Analysis of the Principal Factors that Affect the English Language Learning Process of 8th-Grade Students

Myriam Enelia Motta Bustos¹
Maria Celina Sosa Quiñonez²
Rebeca Naranjo Corría³

ABSTRACT
A descriptive study was developed to analyze the principal factors that affect the English language learning process focused on the Speaking ability. The methods used were Analysis and Synthesis, Hermeneutics, Descriptive Statistics, and Inductive-Deductive, through the application of tests, questionnaires, and an observation guide to the 8th grade-students and their teacher of English at Muisne High School in Esmeraldas province, in 2023. The principal results were that the Sociocultural factors present in these students were Affectivity, Motivation, Linguistics and Familiar ones. The teacher’s pedagogical strategies were reduced to apply the Cooperative Learning Method and the use of flashcards as a material aid. The 8th-grade students’ age range corresponds to adolescence human developmental stage (i.e. individuals normally experience biological and psychological changes that can affect their learning process, including low self-esteem and lack of motivation). On the other hand, their learning styles revealed their interest in communicative aspects, which coincided with some authors mentioned in the report. The study concluded that Sociocultural factors, pedagogical strategies, and students’ characteristics and learning styles all play a crucial role in the Teaching-learning process of the English language. Teachers must adapt their teaching methods and materials to enhance the needs of their students, considering their differences and backgrounds. Additionally, teachers must consider the ethical aspect of teaching and build positive relationships with their students to ensure a successful learning environment.

Key words: sociocultural factors, affectivity, motivation, linguistic, familiar, teaching-learning process, speaking skill

¹ https://orcid.org/0009-0000-6141-0394, 0802772228, Grupo de Investigación INNOVATED Pontificia Universidad Católica del Ecuador Sede Esmeraldas
² https://orcid.org/0009-0000-2499-9996, 080226799-7, Grupo de Investigación INNOVATED Pontificia Universidad Católica del Ecuador Sede Esmeraldas
³ https://orcid.org/0000-0002-5825-3321, 1757374770, Grupo de Investigación INNOVATED Pontificia Universidad Católica del Ecuador Sede Esmeraldas
Análisis de los principales factores que afectan el proceso de aprendizaje del idioma inglés en estudiantes de octavo grado

RESUMEN

Se llevó a cabo un estudio descriptivo para analizar los principales factores que afectan el proceso de aprendizaje del idioma inglés centrado en la habilidad de hablar. Los métodos utilizados fueron Análisis y Síntesis, Hermenéutica, Estadísticas Descriptivas y Inductivo-Deductivo, a través de la aplicación de pruebas, cuestionarios y una guía de observación a los estudiantes de octavo grado y su profesor de inglés en la Escuela Secundaria Muisne en la provincia de Esmeraldas, en 2023. Los principales resultados fueron que los factores socioculturales presentes en estos estudiantes fueron Afectividad, Motivación, Lingüísticos y Familiares. Las estrategias pedagógicas del profesor se redujeron a la aplicación del Método de Aprendizaje Cooperativo y el uso de tarjetas de memoria como ayuda material. El rango de edad de los estudiantes de octavo grado corresponde a la etapa de desarrollo humano de la adolescencia (es decir, los individuos normalmente experimentan cambios biológicos y psicológicos que pueden afectar su proceso de aprendizaje, incluyendo la baja autoestima y la falta de motivación). Por otro lado, sus estilos de aprendizaje revelaron su interés en aspectos comunicativos, lo que coincidió con algunos autores mencionados en el informe. El estudio concluyó que los factores socioculturales, las estrategias pedagógicas y las características y estilos de aprendizaje de los estudiantes juegan un papel crucial en el proceso de enseñanza-aprendizaje del idioma inglés. Los profesores deben adaptar sus métodos y materiales de enseñanza para satisfacer las necesidades de sus estudiantes, considerando sus diferencias y antecedentes. Además, los profesores deben considerar el aspecto ético de la enseñanza y construir relaciones positivas con sus estudiantes para garantizar un entorno de aprendizaje exitoso.

