

SOCIOCULTURAL INFLUENCES ON SECONDARY LEVEL STUDENTS'  
ENGLISH LANGUAGE LEARNING: AN EXPLORATORY QUALITATIVE  
STUDY

Ram Krishna Puri

A Dissertation

Submitted to  
School of Education

in Partial Fulfillment of the Requirements for the Degree of  
Master of Education in English Language Teaching

Kathmandu University  
Dhulikhel, Nepal

November 2025

## AN ABSTRACT

of the dissertation of *Ram Krishna Puri* for the degree of *Master of Education in English Language Teaching*, presented on *14 November 2025*, entitled *Sociocultural Influences on Secondary Level Students' English Language Learning: An Exploratory Qualitative Study*.

## APPROVED BY

.....  
Asst. Prof. Rajiv Ranjit, PhD  
Dissertation Supervisor

The study explores how sociocultural aspects influence secondary-level English language learning. It examines two aspects: supportive and hindering sociocultural factors that influence the English language learning of secondary level students of Nepal. In this study, I used the interpretive paradigm and an exploratory qualitative study as a research methodology. The study was conducted in a public school and a private school of Dhading district. I explored the stories and experiences of 10 research participants, including students, parents, and teachers. The analysis was guided by sociocultural theory and ecological system theory.

The study found that supportive aspects of the family, school, and community environments positively influence students' English language learning. Supportive aspects include better socioeconomic status, access and use of digital technology and social media, encouragement and motivation, positive attitude and perception towards English, and collaborative participation with supervisory roles. Similarly, the availability and effective use of educational resources, interactive classrooms, student-centered policies, and audiovisual exposure benefited the learner.

However, the study also revealed several hindering sociocultural factors that obstruct students' English language learning. These include the absence of an English language friendly environment, low educational attainment of family members, economic challenges, limited access to resources and technology, household

responsibilities, and domestic obligations. Likewise, dominance of traditional teaching and learning methods, inadequate and underutilized educational resources of the school, and distracting sociocultural activities also hinder English language learning.

The study concludes that hindering factors play a more dominant role in public schools, whereas supportive factors are more prominent in private schools. It emphasizes the need to strengthen supportive sociocultural environments and reduce hindering influences in both public and private schools. The study highlights the important roles of the students, parents, and teachers in enhancing English language learning. Thus, it recommends that stakeholders and concerned authorities work collaboratively to create more supportive English language learning environments within the family, school, and community.

.....

14 November 2025

Ram Krishna Puri  
Degree Candidate

## सोधसार

अंग्रेजी भाषा शिक्षामा स्नातकोत्तर डिग्रीको लागि राम कृष्ण पुरीको सोध प्रबन्धको शीर्षक "माध्यमिक तहका विद्यार्थीहरूको अङ्ग्रेजी भाषा सिकाइमा सामाजिक सांस्कृतिक प्रभावहरू: एक गुणात्मक अध्ययन " २८ कार्तिक २०८२ मा प्रस्तुत गरिएको थियो।

.....  
उप. प्रा. राजिव रन्जित, पीएचडी  
शोध निर्देशक

यस अध्ययनले माध्यमिक तहका विद्यार्थीहरूको अङ्ग्रेजी भाषा सिकाइमा सामाजिक सांस्कृतिक पक्षहरूले कसरी प्रभाव पार्दछन् भन्ने विषयको अन्वेषण गरेको छ। यसले दुई पक्षहरू सहयोगी र अवरोधक सामाजिक सांस्कृतिक कारकहरूलाई अध्ययन गरेको छ, जसले नेपालका ग्रामीण भूभागका माध्यमिक तहका विद्यार्थीहरूको अंग्रेजी भाषा सिकाइलाई प्रभाव पार्दछन्। यस अध्ययनमा व्याख्यानात्मक दृष्टिकोण र अन्वेषणात्मक गुणात्मक अनुसन्धान विधि प्रयोग गरिएको छ। अध्ययन धादिङ जिल्लाको एक सार्वजनिक र एक निजी विद्यालयमा गरिएको थियो। यस अध्ययनका लागि विद्यार्थी, अभिभावक र शिक्षक गरी जम्मा १० जना सहभागीहरूको कथा र अनुभवहरू संकलन गरिएको छ। तथ्यहरूको विश्लेषण, सामाजिक सांस्कृतिक सिद्धान्त र पारिस्थितिक प्रणाली सिद्धान्तको आधारमा गरिएको छ।

यस अध्ययनले परिवार, विद्यालय र समुदायको वातावरणका सहयोगी पक्षहरूले विद्यार्थीहरूको अङ्ग्रेजी भाषा सिकाइमा सकारात्मक प्रभाव पार्ने देखिएको छ। यस्ता सहयोगी पक्षहरूमा राम्रो सामाजिक आर्थिक अवस्था, डिजिटल प्रविधि, सामाजिक सञ्जालको पहुँच तथा प्रयोग, प्रोत्साहन र प्रेरणा, अंग्रेजी भाषाप्रति सकारात्मक दृष्टिकोण र धारणा, तथा निगरानी सहितको सहकार्यत्मक सहभागिता पर्दछन्। त्यसैगरी, शैक्षिक सामग्रीहरूको उपलब्धता र प्रभावकारी प्रयोग, अन्तरक्रियात्मक कक्षा, विद्यार्थी केन्द्रित नीति तथा श्रव्य दृश्य सामग्रीको प्रयोगले पनि विद्यार्थीहरूको अंग्रेजी भाषा सिकाइमा लाभ पुऱ्याएको देखिएको छ।

तर, अध्ययनले केही अवरोधक सामाजिक सांस्कृतिक पक्षहरू पनि पहिचान गरेको छ, जसले विद्यार्थीहरूको अङ्ग्रेजी भाषा सिकाइमा बाधा पुऱ्याउँछन्। यस्ता पक्षहरूमा अंग्रेजी भाषा मैत्री वातावरणको अभाव, परिवारका सदस्यहरूको न्यून शैक्षिक स्तर, आर्थिक समस्या, स्रोत साधन र प्रविधिको सीमित पहुँच, घरायसी कामकाज र घरेलु जिम्मेवारी पर्दछन्। त्यसैगरी, परम्परागत शिक्षण सिकाइ विधिको प्रभुत्व,

विद्यालयमा शैक्षिक स्रोतहरूको अपर्याप्तता र कम प्रयोग तथा ध्यान विचलित गराउने सामाजिक सांस्कृतिक गतिविधिहरूले पनि अंग्रेजी भाषा सिकाइमा अवरोध सिर्जना गरेका छन्।

अध्ययनले सार्वजनिक विद्यालयहरूमा अवरोधक पक्षहरूको प्रभाव बढी देखिएको र निजी विद्यालयहरूमा सहयोगी पक्षहरू बढी प्रभावकारी देखिएको निष्कर्ष निकालेको छ। यसले सार्वजनिक र निजी दुवै विद्यालयमा सहयोगी सामाजिक सांस्कृतिक वातावरणलाई सुदृढ बनाउन र अवरोधक प्रभावहरूलाई कम गर्न आवश्यक रहेको कुरा जोड दिएको छ। अध्ययनले विद्यार्थी, अभिभावक र शिक्षकहरूको भूमिकालाई अंग्रेजी भाषा सिकाइमा अत्यन्त महत्वपूर्ण मानेको छ। त्यसैले, परिवार, विद्यालय र समुदायमा अङ्ग्रेजी भाषा सिकाइका लागि थप सहयोगी वातावरण निर्माण गर्न सरोकारवाला र सम्बन्धित निकायहरूले सहकार्य गर्नुपर्ने सिफारिस गरेको छ।

.....

राम कृष्ण पुरी  
उपाधि उम्मेदवार

२८ कार्तिक २०८२

This dissertation entitled *Sociocultural Influences on Secondary Level Students' English Language Learning: An Exploratory Qualitative Study* presented by *Ram Krishna Puri* on 14 November 2025.

APPROVED BY

..... 14 November 2025  
Asst. Prof. Rajiv Ranjit, PhD  
Dissertation Supervisor



..... 14 November 2025  
Ganga Ram Paudel  
External Examiner

..... 14 November 2025  
Assoc. Prof. Tikaram Paudel, PhD  
Head of Department, Language Education

..... 14 November 2025  
Prof. Bal Chandra Luitel, PhD  
Dean/ Chair of Research Committee

I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

..... 14 November 2025  
Ram Krishna Puri  
Degree Candidate

© Copyright by Ram Krishna Puri

2025

All Rights Reserved.

## DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

Ram Krishna Puri  
Degree Candidate

14 November 2025

## DEDICATION

This dissertation is dedicated to my honorable parents, beloved wife, my loving children, all my teachers, and colleagues.

## ACKNOWLEDGEMENTS

I would like to express my sincere thanks to my supervisor, Asst. Prof. Rajiv Ranjit, PhD, for his valuable and unconditional support, encouragement, and guidance throughout the research journey. My special regards go to Prof. Bal Chandra Luitel, PhD, the Dean of Kathmandu University School of Education, for his valuable information about the program and for his motivation to carry out this research. I extend my gratitude to Assoc. Prof. Tikaram Poudel, PhD, the Head of Department, Language Education, became the source of inspiration and encouragement to this research. Similarly, I would like to acknowledge Prof. Laxman Gnawali, PhD, Prof. Hem Raj Kafle, PhD, and Prof. Jay Raj Awasthi, PhD, who inspired me to develop reading habits and engage in research in this academic journey.

I am highly indebted to Prof. Bharat Prasad Neupane, PhD, for the guidance on proposal writing. Similarly, I would like to thank Hira Lal Kapar, educator, and Manda Pokhrel, visiting faculty, for teaching, guiding, and providing feedback in this research. I extend my thanks to the K P Ghimire, visiting faculty, for providing information and encouragement to join the Kathmandu University School of Education to pursue this degree. I am grateful to Surendra Bhatta, educator of Kathmandu University, School of Education, for teaching, guiding, and supporting me in this academic journey.

I am humbly grateful to Shikha Gurung, Chet Nath Panta, PhD, Binod Duwadi, Hemanta Raj Dahal, Krishna Prashad Parajuli, PhD, Arjun Basnet, and Sashi Kayastha, faculty members of the Kathmandu University School of Education, for teaching, guidance, and valuable support in this academic journey. I would like to thank all the research participants for sharing their stories and providing their valuable time. I am also grateful to Narayan Shrestha for his guidance and input on language editing and APA formatting of this dissertation. I also acknowledge the ongoing encouragement and valuable information sharing from my friends and colleagues that made me focused on completing my degree. Last but not least, a big thanks to my family, parents, my wife, and children for bearing with my busy schedules.

Ram Krishna Puri  
Degree Candidate

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	i
TABLE OF CONTENTS .....	ii
ABBREVIATIONS .....	v
LIST OF FIGURES .....	vi
CHAPTER I.....	1
INTRODUCTION .....	1
Problem Statement.....	4
Purpose of the Study.....	5
Research Questions.....	5
Rationale of the Study .....	6
Delimitations of the Study .....	7
Chapter Summary .....	7
CHAPTER II.....	8
LITERATURE REVIEW .....	8
Thematic Review .....	8
Sociocultural Background and English Language Learning .....	8
Influencing Factors and English Language Learning .....	9
Role of Sociocultural Context in English Language Learning .....	10
Challenges Faced by Students in English Language Learning.....	11
Review of the Previous Studies .....	12
Research Gap .....	13
Theoretical Review .....	14
Sociocultural Theory.....	15
Ecological System Theory .....	16
Theoretical and Conceptual Framework.....	18
Chapter Summary .....	18
CHAPTER III .....	20
METHODOLOGY .....	20
Philosophical Considerations.....	20
Ontology .....	20

Epistemology .....	21
Axiology .....	21
Research Paradigm .....	21
An Exploratory Qualitative Study .....	21
Research Site .....	22
Participant Selection .....	22
Introduction of the Participants .....	23
Data Collection Techniques and Process.....	24
Data Analysis.....	25
NVivo for Data Analysis .....	25
Quality Standards.....	26
Credibility .....	26
Transferability.....	26
Dependability.....	27
Confirmability.....	27
Ethical Considerations .....	27
Confidentiality .....	27
Respect for Autonomy .....	27
Justice.....	27
Chapter Summary .....	28
CHAPTER IV .....	29
SUPPORTIVE SOCIOCULTURAL INFLUENCES ON ENGLISH LANGUAGE LEARNING .....	29
Supportive Aspects of the Family Environment for English Language Learning.....	29
Educated and Encouraging Family Environment .....	30
Socioeconomic Status and its Impact on Language Learning .....	31
Access to Digital Technology and Social Media.....	32
Parents' Encouragement and Motivational Influence .....	35
Parental Attitudes and Perceptions towards ELL .....	36
Nurturing and Collaborative Family Dynamics with Supervisory Roles .....	37
Supportive Aspects of the School Environment for English Language Learning.....	39
Availability and Utilization of Educational Resources.....	40
Teaching Strategies, Teacher Motivation, and Perception .....	41
Classroom Interaction and Student-Centered Policies.....	44

Exposure to English, Participation, and Collaborative Activities.....	46
Supportive Aspects of the Community Environment for English Language Learning	48
Visual Exposure to the English Language .....	49
Audio exposure to the English Language .....	50
Chapter Summary .....	51
CHAPTER V .....	52
SOCIOCULTURAL FACTORS HINDERING ENGLISH LANGUAGE LEARNING ....	52
Hindering Aspects of the Family Environment for English Language Learning .....	52
Limited use of English Language within Household.....	53
Low Educational Attainment and Economic Challenges .....	55
Limited Access of Resources and Technology .....	56
Household Responsibilities and Domestic Obligation .....	56
Hindering Aspects of the School Environment for English Language Learning .....	58
.....	59
Dominance of Traditional Teaching and Learning Methods.....	59
Lack of English Medium Instruction .....	61
Insufficient Availability and Underutilization of Educational Resources .....	62
Hindering Aspects of Community Environment for English Language Learning .....	63
Absence of an English Language Friendly Environment .....	64
Distracting Sociocultural Activities for Language Learning .....	67
Chapter Summary .....	69
CHAPTER VI.....	70
KEY INSIGHTS, CONCLUSION, AND IMPLICATION.....	70
Key Insights .....	70
Conclusion .....	72
Implication.....	74
REFERENCES .....	75

## ABBREVIATIONS

CAQDAS	Computer-Assisted Qualitative Data Analysis Software
CDC	Curriculum Development Center
ELL	English Language Learning
ELT	English Language Teaching
EMI	English medium instruction
EST	Ecological System Theory
ICT	Information Communication and Technology
MKO	More Knowledgeable Others
NCF	National Curriculum Framework
NMI	Nepali Medium Instruction
QDA	Qualitative Data Analysis
SCT	Sociocultural Theory
ZPD	Zone of Proximal Development

## LIST OF FIGURES

Figure 1 Theoretical and Conceptual Framework .....	18
Figure 2 Supportive Aspects of the Family Environment .....	30
Figure 3 Supportive Aspects of the School Environment.....	40
Figure 4 Supportive Aspects of the Community Environment.....	49
Figure 5 Hindering Aspects of the Family Environment.....	53
Figure 6 Hindering Aspects of the School Environment.....	59
Figure 7 Hindering Aspects of Community Environment.....	64

## CHAPTER I

### INTRODUCTION

Sociocultural factors guide society and its regular activities in the daily life of human beings. Culture is inseparable from society's values, beliefs, cultural identity, language, and social practices (Sewell, 2004). Every member of society has their family background, social norms, and features of society. Such factors determine how learners can get exposure and the opportunities in the students' learning environment. Nepal is a multicultural nation, with a reflective diversity including socio-cultural ethnicities, languages, and traditions (Karki & Karki, 2024). The culture and diversity of the students themselves do not affect the learning, but their engagement in cultural activities and socioeconomic conditions impact the students' learning.

School is a social institution that is affected by scientific, cultural, political, social, and global changes (Mostfazadeh et al., 2015). These sociocultural factors affect students' attitudes to language learning. Sometimes cultural programs, social activities, and economic background cannot support the students to be regular at school. Schools without students are facing difficulties with active participation, interaction, and doing classwork inside the classroom. The students do not understand the content and context of the teaching and learning activities. The habit of irregularity, lack of interest in learning, and passive participation do not help to get good results for the students. The performances of the students determine the output of the teaching and learning activities in school.

For the past four years, I have been teaching secondary level students at one of the public schools of Jwalamukhi Rural Municipality, Dhading. The students were not interested in communicating and interacting in the English language classroom. Students prefer Nepali as a medium of instruction for most of the subjects except for English, and I use translanguaging for teaching English. As a teacher in the English language class, I tried to speak English initially, but my students did not understand. Since then, I have been practicing translanguaging and translating while conducting teaching and learning activities.

As a teacher, I observed that students' attendance, participation, and engagement in the classroom are the main issues in my classroom. Dhakal et al. (2023) illustrated that socio-cultural factors such as working with parents, inability to

buy essential stationeries, and menstruation significantly contribute to absenteeism, which hampers the students' learning.

Language classrooms are significantly influenced by socio-cultural dynamics, poor family and educational background, public and parental misconceptions towards language learning, and students seem to be shy, have poor interaction, demotivation, and disconnectedness in the classrooms (Bohara, 2025). The students were absent frequently, not interested in language learning, which triggered a thought in my mind. Why are the students frequently not attending the class? Are they really not interested to learn English? How to make them actively engage in the class? These are the questions that usually arise in my mind and encouraged me to find the actual factors that support and hinder them in learning English in my community.

I wanted to find the reason for the absence of students during the school opening days. I observed a student in my regular class. One day, I asked a student the reason behind their absence from the classroom. The response indicated that parents participate in sociocultural activities with their children. They take their children to cultural and religious activities and social functions. Some mothers visit their maternal houses on school days with their children, and the parents are unaware of the importance of classroom regularity. These kinds of reasons are seen frequently among the students, and it seems like cultural activities are given priority over education. Dhakal et al. (2023) illustrated that socio-cultural factors such as working with parents, inability to buy essential stationeries, and menstruation significantly contribute to absenteeism, which hampers the students' learning.

Similarly, the agricultural background of the family has also made the education inferior. During the farming season, the students are given household responsibilities rather than engaging in English language learning activities. The school teachers, school administration, and school management committee always concentrate on the school environment for students' active engagement in the classroom, but they neglect the socio-cultural, family background, school environment, teachers, and students' individual factors for effective language learning.

The secondary level students in Nepal face various challenges while learning English. The challenges of the students are associated with sociocultural factors, including family, school, and public environments (Ahmad, 2015). Similarly, Usop (2024) stated that low students' interaction in English language learning, excessive

use of the native language, and an inadequate amount of exposure to the English context are specific sociocultural factors. Socioeconomic status, educational awareness, and motivation of the parents matter a lot to students' language learning (Gayton, 2010). Teaching learning activities of teachers, school policy, school environments, and teacher-parent relationships promote and strengthen language learning of ESL learners (Lodhi et al., 2019). These kinds of factors can directly and indirectly affect students' English language learning. This is important to address such kinds of factors to understand students' learning. In the context of multilingualism, some challenges are seen, such as interaction in the classrooms, communication between the teachers and the students, students and students themselves, respecting the norms and values of each other's culture, and the relationship between the teachers and students (Subedi, 2010). The stakeholders, like parents and teachers, need to maximize the supportive learning environment and minimize the challenging issues, which is beneficial for students' English language learning.

The major focus of the secondary level English language curriculum is to develop skills for promoting communicative competence on the part of students (Curriculum Development Center [CDC], 2021). The curriculum development center has mentioned the learning competencies and expected learning outcomes of the secondary level students. Furthermore, it mentioned to develop 9 competencies for the students in the English language including listen and respond to a variety of spoken English with reasonable accuracy, fluency and coherence; understand the main points and extract essential information from clear standard speech; communicate with reasonable accuracy and confidence on familiar topics; read a variety of texts for information and understanding; read short literary texts for pleasure and understanding; demonstrate a good control of vocabulary to express communicative needs; creatively produce a variety of texts for personal, academic and functional purposes; convey information and ideas on concrete as well as abstract notions in written and spoken form; and use e-resources to boost their learning and enhance language skills. It was designed for a communicative approach and student-centered learning. The assessments of the curriculum are divided as formative (25%) and summative (75%) evaluations to include the class tasks, observation, oral tests, and portfolio. The objectives were clear and concise to address the needs of the students. However, the effectiveness of the curriculum is challenged by various sociocultural factors like limited resources, poor socioeconomic background, learning ecology, and

traditional teaching and learning activities toward language learning (Rezi & Bedra, 2024). I believe that they are the responsible factors that affect the secondary level students' English language learning. Similarly, the National Education Policy of Nepal has also directly influenced the students' learning.

