Effects of Cultural and Linguistic Diversity on ESL Learner's Speaking Skills: A Sociolinguistics Study

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Abstract: *The purpose of this study is to statistical analyzing the ESL learners speaking skills both (boys and girls) at primary level, which are affected by the cultural and linguistic diversity. The study focuses this subject, as a limited number of researches are available on statistical analysis of ESL learners. Convenient sample technique were using for this research. Since the research is descriptive in nature, questionnaire based analysis is applied in the analysis. Speaking skills is one of the most important skills in language, which analyzed through quantitative method and qualitative approach. This new angle has increased the reliability of the study. The research has been limited to the analysis of ESL learners of Mian Channu schools for the analysis ESL learners at primary level were chosen and were analyzed and their speaking skills which were affected by the cultural linguistic diversity, through this analysis main statements questionnaire used by the researcher are dealt with. This research is helpful for those researchers who want to do a statistical analysis of various linguistic works, especially for the students who have an interest to investigate the speaking skills of ESL learners. This study finds out that Effect of cultural and linguistic diversity on ESL learners speaking skills at primary level. Research results show that the ESL learners difficulties in speaking due to cultural and linguistic diversity. The researchers were able to conclude that the learners' problem in speaking English in ESL classrooms was fear of making a mistake, incorrect pronunciation, lack of confidence in class understanding of grammatical patterns, limited vocabulary skills, students' interest, mother tongue use and lack of discipline. Furthermore, the researchers discovered in her research on ESL learners' speaking problems that the issues are caused by cultural and linguistic factors.*
Keywords: *Language, Cultural affects, Linguistic Diversity, ESL, Migration Language Shift and Speaking Skills.*

I. Introduction

ESL learner's which belong to a conventional families were unable to speak comfortably in another language due to effects of cultural and linguistic diversity. This study suggests how to overcome to difficulties of ESL learners related to cultural and linguistic diversity. This study finds out the problems of the ESL learners who migrated from rural to urban areas and face difficulty to speak the English language at primary level. They produce the both language, local language as well as national language.

This creates a hybrid language having a characteristic of both languages that seem to be a great hurdle in their spoken skills. ESL learner's which belong to a conventional families were unable to speak comfortably in another language due to effects of cultural and linguistic diversity. This study suggests how to overcome to difficulties of ESL learners related to cultural and linguistic diversity. This study finds out the problems of the ESL learners who migrated from rural to urban areas and face difficulty to speak the English language at primary level. They produce the both language, local language as well as national language. This creates a hybrid language having a characteristic of both languages that seem to be a great hurdle in their spoken skills.

Language as a conduct turned into preliminary brought through Ferdinand de Saussure who asserted that giving most effective ancient explanation. Chomsky (1957) says that a language is a collection of (particular or indefinite) rules, all particular in period and formation out from exact organization gadgets. Sapir says that (1921) language is a really Homo sapiens and non-spontaneous of transmission, mind, emotions and needs making use of a method of intentionally create symptoms and signs. Language is the status quo wherein location humans interchange and connect to every different through with use of obviously applied verbal autocratic approach in accordance to (Hall-1969).

Linguistic diversity is a source to speak regarding different kinds of features in addition to language parentage, syntax and dictionary. These contain moral logics by promoting language diversity we are buildup human's cultural inheritance and consequently their identity. "Humans who able to talk various language retain raised coherent capabilities and educational purposes." The demise of language is the demise of the life." Our universe is not only culturally diverse; it is also a linguistically diverse. Today, almost seventy thousand languages articulate by a global society of further more than 7 billion humans, impressively, about thirty percent language utter one thousand person or fewer. The existence of diversity does not find except challenges consequently the target here in analysis how diversity and its challenges are exist in language, student level, cultural, ethics, beliefs, behavior, and schooling systems themselves in un-talkative English countries. Therefore, every class has growing this figurative ability through the reality of sharing symbols, phoneme, and various spoken words to delegate those similar element and those same facts.

1.2 Research Objectives

1. To elaborate the effects of cultural and linguistic diversity on ESL learner's speaking skills.
2. To explore the difficulties related to effects of cultural and linguistic diversity face by ESL learners during speaking.
3. To highlight the factors effects on cultural and linguistic diversity on ESL learner's speaking skills.

1.3 Significance of the Research

This study explores the phenomenon effects of cultural and linguistic diversity on ESL learner's speaking skills. This study is significant to ESL learners, which faced many difficulties related to effects of cultural and linguistic diversity. This study highlights the cultural and linguistic diversity factors which

effects on ESL learner's speaking skills. It provides a ground for the future researchers to throw light on effects of cultural and linguistic diversity and its other associative areas of the study. The researchers facilitated that this study would give fruitful information that would be easily comprehensive about language, culture effects and linguistic diversity on ESL learners speaking skills.

