



## Analyzing the role of socio-cultural Norms in Pakistani English Language Education: A case study of ESL Classroom Practices

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### ARTICLE INFO

#### Article History:

Received:	August	31, 2023
Revised:	September	28, 2023
Accepted:	October	29, 2023
Available Online:	November	15, 2023

### ABSTRACT

Pakistani students face numerous problems as well as complications in English as a second language. The purpose of this study is to examine the role of socio-cultural norms in ESL classroom practices in Pakistani context. Because the role of socio-cultural norms usually found in each language and normally found in ESL learning. There is a gap that needs to be filled the complex interplay in the Pakistani context. By exploring the viewpoints of ESL teachers, this study purposes to fill this void and deliver valued perceptions into the role of socio-cultural norms in ESL education, subsidizing to more actual and culturally sensitive teaching practices. For this purpose, 122 teachers (females) were selected from Education University, Faisalabad campus. These students were selected randomly. The quantitative method was used for this study. A survey was conducted by using a questionnaire that comprises seven parts i.e. Section 1 is relate to socio-cultural norms, section 2 is related to language and identity, section 3 is related to ESL classroom practices, section 4 is related to Language policy and planning, section 5 is related to professional development, section 6 is related to challenges and opportunities, section 7 is related to additional comments. The data was analyzed by using SPSS software (version 24) to get the frequency of the respondents. The data was presented in tables to show the percentages and frequencies of the respondents. The conclusions of the present research support to recognition of the learning problems and matters of the ESL classroom practices in Pakistan. The result showed that role of language policies, teachers' professional development, opportunities and challenges regarding ESL practices in classrooms in Pakistan. The study's inferences spread to the wider field of ESL education, highlighting the requirement for a rounded approach that values socio-cultural norms as a foundation of real language acquisition as well as cultural understanding. This study will be useful for education policy-makers, language teachers, curriculum developers, EFL learners, future researchers, cross-cultural communication, and ESL learners. They can overwhelm these glitches which are a continuous cause of threat for rural area learners.

#### Keywords:

Language, Individual identities, constructed identities, Indigenous Languages



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## **INTRODUCTION**

### **Background of the study**

Different explanations consider that English is occupying a worldwide part in present multidimensional sphere. The spot of lingua franca of the world was not only expanded but also established an enormous significance over time in every pace of our lives (Nishanthi, 2018). English learning became influential for those who want to achieve professional and academic accomplishments (Dutta, 2020). After checking the status of English in Pakistan, it is considered as “the language for development at both the national and individual levels” (Shamim, 2011, p. 293). Many scholars in Pakistan reflect learning English language skill important for looking for well career chances thus greeting it as an exigent community condition (Amna et al.2018). It understood that notwithstanding all the struggles as well as inspiration for ESL learning, numerous students in Pakistani universities are not those much efficient in ESL learning. Among all other matters, FLA is one of the possible reasons of obstructing fruitful ESL learning. (Samad et al. 2021). Anxiety in the context of foreign language illustrated by MacIntyre (1998) as “the anxiety as well as negative emotional response inspired when learning or spending a second language”. Simply, FLA mentions to the public of uneasiness, and tenseness while interrelating in foreign language. In adding, the idea of FLA extensively discovered in classroom background recognized as FLC anxiety as distinct by Horwitz, et al. (1991) as “a different intricate of beliefs, self-perceptions, spirits, and performances associated to classroom language learning rising from the distinctiveness of process of language learning”. It was supposed that speaking produces most of the language related worries. Consequently, this planned study proceeds into description ESL writing nervousness in Pakistani English foreign language background.

### **Statement of the problem**

The problem addressed in this study lies in the need to examine the influence of socio-cultural norms in Pakistani ESL classroom practices. In linguistic as well as cultural integration ESL education plays a pivotal role. It is essential to understand the effect of socio-cultural norms in the context of Pakistani ESL classroom practices. And how these socio-cultural norms affect the preservation of cultural identity, language acquisition and teaching methods. There is a gap that needs to be filled the complex interplay in the Pakistani context. By exploring the viewpoints of ESL teachers, this study purposes to fill this void and deliver valued perceptions into the role of socio-cultural norms in ESL education, subsidizing to more actual and culturally sensitive teaching practices.

