies, and develop their linguistic skills, as reading books, listening to music, using mass media, playing video games, using dictionaries, etc.

- The Effect of Shyness and Anxiety in Class

The second obstacle of EFL learners in Algeria is the complex of shyness and anxiety in class. Regarding the students' answers, almost all females are shy more than males, so they prefer to study separated from males. However, the larger number of males do not matter about the mixed gender in one class as well as they seek spontaneity. The main cause of such kind of complexities, is the internal fear of committing mistakes while learning the language.

- The Effect of Educational System

The outcomes resulted from students' questionnaire proved that the local curriculum and text-books focus on learning the grammatical rules of English and applying them by doing activities in class, so this determines the practical competence in writing. However, students feel less motivated to master the speaking skill which is important for the direct communication with others.

- **Research Question 02:** How do social factors influence the process of learning a foreign language?

The obtained results from the students' questionnaire indicated that there is a strong correlation between the support received from family and foreign language competencies, and it is obvious that family support is related with

family background. Based on the results of the present study, it is possible to argue that the financial status of the family affects students' academic performance. Most of the Almaahed students support the idea that students from a high social status have more advantages on the availability of the educational materials, and this increases second language proficiency. Furthermore, parents' educational level influences students' academic level. This study found that parents who recommend and encourage their children to study English because they are aware about the importance of this particular language. So, it can be said that students' educational qualification is enhancing by family support.

In addition, the teachers were also in agreement with the idea of the effect of family background on students' FL language proficiency. Most of teachers assert that family background is one of the most factors which have a great impact on students competencies, as long as family helps to stimulate and facilitate learning process as well as students' FL language level is developed.

- **Research Question 03:** What is the role of literary works, songs, and movies in improving foreign language proficiency?

According to the results of the research questionnaire, most participants confirmed that the use of various sorts of artistic tools contributes to the students' FL proficiency. For instance, songs contain words, expressions and phrases that help to develop students' language vocabulary, improve pronunciation and increase grammatical knowledge. Furthermore, the majority of students agreed about using such kind of tools in EFL classrooms because they help them to create a friendly educational atmosphere for better interaction and participation. Also, reading books and watching educative movies was highly suggested by students as useful sources to develop the English language skills.

Additionally, the data obtained from the teachers' questionnaire demonstrated that the majority of respondents gave the use of such kind of tools in teaching foreign language an excellent evaluation. Most of teachers are using educational songs and movies as new teaching methods that break down the barriers between students and teachers and provide a more comfortable environment.

Admittedly, artistic tools motivate students to interact more and boost their foreign language skills. Hence, using these tools is recommended by most of teachers to be used in EFL classrooms. Finally, it can be said that Almaahed Pro International Company provides a good atmosphere to increase their learners' desire to learn English language and getting rid of anxiety, boredom, shyness and fear in their learning process.

- **Research Question 04:** What are the elements of the educational system that contribute in EFL learners' motivation to reach a better competency?

The accessed score according to EFL learners' responses indicate that students of Almaahad international private school of Medea were affected by the school environment, especially the teaching methods, strategies, and the use of technology tools in class. It is obvious that motivation plays a significant role in enhancing the learner's skills and productivity. Therefore, this private school largely works on the use of successful and well examined techniques to achieve a better level of language competency, otherwise, learners will not reach a satisfactory level of mastering the language.

Moreover, the majority of teachers totally agreed on the use of new teaching methods and technologies in prompting EFL, due to the good atmosphere they create among students on the one hand, and increase their desire to know more about the TL on the other hand. In this view, the learning

activity becomes easier and workable, especially for those who had difficulties in comprehension.

3.2.3 Reconnecting Research Findings to Theory

The research findings of this study confirmed the applicability of Gardner Multiple Intelligences Theory, Vigotsky ZPD Theory, and Bourdieu Cultural Capital Theory in relation to sociocultural factors that affected Algerian EFL students' process of learning. They are connected as follows:

- **Gardner Multiple Intelligences Theory**

The theory is mainly based on a set of human intelligences, and each of which features particular categories of people. Thus, there is a strong connection between learners of EFL and the theory of multiple intelligences.

- The first type of intelligences adresses learners who acquire the language successfully when listening to music or composing songs.

