

SOCIOLINGUISTIC FACTORS THAT INFLUENCE THE ORAL SKILLS OF HIGH SCHOOL STUDENTS

Factores Sociolingüísticos que influyen en la habilidad oral de estudiantes de Educación Media Superior

Fatores sociolinguísticos que influenciam a habilidade oral de estudantes do Ensino Médio

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ABSTRACT

Introduction: Speaking is one of the most important skills for second language learners to acquire, especially when sociolinguistic factors are considered. However, the majority of scholars find it difficult to communicate and articulate their ideas properly. This study determined the sociolinguistic factors that influence the development of speaking abilities at a private school in Chone. Materials and methods: A mixed approach within a descriptive orientation method was the methodology used, with data being collected through a sort of field research that permits a more direct record of the data with the subject of the study in question employing the different methodologies. Results and discussion: We will gather information by interviewing instructors and collecting data from high school students via surveys and observation sheets, The findings indicate that numerous sociolinguistic factors influence students speaking ability in upper middle education, preventing them from speaking in front of others. Conclusions: It is concluded that teachers should pay attention to the barriers that hinder the development of speaking abilities in young learners, push them to overcome their fear of speaking, and include technology into their lessons to help them reach their goals.

Keywords: Speaking, Sociolinguistic factors, education, English language.

RESUMEN

Introducción: Hablar es una de las habilidades más importantes que deben adquirir los estudiantes de una segunda lengua, especialmente cuando se consideran los factores sociolingüísticos. Sin embargo, a la mayoría de los académicos les resulta difícil comunicar y articular sus ideas adecuadamente. Este estudio determinó los factores sociolingüísticos que influyen en el desarrollo de la capacidad del habla en una escuela privada de Chone. Materiales y métodos: La metodología utilizada fue un enfoque mixto dentro de un método de orientación descriptiva, siendo la recolección de datos a través de una suerte de investigación de campo que permite un registro más directo de los datos con el sujeto de estudio en cuestión empleando las diferentes metodologías. Resultados y discusión: Recopilaremos información entrevistando a instructores y recopilando datos de estudiantes de secundaria a través de encuestas y hojas de observación. Los hallazgos indican que numerosos factores sociolingüísticos influyen en la capacidad de hablar de los estudiantes en la educación media superior, impidiéndoles hablar frente a otros. Conclusiones: Se concluye que los docentes deben prestar atención a las barreras que obstaculizan el desarrollo de la capacidad de hablar en los estudiantes jóvenes, empujarlos a superar su miedo a hablar e incluir tecnología en sus lecciones para ayudarlos a alcanzar sus objetivos.

Palabras clave: Hablar, factores sociolingüísticos, educación, lengua inglesa.

RESUME

Introdução: A fala é uma das habilidades mais importantes que os alunos de segunda língua devem adquirir, principalmente quando se consideram fatores sociolinguísticos. No entanto, a maioria dos académicos tem dificuldade em comunicar

e articular as suas ideias de forma adequada. Este estudo determinou os fatores sociolinguísticos que influenciam o desenvolvimento da habilidade de fala em uma escola particular de Chone. **Materiais e métodos:** A metodologia utilizada foi uma abordagem mista dentro de um método de orientação descritiva, com recolha de dados através de um tipo de pesquisa de campo que permite um registo mais direto dos dados com o sujeito do estudo em questão utilizando as diferentes metodologias. **Resultados e Discussão:** Coletaremos informações entrevistando instrutores e coletando dados de alunos do ensino médio por meio de pesquisas e fichas de observação. Os resultados indicam que numerosos fatores sociolinguísticos influenciam a capacidade de fala dos alunos do ensino secundário superior, impedindo-os de falar na frente de outras pessoas. **Conclusões:** Conclui-se que os professores devem estar atentos às barreiras que dificultam o desenvolvimento da capacidade de fala nos jovens estudantes, pressioná-los a superar o medo de falar e incluir a tecnologia nas suas aulas para ajudá-los a alcançar os seus objetivos.

Palavras-chave: Fala, fatores sociolinguísticos, educação, língua inglesa.

