

THE IMPACT OF CULTURE ON LEARNING ENGLISH AS A SECOND LANGUAGE: A CASE STUDY OF DISTRICT MULTAN

Tabeeta John Fiaz,

Lecturer, Higher Education Department, Government of Punjab.

tabeetajohnfiaz@gmail.com

ABSTRACT

In the light of the Multan case study, this research tries to explore the role of cultural elements on L2 acquisition. The study explores the impact of cultural norms, attitudes and behaviors on non-native English speakers. It examines the challenges faced by language learners in the process of coping with cultural norms and expectations in a foreign language setting. The study highlights how crucial it is to comprehend cultural contexts and how language learners' learning is impacted by them. This study focuses only on the Multan community, which highlights the different cultural factors that influence the Multan community's language learning. In its intention, it is designed to illustrate the relationship between the regional customs, cultural identity and social norms of students' motivation to learn English and their language competence.

Keywords: English as a Second Language (ESL), Sociocultural Factors, Culture and Language Learning, Second Language Acquisition (SLA), District Multan.

INTRODUCTION

Language not only communicates but also reflects one's cultural identity. In the more globalised society, the learning of English as a second language has become more and more significant. English is often considered a prerequisite for social, professional and academic opportunities in the global context. Depending on the topic area, learning a second language can be a complex process (Jones & Den Heever, 2021).

Language as Medium of Instruction

A research scholar Amir (2019) explores the function of language as a medium of communication and a vehicle for transmitting the culture of its native speakers. According to his views, Language is an intricate, rule-based system of meaning-conveying communication that uses written characters, sounds, gestures, and symbols. It is specific to humans and is essential to our social and cognitive capacities. People can communicate ideas and feelings, exchange knowledge, and promote social engagement through language. Phonology, or the sound system of a language, morphology, or the structure and formation of words, syntax, or the arrangement of words to form sentences, semantics, or the meaning of words and sentences, and pragmatics, or the use of language in various contexts, are just a few of the components that linguists' study through a variety of lenses and thus make the very concept of language. Together, these components make up the complex system that allows people to communicate successfully.

For communicating with others, one has to have command over a language. In the case of communication inside own society there is no need of learning new language. However, if the communication has to be done with others whose language is different from the speaker's native language then the speaker has to be competent in the target language. The process by which people learn to comprehend, speak, read, and write in a language is known as language acquisition. This process can occur naturally, as in the case of first language acquisition, in which young children pick up their mother tongue through interaction and immersion in their linguistic environment, or it can occur through the acquisition of a second language, which usually entails formal instruction or immersion in a language other than one's mother tongue. Some of the essential components of

language learning are input, which is exposure to the language through reading and listening. Output is another basic element of language learning, which is practice in speaking and writing, feedback, which consists of advice and corrections to help learners improve their language. Similarly, skill and motivation is also important factor in language learning, which is the desire and drive to acquire the language due to scholastic, professional, or personal objectives. Together, these elements aid in the process of learning and becoming proficient in a new language (Krashen, 1981).

In some communication context, other than native language is used and usually that language is learnt not acquired. So Nomass (2013) tries to explore the concept of English as a second language by stating that the term "English as a Second Language" (ESL) describes how non-native speakers of the language use or study it. The goal of ESL instruction is to help learner become more fluent in the language so they can fit into

English-speaking situations and communicate effectively. ESL teaching usually place a strong emphasis on the skills like speaking, reading, writing, and listening. Speaking involves comprehending spoken English through a variety of audio resources and interactions; reading aims to improve comprehension of written texts through a variety of reading materials; and writing aims to improve written expression through exercises, assignments, and feedback. To help learners manage social norms and expectations in English-speaking situations, ESL learning usually include cultural issues in addition to language abilities, offering a comprehensive approach to language learning that enables students for communication in the real world.

Society and Language

Pavlenko (2004) examines the vital relationship between society and language learning. He argues that social factors are aspects of society that have an impact on people's attitudes, actions, and behaviors. These include the some of the basic's elements of society like; family, which includes family structure, support, and values. Peer groups is another factor, which represent the influence of friends and social networks. Similarly, cultural norms are also function as element of society, which are the common beliefs, values, and practices within a community; and community norms, which are the expectations and standards of behavior within a particular community. Socioeconomic status is defined as the economic and social position based on income, education, and occupation. Education is another important factor in this context. Social variables impact language learners' motivation, opportunities, and resources, which in turn impact language acquisition and usage. Cultural exchange is one of the main ways that contacts with people from different cultural backgrounds affect society. Many new words, phrases and idioms have emerged, adding to the vocabulary and usage of English. English is commonly used for communication around the world, as a result of global travel, media, technology and trade, and is the official language of the world. Societies with an Education system that emphasizes English will produce more fluent English speakers.

