

# Exploring the Impact of ESL Learning on the Culture of Undergraduates at Aligarh Muslim University, India

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## Abstract

*The relationship between language and culture has become an integral part of language education in recent times. This study explores the impact of second language learning on the culture of ESL undergraduates at Aligarh Muslim University, AMU, India. The study investigates the status of second language learning effects on undergraduates' culture in the ESL context; of AMU, India. The study employed a quantitative method to collect the data. A 5-point Likert scale in paper and pencil questionnaire-based study was designed to explore the issue mentioned above based on a dataset of convenience sampling of 286 undergraduate students at AMU, India. The study used structural equation modelling (SEM) through SPSS 20 and Amos 20 for data analysis. The study found an overall significant effect of the selected constructs (attitudes, perception of content, perception of learning) of second language learning on the ESL undergraduates' culture. According to the research findings, a connection exists between language and culture.*

**Keywords:** Second Language Learning (SLL), Culture, ESL, Structural Equation Modelling (SEM)

## Background and Rationale

Since English has become a worldwide language due to the growing demands and interdependence of countries, studying English as a second language has become more critical for individuals worldwide (Graddol).

Hence, second language learning has been rich and attractive landscape in applied linguistic studies. Since the 1950s, there has been a dramatic development in second language research. The purpose has been to develop and improve language learning and teaching to accommodate the learner's needs to master the English language. The objectives of early studies of second language learning have been to develop the learner's four language skills, emphasizing grammar and vocabulary (Littlewood).

Due to the increasing need for English as an international language, second language research has shifted towards using English for effective communication in a multicultural world. In the 1980s, the developments in linguistic anthropology gave an interest to culture in language education. Since then, culture has been an object of heated debate and growing interest in second language learning vis-à-vis culture teaching, cultural content, culture learning, and culture-language nexus (Kramsch).

Given that qualitative studies investigating language and culture are abundant, this study is among scanty quantitative studies that quantitatively explore language and culture connections using statistical analysis. Among qualitative studies is a study by (Kuo and Lai) investigating the relationship between culture and language. In their article, they discussed the impact of culture on second language learning by suggesting ways to implement instructional strategies for teaching the second language through culture. They underlined the inseparable relationship between language and culture.

(Nawaz et al.) and (Murtisari and Gai Mali) studied language and culture through descriptive statistics, and this study explores the impact of learning English as a second language on undergraduates' culture through causal relation using the Structural Equation Model (SEM).

The study results will be of practical relevance to applied linguists, educators, curriculum and material developers and ELT professionals. The study will draw the attention of concerned parties to the importance of teaching and incorporating cultural elements in ESL courses to develop students' communicative ability and cultural expertise.

In the ESL Indian context, second language learning/teaching underwent substantial advances two centuries ago; see our discussions below. In such a rich and dramatic development of ESL, especially in a multilingual and multicultural context, the question of the effect of second language learning on the individuals' natal culture in this globalized era is needed to be explored.

### **Literature Review**

The relationship between language and culture dates back to more than a century ago when Sapir and his student Whorf inducted that language and culture cannot be interpreted separately. Since then, research in linguistics and anthropology has been investigating the intricate relationship between language and culture (Wardhough and Fuller).

In the 1980s and 1990s, second language teaching methodologies began incorporating aspects of culture in second language teaching and learning with instructions on second language skills (Hinkel).

In second language learning, culture is integral and is supposed to enhance the learners' language development. Conversely, it is possible that second language learning can affect the learners' natal culture. This complicated relationship between second language learning and culture is reviewed below in the literature.

### **Second Language Learning/Teaching in India**

English has a substantial status in India. Due to the ever-changing advancement in this globalized era in software systems, mass communication, media, information system, technology, science, trade, industry, law, education, economy, etc., English has gained a significant status as the official language in all the fields, as mentioned earlier. This status and function of a language in a country are described as a 'second language (Crystal). In addition, in a multicultural and multilingual country like India, English has an important role. It functions as a lingua franca to connect the nation at interstate and intrastate levels (Khan).

