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**English Language Learning Beyond Classroom:
Sociocultural Influences on EFL Student Autonomy as
perceived by the Students of CUN**

*Dissertation Submitted to the Department of English as a Partial Fulfilment of the
requirement for the degree of Master in Linguistics*

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Dedication

SOUIAH Fatima Zohra

dedicates this work especially to her family, her only great support. To the Mother who always prays for me. To the father who gave so much and still does. To all my beloved brothers and sisters and to my loving grandmother for her endless love.

HADJI Marwa

dedicate this work to my beloved parents “Naceur” and “Hadjira” for their endless love prayers and sacrifices.

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Abstract

With the growing emphasis on autonomous language learning, it has become increasingly important to comprehend the sociocultural influences that shape the autonomous learning of EFL students beyond the classroom. Consequently, this study attempts to investigate the sociocultural impact on the autonomy of EFL students outside of formal learning environments, specifically focusing on the perceptions of students of CUN. The research is divided into two chapters, one theoretical and the other practical, which collectively aim to shed light on this subject. By utilizing a mixed methods approach, the data was gathered through a quantitative questionnaire and structured interviews. The study draws upon Vygotsky's sociocultural theory and theory of student autonomy, and the participants were selected using a multilevel concurrent sampling method. The findings of this research reveal a strong correlation between English learning beyond the classroom and sociocultural theory in the Naama province. Notably, EFL students in CUN exhibit a positive perception of continuous autonomous learning. Furthermore, the study identifies family and peer groups as supportive sociocultural factors that support the students' autonomous learning. While, societal factor impedes their progress in this regard.

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List of Acronyms

CUN: University Center of Naama.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

FLA: Foreign Language Acquisition.

LBC: Learning Beyond Classroom.

L2: Language 2 (The non mother tongue)

MKO: More Knowledgeable Other.

S.C: Sociocultural.

ZPD: Zone of Proximal Development.

General Introduction

General Introduction

Autonomous learning beyond the classroom has been shown to be highly effective in English language acquisition and learning, whether a second language or a foreign language according to previous research in different places. The concept has evolved over the years and changed from the early progressive movement in the 19th and 20th centuries to lifelong learning and informal education today. And it remains intrinsically linked to sociocultural aspects; wide range of sociocultural factors play an essential role in the learning of the languages, including social interaction, family, culture, and peer groups.

Therefore, the purpose of this study is to:

- Explore how EFL students of CUN perceive the autonomous learning beyond the classroom.
- Investigate the sociocultural factors that impact EFL student's autonomy in the context of English language learning beyond the classroom.

In order to reach the above objectives, the study states the following problematic as the starting point:

- How do students of CUN perceive the sociocultural influences on their autonomy in English language learning beyond the classroom?

These two sub questions steer the research:

1. How do EFL students of CUN improve their English language skills beyond the classroom?
2. What are the sociocultural factors that impact English language learning beyond the classroom in NAAMA province?

The research is proposing these following hypotheses to each sub questions:

1. EFL students of CUN may immerse themselves in the English language resources through artistic works, movies and engaging with peers, depending on their preferences.

General Introduction

2. The sociocultural factors impacting the autonomous learning of English language beyond the classroom in Naama province, either positively or negatively are maybe: social community, family and peer groups.

Accordingly, the study adopts the mixed methods approach to be conducted. Both quantitative and qualitative data are gathered. That is to say, quantitative questionnaire and structured interview are the used procedures in this study.

Furthermore, this dissertation is structured in two chapters besides the general introduction and the general conclusion. On the one hand, chapter one, the literature review, introduces the concept of autonomous learning beyond classroom and investigate its effectiveness on learning English language. Additionally, it highlights and explains several sociocultural factors that impact learning English beyond classroom. On the other hand, chapter two, the practical side, presents the research methodology of the current study. By explaining the research design, sampling, data collection, analysis and interpretation. In addition, some valuable recommendations for English language teaching/learning field are included at the end.

This study seeks to understand the students' perception towards autonomous learning beyond classroom and determining the main points of sociocultural factors impact. In this regard, English language education could benefit from the study; it highlights the importance of promoting learner autonomy while considering their sociocultural context, and suggests strategies for educators and policymakers to achieve this goal.

Chapter One
Literature Review

Chapter one: Literature Review**1.1. Introduction.****1.2. Section one**

1.2.1. EFL VS ESL

1.2.2. EFL learning and acquisition in Algeria.

1.2.3. Learner autonomy beyond classroom.

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1.3.1. Sociocultural theory of Vygotsky.

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1.1. Introduction:

This chapter is theoretical part, it describes the English language learning and acquisition phenomenon beyond the classroom and investigate how sociocultural factors impact it. The chapter is divided into two sections.

1.2. Section One:

This section provides details about English as foreign and second language and then sheds light on the effectiveness of autonomous language learning outside of classroom.

1.2.1. EFL vs ESL

Second or foreign language is any language other than the first one (mother tongue). It includes any non-native language which is used for many purposes: academic aims, communication, exchange of ideas, linking different cultures and societies, or personal purposes. English, as a nonofficial language (like it is in the USA, Great Britain, and Australia), can be either a foreign or second language.

Political and functional factors are the most crucial items that determine the position of the English language in society, either making it a second or foreign language.

In one hand, English is the second language in India due to historical events between the Britain and India, and is officially recognized and accepted as a means of public communication. It is also a second language in Nigeria due to the nature of its function; the country is characterized by the multiplicity of its mother tongues, which is why English is used there as a lingua franca, particularly in trade, education, and administration. Communities where English is an official second language are characterized by code-switching and mixing between the mother tongue and English language.

In the other hand, English is considered as a foreign language in the Algerian context; it is reserved for professionals only. Unlike French, which is widely used in the community and administration, Marckwardt (1963) gives a perfect description of it by composing these words: “By English as a Foreign Language they mean English taught as a school subject or on an adult level solely for the purpose of giving the student a

foreign language competence which he may use in one of several ways” (p. 25). The central idea which is seized from this quote is that English as a foreign language is confined only to schools. Simply, ESL is when the learner’s mother tongue is not English but he/she is living in an English-speaking country; their aim is to master the language for communicative purposes. However, EFL learners are immersed in a non-English speaking setting; their learning purpose is typically academic.

Despite the differences between the two and all the arguments that distinguish them, "Some authors (Dulay, Burt, Krashen, 1982; Liao, 1996; Skehan, 2002) refer to both _ a foreign and a second language _ as a second language or language two (L2)." (Eddy, E., 2004, p. 12). Krashen investigates the two processes (acquisition and learning) of a non-native language without distinguishing between the foreign and the second, as they are approximately synonymous in learning. Otherwise, he focuses mainly on differentiating the learning process from the acquisition and how they work. According to Krashen, acquisition of L2 is similar to the process of a child in acquiring the mother tongue (Krashen, S. 1981); it is a subconscious, and implicit process that does not follow any structure or grammar rule. Furthermore, it is a spontaneous operation done within a community through informal interaction with members of the same language community. Whereas, learning of L2 is a conscious process, governed by a formal system typically in institutions.

By and large, the learning process of L2 is abstract; it provides the competence of language (grammar rules). Whereas, acquisition is concrete and tangible; it creates the language performance.

1.2.2. EFL learning and acquisition in Algeria

The current investigation is interconnected to English language in Algeria, where learning or acquiring EFL is demanding and challenging.

The exclusive source of English in most Algerian territories is the formal schools in all three stages (primary, middle, and secondary) besides to the universities where English is a subject or a specialty, and some private schools generally in the big cities of Algeria, which are miles away from other less developed areas. For those who have ambition to perform the language mostly for academic purposes, academic establishments including

universities cannot accomplish this. In this case, EFL learners are moving towards self-learning. More precisely, what if the context is difficult for self-improvement, how can one struggle in this kind of environment to meet all the needs of English language learners?

1.2.3. Learner Autonomy beyond the classroom

LBC adopts a significant function in the language education field. The Academic institutions aren't adequate to accomplish EFL learners' requirements. Even though the theoretical rituals of educational establishments could stand for attaining the language bases, the advanced skills mostly the productive ones will be difficult things to implement in classes. (Resnick, L. B. 1987, p.16) says, "...schooling aims to teach general skills and knowledge, whereas situation-specific competencies dominate outside" Given that, (Benson, P. 2011) contends that most language teachers would also agree that combining classroom and out-of-class learning helps students learn.

Autonomous learner concept is widely common in education field since the 1980s, when first it is coined by the educator Henri Holec. And it plays an important role in the field as (Najeeb, S. S. 2013, p.1239) claims, "The notions of autonomous learning and independent learning are sometimes interlinked and have come to play an increasingly important role in language education"; as it is noticeable in learner-centered classes where the student and his/her interests are the prominent points. But autonomy can also be developed outside the classes, there where it should be started. In this way (Bendebiche, M. 2022, p.51) describes it as below "At the heart of language learning beyond the classroom lies autonomy".

Learner autonomy beyond classroom is the state of making laws and controlling resources without the pressure of other aspects, i.e. the learner's independence in deciding thoughts and activities concerning his/her philosophy of learning. In this view, (Najeeb, S. S. 2013, p.1239) states:

"Independent language learning is characterized by optimizing or extending learner choice, focusing on the needs of individual learners, not the interests of a teacher or an institution, and the choice of decision-making to learners."

Another notable connotation by Holec. (1981) cited by (Little, D., Dam, L., & Legenhausen, L. 2017, p.2), “learner autonomy in terms of learner self-direction and control of the learning process.” i.e. The learner has the authority to tutor him/herself in their own learning process.

Furthermore, Scholars, in their investigations, try not only to offer concisely and precisely definitions to the concept, but to determine the nature of it; whereas it is an objective or a method? In this debate, (Gülnehal, Ş. E., & Cem, B. 2019, p.99) indicate Holec’s point of view that autonomy is not a kind of approach but a learning goal. This means that autonomy is an academic purpose, both teacher and learner have to work on it. Learner must start it beyond classroom and teacher has to enhance it in classes.

Whereas, (Lier, V. 2008, p.163) asserts that “learner self management is not the ultimate goal but the means” cited in (Little, D., Dam, L., & Legenhausen, L. 2017, p.3) i.e. The concept of autonomous learning is just a procedure. Alongside to other methods of learning, independent learning helps to build up the whole learning process.

Despite the divergence between the scholars’ thoughts about the nature of learner autonomy, there is a like-mindedness concerning the characteristics. Hendrick (2016) sum up them as following: Curiosity, passion, inspiration, discernment, self-motivation, self-examination, accountability, critical thinking, and tenacity should all be fostered. Since learning beyond the classroom is fairly unshaped, and the control of the learning process is in the hands of the learners, motivation, connections and commitments, and identity and agency are major characteristics in the context of independent learning beyond the classroom (Sackey, Nguyen and Grabill, 2015). Cited in Lai, C. (2018).

1.2.4. To what extent is the autonomous learning effective in mastering language skills?

Taking hold of language skills is the central purpose for every EFL learner. And as it is mentioned before, the EFL classes are not sufficient to access it. For instance, the local curriculum of public schools in Algeria as well as the program followed in textbooks promote students to learn grammatical rules of English and allow them to apply these rules through conducting activities in class. Yet, it does not encourage EFL

learners to develop their speaking ability, which allows them to speak to people without difficulty and is the idea of language performance. Proficiency success such as, speaking fluency can not be acquired during formal classes, at least in Algerian context. So that, the informal learning process beyond classes is a must in order the EFL student fulfill his/her desire (Benrekia, M. & Fadel, M. 2022).

Several investigations have underlined that students' ability to function independent is essential for academic success in foreign language learning (Benson & Huang, 2008; Dam & Legenhausen, 2010) cited in (Gülnehal, Ş. E., & Cem, B.2019, p.99). This means that the academic success is a result of self learning.

Hence, language proficiency is strongly associated with the autonomous learning. According to an investigation done by (Benrekia, M. & Fadel, M.2022, p. 65), based on teachers' replies to the questionnaire, it is revealed that

“literary works and artistic works, such as books, songs, movies, etc help students to increase their level of foreign language proficiency, enrich their vocabularies and evolve the four skills of language: writing, reading, listening and speaking. Nonetheless, they give learners the opportunity to recognize a foreign culture which does not only involve language, but also traditions, religion and lifestyle”

i.e. The artistic and literary works that all fall in the autonomous learning concept are effective in improving language skills including, cultural competence. In this vein, (Inozu, Julide & Sahinkarakas, Sehnaz & Yumru, Hulya. Pop. 2010) discover that students develop language skills by carrying out different types of outclasses activities. Another finding is that some students choose particular tactics to develop their English, such as translating or conversing in English with one another. By saying this, carrying out learning beyond the classroom is an excellent option to achieve self-progress. EFL learners have multiple choices and methods to adopt for their own process.

