



**Sudan University of Science
And Technology**
College of Graduate Studies



**Exploring the Impact of Foreign Sociocultural
Aspects on English Language Learners' Identity
in Evangelical Evening School in Omdurman**

إستكشاف تأثير الجوانب الثقافية والإجتماعية الأجنبية على هوية دارسي اللغة
الإنجليزية بالمدرسة الإنجيلية المسائية بأمدردمان

(Case study Evangelical Evening School in Omdurman)

**A Thesis Submitted in fulfillment of the requirements for
Degree of M.A in English language (Applied linguistics)**

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DEDICATION

To

my mother

To

my father and

To

my brother s and sisters

ACKNOWLEDGEMENTS

A greatest praise is to Allah the Almighty for the enormous graces, he bestowed upon me to achieve this work. A great gratitude to my supervisor, Dr. Hillary Marino Pitia for his remarkable supervision, with patience, and advice. And also I am thankful to Dr. Muntasir Hassan and Dr. Alsadig Osman Mohammed for having verified the questionnaire of the study.

ABSTRACT

1- This research aims at exploring the impact of the foreign Sociocultural aspects of English language learner's identity. The researcher used the descriptive analytical method. The tool was a questionnaire distributed to 35 students of Evangelical Evening School in Omdurman, who study English language as foreign language. The data were analyzed by using the Statistical program SPSS (Statistical Package for Social Sciences). The results that the researcher arrived at in the end are: English language learners Evangelical Evening School are affected by the socio-cultural factors of the new culture. And students are unaware of the socio-cultural influence when they are learning the language. In conclusion, the researcher provided some recommendations relevant to attempts for solving the problem of the impact of the foreign socio-cultural factors on learners of English language which are: Guiding learners by enlightening them of ways to exploit technological development with its advantages instead their interest in the scales that take away their identity and culture and Giving learners more attention, by instilling self-confidence, and by proving their effectiveness in society; Rather, they fulfill their right to a correct education.

المستخلص

هدف هذا البحث إلى استكشاف تأثير الجوانب الإجتماعية والثقافية الأجنبية على هوية دارسي اللغة الانجليزية; كلغة ثانية. استخدم الدارس الطريقة الوصفية التحليلية وكانت أداة البحث إختياراً من إعداد الباحث تكون من (35) نسخة، وُزعت على دارسي اللغة الإنجليزية بمدرسة الانجيلية المسائية بامدرمان. تم تحليل البيانات إحصائياً بإستخدام برنامج الحزم الإحصائية للعلوم الإجتماعية. كانت النتائج التي توصل إليها الباحث في نهاية البحث هما: أن دراسي اللغة الانجليزية بمدرسة الانجيلية السودانية المسائية يتأثرون بالعوامل الثقافية والاجتماعية الاجنبية، كذلك أنهم غير واعين بعملية التأثير أثناء تعلم اللغة الانجليزية. ختاماً قدم الباحث بعض التوصيات ذات الصلة حل مشكلة تأثير الجوانب الثقافية والاجتماعية الأجنبية من خلال دراسة اللغة الإنجليزية وهي: بناء الثقة وتوعية الدراسين بهوياتهم الثقافية والاجتماعية أثناء تعلم اللغة الانجليزية، بالاضافة إلى . بالاضافة الى توجيه الدراسين بالاهتمام بهوياتهم الثقافية والاجتماعية والمساهمة المجتمعية الفاعلة عبر التعليم الصحيح.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the Research

English language has become the requirement in number of different domains, occupations and profession. At number of schools and universities even children in very early age, and it is compulsory subject for students up to graduation. Also it is considered to be a useful tool to acquire knowledge, skills and to bring a good interaction. It provides the best medium to interact locally and outside the region.

As English is becoming a global language, proficiency is considered essential for personal and professional development of a person. The association of English with modern technology with economic progress and with internationalization has encouraged people all over the world to have their children learn it as early as possible. Everywhere, there are English socio-cultural elements, such as signs, songs in any entertainment, movies, cinema, literature and theatre affecting none-native socio-cultural identity while learning the language.

Spolsky (1988) stated that at the beginning of language learning process, learners acquire language and social skills together. Their sensitivity to the social uses of language is already apparent in their early learning of different varieties. Many learners have different ways of addressing objects.

There is a set of social rules about the language that a learner acquires to be socialized, knowing when to speak and when to be silent, how to enter a conversation and how to end it. Learners learn those social conventions as a factor of socialization.

The research focuses on the socio-cultural factors that affect English learners at Evangelical Evening School in Omdurman. The

researcher has observed that, students cannot master the language until they have also mastered the cultural and social context in which the language occurs. The study clarifies how English language learners are affected by English sociocultural factors through English language syllabus. In addition to, it is going to show the role of school environment that hinder the English learners social and cultural factors. It also takes English teacher as a part of this affection.

1.1 Statement of the Study

From reading and survey of literature review the researcher observed that, researches carried out on factors that affect learning English as second language. The sociocultural factors are considered as the most affective factors that influence those who are learning English language as a second language. This research is conducted to show how cultural and social norms of English language influence the English learners, on their families, culture, and identity. In addition to what extent does that affection could be a source of inner conflict of learners?

1.2 Questions of the Study

The research rised two main questions:

- 1- To what extent, English language learners at Evangelical Evening School are affected by Socio-cultural factors when learning English language as a second language?
- 2- To what extent do learners unconscious of the socio-cultural factors influence when they are learning English language.

1.3 Hypotheses of the Study

The study assumes the following hypotheses:

- 1- English language learners at EES are gradually affected by sociocultural factors of English language when learning English language as second langauge.

2- Learners at EES unaware of the influence when they are learning the language.

1.4 Objectives of the Study

The study aims to achieve the following objectives:

- 1- To measure the factors that considered as sociocultural factors that affect English learners at EES in Omdurman.
- 2- To provide adequate ideas of language learning that affect learners of other language.
- 3- To examine the syllabus that effect learners' sociocultural factors when learning English as a second language.

1.5 Significance of the Study

The research considered to be conceit deal with the affection of multicultural education and teaching of a foreign language program me in Bilingual Education which aims to develop cultural pluralism. It is most significant to take into consideration that, the learners' sociocultural factors must highly be considered, while learning a foreign language. It can also be reference for researchers to measure the sociocultural factors effecting on learners of English language as a second language.

1.6 Limits of the Study

This study focuses on the sociocultural factors that affect English language learners at Evangelical Evening School in Omdurman. It is during the year between 2019 to 2021.

1.7 Methodology of the Study

This study is designed and conducted methodologically. The researcher selected qualitative descriptive and analytical method, because it is relevant to the current research. The sample of study was selected randomly covering (35) students (male, female) at EES in Omdurman. The method based on designed questionnaire as a tool for collecting the data

and devices to measure sociocultural factors affecting English language learners who learn English as a second language.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPER TWO

Literature Review and Previous Studies

2.0 Introduction

In order to explore the impact of foreign sociocultural aspects on English language students' identity while learning English, this chapter consists of two parts. Part one reviews the literature relate to the research topic, to identify the aspects of this topic, Such as the definition of culture. Part two discusses previous studies related to the research topic.

2.1 Literature Review

First of all, the study defines the concept of culture on the light of different domains, by focusing on applied linguistics.

2.1.1. Definition of *culture*

Due to its complex, Nieto (2002) argues that “culture” has not one meaning since it can mean different things to different people and in different context. Hence it is impossible to give a standard definition of it. On the other hand, culture is reduced meanings to food, holidays, lifestyle...etc., it cannot be restricted to these meanings because culture is a combination of beliefs, customs, shared values as well as common history, geographical location, language, religion that group of people share. (Mimoun and youcef, 2014).

However, the term “culture” was first used by Taylor in his book “primitive culture” (1971) who defines it as “The complex whole which includes knowledge, belief, are, moral, law, custom, and any other capacities and habits acquired by man as a member of a society”.

Yule (2006) defines it as a social knowledge that members of the same social group acquire unconsciously. It is building assumptions about things and people in the real world. People belonging to the same social group share the same ideas and assumptions.

Lyons (1990) defines culture as, “culture may be described as socially acquired knowledge. As what someone has by virtue of his being a member of particular society”.

According to Longman Dictionary of Language Teaching and Applied Linguistics (2002), culture means:

“the set of practice, codes, and values that mark a particular nation or group; the sum of nation or group’s most highly culture of literature and the arts, ,culture of attitudes, values, beliefs, and everyday lifestyle. Culture and language combine to form what is sometimes called “discourse”, ways of talking, thinking, and behaving that reflect one’s social identity.

Most of definitions of culture in sociocultural context agreed on specific factors that constitutes and shape ones’ culture and therefore identity.

These factors are:

- 1) Culture is socially acquired.
- 2) Culture is food making
- 3) Culture is everyday lifestyle
- 4) Culture is shared values.
- 5) Culture is customs and beliefs.
- 6) Culture is morals and laws.
- 7) Culture is common language.

2.1.2 The word “sociocultural”:

It is almost synonymous with culture and tradition; it refers to a set of beliefs, customs, practices, behavior and knowledge of particular group of people, defined by everything from language, religion, cuisine, social habits, music, arts that exist within a population.

2.1.3 The sociocultural aspects:

Our perception of the world is deeply influenced by sociocultural factors that may or may not be aware of. Sociocultural factors are the

beliefs, customs and practice within culture and society that affect the thoughts, feelings and behaviors of its citizens. These aspects also include concepts of beauty, religious beliefs, material culture, attitudes, and role of the family, social statuses and perception of time.

These factors can be the root causes of misunderstanding between cross-cultural groups.

2.1.4 Sociocultural theories of language learning

Sociocultural theories draw on L. S. Vygotsky's (1978, 1987) insights into the social nature of learning but also on the work of more contemporary theorists who have extended and modified his ideas (e.g. Wertsch 1998; Rogoff 2003). Vygotsky (1978) argued that humans act on the world with tools (both physical and symbolic), and emphasized the symbolic tool of language, proposing that children gain 'increasing control over the mediational means made available by their culture, including language for interpersonal (social interaction) and intrapersonal (thinking) purposes' (Lantolf 2000: 8). From this perspective, learning is a social process in which culturally and historically situated participants engage in culturally valued activities, using cultural tools. They thus develop the sorts of behaviors required for participation, and in so doing, change the activities and the tools. This foregrounding of dynamic social activity and the tool mediators of that activity are special features of sociocultural theory. Educational studies grounded in this perspective pay careful attention to the activities provided for learners in their diverse environments and to the qualities of the physical and symbolic tools, including written language, which learners use. In addition, they stress the importance of learners' access to cultural resources, and how learners might change those resources over time. As Rogoff (2003) noted, development (or learning) is 'changing participation in the sociocultural activities of a community, which also change' (2003: 368). Sociocultural

theories have been frequently drawn upon in studies of SLA. Such studies are sometimes more psychological in orientation (examples are Lantolf 2000; Lantolf & Thorne 2006; Swain et al. 2010); sometimes they are more anthropologically- and sociologically focused (Kostogriz & Tsolidis 2008; Toohey 1998, 2000; Toohey & Norton 2010). The theories represent a shift from seeing learners as individually internalizing stable systems of language knowledge, to seeing them as differentially-positioned members of social and historical collectivities, using (and thus learning) language as a dynamic tool. This moves observers toward examining the conditions for learning, and the issues of access of learners for appropriation of practices, in any particular community. Lave & Wenger's (1991) work has been used by many language researchers allied with sociocultural theory, especially with respect to their construct, LEGITIMATE PERIPHERAL PARTICIPATION, which represented their view that communities are composed of participants who differentially engage with the practices of their communities, and that this engagement or participation in practice is 'learning'. For them, the 'oldtimer' as well as the 'newcomer' are simultaneously learning through practice. Stressing the importance of local analysis of communities, they pointed out that conditions vary with regard to ease of access to expertise, to opportunities for practice, to consequences for error in practice, and so on. Lave & Wenger discussed the importance of not sequestering newcomers away from participation in community activities, if they are to learn. They noted that, ideally, learners must 'see', or be in the presence of, mature practice. This theme is taken up by SLA researchers who examine, in particular, learners' access to L2 communities.

