



**UNIVERSITY OF THE AUTONOMOUS REGIONS
OF THE NICARAGUAN CARIBBEAN COAST
URACCAN**

Monograph:

**Sociolinguistic Factors in Language Learning in First-year English
Students, at URACCAN University I Semester 2024**

To obtain the Bachelor's Degree in Science Education with a Major in
English

Author:

Br. Marvin Josue Lumbi Gutiérrez

Tutor:

MBE. José Alexander Oporta Barrera

Nueva Guinea, July 26th, 2024

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Dedication

I would like to express my gratitude and dedicate this monograph to several individuals. Firstly, I offer my dedication to God, because I acknowledge that without his presence, none of this would have been achieved. Secondly, I dedicate this to my siblings, whose existence inspires me to strive for improvement and provides me with the strength to persevere. Additionally, I extend my dedication to my parents, who have consistently offered their support whenever I have required it. I also express my gratitude to my mentor, MBE. José Alexander Oporta Barrera, for his unwavering guidance and invaluable knowledge, which have been critical to the completion of this work. I am also thankful to the authorities of URACCAN, the career coordinator, and all the professors who have provided me with guidance and support throughout this endeavor.

I would like to offer a special acknowledgment to all the people that have been a constant source of encouragement, believing in my potential and providing support from the outset. Finally, I express my appreciation to my friends, whose pride in my achievements has been a source of great encouragement.

Marvin Josué Lumbi Gutiérrez

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Primarily, I express my gratitude to God that bestows life upon me, serves as the architect of the cosmos, and endows me with the wisdom to progress in my professional endeavors.

Additionally, I extend my heartfelt appreciation to my family members for their unwavering support throughout my academic journey, as well as to my educators, who impart the essential knowledge enabling me to pursue my aspirations.

I hold firm in my belief that the objectives I have established for my life will yield fruitful results in the years to come, recognizing that every sacrifice made will be worthwhile.

Marvin Josué Lumbi Gutiérrez

ABSTRACT

This study investigated the influence of sociolinguistic factors on language learning among first-year English students at URACCAN University during the first semester of 2024. This study aimed to contribute to a better understanding of the complexities of language acquisition in first-year English learners at URACCAN University.

The research explored how various sociolinguistic factors impact students' English proficiency, using qualitative data from interviews, classroom observations, and pedagogical interventions. Key factors influencing first-year English students include age, geographical location, socioeconomic status, and education. Age affects learning pace and adaptability, geographical location correlates with exposure to English resources, socioeconomic status impacts access to materials and support, and prior education levels influence foundational knowledge and readiness for advanced learning.

By identifying the sociolinguistic factors that influence students' success, the research could inform the development and application of tailored instruments and support strategies. These strategies were aimed at enhancing English language learning for all students, ensuring a more equitable and effective educational experience.

In conclusion, this study explored and examined how sociolinguistic factors like age, geographical location, socioeconomic status, and education influence English proficiency. Using qualitative data from interviews, classroom observations, and pedagogical interventions, the research identified key factors affecting students' success. The findings emphasize the need for tailored strategies to enhance English learning, ensuring an equitable and effective educational experience for all students.

Keywords: Involvement strategies, language attitudes, social background.

RESUMEN

Este estudio investigó la influencia de los factores sociolingüísticos en el aprendizaje del idioma entre los estudiantes de primer año de inglés en la Universidad URACCAN durante el primer semestre de 2024. Este estudio tuvo como objetivo contribuir a una mejor comprensión de las complejidades de la adquisición del lenguaje en los estudiantes de primer año de inglés en la Universidad URACCAN.

La investigación exploró cómo varios factores sociolingüísticos impactan en la competencia en inglés de los estudiantes, utilizando datos cualitativos de entrevistas, observaciones en el aula e intervenciones pedagógicas. Los factores clave que influyen en los estudiantes de primer año de inglés incluyen la edad, la ubicación geográfica, el estatus socioeconómico y la educación. La edad afecta el ritmo de aprendizaje y la adaptabilidad, la ubicación geográfica se correlaciona con la exposición a recursos en inglés, el estatus socioeconómico impacta el acceso a materiales y apoyo, y los niveles de educación previos influyen en el conocimiento fundamental y la preparación para el aprendizaje avanzado.

Al identificar los factores sociolingüísticos que influyen en el éxito de los estudiantes, la investigación podría informar sobre el desarrollo y la aplicación de instrumentos y estrategias de apoyo personalizados. Estas estrategias estuvieron destinadas a mejorar el aprendizaje del idioma inglés para todos los estudiantes, asegurando una experiencia educativa más equitativa y efectiva.

En conclusión, este estudio exploró y examinó cómo factores sociolingüísticos como la edad, la ubicación geográfica, el estatus socioeconómico y la educación influyen en la competencia en inglés. Utilizando datos cualitativos de entrevistas, observaciones en el aula e intervenciones pedagógicas, la investigación identificó los factores clave que afectan el éxito de los estudiantes. Los hallazgos enfatizan la necesidad de estrategias personalizadas para mejorar el aprendizaje del inglés, asegurando una experiencia educativa equitativa y efectiva para todos los estudiantes.

Palabras clave: Estrategias de participación, actitudes lingüísticas, origen social.

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I. INTRODUCTION

The interconnectedness of our globalized world, driven by advancements in technology and communication, has made learning a second language increasingly important. English, often viewed as the universal language, unlocks opportunities for international communication, work, and social connections.

This study focused on determining the sociolinguistic factors that affect the language learning process of first-year English students at URACCAN University in the first semester of 2024. The research explored how a student's social background, native language, attitudes towards English, age, gender, geographical location, education, ethnicity, language contact, socioeconomic status, specific communication contexts, and personal motivations all contribute to their English proficiency.

Understanding the impact of sociolinguistic factors on language learning at URACCAN University was crucial for optimizing language education, promoting cultural diversity, and enhancing communication skills among students and society, creating a more dynamic and effective learning environment. This equipped them with the necessary language skills to succeed in today's interconnected world.

This research differed from previous studies by focusing specifically on the sociolinguistic factors affecting first-year English learners at URACCAN University. It avoided generalizations about vocational training and instead emphasized the importance of understanding individual student needs in the context of English language acquisition.

The study identified the primary sociolinguistic factors that influence language proficiency in first-year students. It provided detailed descriptions of how these factors manifest in the learning process. Additionally, the research developed strategies to mitigate the negative effects of these factors, aiming to improve language acquisition and overall student performance. Through this comprehensive approach, the study offers valuable insights and practical solutions for enhancing language education.

II. OBJECTIVES:

2.1. General objective

- To determine sociolinguistic factors on the Language learning process in first year English students, at URACCAN University, I Semester 2024.

2.2. Specific objectives:

- To identify the sociolinguistic factors that influence the language learning process in first-year English students at URACCAN University.
- To describe strategies and approaches used by English teachers at URACCAN to address sociolinguistic factors in English learning.
- To apply strategies that English language teachers can use to address sociolinguistic factors that impact the English learning process.
- To propose strategies that English teachers can use to address sociolinguistic factors that impact the language learning in first-year English students at URACCAN University.

III. THEORETICAL FRAMEWORK

3. 1. Definitions

3.1.1 Sociolinguistic factors

Hellovaia.com, (2023) in its blog Sociolinguistics states that:

Sociolinguistics is the study of the sociological aspects of language. The discipline examines how different social factors, such as ethnicity, gender, age, class, occupation, education, and geographical location can influence language use and maintain social roles within a community. In simple terms, sociolinguistics is interested in the social dimensions of language. (para.1)

Pursuant to what Hellovaia.com says, is important to consider these factors to get more proficient with the English language teaching and learning because the sociolinguistic is the relationship between language and society, this means that these factors affect many dimensions on the learners.

3.1.2 Language Contact

Thoughtco.com (2020) defines that:

“Language contact is the social and linguistic phenomenon by which speakers of different languages (or different dialects of the same language) interact with one another, leading to a transfer of linguistic features.” (para.1)

In accordance with Thoughtco.com, it is important to highlight that the interaction with different speakers from different languages, dialects, and cultures is important to get involved in the society.