### **Problem Statement**

The students are expected to develop their English language learning in their real lives. The current school curriculum also mentions the level-wise competencies and skill-wise outcomes (CDC, 2021). Song (2024) stated that enhancing student engagement, understanding, and motivation plays a vital role in developing English language learning. The students come to the school and participate in different activities. The current society and other people want well-organized, result-oriented output and results of the students instead of extracurricular activities, soft skills, and our performances (Han et al., 2021). The students' classroom performance and the summative assessment results are not as good as expected. To explore the major reason why many students continue to face challenges in achieving language learning and competence in the English language development is my major concern. What and how sociocultural factors influence the students' English language learning is remarkable in the linguistic context. This study explored whether the sociocultural factors are supporting or hindering the students' English language learning.

The educational system of Nepal emphasizes memorization and rote learning rather than promoting students' comprehension and critical thinking skills. At the public school, the results of the English language are not satisfactory to the guardians and other stakeholders. The failure rate of English language learning is concerning to the parents and other stakeholders, as it affects students' academic progress (Orbabor, 2014). English as a foreign language (ESL) for users of English, nonnative language, and learners has various socio-cultural dimensions that affect the language learning (Kung, 2017). Sociocultural factors influence the students' English language learning at school, at home, and in public environments. Amy et al. (2016) stated that the students from low-income background families and rural parts of the village lack exposure and have fewer opportunities to develop their language and language learning. Sociocultural factors include cultural identity, socioeconomic status, support of the family and community, peer influence, and educational and global media exposure (Aminulloh & Pranata, 2025). This kind of social scenario, directly and indirectly, affects the language learning of the secondary-level students.

If the issues related to sociocultural factors are not addressed, the students will not be ready for language learning. Without addressing sociocultural issues, students lack proper motivation and get less exposure to language learning (Uba, 2023). Furthermore, the students' language skills will not be enhanced. As a result, it is difficult to meet the expected learning outcomes of the curriculum. Therefore, the concerned stakeholders have to take these issues seriously to enhance and develop the students' English language learning.

### **Purpose of the Study**

This study explored how sociocultural factors influence secondary-level students' English language learning in rural Nepal. Specifically, it examined how families' socioeconomic background, parents' education, school environment, and the current situation of the community shape the students' English language learning.

In this study, sociocultural aspects refer to the social and socioeconomic conditions that shape secondary level students' English language learning. These include family support and parental involvement, school environment and teaching practices, peer interaction, community values, cultural expectations, and opportunities for using English inside and outside the classroom. This study explores the lived experiences of students, parents, and teachers from both public and private schools. It aims to understand how sociocultural aspects may support or hinder secondary level students' English language learning.

This study explores sociocultural influences on secondary level students' English language learning, including family, school, and community contexts in the area of Dhading district, Nepal. It focuses on participants' lived experiences of how family, school, and community contexts may function as supportive or hindering influences on English language learning.

### **Research Questions**

This research study answered the given questions:

- 1 How do supportive sociocultural environments influence the English language learning of secondary level (Grade 9-10) students?
- 2 How do sociocultural environments hinder English language learning of secondary level (Grade 9-10) students?

### **Rationale of the Study**

English language learning is an influential and complex process for students in the context of Nepal. Students' cultural background shapes language learning and language development. The students' parental condition, income source, learning environment, and learning group directly impact language learning. Parents' education level, attitudes towards language learning, motivation, and learning signify the students' language achievement. Behavioral, cognitive, and emotional attitudes of learners and parents play crucial roles in second language acquisition (Masic & Becirovic, 2021). It depends on the students' exposure to language learning out of the classroom and inside the classroom. The more exposure they get, the more they learn the English language.

Nepali medium instruction is the dominant factor for second or foreign language acquisition. The students cannot get much exposure to English as the target language through the Nepali language. The teaching learning process and method also play a vital role in language learning in diverse sociocultural contexts. The traditional teaching learning method is not adequately supportive for language learning. The teachers themselves needed to be trained and updated in sociocultural diversity for language learning. Yassin (2024) claimed that an imbalanced focus on language skills, teacher centered instruction, ineffective language learning outcomes, and disregard for learners' interests are major gaps in traditional teaching method instruction.

Paneru and Bohara (2025) stated that a home literacy environment is essential for a child's language development, which provides learning exposure and materials at home. The economic background of the parents, cultural activities, and their festivals, rituals, and social events reflect the students' English language learning. The socioeconomic status of students' parents determines the language learning strategies (Babikkoi, 2014). The students who are reading at a school level have been supporting their parents at home, engaging in crop production, and taking care of their elder siblings at home. Lack of awareness of parents, low socioeconomic status of family, and lack of access to educational resources for students obstruct the students' language learning (Li, 2007). These factors are the most challenging for students in language learning. So, this study helped to identify how the sociocultural environment and learning ecology influence secondary level students' English language learning based on the various sociocultural perspectives.

### **Delimitations of the Study**

This study focused on how sociocultural environments influence secondary-level students' English language learning in Nepal. But due to the time limitation, the study is focused on the public and private schools of Dhading district, which tend to represent the English language learning in the hilly regions of Nepal.

### **Chapter Summary**

In this chapter, I explored the context of the classroom that I experienced, which was related to this research. I explored the sociocultural factors that are influential to the students for language learning. I aligned with the policy and curriculum of the secondary level to make it more reliable in the current situation for students' English language learning. The problem statement problematized the context of the research. I included the rationale of the study, purpose of the study, research question, and delimitation of the study in this chapter.

## CHAPTER II

### LITERATURE REVIEW

This chapter provides a brief review of relevant literature. I highlighted a thematic review regarding supportive and hindering sociocultural environments that influence secondary level students' English language learning. I developed a thematic review of empirical and theoretical concepts that guided this study as an analytical tool.

#### **Thematic Review**

English language learning for the learners is influenced by different factors like sociocultural background, contextual factors, and individual challenges. For this thematic literature, I have organized the major themes of the study, which brings the detailed themes based on information of sociocultural background and English language learning, factors influencing language learning, the role of sociocultural context in English language learning, and Challenges faced by students in English language learning.

#### **Sociocultural Background and English Language Learning**

Sociocultural background plays a vital role in English language learning. Nepal has diversity in terms of culture, language, religion, and economic status of people. Nepal is a rich country with various diverse social, cultural, linguistic, and traditions (Karki & Karki, 2024). Such kinds of sociocultural and linguistic diversity, as well as traditions, sometimes fail to support the English language learning for secondary level students.

Family background is the most crucial for the learner in English language learning. It depends on the parents' educational background for the betterment of their children. Educated parents and other family members can guide the children in learning activities and provide a conducive environment at home. Family members of the learners use English-related words, and English interaction supports the language learning; however, those families that don't use English terminology and interaction at home hinder the learners' English language learning. Alam et al. (2018) stated that parents' positive attitude, education, and awareness of the individual requirements, and learners feel encouraged to learn English, whose family members are habituated

to use English at home. Similarly, the income source of the family plays a vital role in enhancing children's language learning. Mother tongue and home language roles are important to the children's language learning.

Cultural traditions and activities are carried within the language learning environment that supports language learning. Peers, neighbors, and the social environment are crucial for language learners. It depends on how much they use, interact in the English language, and get exposure in these circumstances for learning purposes. Availability and utilization of resources play a vital role in enhancing language learning. Providing resources at home and utilizing resources support language learning, and without using resources hinders language learning. Resources provide the learning materials, supporting extra classes, and exposure in a purposeful way. Learning resources provide unique opportunities for forming new and rich understanding (Jeong & Silver, 2010). Comparatively, urban students get much more exposure than rural students. There are multiple supportive elements that foster the learners' English language learning.

### **Influencing Factors and English Language Learning**

The English language learners are influenced by different combinations of internal and external factors. The various factors, such as Motivation, attitude, age, intelligence, aptitude, cognitive style, and personality, are contributing to English language learning (Khasinah, 2014). Additionally, the general factors that influence English language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality (Ellis, 1985). Similarly, Mahmoudi and Mahmoudi (2015) mentioned that social class, first language, teachers, early start, and L2 curriculum are crucial parts for English language learning.

English language learning is a crucial part of individuals that determine academic success and job opportunities around the world. Razmjoo and Movahed (2009) stated that language learning deals with the skills a person can read, write, listen, and speak with language components like grammar, vocabulary, and pronunciation. In this regard, receptive skills and productive skills play a vital role in achieving language learning. Moreover, language learning is defined as the ability to use language in different situations (Fakeye & Ogunsiji, 2009). The various performance indicators are usually used to assess language learning, such as accuracy, fluency, complexity, appropriacy, and capacity (Richards, 2018, as cited in Renandya et al., 2018). The major cause of declining achievement and standard of education is

poor performance of students in public examinations (Fakeye & Ogunsiyi, 2009). The process of language learning is a key factor for achieving academic achievement and maintaining the standard of education. The secondary level students are expected to use the English language in the classroom communicatively.

Sociocultural factors are the major influential component for language learning. The learners belong to the classroom, family, and community environment. The school environment consists of peer interaction, availability of resources, and exposure at school. The teacher is an important influential factor in using teaching methodology, providing motivation and constructive feedback. The teacher facilitates the students' understanding of psychological factors like anxiety, self-confidence, and attitude. The teachers need to reinforce that the students learn better, and teachers can create activities to help students be alert in the class for the purpose of language learning (Sabbah, 2016). Learning strategies of the students, such as study habits, use of technology, and continued practice, determine the language learning. The socioeconomic status of the family affects the students' language learning and development. Economic factors help them to afford tuition fees, required books, and technology. The supportive, influential factors foster the students' English language learning.

### **Role of Sociocultural Context in English Language Learning**

Sociocultural context shapes how language is perceived and used in a community for English language learning. The English language can be associated with social mobility and educational success. Differences in children's academic achievement and language learning depending on family economic status have been widely recognized (Zhang et al., 2020). The sociocultural context plays a vital role in facilitating language learning and the use of the English language. Similarly, socioeconomic status and the education level of the family influence the English language learners (Navarrete & Watson, 2013). Sociocultural context plays an important role in second language or foreign language acquisition, which directly and indirectly influences the learners. Pham (2016) stated that sociocultural elements contribute to motivating the learner for English language learning, like the role of families, peers, and local factors. Such kinds of sociocultural context may motivate and hinder the learners from learning the English language.

Students' surrounding environment determines language learning. The language and level of bilingualism and children's knowledge of their home language,

literacy, and culture influence how they perceive, negotiate, and process language learning (Perez et al., 2004). Family environment and use of language at home can significantly impact the acquisition of the English language. The peer group is the most influential factor for them. The local community's attitude and perception indicate the provision of a supportive and negative environment. Cultural diversity and its impact on the exposure to and religious and traditional practices determine the language learning factors in the community. Public context is shaping the values of language development and learning. Similarly, another context is that urban and rural areas determine language learning. The students in urban areas get much more exposure, resources, materials, learning circles, technology, and perception towards English language learning. On the other hand, the students from rural areas have a low chance of exposure, insufficient resources at school, a lack of learning environment, and inadequate materials and technology. Mncube et al. (2023) focused on how the scarcity of school resources hinders the teacher's ability to provide high-quality education and language learning in rural area schools. Sociocultural contexts are the dominant factor for English language learning.

### **Challenges Faced by Students in English Language Learning**

Students face a variety of challenges in their journey of English language learning. There are various significant challenges, such as a lack of resources, proper support for students, and a lack of trained teachers in schools. Likewise, Singh (2024) focused on the fact that students are facing the problem of inappropriate language skills, limited resources, and overcrowded classrooms. Lack of educational resources, group work, and peer work hinders English language learning in the classroom. Saud (2020) mentioned that English language learners do not get enough exposure to English language opportunities in Nepal. Similarly, Timsina (2021) stated that issues of learning English are the knowledge of students, parents, the unfavorable environment, the curriculum, the textbook, and the policy of the government.

English as a foreign language learners face difficulties during the process of language learning. Discouraging society for English language learning, learners' shyness, fear of making mistakes, lack of motivation, influence of class size, and crowdedness distract the language learning (Alsalihi, 2020).

Similarly, Jon (2021) added that students rarely engage in language learning, have poor learning resources, limited time, and practices with complex demands of the curriculum, and several teachers are not proficient enough to increase students'

learning motivation. Difficulties of learning English as a second language for nonnative speakers are often taken for granted. Furthermore, Mohammed (2018) found out that difficulties of learning English are negative transfer, cultural differences, accent, slang and colloquialism, arbitrary language, attitude, environment, grammar, vocabulary, and pronunciation for the language learner. The students encounter a lack of encouragement to use the English language outside of the classroom.

### **Review of the Previous Studies**

Many researchers carried out different research in the area of sociocultural influence on secondary level students' language learning. I went through the different dissertations, research papers, and books to get in-depth and authentic information regarding sociocultural factors that influence students' English language learning. I included some published research documents for my review.

Khanal (2024) conducted research on learning English in multicultural contexts: Experiences and strategies of secondary level students in rural Nepal. The main objective of this research paper was to explore the experiences and perspectives employed by secondary level students in learning English in a multicultural setting in the rural area of Nepal. The qualitative method, especially a case study, was used in this research. The study revealed that students have unequal access to learning materials, which has generated a different learning environment. Social interaction and peer collaboration were crucial for promoting their learning experiences.

Similarly, Paudel and Baral (2021) conducted research from an ecological perspective on Examining foreign language teaching and learning in Nepal. The purpose of the study was to explore the current landscape in foreign language education in Nepal, to understand language dynamics, identify language learning, highlight economic and social capital, and examine language diversity. The qualitative and quantitative combined method was used for this research paper. The findings of the research paper were increasing interest in foreign languages, which helps to grow economic conditions and desire for better job opportunities, which shapes the ecological relationship among languages in the country.

Moreover, Navarrete and Watson (2013) examined research on English language learners: The impact of language and sociocultural factors on learning. His study revealed that a socioeconomically diverse environment impacts the students' English language learning. The data collection method was a mixed method by

examining the educational policies and practices that affect English language learners' access to quality education. The study revealed that English language learners face challenges in their educational journey because of language acquisition difficulties and socioeconomic factors.

Furthermore, Razmjoo and Movahed (2009) explored a study that focused on the relationship between English language proficiency and sociocultural factors in Iranian MA level students. This research also explored the effects of gender, age, and proficiency level. The method of study was quantitative in nature, and the questionnaire was designed to collect data for conducting research. The findings of the study showed that female scores are higher than those of males in language proficiency. Language learning is based on the socioeconomic background of the family, students' age, mothers' literacy level, and appropriate audiovisual materials for the students' language learning.

Additionally, Pham (2016) conducted research in Vietnam aiming to identify sociocultural elements impacting students' second language motivation in their learning conditions and limited social support. The mixed method approach, combined with qualitative and quantitative methods, was used. The finding said that many students in rural Vietnam did not focus on English as their main subject. But they are motivated to learn the English language because of their parental support, the influence of friends, and understanding the importance of learning English.

### **Research Gap**

After going through many research works and documents, I realized that there are significant gaps in the existing literature. Most of the studies were not explored in the Nepalese context and did not include the real life stories and experiences of students, parents, and teachers. This study fills a gap in the current research on how sociocultural factors influence language learning from the perspectives of students, parents, and teachers. Most studies and research papers deal with the role of teacher motivation and the insufficient sociocultural elements. In this study, there is a representative exploration and sharing of how they perceive and are influenced by their social and cultural environments for ELL students.

Paudel (2023) mentioned that in the context of Nepal, a country with more than 125 languages spoken, multilingualism presents both opportunities and challenges. The finding of his research shows that multilingualism is a complex phenomenon, so we need to pay careful attention to linguistic diversity, cultural

sensitivity, and social equity. Similarly, Khanal (2024) highlighted learning English in multicultural contexts: Experiences and strategies of secondary level students in rural Nepal. His study revealed that students have unequal access to learning materials, which has generated a different learning environment. Social interaction and peer collaboration were crucial for promoting their learning experiences. He just talked about unequal access to learning materials for the students in different learning environments.

Furthermore, Paudel and Baral (2021) conducted research from an ecological perspective, highlighting how learning a foreign language supports educational and economic opportunities. Likewise, Navarrete and Watson (2013) carried out research on the impact of language and sociocultural factors on English language learning. However, the findings of the study did not cover the role of other sociocultural factors for ELL. Together, these studies indicate that language learning is influenced by environmental and socioeconomic factors. However, the findings of the study remain underexplored.

Additionally, Pham (2016) conducted research identifying sociocultural elements impacting high school students' second language learning motivation in rural Vietnam. His research revealed that social elements contributing to ESL learning motivate ELL, including parental encouragement and financial investment, peer and near peer effects, and perceived values of language learning for personal and interpersonal commitments. Moreover, his research also did not relate to the context of Nepal.

After reviewing the above research studies, some research areas are related to sociocultural influences on secondary level students' ELL and learning ecology. The research has been carried out in different contexts and at different levels of students. There is a gap in the knowledge and experience sharing of students, parents, and teachers. As a researcher, I tried to fill this gap in knowledge and experience of secondary level students, parents, and teachers in public and private schools regarding sociocultural influences on ELL in this dissertation.

### **Theoretical Review**

The theoretical review plays a crucial role in this study. Theories of research connect to the existing knowledge and ongoing study. The theoretical framework guides the entire research. This theoretical review tries to incorporate relevant and appropriate theories and contextualize them in my study, which examines how

sociocultural influence is affecting language learning in the context of Dhading district, Nepal. For the purpose of this research, I applied sociocultural theory and ecological system theory to align with the rationale and objective of the study on English language learning. Sociocultural theory highlights how social interactions with teachers, peers, and parents influence learning. Ecological system theory emphasizes how environmental layers, including family, school, community, and cultural system, influence students' English language learning. These two theories provide an appropriate lens for exploring participants' lived experiences and for guiding the analysis in this exploratory qualitative study.

### **Sociocultural Theory**

Sociocultural theory (SCT), propounded by Vygotsky (1978), focused on the idea that social interaction plays a vital role in the development of cognition, which is directly linked to language learning. According to his theory, language learning occurs through interaction in a society and culture. Interaction with peers, family, and the public can influence the learners' language learning.

Karki and Karki (2024) mentioned that cultural and social contexts shape the learning experiences and intellectual growth of students. They have conducted a study on Contextualizing Socio-cultural theory on language teaching and learning in Nepal. Vygotsky believed that children do not generate and construct on their own, but they get skills and knowledge from their culture and environment (McLeod, 2022).

Vygotsky's sociocultural theory of learning mentioned three main principles: (1) social, historical, and cultural interactions influence learning, (2) more knowledgeable others help in higher thinking, and (3) guided and supported learning can be achieved with the zone of proximal development (Karki & Karki, 2024). One of the notions of sociocultural theory is scaffolding that supports the learner for language proficiency. It is a support system that encourages the learner in language learning. Nhan (2020) stated that scaffolding is a temporary support system, and learners can get support while encountering difficulties, and it is also decreased gradually.

Additionally, sociocultural theory focuses on the fact that learning is associated with the social, cultural, and historical context of human activities and cultural involvement. An individual is separated physically and emotionally, but sociocultural theory emphasizes vital relationships between individuals and their sociocultural background.

## **Ecological System Theory**

Ecological system theory (EST) was introduced by Bronfenbrenner in 1979. This theory emphasizes that human development is shaped by the interaction between individuals and the surrounding environment for language development and language learning. There are various layers of the environmental system that influence human development. Bronfenbrenner (1979) elaborated his theory at different levels, like microsystem, mesosystem, exosystem, and macrosystem. He focused on human development, which was determined by these four levels of systems. Rus et al. (2010) mentioned that multidimensional environments influence each individual's environment. Later, he added chronosystem to his theory. Microsystems are an individual's surrounding environment that includes immediate settings such as family, school, and friends. The mesosystem refers to the interconnection between these microsystems, the relations between home and school. The exosystem indicates an external environment that indirectly influences the individual's experience, like a parent's workplace. The macrosystem includes the overall things, such as cultural, societal, policy, and economic contexts. In contrast, the chronosystem portrays the dimension of time that reflects the changes in an individual's environment (Bronfenbrenner, 1979).

Bronfenbrenner's ecological system theory provides a clear framework to understand the interconnected factors that influence human development. It explains how individuals are connected with their environments through different systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. It is aligned with the study's elaboration of contextual influences on the participants in this research. The research examines how sociocultural influences affect students' English language learning. The research participants' narratives also show the close interactions with the family aspects, school aspects, and community aspects. This connection brings the actual situation that provides the real information for students' language learning, with the goal of the research. Bronfenbrenner's theory is categorized into five levels. Bronfenbrenner's theories are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The microsystem is the surrounding environment that directly influences how a person grows up. This level includes the immediate environment where the children contact and interact with their family members, friends, relatives, and other neighbors regularly. They communicate and interact every day, which shapes the children's

nature, thoughts, and overall growth. It determines the characteristics of a person, mental abilities, physical development, personality development, and other overall development (Bronfenbrenner, 1979).

