



**SOSYO-KÜLTÜREL ETKENLERİN
ÖĞRENCİNİN ARADILI ÜZERİNE
ETKİLERİ**

Mohammad Hassan GHARAKHANLOU

**Ph. D. Thesis
Yabancı Diller Eğitimi Ana Bilim Dalı
Dr. Savaş YEŞİLYURT
2017
(Her Hakkı Saklıdır)**

T.C.
ATATÜRK ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

SOSYO-KÜLTÜREL ETKENLERİN ÖĞRENCİNİN
ARADILI ÜZERİNE ETKİLERİ
(The Effects of Sociocultural Factors on Learner's Interlanguage Development)

DOKTORA TEZİ

Mohammad Hassan GHARAKHANLOU

Danışman: Yrd. Doç. Dr. Savaş YEŞİLYURT

ERZURUM

Şubat, 2017

KABUL VE ONAY

Yrd. Doç. Dr. Savaş YEŞİLYURT danışmanlığında, Mohammad Hassan GHARAKHANLOU tarafından hazırlanan “Sosyo-Kültürel Etkenlerin Öğrencinin Aradili Üzerine Etkileri (The Effects of Sociocultural Factors on Learner's Interlanguage)” başlıklı çalışma 24 / 02 / 2017 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı’nda Doktora Tezi olarak kabul edilmiştir.

Başkan/Danışman : Yrd. Doç. Dr. Savaş
YEŞİLYURT

İmza:

Jüri Üyesi : Prof. Dr. Mehmet TAKKAÇ

İmza:

Jüri Üyesi : Doç. Dr. Erdinç PARLAK

İmza:

Jüri Üyesi : Yrd. Doç. Dr. Muzaffer BARIN

İmza:

Jüri Üyesi : Yrd. Doç. Dr. Turgay HAN

İmza:

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

23 / 02 / 2017

Prof. Dr. Mustafa SÖZBİLİR

Enstitü Müdürü

TEZ ETİK VE BİLDİRİM SAYFASI

Doktora Tezi olarak sunduğum “SOSYO-KÜLTÜREL ETKENLERİN ÖĞRENCİNİN ARADILI ÜZERİNE ETKİLERİ” başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

Tezimin kâğıt ve elektronik kopyalarının Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

Lisansüstü Eğitim-Öğretim yönetmeliğinin ilgili maddeleri uyarınca gereğinin yapılmasını arz ederim.

- ☐ Tezimin tamamı her yerden erişime açılabilir.
- ☐ Tezim sadece Atatürk Üniversitesi yerleşkelerinden erişime açılabilir.
- ☐ Tezimin yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

24/02/2017

Mohammad Hassan GHARAKHANLOU



ÖZET

DOKTORA TEZİ

SOSYO-KÜLTÜREL ETKENLERİN ÖĞRENCİNİN ARADILI ÜZERİNE ETKİLERİ

Mohammad Hassan GHARAKHANLOU

2016, 143 sayfa

Günümüzde insanlar farklı sosyo-kültürel etmenlerin dil davranışları üzerinde etkili olduğu her geçen daha çok çoklu-sosyokültürel bir yapıya bürünen bir dünyada yaşıyor. Bu etmenlerin farkında olma yabancı ve ikinci dil öğreniminin önemli bir parçası oldu. Dil kullanımı insanın vazgeçilmez bir parçasıdır. Dil her zaman kültürel ve sosyal bir ortamda gelişir ve sosyal ve kültürel çevresinde yorumlanmalıdır. Dili uygun bir şekilde kullanabilme ya da kullanamama kişinin toplum içindeki statüsünü etkiler; hatta bazen kimliklerini ve gelecekteki yaşam biçimlerini değiştirebilir. İkinci dil öğrenimi, özellikle hedef dilin kültürü anadile ait dilden farklı ise, sosyal ortam işin içine girince zorlaşır.

Bu doktora tezinin ana amacı sosyo-kültürel etmenlerin dil öğrenenlerin aradilini nasıl etkilediğini belirlemektir. Çalışma ayrıca, öğrencilerin aradili ile sosyal statü, kültürel kimlik, sosyal mesafe vb gibi sosyo-kültürel etmenlerle olası ilişkisini bulmayı hedeflemektedir. Bunların yanı sıra, bu etmenlerin aradilini ne derece etkiliyor olabileceğinin bulunması da amaçlanmıştır. Çalışmada, öğrencilerin aradilini etkileyen etmenler, dil kullanımının muhatapları, zaman ve yer gibi dil öğrenimin sosyal bağlamı; sosyal sınıf, sosyoekonomik statü, eğitim seviyesi, yaş ve cinsiyet gibi bireysel farklılıklar gibi sosyal etmenler; ve bireysel ve toplumsal kimliklere odaklanan etnik ve kültürel etmenler olmak üzere üç kategoriye ayrılmıştır.

Çalışmada, veriler 29 maddeden oluşan bir anket ile yaşları 18 ve üzeri olan 298 üniversite öğrencisinden toplanmıştır. Tüm katılımcılar, Tebriz'deki (İran) üç farklı üniversitede İngiliz Dili Eğitimi ve İngiliz Dili ve Edebiyatı öğrencileriydi. Katılımcılardan elde edilen veriler istatistik araçları kullanılarak analiz edilmiştir.

Veri analizi bulguları, sonuca ulaşma adına, çalışmanın araştırma soruları ile ilişkilendirilerek ele alınmıştır. Bulgular ikinci ve yabancı dil öğrenimi ile dil gelişimini

etkileyen sosyokültürel etmenler arasında ilişki olduğunu göstermiştir. Dil öğreniminin dil ve sosyal bağlamını çevreleyen sosyokültürel etmenlerin öğrencinin aradilini etkilediği sonucuna ulaşılmıştır.

Çalışma bulgularının dil öğretim programlarına sosyal ve kültürel öğelerin dahil edilmesine ilişkin çıkarımları vardır. Sosyal ve kültürel bileşenlerin, bir dilin öğretimindeki diğer becerilerde olduğu gibi sosyokültürel iletişim becerilerinin gelişimine ilişkin birçok olanak sunması nedeniyle, dil öğretim ve öğreniminin hayati unsurları olduğu tespit edilmiştir. Farklı özellikleri ile yeni sosyal ortamlara ve kültürlerle maruz kalma, dil öğrenenler için olduğu kadar eğitimciler ve müfredat planlayıcıları için de kayda değer olmalıdır.

Anahtar Kelimeler: Aradil, Sosyokültürel etmenler, Sosyal ortam, Sosyal etmenler, Kimlik

ABSTRACT

Ph. D. DISSERTATION

THE EFFECTS OF SOCIOCULTURAL FACTORS ON LEARNER'S INTERLANGUAGE DEVELOPMENT

Mohammad Hassan GHARAKHANLOU

2016, 143 pages

People now live in an increasingly multi-sociocultural world where different sociocultural factors impose influence on their language behaviors. Awareness of these factors has now become an important part of foreign and second language learning. The use of language is an integral part of human being. Language always develops within a cultural and social setting, and it must be interpreted in the light of its social and cultural environment. An ability or inability to use language appropriately can affect someone's status in society, and may even alter their identities and future ways of lives. Second language learning becomes difficult when social context is involved, especially if the culture of the target language is different from the native one.

The main focus of this PhD thesis is to determine how sociocultural factors may have effects on learner's interlanguage development. The study also aims to find possible relations between learner's interlanguage and different sociocultural variables such as social status, cultural identity, social distance, and so on. The study also tries to find out to what extent these factors may affect the learner's interlanguage. In this study, sociocultural factors affecting learner's interlanguage were categorized into three groups including social context of language learning such as the interlocutors, time and place of language use; social factors like social class, socioeconomic status, educational level, individual differences like age and gender; and ethnic and cultural factors with focus on individual and social identities.

In this study, the data were collected through a questionnaire containing 29 items from 298 university students both females and males aging from 18 years upwards. All the participants were students of English Language Teaching and English Language and Literature from three different universities in Tabriz, Iran. The data obtained from the participants were analyzed through different statistical instruments.

The findings of the data analysis were related to the questions of the study in order to reach a conclusion. The findings showed that there is a relationship between second and foreign language learning and sociocultural factors affecting language development. It was concluded that sociocultural factors around the language and social context of language learning have significant effects on learner's interlanguage development.

The findings of this study have implications for the inclusion of social and cultural elements in the curriculum of language programs. Social and cultural components were proved to be vital elements of language teaching and learning as they offer a number of possibilities in relation to the development of sociocultural communicative competence, as well as other skills in the instruction of any language. Exposure to new social contexts and cultures with their features should be noticeable for educators, language curriculum planners as well as language learners.

Key Words: Interlanguage, Sociocultural factors, Social context, Social factors, Identity

ACKNOWLEDGEMENTS

It would not have been possible to write this doctoral thesis without the help and support of the kind people who helped me. I wish to express my deepest gratitude to a number of people who have generously provided guidance and encouragement throughout my doctoral study.

First of all I would like to express my sincere gratitude to my advisor, Dr. Savaş YEŞİLYURT who has kindly offered great support and encouragement at the critical points of this academic adventure. Without him, I could never have gone that far. His friendship has been invaluable on both academic and personal level, for which I am extremely grateful.

In particular, I am grateful to Prof. Dr. Fehmi EFE, my former supervisor, whose support at work and of my studies means a lot to me.

I would like to thank the jury board—Prof. Dr. Mehmet TAKKAÇ, Assist. Prof. Dr. Muzaffer BARIN— for their sincere and valuable assistance, care, and guidance in the writing of this thesis. I also like to thank Assoc. Prof. Erdinç PARLAK and Assist. Prof. Dr. Turgay HAN for their great support and valuable and informative comments and feedback about my thesis. In addition, I would like to thank all my professors. I would never have been able to complete this thesis without their enthusiastic support, inspiration, motivation, expertise, and constant encouragements.

Special thanks to all my research participants for their devotion and invaluable input into this research study. Without their contribution, this study would not have been possible.

I would like to thank Dr. Khanizadeh for his statistical comments and help and also Salar and Sina Himati for their help in drawing figures and other technical assistance on computer related problems.

I would like to express my profound and sincere thanks to all those in ATATURK UNIVERSITY, who helped me to have unforgettable memories and to end this academic journey successfully: a memorable learning journey that I will cherish and remember forever.

Finally, I would like to thank my family –Soheila and Sohrab- for their consideration, understanding and believing in me.

Erzurum- 2017

Mohammad Hassan GHARAKHANLOU

CONTENTS

KABUL VE ONAY	i
TEZ ETİK VE BİLDİRİM SAYFASI	ii
ÖZET.....	iii
ABSTRACT.....	v
ACKNOWLEDGEMENTS	vii
CONTENTS.....	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABBREVIATIONS	xiv

CHAPTER ONE

1. INTRODUCTION.....	1
1.1. Presentation	1
1.2. Background of the Study.....	1
1.3. Statement of the Problem and the Purpose of the Study	3
1.4. The Aim and Significance of the Study	4
1.5. Research Questions	5
1.6. Methodology and Instruments	5
1.6.1. Questionnaire	6
1.6.2. Participants	6
1.6.3. Procedure	6
1.6.4. Data analysis.....	7
1.7. Key Terms.....	7
1.8. Thesis Outline	10

CHAPTER TWO

2. REVIEW OF LITERATURE	13
2.1. Presentation	13
2.2. Background to Second Language Acquisition (SLA).....	13
2.2.1. What is second language acquisition?	14
2.2.2. Second language versus foreign language	15

2.2.3. A model of language learning.....	15
2.2.4. A brief history of second language acquisition	18
2.3. Interlanguage.....	23
2.4. Communicative Competence	27
2.5. Sociolinguistics	29
2.6. Sociocultural Theory.....	30
2.6.1. Mediation and mediated learning	31
2.6.2. The Zone of Proximal Development (ZPD) and Scaffolding.....	32
2.6.3. Activity Theory.....	32
2.7. Language and Society	33
2.8. Language and Culture	35
2.9. Language and Thought.....	38
2.10. Language and Social Factors	41
2.10.1. Social Factors.....	41
2.10.1.1. The participants	43
2.10.1.2. Age.....	43
2.10.1.3. Gender/Sex	45
2.10.1.4. Social class.....	48
2.11. Language and identity	50
2.12. Language and Ethnicity	52
2.13. Conclusion	54

CHAPTER THREE

3. METHODOLOGY.....	56
3.1. Presentation.....	56
3.2. Participants.....	57
3.3. Material	58
3.3.1. The data collection instrument.....	58
3.4. Data Analysis Procedures	61
3.5. Instruments Used in Data Collection and Analysis	62
3.5.1. Cronbach's Alpha	62
3.5.2. Pearson product-moment correlation.....	63

3.5.3 Spearman's rho calculator	64
3.5.4. Kendall's Tau-b using SPSS statistics	65
3.5.5. Scree Plot	65
3.5.6. Likert Scale	66
3.6. Conclusion	67

CHAPTER FOUR

4. DATA ANALYSIS	68
4.1. Presentation	68
4.2. Descriptive Statistics of the Questionnaire	68
4.3. The Analysis of Pearson Correlation	70
4.4. The Analysis of Kendall's Tau-b Correlation	71
4.5. The Analysis of Spearman's Correlation Coefficient	72
4.6. Factor Analysis of the Data for Gender 1 (Females)	74
4.7. Rotated Component Matrix of Factor Loadings for Gender 1 (Females)	77
4.8. The Scree Plot of Gender 1 (females) in Factor Analysis	80
4.9. Factor Analysis of the Data for Gender 2 (Males)	82
4.10. Rotated Component Matrix of Factor Loadings for Gender 2 (Males)	85
4.11. The Scree Plot of Gender 2 (Males) in Factor Analysis	88
4.12. Conclusion	89

CHAPTER FIVE

5. CONCLUSION, DISCUSSIONS AND IMPLICATIONS	90
5.1. Presentation	90
5.2. Findings and Discussion	91
5.2.1. Findings related to the first research question of the study	93
5.2.2. Findings related to the second research question of the study	99
5.2.3. Findings related to the third research question of the study	100
5.3. Limitations of the Study and Suggestions for Further Research	101
5.4. Pedagogical Implications	102
5.5. Conclusion	104

REFERENCES	106
APPENDICES	121
APPENDIX 1. Questionnaire of pilot study	121
APPENDIX 2. The Questionnaire of Study	124
CURRICULUM VITAE.....	127



LIST OF TABLES

Table 3.1.	Participants' Gender and Age Group Distribution	57
Table 3.2.	Reliability Statistics of Questionnaire	59
Table 4.1.	Descriptive Statistics of Parts of the Questionnaire	68
Table 4.2.	The Analysis of Pearson Correlation	70
Table 4.3.	The Kendall's Tau-b Correlation of the Study	71
Table 4.4.	The Analysis of Spearman Correlation Coefficient	73
Table 4.5.	The Factor Analysis of Data for Gender 1 (Females)	75
Table 4.6.	Rotated Component Matrix of Factor Loadings of Gender 1 (Females)	77
Table 4.7.	The Factor Analysis of Data for Gender 2 (Males)	83
Table 4.8.	Rotated Component Matrix of Factor Loadings of Gender 2 (Males)	85

LIST OF FIGURES

Figure 2.1. Necessary elements for learning an additional language.....	16
Figure 2.2. The learner's independent language (interlanguage).....	17
Figure 2.3. Minimalist design	22
Figure 2.4. The learner's independent language (interlanguage).....	25
Figure 2.5. Multi-competence	25
Figure 2.6. The relation between language and society	35
Figure 2.7. The relations between thought, culture, language and speech.....	39
Figure 2.8. The elements of acronym SPEAKING.....	43
Figure 2.9. Language and gender	46
Figure 3.1. Pearson correlation value distribution between factors	63
Figure 3.2. The Scree plot pattern	66
Figure 4.1. The Scree plot of gender 1 (Females).....	81
Figure 4.2. The Scree plot of gender 2 (males).....	88

ABBREVIATIONS

CC	Communicative Competence
ELL	English Language and Literature
ELT	English Language Teaching
FL	Foreign Language
IL	Interlanguage
L1	First Language
L2	Second Language
PPMCC	Pearson Product-Moment Correlation Coefficient
SD	Standard Deviation
SLA	Second Language Acquisition
SLL	Second Language Learning
SPSS	Statistical Package for Social Sciences
ZPT	Zone of Proximal Development

CHAPTER ONE

1. INTRODUCTION

1.1. Presentation

This chapter is designed to provide a brief overview of the present study by offering fundamental background knowledge to the research problems, their theoretical framework, and it also includes discussions of some issues which are important for better understanding of social aspects of learner's interlanguage development. It is also planned to mention the statement of problems, aim of the study, research questions, significance of the study, methodology, and data collection processes that were used.

1.2. Background of the Study

The scope, objectives and main concern of this research arise from the interest in exploring and discussing the effects of sociocultural factors which can change or may alter language behavior of people in different social settings and contexts.

It is believed that language is an activity peculiar to human beings although some types of primitive kinds of language exist among creatures other than humans. Human beings are social by nature and are in need of contact and communication with others. So, the use of any language behavior is an inseparable part of humans' social lives. Their language behavior and their ability or inability to utilize language suitably can affect their manner and status in society and may even change their behavior and personality. In this way, language within the society and its culture is like the heart within the body and there is interaction between the two. So the study of language in a social context consists of the study of linguistic materials produced within the structure of its society. Learning a language is a great challenge for a learner and the development of learner's interlanguage can greatly be affected by the sociocultural context in which it develops. Social context comprises many variables, and these variables in their own part can be broken down into a number of separate variables.

From ancient time up to the present, language has always been under study, at first, by philosophers then by linguists. In each period of time, linguists tried to discover new facts about different aspects of language. Of course, in the last century, from post-war period, language was studied more scientifically. Mitchell and Myles (2004) divided this period into three main phases: the first period in the 1950s and 1960s, the second in the 1970s, and the third in the 1980s onwards.

In the 1950s and 1960s, the effects of Behaviorism in psychology and Structuralism in linguistics were significant. This period was under the influence of Structuralism and Behaviorism. The scholars of language teaching took into considerations the learning theories. This was because the language experts strongly believed that learning would occur by imitating and producing a specific structure repeatedly. In the same way, it was believed that practice makes perfect.

The period 1970s witnessed great changes and developments in linguistics because of Chomsky's revolutionary ideas in linguistics. In this period, the influence of the 'Chomsky's revolution' on the field of language acquisition was crucial. There were great developments in linguistics. Linguistics experienced a change from structural linguistics, which described the surface structure of corpus of language, to generative linguistics that was based on the innovative and rule-governed nature of language. The concentration of studies and researches on first language acquisition in this period resulted in the development of Error Analysis. Error Analysis can be defined as "the systematic investigation of second language learners' errors (Mitchell and Myles, 2004, p.38)". Error Analysis revealed that most of the errors made by second language learners do not come from their first language. The questions like: "where do such errors come from?" led to the development of interlanguage. Interlanguage is a term first used in 1972 by Selinker to refer to the development of language produced by learners, both as a system that can be explained at any point in time as appearing from systematic rules, and as the collection of interlocking systems that specify learners' advancement in their language development.

When we take a glance at the history of language in general and second language acquisition (SLA) in specific, it is difficult to find studies and investigations that completely separate language from its regional, cultural and social distributions, or

from its connections to ideas, beliefs, events, people around it, and real speakers and listeners in the actual world. Of course, some of the linguists and theorists study language out of its social context. For example, Chomsky with his Universal Grammar takes into consideration nonsocial view about language because of focuses on language itself and ignores any concern for the connection between a language and people who use it.

The main concerns of the period 1980s and beyond were on the effects of internal mechanisms, the influence of psychological variables, and the effects of social and environmental factors. Scholars and theorists in this period directed their focus on the view of learning language with social terms. Sociolinguists are interested in the language variation and try to explain why people speak differently in different social contexts. Sociolinguists also view the learner as a social being with dynamic and changeable nature. So, aspects like sex, age of speakers, culture and ethnicity, and other social dimensions of learners are viewed as important for language learning success (Mitchell and Myles, 2004, pp.29-51).

Of course, the period 1970s and after then is discussed in great details in this study because the term interlanguage was coined in 1972 by Selinker in this period and in the years after that up to the present, social aspects of language have directed attention to this field which resulted in the emergence of sociocultural and sociolinguistic theories. In the next chapter they will be discussed in more details.

1.3. Statement of the Problem and the Purpose of the Study

The origin of study of language in relation to its social context arises from the theories and perspectives such as sociocultural and sociolinguistic theories. Their main concerns have been the study of languages in their social contexts.

A lot of ways can be used to express the same meaning and different factors that are influential in choosing the way to be used. For instance, in different cultures, even within the same culture, people choose different address forms relevant to the values, customs, beliefs, and other sociocultural factors to show how people feel towards others. Relevant sociocultural factors are important in selecting appropriate terms of address in social context because they influence language choices strongly.

Sociolinguists are interested in the different types of linguistic variations and vocabulary choices used to express and reflect social factors. Linguistic variations and vocabulary choices convey social information which may differ in different situations and conditions depending on certain social factors. Some of these are relevant to the particular language variety to be used. Some relate to the users of language that are called the participants: who is talking to whom (e.g. child-parent, buyer-shopkeeper, employee-employer). Some of them relate to the uses of language which are called the social setting and function of the interaction: the setting or social context (e.g. home, club, office, university) and the goals of the interactions which are considered important factors. Someone's addressing and referring to others may likely reflect their social background, their social status, and the social group they belong to.

The present research tries to provide better understanding of learner's interlanguage development by addressing sociocultural factors which may form, shape and affect this process. In this way, the learner's success or failure to use language appropriately will largely be dependent on social contexts and the factors in which language learning develops. This research tries to study these factors and to show how the learner's interlanguage development may be influenced by sociocultural elements that surround it.

1.4. The Aim and Significance of the Study

The main focus of this study is to determine how sociocultural factors may have effects on the learner's interlanguage development. The study also aims to find possible relations between learner's interlanguage development and different sociocultural variables such as social status, social class, individual factors such as age and gender, cultural identity, social distance, and so on. The study also tries to find out to what extent these factors may have effects on the learner's interlanguage development.

There have been a lot of studies which tried to study social aspects of language. Many books and articles were written about issues on language in society. Many sociolinguists and researchers have written about language as a social phenomenon. All cultures and societies, like all languages, are extremely complex. There are wide ranges and varieties of sociocultural factors such as cultural identity, religion, beliefs, social

groups, social class, social position (e.g. job, where people live or work), people's socio-economic status including income and social class, ethnic and racial origin, cultural background, and many others which need new struggles and are open to study. This study attempts to look to sociocultural factors' effects on the learner's interlanguage development from different angles because, in second language acquisition, besides the language itself, social and cultural information are needed for the effective application of the target language. This effective use may also involve being aware of the social and cultural values and standards of the culture of the target language which people have or share.

1.5. Research Questions

This research aims to study the effects of sociocultural factors on the learner's interlanguage development and the degree of success or failure of learners in this process in relation to sociocultural factors. To achieve this goal, other psychological and cognitive factors which are influential in the learner's interlanguage development are excluded. Therefore, the main focus would be to search responses to the following questions:

1. *Do the social and cultural factors have any significant effects on the learner's interlanguage development?*
2. *To what extent do the sociocultural factors may have effects on the learner's interlanguage development?*
3. *What are the advantages and disadvantages of sociocultural factors in the learner's interlanguage development?*

1.6. Methodology and Instruments

The methodology and instruments which were used in this study are introduced briefly in the following sections. For getting desired and accurate results, different statistical instruments were used. The statistical instruments used to measure and evaluate the data obtained from the participants were SPSS version 22 and its related statistical instruments.

1.6.1. Questionnaire

To study the interlanguage of learners, 298 English Language Teaching and English Language and Literature students were chosen to complete a questionnaire. To obtain information that represents the use of the variables that are being investigated, a questionnaire consisting of 31 items was designed at first phase which was tested in the pilot study. The items were reduced to 29 after getting its reliability in the pilot study. The questionnaire had three different parts including different social context of language learning, social factors which have effects on learner's interlanguage development and cultural and ethnic factors effective in learner's interlanguage development. The items of the questionnaire were prepared in a way that could catch the attention of participants to include all the data necessary for the development of the study. Of course, for being sure about the reliability and appropriateness of questionnaire structure and content, it was tested and evaluated through related statistical instruments in a pilot study. And according to the results of the pilot study, some items were changed, eliminated or added to the questionnaire.

1.6.2. Participants

This research was based on purposes to study the effects of sociocultural factors on learners' interlanguage development. In this study, the participants were selected from English Language Teaching and English Language and Literature students from Tabriz Islamic Azad University and Tabriz Branches of Bazarghani Center and Jahade Danishgahi Unit of Scientific and Applied University of East Azerbaijan. The participants were selected from both male and female learners of different ages from 18 upwards with different specific sociocultural characteristics. To select a number of learners as a representative of a particular social group, random sampling was used. Of course, participation was voluntary.

1.6.3. Procedure

In this study, the subjects, by random sampling, were selected to answer certain items which were provided in the questionnaire. The questionnaire was tested through a pilot study to be sure of its reliability. Then, the main questionnaire was prepared.

Likert Scale was used on five levels to get the range of participants' opinions on the interlanguage development. For being certain of association and correlation of different parts of questionnaire, it was tested through different related statistical instruments including Pearson, Spearman and Kendall's correlation coefficient.

1.6.4. Data analysis

This study focused on revealing how the various forms of linguistic variables are related to social aspects of language. In this case, the linguistic variable would be dependent variable and social variables would be independent variables. The study tried to find out what the effects of sociocultural factors on learner's interlanguage development can be when some changes occur in the independent variables, e.g. sociocultural factors. To get reliable and valid results, proper statistical procedures were used in sampling, data collection and testing hypotheses. Different data analysis instruments such as factor analysis were used to find the relation between sociocultural factors and learner's interlanguage development.

1.7. Key Terms

This section provides the explanation and definition of some terms frequently used throughout the study. For better understanding the terminology used in this research, it is essential to be familiar with terms used frequently. The following section explains the expressions used mostly in this study.

Interlanguage:

One of the terms which is used frequently in this study is the term interlanguage which Selinker in 1972 for the first time used. Learners in the development of their second languages use a form of language which differs from both their first and second languages. Interlanguage is defined as "a separate linguistic system based on the observable output which results from a learner's attempted production of a TL [target language] norm (Selinker 1972: 214)". So, it can be said that interlanguage relies on "two fundamental notions: the language produced by the learner is a system in its own right, obeying its own rules; and it is a dynamic system, evolving over time (Mitchell and Myles, 2004, p.39)". It should be noted that the term "interlanguage" is used

synonymously and in the same meaning of learner's second language acquisition.

Social factors:

Language in its social context is influenced by some social factors so there are specific varieties of them. Some of the social factors are related to the users of language referred to as participants: who is talking to whom (e.g. child-adult, female-female, male-female). Some others are related to the language factors that are called the social setting and function of the interaction. "The setting or social context (e.g. home, work, school) is generally a relevant factor, too. The aim or purpose of the interaction (informative, social) may be important. And in some cases the topic has proved an influence on language choice (Holmes, 1992, p.11)".

Culture:

Culture as an aspect of our social life forms a part of our identity and shapes our ways of living including the ways of language use. Brown (2007) explains culture as: "Culture is a way of life. It is the context within which we exist, think, feel, and relate to others...Culture might also be defined as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time (p.188)". Wardhaugh (2008) conveys a definition from Goodenough (1957): "a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves (221)".