The perceptions of English in the society have an effect on educational policy and the emphasis given to the teaching of English in the schools; these perceptions are reflected in the educational institutions. The spread of English by media and technology has hastened its growth and shaped its development with the emergence of slang and other modes of digital communication. These kinds of entertainment include movies, television and computer. As Lantolf (2000) points out, the English language is constantly evolving due to many influences, and the flexibility of human communication. Guechi and Krishnasamy (2020) explore a number of ways in which culture impacts foreign and second language teaching. This study focuses on the role of culture as one of the most crucial factors in the process of learning English as a second language, recognising that

learners' conceptualisations of the learning of English are influenced by their cultural experiences, or beliefs. They focus on their study of the influence of cultural differences in communication styles, learning style, social norms, etc. on students' success in overcoming language and culture barriers in English. It aims to explain the relationship between culture and language acquisition as a way of understanding how cultural factors affect language learners' motivation, engagement and final language proficiency. Furthermore, his research has illustrated the impact of cultural values, beliefs on student motivation and engagement, the effect of culturally diverse communication style on understanding and output, the effect of culturally diverse student learning preferences and strategies on learning, and the effect of culturally sensitive teachers on students.

All decision makers, teachers and learners of English as a second language (ESL) should understand the impact of culture on ESL instruction. Culture affects language learning in numerous ways, such as in its social conventions, its educational principles, and its communication techniques. Because of the expected social and economic advancement, English language learners from countries that respect the language tend to be more motivated to learn it. Approaches to education are equally crucial. In a similar vein, because English significantly relies on critical thinking, rote learning cultures might find it challenging to acquire the language in a conversational and analytical manner. For students from nations where indirect communication is prevalent, English's preference for direct communication over indirect communication may be challenging. Furthermore, high-context may find the unambiguous nature of English communication odd.

Moore (2008) argues that socialisation patterns and cultural norms typically have an impact on language acquisition, highlighting the role of culture in language acquisition. Cultures, for example, that prioritize compliance with authority, for example, may inhibit students from being fully engaged in the classroom, thus limiting language practice. Access to education and learning opportunities may also be impacted by gender stereotypes, particularly for women in some societies. The idea of linguistic relativity is that language affects thought, and the learner's proficiency in acquiring another language may be affected by the vocabulary and structure of the native language. English.. In sum, the interaction between culture and language learning is complex and, in developing effective ESL programs that cater to students' needs as they approach English competency, it is important to incorporate cultural sensitivity. (Davitishvili, 2017)

Al-Issa (2006) explores the language challenges of the ELLs. The study acknowledges and examines the specific challenges which arise from English language learners' cultural constraints including norms, educational expectations and economic circumstances. Based on the results of the study, the researchers propose the use of creativeness in teaching, community services, and incorporating aspects of regional culture in the ESL curriculum as a way to enhance ESL learning outcomes in order to be culturally sensitive. This research uses a comprehensive research methodology with focus groups, interviews and participant observation to provide politicians, educators and community stakeholders relevant information. The study also emphasizes the need for the understanding of the different sociocultural factors which affect language learning, such as community. In order to research the effect of culture on L2 learning, one must have a good knowledge of language, language learning, ESL, social variables and the impact of society on English. These concepts stressed the interwoven nature of the language, cognition and social aspects involved in learning and using a new language. If they can be identified and solved, culturally sensitive and effective language learning models may be found in a society that increasingly demands communication and comprehension. In-depth research into these issues can enable teachers and students to develop a deeper understanding of the difficulties in language learning and the need for culture in language learning (Toohey & Norten, 2011).

The current study aims to look at the influence of the cultures on Multani's learning of English. Multan city is the target population. It is a town of District Multan, Punjab province of Pakistan. It is known for its historical importance and beauty and serves as the administrative centre of the district.

Agriculture, along with various grains, maize, and fruits, is the main driver of the local economy. Multan city is a cultural centre that blends traditional and modern Punjabi practices. The town's reputation as a hub for the surrounding districts is reinforced by its numerous medical and educational facilities.

