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Main Sociocultural Factors Interfering the Development of the Speaking Skill

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"A la libertad por la universidad"

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Contents

Abstract

The ability to speak a foreign language is often considered one of the most difficult aspects of language learning. In reality, many English language learners find it difficult to express themselves in spoken language in the target language. Each student has their own problems. The purpose of this study was to investigate the speaking problems of the students at Guardabarranco Public School and the socio-cultural factors interfering their speaking skill. The subjects of the study were 30 students from 11th grade, and 1 teacher of English. Class observation guides, student questionnaires, and an interview to the teacher were used as data collection techniques.

The findings suggest students are not really conscious of the influence that the socio-cultural factors studied in this research have on the effectiveness of the speaking skill. Learning a new language means learning a new culture, too. The primary expression of a culture is the Language, belonging to that culture. EFL is a challenge for Guardabarranco 11th grade students given that the sociocultural and linguistic learning context they are learning does not provide the ideal environment for learning- especially the speaking skill. The Nicaraguan native language and socio-economical background of EFL learners also impact the development of the speaking skill.

I. Introduction

   This research was carried out by fifth-year students of the English Major of UNAN-MANAGUA University of the Saturday program. The researchers wanted to find out the main factors interfering or causing difficulties in the development of the learning English language, especially those ones that affect the development of the speaking ability of the English language in 11th grade students, at Guardabarranco Public School in Managua, first semester 2019.

   This study brought to light the relationship between language and culture and their influence in the development of the speaking skill and its aspects, which are mentioned in second language research area. In the case of Nicaraguan context, English is taught as a foreign language in Nicaragua education system. The significance and purpose of this study is not about looking for more information on how to learn the lexicon and the grammar of a specific language. It encompasses how aspects of the speaking skill are interfered by the studied sociocultural factors such asocial distance, cultural confrontation, sociolinguistic background, and socio-economical background of EFL learners.

   In order to be a successful and proficient language learner, the students need to make use of all his/her cognitive and social skills to master the language. In this regard, how socio-cultural factors affect the learning of English, especially the development of the speaking skill in 11th grade students at Guardabarranco Public School is stated through experts´ literature in the field.

   Regarding the act of learning, sociocultural theory has a universal view. In the field of second language learning (SLL) research, sociocultural theories have been extensively referred to language, according to socio-cultural theorist Vygotsky (1962), comes out from cultural and social activity and only later becomes reconstructed as an individual, psychological phenomenon. In this way of thinking, SLL theory should be centered not so much on the process of learning new structures and sounds and then using them to communicate, but rather on the learner's participation in social activities such as having out of class conversations or talking to classmates and teachers.

1.1 Rationale

This research describes some of the difficulties presented by the students of the 11 grade at Guardabarranco Public School in the municipality of Managua, in the speaking skill of English. Then, it aims to identify through class observation guides, questionnaires, and an interview to the teacher, the main socio-cultural factors interfering the development of speaking skills in L2 learners. Currently the English subject in most public schools in our country Nicaragua m is taught by teachers through the board as the main tool, just with the explanation of one or two examples, and then the teachers propose a series of routine exercises that avoid the development in students of all English skills because they are using traditional methodology. In addition, the interference of the socio-cultural factors, which is not sometimes perceived by neither students nor teachers; plays an active role, having a heavier influence and impact in the teaching-learning process of the speaking and listening skills than the methodology used itself.

This has come to cause serious weaknesses on students, because they do not feel motivation to overcome barriers when learning English as a foreign language in Nicaraguan public institutes. That is why; they cannot develop the whole English skills due to the influence and impact of socio-cultural factors in the learning process, which does not encourage students to learn English with enthusiasm, especially the speaking ability and its different aspect related to it. Teachers and students need to be prepared to satisfy the needs that this changing new world brings; consequently, the development of the speaking ability in students is essential since it helps to communicate and interact with others effectively.

This research work also provides important information that could be used by the MINED, principals and teachers interested in improving the speaking ability in their students, and using some of the new and most appropriate methods and techniques available to minimize difficulties on students to speak, taking into account that English in Nicaragua is taught as a foreign language. This issue means the socio-linguistic background of learners (students) does not give much chance to interact in the target language.

1.2 Problem Statement

Nowadays, teaching English in high schools faces more challenges than ever. While the teaching of the macro-skills of the language – reading, listening, speaking and writing - has improved considerably over the past years; social, cultural and economic contexts are demanding more capable English speakers. Students upon graduation are not ready to enter the job market, facing the Age of Knowledge, which demands capable and adaptable learners. Thus, this study aims to identify the extension to which sociocultural factors cause difficulty to high school students when developing the speaking skill though competence.

1.2.1 Research questions

a) What are some main sociocultural factors that interfere student's interest to improve their speaking skill?

b) What are the main areas where social cultural factors interefere the effectiveness of the English learning process in the speaking skill?

c) Are teachers and learners of English as foreign language aware of the influence of sociocultural factors in the teaching- learning process?

2.3 Objectives

2.3.1 General objective

1. To analyze the main sociocultural factors that cause difficulty in the development of the speaking skill of English as a foreign language in 11th grade students, at Guardabarranco Public School in Managua, in the first semester 2019.

2.3.2 Specific objectives

1. To determine the main sociocultural factors which affect students interest to improve their speaking skill, in 11th grade, at Guardabarranco Public School in Managua

2. To describe the main areas where socio-cultural factors interfere the effectiveness of the development of the English learning process in the speaking skill in 11th grade students, at Guardabarranco Public School.

II. Theoretical Framework

In this section, we´ll briefly discuss the relationship between language and culture. After that, relevant and updated theories that we were able to find about socio-cultural factors affecting language learning was taken into account. First, we talked about the social distance in the learning process. This means learning a target language (English) into a culture which does not reflect directly the environment where the target language is spoken naturally and as a priority. Second, the cultural confrontation existing in the foreign language learning. One cannot easily learn English if he/she does not study the target language`s culture.

Third, the linguistic background, the native language and English as the target language. Learning English into a linguistic background where English is not the daily spoken language faces a huge influence of L1 in the learning context. And finally, the socio-economic background of English learners. In this part, some aspects such as the cultural capital, the social capital and cognitive ability are mentioned so that teachers and learners perceive how these aspects can support the English learning.

The importance of English and its existence as a foreign language in the Nicaragua education curriculum are briefly discussed. Then, teaching speaking is presented as well as some of the main aspects of speaking effectiveness interfered by the above already mentioned sociocultural factors. Finally, we conclude that the speaking skill is possible the most complex skill together with the listening skill. These two are closely related and conditioned by the socio-cultural background of the EFL learner.

2.1 Literature Review

It is often argued that speaking is one of the hardest skill to develop. In fact, Tarone (2005) argues that speaking English is usually viewed as the most complex and difficult skill to master. In a recent study, Bygate, M. (2009) agreed with the aforementioned statement by claiming that learners with reading and writing proficiency do not always have fine speaking skills.

In their literature, Chaney and Burk (1998) describe speaking as a crucial part of second language teaching and learning involving building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Despite the importance attached to

speaking, teaching speaking skills for many years has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that students develop and improve on their communicative abilities because that is the only way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Fluency according to Nunan , D (2003) refers to the use of language in a quick and confident manner with few pauses.

In Second language acquisition, students face difficulties in different main areas - age, aural medium, socio-cultural factors, affective factors and speaking proficiency. However, this research is limited to only examine some of the main social-cultural factors interfering the development of the speaking skill on students.

2.2 The Nature of the English Language

As Esther Chikao A. (2016) mentions that language is an arbitrary system. Every language is the product and relation of a society and culture. It has meaning only when it has strong link to that society and culture. Therefore, no two languages have exactly equal words or way of arranging words together. There is no one to one correspondence between English spelling and pronunciation. Such discrepancy poses a problem to language learners. Effective teaching of a language will depend on proper understanding of the nature of language and how it is learnt. The knowledge of nature of language is learnt through drill, practice and repetition and not through translation.

2.3 General Concept of Speaking

As part of human civilization, language is used as medium to communicate with others. For centuries, people did the communication by spoken and written language.

2.4 Definition of Speaking

In language learning, it is not only enough for someone understanding about the language knowledge, but also how to use the language. Among the four skills of a language learning that someone has to be mastered, speaking is considered as the challenging basic skill of the language use since it requires spontaneity.

Spoken language was used by people around the world as their daily communication device. According to Thornbury (2005:iv), speaking is the L2 communication ability between people that take turns in exchanging particular information. Meanwhile, Fulcher (2003:23) stated that speaking is the language use to communicate with others verbally. As stated by Brown H.D (2001), Burns & Joyce in Florez (1999:1) also defined speaking as the constructing meaning process by producing, receiving, and processing information interactively. Furthermore, Bailey (2005:48) stated that speaking is the language skill which is generated by the learners in oral form.

Based on definitions above, it is concluded that speaking is the language skill of exchanging information and constructing meaning with others orally. Considering its function, speaking becomes one of the most crucial skill in language learning. By using this productive skill, people can express their intended purpose, feeling, ideas, opinions on any topics. In addition, this is one way for people around the world understand each other.

