Social Dynamics Influence English Skills among Secondary School Students

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Abstract

There are a number of countries in which English is taught in secondary schools, and it is frequently a subject that is either obligatory or recommended. Students must have a desire to learn the language. These are some of the many reasons why students should study English, and schools can use these arguments to urge their students to learn English. The primary objective of this study is to determine the extent to which cultural factors have a role in the development of English language skills among secondary school students. It was a research project that focused solely on descriptive research. In order to obtain a sample that was representative of the entire population, the researchers used a strategy that involved multiple stages of sampling. The information that was acquired was subjected to statistical analysis using the mean score, the standard deviation, and the t-test. Increased exposure to a variety of cultural backgrounds would be beneficial for secondary school students in Multan's goal of improving their English language proficiency. Creating surroundings in which English is spoken, fostering cultural awareness, encouraging parental participation, encouraging peer interaction, and motivating students are all ways in which young people's English language skills can be improved.

Keywords: Social dynamics, English skills, secondary school students.

Introduction

In many countries, the study of English is included in the curriculum of secondary schools, either as a subject that is required to be studied or as an elective subject. There is a common emphasis placed on literacy skills, which include reading, writing, speaking, and listening, as well as language arts, which include grammar and vocabulary. Children need to acquire English as a second language throughout their time in high school because it provides them with the instrumentation they require to be successful in today's society, which is becoming increasingly interconnected and multicultural. According to Kabilan and Khan (2012), students who learn English are more likely to develop an appreciation for and willingness to participate in English-language literature and culture. Additionally, students who learn English are more likely to acquire critical thinking skills that may be applied across disciplines.

How high school came into existence The English curricula that are in place now provide evidence of progress made toward fluency in the English language. Parallel to the rise of English's relevance in worldwide communication and trade that occurred in the 20th century, there has been an increase in the availability of English as a Second Language (ESL) programs. Due to the same factors that cause them to struggle with English in college, the majority of students struggle with English in high school. According to Walqui (2006), individuals require assistance in order to comprehend even the most fundamental concepts and frameworks that they were taught during their secondary school years. Despite the fact that their uncertainty persists for a considerable amount of time, only a select few kids are able to make it through.

Only a tiny percentage of children are able to learn a second language with little to no difficulty. Only a select few kids exhibit a higher level of mental fortitude than the others. Students should have exerted more significant effort in their work. Specific individuals possess more vital determination than others. On the other hand, there are additional factors that influence the development of their language skills. According to Lantolf and Thorne (2006), these elements play a role in achieving the goal of making the new language stay and gain ground. Vygotsky's socio-cultural assumptions provide a solid foundation for the development of second language education. These assumptions center on the significance of meaningful communication and people as the most influential and motivating forces for the evolution and culture of individuals. Teachers play a significant role as competent communicators for the acquisition of a second language within a specific socio-cultural setting (Al-Amin, 2018). Literacy education creates a holistic learning environment; instruction is centered on the well-being of students, and teachers play a role in the acquisition of a second language.

It is necessary to employ a variety of techniques, ideas, methods, and strategies that are designed to promote language acquisition in order to develop a plan that can help overcome this cognitive burden. There is a significant body of literature that discusses the ways in which the methods of teaching English in other cultures have inspired academic and experimental research. By analyzing a socio-cultural theoretical framework that lays a particular emphasis on English language education (Lantolf & Thorne, 2006), the purpose of this research is to contribute to the expansion of the current

body of relevant literature. According to Shohamy (2007), one way to think about the complexities of communication is as an open, dynamic, energetic, constantly expanding, and personal kind of language. However, there are other ways to think about it. The pupils will find that learning is more fun as a result of this more comprehensive perspective on language. In order to acquire a unique perspective on the world and to communicate that perspective to others, every person makes use of the language that is unique to them.