- The second kind marks those who prefer to learn a foreign language depending on literary works or reading any thing related to the target language.

- The third variety of intelligences characterizes teachers rather than students, it is the capacity to determine students mood, intention, and level of thinking with giving them support and motivation to learn a foreign language effectively.

- The fourth type is the opposite of the aforementioned category, so here students tend to learn a FL starting from external motivation.

- The last kind of intelligences, pertains to learners who have higher mental capacities of solving logical activities, as playing video games and lexical chains.

- **Vigotsky ZPD Theory**

At the social level, learning through interaction with others is the core idea of Vygotsky theory. The obtained results from students' questionnaire indicated that most of students prefer working in team when learning a foreign language because it helps to develop speaking skills, enriches vocabulary and reduce shyness.

Moreover, according to Vygotsky, scaffolding process is built upon resources like books, videos and podcasts as a support for better language performance. The results of the questionnaire indicated that most students are using different tools to improve their English language for example mass media, music, movies, applications, and dictionaries.

In addition, in Vygotsky ZPD theory, learning under the control of competent individuals such as parent or teacher helps for gaining new skills,discovering novel concepts and information correctly. The findings of the previous chapter assert that teachers at Almaahed Pro International Company ask students to collaborate with each other in order to solve second language problems under their control through various activities to improve language level proficiency.

- **Bourdieu Cultural Capital Theory**

Bourdieu in his Cultural Capital theory applied social inequality on education by linking differences of students' academic achievement with differences of families' background. Bourdieu explains how parents' educational level influences students learning process. His theory states that students' knowledge, skills, taste in art like music and literature are transmitted by the cultural capital of family. Indeed, the findings of students' questionnaire indicated that most students are learning English language as a results of their parents support and awareness about the importance of this particular language.

3.3 Pedagogical Implications and Recommendations

Based on the research findings, researchers were able to reach the following implications:

- Sociocultural factors impact on students EFL process of learning can be positive as it can be negative, so it depends on each students environmental aspects.
- Parents' socio-economic status and educational level have a considerable contribution in enhancing or hindering the learner's academic achievement, language performance, and proficiency.
- The well programmed educational system, the positive influence of teacher, and the good quality of school equipment represent an essential role in the success of students in receiving knowledge about the target language.

As a result, the most important recommendations must be directed to the student's family in the first place. Parents should be aware of the socio-economic role in improving their child's performance in class and his English proficiency. Besides, the school parental engagement is substantial for the development of student's academic creativity, productivity and achievement. Therefore, it makes the student's process of learning more flexible.

In addition teachers ought to understand their students preferable style of learning very well in order to guess their philosophy of education, as well as selecting the appropriate teaching methods and techniques, for instance, providing the use of audio visuals, games, and podcasts to make the learning process humorous and much effective.

Another recommendation that needs to be taken into account by teachers is that, the teacher himself has to play the role of provider, controller, or

facilitator of the learning process, and this is to allow the students learn the way they express their thoughts, feelings, and emotions clearly in the TL.

Furthermore, parents and teachers should put emphasis also on educating their children or students as well on reading books, watching movies and listening to music, since they enrich their vocabulary and make them recognize the history, culture, and civilization of the TL. Therefore, this will enhance their performance in class and facilitate the process of learning a FL. Consequently, the Algerian ministry of education must review the balance between student's competence and performance in EFL learning.

3.4 Limitations of the Study

Undoubtedly, the current study has some limitations that need to be taken into consideration in the future studies. The first limitation of this research is the long duration of case study process, and this is because the private school is located far away from university somewhat. So, researchers took more than five sessions to obtain the full questionnaire copies.

The second limitation that is worthy to be mentioned is the division of participants into teachers, students males, and students females. Thus, the questionnaire of students required the attendance of researchers in class, and the timetable of students' groups was different. In addition, the operation of dividing questionnaire copies on the category of teachers took one week, since most of English sessions were programmed in the evening period and not in all days of the week.

Another major limitation is related to some issues in sampling and selection because the study entailed learners from different levels of education and different categories (males, females, teenagers, and adults). Moreover, The lack of printed sources is another limitation. So, researchers faced some

problems in data collection due to unavailable books in the library of Medea university which is generally related to the field of linguistics.