3.1.3 Age

StudySmarter.co.uk, (2023) in its blog Language and Age, states that:

The relationship between language and age can be broken down into several parts. Firstly, there is the concept that groups of people of different ages will

acquire and use language in different ways. Then there is the link between age and how an individual's language use develops over time. (para.5)

In agreement with Studysmarter.co.uk, the age is an important factor, we can mention that a child has more ability to learn a new language easier than an adult and their skills could be developed faster, also the children are like a sponge who acquires all so fast, on the contrary, adults become slower at this time when learning something new.

3.1.4 Gender:

Studysmarter.co.uk, (2023) in its study called "Language and Gender" explains that:

A language that carries a bias towards a specific sex or gender. The use of gendered language can often lead to gender inequality, which creates an unfair bias towards a certain gender. This can result in harmful stereotypes which cause discrimination and portray a negative view of a certain gender. These stereotypes and negative views are often directed at women. For many years, women did not have the same rights and opportunities as men, such as not being able to vote or access certain public places, like pubs. The use of gendered language has the power to reinforce and maintain male supremacy in society. (para.3)

In conformity with StudySmarter.co.uk, says the gender tends to be an important point in the language learning because female and male does not learn of the same way, female use to be more dedicated to learning, while male is more active and sometimes it is a negative point because it does not allow them to pay attention to details.

3.1.5 Ethnicity:

In congruence with Anderson et al., (2022) ethnicity can be defined as:

The ethnicity as a sociolinguistic factor: Like gender, ethnicity is sociocultural and sociolinguistic complex. Language and ethnicity are intricately linked and often co-constitutive. Each is often circularly defined; divisions between languages are often defined with reference to divisions between cohesive cultural groups that use those languages and ethnic groups are often defined with respect to the language that the group uses. (p.644)

In agreement with Anderson et al., proposes, ethnicity is one of the most key factors to discuss because in a multicultural University (URACCAN) exists different people from different ethnicities which have distinct ways to speak and communicate, although they have diverse cultural traits, language, religion, etc. so, this clearly affects their language learning environment.

3.1.6 Socioeconomic Status:

Apa.org, (2017) in its blog Socioeconomic Status, defines that:

Socioeconomic status is the position of an individual or group on the socioeconomic scale, which is determined by a combination of social and economic factors such as income, amount and kind of education, type and prestige of occupation, place of residence, and—in some societies or parts of society - ethnic origin or religious background. (para.1)

As stated by Apa.org, socioeconomic status is another crucial factor because there are different economic situations on learners, can be mention that a person who has economical limits has more difficulties to learn because he/she does not have access to resources to enhance their knowledge. On the contrary a person with a good economy has more opportunities to get a variety of tools and resources that help to improve their language skills. This is just an example of this, but there are more situations that the socioeconomic status affects in people.

3.1.7 Education:

Languagesunlimited.com, (2023) in its blog Social Factors that Necessitate Language Variation and Varieties says that:

Education influences language variation and varieties significantly. Well-educated people speak a more standardized and formal version of the language than those with limited education. Education affects not only the vocabulary and grammar but also the pronunciation of words. People with better education pay more attention to the correct pronunciation of words, while those with limited education speak with regional accents. (para.4)

In compliance with Languagesunlimited.com and its explaining, this factor influences in the language learning because there are different levels of education, also the people with a higher level have a different perception of the learning, the people tend to research information, manage tools like computers and internet; a person who had not opportunities to access to these tools uses to be slower to learn because they cannot explore all their skills.

3.1.8 Geographical location:

The website Hellovaia.com, (2023) in its research Sociolinguistics proposes that: Where you grew up can significantly impact how you speak. Linguists refer to these variations in language as dialects. In the UK, dialects vary from region to region and often have different pronunciation, grammar, and vocabulary compared to Standard British English. Some common UK dialects include Geordie (found in Newcastle), Scouse (found in Liverpool), and Cockney (found in London). (para.9)

In keeping with Hellovaia.com, the geographical location is another key factor which influences learners in many ways because the people who come from different regions

have distinct cultures, dialects, accent, even language and traditions, so this is something which affect the relationship between the society and the language.

3.1.9 Specific context in communication:

Study.com, (2023) in its blog What is context in communication? poses that: Context in communication refers to the way that communication is given meaning. It is essential to effective communication. Factors like the physical location and characteristics, the culture associated with the communicators, the relationships between communicators, and the expected behavior based on past behaviors can influence the context. Communication contexts include intrapersonal, interpersonal, group, public, and mass communication. (para.4)

As per Study.com, this refers to how the language is used and understood by the people in different circumstances, it could be verbal, nonverbal, spoken, or written ways to share a message and this self being understood very well.

3.1.10 Language learning:

Lanqua.eu, (2010) in its blog Language Learning, defines that: “Language learning is broadly defined as developing the ability to communicate in the second / foreign language.” (para.1)

Özden M, (2018) in its research Journal of language and linguistic studies, A language learning adventure of a person succeeded the language training, states that:

Language learning is a process that probably starts even while in the womb and lasts lifelong. This process begins with the acquisitions of the native language, diversifies with academic needs in the following years and continues with foreign language learning besides the first language. Language learning: can be defined as the communication process acquired or learned by physical, psychological, and mental maturation, with the stimuli surrounding it. (para.1)

Regarding Lanqua.eu and Özden M, language learning is an important process nowadays. Achieving effective communication is important for managing another language. In this case, English serves as a universal language that connects people around the world in any country. Therefore, it is important to learn it to connect with people from various places.

3.1.11 Language learning strategies:

According to Scirp.org, (2016) Language Learning Strategies Based on the Educational Concept of Innovation and Entrepreneurship states that:

Strategies are actions, behaviors, thoughts, means, steps, techniques, devices, or processes and so on which learners often consciously or subconsciously to acquire knowledge and to improve their own progress in internalizing, storing, retrieving, and using the second language. Thus, strategies are the primary determinants of learning outcomes since they are the tools taken by learners to facilitate acquisition, storage, retrieval, and use of information for active, self-directed involvement that is necessary for developing a second language communicative ability. (para.14)

In consonance with Scirp.org, strategies are so important to develop the language learning skills and enhance them, there are many of them and it is important to take them into account for apply them and give solutions to that sociolinguistic factors that affect the language learning in distinct ways.

3.1.12 Language teaching:

Encyclopedia.com, (2023) in its blog named Language Teaching, states that:

LANGUAGE TEACHING Short form LT. In principle, instruction in any LANGUAGE, under any conditions, formal or informal; in practice, as the term is

commonly used among language teachers and applied linguists, instruction in a second or foreign language within a system of education. (para.1)

As dictated by Encyclopedia.com, and its explaining, language teaching is related to teachers who teach a second or foreign language, in sociolinguistic is important to have teachers well prepared to face those situations which affects the language learning.

3.1.13 Language teaching strategies:

The website Graduateprogram.org, (2022) in its research Effective Teaching Strategies Used in Today's Classrooms suggests that:

Effective teaching strategies are the methods, procedures, or various processes that an educator uses during classroom instruction. These strategies are the vehicle to which teachers drive their instruction to meet standards and reach their students' educational needs.

Teachers need to have a wealth of knowledge in various teaching strategies and a bucket of these strategies to choose from. This helps educators engage their learners and keep their classrooms actively participating in the learning process. (para.1, 2)

In conformity to Graduateprogram.org, it is important to highlight the use of strategies in teaching. It makes better learners and enhance the teaching-learning process, it helps to students become more adaptable, to work by themselves, and makes their environment more comfortable.