“Autonomy is a multidimensional concept” (Lai, C., 2018, p. 6); the autonomy concept be studied from various aspects. Due to it's complex nature, it is interrelated and impacted by so many factors. The current investigation focuses mainly on the sociocultural factors' impact. What are these factors which stand as barriers in front of the English language learner in a non-flexible setting?

1.3. Section two

In this section, the study is going to reconsider Vygotsky's sociocultural theory and explain the effect of sociocultural factors on FLA.

1.3.1. Sociocultural Theory of Vygotsky

Vygotsky's Sociocultural theory is one of the most famous and useful theories in the field of psychology and education. Before describing the theory, the following paragraph is devoted to his biography.

1.3.2. LEV VYGOTSKY

Vygotsky (born November 5, 1896, Orsha, Russia_ died June 11, 1934, Moscow), is a Soviet psychologist. He primarily studied linguistics and philosophy at the University of Moscow, Then he engaged in psychology research. Vygotsky became a major figure in post-revolutionary Soviet psychology during his work at Moscow's Institute of psychology from 1924 till he died. Vygotsky is widely known for the sociocultural theory; he studied the role of social and cultural aspects in making of human consciousness.

After his death, around fifty years, Vygotsky got the attention of Western psychologists and educators for his work..

1.3.3. The theory principles:

Vygotsky Sociocultural Theory (1934) is a arising theory from psychology discipline. It is a set of concepts having to do with learning and cognitive development. It emphasizes the prominence of society and culture in pushing and driving the individual's cognitive development. i.e. The interaction between people and the culture in which they live play a fundamental function of the

individual's cognitive development. (Hsieh, H. C., & Hsieh, H. L. 2019, p.3) say: "The Vygotsky's social development theory emphasizes the environments in which social interaction and participation in a learning community is an essential part of learning"

The main idea resulted from the above definition is that Vygotsky asserts that learning is a social process where society, familial and peer relationships, and culture influence people and their behavior. Furthermore, the biological characteristics of the brain are not

adequate to reach higher development in learning process. Another definition from (Fahim, M., & Haghani, M. 2012, p.1) to this approach is: “The main idea of this psychological view of human development is that social interaction is responsible for the development of higher order functions.” Means that the individual can not reach advanced cognitive abilities without engaging in his/her society.

The theory principles are summarized in the following four points:

- **Concept of More Knowledgeable Other (MKO):** Also known as the concept of scaffolding. According to Vygotsky, child needs his/her parents, teacher, and guidance to function his/her abilities. He says in this vein, “what a child can do today with assistance, she will be able to do by herself tomorrow” quoted in McCafferty, S. G. (2002). An MKO is someone with a better understanding or a skill level than the student. MKO includes parents, teachers, peers, etc. It incorporates also contemporary educational media and digital systems such as websites and applications.
- **Concept of Zone Proximal Development (ZPD):** “learning which is oriented toward developmental levels that have already been reached is ineffective from the view point of the child’s overall development. It does not aim for a new stage of the developmental process but rather lags behind this process” Vygotsky. (1978) cited in McLeod, S. (2018), In this concept, he describes the difference between what a child can do alone and what he/she can achieve with guidance and support; according to him there three levels of development: zone of actual development, means, what child can accomplish with him/her self. And zone of eventual development is when the child engages with a higher level of direction. ZPD is the gap between the two stages, the social interaction with family members, peers in schools or out, and friends prepare him/her well for the next level (eventual development), ZPD mediates the two levels of development.
- **Concept of private speech in young children:** private speech is a form of language that children use when they talk to themselves. This type of language is not intended for communication with others, but rather for the child's own use. according to Vygotsky’s sociocultural theory, private speech is an essential development milestone that reflects the child’s increasing ability to regulate their own cognitive. He argued that private

speech is a self-regulating behavior. Furthermore, through it, child is able to direct his/her own attention, organize his/her thoughts and solve problems more effectively.

- **Social influences and cognitive development:** sociocultural theory comes to explain how the internal cognitive functions is associated and impacted by social, cultural, and historical context. The individual development is on the social interactions and the cultural activities. (Scott, S., & Palincsar, A. 2013, p.1)

1.3.4. EFL and sociocultural factors:

Language is a social and cultural phenomenon that is deeply intertwined with the context in which it is used. Thus, sociocultural factors can have a significant impact on language learning, and it is important for educators and language learners to be aware of these factors in order to optimize language learning outcomes.

Vygotsky argues that learning a language should be studied in its entirety because it affects the child's overall mental development and personality (1997). His aim is to take in consideration the methods and strategies devoted to language learning, foreign language can not simply learned or acquired by only personal working, but also social interaction (with peer groups, families, teachers...) has a effectual function in conquering it.

According to previous studies (Ozfidan, B., Machtmes, K. L., & Demir, H. (2014). Socio-cultural factors in second language learning: A case study of adventurous adult language learners. Amiri, E., & El Karfa, A. (2022). The Impact of Learning Environment on EFL Students' Academic Achievement: A study of Socio-Cultural Factors Affecting Academic Achievement. Tawfiq, H. H. (2020). Investigating the Sociocultural Factors That Affect Learning a Second Language (on the Example of English). Benrekia, M., & Fadel, M. (2022). Exploring the Impact of Sociocultural Factors on the Learning Process in EFL Classrooms. Swain, M., Kinnear, P., & Steinman, L. (2015). Sociocultural theory in second language education. Multilingual matters.) and more, acquiring second/foreign language is impacted a lot by various sociocultural aspects including, social and institutional context, family background, interpersonal and cultural factors.

a. social context: the primary factor that is strongly interconnected to FLA. It shapes the language learning experience, in a society where the target language (as 2nd language) is ordinary, learning process goes smoothly, with low range of impediments, whereas in different social context where it is not accustomed, learning is challenging and demanding due to less opportunities for performing the target language. In view of that (Fahim, M., & Haghani, M. L. 2012, p.694) says, “social interaction is believed to facilitate or mediate the learning process.” Ibid, ZPD model stresses the interaction with others during the learning process, according to Vygotsky the hard personal effort would not result a competent speaker unless he/she benefits from others. Furthermore The Vygotsky’s social development theory stresses the circumstance in which social interaction and participation in a learning community is a vital part of learning.

b. Institutional context should be also taken to concentration in FLA’s searches. Foreign language learner who has access to high-quality language instructions, resources, classrooms (for instance, foreign institutions where authentic communicative settings exist) may be more successful and satisfied in his/her language-learning endeavors. Vygotsky in this vein, claims that the development of individual learning skills is never entirely separable from the content of his/her learning. Thanasoulas, D. (2000).

c. the family has a significant impact on FLA; it is a complex and multifaceted construct. It is the context in which the child learns language and builds his/her personality. A family that values multilingualism motivates the child to learn the target language and perform it.

Moral support is necessary; a house where there is a peaceful atmosphere (i.e. no troubles and crises) allows for improving the learning process. Whereas, in a stressed environment, children who experience stress or trauma will struggle with motivation and engagement. Thus,

“the relevance of emotions to learners' motivational behavior is defined by the convergence of individual differences, emotional events and the socio-cultural factors of the context in which learning takes place.” López, M. G. M., & Cárdenas, M. A.F. 2014, p.298

Apart from moral support, material support from family also plays a big role in improving the quality of the learning process, particularly beyond the classroom. The learner requires a certain amount of materials and aids, such as books, a smartphone, and internet.

d. interpersonal factors; attitude, age and gender are all form the quality of language learning process. (Alghabra, H. 2015, p.5) Found that age and gender collaborate with eclectic factors such as social class, ethnicity that affect learner proficiency and language attainment. Attitude with all it sorts, shyness, self-motivation, self-confidence, and more are expressive variables during the learning process. It depends on the learner's character which is mainly shaped by his/her beliefs and identity. According to (Karim, N. A., Nur, S., & Mohd, D. 2016, p.17) “ the issue of personality factors should be explicitly addressed as it could interfere with language learning”. That is, personality could be a barrier to accomplishing the target language, and before investigating the process itself, the learner's personality has to be built again.

1.4. Conclusion:

Chapter One was devoted to a literature review of detailed titles revolving around the learning/acquisition of English as a foreign language beyond the classroom and its relationship with sociocultural factors. The next chapter is purely practical and concerned with data analysis.

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Chapter Two
Research Methodology

Chapter Two: Research Methodology

2.1. Introduction

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2.1. Introduction

This chapter is the practical part, it introduces the research methodology of the current study, its aim is to find out answers to the research questions posed in general introduction. The chapter exhibits all the steps followed to collect, analyze and interpret the primary data, and it includes some valuable recommendations.

2.2. Research design

“Decisions about choice of a design are further influenced by the research problem or issue being studied...” **Creswell. J. W. 2009. P. 36.** Therefore, the researchers rely heavily on the research problem to a large extent with taking into consideration the quality of the sample.

In order to answer the research problem and to reach the study objectives (mentioned in general introduction on page 1), this exploratory study is designed as a mixed methods research, incorporating elements of both quantitative and qualitative approaches. The study took place at the University Center of Salhi Ahmed in Naama province, located in the highlands of southwestern Algeria.

2.2.1. Sample population

According to the **APA Dictionary**, sampling is the process of selecting a limited number of units from a large population of the study. Therefore, sampling in this research is designed in a multilevel concurrent for manner to be more consistent with the research approach.

Sample units are selected from EFL students at the University Center of SALHI Ahmed in Naama, more precisely, the sample for the quantitative part of the study is selected from undergraduate students, while for the qualitative part, the sample is determined from master students.

a. Undergraduate students profile

The sample presented comprises thirty-five (35) students; twenty (20) are female and fifteen (15) are male. Their ages range from eighteen (18) to twenty-nine (29).

b. Master students profile

This sample contains six (06) students; Two (02) males and two (02) females are 1st year master students, and two (02) female students are from 2nd year master. Their academic level vary from outstanding, very good, average, to generally acceptable. They all trait the share of residing in the state of Naama.

2.2.2. Research instruments

In this study, quantitative and qualitative data collection is concurrent. The research instruments used are questionnaire and interview to produce a mixed data.

a. Questionnaire: in this research instrument, an electronic questionnaire was sent to undergraduate students with the help of Facebook to speed up the data collection process and successfully thirty-five (35) students were responded. The questions are understandable and essay to answer, they are twenty-two (22) divided into three parts:

Part one: contains two (02) demographic questions (age and gender).

Part two: contains twelve (12) closed ended questions (see appendix A). The aim of these questions is to elicit EFL students' opinions about the autonomous learning beyond classroom and how they prefer it to be implemented.

Part three: contains eleven (08) closed ended questions (see appendix A). There is a certain objective behind these questions, which is to find out the socio-cultural factors that impact students' English language learning process beyond classrooms in Naama Province.

b. Interview: In this research instrument, five interviews were conducted in the corridors of the first pole of the University Center, and only one interview (the third interview) was conducted inside the female students' University campus within two (02) days from May 3rd, 2023 to May 4th, 2023. The interview was designed to be structured with seven open ended questions asked to the participants and an additional question asked when interviewing females, all in order to enrich the study further. (See appendix B).

2.3. Data analysis / interpretation and recommendations.

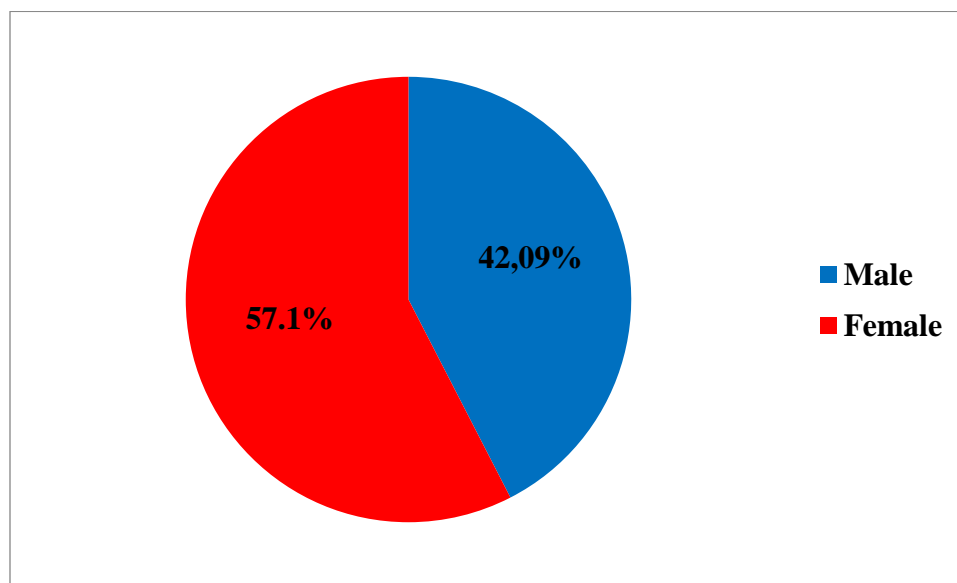
At this stage, the collected data is analyzed and presented in two techniques, each according to its nature. The quantitative data is analyzed in graphs, while the qualitative data is analyzed in form of passages.