2. Literature Review

Finnegan and Besnier (1989) say that language is a complex phenomenon. To perform the communication activities communicator make a sentence so according to Finnegan and Besnier (1989) language may be defined as a finite process of item and rules. Language is a main part of the society for all humankind. Through language, all human beings to show own feelings and thoughts to knowledge to transition with others, to fulfill own needs and desire to make principle and maintain own culture. Language learned from various points of view. Ancient Greek philosophers explained the right way use of language and its objectives, modern scholars recognized how language is articulate and interpreted. Sapir (1921) says that language created signs through vocal system deliberately which is entirely human and involuntarily process of transmission of thoughts, feelings and wants. According to Hall (1969), language is a natural process through symbols people communicate one another. Jespersen (1919-12) says that language is a way of human conversation. Through language human fulfill the objectives to show thoughts and emotions". The process of creation words has used a specific method for every language. Noam Chomsky (1957) says that language a process of sentence structure human mind create a various sentence from out of the limited set of sounds and sign relating to specific language. Wardaugh (1972) described that people communicate through the system of articulator. According to Lyons (1970), language is the process of conversation utilized by a number of communities. Language is a habitual process to speech, humans talk to, each other through language. So from all above definition explain which described according to different linguists is evidence no one term which described the completely 'language' term. To put it another way, language is the ability to acquire and apply complicated frameworks of communication, specifically the human capability to do so, and language is a specific example of such a framework. Some people believe that language arose as a result of sound and intelligence, while others believe that language arose as a result of emotions (Agha, 2006:41). According to Searle (2006:2), every language uses the semiotic process to connect signals with particular meanings. Two distinct frameworks govern how pictures are used to form words (also known as morphemes), as well as how these words and morphemes are combined to form expressions (also known as articulated expressions). O' Brien, (2006) says that the significance of language for education having a command of a second language enables one to be a part of a culture in which human transmission the inner and outer meaning by primary process and it is also a figurative and conceptual form of transmission. Spade and Lightbown (2006) describe the concept that it's important to understand how language and culture interact language gives essential meaning to cultural experience.

Language acquisition, structure process of transition used by humankind must take a part in learning. This information may also assist learners in making inaccurate assumptions about grammar and syntax in the second language, especially when the two languages do not have a common source. It is necessary

to examine language in all of its guises and manifestations. Individuals who talk about the functions of language refer to the reasons why they use it. Humans utilize language to communicate with one another on the most basic level, which is sometimes referred to as speech. Farr, Seloni and Song (2010) say that to understand the concept of language in which he learned (one of the most important factors in acquiring language abilities is the environment in which it is learnt.) In terms of student characteristics and the learning environment, a second language learner differs significantly from a first language learner. When student learns the second language in terms of the learner habitat and the feature where students exist which is fully different to a first language. Knowledge of a first language may help a second language learner since it gives them an understanding of how language works. The functions of language are difficult to explain because they are so deeply embedded in human action that it is plausible to suppose that language is engaged in practically every area of our conscious activity. (Newmeyer, 2000: 89).

3. Research Methodology

The source of data collection is ESL learners at primary level in school who migrated from rural to urban areas. The data collected through questionnaires and book at primary level from those learners' speaking skills that migrated from rural to urban areas. The research instrument is questionnaire. The convenient sampling technique will be used for sampling. Likert scale is used to analyze the learner's responses through questionnaire. A qualitative approach is accomplished by using a small but well-targeted sample base. As a result, various methodologies are employed to gather data in this research. Data has been collected from both (boys and females) ESL students at Mian Channu schools using questionnaire statements.

3.1 Research Design

For this study, a qualitative and quantitative methodological approach was used. The quantitative data was collected by a learner's questionnaire, which was administered by the researcher. To gather primary information and data from respondents (ESL learners), questionnaire are created. This statement contains 30 questions. Convenience sampling is utilized to collect primary data from ESL learners. Population and sampling are additionally talk about right now. Questionnaire, use as research instrument for research design. In fifth chapter, all the findings are gathered and recommendation.

3.2 Population

For conducting the research of data, 100 ESL learners, both (boys and girls) at primary level are found from different schools of Mian Channu as a population.