3.1.14 Strategies:

Deignan, (2022) in its research Inclusive Teaching: 5 Strategies & Examples says that:

Inclusive teaching often referred to as equitable or equality-focused teaching, is a method in which educators create a learning environment where all students -

regardless of ethnicity, disabilities, gender, sexual orientation, and background - have equal opportunities to succeed. (para.2)

Regarding what Deignan says, all students must receive equal treatment and respect. Students must also be afforded every opportunity to reach their full potential. Educators must identify blockers, barriers, or boundaries preventing students from partaking, completing assignments, and learning. (para.3)

3.1.15 Instructional materials:

Hepler, (2022) in his blog *Instructional Materials in Teaching: Types & Examples* explains that:

Instructional materials, also known as instructional resources, are all of the tools a teacher uses in teaching a lesson. These materials can include materials that students bring from school as part of a project, textbooks, homework assignments, and other types of resources. Selection, modification, and effective utilization of the right materials can increase student engagement and learning. (para.1)

Following Hepler, the importance of thoughtful selection and effective use of instructional materials cannot be overstated; they play a crucial role in enhancing student engagement and fostering effective learning environments.

3.1.16 Approaches:

Teachingenglish.org.uk, (2023) says that:

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching

something, which use classroom activities or techniques to help learners learn.

(para.1)

As outlined by Teachingenglish.org.uk, should be highlighted the interconnected relationship between language teaching approaches, underlying theories about language, and the methods employed in the classroom to facilitate learning.

3.1.17 Traditional Assessment:

Abdao.wordpress.com, (2015) In its blog called Principles and Methods of Assessment, explains that:

“Traditional assessment refers to customary method of measuring the students’ knowledge and skills, usually through standardized pen and paper tests.” (para.15)

In harmony with Abdao.wordpress.com, traditional assessment is marked by closed-ended questions and often constrained by time, focuses on individual performance. It is commonly used as a summative evaluation tool, offering a snapshot of a student's understanding at a specific moment in their academic progress.

3.1.18 Involvement activities:

According to Astin, (1984) involvement activities are characterized by "the time and energy students invest in educationally purposeful activities" (p. 297). This involvement is seen as a critical factor in fostering student development and success within the academic environment.

In obedience what Astin says, involvement activities encompass a variety of participatory experiences individuals engage in within specific contexts or communities. These activities involve active participation and can include various roles, tasks, or contributions aimed at strengthening their connection, understanding, or influence in each setting.

3.2. Activities:

3.2.1. Activity 1:

Hackettstown.org, (2023) proposes the next activity to avoid sociolinguistic factors in language learning.

Name: Language Exchange Café

Time: 25 minutes

Materials:

Seating arrangements (chairs)

Whiteboard and markers

Handout

Internet

Description:

The facilitator is going to ask for students to put chairs one in front of each other; the same process until everyone has one chair, the facilitator will ask for them to sit down and he will provide topics to discuss with classmates, after that, they will change places to speak with another classmate. Finally, they are going to exchange experiences with the whole group about what they talked with the different classmates and their knowledge acquired.

Steps:

Divide students into pairs, ensuring each pair has two students that are from the same classroom. (they can speak in Spanish because they cannot manage the new language very well)

Set up a café-like environment with tables and chairs.

Each pair will have a conversation using conversation prompts provided by the facilitator. (Greetings and Politeness: Discuss common greetings in different

social contexts. Explore polite expressions and how they may vary in formal and informal situations.

Family and Relationships: Talk about how language use changes when speaking to family members versus strangers. Explore terms of address for different family members.

Everyday Activities: Discuss how language may vary when talking about daily routines, such as at home, at school, or in public places. Explore language used in making requests or asking for assistance.)

After 3 minutes, rotate the pairs to allow students to interact with different partners.

Discuss sociolinguistic observations as a group, focusing on language use and cultural nuances.

Advantages:

Authentic language practice in a real-world setting.

Exposure to different accents and colloquial expressions.

Increased cultural understanding through interaction.

Disadvantages:

Uneven language proficiency among participants may lead to communication challenges. (para 1- 7).

3.2.2. Activity 2:

Prospects.ac.uk, (2023) explains the benefits of doing interviews at universities and encouraged to develop the next activity:

Name: Interview with university students

Time: 30 minutes

Materials:

Recording devices (audio or video)

Interview questions.

Notebooks

Internet

Description:

The facilitator is going to ask for students to make groups of five and look for recording devices, also, the facilitator is going to provide a short list of questions that they will need to ask for an English speaker outside the classroom, (it must be a student or teacher). Then, they will come back and share what they found with the short interview.

Steps:

Assign students to interview a person from the university who speaks English as a second language.

Provide a list of interview questions that encourage discussion about language use in various social contexts.

"How do you greet your friends differently than your teachers or other adults?"

"When you talk with your family at home, are there certain words or expressions that you use only with them?"

"What words or phrases do you use when talking to your classmates or coworkers? How is it different from talking to your teacher or superiors?"

"When you want something from a friend, how do you ask for it politely? Is it different from asking an adult?"

"During celebrations or holidays, do you notice any special words or ways of speaking that are different from regular days?"

Students conduct interviews, recording responses for later analysis.

In class, share and discuss key findings, emphasizing sociolinguistic factors.

Advantages:

Real-world exposure to English language use.

Development of interviewing and listening skills.

Insights into sociolinguistic diversity within the community.

Disadvantages:

Limited control over the interviewee's language proficiency.

3.2.3. Activity 3:

Ncrm.ac.uk, (2024) encourages the use of social media to address sociolinguistic factors in language learning:

Name: Social Media Language Diaries

Time: Ongoing (2 lectures)

Materials:

Smartphones

Access to social media platforms

Diaries or essays per group

Description:

The facilitator will make different groups where students will search in different platforms, different language uses and will share with their group's participants, this will help because there are different people in the group from different places and they need to get along and talk about the differences in language in each group. Finally, they will make a blog in a platform, they must decide which one, but instead of it, they may do a short essay describing what they found in their research.

Steps:

Instruct students to document their daily language interactions on social media.

Encourage them to note language variations, slang, and communication styles.

Discuss findings in class, drawing connections between online and offline sociolinguistic factors.

Advantages:

Integration of technology into language learning.

Long-term observation of language patterns.

Increased awareness of language in different contexts.

Disadvantages:

Limited control over the authenticity of online interactions. (para 1- 8).

3.2.4. Activity 4:

Tc.u-tokyo.ac.jp, (2023) explains the importance of language and identity in language learning:

Name: Language and Identity Workshop

Time: 30 minutes

Materials:

Pencils

Notebooks

Whiteboard and markers

Online research

Articles on language and identity

Internet

Description:

Students will get together in small groups and will investigate about the different ethnical groups in the Caribbean coast and their languages variations, also they will make emphasis in their ethnic because even if they belong to the same group of people there are different variations in the language, so, they will cover those differences.

Steps:

Conduct a brief lecture on the relationship between language and identity.

Have students create identity maps, highlighting language as a key component.

Discuss personal language narratives within small groups.

Share insights with the whole class and relate them to sociolinguistic theories.

Advantages:

Exploration of personal connections to language.

Increased awareness of the impact of language on identity.

Connection between theoretical concepts and firsthand experiences.

Disadvantages:

Some students may find discussions about identity uncomfortable. (para 1- 9).

3.2.5. Activity 5:

Worldpackers.com, (2023) in its blog describes the importance of cultural exchange in diverse contexts and helped to propose the next activity:

Name: Cultural Exchange Fair

Time: 30 minutes

Materials:

Flipcharts

Markers

Colors

Internet

Booths representing distinct cultures from the Caribbean coast.

Informational materials about language and customs.

Interactive activities at each booth.

Description:

The facilitator will select students to make distinct groups and interact with different people. Then, they must represent diverse cultures from the Caribbean coast (one per group) they will represent booths and function as if they were people from that ethnical group, they will have a time to present their work, after that, another group presents what they have. (everyone must be at their booths while another group presents)

Steps:

Assign students to create booths representing different English-speaking cultures.

Each booth should include information about language use, customs, and sociolinguistic nuances.

Students rotate through the fair, engaging in interactive activities at each booth.

Reflect on the experience as a class, discussing sociolinguistic insights gained.

Advantages:

Direct exposure to various English-speaking cultures.

Integration of language and cultural learning.

Active engagement through interactive activities.

Disadvantages:

Resource-intensive in terms of preparation and coordination. (para 1- 7).