Given the prominence of English in India, it makes sense to include it in all facets of the country's educational system as a practical measure to improve SLL and pedagogy. Since the turn of the last century, many commissions and committees have provided insightful recommendations for the growth of the English as a Second Language field. English eventually replaced other languages as the language of instruction in many secondary schools and colleges for pedagogical and political reasons (Khan).

The historical development of ESL in India has progressed through commissions and committees providing resolutions for enhancing English as a second language. English as a second language (ESL) education and instruction in India have benefited from advances in linguistic pedagogy, applied linguistics, and sociolinguistics, coinciding with a growing demand for ESL education and instruction in the country. Improvements in Second Language Learning and Instruction, focusing on pedagogical practices, curricular resources, and test-taking strategies, did not begin until the 1950s and 1960s. The development also goes vis-à-vis teacher education, language curriculum, methodology and evaluation (Khan, Hussein).

Currently, many inputs have been made by the UGC to enhance SLL and teaching in colleges and universities. At the higher education level, plenty of specialized SLL and teaching institutes, both at the central and state level, have existed. The department of English in central and state institutes like IIT, NCERT, NISER, SCERT, ELTI, Advanced Centre of Education, and Engineering and Management Colleges have also existed. They aim to develop SLL, help students acquire the four language skills listening, speaking, reading, and writing (LSRW), and equip them to use English communicatively in a multicultural context. At the education level, English has become the language of instruction in government-aided schools in developed areas, in private schools, and an associate language in secondary and primary schools in many other parts of the states.

Nevertheless, efforts and improvements to enhance SLL and teaching have been a response to people's growing awareness about the global position of English and the essential role of English in building a better career. Besides, it was also due to the increasing demands for English in the fields of technology, industry, travel, higher education, science, medical, chemistry, engineering, etc., The degree to which English is introduced is no more a subject of intellectual debate or practicality but of political reaction to people's goals and aspirations. (Amritavalli et al).

On the whole, SLL and teaching in India have undergone an unceasing outgrowth to advance SLL and to develop individuals' ability to use language efficiently and communicatively in a multicultural setting.

### **The Concept of Culture**

Culture is a broad term. It has as many definitions as there are disciplines and authors in the field. It comprises all aspects of human life and covers as many disciplines as anthropology, archaeology, psychology, sociology, linguistics, etc.

For anthropologists, the concept of culture has been given a proliferation of definitions. All of these share roughly the concept that culture encompasses people's behaviours, values, attitudes, knowledge, practices, beliefs, thinking, etc. (Geerts,

Duranti, Foley, Kroeber and Kluckhohn). (Les Beldo 147) cited Tylor's 1871 definition of culture as "Everything is culture". (Ferraro and Andreatta 28) defines the concept of culture as "everything that people have, think, and do as members of a society". Culture relates to people's minds and thinking. (Hofstede et al. 6) refer to culture as "the collective programming of the mind that distinguishes the members of one group or category of people from others". These sample of definitions show how culture is viewed differently by different disciplines. Nevertheless, these definitions share the concept that culture is a way of people's life. Hence, based on the definitions given here, we recourse to the aspects and features of culture below.

On the other hand, some basic features of culture can be tackled here to demystify the concept. Culture can be learned and transmitted through interaction (Ferraro and Andreatta, Samovar, Beldo). Such transmission and learning create knowledge of the world around us which can be regarded as culture (Duranti).

According to (Ferraro and Andreatta), culture is symbolic in the sense that we can use language symbols to assimilate everything around us. It can be shared through meaning related to ideas and people's behaviours. The various parts of culture are inextricably connected. Thus it is a combined whole. Hence, apart from the definition above, this is the concept we adopt here about culture.

### **Language and Culture**

There is an abundance of literature that accentuates the intricate relationship between language and culture (Foley, Duranti, Ferraro and Andreatta, Hymes, Kramch, Brown). (Duranti 27) describes how culture and language are closely related "To know a culture is like knowing a language. They are both mental realities. Furthermore, to describe a culture is like describing a language." Indeed, it is argued that language is the 'carrier' of culture because it is through language that we come to know about culture (Duranti).

In a discussion about the inseparable relationship between language and culture and the influence of language upon culture, it is claimed that language expresses, substantiates, and symbolizes culture.