2.5 The Relationship between Language and Culture

Many linguists agree upon the concept that language is an innate faculty with human race and that it is not an artifact Pinker, S. (1994) This statement is correct only in terms of human's natural language skills. But so far as the field of pragmatics is concerned, one cannot safely say that language can be isolated from socioculture, as cultural factors are always reflected in our daily and professional communication. For instance, in countries where Christianity is traditionally prevalent, the expressions, such as "Oh, my God" or "My

According to Briskin cited in Linda, Z. (2001) Culture is an attribute of individuals, of small groups, of organizations, and of nations; a single person can belong to a multiplicity of cultures, any one of which may be important at any given time. What implies in this definition is that culture may comprise macro-culture, such as the national or large communal one, and micro-culture, as can be observed even in the individual culture. It also denotes that culture is changing all the time. However, the most important implication that can be drawn from Brislin's definition is that culture is not monolithic, for it can consist of different layers of content and should be analyzed from various perspectives, such as age, gender, religion, ethnicity, etc.

Nevertheless, how does a person know or understand a culture, and in what way a person maintain his/her cultural identity? Despite the multiple means, language is probably the most common method by which a person can achieve these goals. This is because human's thought or ideology is an important component of culture and because language is a medium to convey thought. Therefore, language cannot be isolated from culture. Based on this relation between language and culture, it is easy to understand why a person who knows thousands of words of another language may still finds it difficult to communicate with people of that language. The English phrase "read between lines" is an explicit demonstration of how context impacts semantics. It can further extended to how culture lies behind language. Samuel Johnson (cited in Lynn, 2000) once stated, "We know somewhat, and we imagine the rest". His statement also echoes the sounds of collision and of cohesion between language and culture.

In fact, many scholars have analyzed and commented the relationship between language and culture. Brown (cited in Jiang, 1999), describes their relationship as following:

"A language is part of a culture and a culture is part of a language; the two are intricately interwoven so that one cannot separate them without losing the significance of either language or culture."

A large number of other social scientists hold almost the same views as Brown that language and culture are inseparable and that language simultaneously reflects culture, and is influenced and shaped by it. Therefore, Mckay (2000), points out that by teaching a language, one is inevitably already teaching culture implicitly. This is also one of the reasons why we call the conversation between people from different cultures cross-cultural communication.

2.2 Main Socio-cultural factors interfering the development of the Speaking Skill
2.2.1 Social Distance in English Learning

The concept of social distance emerged as a affective construct to give explanatory power to the place of the culture learning in second language learning. According to Brown D. H (2000) It is the cognitive and affective proximity of two cultures that come into contact within an individual (in a metaphorical sense it refers to the dissimilarity between two cultures).

John Schumann (1976$_C$: 136) (cited by Brown) described social distance as consisting of the following parameters:

1. Dominance. In relation to the TL [target language] group, is the L2 group politically, culturally, technically or economically dominant, non-dominant, or subordinate?

2. Integration. Is the integration pattern of the L2 group assimilation, acculturation, or preservation?

3. Cohesiveness. Is the L2 group cohesive? What is the size of the L2 group?

4. Congruence. Are the cultures of the two groups congruent—similar in their value and belief systems? What are the attitudes of the two groups toward each other?

5. Permanence. What is the L2 group's intended length of residence in the target language area?

2.2.2 Cultural Confrontation

As stated by Mohammed (1999) There is both similarities and dissimilarities across all the cultures in the world. Given the difference in culture, it is impossible to learn a second or foreign language without studying the culture of the people it represents, their customs, traditions and behaviors, all of which are reflected in the language. If the source culture and the target one are similar, it will be comparatively easier for a learner to acquire the second or foreign language, for he/she may feel at ease with the target culture.

2.2.3 Linguistic Background

Undoubtedly, the native language plays an important role in the acquisition of an L2 (second language).

That is to say, when both languages present similar characteristics, it might be viewed as advantageous in the learning process since it permits students to make associations that will facilitate the development of linguistic structures whereas different language patterns will have the opposite effect, interfering in the acquisition process; this is known as the Native Language Effect. Regarding this, Brown (2001) claims that: "The native language of learners exerts a strong influence on the acquisition of the target language system. While the native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most

salient." (p. 66). Undoubtedly, the Native Language Effect is present during the learning process until the learner has reached a competent level of internalization of the language, at this point the degree of interference has lowered.

It is the teacher's role to guide the learner into the positive path and help him/her minimize the negative interference of the L1 (first language) "(…) successful learner will hold on to the facilitating effects of the native language and discard the interference." Brown H. D (2001, p. 66).

2.2.4 Socio-Economic Background of English Learners

The social background in which learners are constantly involved while learning a foreign language or a second language, that is because learning occurs in a variety of contexts. According to Williams and Burden (1997) quoted by (Pishghdam, R., 2011) the impact of context on learning a language is considerable because the learning environments will enable individuals to learn how to learn and to develop as fully integrated learners. Learner´s access to different cultural goods such as Internet, computers, pictures, paintings, books and dictionaries (cultural capital), and learners´ relationships with teachers, parents, siblings, and peers (social capital) may have a profound influence upon whether, what and how any individual learns a language.

In the field of education, it is important to point out that society plays an important role in the process of second language learning. Pishghadam (2011) agrees that there is a consensus among researchers on the importance of recognizing the structure of relations among social and educational institutions by examining how individuals´ different social and cultural experiences affect their educational outcomes. For that reason, English language instructors have to be alert and stop failing to support a practice described by Pishghadam (2011) because the educational system tends to reinforce the social inequalities inherent in society by failing to consider the different amounts of cultural and linguistic competence possessed by different learners with different social backgrounds; so teachers need to recognize that language instruction cannot be understood apart from social class.

Social context surrounds language learners in many different forms, Pishghadam (2011) establishes that social capital might include: number of close friends, presence of two

parents at home, number of siblings, extracurricular activities, church attendance, parent knowledge of children´s friends, parent´s employment, parent monitoring and involvement in education. All these sources are in charge of providing the necessary input they might need in their academic achievement. In this sense, Pishghadam (2011) suggests that those learners who possess more cultural goods and have access to more social network of friends and institutions can guarantee more success in education. He also points out that therefore, it is fair to say that children of families with more social and cultural capital are more successful in education, which might be "reproduced" in the successive generations of the children. Of course, this "reproduction" can lead to the transmission of social inequality in society, hindering the educational and life changes of poor families´ children.

For instance, Pishghadam (2011) considers that one important issue which has been examined by researchers in the field of language learning is the relationship between social class, success and different capitals learners possess. In this same position, it has been said that ESL students may present different degrees of eagerness to learn English depending on the cultural and social background they have been exposed to, which is supported by Pavlenko (2002) cited by Pishghadam (2011) when he states that the social context is directly involved in setting positive or negative conditions for L2 learning.

Arikan, A. (2011) explains how it has been shown that students with higher socio-economic status demonstrate higher academic achievement and enroll in elite universities more than their lower income peers. As can been seen, people with good salaries can afford educational expenses for them and for their kids. It has been shown by Arikan (2011) that social class, housing, and access to resources have considerable impact on acquisition of value systems as much as on academic achievement.

Finally, Marks (2013) highlights that cognitive ability is a more powerful influence than socioeconomic background for educational outcomes, and that in addition to its indirect effects through education, it has a direct effect on occupation and earnings. Its effects cannot be dismissed as simply another aspect of socioeconomic background, nor do the usual criticisms of 'cognitive ability' apply. The declining effects for socioeconomic background and the importance of cognitive ability support several of the contentions of modernization theory.

2.3 Importance of English as a foreign language in Nicaragua

The Ministry of Education of Nicaragua (MINED) was promoting a National Educational Plan (2002-2015) with the financial help of different world organizations and the participation of authorities from different educational sectors. A new program in EFL, based on both communicative competence and the educational philosophy of constructivism, was started as a pilot program in several schools in 2004. The program was not based on a particular textbook and had been designed to provide the teachers with the pedagogical support to develop their English classes. At the end of the year 2006, more than seventy schools nationwide were using this program. The predictions were that by 2007 all national schools would be implementing it as the framework for the ELT instructional processes. Nevertheless, because of changes of national educational authorities in 2006, the policies changed as well, and the process stopped. Nowadays, little is known of the new current policies for EFL language instruction.

2.4 English as a foreign language in Nicaragua education curriculum

According to a study made by Katie Masters Professor and Karen Johnson on December, 2014 about teaching English as a foreign language (EFL) at secondary school levels in Nicaragua, the current state of the teaching-learning of English in Nicaragua is an issue that deserves special attention, as it is an area with a number of significant problems. Some of the most substantial constraints are the lack of a consistent national curriculum, scarce didactic materials, lack of equipment and libraries, and large classes. The situation is worsened by the fact that a large number of English teachers are currently teaching without appropriate professional qualifications and training. All of these factors combined result in poor instructional quality.

There were two specific concerns related to the current situation of EFL teaching in Nicaragua underlying this investigation. Firstly, the phenomenon that after five years of English lessons three times a week during school years, students still do not manage to have appropriate proficiency levels at the end of their secondary studies. This situation places a heavy burden on teachers' shoulders, as they are attributed a great deal of responsibility in their students' final level of linguistic competence and proficiency. The second concern is the strong personal conviction that any substantial and far-reaching

changes and attempts to improve the instructional processes should be carried out taking into account the teachers' perception, and with their active participation. Based on this perception of the teachers' role, the study intended to contribute to understanding the complex and difficult world of EFL in Nicaragua. That is to say, there was the implicit willingness and concern to vindicate EFL teachers and students in Nicaragua, praise their efforts, and assign due importance to their work, as they try to do their best while facing extremely difficult constraints and challenges.