2.1.5 Culture and language learning

Risager (2006) considers culture as a component and a part that cannot be separated from the language. She adds that linguistic production

and practice is a way of cultural practice since language is always embedded in culture. Furthermore, Kramsch (1998) relates language to identity and culture. She believes that there is a natural connection between speakers' and language and their identity, in the other words, by their accent and vocabulary, speakers identified to a given speech community. Speakers draw a social importance, pride, historical, and cultural unity by using the same language as the group that belong to the same context. Moreover, Byram (1989) believes that language is a tool to express speakers' knowledge and perception of the real world. Thus, it reflects their cultural concepts and values. He goes on saying that one cannot learn a language and neglect its culture because speaking a language means expressing its culture, exchanging a language embodies a particular way of thinking and living.

However, the great American linguist and an anthropologist, Edward Sapir (1884-1939) and his pupil Benjamin Lee Whorf (1897-1941). Their theory is known as "Sapir-Whorf theory". (Yule, 2006) "They produced arguments that the languages of Native American. Such as Hopi, led to them view the world differently from those who spoke European languages.

According to Whorf, the Hopi perceive the world differently from other tribes (including the English -speaking tribes) because their language leads them to do so. In the grammar Hopi, there is a distinction between a "animate" and "inanimate", and among the set of entities categorized as animate are "clouds and stones". Whorf claimed that the Hopi believe that clouds and stones are living entities and that it is their language that leads them to believe this. English does not mark in its grammar that clouds and stones are animate, so English speakers do not see the world in the same ways as the Hopi. "Reconsidering the situation with Eskimo and snow, we recognize that English does not have a large number of words for different

kinds of snow, but most of them have very different view of “snow” from the average Eskimo speaker. (Yule, p219).

It is observed that language is used in a cultural phenomenon to exchange ideas and opinions or share experience. It is so much interrelated that without understanding properly the cultural setting and social behavior of a language use, it leads to misinterpretation and break down in the language communication, or it may result into errors and misunderstanding because language is simply sending or receiving information, but it functions as a social behavior in certain cultural context. There are difficulties which are very complex to understand for foreign or second language learners according to required context to interpret and communicate (Emitt, Komeasrof,2003).

2.1.6 The link between the culture and language

There appears to be an agreement in culture teaching in L2/FL learning. Shemshadsara (2012: 96) supports the idea that teaching culture plays a significant role in most L2 education. Before these views, Murphy (1988) pointed out four different approaches of learning culture in FL curriculum. For the purpose of this study only two methods will be illustrated here. The first is the theory that ‘cultural studies’ are independent from the language. This view is supported by Murphy herself. The second method is called ‘integrated’; this view looks at culture as a part of language learning and it says that teaching target language is impossible without teaching TC or they will be learned or taught in tandem. The latter viewpoint has been supported by numerous writers and researchers in the last few decades (e.g. Brooks, 1986, Byram, 1986; Byram & Grandy, 2003; Cortés, 2007; Jiang, 2000; Mahmoud, 2015; Stern, 1992; inter alia). According to Stern (1992), teaching culture predominantly includes a ‘cognitive component’, an ‘affective component’ and a ‘behavioral component’. The cognitive component relates to

knowledge of TC in general, such as geographical knowledge, different values and attitudes. The affective component relates to target language learners' curiosity and inclination towards TC. The behavioral component relates learners' behavior to the way they encounter culture appropriately. Much has been written about the role of culture in L2/FL teaching. The most recent debate about not placing culture at the core of the language curriculum and L2/FL instruction by educators is presented by Bennett *et al.* (2003). These writers listed several erroneous beliefs for excluding culture from language teaching. Firstly, they say that language syllabuses are already overloaded. Therefore, there is no space (in both time and place) to put culture in the language curriculum. Secondly, for many teachers, culture seems to be more difficult to teach than languages *per se*. Teachers usually feel unprepared to teach either culture or 'intercultural competence', this is because they have not been taught 'intercultural competence' themselves. They do not have a model to adapt or to imitate in their teaching method. In other words, teachers may have had little or hardly any hands-on experience of the TC. Even if they had experience, the culture keeps changing and shifting as Corbett (2003) stated previously. Thirdly, some institutes will turn away from teaching culture and teachers might feel responsibility to focus on other sub-skills but not culture, such as preparing students to achieve high-scores on universal or national tests. It is to be noted that the above beliefs are based on anecdotal evidence which are said to be reported by other teachers and practitioners not Bennett *et al.*. The counter-argument of what these writers described would be the integration of culture into L2/FL classrooms. These problems will arise if students are not taught aspects of FL lessons. Cortés (2007) states more on the problems which students are likely to face if they do not practice cultural aspects in the classroom. As is natural, students go back to their L1 if they do not know how to express something in the target

language. Here linguistic transfer will occur. The same issue is connected to culture learning. This means, learners will transfer cultural differences (between one or more countries) according to their L1. Cortés gives us a more convincing argument that learners might have to face ‘culture shock’ or culture clashes in the classroom if classes lack the integration of culture in the L1/FL environment. They may find many culture differences and they may not know how to deal with them. Therefore, the definite consequence of this matter is that learners may not learn the language properly and they may become what Bennett *et al.* (2003) refer to as a ‘fluent fool’. That is, a student is fluent in L2/FL but might not understand the social and philosophical norms of that language. Confirming this issue, Mahmoud (2015) stressed that language is the symbolic representation of people because it entails cultural historical background as well as an approach to ways of living and thinking. For these reasons which are mentioned previously, linguists are in agreement when they say language and culture cannot be learned (or taught) independently. As stated earlier, target language cannot be separated from TC (Byram & Grundy, 2003; Jiang, 2000). Another good argument for linking language and its culture together for teaching purposes relates to students’ degree of ‘motivation’ (Sárdi, 2002; Tang, 2009; Xu, 2009). All of these writers/papers refer to Gardner & Lambert’s (1972) ‘integrative motivation’ and ‘instrumental motivation’. These writers claim that learners can be more successful in language learning if they integrate their motives to their L2/FL situations, that is to say, immersing themselves into the entire culture of the target language. Moreover, some other studies (e.g.s. Genc & Badr, 2005; Jabeen & Shah, 2011; Sárdi, 2002) still question the general assumptions that successful language learners are ones who have a positive attitude towards the TC. Furthermore, it seems to be a problem in teaching language and culture together (Sárdi, 2002). She states that English

represents many cultures or countries (America, Canada, Australia, and so forth). Most citizens' L1 of these countries is English. However, this does not mean that they have the same culture. From this reason teaching English does not need to emphasise the TC. Nevertheless, Gray (2000) claims that some ELT course books are focusing on the TC which may alienate learners from their own culture. This leads to demotivation and, as a result, learners give up language learning. Therefore, for some researchers, the reason why culture must be learned/taught in L2/FL classes is not very clear. However, Brooks (1986) points out '[a]s language teachers we must be interested in the study of culture...not because we necessarily *want* to teach the culture of the other country but because we *have* to teach it' (p.123, italics in original).

2.1.7 Identity and language learning

In order to develop a considerable understanding of identity, researchers usually draw on the cognate drip lines of sociology, psychology, anthropology, and sociolinguistics. A great deal of language learning research in the 1970s and 1980s conceptualized the 'identities' of language learners as their fixed personalities, learning styles, and motivations. In contrast, more recent work on language learner identities adopts post-structural understandings of identities as fluid, context-dependent, and context-producing, in particular historical and cultural circumstances. From this perspective, personalities, learning styles motivations, and so on are not fixed, unitary, or decontextualized, and while context 'pushes back' on individuals' claims to identity, individuals also struggle to assume identities that they wish to claim. Constructs of investment and imagined communities/imagined identities have been particularly important in these debates. When Norton conducted research with immigrant women in Canada (Norton 2000), she observed inconsistencies in the predictions made by studies of motivation in SLA, on

the one hand, and what she found from careful ethnographic observation of language learners, on the other. Most motivation studies at that time framed motivation as a fixed characteristic of individual language learners, and hypothesized that learners who failed to learn the target language did not, for various reasons, have sufficient (or appropriate) desire to learn the language. Seeing language learning as mainly an individual accomplishment, these studies of SLA motivation were not, by and large, concerned with power relations between language learners and target language speakers. What Norton found was that high levels of motivation did not necessarily result in ‘good’ language learning, and that unequal relations of power between language learners and target language speakers were often salient in her learners’ accounts. Accordingly, she found it necessary to develop the construct of investment to complement constructs of motivation in the field of SLA (Norton Peirce 1995; Norton 2000, 2010, in press). The construct of investment in language learning draws on economic metaphors, associated particularly with the work of Bourdieu. Bourdieu & Passeron (1977) used the term CULTURAL CAPITAL to refer to the knowledge, credentials, and modes of thought that characterize different classes and groups. They argued that cultural capital has differential exchange value (or ‘currency’) in different social fields. Drawing on these metaphors, Norton observed that learners ‘invest’ in the target language at particular times and in particular settings, because they believe they will acquire a wider range of symbolic and material resources, which will, in turn, increase the value of their cultural capital. As the value of learners’ cultural capital increases, so learners reassess their sense of themselves and their desires for the future. Norton argued that investment and identity together signal the socially and historically constructed relationship of learners to the target language and their sometimes ambivalent desire to learn and practice it. The notion of investment

recognizes that learners often have variable desires to engage in the range of social interactions and community practices in which they are situated. Previous work on motivation frequently conceived of individuals as having unitary, fixed, and internalized a historical ‘personalities’. Investment, on the other hand, sees language learners as having complex identities, which change across time and space, and which are constructed on the basis of the socially given, and the individually struggled-for. Thus, while motivation can be seen as a primarily psychological construct (Dornyei 2001), investment is a “ sociological construct, and seeks to make meaningful connections between a learner’s desire and commitment to learn a language and their changing identities.

Seeing engagement in language learning as investment calls forth different sets of questions about a learner’s commitment to learning the target language. In addition to asking ‘To what extent is the learner motivated to learn the target language?’ the teacher or researcher can also ask ‘What is the learner’s investment in the language practices of this classroom?’ A language learner may be highly motivated, but may nevertheless have little investment in the language practices of a given classroom or community, which may, for example, be racist, sexist, elitist, anti-immigrant, or homophobic. Alternatively, the language learner’s conception of good language teaching may not be consistent with that of the teacher, compromising the learner’s investment in the language practices of the classroom. Thus, the language learner, despite being highly motivated, may not be invested in the language practices of a given classroom. The learner could then be excluded from those practices, or choose not to participate in classroom activities. In time, the learner could be positioned as a ‘poor’ or unmotivated language learner by others (Norton & Toohey 2001). A classroom-based study conducted by Duff (2002) in a multilingual secondary school in Canada serves to

illustrate these theoretical issues. Duff found that the teacher's attempts to provide speaking rights for non-local students in the classroom had ambiguous results. It became apparent that many of the English language learners in the class were afraid of being criticized or laughed at by native English-speaking peers because of their limited command of English, and thus avoided oral interaction. Duff (2002: 312) noted that 'Silence protected them from humiliation'. Learners' silence, however, was represented by local English speakers as 'a lack of initiative, agency, or desire to improve one's English or to offer interesting material for the sake of the class' (2002: 312). In addition, the teacher's efforts to provide non-local students with opportunities to speak sometimes positioned students in ways Duff called 'awkward'. While some students resisted their subordinate positioning verbally, others were seemingly content to remain silent, investing more heavily in the written activities of the classroom. It could be argued that rather than being unmotivated, many of the silent English language learners in the class were not invested in the language practices of their classroom, actively resisting practices in which they occupied unequal relations of power vis-a-vis local English speakers. The fields of applied linguistics and language education have seen lively interest in the construct of investment (Pittaway 2004), including a special issue on investment that appeared in the *Journal of Asian Pacific Communication* (Arkoudis & Davison 2008; Norton & Gao 2008).