3.5 Suggestions for Further Research

Since the present study focuses mainly on the learning process of English as a foreign language in Algerian schools. The following suggestions can be helpful for opening new outlooks for further research.

- **Warm-up Activities**

The Oxford Teachers' Club (2021) proposed the use of warm-up activities as a new technique in teaching a foreign language in order to motivating learners and providing them with interesting ways of communication and working collaboratively. They take from 10 to 30 minutes and emphasize on fluency, familiarity and building trust among student's. However, there is no correction of errors over warm-up activities. This kind of activities can be divided according to students' educational levels.

- **Energizer Activities**

Energizer activities are classroom-based physical activities that assist teachers to combining academic tasks with physical activities, in which students become much encouraged for studying a new language. Usually, they are used in after-school programs, since they take no more than 10 minutes, so the teacher can make learners active according to the North Carolina State Board of Education's Healthy Active Children Policy. (Maher, Kenny, Shields, Scales, & Collins, 2006).

- **Icebreaker Activities**

Icebreaker activities are used by teachers to establish a collaborative learning atmosphere among students and allow them to feel comfortable in

sharing and discussing ideas. The most effective icebreakers are the workable ones for the course content that can facilitate the academic learning process and synthesize that conceptual data. (Kleinshmit, Chung & Parker, 2020).

3.6 Conclusion

This chapter was addressed to discussing the consequences of the present study. First, they summarized the research findings and discussed the master points of the study. Second, researchers attempted to answer the research questions through reconnecting them to the findings, and linking the resulted findings to theoretical framework. Finally, researchers concluded by particular implications and recommendations, mentioning the limitations of the study and supporting teachers with some suggestions that can be taken into account in the near future.

GENERAL CONCLUSION

The present study explored the impact of sociocultural factors on EFL students' learning. The case study of this research was carried out at Almaahed Pro International Company to investigate the most effective social, cultural, and educational factors on students' process of learning, and as a result of this influence, students academic level is determined. Based on that, these factors were further divided into multiple sub-categories. The study highlighted also the significant relationship between sociocultural factors and the learning process.

The central aim of this research is to point out the role of external factors in making use of the learning process of Algerian EFL students. At the beginning of this research four questions were raised. The first one examined the extent of sociocultural factors contribution in enhancing second language learning process, the second one focused on the effect of society on students' motivation and how social factors can indirectly facilitate or hinder students' path of learning. However, the third one showed the positive attitude of Almaahed students and teachers towards the utility of literary works and artistic support in teaching and learning a second language, and the last question asserted the importance of the educational system effect on learners' competency and oral performance in the target language.

After introducing a general overview about the topic of study and the statement of problem, this research tackled three major chapters. The first chapter was devoted to the theoretical framework, literature review and previous studies which presented sociocultural aspects in relation to EFL learning process. The second chapter involved the practical part of this work, which was based on two sections, the first one presented the structuring of research design, techniques, participants and data gathering tools,whereas, the second section contained the analysis of data next to the presentation of results. Lastly, the third chapter discussed the findings resulted from teachers and students questionnaires and reconnecting them to the research questions and theories. It

also revealed the implications and limitations of the study, with supplying some recommendations and suggestions for further research.

The overall findings of the current research attempted to inquire the set of sociocultural factors affecting the learning process of EFL students in Algeria. Results revealed that social factors influence students' attitudes towards the process of learning a foreign language to a large extent, since they encourage them to improve their educational level and meet their needs to study the language easily. Furthermore, the contribution of educational factors in the effect on learning process especially the teacher who increases the level of students motivation and assists them reduce shyness and language anxiety. The results also proved that artistic support and literary works are considerably useful for enriching students' vocabularies, and helpful for recognizing the culture and history of the target language, as a result they facilitate the process of learning it.

To conclude, this work confirmed the validity of the research hypotheses by proving the impact of sociocultural factors on the learning process of EFL students through a case study selected from the Algerian society which exemplified a vivid sample on such a topic.

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APPENDICES

List of Appendices

Appendix A: Students' Questionnaire..... 89

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Appendix A : Student's Questionnaire

Dear students,

This questionnaire is an attempt to collect the data needed for accomplishing a Master dissertation. The aim of this study is to explore the effectiveness of external factors on the learning process for EFL students, regarding some personal and standard aspects of the learner.