2.3.1. Data analysis

a. Questionnaire analysis

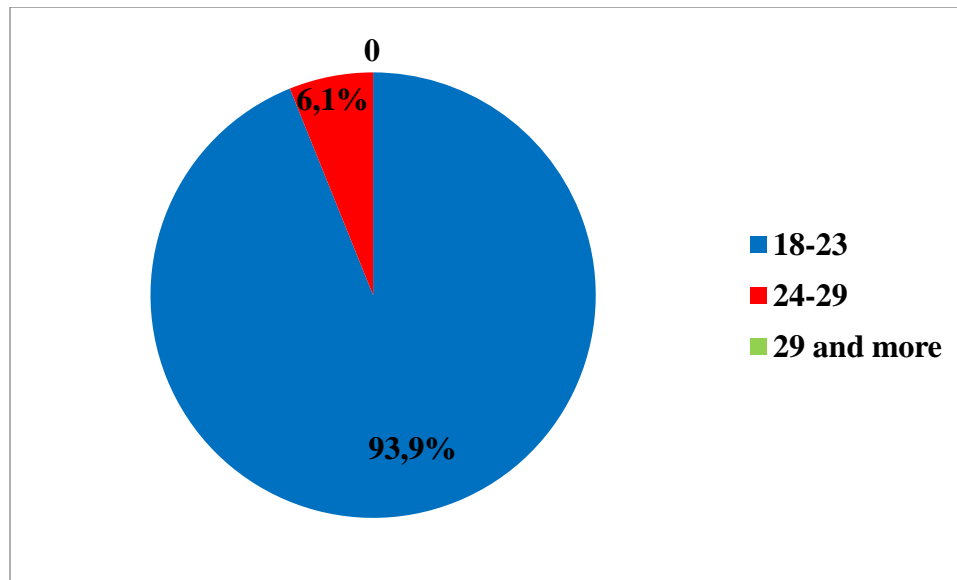
Part one: demographic information

The following Pie-charts exposes the students gender and age.



Pie Chart 2.1 :students' Gender

This pie-chart represents the gender difference of the respondents; 57.1% are females and 49.09% are males.

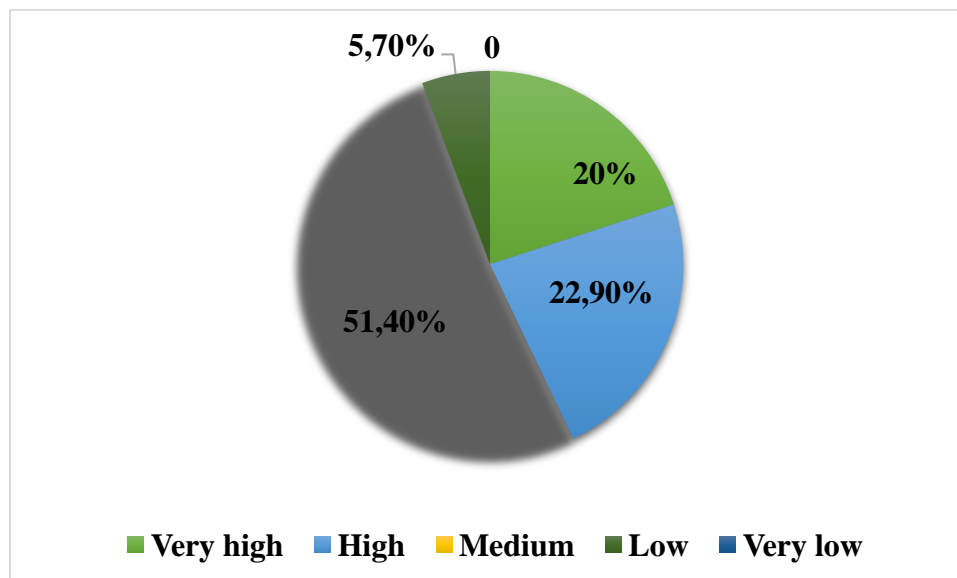


Pie-Chart 2.2 : Students' age

The above pie chart showed the age of EFL students. The first category, from 18 to 23 years, is the most responded to the questionnaire with 93%, and the second category, from 24 to 29 years, has a percentage of 6.1%.

Part one: Questions posed are about learning English language out of the university.

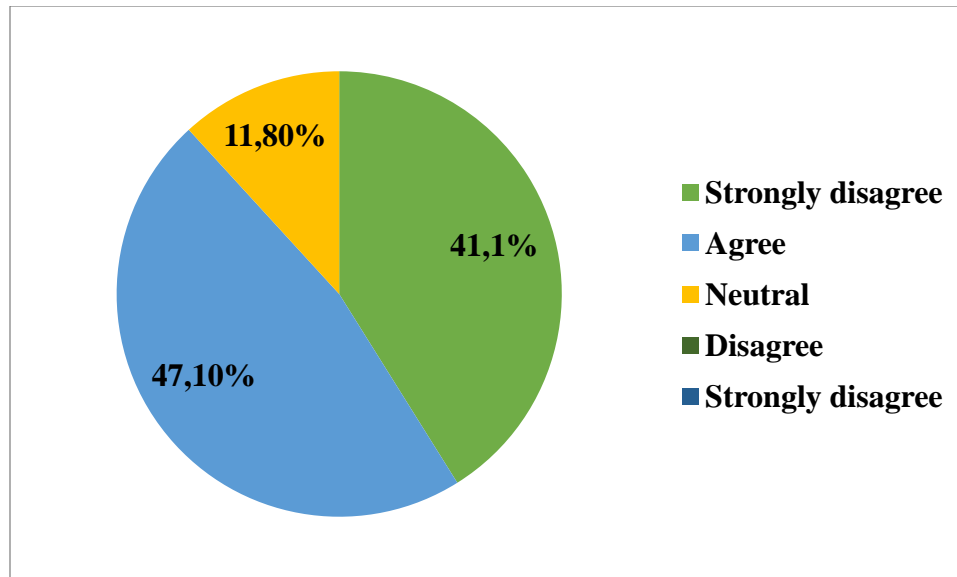
Question 01: the Pie-chart symbolizes the students' motivation towards English LBC.



Pie-chart 2.3: Students' motivation rate.

From the above pie chart, it is noticed that half of the students describe their motivation towards developing their English level outside of the university as medium. 22.90% are highly motivated, 20% are very highly motivated, and only 5.70% are not motivated.

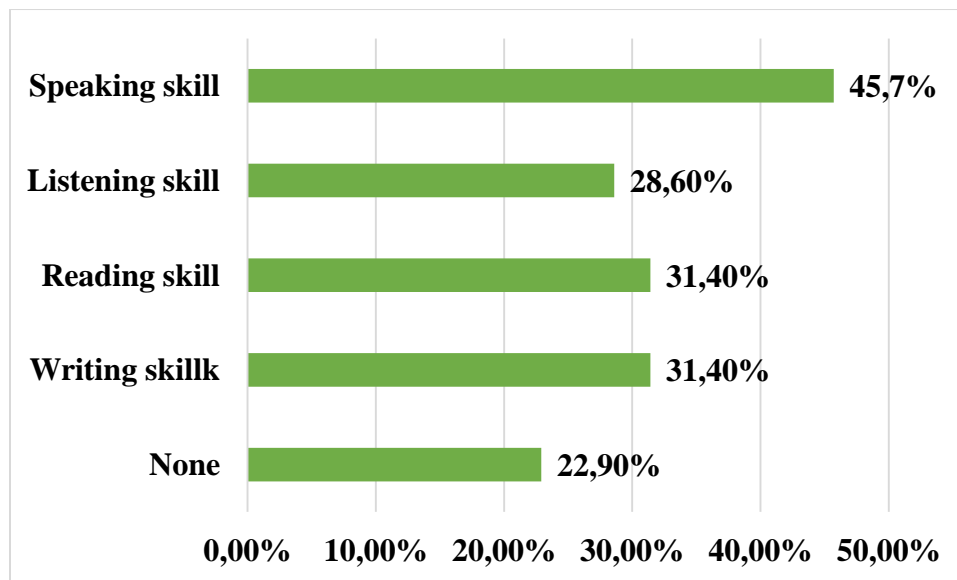
Question 02: the next pie-chart represents the students' point of view about how university is not sufficient to improve the language skills.



Pie-Chart 2.4: The students disagreed about the university's contribution to mastering language skills.

The majority agree that university is not enough to master all language skills; 47.10% are agreed and 41.1% are strongly agreed, whereas 11.80% neither agree nor disagree.

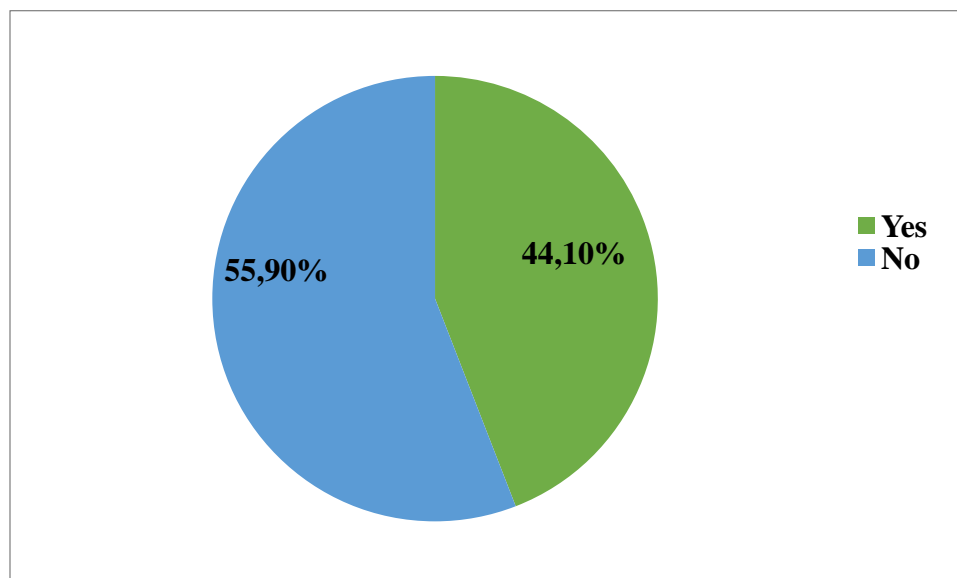
Question 03: This bar chart represents the skills that university could not help to improve, according to students' perception.



Bar chart 2.1: Skills are not improved at university.

From this bar chart, it is concluded that speaking skills cannot be improved at the university; approximately half of the students (47.7%) selected this. Reading and writing skills were the choice of 31.4% of the students for each skill, and 28.6% said that the university cannot help in developing listening skills. The other 22.9% do not have any problem concerning the university.