In order to have an initial discussion in the target language with native speakers, it is necessary to memorize a large amount of terminology and grammar rules involved in learning a new language. A language, according to this point of view, is not merely a collection of facts that must be committed to memory; instead, it is also something that must be experienced as a social and cultural practice. Individuals use language to form and sustain social and interpersonal ties, and even more so, they use language to communicate, create, and interpret meanings in their day-to-day lives. This is a remarkable phenomenon. It is not sufficient for students of a language to acquire knowledge of grammar and vocabulary if language is understood to be a social practice that involves the production and interpretation of meaning (Aveni, 2005). Additionally, they need to be aware of how to engage with other people and actively participate in their communication, as well as how language is utilized to produce meanings and how it stands for those meanings. In order to achieve this goal, it is necessary to have an understanding of the role that language plays in society as well as its impact (Svalberg, 2007).

In order to be successful in learning a new language, the learner needs to have a strong understanding of the cultural background of that language. When it comes to the interaction of natural language, it is not true that linguistic structures alone are capable of conveying meaning. The construction of meaning is the result of the interplay between language and culture; both processes take place inside a cultural framework that already exists. Students of any language would take into consideration the ways in which nationality, age, gender, and religion influence the transmission of information and data. The civilizations of the learned individuals shaped the meaning according to their beings.

Because the learner's original language and culture are also there and can be engaged within this framework, it cannot be termed a single culture because it takes into account both of these aspects. The authors Liddicoat, Papademetre, Scarino, and Kohler (2003) suggest that whenever students use a second language, they should take into consideration the impact that their target culture has on the language. Due to the fact that international language teaching encourages collaborative and competitive learning, high-quality performance, and profound reflection on experience (Matsumoto et al., 2003), intercultural competence deserves to be considered a form of general competence. The purpose of this study is to investigate the impact that socio-cultural elements have on English language skills as they pertain to secondary school students.

In today's increasingly globalized business, the ability to think critically in English is becoming increasingly valuable. Its residents must have a comprehensive understanding of contemporary sociocultural and technological concepts, as well as the English language, in order to triumph over poverty, starvation,

disease, ignorance, and shame. Through the elucidation of the socio-cultural factors that influence the achievement of English learning among students, the purpose of this research is to provide a significant contribution to the improvement of English learning in higher secondary schools. As well as a suggestion for improving the effectiveness of English language learning, this course is an effort to improve efficiency. The end product of the work can be utilized in a wide variety of contexts. Educators of English as a second language, students of English, trainers, administrators, policymakers, and researchers will all benefit from this resolution's call for enhanced attention to the factors that contribute to students' success in the language. The purpose of this research is to investigate the influence that sociocultural factors play in the education of secondary school pupils with regard to the improvement of their English language abilities.

Review of Related Literature

The socio-cultural theory (SCT, 1978) developed by the Russian psychologist Lev Vygotsky has reportedly been helpful to the fields of applied linguistics, cognitive psychology, and the study of second language acquisition, according to Lantolf and Appel (1994) and Ohta (1995). In the context of non-native English speakers, the terms "English language learner" and "non-native English speaker" are used. An environment in which non-native speakers speak their second language (L2) is referred to as an L2 environment. The term "second language" does not include foreign languages.

The term "socio-cultural context," which is often referred to as "environment," is used to describe the manner in which individuals behave and interact with one another. According to Vygotsky and Cole (1978), the most essential elements in the development of higher-order cognition and emotion are those that affect the socio-cultural environment. Michael Agar, an American anthropologist, gave the term "language culture."

According to Agar (2011), the relationship between language and culture is intrinsically intertwined. In particular, the beliefs, laws, customs, and behaviors of a community are important factors to consider when attempting to comprehend and describe its language system. This language system includes sounds, symbols, gestures, and other expressions that are utilized for communication (Agar, 2011). An interdependent relationship exists between the socio-cultural background and the second language (Risager, 2005). As the world becomes more interconnected, aquaculture explains language, culture, and society.

In the same way that individuals engage with one another, socio-cultural practices, also known as socially created artifacts, are activities. The term "activity" can also refer to "social practice." It is an introspective activity that resolves inner conflict, restores psychological stability, and develops new personal meanings, all of which indicate personal development in a socio-cultural framework (Hedegaard, Chaiklin, & Jensen, 1999). Perezhivanie is a form of introspection.