Hence, we kindly ask you to freely answer the following set of questions, and be sure that your information will be used mostly and only for research purposes.

We highly appreciate your collaboration

Put the sign ☒ in the suitable box:

- Gender: Male ☐ Female ☐
- Age: 15-25 ☐ 25-35 ☐ More than 35 ☐

1. Why did you want to learn English in a private school?

.....

.....

2. Who encouraged you the most to learn a foreign language?

Family ☐ Teacher in school ☐ Friends ☐

3. Is this your choice or your parents' choice? Justify your answer.

.....

.....

How can you describe the path of learning English?

Easy ☐ difficult ☐ Average ☐

4. What is the rate of your comprehension to English in the public school?

25% ☐ 50% ☐ 75% ☐ 95% ☐

6. Since you are gaining new English words each session, are you using them outside the classroom?

Yes ☐ No ☐ Sometimes ☐

7. Do you prefer to study in:

Mixed classes ☐ Males only ☐ Females only ☐

8. Does your family accept to pay easily for English courses?

Yes ☐ No ☐

9. To what extent do your parents value the idea of learning English?

.....

10. Does your teacher of English incorporate collaborative working and project based learning?

Yes ☐ No ☐

If yes, mention some examples:

.....

.....

11. How does collaborative work help in developing personal skilfulness?

.....

.....

12. When you are in classroom and having a practice activity, do you like to work:

- In teams ☐
- With one team mate ☐
- Alone ☐

13. When the teacher asks a question to you learners and you are aware of the correct answer:

Do you interact rapidly ☐ Do you feel shy to share it with peers ☐

14. Do you have internet access in your public or private school?

Yes ☐ No ☐

15. Since the internet is an essential tool nowadays, how can mass media assist you with extra information about the English language?

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16. List up some other sources that could help you develop your skills in English

-..... -..... -.....

-..... -..... -.....

17. In your public school, do teachers sometimes provide you with paintings, dictionaries, videos or songs, in the middle of the session?

Yes ☐ No ☐

18. In the course of acquiring a new language, do you agree that Arabic helps you in evolving your English proficiency?

Yes ☐ No ☐

Justify your answer? .....

.....

19. Regardless the knowledge you are receiving from teachers of English in both public and private schools, do you read literary works,watch movies, or listen to songs in your leisure time?

Yes ☐ No ☐ Sometimes ☐

20. Do you think that textbooks and programs of the local curriculum play an important role in the learning process of English?

Yes ☐ No ☐

How? .....

.....

THANK YOU SO MUCH FOR YOUR COOPERATION !

Appendix B: Teacher's Questionnaire

Dear teachers,

This questionnaire is an attempt to collect the data needed for accomplishing a Master' Dissertation. The aim of this study is to explore The effectiveness of sociocultural factors on the learning process for EFL students, regarding some personal and standard aspects of the learner .

Hence, We kindly ask you to freely answer the following set of questions, and be sure that your information will be used mostly and only for research purposes.

We highly appreciate your collaboration.

Put a tick [√] in the suitable place and answer the following questions:

Are you: Male ☐ Female ☐

1. Do you prefer to teach in a private or public school? and why?

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2. Do you think the environmental setting affects EFL educational level?

Yes ☐ No ☐

3. How long have you been teaching?

……..

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4. How is your relation with your students?

Bad ☐ Normal ☐ excellent ☐

According to you , do the new teaching methods motivate EFL students for better learning?

Yes ☐ No ☐

6. Do you use traditional or new methods to teach? why?

Traditional ☐ New ☐

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7. As a teacher, do you think family background influences student learning process ?

Yes ☐ No ☐

8. Who has the greatest impact on the student motivation to study?

Family ☐ Friends ☐ Teacher ☐

9. Do you believe children are faster learners than adults ? Why ?

……

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……..

10. According to you, does the learner gender have any effect on the learning process?

Yes ☐ No ☐

11. Do you think that the native language can help students to learn a foreign language easily?

Yes ☐ No ☐

12. In which ways do artistic works (Songs, Literary works, Movies) help EFL students in their learning process?

- .....

- .....

- .....

13.What do you suggest to keep your students engaged and motivated? can you provide some examples?

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THANK YOU VERY MUCH FOR YOUR COOPERATION !