### **Significance of the study**

The present study covered City Faisalabad which arises under Province Punjab by choosing Education University, Faisalabad campus which will signify the maximum numbers of teachers which is suitable and reasonable for data collection. Furthermore, it is appropriate for the

researcher to collect data from this college. The conclusions of the present research support to recognize the learning problems and matters of the ESL classroom practices in Pakistan.. Moreover, the methods and recommendations specified at the end to develop the language learning issues of ESL classrooms in Pakistan.

### **Research Objectives**

- To explore the socio-cultural norms and their influence in ESL classroom practices.
- To analyze the impact of adapting ESL material to Pakistani socio-cultural norms.

### **Research Questions**

- To what extent socio-cultural factors influenced Pakistani ESL classroom practices?
- How does the modification of ESL materials to local socio-cultural norms affect language proficiency and cultural awareness among ESL learners in Pakistan?

## **LITERATURE REVIEW**

A range of challenges are faced in Pakistan to learn English as a foreign language, different studies focused on this issue. This literature review delivers an indication of the main problems faced by EFL students in Pakistan at the college level with a focus on writing skills.

### **English language education in Pakistan**

Pakistan is still undeveloped state (Ahmar, 2011). Maximum of the people live in the rural area (Qadeer, 2006), being an agrarian country (Naqvi, 2012). Because of the low literacy ration poverty prevails here (Chaudry.I.S, 2006). The outcome in a study displays that equally outside as well as interior phases an opinion for language learning and its process that the troposphere of any household, public associates evens the characteristics of school give a vigorous starring part for ESL learning (Nariswariatmojo, 2011). Additional revision highlighted there is a solid attachment among communal discussion with reverence to communal period issue as well as SLA (Rathod, 2012). Moreover, numerous studies also perceived for the children's cases that fit to great discussion civilization as well as it appeared as they had been effective in ESL learning instead of middle or lower society learners. Trainings though display that the official presentation as well as academic of students also exaggerated by the environment of the household (Arshd, Elahi &Attari, 2012). First civilized parentages could offer a vigorous setting to their offspring those ensembles finest for their educational accomplishment.

The situation of parentages informally became suitably conventional effect on the knowledge of their offspring (Micklewright& Jerrim, J.2009) and the properties that castoff for the persistence of the institution (Shamin, 2008). Some of the studies in Australia from the section of education in 2011, the totals were analyzed as of the rich and poor families' children. The educational consequences of the learners unhurried by the equal of accomplished parentages so it presented a

boundless effect on scholars' presentation. Frequently the equal of learners sympathetic was extraordinary those had been from gorgeous relatives as well as their educated parents. Furthermore, effect of learning expressions a great modification when paternities accomplished as well as children from high socio-economic upbringings. An amount of obstructions as well as difficulties happen with the development of reading as well as writing in English as an EFL for the learners to absorb English effectively. Cummings supposed that grammar translation method is also a disgrace for the learners who absorb English as a foreign and SL because they reproduce language in its place of consuming thought to know words as well as sentences. Students of ELL recognize writing in a old-style way where it opinions by rubrics guidelines as well as a sure construction .Contextual matters like socio-cultural traditions, religion as well as educational experience shake the way L2 students to observe language. Furthermore, effect of socio-cultural as well as educational background which carries the consequence in learning English language, covers vague matters then glitches for numerous ELL as well as has superior characters and trials in doing contrast to natural learners. Engle defined that Learning English as EFL is an extension of social experiences as well as academic in high school. Terenzini designated that for L2 learners, in learning English language, needs innovative social system as well as academic. Furthermore dissimilar social system as well as academic should not be portion of their family circumstantial as well as social customs. Students of English language may challenge much unadorned catastrophes in recognizing conventional, social, cultural as well as academic departure from their old personalities, placing those learners at a higher peril of theoretical disappointment.