3.2.6. Activity 6:

Tandfonline.com, (2023) presents the importance of debates in different dialects and contexts, also, inspired the next activity:

Name: Dialect Debates

Time: 30 minutes

Materials:

Pens

Notebooks

List of controversial language topics

Debate rules and guidelines.

Internet

Description:

The facilitator will divide students into small groups to make debates, controversial topics will be provided to discuss about them, also they can take notes, finally, the facilitator is going to start reflecting on those topics and ask for the participation of each group.

Steps:

Assign students to small groups and provide them with a list of controversial language topics (e.g., language evolution, standardized language vs. dialects,

gender in language learning, globalization of English, Cultural differences, English vs Caribbean Coast Speakers.)

Each group prepares arguments for or against a specific topic.

Conduct a series of structured debates, encouraging students to consider sociolinguistic perspectives.

Facilitate a class discussion to reflect on the diverse viewpoints presented.

Advantages:

Critical thinking development.

Exposure to different sociolinguistic opinions.

Improved argumentation skills.

Disadvantages:

Potential for heated discussions; requires careful moderation. (para 1- 6).

3.2.7. Activity 7:

Link.springer.com, (2010) motivates the following activity based on the importance of analysis of language differences:

Name: Language Differences Analysis

Time: 30 minutes

Materials:

Notebooks

Pens and pencils

Documents outlining language differences in the region.

Whiteboard and markers

Internet

Description:

The facilitator will provide some documents about the different languages that are spoken in the Caribbean Coast, students must analyze these languages, similarities, differences, uses, etc., also they must highlight that there are differences even in their own language use depending on the region or where a person come from.

Steps:

Provide students with language differences documents from different languages spoken in regions on the Caribbean Coast.

In small groups, analyze and discuss the sociolinguistic implications of the differences, considering factors like linguistic diversity and language preservation.

Each group presents their findings, and the class engages in a discussion about the impact of language differences on communities and the Study Centers.

Advantages:

Practical application of sociolinguistic theory.

Critical examination of real-world language differences.

Group collaboration and discussion.

Disadvantages:

Requires access to relevant differences documents. (para 1- 6).

3.2.8. Activity 8:

Academia.edu, (2011) applauds the following activity to address sociolinguistic factors in language learning:

Name: Language and Everyday Objects

Time: 20 minutes

Materials:

Everyday objects (e.g., utensils, clothing items)

Whiteboard and markers

Notebooks, pens, pencils

Internet

Description:

Engage students in a 20-minute exploration of language embedded in everyday objects. Each student is assigned a common item, such as utensils or clothing, and, working in small groups, they delve into the linguistic intricacies associated with these objects. This activity aims to foster an understanding of how language, shaped by cultural and sociolinguistic factors, varies in its application to mundane items across different regions.

Steps:

Assign each student an everyday object.

In small groups, students discuss the language associated with their assigned objects, considering cultural and sociolinguistic aspects. They must relate them

with the different uses and names that are used to these objects and how do they vary from place to place.

Each group presents their findings, highlighting language nuances related to everyday items.

Facilitate a class discussion on the impact of language on daily life.

Advantages:

Application of sociolinguistic concepts to real-world situations.

Critical examination of language embedded in culture.

Collaborative exploration of language in context.

Disadvantages:

Limited to the availability of diverse everyday objects. (para 1- 8).

3.2.9. Activity 9:

Journalregister.iainsalatiga.ac.id, (2020) animated to propose the next activity to face sociolinguistic factors:

Name: Sociolinguistic Scavenger Hunt

Time: 1 hour

Materials:

Scavenger hunt list with sociolinguistic challenges

Cameras or smartphones for documentation

Pens

Whiteboard

Markers

Description:

Embark on an exciting one-hour journey into the realm of sociolinguistics with the "Sociolinguistic Scavenger Hunt." Students are provided with a curated list of challenges designed to unravel the diverse facets of language in various contexts. Armed with cameras or smartphones, pens, and enthusiasm, they delve into a dynamic exploration of sociolinguistic phenomena, fostering collaboration and technological integration.

Steps:

Provide students with a scavenger hunt list containing sociolinguistic challenges (e.g., capture a bilingual sign, find a person from a different culture than yours, find a person who speaks English as a second language, translate a slang from Spanish to English, ask for three different persons to say two words in English, write three sociolinguistic factors in your notebook, identify one sociolinguistic factor present in the classroom "mention it", ask for an English teacher to write a sentence mentioning a strategy that he/she uses with his/her students).

Students work in teams to complete the challenges, documenting their findings with photos or videos.

After the hunt, teams present their sociolinguistic discoveries, discussing language use in different contexts.

Advantages:

Active exploration of sociolinguistic phenomena.

Collaboration in a dynamic and engaging context.

Integration of technology for documentation.

Disadvantages:

Weather-dependent if conducted outdoors. (para 1- 6).

3.2.10. Activity 10:

Twinkl.com, (2023) in its blog states that:

“Charades is a word guessing game where one player must act out a word or action without speaking and other players must guess what the action is. It is a fun game that is popular around the world at parties.”

Name: Family Charades

Time: 15 minutes

Materials:

- Slips of paper
- Pen or pencil
- Hat or box (for drawing slips)

Description: This is a fun and active game that allows students to act out words or phrases related to family.

Steps:

1. **Family Word Bank:** As a class, brainstorm words and phrases related to family. This could include roles (mom, dad, sibling, etc.), activities (cooking, playing games), traditions (holidays, birthdays), or emotions (love, support, happiness). Write each word or phrase on a separate slip of paper.
2. **Acting Teams:** Divide the class into two teams.
3. **Charades Time:** Place the slips of paper in a hat or box. One student from each team draws a slip without looking.

4. **Silent Acting:** The student who drew the slip must act out the word or phrase for their team to guess within a set time limit (use a timer if desired). Talking or making sounds is not allowed!
5. **Teamwork is Key:** Their team must guess the word or phrase based on the acting. If the team guesses correctly, they earn a point.
6. **Rounds and Variations:** Continue playing with each team taking turns drawing and acting. You can adjust the difficulty by using more complex family-related phrases or adding additional rounds.

Advantages:

- Simple, fun, and requires minimal materials.
- Include all students.
- Encourages teamwork, communication, and critical thinking skills.
- Promotes vocabulary development and knowledge of family-related terms.
- Creates a sense of friendly competition and classroom community.

Disadvantages:

- May require some guidance for some students who struggle with acting or charades.
- The activity might not be suitable for very shy students who are uncomfortable acting in front of the class. Offer them alternative roles like keeping score or helping with the word bank. (para 1-8)

IV. METHODOLOGY AND MATERIALS

4.1. Location of the Study

This study took place in first-year English students in the first semester 2024, at URACCAN university, which is located at zone #8 of Nueva Guinea.

4.2. Type of Study

This was a descriptive study on the impact of sociolinguistic factors in first-year English students at URACCAN University, I Semester 2024; aimed at improving the comprehensive analysis of how sociolinguistic factors influence the language learning experiences of first-year English students at URACCAN University during the first semester of 2024. This study sought to shed light on the complex interplay between sociolinguistic factors and the development of English language proficiency among students.

4.3. Approach

The methodological approach of this research was defined as qualitative because it analyzed the sociolinguistic factors that affect the students' English learning, also an attempt was made to foster strategies that improve English educational settings in various places but focused at URACCAN university, Nueva Guinea campus.

4.4. Unit of Analysis

Participants	Grade	F	M	Total
First-year English Students A	A	42	26	68
First-year English Students B	B	50	19	69
English Teacher	A&B	2	2	4
Total				141

4.5. Selection and Exclusion Criteria

4.5.1. Selection Criteria

In this study, there were selected students from the first year of Bachelor's Degree in English Language Teaching at URACCAN university. In total, the participants are fifty-nine (thirty-seven woman and twenty-two men, considering that they were divided into two groups: A & B) and the English teachers. This groups have been considered because it has all the features that were required for the development of the study. This amount represents the 100% of the entire group. The students were selected by convenience.