Identity:

Language, as a part of our social lives, shapes our identity and in return is shaped by our identities. The term identity is defined as "people's concepts of who they are, of what sort of people they are, and how they relate to others (Hogg and Abrams 1988, 2)". According to Ige: "Identity in many respects is shaped by language and conversely, language choices may relate to identity; identity, in fact, like language, is both personal and social (Ige, 2010, p.1)".

Bilingualism:

Some people grow up in situations where more than one language may be used. They acquire them simultaneously and become bilingual. Bilingualism is the ability to acquire and use more than one language. There are two kinds of bilingualism:

simultaneous and sequential. “Children who learn more than one language from earliest childhood are referred to as ‘simultaneous bilinguals’ whereas those who learn another language later may be called ‘sequential bilinguals’. Children may stop speaking the family language in the mastery of the new language. This loss of one language on the way to learn another is called ‘subtractive bilingualism’ whereas the maintenance of the home language while the second is being learned is called ‘additive bilingualism’ (Lightbown and Spada, 2006, pp. 25-26)”.

Communicative competence (CC):

Human beings have the ability to produce, understand, interpret, and negotiate the messages among themselves. This ability enables them to communicate and interact successfully. This knowledge is called communicative competence. Brown (2007) mentions that the term ‘communicative competence’ was coined by Hymes as the aspect of our competence that makes us able to convey and discover messages and to deliver meanings interpersonally within specific contexts. “Communicative competence is the information that makes able a person to interact functionally and interactively. There are four different components, or subcategories, made up the construct of CC:

1. **Grammatical competence** is that aspect of CC that encompasses ‘knowledge of lexical items and of rules of morphology, syntax, sentence grammar, semantics, and phonology’ (Canale & Swain, 1980, p.29).
2. The second subcategory is **discourse competence**, the complement of grammatical competence in many ways. By discourse competence people can join sentences in series of discourse and to make a meaningful all from a series of utterances.
3. **Sociolinguistic competence** is the knowledge of the sociocultural rules of language and of discourse. This type of competence ‘requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance’ (Savignon, 1983, p.37).
4. The fourth subcategory is **strategic competence**, a construct that is exceedingly complex. Canale and Swain (1980, p. 37) described strategic

competence as ‘the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence’ (Cited in Brown, 2007, pp. 219-220)”.

Social dimensions:

When we focus on social aspects of language, we can take into consideration the other elements in addition to social factors such as participants, setting, topic, and function. There are four different important dimensions including:

1. A *social distance* scale concerned with participant relationships.
2. A *status* scale concerned with participant relationships.
3. A *formality* scale relating to the setting or type of interaction.
4. Two *functional* scales relating to the purposes or topics of interaction (Holmes, 1992, p.12)”.

Social networks:

Networks in sociolinguistics refer to the pattern of informal relationships people are involved in on a regular basis. There are two technical terms which have proved very useful for describing different types of networks that are *-density* and *plexity*. Density refers to whether members of a person’s network are in touch with each other. Plexity is a measure of the range of different types of transaction people are involved in with different individuals (Holmes, 1992. p.203).

Speech community:

Languages are used within different communities of people with different social patterns including different features. The group of people that use a specific language form is referred to as a speech community. Kramsch (1998) defines “speech community as a social group that shares knowledge of one linguistic code and knowledge also of its patterns of use (p.131)”.

1.8. Thesis Outline

The first chapter introduced the framework of what should be done in this study. First, as an introduction, background for the study was introduced by explaining the

statement of the problem and purpose of the study. Then the significance of the study was discussed. In the following, the research questions of the study were listed. After that, the methodology, the instruments used in the study, participants, procedures for data collection, and data analysis were explained. Then, the terms which are taught to be significant were defined to prepare a way for better understanding of the study.

The second chapter presents review of literature of the study. First, background to second language acquisition is explained with subdivisions about second language acquisition, a model of language learning, and a brief history of second language acquisition. Then, interlanguage, the main topic of this study, communicative competence, and sociolinguistics are discussed. After that, Sociocultural Theory which mainly focuses on social aspects of language with subsections about Mediation, the Zone of Proximal Development, Scaffolding and Activity Theory are explained. Language and society, language and thought, language and culture are related issues which are mentioned in the following sections. There are sections about language and social factors with subsections about the participants, age, gender, and social class. Then, the relations between language and identity, language and ethnicity are introduced. Finally, there is a conclusion about the issues and subjects of the chapter.

The third chapter of the study is about the methodology. In this chapter, at first, the participants of the study are introduced. Then, how the questionnaire of the study was written and designed is explained. In this part, how the questionnaire was produced and how its reliability was proved are discussed. In the following, the instruments used in data collection and data analysis are presented. In this part, the instruments such as Cronbach's alpha for measuring the reliability of questionnaire, Pearson's correlation, Spearman's calculator and Kendall's tau-b for measuring correlation between variables are mentioned. In the following sections of this chapter, the Scree plot and Likert scale are explained. Finally, the chapter is concluded with data analysis procedure and a conclusion.

Chapter four is about data analysis. In this chapter, after giving introductory comments, descriptive statistics of the questionnaire are presented. Then, the analysis of associations between different components affecting learner's interlanguage including the analysis of correlation coefficient measurements of parametric and nonparametric

correlation measurements is explained. Factor analysis and rotated component matrix of factor loadings for each gender are discussed separately. Through these analyses, the hidden factors about the effects of sociocultural factors on learner's interlanguage development are shown and introduced. The Scree plot figure for each gender is presented separately in other sections of this chapter. At last, the chapter ends with a conclusion.

Chapter five is the last chapter. The chapter begins with findings of the study and the discussions about the findings. The discussion tries to relate the findings of the study to the research questions of the study in order to reach to a conclusion. In this way, first, the findings related to the first research question of the study are discussed. Then, the findings related to the second and the third research questions of the study are explained. There are sections about the limitations of the study and suggestions for further research. "Pedagogical implications" of the study is another section which is presented with some pedagogical suggestions for future researchers. The chapter ends with the conclusion of the chapter.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Presentation

This chapter is intended to provide basic coverage of the most important topics dealing with the learner's interlanguage development in relation to the sociocultural factors which have effects on it. This chapter also provides theoretical framework on the sociocultural studies of learner's interlanguage including historical background of interlanguage and sociolinguistic studies of language with the focus on its social setting and background.

Before discussing the relationship between language and society or the functions of language in society, it is necessary to give the definitions of them. First, it is useful to provide background knowledge and brief history of second language acquisition, then to bring theoretical facts and information about development of interlanguage and also to present explanations and definitions of related matters by discussing related theories and perspectives by going through details of each of the sociocultural factors around learner's interlanguage.

2.2. Background to Second Language Acquisition (SLA)

Every human being is born and grows up with the ability to acquire a language in the environment around them. Whatever the language is, they will acquire it automatically and naturally as their mother tongue or their first language. However, there are many societies and countries in the world which are bilingual or multilingual. In these societies, people use and speak languages other than their first language. Bilingualism and multilingualism are common in most societies because their political, ethnic and different social groups' integration impose this. In fact, the existence of such phenomenon demands societies to have programs for teaching and learning one or two additional languages as second or foreign languages.

Humans live socially and they are in need of communication to convey their purposes. So language is at the center of their lives. Through language, people express their love, hatred, pleasure, ideas, experiences, purposes, emotions, and artistic and aesthetic feelings. Moreover, through language, we shape our social and individual identities. Some of these activities are done with more than one language. Knowing any other language may mean having the opportunity to achieve your purpose effectively. Bilingualism and multilingualism are common in most societies. Richards and Rodgers (2001) report that nearly 60% of today's world population is multilingual and this case is considered to be a norm rather than the exception (p.3). In any society where its members may speak two or more languages, acquiring, learning and use of foreign, second or more languages are crucial to the people in their daily interactions.

Second language acquisition (SLA) emerged as a field of interest and study from within linguistics, psychology, psycholinguistics, sociolinguistics, and social psychology. This is because SLA includes linguistic characteristics of the languages that are acquired and learned such as linguistic competence and performance from linguistic point of view. Second language acquisition involves mental activities or cognitive processes in acquisition that are in the domain of psycholinguistics. SLA also emphasizes the variations in individuals' linguistic applications, performance and social aspects of their languages, including their identity, social interest, desire and motivation, and social contexts of learning which are studied by sociolinguists and social psychologists.

In SLA, language itself is not enough for better understanding of appropriate language use, we must also learn and know how the second language is acquired and also how the social and cultural knowledge is being learned and influence our language development.

2.2.1. What is second language acquisition?

Second language learning or acquiring is a complicated process that affects all dimensions of an individual and introduces a person with new aspects of life including language, culture, identity, personality, ways of believing, thinking, motivation, feeling, and acting. Sending and receiving messages in second language successfully involves

total physical, intellectual, and emotional responses. Learning second language is not an easy process which can be programmed quickly. Many variables are involved in this process. Cook (2001, p.13) presents a definition by UNESCO for second language: “a language acquired by a person in addition to his mother tongue”. Acquiring another language needs some abilities and competence. Many learners acquire some competence in more than one language; i.e. their first language. “The term ‘second’ is generally used to refer to any language other than the first language (Ellis, 1994, p.11)”. It is clear that bilingualism and multilingualism is normal in many communities and countries. In these societies, people use other languages more than their first language as second, third or foreign languages for different aims or functions. So, it is better to explain the distinction between second and foreign languages.

2.2.2. Second language versus foreign language

The distinction between second and foreign language acquisition is made by Ellis (1994) as: “In the case of second language acquisition, the language plays an institutional and social role in the community i.e. it functions as a recognized means of communication among members who speak some other language as their mother tongue. In contrast, foreign language learning takes place in settings where the language plays no role in the community and is primarily learnt only in the classroom (p.12)”.

Of course, the distinction between second and foreign language learning settings may be important because there will be basic differences in how both are learnt. But in this study, these two expressions, second language acquisition and foreign language learning are considered interchangeably. This is because of nature and conditions of people under study that confine us in preparing and gathering data from the participants.

2.2.3. A model of language learning

Learning a language, in general, has been interested by linguists and other scholars in the field of language study. Different theories, methods, techniques, and models were presented at different times for better understanding and development in language learning to help learners to improve their achievements. Here is a model of language learning by Barkhuizen in the article ‘Social Influences on Language

Learning'. In this article by drawing the figure given below, Barkhuizen (2004) introduces a basic model of language learning and lists five elements of learning an additional language including: a *learner*, *input*, *social context*, *interlanguage*, and *output* (p.556).

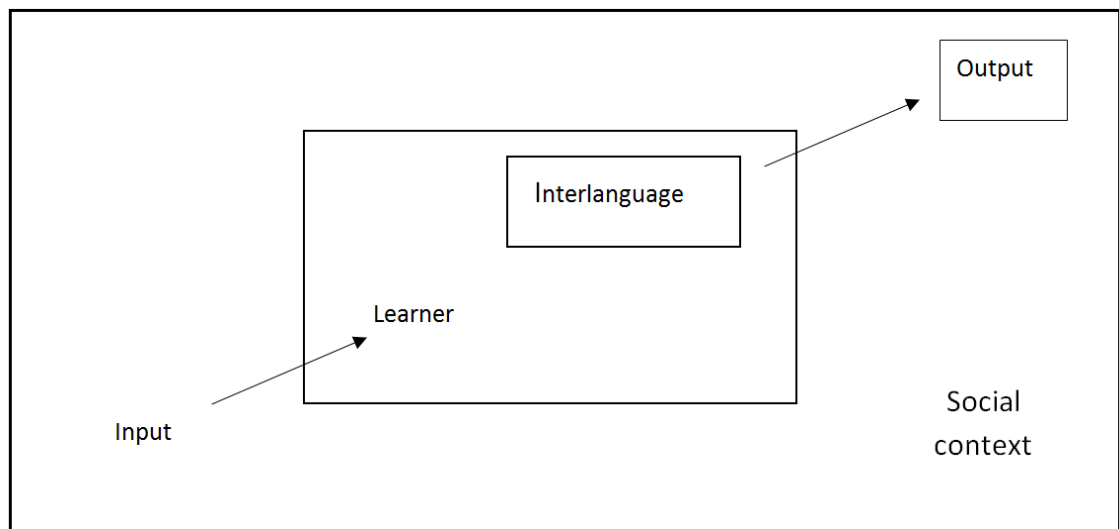


Figure 2.1. Necessary elements for learning an additional language

As learning second language was interested by different scholars and linguists, they looked at language from different angles at different times and tried to explore and explain language according to different variables which they thought they best describe it and its related elements. Spolsky (1989, p.28) presents a general model of language learning which is shown in the following figure. This model represents how all factors such as learner's differences, contextual factors, learning opportunities and learning outcome are connected together and affect the outcome.

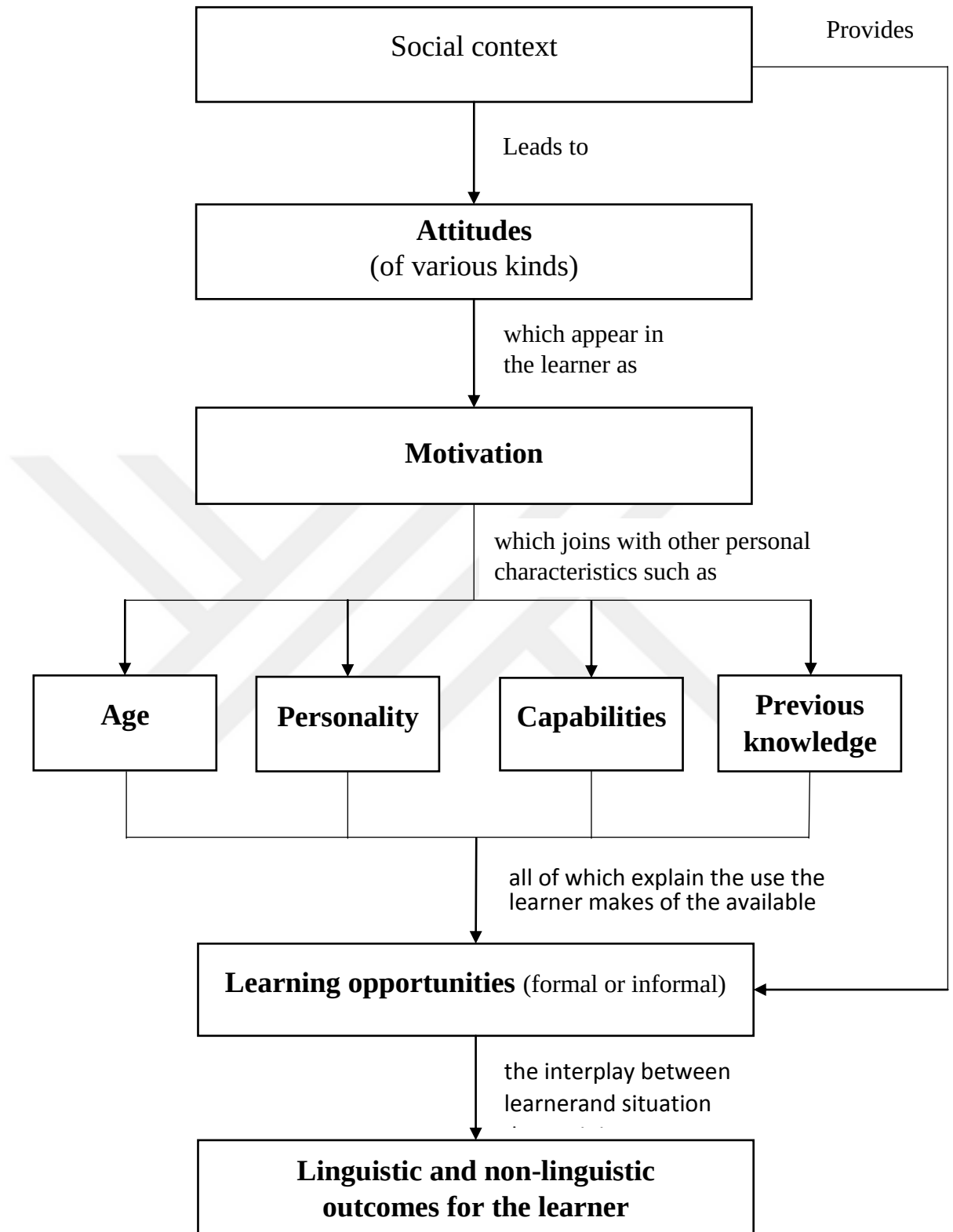


Figure 2.2. The learner's independent language (interlanguage)

To emphasize the importance of language learning setting, it can be stated that language learning occurs in a social context that contains a number of effective social factors such as setting and the participants that all together build the environment for language learning.

2.2.4. A brief history of second language acquisition

Language learning and teaching have been a concern of scientists from early times up to the present. In each period of time, they tried to develop and present theories and methods of teaching and learning with which learners can reach high proficiency in second language acquisition. From Grammar Translation Method up to the present, new approaches and perspectives, all tried to prepare learners to second language acquisition (SLA) programs in a way that they can benefit from all possibilities and facilities available to them.

For being to the point and representing what is necessary in this study, it is better to confine ourselves to the post-war periods from 1950s onwards: the periods in which we can see the emergence of contrastive and error analysis, interlanguage, and emergence of social perspectives such as sociolinguistics and sociocultural theories.

The 1950s and 1960s

In the 1950s and 1960s, language teaching methods focused on emphasizing the considerations of learning theories under the influence of Structuralism in linguistics and Behaviorism in psychology. Structuralism considered language systems as patterns and models of structures with the view that fluency of foreign language habits results from repetition and practice. This was in accordance with the view of Behaviorism in which learning language is similar to any other kind of learning which was considered as the formation of habits (Skinner, 1957) emphasized that forming habit developed from stimuli- response- reinforcement where stimuli from the surrounding (such as language input), responses to them, and reinforcement if the responses developed in some satisfactory results. This period also was under the impacts of Chomsky's revolutionary views that resulted in the appearance of generative linguistics which emphasized rule-governed and creative nature of human language. In fact, linguistics witnessed a change from structural linguistics to generative linguistics. In other words,

generative linguistics focused on internalized, underlying knowledge of language (linguistic competence), instead of the describing surface shapes of language from structuralism point of view.

Contrastive Analysis of SLA as a systematic study of language is another important point in the 1960s. It is important because contrastive analysis (CA) introduced the influence of first language (L1) on second language (L2). “Contrastive Analysis (CA) is an approach to the study of SLA which involves predicting and explaining learner problems based on comparison of L1 and L2 to determine similarities and differences (Saville-Troike, 2006, p.34)”.

The 1970s

Contrastive Analysis faced two significant questions that it could not find answers for. The first one was that CA couldn't find satisfactory answers to the logical problems of language learning. The difficulty was that learners how to find out and know more knowledge than they have been taught or learned. The second problem was that most of the errors of the learners that occur actually couldn't be evaluated by contrastive analysis because many of the errors that CA predicts do not occur. These problems and other developments in the first language acquisition pointed out by Slobin (1970), Brown (1973) and some other researchers led to the appearance of Error Analysis which is the systematic investigation of second language learner's errors. Vanpatten and Alessandra (2011) define and explain Error Analysis as: “a research tool characterized by a set of procedures for identifying, describing, and explaining L2 learners' errors...Much of the early work in error analysis focused on determining whether SLA was the result of L1 transfer or creative construction” (p.82).

The first and most important article about Error Analysis was S. Pit Corder's (1967) article “The significance of learners' errors” which was reprinted in 1981 with the title of “Error Analysis and Interlanguage”. It is pointed out that learners begin second language acquisition with prior experience and knowledge of their first languages in the second language development. Corder believed that errors of learners' prepare proof of the system of language that is utilized at any specific time in the development of second language and of the procedures or any other attempts that the learners are utilizing in their discovery of the language.

Findings of error analysis revealed that most of errors made by second language learners do not result from their first language. They are not similar to the learners' first language and they are not target-like. They are what learners themselves made. Researchers' struggle to search this case led to the emergence of Interlanguage. Selinker (1972) used "the term interlanguage (IL) to refer to intermediate states of a learner's language as it moves toward the target (second language) because the system was neither the L1 nor L2, something in-between that the learner was building from environmental data (p.210)". Interlanguage is discussed in details in the next sections.

The 1980s and 1990s

The late 1970s and the early 1980s witnessed important studies investigating first language acquisition and developments in second language learning. Roger Brown (1973) in the study of first language and its early stages found that there are 14 grammatical morphemes in English that emerge in a consistent order. The second language researchers were inspired by such studies and used them in the second language researches.

Krashen, in the late 1970s, introduced his theory of Monitor Model which he expanded and developed in the 1980s.

Krashen's (1981, 1982) model includes:

1. The Acquisition-Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis

Another important study in this period is Schumann's Acculturation model in the late 1970s. Schumann (1978) claimed that the process of acculturation is directly connected to acquisition. In the process of acquiring second language, the failure or the success of second language learners depend on how they feel closer to the environment and culture of speech community because socio-cultural factors have direct effect on the learners' success or failure. When learners feel socially nearer to the target language group, they will acculturate better and will be more successful in their second language learning.

The 1990s and afterwards

In the 1990s, the influence of 1970s, theoretical ideas and approaches regarding L1 and L2 continued but two influential approaches influenced SLA. The first was the application of psychological approaches such as processing approaches and connectionist approaches. The second was application of linguistic approaches with focus on the nature of learner's mental representation.

The processing approaches investigate the way the brain processes the second language. One of the processing approaches is McLaughlin's Information-processing Model (1987) which mentions about second language learning as: "second language learning is viewed as the acquisition of a complex cognitive skill, because various aspects of the task must be practiced and integrated into fluent performance; this requires the automatization of component sub-skills" (p.133). We can also mention other processing approaches such as Anderson's Active Control of Thought (ACT) (1985), and Pienemann's Processability Theory (1998). They pay attention to the learner's mind as a processor of information. According to the Anderson's model, in the process of second language learning, practice enables declarative knowledge to become procedural knowledge in "three stages:

1. The cognitive stage: a description of the procedure learnt.
2. The associative stage: a method for performing the skill is worked out.
3. The autonomous stage: the skill becomes more and more rapid and automatic (Anderson, 1985, p. 232)".

On the other side, connectionists associate the brain with a computer which consists of neural networks. Due to this attitude, "learning happens on the basis of building associations and the extraction of patterns resulting in rule-like behavior" (Ellis, 2003, p. 84).

The second approach was application of linguistic approaches which focused on the nature of learner's internal mental representation and its limitations.

One of the outstanding figures in this field is Noam Chomsky with his revolutionary ideas about language and linguistics. Chomsky summarizes the aims of linguistics about the nature of language in the form of three main questions, (Chomsky, 1988):

1. What constitutes knowledge of language?
2. How is such knowledge acquired?
3. How is such knowledge put to use?

In Chomsky's thinking, "central concept is Universal Grammar as the system of principles, conditions and rules that are elements or properties of all human languages (Chomsky, 1976, p. 29)".

According to Chomsky's Universal Grammar, humans come to the world with language capacity in the brain. Humans have set of rules in the mind which is called Universal Grammar. Language acquisition is the interaction of human learning mechanism with data from the outside world. In the process of language acquisition, as the UG exists before, child's acquiring of a particular language engages a procedure of choosing from parametric choices from the outside world.

In the 1995, Chomsky proposed Minimalism. According to Minimalist program, the core of human language is the lexicon which consists of lexical categories including content words such as verbs and nouns and functional categories including grammatical words such as auxiliaries or determiners. The Minimalist program tries to reduce the grammar to its minimum and eliminates redundant elements in the structure of the sentence. What remains are essentials, that means that languages have meaning and form. Cook and Newson (1996, p.314) argue that the ideal minimalist design would be something like in the following figure:

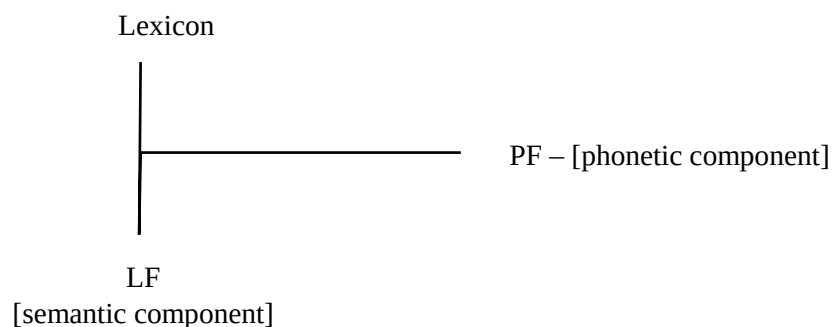


Figure 2.3. Minimalist design

One of the theories which is worth of mentioning and which is discussed in the next sections is the Sociocultural theory based on the framework of Vygotsky's learning theory. According to this theory, learner is an active agent in learning within given social contexts instead of being brain oriented.

In the 1990s and afterwards, there were major attempts in the field of second language teaching and learning which tried to clarify and take steps in the study of SLA which can be summarized as:

- a. Research on the Chomskyan concept of Universal Grammar with focus on the role of internal mechanisms of human's language capacity,
- b. The role and effect of first language in second language acquisition,
- c. The role of psychological variables such as individuals' differences including cognitive factors consisting of language aptitude, intelligence, language learning strategies and affective factors such as language attitude, motivation and language anxiety,
- d. The role of input and social factors including the relationship between the input and internal mechanisms and also effects of social and environmental factors in the language learning process.

These were important points of views which researchers tried to focus on in order to facilitate second language learning process.

2.3. Interlanguage

Learners in the process of learning or acquiring second or foreign languages pass through different phases. They encounter conditions which may facilitate or hinder them in acquiring second or foreign languages. The phases which the learners pass may be similar or different from their first languages and also somehow specific in themselves.

Interlanguage is a term, first time, introduced by Larry Selinker. In fact, Selinker coined interlanguage for the process of acquiring or learning second language. Crystal (2008) defines interlanguage as: "The linguistic system created by someone in the course of learning a foreign language, different from either speaker's first language or the target language being acquired. It reflects the learner's evolving system of rules, and

results from a variety of processes, including the influence of the first language (transfer), contrastive interference from the target language, and the overgeneralization of newly encountered (p.249)". Terence Odlin (1993), in a review article of Selinker's *Rediscovering Interlanguage*, explained that the term interlanguage (IL) had been used in a number of ways, but in the last twenty years it has become especially common in studies of second language acquisition (SLA). Although not everyone interested in this field has used the term, nearly all who referred to the articles by Selinker (1972) or are at least aware that Selinker more than anyone else deserves credit not only for the term but also for the attention that has been given to several issues in the study of IL. Selinker defined interlanguage as "a separate linguistic system based on the observable output which results from a learner's attempted production of a TL [target language] norm (1972: 214)". In other words, it is "a fully independent, internally coherent language level (Kraft and Geluykens, 2007, p.12)" which combines elements (phonological, lexical, or grammatical) of the speaker's L1 and the target language. The idea of interlanguage means that the learning process is highly dynamic and that the final goal is to master "successful" target production, i.e. language competence identical to that of an L1 speaker (Selinker, 1972; p. 223). However, the active learning process eventually comes to an end (p. 217) and fossilization is said to occur; the speaker's use of the language is then said to be "often far from TL norms, often shown by the failure of learners to acquire a feature where a particular TL feature is expected" (Selinker, 1992: 209)".