### **Challenges in writing faced by Pakistani students**

A questionnaire showed about View of Second Language Learners about Writing Problems in English Language. The study exposed that learners originate difficulties in grammar, spellings as well as in vocabulary. A mix method research showed on An Exploratory Study of Organizational Problems faced by Pakistani Student Writers with Learning Difficulties in English Foreign Language. It originated that learners had lack of motivation as well as confidence with difficulties of writing anxiety. They had not been motivated but required to recollections as well as if they advanced their skill, they would confidently save away from copy. Tariq et al (2013) directed a research about complications in learning English as ESL in rural zones of Pakistan. The education accomplishes if parents encourage as well as cooperate it would include an impulse to absorb English. The research also verifies if the learners go to a polished family.

### **Socio-cultural Factors**

Sociolinguists claimed that social associations' effect on oral capability can be intended and stark (Tanveer, 2007). Environmental Issues Previous research references that students barbed out that environmental issues substance in emerging communicative capability. Owing to English's incomplete experience in their countries, students touch distress obtaining outstanding

communication skills (Tanveer, 2007). According to Wariyachitra (2003), learning develops ineffective due to environmental influences because frequently, the learners evade communiqué in daily life. Those who study English in ESL settings lack the degree of English phonological skills that those who acquire it in instinctive like frameworks due to conservational as well as sociocultural limits (Ayodabo and Acheoah, 2013).

### **Divergence in culture**

The students' varying cultures as well as target language compliment anxiety due to the vagueness as well as weirdness with the mark language culture (Tanveer, 2007). The distinction of English, its usage in the educational system, as well as the outmoded cultures is the dissimilar amalgamation issues that make a anxious environment that centrals to doubts (Alsaraj, 2011). According to Tseng (2012), the difference of culture between students as well as the target language is also the main anxiety-producing component due to the target language nation's unwillingness or weirdness (Tseng, 2012). Comparatively, in Jone's (2004) answers of the culture issue in an Asian location, a clever teacher specified that the chief matter is not nervousness in the language learning procedure rather the changes in cultural does. Qualms with identity emphasis on the activity recognized as "subtractive bilingualism". Rendering to Ellis in 1994 that insignificant people obtain language as L2 then knowledge some loss of self-identity, national as well as religious and their language L1 supports.

### **Previous studies**

From the previous revisions, numerous researchers established the cultural fences may delay second language acquisition. Amin (2013) statuses that the cultural barricades established are the social influences, the religious as well as political opinions, and the outcome of globalization and the usage of offensive words. The research completed on the Cambridge English Institutes learners in Sari, Iran. From his education, it originated that when the blend culture method recycled in the knowledge procedure, it can support students more as the language is share culture itself. It assistances the beginner to appreciate the second language well when it complicated their own culture as well as also the culture of the second language. Apart from it, the study established out that some of the students' fear that they might mislay their civilizations as well as ideals when they obtain too much of ESL learning. The spiritual as well as party-political views are being distressed the teaching English language. The usage of other faith in the knowledge instance of the ESL language might touch the knowledge procedure. The education by Keumala et al,(209) deliberated the effect on social cultural norms on English Foreign Language apprentices' incentive. The reading associated the social and cultural effect on the beginners' inspiration over two opinions which comprise collective individualistic nation as well as social culture. It originated that it is a little solid for the apprentices with collectivistic culture to absorb a fresh dialectal as the society round them are extra into outdated thinking. It willpower affects their inspiration in erudition in ESL learning.

Investigators from dissimilar countries showed their investigation on linguistic as well as syntactical errors, but there is no sole examination showed on syntactical errors which is filling to the authors of the contemporary phase. The research work in Pakistan on syntactic errors and grammatical issues is inadequate and unsatisfactory. And there's no investigator who moderately examined the effect of socio-cultural norms in Pakistani ESL classroom practices. Beforehand showed studies on syntactical errors were missing correct deliberations as well as proposals. Safekeeping these opinions in concentration the investigators showed this study to achieve the request of the contemporary phase. In assumption, English Foreign Language learners in Pakistan façade a variety of trials in their language learning voyage. These trials comprise a lack of contact to English outside of the classroom, poor quality of teaching, cultural as well as language changes, and negative arrogances towards the linguistic. Classifying as well as talking these errands is serious to refining the language learning consequences in Pakistani ESL classroom practices.