That is to say; we use language to transmit our thoughts, demonstrate our values, and represent our experiences. These thoughts, values and experiences are not our own. They are a result of our perception and interaction with the outside world. In other words, they result from our interaction with the context around us. In fact, they are a result of the influence of the culture around us (Kirk). (Geertz 5) holds that “culture ... is public ... it does not exist in someone’s head”. Hence, culture and language can influence each other as interactive disciplines.

In the Sapir-Whorf hypothesis about linguistic relativity, Sapir recognized the intricate relationship between language and culture, affirming that the knowledge of one is necessary for comprehending the other. Although there is no consensus that language is supposed to impact the conceptualized system of the individual, the Sapir-Whorf hypothesis about linguistic relativity is influential in this regard. They claim that the linguistic structure of an individual has an impact on the person’s worldview. In other words, language influences culture (Wardhaugh and Fuller).

For instance, if the English word ‘UNCLE’ refers to an individual’s father’s brother, father’s sister, father’s brother’s wife, father’s sister’s wife, an individual will probably behave with each one in the same way - regardless of the degree of kinship - and will look at them in an equal degree of kinship (Ferraro and Andreatta).

### **Culture and Second Language Learning**

It has been indicated above that language and culture have a reciprocal relationship. They are inseparable. In second language teaching and learning, the target language impacts the learners’ culture since language is the transmitter of culture. Language is the carrier of culture because “language cannot be used without carrying meaning and referring beyond itself, even in the most sterile environment of the foreign language class.” (Gao 58). To put it another way, culture is embedded in language and the target language that a person studies may affect the culture of that individual. The inseparability of language and culture in second language learning is highlighted by (Brown 177): “A language is a part of the culture, and culture is a part of a language; the two are intricately interwoven so

that one cannot separate the two without losing the significance of either language or culture. In other words, language and culture cannot be separated.” In fact, some scholars argue that language is culture (Gao, Tang). Second language learning, in turn, can be influenced by culture. The knowledge of culture is essential for obtaining language proficiency (Kramch, Littlewood, Damen, Corbett). In short, in a second language, learning and teaching language and culture impact each other. Learning the language might influence the learner’s culture, and cultural knowledge, in turn, is indispensable for effective language learning.

### **Study Questions and Objectives**

This study questions whether learning English as a second language affects the ESL students’ culture. It tries to explore the status of the impact of ESL learning on the learners’ native culture. ESL learning is supposed to implicitly or explicitly include some cultural elements of the target language as ‘language learning is culture learning’ (Gao59). Even though ESL learners aim at mastering the four language skills, they implicitly or explicitly learn the target language’s culture. Hence, the study tries to answer the following research questions:

- Does second language learning impact the undergraduates’ native culture at Aligarh Muslim University, India?
- To what extent does second language learning impact the culture of ESL undergraduates at Aligarh Muslim University, India?

### **Hypotheses Development**

Numerous studies exist about the effect of language on culture, but very few studies have investigated the impact of SLL on students’ own culture. It is noticeable that the above studies are similar but not identical to our study. Although few similar studies have been done on the impact of language learning in ESL contexts on the culture of ESL learners, it is worth mentioning their findings and conclusions here upon which hypotheses of this study have been drawn. (Nawaz et al.) in their exploration of “Language and Culture (With Special Reference to English Language and Punjabi Culture)”, have conducted a study on 200 participants from

the University of Sargodha, Sargodha, Pakistan - to explore the extent to which the English language has influenced the culture of the Sub-continent. Their findings show language and culture are closely intertwined.

Another study upon which study hypotheses have been developed is the study which has been conducted on “Impact of English on the Indonesian Language and Culture: High School Students’ Perceptions” by (Murtisari and Gai Mali). The study sample was 333 high school students from five schools in Salatiga, Central Java - Indonesia, to explore the perception of Indonesian high school students towards the impact of English on the Indonesian language and culture amid concerns about the hegemony of the international language and the country’s efforts to maintain its national language. The result reveals more substantial perceived tensions between the national language/culture and English. This study shows a different finding than has been demonstrated in (Nawaz et al.). It is worth noting that (Murtisari and Gai Mali’s) findings also disagreed with the previous studies they discussed. Another relevant study out of which study hypotheses have been developed is (Gómez Rodríguez). This article compares and contrasts three communicative EFL textbooks, the primary tools for teaching English abroad. This research set out to determine whether or not textbooks feature examples of what he termed and categorized as “surface culture” or “deep culture,” and its results suggest that the textbooks only include static and congratulatory content of surface culture and leave out deep culture which is a transformative and multifaceted form of culture.