What Selinker means by the term is that in all second language settings, there are at least three linguistic varieties to be considered: a native language (NL) (or some other previously learned language), a target language (TL), and the learner's developing second language, i.e. the IL. An IL is partially independent of the two languages in contact and is thus a variety in its own right, something that cannot be understood as simply a debased version of the IL or a relexified version of the NL (p.379). Cook (2001) points about this characteristic of interlanguage by drawing the following figure.

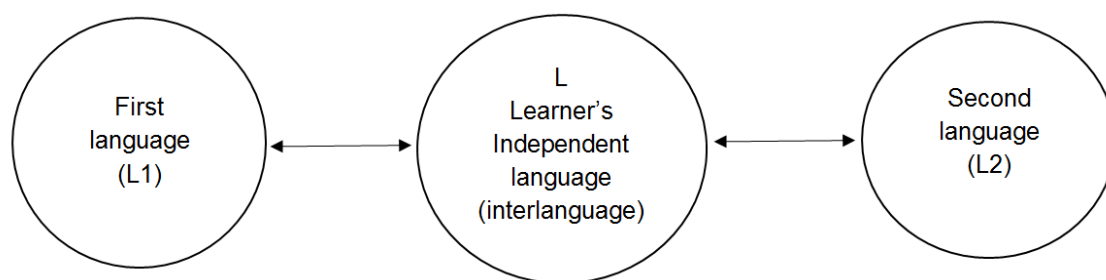


Figure 2.4. The learner's independent language (interlanguage)

This figure shows that the aim of learners is to acquire second language and their first language may help or hinder them, they are creating a system of language which can be considered as an independent on its own while the goal is to acquire second language. Having the knowledge of first language and the knowledge of second language in the same mind needs knowledge which Cook (2001) refers to as multi-competence that is shown in Figure 2.5. This multi-competence makes learning second language possible.

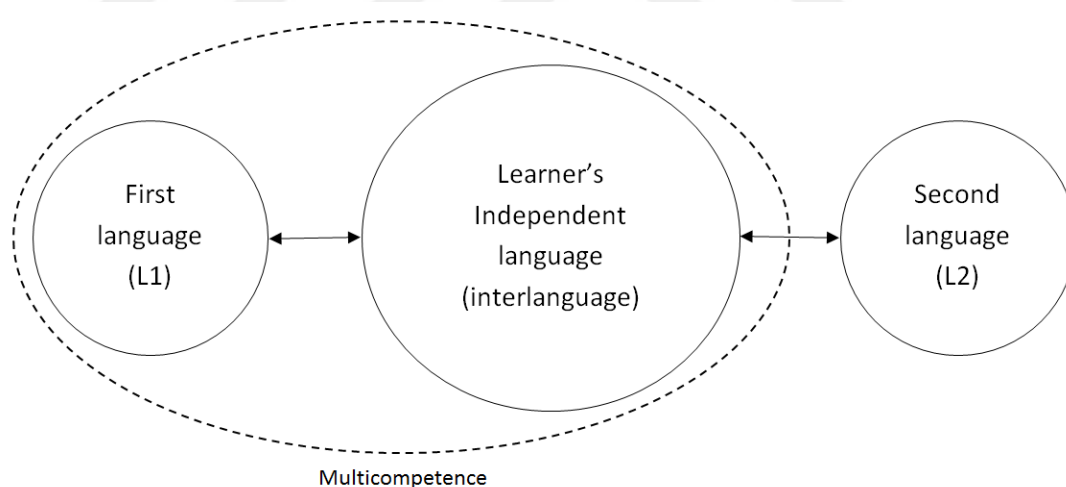


Figure 2.5. Multi-competence

The learner's interlanguage has some characteristics. It is systematic of its own, it is dynamic and variable, and also it has reduced system both in form and function. There are some basic concepts related to learner's interlanguage including transfer, overgeneralization and fossilization.

As the learners of second language in acquiring and developing interlanguage already know at the minimum one other language as first language, the knowledge of first language may transfer and influence the newly learned language. This is called transfer which can be positive or negative. Transfer is positive when items and structures of both languages are the same. Positive transfer can lead to correct production of interlanguage and facilitate language acquisition process. But when items and structures of the both languages are not the same and they have differences and they don't have similar structures in common, the negative transfer occurs which may cause difficulties in language acquisition process. Another important concept on the development of interlanguage is the process of overgeneralization in which learners intend to develop and extend regular patterns to irregular grammatical patterns which is a process in which there is overgeneralization of target language rules. It is what can be observed in child language acquisition where the learner shows traces of general rule of target language, but unaware of the exceptions to that rule. The overgeneralization error displays clear evidence of development, in which it reveals that the learner has produced a target language rule, but it also reveals what the learner must learn in this process. The second language learners make overgeneralization errors by using the same process as employed by first-language learners. For example, the use of '*goed*' instead of '*went*' in which the learner overgeneralizes regular past tense process to irregular pattern. Overgeneralization is also called as regularization. The phenomenon of fossilization is also a concept which occurs in development of learner's interlanguage. It is a process in which learner's interlanguage stops developing and tends to keep linguistic features of their native language in their interlanguage regardless of the amount of instruction they receive in their target language. The learners of second language who start learning of the second language after puberty do not seem to be successful in developing linguistic system which children develop in acquiring their native language.

It should be again noted that, as it was mentioned in "Introduction"-chapter one, the term 'interlanguage' was used synonymously and in the same meaning of second language acquisition.

2.4. Communicative Competence

In a community, people communicate and speak the same language easily and appropriately because they share knowledge which enables them to do so. The ability or knowledge of knowing how to apply that language and how to form sentences which are suitable to the participants in a situation that is specific of time and conditions is called communicative competence. Communicative competence is a term coined by Dell Hymes in 1968 which refers to “the intuitive functional knowledge and control of the principles of language usage”. Hymes (1972) observed that language users need to use the language not only correctly, but also appropriately. Correctness and appropriateness is what the learners acquire in the process of their interlanguage. Acquiring knowledge of a set of proper language behaviors is what refers to as the communicative competence. Hymes argues this:

“...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner...” (Hymes, 1972, p. 277).

For better understanding of social aspects of language behavior, communicative competence assigns greater emphasis, it is better to bring one more definition of communicative competence.

Saville-Troike (2006, p. 100) defines communicative competence as “what a speaker needs to know to communicate appropriately within a particular language community. It involves knowing not only the vocabulary, phonology, grammar, and other aspects of linguistic structure (although that is a critical component of knowledge) but also when to speak (or not), what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms.”

What is clear from discussion about communicative competence is that communicative competence describes social aspect of language as a social phenomenon. Communicative competence potentially reflects sociocultural factors which affect everyone’s language behavior in specific social setting context. In fact, communicative competence not only relates to the knowledge of knowing the

vocabulary, phonology, morphology, syntax, and other linguistic structure of language itself, it also involves social aspects of language which enable any member of society to use language in a way that is suitable and acceptable.

The theory of communicative competence minimally includes three main competencies: grammatical competence, sociolinguistic competence, and strategic competence.

Grammatical competence. This type of competence will be understood to include knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology.

Sociolinguistic competence. This component is made up of two sets of rules: sociolinguistic rules of use and rules of discourse. Knowledge of these rules will be crucial in interpreting utterances for social meaning.

Sociocultural rules of use will specify the ways in which utterances are produced and understood appropriately with respect to the components of communicative events as topic, role of participants, setting, and norms of interaction. A secondary concern of such rules is the extent to which appropriate attitude and register or styles are conveyed by particular grammatical form within a given sociocultural context.

Strategic competence. This component will be made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence (Canale and Swain, 1980, pp. 27-30)".

In the process of second language development, acquiring sociolinguistic competence may be a gradual, slow and difficult process, because it needs greater understanding of the social values which underlie the society's ways of using language. It is because when language is considered as a social phenomenon and it is understood in respect to its social aspects, everything should be taken into consideration such as who speaks to whom- the participants; where and when- the social setting and function of the interaction; and the aim or purpose of the interaction. Holmes (1992) points to this fact by defining it briefly as: "sociolinguistic competence includes knowing when to speak and when to be silent". For some speakers, sociolinguistic competence includes knowing how to speak appropriately in a formal context such as a law court, or how to

describe a cricket match for the benefit of radio listeners. Sociolinguistic competence also involves knowing how to use language for different functions, such as getting things done in different contexts. The ability to use language effectively and politely to different people is important (pp. 373-374).” It should be noted that not all factors which may affect language behavior of anyone, particularly learners, are relevant in any context but they can be grouped in ways which are helpful.

2.5. Sociolinguistics

Learners in the development of their interlanguage use language appropriately which involves knowing the sociolinguistic rules for speech behavior in community. Spencer (2000) in the preface of *“Language and Linguistics: Sociolinguistics”*, defines sociolinguistics as “a branch of linguistics which studies the ways in which language is integrated with human society, especially with reference to such notions as race, ethnicity, class, sex, and social institutions” (p. vii). One of the outstanding and pioneer figures in the sociolinguistic studies is Dell Hymes. Hymes (1972) defines sociolinguistics as “an area of research that links linguistics with anthropology and sociology in which ‘ethnography of speaking’ is conceptualized as ‘a particular approach’ (p. 355)”.

Sociolinguists try to explain “why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning (Holmes, 1992, p. 1)”. In this way, we can say that sociolinguistics provides information about the way language works, as well as about social relationships in a community by posing questions such as: Why do people speak differently in different social contexts? What makes differences? What influences our way of choosing appropriate ways of speaking in different social contexts? and What social factors influence our language behavior-specially as a learner of interlanguage? To answer these questions, we need to have more information about sociolinguistic competence which enables people to choose appropriate language behavior in their communication within society. When people use language in interaction among members of a community, they need to acquire sociolinguistic competence which involves recognizing the various knowledge which enables them to

use language appropriately in different contexts and different occasions, to use language appropriately in communicative ways in which members of community interact.

Using language suitably involves knowing the sociolinguistic principles for speaking and having proper language manner in society which needs better understanding of the influence of social factors on language behavior of participants.

In short, sociolinguistics is the study of cultural and social influences on a language. It deals with linguistic diversity, language variation, and language change. It considers language as a social construct which will be discussed in greater details throughout this study.

2.6. Sociocultural Theory

The main focus and interest of this study is to take precisely into consideration socio-cultural aspects of learner's interlanguage and language learning with social terms. One of the theories which views language learning with social terms is Sociocultural Theory which originates from Russian Psychologist Lev S. Vygotsky's ideas with applying learning theories to the second language learning. Sociocultural Theory emphasizes the interaction between developing people and the culture in which they live and describes learning as a social process and on the basis of human intelligence in society or culture. It investigates both how adults and peers impact individual learning and how cultural beliefs and attitudes influence how instruction and learning take place. Vygotsky (1978) explains how learning happens as:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (p.86).

Vygotsky is well known for his Sociocultural Theory. He believed that social interaction had an important part in children's learning. By social interaction, children develop a continuous process of learning. It pays attention to the significant contributions which society makes to the individual development.

In the last decades, modifications and interpretations to the original ideas of Vygotsky have been made and current sociocultural theory has been reshaped which is known as 'neo-Vygotskyan'. Many researchers have been working in this field. James Lantolf is one of the well-known figures who tried to benefit from Sociocultural Theory in the second language learning.

There are some key terms and ideas in this theory which need more explanation for better understanding of importance of this theory in the development of learner's interlanguage. We will try to explain some key terms such as Mediation and Mediated Learning, the Zone of Proximal Development, Regulation, Scaffolding, Activity Theory, and their applications to the second language acquisition.

2.6.1. Mediation and mediated learning

In Socio-Cultural Theory, language is considered as a 'tool for thought' or as a means of mediation which refers to the fact that people possess some specific cultural tools like language which they intentionally use to control and interact with their environment. This is best explained by Lantolf (2000a, p. 80) as “One of the distinctive arguments of socio-cultural theory is that higher forms of human mental activity are mediated.”

Ellis (2004) explains that:

Through social activity genetically endowed capacities are modified and reorganized into higher order forms which allow individuals to exercise conscious control over such mental activities as attention, planning and problem-solving. Mediation, according to Vygotsky (1978), can occur in three ways: through the use of some material tools such as tying a knot in one's handkerchief in order to remember something, through interaction with another person, or through the use of symbols. The most powerful of these symbolic means or 'signs', as Vygotsky called them, is language. For example, alphabetic writing systems, once developed, had a profound effect on the way we view language in terms of sentences, words, and phonemes. Language comes to serve as an autonomous tool for organizing and controlling thought. In Vygotskian theory, then, language is viewed as both a means of accomplishing social

interaction and of managing mental activity (Ellis, 2004; pp. 175-176).

The Sociocultural theory views learning as socially mediated which is dependent on face-to-face interaction which takes place in social activities.

2.6.2. The Zone of Proximal Development (ZPD) and Scaffolding

The Zone of Proximal Development (ZPD) is another key construct in Socio-cultural Theory. “*The Zone of Proximal Development (ZPD)* explains the difference between an individual's actual and potential levels of development. The skills that the individual has already mastered constitute his or her actual level. The skills that the individual can perform when assisted by another person (or some other means of mediation) constitute the potential level. Thus, learnt skills provide a basis for the performance of new skills; when these skills in turn become autonomous and stable, a new zone can be created to make possible the acquisition of still further skills (Ellis 2004, p.179).” Therefore, the ZPD refers to the distance between a learner's current ability to use tools to mediate his/her environment and the level of potential development.

Scaffolding is another term which shows social dimension of this theory when learners do not have necessary linguistic tools to express something, other interlocutors assist to perform their functions. In fact, scaffolding is a process by which one speaker helps another in performing a function that he or she cannot perform alone.

What can be concluded is that the Zone of Proximal Development is a level of knowledge or skill that the learner is unable of functioning alone and independently, but can reach with scaffolding assistance from experts.

2.6.3. Activity Theory

One another idea in relation to Socio-cultural Theory is Activity Theory developed by Leontiev (1978). According to Donato and McCarmik (1994, p.455): “Activity is defined in terms of socio-cultural settings in which collaborative interaction, intersubjectivity, and assisted performance occur.” Lantolf (2000b, p.8) describes this theory as: “Activity theory is a unified account of Vygotsky's original proposals on the nature and development of human behavior. Specially, it addresses the

implications of his claim that human behavior results from the integration of socially and culturally constructed forms of mediation into human activity.” In attempting to summarize the sociocultural theory and apply its findings to second language learning, we can conclude that children's early language learning originates from meaning processes in collaborative activity with other members of a specific culture and in the second language learning, learners have chances to discover and create more tools and new ways of meaning through collaborative activity with other target second language users.

Saville-Troike (2009) summarizes this theory as: “Overall, Sociocultural Theory claims that language is learned through socially mediated activities. The sociocultural framework supports the view that some learners may be more successful than others because of their level of access to or participation in a learning community, or because of the amount of mediation they receive from experts or peers, and because of how well they make use of that help(p.116).”

2.7. Language and Society

The study of language and its uses reveals that individuals speak in certain ways which may be specific to them in certain situations. If we simply define ‘sociolinguistics’ as the study of language in society, it will be clear that there is close relationships between these two. It is also clear that when we refer to people, events, ideas, objects and places in which people talk, we cannot use language in vacuum and neglect the environment around. It is because the language reflects the society’s culture, beliefs and norms in it.

Humans, by nature, are social beings that cannot live individually and they are in need of communication with others to express themselves and their social needs. Cook (2001) mentions about this as: “Language is at the center of human life. We use it to express our love or hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities (p.1).” Because of social function of language, it is basically used for communicative purposes to establish and maintain social relationships. The type of language behavior

each member of any society uses is in part determined by its social context and background. It is because language is linked with the members of the society in which it is spoken, and social factors are inevitably reflected in their speech.

What the relationship between language and society is, how the linguistic structure of language is influenced by the social structure of the society, how they affect each other, and what relations exist between language and society have been interest of linguists, sociolinguists, and researchers for many years. Wardhaugh (2008) explains several possible relationships between language and society.

One is that social structure may either influence or determine linguistic structure and/or behavior. Certain evidence may be adduced to support this view: the age-grading phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin, and possibly even their gender.

A second possible relationship is directly opposed to the first: linguistic structure and/or behavior may either influence or determine social structure.

A third possible relationship is that the influence is bi-directional: language and society may influence each other.

A fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other (pp. 10-11).”

Of course, each of these four possible relationships between language and society has been interest of different researchers at different times, but what is focused on in this study is that there exists a close relationship between language and society. It is because when speakers of any language, whether their first language or their second language they have learned, talk to each other, the ways of their language use are somewhat different and they do not speak exactly alike. These differences are reflected in their speech in choosing language manners in the vocabulary and word choices, grammatical and syntactic rules, pronunciation and accent as a result of sociological factors such as age, gender, social situation and where and when the language is used and also where and when the language was learned.

At present, social aspects of language are considered important and language is viewed as a social phenomenon. It is because there are elements in the society directly related to the language and there are constant interactions between language and society. What can be included in the society can be grouped into people, place and social system. The following figure best shows the relationship between these elements and language. These elements are very crucial in choosing proper language behavior which will be discussed in great details under the title of social factors.

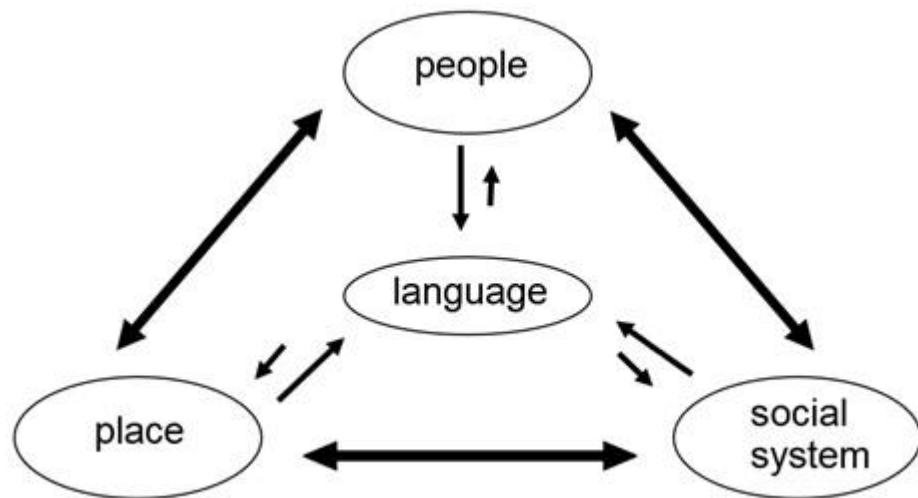


Figure 2.6. The relation between language and society

Some key terms are also important in explaining the relationship between language and society including speech, speech community, language variations, social networks, and social dialects.

2.8. Language and Culture

Regarding the relationship between language and culture, it is necessary to mention that there are social organizations of the community and there are different groups that constitute the society including its historical, geographical, ethnic, cultural, and religious groups. Sometimes, these differences have different subdivisions which can manifest themselves in the language of society, in general, and in social and regional dialects, and cultural context in particular.

As the sociocultural context has great importance on members of language community, it is essential to pay attention to the social context because the society and culture have factors that represent people with whom they must make contact.

People within the society are in interactions with other people along several dimensions. Involving in such complicated interactions provides them with social networks which reflect people's relationships. People in contact with different groups use a distinctive language according to their identity. Language as a part of culture reflects in itself this collective identity, i.e. their culture. To be appropriate in different group contacts, people should adapt themselves to the encountered conditions in order to be accepted well. This is an introduction for their acculturation because acquiring a new (second) language involves acquiring a new (second) identity.

Schumann (1978) proposed acculturation model to theorize second language acquisition suggesting that adaptation to a new culture (acculturation) is directly linked to language acquisition. The closer learners feel to the target language speech community, the better they will acculturate, and the more successful their second language learning will be. In this model, Schumann (1986) points at social distance factors which refer to those involving the relationship between the internal characteristics of a language group and the ability for the learner to become closely to target language group. Among these factors, it is the social dominance of the language group that helps the ability for the individual to integrate into the group. The attitude of both the group and the individual toward each other, and the length of the exposure between the two are also important.

Brown points at different stages of culture acquisition (2007, p.195):

“Stage 1 is a period of excitement and euphoria over the newness of the surroundings.

Stage 2 – culture shock – emerges as individuals feel the intrusion of more and more cultural differences into their own images of self and security. In this stage individuals rely on seeking out the support of their fellow countrymen in the second culture, taking solace in complaining about local customs and conditions, seeking escape from their predicament.

Stage 3 is one gradual, and at first tentative and vacillating, recovery. This stage

is typified by what Larson and Smalley (1972) called “culture stress”: some problems of acculturation are solved while other problems continue for some time. But general progress is made. Slowly but surely, as individuals begin to accept the differences in thinking and feeling that surround culture.

Stage 4 represents near or full recovery, either assimilation or adaptation, acceptance of the new culture and self-confidence in the “new” person that has developed in this culture.”

As acquiring and learning a second language needs somewhat learning a new culture, it is necessary to understand the process of new culture learning. Robinson-Stuart and Nocon (1996) believed that “language learners pass culture learning as a process, that is, as a way of perceiving, interpreting, feeling, being in the world, ... and relating to where one is and who one meets (p.432).” In this way, acquiring second language involves the acquisition of second identity which leads to creation of new culture learning or what is called acculturation.

As second language learners move into a new environment including new linguistic, social, cultural elements, and certain social and cultural settings, they can either improve their interlanguage or may hinder them in coping with different aspects of language acquisition because of these factors.

In the study of the effects of cultural factors in language learning process, it is necessary to mention about 'cultural shock' and 'culture stress' which may have effects on language learning process. “Culture shock is the state of anxiety to which the learner is exposed up entering a new and totally unfamiliar culture. Culture stress is the more prolonged discomfort resulting from discrepancies between the self-image and the expectations of the new culture (Stern, 1991. p.382)”.

Culture is the mirror of the individuals' personality, characteristics and identity. Culture helps us to know how we can adapt ourselves to the different groups of the society. We know that every person acquires his/her identity and personality through a set of ideas, beliefs, customs, traditions, norms, and tools rooted in the society. In this way, according to Matsumoto (2000) “culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by

each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time (p.24).” Teaching any language necessarily involves teaching culture, as culture shapes the way language is structured and used (Dellit, 2005). Englebert (2004) mentions that to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students do not share all of our cultural paradigms.

Chastain (1988) describes three reasons for the culture component to be so crucial in language learning:

- Language and culture are inseparably bound,
- Intercultural understanding itself,
- Culture in language classes relates to the students (p. 298)”.

As Stern (1992) mentions, “one of the most important aims of culture teaching is to help the learner gain an understanding of the native speaker’s perspective (p. 216)”.

In concluding the study of language and culture, it becomes clear that no one can imagine any community without a culture and culture as a set of behavior is very important in the second language learning. It is because they are so close together that they have been thought to be parts of one thing and so deeply correlated to each other that anyone cannot divide language and culture without missing the importance of language or culture. When a new language is acquired, it brings with itself the creation and acquisition of new culture.

2.9. Language and Thought

Any discussion about the relationship between language and culture would be incomplete if we do not pay attention to the relationship between language and thought. The ideas of Whorf (1956) about language and thought was revolutionary at the time and opened new way for considering language and culture in relation to thought. It is because culture can be considered as the kind of knowledge which we learn from other people. In fact, culture as our way of life includes our acquired knowledge of daily life which we learn in interaction with others. This is clearly shown in Goodenough’s definition of culture (1957, p.167): “a society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do

so in any role that they accept for any one of themselves.”

In fact, Goodenough's idea about the relation between language, culture and thought is in accordance with what Hudson (1996, pp.81-84) believed. He defined culture as the kind of knowledge which we learn from other people and mentioned that there are four points at which language makes contact with knowledge: (1) Linguistic items are concepts; (2) Meanings are concepts; (3) Linguistically relevant social categories are concepts; and (4) Sentence – meanings are propositions. He summarized his idea in the below figure and concluded that “what is stored as a language system is a set of remembered concepts which are the items of language, together with the concepts or propositions which constitute their meanings, and more concepts which define their social distribution . When we speak or listen, we make use of the concepts we already know in order to infer propositions and also to infer social categories defined in terms of concepts,(Hudson, 1996, p.88)”.

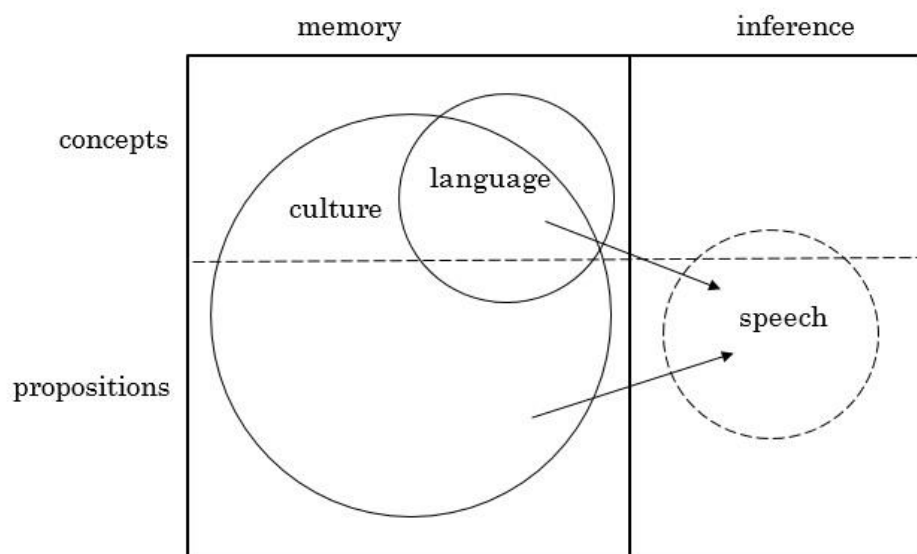


Figure 2.7. The relations between thought, culture, language and speech

In relationship between language and thought, what can be said is that language as a tool for thought or a means of mediation can be used in some mental activities to direct our attention to important features in the environment. In this way, “mediation refers to the idea that humans possess certain cultural tools, such as language, literacy, numeracy, and others, that they purposefully use to control and interact with their environment (Vanpatten and Benati, 2011, p.152)”.

Through language, people express their ideas, beliefs, emotions, issues, discoveries, and inventions. The basic unit of language is word. Through words, language can shape the way people think (Brown, 2007, p.208). Of course, language can, at other levels such as sentence or discourse, affect thought. Elizabeth Loftus's (1976) example of viewing a film of an automobile accident can best explain the effect of language at sentence level in which the subjects were asked questions like "Did they see the broken headlight?" and in other case, "Did they see a broken headlight?" The result of study showed that the use of definite article 'the' led the subjects to believe that there was a broken headlight whether they saw it or not. What is obvious is that lexical items can reflect something about language and thought, it is because speakers of one language may have different certain words to describe things which exist in their culture and language while speakers of other languages lack such similar words. Eskimo's classification of snow, Arabians' classification of camels, and kinship terminology in different languages can be examples in this field which reflect people's way of thinking and their cultural background.

Another example which can be mentioned about lexical items is that in Iran, there is a city named Orumieh. Farmers of this city mostly grow grapes and there are different names for different kinds of grapes. They have about forty kinds of grapes and each one with a specific name while in other countries or even in other parts of Iran people may refer to grapes with only general name of grapes.