McKay & Wong (1996), for example, investigated the English language development of four Mandarin-speaking students in Grade 7 and 8 in a California school, noting that these students' investment in the school's language was related to their needs, desires, and negotiations. Skilton-Sylvester (2002) argued that the psychological construct of motivation did not sufficiently describe the complex lives of four Cambodian women in

adult ESL (English as a Second Language) classes in the USA with whom she worked, and that understanding the domestic and professional identities of these women was necessary to explain their investment in particular adult ESL programs. With reference to foreign language learning, Kinginger (2004) documents the experiences of a young American woman called Alice, who, over a four-year period, negotiated many facets of her identity in her struggle to learn French, both in the USA and in a study abroad experience in France. Kinginger addresses the identity changes that Alice underwent as she sought to reconcile an 'imagined' France with her mixed language learning experiences, concluding that Alice's efforts towards French language competence were clearly an investment in social identity. In a different context, Haneda (2005) examined the engagement of two university students in an advanced Japanese literacy course, concluding that their membership in multiple and differing communities may have shaped the way they invested in writing in Japanese. Potowski (2007) explored students' use of Spanish in a dual Spanish/English immersion program in the USA, noting that even if a language program is well run, learners' investments in the target language must be consistent with the goals of the program if language learning is to meet expectations. Arguing that investment has emerged as a 'significant explanatory construct' (2006: 59) in the L2 learning literature, Cummins (2006) drew on the construct of investment to develop a definition of an IDENTITY TEXT, and he and Early provide powerful examples of such texts in their forthcoming book (Cummins & Early 2011).

2.1.8 Construction of Identity in second language learning

Identity formation is more complicated in second language learning process because learners are exposed to two diverse cultural and linguistic systems. Myers (1991) conceptualize optimal identity development as a process of coming to know self as expression of spirit, and the reason for this is that language is the vehicle of expressing oneself.

2.1.9 The sense of the others

The sense of others is one of the dimensions of identity formation. It is about how individuals see other people and what role they play in their lives. They compare themselves to other people. Furthermore, they distinguish themselves from others (Palfreyman, 2005). The German philosopher, Hegel, presents the idea of other “as constituent in self-consciousness” (Bristow, 2007).

Moreover, Levanas(1985) assumed that the concept of the other precedes self; the concept of others is not predicted and could not be formed into an object of the self. The connection of otherness later integrated to identification of identity.

2.1.10 The positive and negative of sociocultural factors influence student’s identity through learning English language

Any study must have positive and negative impact, similarly with influence of sociocultural factors on students’ identity, which also has negative and positive impact on learners’ identity.

2.1.10.1 The positive impact

The positive impact of the sociocultural factors on learners’ identity through learning English is that, learners can use the language to exchange ideas, and share through communication, besides they will have a great chance in getting a job. Moreover, learners can develop their skills in their occupations and professions, and bring about fruitful interaction. It

provides the best medium to interact with outside the region, state and country, as English is becoming a global language.

2.1.10.2 The negative impact

The negative impact of sociocultural factors on learners, The researcher uses terms which are “hybridity” and “ambivalence” are to two concepts of postcolonial criticism which Homi K. Bhabha refers to them in his work “The location of culture”, (1994). According to Bhabha, when people leave their countries and homelands and travel to the foreign countries, or when they learn other language, they trap between two different cultures. In fact, a sense of “double consciousness” reveals in them, so that they are all the time vacillating between two different things, for example two different cultures, language, identity, andetc. thus, they face a merged-identity as the result of these contradictories and they live a dual life. Moreover learners can lose their identity during the process of learning the language, if they are not aware of their socio-cultural identity.

2.2 Previous Studies

There many studies have discussed the issue of effecting English sociocultural factors on English learners' identity.

Study One

First study is by Ishraga Bashir Elhassan (2017) in El Neelain University, Khartoum, Sudan. An article under a title "The effects of English language as a medium of instruction on Sudanese identity construction". The aim of the paper is to investigate the role of English language in Sudanese identity construction after the Naivasha agreement between the Sudanese Peoples Liberation Movement and the Government of Sudan in 2005.

The instrument used of this study is data semi-structured questionnaire containing 30 items regrouped into three domains. The researcher found out that "English has a great effect on the respondents' identity which is clearly constructed by it. In Sudan in English is associated with "westernization" which impact how these respondents perceive themselves and how they are perceived in society. All most respondents acknowledged the fact that being competent in English positively positions them in society. Most of them are aware that the ability to use English is pragmatic as English is clearly valued academically and socially.

Study Two

Moreover (Tomik, 2014) in his work; the influence of British culture on Russian society. He examined 100 of students from their lyceum and found out their relations to English language. He concluded that, one of the important sources of culture influence in Britain today is the Russian community. Its members have established a number of organizations promoting Russian culture and language and play an important role in the multicultural fabric of British society. British culture has always been

welcomed in Russia (favorites includes Shakespeare, theatre, cinema, movies).

He found out that British culture has a great influence on Russian society; it has a lot of positive, because knowing English help Russian people travel and work abroad. It breaks the language barrier.

He said the year of culture in 2014 will build on the tradition, contributing to the growing sense of affinity between our nations. The governments of Russia and British have designated the year 2014 as Russian-British Year of culture. More than 250 cultural events are expected to take place in the first project on that scale in our bilateral relations.

He concluded that, British culture really has a great influence on Russian society; and it has a lot of positive than negative.

Study Three

Furthermore, Anyanwu (2016) in Nigeria under the title” Socio-cultural Factors Influences on Effective English Communication of Nigerian undergraduate”. The researcher used a descriptive analytical qualitative approach using a questionnaire to prove his study. His research found out that effective communication could be attained socio-cultural factors are fully analyzed. Teachers and learners of English should grapple with the challenges effective mastery of the language.

In fact, educators especially teachers of English should always realize that it is quite impossible for one to teach the English language without its culture and the learners’ first language (indigenous language) greatly influenced the target language.

Study Four

Another study is handled by Jameel Ahmad (2015) in Kingdom of Saudi- Ariba. His study under title “Tradition and Socio-cultural Barriers

to EFL learning; A case study King Abdul-Aziz University. The research passed on quantitative and qualitative data through statements \questionnaire and published sources. He ended up that, in case of Saudi-Arabia, prestige and prosperity are perceived more as a divine blessing rather than the intervention of a worldly language. This inherent tradition belief unconsciously refrains people from being too enthusiastic for English language learning.

Study Five

Norton (2000), her work, identity and language learning; Gender, Ethnicity and Education change. She is an English teacher, working with immigrant women learning English in the neighboring province of Ontario, Canada. She demonstrates that the opportunities these women had to practice English were structured by unequal relations of power in the home and workplace. She illustrates how the women responded to and acted upon these relations of power to create opportunities to practice speaking English, and the extent to which they succeed in their efforts.

She argued however, that their efforts must be understood with reference to their investment in English and their changing identities across historical time and social space.

Study Six

Moreover, Ibrahim Alfarhan(2016) in his research article in the American Research Journals, by title English as a Global language and the Effects on Culture and Identity.

He came to the result that, when children first join the school, they come with their native cultures. However, by the time they move out of school most of them would have forgotten about their native language and culture as well. Children spend most of their time in school and the official language used is English especially for second language learners. The fact

that they are not allowed to use their native languages makes it difficult for them to understand its significance. The perception given to the native languages has been so negative such that students look at it in awkward manner. However, as we have discussed in the paper, language has a great influence on cultural identity. The moment one loses the language he\ she also loses the cultural identity as well.

Although it is possible to learn the second language and still have knowledge of the first culture, but the globalization of English has proven that most people frequently use English and they willingly forget about their first languages.

Language is what contains culture; a person without a language does not have an identity. Therefore, the globalization of English has greatly contributed to loss of the cultural identity of the second English language acquirers.

Study Seven

Shahid Abrar-ul-Hassan in her study (2010) , Nativized Varieties of English and The linguistic Identity; A case of Indian English Speakers in Sultan Qaboos University, Oman. She concluded by using data analysis and results are organized according to the five research questions, and the excretions from the interview data, that language and identity are two closely related factors (Jenkins,2006; Notrton, 20000). Perhaps, identities are multiple and people are capable of constructing as well as reconstructing several different identities within and across Discourses. The ethno-linguistics identity of speakers of nativized English could be traced through the presence of English as a constituent of multilingual India. Although the study was not intended to generalize the inference to the population, the study has provided insights into the role of English in the sociocultural lives of the native speakers of Indian English, their attitudes towards English , their linguistics identities , their acceptance in

Western Anglophone countries, and their view of English visa-visa the vernaculars. In fact, the issue of identity and a sense of ownership of English among the speakers of nativized varieties of English, such as Indian English , needs more research.

The English language was more than a language for the participants with regard to their social identity and socialization. The case supported Canagarajah's(1999) assertion about post-colonial English in India that “ the English language has become too deeply rooted in their Indian's soil , and in their consciousness , to be considered alien” (p. 1). English was not only perceived as a common linguistic code in Indian society but also an integral component of the participants' identity.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter includes the steps and procedures that were followed in the implementation of the field study, including determining the population and sample of the study, designing the study tool, and conducting reliability and validity tests for this tool to ensure its validity and the statistical methods according to which the data were analyzed and the results were extracted, as follows:

3.1 Study Population and Sample:

The study population means the total group of elements that the researcher seeks to generalize to the results related to the subject of the study, and the basic community for the study consists of: teachers in several schools, the researcher surveyed a group of teachers with their various academic qualifications.

The vocabulary of the research sample was chosen by the (random) sampling method, which is one of the probability samples that the researcher chooses to obtain specific opinions or information from the members of the study population. (35) Questionnaires were distributed, and (35) sound questionnaires were retrieved, which were used in the analysis with a retrieval rate. It reached (100%), which is considered a very high percentage representing the research sample and it is reasonable to generalize the results of the study as follows:

Table (3/1) Distributed and returned questionnaires

No.	Statement	Response
1	Total questionnaires distributed to respondents	35
2	Total returned questionnaires	35
3	Questionnaires not retrieved	0
4	Total questionnaires used	35
5	Response rate	100%

Source: Prepared by the researcher, 2020

3.2 Designing the study tool:

The study tool is the means used by the researcher to collect the necessary information about the phenomenon under study, and there are many tools used in the field of scientific research to obtain information and data, and this study has relied on the questionnaire method as a main tool to obtain the necessary data and information, and the questionnaire is defined as: (A research tool consisting of a group of vocabulary accompanied by all possible answers about it, or a space for an answer when it requires a written answer, and the individual must specify what he sees or applies to it, or he thinks that it is the correct answer to each of the words, or to be depressed in Void defining what he thinks, sees, or feels about what this vocabulary measures).

To achieve this goal, a questionnaire was designed that aims to know the opinion of the respondents on the topic of the research (**Sociocultural factors affecting English language learner at Evangelical Evening School at Omdurman**).

Questionnaire consists of two hypotheses includes (7) phrases; a phrase representing the study hypotheses according to the following:

The first hypotheses of the study: measures: (English language learners Evangelical Evening School Are affected by sociocultural factors through English language).

The second hypotheses of the study: measures: (English language learners at EES aware of Sociocultural influence when they are learning the language).

3.3 Study scale

The degree of possible responses to the phrases was measured to a five-point gradient according to the Likart Scale, in the distribution of the weights of the responses of the sample members, who are distributed from the highest weight of him and he was given (5) scores represented in the answer field (strongly agree) to the lowest weight For him who was given (1) (one score) and represented in the answer field (strongly disagree) and there are three weights in between, and the purpose of that was to allow the sample members to choose the exact answer according to the discretion of the sample members. As shown in Table (4/2).

Table (3-2) Fifth Likert Scale

Degree of approval	Relative weight	Percentage	Statistical significance
Strongly agree	5	> 80%	Very high approval
Agree	4	70-80%	High approval
Neutral	3	50-69%	Medium approval
Strongly disagree	2	20-49%	Low approval
Disagree	1	< 20%	Very low approval

Therefore, the hypothetical mean of the study becomes as follows:

The total score of the scale is the sum of the individual scores on the expressions $(1 + 2 + 3 + 4 + 5) / 5 = (15/5) = 3$ (Accordingly, if the mean of the statement is greater than the hypothetical mean (3), then this indicates that the sample members agree with the phrase).

3.4 Evaluation of Measurement Tools:

The validity of the measuring tool means the ability of the instrument to measure what it was designed for and based on the theory of

correct measurement, it means that the instrument is free from measurement errors, whether random or regular, and this is done by testing both the apparent validity of the content validity test and the internal consistency using the Alpha Cronbach test.

The following are the results of the analysis for the metrics used in the study:

3.5 Test the validity of the scale

The content validity test of the terms of the study axes was conducted by preserving the validity of the concept, which may be due either to the difference of meanings according to the culture of the society or as a result of translating the scales from one language to another. (See Appendix No. (3)). The contents of the terms of the measures were analyzed and the extent of compatibility between the expressions of each measure and its objective were determined, and according to their opinion, some measures statements were accepted and modified. The process of testing the apparent validity continued after that, as the scales were tested using a simple survey sample, and their understanding of the measures questions was tested. They confirmed in the light of their understanding of the necessity to exclude some expressions that had been previously identified by the experts due to the difficulty of their understanding of them. It was proposed to (researcher), and thus the questionnaire was designed in its final form.