Some of the most significant findings of this research were that one of the most important difficulties identified were the physical conditions of the classrooms, the lack of availability of resources and equipment, and the quality of the didactic materials. The prevailing means for language instruction used by the teacher were whiteboard market and the board. The national syllabus established was also identified as having significant constraints. It was based on a specific series of English books designed by the ministry of education (MINED) and published with the cooperation of the European Union. A number of problems concerning these textbooks were identified, because the students do not have their books on time to get a meaningful English learning from the beginning and there were not enough samples for all students. In spite of this, the book is related to the Nicaraguan contextual reality. There were also important findings regarding the characteristics of classroom instruction. Spanish was used most of the time, and the teaching processes were based on a teacher-centered approach. This approach was identified as being influenced by the teachers own experience as learners as they had the tendency to repeat their previous teachers' traditional roles and techniques (which was identified as the Craft Model). There were very few opportunities for students' interaction, free Practice and production. Students' performance was based on lots of repetition drills that were used for pronunciation practice, and no real listening comprehension skills were involved whatsoever.

After identifying the main problems, a feasibility study of the possible ways to address them was undertaken. Thus, it was decided that the most practical course of action was to promote and carry out changes and improvements in EFL teaching through the teachers. The plan of action involved providing teachers with the training they needed to work with the existing syllabus and materials. The main objective was to strengthen the in-service

teachers' abilities to be able to cope with the scarce resources and limitations that they faced. For this purpose, a number of measures were taken in the second stage of the process. Although there were several major issues addressed by these measures, two of them are of particular interest for the scope of the study carried out by the above researchers.

2.5 Teaching Speaking

Designing a speaking lesson depends on several factors, the most obvious being the age and level of learners, the learning context and the aim of teaching. First, it must be defined how much emphasis can be given to speaking within a particular course and whether speaking is to be taught separately or integrated with the teaching of other skills and areas of the language. Secondly, it is essential to choose an approach which defines the teaching procedure. The selection of the approach is a crucial step in designing the lesson, because it influences all the elements of the learning process in progress. The approach it should specify the target aspects of the speaking skill to be taught, as well as the grammar and vocabulary components (Thornbury, 2007).

Types of Speaking Performance

According to Brown H.D (2004, p. 141-142) There are 5 basic types of classroom speaking performance:

a. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

b. Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

e. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and" formal for extensive tasks.

Speaking is one of the productive skills in language. As one of productive skill, speaking can be directly and empirically observed. Furthermore, Brown (2003, p. 141) states as with all effective tests, designing appropriate assessment tasks in speaking, begins with the specification of objective or criteria. The decision about which criteria to use depends on the intended use of the test, Luoma (2004, p. 41)

2.6 Aspects of Speaking Effectiveness interfered by sociocultural background of EFL learners

Hymes (1971) believes that second language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. His theory of communicative competence consists of

the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. According to Hymes's theory, Canale and Swain (1980) suggest that communicative competence consist of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which reflect the use of linguistic system and the functional aspects of communication respectively.

2.6.1 Grammar

"Grammatical competence includes increasing expertise in grammar (morphology, syntax), vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress" As stated by Scarcella & Oxford (1992, p. 141). To understand meaning, learners need to have enough knowledge of words and sentences: that is, they must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency (Richards & Renandya, 2002).

2.6.2 Discourse

The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way. (Richards & Renandya, 2002, p.217). In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentences and following sentences (Richards & Renandya, 2002, p. 217). Thus, effective speakers should acquire a large repertoire of structures and discourse makers to express idea; show relationships of time, and indicate cause, contrast, and emphasis (Scarcella & Oxford, 1992, p.141).

2.6.3 Sociolinguistic Factors

To know the knowledge of language is not enough for EFL learners to speak effectively and appropriately. They should be familiar with the culture of the native speakers to enable to use target language which is socially and culturally acceptable by native users. To achieve to this goal, it is imperative to figure out the sociolinguistic side of language which

enables learners distinguish appropriate comments, how to ask questions during interaction, and how to respond nonverbally according to the aim of the talk (Richards & Renandy, 2002). Therefore, "adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly".

2.6.3.1 Linguistic Factors

The correct use of language form is important for learner's oral proficiency, mention Saunders & O'Brien (2006). Linguistic factors include several features like pronunciation, grammar, and vocabulary. Pronunciation plays an important role in intelligibility (Goh, 2007). Mispronouncing a single sound or various uses of stresses and intonations cause the learner's misunderstanding. In addition, grammar acts a key role in learning the structure of English. But learning the accurate use of grammar is one thing, correctly using it in one's speech is another. It is rather difficult EFL learners to transfer the correct grammar to their speaking (Larsen-Freeman, 2001). Vocabulary is essential for EFL learners; it acts like bricks to a building. If the receptive vocabulary is rather limited, learners can hardly put the "receptive vocabulary knowledge into productive use" (Nation, 2001, p. 129), so it is necessary for EFL learners to store a wealth of vocabulary in their long-term memory. In addition, the ability to remember words from one's mind may cover the speaking fluency (Levelt, 1989).

2.6.4 Interaction

Spoken language usually has two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because, much of our daily communication are interactional; being able to interact is imperative. Thus, teachers should facilitate learners with meaningful communicative situations about proper topics by applying learner-learner interaction as the key to teach communicative language (Richards & Renandya, 2002). "Communication drives essentially from interaction" (Rivers, 1987, p. xiii).Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher (Richards & Renandya, 2002, p.218). Nunan (1989), claimed in designing

activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macro skill.

2.6.5 Accuracy and Fluency

Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication (Lan, 1994). Others define accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language (Lan, 1994). But in generally, accuracy refers to the ability to produce grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

In other words, accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method, while fluency describes a level of proficiency in communication and is frequently stressed in procedural skill, expression proficiency, lexical phrases, social interaction, necessary topics and discourse.

Accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his communicative competence. They two are so closely related that they are inseparable. Language immersion programs, in which all or part of subjects in school is taught in the target language, are recognized as one of the most successful language methodologies. However, a weak point in terms of accuracy has been reported in that immersion students become quite fluent but their spoken language is often far from accurate (Swain and Lapkin 1995, Hammerly 1987, 1991). Additionally, the two aspects, fluency and accuracy, are important criteria in foreign language proficiency tests.

2.6.5 Balancing Accuracy and Fluency

To keep a balance between accuracy and fluency in an English classroom teaching, we can employ the following methods.

2.6.6.1 Combining communicative approach with other methods

Nowadays, with greater importance being attached to English learners' communicative competence, which involves principles of appropriateness and a readiness on the part of the learner to use relevant strategies in coping with certain language situations, communicative approach has been advocated and is being practiced in college and schools. But with the passage of time, we have found that no single teaching method can deal with everything that concerns the form, the use, and the content of the target language and that appropriate grammar analysis and limited utilization of translation from or to the target language (English) are still an indispensable part of teaching.

Vocabulary work and pattern drills are still good ways of familiarizing students with sentence structures and thus can help them acquire linguistic competence, which, involving the spontaneous, flexible, and correct manipulation of the language system, is the basis on which English language skills get improved. So we had better combine communicative approach with other methods in our classroom teaching. In this way students can not only acquire a solid knowledge of the English language but also better their English language skills. To combine the two methods well, we need to make the language situations and language material as realistic as possible or make English teaching partly communicatively oriented so as to help students acquaint themselves with appropriate language usage instead of just teaching grammar and drilling grammar patterns as we used to. That is to say, while practicing linguistic competence, classroom activities such as role playing, simulations, and real-life interactions should also be organized to provide as much practice as possible for students to develop their communicative competence.

An important point to take into consideration is that though students can acquire the second language through classroom communication or interaction, the unsupervised or unguided peer-interaction in EFL contexts will undoubtedly expose them to a large number

of wrong forms. If they practice their spoken English in this way for a long time, they may speak some classroom pidgin, a language made up of two or more languages. Fluency will be emphasized at the expense of accuracy. To avoid it, we had better encourage guided peer-interaction by offering students some hints before and during the whole interactive activity. We can remove the linguistic props of already formulated structures as soon as possible so as to provide a balance between activities focused on linguistic forms and those focused on language use to help learners achieve autonomy. Besides encouraging guided peer-interaction, we had better encourage more student-teacher interaction in and after class. Teachers, usually with rich English knowledge and strong English skills, can act as models as well as guides to students. With teachers' imperceptible correction of mistakes and with their occasional encouragement, students will gain confidence and be bold enough to speak more and gradually they can express themselves effectively.

2.6.7.2 Transferring teachers' roles

The best teachers are usually the ones who impart an attitude or an orientation related to the acquisition of mental abilities, or who are associated with the particular values that one finds personally motivating and inspirational. Specifically speaking. Teachers should take on the following roles in modern English classroom teaching. First, instead of being the dominating authority in the classroom, they must become learning facilitators to facilitate the communicative process between all participants in the classroom and between these participants and the various activities and texts (Breen & Candlin, 1980), giving guidance and advice when necessary. They should also act as interdependent participants within the learning-teaching group (Breen & Candlin, 1980), which means that they need to perceive students as having important contributions to make, and then they must continually seek potential and exploit and actively share the responsibility for learning and teaching with them. Teachers must realize that any unnecessary intervention from them may prevent them from becoming genuinely involved in the activities. However, this does not necessarily mean that they should be passive observers. Instead, teachers should develop students' potential through external direction and help them develop their distinctive qualities.

Second, just as teachers want students to be life-long learners, students must exhibit a passion for learning, a desire and an aptitude to continue discovering new knowledge and

exemplify by constantly refreshing their knowledge. Third, to keep pace with the times, teachers also need to be creative and innovative in integrating teaching with thinking and learning processes. Teachers must give students more opportunities for expression and provide an environment where creativity can flourish, and must encourage students to questions and to express their thoughts freely so that they will have inquisitive minds.