Research Objectives

This research study aims to:

1. Explore the impact of cultural factors on attitudes towards learning English language.
2. Examine the influence of sociocultural elements on the process of second language learning.

Research Questions

The study answers the following Questions;

1. How do cultural factors influence attitudes toward learning English?
2. What is the role of sociocultural elements in the process of second language learning?

Statement of the Problem

Learning English as a second language is a difficult process that is impacted by many different things, but culture has a significant impact on attitudes, motivations, and results. There is a lack of knowledge about how these cultural factors like attitude and motivation impact English language learning. By examining the influence of culture on learning English as a second language, this study seeks to fill this gap.

LITERATURE REVIEW

Culture

The culture is the nucleus of any society, as put by Fannoush (2023) who claimed that if there is no culture in any society then it will not run. Communities are differentiated by their food, dress, traditions, values, beliefs, and languages. These cultural traits are maintained and passed on through generations, and are the core of a community's life. Tylor's (1871) definition summarises culture as a "complex whole" which is comprised of knowledge, beliefs, art, law, morals, customs and humans' various capabilities and behaviours that are acquired as a member of society. This definition emphasizes that culture cannot be understood as individual traits; it is a whole system that affects and is affected by those with whom it shares.

Language is a fundamental aspect of culture, and is closely linked to cultural identity, (Kramsch 2014). Language and culture are interdependent: language influences culture and culture influences language. This interplay is particularly significant in language learning. English, being an international language, is important in business and world communication.

Consequently, learning English involves not just linguistic proficiency but also an engagement with the cultural contexts in which the language is used.

According to Chinh (2013), for English language teachers, it is essential to inspire and motivate students, regardless of their current proficiency levels. One efficient way to do this is to include cultural settings into language instruction. Cultural settings provide pupils interesting methods to understand and improve their language skills.

Culture and Language learning

Bayramova (2016) argues in his writings that there are several benefits to studying English in a cultural context. It aids in understanding and application, as it gives language a context that is more welcoming and understandable. Making classes more interesting and relevant helps to motivate

and engage students. Also, it helps students to understand cultural references and context, making it easier for them to have more productive interactions with native speakers. Moreover, cultural diversity among students enriches their views and helps develop global sensitivity and an appreciation of diversity. Finally, cultural awareness enhances students' ability to manage a range of social and professional situations in real-world situations.

The integration of cultural contexts in language teaching, therefore, allows students to better understand the world and to communicate more effectively and confidently in the global world.

In upper secondary schools, Amir's (2019) study investigates the relationship between the attitudes and behaviours of topic experts. It is clear from the close relationship between language and culture that a thorough comprehension of the cultural context of the language being acquired is necessary for effective language instruction. This knowledge is essential to helping students improve their communication abilities and is not just a homework assignment. Teachers who are knowledgeable with the cultural nuances of English can help their pupils interact and utilise the language in a genuine and proficient way because language incorporates social conventions, cultural nuances, and customs. The purpose of his study is to investigate how these teachers view the significance of culture in language instruction and the strategies they employ to incorporate the final objective is to illustrate how language learners can benefit from a culturally enriched classroom that provides them with both the language proficiency and cultural literacy needed to use the language successfully in daily contexts.

The importance of this topic is increased in the context of Pakistani education, where English is a highly valued subject. English teaching methods are vital to the overall standard of education since it is not only a required subject in many curricula but also a medium of instruction in educational institutions. The study focuses on subject specialists in Higher Secondary Schools because these educators are critical in influencing students' language proficiency at a critical juncture in their academic careers. The perspectives and methods of these educators can offer insightful information about the state of cultural integration efforts and point out areas in need of development (Jiang, 2000).

According to Ghafoori & Saghar (2021) language plays a significant role in the cognitive development of a child from the beginning of his speech. Language was used initially as a means of social communication, then internalised and transformed into abstract symbolic systems which are crucial to organising thoughts and understanding the outside world. As a result of their research they present Vygotsky's hypothesis, "social interactions are necessary for cognitive growth. Children internalise their own mental functions through the process of first acquiring information from the environment around them and then internalising this information as well as the connections between language and cultural practices, the children's cognitive development is rooted in the social context; language is a product and a human activity that shapes experience.