3.6 Reliability and internal validity test

(A) Reliability test

Stability means (stability of the scale and its lack of contradiction with itself, that is, the scale gives the same results with a probability equal to the value of the parameter if it is re-applied to the same sample). The Cronbach alpha parameter is used to measure stability.

According to the following equation:

$$a = \frac{k}{(1 - k)} \left(1 - \frac{\sum s_i^2}{s^2} \right)$$

Where (k) symbolizes the number of test items

(1-k) Number of test items - 1

$\sum s_i^2$ The variation in scores for each of the test items

s^2 Total variance of the test vocabulary

The value of the coefficient (alpha Cronbach) ranges between small and one true. If there is no constancy in the data, the value of the parameter is equal to zero, and on the contrary, if there is complete stability in the data then the value of the parameter is equal to one correct, that is, the increase of the coefficient of Alpha Cronbach It means increasing the reliability of the data by reflecting the sample results on the study population.

The (researcher) took into consideration to ensure the stability of the scale that he built before using it in the study by re-testing it on thirty individuals and calculating the “Alpha Cronbach coefficient”, according to the study statements, and its value reached (0.6), which is a medium value, and it also performed the test on all study phrases and calculating the stability factor, as shown in Table (4/3) the following:

Table (4/1) Reliability coefficients for scale expressions using the Cronbach alpha method

Study hypotheses	No. of phrases	Reliability coefficient
1 st hypotheses	7	0.6
2 nd hypotheses	7	0.6
Total	20	0.6

Source: Prepared by the researcher from the results of the analysis, 2020

From table (4/3) clear that the Cronbach alpha values for all study axes are greater than (60%). These values mean the availability of a high degree of internal stability for all the questionnaire axes, where the Cronbach alpha value for the overall scale reached (0.6), which is high stability and then it is possible. To say that the measures on which the study relied have internal stability for its statements, which enables reliance on these answers in achieving the study's objectives and analyzing its results.

(B) Validity test:

Validity it is a measure used to know the degree of truthfulness of the respondents through their answers on a certain scale, and truthfulness is calculated in several ways, including the square root of the reliability coefficient, and the value of both honesty and consistency ranges between zero and the correct one, and the subjective validity of the questionnaire is the measurement of the instrument of what was set, and the measurement of validity is knowing the validity of the tool to measure what was set for him, researcher statistically found its self-truthfulness using the self-validity equation:

$$Validity = \sqrt{Reliability} = \sqrt{0.6} = 0.77$$

The following table showing the results of the validity test for all study axes.

Table (4/2): Results of testing the reliability and validity of the terms of the study hypotheses

Study hypotheses	No. of phrases	Reliability test	Validity test
1 st hypotheses	7	0.6	0.7
2 nd hypotheses	7	0.6	0.7
Total	20	0.6	0.7

Source: Prepared by the researcher from the results of the analysis, 2020

From table (4/4) clear that the validity of the study statements reached (0.7). This result indicates the efficiency of the questionnaire and its ability with what is required of validity and consistent results.

CHAPTER FOUR

Data Analysis

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

In this chapter, the researcher presents the data analysis, and hypothesis testing based on the assumptions below that represent the hypotheses of the research:

- English language learners Evangelical Evening School are affected by sociocultural factors through English language
- English language learners at EES aware of Sociocultural influence when they are learning the language

4.1 Method of statistical analysis used in the study

The questionnaire questions were coded, and then the data collected using the Statistical Package for Social Sciences (SPSS) program was encoded and then analyzed through a set of statistical methods appropriate to the nature of the data and the type of study variables, to achieve the research objectives and test the study hypotheses, and the following statistical tools were used:

1 / Conducting a stability test for the questionnaire questions consisting of all data using each of:

A / virtual validity test.

To verify that the terms used to measure a certain concept actually measure this concept and do not measure other dimensions, and this analysis is characterized by its ability to provide a set of measures that determine the extent of the applicability of the data to the model that was disclosed and to exclude any other alternative models that can explain the relationship between the scale expressions. The response of the vocabulary of the study sample.

B / Cronbach's alpha coefficient, which was used to measure the internal consistency of the study statements to verify the validity of the performance.

2 / Descriptive statistical methods: to describe the characteristics of the study sample items through:

A / Frequency distribution of the terms of the paragraphs of the questionnaire

This is to identify the general trend of the sample vocabulary with respect to each variable separately.

B / Standard deviation

To determine the amount of dispersion in the respondents' answers for each statement about the arithmetic mean.

3 / Chi-square Test

This test was used to test the statistical significance of the study hypotheses at a level of 5% significance, meaning that if the calculated value (chi squared) is at a significance level less than 5%, the assumption of nothingness is rejected, and this means (the presence of significant differences and the paragraph is positive). If the value of (chi-squared) is at a significant level greater than 5%, this means acceptance of the null assumption and thus there are no statistically significant differences and the phrase is negative.

We get a square test like any according to the following equation:

$$x^2 = \sum_{i=1}^n \frac{(O_i - E)^2}{Ei}$$

O_i // Obtained viewing iterations

Ei // Expected frequencies from the study

$\sum_{i=1}^n$ // Sum x^2 : represents the Chi square and is called x squared.

n // Number of individuals in the sample

i// 1,2,3,4,5

4.2 Viewing and analyzing first hypotheses of the study

1 / Learners are confused between their local values and the English one, when learning English language..

Table (4/3) shows the distribution of the respondents by 1st statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	9	25.7
Agree	14	40.0
Neutral	2	5.7
Disagree	7	20.0
Strongly disagree	3	8.6
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

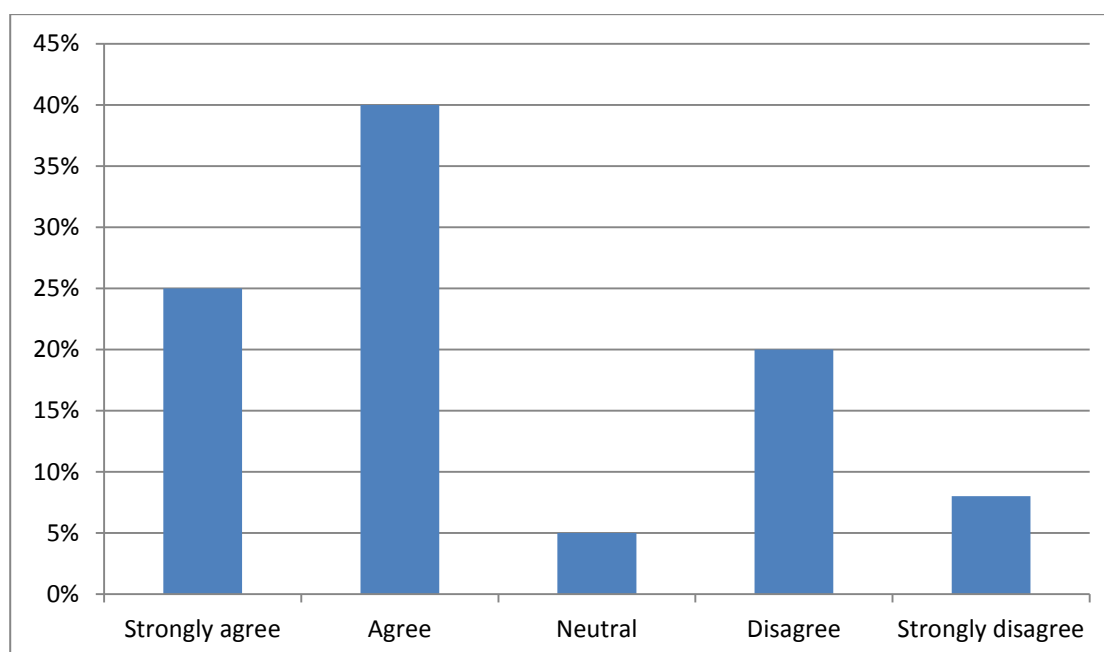


Figure (4/1) Visual images activate students' ability to locate, evaluate

From table and figure above the researcher note that the percentage of those who strongly agree with those who agree with (**Visual images activate students' ability to locate, evaluate**) 65.7%, while the percentage of neutrals is 5.7%, and the percentage of those who disagree and strongly disagree is 28.6%.

2 / Learners face difficulties in living dual life with their local communities.

Table (4/5) shows the distribution of the respondents by 2nd statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	7	20.0
Agree	10	28.6
Neutral	12	34.3
Disagree	4	11.4
Strongly disagree	2	5.7
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

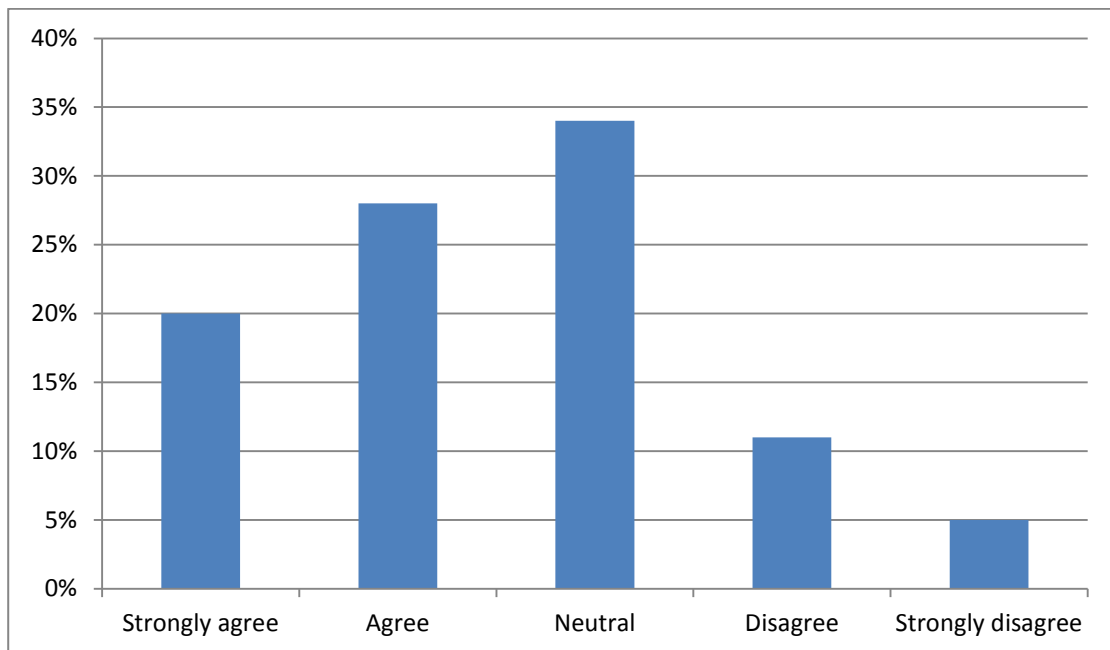


Figure (4/2) Prepared by the researcher from the field study data, 2020

From table and figure above the researcher note that the percentage of those who strongly agree with those who agree with (**Learners face difficulties in living dual life with their local communities.**) (48.6%), and (34.3%) neutral, while (17.2%) disagreed.

3 / Learners believe that English natives are respectful so they try to imitate English natives morals in their life..