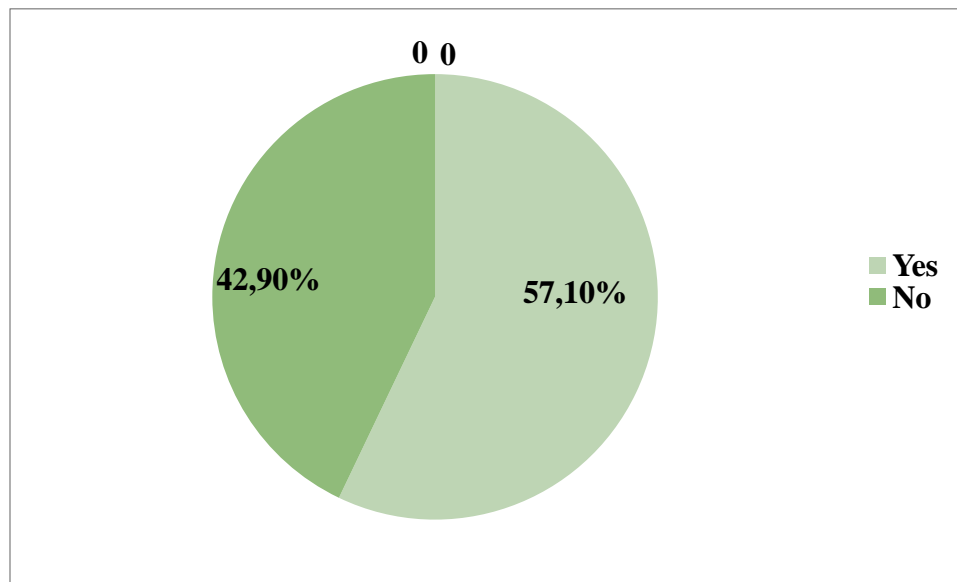
Question 04: The pie chart below shows the answers to the question posed about the availability of private schools and institutions of foreign language in Naama Province.



Pie-chart 2.5: Availability of private schools in Naama Province.

It is noticeable that the majority of students (55.90%) do not have the opportunity to learn more in private schools, whereas 44.10% said that there are private schools of foreign language in their cities.

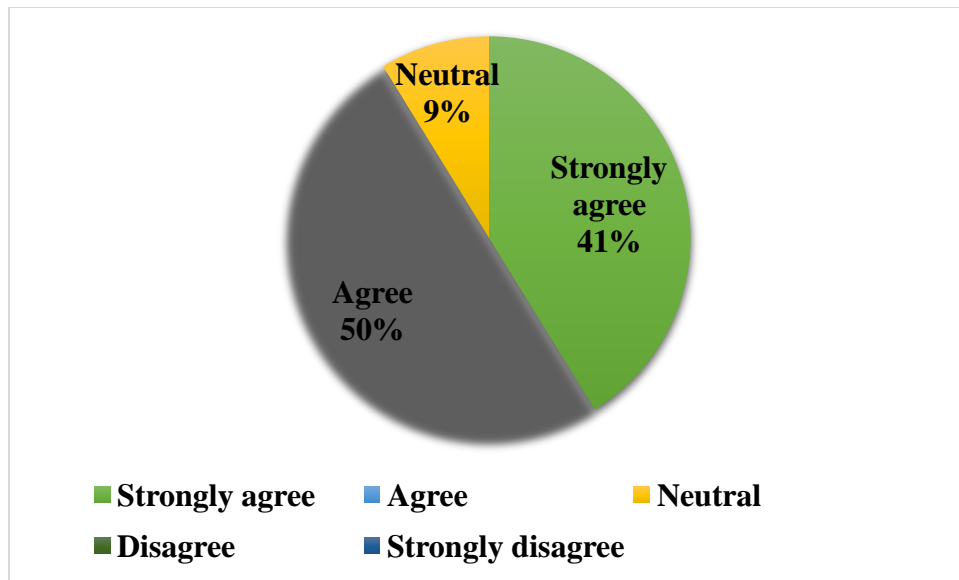
Question 05: A pie chart in Figure 6 shows the students' answers to Question 5 from Part 2, which is about the interaction between students and their teachers beyond the classroom.



Pie-chart 2.6: Student-teacher interaction beyond the university.

Based on the data stated above, half of the participants (57.10%) have the opportunity to interact and contact teachers of English language or people who are more advanced than them in English language outside of the university, and 42.90% did not interact with them.

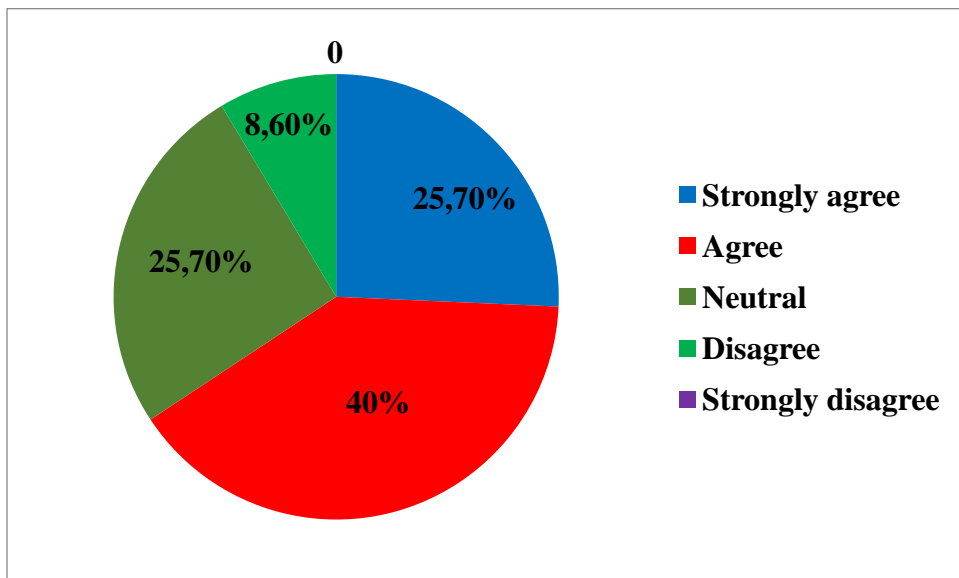
Question 06: this pie-chart represents the answers of question six (06) from part one of the students' questionnaire (see appendix 01).



Pie-Chart 2.7: the MKO effectiveness on language learning.

The finding presented in the above figure shows that more than half of students (50%) and 41.20% agree and strongly agree this concept; talking to someone who is excellent in English language helps them to enhance their level more. And only 8.80% are disagreed.

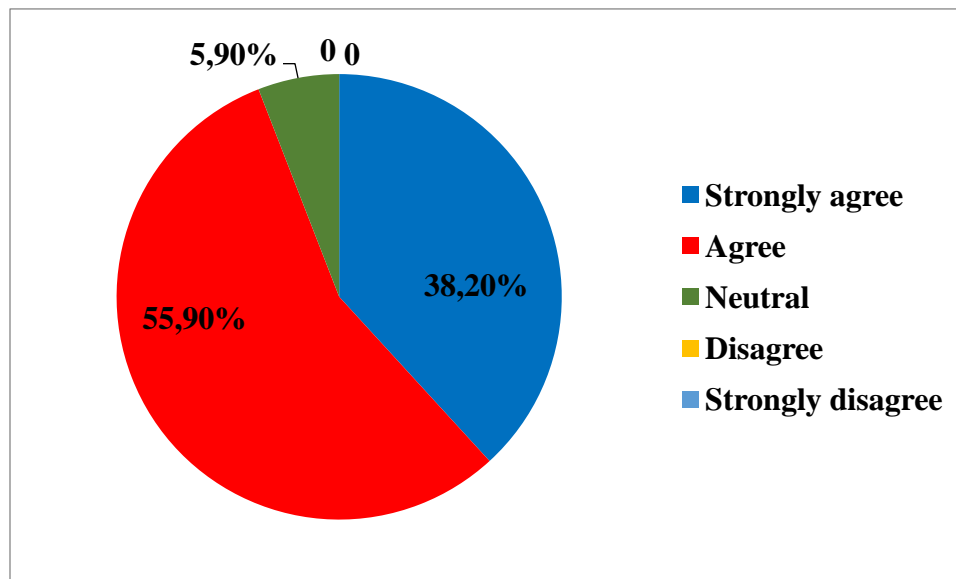
Question 07: the next Pie-Chart shows how much are the students agreed towards the effectiveness of the practice of English language in front of the mirror in building performance skills.



Pie-chart 2.8: the students level of agreement towards the mirror practice effectiveness.

40% and 25.70% agree and strongly agree the idea of improving English language performance with mirror practice. 8.60% are disagreed with this idea whereas 25.70% prefer to not express their opinions.

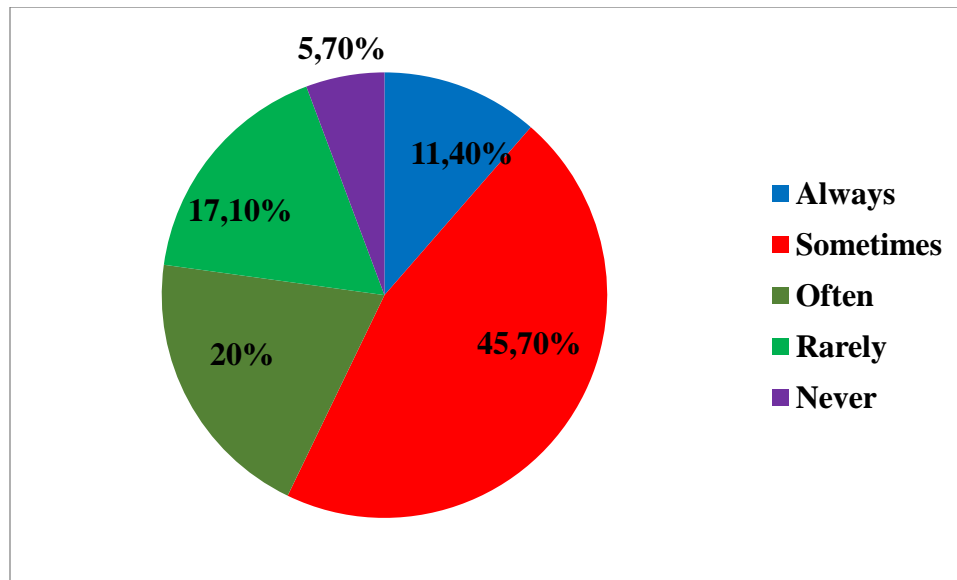
Question 08: pie-chart 09 symbolizes the students agreement level to how Talking to friends in English is beneficial for improving speaking skill



Pie-chart 2.9: Students' agreement with Improving speaking skill by talking to friends.

This pie-chart indicates that more than half students 55.90% are agreed the engagement in peer groups in order to improve their speaking skills therefore 38.20% strongly agree that. Others (5.90%) are neutral concerning this question.

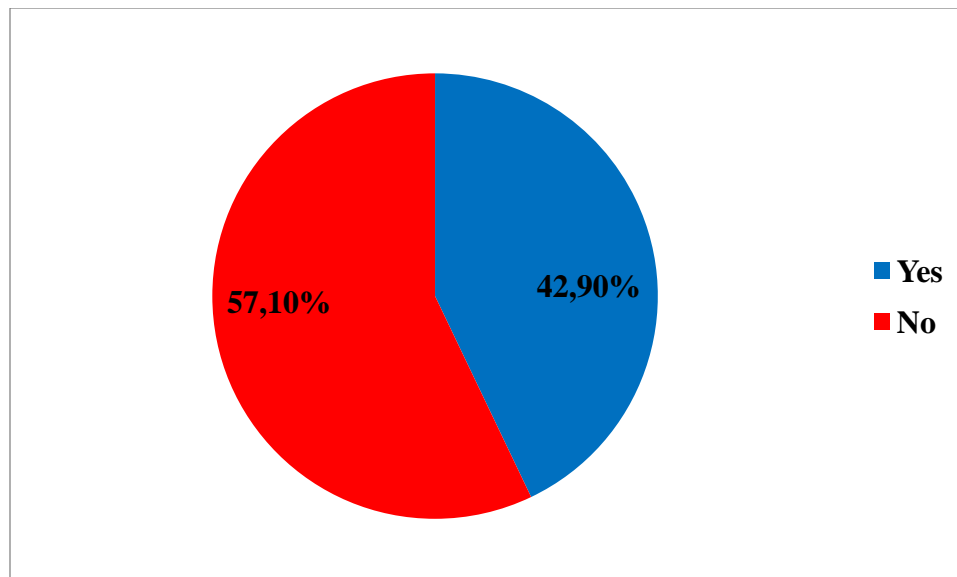
Question 09: the pie-chart below shows how often do EFL student of CUN practice English language with his/her mates.



Pie-Chart 2.10: Students' English practice in peer groups.

According to the analysis, participants' answers show that: 11.40% are always using English language with friends and mates, 45.70% are "sometimes using English with friends, 20% from students are often talking in English language with their mates. However 17.10% are rarely connected with Friends in English, and only 5.70% that never practice it with friends.