Language is complex set of rules and principles which permeate words and sounds, structuring knowledge and structuring perception (Hammers & Blanc, 2000). Language structures things, thus influencing the way we classify and make sense of various ideas. Also, language is a mirror of culture as it mirrors the conventions, values and beliefs of a community.

The last 100 years have witnessed a revolution in information and technology, brought about by globalisation, which has reduced the world to a smaller scale and made it easier for individuals to communicate and connect with each other, according to Guechi and Krishnasamy 2020.

Aldosari, (2013) states that cultural learning can be integrated into language learning, which is accompanied by some difficulties. An important hindrance is the changing nature of culture. As societies become increasingly diverse and dynamic, cultural norms and practices are also

constantly evolving, raising questions about the applicability and/or correctness of the culture presented in language schools. Other issues have been raised regarding the unintended consequences of teaching methods and materials in perpetuating stereotypes and cultural biases.

At the present time, the need and the method to incorporate cultural learning into foreign language instruction is being challenged (Coyle, Hood, and Marsh, 2010). Although it is important to include culture in language instruction, it should be used holistically and flexibly to suit the cultural differences and familial contexts of learners.

They foster a more advanced and flexible approach to the teaching of foreign languages which takes into account the needs and the complexity of a modern, globalized society.

According to Mahadi and Jafari (2012) the complex and intricate relationship that exists between language and culture has long captivated academics. This is a basic element of social interaction and human communication. Greimas (1970) and Sapir (1956) are two academics who have theories stressing the importance of language in the transmission and maintenance of cultural patterns, norms and behaviours. Language is a primary vehicle for the transmission of cultural information, attitudes, beliefs and practices from one generation to the next. It functions as a means of communication as well as a storehouse of a society's identity and collective wisdom. Language is used by humans to encode and decode intricate cultural meanings, thereby negotiating their roles and relationship within social situations. The force and extent with which communication influences and mediates cultural phenomena is highlighted by Sapir's statement "every cultural pattern and every single act of social behaviour involves communication. Communication, be it in written words, speech or nonverbal clues, plays a very important role in human life.

However, language is also determined by culture, which determines the development of language, adding new words, phrases and patterns to language that are representative of the cultural context. At a deeper level, language has an impact on cultural cognition and behaviour, as well as being an expression of it. Sapir-Whorf hypothesis states that the structure of a language shapes or influences the perceptions and thinking of its speakers. Languages deal with the world in different ways, and therefore, their users see and perceive it through the prism of their languages. Language use is deeply embedded in culture, and cultural interpretations and understandings of one's lived experience are shaped by the linguistic relativity.

According to Ali, Kazemian, & Mahar, (2015) culture plays an important element in language learning, especially when it comes to studying English as a foreign language (EFL) in Pakistan and Iran. Although English is often learned in these countries for academic or professional purposes, the standard methods of teaching English may not be sufficient to cope with the complexity of international communication. This lack of attention on intercultural competency can obstruct effective communication in the English language although the person is proficient in the language. Even though professionals and students from Pakistan and Iran are adept in English, they often face challenges while trying to engage in cross-cultural communication. This is because the teaching of English in government universities in interior-Sindh and in Iranian schools primarily focuses on grammar and vocabulary and not on using English to communicate. This may make it difficult for students to participate in social norms and cultural nuances when they understand the English language.

According to Tang, Lee & Chun (2012) A change in pedagogical approaches within English language education programs is necessary to address these issues. Studies conducted in the area of intercultural communication highlight how crucial it is to include cultural sensitivity in language instruction.

Belli (2018) asserts that incorporating intercultural communication into ELT programs requires a thorough understanding of the cultural contexts in which English is utilised as a communication medium. By including cultural content into language classrooms, teachers can create a warm and inclusive learning environment that promotes great communication skills among students and cross-cultural understanding. This approach enhances language proficiency while preparing students to work in a multicultural setting in an increasingly interconnected world.

Research Gape

After reviewing the above cited research works of various scholars, it has been noticed that almost every scholar has researched and discussed various areas related to language and culture. However, the impact of culture in learning English as foreign language in general and the impact of Punjabi Culture on English language learning yet to be researched and explored. In this regard, this study has tried to investigate the impact of culture on English language learning being second language.