Besides, because the dynamics of society are changing very fast and whatever knowledge and skills one acquires today may not be relevant tomorrow, teachers need to remain sensitive and receptive to changes and to be able to anticipate further changes that may come their way. And at the same time teachers must inculcate in their students a mindset for adapting and receiving changes to prepare them for the changing need of society (Breen & Candlin, 1980). In addition, to imparting knowledge, teachers need to be in the best positions to determine the most effective teaching methods to bring out the best in each student. For this purpose, on the one hand, teachers need to recognize learning as an interpersonal undertaking over which no single person can have full control, and realize that there will be differences between ongoing learning processes (Breen &Candlin, 1980).

Teachers have to accept the fact that different learners learn different things in different ways at different times and that some learners may enter periods when it seems that little or no progress is being made and that sometimes learning is typified by silent reflection. On the other hand, teachers should continually develop new skills and embrace new ideas to bring a fresh perspective to every lesson and to inspire in students a love for learning and passion for their subject; teachers should motivate students to always make full use of their time, talents and abilities; they should develop students as individuals according to their talents and abilities (Breen & Candlin, 1980). In other words, to help students fit in with the needs of the society, teachers should work as organizers of resources and as resources; as guides and managers of the classroom procedures and activities and as researchers and learners, with much to contribute in terms of appropriate knowledge, abilities, and actual and observed experience in the nature of learning and organizational capabilities (Breen & Candlin, 1980).

2.6.8.3 Teachers' repertoire

Teachers should know something about linguistics, psychology, sociology, education and so on, and be able to demonstrate the target language with enough accuracy, but they are also expected to know a variety of teaching methodologies, correct ways to research, and some basic principles of testing. They must realize that it is obligatory for us teachers to adopt different methods when dealing with different teaching materials and when faced with students with different levels of English proficiency. To achieve the purpose, they must enrich their knowledge of English and improve their English skills.

2.7 Summary of the Literature

The connection of language and culture is strictly close. The literature review shown corroborated that the socio cultural factors have influence as in the aspect of the speaking effectiveness as in the teachers 'role and repertoires. The MINED has huge challenges as to provide an environment where students count on more space for interaction in English as the target language. For this, teachers need to know what their new roles are, and rely on a wide repertoire.

The aspects of the speaking skills are really conditioned by the socio-cultural factors. However, if students get motivation from the socio and cultural capital members (schools, teachers, parents, etc.), they will face and minimize the barrier when developing the learning of the English macro skills, especially the speaking skill.

In addition to knowing the impact of the socio-cultural factors and their impact of the aspects of the speaking development, teachers and students need to be aware of the demand of the society they are living on students as future members actively involved.

III. Methodological Design

3.1 Type of Research

This is a transversal investigation that took place from January 5th until April 13rd. In addition, the results include a mixed approach: Quantitative and qualitative. However, a more qualitative emphasis was taken to represent the quantitative data collected.

3.2 Population:

There was a finite population of **30** 11th grade students from high school and a BA. teacher in charge of the 11th grade students teaching.

3.3 Sampling:

The sampling of this research was decided by convenience, including 30 11th grade students from Guardabarranco Public school in Managua, in order to get reliable information.

3.4 Data Collection Techniques

The techniques for collecting data and information were class observation guides, an interview to the teacher, and student questionnaires for the 11 grade students. All this was applied at Guardabarranco Public school in Managua, in the first semester 2019 in order to collect truthful information from the students and teacher.

3.4.1 Validation of the instruments

The jury experts for this validation were the Mscs. Roberto Carlos Villarreal, Geraldine Abril López Darce and Estela Hernández Cajina from the English Department of UNAN-Managua. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier.

3.4.1.1 Class observation guides

This summary about the validation given by different judges about class observation guides designed to be validated by judges and, then improved according to jury`s suggestions so that they could be applied to students and teacher during the teaching-learning process.   Especially with the purpose of knowing some studied factors in this research, which influence the development of the speaking skill. The left chart shows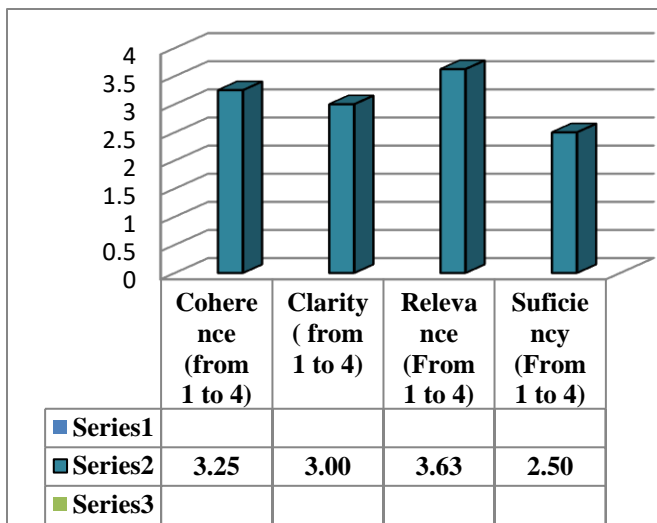 the rating given by the jury experts. The coherence was **2.29 %;** the clarity was **2.43 %;** the relevance was **2.57 %,** and the sufficiency was **2 %.** The scale to rate was from **1** to **4**. So the validation indicated that the class observation kept the dimensions to be applied with a moderate average, needing some improvement and changes, and then be applied.
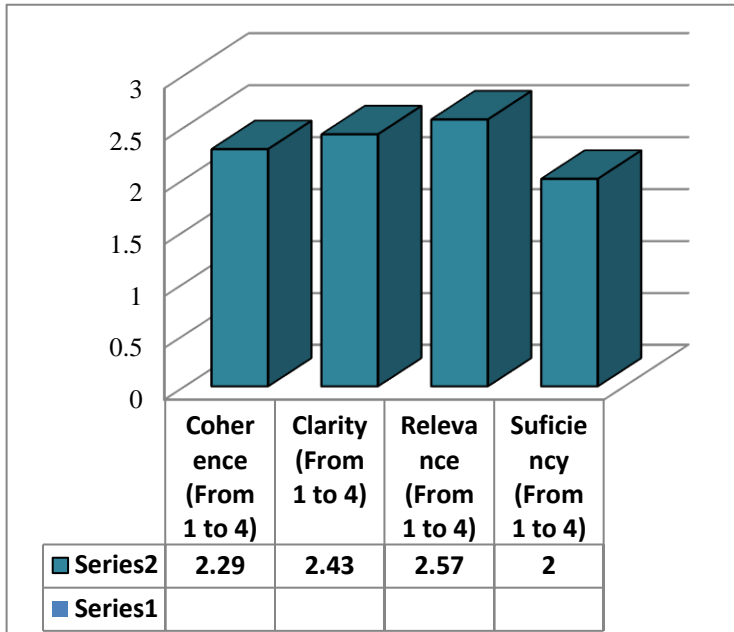
	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Series2	2.29	2.43	2.57	2
Series1				

3.4.1.2 Teacher interview

Regarding the rating given by different judges about the teacher interview   that was designed to be validated   by judges and then improved   according   to   jury`s suggestions so that it could be applied to the teacher in a brief time apart from the class so that he spoke confidently and openly. Especially with the purpose of knowing how he

	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Series1				
Series2	3.25	3.00	3.63	2.50
Series3				

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developed the English class and got students involved. The above chart shows the rating given by the jury experts. The coherence was **3.25 %;** the clarity was **3 %;** the relevance was **3.63 %,** and the sufficiency was **2.50 %.** The scale to rate was from **1** to **4**. So the validation indicated that the teacher interview was good and pointed out the dimensions, needing some improvement, and then be applied.
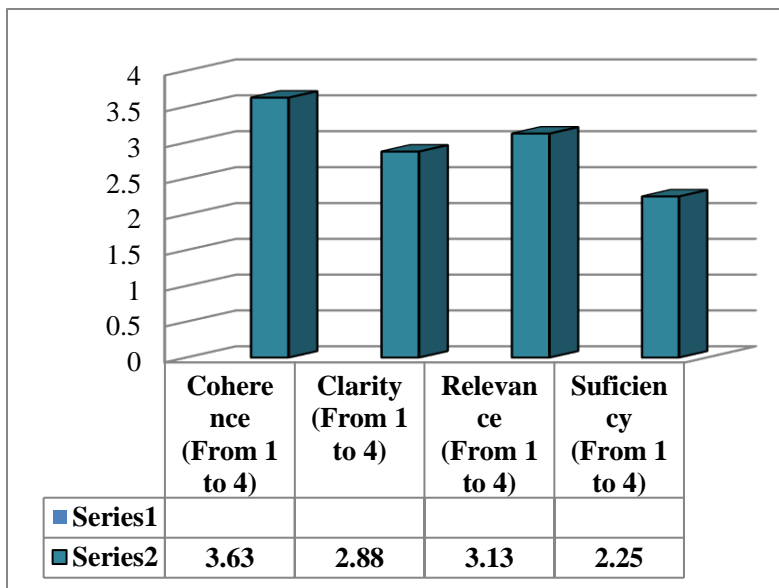
3.4.1.3 Student questionnaires

As to the rating given by different judges about the student questionnaires designed to be validated by judges and then improved according to jury`s suggestions so that it could be applied to **30** 11th grade students. The left chart shows the rating given by the jury experts.