**Palabras clave:** factores socioculturales, afectividad, motivación, lingüístico, familiar, proceso de enseñanza-aprendizaje, habilidad para hablar
INTRODUCTION

In the Littoral province of Esmeraldas, it has been identified that most students have problems in the English Language Learning (ELL), which its origin could rely on the lack of motivation, and lack of knowledge of the English language due to the absence of pedagogical strategies applied by the teachers, leading to low performance in the English language skills. It could also be related to the opinion parents express concerning the importance of learning the English language; some parents do not think learning another language is important for their children because they will have no opportunity to use it. Therefore, students show disinterest when learning English, this difficulties in the ELL could have different sources or factors, and this work will discover them.

The research was conducted at Muisne This research was conducted in Muisne High School in 2023. It is a public institution with 800 hundred students and four English teachers, there are five 8th-grade classes with a total of 89 students which constituted the research sample of identical relation, and their English language teacher.

This investigation will contribute to the educational community in the province of Esmeraldas because unless teachers can identify and understand the factors that are affecting students learning, they would not be able to adapt their teaching practice according to their learners’ needs. Likewise, by receiving an effective instruction, students will have better results in their learning process.

Having this in mind, the following question arises: what are the principal factors that affect the English Language Learning process in 8th-grade students of Muisne High School, in 2023?

The general objective was to analyze the principal factors that affect English Language Learning process of students at Muisne High School in Esmeraldas province, in 2023. To accomplish the principal objective, this research focused on evaluating students’ speaking skills; investigating the influence of teachers’ pedagogical strategies on students' English language proficiency; and also, on exploring the effects of individual learner’s characteristics, such as age, gender, and learning styles, on English language learning outcomes.
Chomsky’s Nativism Theory

Chomsky is the pioneer of Nativism, a theory most researchers are interested in. He believed that languages are similar in principles and differences are present in their parameters, these are called universal features which are part of a child’s genetic predisposition. This theory facilitated the understanding of child language acquisition. (Dastpak, et Al., 232).

In the 1960s, Chomsky proposed the concept of language acquisition device (LAD), a hypothetical human exclusive 'tool', located in the brain, that helps children learn a language, understanding and generating grammatically correct sentences based on language exposure. According to his theory, all languages share a common structural basis, which children are “biologically programmed” to acquire. (Dastpak, et Al., 236).

Vygotsky’s View on Language Acquisition

For Vygotsky, language has different roles, one of them is the establishment of communication through social interaction. He bases this theory on the interaction of language and thought. He believes that language and thought do not have the same origin but they end up coinciding in a period in childhood (Vygotsky, 1962, in Dastpak et Al., p. 233), 2017 and that in the first year of development, child language has a social role and does not have any sign on intellectual development.

Vygotsky’s Sociocultural theory of cognitive development

In 1978, Vygotsky wrote: “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological)” (p. 57).

Factors that influence the teaching-learning process

Sociocultural cognitive development theory by Vygotsky, which refers to the existence of two levels where the child develops, the social level (extrinsic) and the individual level (intrinsic), is the base for explaining the type of factor affecting the development of the learning process. Such factors can be defined as agents (internal or external) that affect the teaching-learning process and their results in positive or negative ways.
Intrinsic Factors are aspects that come within the inner person, originating in the characteristics of the biological development of the individual, such as Biological, Psychological, and Cognitive. For example, the Cognitive factors include Intelligence, Linguistic Aptitude, Learning Style, and Strategies.

Extrinsic Factors correspond to external agents that model and lead the different responses of an individual in the social environment, like Sociocultural, Socioeconomic, and political. The sociocultural spectrum comprises factors such as Motivation and affective, as Madrid (1995) states “Language learning involves emotional reactions that often determine positive or very negative results” (p.65). Humphreys (1999) in Cruz and Trejo (2014) mentions that regardless of children or adults, people always deserve care and consideration for their mere condition of being human beings, and nothing, not even the most despicable behavior, could eliminate this positive and unconditional sentiment (p.62).