Mesosystem is the interaction and relation between different microsystems. Children's development is influenced by the interaction between the family members and the outer environment, such as school, friends, and other relatives. It depends on the interaction between a child's microsystem and other microsystems for child development and language learning. According to this theory, the interaction between a child's family members and teachers influences children's classroom learning and language acquisition (Bronfenbrenner, 1979).

Exosystem is the broader model of ecological system theory. According to this model, the development of a child is not only affected by the immediate environment. The development of a child is affected by the indirect factors that influence it, such as parents' workplace, local government, and policies. The different government policies, curriculum of language learning, available resources, social media, and other indirect influential factors affect the child's development and language learning (Bronfenbrenner, 1979).

The macrosystem model carries the wider social and cultural factors that contribute to the child's development and language learning. This system indicates that our culture, norms, values, and traditions impact the child's language learning and development. Cultural practices and social beliefs are applied in communities where children grow up. The thoughts and behavior of a child are influenced by social and cultural factors. It is also considered about geographical conditions and economic status for children's development and language learning (Bronfenbrenner, 1979).

Chronosystem mode includes the dimension of time that changes the child's development and language learning. The external factors and circumstances that affect the students' learning competence, like shifting the educational policies, technology and social media, pandemic situation, earthquake, marriage, divorce, and kin's death (Bronfenbrenner, 1979).

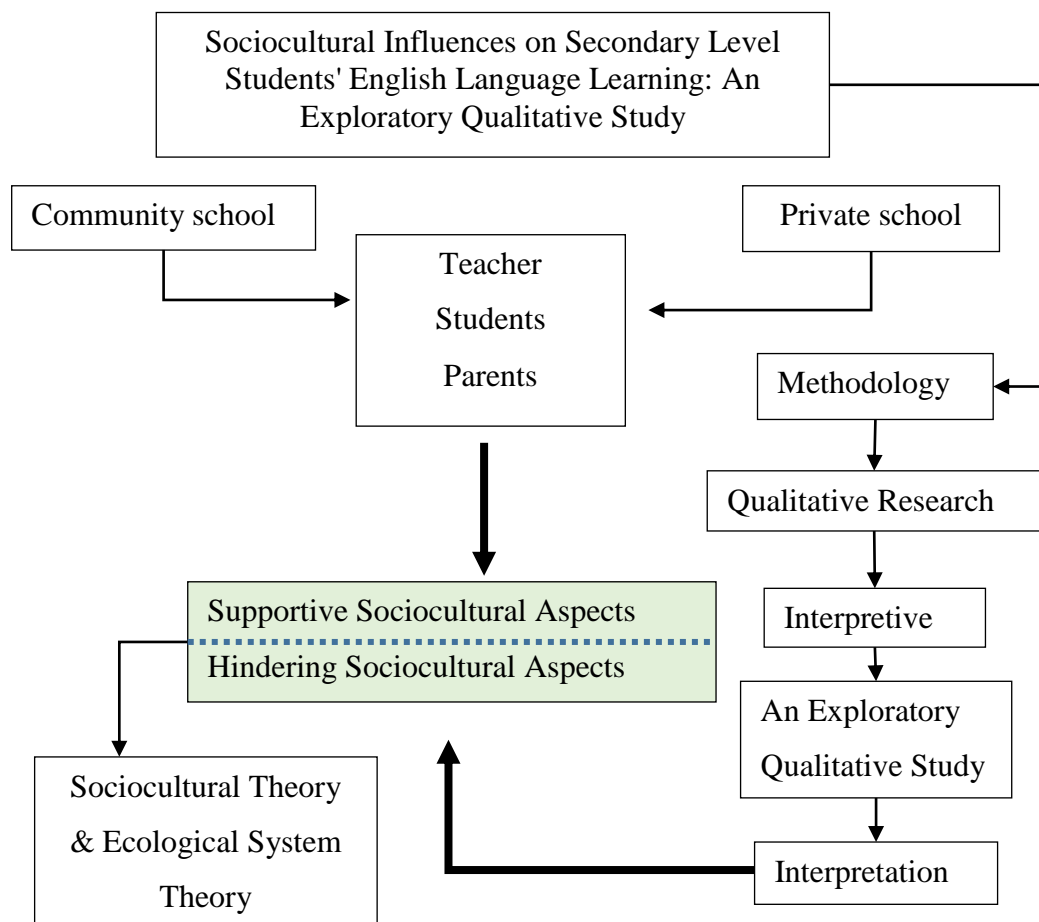
Therefore, Bronfenbrenner's system theory model is a reliable example to apply in the field of classroom practice and language learning. The child's development and learning competence can be influenced by the environment in which the child grows. So, the environment plays a vital role for students to acquire knowledge and language learning.

### Theoretical and Conceptual Framework

A theoretical and conceptual framework is an analytical tool to reflect the ideas and how the researcher connected them in his or her study. It is a frame that reflects how the study is undertaken. It emphasizes interconnected concepts and a map of the study to explain the relationship between themes and how the study answers the research problems (Adom, Hussein, & Agyeman, 2018). For this study, the given theoretical and conceptual framework portrays the sociocultural influence on secondary level students' English language learning.

**Figure 1**

*Theoretical and Conceptual Framework*



### Chapter Summary

In this chapter, I presented a thematic literature review, a review of the previous study, and a theoretical review. I discussed categorizing into four themes for thematic review: sociocultural background and English language learning, influencing factors and English language learning, role of the sociocultural context in English

language learning, and challenges faced by students in English language learning. I mentioned the sociocultural theory and ecological system theory to incorporate how they are connected in this research. Lastly, I concluded the chapter with the theoretical and conceptual framework of the study.

## CHAPTER III

### METHODOLOGY

This study adapted an exploratory qualitative study design to explore sociocultural influences on secondary level students' English language learning. It believes that knowledge and information are constructed through communication, interaction, and observation within individuals. Nassaji (2020) stated that in the qualitative research method, data are collected through qualitative data collection tools such as interviews, field notes, diaries, observations, etc. The researcher requested that participants express their experiences and views on language learning. This method helps to discover the real scenario of sociocultural influencing factors such as family background, the environment of public and private schools, and community aspects for language learning. The qualitative method is very effective for expressing and sharing the participants' experiences regarding sociocultural influences on English language learning.

#### **Philosophical Considerations**

These philosophical considerations help us understand how to build knowledge. It provides thoughtful grounding to make the interconnection between the philosophy and the way of research. Under the Philosophical consideration, ontology refers to the way of being and becoming, epistemology refers to the way of knowing, and axiology is a way of valuing.

#### **Ontology**

Ontology is related to the nature of reality. Furthermore, ontology is the philosophical assumption about the nature of reality and the belief system of researchers (Khatri, 2020). It helps the researchers to conceptualize the nature of reality. Knowledge can be constructed through interaction between the researcher and the participants. There is no single reality, and there are multiple realities. There is no single universal truth in this world. The multiple realities from the participants' perspectives contribute to the knowledge. They have their own stories and opinions on the sociocultural factors that influence English language learning.

### **Epistemology**

Epistemology is related to the nature of knowing. Aliyu et al. (2015) focused that knowledge is not based on observable, but it has subjective beliefs, values, and understandings. It has the relationship between the researchers and being researched, that is, the researcher and the content of the research. The construction of knowledge is the processing of understanding the participant's experience and the stories. It depends on the relationship between the knower and the known. I am sure that epistemology has been guided in the context of my dissertation.

### **Axiology**

Axiology is related to the value of knowledge in research. Additionally, axiology is the theory of value that evaluates and understands the concept of right and wrong behavior in research (Khatri, 2020). Researchers and participants have value in perception and attitudes towards English language learning. The researchers and the participants may or may not affect the entire research. I did not affect participants and their narratives over the content of my dissertation.

### **Research Paradigm**

I applied the interpretive research paradigm to conduct this study. Kivunja and Kuyini (2017) mentioned that the research paradigm is a perspective, a school of thought, beliefs, and interpretation of research data. There are three approaches to research paradigms: positivism, interpretivism, and critical theory (Rehman & Alharthi, 2016). Interpretive research depends on the subjective experience of people and participants. This paradigm supports the lived experience and story of participants regarding supportive and hindering sociocultural environments that influence secondary level students' English language learning. The interpretative paradigm brings social reality with multiple perspectives by talking and observing with participants. The participants of the research shared their stories, experiences, and real-life contexts. I focused on individual perceptions, personal constructs, and the interpretation of personal real-life scenarios.

### **An Exploratory Qualitative Study**

This research adopted an exploratory qualitative research design to examine whether supportive and hindering sociocultural environments influence secondary-level students' English language learning. It is an exploratory qualitative research design that was guided by semi-structured research questions, which allowed

participants to share their experiences, thoughts, and attitudes towards the sociocultural influence on English language learning.

Qualitative research focuses on understanding participants' real-life experiences through in-depth data collection methods such as interviews. Creswell (2013) states that qualitative research is appropriate for collecting data from participants' lived experiences through interviews. Similarly, Connelly and Clandinin (1990) explain that qualitative research values storytelling and personal experiences as important sources of data. Baden and Niekerk (2007) also emphasize that qualitative studies collect participants' stories and experiences to understand their real lives and social contexts.

As an exploratory qualitative study, this research aimed to explore and understand sociocultural influences without testing predetermined hypotheses. The aim of this qualitative study is to gather data from the participants' description of people, events, and situations by using non-structured techniques to interpret their views and experiences in this study (Devetak et al., 2010). Therefore, frequent visits to the research site were conducted, and close interaction with participants was maintained through informal conversations and interviews. This interaction helped the researcher build trust and rapport with the participants, creating a comfortable environment for sharing their experiences, feelings, and perceptions related to English language learning.

### **Research Site**

I carried out qualitative research in two schools in the Dhading district, Nepal. One site was a public school located in Jwalamukhi Rural Municipality, representing a rural educational context, and the next was the private school located in Neelakantha Municipality, representing a municipal educational context. These research sites were purposively selected to capture diverse sociocultural environments and to explore how such contexts influence secondary-level students' English language learning. The selection of both public and private schools enabled a comprehensive understanding of sociocultural factors operating in different educational settings in the rural Nepalese context.

### **Participant Selection**

Participants were selected using purposive sampling, as this approach allows the selection of individuals who can provide rich, relevant, and in-depth information related to the research question. A total of ten participants were included in the study,

consisting of four secondary level students, four parents (one parent of each student), and two English teachers from the selected schools. Two students and their respective parents were selected from the public school, and two students and their respective parents were selected from the private school. The two English teachers were chosen from both schools based on their direct involvement in English language instruction.

Participants were selected based on their direct involvement in English language learning (ELL) and their first-hand experiences with it in the Nepalese educational contexts. To ensure diversity in perspectives, students were selected based on their academic performance and socioeconomic background. In each school, one student demonstrated excellent academic performance in English and came from a family with a relatively better socioeconomic status, while the other student showed average academic performance and came from a family with a normal educational and socioeconomic background.

Parents were selected using similar criteria, particularly their educational level and socioeconomic status, as these factors influence the learning opportunities available to students. Teachers were included due to their experience in teaching English and working with students from diverse sociocultural backgrounds. The limited number of participants allowed for an in-depth exploration of individual experiences and perspectives, which is appropriate for exploratory qualitative research (Creswell & Creswell, 2017).

Prior to data collection, formal permission was obtained from the school administrations. Informed consent was taken from teachers, students, and the parents of the selected students. Ethical considerations, including voluntary participation, confidentiality, and anonymity, were strictly maintained throughout the research process.

### **Introduction of the Participants**

Schools were selected purposely, including public and private representative schools of the rural municipalities and municipalities in the Dhading district. Public school student 1 (CS1) is the first girl in the classroom to be 15 years old and getting a 3.6 GPA in English from grade 8. Her father (CP1) has completed higher secondary level and is working in a cooperative office, and her mother has passed grade 10 and is a housewife with a good economic status from a Christian family background. Similarly, public school students 2 (CS2) have an average learning level of the classroom, having an average age of 14 years old and getting a 3.2 GPA in English

from grade 8. His parents are just literate, his father works in a hotel, and his mother (CP2) is a housewife with a normal economic status from a Hindu family. Likewise, private school student 1 (PS1) is the first boy in the classroom, being 14 years old and getting a 4 GPA in English from grade 8. His father has done higher secondary level, joined the Nepal army, and his mother (PP1) has done a bachelor's degree and is currently a housewife with a good economic status in the Hindu family. Additionally, Private school students 2 (PS2) is the average learning level of the classroom, having 14 years old and getting a 3.6 GPA in English from grade 8. His father (PP2) has passed secondary level, and his mother is just literate and has been running a small tea shop, having a normal economic status in a Hindu family background. On the other hand, a public school teacher (CST) has completed M.A. and M.Ed. in English, having 18 years of experience teaching in public schools. Likewise, a private school teacher (PST) has completed M.Ed. in English, having 10 years of teaching experience.

### **Data Collection Techniques and Process**

As a qualitative researcher, I went through interviews, observations, and documentation from the research site. Muzari et al. (2022) focused on data collection procedures, which include interviews, observation, document analysis, and focus group discussions in qualitative research. There are three types of interview tools commonly used in qualitative research: structured, semi-structured, and unstructured interviews. Connelly and Clandinin (1990) mentioned that a semi-structured instrument is appropriate for data collection in the qualitative method. I followed the semi-structured types of interview questions that would apply to the study.

I visited the selected research site to meet and interact with the participants before conducting the study. I used the main tools: semi-structured interviews and observation for data generation. Before conducting the interviews, I explained the purpose of the study and the voluntary nature of participation. I took consent from each participant for recording the conversation and assured them of confidentiality. Then, I arranged face-to-face interviews at times and places convenient for the participants, such as at their houses. During this session, I sat with them in a relaxed setting and encouraged them to share their real life stories, feelings, experiences, and perspectives towards English language learning. I used my mobile phone to record each interview with their permission, which helped capture detailed and accurate data. I observed the participants' interactions and behaviors in their learning environment. I

kept field notes describing the setting, activities, and nonverbal cues that supported the interview data. After completing data collection, I transcribed all audio recordings, and I translated the transcripts into English as necessary. These transcripts, along with my observation notes, became the primary source of data for analysis.

### **Data Analysis**

Data analysis involves several systematic steps, including preparation of data, reading and reflection, coding and categorization, and theme development to present the results in qualitative research (Ravindran, 2019). First, I transcribed the audio-recorded interviews, and I translated them into English as necessary to ensure accuracy and familiarity with the data. Organizing data was an important step for effective coding and thematizing. Then, as a researcher, I read the transcripts several times to reflect the shared real-life experiences of participants to gain a deeper understanding. During the data analysis process, I applied different approaches, such as interpretation, coding, and categorization, in this qualitative study. Next, I coded the collected data based on the meaningful information from different participants. I used the computer-based qualitative data analysis software (NVivo) to support the systematic analysis. The computer-based software (NVivo) helped to store, organize, manage, and reconfigure to enable human analytic reflection (Saldaña 2013). I maintained the participants' identities and privacies by using pseudonyms during the coding process. Finally, I organized the coded data into categories and analyzed them using thematic analysis. I generated the major themes and subthemes based on participants' narratives and experiences related to supportive and hindering sociocultural environments influencing students' English language learning. These themes were presented clearly to support meaningful interpretation of the findings.

### **NVivo for Data Analysis**

NVivo is a qualitative data analysis (QDA) computer-based software package that offers many advantages and significantly improves the quality of research. Azeem and Salfi (2012) claimed that NVivo is an advanced data analysis package and is also called computer-assisted qualitative data analysis software (CAQDAS) for conceptualization and coding of data for the entire research project. Wong (2008) mentioned that computer-based software packages have been developed to mechanize the coding process and retrieve data. NVivo has multiple features with various advantages, becoming easier, yielding more professional results, and significantly improving the quality of research (Hilal & Alabri, 2013). Similarly, NVivo assists the

qualitative researchers in managing and analyzing the data (Wang, 2008). Therefore, I used NVivo qualitative research software to conduct the data analysis procedure and obtain authentic results. I prepared the translated document for every participant to import into it. Then, I imported every document for the data analysis process. I created different nodes, and these are also called coding in our general understanding. I started the analysis of the data with research concepts, categories, and further with themes. I went through the narratives and discourses on this study. Additionally, I drew the figures and sketches according to the nodes and themes to show the vividness itself.

### **Quality Standards**

The quality standard concerns the process of data collection and analysis, which I maintained the standard of quality. In this process, I got the opportunity to learn from the different narratives on how supportive and hindering sociocultural environments influence students' English language learning. There should be a quality of truthfulness in every research. I maintained a record of the stories of the participants' truthfulness. The exploration of the participants is based on their lived experience and real-life situation. I maintained the trustworthiness criteria as a quality standard in this study. I used credibility, transferability, dependability, and confirmability to maintain the quality standards in this study (Lincoln & Guba, 1985).

#### **Credibility**

The findings of the research should align with the participants' real-life experience and original ideas in the study. A qualitative researcher should adapt the strategies of prolonged engagement, persistent observation and triangulation; peer debriefing; negative case analysis; referential adequacy and member checking (Lincoln & Guba, 1985). I spent several hours building rapport and understanding the participants' sociocultural contexts to maintain credibility.

#### **Transferability**

The findings of the study should be transferred to other contexts with different respondents. Thick description and purposive sampling are crucial to maintain the transferability (Lincoln & Guba, 1985). Providing a thick description that helps other researchers to replicate the study with similar conditions in other settings, and purposive sampling allows the decision to choose the participants for the study. I provided the detailed description of the inquiry, and participants were selected purposefully.

### **Dependability**

The findings of the study should have a reliable nature. Lincoln and Guba (1985) claim that dependability consists of no validity without reliability, overlap method, stepwise replication, and inquiry audit. I kept clear records of collected and analyzed data so that others could follow similar steps and results.

### **Confirmability**

The objective and the findings of the research should be free from personal biases. The confirmability of a qualitative study is achieved through audit trail, reflective journal, and triangulation (Lincoln & Guba, 1985). I interpreted the data based on the participants' narratives and responses rather than my own imagination. I confirmed with my participants to ensure that their shared experiences and narrative were not misunderstood to maintain the confirmability in this research.

### **Ethical Considerations**

Arifin (2018) stated that ethical consideration is a response of participants that they are adequately informed about research content, have a power of choice for participation, and maintain consent. Maintaining ethical issues is more significant than conducting face-to-face interviews with participants. I followed the principles and guidelines to address the ethical considerations.

### **Confidentiality**

Participants shared the information with full confidence. They didn't feel any hesitation in sharing the ideas and information related to the research areas. To maintain confidence, I gave pseudonyms to the participants.

### **Respect for Autonomy**

Respect for autonomy is playing a vital role for the participants in sharing the real life situation and experiences. I informed the participants that to be a part of my research, they would feel more autonomous by sharing the information. I informed the participants of the process and purpose of this research.

### **Justice**

I tried to do justice to all my participants for the purpose of this research. There was no discrimination based on their gender, ethnicity, religion, socioeconomic background, or experience. The participants were provided equal priority and opportunity for sharing their real-life experiences. I kept their voices and lived experiences to give justice to the participants.

### **Chapter Summary**

In this chapter, I included research methodology, starting with philosophical considerations, including ontology, epistemology, and axiology. The philosophical considerations showed the multiple real life realities of the participants. My study is concerned with an interpretative research paradigm concerning the supportive and hindering sociocultural environment influences on secondary level students' English language learning. I collected the data and analyzed the stories from the participants who were students, teachers, and parents from public and private schools in Dhading for this study. I applied the innovation and technology based on computer-based software NVivo, generating codes and themes in this study for qualitative data analysis. Similarly, I ensured the quality standard by maintaining credibility, transferability, dependability, and confirmability. Likewise, I ensured ethical consideration by maintaining confidentiality, respect for autonomy, and justice for the participants. I tried to protect the secrecy of the participants by providing pseudonyms.

## CHAPTER IV

### SUPPORTIVE SOCIOCULTURAL INFLUENCES ON ENGLISH LANGUAGE LEARNING

This chapter primarily focuses on the study's first research question: How do supportive sociocultural environments influence the English language learning of secondary level students? The chapter highlights the sociocultural environments that influence secondary level students' English language learning. It identifies factors within the family, school, and community that support the students by encouraging, motivating, and creating a conducive learning environment. The supportive sociocultural influences on English language learning were identified from interviews with students, parents, and teachers. It includes their personal stories and experiences, highlighting how these factors encourage and motivate learners in different contexts. Each participant's description is critically evaluated and supported by relevant literature and theories.