The coherence was **3.63 %;** the clarity was **2.88 %;** the relevance was **3.13 %,** and the sufficiency was

	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
■ Series1				
■ Series2	3.63	2.88	3.13	2.25

2.25 %. The scale to rate was from **1** to **4**. The validation indicated that the student questionnaires was good and pointed out the dimensions of the study partly, needing some improvement in the clarity and in the sufficiency. Once recommendation and improvements were done, this instrument was ready to be applied.

3.5 Research Matrix

Specific Objectives	Variables	Sub-variables	Indicators	Instruments
1. To determine the main sociocultural factors which affect students´ interest to improve their speaking skill, in 11th grade, at Guardabarranco Public School in Managua.	Socio Cultural Factors	1. Social distance 2. Cultural confrontation 3. Linguistic background 4. Socio-economical background	Description of the factors	Class Observation Guides

Student Questionnaires

Teacher Interview |
| 2. To describe the main areas where socio-cultural factors interfere the effectiveness of the development of the English learning process in the speaking skill in 11th grade students, at Guardabarranco Public School. | Development of the Speaking Skill Learning | 1. Grammar 2. Discourse 3. Sociolinguis-tic 4. Interaction 5. Accuracy and Fluency 6. Combining Communicative Approach with Other Methods 7. Transferring teachers' roles 8. Teachers' repertoire | Description and analysis | |

3.6 Data processing instrument: SPSS/Graphics Excel.

3.7 Results and analysis

The analysis was made in the following way: The different item results were analyzed alone, with two or three items results together to do a comparison or contrast so that variable relations with one another were described and discussed. **(1)** The student questionnaires, **(2)** the class observation guides and **(3)** the teacher interview were briefly analyzed and discussed individually.

The next graphic and chart display the total participant-students in each one of the instrument used in the present research.
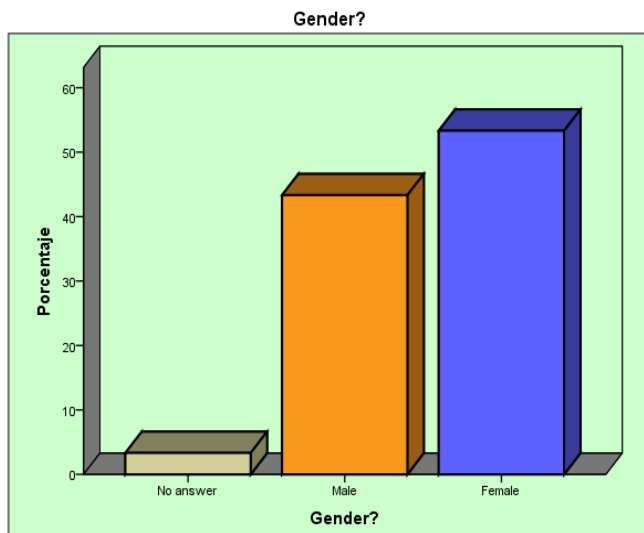
Gender		Frecuencia	Porcentaje
	No answer	1	3.3
Válidos	Male	13	43.3
	Female	16	53.3
	Total	**30**	**100.0**

The right chart and the left graphic show that from the 30 students involved in the research paper, 1 student did not identify his gender **(3.3%).** 13 students were male **(43.3%)** and 16 students were female **(53.3%).** This data was taken and shown to have the exact number of the participating students according to their gender only.
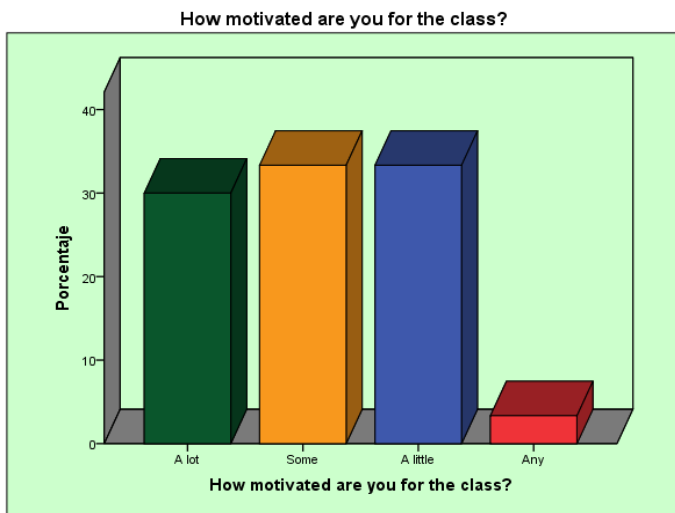
1. Student Questionnaires

Based on the information obtained from the student questionnaires applied to 30 students throughout this research paper, whose title is the main socio-cultural factors interfering the development of the speaking skill of 11th grade students at Guardabarranco Public School, located in Managua city.

According to the results from question #1, the motivation shown by the students to the English class is as followed: 9 students answered that they are motivated to the English class a lot; 10 students answered they are some motivated for the English class;

How motivated are you for the class?		Frecuencia	Porcentaje
	A lot	9	30.0
	Some	10	33.3
Válidos	A little	10	33.3
	Any	1	3.3
	Total	**30**	**100.0**

other 10 students answered they are little motivated for the English class. And only 1 student answered he did not have any motivation for the class.

The left graphic (# 1) shows the tendency that the 30 students had toward the English class in percentage.

- 9 students represent the **30%** (a lot motivation to the English class).

- 10 students represent the **33.33%** (some motivation to the English class).

- 10 students represent **33.33%** (little motivation to the English class).

- 1 single student represents the **3.33%** of the **100%** (no motivation for the English class). To sum up, the students do have interest/motivation to the English class. 19 students did answer positively the question **#1** with some range of variety in their answers.

Is it important to study English		Frecuencia	Porcentaje
	Yes: For personal and professional development	28	93.30
Válidos	No:It is only another class	2	6.70
	Total	**30**	**100.0**

From the question # 2 (left chart) It was obtained that 28 students consider English important for personal and professional

development.   It is obvious that an instrumental motivation is presented on those students. On the other hand, two students answered that English is only another class.

Is It important to study English?
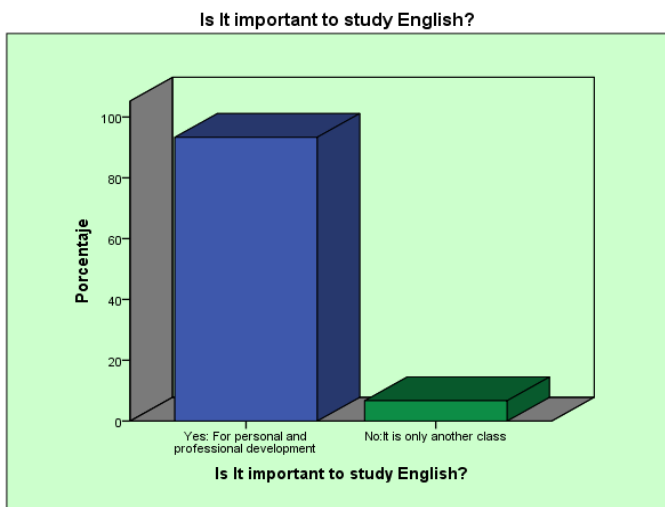
The left graphic (# 2) shows the students' tendency to study English. 28 students representing most of the population do believe that English is a Language of opportunities as personal as professional. See bright blue bar which exhibits the tendency of the 28 students in percentage **93.30%**. On the contrary, 2 students think that English is not catchy or important to be studied. What has some relevance here so that the students answered the question #2 like displayed above is the relation between language and culture.

Is it important that English be the predominant language?			
		Frecuencia	**Porcentaje**
	No answer	1	3.3
Válidos	Yes	15	50.0
	No	14	46.7
	Total	**30**	**100.0**

Regarding the question # 3, the results started showing the impact of the English as the target language in the classroom. 1 student gave no answer to this question. 15 students answered they did like English be the predominant language in the classroom. 14 students answered they did not like English as this predominant language during the class.

Is It important that English be the predominant language?
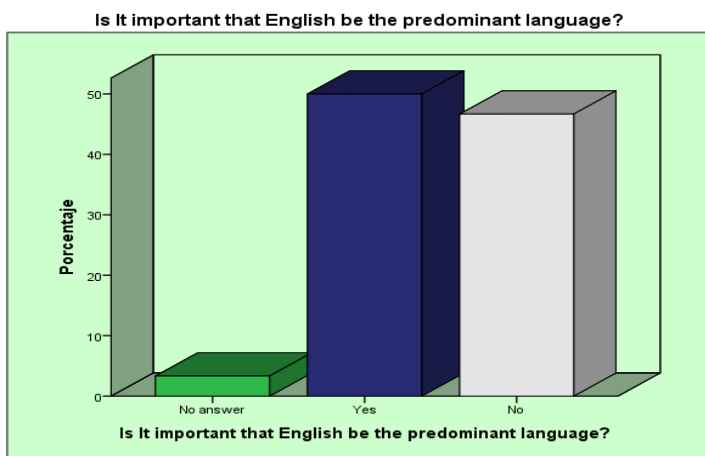
This graphic (# 3) shows in percentage the importance given to English as the predominant language in the classroom by the students. The green bar shows the **3.33%** of the students who gave no answer nor comment on

the question # 2. The bright blue bar represents the **50.0%** of students who wanted English as the target language in the classroom. And finally, the whitish bar shows the **46.7%** of students that did not care that English be the predominant language in the class. In this variable, the socio-cultural factor interfering the EFL learning on students is the sociolinguistic background. Given this, the development of the speaking skill is a challenge during the class. Unfortunately, there is not an environment (socially talking) that propitiates the discourse, a sociolinguistic interaction (more listening and speaking perception of English), and improvement of the accuracy and fluency on the 11th grade students.