## **RESEARCH DESIGN**

The quantitative method used for this study. A survey designed to gather the data. Collected data based upon the questionnaire answers of 122 teachers (females) from rural area of Faisalabad. The respondents were female teachers from Education University, FSD campus. The data was collected randomly. For this study, researcher written question papers as research tools, enclosed on 7 sections. Section 1 is relate to socio-cultural norms, section 2 is related to language and identity, section 3 is related to ESL classroom practices, section 4 is related to Language policy and planning, section 5 is related to professional development, section 6 is related to challenges and opportunities, section 7 is related to additional comments Participants were guided by the researcher that how to fill the questionnaire. It mostly contains of close ended questions and MCQs. Consequences after data analysis offered in percentage and tables.

## **Data analysis**

A survey designed to collect the data. Collected data is based upon the questionnaire responses of 122 teachers (females) from rural area of Faisalabad. The respondents were female teachers. For this study, researcher printed question papers as research instruments, contained on 7 sections. Section 1 is relate to socio-cultural norms, section 2 is related to language and identity, section 3 is related to ESL classroom practices, section 4 is related to Language policy and planning, section 5 is related to professional development, section 6 is related to challenges and opportunities, section 7 is related to additional comments Participants directed verbally by the researcher how to fill the questionnaire. It mostly contains of close ended questions and MCQs. Consequences after data analysis offered in percentage and tables.

*Table 1. Teachers’ responses on incorporating socio-cultural norms in ESL classrooms n=122*

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	10	7.07%
Disagree	16	11.62%
Undecided	22	16.16%
Agree	21	15.31%
Strongly agree	53	39.65%
Total	122	100%

The above table illustrates the frequency of the teachers’ responses on incorporating socio-cultural norms in classroom practices. The frequency of strongly disagree teachers is 7.07%.11.62% teachers are disagreed. The frequency of undecided respondents is 16.16%.15.31% teachers are agreed and 39.65% teachers are strongly agreed which is the highest frequency. It means that majority of the teachers are agreed to incorporate socio-cultural norms in ESL classroom practices. They think that ESL classroom practices become more meaningful by incorporating socio-cultural norms. It can enhance the content relevance and it will be useful for students in ESL learning. They think that students get more engaged and motivated when they relate their background with learning material. Teachers believe that students can become more culturally aware and adaptable in a global context by providing them numerous socio-cultural norms. Teachers think that it enhances their professional development when they implement these practices in their ESL classrooms.

*Table 2. Teachers’ responses on integrating language and identity in ESL classrooms n=122*

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	8	5.56%
Disagree	10	7.07%
Undecided	13	9.34%
Agree	30	22.22%
Strongly agree	61	45.71%
Total	122	100%

The above table illustrates the frequency of teachers’ responses on integrating language and identity in ESL classroom practices. The highest frequency is 61 with the 45.71%age. The frequency of strongly agreed teachers is 5.56%. 7.07% teachers are disagreed .9.34% teachers are undecided and agree respondents are 30 with 22.22%age. It means majority of the teachers strongly agreed with the statement that language is linked with one’s identity and it is important for ESL learners to maintain their cultural and linguistic identity while learning English. Because these teachers believe that language is a big source of social development .It is not only for personal development but it enhances the confidence level of the students when they relate it with their personal experiences. By mixing language and identity lesson becomes more engaging

and attractive for the students. These teachers understand that language is not a big source of communication but enhances the diversity of the culture.