Hence, the study aims to test the following developed null hypotheses:

- H01: There is no impact of perception of content on surface culture.
- H02: There is no impact of perception of content on deep culture.
- H03: The perception of learning has no impact on surface culture.
- H04: The perception of learning has no impact on deep culture.
- H05: There is no influence of attitudes on surface culture.
- H06: There is no influence of attitudes on deep culture.

## Conceptual Framework

The study explores the status of the effects of second language learning on AMU undergraduates’ culture. The study focuses on the status of the effects of second language learning on culture. The study selected three constructs (attitudes, perception of content, perception of learning) of second language learning to measure the effect of second language learning on the AMU undergraduates’ surface culture and deep culture. Based on the above-proposed hypotheses, the study developed the following conceptual model, which can be seen in the below figure.

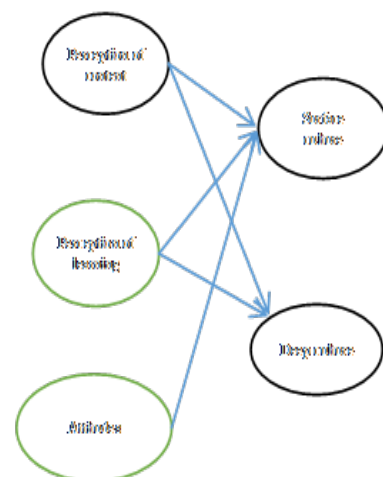


Figure 1 Conceptual Model

## Defining Constructs

### Independent Variables

**Perception of language learning:** What an individual makes sense of in light of his or her own life experiences and world view (Pickens), about learning a second language and its culture.

**Perception of content:** What an individual makes sense of in light of his or her own life experiences and world view (Pickens), about the cultural content they have learned and to which they got exposure.

**Attitudes:** The individuals’ opinions, ideas and prejudices about the English language. The person’s general mindset or propensity to act in a certain way as a result of upbringing and personality (Pickens).



## Dependent Variables

**Surface Culture:** the easily observable (Hinkel) and static elements representing a nation (Gomes Rodríguez).

**Deep Culture:** embraces invisible meanings associated with a region, a group of people, or subcultures that reflect their particular sociocultural norms, lifestyles, beliefs, and values (Rodríguez).

## Methodology

While few studies have used descriptive statistics to investigate the link between culture and language (see, for example, (Nawaz et al.), and (Murtisari and Gai Mali), this study uses Structural Equation Modelling (SEM) to explore the impact of SLL on the students' native culture. Two variables have been identified for the study: SLL (second language learning) as the predictor variable and the learners' culture (the predicted variable). This study employed a quantitative method using a 5-point Likert scale in paper and pencil questionnaire technique.

The analysis of data has been done using SPSS version 20 and employed Exploratory Factor analysis (EFA) and Confirmatory Factor analysis (CFA), through which five factors have been extracted from the questionnaire responses. Structural equation modelling (SEM) has also been used to test the hypotheses and to examine the model fit. The methodology explores the general nature of the causal relation between SLL and culture.

## Study Instrument and Data Collection

The study developed a 5-point Likert scale questionnaire containing 28 simply and briefly worded items which are adapted from (Nawaz et al.) and (Murtisari & Gai Mali) and developed by (Gomez Rodríguez) and are described in table 2 below. It is composed of six parts: (1) demographic details about the participants, (2) a scale of attitudes towards the English language, (3) a scale of perception of content, (4) a scale of perceptions of language learning, (5) a scale of perceptions of surface culture, and (6) a scale of perceptions of deep culture.