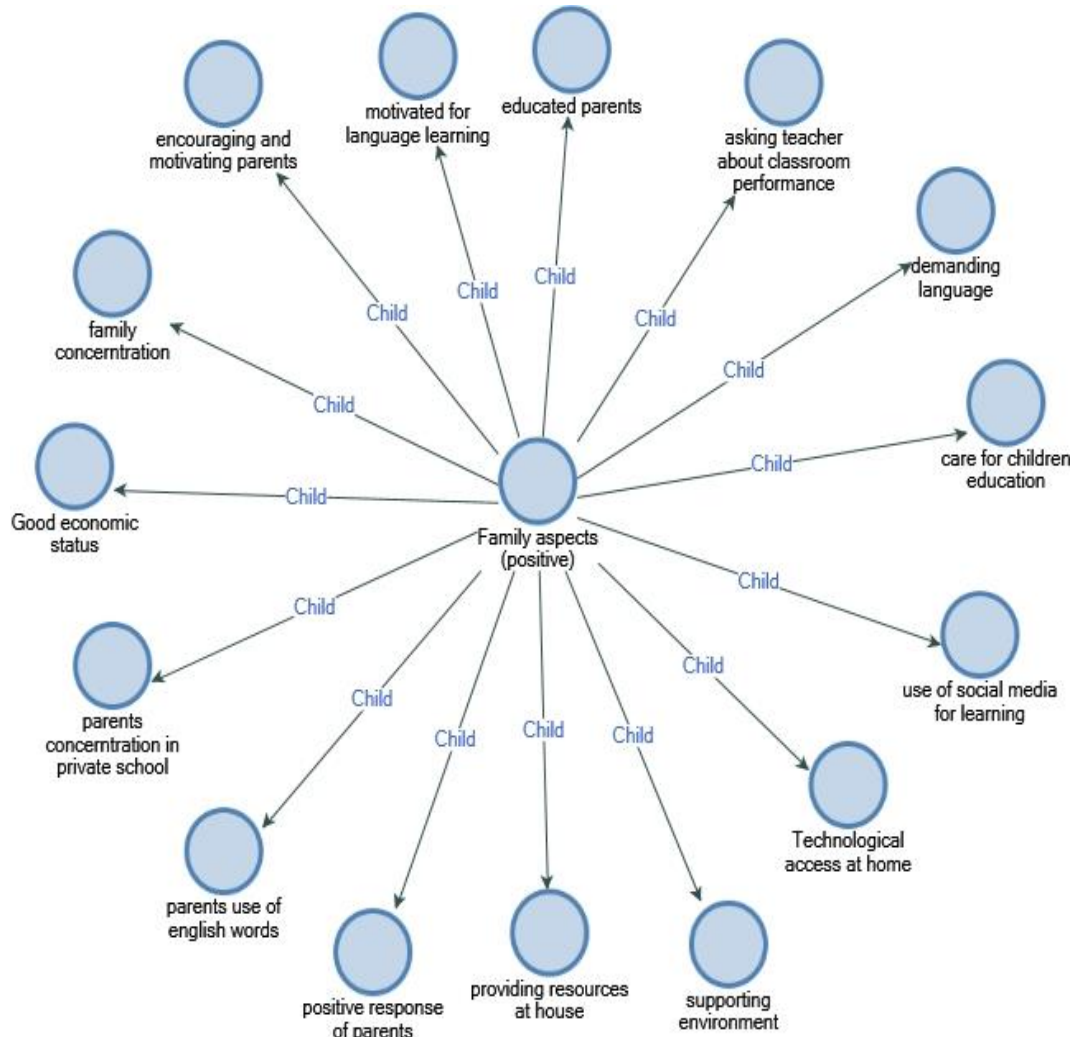
In this study, I used an integrated analytical approach, presenting participants' data, interpretations, and theoretical perspectives in a thematic section. This approach helped me maintain the flow of participants' voices while connecting with their experiences to sociocultural and ecological theories. By combining data, interpretation, and theory, I provided meaningful insights without separating findings from discussion, which fits the exploratory qualitative design in this study.

#### **Supportive Aspects of the Family Environment for English Language Learning**

The English language learning and development depend on education, socioeconomic background, access to digital technology, exposure to social media, encouragement and motivation, and the positive attitude of the family. Amin (2018) stated that supportive aspects of the family environment include positive parental attitudes, encouragement, educational awareness, and making the atmosphere conducive for learning purposes. The family members provide the guidance and support to engage in English learning activities at home that enhance the learners' capacity and confidence.

After coding all the narratives of the participants through NVivo 12 software, the following figure was derived, which showed the supportive aspects of the family in learning English among the students.

**Figure 2**



*Supportive Aspects of the Family Environment*

### **Educated and Encouraging Family Environment**

All the participants were students, teachers, and parents from public and private schools. They shared their feelings and real stories that they have experienced in their real life while teaching and learning English. According to CP1's (pseudo name of one of the parents) experience:

*I try to give a better English language learning environment to my daughter at home by asking her to do the homework and do the classroom activities at school. If she is not engaging and caring for her learning, I ask her for*

*homework and reading tasks. Sometimes, I try to speak daily using words that are used in the kitchen and our environment, which supports a good learning environment. I encourage her to speak and learn English at home and school. I provide stationery items and other support for learning.*

CPI's narrative indicates that he created an English language learning environment at home, and he was so curious about her homework and classroom activities. He reminded her to do homework and reading tasks and encouraged her to do homework and reading tasks on time. Not only did he ask his daughter to speak in English, but he also tried to speak in English related to kitchen and home environment words. His family members are all educated, and he has completed 10 +2 and they can guide, and a homely literacy environment plays a vital role in developing and enhancing the English language learning. Similar views of Paneru and Bohara (2025) stated that good home literacy is essential for children's language development, providing learning exposure and materials at home that support English language learning. The experience of one of my participants aligns closely with the ecological system theory, which emphasizes the family environment directly influencing the learning of youth and English language learning activities (Rus et al., 2010).

### **Socioeconomic Status and its Impact on Language Learning**

Socioeconomic factors of the family matter a lot for language learning among school students. In this regard, my next research participant, PS1, is a student of a private school who shared his experiences as follows:

*My family's economic background is good, so they have been paying tuition fees, monthly fees, annual fees, school bus fare, and other fees that make it easy for reading in private school to develop English language.*

The narrative of the PS1 participant reflects that he has a good economic background in the family, and they are able to pay the expenses for education. Similarly, PS2 participants shared the same thing that good socioeconomic status plays a vital role in English language acquisition. He shared his views in the following lines:

*My parents are ready to pay the tuition fees and other stationery items that help me to study in a private school to enhance my English language. If my parents were not able to pay the fee, I would not get exposure and the chance to read in this private school.*

The income of the parents and a good economic status of the family help the students to buy reading materials, electronic gadgets, pay tuition fees, and if the school is not near to them, parents are ready to pay the bus fare for their children to go to the school. Similarly, Zahid and Ashfaq (2022) state that a good economic background allows the family to afford tuition and related expenses, which supports the quality of education and enhances language learning.

I requested that the private school teacher (PST) share his perception of the socioeconomic status of the family, and he further shared:

*The economic status of the family impacts language learning; if a child from a low-income family has low exposure, and if the child from a sound economic family background has high exposure, for English language learning. The well-off family can buy different electronic gadgets, look for a good school for their children's education and learning materials, but the low-income family cannot. The parental involvement is higher in private schools than in public schools, because of the lower income levels and limited financial resources of public school parents.*

PST's narrative indicated that the economic status of the family directly impacts the quality of education and language acquisition. They can buy everything for their children that they need for learning purposes. The economic status of the family influences English language learning so that higher-income families can invest in educational resources, technology, and provide greater exposure to their children (Khair & Makassar, 2014). The good economic condition of the family makes a great impact on the students for their career development and life. Sociological system theory underscores that the context of the learner plays a vital role, as the ecosystem, socioeconomic condition of the family, and context influence the English language learners (Zhao et al., 2024).

### **Access to Digital Technology and Social Media**

Access to digital technology and social media is another supportive aspect of the family environment. Access and use of digital technology enhances the learners' English language learning and capacity building. The rise of digital technology builds the capacity of using digital tools and resources for communication and knowledge acquisition, which promotes language acquisition (Vergara & Anthony, 2024). The use of technology and social media is increasing day by day, and students cannot avoid the utilization of these facilities in improving their English language.

One of my PP1 research participants is sending her son to a private school. She shared regarding the use of technology and social media at home that fosters the learners' English language learning. She has given her son a laptop for learning improvement. He uses the laptop at home for personal and academic development.

PP1 shared that:

*My son uses a laptop at home for learning purposes. I think it helps him with English. He watches English movies, other English related content, and types English words on a laptop. He tries to find new things and searches to promote his study and do homework on a laptop. He uses social media to learn something that helps him learning English in his free time.*

Similarly, my next research participant, PP2, shared his experiences that his son himself creates to use technology and social media in English language at home.

He shared:

*My son does not allow me to keep the Nepali keypad on my mobile phone by saying that I should be familiar with English words. Sometimes he uses ChatGPT and plays games on my mobile phone, which helps him to learn English. My son watches English movies and other English related programs, and we are compelled to watch this kind of program with him, and we are entertained by looking at the picture, but we don't understand it. We have to sit with him because that helps his English language learning.*

CP1 is the guardian of public-school students, and one of my research participants mentioned that a mobile phone is a supportive tool for doing homework and a helpful tool for enhancing English language learning. He shared his views regarding the mobile phone:

*If my daughter struggles to do the homework, she uses her mobile phone to support her homework and her studies. I encourage her to finish the homework rather than use the mobile phone. I think mobile phones are a supporting tool for English language skills like listening, speaking, reading, and writing, and I advise her to use and learn English related content from the mobile phone. I also advise her to use a mobile phone for learning, not just for entertainment.*

He stated that mobile phones are supportive and helpful tools for English language learners. Struggling with homework and waiting for support for mobile assisted language learning, mobile phones are really helpful and productive. I found

his experience similar to Poudel (2025), who found that mobile phones are useful to the learners for developing pronunciation, vocabulary, grammar, and language skills.

Similarly, my next research participant, PS1, is a private school student who shared his experience using technology at home for learning purposes. He has a laptop at his house, and he is using it to enhance his English language. He shared his experience in the following ways:

*I have a laptop at home, and I use it accordingly. Sometimes, I watch English movies and other English videos that help me learn English better. I use YouTube for essay writing, stories, and film reviews that guide me in a proper way. I use artificial intelligence (AI) like ChatGPT for reading related areas, like asking about difficult meanings and vocabulary to clarify the confusing and difficult content. Artificial intelligence is very helpful to the student, and it gives instant responses to what we require.*

Further, he said that the use of technology and mobile phones should be used for learning purposes, not for other purposes. Regarding the mobile phone, he again shared:

*My mother asked me to use a mobile and type English words, read related topics, and watch other English videos. My parents don't allow me to use the mobile phone for anything other than learning. If I want to use the mobile, I have to use it for learning purposes.*

Similarly, I requested to share the experience with another research participant, a private school student, PS2, regarding technology and the use of mobile phones. He shared his experience of using a mobile phone for learning purposes:

*I have a mobile and a television at home for information and communication. I use YouTube to watch various kinds of videos for learning purposes. I share the difficult and confusing questions with ChatGPT, which helps me to learn new words and terminology. I watch international television channels like the Euro channel, which helps to build new vocabulary, phrases, and conversation that increases English learning. I watch different sports channels on television that help me learn English words and speech. If I want to use the mobile phone, I have to use it in front of them. During examination time, my parents don't let me use the mobile phone.*

PS2 participants stressed that the use of communication technology plays a vital role in acquiring the English language. He uses a variety of technologies for the

purpose of language learning. He uses a YouTube video for developing listening and speaking skills, artificial intelligence like ChatGPT for new words and vocabulary, and problem-solving instantly. Watching English television helps to develop English terminology and speech. On the other hand, Luu and Bui (2025) stated that ChatGPT offers a significant potential for enhancing vocabulary learning, and it promotes self-directed learning with immediate response. Ecological system theory emphasizes that the socioeconomic status of the family determines the use of communication and technology tools and access and utilization of resources for language acquisition (Shahid et al., 2025).

### **Parents' Encouragement and Motivational Influence**

Encouragement and motivation play a vital role on the part of parents for English language learning. One of my research participants, PP1, shared how she encourages and motivates her children for English language learning. Regarding encouragement and motivational influence. She shared:

*I encourage and motivate my son's study and support to make a conducive environment at home. I provide good examples of other friends and relatives in our community who have done better in their lives with the use of English. I tell him that the English language is very important in our lives. It helps to study abroad, get a good job, and recognize the importance of science and technology.*

Similarly, the next research participant, PS2, mentioned his encouragement and motivation in the environment at home that his parents created for him. He shared his experience:

*My parents and teachers motivate me to learn English for job opportunities, study abroad, and to know the international market, science, and technology. My father asks for my homework diary and shows interest in my assignments, and I am responsible for doing my homework accordingly. When I find it difficult to do homework, we students share our tasks with each other and share information through different social media platforms, which helps us to complete the homework.*

Motivating students is one of the most significant factors for language learning these days. Motivation works with good results for the student, which creates job opportunities and helps them become familiar with the global market, science, and technology. Regarding this, Chavez et al. (2023) stated that parents' motivation

stimulates their children to learn English for the future, opens new opportunities, and is competitive in the world. Without motivation, the student does not know the reason why they are struggling to learn and go to school. Ecological system theory acknowledges that personal motivation and encouragement from the home environment play a vital role in acquiring language learning (Zhao et al., 2024).

### **Parental Attitudes and Perceptions towards ELL**

I requested to share with one of the research participants, PP2, about the perception towards English language learning. He told me that he faced the problem and how he perceives English language in his own world. He shared in the following ways:

*I did not do well in English during my student life. I have just passed the 11th grade and could not pass 12th grade. I was also weak in English. The importance of the English language is broad now to go abroad and get a job in the globalized market. The English language makes people familiar with science and technology. I think English should be understood anywhere. If my son goes to a Gulf country for job purposes, he has to be fluent in the English language. It is better to expect to get good results and better performance in a private school. So I enrolled my son in a private school to learn the English language well. That's why we have to pay a good amount of money for children's education. It is a new trend and perception towards the private school that creates an English language environment, provides better exposure, and works hard for learning English language.*

He also added that he does not let the lack of materials and opportunities compare his children with others while teaching learning activities at school and student life. He further added:

*My son has taken extra classes for tuition, and I don't want to make him inferior or lacking in study. I want to make a positive impact and an environment that does not make him feel demotivated for learning.*

My participant PP2 narrative reflects that the English language is very important in this world. He could not do better in the English language during his student life, so he was not getting a good job. Akther (2022) mentioned that English language has a significant influence on business, employment, and the improvement of quality of life. Now he wants his son to be fluent and proficient in the English language. The mindset of this participant was that having the English language could

get a better job and respect all over the world. He is investing his income for his children to get better English, which provides a better job in this world.

### **Nurturing and Collaborative Family Dynamics with Supervisory Roles**

Nurturing and Collaborative Family Dynamics with Supervisory roles are essential for the student to get a quality education and English language learning. The parents are the front line to care for and supervise their children, and give immediate guidelines. My research participant CS1 shared how her parents take care of her education and learning with collaborative activities. She shared in the following way:

*Sometimes my father uses English words at my home, which helps me learn English. But sometimes, I use my mobile phone to watch English movies and listen to English music. My parents always suggest that I use my mobile phone for learning purposes rather than for entertainment. My parents' education level is good; my mum passed class 10, and my father has passed +2. My parents ask me to do my homework and read tasks related to English language learning. My father guides me to learn vocabulary and uses other English terminology at home by using a mobile phone. He sometimes talks to my teacher about my studies and school activities. My parents encourage me to learn English because it is an international language, which helps me to go abroad and get good jobs.*

CS1 participants focused on the fact that a parental and homely environment plays a crucial role for the students in learning. The caring and educated parents are more concentrated on the children. Her parents thought that technology and mobile phones should be used for learning purposes. Guiding and counseling parents always motivates and cares for their children's education. Her parents are motivated to learn better and get good marks in their student's life. Parents must have the motivation, skills, and knowledge to make learning opportunities (Kumalasari & Sugito, 2021). The awareness of the parents shows their learning behavior in making a learning environment at home.

Similarly, I requested her parents as my research participant CP1 regarding their children's education and their concern for education. He shared his experience:

*My daughter does not waste time and always keeps reading in her room. She got up early in the morning, and reading continued till 10 o'clock during examination time. If she is not sure herself to get up early in the morning, she asks for the mobile and sets up the alarm, or asks me to call early in the*

*morning to prepare for the exam. I suggest she take extra classes, like tuition and coaching classes, if she needs to. She does not waste time and keeps reading in her room. I take her to school on a bike if she has a lot of reading and preparation for the examination. Sometimes, I meet the English teacher at school to discuss her studies and school activities.*

Again, I requested my research participant, CS2, to share his family's concentration on his education and other extracurricular activities. He shared regarding this:

*My parents also encouraged me to learn English language, which makes life easier when going abroad and getting a good job. My parents are positive about my other extracurricular and tuition classes for examination preparation. My mom did not go to school, and she did not get the opportunity to study, so she encouraged me to study hard. They want to support my English, but they can't do it. They ask me to read and do the homework regularly.*

Similarly, I requested his parents and my research participant CP2 to share their thoughts with their children about his education. She shared that:

*When I meet his English teacher, I ask questions like how my child's studies are. The teacher suggested that my child improve her handwriting and reading. He also asked me to suggest working hard to get good marks and to be a competitive student among other students in the classroom.*

Another research participant, PP2, shared his voice in his own words about the homely environment and reading to his children. He shared:

*My son has a homework diary, and every day I check whether it is completed or not. It is my daily routine that if he is not completing his homework, I put pressure on him to complete it. His little brother and sister also go to the private school, and he is encouraged to use English words and try to interact in English language at home. I am unable to support him, and my level is not suitable to teach the English language in his examination, but I encourage him to read seriously and work hard. We have a lot of work at home, but I don't like to ask him to do work and pressure him, but he is ready to support us without any pressure. He has taken extra classes for tuition, and I don't want to make him inferior or lacking in study. I want to make a positive impact and an environment that does not make him feel demotivated for learning.*

Similarly, I requested my research participant, PP1, to share her real experience about the home environment and concentration on the children's education. She shared her experience in this way:

*Sometimes, my husband tried to talk in English at home, and we asked the class teacher and the school principal about our son's study. I am curious about completing his homework, and he always completes his homework. I suggest that he concentrate on reading, revising the subject matter, and not be allowed to use a mobile phone during examination time. We provide an appropriate environment, stationery items, and support for his learning at home. We don't ask my son to support and work at home because we could not read and write properly in our school days. I had to work with my parents at home and in the field. Now I am very concentrated on his studies, and we are providing an appropriate environment that makes his English language learning better.*

The PP's narrative shows that parental curiosity is a crucial part of the student. Parents' understanding of students' learning materials and stationery items helps to develop language learning. Her sharing experience showed that she is educated and aware of creating a learning environment at home and school. The home learning environment is an important factor for learning purposes. Lehl et al. (2020) emphasize that the home learning environment is the fundamental stage of children's learning that supports educational success. They frequently meet and make phone calls to the school principal to stay in communication about students' learning at school. The descriptions of the participants relate to ecological system theory, home is the immediate environment and interaction that are the most influential factors that immediately impact learners' daily linguistic experience and development (Zhao et al., 2024).

### **Supportive Aspects of the School Environment for English Language Learning**

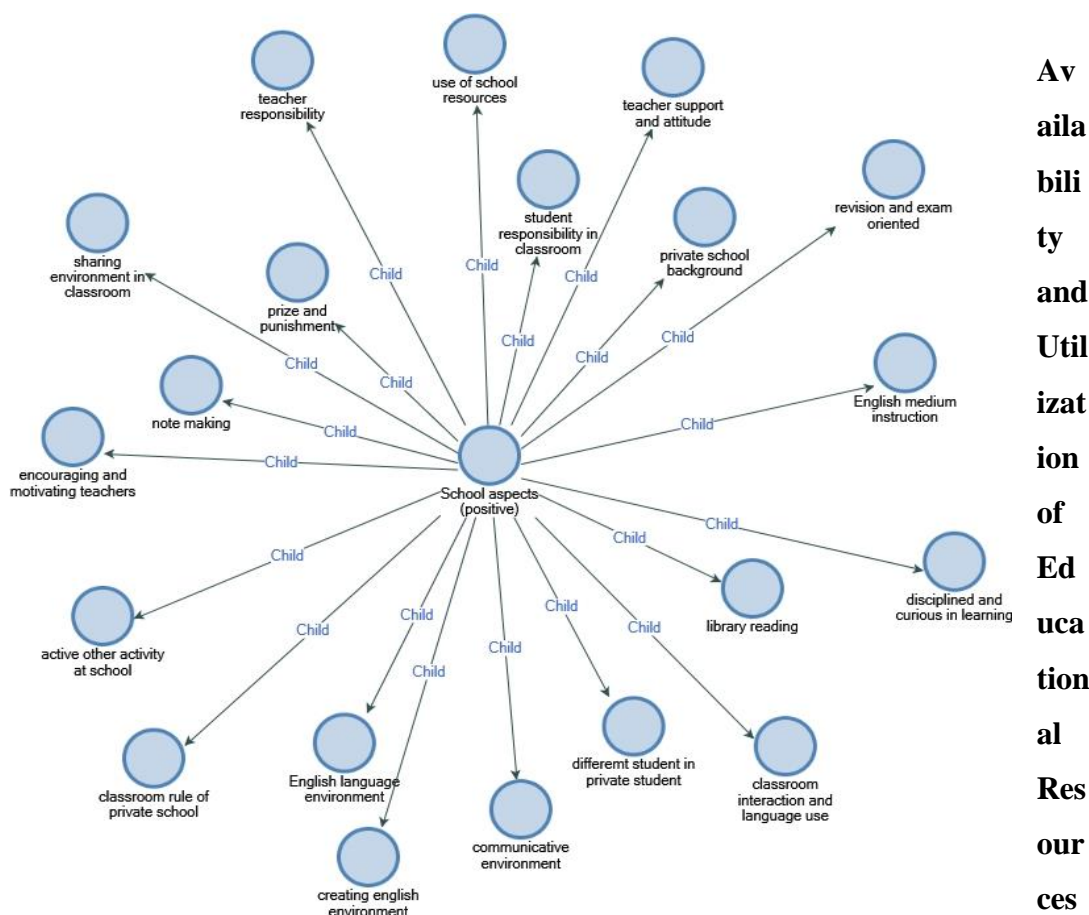
Supportive aspects of the school environment are very crucial for students' English language learning. The schools have their own mission, vision, and goals to recognize a particular area of language teaching and learning activities. The school administration and all the school staff give full effort to create a student-centered learning environment within the school. The school plans and designs certain guidelines and policies that lead to the quality of education and a friendly environment. Tahir (2024) stated that a supportive school environment provides

effective learning activities to the students, including well-planned and managed classroom organization and arrangement. The school teachers are performing their duties and responsibilities, encouraging and motivating the students for better learning.