**Table 3.** *Frequency of teachers’ responses on ESL classroom practices in Pakistan n=122*

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	12	9.35%
Disagree	11	7.83%
Undecided	15	10.86%
Agree	44	32.7%
Strongly agree	40	29.80%
Total	122	100%

The above table demonstrates the frequency of teachers’ responses on ESL classroom practices. The frequency of strongly agreed respondents is 9.35%. 7.83% teachers are disagreed. Undecided respondents are 10.86%. The agreed respondents with highest frequency is 32.7% and the strongly agreed respondents are 29.80%. It means the teachers are more agreed for ESL classroom practices. They are more willing to incorporate Pakistani culture and custom in ESL classroom practices. They think that the students are more open to discuss and explore socio-culture norms in ESL lessons. They are not that much strongly agreed with the statement. They say that ESL textbooks should be used in Pakistani classrooms adequately and it should reflect local socio-cultural norms and values. Because they believe that these practices contribute successful and meaningful learning. And these practices may directly meet with the students’ interest and needs. It has been analyzed that these practices created a positive outcome for the teachers to boost the confidence of the teachers as well as the students.

**Table 4.** *Responses of teachers on language policy and planning for ESL practices n=122*

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	13	9.34%
Disagree	11	7.83%
Undecided	25	18.43%
Agree	28	20.71%
Strongly agree	45	35.59%
Total	122	100%

The above table exemplifies the responses of teachers on language policy and planning. Strongly agree respondents are 9.34%. Disagree participants are 7.83%. The frequency of undecided respondents is 18.43%. Agree respondent are 20.71% and strongly agree participants are 35.59%. It means respondents strongly agreed with the statement. They think that Government’s language policies are effective in promoting English language Education in Pakistan. They believe that these approaches are valuable and effective to improve the English language Education in Pakistan. They strongly agreed that these policies should consider the socio-cultural



diversity of the country. Because the teachers reflect that these policies work as an instrument for the development of English language Education in Pakistan. They think that the innovative policies will improve the language and cultural understanding. They should meet the needs of the students.

**Table5.** Responses on professional development of teachers in ESL classroom n=122

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	12	8.33%
Disagree	14	36.58%
Undecided	23	17.42%
Agree	27	19.70%
Strongly agreed	46	6.82%
Total	122	100%

The above table demonstrates the frequency of teachers’ professional development in ESL classroom practices. 8.33% respondents are strongly agreed, disagree respondents are 36.58%, undecided participants are 17.42%, agreed participants are 19.70% and strongly agreed participants are 6.82%. It means teachers are not agreed with the statement. Fewer participants are agreed with the statement. They say that they didn’t receive any training or guidance on incorporating socio-cultural norms in ESL teaching practices. They say that trainings, workshops and conferences are useful for our teaching development. But they received a few trainings and guidance in ESL teaching practices. They want more professional trainings to enhance their ESL teaching skills because they are enthusiastic to enhance their teaching skills. They say that proper trainings can improve their pedagogical skills and help them to become more effective professionals.

**Table 6.** Responses on teachers’ challenges and opportunities in ESL classroom n=122

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	12	7.31%
Disagree	13	35.57%
Undecided	22	16.41%
Agree	28	18.41%
Strongly agreed	47	7.83%
Total	122	100%

The above table illustrates the teachers’ responses on challenges and opportunities in ESL classroom practices. Strongly agree respondents are 7.31%, disagree respondents are 35.57%, undecided respondents are 16.41%, agree respondents are 18.41% and strongly agreed participants are 7.83%. It means fewer teachers agreed with the statement and the highest frequency is 35.57% that are disagreed with the statement. They say that they’ve not found specific opportunities for utilizing socio-cultural norms in Pakistani ESL classroom practices.

They face a lot of challenges when try to incorporate socio-cultural norms in ESL classroom practices. Teachers ask to provide those proper trainings or guidance to incorporate socio-cultural norms in ESL classroom practices. Because they think that language barriers are the main cause to learn or teach a new language. They say that students from diverse cultural backgrounds need specific teaching methods. They want practical strategies to boost the confidence level and communication skills of the students. Teachers seek innovative and dynamic ideas to improve their teaching skills in ESL classroom practices.