4.5.2. Exclusion Criteria

- Students who were not in their first year of college at URACCAN University.
- Students who were studying a different major than English.
- Staff and different authorities from the university.
- Professors that were not teaching in the first year of English.
- Professors that were not teaching English subjects in the first year of English.

4.6. Information Sources

4.6.1. Primary sources

While conducting this study, interviews with both students and the instructor, observations, and the use of a pedagogical intervention were employed. These methods and approaches were considered sources of information within the research.

4.6.2. Secondary Sources

While conducting this research, a variety of sources were referenced, including books, monographs, internet articles, magazines, and websites that offered the essential information required to underpin this study.

4.7 Techniques and Instruments

In this research, the tools employed for gathering information, which were crucial for analyzing and interpreting the study's outcomes and for attaining the predefined objectives, include the following:

4.7.1 Observation guide

In this study, three observation guides were done for gathering information by direct observation in the classroom. These guides helped to record the behaviors, actions, and interactions of the individuals under observation.

4.7.2 Interviews

In this research, twelve students and two teachers were interviewed in the two groups A&B, to gather information deeply about students, actions, behaviors, weaknesses, and strengths during the language learning process. The aim was to enhance the communication between the researcher and the interviewed by the process to ask and answer questions.

4.7.3 Pedagogical Intervention

In this study, three pedagogical interventions were considered because it is a technique which the aim is to encourage active and performative participation, opinions, perceptions, experiences, and attitudes, by applying strategies that provide students' knowledge and avoid sociolinguistic factors that affect the language learning. One pedagogical intervention was conducted to apply different strategies that contribute to society and prevent those factors that are present at URACCAN University

4.8 Data Analysis and Processing

4.8.1 Microsoft Word

This tool served multiple purposes in the research process. It was used to compose the research study, design the observation guide, and conduct interviews with students and teachers. Throughout the study's progression, this tool was employed to manage and analyze all the data gathered from various instruments and techniques that were employed.

4.8.1 Microsoft Excel

This tool served the purpose of generating various charts and tables to facilitate comparative analysis. Additionally, it was used to oversee specific research data.

4.8.2 PowerPoint

PowerPoint served as the platform for generating presentation, charts, and tables to facilitate the analysis. Additionally, it aided in processing specific research data.

4.9 Descriptors Matrix

Specific Objectives	Descriptor	Dimension of the Descriptor	Techniques and Instruments
To identify the sociolinguistic factors that influence the language learning process in first-year English students at URACCAN University.	Sociolinguistic factors	<ul style="list-style-type: none"> • Language Contact • Age • Gender • Ethnicity • Socioeconomic status • Education • Geographical location • Specific context in communication 	<ul style="list-style-type: none"> • Interviews with students • Observation. • Analysis of language learning materials and resources.
To describe strategies and approaches used by English teachers at URACCAN to address sociolinguistic factors in English learning.	Strategies and approaches	<ul style="list-style-type: none"> • Integration of cultural content. • Promotion of language variation awareness. 	<ul style="list-style-type: none"> • Interviews with English teachers. • Classroom observations.

		<ul style="list-style-type: none"> • Inclusion of authentic materials. • Collaboration with classmates 	
<p>To apply strategies that English language teachers can use to address sociolinguistic factors that impact the English learning process.</p>	<p>Applied strategies</p>	<ul style="list-style-type: none"> • Language exchange café • Interview with university students. • Social media language diaries • Language and Identity workshop • Cultural exchange fair • Dialect Debates • Language Differences Analysis • Language and Everyday Objects • Sociolinguistic Scavenger Hunt • Family Charades 	<ul style="list-style-type: none"> • Student feedback. • Pedagogical intervention.

4.10 Ethical Aspects

To ensure a trustworthy research endeavor, the following factors were considered:

1. Authentically depicting students' experiences using the observation guide.
2. Adhering to copyright regulations when using established theories.
3. Valuing the insights and viewpoints of both professors and students.
4. Obtaining official approval from the university director through a consent support document for conducting the study within the university.

4.11. Delimitation and Limitation of the Study

4.11.1 Delimitation

This research focused on investigating the sociolinguistic factors that influence language learning in first-year English students at URACCAN University during the first semester of 2024. The study was confined to the students enrolled in their first year of English language courses at URACCAN University. The research was conducted exclusively during the specified period of the I Semester of 2024. Data was collected through observation guides, interviews, and pedagogical interventions within the university campus.

4.11.2 Limitation

The study of the sociolinguistic factors in language learning first-year English students at URACCAN University I semester 2024 faced some limitations that needed to be acknowledged and addressed. Some of these limitations were:

The study would rely on self-reported data from the students and teachers, which might not reflect their actual language use and attitudes in different contexts and situations.

The study had a limited scope and generalizability, as it would only focus on one university in one region of Nicaragua. The results could not be applicable to other universities or other regions, where the sociolinguistic factors might vary significantly.

The study faced some ethical and practical challenges, such as obtaining informed consent from the participants, ensuring their anonymity and confidentiality, respecting their cultural and linguistic diversity, and accessing the necessary resources and facilities.

V. ANALYSIS AND RESULTS

To achieve the objective of this research, there were applied different instruments regarding to each objective. For the first objective there were applied two interviews for teachers and ten interviews to students. Also, there were applied three observation guides to gather more information about it.

5.1. Sociolinguistic factors that influence the language learning process in first-year English students.

Hellovaia.com, (2023) in its blog Sociolinguistics states that:

Sociolinguistics is the study of the sociological aspects of language. The discipline examines how different social factors, such as ethnicity, gender, age, class, occupation, education, and geographical location can influence language use and maintain social roles within a community. In simple terms, sociolinguistics is interested in the social dimensions of language. (para.1)

Concerning to the interview to the teachers, they pointed out that age is one of the most common sociolinguistic factors that is presented in their First Year English students, also, there are other factors that they mentioned such as the geographical location, the socioeconomic status and the education that affect in a low way the language learning because they have different rhythms to learn and because they are coming from different places and the education and lives styles vary from town to town.

In this way, on the observations guide it could be observed different sociolinguistic factors the classrooms such as, the age, gender, geographical location, socioeconomic status, and education, these aspects represent are the main factors that influence the English learning in diverse ways in the classroom.

In accordance with teachers, students agree with the sociolinguistic factors that affect their learning process, they mentioned the age as an influential factor which is present in the groups A and B of First-year English students, also, the geographical location is clearly a factor because there are students from different places around the municipality,

finally, they are aware that education and economic conditions affect the acquiring of a new language because the people who have more resources tends to learn faster.

In agreement with the interviews, and the observations applied, they concluded that age, geographical location, education, gender, and socioeconomic status are the main sociolinguistic factors that influence the English language learning in the groups A and B of first-year students. Talking about these factors observed, there are people of different ages, adolescents like seventeen years old until adults like forty years old. The geographical location influences because some people have difficulties to build relationships, communicate or they get late because they must travel large distances to arrive. The education is a factor that is less influential, but it is important to highlight because as was observed some students have a higher level of education than others. The socioeconomic status of students is a factor that clearly affect the language learning because those students who have many resources tend to learn better and faster, also, some students must work during the week to pay their studies and do not have time to practice their English skills or do their homework efficiently.

5.2. Strategies and approaches used by English teachers at URACCAN to address sociolinguistic factors in English learning.

In conformity with the observation guides could be observed activities in agreement with sociolinguistic factors that were addressed by focusing on involving activities to foster students and make them interact with different classmates and situations in the classroom.

In this case the strategies used by teachers involve the whole group or small groups where students interact with classmates using the vocabulary of the new language and developing the four skills through different activities.