Table (4/6) shows the distribution of the respondents by 3rd statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	11	31.4
Agree	10	28.6
Neutral	6	17.1
Disagree	6	17.1
Strongly disagree	2	5.7
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

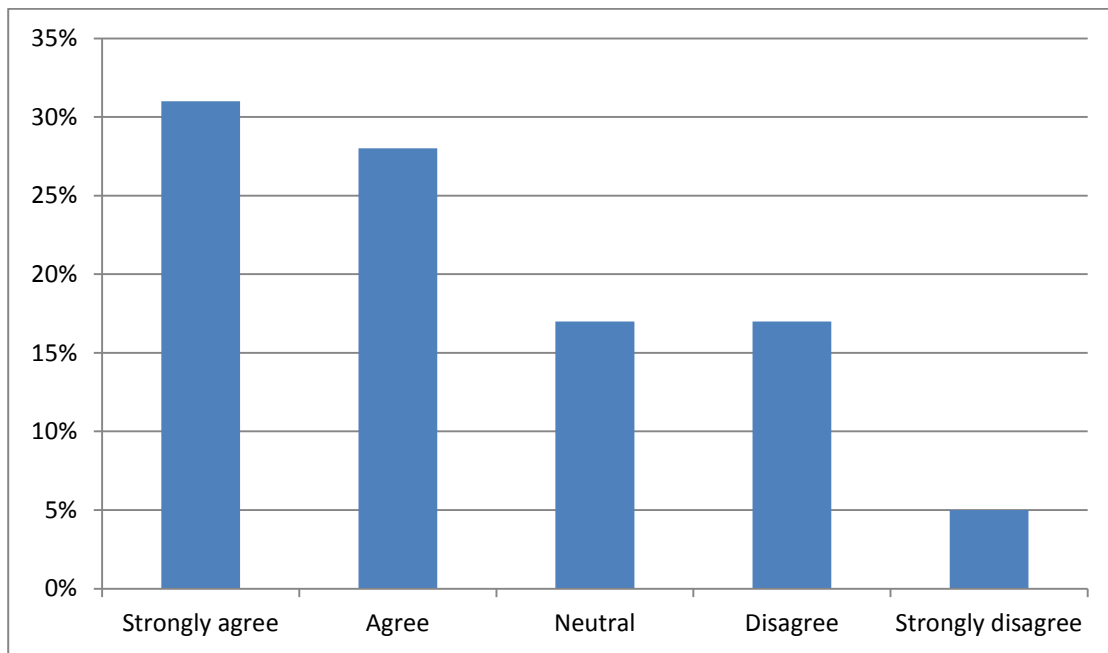


Figure (4/3) Prepared by the researcher from the field study data, 2020

From table and figure above the researcher note that the percentage of those who strongly agree and agree with (**Learners believe that English natives are respectful so they try to imitate English natives morals in their life.**) was (60%), while the ratio of neutrals was (17.1%), and (22.8%) disagreed.

4 / Learners at EES think that English natives respect laws therefore they try to follow them..

Table (4/7) shows the distribution of the respondents by 4th statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	7	20.0
Agree	9	25.7
Neutral	7	20.0
Disagree	11	31.4
Strongly disagree	1	2.9
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

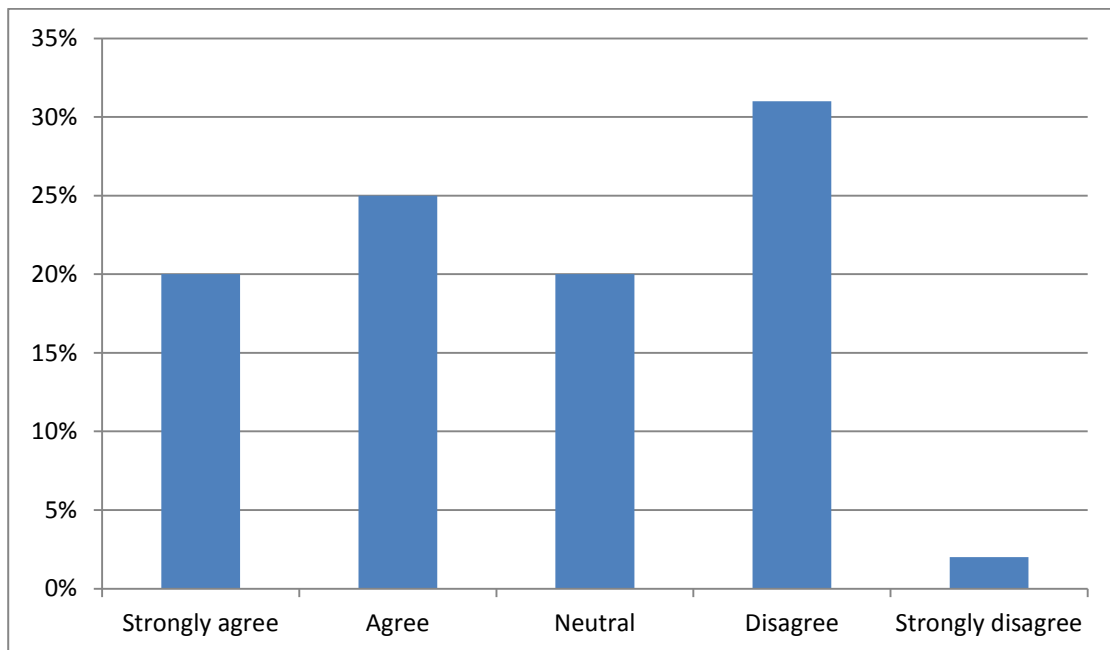


Figure (4/4) Prepared by the researcher from the field study data, 2020

From table and figure above the researcher note that percentage of those who strongly agree and agree with (**Learners at EES think that English natives respect laws therefore they try to follow them.**) was (45.7%), and 20% answered with neutral, while (34.3%) disagreed.

5/ Learners at EES think that natives have values to the human beings.

Table (4/8) shows the distribution of the respondents by 5th statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	9	25.7
Agree	11	31.4
Neutral	8	22.9
Disagree	7	20.0
Strongly disagree	-	-
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

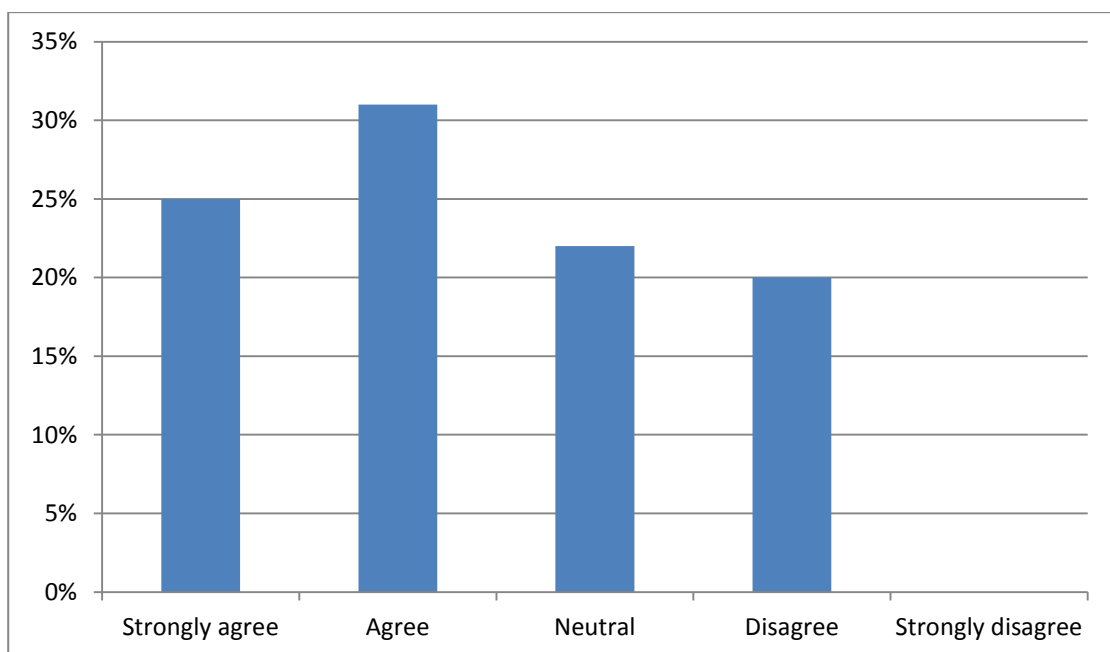


Figure (4/5) Prepared by the researcher from the field study data, 2020

From table and figure above the researcher note that the percentage of those who strongly agree and agree with (**Learners at EES think that natives have values to the human beings.**) was (57.1%), and (22.9%) neutrals, while (20%) disagreed.

6/ Learners at EES prefer foreign food more than theirs.

Table (4/9) shows the distribution of the respondents by 1st statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	2	5.7
Agree	7	20.0
Neutral	5	14.3
Disagree	9	25.7
Strongly disagree	12	34.3
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

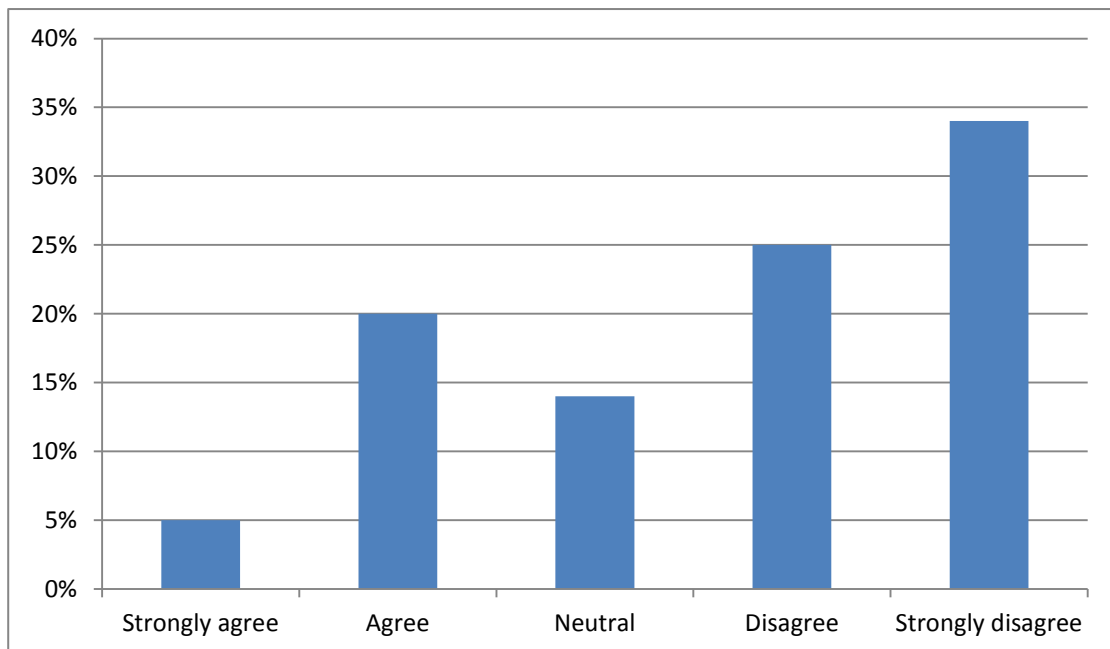


Figure (4/6) Learners at EES prefer foreign food more than theirs

From table and figure above the researcher note that the percentage of those who strongly agree and who agree with (**Learners at EES prefer foreign food more than theirs.**) was (25.7%), while the percentage of neutrals was (14.3%), and the percentage of those who disagreed and strongly disagreed (60%).

7/ Learners at EES prefer trouser rather the national dress Jalabia.

Table (4/10) shows the distribution of the respondents by 2nd statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	12	34.3
Agree	8	22.9
Neutral	3	8.6
Disagree	6	17.1
Strongly disagree	6	17.1
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

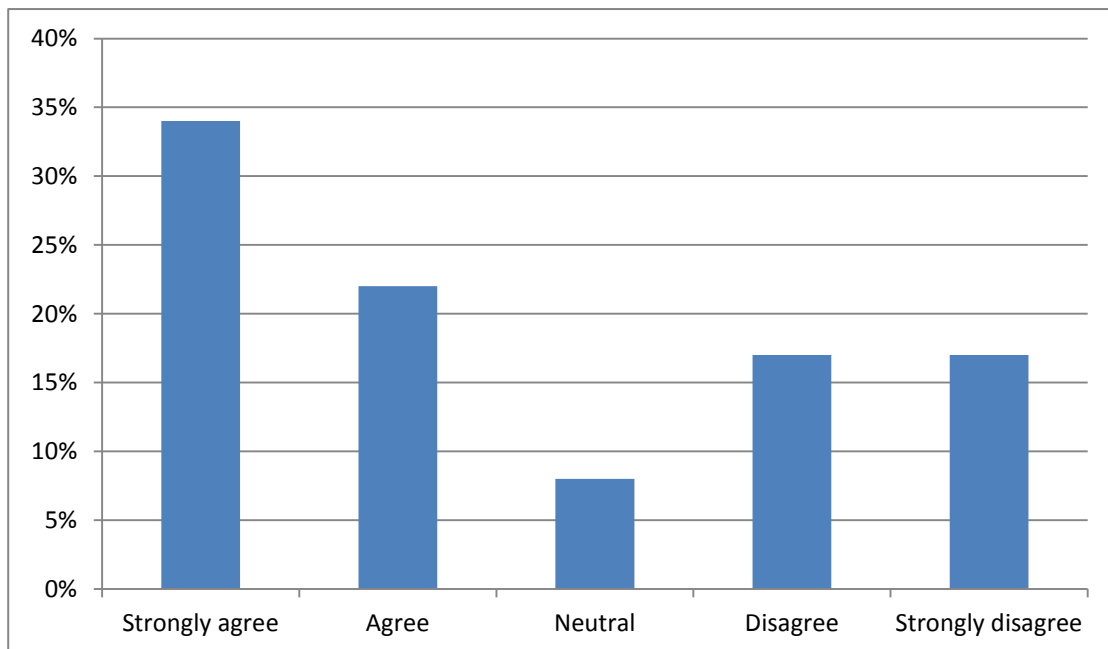


Figure (4/7) Learners at EES prefer trouser rather the national dress Jalabia.