*Table7. Responses on the role of socio-cultural norms in ESL classrooms n=122*

<b>Scales</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	12	8.32%
Disagree	10	6.82%
Undecided	24	18.43%
Agree	28	18.41%
Strongly agreed	48	37.60%
Total	122	100%

The above table illustrates the teachers' frequency on additional comments regarding the role of socio-cultural norms in ESL classrooms. The frequency of strongly disagree respondents is 8.32%, disagree participants are 6.82%, undecided participants are 6.82%, agree participants are 18.41% and strongly agreed participants with highest frequency are 37.60%. It means the majority of the teachers agreed with the statement that the role of socio-cultural norm is essential is ESL classroom practices. Teachers believe that incorporating socio-cultural norms will enhance the cultural understanding of the students. They consider that these socio-cultural norms promote real communication and language acquisition. They say that these socio-cultural norms in classroom practices are more beneficial for those students who are from diverse backgrounds. They think that by incorporating these norms students can interact with multicultural world and boost their communication skills. Teachers say that these socio-cultural norms can improve students' intercultural competence, cultural awareness and language skills.

## **DISCUSSION**

Pakistan is geologically cum socially allocated into rural and urban areas, with rural population creating 62.83 percent as well as urban population versions for 37.17 percent of the total population of Pakistan. This study purposes to discover, find out and examine the probable role of socio-cultural factors in Pakistani ESL classroom practices at university level. Multiple cultural influences may prime to anxiety, and it is a dominant matter in language classrooms, according to this study. Numerous participants observe sociocultural factors as a potential cause infuriating ESL classroom practice. Additionally, the many ideas gained from Pakistani university teachers (University of education, FSD campus) for extra examination with the determination to dive deep down into the societal pressures that impede a student

accomplishment by increasing ESL classroom practices. The frequency of strongly disagree teachers is 7.07%. 11.62% teachers are disagreed. The frequency of undecided respondents is 16.16%. 15.31% teachers are agreed and 39.65% teachers are strongly agreed which is the highest frequency. It means that majority of the teachers are agreed to incorporate socio-cultural norms in ESL classroom practices. They think that ESL classroom practices become more meaningful by incorporating socio-cultural norms. It can enhance the content relevance and it will be useful for students in ESL learning. They think that students get more engaged and motivated when they relate their background with learning material. Teachers believe that students can become more culturally aware and adaptable in a global context by providing them numerous socio-cultural norms. Teachers think that it enhances their professional development when they implement these practices in their ESL classrooms. They are more willing to incorporate Pakistani culture and custom in ESL classroom practices. They think that the students are more open to discuss and explore socio-culture norms in ESL lessons. They are not that much strongly agreed with the statement. They say that ESL textbooks should be used in Pakistani classrooms adequately and it should reflect local socio-cultural norms and values. Because they believe that these practices contribute successful and meaningful learning. And these practices may directly meet with the students' interest and needs. It has been analyzed that these practices created a positive outcome for the teachers to boost the confidence of the teachers as well as the students. They believe that these approaches are valuable and effective to improve the English language Education in Pakistan. They strongly agreed that these policies should consider the socio-cultural diversity of the country. Because the teachers reflect that these policies work as an instrument for the development of English language Education in Pakistan. They think that the innovative policies will improve the language and cultural understanding. They should meet the needs of the students. 8.33% respondents are strongly agreed, disagree respondents are 36.58%, undecided participants are 17.42%, agreed participants are 19.70% and strongly agreed participants are 6.82%.

It means most of the teachers don't agree with the statement. Fewer participants are agreed with the statement. They say that they didn't receive any training or guidance on incorporating socio-cultural norms in ESL teaching practices. They say that trainings, workshops and conferences are useful for our teaching development. But they received a few trainings and guidance in ESL teaching practices. They want more professional trainings to enhance their ESL teaching skills because they are enthusiastic to enhance their teaching skills. They say that proper trainings can improve their pedagogical skills and help them to become more effective professionals. . Strongly agree respondents are 7.31%, disagree respondents are 35.57%, undecided respondents are 16.41%, agree respondents are 18.41% and strongly agreed participants are 7.83%. It means fewer teachers agreed with the statement and the highest frequency is 35.57% that are disagreed with the statement. They say that they've not found specific opportunities for utilizing socio-cultural norms in Pakistani ESL classroom practices. They face a lot of challenges when try to incorporate socio-cultural norms in ESL classroom practices. Teachers ask to provide those proper trainings or guidance to incorporate socio-cultural norms in ESL classroom practices.