The first part of the questionnaire addressed the students' demographics, such as gender, age, education/major, years of learning English, religion,

and native languages. The second part of the questionnaire was composed of 4-items employed to explore the students' general attitudes, views and prejudice toward the English language. The third section addressed the participants' perception of content (P.C.). This part contained 6-items about the respondents' perceptions of the 'cultural' content they have learned. In the fourth part, the participants' perception of language learning has been tackled. This part contained 7-items about the students' perception of language learning's effect on their native culture. The fifth part targeted the respondents' surface culture, such as holidays, customs, celebrations, etc. This part contained 7-items. The last part addressed participants' deep cultures, such as lifestyles, beliefs, and values. The last part contained 5-items. The total items and component categories of the questionnaire are given in table 2 below. The scale of responses contains 5-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree).

To collect the data, the researchers selected Maulana Azad Library, the university's library, which is open daily to students from 7: am to 2: am., where a large number of students are regular comers to the university. The library is divided into sections where undergraduates occupy separate sections.

The data were collected after seeking the librarian's consent; thereafter, five hundred questionnaires were administered to students on paper and pencil around 11: am and collected back around 3: pm on the same day. Two hundred eighty-six responses have been collected back. The questionnaire was administered on paper and pencil to allow for a greater sample size and a more streamlined data analysis procedure.

**Table 1 Component Categories**

Component category	Type	No. of items	Source
Perception of content	adapted	6	Nawaz et al.
Perception of learning	adapted	7	Nawaz et al.
Attitudes	adapted	3	Murtisari and Gai Mali
Surface culture	Self-constructed	7	Gomez Rodríguez
Deep Culture	Self-constructed	5	Gomez Rodríguez

### Participants

Participants of the study are undergraduates from four colleges (B.A., B.TECH, B.COM, & B.Sc.) in Aligarh Muslim University (AMU), Uttar Pradesh, India. Participants are 286 undergraduates selected through convenience sampling who are regular comers to Maulana Azad Library, the university’s library, which is open to students to study from 7:am to 2:am.

Participants are 286 undergraduates, which is an adequate sample size according to (Cohen et al.). 263 males and 23 females, 205 are Muslims, and 81 are Hindu. The number of students between the age of 21-25 is 163, and 106 are between 15-20 years. The

rest is 17 students between the ages of 26-30. Most students 112 have language learning experience between 16-20 years, whereas 76 have language learning experience between 10-15 years. Ninety-eight students have experience learning English between 20-25 years. The language of 180 students is Hindi, whereas 41 speak Urdu, and 50 students speak Hindi and Urdu. The rest of the participants is 15 who speak Bengali. The study includes participants’ details because of the cultural effect of demographic details such as religion on students’ responses which is mentioned in the discussion and findings section. Participants’ details are shown in table one below.

**Table 2 Participants’ Profile**

Descriptive Statistics					
	N	Demographic details			
Gender	286	Male	Female		
		263	23		
Religion	286	Muslim	Hindu		
		205	81		
Age	286	15-20	21-25	26-30	
		106	163	17	
Years of learning English	286	10-15	16-20	20-25	
		76	112	98	
Language	286	Hindi	Urdu	Hindi & Urdu	Bengali
		180	41	50	15
Faculties & Departments	286	B.A	B.Tech	B.Com	B.Sc
		23	126	68	69
Valid N (listwise)	286				

### Data Analysis and Results

The data has been analyzed using SPSS version 20 and Amos version 20. The researchers employed structural equation modelling (SEM) to analyze and examine the data. The researchers first used EFA (exploratory factor analysis) and CFA (confirmatory factor analysis) to test the correlation between items and latent constructs and create the validity and reliability of the items and techniques employed.

Before EFA, the factor analysis shows a satisfactory adequate sampling Kaiser-Meyer-Olkin (KMO) value of 0.792 and a significant value of 0.000 of Bartlett’s Sphericity test. Both results showed a satisfactory outcome to proceed with factor analysis (see table 3 below).

**Table 3 KMO & Bartlett’s Test.**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.691
Bartlett's Test of Sphericity	Approx. Chi-Square	1868.731
	df	378
	Sig.	.000

### Exploratory Factor Analysis (EFA)

The researchers then applied Exploratory Factor Analysis (EFA) to cluster the questionnaire items into homogenous sets and create new factors to construct the study dimensions (Pett, Lackey et al.; Thompson). Out of 28 items of the questionnaire, only 22 items have been categorized by exploratory factor analysis

and extracted into five dimensions. The rotation of the extracted categories shows five factors named; surface culture, five items; perception of learning, six items; attitudes, three items; perception of content, 4-items; and deep culture, 4-items (see table 4 below).