Estadísticos				
		How motivated are you for the class?	**Do you receive support from your parents?**	**Define a good English Teacher?**
N	Válidos	30	30	30
	Perdidos	0	0	0

This chart combines three questions (1, 4 and 8) so that the socio-economical background can be analyzed in the way it affects the development of the speaking skill.

Connection among these three questions:

How motivated are you for the class?		**Frecuencia**	**Porcentaje**
	A lot	9	30.0
	Some	10	33.3
Válidos	A little	10	33.3
	Any	1	3.3
	Total	**30**	**100.0**

Already discussed in graphic # 1. Shown as comparison with the two other questions, whose connection is strong.

Do you receive support from your parents?		**Frecuencia**	**Porcentaje**
	Yes: Economical and motivational (teaching)	25	83.3
Válidos	No: Except some economical	5	16.7
	Total	**30**	**100.0**

William and Burden (1997) quoted by (Pishghdam, R., 2011) the impact of the context on learning a language is crucial.

This chart shows the influence that parents have on students (cultural and social capital) is

valid in learning contexts. 25 students answered they did get support from their parents (money and motivation). 5 students answered they ony got economical help from their parents – no more than that. This graphic (# 4) shows that **83.3%** (blue bar) of the students answed that they did receive as economical (cash, access to internet, dictioanary, and other goods) as motivational (teaching, help,etc) support from their parents. The blackih bar shows the **16.7 %** of the students **t**hat only got economical support from their parents.

Teachers are part of socio-cultural background. The left chart shows what students consider a good teacher. 18 students consider a good teacher as communicative and creative. 11 other students say that a good teacher is flexible but demanding. Finally, 1 student answered that a good teacher is tolerant and uninterested.

Define a good English Teacher?		Frecuencia	Porcentaje
	Communicative and creative	18	60.0
Válidos	Flexible but demanding	11	36.7
	Tolerant and uninterested	1	3.3
	Total	**30**	**100.0**
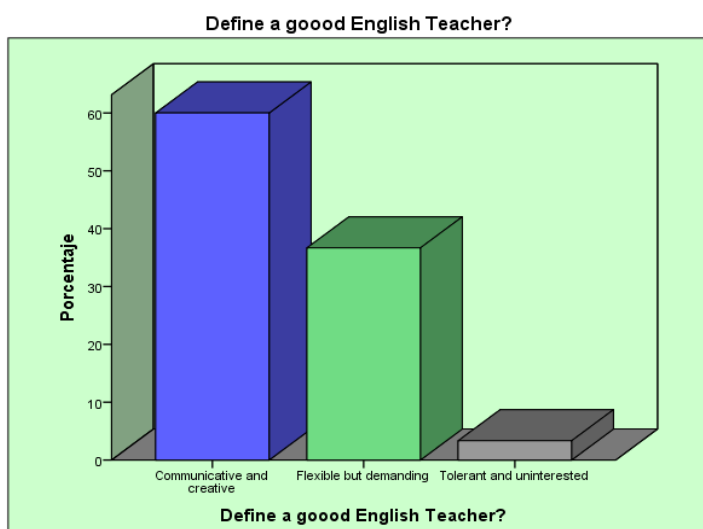
This graphic (# 5) gives 3 possible options of what a good teacher is. The blue bar represents **60.0%** of the students that consider that a good teacher is communicative and creative. The green bar shows that **36.7%** of the students think a good teacher is flexible but demanding.

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The dark bar displays that **3.33%** of the students believe that a good teacher is tolerant and uninterested. To sum up, the answer from the 30 students could transmit their perception of what parents 'role is in their sons 'education, and the methodology that teachers use in English class. In this part, Nicaragua education curriculum faces really huge challenges when designing a curriculum for English as a foreign language and trainings for teachers.

Estadísticos				
		Do you interact with the teacher and classmates out of the class in English?	What makes an English class better?	What makes difficult to learn English in the class?
N	Válidos	30	30	30
	Perdidos	**0**	**0**	**0**

The left chart shows: questions (6, 9 and 7). They were taken this way to describe: First, the sociolinguistic impact on students and teacher when out of the classroom. Second, what students believe would make the English class better. Third, the students 'perception about what makes difficult to learn English. Especially, the speaking skill.

Do you interact with the teacher and classmates out of the class?			
		Frecuencia	Porcentaje
Válidos	Yes	2	6.7
	No	28	93.3
	Total	**30**	**100.0**

This chart represents the tendency of 11th grade students´ answer regarding question # 6. 2 students said they interact with their classmates and the teacher in English out of the classroom. 28 students answered they do not.

Do you interact with the teacher and classmates out of the class?
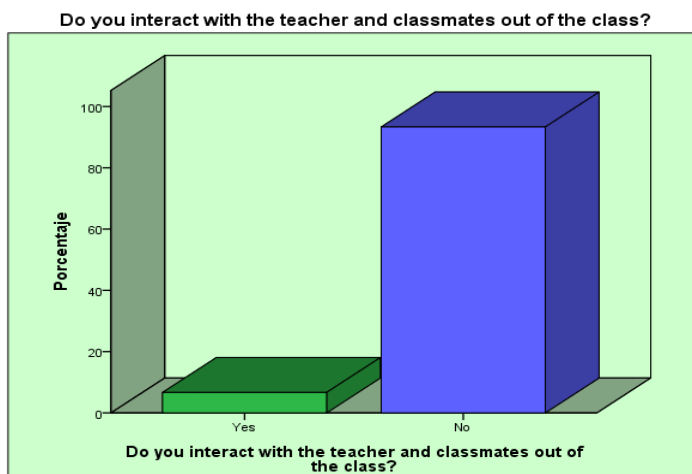
This graphic (# 6) shows the percentage of the answers given by the students. The green bar shows the **6.7%** of the students who do interact with the classmates or teacher out of the

class. The blue bar shows the **93.30%** of students who answered they do not interact with classmates nor the teacher.

   The social distance and linguistic background do affect and interfere the development of the speaking skill in the 11th grade students from Guardabarranco Public School. Especially, the discourse, the interaction and the linguistic factors (pronunciation, grammar, and vocabulary).

What makes an English class better?		Frecuencia	Porcentaje
	Active	7	23.3
	Students-centered	1	3.3
	The teacher as a monitor	3	10.0
Válidos	All of the answers 1, 2, 3 except the option 0= no answer	19	63.3
	Total	**30**	**100.0**

This chart shows what students answered on question # 9: What makes an English class better. 7 students answered it has to be an active class. 1 student answered the class should be student-centered. This seems like going from the traditional methodology to the new one where teachers are tutors, facilitators, guiders and/or monitors. That is also applicable to an active class. 3 students answered that a better English class has to have the teacher as a monitor, guiding the learning process. And, 19 students answered a better English class has to include all the options given. That means a new model of teaching English as the target language in the classroom, not as typically done: "Traditional methodology and teacher-centered. More speaking competence is needed so that students really interact.


What makes an English class better?
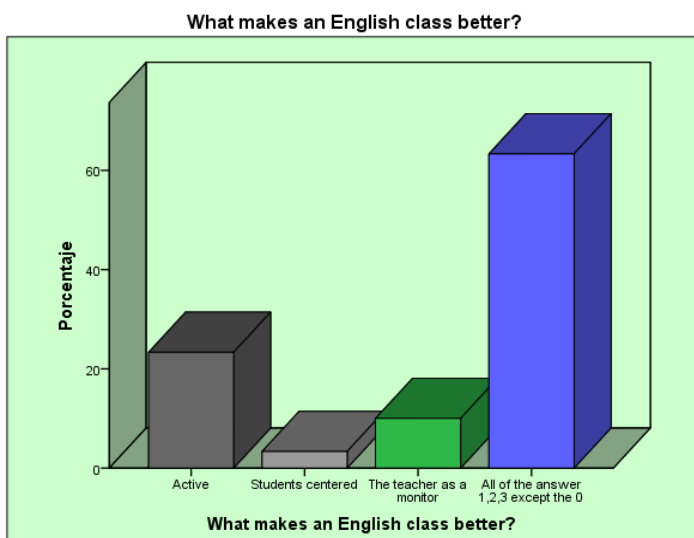
The graphic (# 7) displays how the students responded in percent terms. The blackish bar shows the **23.3%** of the students that believe a better class has to be active - more interaction among students. The smallest blackish bar displays the **3.33%** of the students that

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consider a better class should be student-centered- no more traditional methodology (teacher-centered in the class). The green bar shows the **10%** of the students that think a better class should have the teacher as a monitor, guiding the learning process. Instead of a knowledge transmitter in the class. Finally, the blue bar represents the **63.30%** of students that think a better English class has to include an active environment, a student-centered method and teachers as monitors. All of this is quite balanced in the case of the teaching-learning process. That is an integrated skills tendency when teaching English as the target language in the classroom.