One of the outstanding figures in the field of language and thought is Benjamin Whorf who believed that language has a strong effect on one's way of thinking and world view. The Whorfian Hypothesis or the Sapir-Whorf Hypothesis combines linguistic determinism with linguistic relativity. "Linguistic determinism means language determines thought and language relativity means that there is no limit to the structural diversity of language (Lyons, 1990, p.304)".

In concluding the connection between language and thought, what can be said is that there has been common consensus that language and thinking are interdependent and language has a strong effect on one's way of thinking. It is because language is used in different ways among different groups of people with their own norms of linguistic behavior which are learned from other people as a part of their culture. Therefore, what

is expected is that when a particular individual learns two different linguistic items from different groups of people in relation to different sets of cultural items such as beliefs, ideas, and values, it would not be surprising that choosing one language variety instead of other would be inevitable. So we could say that language determines thought.

2.10. Language and Social Factors

This section examines the relationship between language and social factors by explaining how these factors influence linguistic behaviors of people within a society. We may pause to ask questions like: Why do people speak differently in different situations? Why do people say the same thing in different ways on different occasions? Why do the same people speak with particular individuals in one way and in other contexts in other ways? Undoubtedly, the answer to these questions is that there are social factors which influence our way of language use. The way people use language in different social contexts provides them with knowledge about their language functions in general and in particular, in language learning. We also consider the effects of social factors on learners' language proficiency. We can also ask a question again why language learners differ greatly in how slowly or quickly they learn the second language. In answering this question, of course, by knowing major impacts of psychological factors, we can say that it is the social factors which have influence on second language learners' interlanguage.

2.10.1. Social Factors

Specific social factors are relevant to the language variety used in different occasions. It is the effect of these factors that language provides various ways for saying the same thing. What the society includes can be grouped into people, place and, social system. Some of the social factors relate to the users of language: who is talking to whom; some relate to the social setting and context of interaction: where the interaction takes place; some relate to the aim, or purpose or topic of interaction. Of course, the social factors in relation to language can be grouped differently but what is more common is something like this. For examples Holmes suggested the following:

1. The participants: who is speaking and who are speaking to?

2. The setting or social context of interaction: where are they speaking?
3. The topic: what is being talked about?
4. The function: why are they speaking? (1992, p.12)

Another categorizing of social factors is proposed by Hymes (1974) in an ethnographic frame as an acronym word SPEAKING which refers to various social factors supposed to be relevant and involved in better understanding of social aspects of language. Wardhaugh explains “SPEAKING as:

Setting and scene (S): Setting refers to the time and place, i.e. the concrete physical circumstances in which speech takes place. Scene refers to the abstract psychological setting or the cultural definition of the occasion.

The participants (P) include various combinations of speaker – listener, addressor - addressee, or sender – receiver.

Ends (E) refer to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions.

Act sequence (A) refers to the actual form and content of what is said. *Key (K)* refers to the tone, manner, or spirit in which a particular message is conveyed.

Instrumentalities (I) refer to the choice of channel.

Norm of interaction and interpretation (N) refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them.

Genre (G) refers to clearly demarcated types of utterances such thing as poems, proverbs, riddles, sermons, prayers, lectures, and editorials (2008, pp.247-248)”.

What is understood from Hymes’ SPEAKING is that language behavior is a complex activity that involves skilled manner in accordance to the norms and culture of the society.

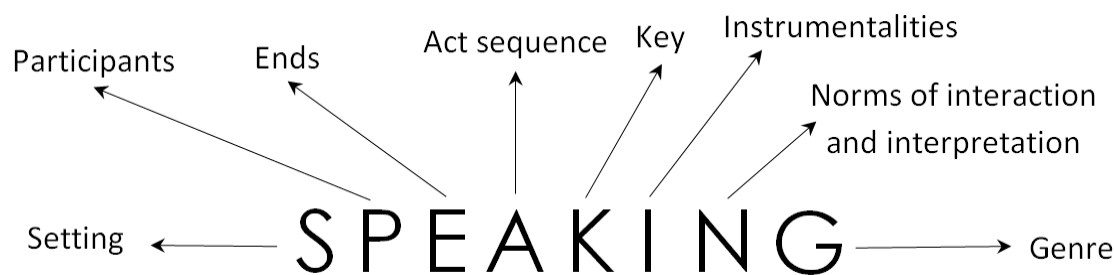


Figure 2.8. The elements of acronym SPEAKING

In explaining social factors two points are important: The first is that not all the social factors are in work in any particular context but our linguistic choices adapted to reflect the factors which are in work. The second point is that each of the factors which were grouped under certain title, for example the participants, includes different components and these components are also influential in relevant situations. People adapt their language behavior according to the components of social context around them. If they do not pay attention to these factors in their language manners, others may consider their behaviors unsuitable, disrespectful or even offensive.

2.10.1.1. The participants

What is meant by participants in this study is: (a) the people who take part in any interaction, for example, who is talking with whom in any social context; (b) the language learners who are taking the process of second language learning.

The participants are those who involve any interaction in general and as the second language learner, in particular. They can be characterized according to many social factors: e.g. age, gender, ethnicity, class, educational level, status, and occupation. Such characteristics often influence what experiences people have; how other members of society perceive them; what kind of linguistic behavior is expected of them' and as second language learners, how these factors facilitate or slow down their second language acquisition.

2.10.1.2. Age

Age is considered as a biological factor when psycholinguistic aspects of age and language are examined, but is also a social factor affecting language. About the

effects of age on second language learning, there have been a lot of studies by different researchers (Birdsong, 1990; Bickerton, 1981; Dekeyser, 2000; Foster–Cohen, 2001; Ioup, 2005; Neufield, 2001; Scovel, 2000; Singleton and Ryan, 2004) who studied about second language learning according to age.

We know that first language acquisition begins very early in childhood while second language acquisition can occur early or late in childhood or in adulthood. When children start their first language, it happens naturally and easily without any extra conscious efforts. Stern (1970, p.58) mentions that: “a small child simply uses language. He does not learn formal grammar. You don't tell him about verbs and nouns. Yet he learns the language perfectly.” According to the evidences of neurological researchers, as the human brain matures, certain functions of brain are lateralized so that language functions seem to be controlled mainly in the left hemisphere. Lenneberg (1967) pointed that lateralization is a sluggish procedure that starts about the age of two and is perfected around maturity. Penfield and Roberts (1959) discussed that the optimum period for language acquisition falls within the first ten years of life, when brain retains its plasticity. Of course, it is argued that younger second language learners do better than older learners. This is the idea that is supported by Critical Period Hypothesis.

Vanpatten and Benati (2011, p.22) explain the notion of Critical Period Hypothesis as “the idea being that a language is impossible to acquire past a certain age, In other words, the biologically endowed mechanisms for language acquisition are operational only during a certain period of time. If children did not receive sufficient linguistic input prior to a certain age (puberty), then those mechanisms would cease being available and language acquisition would be severely hampered if not impossible.”

Of course, there are arguments about the application of Critical Period Hypothesis (CPH) to second language. Some scholars (Hyletenstam and Abrahamsson, 2003; Ioup, 2005; Scovel, 2000; Singleton and Ryan, 2004) argue on the possible use of Critical Period Hypothesis for second language saying that a critical period for language occurs around puberty, after that people seem to be relatively incapable of acquiring a second language (another language). In relation to the social aspects of second language, Moyer (2004) reminds that social variables such as age affect the ultimate achievement

of proficiency in second language. Chambers and Trudgill (1995) suggested that younger speakers are subject to social networks and are more influenced by mainstream societal values. In older people, social pressures lessen and social networks again become narrow. But Preston (1989) explains that children may be more prepared to share external norms because they are not subject to peer pressure and have not formed their own identity. He adds that the threat of identity occurs in older learners, which shows why many adolescents are resistant to second language learning in foreign language settings.

About the effects of age on the rate of second language learning, there have been explanations which seem to be in different directions. On the one side, studies by Krashen, Long, and Scarcell (1979), Olsen and Samuel (1973) showed adults' superiority to younger children in speed of acquisition, and adults learn faster than younger children. On the other side, proponents of Critical Period Hypothesis, argue that the rate of learning and also level of proficiency of learners decrease as their age increases.

As a conclusion, we can say that learners who begin as children can reach native-like accent better than older learners. Most of second language learners fail to reach native – like level of ability. Commonly, the success of young learners is more than older learners. Probably, the identity of younger learners is less affected by second language development.

2.10.1.3. Gender/Sex

Another factor which can be considered as a biological and a social category as well is gender or sex. In using 'gender' or 'sex' , we can benefit from Kamarae's (1990) ideas that a number of socio-linguists currently favor to use the term 'gender' because it gives attention to the social nature of 'male' and 'female'. In this study, we tend to use the term 'gender' but whenever it is more useable and we want to quote from different scholars, the term 'sex' can be used interchangeably with same meaning and usage. Wood (2013) argues that gender is occasionally called gender role, includes expressions of what society considers masculine or feminine. We show gender role by our way of speaking, dressing, style of our hair, and other way of social manners.

The way people use language in different conditions and situations is affected by different social factors. This study tries to mention about the effects of gender as a social factor on language behavior of people.

In relationship between language and gender, at first, it is better to focus and to study the questions like: Do females really speak differently from males? What characteristics does each of the both genders have? What effects may gender have on second language learning process?

Sociolinguists who are interested in the study of relationship between language and gender investigate varieties of speech associated with a particular gender. Language in relation to gender may have characteristics such as standard, minimal response, question, turn-taking, politeness, changing the topic of conversation, self-disclosure, and power talk.

The features are shown in the following figure can differ in the speech of females and males.

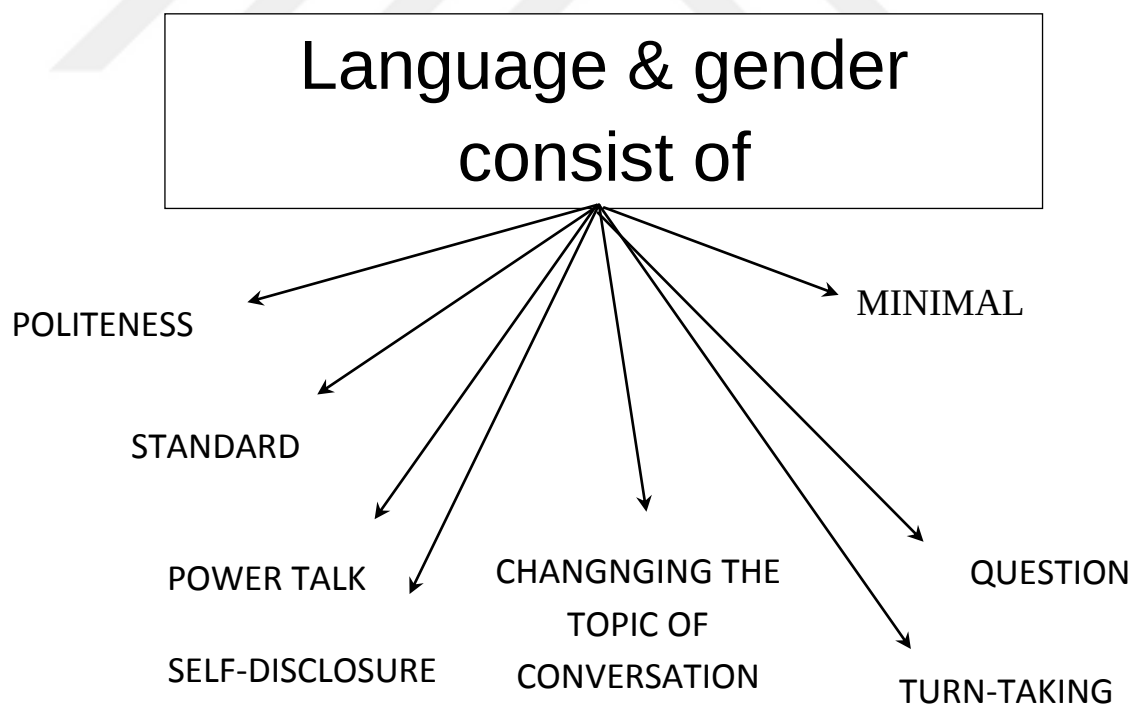


Figure 2.9. Language and gender

The use of standard language among women is more than men. Women tend to

use language in a way that is closer to prestigious and standard forms. According to Holmes (1992, p.170), “Across all social groups, women use standard forms more than men and so, correspondingly, men use more vernacular forms than women.” Why do women use more standard forms than men? The answer to this question needs some considerations. Using standard forms of language is in connection with social class and its status in society. Researches show that women use more standard speech forms than men because women pay more attention to the fact that their way of speaking is the marker of their social class or status in the society. Commonly, women believe that standard speech forms are related with high social status. The use of standard speech forms also relates to the way of society’s expectations from females of having good manner than males. It is common in most cultures and societies that misbehaviors of child boys are tolerated easily whereas the girls’ any unsuitable manners are immediately corrected. Women are expected to use language more correctly and in standard forms than men because of being as models for children and their child-rearing nature and character. The use of standard speech forms of women also refers to women’s status as a subordinate group. In most societies, women prefer and use standard and polite speech forms in order to protect their social status.

The way of using minimal response is mostly associated with women rather than men. Women frequently have minimal responses in their speech forms by using paralinguistic features such as 'mhmm', 'aha' , 'yeah' and 'yes' to encourage the speaker, to show that they are listened to.

The speech forms of men and women differ in their use of questions. Commonly women use questions tags to avoid making direct statements whereas men's language is direct and clear and lack of competitiveness.

Women tend to take turns in conversation with others while men desire to be silent. In changing the topic of conversation, women often talk about gossips, men, shopping, child-rearing and personal relationship but men normally change the topics about sport, women, films, and politics.

The process of self-disclosure, telling others about the self is another speech character in which women tend to share their problem and experiences with others while men’s tendency is non-self-disclosure.

In the field of second language learning, the learners' gender can be important, since females like to apply rather more social strategies than males (Ellis 1994). According to the studies of Burstall (1975) and Nyikos (1990), female learners do better than male learners in language proficiency and memorization while Boyle (1987) reported superiority of boys to girls in particular aspects of language proficiency. Holmes and Meyerhoff (2003) argue that females seem to be better at memorizing complex forms, while males appear to be better at computing compositional rules. Of course, other studies including Bacon (1992) found no difference between genders in second language learning.

It is important to mention that gender is not the only effective factor by itself. Gender can be effective language learning factor when it is mixed with other variables such as attitude and motivation. Some researches show that women's attitudes towards second language learning are more positive than men. Gardner and Lambert (1972) argued that females' positive attitude and motivation towards second language learning are more than males. Having positive attitude can be a reason for their success in second language learning and adaptation to the second language culture while males show resistance and try to keep their identities.

As a whole, the nature of the relationship between language and gender is complex and complicated. Women and men play different social roles in the society, their status, their different values and social networks and their sensitivity to some factors are important factors in determining people's speech patterns.

Wardhaugh (2008, p.333) summarizes his ideas about the role of gender in speech forms as: "...men's and women's speech differ because boys and girls are brought up differently and men and women often fill different roles in society. Moreover, most men and women know this and behave accordingly..."

2.10.1.4. Social class

Social class is a factor that is in close relations with people's economical position, income, levels of education, their job, and their social status in society. Holmes argues that "class is used as a label for groups of people who share similarities in economic and social status. Status refers to the deference or respect people give to

someone or don't give them as the case may be and generally derives from the material resources a person can command, though there are other sources, too (1992, p. 148)". Social status reflects how people choose linguistic forms of their social group used as their distinctive character of their belongings. A person's speech indicates their social background, levels of education, a kind of job a person can have and their life style in the society. From this perspective, speech styles become aspects of their social life in which ways of talking can represent an individual's self-presentation (Gumperz and Cook Gumperz, 2007).

There are studies about the relationship between language and social class which show that people from different social class speak differently in their use of vocabulary, pronunciation, and grammatical patterns. Of course, there isn't any clear cut and distinctive classification of people in relation to their social class which is generally classified to lower class, working class, middle class including lower middle class and upper middle class. Labov (1969) in a study of New York city speech found regular patterns relating to social class of speakers to the percentage of standard as opposed to vernacular pronunciation they produced.

Studies about relationship between social class and second language learning achievements show that the children's success in education and language learning are somewhat affected by their social class. Burstall (1975) found strong correlation between socio-economic status and second language achievement by concluding that children from middle class homes regularly outperformed those from lower and working class homes. In support of this study, Skehan (1990) also in another study found correlation between the family background of children learning foreign language and their language learning aptitude saying that middle class children outperform lower class children.

Overall, the way people speak is generally a good index of their social background and a clue for their speech features. People's speech forms and their linguistic features mostly vary from one social group to another in some ways. These variations are correlated to some extent to their membership of specific social groups. This is in accordance with the results of studies investigating the relationship between social class and second language learning by showing that the achievements of middle

class children are higher than the working class children. So we can say that upper class and more educated people have tendencies for using complicated forms of language which are commonly considered prestigious whereas lower class and working class and less educated people have willing to use simplified forms of speaking.

2.11. Language and identity

Language is an inseparable part of us. Language spreads itself through our thinking and our way of viewing the world. When we ask: Where are you from? What are you doing? Whom am I speaking to? and other questions like these, we not only use language, but also provide clues about our national, geographical, historical and social relationships and identities. Through linguistic signals, we show our relations to different groups. Our accent, vocabulary, discourse pattern, and speech style introduce us as members of specific speech community.

According to Ige (2010), “Identity in many respects is shaped by language and conversely, language choices may relate to identity (p.1).” People early in life use language to explain their personality in relation to others, and later in life they use language to define themselves and different roles they play in society. In fact, people reveal their social identity. This is what Gumperz (1982) mentions that a person’s world-view is inextricably shaped by the language he or she employs. This shows that people have social identity that relates them to the world. Tajfel and Turner (1979) mention about this aspect of identity. Their Social Identity Theory states that a person has not one ‘self’, but rather several ‘selves’ that relate to particular situations. In fact, people in different situations play a role that reflects that part of identity in relation that time and place of context. Through language we introduce ourselves to others. Our way of using language to some extent reflects some dimensions of our personality and identity. As Weedon (1997) mentions: “Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested (p.21).”

The relationship between language and identity shows different aspects of our identity. We have physical identity including factors such as age, gender, body form; psychological identity including personality and intelligence; geographical identity

which projects itself in regional accent and dialect; ethnic identity which relates to different social groups we belong to; social identity which relates to social stratification- hierarchically ordered social groups-, social status and role, social solidarity and distance; contextual identity including setting, participants, activity, channel, code, message form, and subject matter. There are different aspects which reveal individual's identity. According to Hall (2004), "One's identity can be thought of as the particular set of traits, beliefs, and allegiance that, in short, or long term ways, gives one a consistent personality and made of social being (p.3)."

In the field of second language learning, what is important is a change on viewing learners as individual language producers to consider them as members of social and historical groups. Norton and Toohey (2002) argue: "Language learning engages the identities of learners because language itself is not only a linguistic system of signs and symbols; it is also a complex social practice in which the value and meaning ascribed to an utterance are determined in part by the value and meaning ascribed to the person who speaks (p.115)." Through communication and use of language we participate in social activities and in return we learn. This is what Lave and Wenger (1991) discuss that it is through co-participation in community practices that learners learn.

The aim of study of identity and language learning is to develop better understanding of learners as socially constructed but considering them emotional individuals who identify themselves and act on their social worlds. Learners' engagement in language learning and the ways in which their identities affect their participation relate to specific set of social forms.

Thus, identity is a social process which can be understood as a set of thoughts, emotions, and behaviors which relate people to the world. Bucholtz regards identity as "the attributes and behavior of socially defined groups which can be determined and explained by characteristics believed to be inherent to the group" (Bucholtz, 2003, p.400).

2.12. Language and Ethnicity

In general, when we have something in common with others, we have positive attitudes towards them and feel better with them. This is true about ethnicity because members of the same ethnic group who think that they share many things in common are more possibly to communicate easily and also the possibility of learning the others' language is more probable. All language varieties have resources for creating new vocabularies and grammatical structures for their speakers' needs which can be developed for use in any situation. There are no differences in linguistic form between varieties because it is social and cultural bindings including ethnic and social groups which influence people's views of the linguistic features involved. This shows that when people belong to the same group, they often speak similarly. But it does not always go in this way because there are different groups in the society and every individual may share linguistic features with other speakers in different groups. Some of these features relate to a person's ethnicity which is reflected in linguistic features they share and use. Noels (2014) defines "ethnic identity as a loosely connected cluster of thoughts, feelings, and behaviors pertaining to a person's orientation towards their ancestral ethnic group and/or any other relevant ethnic group. Broadly, I refer to ethnic identity as a speaker's construction of a sense of self within her/his social world that pertains to ethnic group membership (p .2)."

In fact, by being members of specific social groups, people gain collective ethnic identity which includes all the norms and values they share. Ashmore et al. (2004) argue that identity is a multi-faceted construct that includes self-categorization, evaluation, importance, attachment, a sense of interdependence, social embeddedness, behavioral involvement, content, and meaning. People in different ethnic groups use language in relation to their ethnic identity. Choosing specific linguistic forms is a way for people to signal their ethnicity for communication. Harzing (2006) in the study of how people adapt themselves to the cultural norms of ethnic group by examining over 3000 people from 25 countries found that people adapt and adjust their responses in a way that reflects the cultural norms of the group related with that language. Miller (2000) in the study of Australian migrant students discovered that Europeans who had resemblance physically to their Australian classmates began to be friend and join to their group more

than students from Asian students who seemed to be different. In another study, Saville-Troike (1984) found that children from South America and Middle East seemed to start friendships with American children more easily than children from Asian countries such as Korea, Japan and China.

In the study of the relationship between ethnic identity and second language learning, three key terms are very important: membership at a particular ethnic group, attitudes towards learning a particular second language, and interaction between members of different ethnic groups. Respectively, each of these terms reflects normative, socio-psychological and socio-structural views of the relationship. The study of these terms in details will be helpful for better understanding of the relationship between ethnic identity and language.

In any multilingual environment, especially in second language learning, the ethnic identity has crucial role in the attitudes and motivation of learners as members of dominant or subordinate groups. The learners' perceptions and their success or failure to great degrees are determined by the status of group the learners and ethnic groups they belong to. For example, in the process of bilingualism in a multiethnic society, according to Lambert (1987) and Gardner (2002), subtractive and additive bilingualism may happen. In subtractive bilingualism on the way of learning second language the loss of home language occurs. It is where members of inferior group learn second language as superior language and it is more probable to feel to lose their ethnic identity which may have negative consequences for children's self-esteem and their relationships in the society. On the other hand, in additive bilingualism, the first language is kept while the second language is learned. In this case, members of the superior group learn the language of inferior group without trouble to their first language and or to the identity of their ethnic group. Children use their own language outside home with other groups in the society. This is what Gatbonton and her colleagues (2005) in their study of 'ethnic affiliation and second language' found that learners who had achieved a high degree of accuracy in pronunciation were less loyal to their ethnic group. This shows that learners have more desire to learn second language when they feel less threat to their group identity and especially in contexts where there are fewer conflicts between groups.

2.13. Conclusion

Humans, by their nature, cannot live alone in the world by neglecting social activities surrounded them. They use language in their interactions as a means of expressing their social activities. Their language behavior, consciously or unconsciously, are built on different factors and issues which can affect their language use so that they can behave properly in different situations to different people.

Social aspects of language bring together linguistics and sociolinguistics to study language in society. The scientific study of language, its uses, and the linguistic forms that people use show a number of problems due to the social context on which language is used. Each member of any society has an identity or set of identities that has been constructed from interactions with others and is the sense of self each one has as the result of their socialization and their experiences with the outside world. As a result, any of many social factors such as gender, age, race, ethnicity, social class, and any other activities may pose restrictions to their way of language use. When people communicate with each other, they may employ a code in their interactions. Understanding and decoding such things relates to different matters and needs being aware of everything that surrounds and affects the language.

Language variation reveals that language is not an abstract thing but it is something that people use in their interaction with each other. It should be studied in use. Specific linguistic behavior that exists in particular groups relates to issues such as culture, identity, and group membership. Language is utilized in various forms among different groups of people. People should attempt to understand how different groups of them to apply their language if they want to have inclusive understanding of how their languages are related to the societies that use them.

All societies and cultures as well all languages are extremely complicated and complex. These complexities are strongly related. The differences between women and men in ways of using language may be the result of different social and cultural patterns. Women and men are raised to live differently because boys and girls are brought up differently according to their social and cultural norms. So, their socialization and acculturation processes can affect and change their language behavior.

Learners, in the development of their interlanguage, not only learn and acquire a new language they also learn how to behave linguistically appropriate in the ways which is appropriate to the society in which they are doing that learning. It is because when learners move from one language to another or from one social group to another, they must learn the new ways if they want to fit into that new group or to use that new language properly.



CHAPTER THREE

3. METHODOLOGY

3.1. Presentation

The main purpose of this study is to study the effects of sociocultural factors on the learner's interlanguage development from learners' perspectives. This study tries to show that variables such as social, cultural, and ethnic factors have effects on or roles in the language behavior and language development of language users and language learners. This study is designed to, on the basis of participants' self-reports, explore the effects of sociocultural variables on language behavior of language learners in real communications which naturally occur within the society

To serve the purpose of the study, data were collected through a questionnaire which was designed to measure the effects or roles of these variables. The data of the study were collected from the students of English Language Teaching (ELT) and English Language and Literature (ELL) of three universities including English departments of Tabriz Islamic Azad University, Scientific and Applied University branches of Bazarghani Center and Jihad Danishgahi Unit in Tabriz, Iran in 2015-2016 academic year. They were both males and females who were enrolling courses in the first, second, and third years of their studies.

Collecting data from the participants was impossible without cooperation and help of the universities where the study was held. First the formal permission was requested and got from the authorities. As the participation was voluntary, the candidates were explained the process and purpose of the study to ensure that they would be anonymous and all their information in their responses would be confidential and the data of the study would only be used in this study.

In the following sections, the participants, the instruments used for the data collection and data collection procedures will be explained in detail.

3.2. Participants

The participants who took part in the study and responded to the questionnaire all were university students. They were English Language Teaching and English Language and Literature students. They were enrolling courses in different years from first year to the third year of their study at the university. Both male and female students participated in the study. The following table shows the participants' gender and age group distribution.

Table 3.1.

Participants' Gender and Age Group Distribution

		Age			
		18-19	20 - 22	23 - 25	26+
		N	N	N	N
Gender	Female	84	41	12	7
	Male	62	83	5	4
		146	124	17	11

As Table 3.1.shows, there were 298 participants in the study. There were 144 females and 154 males. The participants were grouped in four age groups. The participants in group one were (18-19), group two (20-22), group three (23-25), and group four over 26 years old. From all the participants, there were 146 participants in group one (18-19), 84 were females and 62 males. There were 124 participants in group two (20-22), 41 were females and 83 males. There were 17 participants in group three (23-25), 12 were females and 5 were males. Finally, there were 11 participants in group four (+26), 7 were females and 4 were males. All the participants were chosen randomly and their participations were voluntary. Most of the participants were selected from first and second year students. The reason why the first and second year students preferred to the other students was that their age and gender ratio were homogeneous.