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INTRODUCTION

Learning English is essential because it allows you to communicate successfully with people all around the world. (Nishanthi, 2018). At the Ecuadorian level, the English language continues to struggle to enhance teaching-learning, particularly in the development of socio linguistic competences, since speech, which is one of the most crucial, does not develop effectively or completely, either because it does not exist. instructional approaches or the occurrence of numerous social or linguistic variables unique to the language. As a result, the instructor must keep up with the current educational problems by using tactics that assist pupils gain substantial information.

Sociolinguistic competence refers to an individual's ability to adapt their speech behavior to communication situations, taking into account goals, intentions, social statuses, roles of communicants, and the communication environment, while adhering to sociolinguistic norms and national linguacultural attitudes. (Riskulova,2018).

Oral communication skills in English in Ecuadorian secondary schools are a source of worry since pupils are unable to effectively utilize the target language, resulting in a lack of oral production throughout the teaching-learning process.

Social and linguistic factors influence students' actions, creating barriers to the development of their oral communication skills, causing them to become introverted and participate in classes less, implying that students' skill development is difficult. of secondary education in a specific Educational Unit within the Chone canton.

This investigation is conducted at a private school in the Chone canton, Manabí province. English as a Foreign Language (EFL) training lasts 5 hours per week, and the university prioritizes the English language for students' overall education. However, upper middle school pupils frequently struggle to express themselves in English because they face sociolinguistic issues that impact the development of English-speaking skills. This might lead to kids' lack of comprehension and nervousness when they attempt to engage or offer their opinions.

According to Chambers (2002, p. 3) states, "Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emerged from determining the social evaluation of linguistic variants." Determining the sociolinguistic factors. Identifying sociolinguistic elements, English instruction may be viewed as the learning of concepts and the development of abilities that enable language growth. According to Gumperz (1971, p. 223), sociolinguistics is an endeavor to establish relationships between social organization and linguistic structure, as well as to notice any subsequent changes.

It is considered important to do so because it is possible to identify which factors influence the learning of a new language, particularly in determining why students do not speak English, and it is critical to collect data that aids in understanding the issues raised in this section through analysis techniques. Data collection methods such as teacher interviews, observation sheets, and questionnaires will allow researchers to determine which aspects influence oral communication abilities in face-to-face learning contexts.

This research responds to the following questions: 1. How is the speaking abilities in students of English Teaching as a Foreign Language? (EFL) (Interview) 2. Why students don't want to speak in English? (Observation Sheets) 3. What are the factors that influence the speaking abilities in the students? (survey)

To contribute to the innovation of the teaching-learning process of EFL in primary education by finding the elements that impacted the speaking abilities in EFL, the research begins the study with a review of the principles of (1) Sociolinguistic factors in English as a foreign language, (2) Speaking English skills

The purpose of this research is to determine the sociolinguistic factors that influence the development of speaking ability in students of upper middle school.

This research is the author's original work, demonstrating that, while there may be similar topics, the concept and scientific theories are distinct because it seeks an answer to a problem that arose in a specific Educational Unit in Chone, which will serve to improve and strengthen aspects of English language acquisition and teaching.

Sociolinguistic factors in English as a foreign language

Language is a tool that people use to interact with one another and come to an understanding. Many languages are spoken throughout the world; in fact, a single nation may speak up to two languages. Additionally, a large number of individuals speak a variety of languages in today's world. The English Language refers to those languages that are widely spoken

Yasemin (2013) defined sociolinguistics as the science that investigates the aims and functions of language in society. It makes an effort to clarify how language varies between contexts across geographic boundaries and how individuals in one context converse with others in another. Sali (2013), sociolinguistics is the interaction between language, culture, and society.

Sociolinguistics is a comprehensive and integrated field of study that investigates a specific society's viewpoints, as well as its culture, how the target language is utilized, and the effects of language on society. The link between foreign language teaching (FLT) and sociolinguistics is important in a variety of ways.