**Table 4 Rotated Component Matrix**

	Component				
	1	2	3	4	5
SC22	.859				
SC23	.770				
SC21	.757				
SC19	.631				
SC18	.627				
PL12		.724			
PL15		.666			
PL13		.601			
PL9		.574			
PL16		.553			
PL11		.544			
A1			.760		

A2			.683		
A3			.674		
PC4				.678	
PC6				.639	
PC5				.577	
PC8				.553	
DC26					.707
DC24					.667
DC25					.640
DC27					.562

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.  
a. Rotation converged in 6 iterations.

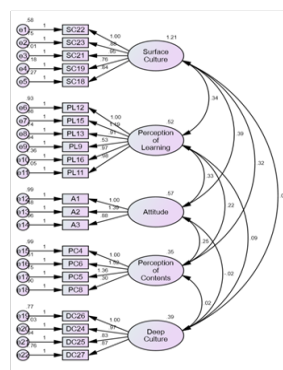
The variance of each component extracted shows 24.075% for surface culture, 9.722% for the perception of learning, 8.307% for attitudes, 6.617% for the perception of content, and 5.277% for deep culture, which sums total variance of 53.997% and explains approximately 54% of the variability in the extracted variables (see table 5 below).

**Table 5 Variance**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.296	24.075	24.075	3.296	24.075	24.075	3.467	15.759	15.759
2	2.139	9.722	33.797	2.139	9.722	33.797	2.503	11.376	27.135
3	1.827	8.307	42.103	1.827	8.307	42.103	2.065	9.385	36.520
4	1.456	6.617	48.720	1.456	6.617	48.720	2.007	9.123	45.642
5	1.161	5.277	53.997	1.161	5.277	53.997	1.838	8.355	53.997

**Confirmatory Factor Analysis**

Using Amos version 20, the researchers applied Confirmatory Factor Analysis to specify a model of correlation and variables loading vis-à-vis factors. All endogenous and exogenous variables are presented in one multi-factorial confirmatory factor analysis model. The model shows the loading of variables on factors and the correlation between rotated factors (see fig. 1 below).



**Figure 2 CFA Model**



Furthermore, the measurement of fitness of the items to the model shows adequate results of the goodness of fit indicators such as the chi-square factor loading(CMIN/DF)is 1.615, the goodness of fit index (GFI) is 0.848, the comparative fit

index(CFI) is 0.86, and the root mean square error of approximation was RMSEA 0.062. These measurements show the validity of the CFA model applied (see table 6 below).

**Table 6 CFA Model Fit**

Fit index	Recommended Values	Observed Value	Remark	References
CMIN/ DF	1 – 5	1.615	Satisfactory	Marsh & Hocevar, 1985
GFI	0 ≤ 1	0.848	Satisfactory	öreskog and Sörbom (1984)
CFI	≤ 0.95	0.86	Satisfactory	Bentler, 1990
RMS	≥ 0.09	0.062	Satisfactory	Steiger and Lind (1980)

**Reliability and Validity Tests**

In structural equation modelling, Confirmatory Factor Analysis (CFA) has usually been used to assess construct validity (Jöreskog).The validity of both endogenous and exogenous variables has been tested usingconstruct validity, convergent validity, and discriminant validity.

**Construct Validity**

The tests of construct validity have been shown in the model fit tests above. When the Fitness Indices are satisfactory, the model shows that construct validity has been achieved.

**Convergent and Discriminant Validity**

The convergent validity shows the degree to which items in one dimension are related (Kline). The average variance extracted (AVE) is used for testing the convergent validity where the value ≥ 0.05 indicate an adequate convergent validity (Fornell and Lacker). In addition, the discriminant validity has been tested by comparing the AVE with the Maximum Share Variance (MSV). If MSV is less than AVE, discriminant validity is achieved (Lucas, R. E., Diener, E., & Suh, 1996).