3.3. Material

In this study, a questionnaire was used to collect data. Different instruments and data analysis programs were used to analyze the data. In this section, they will be discussed and explained in details.

3.3.1. The data collection instrument

Questionnaire is the most widely used instrument to collect information from the subjects in social sciences. It is because large amount of information can be collected from a large number of respondents in a short period of time and the data can be analyzed more scientifically and objectively and moreover the anonymity aspect of questionnaire maximizes the comfort of the respondents which gives insurance to them to participate in the study without any discomfort.

In order to find responses to the research questions, the data of the study were collected through a questionnaire. The questionnaire including 31 items in three parts was developed to evaluate the results of the study. Part A consists of 11 items with the aim of identifying the relationship between the context of language behavior and learner's language manner and interlanguage. Part B includes 11 items with purpose of trying to evaluate the relationship between social factors and learner's interlanguage and language behavior. And finally Part C consists of 8 items with aim of clarifying the relationship between cultural and ethnic factors and language behavior of learners.

It was necessary to be sure that the questionnaire is valid and reliable. So it was first sent to four specialists including three in the field of second language studies and one in the statistics. They all four expressed that the questionnaire seems to be appropriate and have good format for use in the study but they also reminded that for being sure about its reliability, the questionnaire must be evaluated and checked through a pilot study using the necessary statistical instruments. To determine the reliability of the questionnaire, all the items of questionnaire were evaluated by Cornbach's Alpha in SPSS statistics which is commonly used to measure the reliability or internal consistency. The following table shows the results of Cornbach's Alpha data analysis.

Table 3.2.

Reliability Statistics of Questionnaire

Reliability Statistics				
	Cronbach's			
	Alpha	N of Items		
	.782	31		
	<i>Scale Mean if</i>	<i>Scale</i>	<i>Corrected</i>	<i>Cronbach's</i>
	<i>Item Deleted</i>	<i>Variance if</i>	<i>Item-Total</i>	<i>Alpha if Item</i>
	<i>Item Deleted</i>	<i>Item Deleted</i>	<i>Correlation</i>	<i>Deleted</i>
AQ1	110.31	137.329	.190	.780
AQ2	113.45	140.697	-.060	.789
AQ3	110.36	132.717	.405	.773
AQ4	110.84	130.028	.381	.772
AQ5	113.27	142.721	-.147	.795
AQ6	110.35	130.749	.506	.770
AQ7	110.69	132.810	.286	.777
AQ8	110.47	130.846	.419	.772
AQ9	110.20	132.681	.456	.773
AQ10	110.55	130.364	.407	.772
AQ11	110.69	131.588	.334	.775
AQ12	111.38	128.648	.333	.774
BQ1	110.78	128.544	.562	.766
BQ2	112.60	140.430	-.065	.797
BQ3	111.02	131.389	.284	.777
BQ4	111.31	131.847	.288	.777
BQ5	111.65	134.675	.145	.784

<i>BQ6</i>	<i>111.55</i>	<i>134.030</i>	<i>.115</i>	<i>.789</i>
<i>BQ7</i>	<i>111.85</i>	<i>139.127</i>	<i>-.033</i>	<i>.798</i>
<i>BQ8</i>	<i>111.00</i>	<i>130.296</i>	<i>.306</i>	<i>.776</i>
<i>BQ9</i>	<i>110.64</i>	<i>131.717</i>	<i>.421</i>	<i>.772</i>
<i>BQ10</i>	<i>110.67</i>	<i>129.595</i>	<i>.488</i>	<i>.769</i>
<i>BQ11</i>	<i>110.91</i>	<i>128.529</i>	<i>.488</i>	<i>.768</i>
<i>CQ1</i>	<i>110.78</i>	<i>126.433</i>	<i>.480</i>	<i>.767</i>
<i>CQ2</i>	<i>111.16</i>	<i>128.065</i>	<i>.400</i>	<i>.771</i>
<i>CQ3</i>	<i>110.78</i>	<i>128.211</i>	<i>.509</i>	<i>.767</i>
<i>CQ4</i>	<i>112.18</i>	<i>138.003</i>	<i>.028</i>	<i>.790</i>
<i>CQ5</i>	<i>110.93</i>	<i>129.587</i>	<i>.479</i>	<i>.769</i>
<i>CQ6</i>	<i>110.85</i>	<i>132.793</i>	<i>.336</i>	<i>.775</i>
<i>CQ7</i>	<i>111.04</i>	<i>128.443</i>	<i>.464</i>	<i>.769</i>
<i>CQ8</i>	<i>111.36</i>	<i>126.976</i>	<i>.422</i>	<i>.769</i>

This table shows the result of reliability analysis. To determine the reliability of the questionnaire, all the 31 items of questionnaire in three parts were analyzed; each part separately and all the items of the questionnaire totally as whole. This table only shows the result of analysis of the questionnaire as a whole. For being reliable, having reliability coefficient of 0.70 or higher is considered acceptable. The values in the column labelled correlated item-total are the correlation between items and the total score from the questionnaire. In a reliable scale, all items should correlate with the total. So, we are looking for items that do not correlate with the overall score. If any of the values are less than accepted value then there may be problem because it means that a specific item or items do not correlate very well with the whole of items. Items with low correlation should be eliminated in order to get higher correlation and as a result higher reliability. By paying attention to the result of analysis, it is understood that the most important thing for questionnaire reliability is that the analysis provides a value of Cornbach's alpha for each item which tells what the value of alpha would be if that item or items were deleted. If the questionnaire is reliable then it is not expected any item

greatly affect the whole reliability, otherwise, we should eliminate some items from the questionnaire. As having 0.70 or higher seems acceptable and good value for alpha, it is expected all values of alpha if any item deleted should be around 0.70 or higher. The analysis shows that the questionnaire's overall alpha is 0.78 which is higher than accepted norm, so, all the values in the alpha's column should be around the same value. We are looking for values of alpha greater than the overall alpha if items were omitted which leads to improvement of the reliability. The analysis showed that when each part of questionnaire was analyzed separately, each of the three parts one by one was reliable and it was not necessary any item to be excluded. But the analysis of the questionnaire as a whole also showed that although the questionnaire is reliable, for getting higher reliability it is better some of the items were excluded from the questionnaire. After excluding two of the items from the questionnaire, final form of the questionnaire including 29 items in three parts was developed to gather data from participants of the study. Part A consisted of 11 items about the context of language behavior; Part B included 10 items about the effects of social factors on learner's interlanguage and finally Part C had 8 items about cultural and ethnic factors.

3.4. Data Analysis Procedures

The data of this study were collected through a questionnaire which was based on Likert scale. In the analysis of data, version 22 of SPSS for windows was used. The data were analyzed in different phases. At first, for being sure about the reliability of the questionnaire, it was tested in pilot study of sixty participants through Cronbach's alpha. Then factor analysis for each gender was done separately. Through this factor analysis ten major factors were found for later use in the study. By using descriptive statistics for each part of questionnaire, minimum, maximum, mean, standard deviation, and variance were achieved. Through Pearson correlation linear and parametric correlation and through Kendal's tau and Spearman's rho nonparametric correlations of three parts of the questionnaire were achieved. All of these analyses are discussed in details in the next chapter.

3.5. Instruments Used in Data Collection and Analysis

Every study needs scientific instruments for collecting and analyzing the data of the study. In this section, the instruments which are used in the study will be introduced in order to have background knowledge to procedures of the study. The instruments or tests used in the study include: Cronbach's Alpha, Pearson Product-Moment Correlation, Spearman's Rho, Kendall's Tau-b, Scree Plot, and Likert Scale. In the following parts, each of these instruments will be introduced briefly.

3.5.1. Cronbach's Alpha

Cronbach's alpha is a typical measure of internal consistency ("reliability"), regularly utilized when you have multiple Likert items in a questionnaire that shapes a scale and you need to figure out if the scale is reliable (<http://statistics.laerd.com/minitab-tutorials/>). Cronbach's alpha is a measure used to evaluate the reliability, or internal consistency, of an arrangement of scale or test questions. In other words, the reliability of any specific measurement refers to the degree to which it is a consistent measure of an idea, and Cronbach's alpha is one method of measuring the strength of that consistency.

Cronbach's alpha is processed by associating the score for every scale item with the total score for each observation (normally any of respondents), and afterwards contrasting that to the variance for all individual item scores. Cronbach's alpha is consequently a function of the number of items in a test, the average covariance between pairs of items, and the variance of the total score. The subsequent *Cronbach's alpha* coefficient of reliability varies from 0 to 1 in giving total evaluation of a measure's reliability. Whenever all of the scale items are completely independent from one another (i.e., there are not any correlations or having no shared covariance), then the coefficient of reliability will be 0; and, when all of the items have high co-variances, then it will be about 1. What can be concluded is that the higher the reliability coefficient means that the items have more shared covariance and probably measure the same specific concept (<http://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/>). It should be noted that a reliability coefficient of 0.70 or higher is regarded satisfactory in any study.

3.5.2. Pearson product-moment correlation

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short PPMCC or Pearson's r) is a measure of the strength of a linear relationship between two factors and is displayed by r . Fundamentally, a Pearson product-moment correlation tries to draw a line of best fit through the information of two factors, and the Pearson correlation coefficient, r , shows how far away all these data focuses are to this line of best fit (how well the data points fit this new model/line of best fit) (<https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.>).

The Pearson correlation coefficient, r , can have values from +1 to -1. A value of 0 shows that there is no correlation between the two factors. When the value is greater than 0, it shows that there is a positive relationship meaning that the increases in value of one factor will result in the increase in the value of the other. The negative correlation is shown by value of less than 0 meaning that the increases in the value of one factor will result in the decreases in the value of the other factor. The following diagram shows the correlation values between factors.

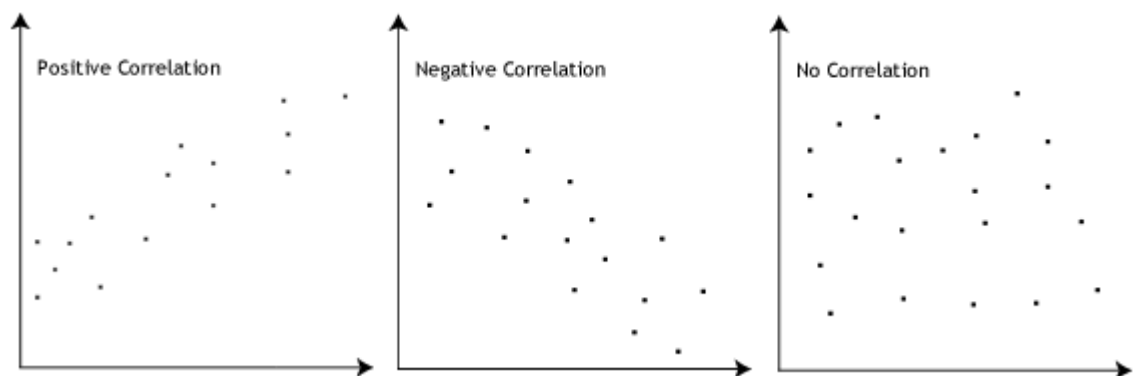


Figure 3.1. Pearson correlation value distribution between factors

Having the stronger correlations of the two factors can be shown by values of either +1 or -1 according to the positive or negative correlations between the factors. Obtaining a value of +1 or -1 shows that all the information are included on the line of best fit meaning there are not any variations away from this line. Values between +1 and -1 for Pearson r reveal the variation around the line of best fit. When the value

of r is nearer to 0, there is a greater variation around the line of best fit. Here is a guideline for the association of positive or negative:

Strength of Association	Coefficient, r	
	Positive	Negative
Small	.1 to .3	-0.1 to -0.3
Medium	.3 to .5	-0.3 to -0.5
Large	.5 to 1.0	-0.5 to -1.0

It should be noted that these values are guidelines and whether the correlation is strong or not will also depend on what is measured.

3.5.3 Spearman's rho calculator

Spearman's Rho is a non-parametric test used to measure the strength of relationship between two factors. According to this instrument, the correlation between two factors is perfect positive when the value of r is 1. The correlation is perfect negative when the value of r is -1. So, this test can be used to find out how two factors are positively or negatively correlated. For example, this test can be used to find out if people's weight and clothes size, height and shoe size are correlated. For getting better results from Spearman's, there must be:

- Ordinal (or interval, ratio) scale of measurement
- Data in the form of coordinated sets
- The relationship in the form of monotonic (i.e., variables increase in value together, or one increases while the other decreases) (<http://support.minitab.com/>).

The Spearman correlation assesses the monotonic relationship between two continuous or ordinal factors. In a monotonic relationship, the factors may change together, but not always at a consistent rate. The Spearman correlation coefficient is based on the ranked values for each variable rather than the raw data. Spearman test is commonly used to assess relationships related to ordinal factors (<http://www.socscistatistics.com/>).

3.5.4. Kendall's Tau-b using SPSS statistics

In this study, besides, Pearson's correlation and Spearman Rho, Kendall's tau-b was used to measure the associations between factors. This correlation coefficient instrument is a nonparametric measure of the strength and direction of association that exists between two factors measured on at least an ordinal scale. It is viewed as a nonparametric alternative to the Pearson's correlation when the data under study has failed one or more of the assumptions of this test. It is also regarded as an alternative to the nonparametric Spearman rank-order correlation coefficient when the sample is in small size (<https://statistics.laerd.com/spss-tutorials/kendalls-tau-b-using-spss-statistics>).

When Kendall's tau-b is chosen to analyze the data of a study, it must be made certain that the data which is needed to be analyzed can really be analyzed utilizing Kendall's tau-b. In this way, Kendall's tau-b will be appropriate if the data imposes assumptions that are required for Kendall's tau-b to give you a valid result. There can be the following assumptions about using Kendall's tau-b.

The first assumption is that two factors should be measured on an ordinal or continuous scale. And the second assumption is that Kendall's tau-b shows if there is a monotonic relationship between two factors. As a result, when there is a monotonic relationship, using Kendall's tau-b will be satisfactory and the results of test will make sense (<https://statistics.laerd.com/spss-tutorials/kendalls-tau-b-using-spss-statistics>).

3.5.5. Scree Plot

A scree plot shows the eigenvalues connected with a component or factor in descending order versus the number of the component or factor. Scree plots can be used in principal component analysis and factor analysis to visually evaluate which components or factors describes most of the variability in the data collected in the study (<http://support.minitab.com/en-us/minitab>).

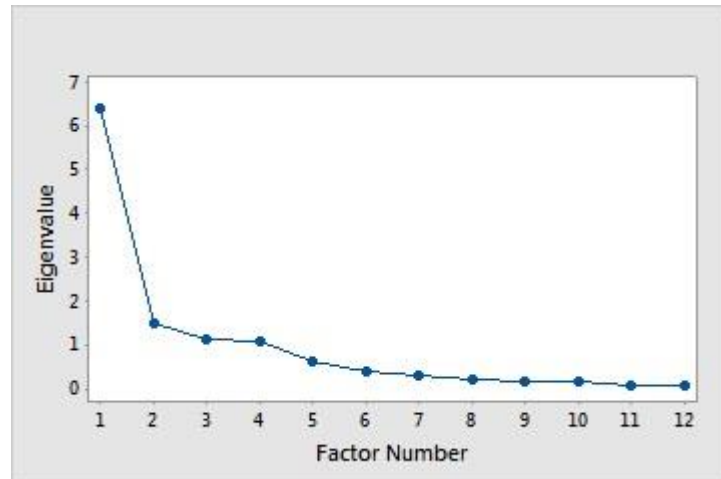


Figure 3.2. The Scree plot pattern

What can be learnt from scree plot analysis is that there can be an ideal pattern for scree plot. The best pattern in a scree plot is a steep curve, followed by a bend and then a flat or straight line. What can be concluded from scree plot pattern is that components or factors in the steep curve before the first point that starts the flat line should be kept because they are important.

Here is an example diagram for a scree plot. This diagram displays factor analysis which was conducted on twelve various characteristics of components. This scree plot displays that five of the factors describe most of the variability because the line starts to straighten after factor five. The other factors after factor in the flat line explain a very small proportion of the variability and are probably insignificant (<http://support.minitab.com/en-us/minitab/>).

3.5.6. Likert Scale

In this study, to get the opinion of the participants about second language learning and the development of their interlanguage, the Likert scale in five levels (strongly agree, agree, neutral, disagree and strongly disagree) was used. Likert scale tries to measure attitudes or opinions by asking people to respond to a set of items about a topic in five levels from strongly agreement to strongly disagreement. In Likert scales fixed reply formats are used and designed to measure attitudes or opinions in ordinal scales. Scales, like Likert, suppose attitudes or opinions on a continuum from strongly

agree to strongly disagree, and suppose that attitudes can be measured. In these scales the participants may be suggested an offer of five to seven or even nine pre-coded choices from strongly agree to strongly disagree with the neutral point.

In scales like the Likert Scale, there is a five (or seven) point scale which is used to let the participants to express how much they agree or disagree with a specific statement. In its ideal form in a Likert scale, there will be the items which can be categorized similarly so that the total score becomes a reliable measurement of the specific behavior which is under the study (<https://www.surveygizmo.com/survey-blog/likert-scale-what-is-it-how-to-analyze-it-and-when-to-use-it/>).

There are advantages for scales like Likert Scales because in these scales the researchers do not expect a simple yes / no respond from the participants, but they expect the degrees of opinion, and even the neutral one. In this way, the obtained quantitative data can be easily analyzed (<http://www.simplypsychology.org/likert-scale.html>).

3.6. Conclusion

In the methodology of this study, the participants, data collection procedures through a questionnaire and different instruments used for data analysis were introduced. The participants of study including 298 university students of both males and females voluntarily taking part in the study were introduced. The data collection process through a questionnaire including 29 items in three parts about the context of language use, social factors affecting language behavior, and ethnic and cultural factors which are important in language manner of people was explained.

In data analysis, the collected data were analyzed according to the assumptions and purpose of study. The results obtained from these analyses will be discussed in the next chapter of the study. The results of analysis and findings will be shown in tables and graphs with explanations statistically in accordance with scientific instruments.

CHAPTER FOUR

4. DATA ANALYSIS

4.1. Presentation

In the previous chapter –Methodology- the participants, the instrument(s), and the procedures of data collection and analysis were introduced. In this chapter, the data of study which were collected from 298 participants from English Language Teaching and English Language and Literature university students through three-part questionnaire are presented.

In data analysis, the data collected through questionnaire analyzed by descriptive statistics, factor analyses, and correlational instruments to find their correlations in details are presented and then the findings are related to the research questions of the study in order to reach a conclusion.

4.2. Descriptive Statistics of the Questionnaire

Descriptive statistics are usually used to describe the major elements of data in the study. The following table shows descriptive statistics of different parts of the questionnaire in details with minimum, maximum, mean, standard deviation and variance values.

Table 4.1.

Descriptive Statistics of Parts of the Questionnaire

	N	Min.	Max.	Mean	Std. Error	Std. Deviation	Variance
Part A	298	16	53	44.33	.268	4.633	21.467
Part B	298	23	50	38.45	.265	4.574	20.922
Part C	298	16	40	32.35	.225	3.876	15.023
Valid N (listwise)	298						

As *Table 4.1* shows, the data were gathered from 298 participants with a questionnaire having three parts.

The minimum values obtained from the participants for Part A is 16, for Part B is 23 and for Part C is 16 which shows that different parts of the questionnaire are homogenous. It is because the minimum value is used to assess the spread of data and having very low minimum shows the cause of irrelevant factor in the data gathered. On the other hand, Part A and Part B seem to be more relevant than Part B. This means that according to the participants' opinion the effects of social context and cultural factors on learner's interlanguage development are more important than social factors.

According to the table, the maximum values for Part A is 53, for Part B is 50 and for Part C is 40. Maximum value is also used to identify possible data entry error and is used to assess the spread of data which indicates that the maximum scores of very high values show that there may be irrelevant factors affecting participants' attitudes.

The mean is generally used for describing central tendency and measures the average values of scores obtained from the participants. According to *Table 4.1.*, the mean for Part A is 44.33, for Part B is 38.45 and for Part C is 32.35. This also shows that different parts of the questionnaire are homogenous because the mean can be distorted if there are some scores that are extremely different from the mean of the majority.

The standard deviation is used to determine how spread out the data are from the mean. In this study, the standard deviation for Part A is 4.633 which is higher than the standard deviation for Part B and Part C. The standard deviation for Part B is 4.574 which is again higher than Part C and the standard deviation for Part C is 3.876 which is the lowest of the three parts. The higher standard deviation indicates greater distribution and spread of scores around the mean while lower values of the standard deviation indicates a narrower distribution of the scores around the mean. As a whole, the higher standard deviation shows heterogeneous spread of scores. The standard deviation 4.633 for Part A shows that participants' attitudes towards social context deviate from the mean 44.33 by 4.633 which is more than the two other parts. This shows higher differences of attitudes among the participants for Part A (social context) than Part B (social factors) and Part C (cultural factors).

Finally, the variance, like the standard deviation, determines how spread out the data are from their mean. It is because the variance is equal to the standard deviation squared. The variance for Part A which tries to identify the relationship between the context of language and interlanguage is 21.467, for Part B (the effects social factors) is 20.922, and for Part C (the effects cultural factors) is 15.023. The greater variance indicates greater spread of the data. In this study again Part A with having 21.467 variance value shows higher differences of attitudes of participants than Part B and Part C.

4.3. The Analysis of Pearson Correlation

As the aim of the study is to find relationship between the social context of language learning, social factors, and cultural factors having effects on language behavior of learners, this claim needs to be tested and supported by scientific and statistical instruments. So the Pearson correlation is used to measure the strength and direction of linear associations that exist among different parts of the questionnaire as variables of the study.

The Table 4.2 below shows Pearson's correlation between the context of language learning, social factors, ethnic and cultural factors and their associations with each other.

Table 4.2.

The Analysis of Pearson Correlation

Correlations				
		PartA	PartB	PartC
PartA	Pearson Correlation	1	.294**	.387**
	Sig. (2-tailed)		.000	.000
	N	298	298	298
PartB	Pearson Correlation	.294**	1	.548**
	Sig. (2-tailed)	.000		.000
	N	298	298	298
PartC	Pearson Correlation	.387**	.548**	1
	Sig. (2-tailed)	.000	.000	
	N	298	298	298

**. Correlation is significant at the 0.01 level (2-tailed).

As the Pearson's r varies from -1 to +1, this means that when Pearson correlation is closer to 1, there is a strong positive relationship between variables which shows that the changes in one strongly correlated with changes in the other. When Pearson's value is closer to 0, there is a weak relationship among the parts of the questionnaire which means that the changes in one do not correlate with the changes in the others. In this study, the Pearson's value between Part A and Part B is .294. The Pearson's value between Part B and Part C is .387 and finally the Pearson's value between Part B and Part C is .548. All of the values are positive which means the increase or decrease of one part can result in increase or decrease of the other. It could be understood that there are positive correlations among different parts of the questionnaire of the study. As the table shows the correlation is significant at the 0.01 level, this value indicates that there are statistically significant associations among different parts of the questionnaire of the study.

4.4. The Analysis of Kendall's Tau-b Correlation

Kendall's tau-b is a non-parametric rank correlation that measures the strength of dependence between two variables. Table 4.3. below shows the Kendall's tau-b values of the study.

Table 4.3.

The Kendall's Tau-b Correlation of the Study

Correlations				Part A	Part B	Part C
Kendall's tau_b	Part A	Correlation Coefficient		1.000	.145**	.184**
		Sig. (2-tailed)		.	.000	.000
		N		298	298	298
	Part B	Correlation Coefficient		.145**	1.000	.362**
		Sig. (2-tailed)		.000	.	.000
		N		298	298	298
	Part C	Correlation Coefficient		.184**	.362**	1.000
		Sig. (2-tailed)		.000	.000	.
		N		298	298	298

*Correlation is significant at the 0.01 level (2-tailed).

In this study, the Kendall's tau-b correlation was used to determine the relationship among the context of language learning, social factors, and cultural factors among 298 participants. Here, Kendall's tau-b was used to determine whether there was association between Part A and Part B, between Part B and Part C, and Part A and Part C. We know that Kendall's tau-b values range from -1 to +1 where a positive value indicates that both variables increase together and a negative value shows that both variables decrease together. Kendall's tau-b correlation value of Part A and Part B is .145 which indicates that the social context of language learning positively related to the social factors affecting language learning. Kendall's tau-b correlation value for Part A and Part C is .184 which means that the social context of language learning is positively correlated to cultural factors affecting learner's interlanguage. And finally, Kendall's tau-b correlation value of Part B and Part C is .362 which indicates that social factors and cultural factors affecting learner's language are positively correlated to each other. According to the above table, correlation is significant at the 0.01 level. This indicates that all parts of the questionnaire are positively related to each other and the correlation value of social factors and cultural factors (.392) is more than other parts' relation which shows that the effects of these factors are stronger than other relations. This corresponds to this study's main focus which is based on finding their effects on learners' language learning and their interlanguage process.

4.5. The Analysis of Spearman's Correlation Coefficient

Another correlation value which was used and analyzed in this study was Spearman's rank order correlation coefficient. Spearman's correlation is a nonparametric measure of strength of monotonic relationship that exists between two variables of ordinal scale. The following table shows the analysis of Spearman's values.

Spearman's values range between -1 and +1. A positive value indicates that the variables correlate and they increase together meaning that when the value of one increases it results in the increase of the other.

Table 4.4.

The Analysis of Spearman Correlation Coefficient

		Correlations		
		Part A	Part B	Part C
Spearman's rho	Part A	Correlation Coefficient	1.000	.199**
		Sig. (2-tailed)	.	.001
		N	298	298
	Part B	Correlation Coefficient	.199**	1.000
		Sig. (2-tailed)	.001	.
		N	298	298
	Part C	Correlation Coefficient	.247**	.482**
		Sig. (2-tailed)	.000	.000
		N	298	298

**, Correlation is significant at the 0.01 level (2-tailed).

The analysis shows that Spearman's correlation used to determine the relationship between Part A and Part B is .199 which means that there is a significant and positive correlation between the social context of language learning and social factors affecting language behavior of learner which is statistically significant. The Spearman's correlation value between Part A and Part C is .247 which shows high strength of association between social context of language learning and cultural factors affecting language use of learners. And eventually, the Spearman's correlation coefficient between Part B and Part C is .482 which again indicates that there is strong and positive association between social factors affecting learners' language behavior and ethnic cultural factors affecting learner's interlanguage.

As a conclusion, the values of Spearman's correlation show that all the relations are positive and the strength of associations among different parts of the questionnaire is very high and highly significant at the 0.01 level. Moreover, the association between social factors and ethnic cultural factors with .482 correlation value is higher than the other correlations. This approves the assumption of the study which tries to show that sociocultural factors have effects on the learner's language behavior. According to the

statistics, the comparison between Kendall's tau-b correlation and Spearman's correlation values supports that Kendall's values usually are smaller than Spearman's correlation values. This is true in this study because the Kendall's correlation between Part A and Part B is .145 while Spearman's correlation is .199; Kendall's correlation for Part A and Part C is .184 whereas the Spearman's correlation is .247; and finally Kendall's correlation for Part B and Part C is .362 while the Spearman's is .482. This again proves the appropriateness and well-design of the questionnaire's structure and content. This also shows close and strong relationship among the factors which were supposed to have effects on the learners' language development and verify the assumptions of the study.