According to Spolsky (2010) sociolinguistic is the study of the link between language and society, of language variation, and attitudes about language. It is supported by Hudson (1996) defined as a study of the relationship between language and social factors such as class, age, gender and ethnicity. According to each of these definitions, sociolinguistics is a field of study that connects linguistics and sociology. As a field of study within sociology, it examines how a society's linguistic requirements are determined by the way language is used.

Nishanthi, (2018) said "Learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents. " Given that English is the language that is spoken in the majority of the globe today, its significance cannot be overstated or overlooked, and one of the most important skill inside the language is the speaking. In addition to being an essential tool for communication.

Brown (2001), said, learners' native language has a significant impact on their ability to acquire the target language. While the native system will have both facilitating and interfering impacts on the production and understanding of the new language, the interfering effects are likely to be more noticeable." (p. 66).

Speaking English skills

Speaking is the first step towards connection and communication. English speaking skill acquisition is a process whose outcome depends on a wide variety of factors, including the source of the target language and the learners' strategies in handling those sources (Ha & Anh, 2016).

Torky, (2014) says, Speaking is an important ability in communication; English learners can talk with others to attain certain goals or to convey their thoughts and intentions. Communication skills are essential in today's society, and mastering them is necessary for success in one's chosen career and is the most crucial of the four language skills for effective communication in our interconnected global society.

According to Bueno, Madrid, and McLaren (2006: 321), "Speaking is one of the most difficult skills language learners have to face. Speaking is regarded as the most crucial of the four English language abilities. Even after years of language study, learners still struggle to communicate, when necessary, in real-world settings.

Bahadorfar and Omidvar (2014), if listeners understand what someone is saying, the speaker is deemed to have outstanding speaking skills. People require practical English-speaking abilities in many facets of their lives at this era of globalization. Speaking is the verbal transmission and exchange of thoughts with others.

For those learning a foreign or second language, producing sentences without mastering grammatical structures and having a sufficient vocabulary can be rather challenging. As a result, EFL/ESL English language learners have a difficult time pronouncing sentence correctly. People strive to acquire speaking abilities since they are essential to effective communication and can help them interact with people worldwide.

In the field of linguistic factors that can affect the development of the speaking skill in students: Lack of vocabulary, Fluency and coherence, Pronunciation, grammatical range and accuracy.

Vocabulary is a single word or group of words that have a distinct meaning. According to Kamil and Hiebert (2005), vocabulary involves understanding the meanings of words. The words come in at least two forms: oral and print. Oral vocabulary refers to the collection of words for which we know the meanings when speaking or reading aloud. Print vocabulary refers to words with clear meanings whether written or read quietly.

Vocabulary issues arise when a person lacks the necessary vocabulary and struggles to construct meaningful sentences. According to Doris and Jessica (2007), in real-world communication, people prioritize substance and response over proper language. Which involves the coherence to speak clearly and transmitted their ideas with others.

Speaking with fluency means the individual's speech flows well without many interruptions (Marilyn & Harcourt, 2019; Mairi, 2016) also describes that fluency is one's English language proficiency much better and sounds slicker, more natural, and more impressive for the listeners. Likewise, Luoma (2004) explains fluency as smoothness, rate of speech, length of utterances, connectedness of ideas, and also absence of excessive pausing.

Grammatical range refers to the number of different tenses that you use in your answers. Elliott, H. (2023) also he refers in terms of accuracy the capacity to understand advanced structures of grammar and use them correctly to score well in this criterion. Errors happen when you do not know how to use a grammatical concept. However, you can still score well if you make small "slips" (mistakes) that are unintended because these can happen in a natural conversation even though you are aware of the correct grammatical structure to pronounce the words properly.

(Khanh, 2021) said that pronunciation is a key to produce acceptable and remarkable speech. Pronunciation helps you acquire better intonation of words and will allow you to feel comfortable when practicing with others, which is why it is essential to practice to develop it. Alsuhaimeh (2017) investigated learning pronunciation, words, fluency and coherence, grammar and accuracy, which are the components of speaking performance, has moved a drive to integrate educational speaking technology tools as new resources.