It is generally acknowledged that having a solid understanding of the society of a language is quite essential (Palmer & Sharifian, 2007). According to Schulz (2007), in an increasingly globalized society, language and culture have developed together. When it comes to teaching a second or third language, the curriculum often consists of different sections for both

language and culture. The fact that there is a lack of cultural teaching training among language teachers and the fact that there is a need for more consensus on the merging of language and culture instruction are both possible explanations for this phenomenon (Byrd et al., 2007).

It would appear that language instructors have different opinions regarding the following:

1. What aspects of culture should they teach their students?
2. The ways in which culture and dialect can be combined.
3. The means by which language and culture can exist in harmony.

Their acts are motivated by their cultural identification as well as their cultural education.

When asked to describe "culture," some individuals emphasize attitudes, actions, and opinions. In contrast, others turn to things such as writing, craftsmanship, food, and synthesis as examples of their manifestation. Students in lessons for a second language engage in in-depth analysis and debate of social circumstances that are pertinent to the language being studied. As a consequence of this, it is common for language schools to implement several novel kinds of cultural education.

The goals of educators to improve the general linguistic development of students who speak a dialect in order to meet the requirements of a more globalized group are in contradistinction with the dialect and culture that are incorporated into the language education modules that are now in use. Language classes are given priority at an earlier stage, in contrast to the content-based studies that are offered in the upper division.

The completion of frequent writing assignments is sometimes required for higher-level classes. It has been established that the concept of speech deduction is associated with increased skill in a second language. This is because it reveals how speakers organize their thinking in order to accommodate linguistic hierarchy. Ogden (2012) describes the phenomenon of "thinking for talking" as something like "a form of speculation used for communication and second language acquisition in a social setting that generates an interest in phonetic concepts."

According to Slobin's hypothesis, people tend to talk more frequently about subjects that (a) they already have some knowledge about and (b) are easy to describe in their mother tongue. For this reason, examples of conversation that take place in the actual world not only help with communication but also enable us to anchor our worldview in the linguistic and lexical etymological categories that are taught in English classrooms.

Dialects add one more layer of intricacy. In order to acquire English as a second language, for example, it is necessary to integrate oneself into a sociolinguistic context that is abundant in linguistic and cultural connections. It is beneficial because it enables students to commence language study with a foundation of extensive linguistic knowledge, which is a significant advantage. The presence of pupils who come from such a wide range of linguistic backgrounds, on the other hand, may need some help from teachers. In addition, the perspective of an English major is of great importance. It is important to note that the etymologies and social settings of the two dialects are very different from one another, which emphasizes various potential barriers to communication

between the two groups. A significant number of the world's most influential languages, including English, have their lexicons and syntaxes derived from European social and semantic norms. It can be challenging for native speakers of English to learn English as a second language due to the existing semantic and social hurdles. The process of learning a second language that shares a high degree of semantic similarity may take more work. In a study that was conducted by Philip, J., S. Walter, and H. Basturkmen (2010), it was proposed that specific characteristics of language and culture are more significant than others.

Comparisons must be made that include both economic and social indicators. Specific languages can be held in high or low favor, depending on their economic, political, and social position. Students who find themselves in this situation frequently have preconceived views. These notions, which they have picked up from their surroundings, might be either positive or negative regarding the process of learning a new language. The relationship between socioeconomic class and language acquisition, on the other hand, needs to be simplified. There are moments when their connection is far weaker than it is at other times. There may be a correlation between the social differences that exist between various groups of pupils and the outcomes of language acquisition. Regarding the geology of the situation, it is of the utmost importance to refrain from making hasty judgments.

The role of the cultural environment extends beyond that of a simple setting element. The students are required to engage in conversation with members of the general population. Consequently, they look to society as a potential audience target. People who come from different linguistic origins are able to converse with one another, which increases the bar for the level of linguistic competency that everyone possesses. The composition of language software developers and the placement of languages within a discourse community are both influenced by sociolinguistics and other sociologies.

During instruction on dialects, there has been a discernible shift away from emphasizing etymology and towards putting more of an emphasis on sociologies. In contrast to etymologists, social scientists have a greater responsibility to pay attention to the methods that are used to educate a dialect. These individuals, on the other hand, need a greater understanding of the significance of theoretical models and cultural representations in this area. In the long term, the social scientists, educational etymologists, and language teachers who work together will reap the benefits of their collaboration. The degree of correlation between a language environment and socio-social elements is quite substantial. Many different socioeconomic, linguistic, racial, and religious groupings make up the public, and each of these groupings has its associations.