3.3 Sample

The convenient sampling technique is used for sampling. Convenience sampling includes selecting participant since they are regularly promptly and easily accessible. By and large, convenience sampling

general is a favored testing strategy between researchers since it accusable and a simple choice constructed with other examining strategies (Ackoff 1953). Convenience sampling frequently defeats a large quantity of constraints related to investigation and study. Right now, convenience-sampling techniques is utilized. In different schools of Mian Channu 100 ESL, learners both (boys and girls) are selected as a sample from thousand populations of Mian Channu different Schools for this study. From hundred ESL learners fifty boys and fifty girls selected as sample.

3.4 Statistical Analysis and Data Collection

The examination included data to be gathered from different classes of respondent in different schools situated in Mian Channu. Many methods may be applied to collect data. The type of data used is determined by the study's goal, the resources available, and the researcher's abilities. The data which is mentioned above has been taken from ESL learners both (girls/boys) at primary level school of Mian Channu. The data will be collected through questionnaire statements from ESL learners at the primary level from those learner's speaking skills that migrated from rural to urban. 30 questionnaire statements have been used for this process. Convenience sampling techniques are used for collecting data. The researchers took the raw data from the sociolinguistic questionnaire, evaluated it in terms of frequencies and percentages, and then presented it in the following terms:

1. All replies to the questionnaire's items were manually entered into a spreadsheet.

2. The questionnaire's results were presented in tables. Each table contains information about a certain issue, including a title, a number, and comments as well as descriptions of the greater and lower rates.

3. The data was presented using frequencies, percentages, and the commutative rule.

3.4.1 Tools of Data Collection

Here, discuss tools of data collection, which are used in this study.

3.4.2 Questionnaire

In order to accomplish the study's aims, the researcher created a questionnaire that was tailored to the study's requirements. The information is gathered using a questionnaire. The aim of the questionnaire was to find out the cultural effects and linguistic diversity on ESL learners speaking skill at primary level. This questionnaire includes 30 questions. In test which I give five options for get responses of ESL learners. Right now, the researcher provided the test to the ESL learners in classrooms. Following the collection of data, which researcher provided to the learners to ensure that there are no wrong. All question statements related to the topic of research and that all given information given by me might be utilized for research purpose only.

4. Data Analysis

This study consists of the analysis of the collected data from the ESL learners using the questionnaire. Data has been analyzed through the quantitative and Qualitative research method. Quantitative data was gathered through questionnaire for this study. The process of examining, cleaning, manipulating, and modeling data with the purpose of discovering useable information, informing conclusions, and supporting decision-making is known as data analysis. All of the above are varieties of data analysis. The scale selected for the data analysis is a five points Likert scale. Likert scale would have been used to measure the behavior and attitudes of learners. The data has been analyzed through questionnaire. In this method, effects of cultural and linguistic diversity on ESL learners speaking skills on the base of percentage are analyzed. The data, which was collected through the questionnaires from respondents, was later analyzed through tabulation with the help of SPSS software. The data is analyzed with the help of a questionnaire and books reading. The information gathered from the different respondent (ESL learners) through questionnaire in the method, effects of cultural and linguistic diversity on ESL learners speaking skills at primary level are analyzed. Moreover, quantitative data was collected to describe the results of the questionnaire from the questionnaire's perspective and to answer the research question, which was: - Name the basic or most important factor and reason that leads to creating obstacles in ESL speaking skills for primary ESL learners in different Mian Channu schools due to cultural effects and linguistics diversity. The findings of the students' speaking skills, vocabulary, pronunciation, grammar, and final score are generated from the findings of the students' speaking abilities, vocabulary, pronunciation, grammar, and grammar on the basis of cultural impacts and linguistic variety. The majority of pupils, according to the study, do not know how to express their views or argue over the questions. They are still unsure of the appropriate phrases to use, fearful of making a mistake, and hesitant to respond to queries. 'Cultural and linguistic diversity effects on ESL learners speaking skills' was determined after examining the students' scores.

5. Findings of the Study

Serial No. of Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
ESL Learners' Statement 4.1	36	41	04	13	06
ESL Learners' Statement 4.2	25	48	05	16	06
ESL Learners' Statement 4.3	38	45	03	08	06
ESL Learners' Statement 4.4	31	43	03	19	04