**Composite Reliability**

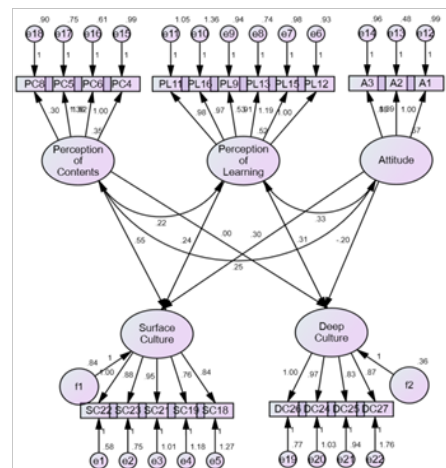
On the other hand, the composite reliability has been tested through Amos version 20. It determines the degree to which a set of observable variables are clustering into a single scale and shows how well each variable is associated with the overall scale (Bollen). Table 7 below shows satisfactory results of AVE, C.R. andMSV for each model factor.

**Table 7 Reliability and Validity**

	CR	AVE	MSV	Maxx(H)
Perception of Contents	0.728	0.531	0.320	0.719
Surface Culture	0.835	0.506	0.241	0.851
Perception of Learning	0.727	0.513	0.366	0.742
Attitude	0.712	0.560	0.366	0.771
Deep Culture	0.755	0.542	0.043	0.570

**Structural Equation Modeling**

The researchers employed structural equation modelling (SEM) using Amos 20 to examine the model fit (Hair Jr. et al.).It is also usedto identify the relationship among the latent constructs(see fig. 2 below).



**Figure 3 Structural Equation Model: SEM.=**

A comparison between the observed values of CFA and the output values of SEM has been made.

The result shows a minor difference between the two. table 8 below). Hence, SEM can be appropriate for testing the study hypothesis. The model shows results of measurement of CMIN/ df 1.607, GFI.848, CFI .861, and RMSEA .061 (see

**Table 8 Testing Model Fit for SEM**

Fit index	Recommended Values	Observed Value	Remark	References
CMIN/ DF	1.615	1.607	Satisfactory	Marsh and Hocevar
GFI	0.848	.848	Satisfactory	öreskog and Sörbom
CFI	0.86	.861	Satisfactory	Bentler
RMS	0.062	.061	Satisfactory	Steiger and Lind

**Hypothesis Testing and Regression Weights**

According to (Mburu), study hypotheses have been tested through Structural Equation Modeling (SEM). The relationship among variables has been examined using SEM in Amos version 20. The structural model determined the selected second language learning measures (perception of content, perception of learning, and attitudes) as the exogenous

variables. The exogenous variables were selective and related to two endogenous variables (surface culture and deep culture). The structural model was examined using the regression weights, p-values and t-values for the significance of t-statistics (Hair Jr. et al.). The results of the structural Model (SEM) for testing the hypotheses are demonstrated in table 9 below.

**Table 9: Regression Weights**

Regression Weights: (Group number 1 - Default model)							
			Estimate	S.E.	C.R.	P	Decision
Surface culture	<---	Perception of Learning	0.239	0.201	1.192	0.233	Retained
Surface Culture	<---	Perception of Contents	0.549	0.252	2.176	0.03	Reject
Surface Culture	<---	Attitude	0.298	0.20	1.49	0.136	Retained
Deep Culture	<---	Perception of Contents	-0.005	0.183	-0.026	0.979	Retained
Deep Culture	<---	Perception of Learning	0.311	0.167	1.86	0.043	Reject
Deep Culture	<---	Attitude	-0.204	0.159	-1.289	0.198	Retained
Adjusted R2 Square	Dep. Deep Culture		0.082				
Adjusted R2 Square	Dep. Surface Culture		0.306				

By computing the independent variables as the predictors and examining their impact on the computed dependent variables, the overall influence of the selected constructs (attitudes, perception of content, perception of learning) of second language

learning on the undergraduates' surface and deep culture is shown in the adjusted R-Square as about 18%. This is represented in the model summary in (Table 10 below).