The first step towards gaining a thorough understanding of the inextricable connection that exists between language and culture is to develop an appreciation for culture in its purest form. A single individual may be a part of several societies, each of which may play a crucial role at different moments in time (Briskin, 2001). This is due to the fact that culture is something that belongs to individuals, small groups, organizations, and nations. This definition shows that culture can relate to large-scale expressions, such as those that are national or highly prevalent, as well as small-scale manifestations, such as those that are noted at the individual level, which is

vital for students of the English language. Alterations are also occurring rapidly in social norms. Brislin's definition is helpful because it emphasizes the diverse character of culture, which may be observed from a variety of perspectives (including age, sexual orientation, religion, race, and so on). To what extent does a man possess cultural literacy? In addition, what are some ways that a man can keep his social identity?

Despite the fact that there are other instruments accessible, the most obvious way for a man to achieve these objectives is through the use of language. The reason for this is that dialect is used as a mechanism for communication. Because human concepts and beliefs are so crucial to the culture in which they are expressed, dialect cannot be separated from its cultural context. The close connection that exists between language and culture makes it easy to understand why even someone fluent in a foreign language would have difficulty communicating with native speakers of that language. In addition to illuminating the cultural foundations of language that we are already familiar with, it reveals the things that we do not know about what language is. The statement that he made illustrates the relationship that exists between language and culture. Several academic studies and insightful commentary have been conducted on the topic of the relationship between languages and cultures. According to Darker, a culture is a part of a dialect, and a dialect is a part of a culture; the two are inextricably linked, and separating them would result in the loss of the distinguishing characteristics of any of the two.

There is a consensus among a large number of other social scientists, including Brown himself, that dialect and culture are inexorably linked due to the fact that they complement and influence one another. Mckayk and Wong (2000) made the point that teaching a dialect is a sign of commitment to social legitimacy. Additionally, it is a component that contributes to the classification of relationships between individuals from various socioeconomic backgrounds as "intergroup." This inquiry into the role that sociocultural factors play in the process of learning a second language emphasizes the relevance of understanding the roles that culture and language play in the course of language learning. The utilization of dialects for intercultural communication provides additional support for it. According to Alptekin (2002), being able to comprehend the social and cultural context of a dialect is necessary in order to have a complete comprehension of that dialect. When acquiring a new language, it is of the utmost importance to acquire knowledge about the culture that was responsible for its creation (Guest, 2002). This is valid for both academic and professional objectives.

Another study that is pertinent to this topic (Kilickaya, 2004) demonstrated that when building reading material for dialect classes, course book designers need to take into consideration other dialects as well as social issues. Because every language has its roots in a particular culture, it is essential for those who are learning a language to have a comprehension of the nuances that are present in the community in which they are learning the language. Language and culture are inextricably linked and cannot be separated. As a result of the fact that culture can be found at the level of the individual, the small group, the organization, and the nation (Briskin, 2001), it is possible for a single person to be a part of numerous cultures, each of which may be significant at different periods. The findings of this study highlight the

significance of teaching language skills and cultural awareness at the same time. The fact that language facilitates the sharing of cultural norms among individuals is more evidence of this. The historical and cultural context of a language must be familiar to one in order to have a thorough comprehension of that language.

Research Methodology

A descriptive research strategy was employed in this study. Secondary school students from several schools in the Sialkot district took part in the research. A multistage random sampling procedure was used to choose the sample for the inquiry. In order to conduct the survey, multistage sampling is used to further break more notable clusters into smaller ones. This makes multistage sampling a more intricate kind of supplemental cluster sampling, which in turn produces more targeted survey groupings. Multistage sampling, despite its name, is easier to implement and can produce a more representative sample of the population than a single-sampling method.

It is feasible to halve the time and resource expenditure on a survey by employing a multistage sampling technique that limits the quantity of population data contained in the sample frame. Conventional cluster sampling begins with dividing the target population into a more significant number of smaller subsets, or "clusters." One example of multistage sampling would be "clustering" the population by region and then subdividing each regional cluster into second-stage

clusters based on neighborhood. This process is repeated for each element in the first cluster. Clustering is the initial step of a multistage sampling procedure. Once that is accomplished, the next step is to determine whether clusters contain sample components. Detailed details on how to request a sample can be found below.