RESEARCH METHODOLOGY

In this part of the study the researcher has discussed the methodology that has been used for the collection of data and analysis of collected data in order to draw result. A mixed-method approach has been used in this study to combine qualitative and quantitative data analysis approaches in order to provide a comprehensive knowledge of the impact of culture on ESL (English as a Second Language) students' learning. To achieve solid and complex insights, the study has made use of several kinds of techniques for data gathering, analysis, and interpretation. Research bears enormous significance in almost all subjects therefore it provides a keen side of interest for various scholars. In this way, every scholar presents his own point of view regarding research. Kothari (2014) defines the concept of research as a scientific and systematic exploration for most relevant and appropriate information on a particular area which can be both educational and non-educational. He further hints out that the aim of research is to discover and provide answers to various questions related to any issue through the application of scientific procedures. Therefore, the prominent purpose behind any research is to find out the truth which is hidden for common man and public as well as which has not been discovered yet.

Gay, Mills and Airasian (2012) give their observations about research and define research is the formal and systematic application of scientific method to the study of a problem. According to their study, scientific method is an orderly process comprises on several steps like recognition and identification of problem, construction of the hypothesis, collection of data from the population, analysis of the data, and conclusion that confirms or disconfirms the result regarding hypothesis. Likewise, these scholars mark educational research as the formal and systematic application of scientific method to the study of educational problem and hence the purpose of educational research is to describe, explain, predict, and control educational phenomena.

A methodical investigation and study process aimed at finding, interpreting, or revising facts, events, behaviors, or hypotheses is called research. It entails a systematic approach to the collection of information and proof, which may be quantitative, qualitative, or a combination of the two. Research is done to increase knowledge, find solutions to certain issues, or help create new ideas and understandings. It can be carried out in a variety of domains, each with its own methodology and procedures, including as the scientific sciences, social sciences, humanities, and applied sciences.

Quantitative Research

The objective of quantitative research is data quantification, usually through the application of computational, mathematical, or statistical methods. The objective of this kind of research is to quantify variables and examine numerical data in order to identify trends, connections, or patterns.

Quantitative research uses standardized instruments like experiments, questionnaires, and surveys in an effort to generate trustworthy, unbiased results that are applicable to broader groups.

Procedure

The area or people from which data has to be collected and then the resulted to be applied is said to be population for a research. For this research population has been limited to Tehsil (Multan City) Convenient sampling method has been adopted and thus Questionnaire has been used throughout the study to acquire quantitative data. Questionnaire has been implied form parent questionnaire through proper channel and have been modified as per the need of the population. Afterwards it has been distributed among teachers, students, shopkeepers and other professionals of both genders.

The purpose of this analysis is to find trends, connections, and potential causes between cultural variables and ESL learning results. This process takes place within the cultural framework of English as a Second Language (ESL) learning.

ANALYSIS AND DISCUSSION

In the previous sections we have explained different aspects of the study like introduction and objectives of our research. Moreover, the literature has been reviewed regarding other researches but in every research the researcher uses the different methods. We have used the statistical packages like excel for data analyses.

Table 1: Age

	Observed N	Expected N	Residual
20-30	23	18.0	5.0
31-40	19	18.0	1.0
41-50	12	18.0	-6.0
Total	54		

Table 2: Gender

	Observed N	Expected N	Residual
Male	40	27.0	13.0
Female	14	11.0	3.0
Total	54		

Table 3: Education

	Observed N	Expected N	Residual
Matric	16	13.5	2.5
Bachelor	15	13.5	1.5
Master	17	13.5	3.5
Mphil and above	6	13.5	-7.5
Total	54		

Table 4: English as a dominant language

	Observed N	Expected N	Residual
Agree	9	13.5	- 4.5
Strongly agree	26	13.5	12.5
Disagree	13	13.5	- 5
Strongly disagree	6	13.5	- 7.5

Total	54		
-------	----	--	--

Table 5: English learning is important for social development

	Observed N	Expected N	Residual
Agree	10	13.5	- 3.5
Strongly agree	25	13.5	11.5
Disagree	4	13.5	- 9.5
Strongly disagree	15	13.5	1.5
Total	54		

Table 6: English learning must be encouraged

	Observed N	Expected N	Residual
Agree	19	13.5	5.5
Strongly agree	15	13.5	1.5
Disagree	7	13.5	- 6.5
Strongly disagree	13	13.5	- 0.5
Total	54		

Table 7: English language bring positive change in our society

	Observed N	Expected N	Residual
Agree	16	13.5	2.5
Strongly agree	18	13.5	4.5
Disagree	10	13.5	- 3.5
Strongly disagree	10	13.5	- 3.5
Total	54		