Among the Extrinsic agents that interfere in the learning process, the Sociocultural factors manifest the interaction between human development and the social context, for example: Affectivity, Motivation, Linguistic, Anthropological, and Familiar.

1. **Affectivity**: Refers to the manifestation of positive emotions, shared love, self-esteem, positive identity, and respect.

2. **Motivation**: It is a state of the individuals characterized by the interest and desire to learn, an effort to learn, and satisfaction while experiencing learning (Madrid, 66).

3. **Linguistic**: Focuses on the process of assimilation of the mother tongue within particular and concrete situations in a sociocultural environment offered by the family and the community. All the aspects of morphological, phonological, syntactic, and semantic suppose the conscious learning of a second language or a foreign language.

4. **Familiar**: The familiar sociocultural factor includes healthy nutrition, socioeconomic condition, parental educational level, familiar social structure, family atmosphere, ethnic group, family health, time disposition, aspiration, and expectations.
Zone of proximal development

Zone of proximal development refers to the “distance between the child’s...actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

The studies and research that through these years have contributed to the understanding of different processes in human life have been conducted on children. By observing children, scientists have been able to answer very intricate questions about human conduct and development. Therefore, we understand why Pellegrini (1991) says that children play an important role in the development of a society, their processes of knowledge and progress can be the key to a successful society. (Dastpak, et al. 2017, p. 230). And is through children’s theories on acquisition of the language that multiple theories on language learning could see the light and have been the foundation to develop different methodologies to improve the learning and teaching process.

Communicative Language Teaching

The communicative Approach grew out of the work of anthropological linguists (e.g., Hymes, 1972) and Firthian linguists (e.g., Halliday, 1973), who view language first and foremost as a system for communication (in Larsen-Freeman&Anderson, Chapter 9).

The characteristics of the Communicative approach are the following:

a. It is assumed that the goal of language teaching is the learner's ability to communicate in the target language.

b. It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.

c. Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.

d. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
e. Classroom materials and activities are often authentic to reflect real-life situations and demands.

f. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes the learners are educated and literate).

g. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

h. The teacher should be able to use the target language fluently and appropriately.

Affective -Humanistic Approach

Successful teaching implies that students are actively involved in the learning process, achieved through different levels and kinds of interaction. This work leads to the establishment of different relationships between teachers and students and between students. Qatip Arifi (2017), says that implementing a humanistic approach encourages students to talk about their attitudes and to think about themselves and others, and thus influence the development of positive interaction at classes. (p. 196). In this way, teachers can plan in a better way, and adapt the interests and needs of their students to the classes.

Pedagogical Strategies

Generally defined as the theory and practice of teaching, pedagogy refers to the methodology and process of how instructors approach teaching and learning using a specific curriculum with specific goals in mind. Traditional pedagogy refers predominantly to the face-to-face teaching environment and the conceptual frameworks around how people learn in that particular space. Over the past few decades, conventional pedagogy has evolved to include other modalities; specifically, the online environment.

Most of the pedagogical practices used in the traditional face-to-face classroom can be applied effectively to other modes of teaching like online, hybrid, or blended learning environments and vice-versa.
• Active Learning: Active Learning is a student-centered approach in which students engage in the learning process. Instructors are facilitators and students are encouraged to interact, engage, and reflect.

• Authentic Assessment: Authentic assessments measure student learning through real-world tasks or meaningful application of knowledge or skills. These typically take the form of a project or product of some sort.

• ChatGPT and Artificial Intelligence: It is our responsibility as educators to empower ourselves with the information and experience necessary to properly field questions, acknowledge the potential benefits, uses, and misuses of artificial intelligence tools, and understand how to leverage instructional design strategies and available technologies to both embrace the possibilities it offers while mitigating the abuse and misuse of artificial intelligence to shortcut student work.

• Portfolios: A portfolio is quite simply a website that enables students to compile digital evidence of their learning. Educators can use Portfolios to gauge students’ development.

• Experiential and Case-Based Learning: Case-based teaching strategies use real-life examples to offer a shared learning experience. It may be difficult for students to experience real-world situations together. These scenarios, provide a common “experience” so that students can solve problems, make decisions, and generally think critically together.