Encouragement strategies	Teaching Experience
Warm up:	The teacher used the warmups to encourage students to get fun and learn at the same time, most of them were ESL ice breakers that foster the interest of students in the language learning, students used

	to collaborate by interacting with others and this promotes the relationships with others avoiding factors like age, gender, geographical location and others.
Role plays:	Teachers applied role plays to engage students and learn in an involvement way where all of them could participate, it is important to mention the importance to make diverse groups to enhance the group work and avoid sociolinguistic factors like age and gender with this activity, students work together as teams to contribute to the group, the groups are made randomly, so they interact with different classmates.
Total Physical Response (TPR):	Through the TPR, the teacher gave simple instructions that students followed, acted out, or vocabulary words to reinforce their understanding. They could avoid factors like age, gender, and education by participating and helping others to follow instructions.
Games:	As was observed in the classroom, games are not just fun, they are a powerful tool for developing well-rounded language skills. By providing a platform for communication, collaboration, and exposure to English language use, games significantly benefited students who by getting involved with others, they avoid factors like age, gender, geographical location, education, language contact and others.
Group Works:	Group work created a richer environment for understanding and addressing sociolinguistic factors in communication. Creating clear, inclusive, and involved lessons that avoid different factors that could affect the learning process, and effective communication.

5.2.1. Assessment techniques to evaluate group work activities.

In agreement with the teacher interviews and reinforcing it with the observation guides, teachers used to have different ways of assessing students, like Co-evaluation, Auto evaluation, Rubrics, Questionnaires, Checklist but mainly they try to focus on what the class suggested them or required them to do, which is get them to speak in the listening and speaking class, and write or read, in the Reading and Writing class. They made oral presentations, listening tasks; quizzes for assessing their skills. But these were authentic assessment activities because they must be exposed to something in a real world and their activities that get them to participate.

5.2.2. Relationships and participation

According to the interviews made to students, they said that they had a good relationship with their classmates, they could work together and participate in different activities to build good relationships and enhance the different skills of the new language. In accordance with this, interviews to teachers showed that students had a good participation in the different activities applied by them, and they had a good relationship with classmates helping each other and making friends every lesson to develop the learning process in diverse ways.

Through the observation guides could be proved that students were very happy to be in group activities because they felt energized active engaged and they get to participate, which was the most important point, they got along with others and had good relationships, also, they share knowledge during the different activities, they tried to be friendly to one another while they got together, even they told jokes to one another in every lesson.

5.3. Strategies applied to address sociolinguistic factors.

Deignan, (2022) in its research Inclusive Teaching: 5 Strategies & Examples says that:

Inclusive teaching often referred to as equitable or equality-focused teaching, is a method in which educators create a learning environment where all students - regardless of ethnicity, disabilities, gender, sexual orientation, and background - have equal opportunities to succeed. (para.2)

To accomplish the application of strategies to address sociolinguistic factors, there was applied one pedagogical intervention where there were included four involvement activities that were designed to include all students and avoid the influence of sociolinguistic factors, the strategies applied are the next: **Language exchange café, family charades, Language and Everyday Objects, and Language Differences Analysis.**

5.3.1. Language Exchange Café

Time: 20 minutes

Materials:

Seating arrangements (chairs)

Whiteboard and markers

Handout

Internet

Description:

The facilitator is going to ask for students to put chairs one in front of each other; the same process until everyone has one chair, the facilitator will ask for them to sit down and he will provide topics to discuss with classmates, after that, they will change places to speak with another classmate. Finally, they are going to exchange experiences with the whole group about what they talked with the different classmates and their knowledge acquired.

Steps:

Divide students into pairs, ensuring each pair has two students that are from the same classroom. (they can speak in Spanish because they cannot manage the new language very well)

Set up a café-like environment with tables and chairs.

Each pair will have a conversation using conversation prompts provided by the facilitator. (Greetings and Politeness: Discuss common greetings in different social contexts. Explore polite expressions and how they may vary in formal and informal situations.

Family and Relationships: Talk about how language use changes when speaking to family members versus strangers. Explore terms of address for different family members.

Everyday Activities: Discuss how language may vary when talking about daily routines, such as at home, at school, or in public places. Explore language used in making requests or asking for assistance.)

After 3 minutes, rotate the pairs to allow students to interact with different partners.

Discuss sociolinguistic observations as a group, focusing on language use and cultural nuances.

Advantages:

Authentic language practice in a real-world setting.

Exposure to different accents and colloquial expressions.

Increased cultural understanding through interaction.

Disadvantages:

Uneven language proficiency among participants may lead to communication challenges.

Teaching experience:

Students followed instructions very well, they could get together and interact with others very well, then they could share different experiences learned during the activity, some of them say it was fun.

Student's evaluation:

Students were talking about social topics and topics they were covering in their English language learning during the time they have been studying, so they could get involved in the activity participating actively, some of them as in every group have more confident

when get together with classmates. This helped to students to avoid sociolinguistic factors like factors like age, gender, geographical location, education, ethnicity, language contact because they were interacting with others and enhancing the communication which is the best bridge to address these kinds of factors.

Recommendations:

Involvement activities are important to consider in every lesson to help students interact with others, maintain good relationships, and help students to enhance the English language learning in diverse ways.

5.3.2. Family Charades

Time: 15 minutes

Materials:

- Slips of paper
- Pen or pencil
- Hat or box (for drawing slips)

Description: This is a fun and active game that allows students to act out words or phrases related to family.

Steps:

As a class, brainstorm words and phrases related to family. This could include roles (mom, dad, sibling, etc.), activities (cooking, playing games), traditions (holidays, birthdays), or emotions (love, support, happiness). Write each word or phrase on a separate slip of paper.

Divide the class into two teams.

Place the slips of paper in a hat or box. One student from each team draws a slip without looking.

The student who drew the slip must act out the word or phrase for their team to guess within a set time limit (use a timer if desired). Talking or making sounds is not allowed!

Their team must guess the word or phrase based on the acting. If the team guesses correctly, they earn a point.

Continue playing with each team taking turns drawing and acting. You can adjust the difficulty by using more complex family-related phrases or adding additional rounds.

Advantages:

Simple, fun, and requires minimal materials.

Include all students.

Encourages teamwork, communication, and critical thinking skills.

Promotes vocabulary development and knowledge of family-related terms.

Creates a sense of friendly competition and classroom community.

Disadvantages:

May require some guidance for some students who struggle with acting or charades.

The activity might not be suitable for very shy students who are uncomfortable acting in front of the class. Offer them alternative roles like keeping score or helping with the word bank.

Teaching experience:

Students responded very well to this activity because they like to get fun, does not matter the age of varied factors present in the classroom, this activity was very inclusive, and all students could get involved in it. Also, is important to mention that they were covering a topic related to family, and it was grateful to them.

Student's evaluation:

This strategy helped students to get together and make new relationships avoiding the sociolinguistic factors that affect the language learning in students because they interact with others while they improve the different skills of the language. The main factors that could be addressed were age, gender, education, geographical location and language contact because they worked as a team and improve their communication skills by participating with others avoiding their differences in all aspects.

Recommendations:

This strategy helped students to feel motivated, fun, and involve students through strategies for communicating with others, is important to design involvement activities or adapt them to different topics to allow students avoid the sociolinguistic factors that struggle the language learning process.

5.3.3. Language and everyday objects:

Name: Language and Everyday Objects

Time: 20 minutes

Materials:

Everyday objects (e.g., utensils, clothing items)

Whiteboard and markers

Notebooks, pens, pencils

Internet

Description:

Engage students in a 20-minute exploration of language embedded in everyday objects. Each student is assigned a common item, such as utensils or clothing, and, working in small groups, they delve into the linguistic intricacies associated with these objects. This activity aims to foster an understanding of how language, shaped by cultural and sociolinguistic factors, varies in its application to mundane items across different regions.

Steps:

Assign each student an everyday object.

In small groups, students discuss the language associated with their assigned objects, considering cultural and sociolinguistic aspects. They must relate them with the different uses and names that are used to these objects and how do they vary from place to place.

Each group presents their findings, highlighting language nuances related to everyday items.

Facilitate a class discussion on the impact of language on daily life.

Advantages:

Application of sociolinguistic concepts to real-world situations.

Critical examination of language embedded in culture.

Collaborative exploration of language in context.

Disadvantages:

Limited to the availability of diverse everyday objects.

Teaching experience:

Students could work together very well, involving with others and talking about the different objects and their names in some locations.