From table and figure above the researcher note that the percentage of those who strongly agree and those who agree with (**Learners at EES prefer trouser rather the national dress Jalabia.**) was (67.2), while the percentage of neutrals is (8.6%), and the percentage of those who disagree and who strongly disagree is (34.2%).

4.3 Viewing and analyzing second hypotheses of the study

1 / Lack of learners knowledge about their belief and customs, lead to lose their identity while learning the language.

Table (4/11) shows the distribution of the respondents by 1st statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	10	28.6
Agree	9	25.7
Neutral	6	17.1
Disagree	5	14.3
Strongly disagree	5	14.3
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

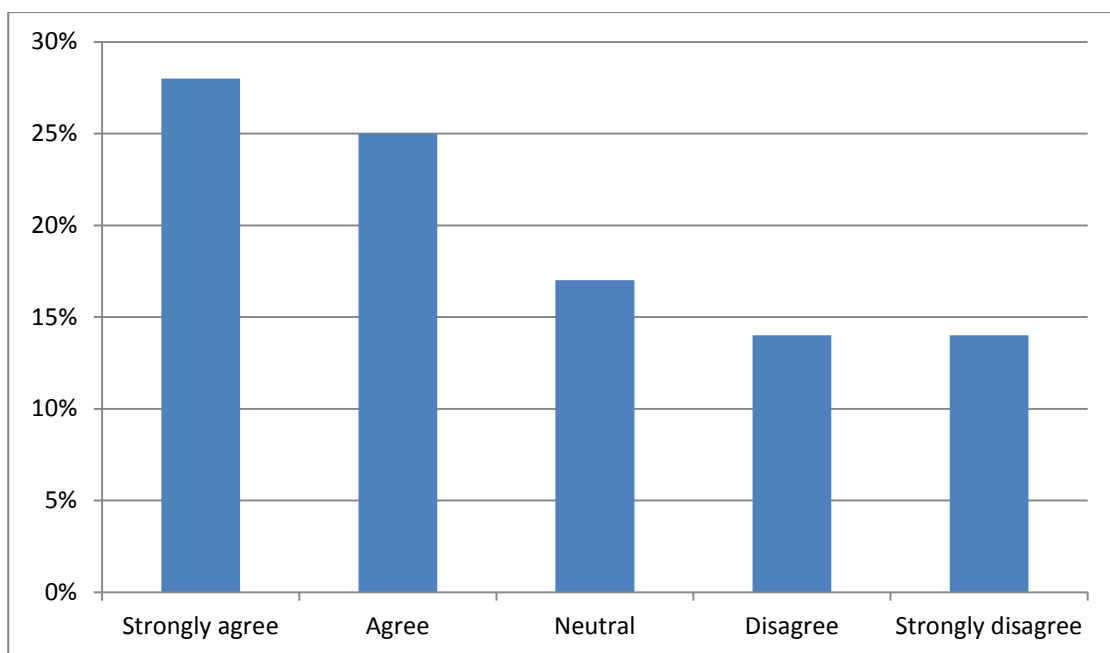


Figure (4/8) Critical thinking is central to education, and it should be taught in every language courses

From table and figure above the researcher note that the percentage of those who strongly agree with and who agree with (**Lack of learners knowledge about their belief and customs, lead to lose their identity while learning the language**) (54.3%, while the percentage of those who answer with neutral (17.1%) and (28.6%) disagreed.

2 / Learners arc not aware that their concept of j beauty has changed.

Table (4/12) shows the distribution of the respondents by 2nd statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	2	5.7
Agree	12	34.3
Neutral	6	17.1
Disagree	12	34.3
Strongly disagree	3	8.6
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

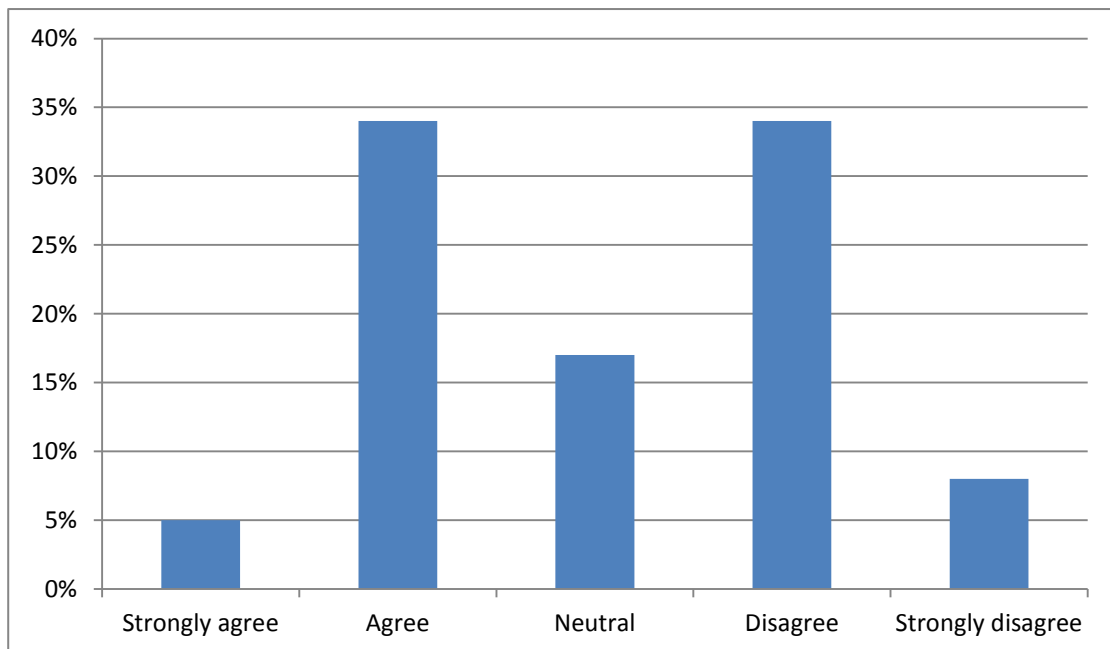


Figure (4/9) Learners arc not aware that their concept of j beauty has changed

From table and figure above the researcher note that the percentage of those who strongly agree with and who agree with (**Learners arc not aware that their concept of j beauty has changed**) was (40%), while the percentage of neutrals (17.1%), and (42.9%) disagreed.

3 / Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language.

Table (4/13) shows the distribution of the respondents by 5th statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	4	11.4
Agree	14	40.0
Neutral	8	22.9
Disagree	3	8.6
Strongly disagree	6	17.1
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

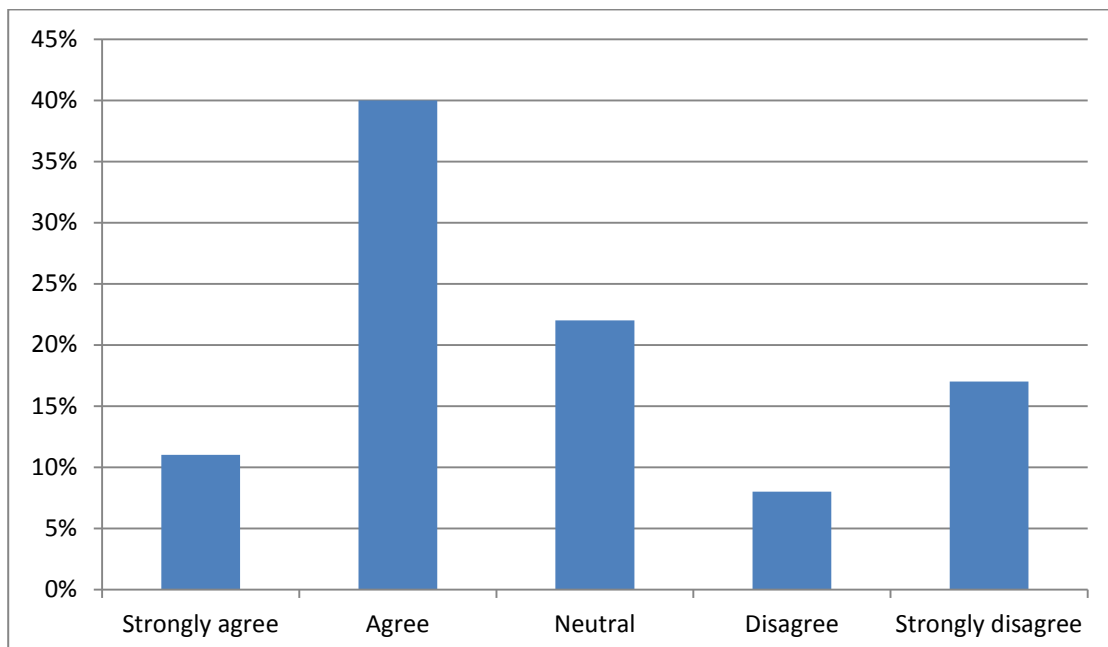


Figure (4/10) Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language

From table and figure above the researcher note that the percentage of those who strongly agree with and who agree with (**Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language**) is (51.4%), 22.9% (natural), while (25.7%) disagreed.

4/ Learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English.

Table (4/14) shows the distribution of the respondents by 1st statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	6	17.1
Agree	10	28.6
Neutral	5	14.3
Disagree	12	34.3
Strongly disagree	2	5.7
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

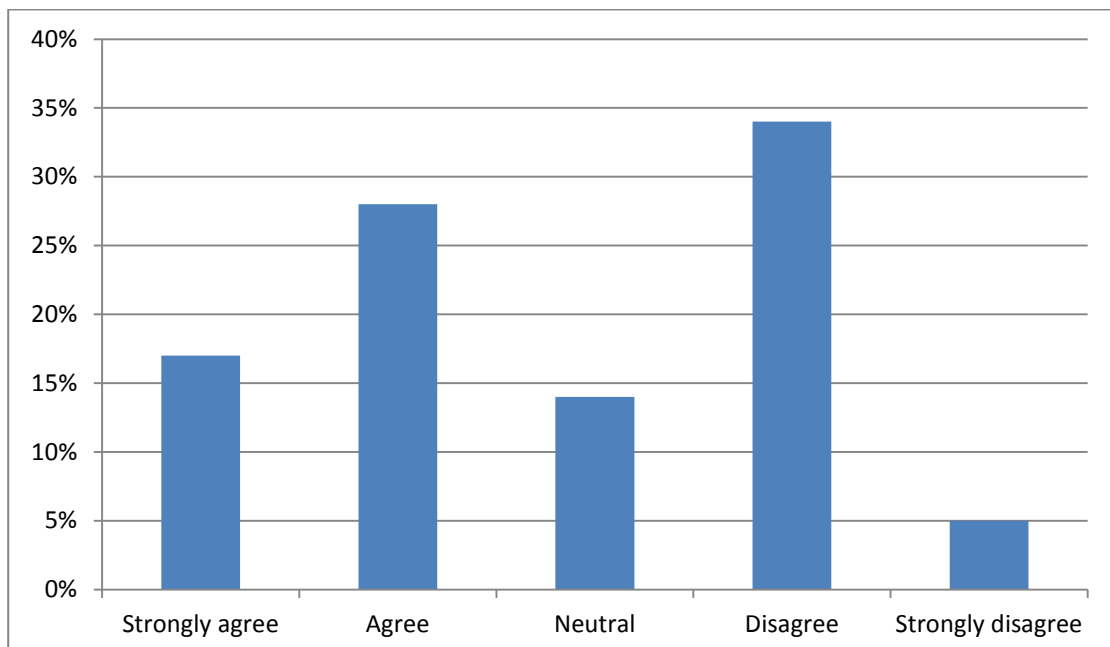


Figure (4/11) Learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English

From table and figure above the researcher note that the percentage of those who strongly agree and who agree with (**Learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English**) was (45.7%), 14.3% (neutral), and (40%) disagreed.