The research involved a sample size of 90 students and 20 teachers drawn from the secondary school districts of Sialkot. The sample consists of 90 pupils, 45 of whom are male, 45 of whom are female, and ten male and ten female teachers from district Sialkot at random.

The research instrument consisted of a 20-item questionnaire that was used to gather comments from both teachers and students. Participants received hard copies of the survey to fill out. The researchers informed the participants of the importance of this study and its purpose. In order to gather information, the researcher distributed questionnaires to a subset of the population.

After the data was edited, decoded, and coded, it was entered into a computer system to be examined according to the study questions. The data was entered into SPSS (Statistical Package for the Social Sciences) by the researcher so it could be analyzed. So, the researcher presented the facts in a tabular style. The t-test is used to compare the variables so that the study's data may be evaluated appropriately. For this study, we consulted version 21 of a social science statistical instrument.

Data Analysis and Interpretation

Table No. 1

Teachers and Students Responses

Item	Respondents	Mean Score	SD	t-test
1	Teachers	3	1.64	-1.62
	Students	2.56	1.52	
2	Teachers	3.12	1.62	-1.53
	Students	2.72	1.47	
3	Teachers	2.9	1.57	-1.89
	Students	2.47	1.34	
4	Teachers	3.02	1.57	-2.58
	Students	2.41	1.32	
5	Teachers	3.10	1.64	-.849
	Students	2.87	1.41	
6	Teachers	3.00	1.64	-.760
	Students	2.79	1.52	
7	Teachers	2.97	1.66	-1.89
	Students	2.46	1.33	
8	Teachers	2.52	1.51	-3.55
	Students	1.79	1.08	
9	Teachers	2.73	1.56	-1.18
	Students	2.43	1.30	
10	Teachers	2.83	1.53	-.721
	Students	2.64	1.35	
11	Teachers	2.89	1.53	-1.56
	Students	2.52	1.35	
12	Teachers	2.58	1.56	-3.88
	Students	1.68	1.22	
13	Teachers	3.14	1.65	-.169
	Students	3.10	1.46	
14	Teachers	2.00	1.41	0.23
	Students	2.04	1.18	
15	Teachers	2.87	1.63	-1.41
	Students	2.52	1.32	
16	Teachers	2.73	1.56	-1.60
	Students	2.33	1.32	
17	Teachers	2.54	1.37	-.187
	Students	2.50	1.36	
18	Teachers	2.70	1.30	-1.81
	Students	2.27	1.31	
19	Teachers	3.02	1.45	-3.02
	Students	2.31	1.29	
20	Teachers	3.08	1.60	-3.60
	Students	2.21	1.32	
	Students	2.81	1.38	

Item 1 shows how higher secondary school teachers and students view the socio-cultural elements of English learning. Teachers score higher than pupils (2.56). Teachers' standard deviation (1.64) is similar to pupils' (1.52). Most professors concur with the good mean score

and standard deviation. -1.62 is lower than 0.10. The difference is not statistically significant. Most professors agreed that children hesitate to speak English with classmates.

Item 2 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 3.12, while pupils scored 2.72. Teacher responses have a higher standard deviation (1.62) than student responses (1.47). Most teachers and students agree, as seen by the higher mean score and standard deviation. Calculated (-1.53) is less than the tabulated (0.12). The difference is slight. Most professors say that students hesitate to speak English with them.

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

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

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

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

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

Item 8 shows how teachers and students view the socio-cultural elements of English learning. Teachers scored 2.52 compared to pupils' 1.79. Teachers' standard deviation (1.51) exceeds students' (1.08). The higher mean score and standard deviation suggest that most teachers and

students agree. The calculated value (-3.55) is less than the tabulated value (0). This indicates no statistical significance. Thus, most English teachers believe that they use modern methods.

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

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

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

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

Item 13 shows how teachers and students view sociocultural elements of English learning. Teacher responses average 3.14, whereas student responses average 3.10. Teachers' standard deviation (1.65) exceeds students' (1.46). The higher mean score and standard deviation suggest that most teachers and students agree. -.169 is smaller than 0.86. This indicates no statistical significance. Thus, most teachers feel the English curriculum is more challenging than others.