Table 8: I prefer learning English language

	Observed N	Expected N	Residual
Agree	17	13.5	3.5
Strongly agree	17	13.5	3.5
Disagree	8	13.5	- 5.5
Strongly disagree	12	13.5	- 1.5
Total			

Table 9: I should learn English as a second language

	Observed N	Expected N	Residual
Agree	16	13.5	2.5
Strongly agree	18	13.5	4.5
Disagree	8	13.5	- 5.5
Strongly disagree	12	13.5	- 1.5
Total	54		

Table 10: English language promotes our culture

	Observed N	Expected N	Residual
Agree	14	13.5	0.5

Strongly agree	20	13.5	6.5
Disagree	11	13.5	-2.5
Strongly disagree	9	13.5	-4.5
Total	54		

Table 11: English language is easy to be learnt in Punjabi society

	Observed N	Expected N	Residual
Agree	7	13.5	-6.5
Strongly agree	27	13.5	13.5
Disagree	7	13.5	-6.5
Strongly disagree	13	13.5	-0.5
Total	54		

Table 12: our culture effects English language learning

	Observed N	Expected N	Residual
Agree	12	13.5	-1.5
Strongly agree	22	13.5	8.5
Disagree	11	13.5	-2.5
Strongly disagree	9	13.5	-4.5
Total	54		

Table 13: English language should be used regularly in our society

	Observed N	Expected N	Residual
Agree	14	13.5	-0.5
Strongly agree	20	13.5	6.5
Disagree	10	13.5	-3.5
Strongly disagree	10	13.5	-3.5
Total	54		

In the table 1, data is related to age and response of the individuals. We have taken out four classes of age 20 – 30, 31 – 40, 41 – 50, 51 and above. So there are 23 observed in the age of 20 – 30, 19 observed between the ages of 31 – 40 also 12 observed at the age of 41 – 50.

Table 2 represents the data gender wise so there are 40 male participants and 14 females from whom data has been collected for data analysis.

Table 3 represents the observations on the basis of education. There various levels like matric, bachelor, master and Mphil and above. So there are 16 whose education level is Metric and bachelor level is of 15, master level is of 17 and Mphil and above level is of 6. Such statistics is observed successfully.

Table 4 represents that the English is a dominant language. In this table we have represented the response of individuals. In these observations there are 9 individuals whose response is “agree” and 26 individuals’ response is “strongly Agree”, 13 individuals whose response is “disagree” and 6 individuals whose response is “strongly disagree” its mean that the most significance and strong response of individuals are 26 which are strongly agree that the English as a dominant language.

Table 5 represent the English learning is important for social development. In this table we represented the response of individuals. In these observations there are 10 individuals whose response is “agree” and 25 individuals whose response is “strongly Agree”, 04 individuals whose

response is “disagree” and 15 individuals whose response is “strongly disagree” its mean that the most significance and strong response of individuals are 25 which are strongly agree that the English learning is important for social development of our culture.

Table 6 represents that English learning must be encouraged. In this table we have represented the response of individuals. In these observations there are 19 individuals whose response is “agree” and 15 individuals whose response is “strongly Agree”, 7 individuals whose response is “disagree” and 13 individuals whose response is “strongly disagree”. It suggest that the most significance and strong response of individuals are 19 which is “agree” that the English learning must be encouraged.

Table 7 represents that English language bring positive change in our society. In this table we have represented the response of individuals. In these observations there are 16 individuals whose response is “agree” and 18 individuals whose response is “strongly Agree”, 10 individuals whose response is “disagree” and 10 individuals whose response is “strongly disagree”. It suggest that the most significance and strong response of individuals are 18 which is “Strongly agree” that the English language bring positive change in our society.

Table 8 represents that I prefer learning English language. In this table we have represented the response of individuals. In these observations there are 17 individuals whose response is “agree” and 17 individuals whose response is “strongly Agree”, 08 individuals whose response is “disagree” and 12 individuals whose response is “strongly disagree”. It suggest that the most significance and strong response of individuals is 17 which is both “agree” and “Strongly Agree” that I prefer learning English language.