4.6. Factor Analysis of the Data for Gender 1 (Females)

The main focus of this study is to determine how sociocultural factors may have effects on the learner's interlanguage development. In this way, different statistical instruments were used to determine their effects and their relationship to this idea. One of the techniques which can reveal hidden dimensions of the study is the use of factor analysis of the data which is an explorative analysis for identifying latent factors. Factor analysis groups similar factors in order to simplify the data and reduce the information in a manageable and useable manner. Factor analysis identifies latent (invisible) factors that reveal the hidden arrangement and organization of whatever is being measured with a number of observable measures and shows how each hidden factor is associated with the observable data gathered from the participants. Table 4.5. shows factor analysis of data gathered from 144 female participants who took part in the study.

Table 4.5.

The Factor Analysis of Data for Gender 1 (Females)

Total Variance Explained^a						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.993	17.216	17.216	4.993	17.216	17.216
2	3.018	10.406	27.622	3.018	10.406	27.622
3	2.260	7.794	35.416	2.260	7.794	35.416
4	1.809	6.239	41.655	1.809	6.239	41.655
5	1.521	5.244	46.900	1.521	5.244	46.900
6	1.412	4.867	51.767	1.412	4.867	51.767
7	1.333	4.595	56.362	1.333	4.595	56.362
8	1.272	4.385	60.747	1.272	4.385	60.747
9	1.108	3.822	64.570	1.108	3.822	64.570
10	1.088	3.750	68.320	1.088	3.750	68.320
11	.931	3.210	71.530			
12	.772	2.660	74.191			
13	.754	2.601	76.791			
14	.716	2.469	79.260			
15	.685	2.364	81.624			
16	.629	2.169	83.793			
17	.617	2.128	85.921			
18	.539	1.860	87.782			
19	.509	1.756	89.537			
20	.449	1.548	91.085			
21	.421	1.452	92.537			
22	.366	1.262	93.799			
23	.357	1.229	95.029			
24	.297	1.026	96.054			
25	.264	.910	96.964			
26	.250	.862	97.826			
27	.229	.790	98.616			
28	.209	.720	99.336			
29	.193	.664	100.000			

This part of factor (component) analysis includes data analysis of 29 items of the questionnaire that 144 female participants answered. As the above table shows the first column is the number of items as the number of variables which is used in the factor analysis and called **Component**. Of course, not all the 29 items (components) will be retained. Only the first 10 items will be retained as important factors.

The second part of the table including three subdivisions named **Initial Eigenvalues** which are the variances of the components. Here, the total variance is equal to the number of components used in the analysis. In this study, total variance is 29. The first part of the Initial Eigenvalues in the second column of the table named **Total** includes the eigenvalues. The first component accounts for the greatest value of variance and has the highest eigenvalue (4.993). The second component has 3.018 eigenvalue and so on. So each successive component accounts for less and less variance. Here, the first 10 components are considered valuable for analysis. The second part of the Initial Eigenvalues in the third column of the table is **% of Variance** which contains the percentage of total variance accounted for each component. The third part of the Initial Eigenvalues is called **Cumulative %**. This column includes the cumulative percentage of variance accounted for each component and all preceding components. For example, the sixth row shows a value of 51.767. This means that the first six components together account for 51.767 % of the total variance.

The next part of the table, **Extraction Sums of Squared Loadings**, like left part of the table, contains three parts including **Total**, **% of Variance**, and **Cumulative %**. The number of rows in this part of table corresponds to the number of components retained. In this study the first 10 components are retained, so there are 10 rows, one for each retained component. The values in this part of the table are calculated in the same way as the values in the first part of the table which are discussed in the previous paragraph. What is important is that the first 10 components are considered important factors which have value to be retained and discussed about in the following parts because they have crucial impacts on the learners and their language behaviors from the participants' point of view.

4.7. Rotated Component Matrix of Factor Loadings for Gender 1 (Females)

Rotated Component Matrix indicates the factor loadings for each variable which contains estimates of the correlations between each of the variables and the estimated component. It is used for understanding the underlying issues and how these issues may be related. According to the rotated component matrix, factor loadings refer to the relationship of each variable to the underlying factor. In this study, Table 4.6. shows the output of simple factor analysis of learner's language and language learning with 29 items (factors) and 10 resulting factors as important factors from female participants' point of view.

Table 4.6.

Rotated Component Matrix of Factor Loadings of Gender 1 (Females)

	Rotated Component Matrix ^{a,b}							
	Component							
	1	2	3	4	5	6	7	8
AQ1	.230	-.112	.090	.085	.260	.001	.661	-.039
AQ2	-.052	-.069	.107	-.004	-.069	-.081	-.868	.001
AQ3	.079	-.045	.267	-.081	.763	.189	.178	.029
AQ4	.118	.091	.061	.109	.765	.229	.163	.086
AQ5	.114	.412	-.142	.253	.541	-.149	-.186	-.046
AQ6	.623	.098	.082	-.056	.133	-.023	-.183	-.036
AQ7	.510	.360	-.119	.050	.162	-.164	.240	.146
AQ8	.702	.283	-.121	-.101	.189	-.092	.252	.147
AQ9	.751	.047	.040	.049	.125	-.157	.256	.046
AQ10	.800	-.105	-.070	.130	.032	.194	-.001	.011
AQ11	.658	-.118	.096	.241	-.207	.187	.067	-.073
BQ1	.057	-.264	.134	.148	.285	.360	.096	.345
BQ2	-.025	-.006	.115	.240	-.302	-.207	-.138	-.036
BQ3	.124	.144	.186	-.085	.175	.725	-.043	.062
BQ4	-.054	.165	.093	.079	.130	.836	.098	.017
BQ5	-.042	.368	.493	.186	-.163	.226	.040	-.316
BQ6	-.060	.006	.823	.049	.080	.128	.008	-.043
BQ7	.050	.044	.745	.052	.116	.085	-.084	.176
BQ8	.049	.797	.012	.037	.064	.164	.019	.123
BQ9	-.002	.709	.123	.133	.085	.135	-.003	.139
BQ10	.109	.404	.069	.278	-.033	.036	-.092	.047
CQ1	.082	.395	.150	-.062	-.163	.051	.300	.061
CQ2	.017	.177	.097	.174	.162	-.108	-.010	.214
CQ3	.049	.130	-.106	-.008	-.043	.055	.080	.796
CQ4	-.022	.162	.300	.155	.128	.040	-.124	.706
CQ5	.104	.287	.171	.509	-.057	-.119	.304	.259
CQ6	.038	.052	.041	.791	.144	-.085	.039	-.050
CQ7	.095	.077	.056	.707	-.069	.215	-.065	.101
CQ8	.136	.043	.451	.456	.094	-.019	.081	.192

Table 4.6 (continue)

Rotated Component Matrix^{a,b}		
	Component	
	9	10
AQ1	.269	.123
AQ2	.026	.065
AQ3	.055	.162
AQ4	.032	.085
AQ5	.085	-.234
AQ6	.219	.094
AQ7	-.103	-.428
AQ8	-.145	-.262
AQ9	-.093	.110
AQ10	-.014	.129
AQ11	.146	-.105
BQ1	.417	-.010
BQ2	.024	-.640
BQ3	-.047	.228
BQ4	.003	.012
BQ5	.300	.017
BQ6	.092	.101
BQ7	.040	-.169
BQ8	.111	-.045
BQ9	.104	.239
BQ10	.093	.603
CQ1	.564	.060
CQ2	.734	.029
CQ3	.201	.085
CQ4	.032	-.056
CQ5	-.292	.190
CQ6	.027	-.019
CQ7	.222	-.110
CQ8	-.002	.274

Extraction Method: Principal Component Analysis.
Rotation Method

The table of rotated component matrix contains the rotated factor loadings which shows how the variables are correlated. As the possible values range from -1 to +1, the highest values are selected and low values are removed since they do not probably have meaningful values. The columns under headings are the rotated components that were extracted. As the program provided 10 factors extracted since they are factors that are considered more important. The 10 extracted factors are the followings:

Items AQ8, AQ9, AQ10, and AQ11, about social context of language learning including who is speaking with whom (participants) and individual differences such as age and gender, respectively with values of .702, .751, .800, and .658 load highly on factor one and are considered the most important factors on learner's interlanguage from the female participants point of view. This shows that female language learners pay more attention to the gender and age of interlocutors in their language behavior. Items BQ8 and BQ9 about social factors related to the educational status of people, respectively, with values of .797 and .709 load highly on factor two which shows that female participants consider educational status of people important in their language learning programs. Female participants viewed economic and sociopolitical status of people in the third place in their language manners and language learning because Item BQ6 with value of .823 and Item BQ7 with value of .745 load on factor three. These items are about social factors relating to the economic and sociopolitical status of people. This shows that economic, social, and political positions of people are considered important in the communications with the society. The analysis shows that the forth factor relates to cultural factors including cultural and ethnic values which are presented in Item CQ6 with value of .791 and Item CQ7 with value of .707 meaning that females consider ethnic and cultural norms in the fourth place in their language behaviors and pay attention to these norms in their communication and language learning programs. Item AQ3 with value of .763 and Item AQ4 with value of .765 about social context including different occasions and age of interlocutors load on factor five considered to be influential in the learners' language development. Social factors related to social class of people in the communications are presented in Item BQ3 with value of .725 and Item BQ4 with value of .826 load on factor six. Item AQ1 with value of .661 and Item AQ2 with value of -.868 contain social context relating to how to behave with different people load on factor seven. As these two items are asking one thing in two different forms, their values also prove this idea by revealing that the participants treated with these items correctly and this proves that language behavior of people with different people having different personal characteristics is important. Items CQ2, CQ3, and CQ4 with values of .734, .796 and .706 with having ethno-cultural values load on factor eight and factor nine. Item BQ10 which is related to the shared norms loads on factor 10. These ten factors are factors which female participants considered the most

important factors from 29 items and are grouped into ten factors according to their values. Of course, these findings and their relation to the questions of the study will be discussed in details in the next chapter. The pattern and arrangement of these ten factors, according to their values, will be discussed and shown in the Scree plot graph in the next section.

4.8. The Scree Plot of Gender 1 (females) in Factor Analysis

A scree plot displays the eigenvalues associated with a component or factor in descending order versus the number of the component or factor. A factor analysis was conducted on 29 different effective factors of language learning and learner's language. This scree plot shows that 10 of those factors explain most of the variability because the line starts to straighten after factor 10. The remaining factors explain a very small proportion of the variability and are likely unimportant ([http: //support.minitab.com/en-us/minitab](http://support.minitab.com/en-us/minitab)).

The ideal pattern in a scree plot is a steep curve, followed by a bend and then a flat or horizontal line. Those components or factors in the steep curve before the first point that starts the flat line trend are kept. The following figure shows the graph of Scree plot of 10 important factors affecting learner's interlanguage.

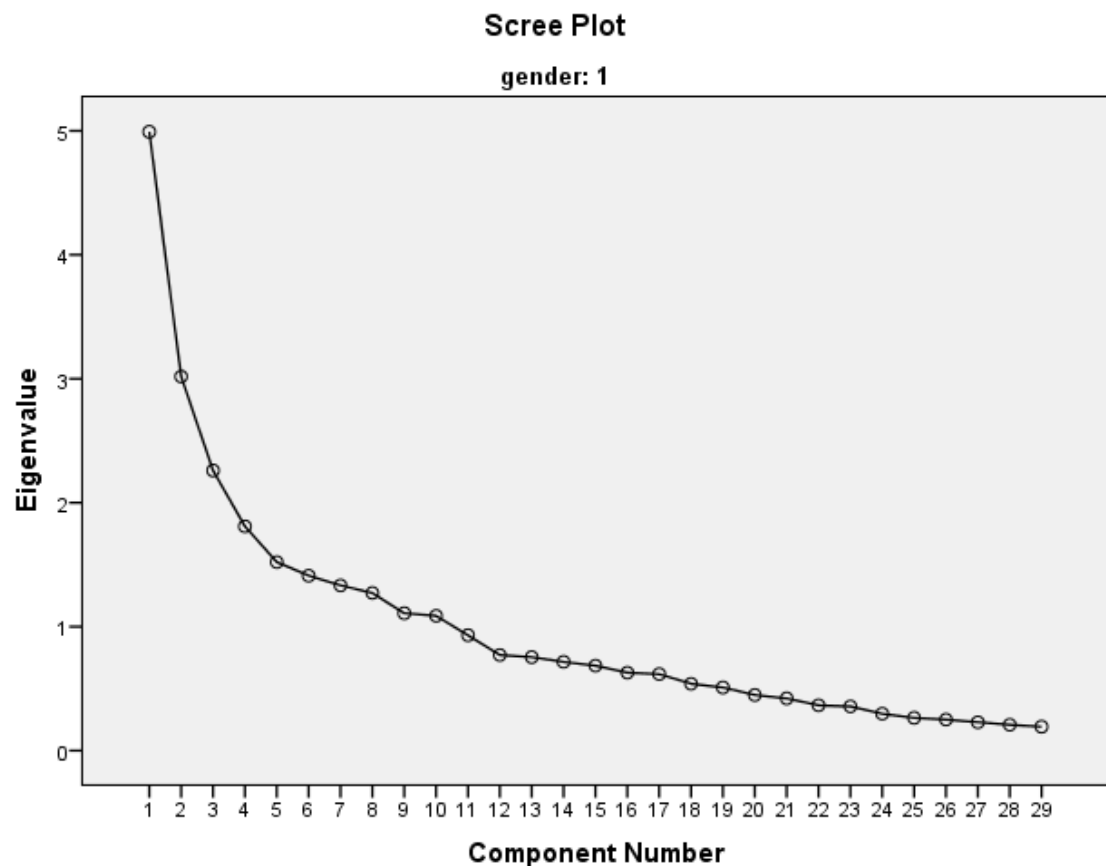


Figure 4.1. The Scree plot of gender 1 (Females)

This graph explains how factors are effective in learner's language according to the eigenvalues of the factors. By paying attention to the graph, it is understood that the first four components are the most important and effective variables on the learner's interlanguage. As it is discussed in the previous section under the title of rotated component matrix of factor loading, the first component relating the context of language in communication including individual differences such as age and gender was the first variable which is considered the most important factor from the female participants' point of view. Social factors related to the educational level and economic and sociopolitical status of people are in the second and third place which load on factors two and three. Cultural factors relating cultural and ethnic values are in the fourth place. After these four factors, the steep curve of the graph lowers and starts towards flat line which shows the decrease in variables' effects meaning that the remaining six factors' effects are less than the first four factors and the graph reveals this fact. The result of this graph which shows female participants' views about language learning will be

compared and contrasted with the views of male participants in the following sections in order to reach a conclusion.

4.9. Factor Analysis of the Data for Gender 2 (Males)

In section 4.6., factor analysis of the data for female participants was explained. In this part, factor analysis for male participants is explained in order to identify latent factors for male participants to be able to reveal the hidden arrangement and organization of whatever is being measured with a number of observable measures and it shows how each hidden factor is associated with the observable data gathered from the participants. Revealing hidden dimensions of the study by factor analysis helps easily to group similar factors which differ from presented form of factors. Table 4.7., shows factor analysis of data gathered from 154 male participants who took part in the experiment.

Table 4.7.

The Factor Analysis of Data for Gender 2 (Males)

Total Variance Explained^a						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.021	20.761	20.761	6.021	20.761	20.761
2	2.760	9.517	30.277	2.760	9.517	30.277
3	1.596	5.505	35.782	1.596	5.505	35.782
4	1.583	5.459	41.241	1.583	5.459	41.241
5	1.486	5.123	46.364	1.486	5.123	46.364
6	1.362	4.695	51.060	1.362	4.695	51.060
7	1.234	4.256	55.316	1.234	4.256	55.316
8	1.221	4.210	59.526	1.221	4.210	59.526
9	1.062	3.663	63.189	1.062	3.663	63.189
10	1.022	3.524	66.714	1.022	3.524	66.714
11	.938	3.236	69.950			
12	.873	3.010	72.960			
13	.804	2.771	75.730			
14	.775	2.673	78.403			
15	.719	2.479	80.882			
16	.699	2.410	83.291			
17	.631	2.175	85.466			
18	.555	1.913	87.379			
19	.543	1.873	89.252			
20	.449	1.549	90.801			
21	.420	1.447	92.248			
22	.403	1.391	93.639			
23	.369	1.274	94.913			
24	.317	1.095	96.008			
25	.273	.943	96.951			
26	.249	.860	97.810			
27	.233	.802	98.612			
28	.227	.783	99.395			
29	.175	.605	100.000			

This part of factor (component) analysis includes data analysis of 29 items of the questionnaire that 154 male participants answered. As the above table shows the first

column is the number of items as the number of variables which were used in the factor analysis called **Component**. Of course, not all the 29 items (components) will be retained. Only the first 10 most important items will be retained.

The second part of the table includes three subdivisions named **Initial Eigenvalues** which are the variances of the components. Here, the total variance is equal to the number of components used in the analysis. In this study, total variance is 29. The first part of the Initial Eigenvalues in the second column of the table named **Total** includes the eigenvalues. The first component accounts for the greatest value of variance and has the highest eigenvalue of 6.021. The second component has 2.760 eigenvalue and so on. So each successive component accounts for less and less variance. Here, the first 10 components are considered valuable for analysis. The second part of the Initial Eigenvalues in the third column of the table is **% of Variance** which contains the percentage of total variance accounted for each component. The third part of the Initial Eigenvalues is called **Cumulative %**. This column includes the cumulative percentage of variance accounted for each component and all preceding components. The accumulative percentage for factor one is 20.761, factor two is 30.277, factor three is 35.782 and so on. For example, the sixth row shows a value of 51.060. This means that the first six components together account for 51.060% of the total variance.

The next part of the table, **Extraction Sums of Squared Loadings**, like left part of the table, contains three parts including **Total**, **% of Variance** and **Cumulative %**. The number of rows in this part of table corresponds to the number of components retained. In this study the first 10 components are retained, so there are 10 rows, one for each retained component. The values in this part of the table are calculated in the same way as the values in the first part of the table which are discussed in the previous paragraph. For example, when we consider the first ten factors, we learn that 19.347 eigenvalues from total 29 are loaded in the first ten factors. This means that the first 10 components are considered important factors which have value to be retained and discussed about in the following parts because they have crucial impacts on the learners and their language behaviors from the male participants' point of view.

4.10. Rotated Component Matrix of Factor Loadings for Gender 2 (Males)

This part of study explains factor loadings for each factor through Rotated Component Matrix. By using this statistical instrument, it was learnt which components are important from male participants' point of view. This part of study tries to explain 154 male participants' real opinions through 29 items by using rotated component matrix. Table 4.8. shows the output of simple factor analysis of learner's language and language learning with 29 items (factors) and 10 resulting factors as important factors from male participants point of view.

Table 4.8.

Rotated Component Matrix of Factor Loadings of Gender 2 (Males)

	Rotated Component Matrix^{a,b}							
	Component							
	1	2	3	4	5	6	7	8
AQ1	.246	-.109	.241	.072	.114	.206	-.075	.070
AQ2	-.012	.045	-.128	.060	.125	.070	.108	-.381
AQ3	-.045	.168	-.082	.168	-.045	-.069	.011	.129
AQ4	.095	-.012	.125	-.001	.132	.123	-.007	.002
AQ5	-.212	-.013	.102	.424	.182	.136	.386	.034
AQ6	.163	.149	.070	.365	.037	.250	.277	-.080
AQ7	.033	.856	.055	.088	-.013	.081	.052	.043
AQ8	-.085	.783	.011	.288	.085	.094	.131	-.001
AQ9	.111	.331	.348	.296	.320	-.192	-.384	.138
AQ10	.099	.189	.134	.733	.051	.101	-.087	.147
AQ11	.207	.147	-.014	.673	.000	.130	.135	-.042
BQ1	.221	.121	-.245	.206	.455	.264	.014	.020
BQ2	-.113	-.305	.014	.123	-.348	-.030	-.159	.103
BQ3	.164	.145	.111	.090	.158	.014	.082	.782
BQ4	.323	-.065	.107	.015	.134	.135	.022	.804
BQ5	.746	-.037	.161	.089	.174	-.071	.089	.240
BQ6	.772	-.085	.016	.075	.084	.007	-.128	.252
BQ7	.635	.109	.121	.114	-.169	-.061	.336	-.004
BQ8	-.026	.141	.067	.088	.048	.862	-.028	.006
BQ9	-.030	.023	.159	.168	.082	.789	.174	.112
BQ10	.138	.051	.461	.298	.189	.251	.167	.018
CQ1	.180	.068	.075	.023	.767	.068	-.069	.175
CQ2	-.167	-.273	.243	.368	.539	-.066	.292	.115
CQ3	-.151	.388	.326	-.118	.235	.174	.446	.157
CQ4	.140	.155	.002	.119	-.005	.061	.819	.041
CQ5	.184	.068	.637	.145	-.073	.031	.366	.227
CQ6	.160	.004	.780	.026	.074	.115	-.126	.048
CQ7	.192	.293	.411	-.109	.435	.270	.109	.179
CQ8	.552	.035	.285	.066	.332	.099	-.032	.062

Table 4.8. (continue)

	Rotated Component Matrix^{a,b}	
	Component	
	9	10
AQ1	.682	.089
AQ2	-.686	.023
AQ3	.167	.793
AQ4	-.057	.799
AQ5	-.056	.285
AQ6	.222	.335
AQ7	-.015	.140
AQ8	-.019	-.013
AQ9	.191	-.105
AQ10	.123	.157
AQ11	-.174	-.017
BQ1	.347	.069
BQ2	-.461	-.156
BQ3	.186	.081
BQ4	.048	.048
BQ5	.082	-.095
BQ6	.165	.080
BQ7	.221	.147
BQ8	.056	.047
BQ9	.051	.040
BQ10	.261	-.011
CQ1	-.001	.070
CQ2	.136	-.009
CQ3	.110	.176
CQ4	-.101	-.066
CQ5	.144	.034
CQ6	.093	.051
CQ7	-.101	.101
CQ8	-.100	.004

The table of rotated component matrix contains the rotated factor loadings which show how the variables are correlated. 10 components that are extracted as important factors will be explained here.

Items BQ5, BQ6 and BQ7 about social context of language learning relating to the social class, economic, and sociopolitical status of speakers, respectively with values of .746, .772 and .635 load highly on factor one and are considered the most important factor on learner's interlanguage from the male participants' point of view. This shows that male language learners pay more attention to the social class and economic and

sociopolitical status of interlocutors in their language behavior.

Male participants consider age of the people in communications and language learning programs in the second place which can affect the language behavior of people. Items AQ7 with value of .856 and AQ8 with value of .783 about social factors showing individual differences related to the age of the people load on factor two. The analysis shows that the third factor relates to cultural factors including cultural and ethnic values which are presented in Item CQ5 with value of .637 and Item CQ6 with value of .780 which means that males consider ethnic and cultural norms in the third place in their language behaviors and pay attention to these norms in their communication and language learning programs. Items AQ10 and AQ11 with values of .733 and .673 about individual factors relating gender of people load on factor four. On the other hand, Item CQ1 with value of .767 and Item CQ2 with value of .539 about adapting speech manner to ethnic values load on factor five.

Items BQ8 and BQ9 about social factors related to the educational status of people, respectively, with values of .882 and .789 load on factor six which shows that male participants consider educational status of people important in their language learning programs. Item CQ4 with value of .819 about expressions containing ethnic values loads on factor seven. Social factors relating social class of people in the communications which are presented in Item BQ3 with value of .782 and Item BQ4 with value of .804 load on factor eight. Item AQ1 with value of .682 and Item AQ2 with value of .686 contain social context relating to how to behave with different people load on factor nine. Items AQ3 and AQ4 with values of .793 and .799 about social factors relating different time and place of communication load on factor ten. These ten factors are factors which male participants considered the most important factors from 29 items and are grouped into ten factors according to their values. These findings and their relation to the questions of the study will be discussed in details in the next chapter. The pattern and arrangement of these ten factors, according to their values, will be discussed and shown in the Scree plot graph in the next section.

4.11. The Scree Plot of Gender 2 (Males) in Factor Analysis

Male participants' views on 29 items in three parts of questionnaire are explained here with a graph of scree plot which displays the association of eigenvalues versus the number of components. The ideal pattern for a scree plot is a steep curve followed by a band and then a horizontal line. The following graph shows the association of the most important factors according to their eigenvalues.

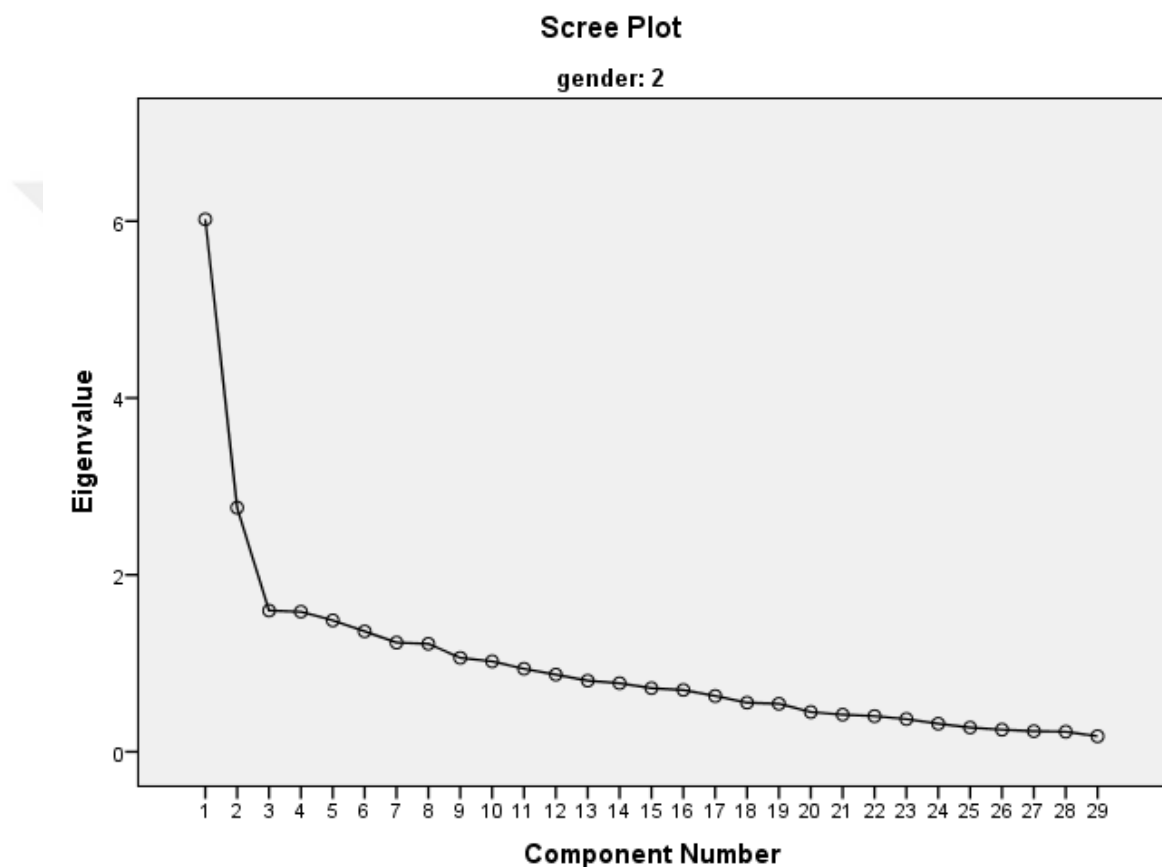


Figure 4.2. The Scree plot of gender 2 (males)

It is learnt from the graph that the first three factors are the most important factors in learners' language behavior and their interlanguage development. As it was explained in the previous section under the title of rotated component matrix of factor loading, the first component related the social factors including social class, economic and sociopolitical status of people was the first variable which is considered the most important factor from the male participants' point of view. Individual factors related to the age of speakers which load on factors two are considered in the second place.