**Table 10 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.434a	.189	.179	.63058	.189	20.077	3	259	.000	2.106

a. Predictors: (Constant), attitudes, perception of content, perception of learning

b. Dependent Variable: dependent variables

## Discussion and Findings

The results in the above table illustrate that only two – second and fifth- out of the six hypotheses proposed in this study are supported. The second hypothesis shows a significant effect of perception of content on surface culture ( $\beta = 0.549$ ,  $t = 2.176$ ,  $p = .03$ ). The  $\beta$  value = 0.549 indicates that perception of content impacts the surface culture by about 55 percent. This means that a 1 percent increase in language content would result in a 55 percent effect on learners' culture. The t-value ( $t = 2.176$ ) and p-value ( $p = 0.03$ ) indicate a direct relationship between language content and surface culture. However, the exogenous variable; language content indicates no significant effect on deep culture showing values as ( $\beta = -0.005$ ,  $t = 0.026$ ,  $p = .979$ ).

Whereas in the first hypothesis, perception of language learning demonstrates no significant effect on surface culture, showing values as ( $\beta = 0.239$ ,  $t = 1.192$ ,  $p = 0.233$ ), it shows otherwise in the fifth hypothesis. That is, it shows a significant effect indicating a slight influence of second language learning on deep culture ( $\beta = 0.311$ ,  $t = .167$ ,  $p = 0.043$ ). The  $\beta$ -value of 0.311 indicates that the perception of language learning influences deep culture by about 31 percent. This means that a 1 percent increase in second language learning would result in a 31 percent effect on learners' deep culture. The t-value ( $t = .167$ ) and p-value ( $p = 0.043$ ) also indicate that there is a relationship between perception of language learning and deep culture.

The third and sixth hypotheses demonstrate no significant influence of the exogenous variable, attitudes, on both surface and deep culture. The values of the third hypothesis are ( $\beta = 0.298$ ,  $t = 0.20$ ,  $p = 0.136$ ) and the values of the sixth hypothesis are ( $\beta = -0.204$ ,  $t = -1.289$ ,  $p = 0.198$ ).

The overall effect of the independent variables, perception of content, perception of learning, and attitudes, on the dependent variables, deep culture and surface culture, is shown in the adjusted R<sup>2</sup> square as 0.082 and 0.306, respectively. That is, it is estimated that the predictors of deep culture explain 8.2 percent of its variance. It is also estimated that the predictors of surface culture explain 30.6 of its variance. In other words, the error variances of deep culture and surface culture are 91.8 percent and 69.4 respectively.

The study found a significant influence of AMU undergraduates' perception of learning on deep culture but not surface culture. This suggests that the undergraduates are acquainted with the surface culture of the second language –as it is found in their perception of content- and therefore seem apathetic to surface culture, whereas they are interested in learning deep culture because deep culture has not been included in their learning.

Likewise, the study found a significant influence of AMU undergraduates' perception of content on surface culture but not on deep culture. This suggests that deep culture has not been included in the content of the second language, where as only some elements of surface culture have been incorporated in their second language content.

On the other hand, the study found no significant influence of AMU undergraduates' attitudes neither on surface culture nor on deep culture. This can be ascribed to the effect of religion as it has deep impact on culture (Balraj et al), because the majority of the sample, 205, being Muslims, as Muslim culture tends to retain culture and identity.

The overall findings of the study found that there is an effect of the selected second language learning predictors on the AMU undergraduate students' deep culture as well as their surface culture. The study findings support the literature and previous studies about the intricate relationship between language and culture.

## Conclusion, Implications, and Limitations

The study explores the status of second language learning's impact on the culture of undergraduates at AMU, India. The study concludes that a significant minor influence of the selected constructs (attitudes, perception of content, perception of learning) of second language learning on the deep culture of AMU undergraduates and a significant influence on their surface culture. The study indicates the insignificant effect of attitudes on the surface and deep culture, accentuating that a connection exists between second language learning and culture.

The study implies the need to incorporate cultural elements in ESL material and about surface and deep culture. It also alludes to the need to raise positive attitudes towards second language culture.

The awareness of learning and teaching culture has been suggested by the study. The study has also implied the importance of culture in second language learning and teaching.

The study could have selected a bigger sample size, but due to the time constraints and participants' time, the researchers collected that sample. The study used convenience sampling, not random sampling. More academic departments may have been included in the sample, but this was not possible for the same reasons. The sample could have been selected from more than one university and different states in India, but many restraints anticipated the study; hence the study used convenience sampling.

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