What makes difficult to learn English in the class?		Frecuencia	Porcentaje
	Listening and speaking	10	33.3
	Grammar and vocabulary	12	40.0
Válidos	The learning environment regarding the familiarity with the English	8	26.7
	Total	**30**	**100.0**

This chart displays one of the questions that carry more weight including as the studied sociocultural factors as aspects of the effectiveness of the Speaking skill on 11th grade students.
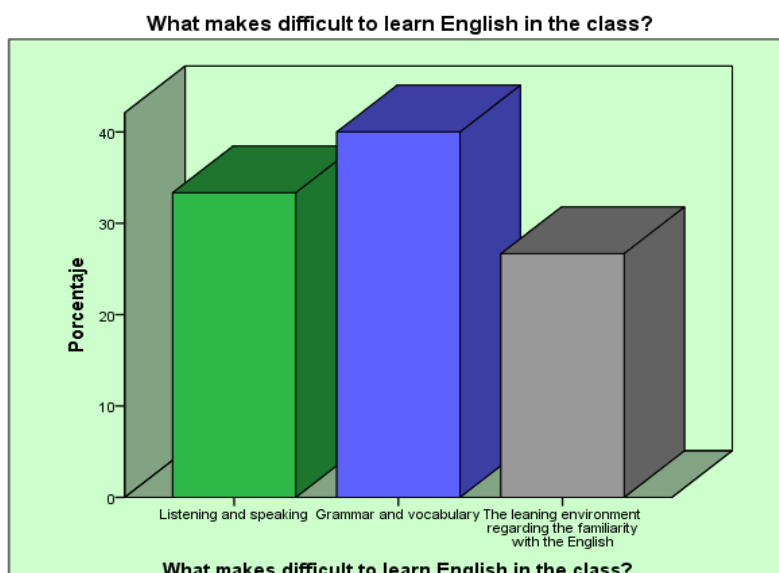
The left graphic (#8) shows what students consider makes difficult to learn English. First, the **33.3%** of the students (green bar) consider that listening and speaking constitute the part of the English language that makes difficult to get it as a foreign language in a non-spoken English Country. In this tendency shown by the students, the sociolinguistic factor is the one that most interfere the development of the speaking. ESL and EFL are two cases totally distinct to each other. EFL is the context for the 30 11th grade students.

Second, the **40.0%** of the students (blue bar) answered that what makes difficult to learn English is the grammar and vocabulary. In the literature review in this research paper, we identified this as part of the interference of the sociocultural factors in the learning process on EFL students. The social distance and the cultural confrontation do have much influence on this part studied. How things and words are done and spoken in a country with English as the language in use is different to the 11th grade students ´social and cultural classroom surroundings at Guadabarranco Public School.

Third, the **26.7%** of the students (blackish bar) took into account the learning environment regarding the familiarity with English. This includes, peer interaction, students themselves, the teacher, the English language as the target language in the class, and the methodology. It seems as students want a new way to get involved in the class. Here is where the socio-economical and linguistic factors have influence on the teaching-learning process. In especial, the learning of the speaking skill. More teaching resources and oral competence inclusiveness in the English class is vital to improve the speaking skill.

2. Class Observation Guides

Based on the teaching-learning process environment when applying the class observation guides during some English classes, the following was obtained by inference and observation:

1.　The teacher did use rewarding words such as: well-done, good, good job or excellent during the class, using English around **65%** of the class. The activities assigned to be done in class did not strengthen enough the students' self-confidence to speak English without fear of making mistakes. No much student – student interaction in class.

2.　English was not really the predominant language in the class – the teacher took the talking time mostly. Students 'interaction was minimum-when much: short answers and small Spanglish speeches.

3.　Students 'attitude towards English seemed not so relevant even though around 19 of them mentioned they are quite motivated. Classroom order was quite excellent; the teacher Erick Jiovany Useda González did manage discipline and order in the class.

4.   The strategies majorly used in the English classes observed were spoken and written prompts.

5.   The dominant approach was teacher centered, but with an emphasis on students so they use macro skills of English in the class.

 6.   Regarding the interaction among students to improve the speaking skill in the class was very minimum. The school resources were so limited and did not provide students or teacher to access to tools to facilitate a better learning.

   To sum up, the socio-economical background and the sociolinguistic factor of the 11th grade students did have a great deal of impact on the teacher-learning process – not so appropriate to develop and improve the speaking effectiveness on students.

3. Teacher Interview

   Based on the interview done in English with the teacher Erick Jiovany Useda Gonzalez, the following was obtained according to what the teacher in question answered:

1.   The class is taught basically in the target language, English. Students are asked to develop short conversations.

2.   Students are motivation around 70% and involved in the English class. Nevertheless, compared with the class observation guides, students did not show much motivation or interaction.

3.   Students 'motivation is not clear enough; most of them take the class to get a grade only. The teacher said he explained students the advantages of knowing another language are, not only for getting a grade.

3. Parents´ present regarding their students´ English and other classes learning is low. The economical level of parents and the education system do affect the English learning. Most of the students are not capable to get books, materials nor handouts. The socio capital and cultural capital are evidently present here.

4.   The teacher considers English should be the predominant language in the class. However, it is difficult to develop the class in English. English as the target language is used as much as possible in the class, though.

5.   The teacher mentioned that he uses some dynamic activities like singing songs, dialogs, x topics´ descriptions and small conversation.

6.   The teacher´s interaction with students out of the class in English is minimum. He interacts with very few students. The sociolinguistic factor is present here. The teacher mentioned that we are living in a non-speaking English country. That is why; English is a foreign language in Nicaragua Education Curriculum.

   To sum up, from the four studied sociocultural factors the two that impact the speaking effectiveness the most are the sociolinguistic background of EFL learners and the social distance. The cultural confrontation and socio-economical background are slightly less imparting.

IV. Conclusion

Through our research we want to point out some negative factors that affect the learning of the speaking skills in the students of eleventh grade at Guardabarranco Public School. The difficulties that were found in this research were gathered through the application of different instruments such as: Students questionnaires, class observation guides and teacher interviews.

During this research the following results were found:

1. The influence of the sociocultural factors studied was really strong, affecting the speaking effectiveness of 11th grade students.

2. The tendency of the thirty participants' answers on the questionnaires was varied, demonstrating unconsciously that the aspect of the speaking effectiveness were influenced and interfered by the sociocultural factors. Especially, by the social distance and the sociolinguistic factors in a non-speaking English country

3. As an overall picture of teaching-learning process observed in the class observation guides, the students 'ideas and thoughts based on their language learning experiences, considering the influence of peer interaction and feedback in the target language learning process. The environment for developing the speaking skill was not so appropriate to do so: mainly the next aspects of the speaking:

a. Discourse   c. Interaction

b. Linguistic factors   d. Accuracy and fluency

4. The socio-economical background (cultural and social capital) does not provide enough opportunities to students to get better resources for a more competent learning in a more demanding society. The EFL learning is directly affecting by this socio cultural factor.

5. Peer interaction to motivate students, which has a major influence on the language learning process of the students, was not students-students. Instead, the way of interaction was student-teacher or teacher-student with few exceptions of interaction with peers. In English classes, it may be useful to increase the types of activities and tasks that provide more peer interaction. Such approach can create the collaborative atmosphere in the

classroom, providing more interactive learning opportunities for English as the target language.

6. The students are not really aware of the extent to which sociocultural factors interfere the effectiveness of speaking. On the contrary, the teacher does know some of such interference as on the EFL learners as on the methodology in the class and teachers´ role and repertoire.

4.1 Recommendations

1. The National Education Program established by the Government should include more classes hours during the week, because that will allow students to have more time to practice and develop their English skills.

2. The Ministry of Education should help schools with technological material in order to students have access to some useful resources that help them to improve their English language.

3. The teacher should be trained and updated in the English teaching regarding socio-cultural factors interfering English as the target language so that he uses a varied methodology taking into consideration the activities that most encourage students to participate during the class, to help them feel more self-confident.

4. The teacher needs to take in count the level of comprehension of the students, and enrich students' vocabulary to develop the class.

5. Let students know (awareness) about the importance of learning English as a foreign language. This will help them to achieve their professional goals in the future.

6. The teacher needs to encourage students to use English and help them to develop their critical thinking.

  All the recommendations should be taken into count to increase the students' interest toward English, and improve the quality of education at Guardabarranco Public School in Managua.

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VI. Annexes

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Campus "Rubén Darío"

School of Education and Languages

Research topic:

Main Socio-cultural Factors Interfering the Development of the Speaking

Validation of interview to English teachers

Authors:

Milton Ariel Calderón
Carla Bermúdez Avendaño
Kevin Smith Espinoza Melendez

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: "**Interview to English teachers"** which is part of the research: "*Main Socio-cultural Factors Interfering the Development of the Speaking".*

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

TIME _____

CURRENT POSITION

_____

_____

INSTITUTION

_____

Research Objectives:

To analyze the main sociocultural factors that hinder the development of the speaking skill of English as a foreign language in 11th grade students, at Guardabarranco Public School in Managua during the first semester 2019.

Objective of the expert judgment:

To validate the content of the teacher interview.

Objectives of the interview: Identify the extent to which socio-cultural factors cause difficulty for high school students in developing speaking skills.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2.Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Socio	(Krashen, 1982)	Motivation	How motivated are students to study English?				
		Motivation	What do you think their motivation to study English is?				
	(Brown D.H, 2000).	Social distance	Do you consider it is important that English be the predominant language in the classroom?				
		Social distance	What influence do parents have on your students' English learning?				
cultural	(Brown D.H, 2000).	Culture in the classroom	Do you think that your class is conducive to the development of oral competence?				
			When you meet your students in the hallways, do you interact in English?				
	(Brown, H. D., 2001)	Linguistic Background	What makes difficult the use of native language in the development of oral English proficiency?				
	(Williams and Burden 1997) cited by Pishghdam, R. (2011	Socio-Economic Background	Does the student's socioeconomic level affect the teaching-learning process of English as a foreign language?				
			Comment/Alternate Formulation:				

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Colegio Guardabarranco

Estimado profesor: Usted ha sido seleccionado para llenar el siguiente **teacher interview** que hace parte de una investigación, cuyo título es: Main social-cultural factors interfering the development of the speaking. La información que nos provea es estrictamente confidencial y solo se utilizará para los propósitos antes descritos. Muchas gracias de antemano por su colaboración.