• Flipping the Classroom: Flipping the classroom is an instructional strategy that leverages a blended learning model to achieve what the name implies: “flipping” the traditional classroom model. A flipped classroom is structured as the opposite, giving students their first exposure to coursework outside the classroom, often by reading or online video lectures.

• Inclusion and Diversity: The first step to making meaningful strides towards diversity and inclusion in your course is committing to evaluating your course and its content under a culturally aware lens and acknowledging the need to create a curriculum that fosters inclusion
• Mind Mapping: Mind mapping is a strategy that helps students visualize and analyze difficult concepts. Starting with a prompt or topic, students identify supporting themes or subtopics and illustrate connections using branches, colors, images, or other media.

• Teamwork and Collaboration: Teamwork and collaboration are active learning strategies in which students work and learn together in small groups to accomplish shared goals. Effective teamwork and collaboration are considered important to the student’s learning process. Slavin’s (1986) definition of Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning groups (in Brandt, 1991, p. 12).

**Didactic Material**

• Flashcards: Defined as a set of cards bearing information, such as words, pictures, or numbers, on either or both sides, used in classroom drills or private study, turning them into a functional resource to learn a new language because they create memorable experiences for students. (Kusumawardhani, 2020, p. 37).

• Songs and Rhymes: The most common teaching resources are songs, rhymes, and poems for kids. Some of them are prepared for children who are learning English as a foreign language, others are traditional English pieces. What is important, they not only help children remember vocabulary and structures but also practice listening and speaking skills.

• Audiovisual material: Nowadays, audiovisual resources are a significant part of teaching young learners. Linking pictures to the language has a great influence on teaching results. A wide range of audiovisual materials is available on DVDs, TV, or the Internet. They can become a great addition to the foreign language lessons. These resources will fulfill a didactic function, if the students are properly prepared for the lessons with audiovisual materials. Particularly key vocabulary should be taught and the main idea of audiovisual material should be discussed as preparation before watching.
• Games: Children learn a foreign language through games and teacher-directed play in a natural way. In planning your lessons, it is a good idea to use teaching resources such as board games, memory, or domino games. Teachers working with young learners can adapt well-known games to children which they play using their mother tongue as well. Teachers of English should draw their attention to the language aspect – naming pictures, asking questions, and reacting to the language that is taught.

• Posters: These resources are useful to introduce new vocabulary or phrases – the teacher can point to different elements of the poster, name them, ask questions, and encourage students to short statements in a foreign language according to a given pattern.

• Digital resources: An interactive whiteboard, a projector, a laptop, and access to the Internet in the classroom facilitate uncontainable possibilities to communicate in English with your students’ peers and prepare language projects together. New technologies enable using teaching resources from the Internet as well.

The teacher’s role

English teacher plays a fundamental role in developing a student's oral and written communication skills. They teach sentence structure, grammar, vocabulary, pronunciation, and sociocultural aspects of the language. Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles that a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager, and evaluator. By performing various roles, she becomes an ideal guide in shaping their future. (Archana & Rani, 2017).

Caring in Education

Noddings (1984) states in her book Caring in Education that the conditions to establish caring relations like time, small classes, reduce the pressure of tests, and attention to student’s interests, create an environment of trust. Therefore, the phenomenological analysis of caring reveals the part each participant plays. The one-caring (or carer) is first of all attentive.
This attention, which she called “engrossment” in Caring is receptive; it receives what the cared-for is feeling and trying to express. In 2005, the author explored the nature of caring relations and some difficulties educators may encounter. She also looks at caring relations as the foundation for pedagogical activity (Noddings, p. 1-7).

**Antecedents**

AlMutairi and AlHayyani (2021) wrote an article based on analyzing environmental motivation mentioning the ability to acquire thinking skills, the following factors influence the learning language process: Prior Linguistic Knowledge, Learning Environment, and Teaching Strategies. Comprehensible Input, Student Personality, Age.