Cultural factors relating cultural and ethnic values are in the third place. After these three factors, the steep curve of the graph lowers and starts towards flat line which shows the decrease in variables' effects meaning that the remaining seven factors' effects are less than the first three factors and the graph reveals this fact. The result of this graph which shows male participants' views about language learning will be compared and contrasted with the views of female participants in the following sections in order to reach a conclusion.

4.12. Conclusion

This chapter tries to explain data analysis procedures. The data of the study obtained from the participants were analyzed through related statistical instruments. Data from 298 participants through the three-part questionnaire including 29 items were analyzed.

At first, descriptive statistics were introduced to give information about the statistics to be used. Then, the correlations of factors including the context of language learning, social factors affecting learners' interlanguage, and ethnic and cultural factors considered effective on language behavior of learners through Pearson correlation, Kendall's tau-b, and Spearman's correlation were analyzed and explained.

Factor analysis for both females and males were analyzed separately in order to find the effects of important factors on learner's language according to the participants' point of view. The arrangement and importance of the most effective factors were identified through rotated component matrix. Ten latent (hidden) factors were identified and explained. The Scree plot displayed these factors according to their eigenvalues through the graph separately for both females and males. In the next chapter, the findings through these analyses will be discussed in order to reach conclusion.

CHAPTER FIVE

5. CONCLUSION, DISCUSSIONS AND IMPLICATIONS

5.1. Presentation

The main focus of this study is to determine the effects of sociocultural factors on learner's interlanguage development from their own perspectives. In other words, it aims to find possible relationship between learner's interlanguage and different sociocultural variables. In this study, sociocultural factors were grouped in three parts including social context of language behavior and language learning consisting of place, time and occasion of language use; social factors relating to social class, economic and sociopolitical factors and individual variables such as age and gender of speakers and language users; and finally ethnic-cultural factors consisting of ethnic values and cultural bindings. Their possible relationship to each other and their effects on the learner's interlanguage development were evaluated in order to reach a conclusion according to the findings of data analysis.

The data of the study obtained through a questionnaire were analyzed by different statistical instruments. The results of these findings will be discussed in relation to the questions of the study. In the discussion of the study, each of the questions will be explained separately in relation to the findings of the data analysis. The research questions are the followings:

- 1. Do the social and cultural factors have any significant effects on the learner's interlanguage development?*
- 2. To what extent do the sociocultural factors may have effects on the learner's interlanguage development?*
- 3. What are the advantages and disadvantages of sociocultural factors in the learner's interlanguage development?*

In this chapter, the findings of the study will be discussed. In the section about findings and discussion, the findings related to the questions of the study will be discussed. First, I will discuss findings related to the first research question. Then, the findings related to the second and third questions will be discussed. The pedagogical implications of the findings of the study will be explained. There will also be explanation about the strengths and limitations of the study and finally a section about future researches.

5.2. Findings and Discussion

This research aims to study the effects of sociocultural factors on learner's interlanguage (second language) development; to achieve this goal, the data obtained from the participants were analyzed according to the specific statistical instruments. In other words, it tries to look at social aspects of second language acquisition as important variables in language learning process. To get the satisfactory results, the sociocultural factors were grouped into three groups including social context of language acquisition, social factors, and cultural factors. In the factors related to the context of language behavior of learners, there are variables such as place of language acquisition and language use, occasion of language manner and individual factors such as age and gender of learners and language users. These variables were grouped as the first group of factors affecting language behavior of learners; as the second group of factors which are social factors including social norms, social status, social class, economic status of people, sociopolitical status, and educational level of people in their language development; as the third group of factors which are factors about ethnic and cultural norms of language learners and language users. These three groups of factors are called sociocultural factors which are taught to be influential in the learner's interlanguage development. It is thought that the effects of these factors can facilitate or render the acquisition of the second language. Of course, these factors are not the only factors which can affect a learner's interlanguage but the main concern of the present study is to talk about the effects of just these factors.

To evaluate the effects of these factors, it is necessary, first of all, to be sure that there are proper and related factors and then to be certain that they have relation and are

associated to each other in order to get desired results. For being sure about the correlation of sociocultural factors, their associations were tested and evaluated through different statistical instruments such as Pearson's correlation, Kendall's tau-b and Spearman's correlation. At first, it must be evident that there are significant correlations between these factors. For this reason, the analysis was done through the three correlation measurements mentioned above to be sure that three groups of factors have associations with each other which can result in their effects on learner's language development.

According to the parametric measurement of Pearson correlation (Table 4.2.; Chapter Four), the social context of language learning (the first group of factors) and the social factors (the second group of factors) are associated with each other with value of .294. The correlation value between social context of language learning (first group) and ethnic-cultural factors (the third group of factors) is .387. The correlation value between social factors and cultural factors is .548. What can be understood from these correlation values is that, first, there are strong associations among these three groups of factors. Second, the association between social factors and cultural factors is stronger than the association between the social context of language learning and cultural factors and between context of language learning and social factors.

In order to be certain of the findings and results about the strength of associations among these three groups of factors, the correlations among these three groups were measured and evaluated through two other non-parametric measurement instruments of Kendall's tau-b and Spearman's correlation. The findings of the analysis through Kendall's tau-b supported the strong correlation among the study's three groups of factors. According to the Kendall's tau-b (Table 4.3.; Chapter Four), the correlation value between the social context of language learning (the first group) and the social factors (the second group) is .145. The correlation value of .184 between the social context of language learning and the cultural factors (the third group) shows significant association of these two groups. The correlation value between the social factors and the cultural factors is .298. Again, it is learnt from the Kendall's analysis that, first, there are strong associations among three different groups of factors. Second, the correlation between social factors and cultural factors, like the Pearson correlation, is stronger than two other correlations. Third, the results of data analysis obtained through Kendall's

tau-b is the same as the results got from Pearson correlations which verifies the strong correlations among the study's different variables.

Spearman's correlation (Table 4.4., Chapter Four) among three groups of factors having effects on the learner's language development of this study indicates the following results. The correlation value of .199 between social context of language learning and social context shows significant association between these two groups of factors. The correlation between social context of language learning and cultural factors is .247 which reveals that there is also strong correlation between these two groups of factors. The strongest correlation is between social factors and cultural factors with the value of .482 which again shows strong and significant correlation between these factors. Spearman's correlation also verifies the findings of analysis through Pearson correlation and Kendall's correlation by showing that the results of these three different correlation measurements are the same.

What can be concluded from correlation analysis among three different groups of factors by three different correlation measurements is that, first, these three groups of factors are appropriate and there are strong associations among them. Second, obtaining the same results from data analysis by these three different correlation measurement instruments shows correctness of the procedure. Third, having significant correlation values can verify the assumptions about the effects of sociocultural factors on learners' language development. Here, the findings of the data analysis will be discussed in relation to the questions of the study separately. As it was explained in the introduction of this chapter, there are three questions in the study.

5.2.1. Findings related to the first research question of the study

In this part, the findings of the study in relation to the first question of the study will be discussed. The first question of the study is: *“Do the social and cultural factors have any significant effects on the learner's interlanguage development?”*

For being sure about the effects of sociocultural factors on learner's interlanguage development, it was necessary they were tested and evaluated through scientific and statistical instruments. This was done through factor analysis of data obtained from the participants. Factor analysis showed that there are ten hidden factors

which participants considered as important and effective in their language development. In this study, there were 298 participants, 144 females and 154 males. According to the findings obtained from factor analysis, the hidden factors of female and male participants were different. This showed that females and males have different approaches and attitudes towards second language learning processes. First, the results got from the analysis of the data obtained from female participants and then the results of analysis of data from male participants will be explained. Finally, the findings of both groups will be related to the first research question of the study.

The factor analysis showed females' views about the factors having effects on their language learning (Table 4.5.; Chapter Four) which are loaded on ten factors with cumulative eigenvalues of 68.320%. This means that the first ten factors are the most important factors on their language learning process. These findings were supported by the graph of Scree plot (Figure 4.1.; Chapter Four) which showed that from these ten factors on learner's language learning process the first five factors are more important and influential than other factors. These five factors with having the highest values have the most significant effects on learners' language development.

The first factor including Items AQ8, AQ9, AQ10 and AQ11 of the questionnaire which are about the social context of language learning consisting of who is speaking with whom (the participants) and individual differences such as age and gender, respectively with values of .702, .751, .800, and .658 load highly on factor one and is considered the most important factor on learner's interlanguage from the female participants' point of view. This shows that female language learners pay more attention to their interlocutors and their gender and age in their language performances. What can be mentioned about the first factor is that females consider individual differences of the people as the most important factor on their language development. The second factor which female participants consider as important in their language behavior relates to the Items BQ8 and BQ9 about social factors referring to educational status of people, respectively, with values of .797 and .709 which load highly on factor two which shows that female participants consider educational status of people as important in their language learning process. Female participants pay more attention to the education level of people in their communications. Female participants viewed economic and sociopolitical status of people in the third place in their language manners and language

learning because Item BQ6 with value of .823 and Item BQ7 with value of .745 load on factor three. These items are about social factors relating to the economic and sociopolitical status of people. This shows that economic, socials and political positions of people are considered important in the communications within the society. People use language to communicate and interact in the community. They may move into a social context where the social norms and cultural values may be different from their own. If these norms and values are similar to their own, they will help them to achieve some degree of integration into the new environment. These change their perception and their manner of interaction and language use (Eckert and McConnell, 1992; Mills, 2002; Wenger, 1998) will facilitate their language learning. On the other hand, the difference in their norms and values may cause resistance to the norms and values of the new context (Ige, 2007; Ige & de Kadt, 2002; Mills, 2004; Sterling, 2000) which may cause difficulties in the language development.

The analysis shows that the forth factor relates to cultural factors including cultural and ethnic values which are presented in Item CQ6 with value of .791 and Item CQ7 with value of .707 meaning that females consider ethnic and cultural norms in the fourth place in their language behaviors and pay attention to these norms in their communication and language learning programs. Item AQ3 with value of .763 and Item AQ4 with value of .765 about social context including different occasions and age of interlocutors load on the factor five considered to be influential in the learners' language development. These are five important factors which female participants considered as important and effective in their language development. The results of factor analysis of females will be contrasted and compared with the results of findings from male participants.

Factor analysis of male participants was discussed in the chapter four. Here, the results of factor analysis will be discussed in relation to the first question of the study in order to get a conclusion.

The factor analysis of male participants' views about the factors affecting their language learning (Table 4.7.; Chapter Four) showed that there are ten factors with cumulative eigenvalues of 66.714% which are more important. This means that the first ten factors are the most important factors in their language learning process. These

findings were supported by the graph of Scree plot (Figure 4.2.; Chapter four) which showed that of these ten factors, the first three factors are more important and influential than others. These three factors with having the highest values have the greatest effects on learners' language development. In this part, these three factors are explained.

The first factor is about social context of language learning relating to the social class, economic and sociopolitical status of speakers. Items BQ5, BQ6 and BQ7 with values of .746, .772 and .635 load highly on the first factor and are considered the most important factor on learner's interlanguage from the male participants' point of view. This shows that male language learners pay more attention to the social class and economic and sociopolitical status of interlocutors in their use of language.

Male participants consider age of the people in communications and language learning programs in the second place. This means that males notice individual factors like age in the second place as effective factors. Items AQ7 with value of .856 and AQ8 with value of .783 about social factors show that individual differences related to the age of the people load on the second factor.

The analysis shows that the third factor relates to cultural factors including cultural and ethnic values which are presented in Item CQ5 with value of .637 and Item CQ6 with value of .780 meaning which means males consider ethnic and cultural norms in the third place in their language behaviors and pay attention to these norms in their communication and language learning programs.

About the relationship between second language learning and effects of ethnic and cultural factors, what can be said is that our personality and identity, in some ways, are formed and shaped by our linguistic forms and our language behavior may reflect our identity. This shows our personal and social aspects of identity and our language too. In this way, it can be said that social identity refers, in many respects, to a means that individuals recognize and understand themselves in association with people around them and this reflects the manners in that people may think about their past and assume what may be their future and how others may view and comprehend them. A lot of studies (Barrett, 1999; Bennett, 2003; Chun, 2001; Piller, 2002; Sweetland, 2002; Zhang et al., 2012) paid attention to recognize identity where speakers' language use does not accord with the social norms. Such studies show, in different ways, identities

as social processes which do not accord with specific social norms in interactions adapt most of times themselves to the norms of context in which language is used. Some other studies tried to show the effect of ethnic and cultural factors on learners' second language (Ashmore et al., 2004; Bigham, 2010, 2012; Cameron, 2004; Eckert, 1989; Fix, 2014; Matsumoto, 2012; Mendoza-Denton, 2008; Phinney and Ong, 2007; Yip, 2013) by emphasizing that identity is a multifaceted construction that includes a sense of interdependence and people feel a strong attachment to their ethnic groups. This is reflected in Wagner (2014) notes as that "the extent to which speakers feel ethnic, perform ethnic identity and reflect ethnicity in their speech may be dependent on the age of those speakers, and the peer group norms within which they state themselves". It can also be added that other scholars' findings support the effects of cultural orientation for predicting linguistic variations and the relations between ethnic and cultural orientation and linguistic manners (Becker, 2014; Berry, 2005; Heine, 2010; Nagy et al., 2014; Noels and Giles, 2009; Smith, 2011). Also, Harzing's (2006) study with 3000 people from 25 countries proved the evidence that cultural accommodation to identity and language use plays active role in the design of new meanings.

The comparison between female participants' views (Table 4.4. and Table 4.5.; Chapter Four) and male participants' views (Table 4.7. and Table 4.8.; Chapter Four) indicates the following results: The most important factor for female participants (the first factor) in their language development is the context of language learning including the participants (who is speaking with whom) and individual differences relating to the age and gender of the people involved in the speech act. For the male participants, the most important factor (the first factor) is social factors including social class, economic and sociopolitical status of the people involved in language activity. This shows that the female and males attitudes and approaches towards language learning are different. The second factor from the female participants' views relates to the social factors including educational level of the people. The third factor is about economic and sociopolitical status of interlocutors and cultural factors are in the fourth place. The male participants consider the individual differences of the speakers as the second factor and ethnic values and cultural norms as the third factor in their language development process. The results and findings of a lot of studies confirm the findings of this study that Labov (1972, p.3) states social pressures are continually operating upon language or Eckert

(2008) proposes that “the socio-economic hierarchy is a social space through which language change spreads, and speakers’ place in that space determines when they receive the change (p.455). Many other researchers and a lot of studies (Bell, 2001; Eckert, 2000, 2005; Eckert and Rickford, 2001; Macaulay and Fought, 2004; Milroy and Gordon, 2003) tried to develop an understanding of the relationship between language variation and social structure and social meaning. So we can say that the effects of sociocultural factors on language change and language behavior is in accordance with findings of some other studies (Bucholtz and Hall, 2005; Gumperz and Cook, 2007, 2008; Irvine, 2001; Kramsch, 1993; Lantolf and Thorne, 2006; Labov, 1969; Sankoff, 1980; Tomasello, 2003;) in which the sociocultural factors and their relations to social activity were discussed; and according to these studies, speech styles of people become aspects of the society in which ways of talking can represent people’s presentation and speech styles come to index their identities.

In all, for the female learners, social context of language use including the participants and their individual differences such as age and gender is in the first place, then social factors related to the educational level and sociopolitical status of the people are in the second and third place and cultural factors are in the fourth place while the male participants consider social factors including social class, economic and sociopolitical status of people in the first place, individual differences related to the age of the speakers in the second place and cultural factors including ethnic values and cultural norms in the third place.

In conclusion, what can be concluded from the findings related to the first research question of the study is that the findings support the assumption that sociocultural factors affect learners’ interlanguage development. The findings of the analysis of data obtained from the participants showed that from the female learners’ point of view, the influential factors on their language development are, first, individual factors such as age and gender, then social factors like educational level of learners, economic and sociopolitical status of people, then cultural factors while for the male learners, the first important factor is social factors such as social class, economic status of people, then individual factors like age and cultural factors are in the third place.

5.2.2. Findings related to the second research question of the study

In Section 5.2., the findings related to the first research question of the study were discussed. The findings showed that the assumption of the effects of sociocultural factors on learner's interlanguage development was verified. In this section, the findings related to the second research question of the study are explained. The second research question of the study is: *To what extent do the sociocultural factors have effects on the learner's interlanguage development?* Here, I want to explain the extent of the effects of the sociocultural factors on learner's interlanguage development. Table 4.5. in Chapter Four showed that the cumulative percentage of eigenvalues for the first 10 factors which were selected as hidden effective components is 68.320% for female participants and Table 4.7. in Chapter Four also indicated that the cumulative eigenvalues for the first 10 factors of males is 66.740%.

Paying attention to the results of Table 4.5. and Table 4.7. reveals the fact that for females the most important factor is factor one with value of 17.216% out of 68.320% which indicates that individual differences such as age and gender is the most important factor in their interlanguage development and language use. Gender is something which cannot be neglected in any study of second language acquisition programs. It is because gender is a key component to identity (Arliss, 1991; Eckert, 1991; Holmes, 1998; Labov, 2001; McConnell-Ginet, 2003). Some other studies (Cameron and Kulick, 2003; Gordon, 2002; Mills, 2002) have described women's speech as being different from men; and it was suggested that females do better than males in their language development (Bacon, 1992; Boyle, 1987; Burtall, 1975). About The effects of age on language learning, a great bulk of studies (Birdsong, 1992; Neufeld, 1978; Patkowski, 1990) found the effects of age on language learning and some other studies (Chambers and Trudgill, 1980; Khalifa, 2012; Krashen, Long, Scarecella, 1979; Larsen-Freeman and Long, 1991) found adults are superior to children in the rate of language acquisition. These findings reveal that social factors including age and gender have major effects on learners' second language proficiency but likely do not influence directly.

For males, as the results of Table 4.7. of Chapter Four shows, the most important factor is factor one with value of 20.761% out of 66.714% which indicates

that social factors including social class and sociopolitical status of people are the most important factors for them in their interlanguage development and language use. The results of some studies reveal that social context and socioeconomic factors play an important role and they exert an influence on second language development (Arikan, 2011; Carr & Pauwels, 2006; Lamb, 2012).

As a whole, having the value of 68.320% for females and 66.714% for males shows high extent of the belief about the effectiveness of sociocultural factors on learner's interlanguage which verifies the hypothesis of the study. What can be concluded from this part of study is that sociocultural factors have effects on the learner's interlanguage use and development to a high extent but the extent and kinds of factors affect the learner's interlanguage can differ for males and females.

5.2.3. Findings related to the third research question of the study

The third question of the study is: *What are the advantages and disadvantages of sociocultural factors in the learner's interlanguage development?* We do not live in vacuum. We are surrounded by the society, its context and its culture in whatever we do including language behavior. The findings related to the first and second question of the study indicated that sociocultural factors including social context of language learning, social factors and cultural factors have effects on learners' interlanguage development. Several studies (Arikan, 2011; Brown, 2001; Health, 1983; Preston, 1989; Skehan, 1990) state that higher socio-economic status and social class have considerable impact on acquisition of value systems and such studies show that there is clear relationship between language change and social class. About the effects of learning context and social context of language learning, Ghalami (2012) and Pishghadam (2011) point out that the attitudes of the learners towards target language, its speakers and the learning context, play an important role in succeeding or failing to learn second language and social context is directly involved in setting positive or negative conditions for second language learning.

What can be concluded from this part is that the effects of sociocultural factors on second language learning is like a two-fold knife which may have positive or negative effects on language learning process. If these factors are closer and in

accordance to the learners' values and norms, they can facilitate language learning but if they are unknown, strange and different from learners' social and cultural norms and values, they may cause difficulties on language learning process.

5.3. Limitations of the Study and Suggestions for Further Research

This study on the effects of sociocultural factors on learner's interlanguage development focuses mainly on the social aspects of second language learning. Social nature and aspects of language in relations to the acquisition and learning may cause the learners to face some advantages and disadvantages which can lead to different levels of success or failure. During the study, it became clear that learners believe that having shared social and cultural norms can facilitate language learning and learners feel comfort and less anxiety in facing conditions and contexts in which they have values in common which leads to higher achievements of language development.

In this study, the participants of the study all were university students aging from 18 upwards. Limiting the population under the study to only one group of society cannot represent and reflect all sections of society. However, because of limitations and some other issues, sampling and getting data were confined to this group of students. But I tried to get sample of the students in a way to reflect the population under study in order to be sure they have all the qualities needed for the study. In obtaining data and analyzing, I tried to benefit from all the related statistical instruments in order to get true and desired results. Getting data from participants all from English Language Teaching and English Language and Literature students contributed to the reliability and validity the results because of homogenous nature of participants. This highly decreased the number of items of the questionnaire answered by chance. Although focusing only on the social aspects of second language and neglecting other effective factors may decrease the certainty of the results, I tried to get data related only to the social factors as much as possible.

This study, along with so many other studies had been done previously about the social aspects of language, tried to view second language learning from social and cultural perspective. Language with constantly and ever-changing nature in relation to society with dynamic aspects can be interesting field of study for future researchers.

Today, much attention is paid to social nature of language as a social phenomenon. Various issues related to the social and cultural aspects of language can be interesting subjects for study in the future. So the way is open in this challenging and exciting field of language for being taken.

5.4. Pedagogical Implications

Learning, in general, and second language learning, in specific, is a multi-dimension process which needs cognition and awareness of the world around. It is because second language learning goes hand in hand with social and cultural networks around. Understanding and learning social and cultural knowledge is very crucial and helps learners to strengthen and improve their awareness and knowledge. In this way, second language learning is a complicated process with various variables relating to social and cultural factors of different social context. The ultimate goal of any language learning and teaching is to recognize and develop effective teaching and learning programs to promote learners' language. The findings of the study showed that culture should be taken into consideration in any language teaching and learning program. This supports the idea that language and culture cannot be separated, and learning a language is closely related to learning its culture (Istanto, 2009). But cultural factors should be treated with caution because unsuitable treatment of social and cultural factors in developing any second language program and writing related textbooks and the teachers being unfamiliar with the culture and with the methods needed to teach it can cause difficulties in foreign and second language programs. So, the findings of this study have implications taking into account the cultural factors in the development of curriculum of language programs.

Every scientific research should have some pedagogical implications which can be beneficial for educators and learners. Multi-faceted aspects of sociocultural factors can be useful and applicable for educators and learners in any second language programs. Sociocultural factors with having advantages and disadvantages can facilitate or render language learning process. Paying attention to the following points about the effects of sociocultural factors on learners' interlanguage can be helpful and beneficial:

- Individual differences, along with sociocultural factors, can lead to different level of achievements.
- Language development results vary in relation to the gender of learners.
- Females and males develop different patterns of language use.
- Females and males try to interact in ways which may relate to their power, nature and status in the society.
- Women tend to use new linguistic forms easier in their language development than men.
- Men apply more nonstandard forms while women's tendency is towards standardness and prestige forms of language.
- The rate of learning among young learners is more than adults.
- Children and adults show similar processes of learning where children because of their ages benefit from learning from adults.
- There is evidence of relationship between social class and second language achievement.
- The results of studies show educational success of children from higher social groups are more than children from social class of lower socio-economic status.
- Families' educational level positively affects learners' second language achievements.
- Social status of learners may exert positive or negative influence on learners' language development.
- The more the distance between the cultures of learners' mother and second language, the more difficult second language learning and the lower the interlanguage achievements.
- Ethnic and cultural identity may have deep impression on second language learning.
- Teaching students the skills to make them successful language learners and to enable them to identify patterns related to language and the sociocultural factors can be helpful.
- Teaching learners to understand deeply all aspects of second language culture is necessary.

- Teachers should be aware of their learners' cultural and social background of their language development and usage.
- Negligence from social aspects of language can be hazardous for both teachers and learners.

These are issues which are thought to be beneficial in any second language program. Taking into consideration these points may enhance second language educational programs and lead to desired achievements. This study has considered the effects of social factors in language acquisition with focusing on issues significant to learner's interlanguage development. Clearly, there has been increasingly interest and awareness of sociocultural factors among language teaching professionals and researchers interested in learner's interlanguage development. As a result of such efforts, there have been many attempts to incorporate issues regarding the effects of sociocultural factors on language behavior and interlanguage development into language teaching and learning programs. However, much of what has been discussed goes beyond the limitations of this study and it remains a challenge for researchers and educators to further our knowledge regarding this matter to continue to increase attentions and awareness of the effects of sociocultural factors on interlanguage development in both educational settings and within the society in general.

5.5. Conclusion

This chapter begins with introductory presentation about the aim of the study which tries to find ideas about the relationship between learner's interlanguage development and different sociocultural factors. Under the heading of findings and discussion, the findings of the study were discussed according to the statistical figures with reference to the findings of previous studies and researches.

The findings of the study in relation to the research questions of the study were discussed in order to reach to a conclusion. First, the findings of the study were explained and discussed in relation to the first and then to the second and finally to the third research question of the study. The findings of the study, according to the statistical data, showed that there is close relationship between sociocultural factors and second language learning and learner's interlanguage development from the learners'

perspectives. As mentioned during the discussion, findings of previous studies supported this idea. At the end of the chapter, there were sections about pedagogical implications of the study where a number of suggestions were listed for future researches.



REFERENCES

- Anderson, J. (1985). *Cognitive psychology and its implications* (2nd ed.). New York: Freeman.
- Arikan, A. (2011). Prospective English language teacher's perceptions of the target language and culture in relation to their socioeconomic status. *Canadian Center of Science and Education*, 4(3), 232-244.
- Arliss, L. P. (1991). *Gender communication*. Englewood Cliffs, NJ: Prentice -Hall.
- Ashmore, R. D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: articulation and significance of multidimensionality. *Psychological Bulletin*, 130(1), 80–114.
- Bacon, S. (1992). The relationship between gender, comprehension, processing strategies, and cognitive and affective response in second language listening. *Modern Language Journal* 76(2), 160-178.
- Barkhuizen, G. (2004). Social influences on language learning. In A. Davies & C. Elder (Eds.): *The handbook of applied linguistics* (pp. 552-575). Oxford: Blackwell Publishing.
- Barrett, R. (1999). Indexing polyphonous identity in the speech of African American drag queens. In M. Bucholtz, A.C. Liang, & L.A. Sutton (Eds.) *Reinventing identities: The gendered self in discourse*, (pp. 313–31). New York: Oxford University Press.
- Becker, K. (2014). Linguistic repertoire and ethnic identity in New York City. *Language Community*, 35, 43–54.
- Bell, A. (2001). Back in style: reworking audience design. In P. Eckert & J. R. Rickford, (Eds.), *Style and sociolinguistic variation* (pp. 139–169). Cambridge: Cambridge University
- Bennett, M. J., Bennett, M. J., & Allen, W. (2003). Developing intercultural competence in the language classroom. In D. L. Lange & R. M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning*. A

- volume in research in second language learning* (pp. 237-270). Greenwich, CT: Information Age Publishing.
- Bennett, M. J. & Stewart, E. C. (1991). *American culture patterns*. Yarmouth, Maine: Intercultural Press.
- Berry, J. W., (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697–712.
- Bickerton, D. (1981). *Roots of language*. Ann Arbor, MI: Karoma.
- Bigham, D. S., (2010). Mechanisms of accommodation among emerging adults in a university setting. *Journal of English Linguistics*. 38(3), 193–210.
- Bigham, D. S., (2012). Emerging adulthood in sociolinguistics. *Language and Linguistics Compass*, 6(8), 533–544.
- Birdsong, D. (1990). *Second language acquisition and the critical period hypothesis*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Birdsong, D. (1992). Ultimate attainment in second language acquisition. *Language*, 68(4), 706-55.
- Boyle, J. (1987). Sex differences in listening vocabulary. *Language Learning*, 37, 273-84.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New Jersey: Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, NY: Pearson Education.
- Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.
- Bucholtz, M. (2003). Sociolinguistic nostalgia and authentication of identity, *Journal of Sociolinguistics*, 7(3), 398-416.
- Bucholtz, M. & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4), 585–614.