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

Item 15 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.87, while pupils scored 2.52. Teacher responses have a higher standard deviation (1.63) than student responses (1.32). Most teachers and students agree, as

seen by the higher mean score and standard deviation. -1.41 is less than 0.16. The difference is slight. Thus, most teachers believe they help students.

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

Item 17 shows how high school teachers and students view sociocultural elements of English learning. Teachers scored 2.54, while students scored 2.50. Teacher responses have a higher standard deviation (1.37) than student responses (1.36). Most teachers and students agree, as seen by the higher mean score and standard deviation. -.187 is less than 0.85. The difference is slight. Most teachers acknowledge that they make decisions.

Item 18 shows how higher secondary school teachers and students view sociocultural elements of English learning. Teachers scored 2.70, while pupils scored 2.27. Teachers' responses have a lower standard deviation (1.30) than students' (1.31)—the higher mean score and standard deviation show that most teachers and students concur. -1.81 is smaller than 0. The difference is slight. Most teachers feel that pupils must speak English at school.

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

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

Findings and Conclusion

The opinions of both teachers and students were found to be statistically similar, according to the researchers. Students, however, need to work on their interpersonal communication abilities, according to the majority of educators. Educator and student viewpoints were found to be in broad accord in the survey. Educators widely believe that their students feel uncomfortable when speaking English with them. Both hold similar viewpoints.

Nonetheless, a large number of English instructors stress the importance of collaboration with their students. Educators and students alike had similar viewpoints, according to the study. Even although the majority of teachers would claim otherwise, English is the language they instruct. According to the study, both teachers and students agree. Classroom discussion, however, is something that most teachers think is good for kids.

Educators and students alike had similar viewpoints, according to the study. Local customs discourage youth from studying English, according to most instructors. Both hold similar viewpoints. Nonetheless, the vast majority of teachers believe they can effectively listen to and address their students' worries. Educators and students alike had similar viewpoints, according to the study.

The vast majority of English teachers boast about using innovative methods. The instructors and the pupils are similar. The majority of teachers believe that piquing their pupils' interest in the English language should be their primary objective. Educator and student viewpoints were found to be in broad accord in the survey. Still, the vast majority of teachers are sure that they are meeting the language needs of their English-speaking pupils.

Educators and students alike had similar viewpoints, according to the study. However, most teachers agree that they do their best to put their students at ease when they learn English. Educators and students alike had similar viewpoints, according to the study. However, most teachers believe that students learn English better when they are exposed to sociocultural elements. Educator and student viewpoints were found to be in broad accord in the survey. Teachers sometimes find English to be more difficult than other subjects. Teachers' and students' perspectives were very similar.

On the other hand, the vast majority of students believe that socializing with other people improves their English skills. Educators and students alike had similar viewpoints, according to the study. On the other hand, the vast majority of teachers

believe that they are ultimately helping their students.

Teachers' and students' perspectives were very similar. Still, the vast majority of teachers have no problem letting their students learn on their own. Educator and student viewpoints were found to be in broad accord in the survey. The majority of teachers see themselves as having some say in classroom policy. Educators and students agree, according to the study.

The majority of teachers, however, are adamant that their pupils only ever learn in English. Educator and student viewpoints were found to be in broad accord in the survey. The vast majority of teachers think that students' English instructors offer insightful feedback. Educators and students agree, according to the study. Educators widely believe that all four English language abilities are regularly assessed. Educator and student viewpoints were found to be in broad accord in the survey. The majority of students do, however, recognize that their English instructors do, in fact, lay forth goals.

The findings show that there is a notable disparity between the viewpoints of teachers and students. Almost all ESL students feel that learning the language is difficult. Educators' and students' points of view diverged, according to the study. The majority of students think that cultural variables have a significant impact on how they learn English. According to the study, both teachers and students agree. The majority of students think that hearing positive role models at home is crucial to their English language development. Educators and students alike had similar viewpoints, according to the study. Everyone believes they read English newspapers daily. Perceptions vary between

students and teachers, according to the study. While some children may have trouble learning English, the vast majority of Urdu medium school students report that their peers do as well. The results show that the viewpoints of students and teachers are different. Still, the vast majority of students might benefit from more English classes. Educators and students alike had similar viewpoints, according to the study. The majority of teachers consider English to be more of a discipline than a language.