Students' evaluation:

Students did get involved very well and they showed interest in the differences of language that exist around the Caribbean coast, the municipality, and their communities.

Recommendations:

Teachers must apply activities similar to this one or adapt it to reveal the differences in language that exist in the different locations, this will help to enhance the communication with students.

5.3.4. Language Differences Analysis

Name: Language Differences Analysis

Time: 20 minutes

Materials:

Notebooks

Pens and pencils

Documents outlining language differences in the region.

Whiteboard and markers

Internet

Description:

The facilitator will provide the name about the different languages that are spoken in the Caribbean Coast, students must analyze these languages, similarities, differences, uses, etc., also they must highlight that there are differences even in their own language use depending on the region or where a person come from.

Steps:

Provide students name of different languages spoken in regions on the Caribbean Coast.

In small groups, analyze and discuss the sociolinguistic implications of the differences, considering factors like linguistic diversity and language preservation. Each group presents their findings, and the class engages in a discussion about the impact of language differences on communities and the Study Centers.

Advantages:

- Practical application of sociolinguistic theory.
- Critical examination of real-world language differences.
- Group collaboration and discussion.

Disadvantages:

- Requires access to relevant differences documents.

Teaching experience:

The activity worked very well involving students in a research and analysis of the different languages that are spoken in the Caribbean Coast, is important to say that they were able to understand that those languages are part of the identity of the Coast and the country.

Students' evaluation:

Students could work in groups very well, is important to mention that they worked in distinct groups than the last activities and their participation and communication was great. Could be covered factors like geographical location, education, language contact, and specific context in communication. Students were involved with people from different locations, education levels and could share their differences in language with others avoiding the factors mentioned before; they made a good job.

Recommendations:

This kind of activity is recommended because it gets students to research about the different languages and cultures that exist in the Caribbean Coast, this help to understand the diverse of cultures and enhance the way to treat with them.

VI. CONCLUSIONS

In conclusion, the study with first-year English learners showed that sociolinguistic factors influence in the language learning. By focusing on the strategies to avoid the factors, students were interested and involved in class thanks to the activities used by teachers and the activities applied by researcher student.

The study looked at things like interviews, classroom observations, and a pedagogical intervention. It found that teachers using involvement techniques like games and group work activities were particularly successful.

These techniques made learning English more enjoyable for the students and interact with others. The teachers used well-planned lessons with activities that foster the learning process. This helped students improve their English skills and feel more confident when making relationships and getting together with classmates avoiding the influence of sociolinguistic factors.

Based on the study, the researcher suggested involvement activities to allow the inclusivity in students who are affected by the sociolinguistic factors and enhance their participation, relationships, group work, and the four language skills in the target language.

Teachers should use these techniques in their lessons and make the classroom a positive and interactive space. The study also found that it is important for teachers to consider what their students are, encourage them to work together, and help them overcome challenges like shyness or interaction problems.

Overall, using involvement techniques can really benefit first-year English students. By doing this, teachers can create a fun and interesting learning environment that gets students participating actively, make better relationships, improve their English skills, and get more interested in learning English.

Strengths:

- ✓ Students get involved in different activities.
- ✓ Teachers use different strategies to avoid sociolinguistic factors.

- ✓ Student's participation is highly active.
- ✓ Students have a good relationship with classmates.
- ✓ Strategies applied by researcher were successful to engage students.
- ✓ Students show a lot of interest in the English learning.
- ✓ Teachers put in practice the four skills in every lesson.
- ✓ Students are extremely interested on the lessons.

Weaknesses:

- ✓ Sociolinguistic factors are present in the First-year English Students.
- ✓ Groups are too long, and the university has not conditions for quantities of more than sixty students.
- ✓ Older students and students from various locations are more affected in the learning process because...

VII. RECOMMENDATIONS

These recommendations are designed to help making learning English more engaging for students and avoid the impact of sociolinguistic factors. They will provide some ideas on how to involve them and get them interested about the language.

To teachers:

- ✓ To consider the involvement activities proposed in this research in the teaching of English.
- ✓ To use interactive strategies for increasing the student's motivation, and participation.
- ✓ To use group work activities that foster the English language learning with the interaction with different classmates.
- ✓ To encourage students to participate and maintain good relationships with the whole group.
- ✓ Use classroom management to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.
- ✓ To provide feedback about different activities during and after the lesson.
- ✓ To be kind to the students to make them feel comfortable.

To students:

- ✓ Pay close attention to what is being taught in English class.
- ✓ Try to participate in the class as much as you can.
- ✓ Put your phone away during class to avoid distractions.
- ✓ Do not be afraid to make mistakes. See them as learning opportunities.
- ✓ Participate in class discussions to get comfortable speaking up.
- ✓ Collaborate with your classmates. You can learn a lot from each other.
- ✓ Make and maintain good relationships with classmates.

To URACCAN:

- ✓ To capacitate all teachers about the influence of sociolinguistic factors and how to collaborate with them.
- ✓ To provide a good environment for long groups in the different areas of study.

- ✓ To apply and let know to the students about the internal rules of the
- ✓ University.
- ✓ Keep updating the teacher about the use of technology, strategies, and activities to facilitate the learning process in the different majors of the University.

VIII. LIST OF REFERENCES

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IX. APPENDIXES

9.1. Observation Guide

The University of The Autonomous Regions of The Caribbean Coast
Nicaraguan



Observation Guide

As student of Bachelor's Degree in English Language Teaching at URACCAN University with the research called **Impact of sociolinguistic factors in English language learning in first-year English students at URACCAN University I semester 2024**. The main objective of this observation guide is to identify the sociolinguistic factors that influence the language learning process and to describe strategies and approaches used by English teachers at URACCAN to address sociolinguistic factors in English learning.

Major: First year

University: URACCAN

1. General Information

Career:	Date:
Subject:	Grade:
Content:	Students: F M

2. Language learning environment

N°	Key Aspects	Regular	Good	Excellent	No applicable	Observation
1	Emphasize the incorporation of diverse communication					

	styles and language registers within the classroom setting.					
2	Highlight the importance of recognizing and respecting linguistic diversity in the classroom.					
3	Promote activities that foster collaboration and communication among students from different sociolinguistic backgrounds.					
4	Stress the significance of celebrating and valuing linguistic diversity as an integral part of the learning process.					

5	Advocate for the use of language development strategies that consider the sociolinguistic competence of students.					
6	Teacher employs different assessment techniques to evaluate students					

3. Strategies and Approaches

N°	Key Aspects	Regular	Good	Excellent	No applicable	Observation
1	Integration of cultural content.					
2	Promotion of language variation awareness.					
3	Inclusion of authentic materials.					

4	Collaboration with classmates					

4. What kinds of sociolinguistic factors has been observed? (More than one may be selected)

- Language Contact
- Age
- Gender
- Ethnicity
- Socioeconomic status
- Education
- Geographical location
- Specific context in communication
- No applicable

5. Are there students from different ethnical groups or countries?

- Miskito
- Rama
- Garifuna
- Creole
- Mayangna
- Mestizo
- Other countries

9.2. Interview to teacher.



University Of the Autonomous Regions of the Nicaraguan Caribbean Coast

URACCAN

INTERVIEW TO TEACHER

Dear teacher, I am a student of bachelor's Degree in English language teaching at URACCAN University in Nueva Guinea. The development of the research called **"Impact of sociolinguistic factors in English language learning in first-year English students at URACCAN university I semester 2024.** The main objective is to identify the sociolinguistic factors that influence the language learning process in first-year English students at URACCAN University and to describe strategies and approaches used by English teachers at URACCAN to address sociolinguistic factors in English learning. Your information given will be useful for the development of the research.