In the field of social factors that can affect the development of the speaking skill in students could be, Age; Social Context; Educational context; Language attitude; Integrative motivation; Instrumental motivation and, Cultural differences.

It is widely accepted that a learner's final level of language proficiency is influenced by the age at which they start learning a second language. "It is viewed that when people belong to the same chronological age group, they often speak similarly. As there are many different age groups in a community, an individual may use different linguistic features with a range of other speakers" (Abdullah, Safrudin & Aishah, 2018).

Lenneberg (1967) argued that languages are best learned before puberty, after which everyone faces constraints in language development. While Stephen Krashen (1979) favor of younger is better, argued that second language development by child and adult might actually involve differences process. It makes sense to conclude that age affects how well a second language is developed in the different context of the learners.

Furthermore, social context is important because it influences a number of learning and teaching issues, including: the purpose and motivation for learning a second or foreign language; the roles that language is expected to play in the community; the learner's access to input; the variety of input; and the acceptable standards of proficiency within that specific speech community. Research has also shown that the social contexts in which second/foreign language learners interact, such as the classroom and neighborhood, have an impact on their language development and influence according to the motivation that the learners have.

Motivation as defined by Deci and Ryan (1985) is related to basic human needs for competence, autonomy and relatedness. Brown (2000) classified studies of motivation of target or foreign language learners into two types:

- a- Integrative motivation
- b- Instrumental motivation

Chalak and Kassaian (2010) state that integrative motivation is “The desire to learn second language/foreign language to communicate with the people of the second language society and mix up in their culture.”

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Instrumental motivation is the other motivation aspect that affects learners' performance. Hudson (2000) has stated that instrumental motivation is characterized by the desire to obtain something practical or concrete from the study of a second language. For that reason, English learners with strong motivation and low anxiety can communicate more efficiently and effectively. (Ahmadi, 2017)

Nevertheless, students' perspectives regarding the language and the learning process will differ because of social experience as well as other pertinent elements like the media and instructional strategies. This has been supported by Walqui (2001) when she states that language attitudes in learners, peer group, school, neighborhood and society at large can be having an effect on language learning process both positive and negative.

METHODOLOGY

This study used a descriptive design with a mixed method to investigate the influence of sociolinguistic factors on speaking ability development in a private school in Canton Chone, Manabí, Ecuador. The sample size was 47 students, 45% male and 55% female, aged 13 to 15 years in second grade. SPSS was a software program used to verify the reliability of research tools such as:

As defined by Kvale (1996), the interview “is a construction site for knowledge. An interview is literally an inter-view, an inter-change of views between two persons conversing about a theme of mutual interest” (Kvale, 1996, p. 14). The total number of items is 11, all of which focus on sociolinguistic aspects that impact students' speaking skills, and the instrument was tested by five EFL specialists and validated by four EFL specialists.

Meanwhile, an Observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research. Gray, D. E. (2021) validated with an >0,962 in the alpha Cronbach. And finally, a survey which is "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This form of research provides for a range of approaches to participant recruitment, data collection, and equipment. The survey confirmed the alpha Cronbach with >0,922.

RESULTS

Table 1 Data Triangulation of the three research instruments.

Categories	Research Instruments		
	Interview	Observation Sheets	Survey
Linguistic Factors	Teachers know that their students have limited vocabulary to express in English.	Students feel nervous when Teachers ask them to talk in English.	One of the most challenging issues for pupils is a lack of Vocabulary to express their ideas.
Linguistic Factors	According to teachers, inadequate grammar understanding hinders the development of pupils' speaking abilities.	When The teachers ask to participate forming sentences, they only stayed quiet.	Students report that one of the main challenges they have while speaking is that they don't know the grammar rules for expressing properly.
Linguistic Factors	Teachers claim that learning phonetic sounds is necessary for accurate pronunciation and communication with others.	The learners seem shy and look around to avoid the teachers petition.	Students do not have appropriate pronunciation, limiting their ability to communicate with others.