In 2022, Liu, L., et al., investigated the role of gender, learning background, socio-cultural circumstances, and the effect of the learning environment on EFL learners’ self-efficacy and their academic achievement. Among the findings they stated that female learners were better than male learners in mono-gender schools, and they have higher self-efficacy than male students at the university.

Tsailing (2002) focused on Cooperative learning, second language acquisition, as well as second/foreign language teaching to create optimal schooling experiences for junior high school students.

In 1995, Madrid presented a framework that helps teachers to analyze and identify the relationship of some internal and external factors in language learning, as well as, the description of some variables related to students and teachers.

Tejeda & Niebles (2016). Wrote a document to updated version of the Article of the same name: Analysis of some sociocultural factors in teaching a foreign language, written by teacher Omar Silva in 1976. It presents a retrospective of the original proposal that correlates socio-economic level and academic performance in the English language. The results of this study allowed us to say that there are no antecedents to think that the sociocultural level is independent of performance.
Cruz and Trejo (2014) evaluated the relationship between the sociocultural factors in English learning as a foreign language in public school students, specifically of VII level in the secondary school of "San Cristóbal" de Paria. The authors manifest to have found the existence of a direct correlation between the sociocultural factors and the English learning process and more specifically between the sociocultural factor affectivity and the oral and expression comprehension in these students.

Sevy-Biloon, Recino and Munoz, (2020), taking into consideration that international studies have proved that Ecuador has a low level of proficiency in the English language, this research aims to find what are the factors that affect ELT and EFL in Ecuador.

Espinosa (2017) analyzed five important sources of diversity (Cognitive Ability, Learning Styles, Cultural Background, Socio-Economic Status, and Gender) found in EFL classrooms in Ecuador to determine which strategies are effective when dealing with students’ individual needs, and how these strategies can improve education in Ecuador.

**METHOD**

The investigation carried out had a mixed approach: Qual/Quant because as Hernandez (2006) says “a qualitative investigation is focused on clear questions, it is descriptive, and its main goal is to understand the complexity of social phenomena more than to measure the variables” (p. 104-105), which adjusts to the objective of this work. In the present case, a part of the study turned quantitative when the data was tabulated, in order to know the percentage of participation a certain factor had.

The study was non-experimental with a fieldwork design because the researchers applied the instruments at Muisne High School where the teaching-learning process is developed.

Through observation, the possibility of experiencing observation, helped the team to obtain important information in real-time and in a natural way, in the appropriate environment. It also relied on the bibliographic investigation because some theories and previous studies supported the analysis made.

The methods used were Analysis, Synthesis, and Hermeneutics. Analysis and Synthesis were used to analyze the bibliography and the results to synthesize the most important theories previous studies and relevant information that supported this investigation. On the other hand, Hermeneutics helped
to interpret the most relevant information presented in the theoretical framework. Besides, it helped to interpret the results obtained with the application of the techniques.

Furthermore, Descriptive statistics were used to process the data, and the Inductive -Deductive model was followed. The inductive model etymologically comes from the notion of conducting to something— it is based on reasoning which “allows going from particular facts to general facts” (Hurtado León & Toro Garrido, 2005, p. 84). Moreover, according to Bernal (2006) Inductive -Deductive method “goes from general facts to particular and from particular facts to general facts”.

In other words, it consists of studying and observing facts or particular experiences to arrive at conclusions that could induct or derive from them the fundaments of a theory (p. 59-60).

The present investigation was developed through the following techniques:

To start the researchers’ team applied a test to measure the students' level of speaking skill. Surveys with 10 questions and an observation guide were applied to students to look for information and collect data about socio-cultural aspects; and to teachers, to know which methods and strategies they use in the classroom.

To collect the data, the instruments were designed according to the different techniques to be used. Through a test and questionaries applied to students and teachers, the researchers found the information they needed to make the corresponding analysis. Through observation, the possibility of experience as observers helped to obtain important information in real-time and in a natural way in the appropriate environment.