5 / Parents do realize that their children are changing their identity while learning English language.

Table (4/15) shows the distribution of the respondents by 2nd statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	8	22.9
Agree	12	34.3
Neutral	4	11.4
Disagree	8	22.9
Strongly disagree	3	8.6
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

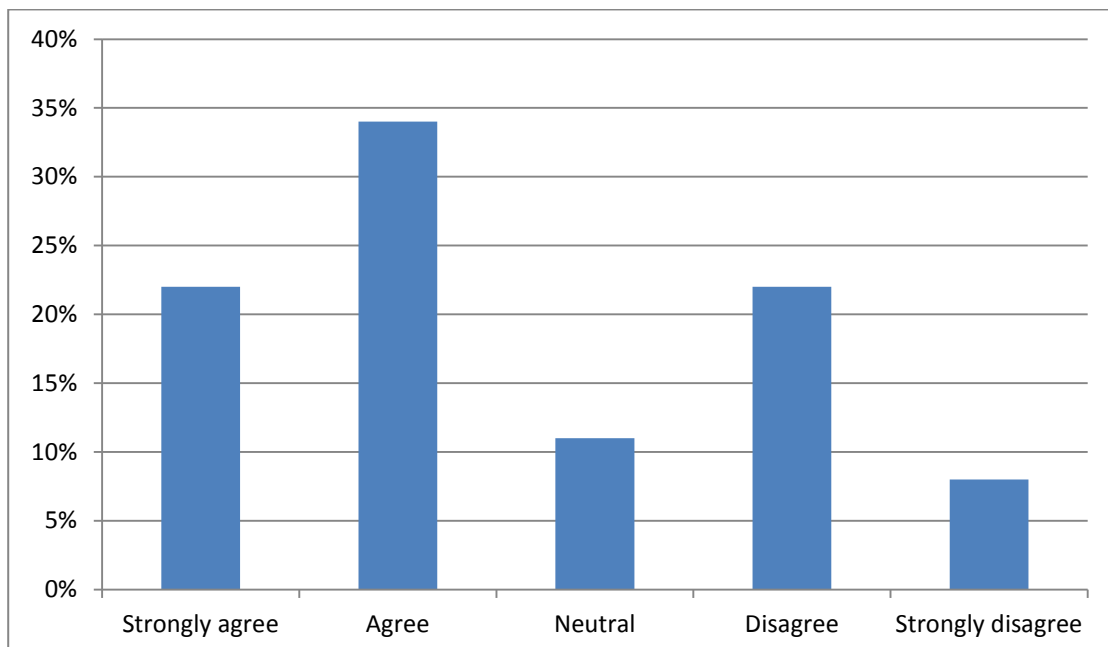


Figure (4/12) Parents do realize that their children are changing their identity while learning English language.

From table and figure above the researcher note that the percentage of those who strongly agree and those who agree with (**Parents do realize that their children are changing their identity while learning English languages**) was (57.2%), and (11.4%) answered with neutral, while (31.5%) disagreed.

6 / Learners are not aware that they have adopted an English sense of time..

Table (4/16) shows the distribution of the respondents by 3rd statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	3	8.6
Agree	11	31.4
Neutral	9	25.7
Disagree	5	14.3
Strongly disagree	7	20.0
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

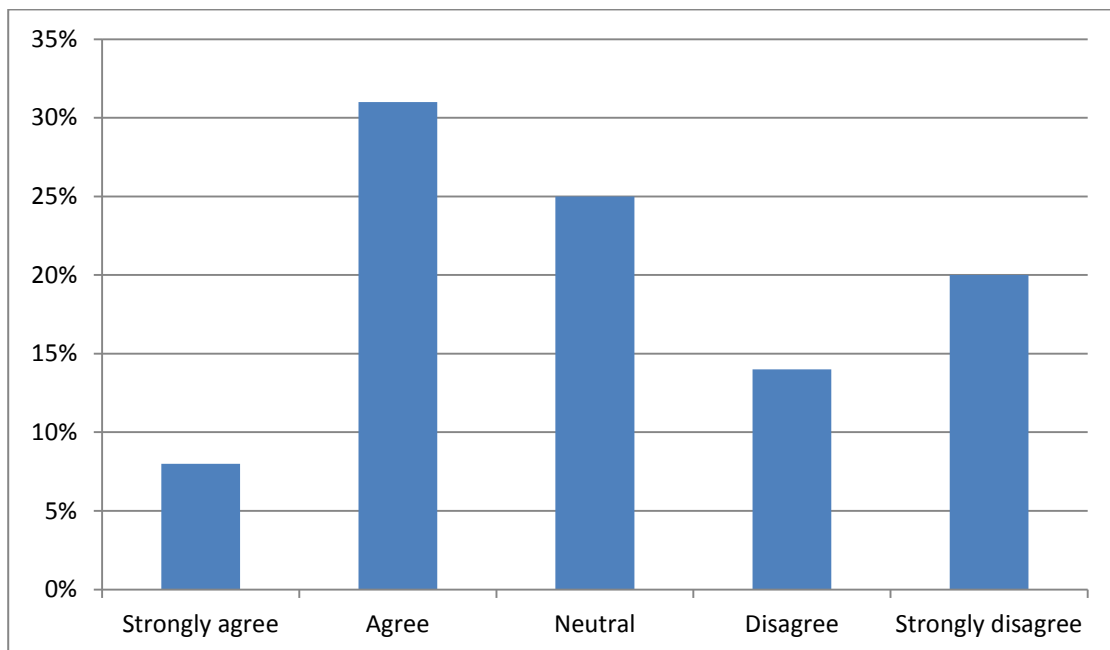


Figure (4/13) In Sudan, students' disposition to engage in classroom discussion is negatively affected by a student's early disruptive disciplinary method of upbringing.

From table and figure above the researcher note that the percentage of those who strongly agree with and who agree with (**Learners are not aware that they have adopted an English sense of time.**) (40%), and (25.7%) answered with neutral, while the percentage of those who answer with disagree (34.3%).

7/ Learners are not aware that they lost their identity.

Table (4/17) shows the distribution of the respondents by 7th statement, and the respondents' answers were as shown in the table below

Answer	Frequency	Percentage
Strongly agree	6	17.1
Agree	9	25.7
Neutral	5	14.3
Disagree	9	25.7
Strongly disagree	6	17.1
Total	35	100.0

Source : Prepared by the researcher from the field study data, 2020

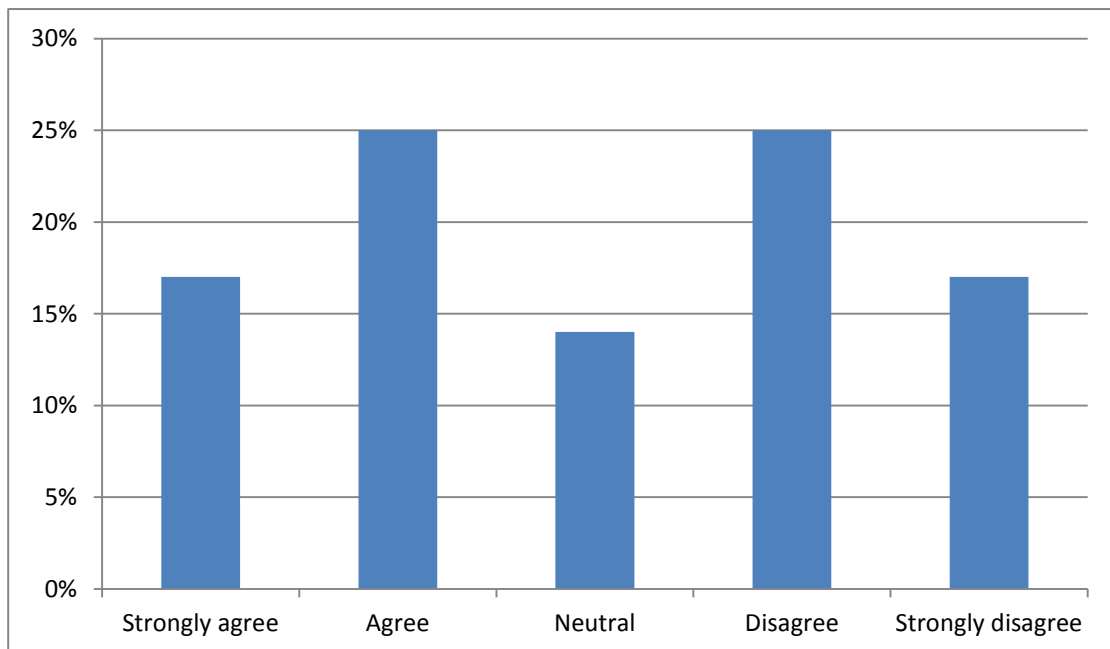


Figure (4/14) Learners are not aware that they lost their identity

From table and figure above the researcher note that the percentage of those who strongly agree with and who agree with (**Learners are not aware that they lost their identity.**) (38.8%), and (14.3%) answered with neutral, while the percentage of those who answer with disagree (38.8%).

4.4 View and analyze hypotheses data

First hypothesis:

The main goal of this section is to test the hypotheses of the research: **(English language learners Evangelical Evening School Are affected by sociocultural factors through English language)**. To achieve this goal, questions were gathered from the respondents about their perceptions, and the answers were limited to (strongly agree - agree – Neutral-disagree – strongly disagree)

Table (4/18) frequencies and percentages of study respondents' answers according to 1st hypothesis

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	
1. Learners are confused between their local values and the English one, when learning English language.	9	25.7	14	40.0	2	5.7	7	20.0	3	8.6	100%
2. Learners face difficulties in living dual life with their local communities.	7	20.0	10	28.6	12	34.3	4	11.4	2	5.7	100%
3. Learners believe that English natives are respectful so they try to imitate English natives morals in their life.	11	31.4	10	28.6	6	17.1	6	17.1	2	5.7	100%
4. Learners at EES think that English natives respect laws therefore they try to follow them.	7	20.0	9	25.7	7	20.0	11	31.4	1	2.9	100%
5. Learners at EES think that natives have values to the human beings.	9	25.7	11	31.4	8	22.9	7	20.0	-	-	100%
6. Learners at EES prefer foreign food more than theirs.	2	5.7	7	20.0	5	14.3	9	25.7	12	34.3	100%
7. Learners at EES prefer trouser rather the national dress Jalabia.	12	34.3	8	22.9	3	8.6	6	17.1	6	17.1	100%

Source : Prepared by the researcher from the field study data, 2020

From Table (4/18) it is clear that:

1. The percentage of those who strongly agree with those who agree with the first statement is 65.7%, while the percentage of neutrals is 5.7%, and the percentage of those who disagree and strongly disagree is 28.6%. This result indicates that the majority of respondents **agree that (Learners are confused between their local values and the English one, when learning English language.)**.

2. The percentage of those who strongly agree with those who agree with the first statement is 48.6%, while the percentage of neutrals is 34.3%, and the percentage of those who disagree and strongly disagree is 17.1%. This result indicates that the majority of respondents **agree that (Learners face difficulties in living dual life with their local communities)**.

3. The percentage of those who strongly agree with those who agree with the first statement is 60%, while the percentage of neutrals is 17.1%, and the percentage of those who disagree and strongly disagree is 23.8%. This result indicates that the majority of respondents **agree that (Learners believe that English natives are respectful so they try to imitate English natives morals in their life.)**.

4. The percentage of those who strongly agree with those who agree with the first statement is 45.7%, while the percentage of neutrals is 20%, and the percentage of those who disagree and strongly disagree is 34.3%. This result indicates that the majority of respondents **agree that (Learners at EES think that English natives respect laws therefore they try to follow them.)**.

5. The percentage of those who strongly agree with those who agree with the first statement is 57.1%, while the percentage of neutrals is 22.9%, and the percentage of those who disagree and strongly disagree is 20%. This

result indicates that the majority of respondents **agree** that (**Learners at EES think that natives have values to the human beings.**).