Social Factors	Teachers believe that the interaction between the mesosystem is vital in English learning and should be exercised.	Students only interact with English during educational hours.	Students report that they do not practice the language at home, let alone in their social situation, thus they lose connection with the language.
Social Factors	Teachers believe that pushing their children to speak English is really vital.	Students were seldom motivated in English lessons when T puts them to work in role play.	Motivation is essential for learners; students claimed that they are often unmotivated to study English.
Technology Integration	The limited use of technology, as well as the introduction of motivating strategies, all contribute to student interaction and encouragement to speak English.	When Teachers use technology, the learners seem to be more motivated to participate or interact.	The students feel that utilizing some technology apps has helped them increase their abilities slightly.

Source: results obtained from the interview with the EFL teachers, the observation sheet and survey carried out with the students.

Elaborated by: The author

Analysis

In the category 1. Linguistic Factors. – According to the data, educators are well aware that certain linguistic factors influence their classes, particularly the development of speaking ability and how this affects the acquisition and development of vocabulary, fluency, pronunciation, and grammar in the teaching-learning process. Since in the observation sheets students seemed to be nervous when the teacher asks them to participate or speak in English, in such a way they also indicated in the survey that they do not engage in courses because they do not have a big vocabulary to express themselves in English

In the category 2. Social Factors. – Data shows that social factors are closely related to the development of speaking skills, since this includes a variety factor the influence the oral communication like Motivation, confidence, communication and Mesosystem. This currently happens in the classroom where the professor commonly deals with that. Through the observation sheet, it was observed that the students avoid the teachers petition and don't want to talk in front of their class, which they also stated in the survey that it is one of the factors that is most difficult for them to obtain, because they do not have correct pronunciation, they refuse to speak in English for fear of criticize.

In the category 3. Technology Integration. – Most of the teacher are agree that the learner should have a good environment to acquire a language, without a proper learning environment, the student loses interest in participation, and his interactions with the members of his social/school setting become null and void. The results obtained indicate that motivation plays a fundamental role in Those learners answered that feeling inspired by their teachers helps them acquire confidence in learning and developing their language abilities. Incorporating technological resources makes language learning more dynamic; the instructors questioned hardly ever use technology to deliver new learning; owing to the observation sheet, when that happened the students interacted more, they seemed motivated to participate, this scenario was obvious and in relation to the survey, respondents use applications or technological platforms to help them develop language skills in some way, and they believe that it would be appropriate if teachers used this type of methodology in class because it would make their learning more meaningful.

DISCUSSION

The objective of this study was to determine the factors that influences the communication of the ability to speak English language in the teaching-learning of the students. Certainly, speaking is one of the most challenging skills to acquire in English for a variety of reasons, including cognitive, psychological, emotional, and socio-cultural variables (Burns & Goh, 2013).

In (Wahyuni, 2022) study, it was shown that the speaking proficiency of English as a Foreign Language (EFL) learners is influenced by several linguistic components, including phonology, syntax, vocabulary, and semantics. Additionally, psychological elements such as motivation and personality were identified as having an impact on the development of speaking skills in EFL learners. The study found that pupils struggled with anxiousness. Ghafar, Z. N., & Raheem, B. R. (s/f), in their research "Learning: A general overview on the speaking skill." manifested that individual with a diminished sense of self-worth, heightened levels of worry, and limited motivation encounter significant challenges in developing their speaking abilities while possessing adequate linguistic proficiency.

Although sociolinguistic variables influence the development of speaking skills in children, it is vital to implement or adapt tactics that assist them in improving their abilities and encourage them to do so without reluctance. Nurfitri and Rahmawati (2021) discovered comparable results, where students suffer internal challenges such as shyness, anxiousness, and pressure in front of the class, producing certain downsides in the communication process.

Another barrier to speaking is students' lack of self-confidence in expressing their views; many dislike the concept of speaking in front of others. Finally, they stated that they do not have opportunity to practice or talk in English with others outside of class since just a few individuals know the language. (Leong & Masoumeh, 2017; Nabiyeva, 2018).