Table 9 represents that I should learn English as a second language. In this table we have represented the response of individuals. In these observations there are 16 individuals whose response is “agree” and 18 individuals whose response is “strongly Agree”, 8 individuals whose response is “disagree” and 12 individuals whose response is “strongly disagree”. It suggest that the most significance and strong response of individuals are 18 which is “Strongly agree” that I should learn English as a second language.

Table 10 represents that English language promotes our culture. In this table we have represented the response of individuals. In these observations there are 14 individuals whose response is “agree” and 20 individuals whose response is “strongly Agree”, 11 individuals whose response is “disagree” and 9 individuals whose response is “strongly disagree”. It means that the most significance and strong response of individuals is 20 which is “strongly agree” that the English language promotes our culture.

Table 11 represents that English language is easy to be learnt in punjabi society. In this table we have represented the response of individuals. In these observations there are 7 individuals whose response is “agree” and 27 individuals whose response is “strongly Agree”, 7 individuals whose response is “disagree” and 13 individuals whose response is “strongly disagree”. It means that the most significance and strong response of individuals is 27 which is “strongly agree” that the English language is easy to be learnt in punjabi society.

Table 12 represents that our culture effect English language learning. In this table we have represented the response of individuals. In these observations there are 12 individuals whose response is “agree” and 22 individuals whose response is “strongly Agree”, 11 individuals whose response is “disagree” and 9 individuals whose response is “strong disagree”. It suggests that the most significance and strong response of individuals is 22 which is “strongly agree” that our culture effect English language learning.

Table 13 represents that English language should be used regularly in our society. In this table we have represented the response of individuals. In these observations there are 14 individuals whose response is “agree” and 20 individuals whose response is “strongly Agree”, 10 individuals whose response are “disagree” and 10 individuals whose response is “strong disagree”. It means that the most significance and strong response of individuals is 20 which is “strongly agree” that the English language should be used regularly in our society.

CONCLUSION

The sole aim of the study in hand is to investigate that whether there is any impact of culture on English learning as second or not. The analysis of collected data suggests that indeed there is the impact of Punjabi culture on learning English as second language and the impact is positive up to maximum extend. The data shows that participants of the research are mostly in favor of Learning English as second language.

In the given data, majority of the participants point out that English is indeed dominant language in current era and it must be learnt. The learning of English language is important because it promotes culture and also it is necessary for social development. Furthermore, majority of the participants are of the view that they want to learn English language and that English language is to be used in Punjabi society.

The Most striking revelation can be picked form the analysis that most of the participants think that English can to be learnt in Punjabi society very smoothly and easily. All these points suggest that in Punjabi society there is very positive tendency towards learning English as a second language. Thus one can assume that the impact of Punjabi culture towards learning English as a second language is positive.

REFERENCES

- Amir, S. (2019). English Language Teaching and Cultural Implications: An Analysis of Higher Secondary School Subject Specialists’ Perceptions and Practices in Pakistan. *Praxis International Journal of Social Science and Literature*, 2, 1-13.
- Ali, S., Kazemian, B., & Mahar, I. H. (2015). The Importance of Culture in Second and Foreign Language Learning. *Dinamika Ilmu*, 15 (1), 1-10. Voices. *English Language Teaching*, 6(4), 1-7.
- Aldosari, H. S. (2013). Integrating culture learning into foreign language education. *Umm Al-Qurma University Journal of Languages and Literature*, 11, 1042.
- Belli, S. A. (2018). A study on ELT students’ cultural awareness and attitudes towards incorporation of target culture into language instruction. *Journal of Language and Linguistic Studies*, 14(1), 102-124.
- Bayramova, A. M. (2016). Interrelation of language and culture. *Theory and Practice in Language Studies*, 6(10), 1940-1944.
- Chinh, N. D. (2013). Cultural Diversity in English Language Teaching: Learners'
- Coyle, D., Hood, P. & Marsh, D. (2010). 1 A window on CLIL
- Fannoush, T. I. (2023). The Impact of Culture on Learning English as a Second Language. *International Journal of Social Sciences & Educational Studies*, 10(2), 77.
- Ghafoori, S. G., & Saghar, E. (2021). The Relationship Between Language and Culture. *International Journal of Creative Research Thoughts (IJCRT)*, 9(1), ISSN: 2320-2882
- Guechi, R., & Krishnasamy, H. N. (2020). Teaching English culture in EFL classrooms: what? when? how? cultural content should be included in EFL classroom. *Pakistan Journal of Humanities and Social Sciences*, 8(2), 79-82