After coding all the narratives of the participants through NVivo 12 software, the following figure was derived, which showed the supportive aspects of the school in learning English among the students.

**Figure 3**

*Supportive Aspects of the School Environment*



The school administration provides resources and materials that support the students' language learning. The public and private schools are using and applying the school educational resources and materials while conducting teaching and learning activities. One of my research participants, CS1, shared her learning experiences for conducting listening activities. She shared:

*My English teacher uses a device to conduct a listening activity that supports learning English. My English teacher also uses the internet for searching and*

*seeking some vocabulary while teaching inside the classroom if he feels confused.*

Similarly, I requested my next research participant, PS1, to share his learning experience through available resources in the school. He shared in the following lines:

*There is a computer lab where we learn different words while using the computer and typing in Microsoft Word. The teacher plays the audio, and we listen to it carefully. Then, two or three days later, we are supposed to give a test for listening that helps to improve the English language learning. There is a school library for reading. We collect stories, essays, and other English books that help to develop English learning. Sometimes my teacher teaches different content and shows different movies, grammar structure, and film reviews are kept in the computer, and then he shows us through the projector, which helps to develop English language learning.*

In the same way, I asked another research participant, PS2, to share his learning experiences by using school resources. He shared:

*My teacher shows the English movie to the students to help them learn English words and phrases. Sometimes my teacher uses the projector to show the structure of grammar and teaches computer courses at school.*

The participants' narrative shows that their teacher uses the school resources and technology like the computer lab, projector, library, and speaker for listening, which helps to learn the English language. Technology helps and improves language learning, enhancing the language learning process and facilitating the learner's language learning (Ahmadi, 2018). The school resources and available technology create a student-centered environment and make it easy for students to understand the content. Ecological system theory focuses on the socioeconomic status of the school environment, tools and technology, and access and utilization of resources for language acquisition by the students (Shahid et al., 2025).

### **Teaching Strategies, Teacher Motivation, and Perception**

Teaching learning activities, teacher perception, and motivation toward English language learning make a great impact on learning. Teacher motivation and encouragement foster students' language learning. My research participant CS1 shared her experience:

*My English teacher's language is good, and he encourages me to learn English. Looking at my English language teacher, I was always inspired to be*

*like him. He mentioned that we should speak without stopping. His teaching style is interesting and motivating to learn English, such as dialogue and interaction with teachers. He also encourages and asks to read some passages from the textbook.*

Similarly, the next participant, CS2, shared regarding the teacher's teaching technique, motivation, and sharing in the classroom. He shared that:

*My teacher comes to the classroom and asks me to read the story, poem, and other passages from the textbook that help to develop the English language. My teacher's perception of the English language is positive, and I think my teacher's teaching style is good. He focuses on grammar rather than communication. He always says that grammar is important and it supports tense use, story writing, and other free writing. My English teacher encourages me to use, practice, and speak English, which helps me find good jobs and opportunities for foreign employment.*

Encouragement and motivation of teachers is crucial for the language learning of the students at school. Ng and Ng (2015) argued that teacher motivation works to achieve a specific goal, the improvement and development of student achievement for English language learning. Students need a supportive environment at the learning center. The teachers are the real ones who know the students' weak and strong points. He can improve the students' language learning development, and students learn from their teacher's behaviors. The students were motivated by observing their teachers' language use and pronunciation. Encouragement of teachers for reading enables the students to read and get the idea from the text. The teacher asks the students to read stories, poems, and passages. Vygotsky's sociocultural theory suggests that the language pedagogies and activities support the development of students' English language teaching (Panhwar et al., 2016).

One of my research participants, CST, shared his views regarding students' performances and the socioeconomic background of the students. He is an English language teacher at a public school and shared his experience about his students in the following lines:

*CS1 is a disciplined, curious, and motivated student from an educated and economically better family. Her parents regularly follow her academic progress and support her learning. She actively participates in class by asking questions, practicing English, and engaging in group discussions. She prefers*

*to communicate in English with her teacher and peers. CS1 completes her homework on time, attends school regularly, and prepares carefully for examinations. Her strong motivation, family support, and consistent effort contribute to her better academic performance compared to CS2. The teacher also provides regular encouragement and motivation to support her English language learning.*

CST participant narrative indicates that there is no equal level of students in the classroom in terms of learning. He mentioned that the socioeconomic status of the family impacts the students' language learning. The students who are from an educated family background ask the question curiously of the teachers. Parents are also curious about their children's education, and they also ask about the student's improvement and achievement level of study. Similarly, Li (2007) focused on parents having good socioeconomic status, ensuring a positive learning environment at home, being directly involved in children's learning, viewing TV, and exposure to different literary activities. Feeling a sense of competitiveness, students always do homework, ask questions regularly, and are curious about model questions and greed sheets. Such kinds of students' learning outcomes would be better than those of other students in the classroom. Ecological system theory posits that the socioeconomic status of the family influences the individual's language acquisition (Shahid et al., 2025).

Likewise, I requested my research participant PST to share his views and experiences about students' background and teaching and learning techniques in the classroom. He is a private school teacher and shared his experience in this way:

*PS1 is from an educated family background and has a learning environment at home. His parents are concerned about his learning activities. PS2's family is less concerned about creating an English language learning environment than PS1's family. His learning base is not comparatively better than PS1. I provide a suitable context and activities of teaching rather than providing pressure and structure of grammar. There are two sessions in a day, motivational quotes with explanations, and an English speech on any topic in the classroom that provides a communicative environment.*

He further added:

*There is a Prize and punishment system at our school for language learning. This kind of announcement is helping students to learn and motivating them to develop the English language. As a teacher, I motivate the students to use*

*artificial intelligence like ChatGPT, but I suggest they don't fully depend on it, and we can take the idea, and it is a supporting tool for language learning.*

PST's tale showed that he agrees with the earlier participant CST regarding the socioeconomic status of the family impacting the students' language learning. He has also emphasized that the good socioeconomic status of the family is more conscious and creates a learning environment for their children's education than others. He claimed that sharing emotional quotes with explanation and providing exposure to give an English speech in front of the classroom leads to the communicative competence (Savignon, 1976) of the students. He emphasized that having English medium instruction provides the opportunity to speak in English language in the classroom. He mentioned that not only for conversation and communication in English, but he also advised his students to use artificial intelligence to acquire the English language in this era. Vygotsky's sociocultural theory is aligned with study that highlights the zone of proximal development, and scaffolding plays an important role in the performance of children, intellectual growth, and language learning.

(Nithideechaiwarachok & Chano, 2024).

### **Classroom Interaction and Student-Centered Policies**

Classroom interaction refers to the interaction between the teacher and learners and among the learners (Tsui, 2001). The student-student interaction, teacher-student interaction, and student and school administration interaction in the school. I asked my research participants to share their classroom interactions and medium of instruction. In a private school, the teacher and students interact with each other in English both within and outside the classroom. They offer English medium instruction within the classroom. They design and prepare the student-centered policy that guides them to use and speak English language inside the school. On the other hand, the public schools are not implementing the EMI in rural areas of Nepal. They interact and communicate in Nepali and other languages in the classroom. I requested PS1 to share regarding the medium of instruction. He shared in this way:

*There is an English medium of instruction in my school. We communicate and interact in English language with teachers and students inside the classroom. We are not allowed to talk in Nepali language, and we are supposed to speak English in school. If we speak many words in Nepali language, we have to pay a fine of 5 rupees per sentence/per day. There is a language captain, class captain, and hygiene captain to control and make a systematic classroom for*

*creating English language environments. The class captain uses English language to control the classroom activities and maintain discipline. The Hygiene captain uses the English language while checking students' teeth, nails, hairstyle, school uniform, and other things. We interact and talk in English language with teachers, the coordinator, and the school principal at school.*

Similarly, I requested my research participant, PS2, to share about classroom interaction using ICT. He shared:

*My friends talk about a new English movie and game in the classroom, then I search for watching on my mobile phone, and similarly, I watch different sports channels on the television at home. We share everything about new movies and other information in the market. Sometimes my teacher talks about ChatGPT and its features that help to learn to broaden the English language and solve difficult tasks.*

Likewise, I requested to share my research participant PST regarding the medium of instruction, student-centered policy, and providing exposure to the student at school. He shared what they were applying and practicing with the teacher and students. He shared in the following lines:

*We, teaching staff and school administration, create an English language environment by communicating in English. We provide different responsibilities to the students based on their capacity and interest to support language learning. We assign roles as class captain, language captain, and hygiene captain to help manage and maintain an English speaking classroom. When students speak Nepali language, we respond in English; even when teachers speak Nepali, the school principal responds in English to encourage an English environment. We first practiced this among teachers and school staff, and then the students followed the same practice.*

The narratives of the participants indicate that they have an English language environment at school. They interact and communicate in English in school. The students are getting exposure and an opportunity to learn English. These narratives align with ecological system theory; the learner interacts with teachers, students, and other stakeholders in the classroom for the purpose of English language learning (Chong, 2022).

In the same way, I reminded him to share listening activities that help speaking skills for the students. He further added:

*I focus on listening activities every Friday for grade 9 students. We have bought a package of speaking activities from the British Council, and we play the audio, and we provide the question paper, then students try to solve it.*

Again, I requested him to share about school discipline and solving the problem that sometimes occurs at school. My research participant PST shared in this way:

*There is counseling in charge from the teacher, and his role is to provide the counseling to the students. If there is a normal issue of homework, discipline, and other things, I, as a class teacher and subject teacher, solve the problem. If there are any major issues and repeated issues like homework and discipline, I take students to the counseling department, and the counselor in charge provides the counseling in English. Such kinds of communication help to develop English language for the students.*

Hearing the narratives of the PS1, PS2, and PST indicated that giving responsibilities and duties to the students, having a class captain, language captain, and hygiene captain play vital roles in making the English language environment in the classroom. They are creating a cooperative learning environment, and Tuan (2010) stated that a cooperative learning environment works with peers and shares responsibility for linguistic competence through interaction and participation. They focused on the fact that the language captain is fulfilling his duties to address all the classroom students to speak and use English language. It showed that having a language captain for the English language environment and using English language inside the classroom makes a great impact on learning the English language. According to sociocultural theory, the Contextualizing framework for interaction and activity-based pedagogical action provides a conducive environment for language acquisition (Panhwar et al., 2016).

### **Exposure to English, Participation, and Collaborative Activities**

Providing exposure to the school student plays a crucial role in English language learning. The more students get exposure, the more they learn English words and phrases, and they can practice with their teacher and friends at school. I asked my research participants about extra activities and getting exposure at school. One of my participants, CS1, shared these lines:

*I actively engage and participate in learning and other activities at school. I had an opportunity to go to a private school at an early age (from nursery to 5) that supported me to learn English, although it was not completely English medium.*

Similarly, I asked the next participant about exam preparation and getting exposure. CS2 shared with this line:

*I prepare for my examination by using a note copy, an old question paper, and an important chapter that the teacher has suggested for reading for the examination.*

Likewise, I requested my research participant, PS1, to share regarding exam preparation and learning activities in the classroom. PS1 participants shared:

*My teacher revises the lesson before every examination. We interact with friends and teachers for reading and exam preparation purposes, dictation, providing model questions, and we practice it, conducting tuition classes before the exam time for exam preparation.*

Moreover, I asked my next participant, PS2, about classroom teaching, learning activities, and language use. He shared:

*I try to interact with my friends, the school administration, and teachers inside the classroom in English. The subject teacher delivers and asks questions during the session in English, and he lets us do the different activities by using English language inside the classroom. We have a school classroom language rule and a language captain who creates an English language learning environment. We have a computer, projector, speaker, and computer lab at my school. My teacher instructs me to copy and write something on the computer while sitting in the computer lab. My teacher asked me to join the tuition classes to prepare for the examination and get good marks. If I find it difficult to do homework, I share the information through different media that helps me complete the homework.*

PS2 narrative stresses that the English language is used for communication and conversation with school teachers, students, and school administration. The teachers' classroom language is an important part of learners' input, and the use of English language is important to increase the students' comprehension (Salija, 2022). The students perform different activities with English instruction in the classroom. The students are updated with new technology and social media. If they feel difficulty

and confusion while doing homework, they share the idea through social media and solve the problem.

My research participant PST shared his experience about providing examples of motivation and exposure at school. He shared his narratives in the following lines:

*I encourage them to be competent in English language so that they can score high marks in TOEFL, IELTS, and SAT, and apply for study abroad in the coming days. We conducted language and cultural interaction last year through dancing and speaking with the students of India, Japan, and Korea through video call. Our students presented about national heritage for them, and they also presented their national heritage and other cultural activities in English with each other, which promotes the English language learning. We conduct the table talk show between students to be interviewees and interviewers to make an interactive and supportive environment. There is a book donation culture at our school on students' birthdays, and the parents come to school and donate books for the library, which supports the library's reading.*

PST participants claimed that providing examples of international standard test competency stimulates students' learning and excitement towards English language. He also conducted cultural and language interaction with other international students. Hessel (2019) addressed that cultural and language interaction involves intercultural interactions with each other. Giving presentations and sharing cultural activities and national heritage in English language that promotes the students' language skills. Conducting table talk shows with students pretending to be interviewers and interviewees that fosters their language capacity. They think that the collection of books in the library is a collection of knowledge that gives the opportunity to read library books to enhance English language learning. The sociocultural theory aligns with the narratives of the participants that the teacher and responsible student provide the relevant support to the participation of language learners in the process of language learning (Aimin, 2013).

### **Supportive Aspects of the Community Environment for English Language Learning**

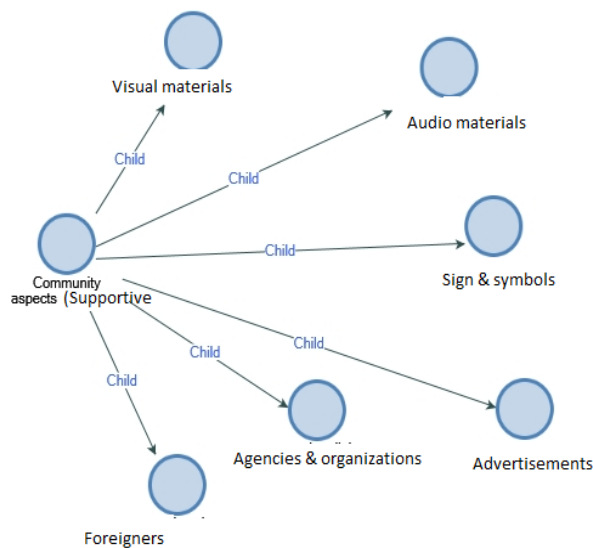
The community plays a vital role in supporting the students' English language learning. The community provides the exposure, opportunity, and English learning environment to the students. English language learning cannot be separated from the

community, and language learning and community are interconnected for the students. The community has a learning platform of visual and audio exposure, gathering a group of people, market, technology, and the surrounding environment.

After coding all the narratives of the participants through NVivo 12 software, the following figure was derived, which showed the supportive aspects of the community in learning English among the students.

**Figure 4**

*Supportive Aspects of the Community Environment*



### **Visual Exposure to the English Language**

Visual exposure is the ability to structure, organize, and give meaning to visible items, which are useful to the language learner (Philominraj et al., 2017). It is a positive contribution to the English language learning among the students. My participant PST shared the visual exposure of the community for language learning in this way:

*There are public and private service centers, and it can be seen there, "you are under the surveillance of CCTV" in the English language. By observing this line, the student can see and internalize surveillance words in this area. Having seen this, the surveillance means the observation, or you are supervised and observed through the CCTV.*

Similarly, one of my research participants, PS2, had real experience regarding supportive visual exposure of the community environment for language learning. He shared in the following ways:

*I see and observe different items that help me to learn the English language, for example, vehicle and scooter names and numbers, shops, signboards, holding boards, and sports clubs. I can see multiple vehicles on this road, and I can see the various English lines and phrases written on these vehicles. There are multiple shops near my home, and if I visit the shop, I can see the written phrases in English language on these shopping items. It is the time of advertisement and marketing in this world. If I move my eyes to such kinds of holding boards, I can see the different phrases and signs in English that help me to learn the English language in this community.*

Participant PS2 description indicates that the surrounding environment has different aspects that support English language learning. Students can go from one place to another, and they might see different vehicles and written phrases and lines in the English language. Similarly, the market is offering various discounts and offers for selling their goods through the holding boards that he might have observed and experienced in his real life. With the attractiveness of this advertisement, he observes the shops and department stores. Rafida et al. (2023) mentioned that an advertisement text is written and broadcast that intends to share a narrative of products that provide the effectiveness of the advertisement to improve English language learning. Watching such kinds of advertisements, going to the shop, and buying goods are everyday activities of human beings. He observes and reads the different kinds of texts, lines, and phrases in the English language in these goods. Ecological system theory aligns with this research, which suggests that the context of the community fosters the English language learning of school students (Rus, 2010).

### **Audio exposure to the English Language**

Audio exposure plays a crucial role for the learner in English language learning. Digital platforms and radio broadcast channels, including the internet, social media, audiovisual materials, conversation, TV shows, YouTube, and audio songs, significantly influence the students' language learning (Singer, 2025). My participant PST shared his narratives regarding supportive audio exposure of the community for language learning. He shared his narratives in this way:

*There are different agencies and organizations like banks, colleges, an English language learning center, a crowd of people, and shops in this community. Many people are gathering and providing services in public places, and some of them are foreigners. The tourists use the English*

*language, and at the same time, students might meet them. They say hi, hello, and how are you to the tourist, and they respond that such an incident helps the student. The students' neighboring elders are going to college, and sometimes they might talk in English, which might inspire the younger students. Such kinds of environmental factors support the student to learn the English language.*

Here, the narrative of PST revealed that the community is an opportunity for the learning center to informally. The public and private agency serves human needs and demands. These agencies use the English language while providing services to the customer. The students are the real observers of the activities of these agencies. The community itself is an audio exposure and rich linguistic environment for the students. A rich environment allows students to experience English outside of the classroom, providing various texts and materials, fostering self-directed learning, and enhancing motivation (Pondika et al., 2013). Language learning is not limited to the classroom, and it is full of learning content and materials in the community environment. Additionally, the ecological system theory emphasizes that a supportive community environment can enhance students' confidence and English language learning (Zhao, 2024).

### **Chapter Summary**

This chapter provided an in-depth real-life experience and stories of the participants' experiences of supportive sociocultural influences on English language learning, connecting with sociocultural theory and ecological system theory. Participants narrated on supportive aspects of the family environment, including an educated and encouraging family environment, socioeconomic status and its impact on language learning, access to digital technology and social media, parental encouragement and motivational influence, parental attitudes and perceptions towards English language learning, and nurturing and collaborative family dynamics with supervisory roles. Similarly, supportive aspects of the school environment include availability and utilization of educational resources, teaching strategies, teacher motivation and perception, classroom interaction, student-centered policies, and exposure to English, participation, and collaborative activities. Likewise, participants shared their views on supportive aspects of the community environment for English language learning, including audiovisual exposure to English language learning in the community.