Learners also mentioned issues with pronunciation, fluency, vocabulary, and grammar. A Rohmatillah's (2017) study, "A Study on Students Difficulties in Learning Vocabulary," found that students struggle to enunciate some words (p. 82). This is mostly due to variances in pronunciation between spoken and written English, such as the words "muscle" and "listen." According to Hassan (2014), teachers must address pronunciation issues and encourage pupils to consult dictionaries.

Mazouzi's (2013) in his study, titled "Analysis of Some Factors Affecting Learners' Oral Performance," emphasizes the need of proper and thorough language form during oral communication. This involves emphasizing grammatical patterns, terminology, and articulation. Thornbury's 2005 study, "Teaching Speaking Skills," suggests that learners' use of grammatical structures is influenced by the length and complexity of their utterances, as well as the presence of well-organized clauses.

Therefore, introducing vocabulary in relation to word pronunciation can help students develop; even the use of online resources, which allows them to interact with others in novel ways, is appealing to them because it promotes self-learning and develops their natural ability to learn on their own. According to Chaney and Burk (1998), speaking is the process of creating and sharing meaning via the use of verbal and nonverbal symbols in a variety of contexts.

Students confront a range of hurdles when they improve their speaking abilities, ranging from confidence to fundamental language structures that prevent them from furthering their study. In this work, it is clear that each factor discovered is critical to cover and incorporate ways that help and support the development of speaking abilities in children.

The findings revealed that they have good attitudes on technology integration. For students, using certain platforms provides an opportunity to enhance their talents in a dynamic manner. This is also expressed by Kusmaryani et al. (2019, p. 2), who noted that technological devices bring some benefits to both instructors and pupils, including the availability of multiple capabilities such as instant communication, web surfing, video players, and recording.

CONCLUSION

Based on the results of the study, it can be concluded that Several sociolinguistic factors affect the development of speaking abilities in young learners such as the lack of vocabulary, the difficulty of pronouncing English, linked with the coherence/fluency, the nervousness, grammatic issues. Since English is not the student's mother tongue. Students found it challenging to communicate in the foreign language since it requires carefully linguistic abilities, particularly pronunciation, which is quite demanding. Students did not participate in speaking events mostly because they lacked adequate pronunciation skills. These factors had a direct impact on student involvement. These limitations reduce the effectiveness of the conversation and hinder pupils from improving their speaking abilities. It is necessary to create a collaborative and encouraging environment and incorporate technology; teachers should also make an effort to boost their students' confidence, motivated them and use the best teaching strategy to guarantee continued participation in speaking exercises.

Limitations and Recommendations

This study highlights sociolinguistic issues as a barrier to students' development of speaking abilities. There are situations when teachers don't pay attention to the development of the speaking abilities. Teacher should care more about the abilities specially the speaking skills of their learners when they are acquiring a new language. It is advised that teachers provide their students encouragement to communicate in the English language by offering positive reinforcement. In order to help students, overcome obstacles in oral communication.

Future studies should go deeper into the underlying causes of speaking difficulties. Furthermore, future research may look at instructors' perceptions on the teaching approaches they apply in languages classes. In order to help students, overcome obstacles in oral communication, it is necessary to create a collaborative and encouraging environment. Motivated students and incorporate technology platforms that help them to develop the abilities in the language also to encourage them to lose the fear to speak in class. They should also make an effort to boost their students' confidence and use the best teaching strategy to guarantee continued participation in speaking exercises.

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Conflicto de intereses

Los autores declaran no tener ningún conflicto de intereses.

Declaración de responsabilidad de autoría

Los autores del manuscrito señalado, DECLARAMOS que hemos contribuido directamente a su contenido intelectual, así como a la génesis y análisis de sus datos; por lo cual, estamos en condiciones de hacernos públicamente responsable de él y aceptamos que sus nombres figuren en la lista de autores en el orden indicado. Además, hemos cumplido los requisitos éticos de la publicación mencionada, habiendo consultado la Declaración de Ética y mala praxis en la publicación.

Jeny Stefania Mero Vélez y Genny Elizabeth Zambrano Gallardo: Proceso de revisión de literatura y redacción del artículo.