Name:_____

Title:_____

Grade:_____

Items
1. What set of routines do you come out in the classroom? /   ¿Qué conjunto de rutinas realizas en el aula?
2. How motivated are students to study English? / ¿Cuán motivados están los estudiantes para estudiar inglés?
3. What do you think their motivation to study English is?¿Cuál crees que es su motivación para estudiar inglés?
4. Do you consider it is important that English be the predominant language in the classroom? / ¿Considera importante que el inglés sea el idioma predominante en el aula?
5. What influence do parents have on your students' English learning? / ¿Qué influencia tienen los padres en el aprendizaje del inglés de sus hijos?
6. How do you get your students to speak more and better? / ¿Cómo lograr que sus estudiantes hablen más y mejor?
7. When you meet your students in the hallways, do you interact in English? / Cuando te encuentras con tus estudiantes en los pasillos, ¿interactúas en inglés?
8. What makes difficult the use of the native language in the development of oral English proficiency? / ¿Qué dificulta el uso de la lengua materna en el desarrollo del dominio oral del inglés?
9. Does the student's socioeconomic level affect the teaching-learning process of English as a foreign language? / ¿El nivel socioeconómico del estudiante afecta el proceso de enseñanza-aprendizaje del inglés como lengua extranjera?
10. What difficulties are there in your class? / ¿Qué dificultades hay en tu clase?
11. How is your relationship with students? What about the feedback if provided) / ¿Cómo es su relación con los estudiantes? ¿Qué hay de la retroalimentación si se proporciona?)

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Campus "Rubén Darío"

School of Education and Languages

Research topic:

Main Socio-cultural Factors Interfering the Development of the Speaking

Validation of Questionnaire to English students

Authors:

Milton Ariel Calderón
Carla Bermúdez Avendaño
Kevin Smith Espinoza Melendez

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: "**Questionnaire**" which is part of the research: "***Main Socio-cultural Factors Interfering the Development of the Speaking".***

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

TIME _____

CURRENT POSITION

_____

_____

INSTITUTION

_____

Research Objectives:

To analyze the main sociocultural factors that hinder the development of the speaking skill of English as a foreign language in 11th grade students, at Guardabarranco Public School in Managua during the first semester 2019.

Objective of the expert judgment:

To validate the content of the student questionnaires

Objectives of the questionnaire:

Identify the extent to which socio-cultural factors cause difficulty for high school students in   developing   speaking   skills.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2.Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Socio	(Krashen, 1982)	Motivation	How motivated are you as student to study English?				
		Motivation	What do you think that studying English is important? Why is it important? Why not?				
	(Brown D.H, 2000).	Social distance	Do you consider it is important that English be the predominant language in the classroom during the class?				
		Social distance	Do you get support from your parents? What kind? Teaching?				
cultural	(Brown D.H, 2000).	Culture in the classroom	What things do you do actively in the lesson?				
			When you meet your classmates and/or teacher in the hallways, do you interact with them in English?				
	(Brown, H. D., 2001)	Linguistic Background	What makes hard to learn English in class?				
	(Williams and Burden 1997) cited by Pishghdam, R. (2011)	Socio-Economic Background	Define a good English teacher?				
			What makes an English lesson better?				
			Comment/Alternate Formulation				

References:

Brown, H. D. (2001). Teaching by principles: an interactive approach to language (Second ed.). (P. Education, Ed.)

H. Douglas Brown. (2000). Principles of language learning and teaching (4th ed.). NY: Pearson Edication.

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Krashen. (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Press.

Colegio Guardabarranco

Estimado Estudiante: Usted ha sido seleccionado para llenar el siguiente **cuestionario estudiantil** que hace parte de una investigación, cuyo título es: Main Social-Cultural Factors Interfering the Development of the Speaking .La información que nos provea es estrictamente confidencial y solo se utilizará para los propósitos antes descritos. Muchas gracias de antemano por su colaboración.

Nombre: _____

Sexo: _____ **Año:** _____

1. ¿Qué tan motivado estás como estudiante para estudiar inglés?
1. Mucho _____ 2. Algo _____ 3. Un poco_____ 4. Nada _____

2. ¿Crees que es importante estudiar inglés? ¿Por qué es importante? ¿Por qué no?
1. Si: _____ 2. No. _____ Por qué?: _____

3. ¿Considera importante que el inglés sea el idioma predominante en el aula durante la clase?
1. Sí _____ 2. No _____

4. ¿Recibes apoyo de tus padres? ¿De qué tipo? ¿Enseñanza?
1. Sí _____ 2. No _____
Tipos:
Motivación _____ Económica _____ Enseñanza _____ Todas las opciones anteriores _____

5. ¿Qué cosas hace usted activamente en la lección?
1. interactuar con el maestro y los estudiantes_____
2. Pida ayuda cuando usted como estudiante tenga dudas _____
3. No es lo suficientemente activo durante la clase _____.

6. Cuando te encuentras con tus compañeros de clase y/o profesores en los pasillos, ¿interactúas con ellos en inglés? 1. Si____ 2. No._____

7. ¿Qué hace que sea difícil aprender inglés en clase?

1. Escuchar y hablar _____ 2. Gramática y vocabulario _____ 3. El ambiente de aprendizaje con respecto a la familiaridad con el inglés _____

8. ¿Definir un buen profesor de inglés?

1. Comunicativo y creativo _____ 2. Flexible pero exigente _____
3. Tolerante y desinteresado _____
9. ¿Qué hace que una clase de inglés sea mejor?

1. Activa _____ 2. Centrado en el estudiante _____ 3. El maestro como monitor _____ 4. Todas las opciones anteriores _____

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Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Campus "Rubén Darío"

School of Education and Languages

Research topic:

Main Socio-cultural Factors Interfering the Development of the Speaking

Validation of the class observations to English teacher and students

Authors:

Milton Ariel Calderón
Karla Bermúdez Avendaño
Kevin Smith Espinoza Melendez

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: **"Class observations"** which is part of the research: "*Main Socio-cultural Factors Interfering the Development of the Speaking".*

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

TIME _____

CURRENT POSITION

_____

_____

INSTITUTION

_____

Research Objectives:

To analyze the main sociocultural factors that hinder the development of the speaking skill of English as a foreign language in 11th grade students, at Guardabarranco Public School in Managua during the first semester 2019.

Objective of the expert judgment:

To validate the content of the class observation guides.

Objectives of the observations

Identify the extent to which socio-cultural factors cause difficulty for high school students in developing speaking skills.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Socio	(Krashen, 1982)	Motivation	Is there a purpose for studying English?				
		Speaking Performance conditions in the Classroom	Do the activities assigned to be done in class strengthen the students' self-confidence to speak English without fear of making mistakes?				
	(H. Douglas Brown, 2000)	Social distance	It is important that English be the predominant language during the class?				
		Social distance	How much support do parents and teachers give to students on the learning of the speaking skill?				
Cultural	(H. Douglas Brown, 2000)	Culture in the classroom	What type of teaching and learning strategies does the teacher use mostly to develop oral proficiency for better classroom – real competences? Dialogue, Role-playing, Presentation, Discussions, others?				
	(Brown, H. D., 2001)	Linguistic Background	How much interaction is there among students to improve the speaking skill in the class?				
	(Williams and Burden 1997)	Socio-Economic Background	Does the teaching and learning environment provide students access to resources and tools to facilitate a better learning?				
			Comment/Alternate Formulation:				

References:

Brown, H. D. (2001). Teaching by principles: an interactive approach to language (Second ed.). (P. Education, Ed.)

H. Douglas Brown. (2000). Principles of language learning and teaching (4th ed.). NY: Pearson Edication.

Pishghdam, R. (2011). An Application of a Questionnaire of Social and Cultural. Retrieved September 2012, from www.ccsenet.org/elt

Krashen. (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Press.

Colegio Guardabarranco

Teacher´s Name: _____

Class Observation Rubric

Items
1. The teacher uses rewarding words such as: well-done, good, good job or excellent.   1. Yes _____   2. No_____
2. Do the activities assigned to be done in class strengthen the students' self-confidence to speak English without fear of making mistakes?   1. Yes _____   2. No _____   3. Regularly_____
3. Observe if English is the predominant language during the class   1. Yes_____   2. No _____
4. Students 'attitude towards English, do they see a purpose of learning English?   1. Yes _____   2. No _____

5. What type of learning strategies does the teacher use mostly to develop oral proficiency for better classroom –real competences?
   1. Grammar-translation.
   2. Spoken or written prompts
   3. Read and talk monologues
   4. Speech bubbles
   5. Simulation
   6. Drills to response visional prompts

6. Is the class based on student-centered approach or is the class dominated by the teacher?   1. Yes: _____ Students centered   2. No:____ Dominated by the teacher
7. What methodological strategies are used by teacher in the class? 1. Fairy tales _____   2. Storytelling _____   3. Describing visuals prompts_____
8. How much interaction is there among students to improve the speaking skill in the class? 1. Much: _____ 2. Quite: _____ 3. A little: _____ 4. Not much._____ 5. No interaction at all:____
9. Does the teaching and learning environment provide students access to resources and tools to facilitate   a better learning? 1. Yes _____   2. No _____   3. More or less _____