6. The percentage of those who strongly agree with those who agree with the first statement is 25.7%, while the percentage of neutrals is 14.3%, and the percentage of those who disagree and strongly disagree is 60%. This result indicates that the majority of respondents **disagree** that (**Learners at EES prefer foreign food more than theirs.**).

7. The percentage of those who strongly agree with those who agree with the first statement is 57.2%, while the percentage of neutrals is 8.6%, and the percentage of those who disagree and strongly disagree is 34.2%. This result indicates that the majority of respondents **agree** that (**Learners at EES prefer trouser rather the national dress Jalabia.**).

Second hypothesis:

The main goal of this section is to test the hypotheses of the research: **(English language learners at EES aware of Sociocultural influence when they are learning the language)**. To achieve this goal, questions were gathered from the respondents about their perceptions, and the answers were limited to (strongly agree - agree – Neutral-disagree – strongly disagree)

Table (4/19) frequencies and percentages of study respondents' answers according to 2nd hypothesis

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	
1. Lack of learners knowledge about their belief and customs, lead to lose their identity while learning the language.	10	28.6	9	25.7	6	17.1	5	14.3	5	14.3	100%
2. Learners arc not aware that their concept of beauty has changed.	2	5.7	12	34.3	6	17.1	12	34.3	3	8.6	100%
3. Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language	4	11.4	14	40.0	8	22.9	3	8.6	6	17.1	100%
4. Learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English	6	17.1	10	28.6	5	14.3	12	34.3	2	5.7	100%
5. Parents do realize that their children are changing their identity while learning English language.	8	22.9	12	34.3	4	11.4	8	22.9	3	8.6	100%
6. Learners are not aware that they have adopted an English sense of time.	3	8.6	11	31.4	9	25.7	5	14.3	7	20.0	100%
7. Learners are not aware that they lost their identity.	6	17.1	9	25.7	5	14.3	9	25.7	6	17.1	100%

Source : Prepared by the researcher from the field study data, 2020

From Table (4/19), it is clear that:

1. The percentage of those who strongly agree with those who agree with the first statement is 54.1%, while the percentage of neutrals is 17.1%, and the percentage of those who disagree and strongly disagree is 28.6%. This result indicates that the majority of respondents **agree** that **(Lack of learners knowledge about their belief and customs, lead to lose their identity while learning the language.)**.

2. The percentage of those who strongly agree with those who agree with the first statement is 40%, while the percentage of neutrals is 17.1%, and the percentage of those who disagree and strongly disagree is 43.1%. This result indicates that the majority of respondents **disagree** that **(Learners arc not aware that their concept of beauty has changed)**.

3. The percentage of those who strongly agree with those who agree with the first statement is 51.4%, while the percentage of neutrals is 22.9%, and the percentage of those who disagree and strongly disagree is 25.7%. This result indicates that the majority of respondents **agree** that **(Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language.)**.

4. The percentage of those who strongly agree with those who agree with the first statement is 45.7%, while the percentage of neutrals is 14.3%, and the percentage of those who disagree and strongly disagree is 40%. This result indicates that the majority of respondents **agree** that **(Learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English.)**.

5. The percentage of those who strongly agree with those who agree with the first statement is 57.2%, while the percentage of neutrals is 11.4%, and the percentage of those who disagree and strongly disagree is 31.5%. This

result indicates that the majority of respondents **agree** that **(Parents do realize that their children are changing their identity while learning English language)**.

6. The percentage of those who strongly agree with those who agree with the first statement is 40%, while the percentage of neutrals is 25.7%, and the percentage of those who agree and strongly agree is 34.3%. This result indicates that the majority of respondents **agree** that **(Learners are not aware that they have adopted an English sense of time)**.

7. The percentage of those who strongly agree with those who agree with the first statement is 42.8%, while the percentage of neutrals is 14.3%, and the percentage of those who agree and strongly agree is 42.8%. This result indicates that the majority of respondents **agree** that **(Learners are not aware that they lost their identity)**.

Summary of the above hypotheses:

The researcher notes that the majority of the respondents agree with the statements in the table, where we find that their answers towards these statements indicate in the positive direction, that is meaning they agree with the goals, but the researcher notes that the results obtained from the tables above do not mean that all members of the study sample agree with all the statement in the table above, and that there are individuals who do not have an opinion on this.

To test for the presence of statistically significant differences between the numbers of approvers and those who do not have an opinion and who do not agree with the results, a Chi square was tested to indicate the differences between the answers on each of the hypothesis phrases.

To test for the presence of statistically significant differences between the numbers of approvers and those who do not have an opinion and who do not agree with the results, a Chi-square test was conducted to indicate the differences between the answers on each of the hypothesis phrases..

4.5 Hypothesis Test

The answers of the viewing units were coded at the expense of the Fifth Likert Scale, so that it can be easily entered into the computer for statistical analysis according to the following weights:

Table (4/20) Fifth Likert Scale

Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1	2	3	4	5

Source : Prepared by the researcher from the field study data, 2020

After that the following tests were done:

A / weighted mean:

The purpose of calculating the hypothetical mean is to compare it with the actual mathematical mean of the statement, so if the actual mathematical mean of the statement is less than the hypothetical mean, this indicates the lack of consent of the respondents to the statement, but if the actual calculation mean exceeds the hypothetical mean, this indicates the consent of the respondents to the statement.

$$\text{Hypothetical mean} = \frac{\text{sum of weights}}{n} = \frac{1 + 2 + 3 + 4 + 5}{5} = 3$$

B / Standard deviation:

To know the extent of the deviation of the responses of the study members to each of the statement of the study variables, and for each of the main axes of its mean. It is noted that the standard deviation shows the dispersion in the responses of the study sample individuals for each of the phrases of the study variables, in addition to the main axes. The closer its value approaches zero, the responses are concentrated and the dispersion decreases between the scale.

C / Chi Square Test:

Chi Square Test, such as to measure the extent to which the observed frequencies are approaching or moving away from the expected frequencies, i.e. the difference between the obtained frequencies and the expected frequencies.

The probabilistic value is that which determines whether there are statistically significant differences between the expected frequencies and the observed frequencies by comparing the probability value with a significant level (0.05) and if it is less than (0.05) this indicates that there are differences between the observed frequencies and the expected repetitions.

Descriptive statistics for the first study hypothesis:

Both the arithmetic mean and the standard deviation for all terms of the study hypothesis are calculated, the arithmetic mean of the term is compared to the hypothetical mean of the study (3), where the agreement to the paragraphs is achieved if the arithmetic mean of the phrase is greater than the hypothetical mean (3), and the lack of consent is achieved if the mean is less From the hypothetical medium. Below is a table that shows the mean, the standard deviation, and the relative importance of the terms that are measured and arranged according to the responses of the respondents.

Table (4/21) descriptive statistics for the first study hypothesis

Statements	Mean	Chi-square	d.f	Sig.
1. Learners are confused between their local values and the English one, when learning English language.	2.4571	13.429a	4	.009
2. Learners face difficulties in living dual life with their local communities.	2.5429	9.714a	4	.046
3. Learners believe that English natives are respectful so they try to imitate English natives morals in their life.	2.3714	7.429a	4	.115
4. Learners at EES think that English natives respect laws therefore they try to follow them.	2.7143	8.000a	4	.092
5. Learners at EES think that natives have values to the human beings.	2.3714	1.000b	4	.801
6. Learners at EES prefer foreign food more than theirs.	3.6286	8.286a	4	.082
7. Learners at EES prefer trouser rather the national dress Jalabia.	2.6000	6.286a	4	.179
Total		2.3		0.189

Source : Prepared by the researcher from the field study data, 2020

From Table (4/21) by looking at the value of the significance level for the Chi square test for all statements of the first hypothesis, the researcher notes that the value of the significance level is higher than the value of the significance level (0.05) for all statements of the initial hypothesis and this proves that the hypothesis " **English language learners Evangelical Evening School Are affected by sociocultural factors through English language..** " **not achieved.**

Table (4/22) descriptive statistics for the second study hypothesis

Statements	Mean	Chi-square	d.f	Sig.
1. Lack of learners knowledge about their belief and customs, lead to lose their identity while learning the language.	2.6000	3.143a	4	.534
2. Learners are not aware that their concept of beauty has changed.	3.0571	13.143a	4	.011
3. Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language	2.8000	10.857a	4	.028
4. Learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English	2.8286	9.143a	4	.058
5. Parents do realize that their children are changing their identity while learning English language.	2.6000	7.429a	4	.115
6. Learners are not aware that they have adopted an English sense of time.	3.0571	5.714a	4	.222
7. Learners are not aware that they lost their identity.	3.0000	2.000a	4	.736
Total		2.3		0.243

Source : Prepared by the researcher from the field study data, 2020

From Table (4/22) by looking at the value of the significance level for the Chi square test for all statements of the second hypothesis, the researcher notes that the value of the significance level is higher than the value of the significance level (0.05) for all statements of the initial hypothesis and this proves that the hypothesis " **English language learners at EES aware of Sociocultural influence when they are learning the language**" **not achieved.**

Table (4/23) Hypothesizes Test

Test Statistics		
	1 st hypothesis	2 nd hypothesis
Chi-Square	11.971 ^a	9.200 ^b
df	11	12
Asymp. Sig.	.366	.686

a. 12 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.9.

b. 13 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.7.

From Table (4/20) by looking at the value of the significance level for the Chi square test for all hypothesizes of the study, it clear that the value of Asymp. Sig. is higher than the value of the significance level (0.05) for all hypothesizes of the study, and this proves that the all hypothesizes of the study were **not** achieved.

CHAPTER FIVE
SUMMARY, FINDINGS AND

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

In this chapter, the research presents the conclusion of this study, recommendations and some suggestions for further studies.

5.1 Conclusions

After showing the result in the previous chapter,(chapter four), the researcher has concluded by finding that;

- 1- English language learners Evangelical Evening School are affected by sociocultural factors through English language as second language.
- 2- English language learners Evangelical Evening School Learners are unaware of sociocultural influence when they are learning the language.

5.2 Recommendations

- 2- Guiding learners by enlightening them of ways to exploit technological development with its advantages instead their interest in the scales that take away their identity and culture
- 3- Excluding the education as much as possible from the Western cultural openness that surrounds it with an aura of alienation on several levels.
- 4- Giving learners more attention, by instilling self-confidence, and by proving their effectiveness in society; Ratherly, they fulfill their right to a correct education.

5.3 Suggestion for further studies

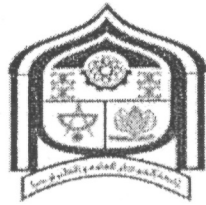
- 1- Wider and deeper studies are needed to cover all types of sociocultural.
- 2- More research should be conducted on the influences of social and cultural aspects on the identity of English language learners.
- 3- This study can be extended to involve the whole educational institutions in Sudan.

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Appendix



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Please choose a response to the statements below which describe sociocultural factors affecting English language learners at Evangelical Evening School at Omdurman.

- 1- English language learners at Evangelical Evening School are affected by sociocultural factors through English language.

Sample (1) statement focuses on effects of morals, laws, beliefs and customs

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-Learners are confused between their local values and the English one, when learning English language.					
2- Learners face difficulties in living dual life with their local communities.					
3- Learners believe that English natives are respectful so they try to imitate English natives morals in their life.					
4- Learners at EES think that English natives respect laws therefore they try to follow them.					
5. Learners at EES think that natives have values to the human beings.					
6- Learners at EES prefer foreign food more than theirs.					
7- Learners at EES prefer trouser rather the national dress Jalabia.					

2- English language learners at EES aware of Sociocultural influence when they are learning the language.

Sample (1) statement focuses on learner's awareness on morals laws, beliefs and customs while learning English language.

Statements	Strongly agree	agree	Don't know	disagree	Strongly disagree
1- Lack of learners knowledge about their belief and customs, lead to lose their identity while learning the language.					
2 learners are not aware that their concept of beauty has changed.					
3- Learners are not aware that, there is a hidden agenda behind the struggling to learn English Language					
4- learners don't realize the influence of sociocultural factors when changes were made during their increased contact with English					
5- Parents do realize that their children are changing their identity while learning English language.					
6- Learners are not aware that they have adopted an English sense of time.					
7- Learners are not aware that they lost their identity.					