## CHAPTER V

### SOCIOCULTURAL FACTORS HINDERING ENGLISH LANGUAGE LEARNING

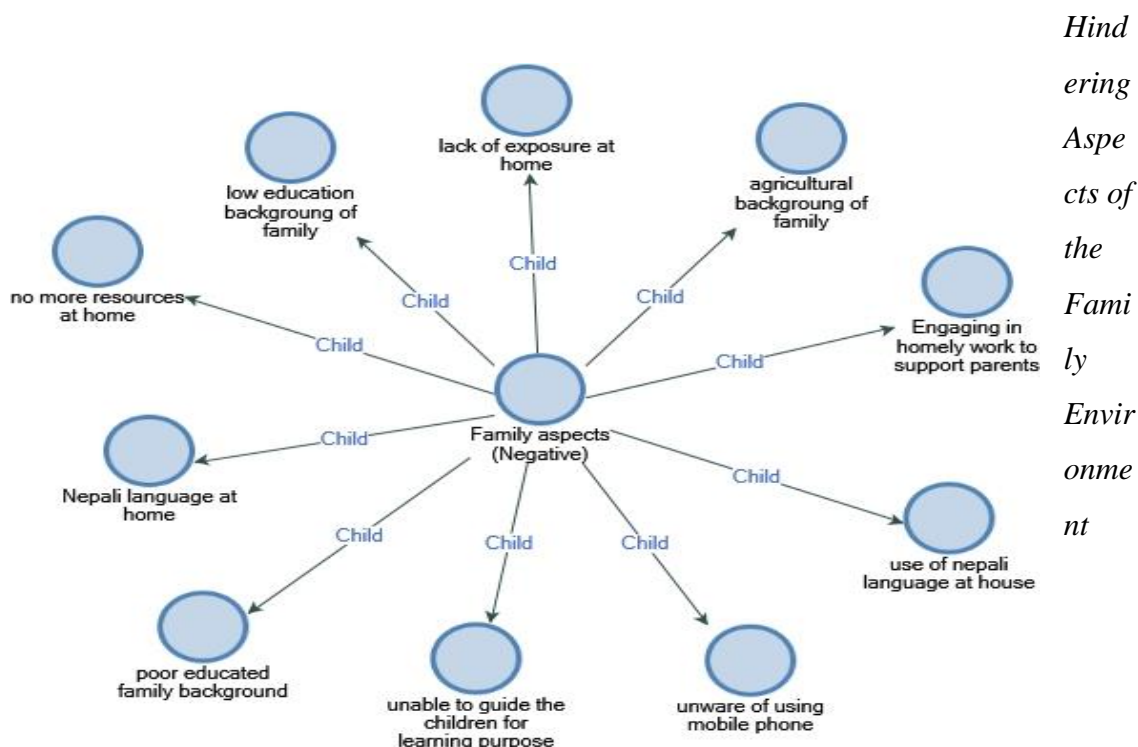
This chapter primarily focuses on the study's second research question: How do sociocultural environments hinder the English language learning of secondary level students? This chapter talks about the sociocultural factors hindering English language learning. Hindering sociocultural factors include the decreasing motivation, negative attitude towards English language learning, and inadequate educational resources in the community (Ahmad, 2015). Similarly, lack of support from native culture, lack of motivation, inadequate teaching methodologies, and insufficient exposure to English contexts, mother tongue interferences, and economic challenges of the families hinder the students' language learning. I tried to link the hindering aspects of the family, school, and community environment to the English language learning. My research participants shared their own real-life experiences regarding these issues.

#### **Hindering Aspects of the Family Environment for English Language Learning**

The family environment plays a crucial role in language learning and language development. The family environment does not support and hinders the learner in English language learning, which is called a hindering aspect of the family. It includes people with low educational attainment, economic challenges of the family, and lack of access to digital technology and social media, low encouragement and motivation, and household responsibilities and domestic obligations of the family for language learning. Similarly, a scholar Zhang (2023) stated that parents' lack of attention to the early reading materials for children, rarely choosing the language materials for physical and mental development, and not giving special time to practice children's language ability. Such aspects hinder the students' English language learning potential and capacity.

After coding all the narratives of the participants through NVivo 12 software, the following figure was derived, which showed the hindering aspects of the family in learning English among the students.

Figure 5



### Limited use of English Language within Household

All the participants were students, teachers, and parents from public and private schools. They shared their feelings and real stories that they experienced in their real life. One of my research participants was the parents of public school students. I requested to share with my research participant regarding hindering aspects of the family environment related to the limited use of English language within household for English language learning. I gave him the pseudonym CP1. He shared his narrative and experience in the following way:

*My daughter is interested in learning, but there is little chance of practice and a practical environment at home for English language learning. We are also not from a well-educated family, and our parents were not educated. We did not get the opportunity to learn English at home or at school. I don't have enough time to look at all the homework, the teacher's feedback regarding homework checking, and sitting near my daughter while doing homework. I don't have the English language techniques and tools to check her English language level for language learning.*

Similarly, I requested to share with my research participant CS2 regarding hindering aspects of the family environment related to the lack of use of English at home for English language learning. He narrated in this way:

*I use Nepali language for communication in my house. My family speaks Nepali in my house. They don't use and communicate in English language at home. I have a mobile phone in my house and I use Facebook and YouTube for entertainment. I don't watch English related videos, songs, and movies because I don't have such an environment at my house. I don't understand the English language properly. That's why I feel bored watching and listening to English videos and speeches. I use the mobile phone to search for vocabulary for learning purposes.*

Additionally, I asked my participant, PP2, to share his narrative, and he shared the following lines:

*I don't have an English-speaking environment at home and in the community. I don't have an English speaking environment and culture at home. My son wants to talk to his mother in English, but she does not understand the English language, and her education level is very low. I am unable to support my son, and my level is not suitable to teach in the English language but I can encourage him by asking to read seriously, do homework regularly and work hard for better English language proficiency.*

In this regard, participant PP1 also agreed and shared almost the same line with the PP2 participant.

Likewise, my research participant PS1 narrated and shared his experience regarding the lack of using English language at his house in the following lines:

*I have been using Nepali language at home. My family members are using and speaking in Nepali language in my house. There is no use of English language with my family members. There is a lack of an English learning environment. I think there is no positive connection between Nepali and English language.*

Similarly, participant PS2 also agreed with the line of PS1. The participants reported exclusive use of the Nepali language at home. There is no exposure to English with family interaction. They are lacking the English learning environment, and it is believed that Nepali language does not positively support the acquisition of the English language. The negative factors of the family that hinder English language learning depend on family investment in learning, level of parental involvement, and access to resources of the family (Li, 2007). In the context of Nepal, English is learned as a foreign language, where the home environment plays a limited role in promoting English language learning. Furthermore, focus on the home environments

corresponds with the ecological system theory that emphasizes the influence of the family environment on language learning (Zhao et al., 2024).

### **Low Educational Attainment and Economic Challenges**

Low educational attainment and economic challenges of the family hinder the students' English language learning. I requested to share with my participants how education and economic status impact students' learning. They shared their narratives from various perspectives. Regarding this participant, CP2 shared the following lines:

*I am not educated, and I did not get a chance to study. That's why I always motivate and tell my son to read seriously. If I had studied well, I would have helped him study and do his homework. Now, my son goes to school to be an educated and civilized person. His home environment is not an educated family background. His father is also not well educated, and he is just literate. We don't know how to teach and facilitate for my son. I have a mobile phone, and he always keeps it. He says that he is reading from the mobile, but what he reads on the mobile, I don't know about it.*

Similarly, the next participant, CST, agreed with the earlier participant, CP2, regarding the poor educational background of the family. He shared:

*Parents of students can contribute to their children's English language learning, but they have a poor educational background. They want to support his English learning, but they cannot provide proper guidance at home. Parents are unaware and uneducated, as a result, the students could not improve and motivate their learning. I think the parents are motivating, dedicating, and planning for their children, but there is something lacking. The lacking thing is the awareness and education of the parents.*

Uneducated parents are unable to help the students with their homework and provide support for learning activities. The parents are always positive about their children's learning and academic progress. But parents can motivate and inspire their children for learning purposes. Uneducated parents encourage and motivate their children to inspire academic success (Ejaz, 2009). On the other hand, children are using and watching various videos on mobile phones, but they openly share that they don't know whether their children are learning from mobile phones or doing anything wrong. Radesky et al. (2015) suggested that parents need to guide their children to use mobile phones because of its multimodalities and interactive capabilities. Mobile phones are different from other means of communication. It has the features of video

games and other interactive programs that students spend a long time on. The ecological system theory acknowledges that social media and technology are useful for language learning (Chong, 2022).

### **Limited Access of Resources and Technology**

The limited access to resources and technology affects the students' English language learning at home. It is a crucial part of language acquisition. Regarding access to resources and technology at home, I requested that my participants share, and they responded that they don't have such things. One of my CP2 research participants shared:

*We are average in socioeconomic status in this society, and my son's father is doing a job a little far away from home, and I'm handling the house. We could not buy a computer and the internet to support my son's studies. We don't have sufficient money to spend on resources and learning materials. We could not send him to an expensive school in an urban area for his better education.*

Similarly, I requested CS1 to share regarding access to resources and technology at home. CS1 was agreed with the CP2 participant experience, and she added:

*There is no other learning technology that supports learning English like a computer and internet facility at my home. But sometimes I use my parents' mobile phone to watch videos and listen to music.*

The participants shared that they don't have sufficient resources and use technology at home for English language learning. Resources and the use of technology play a crucial part in language acquisition for students. Ahmadi (2018) stated that technology is an effective tool for learners and is a significant part of students' language learning. It has always been an important part of English language learning. It supports the students' thinking broadly and utilizes their capacity and potential. Ecological system theory aligns with the socioeconomic status of the family that influences technological tools, access, and utilization of resources for language acquisition (Shahid et al., 2025).

### **Household Responsibilities and Domestic Obligation**

Household responsibilities and domestic obligations affect the students' English language learning. My research participants narrated their real stories with me regarding household responsibilities and domestic obligations. My participant CS1 shared the following lines:

*My family background is farming, though my father works at a small cooperative office. We have a field and a poultry farm near my house. I have to support my family to feed the poultry and care for them. I work in the field during the time of maize and rice planting, caring, and harvesting. Support to parents at home and working in the field does not support my English language learning.*

Similarly, I requested my next research participant, CS2, to share his experience regarding household responsibilities and domestic obligations at home. He shared:

*Sometimes I have to work in the field with my parents, cutting grass for animals and supporting my mom in the kitchen. My father works at a hotel near Prithbi highway, so I need to support my mother at home and in the field at the time of planting and harvesting. Since there is no one at home to assist with field and housework, I must handle these responsibilities myself with my mother. This kind of work does not support my English language learning at home.*

In addition, I requested my other participant, CP2, to share his views regarding household chores and responsibilities at home. She agreed with the narration of CS1 and CS2 regarding this. She also added and shared:

*I am from an agricultural background, and I almost depend on agriculture. I do have farming fields and domestic animals. Sometimes my son has to support me to work in the field, kitchen, and cut grass for the animals. His father is not at home now, and he is working somewhere. I don't want to disturb his study, but sometimes I have to ask him to support me at home.*

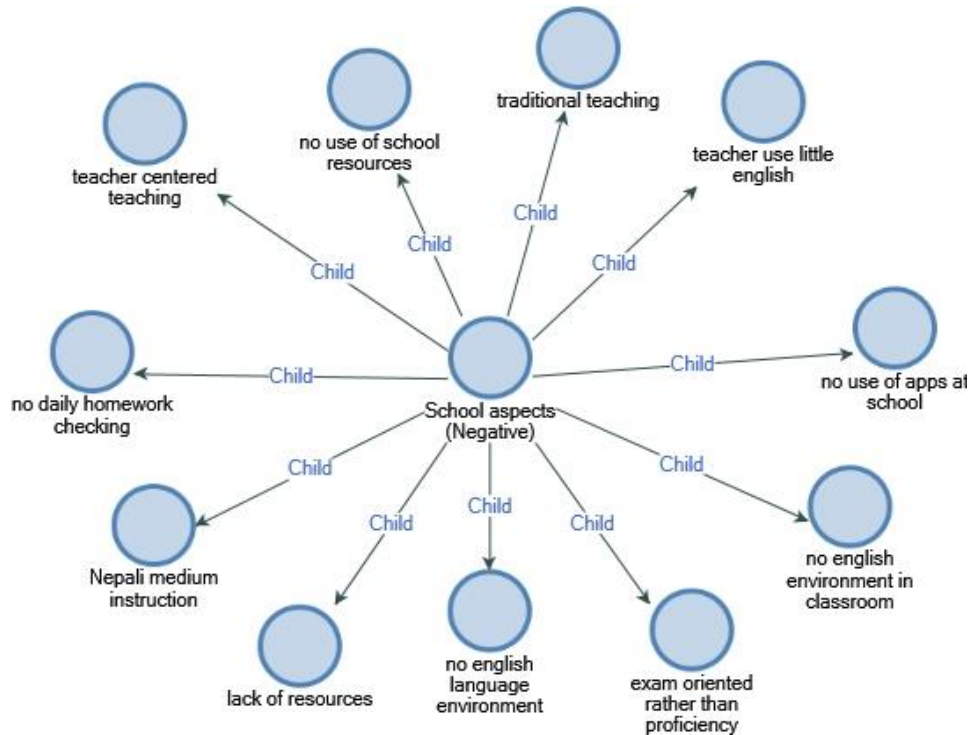
My research participants shared their real experiences regarding household responsibilities and domestic obligations. The parents who are involved in agriculture and professions related to the home environment that affect the students' learning. Parents' professions impact the English language learning and academic achievement of the students. But some parents are working in the field and working on the poultry farm, and ask for support from their children at home. Lack of appropriate study skills, academic learning anxiety, low social efficacy, financial difficulties, and improper guidance from their family members can hinder the children's learning (Arshad, 2012). The students have homework, reading activities, and other project work at home, and at the same time, their parents ask them to help. Intentionally, they

don't disturb their children's learning activities, but they have to ask because it is their compulsion to finish work on time. Zhao et al. (2024) stated that the ecological system theory recognizes that external and socioeconomic status of the family indirectly influence an individual's development and language acquisition.

### **Hindering Aspects of the School Environment for English Language Learning**

The school environment can significantly hinder students' language learning, and an insufficient exposure environment is a hindering aspect of the school environment for English language learning. Hindering aspects of the school include the dominance of traditional teaching and learning methods, a lack of medium English instruction, and insufficient availability and underutilization of educational resources at the school. Similarly, Ohakamike (2016) mentioned that the poor state of the school and the unattractive physical structure of the school generate a negative attitude for students to achieve academic success. Likewise, aspects of the school environment for English language learning include extensive use of the mother tongue, large class sizes, inadequate teaching materials, insufficient practice time, and a lack of engaging activities at school that hinder the students' language learning.

After coding all the narratives of the participants through NVivo 12 software, the following figure was derived, which showed the negative aspects of the school in learning English among the students.

**Figure 6***Hindering Aspects of the School Environment*

**Dominance of Traditional Teaching and Learning Methods**

All the participants were

students, teachers, and parents from public and private schools. They shared their feelings and real stories that they have experienced in their real life. One of my research participants was a teacher at a public school. I requested to share with my research participant CST regarding hindering aspects of the family environment related to the dominance of traditional teaching and learning methods inside the classroom. CST shared his narrative and experience in the following way:

*It is a traditional way of teaching and learning inside the classroom. I mostly depend on the textbook for teaching. The school has a small library, but we did not make a library routine for the students. There is no relationship between the school library and students' English language learning. I am unable to check the homework daily, but I check the homework at the end of the unit completion.*

Similarly, I asked my next participant, a CS2 student of the above-mentioned teacher, to share his classroom teaching and learning activities. CS2 shared:

*My English teacher focuses on grammar rather than a communicative teaching method. He always focuses and says that grammar is important, and it supports tense use, story writing, and other free writing.*

My next research participant, PST, mentioned traditional teaching and learning methods and techniques. PST shared his perceptions in this way:

*The way of teaching also impacts language learning. Traditional teachers teach in a traditional way and does not follow a student-centered method that provides interactive and communicative exposure for active involvement and participation of students in language learning. The traditional method does not support students' capacity building, interactive classroom, active participation, and a collaborative way of learning.*

PST expressed that the way of teaching impacts the students' English language learning. The traditional teacher follows the traditional way of teaching that does not provide the full opportunities of interaction, conversation, engagement, and active participation in group discussion. The traditional way of teaching is concerned with the teacher-centered method. In this method, the teacher is only active, and students are passive listeners inside the classroom. Teachers are the core of the learning process, and students are just passive consumers of the information in traditional teaching learning methods (Ghafar, 2023). The 21st-century teaching method does not accept the traditional teaching method and suggests a student-centered teaching method.

They revealed that traditional teaching and learning activities are still being practiced at this school. The teacher mostly depends on the textbooks for teaching the students. The school library is not used for students' English language learning. The teacher mostly depends on the textbook rather than on library use and other teaching materials. The narrative shows that the assessment system is also irrelevant to the students. The teacher focuses on grammar teaching rather than a communicative approach in the classroom. The English language teaching strategy and method are recommended in a communicative approach for school students in the context of Nepal (CDC, 2021). The communicative approach is better than the grammar translation method for English language learning. Sociocultural theory suggests that scaffolding is needed for language learners to provide a variety of tasks and activities by interacting in the target language (Nithideechaiwarachok, 2024).

### **Lack of English Medium Instruction**

Lack of English medium instruction significantly hinders the students' English language learning. The medium of instruction depends on the students' exposure and language learning. My research participants shared their stories and experiences regarding how the Nepali medium of instruction negatively influences the English learners. One of my research participants, student CS2, shared his experiences during classroom interaction and practices. CS2 shared in this way:

*I use Nepali language at school to talk with my friends and teacher. Not only me but also other friends use the Nepali language for sharing ideas and to interact with each other. It is Nepali medium instruction at my school.*

*Sometimes my English teacher uses and speaks in English in the classroom.*

*Most of the time, all the school teachers talk in Nepali language at school.*

The CS2 narratives indicate that his school provides Nepali medium instruction, and they use the Nepali language for classroom interaction and communicate with each other inside the school. There is only one subject, which is English, in his school. The rest of the subjects are instructed in Nepali medium at this school. He said that his teacher sometimes uses and speaks in English language inside the classroom. The school teacher and students interact and communicate in Nepali inside the school. While learning the second language, the use of the first language, Nepali, interferes with the second language learning. Derakhshan and Karimi (2015) claimed that the first language has a prominent effect on second language acquisition, and the first language interferes with the acquisition of the second language learning. Sociocultural theory advocates that interactive pedagogical techniques in the target language can effectively work for the language learner (Nithideechaiwarachok, 2024).

Similarly, a public school teacher also shared his narratives regarding the medium of instruction at school for the students' English language learning. CST shared in the following lines:

*The students read other subjects in the Nepali medium of instruction, and the English subject is only taught in the English medium, but I have to translate it into Nepali if there are difficult words and phrases for the students. During the English period, I ran the class in a mix of English and Nepali medium. None of the students understands the English medium, so I have to translate and use Nepali language in the class. There is a low chance of creating an English learning environment inside the classroom at our school, following Nepali*

*medium instruction. The trend of EMI is increasing in public schools, too. EMI creates an English language learning environment and provides opportunities for the students. But unfortunately, we are unable to follow the EMI at our school.*

CST expressed that as a public school teacher, he has been facing challenges in creating an English language environment inside the classroom. NMI schools follow the Nepali language for classroom discussion and interaction. The students do not understand the English language at that time, and he should translate into Nepali language. He says that only one period in English is in a whole day, others are in Nepali language. He realized the importance of EMI, but the condition of the school could not change in EMI. He also said that EMI creates an English language learning environment and provides job opportunities to the students. Similarly, Khadka (2024) believes that EMI offers better opportunities for academic success and a future career.

### **Insufficient Availability and Underutilization of Educational Resources**

Insufficient availability and underutilization of educational resources hinder the students' English language learning at school. My research participants shared their narratives regarding insufficient availability and underutilization of educational resources at school. CS1, one of my research participants, shared his narration in this way:

*There are facilities like the library, computer lab, and internet at my school. We don't go to the school library for reading, we don't go to the computer lab, and it is not used for English language learning. There are no other English language learning apps and tools that are used to learn English at school.*

He expressed that his school has a school library, computer lab, and internet, but they are not used for English language learning purposes at his school. They don't go to the library room for reading and don't use the computer in the computer lab. He mentioned that there are no other language learning apps or tools that support language learning. The school does not use the school resources to enhance the students' English language learning. Aligning with the Ecological system theory in this study suggests that the availability of techniques and tools and utilization of resources of the school are beneficial for language learners (Shahid et al., 2025).