Questions:

1. **What sociolinguistic factors are affecting the English Language Learning at URACCAN University?**
2. **What kinds of strategies do you apply to overcome sociolinguistic factors in the learning process?**
3. **How often do you use involvement activities to enhance the group work by focusing on sociolinguistic factors which are affecting the English Language Learning?**
4. **What type of assessment techniques do you use to assess the group work activities to avoid the influence of sociolinguistic factors?**
5. **What type of involvement strategies do you use to assess the four skills with students?**
6. **Describe how is the participation of the students in class when they do involvement Activities?**
7. **How is the relationship of students when working in groups at URACCAN as an intercultural University?**

9.3. Interview to students.



University Of the Autonomous Regions of the Nicaraguan Caribbean Coast

URACCAN

INTERVIEW TO STUDENTS

Dear student, I am a student of bachelor´s Degree in English language teaching at URACCAN University in Nueva Guinea. The development of the research called **“Impact of sociolinguistic factors in English language learning in first-year English students at URACCAN university I semester 2024.** The main objective is to identify the sociolinguistic factors that influence the language learning process in first-year English students at URACCAN University and to describe strategies and approaches used by English teachers at URACCAN to address sociolinguistic factors in English learning. Your information given will be useful for the development of the research.

- 1. Do you know about Sociolinguistic Factors? What do you know?**
- 2. What kinds of sociolinguistic factors do you observe in this group?**
- 3. How often does the teacher use involvement activities to promote the group work?**
- 4. What type of strategies do you use to develop the group work activities and avoid the influence of sociolinguistic factors?**
- 5. What type of activities do you use to develop the four skills with classmates?**
- 6. What sociolinguistic factors are the most common in URACCAN University? Those that you have seen during the time you have been here.**
- 7. How is the relationship with classmates when working in groups at URACCAN as an intercultural University and how could you enhance them?**



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST, NUEVA GUINEA CAMPUS

LESSON PLAN

I. GENERAL INFORMATION

Class Number: 1

Date: Saturday, May 04th, 2024

Career: Bachelor's Degree in English Language Teaching

Subject: Listening and Speaking

Academic Year: I

Period: From 1:30 PM to 4:00 PM

Shift: Once a week

UNIT V: The family and entertainment

Topics: Family Members

Entertainment

II. OBJECTIVES

- **Conceptual**

Students recognize Family members through pictures and written sentences.

Identify entertainment activities done in different environments through images and audios.

- **Procedural**

Manage family members vocabulary when making simple sentences in oral and written forms-

Express entertainment activities that are common in their daily lives through oral and written attachments.

- **Attitudinal**

-Students will put in to practice some values to promote and cultivate values such as companionship, discipline, punctuality, honesty and mutual respect to each other, and the freedom to speak or giving opinions.

- **Organizational Teaching Forms (OTF):**

I do, we do, and you do. Assessment.

- **Teaching Media:**

Lesson Plan, Whiteboard, Eraser and Markers, tape record, pictures realia, tv, paper, laptop, etc.

- **Bibliography:**

III. INTRODUCTION

-Welcome to students

- Greet all students, ask them how they feel.
- Present the unit and contents.
- Explain about the objectives of the lesson.
- Explain about the assessment process for the lecture.

-Warm-up Activity

Ask students to stand up and follow instructions.

Follow the commands: “walk”! and “stop”, they must walk in any direction and stop when they hear the command. Do it at least five times.

Then add “clap” and “Jump” to do it funnier, they must do the movements. Do it at least five times.

Then, reverse the commands: walk=stop/ stop=walk/ clap=jump/ jump=clap. This to do it more challenging.

Remember that students who get wrong must mention a location and make a sentence with it.

-Introducing the new topic and information

- Teaching students the new contents.
- Students will have a handout in which the topic appears.
- Students will discuss about each topic.
- Present a Power Point Presentation about the topic.

IV. CLASS DEVELOPMENT

-Practicing the new information

-Present a worksheet about family and play an audio, students must listen and say what is the answer of each one, the teacher completes as they say and finally check it out together.

-Application of the new knowledge

Activity 1: Language Exchange Café

Divide students into pairs, ensuring each pair has two students that are from the same classroom. (they can speak in Spanish because they cannot manage the new language very well)

Set up a café-like environment with tables and chairs.

Each pair will have a conversation using conversation prompts provided by the facilitator. (Greetings and Politeness: Discuss common greetings in different social contexts. Explore polite expressions and how they may vary in formal and informal situations.

Family and Relationships: Talk about how language use changes when speaking to family members versus strangers. Explore terms of address for different family members.

Everyday Activities: Discuss how language may vary when talking about daily routines, such as at home, at school, or in public places. Explore language used in making requests or asking for assistance.)

After 3 minutes, rotate the pairs to allow students to interact with different partners. Discuss sociolinguistic observations as a group, focusing on language use and cultural nuances.

Activity 2: Family Charades

As a class, brainstorm words and phrases related to family. This could include roles (mom, dad, sibling, etc.), activities (cooking, playing games), traditions (holidays, birthdays), or emotions (love, support, happiness). Write each word or phrase on a separate slip of paper.

Divide the class into two teams.

Place the slips of paper in a hat or box. One student from each team draws a slip without looking.

The student who drew the slip must act out the word or phrase for their team to guess within a set time limit (use a timer if desired). Talking or making sounds is not allowed!

Their team must guess the word or phrase based on the acting. If the team guesses correctly, they earn a point.

Continue playing with each team taking turns drawing and acting. You can adjust the difficulty by using more complex family-related phrases or adding additional rounds.

Activity 3: Language and everyday objects

Assign each student an everyday object.

In small groups, students discuss the language associated with their assigned objects, considering cultural and sociolinguistic aspects. They must relate them with the different uses and names that are used to these objects and how do they vary from place to place.

Each group presents their findings, highlighting language nuances related to everyday items.

Facilitate a class discussion on the impact of language on daily life.

Activity 4: Language differences analysis

Provide students name of different languages spoken in regions on the Caribbean Coast.

In small groups, analyze and discuss the sociolinguistic implications of the differences, considering factors like linguistic diversity and language preservation.

Each group presents their findings, and the class engages in a discussion about the impact of language differences on communities and the Study Centers.

V. CONCLUSIONS

-Class Evaluation

The teacher will answer all students` questions and provide some feedback.

-Homework

Complete an exercise with the material provided.

Figure 1: Application of the observation guide.



Source: Castillo, 2024

Figure 2: Application to interview to teacher:



Source: Suárez, 2024

Figure 3: Application of the pedagogical intervention.



Source: Taisigüe, 2024

Figure 4: Application of the interview to students: Group A



Source: Fernández, 2024

Figure 5: Application of the interview to students: Group B



Source: Fernández, 2024



UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE NICARAGUENSE

URACCAN

AVAL

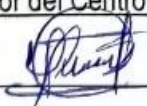
CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

- El Territorio/Comunidad/Empresa/Barrio Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN) del municipio de Nueva Guinea por medio del presente escrito, otorga el consentimiento previo, libre e informado a URACCAN para que se realice la investigación titulada: Sociolinguistic Factors in Language Learning in First-year English Students, at URACCAN University I Semester 2024, Con el objetivo de: To determine sociolinguistic factors on the Language learning process in first year English students, at URACCAN University, I Semester 2024, la cual se desarrollará del 07 de Marzo al 05 de Abril del 2024. Información que será utilizada única y exclusivamente con fines académicos.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Msc. Luis Antonio López Mairena

Cargo: Director del Centro Regional

Firma: 

Lugar: Nueva Guinea

Fecha: 06/03/2024



UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA
CARIBE NICARAGÜENSE, NUEVA GUINEA

AVAL DEL TUTOR

El tutor/a: MBE. José Alexander Oporta Barrera, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
b. Informe Final
c. Artículo Técnico
d. Otra forma de culminación (especifique):

A la investigación titulada:

Sociolinguistic Factors in Language Learning in First-year English Students, at URACCAN University I Semester 2024.

Desarrollada por el o los estudiantes:

Br. Marvin Josue Lumbi Gutiérrez

De la Carrera de: **Licenciatura en Ciencia de la Educación con Mención en Inglés**

Nombres y apellidos del Tutor, Tutora: MBE. **José Alexander Oporta Barrera**

Firma:

Recinto: **Nueva Guinea**

Fecha: **26 de junio de 2024**