Because they think that language barriers are the main cause to learn or teach a new language. They say that students from diverse cultural backgrounds need specific teaching methods. They want practical strategies to boost the confidence level and communication skills of the students. Teachers seek innovative and dynamic ideas to improve their teaching skills in ESL classroom practices. The frequency of strongly disagree respondents is 8.32%, disagree participants are 6.82%, undecided participants are 6.82%, agree participants are 18.41% and strongly agreed participants with highest frequency are 37.60%. It means the majority of the teachers agreed with the statement that the role of socio-cultural norm is essential in ESL classroom practices. Teachers believe that incorporating socio-cultural norms will enhance the cultural understanding of the students. They consider that these socio-cultural norms promote real communication and language acquisition. They say that these socio-cultural norms in classroom practices are more beneficial for those students who are from diverse backgrounds. They think that by incorporating these norms students can interact with multicultural world and boost their communication skills. Teachers say that these socio-cultural norms can improve students' intercultural competence, cultural awareness and language skills. It can be said that this study highlights the role of socio-cultural norms in ESL classroom practices. The outcomes exemplify the role of language policies, teachers' professional development, opportunities and challenges regarding ESL practices in classrooms in Pakistan. The study's inferences spread to the wider field of ESL education, highlighting the requirement for a rounded approach that values socio-cultural norms as a foundation of real language acquisition as well as cultural understanding.

## **CONCLUSION**

This study evaluates the role of socio-cultural norms in Pakistani ESL classroom practices. These factors play a significant role in their ESL learning skills. There are commonly two types of universities groups private and government. University of Education, Faisalabad campus was selected for this study. Female teachers were selected randomly to collect the data. Mostly the medium of teaching in government universities is Urdu rather than English. They use English language for teaching English in their institutes. It has been seen that private universities use English language for their medium of teaching for all subjects. In this study it has been analyzed the role of socio-cultural norms in Pakistani ESL classroom practices and the reason is that they're not taught properly neither they afford such learning environment nor they're taught English language in the classroom. A survey designed to collect the data. Collected data is based upon the questionnaire responses of 122 teachers (females) from rural area of Faisalabad. The respondents were female teachers from Education University, FSD campus. The data was collected randomly. For this study, researcher printed question papers as research instruments, contained on 7 sections. Section 1 is related to socio-cultural norms, section 2 is related to language and identity, section 3 is related to ESL classroom practices, section 4 is related to Language policy and planning, section 5 is related to professional development, section 6 is related to challenges and opportunities, section 7 is related to additional comments Participants

directed verbally by the researcher how to fill the questionnaire. It mostly contains of close ended questions and MCQs. Consequences after data analysis offered in percentage and tables.

It was analyzed that they didn't receive any training or guidance on incorporating socio-cultural norms in ESL teaching practices. They say that trainings, workshops and conferences are useful for our teaching development. But they received a few trainings and guidance in ESL teaching practices. They want more professional trainings to enhance their ESL teaching skills because they are enthusiastic to enhance their teaching skills. They say that proper trainings can improve their pedagogical skills and help them to become more effective professionals. . The findings disclose that socio-cultural norms show a crucial role in determining teaching methods, fostering cultural sensitivity, and enhancing language acquisition among ESL learners. ESL teachers in Pakistan know the implication of including these norms into their teaching, highlighting the inspiring impact on the learning experience and the conservancy of cultural identity. The majority of teachers also express a desire for ESL materials to be modified to support with Pakistani socio-cultural norms, emphasizing the prominence of cultural relevance in ESL education. This research underlines the need for policies and professional development opportunities that support teachers in directing the difficulties of socio-cultural norms, as well as the prominence of complete, culturally inclusive ESL practices.

## **FUTURE RECOMMENDATIONS**

- It will make ESL learning easy by fixing writing issues.
- It will provide awareness for teachers as well as parents to support the students.
- It will be beneficial for policy-makers as they receive the data to enhance ESL education in Pakistan.
- It will contribute more culturally inclusive as well as responsive curriculum.
- It will be more useful for technology-driven solutions to improve ESL learning consequences in future.

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