Similarly, the next research participant, CS2, shared his narratives regarding the underutilization of resources and the unavailable resources at school. CS2 shared:

*We have a computer lab and library in our school, but we don't use them to learn the English language. There is no library reading and visiting routine for students. We are not taken to the computer lab to operate it. We just depend on textbooks, and we practice them for learning purposes. Sometimes my English teacher uses a device for listening activities. He plays the audio, and we listen to it, and we try to do the task accordingly.*

The narratives of the CS2 show that the school did not use the school's available resources for English language learning purposes. They don't use the school library and computer lab during school time. The computer lab is a learning center for students, but they don't go there, and they don't have a schedule to go to the school library and computer lab. The students fully depend on the textbooks that are available from school, which have very limited resources for the students for English language learning.

Furthermore, my research participant, CST, shared his narratives regarding the underutilization of resources and the unavailable resources at school. CST shared his experience in the following lines:

*There is no use of technology and access to the internet for students to learn English language in the classroom, but sometimes, I conduct the listening activities by using a device. The school has a small library, but we did not make a library routine for the students. There is no relationship between the school library and students' English language learning.*

The public school teacher's narratives indicate that the school doesn't have English language learning technology or access to the internet for the students. Despite the lack of technology, sometimes he uses a device to conduct the listening activities inside the classroom. There is a school library, but they don't have a schedule for library visits and library reading to the students.

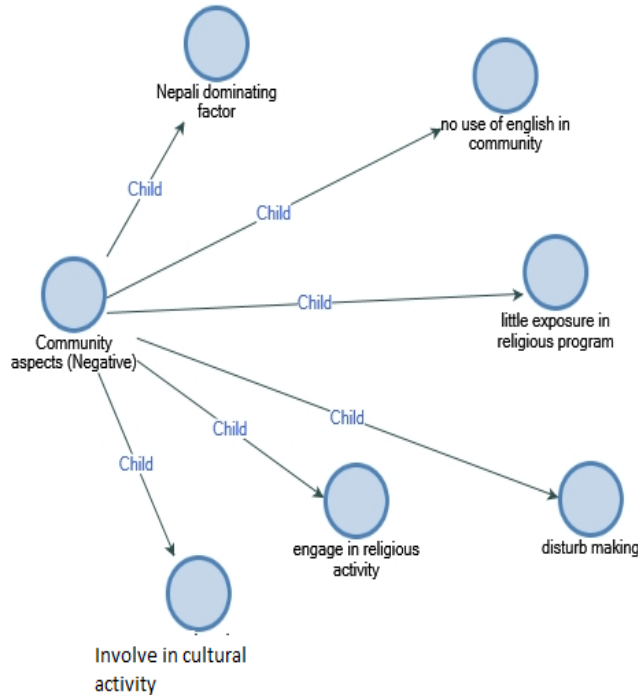
### **Hindering Aspects of Community Environment for English Language Learning**

The community environment does not support, and inappropriate exposure to the environment hinders students' language learning, which is called a hindering aspect of the community environment. Hindering aspects of the community environment, for example, the absence of an English language-friendly environment and distracting sociocultural activities for English language learning.

After coding all the narratives of the participants through NVivo 12 software, the following figure was derived, which showed the negative aspects of the community in learning English among the students.

**Figure 7**

*Hindering Aspects of Community Environment*



**Absence of an English Language Friendly Environment**

All the participants were students, teachers, and parents from public and private schools. They shared their feelings and real stories that they experienced in their real life while teaching and learning English. They shared their feelings and real stories that they have experienced in their real life. All the research participants shared their narratives in the same way regarding the lack of an English language environment in the community. CS1 was a student of a public school and shared his narratives in the following lines:

*No one speaks English in my community. My community's language is Nepali for interaction and communication with each other. Whatever and whenever they go and use Nepali language. There is no need for the English language to run their life, buying things in shops, and working in the field. People engage and participate in cultural and social activities without using English language. While going to school, I don't see any sign or symbol of English,*

*people talking, social activities, or programs in English language in this community.*

Similarly, CS2 was a student of a public school, and he narrated his story regarding the lack of English language in the community. CS2 shared:

*All the community members speak in Nepali language in my community. Nepali language is a means of communication, which is used to share our thoughts, feelings, and emotions. There are no supporting things near my surroundings for English language learning, like clubs, tourist areas, shopping malls, banks, and language learning centers.*

Likewise, another participant, CP1, was a parent of a private school student and conveyed that the lack of an English language environment hinders the student's English language learning. CP1 shared:

*There is no English language learning and practicing environment through clubs, shops, banks, and other tourist areas in my community. We communicate and interact in Nepali language with each other in this community. There is no need for the English language to run the family activities and social activities in my community. That's why there is no supporting environment to learn the English language from my surroundings and community.*

Next participant CST, as a public school English language teacher, agreed with his students' and parents' narratives. He gave a voice regarding the lack of an English language environment in the community. CST shared:

*The Nepali language-using communities are a dominant factor in English language learning. The students could not get a positive impact from the community to expose in English. The medium of communication and interaction with each other is Nepali language in this community. There is no need for the English language to run the family activities and social activities in my community. The students don't get the chance to be involved in an English-speaking environment, and they use the Nepali language in whatever they do in their community.*

Again, my next participants, PS1 and PS2, were from the private school students and narrated their experiences that they didn't have English learning exposure in this community. PS1 and PS2 shared:

*We have been using Nepali language at home and in the community. The people of the community are using and speaking in Nepali. There is no English learning environment. The Nepali speaking families and communities are living in my locality. We don't have an English-speaking environment in the community. Most of the cultural and social programs and activities are conducted in Nepali language, which doesn't support the exposure of the English language through our community.*

Likewise, participant PP2 was one of the parents from a private school who shared his narratives regarding the lack of an English language environment in the community. He shared his experiences regarding this line:

*We don't have an English language speaking culture in the community. We, as parents, feel it is difficult to interact and communicate in English. We also know that family and community play a vital role in enhancing language learning. We try to use English words and interact in English at home, but there is no English language learning environment in my community. If I use English words and speak with my children in English, the community people think differently and feel awkward, and I hesitate to interact with my children in English, although my English language is not good. The community people think and say that we are showing English to them and the community.*

The parents expressed their narratives regarding the lack of an English language environment in the community. Their voices and experiences were in the same way. There is a lack of English language learning exposure and practices in this community. In this regard, Kucukler and Sulac (2021) stated that the lack of practice in English language hampers the students' interaction with English, and that does not help to solve the problem in English speaking areas. The community people don't speak English, and students also don't get the exposure and practice in the community. The language of the community people is Nepali, and they use the Nepali language anywhere and everywhere. They don't feel the need to use English language while interacting with each other because they don't need or require the English language. People of the community also use and interact in Nepali language while engaging and participating in cultural and social activities and programs. The narratives of the participants align with the ecological system theory that acknowledges that language acquisition is socialization in society, and it depends on the community of language for language acquisition (Kramsch & Steffensen, 2008).

Similarly, public school students and parents mentioned that students from village areas don't get the exposure to viewing and interacting with English language practicing and interacting, for example, English language clubs, shopping centers, banks, and other tourist areas. On the other hand, the parents of private school students feel that they should create an English language environment, but they are struggling to do so. They know the importance of creating an English language environment, but the community lacks positive opportunities for the students. They hesitate to talk and interact with their children in English because community people talk about them, and they are showing the society that their children are reading in a private school and doing something extra in this community.

### **Distracting Sociocultural Activities for Language Learning**

Distracting sociocultural activities are the hindering aspects of the environment for English language learning. There are distracting activities and thoughts that do not support language learning in this community. My research participants' narratives showed how such kinds of sociocultural activities have a hindering impact on language learning.

My research participant PST narrated a story regarding the hindering influences of cultural factors for English language learning. He shared in this way:

*The students come to school from remote areas, and sometimes they do not come to school regularly. They go and engage in social activities even on school opening day. I remember that a cultural activity of the family impacted the student's learning. One of the parents called and asked me that she was going to her maternal home with her daughter to attend her brother's marriage ceremony for one week. The final examination was occurring at that time, which hampered and affected her learning. This is an example of how sociocultural activities hinder students' learning.*

The parents' role is very crucial to maintain their children's education and academic success. The role of parents is to enhance cognitive growth that helps their children develop intellectual potential (Bempechat, 1992). The parents should be educated and aware regarding children's education and language learning. The uneducated and unaware parents could not decide on their children's involvement in the family's cultural and functional activities. They don't have the decision-making power to strike a balance between cultural activities and teaching and learning activities. The concentration of the parents' role is very important to their children's

English language learning. The narratives of the participants relate to the ecological system theory that social, cultural, normative, and value significantly influence the learners' language learning at home (Zhao, 2024).

CS1 was one of my research participants and shared her experiences in this way:

*I belong to the Christian family. Every Saturday, I go to the church to engage in religious and cultural activities with my family and community members. We use and interact in Nepali language in this church with each other. We pray to God and engage in bhajan, kirtan, and prabachan (religious sermons) in groups. While doing these kinds of activities, we don't use English. It is interesting and does not disturb my learning, but it does not provide exposure for English language learning.*

*Similarly, we do have other cultural activities and festivals like Christmas Day and marriage ceremonies. At that moment, my friends call me, and my mind is ready to get involved with them, so I go with them. Some cultural activities make noise, and dances that disturb my study. Then other Jatras are there, and I want to join with my friends who do not support my English language learning.*

CS1 narratives indicate that she belongs to a Christian family and engages in different Christian cultural and religious activities. Every Saturday, she goes to the church to engage in religious and cultural activities with her family and community members. She is involved in praying to god and engaging in bhajan, kirtan, and prabachan in groups. This shows that she interacts and communicates in Nepali language with this group. Such kinds of activities help with socialization, but they do not support and provide exposure to learn English language. There are other cultural and social activities in this society, like Christmas Day, Jatras, and marriage ceremonies. Her friends call her, and she is ready to get involved with her friends. She engages in this group for the purpose of entertainment. Similarly, Ullah (2017) stated that the sociocultural context of second language learning influences the beliefs and attitudes of a learner to acquire the language, and it affects the motivation of language learners. Additionally, aligns with the ecological system theory purposes that influence the English language competency and language learning of students from diverse backgrounds (Zhao et al., 2024). Engaging in this Christmas day, Jatras and marriage ceremonies are a kind of program and social activities that make noise, and

disturb her English language learning. The local social and cultural activities and programs are a crucial part of the community, but sometimes they hinder the perspectives on English language learning.

### **Chapter Summary**

This chapter highlights the portrayals of the research participants regarding hindering sociocultural influences on English language learning connected with sociocultural theory and ecological system theory. I created the three themes for this chapter. The participants explored hindering aspects of the family environment, including limited use of English language within a household, low educational attainment and economic challenges, limited access to resources and technology, and household responsibilities and domestic obligations. Similarly, participants shared their experiences regarding hindering aspects of the school environment, including dominance of traditional teaching and learning methods, lack of English medium instruction, insufficient availability, and underutilization of educational resources. Likewise, the participants' stories covered hindering aspects of the community environment, including the absence of an English language-friendly environment and distracting sociocultural activities for English language learning in the community.

## CHAPTER VI

### KEY INSIGHTS, CONCLUSION, AND IMPLICATION

This is the last chapter of my research, and I presented the summary of my research journey, including key insights, conclusions, and implications of my research outcomes. On the basis of my two research questions, I analyzed the data related to the exploration of students, teachers, and parents for English language learning. I grasped the key insights, conclusions, and implications of the entire research.

#### **Key Insights**

The study investigated sociocultural influences on secondary-level students' English language learning in public and private schools in the hilly region of Nepal. Collecting data through observation and interviews helped me generate key insights on this study through an exploratory qualitative study. I used the NVivo coding software to analyze the qualitative data from the study. In addition, I derived insights into the ground objective of the research study and the research question. The analysis of my first research question, which was how supportive sociocultural environments influenced the English language learning of secondary level (grade 9-10) students, helped me generate three themes: supportive aspects of family environment, supportive aspects of school environment, and supportive aspects of community environment for English language learning.

The study generated the supportive aspects of family environment based on the participants' real experiences. The analysis of interview data from students, parents, and teachers revealed several family-related factors that supported English language learning. The educated and encouraging family environment understood the content and context of the subject matter that supported the learner. A better socioeconomic status of the family supported students in getting learning materials at home. Access to digital technology and social media helped to update and provide an alternative way of language learning. Parents' encouragement and motivation, parental attitudes and perceptions towards English language learning, motivated and inspired the students in their learning. Nurturing and collaborative dynamics with supervisory roles of the family guided and positive environments for the students for English language learning at their homes.

Similarly, under the supportive aspects of the school environment, Participants described the availability and utilization of educational resources, which fostered and made it easy to get essential things for learning. Student-centered teaching strategy, teacher motivation, and positive perception towards English positively influenced language learning. Classroom interaction and student-centered policies of the school environment were beneficial to the students. Participation and collaboration activities inside the classroom with each other fostered their English language learning. The school-based sociocultural factors collectively created a supportive environment to enhance students' English language learning. Likewise, under the supportive aspects of the community environment, participants described several factors that supported English language learning. The audio and visual exposure of the community provided a positive contribution to the English language learners.

On the other hand, the analysis of my second research question, which was how sociocultural environments hindered English language learning of secondary level (grade 9-10) students, helped me generate three themes: hindering aspects of the family environment, hindering aspects of the school environment, and hindering aspects of the community environment for English language learning. Under the hindering aspects of the family environment, participants described several factors that hindered English language learning. According to the participants, limited use of the English language at home did not support their language learning. Similarly, low educational attainment and economic challenges of the family hindered the students' English language learning by limiting access to resources and technology at home. Students' Household responsibilities and domestic obligations distracted them from learning English.

Moreover, hindering aspects of the school environment, participants explored various factors that hindered language learning. The dominance of traditional teaching and learning methods was not suitable for student-centered language learning. Lack of English medium instruction and more concentration on Nepali medium of instruction negatively influenced English language. Insufficient availability and underutilization of educational resources also adversely affected language learning.

Finally, under the hindering aspects of the community, the participants shared that the absence of an English language environment, the lack of English language exposure, and practices in the community could not enhance learners' language proficiency. Students' engagement in certain sociocultural activities of the community

hampered their regular school days; therefore, they missed class and found it difficult to pursue the lesson.

### **Conclusion**

This study intended to explore how sociocultural influences secondary level students' English language learning. Two research questions guided the entire research: how do supportive sociocultural environments influence the English language of secondary level students? And how do sociocultural hindering factors influence the English language learning of secondary level students? An exploratory qualitative study was used to draw the findings of this study.

Addressing the first research question, the study generated three themes: supportive aspects of family environment, supportive aspects of school environment, and supportive aspects of community environment for English language learning. This study created several sub themes under each main theme to reflect the participants' voices and lived experiences. Under the theme of supportive aspects of family environment, the study found that an educated and encouraging family environment, socioeconomic status of family, access to digital technology and social media, parents' encouragement and motivation, parental positive attitudes and perceptions towards English language learning and nurturing and collaborative dynamics with supervisory roles of the family played supportive roles in students' English language learning. Furthermore, under the theme of supportive aspects of school environment, the study identified that availability and utilization of educational resources, student-centered teaching strategy, teacher motivation, and positive perception towards English language, classroom interaction, and student-centered policies, participation and collaboration activities among the students played supportive roles. Additionally, the theme of supportive aspects of the community environment, this study recognized that visual and audio exposure of the community played a significant role in students' English language learning.

At the same time, addressing the second research question, the study designed three themes: hindering aspects of the family environment, hindering aspects of the school environment, and hindering aspects of the community environment for English language learning. Under the hindering aspects of the family environment, this study identified that limited use of English language, educational attainment, and economic challenges, limited access to resources and technology, and household responsibilities and domestic obligations played the hindering roles in students' English language

learning. Likewise, the theme of the hindering aspects of the school environment, this study found that dominance of traditional teaching and learning methods, lack of English medium instruction, insufficient availability, and underutilization of educational resources played the hindering roles. Then, the theme of the hindering aspects of the community environment, this study identified that the absence of an English language environment, lack of English language learning exposure and practices, distracting sociocultural activities, and Engagement of the students in cultural and social activities on school days played hindering roles in students' English language learning.

Through connecting this study with Vygotsky's sociocultural theory and Bronfenbrenner's ecological system theory, we can help to understand how sociocultural and ecological environments influence the students' English language learning. The principle of sociocultural theory advocates that sociocultural interaction influences language learning, more knowledgeable others help in learning, and guided and supported learning can be achieved with a zone of proximal development. Scaffolding that supports the learner for language learning. Ecological system theory extends beyond the classroom interventions. It is the comprehensive interplay of microsystem (family, teacher, and peers), mesosystem (school, home, and community link), exosystem (parents' workplace and community resources), macrosystem (sociocultural norms, traditions, and policies), and chronosystem (dimension of time) as mentioned by ecological system theory. These theories guide the understanding of the learning context and scope of teaching and learning activities in English language learning. Understanding and applying sociocultural theory and ecological system theory explain how family, school, and community environments directly and indirectly affect students' English language learning.

The parents should strengthen and maximize the supportive sociocultural factors and improve and minimize the hindering sociocultural factors at their house and surroundings to support students' English language learning. The parents are responsible for creating a supportive learning environment, maintaining regular contact with English teacher, and providing learning materials and technological resources based on their socioeconomic status. The language teachers are unable to conduct the teaching learning activities without understanding sociocultural influential factors inside the classroom. They should follow and focus on the supportive sociocultural influencing factors while minimizing hindering sociocultural

factors for English language teaching and learning activities. The stakeholders need to follow and maximize the supportive sociocultural factors and improve and minimize the hindering sociocultural factors for students' language learning purposes. Overall, the study concluded that hindering sociocultural factors played a dominant role in public schools, while supportive sociocultural factors were prominent in private schools in relation to English language learning.

### **Implication**

This dissertation provides valuable implications to enhance students' English language learning. It is offering practical guidance for secondary level students, English language teachers, parents, and other stakeholders. The finding of this dissertation has a critical role and broader implications in English language learning.

The students can grow and develop in various contexts regarding influential sociocultural factors that affect the English language learning. They can learn the English language by using available technology and resources at home and school. They can ask for support from teachers, colleagues, and parents to get the idea, information, and an appropriate environment for language learning purposes. The students' responsibility is to use and practice the English language as much as possible during available and appropriate time. The dissertation is fruitful for parents to improve and enhance English language learning for their children. The students stay longer at home rather than at school. So, the parents' role is to provide nurturing and collaborative family dynamics with a supervisory role to their children.

This study provides valuable insights for language teachers and school administration to enhance the students' English language learning at school. The student-centered method and culturally responsive methods are appropriate to facilitate the students' language learning. The teacher, educators, and teacher trainers can also use these findings to emphasize the importance of understanding both supportive and hindering sociocultural factors while conducting training programs and professional discussions in different forums. Policy makers and curriculum developers need to be considered to design the curriculum connecting with English language learning ecology and sociocultural responsive pedagogy for English language teaching and learning purposes.