Educators and students alike had similar viewpoints, according to the study. However, most teachers see English more as a subject than a language. Educators and students agree, according to the study. Most teachers think their students are making progress in their English language skills with the current curriculum. Educator and student viewpoints were found to be in broad accord in the survey. In English lessons, both students and teachers agree that modern resources are utilized. Educator and student viewpoints were found to be in broad accord in the survey. Everyone from students to teachers thinks their English classes need an overhaul. According to the study, both teachers and students agree.

However, most educators and students agree that studying English is more akin to cramming than actual study. Educators and students alike had similar viewpoints, according to the study. The vast majority of English-speaking students feel their teachers have had extensive professional development. Educators and students alike had similar viewpoints, according to the study. There is widespread agreement among students that English is a commonly used language on campus.

In order to help secondary school students in Multan and Vehari become more proficient in English, this study set out to uncover the cultural and socioeconomic aspects that contribute to this goal. In order to get a feel for the schools that were under investigation, qualitative methodologies were employed. These last remarks are based on the results of the study. A summary of our statistical results is provided here.

The study's results, which were summarized, showed that the social context of high school pupils had a substantial effect on their English competency. Some examples of social factors include students' lack of confidence when speaking English, teachers' willingness to work together, course materials, chances for students to be involved, societal pressures to not learn English, creative approaches to teaching, and students' pressing need to learn the language.

This study's findings highlight the importance of one's cultural heritage when learning English. The majority of students feel awkward when asked to speak or write in English in class or among peers. It was determined that additional resources should be allocated to teaching students English, as the majority of students fail to learn the language and instead spend their time studying for tests. In both contexts, educators were depicted as the unassailable masters of the English language school. It was shown that students often use memorization of question-and-answer sets as a means of cramming for exams. Reading and writing were also ways they got ready for class. On the other hand, students needed more time working in small groups with instructors to hone their writing and speaking abilities.

The great majority of pupils work hard to do well in school. Many people wrongly believe that ESL students primarily study English for professional reasons. This is why it is critical to staff their schools with competent educators. Nonetheless, a sizeable portion of the student body attempts to improve their English skills in order to succeed in a required course. When students need help with their studies, they can quickly contact their parents, teachers, classmates, or even private tutors in either system.

There are a number of ways that students might have a more engaging and enjoyable experience in an English session. We should make an effort to assist pupils whose English language acquisition is sluggish or who occasionally fall behind. For students to achieve their maximum potential in English, it is essential to involve members of the local community, authorities, knowledgeable individuals, and professionals in the field of English language instruction.

Students whose parents do not speak English at home need certified English tutors. A positive attitude and an effort to make the classroom a welcoming environment for students are two things that teachers should strive for.

If we want students all across the globe to appreciate reading and understand the English textbook, we need to offer it attractively. Lastly, grammar-focused textbooks should be introduced to secondary schools. Poll results show that secondary school English teachers are witnessing an increase in the use of reference materials by their students. Some students in both districts thought the required textbook might be more interesting, and even fewer were enthusiastic about the accompanying answer book.

Whatever their course of study, many students in both areas felt they would have done better on the forthcoming exam had they been placed in the correct group. However, the kids were dead set on becoming fluent in English. The classroom served as a social hub for the students, faculty, and administration. Ultimately, it would be highly beneficial for secondary school students in Multan to have more opportunities to engage with different cultures in order to enhance their English language skills. Young people's English proficiency can be enhanced through the creation of environments where English is spoken, through cultural awareness, parental involvement, peer interaction, and student motivation.

Recommendations

The study suggest the following recommendations;

1. In secondary school, teachers have the opportunity to create a welcoming classroom setting where students may practice and improve their language abilities.
2. Some classroom activities may include reading aloud from English storybooks and newspapers, while others may involve listening to or watching English news broadcasts.
3. One way for teachers to help their students improve their English is to have them compete in debates.

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