RESULTS

Socio-cultural factors

According to the survey and the observation guide results, Figure 1 expresses that the sociocultural factors present in students are Affectivity at 88,9%, Motivation at 97,2, Linguistics at 62,5%, and familiarity at 98,84 %.
**Figure 1.** Sociocultural Factors

![Sociocultural Factors](image)

**Source:** Survey and Observation Guide

**Pedagogical strategies**

From the survey, the results are:

- Concerning the strategies chosen by the teacher, Cooperative Learning is the only pedagogical strategy used in the English classes.

- About the didactic material applied in the English classes, the teacher expressed that flashcards are the preferred material.

**Figure 2.** Students’ English Language Proficiency

![Students’ English Language Proficiency](image)

**Source:** Teacher school year evaluation and Speaking Test

**Results from the Observation Guide**

From the observation guide results are the following:
Results of the Observation applied to Students

- It could be noticed that half of the learners were eager to enroll in activities.

Results of the observation applied to the teacher

- There is evidence of a lack of other characteristics of the Cooperative Learning method like for example feedback during class.

- In the observation class, it was confirmed that the only didactic material the teacher uses is flashcards.

Individual learner’s characteristics

- **Students’ Age**
  
  Students’ age at 8th grade are from 11 to 13. According to the age level students are considered teenagers.

- **Students’ Gender**

  Survey revealed that 53.9% students were male and 46.1% were female. Whereas speaking test showed that most students that are between the proficiency and good level of English language performance are female students.

Student’s Learning Styles

When students were asked about their preference at the learning time, they indicated that Speaking is their choice, followed by Audio visual aids with 32.6%, as expressed in Figure 3. It could imply that teenagers value communicating and expressing their ideas in the classroom.
In this investigation when identifying the sociocultural factors that influence students' English language learning, it was found that the sociocultural factors present in students are Affectivity, Motivation, Linguistics, and Familiar. Therefore, the factors mentioned provoke the influence of emotions, personal interests, effort, and satisfaction while learning, the influence of the mother tongue (Spanish, Cha’pala, Quechua), socioeconomic condition, parental educational level, familiar social structure, family atmosphere, and ethnic group (cultural background). In addition, the highest percentage was obtained by the factor called Familiar.

These results are confirmed by Cruz and Trejo (2017) whose research found a “direct correlation” between Sociocultural factors and the English Language learning process. Moreover, Tomlinson & Imbeau (2010) in Espinosa (2017, p. 4) stated that learning preferences are usually molded by the culture and context in which each individual lives. Each culture has its values, beliefs, attitudes, rules, ways of thinking, and perceptions of the world, being present in the learning environment, causes a sense of pride and appreciation of their culture, “encouraging them to work harder to succeed”, according to Johns & Sipp (2004), in Espinosa (2017, p. 4). In that sense, planning a class from a cultural
diversity perspective is beneficial to include and expand students’ general knowledge in search of the
development of their accomplishments, promoting values and positive interactions in the learning
environment.

As it is established in the second goal of this research, when analyzing the influence of teachers' pedagogical strategies and material on students' English language proficiency, the results indicated that the teacher chose the Cooperative Learning strategy, and flashcards as the preferred. On the other hand, it was found that more than half of students’ level of proficiency is between regular and deficient. Therefore, it could be inferred that the lack of diversification in the strategies and the didactic materials impede the teaching-learning process to be fruitful.

According to Tsailing (2002), “Cooperative Learning helped significantly to enhance the junior high school learners’ oral communicative competence and their motivation toward learning English.” On their side, Flashcards are defined by Kusumawardhani (2020) as a functional resource for learning a new language because they create memorable experiences for students, especially those enjoying learning through colors and forms. Though Cooperative learning is beneficial for social interaction to build an effective environment and Flash cards are a colorful effective resource in the class, also there are other strategies and tools to apply and create practical activities that help students to learn through other senses, influencing positively students’ results when measuring their proficiency.