## REFERENCES

- Adom, K., Hussein, E. K., & Agyem, J. A. (2018). Theoretical and conceptual framework: Mandatory ingredients of quality research. *International Journal of Scientific Research*, 7(1), 438 – 441. <https://scispace.com/pdf/theoretical-and-conceptual-framework-mandatory-ingredients-11d29v7hix.pdf>
- Ahmad, J. (2015). Traditional & sociocultural barriers to EFL learning: A case study. *English Language Teaching*, 8(12), 191-208. <http://dx.doi.org/10.5539/elt.v8n12p191>
- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125. <https://doi.org/10.29252/ijree.3.2.115>
- Aimin, L. (2013). The study of second language acquisition under socio-cultural theory. *American Journal of Educational Research*, 1(5), 162-167. <https://doi.org/10.12691/education-1-5-3>
- Akther, F. (2022). English for personal and career development and its importance for better employment opportunities. *Journal of Languages, Linguistics and Literary Studies*, 2(3), 95-100. <https://doi.org/10.57040/jllls.v2i3.258>
- Alam, M. J., Ashikullah, M., & Rahman, M. M. (2018). The role of the family in English language learning. *International Journal of English Language Teaching*, 6(2), 36-46.
- Aliyu, A. A., Singhry, I. M., Adamu, H., & Abubakar, M. M. (2015). Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception. In *Proceedings of the Academic Conference: Mediterranean Publications & Research International on New Direction and Uncommon*, 2(1), 1054-1068.
- Alsalihi, H. A. (2020). Main difficulties faced by EFL students in language learning. *Journal of College of Education for Women*, 31(2), 19-34. <https://doi.org/10.36231/coedw/vol31no2.12>
- Amin, R. (2018). Learning English language in home environment: A study. *Angloamericanae Journal (AAJ)*, 3(1), 39-50. <https://doi.org/10.58885/aaaj.v3i1.39.ra>

- Aminulloh, M. I., & Pranata, M. S. A. (2025). The impact of sociocultural factors on English language learning in language intensive programs. *Andragogi Jurnal Pendidikan dan Pembelajaran*, 5(1), 260-279.
- Amy, P., Rufan, L., Kathy, H. P., & Roberta, M. G. (2016). Identifying pathways between socioeconomic status and language development. *Annual Review Linguistics*, 3(1), 285-308.
- Arifin, S. R. M. (2018). Ethical considerations in qualitative study. *International Journal of Care Scholars*, 1(2), 30-33. <https://doi.org/10.31436/ijcs.v1i2.82>
- Arshad, M., Attari, Z. H., & Elahi, E. (2012). Impact of parents' profession on their children's learning English in Pakistan. *International Journal of Learning & Development*, 2(1), 426-437. <https://doi.org/10.5296/ijld.v2i1.1384>
- Azeem, M., & Salfi, N. A. (2012). Usage of NVivo software for qualitative data analysis. *Academic Research International*. 2(1), 262-266.
- Babikkoi, M. A., Razak, N. Z. A. (2014). Implications of parents' socio-economic status in the choice of English language learning strategies among Nigeria's secondary school students. *English Language Teaching*, 7(8), 139-147. <https://doi.org/10.5539/elt.v7n8p139>
- Baden, M. S., & Niekerk, L. V. (2007). Narrative inquiry: Theory and practice. *Journal of Geography in Higher Education*, 31(3), 459-472.
- Behroozizad, S., Nambiar, R., & Amir, Z. (2014). Sociocultural theory as an approach to aid EFL learners. *The Reading Matrix*, 14(2), 217-226.
- Bempechat, J. (1992). The role of parent involvement in children's academic achievement. *The School Public Journal*, 2(2), 31-41.
- Bohara, L. B. (2025). Exploring the socio-cultural dynamics of the students in the rural English language classrooms. *Far Western Review*, 3(1). 146-154.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press
- Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*, 5(2), 1541-1541. <http://doi.org/10.59400/fls.v5i2.1541>
- Chong, S. W., Isaacs, T., & McKinley, J. (2022). Ecological systems theory and second language research. *Language Teaching* 56(3), 1-16. <https://doi.org/10.1017/S0261444822000283>

- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Curriculum Development Center (CDC). (2021). *Secondary education curriculum 2021 (Grade 9-10)*.  
<https://lib.moecdc.gov.np/elibrary/pages/download.php?direct=1&noattach=true&ref=11213&ext=pdf&k=#page=1.00&gsr=0>
- Derakhshan, A., & Karimi, E. (2015). The interference of first language and second language acquisition. *Theory and Practice in Language Studies*, 5(10), 2112-2117. <http://dx.doi.org/10.17507/tpls.0510.19>
- Devetak, I., Glazar, S. A., & Vogrinc, J. (2010). The role of qualitative research in science education. *Eurasia Journal of Mathematics, Science & Technology Education*, 6(1), 77-84. <https://doi.org/10.12973/ejmste/75229>
- Dhakal, K., Ghimire, S., Shrestha, K. P., & Maharjan, G. (2023). Factors associated with asenteism in secondary school students of Namobuddha Municipality. *Panauti Journal*, 1(1), 1-10. <https://doi.org/10.3126/panauti.v1i1.63547>
- Ejaz, M. (2009). Contribution of unschooled parents in the education of their children: An analysis. *Pakistan Journal of Social Sciences (PJSS)*, 29(2).
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford.
- Fakeye, D. O., & Ogunsiji, Y. (2009). English language proficiency as a predictor of academic achievement among EFL student in Nigeria. *European Journal of Scientific Research*, 37(3), 490-495.
- Gayton, A. (2010). Socioeconomic status and language-learning motivation: To what extent does the former influence the latter? *Scottish Languages Review*, 22(1), 17-28.
- Ghafar, Z. N. (2023). The Teacher-centered and the student-centered: a comparison of two approaches. *International Journal of Arts and Humanities*, 1(1), 18-23. <https://doi.org/10.61424/ijah.v1i1.7>
- Han, J., Xu, B., & Xu, W. (2021). Exploring the influence of parents on second language acquisition. *Advances in Social Science, Education and Humanities Research*, 615, 2266-2270. <https://doi.org/10.2991/assehr.k.211220.391>

- Haryant, E., Sulistiyo, U., Fransiska, P. & Yose, I (2019). English exposure from digital media and its influence on communicative competence: students' perspectives and experiences. *Indonesian Research Journal in Education*, 3(2), 387-406.
- Hessel, G. (2019). The role of international student interactions in English as a lingua franca in L2 acquisition, L2 motivational development and intercultural learning during study abroad. *Studies in Second Language Learning and Teaching*, 9(3), 495-517.
- Hilal, Y. H., & Alabri, S. S. (2013). Using NVIVO for data analysis in qualitative research. *International Interdisciplinary Journal of Education*, 2(2), 181-186. <https://doi.org/10.12816/0002914>
- Hossian, M. A., (2024). Navigating socio-cultural barriers: challenges and opportunities in English language learning among Bangladeshi rural students. *International Journal of Research and Innovation in Social Science*, 8(10), 592-603. <https://dx.doi.org/10.47772/IJRISS.2024.8100050>  
<https://doi.org/10.1080/03098260601071324>  
<https://doi.org/10.1146/annurev-linguistics-011516-034226>  
<https://doi.org/10.14746/sslit.2019.9.3.4>  
<https://doi.org/10.1525/9780520922167-003>  
<https://doi.org/10.24919/2308-4634.2024.320613>  
<https://doi.org/10.3126/fwr.v3i1.84661>
- Jeong, H., & Silver, C. E. H. (2010). Productive use of learning resources in an online problem-based learning environment. *Computers in Human Behavior*, 26, 84-99. <https://doi.org/10.1016/j.chb.2009.08.001>
- Jon, R. B., Embong, R., Purnama, B., & Wadi, A. S. (2021). The challenges of English language teaching in Indonesia. *International Journal of English and Applied Linguistics*, 1(3), 158-168. <https://doi.org/10.47709/ijéal.v1i3.1157>
- Karki, T. M., & Karki, R. D. (2024). Contextualizing socio-cultural theory on language teaching and learning in Nepal. *Pragyaratna*, 6(1), 52-59. <https://doi.org/10.3126/pragyaratna.v6i1.64533>
- Khadka, B. K. (2024). Perceptions and practices of English and Nepali medium instruction. *Journal of Educational Research and Innovation*, 4(1), 9-26. <https://doi.org/10.3126/jeri.v4i1.75786>

- Khair, A. U. & Makassar, M. R. (2014). The correlation of parenting and socioeconomic towards English learning readiness of children. *Ethical Lingua*, 1(2), 74-85.
- Khanal, G. P. (2024). Learning English in multicultural contexts: Experiences and strategies of secondary level students in rural Nepal. *Journal of NELTA Gandaki*, 7(1), 14-27. <https://doi.org/10.3126/jong.v7i1-2.70182>
- Khasinah, S. (2014). Factor influencing second language acquisition. *Journal of Language Education and Humanities*, 1(2), 256-269. <https://doi.org/10.22373/ej.v1i2.187>
- Khatri, K. K. (2020), Research paradigm: A philosophy of educational research. *International Journal of English literature and Social Sciences*, 5(5), 1435-1440. <https://dx.doi.org/10.22161/ijels.55.15>
- Kirunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 5-26. <https://doi.org/10.5430/ijhe.v6n5p26>
- Kramsch, C., & Steffensen, S. V. (2008). Ecological perspectives on second language acquisition and socialization. *Encyclopedia of Language and Education*, 8(2), 17-28. Springer.
- Kucukler, S., & Sulac, S. (2021). The reflections of language exposure in foreign language learning. *Bayterek International Journal of Academic Research*, 4(2), 194-215. <https://doi.org/10.48174/buaad.42.4>
- Kumalasari, P.I., & Sugito (2021). The role of student's parent in shaping home learning environment (HLE) for early childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1512-1535. <https://doi.org/10.31004/obsesi.v5i2.881>
- Kung, F. W. (2017). Teaching and learning English as a foreign language in Taiwan: A socio-cultural analysis. *The Egaylectronic Journal for English as a Second Language*, 21(2), 1-15.
- Lehrl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *An International Journal of Research, Policy and Practice*, 31(1), 1-6. <https://doi.org/10.1080/09243453.2020.1693487>

- Li, G. (2007). Home environment and second language acquisition: the importance of family capital. *British Journal of Sociology of Education* 28(3), 285-299.  
<https://doi.org/10.1080/01425690701252028>
- Lincoln, S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Lodhi, M. A., Sahar, A. H., Qayyum, M., Iqbal, S., & Shareef, H. (2019). Relationship of school environment and English language learning at government schools. *Public Administration Research*, 8(1).  
<https://doi.org/10.5539/par.v8n1p1>
- Luu, D. K. C., & Bui, D. B. H. (2025). The utilization of chat-GPT 3.5 for vocabulary learning: A study on students' perceptions. *Asia Call Online Journal*, 16(1), 226-252. <https://doi.org/10.54855/acoj.2516111>
- Mahmoudi, S., & Mahmoudi, A. (2015). Internal and external factors affecting learning English as a foreign language. *International Journal of Language and Linguistics*, 3(5), 313-322. <https://doi.org/10.11648/j.ijll.20150305.16>
- Masic, A., & Becirovic, S. (2021). Attitude towards learning English as a foreign language. *The Journal of Linguistics and Intercultural Education*, 2(5), 85-105. <https://doi.org/10.29302/jolie.2021.14.2.5>
- Mcleod, S. (2022 September 15). *Vygotsky's sociocultural theory of cognitive development*. SimplePsychology.  
<https://www.simplypsychology.org/vygotsky.html>
- Mncube, D. W., Ajani, O. A., Ngema, T., & Mkhasibe, R. G. (2023). Exploring the problems of limited school resources in rural schools and curriculum management. *UMT Education Review*, 6(2), 01-31.  
<https://doi.org/10.32350/UER.62.01>
- Mohammed, M. H. (2018). Main difficulties faced by EFL students in language learning. *International Journal of Social Science and Economic Research*, 3(4), 1381-1400.
- Mostfazadeh, E., Keshtiaray, N., & Ghulizadeh, A. (2015). Analysis of multi-cultural education concept in order to explain its components. *Journal of Education and Practice*, 6(1), 1-12.
- Muzari, T., Shava, G. N., & Shonhiwa, S. (2022). Qualitative research paradigm, a key research design for educational researchers, processes and procedures: A theoretical overview. *Indian Journal of Humanities and Social Sciences*, 3(1), 14-20.

- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427-431. <https://doi.org/10.1177/1362168820941288>
- Navarrete, B., & Watson, S. M. R. (2013). English language learners: The impact of language and sociocultural factors on learning. *Counselling and Human Services*, 1-9.
- Ng, C. F., & Ng, P. K. (2015). The motivation of English language teachers in a language center. *International Journal of Languages, Literature and Linguistics*, 1(2), 87-92. <https://doi.org/10.7763/ijlll.2015.v1.18>
- Nhan, N. V. (2020). Vygotsky's socio-cultural theory: Discussion and pedagogical implications. *School of Foreign Languages*, 4(5), 294-297
- Nithideechaiwarachok, B., & Chano, J. (2024). Socio-cultural and social constructivist theories and its application in EFL classroom for Thai pre-service teachers: A review for further research. *International Journal of Language Education*, 8(3), 564-572. <https://doi.org/10.26858/ijole.v8i3.66499>
- Ohakamike, N. (2016). The school learning environment and students' attitude and achievement in English language. *Research on Humanities and Social Sciences*, 6(2), 31-37.
- Orbabor, O. A. (2014). Factors militating against high academic performance of students in English language in some secondary schools in life central local government. *Journal of Literature, Languages and Linguistics*, 3(1), 11-13.
- Pace, A., Luo, R., Pasek, K. H., & Golinkoff, R. M. (2017). Identifying pathways between socioeconomic status and language development. *Annual Review of Linguistics*, 3(1), 285-308. <https://doi.org/10.1146/annurev-linguistics-011516-034226>
- Paneru, N. R., & Bohara, B. B. (2025). The impact of parental education on children's English language success in rural Nepal: Insights from Krishnapur Municipality. *Journal of Emerging Issues and Trends in Education*, 2(1), 9-21. <https://doi.org/10.59110/edutrend.485>
- Panhwar, A. H., Ansari, S., & Ansari, K. (2016). Sociocultural theory and its role in the development of language pedagogy. *Advances in Language and Literary Studies*, 7(6), 283-188. <https://doi.org/10.7575/aiac.all.v.7n.6p.183>
- Paudel & Baral, (2021). Examining foreign language teaching and learning in Nepal: An ecological perspective. *Journal of World Languages*, 7(1), 104-123. <https://doi.org/10.1515/jwl-2021-0006>

- Paudel, R. (2023). Multilingualism in Nepal: Challenges and opportunities. *Journal of Tilottama*, 1(1), 100-113. <https://doi.org/10.3126/jtilottama.v1i1.64559>
- Perez, B. (2004). *Sociocultural context of language and literacy* (2nd ed.). Routledge.
- Pham, C. (2016). Identifying sociocultural influences on high school students' motivation to learn English in rural areas in Vietnam. *New Zealand Studies in Applied Linguistics*, 22(1), 5-20.
- Philominraj, A., Jeyabalan, D. & Silva, C. V (2017) Visual learning: A learner centered approach to enhance English language teaching. *English Language Teaching*, 10(3) 54-62. <https://doi.org/10.5539/elt.v10n3p54>
- Pondika, N. L. G. D., Artini, L.P., & Marhaeni, A. A. I. N. (2013). Developing rich language learning environment material to support literacy skills of the fourth-grade students of primary schools in Bali province. *Jurnal Pendidikan Bahasa Inggris Indonesia, Universitas Pendidikan Ganesha* (1).  
<https://doi.org/10.23887/jpbi.v1i0.712>
- Poudel, A. P. (2025). Use of mobile phones in mobile assisted language learning (MALL). *ILAM*, 21(1), 1-12. <https://doi.org/10.3126/ilam.v21i1.75643>
- Radesky, J. S., Schumacher, J., & Zuckerman, B. (2015). Mobile and interactive media use by young children: the good, the bad, and the unknown. *American Academy of Pediatrics*, 135(1), 1-3. <https://doi.org/10.1542/peds.2014-2251>
- Rafida, T., Daulay, S. H., & Nasution, E. S. W. (2023). The effectiveness of using advertisement to improve students' writing skill. *English Language Teaching, Applied Linguistic and Literature*, 4(2), 37-49.  
<https://jurnal.iainponorogo.ac.id/index.php/eltall>
- Ravindran, V. (2019). Data analysis in qualitative research. *Indian Journal of Continuing Nursing Education*, 20(1), 40-45.  
[https://doi.org/10.4103/ijcn.ijcn\\_1\\_19](https://doi.org/10.4103/ijcn.ijcn_1_19)
- Razmjoo, S. A., & Movahed, M. (2009). On the relationship between sociocultural factors and language proficiency. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(2), 59-76.
- Rehaman, A. A., & Alharthi, K. (2016). An introduction to research paradigms. *International Journal of Educational Investigations*, 3(6), 15-59.
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, 15(3), 618-625. <https://doi.org/10.18823/asiatefl.2018.15.3.4.618>

- Rezi, M., & Bedra, K. G. (2024). Language teaching and curricular practices: A Comprehensive literature review. *Journal of Language and Education Studies*, 3(2), 116-129. <https://doi.org/10.70177/lingeduca.v3i2.1353>
- Rus, A.V., Lee, W.C., Sales, D. B., Parris, S. R., Webster, R. D., Lobo, A. R., Ecaterina, S., & Popa, C. (2010). Romanian institutionalized children's privation and Bronfenbrenner's ecological system theory. *Education and Development*, 1-19. <https://doi.org/10.13140/2.1.5000.8004>.
- Sabbah, S. S. (2016). The effect of study habits on English language achievement. *Arab World English Journal*, 7(4), 238-257
- Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). SAGE.
- Salija, K., Husna, A., & Garing, J. (2022). Teachers' language use: directions and administration conversation in classroom interaction. *International Journal of Humanities and Innovation (IJHI)*, 5(2), 34-40. <https://doi.org/10.33750/ijhi.v5i2.144>
- Saud, M. S. (2020). Challenges faced by teachers in teaching English at basic level. *Education and Development*, 30(1), 113-125. <https://doi.org/10.3126/ed.v30i1.49516>
- Sewell, W. H. (2004). The concept(s) of culture. In V. E. Bonnell & L. Hunt (Ed.), *Beyond the cultural turn: New directions in the study of society and culture* (Vol 1, pp.35-61). Routledge.
- Shahid, C., Munir, A., & Satti, S. M. J. (2025). Socio economic status and reading achievement of ESL learners: A study based on the ecological system theory. *Journal of Applied Linguistics and TESOL*, 8(1), 1843-1858.
- Singer, N. (2025). Bridging cultural gaps through mass communication: The role of digital media in transforming English language teaching and cognitive development. *Arab World English Journal*, 16(1), 27-42. <https://dx.doi.org/10.24093/awej/vol16no1.2>
- Singh, R. B. (2024). Navigating English language education challenges in resource-limited contexts. *KMC Journal*, 6(1), 135-152. <https://doi.org/10.3126/kmcj.v6i1.62336>
- Song, Y. (2024). Sustainable growth of learner engagement and well-being through social support: The mediator role of self-efficacy. *European Journal of Education*, 59(4), 1-16. <https://doi.org/10.1111/ejed.12791>

- Subedi, D. (2010). Multicultural classroom issues in the Nepalese context. *Journal of Education and Research*, 2, 17-25.
- Tahir, Z. A. (2024). The role of creating a supportive environment in primary school in Pupil's development. *Молодь і ринок*, 12(232), 129-132.
- Timsina, L. N. (2021). Challenges of teaching English as a foreign language in Nepal. *A Research Journal of Culture and Society*, 5(1), 68-82.  
<https://doi.org/10.3126/researcher.v5i1.41522>
- Tsui, A. B. (2001). *Classroom interaction*. In R. Carter & D. Nunan (Eds.). *The Cambridge guide to teaching English to speakers of other languages* (pp. 120-125). Cambridge University Press.
- Tuan, L. T. (2010). Infusing cooperative learning into an EFL classroom. *English Language Teaching*, 3(2), 64-77. <https://doi.org/10.5539/elt.v3n2p64>
- Uba, S. Y., Irudayasamy, J. & Hankins, C. A. (2023). The effect of socio-cultural factors on English language learning and the impact on SSCE results: The case of private vs public secondary schools in Kano, Nigeria. *International Journal of Learning, Teaching and Educational Research*, 22(2), 483-498.  
<https://doi.org/10.26803/ijlter.22.2.26>
- Ullah, f. (2017). Socio-cultural constraints in learning English language at Jazan University, kingdom of Saudi Arabia. *International Journal of Language and Linguistics*, 5(2), 29-33. <https://doi.org/10.11648/j.ijll.20170502.11>
- Usop, J. L. (2024). Sociocultural, educational, and psychological barriers in ESL learning: A qualitative study of senior high school students. *Randwick International of Education and Linguistics Science Journal*, 5(3), 1004-1010.  
<https://doi.org/10.47175/rielsj.v5i3.1031>
- Vergara B, M., & Anthony, J. E. (2024). Digital literacy and language learning: the role of information technology in enhancing English proficiency. *American Journal of Education and Technology*, 3(4), 86-91.  
<https://doi.org/10.54536/ajet.v3i4.3808>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wong, L. P. (2008). Data analysis in qualitative research: A brief guide to using NVivo. *Malaysian Family Physician*, 3(1), 14-20.
- Yassin, H., Nambi, R., Kyagaba, D. S., & Najjemba, J. (2024). Rethinking English language pedagogy: An exploration of the gaps in traditional language

- teaching methods. *International Journal for Multidisciplinary Research*, 6(6). 1-10. <https://doi.org/10.36948/ijfmr.2024.v06i06.32444>
- Zahid, Z., & Ashfaq, N. U. A. (2022). The role of parental income in English language proficiency and anxiety. *Annals of Human and Social Sciences*, 3(3), 231-240. [https://doi.org/10.35484/ahss.2022\(3-III\)22](https://doi.org/10.35484/ahss.2022(3-III)22)
- Zhang, F., Jiang, Y., Ming, H., Ren, Y., Wang, L., & Huang, S. (2020). Family socio-economic status and children's academic achievement: The different roles of parental academic involvement and subjective social mobility. *British Journal of Educational Psychology*, b90(3), 561-579. <https://doi.org/10.1111/bjep.12374>
- Zhang, Y. (2023). Family difficulties and educational strategies in the development of children's language ability. *Journal of Education and Educational Research*, 4(1), 54-58. <https://doi.org/10.54097/jeer.v4i1.10028>
- Zhao, P., Hassan, A., & Burhanuddin, N. A. N. (2024). A systematic review of factors influencing English language competency for ethnic minority students: An ecological systems theory perspective. *Curriculum and Teaching Studies*, 11(1), 1-18. <https://doi.org/10.1080/2331186X.2024.2415730>