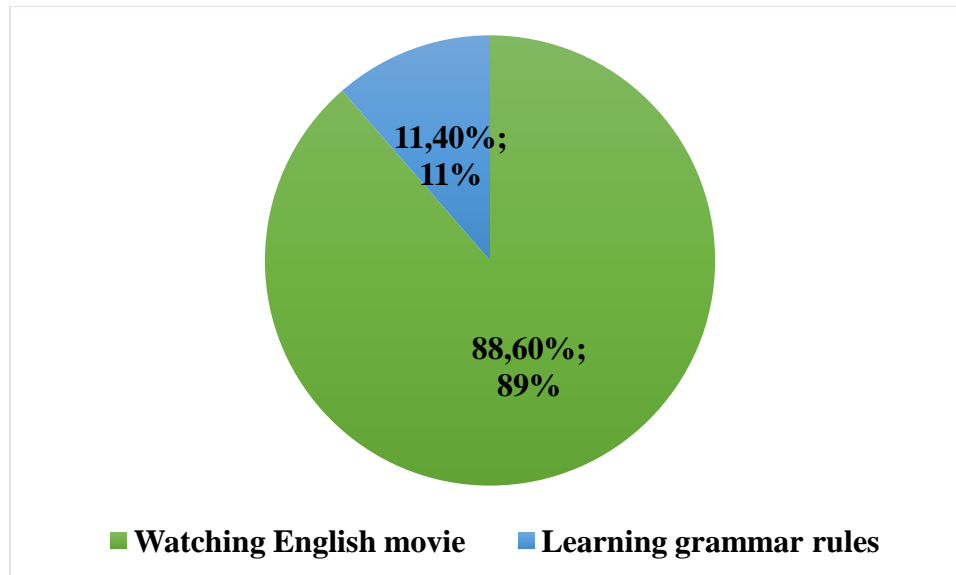
Question 10: This pie-chart is showing students' openness towards contact with native speakers.



Pie-Chart 2.11: Students openness towards contacting native speakers.

The previous pie-chart reveals 57.10% have not any contact with native speakers, however 42.90% are communicating with native speakers via Facebook, WhatsApp, Instagram, Twitter...

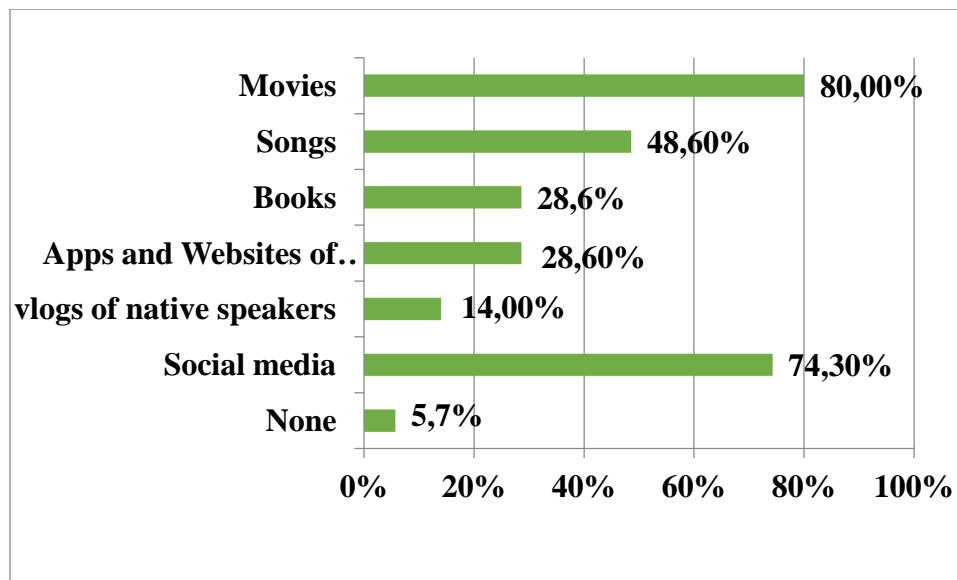
Question 11: Pie-Chart 12 shows students choosing between watching a movie and learning grammar.



Pie-Chart 2.12: Students' favorite activity.

Diagram above shows that 88.60% prefer to watch movies beyond classroom and 11.40% from participants prefer to learn grammar rules in their free time.

Question 12: Bar chart below represents the students' activities for improving the English level.

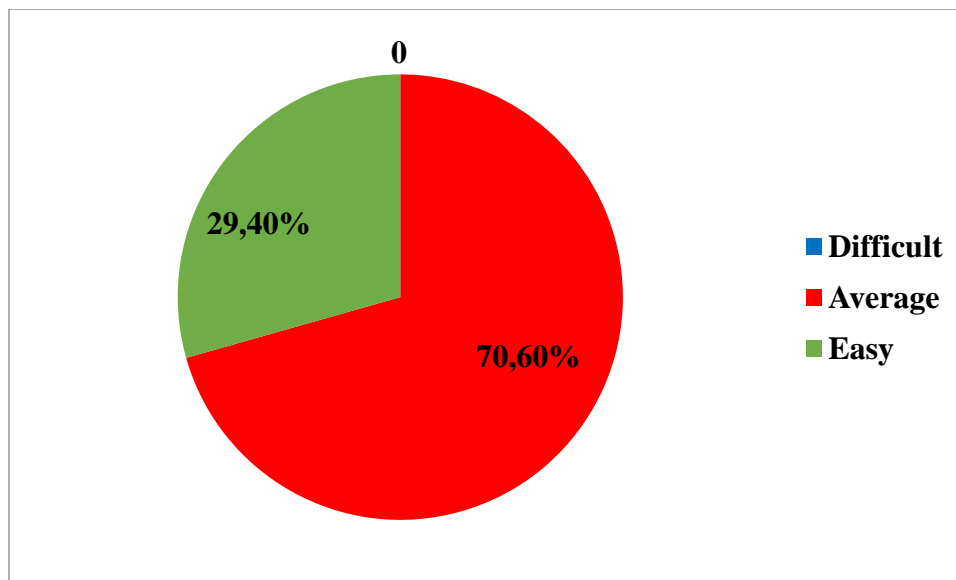


Bar Chart 2.2: Activities for improving English language level.

This Bar chart indicates that the majority of students 80% are developing their level by watching movies, 74.30% are into using social media to improve their level. Almost half of them (48.60%) are listening To English songs, and 28.60% to both reading books and using apps and websites for ameliorating the level. Only 14% are watching vlogs of native speakers and few students (5.70%) are out these activities.

Part two: This part presents the sociocultural factors that effect English language learning/acquiring beyond the classroom.

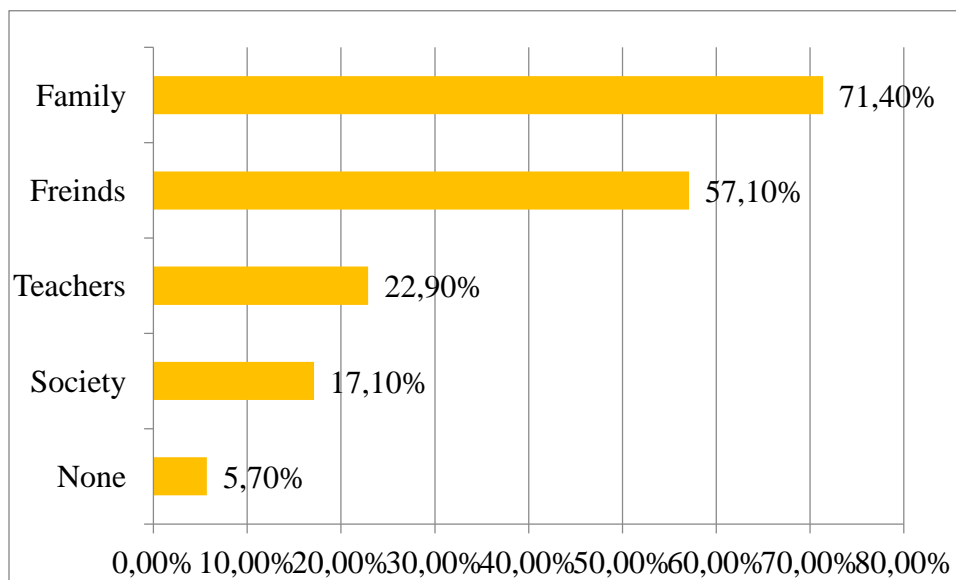
Question 01: Pie-Chart below describes the path of learning English language outside the university in Naama province.



Pie-Chart 2.13: Description of English LBC in NAAMA.

The Pie-chart shows that: 70.60% are describing the path of learning English beyond classroom in Naama province as the average, and 29.40% are describing it as the easy path.

Question 02: the bar chart down presents what are the S.C factors that impact positively ELBC.

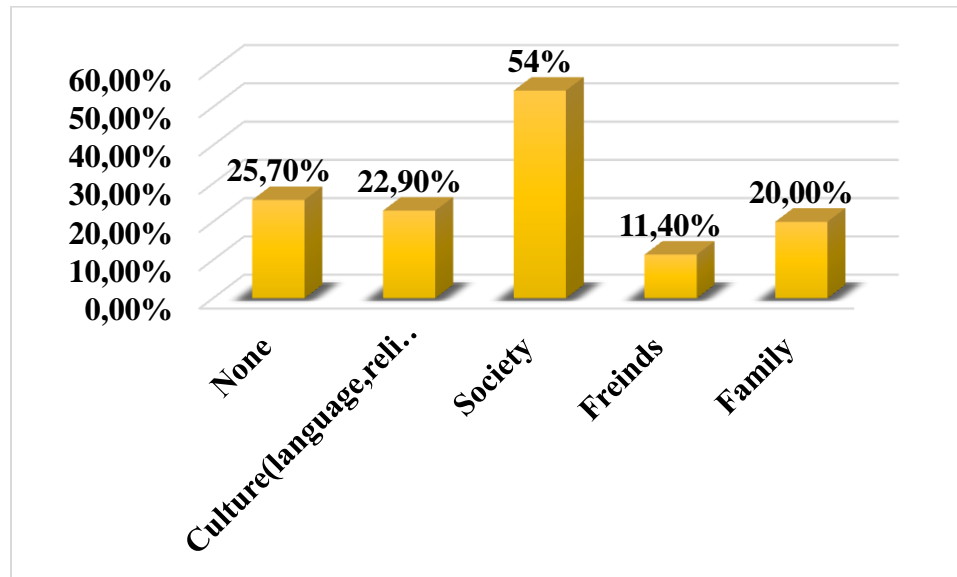


Bar Chart 2.3 : positive S.C factors.

Concerning question 02 from part two of students' questionnaire (see appendix A) the participants are asked whether they there is a positive impact on their self learning from

the choices mentioned. The majority (71.40%) indicate that family has a positive impact on them. Half of them (57.10%) are impacted positively by their friends. The teacher has a positive impact according to 22.90% from students, and only 17.10% benefit from the society. Whereas 5.70% are not impacted positively by these at all.

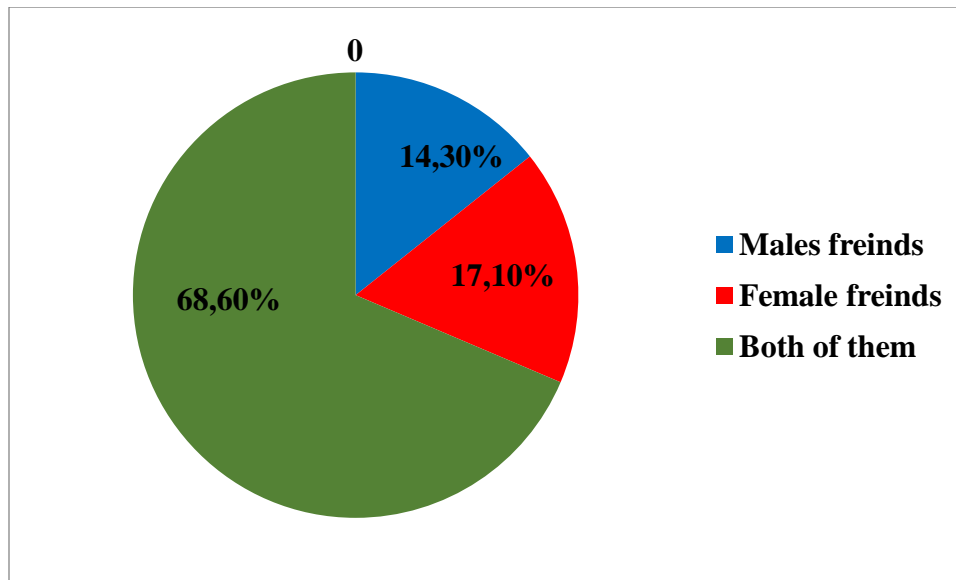
Question 03: the bar chart down presents what are the S.C factors that impact negatively ELBC.