ESL Learners' Statement 4.5	42	37	09	10	02
ESL Learners' Statement 4.6	32	47	05	09	07
ESL Learners' Statement 4.7	41	51	04	03	01
ESL Learners' Statement 4.8	36	48	05	06	05
ESL Learners' Statement 4.9	29	53	07	06	05
ESL Learners' Statement 4.10	41	35	05	13	06
ESL Learners' Statement 4.11	45	41	03	06	05
ESL Learners' Statement 4.12	45	39	07	06	03
ESL Learners' Statement 4.13	43	40	04	06	07
ESL Learners' Statement 4.14	44	39	05	07	05
ESL Learners' Statement 4.15	51	38	02	06	03
ESL Learners' Statement 4.16	42	39	12	03	04
ESL Learners' Statement 4.17	47	40	08	03	02
ESL Learners' Statement 4.18	10	20	18	25	27
ESL Learners' Statement 4.19	08	15	12	25	40
ESL Learners' Statement 4.20	07	13	11	32	37
ESL Learners' Statement 4.21	41	38	11	06	04
ESL Learners' Statement 4.22	42	40	13	02	03

ESL Learners' Statement 4.23	3I	43	04	I8	04
ESL Learners' Statement 4.24	39	45	I I	02	03
ESL Learners' Statement 4.25	38	40	I0	07	05
ESL Learners' Statement 4.26	42	40	I0	05	03
ESL Learners' Statement 4.27	48	35	07	06	04
ESL Learners' Statement 4.28	49	36	06	05	04
ESL Learners' Statement 4.29	4I	37	05	04	03
ESL Learners' Statement 4.30	47	38	05	06	04

The findings show that students in the setting want to study English, but that serious obstacles stand in their way, which must be overcome for the language's better future. The ambiguous academic regulations, the bias mindset toward English, the conduct of parents and teachers, the harmful government regulations, the unavailability of today's generation to the public sphere, the death of English teachers, particularly in the most remote locations, the incorrect syllabi and communication, the death of native language, and the deprived position of ESL Learners are all factors. One of the reasons why students are unable to speak in English in schools is a lack of self-confidence. They are hesitant to speak English in front of their classmates or professors because they are self-conscious. This is frequently as a result of academics, lecturers, and other lecturers no longer encouraging students to speak English in class. Typically, their professors did not encourage them to speak English in class or in front of other students. They learned the English language but did not learn how to speak it. Self-confidence is extremely important while speaking English; if students do not believe in themselves, they will be unable to communicate in the English language. The teachers must motivate and encourage them. If the kids are concerned that they will make blunders when speaking. As a result, teachers must teach kids that no one is born without flaws, and that everyone learns from their mistakes. They were self-assured in speaking, even if they were speaking incorrectly. They will reflect on their mistakes and remedy them when they speak again. As a result, self-confidence in speaking English is crucial. The examination focuses on the state guide by using an excellent approach to the problem in order to boost English's position. The goal of this article is to explain the inextricable link between culture and language, as well as the challenges that ESL learners have in learning a second language, in order to improve students' linguistic

comprehension. Not only is language a product of culture, but it is also a symbol of culture (Gleason, 1961). Culture must be explicitly included as a necessary component of second language acquisition. Students will be successful in their target language acquisition only if cultural issues become an integral component of the language curriculum and instruction. As a result, second language students should pay more attention to the diversity of cultures and identify essential cultural artifacts in their classes.

5.2 Conclusion

Research results show that the ESL learners difficulties in speaking due to cultural and linguistic diversity. The researchers were able to conclude that the learners' problem in speaking English in ESL classrooms was fear of making a mistake, incorrect pronunciation, lack of confidence in class understanding of grammatical patterns, limited vocabulary skills, students' interest, mother tongue use, infrequent practice, and lack of discipline. Furthermore, the researcher discovered in her research on ESL learners' speaking problems that the issues are caused by cultural and linguistic factors. This is a significant influence that ESL students have issues when speaking English. So, we need of great importance is that necessity of ESL learners in ESL classrooms for this purpose we should make better policies which help for learners. Teacher use simple word in English, which learners easily understand. The utilization of the mother tongue can help discharge strain and weariness since it make to understand and learn the lesson more easily and concisely. Due to cultural effects and linguistic diversity, ESL Learners face many problems. The failure fee of the learners is on the rise, which is regrettable. Failure in this case indicates a failure in public communication. Numerous difficulties create during the communication. Four out of seven public zone schools of each area were decided on; taking from city regions to get real and reasonable information in this connection. The have a look at has tested the placement of English within the presence of ESL mother languages Learners who are familiar with the history of the short assessment of English placement. Many reasons have been identified as contributing to the rise of English-language barriers.

5.3 Recommendations

Syllabus should be publishing in our National language. By using simple sentence, we can improve the pronunciation of the ESL Learners. The culture of reading the storybooks should be promoted and there is much need to practice to speak another language for improving the development of non-native English speakers' speaking skills. The ESL Teacher must engage the students in role-play activities in the classroom. So that learners should participate in the incredible speech on different occasions.

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