- Burstall, C. (1975). Factors affecting foreign language learning: A consideration of some relevant research findings. *Language Teaching and Linguistics Abstracts*, 8, 105-25.
- Cameron, D. & Kulick, D. (2003). *Language and sexuality*. Cambridge: Cambridge University Press.
- Cameron, J. E., (2004). A three-factor model of social identity. *Self and Identity*, 3(3), 239–262.
- Canale, M. & Swain, M. (1980). The theoretical bases of Communicative Approaches to second language teaching and testing. *Journal of Applied Linguistics* 1(1), 1-47.
- Carr, J. & Pauwells, A. (2006). *Boys and foreign language learning. Real boys don't do foreign languages*. Basingstoke: Palgrave Macmillan.
- Chambers, J. & Trugill, P. (1980). *Dialectology*. Cambridge: Cambridge University Press.
- Chastain, K. (1988). *Developing second-language skills: Theory and practice* (3rd ed.). San Diego: Harcourt College Publishers.
- Chomsky, N. (1976). *Reflections on language*. London: Temple Smith.
- Chomsky, N. (1988). *Language and problems knowledge: The Managua lectures*. Cambridge, Mass: MIT Press.
- Chun, E.W. (2001) The construction of white, black, and Korean American identities through African American Vernacular English, *Journal of Linguistic Anthropology*, 11(1), 52–64.
- Cook, V. (2001). *Second language learning and language teaching*. London: Arnold.
- Cook, V. J. & Newson, M. (1996). *Chomsky's Universal Grammar: An introduction*. (2nd ed). Oxford: Blackwell Publishers.
- Corder, S. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5(4), 161-170.

- Corder S. P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed). Oxford: Blackwell Publishing.
- Dekeyser, R. (2000). The robustness of critical period hypothesis effects in second language acquisition. *Studies in Second language Acquisition*, 22(4), 499-533.
- Dellit, J. (2005). *Getting started with intercultural language learning: A resource for schools*. Melbourne: Asian Languages Professional Learning Project, Asia Education Foundation.
- Donato, R. & McCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *Modern Language Journal*, 78(4), 453-64.
- Eckert, P. & McConnell-Ginet, S. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology*, 21(1), 461-490.
- Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*. New York: Teachers College Press.
- Eckert, P. (1991). Social polarization and the choice of linguistic variants. In P. Eckert (Ed.), *New ways of analyzing sound change*. New York: Academic Press.
- Eckert, P. (2000). *Linguistic variation as social practice*. Oxford: Blackwell Publishing
- Eckert, P. (2005). *Variation, convention, and social meaning*. Plenary Talk at the Annual Meeting of the Linguistic Society of America, Oakland, CA.
- Eckert, P. (2008). Variation and the indexical field. *Journal of Sociolinguistics*, 12(4), 453–476.
- Eckert, P. & Rickford, J. (2001). *Style and sociolinguistic variation*. Cambridge: Cambridge University Press.
- Edmund, T.S. (2010). *Language and linguistics: Sociolinguistics*. New York: Nova Science Publisher

- Ellis, N. C. (2003). Constructions, chunking, and connectionism: The emergence of second language structure. *The handbook of second language acquisition*. Oxford: Blackwell Publishing.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2004). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Englebert, J. (2004). Character or culture? *EFL Journal*, 24(2), 37-41.
- Fix, S., (2014). AAE as a bounded ethnolinguistic resource for white women with African American ties. *Language and Communication*. 35, 55–74.
- Foster-Cohen, S. (2001). First language acquisition and second language acquisition: ‘What’s Hecuba to him or he to Hecuba?’ *Second Language Acquisition Research*, 17(4), 313-336.
- Gardner, R. C. (2002). Social psychological perspective on second language acquisition. In R. B. Kaplan (ed.), *The Oxford handbook of applied linguistics* (pp. 160-69). Oxford University Press.
- Gardner, R. & Lambert, W. (1972). *Attitudes motivation in second language learning*. Rowley, Mass: Newbury House.
- Gatbonton, E., Tronfimovich, P., & Magid, M. (2005). Learners’ ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. *TESOL Quarterly*, 39(3), 489-511.
- Ghalami, R., Zainb Abd, S., & Ghazali, M. (2012). Social context as an indirect trigger in EFL contexts: Issues and solutions. *Canadian Center of Science and Education*, 5(3), 73-82.
- Goodenough, W. H. (1957). Cultural anthropology and linguistics. In P. L. Garvin (Ed.), *Report of the seventh round table meeting on linguistics and language study*. Washington DC: Georgetown University Press.

- Gordon, M. J. (2002). Investigating chain shifts and mergers. In J.K. Chambers & N. Schilling (Eds.), *The handbook of language variation and change* (pp. 244-266). Oxford: Willey Blackwell
- Gumperz, J. J. (1982). *Language and social identity*. Cambridge: Cambridge University Press.
- Gumperz, J. J. & Cook-Gumperz J. (2007). Style and identity in interactional sociolinguistics. In P. Auer (Ed.) *Style and social identities: Alternative approaches to linguistic heterogeneity* (pp. 477–498). Berlin, Germany: Mouton de Gruyter.
- Gumperz, J. J. & Cook-Gumperz. J. (2008). Studying language, culture, and society: sociolinguistics or linguistic anthropology? *Journal of Sociolinguistics*, 12(4), 532-545.
- Gumperz, J. J. & Hymes, D. H. (1972). *Directions in sociolinguistics: The ethnography of communication*. New York: Holt Rinehart.
- Hall, D. (2004). *Subjectivity*. London: Routledge.
- Harzing, A. W. (2006). Response styles in cross-national survey research: A 26-country study. *International Journal of Cross Cultural Management*, 6(2), 243–266.
- Heath, S. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge: Cambridge University Press.
- Heine, S. (2010). Cultural psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology*. John Wiley & Sons.
- Hogg, M. & Abrams, D. (1988). *Social identifications: A social psychology of intergroup relations and group processes*. London: Routledge.
- Holmes, J. (1992). *An introduction to sociolinguistics*. London: Longman
- Holmes, J. (1998). *Women's talk: The questions of sociolinguistic universals*. In J. Coates (Ed.), *Language and gender: A reader* (pp. 461-482). Oxford: Blackwell
- Holmes, J. & Meyerhoff, M. (2003). *The handbook of language and gender*. Oxford: Blackwell.

- Hudson, R. A. (1980). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Hudson, R. A. (1996). *Sociolinguistics* (2^{ed} ed.) Cambridge: Cambridge University Press.
- Hyltenstam, K. & Abrahamsson, N. (2003). Maturational constraints in SLA. In C. Doughy & M. Long (Eds.), *The handbook of second language acquisition* (pp. 540-588). Malden, MA: Blackwell Publishing.
- Hymes, D. H. (1968). The ethnography of speaking. In J. Fishman (Ed.), *Readings in the sociology of language* (pp. 99-138). The Hague: Mouton.
- Hymes, D.H. (1972) On communicative competence. In J.B. Pride & J. Holmes (Eds.). *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth: Penguin.
- Hymes, D. H. (1974). *Foundations in sociolinguistics: An ethnographic approach*. Philadelphia: University of Pennsylvania Press.
- Ige, B. & de Kadt, E. (2002). Gendering politeness: speech and act among Zulu second language speakers of the English language on Durban campus. *Southern African Journal of Applied Linguistics and Languages*, 20(3), 147–161.
- Ige, B. (2007). *Impoliteness in context: gender, impoliteness and construction of identities at a South African University*. An unpublished PhD Thesis. University of KwaZulu-Natal, Durban.
- Ige, B. (2010). Identity and language choice: ‘We equals I’. *Journal of Pragmatics*, 42(11), 3047–3054.
- Ioup, G. (2005). Age in second language development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 419-435). Mahwah, NJ: Lawrence Erlbaum Associates.
- Irvine, J. (2001). Style as distinctiveness: The culture and ideology of linguistic differentiation. In P. Eckert & J. R. Rickford (Eds.) *Style and sociolinguistic variation* (pp. 21–43). Cambridge, U.K.: Cambridge University Press.
- Istanto, J. W. (2009). The use of films as an innovative way to enhance language learning and cultural understanding. *Electronic Journal of Foreign Language Teaching*, 6(1), 278-290.

- Khalifa, E. (2012). The effects of age factor on learning English: A case study. *Canadian Center of Science and Education*, 5(1), 127-139.
- Kraft, B. & Geluykens, R. (2007). *Cross-cultural pragmatics and interlanguage English*. Munich: Lincom Europa.
- Kramarae, c. (1990). *Changing the complexion of gender in language research*. In G. Howard & R. W. Peter (Eds.), *Handbook of language and social psychology* (pp. 345-361). Chicester: Wiley&Sons
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, S., M. Long, & Scarcella, R. (1979). Age, rate and eventual attainment in second language acquisition. *TESOL Quarterly*, 13(4), 573-82.
- Labov, W. (1966). *The social stratification of English in New York City*. Washington DC: Center of Applied Linguistics.
- Labov, W. (1969). Contraction, deletion, and inherent variability of the English copula. *Language*, 45(4), 715–76).
- Labov, W. (1972). *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press.
- Labov, W. (2001). *Principles of linguistic change II: Social factors*. Oxford: Blackwell.
- Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in rural and urban settings. *Language Learning Applied Linguistics*, 29, 578-96.
- Lambert, W. E. (1987). The effects of bilingual and bicultural experiences on children's attitudes and social perspectives. In P. Homel, M. Palij, & D. Aaronson (Eds.),

- Childhood bilingualism: Aspects of linguistic, cognitive, and social development* (pp. 197–221). Mahwah, NJ: Lawrence Erlbaum Associates.
- Lantolf, J. (2000a). Second language learning as a mediated process. *Language Teaching*, 33(2) 79-96.
- Lantolf, J. P. (2000b). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Lantolf, J. P. & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Larsen-Freeman, D. & Long, M. (1991). *An introduction to second language acquisition research*. London: Longman.
- Larson, D. & Smalley W. (1972). *Becoming bilingual: A guide to language learning*. New Canaan, CN: Practical Anthropology.
- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lenneberg, E. H. (1967). *Biological foundations of language*. New York: John Wiley and Sons.
- Leontiev, A. N. (1978). *Activity, consciousness, and personality*. Englewood Cliffs, NJ: Prentice Hall.
- Lightbown, P. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
- Loftus, E. (1976). *Language memories in the judicial system*. Paper presented at the NWAVE Conference, Georgetown University, Washington, DC.
- Lyones, J. (1990). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.
- Macaulay, S., Ronald K., & Fought C. (2004). *Sociolinguistic variation: Critical reflections*. Oxford: Oxford University Press.
- Matsumoto, D. (2000). *Culture and psychology: People around the world*. Belmont, CA: Wadsworth.

- Matsumoto, M. (2012). *Motivational changes and their affecting factors among students from different cultural backgrounds*. Paper presented at CLaSIC 2012: The Fifth CLS International Conference Singapore.
- McConnell-Ginet, S. (2003). "What's in a name?" Social labeling and gender practices. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 69-97). Oxford: Blackwell.
- McLaughlin, B. (1987). *Theories of second language learning*. London: Edward Arnold.
- Mendoza D. N. (2008). *Home girls: Language and cultural practice among Latina Youth Gangs*. Malden, MA: Blackwell.
- Miller, J. (2000). Language use, identity, and social interaction: migrant students in Australia. *Research on Language and Social Interaction*, 33(1), 69-100.
- Mills, S. (2004). Class, gender and politeness. *Multilingua*, 23, 171–190.
- Mills, S. (2002). Rethinking politeness, impoliteness and gender identity. In J. Sunderland, & L. Litoselliti (Eds.), *Gender, identity and discourse analysis* (pp. 69–89). Amsterdam, Philadelphia: Benjamins.
- Milroy, L. & Gordon, M. (2003). *Sociolinguistics: Method and interpretation*. Oxford: Blackwell.
- Mitchell, R. & Myles, R. (2004). *Second language learning theories*. London: Hodder Arnold.
- Moyer, A. (2004). *Age, accent, and experience in second language acquisition*. Clevedon, UK: Multilingual Matters.
- Nagy, N., Chociej, J. & Hoffman, M.F. (2014). Analyzing ethnic orientation in the quantitative sociolinguistic paradigm. *Language and Communication*, 35, 9–26.
- Neufeld, G. (1978). On the acquisition of prosodic and articulatory features in adult language learning. *Canadian Modern Language Review*, 34(2), 163-74.
- Neufeld, G. (2001). Non- foreign-accented speech in adult second language learners: Does it exist and what does it signify? *ITL Review of Applied Linguistics*, 133-134.

- Noels, K. A. (2014). Language variation and ethnic identity: A social psychological perspective. *Language & Communication*, 35(1) 88–96.
- Noels, K. A. & Giles, H. (2009). Social identity and language learning. In W. C. Ritchie & T. K. Bhatia (Eds.), *The new handbook of second language acquisition* (pp. 647–670). Bingley: Emerald.
- Norton, B. & Toohey, K. (2002). Identity and language learning. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 115-123). Oxford: Oxford University Press,.
- Nyikos, M. (1990). Sex related differences in adult language learning: socialization and memory factors. *Modern Language Journal*, 74(3), 273-287.
- Odlin, T. (1993). Review of rediscovering interlanguage. *Journal of Applied Linguistics and Language*, 69(2), 138-192.
- Olsen, L. & Samuels, S. (1973). The relationship between age and accuracy of foreign language pronunciation. *Journal of Educational Research*, 66(2), 263-67.
- Patkowski, M. (1990). Age and accent in a second language: a reply to James Emir Flege. *Applied Linguistics*, 11, 73-89.
- Penfield, W. & Roberts, L. (1959). *Speech and brain mechanisms*. New York: Athneum Press.
- Phinney, J., Ong, S. & Anthony D., (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology*, 54(3) 271-281 .
- Pienemann, M. (1998). *Language processing and second language acquisition: Processability theory*. Amsterdam: John Benjamins.
- Piller, I. (2002) Passing for a native speaker: identity and success in second language learning. *Journal of Sociolinguistics*, 6(2), 179–206.
- Pishghadam, R. (2011). An application of a questionnaire of social and cultural capital to English language learning. *Canadian Center of Science and Education*, 3(3), 151-158.

- Preston, D. (1989). *Sociolinguistics and second language acquisition*. Oxford: Blackwell.
- Richards, T. C. & Rodgers, T. C. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Robinson-Stuart, G. & Nocon, H. (1996). Second culture acquisition: Ethnography in the foreign language classroom. *Modern Language Journal*, 80(4), 431-449.
- Sankoff, G. (1980). *The social life of language*. Philadelphia: University of Pennsylvania Press.
- Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. MA: Addison-Wesley.
- Saville-Troike, M. (1984). What really matters in second language learning for academic achievement? *TESOL Quarterly*, 18(2), 199-219.
- Saville-Troike, M. (1996). The ethnography of communication. In S. L. McKay & N. H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 351-82). Cambridge: Cambridge Applied Linguistics
- Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- Saville-Troike, M. (2009). *Introducing second language acquisition* (7th ed). Cambridge: Cambridge University Press.
- Schumann, J. (1978). The acculturation model for second language acquisition. In R. Gingras (Ed.), *Second language acquisition and foreign language teaching* (pp. 27-50). Arlington, VA: Center for Applied Linguistics.
- Schumann, J. (1986). Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development*, 7(5), 379-392.
- Scovel, T. (2000). A critical review of the critical period hypothesis. *Annual Review of Applied Linguistics*, 20, 213-235.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-231.

- Selinker, L. (1992). *Rediscovering interlanguage*. London: Longman.
- Singleton, D., & Ryan, L. (2004). *Language acquisition: The age factor* (2nd ed.). Clevedon, UK: Multilingual Matters.
- Skehan, P. (1990). The relationship between native and foreign language learning ability: Educational and linguistic factors. In H. Dechert (Ed.), *Current trends in European second language acquisition research* (pp. 83-106). Clevedon, UK: Multilingual Matters.
- Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Slobin, D. (1970). Universals of grammatical development in children. In G. Flores d'Arcais & W. Levelt (Eds.), *Advances in psycholinguistics* (pp. 77-91). Amsterdam: North-Holland Publishing.
- Smith, P. B. (2011). Communication styles as dimensions of national cultures. *Journal of Cross Cultural Psychology*, 42(2), 216–233.
- Spencer-Oatey, H. (2000). *Culturally speaking: Managing rapport through talk across cultures*. London and New York: Continuum.
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford: Oxford University Press.
- Sterling, P. (2000). *Identity in language: An exploration into the social implications of linguistic variation*. Agora Journal, Texas A and M University.
- Stern, H. H. (1970). *Perspectives on second language teaching*. Toronto: Ontario Institute for Studies in Education.
- Stern, H. H. (1991). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Stern, H. H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- Sweetland, J. (2002). Unexpected but authentic use of an ethnically-marked dialect. *Journal of Sociolinguistics*, 6(4), 514–36.

- Tajfel, H. & Turner, J. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Monterey, CA: Brooks and Cole
- Tomasello, M., (2003). *Constructing a language: A usage-based theory of language acquisition*. Cambridge, MA: Harvard University Press.
- Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice*. Clevedon: Multilingual Matters.
- Trudgill, P. (1995). *Sociolinguistics: An introduction to language and society* (3rd ed). Hamondsworth, England: Penguin Books.
- VanPatten, B. & Benati A. G. (2011). *Key terms in second language acquisition*. NY: Continuum International Publishing Group.
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: MIT Press.
- Wagner, S.E., (2014). Linguistic correlates of Irish-American and Italian-American ethnicity in high school and beyond. *Language and Communication*, 35(1), 75–87.
- Wardhaugh, R. (2006). *An introduction to sociolinguistics* (3rd ed). Oxford: Blackwell Publishing.
- Wardhaugh, R. (2008). *An introduction to sociolinguistics* (5th ed). Oxford: Blackwell Publishing.
- Weedon, C. (1997). *Feminist practice and poststructuralist theory* (2nd ed). London: Blackwell.
- Wenger, E. (1998). *Communities of practice*. Cambridge: Cambridge University Press.
- Whorf, B. (1956). Science and linguistics. In J. Carroll (ed.), *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, MA: Massachusetts Institute of Technology Press.
- Wood, J.T. (2013). *Gendered lives: Communication, gender, and culture* (10th ed). Boston: Wadsworth, Cengage Learning.
- Yip, T. (2013). Ethnic identity in everyday life: the influence of identity development status. *Child Development*, 85(1), 21-35.

Zhang, R. & Noels, K. A. (2012). When ethnic identities vary: cross-situation and within-situation variation, authenticity and well-being. *Journal of Cross - Cultural Psychology*, 44(2), 552–573.

<http://1-https://statistics.laerd.com/minitab-tutorials/>

<http://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/>

<http://support.minitab.com/>

<http://www.simplypsychology.org/likert-scale.html>

<http://www.socscistatistics.com/>

<https://statistics.laerd.com/spss-tutorials/kendalls-tau-b-using-spss-statistics.php>

<https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

<https://www.surveygizmo.com/survey-blog/likert-scale-what-is-it-how-to-analyze-it-and-when-to-use-it/>

<http://www.support.minitab.com/en-us/minitab/>

APPENDICES

APPENDIX 1. Questionnaire of pilot study

Dear Participant,

This is a questionnaire including questions in three parts, aiming to find out the relationship between sociocultural factors and learner's interlanguage development. Your opinions about the questions patiently and accurately is requested. All your responses will be confidential and the researcher will be the only one who will have access to the information in your responses. Participation in this study is completely optional and voluntary.

Thank you for participation.

1) Gender: **Female** ① **Male** ②

2) Age: **18-19** ① **20-22** ② **23-25** ③ **26+** ④

Part A) This section aims to identify your opinions about the relationship between the context of language behavior and learner's language manner and interlanguage. Please mark the number which shows your opinion appropriately.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I speak differently with different people.	⑤	④	③	②	①
2. I speak in the same way with different people.	⑤	④	③	②	①
3. I change my way of speaking in different places.	⑤	④	③	②	①
4. I change my way of speaking in different occasions.	⑤	④	③	②	①
5. The age of my interlocutors does not affect my way of speaking.	⑤	④	③	②	①
6. I pay attention to the age of my interlocutors.	⑤	④	③	②	①

7. The age of my interlocutors affects my way of speaking.	⑤	④	③	②	①
8. I speak affectionately with children.	⑤	④	③	②	①
9. I speak respectfully with the elderly.	⑤	④	③	②	①
10. I speak formally with strangers.	⑤	④	③	②	①
11. The gender of my interlocutors affects my way of speaking.	⑤	④	③	②	①
12. I normally speak in gentle and feminine way with woman.	⑤	④	③	②	①

Part B) This part tries to identify the effects of social factors on learner's interlanguage and language behavior. Please mark the number which shows your ideas appropriately.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I change my way of speaking according to different social norms.	⑤	④	③	②	①
2. Social status of my interlocutors has no effect on my speech manner.	⑤	④	③	②	①
3. Social class of my interlocutors affects my language behavior.	⑤	④	③	②	①
4. I feel anxious when speaking with a person from high social class.	⑤	④	③	②	①
5. I feel relax in speech with people from lower social class.	⑤	④	③	②	①
6. The economic status of people has no effects on my speech manner.	⑤	④	③	②	①
7. The economic position of my interlocutors affects my way of speaking.	⑤	④	③	②	①
8. I adapt my speech manner according to the socio-political status of my interlocutors.	⑤	④	③	②	①
9. Educational level of my interlocutors affects my language behavior.	⑤	④	③	②	①
10. I normally speak formally with high educated people.	⑤	④	③	②	①
11. Having shared social norms facilitates my language learning.	⑤	④	③	②	①

Part C) This part aims to clarify the relationship between cultural and ethnic factors and language behavior of learner. Please mark the number which you think is appropriate.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I speak formally with strangers.	⑤	④	③	②	①
2. I adapt my way of speaking according to ethnic values of my interlocutors.	⑤	④	③	②	①
3. I pay attention to cultural belonging of my interlocutors.	⑤	④	③	②	①
4. Cultural values are neutral in my speech manner.	⑤	④	③	②	①
5. Using expressions containing ethnic values can be understood better.	⑤	④	③	②	①
6. Paying attention to the cultural norms gives confidence in my communications.	⑤	④	③	②	①
7. Having shared ethnic values facilitates my language learning.	⑤	④	③	②	①
8. Facing different cultural norms cause difficulty in my language development.	⑤	④	③	②	①

APPENDIX 2. The Questionnaire of Study

Dear Participant,

This is a questionnaire including questions in three parts, aiming to find out the relationship between sociocultural factors and learner's interlanguage development. Your opinions about the questions patiently and accurately is requested. All your responses will be confidential and the researcher will be the only one who will have access to the information in your responses. Participation in this study is completely optional and voluntary.

Thank you for participation.

3) Gender: **Female** ① **Male** ②

4) Age: **18-19** ① **20-22** ② **23-25** ③ **26+** ④

Part A) This section aims to identify your opinions about the relationship between the context of language behavior and learner's language manner and interlanguage. Please mark the number which shows your opinion appropriately.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I speak differently with different people.	⑤	④	③	②	①
2. I speak in the same way with different people.	⑤	④	③	②	①
3. I change my way of speaking in different places.	⑤	④	③	②	①
4. I change my way of speaking in different occasions.	⑤	④	③	②	①
5. I pay attention to the age of my interlocutors.	⑤	④	③	②	①
6. The age of my interlocutors affects my way of speaking.	⑤	④	③	②	①
7. I speak affectionately with children.	⑤	④	③	②	①

8. I speak respectfully with the elderly.	⑤	④	③	②	①
9. I speak formally with strangers.	⑤	④	③	②	①
10. The gender of my interlocutors affects my way of speaking.	⑤	④	③	②	①
11. I normally speak in gentle and feminine way with woman.	⑤	④	③	②	①

Part B) This part tries to identify the effects of social factors on learner's interlanguage and language behavior. Please mark the number which shows your ideas appropriately.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I change my way of speaking according to different social norms.	⑤	④	③	②	①
2. Social status of my interlocutors has no effect on my speech manner.	⑤	④	③	②	①
3. Social class of my interlocutors affects my language behavior.	⑤	④	③	②	①
4. I feel anxious when speaking with a person from high social class.	⑤	④	③	②	①
5. I feel relax in speech with people from lower social class.	⑤	④	③	②	①
6. The economic position of my interlocutors affects my way of speaking.	⑤	④	③	②	①
7. I adapt my speech manner according to the socio-political status of my interlocutors.	⑤	④	③	②	①
8. Educational level of my interlocutors affects my language behavior.	⑤	④	③	②	①
9. I normally speak formally with high educated people.	⑤	④	③	②	①
10. Having shared social norms facilitates my language learning.	⑤	④	③	②	①

Part C) This part aims to clarify the relationship between cultural and ethnic factors and language behavior of learner. Please mark the number which you think is appropriate.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I speak formally with strangers.	⑤	④	③	②	①
2. I adapt my way of speaking according to ethnic values of my interlocutors.	⑤	④	③	②	①
3. I pay attention to cultural belonging of my interlocutors.	⑤	④	③	②	①
4. I pay attention to ethno-cultural values in my communications.	⑤	④	③	②	①
5. Using expressions containing ethnic values can be understood better.	⑤	④	③	②	①
6. Paying attention to the cultural norms gives confidence in my communications.	⑤	④	③	②	①
7. Having shared ethnic values facilitates my language learning.	⑤	④	③	②	①
8. Facing different cultural norms cause difficulty in my language development.	⑤	④	③	②	①

CURRICULUM VITAE

Personal Information

Name & Surname : Mohammad Hassan GHARAKHANLOU

Place & Date of Birth : Tabriz / IRAN 31.04.1959

Educational Background

BA : Social Sciences (Sociology), Tabriz, Iran,
Tabriz University

BA : English Language and Literature, Tabriz, Iran,
Tabriz Azad University

MA : English Language Teaching, Tabriz, IRAN, Tabriz Azad
University

PhD : English Language Teaching, Erzurum, TURKEY,
Ataturk University

Field of Interest

Applied Linguistics, Sociolinguistics, Sociology of
Language

Email: gharakhanlou_mh@hotmail.com