On his side, Qi (2023), confirmed what the authors of this research deduced from the results when expressing that building an efficient classroom implies the combination of teaching materials content, teaching forms, and the creation and application of different teaching methods, that get synchronize with students' actual learning conditions. (p.1)

Exploring the effects of individual learner characteristics, such as age, gender, and learning styles, on English language learning outcomes, it was confirmed that students' age range went from 11 to 13 years old. In addition, when students were asked about their learning preferences, they indicated that Speaking is their favorite. Through observation, it could be noticed that half of the learners were eager to enroll in activities. According to the age range of 8th-grade students, they are undergoing the
adolescence phase experimenting with biological and psychological changes that affect among others the evolution of their learning process, sometimes experiencing situations that could provoke low self-esteem, internal conflicts, lack of motivation and isolation.

Speaking test showed that most students that are between the proficiency and good level of English language performance are female students, these results confirmed what Madrid (1995) and Liu et al., (2022) expressed about the hypothesis that female students have a better performance, other studies also have the same conclusion ((Boyle 1987, Nyikos 1990), however, some others have not found such information, according to Madrid.

Madrid (1995) argues that “young learners grow and through different stages develop a set of cognitive characteristics (cognitive, emotional, physical and social) fundamental for teachers in the search for understanding their students learning and for orienting the language teaching” (p. 70). In 2012, Legutke affirmed that regardless of the cultural differences that separate students, teenagers share the experience of transiting from childhood to adulthood through the phase of puberty and adolescence in the search for identity applying to a wide range of styles, music, preferences, commitment to sports and social activities (p. 112). Results could imply that teenagers value communicating and expressing their ideas in the classroom. Teachers must take advantage of the creativity phase of their teenage learners and also turn the difficulties into opportunities to make the teaching-learning experience positive and memorable for students.

CONCLUSIONS

According to the results, the principal factor that affects students’ language learning process is Sociocultural. These factors have an important participation in the students’ learning process because their influence defines students’ achievement, therefore teachers must be conscious of their existence to adapt to these considerations when creating the class.

The influence of teacher’s pedagogical strategies on students’ English Language Proficiency is essential to achieve positive outcomes, however, teachers only work through cooperation and the exclusive use of flashcards, and it is not enough to acquire positive understanding within the learning process.
Therefore, the lack of diversification in the strategies and the didactic materials impedes the teaching-learning process to be fruitful.

Students’ characteristics and learning styles are in their student growth, such as age, gender, ethnicity, etc., in this way, teachers must know about these students’ characteristics, owing to, they will be able to learn about different kinds of students around them, and could adapt their teaching methods according to the needs of the learners because they make sure the learning process outcomes will be positive. It establishes the commitment from the teacher to practice values and raises awareness of the education system creating healthy feelings, emotions, and beliefs in the process of education. Unless if, teacher-student interaction, students’ motivation is fomented under real-life expectations, students will be able to develop their goals.

It is important to remember that teaching also involves other aspects like ethics and that teachers must pay attention to the learners not only in the basic concept of passing information but they as human beings also come with personality, ideas, feelings, and emotions that teachers have to take into account during the design of the class (material, activities, etc.), thus, the relationship teacher students.

**Recommendation**

Teachers must raise awareness of the different agents that influence students’ learning process so they will be able to apply what students need through a class plan from a cultural diversity perspective, including and, at the same time, expanding students’ general knowledge in search of the development of their accomplishments.

To plan the class effectively to address the topics through the variety of available strategies including the use of different affordable tools.

Teachers must take advantage of the creativity phase of their teenage learners and as well as turn the difficulties into opportunities to make the teaching-learning experience positive.
To care for your students. Human beings are social individuals who react to affectivity. Emphasized in Nodding’s “Caring in Education” (2005), it has been observed that students feel motivated by the positive relationship teachers establish in the classroom.

Even though parents may not know the language, some of them are a support for their kids, being positive stakeholders in the learning process. Therefore, parents should be involved effectively in the learning English environment, through training, promoting clear communication, and involving them in planning, and decision-making, as volunteers in school activities associated with the English language subject.

It is important to continue researching this topic because of the relevance of the results in the influence of sociocultural factors on students’ language learning process. For instance, to explore in depth the sociocultural factors to create a substantial strategy that combines particular aspects of students’ characteristics, cultural background, teaching methods, and pedagogical material.

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