Bar Chart 2.4: negative S.C factors.

This bar chart is opposite to the previous one, this shows the negative impact on EFL students' self learning. 54% students choose the society as most negative factor that impact them, 22.99% said that culture with all its content (traditions, religion...) also impact their learning negatively. 22% select Family with 20% and 11.40 select Friends. 25.70 are those who select the divergent option that is (no factor impact them negatively).

Question 04: pie-chart below presents the students' answers about what they prefer concerning interaction.



Pie-Chart 2.14: gender interaction among EFL students.

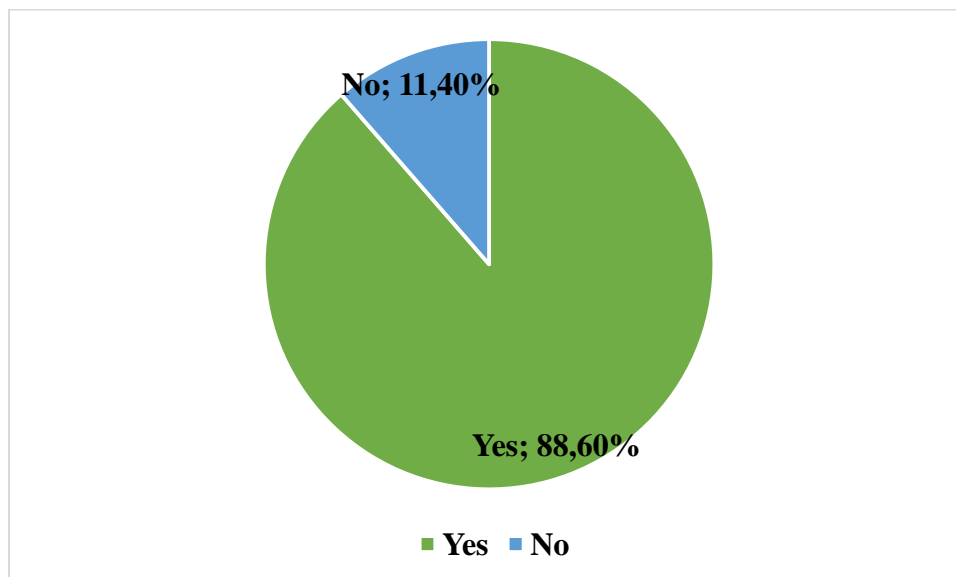
According to the Pie-Chart above:

68.60% interact with both males and females mates.

17.10% females prefer to interact only with females.

14% males like Talking only to males.

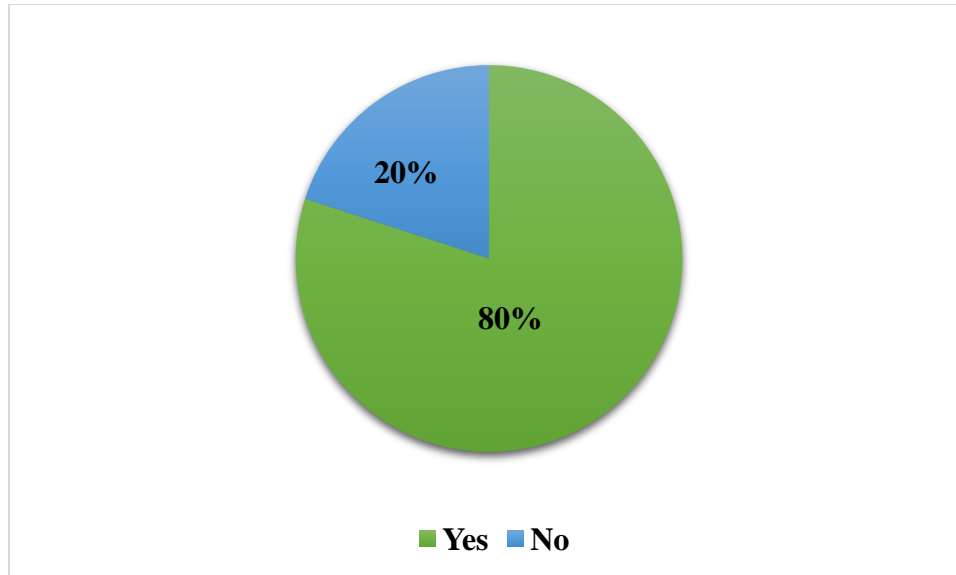
Question 05: The pie-chart coming shows how family is supportive for enhancing the English language learning beyond classroom.



Pie-Chart 2.15: family support

From the pie-chart, it is noticeable that the majority of participants (88.60%) has a family support such as paying for them their needs to learn English language, and few of them (11.40%) does not have this support.

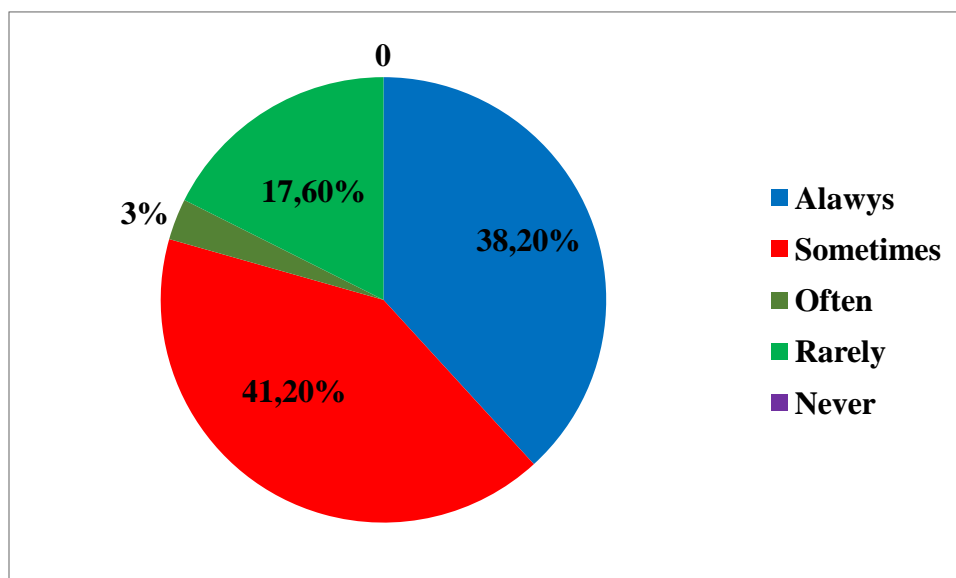
Question 06: here the pie-chart shows the normalcy of using English language with family members.



Pie Chart 2.16: The normalcy of English language use at home.

The above pie chart shows that 80% from students are using English language at home, however, 20% don't use it.

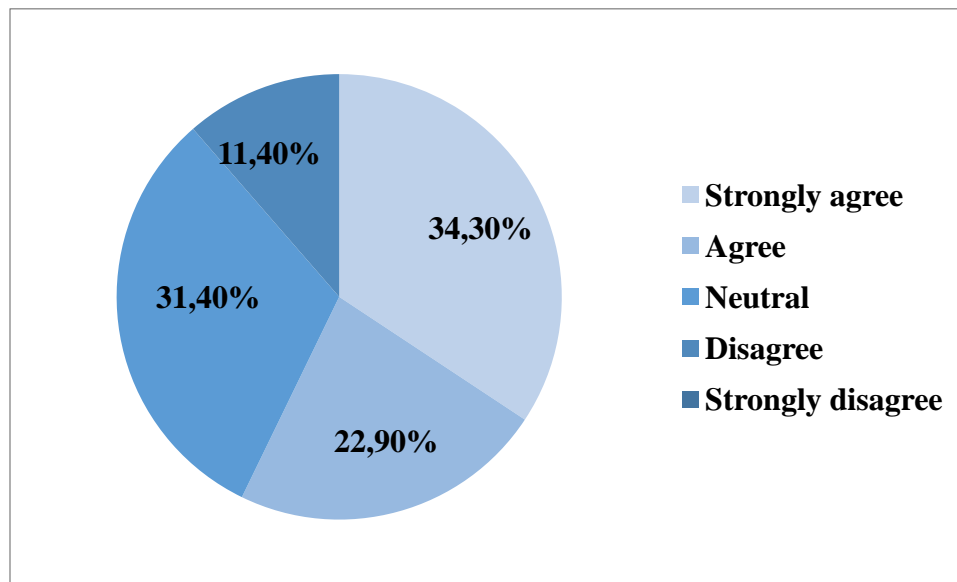
Question 07: here the pie-chart shows the normalcy of using English language with social community members of NAAMA.



Pie-Chart 2.17: English language use within social community of NAAMA.

The finding obtained indicate that 41.20% are sometimes using English in daily life, 38.20% are always using it, and 17.60% are rarely talking in English. 03% often use English in daily life.

Question 08: Pie-Chart below presents how social community of NAAMA does not accept talking in English in public places.

**Pie-Chart 2.18: Naama community vision to English language.**

The Pie chart number 17 represents results of students' opinions about the society of Naama, if it accepts to talk in English language in public places and this is result: Around 34.30% strongly agree that the social community of Naama does not accept to speak in English in addition to 22.90% that also agree this point. (31.40%) prefer to not Express their visions and 11.40% are disagreed.

b. Interview analysis

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university? Concerning inside the university: Amel, Mariam and Wafaa whose levels varied from very good to acceptable agreed that speaking and oral expression are the most important skills they had mastered during their studies at the university, through oral expression sessions and interacting with teachers and classmates. However, the two outstanding students had a different opinion; although Yahya mentioned that

communication and oral expression are improved at the university to some extent, he emphasized the comprehensible input in general, such as pronunciation, is something that is learned from the subjects of phonetics and phonology. Djamila mentioned that writing was the most improved skill in the university according to her experience. SidAhmed said that he hadn't gotten much from the university; he added that the COVID-19 pandemic and some institutional problems were the reasons that led to his learning failure.

Outside the university, Djamila and Wafaa agreed that reading and listening skill are improved outside the classroom by reading books/novels and listening to podcasts. Reading books also helped Mariam to increase her vocabulary. Therefore, Amel and Yahya focused mainly on improving their communicative skills through engaging in peer groups and using other methods such as YouTube, movies, books, and interacting with native speakers. SidAhmed, who did not benefit a lot from the university, struggled outside the university, although E-learning (Moodle and Zoom application) were available, he said that he was in need of guidance.

Q2: How do you perceive the autonomous learning among University Center EFL students?

Amel, Djamila, and Mariam spoke out that EFL students at University Center are not autonomous; Amel believes that most students rely heavily on teachers, Djamila attributed autonomy to only the top-ranking students, and Mariam attributed the reason to the teaching method, so that the students have mostly been receivers since the first session. While Wafaa believes that learning should be divided equally between inside and outside the University, SidAhmed just stressed autonomous learning; he said that students should rely more on themselves. Yahya unfortunately couldn't answer this question.

Q3: How do you benefit from artistic works and digital aids ?

The six participants responded positively to this question; all of them strongly agreed that the artistic works and digital aids helped them improve their English language by reading books/novels, listening to songs/podcasts, and using YouTube, depending on their preferences and possibilities. SidAhmed mentioned that he benefited from his work on music production, writing lyrics, and singing.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

Three of the participants have a desire to improve their speaking skill by use the language freely beyond the classroom but the society stands in the way. Djamila thinks she needs guidance. However, SidAhmed don't have any problem because he grew up in an educated family. Wafaa is the only participant who believes that her personality is the barrier.

Q5: How does the lack of motivation limit the learning process beyond university?

Five participants share the same point of view that motivation is the key to learning in general. Djamila believes that formal learning in class should be the motivation itself to learn more about the language outside the classroom, and Amel thinks that motivation is related to patience; the more patient one is with doing something, the more motivated he become. Yahya points out that motivation starts when one loves what they are doing. Wafaa isn't very motivated to share something from her experience.

Q6: How can family impact the learning process?

Three participants agreed that family has an impact; the two boys shared how they are impacted positively by their educated families. Therefore, Wafaa also thinks that the educated environment of family facilitates the learning process, particularly the communicative side. On the other hand, the three female participants did not think that family may impact the learning process.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

While two participants did not have an answer to this question, the four other participants emphasized the social interaction between EFL learners in the University Center to better perform the language and to transform the comprehensible input into a concrete concept.

Q8: When it comes to studying foreign languages, students need to be in contact with native speakers. Do EFL Arab female students have any struggles with that?

All the female students agree that there is no problem in this matter. One of them even sees this as an opportunity to introduce her culture to them.

2.3.2. Interpretation / Discussion

Both the students' questionnaire and the interview attempted to elicit EFL students' perception of the English LBC and to discover the sociocultural factors that impact this process.

After analyzing the data from the questionnaire findings, it exposed that EFL students of CUN are open and accepting of the idea of self-learning beyond the classroom with various techniques and methods according to their preferences and abilities. The results also showed that family and friends are the most important sociocultural factors that have a positive impact on the EFL students; however, the society of NAAMA is the most negative sociocultural factor that impacts them.

Furthermore, the interview findings revealed further how harmonious are the EFL students of CUN with English language learning techniques beyond the university, despite the negative impact of society on their process. The interview results also show the role of social interaction between EFL students in improving language skills, as emphasized by the sample.

As a general finding, EFL students at the University Center have a positive perception of autonomous learning beyond the classroom, despite the impact of society factor on them. However, family and friends are a major pillar for them to enhance their levels.

2.3.3. Recommendations

According to the topic raised by the current study, which sheds light on autonomous learning beyond the classroom under the influence of sociocultural factors, the researchers put forward suggestions based on the findings extracted from the EFL students of CUN opinions. These recommendations are useful to the English language learning/teaching field. They are as follows:

- **The language immersion:** Immersion in language helps a lot to acquire and improve the four language skills. EFL students have the choice to select what suits them from

the multiple English sources such as artistic works, podcasts, vlogs, educational documentaries, etc. to nourish their English language from them.

- **Use teacher authority to create an autonomous student and to encourage group activities.:** Teachers can enhance autonomous learning and peer group activities both inside and outside the classroom by using their authority. For example, they can order students to create groups and write a report on an educational movie or novel (selected by the teacher), then present it during the session with an open discussion between the students. This may be useful for oral expression sessions and subjects of literature and civilization.
- **The role of the institution:** The English language department can mitigate the impact of sociocultural factors on the EFL student. Organizing local and global meetings and conferences for EFL students opens the door for them to create an English environment that they couldn't create with their family and society members.

2.4. Conclusion

Chapter two covered all the steps of research methodology, it highlighted the research design from selecting the mixed methods approach, multilevel concurrent sampling, data collection, analysis and interpretation phase of both quantitative questionnaire and structured interview. as well as it included some recommendations for the English language learning/teaching field.

General Conclusion

General Conclusion

This study seeks to explore the EFL students' perception of sociocultural factors impact in the context of autonomous EFL learning/acquisition beyond the classroom in Naama province. Basically it took place in English department of CUN Salhi Ahmed. This dissertation traced two main objectives, first, to describe the nature of English language learning outside the classroom in Naama province, second, to explore the influence of sociocultural factors on EFL students' progress.

The study contains two Chapters, one chapter covered literature review and one deal with the Practical side of the research. The first chapter revealed that the autonomous language learning is effective method to accomplish high levels of English language whereas it is second or foreign language. Accordingly, the sociocultural theory is strongly related with this approach (student's autonomy); Vygotsky emphasized the role of sociocultural factors in the learning process. As regards the Practical part of the study outlines the methods and the procedures followed in research methodology. The main results obtained from the research tools confirmed the two sub hypotheses; firstly EFL students immerse themselves in English language to achieve what is called by "autonomous learning beyond the classroom" through independent efforts by looking for resources that interest them. Secondly, data showed up that EFL students of CUN are impacted positively by family and peer groups however the societal factor is the barrier that stand in their will. To sum up the result obtained from the study, English learning beyond the classroom in Naama province aligns with sociocultural theory. By emphasizing social interaction between EFL students of CUN and peer groups, engaging in real-life English language experiences, they could enhance their language skills, cultural understanding, and communicative competence. Moreover, the sociocultural impact is considered as prominent effect in EFL learning/acquisition.

Optimistically, this dissertation will open new perspectives to future researchers to understand more the impact of sociocultural factors on English language education. Create focus groups with EFL students to discuss the sociocultural factors that influence their autonomy in learning the English language outside of the classroom, discuss topics

General Conclusion

such as social interactions, cultural values, peer support and, family expectations. Assess the similarities and differences between EFL students' experiences at CUN and those from other institutions or regions. This comparative approach can be helpful in gaining an understanding of the role that cultural context and institutional factors play in shaping student autonomy.

Study limitations

We acknowledge that this study also has limitations, as with any scientific research.

As a first limitation, time was a factor that restricted the theoretical chapter. Because books take a significant amount of time to read and interpret, researchers relied heavily on articles from scientific journals.

The second limitation relates to sampling; the study was likely to include interviews with doctoral students who were interested in studying English as a science rather than simply as a method of obtaining a diploma and a job. However, the limited encampment at the C.U.N. did not allow the researchers to locate Ph.D. students.

The last limitation is that EFL students at CUN do not positively respond to requests for interviews; most of them prefer questionnaires. This may be due to their inability to perform the language or to personal reasons.

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Appendices

APPENDIX A

Students' Questionnaire

Dear student,

This questionnaire attempts to collect data for master dissertation which aims to discover how to accomplish self-learning of the English language outside the classrooms. And to identify the most important sociocultural factors that influence the process in Naama Province.

Therefore, you are kindly invited to answer the questions posed. Please be sure that your information are going to be used only for research purposes.

Thank you in advance for your cooperation.

Part one

1. **Gender**

- Male
 Female

2. **Age**

- 18-23
 24-29
 29 and more..

Part two: questions posed about learning English language out of university methods.

1. How do you rate your motivation towards developing your English level outside the university?

- Very high
 High
 Medium

Low

Very low

2. University is not enough to master all language skills.

- Strongly agree.
- Agree
- Neutral
- Disagree

Strongly Disagree

3. What are the skills that university can not help you to develop?

- Speaking
- skill. Listening
- skill.
- Reading skill.

Writing skill.

None

4. Are there private schools/institutions for learning foreign languages in your city/village?

- Yes
- No

5. Outside the university, do you have the opportunity to interact with teachers of English language or people that are more advanced than you in English language?

- Yes
- No

6. Talking to someone who is excellent in English language helps you developing your level?

- Strongly agree
- Agree
- Neutral
- Disagree

Strongly Disagree

7. Practicing English in front of the mirror helps in developing your performance skills.

- Strongly agree
- Agree
- Neutral
- Disagree

Strongly Disagree

8. Talking to friends in English is beneficial for improving speaking skills.

- Strongly agree
- Agree
- Neutral
- Disagree

Strongly Disagree

9. How often do you practice English language with your mates and friends?

- Always
- Sometimes
- Often
-

Rarely

Never

10. Do you chat with native speakers (people from Britain, USA, Canada,..) via social media (Facebook, WhatsApp, Instagram, Twitter...)

Yes

No

11. You are free from homework at home, you prefer:

Watching English movie

Learning grammar rules

12. Your English language level is developing by:

Movies

Songs Books

Apps and websites of learning English.

Vlogs of native speakers

Social media

None

Part Three: This part focuses on the sociocultural factors that effect English learning/acquiring outside the university.

1. How can you describe the path of learning English language outside the university in Naama?

Difficult

Average

Easy

2. Who have a positive impact on your motivation and your self-learning?

- Family
- Friends
- Teachers
- Society

None

3. Who have the negative impact on your motivation and self-learning?

- Family
- Friends
- Society
- Culture (language, religion, traditions. ..)

None

4. Do you prefer to talk in English with your :

- Males friends
- Females friends
- Both of them

5. Does your family accept to pay for your needs (books, internet, smartphone, private school.....) to learn English?

- Yes
- No

6. Using English at home is normal.

Yes No

7. Are you using the English language in your daily life?

Always

Sometimes

Often

Rarely

Never

8. Society of NAAMA does not accept talking in English in public places.

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

APPENDIX B

Structured Interview Questions

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

Q2: How do you perceive the autonomous learning among University Center EFL students?

Q3: How do you benefit from artistic works and digital aids ?

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

Q5: How does the lack of motivation limit the learning process beyond university?

Q6: How can family impact the learning process?

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

Q8: (asked to female participants) When it comes to studying foreign languages, students need to be in contact with native speakers. Do EFL Arab female students have any struggles with that?

APPENDIX C

Interviews' Answers

Amel

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

Okay, for the skills I acquired from the university, for sure. Before, I wasn't so courageous to speak loudly and without any fear. So after year by year, I learned to be confident. And now I can easily express my mind, my thoughts without any fear. And for outside the classroom by using social media, YouTube especially, I learn to be more a good listener and then I always try to speak in English with my friends and that helped me a lot, to be honest.

Q2: How do you perceive the autonomous learning among University Center EFL students?

To be honest, most of students rely only on what teacher gives them so the majority, they don't search for things even sometimes they face some difficulties but it will stay like that, they don't work on themselves.

Q3: How do you benefit from artistic works and digital aids ?

Yeah, for sure. Without them we can't learn more vocabularies or more skills so like I said before, YouTube helped me a lot in improving my language.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

To be honest if we take an example of speaking I have problem because I usually like to use English outside the classroom but a lot of people just see you yeah, society they see you as you know that you show off so they always see you that you are pretending that you are a good learner.

Q5: How does the lack of motivation limit the learning process beyond university?

To be honest, if you will patient of doing something, you don't face anything so we will be always motivated.

Q6: How can family impact the learning process?

To be honest, I usually. Don't take others opinion. So if I want something, I will reach it. So my family I don't care about them to be honest hahaha.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

I believe that society impacts our learning, our development in language learning. But we will be always here to face them.

Q8: When it comes to studying foreign languages, students need to be in contact with native speakers. Do EFL Arab female students have any struggles with that?

It doesn't go beyond our principle. So we can chat with others without any problem. Even if we are Muslim and we take it into consideration, of course. So we have just to be honest, to be direct.

Wafaa

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

The skills that I required in university is in oral sessions. So the oral side and skills that I acquired by myself is reading by books and listening by podcasts like that.

Q2: How do you perceive the autonomous learning among University Center EFL students?

Somehow, it's not 100% autonomy for the students, but it's like 50% in classroom and 50% in other side outside like researching or reading.

Q3: How do you benefit from artistic works and digital aids ?

Yes, of course. They help in acquiring and they affect me to improve my learning and pronunciation.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

My problem is with the oral, especially when I'm in the classroom and even if I'm in outside of

Q5: How does the lack of motivation limit the learning process beyond university?

Lack of motivation? Yes, for me there is a lack of motivation. It's not a high motivation.

Q6: How can family impact the learning process?

It depends on the environment of it. how they use the language. For example, if you live in a family speaks in English so you speak it freely, fluently and normal without no problems and help you in speak in other places.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

No answer.

Q8: When it comes to studying foreign languages, students need to be in contact with native speakers. Do EFL Arab female students have any struggles with that?

Chatting with them increase the level of speaking. So it's okay for the Arab somehow yeah. Woman can enter people to Islam yeah, they can use English to show them the Islam.

Mariam

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

Okay, actually, the university actually didn't develop anything in my language except for communication. Maybe I just interact more with people, but my accuracy is not that good. I'm not that good with grammar. The only thing that maybe university develops is, like, interacting more with the mates and teachers. I do read novels. Novels, Yeah, helps a lot with me. Like helps me gaining more vocabularies and so on.

Q2: How do you perceive the autonomous learning among University Center EFL students?

Well, I think learning depends on the students itself, so yeah, like I don't know, like learning, I'm not sure about this, but you learn by yourself somehow. What's in this center? I think we're all depends on teachers. We're depending so much since from the first time they just give you the lesson, explain and give you go, give you everything. You won't be depending on yourself, you won't be independent at all. That's why we're depending on teachers. They are not autonomous students? I don't think so. Maybe a few students, because like in the Moodle. Yeah, post PDF and then they won't explain it. That makes it hard for us to explain it by ourselves. I need the teacher to explain it or else I won't read it.

Q3: How do you benefit from artistic works and digital aids ?

Yeah, as I said before, I do read novels, listen to music yeah, it helps a lot. Yeah, it helps me improving.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

Well, actually, since I don't speak usually English outside the classroom, maybe if I'm talking with someone more competent than me, maybe I'll have some way tongues in my language. But others, no, I don't use it. Like I don't need it in real life. I can't interact with people, actually, in English. Not like, you know, the. Shall we Call it in Arabic? Deep (عميق) . So it makes you feel embarrassed to talk English? some of my friends, we do interacting in English sometimes, especially when we want to bully people (Laughing) We use it as coding.

Q5: How does the lack of motivation limit the learning process beyond university?

You won't learn anything. You yeah. Not just for English. Without any motivation, you can't learn anything.

Q6: How can family impact the learning process?

It won't impact if you have passion and you're willing to do something, whether it doesn't affect if you have that passion, you can do it.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

without interaction, without speaking, without producing. You have that input, yeah, in my first year, yeah, I do have input. I do have comprehensible input but since I don't interact, I don't produce. I couldn't interact in English, especially when teachers asking you to present or like in presentation. My first presentation went I was dumb, really? Because I couldn't express myself. That's why you should interact more and use your English.

Q8: When it comes to studying foreign languages, students need to be in contact with native speakers. Do EFL Arab female students have any struggles with that?

In my opinion, if you're like knowing what's haram and what's halal and so you can achieve anything. Like we see Arab women are really in high positions and with high knowledge and. It just depends on the woman itself, how she see the world.

Djamila

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

The skill that I mastered here in university is primarily the writing skill. My writing skill really improved here. The skills that I acquired beyond classrooms mainly by reading novels. My reading skills, listening skills improved very well by reading novels. Because I'm really fond of novels. They helps me a lot that helps me a lot in improving my listening and reading skills.

Q2: How do you perceive the autonomous learning among University Center EFL students?

Yeah, not very much. You can find that just the first students, the first ranking students, those are the ones who are characterized by autonomy. The others you rarely find someone who is characterized by autonomy. So it is just for the first ranking students.

Q3: How do you benefit from artistic works and digital aids ?

Yeah, of course. They help a lot. Artistic works like reading literature doesn't just improve your language, but also improve the way your brain works with that language. Yeah. Materials like phone, like listening all the time to, for example, podcasts and to audiobooks, for example, helps you to improve your four skills listening, reading, writing.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

There isn't much guide. That's it, I guess.

Q5: How does the lack of motivation limit the learning process beyond university?

Because of the structured learning, the formal learning that we learn in classroom is not sufficient for us to master the language. This motivates you to go and seek learning the language beyond the classroom. That's it.

Q6: How can family impact the learning process?

I don't think that family background impact.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

Well, I have no idea about this.

Q8: When it comes to studying foreign languages, students need to be in contact with native speakers. Do EFL Arab female students have any struggles with that?

Nowadays, there isn't problem, using Facebook, Instagram, we are contacting native speakers normally.

Yahya

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

All right, well, first of all, good to have the privilege to talk about this and just to give you a comparison. And I've learned more, like, outside the classroom than inside the classroom. Of course, there are certain skills that I develop in the university during the

four years, and one of them is especially when it comes to the field, like my field was linguistics specifically. We don't study the basics of English, But what I learned at the university is, first of all, how to be patient. That's basically patience. That's what I had at the university. Because when you come to the lecture, not everything is provided over there. Usually you're given the theme to present and everything. So probably one of the skill at university is giving presentation, so you have that opportunity to go in front of people and talk. So communication skills, that's something that I learned at university to some extent. And more importantly, the subjects that I studied, like. Probably pronunciation that's because I studied phonetics and phonology. So I got the opportunity to learn like the place and the manners of articulation and certain rules and sounds and everything. For example, a good example would be the "ed" when it comes to the end of the verb. So this is something you don't study outside the university. Probably you may pay attention to it, but you don't know what the rules are. But when you study it at university, do an English department, you'll get the chance to learn about the rules and then apply it accordingly. So those are the rules. Certain skills I learned at university. Outside the university there are a bunch of things, especially speaking, because inside the classroom you don't have that much time to speak and they are not focused on speaking skills. That is basically one of the goals they're just focusing on what we have from subjects. Right! outside you can get the opportunity to talk to people like you can create your own gatherings and all of that. You can also, one of the things I did like reading books, it was pretty much helpful in that. And not only that, but watching movies and a couple of things as well. Looking for native speakers, got the opportunity to meet them and so on and so forth.

Q2: How do you perceive the autonomous learning among University Center EFL students?

Don't put me in trouble. It's been only two months. Like I'm in Naama, so I don't exactly know. I have only presupposition I cannot generalize.

Q3: How do you benefit from artistic works and digital aids ?

yeah. They helped me a lot out of the level that I've reached now. Totally agree. Strongly.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

I cannot give an answer for that because I didn't study it here. Yeah, I told you. It has been only two months since I come to Naama. I'm from Mauritania. I'm not from Algeria but I can help with giving answers if that's going to help you. of course. One thing I've noticed, to be honest when I came here, it was normal for me to speak in English as far as I'm doing English Department. Because back then in our country, it's just normal when you're inside the class and outside the class, you need to speak only the language. But when you're home, you can speak whatever dialect or language you want. So people were a little bit reluctant. I even asked them, what's wrong? They were a little bit hesitant. And they tell me, I don't know, people, when you speak in front of people will make fun of you. And it's not good here in Naama. Everybody when you speak, they tell you (يا عميق) or whatever (laughing). Which (عميق) are you talking about? Yeah, probably this is the social factor that influencing the Naama students, preventing them from speaking. They are afraid of making mistakes. which works as a prevention from speaking.

Q5: How does the lack of motivation limit the learning process beyond university?

Motivation is important. If there is no motivation, there is no learning or acquisition whatsoever. I totally agree because I remember at the beginning when I started studying English, I wasn't motivated at the very beginning. So I found many difficulties. I didn't like the process just because I'm not motivated. Because first of all, it wasn't my choice. Like, I didn't choose it to do English at the university. I was as scientific. So it was a change, transition for me. And then what happened is I started to like the language, and that helped me as motivation. I got motivated because I liked the language. And I'm like, maybe this is going to open opportunities, and English is the universal language and this and that. And then you see people speaking English and then you see opportunities they get and you get motivated by that and you just continue.

Q6: How can family impact the learning process?

Family? Yeah, a lot. It's impacted a lot for me personally. I grew up in a family where education is very important. If you're not educated, you're not from the family, then of

course they impact you. For example, if you're a child or whatever, when you grow up in a certain family and you don't see them like they're not educated and you see them doing certain things, you will be the copy and paste of you. You imitate your family, either consciously or unconsciously.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

Yes. Well, interaction here. it's weird when you do an English department and then you don't talk to your friends in English, then why are you learning English in the first place? And this is not helping you whatsoever. And you're studying not because you want to study. Instead because you want to form your personality, then so social interaction is very lacking here. Now, the students here are just I don't know. They are very reluctant and hesitant to speak. I found only, like, few people. Few people. And to be honest, one or two people from my class, at least they speak the language, and they want to speak it, and they talk to me. They interact. Others, sometimes they are active, and sometimes they are not. For the majority, they are not. Even so usually they talk to you in (darija) because, I don't know, my advice would be (darija) you've already acquired it. But English is something you need to work on. So the more you work on something, the more you get it. Then work on your English.

SidAhmed

Um, well, to be honest, I've never done interview before.

Q1: Over the past four (04) years at the university, what skills did you master with the help of the university and what skills did you acquire by your self outside the university?

well, to be honest, after my first year, I haven't thought that I would receive such an I'm going to say that high level, but I'm going to give it like, 40%, a 40% that I receive from the university. Because at that time, there were, like, teachers who don't find the classroom useful for students. Okay. Especially with the corona crisis. I mean, in a situation where more and more of us needed to stay home and find other ways to contact

the teachers. So they started publishing some courses online, Moodle and Zoom application. And that wasn't really helpful.

Q2: How do you perceive the autonomous learning among University Center EFL students?

It's must to be autonomous and it must to have self learning. Yes, of course. You have to rely on yourself and don't expect anything from the others. Because as I said, when the corona crisis began, the teachers start to post some lectures online which most of people didn't find it useful. Especially when there is a course and another part of the course, the practical side. in translation module, the teacher sent us courses and we had no idea what this is all about and it was like mysterious. So we had to make effort and look for what it's meaning. especially it was like a new module at all and it was that much hard.

Q3: How do you benefit from artistic works and digital aids ?

Yeah. I'm going to surprise you with something I used to work for music protection. I used to sing. I have a lot of songs. I have almost 100 songs, both finished and unfinished in English. And it was really helpful because when I used to I mean, not all the lyrics were mine I used to take from other artists, but it was like I used to start writing, sometimes it was very helpful for enhancing my vocabulary, my speaking skill. It was really really beneficial.

Q4: what are the difficulties that faced you during your learning process of English language beyond the university?

I really didn't find any problem, any struggle, because personally, I grew up in an English environment. Both my brothers are teachers, English teachers, and my mom was like, somehow in English field. I grew up in an English environment, so I don't even found any problem with that.

Q5: How does the lack of motivation limit the learning process beyond university?

Yes! because motivation can make a difference in the person's life. Not just talking about educational part, but at all. it affects your educational in so many ways and so many angles, So motivation is the key.

Q6: How can family impact the learning process?

Yeah. Both brothers are teachers I used to take from their courses, they affected me a lot, especially. They studied here at the university for five years. And I found the same teachers, the same courses. So I really relied on their courses.

Q7: language cannot be learned without social interaction. How do you create an English environment in Naama province?

In a circle where all I mean, circle of people speaking in English. He finds himself comfortable. He starts expressing his English without any doubts, without any how can I say without any fear. Yes, I do engage with my friends I mean, it's both outside and inside, so I have my friends, especially my promotion, they all English learners and some of them are really in a high level English. So I try to make myself around them. The max.

ملخص

مع التركيز المتزايد على التعلم الذاتي للغة ، أصبح من المهم بشكل متزايد فهم التأثيرات الاجتماعية والثقافية التي تشكل التعلم المستقل لطلاب اللغة الإنجليزية كلغة أجنبية خارج الفصل الدراسي. وبالتالي ، تحاول هذه الدراسة التحقيق في التأثير الاجتماعي والثقافي على استقلالية طلاب اللغة الإنجليزية كلغة أجنبية خارج بيئات التعلم الرسمية ، مع التركيز بشكل خاص على تصورات طلاب CUN. ينقسم البحث إلى فصلين ، أحدهما نظري والآخر عملي ، ويهدفان مجتمعين إلى إلقاء الضوء على هذا الموضوع. خلال جمع المعطيات تم استخدام نهج مختلط ، تم جمع البيانات من خلال استبيان كمي ومقابلات منظمة. كما اعتمدت الدراسة في طرح أسئلة أدوات جمع المعطيات على نظرية فيجوتسكي الاجتماعية والثقافية ونظرية استقلالية الطالب ، وتم اختيار العينة باستخدام طريقة أخذ العينة على مستويات متعددة. في الاخير كشفت نتائج هذا البحث عن وجود علاقة قوية بين تعلم اللغة الإنجليزية خارج أقسام الدراسة والنظرية الاجتماعية/الثقافية في ولاية النعامة. والجدير بالذكر أن طلاب اللغة الإنجليزية كلغة أجنبية في CUN يظهرون تصورًا ونظرة إيجابية للتعلم المستقل المستمر. علاوة على ذلك ، أظهرت الدراسة أن الأسرة ومجموعات الأقران عوامل اجتماعية وثقافية داعمة تدعم التعلم المستقل للطلاب. في حين أن العامل المجتمعي يعيق تقدمهم في هذا الصدد.

Résumé

Avec l'accent mis sur l'apprentissage autonome des langues, il est devenu plus important de comprendre les influences socioculturelles qui façonnent l'apprentissage autonome des étudiants d'EFL au-delà de la salle de classe. Par conséquent, cette étude tente d'étudier l'impact socioculturel sur l'autonomie des étudiants d'EFL en dehors des environnements d'apprentissage formels, en se concentrant spécifiquement sur les perceptions des étudiants de CUN. La recherche est divisée en deux chapitres, l'un théorique et l'autre pratique, qui visent collectivement à éclairer ce sujet. En utilisant une approche de méthodes mixtes, les données ont été recueillies au moyen d'un questionnaire quantitatif et d'entretiens structurés. L'étude s'inspire de la théorie

socioculturelle de Vygotsky et de la théorie de l'autonomie des étudiants, et les participants ont été sélectionnés à l'aide d'une méthode d'échantillonnage simultané à plusieurs niveaux. Les résultats de cette recherche révèlent une forte corrélation entre l'apprentissage de l'anglais en dehors de la salle de classe et la théorie socioculturelle dans la province de Naama. Notamment, les étudiants d'EFL de CUN ont une perception positive de l'apprentissage autonome continu. De plus, l'étude identifie la famille et les groupes de pairs comme des facteurs socioculturels favorables à l'apprentissage autonome des élèves. Cependant, le facteur sociétal entrave leurs progrès à cet égard.