Exploring Language Acquisition Development in the Second Cycle of Education in Venezuela: Challenges and Opportunities

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Abstract

This study examines language acquisition in Venezuela's second cycle of education, a critical stage for students aged 12 to 15 as they solidify their proficiency in Spanish and begin to expand their skills in English. This research is vital as it investigates how these methods prepare students for secondary education and a globalized world. The qualitative study involved semi-structured interviews, focus groups, and classroom observations with teachers, administrators, and students to understand the effectiveness of current teaching practices and the challenges faced. The findings reveal a blend of traditional and modern teaching methods in Venezuelan classrooms, particularly the integration of direct instruction and grammar drills with communicative language teaching (CLT). This combination was effective in addressing diverse student needs, particularly in developing strong Spanish language skills. However, the variability in English language proficiency highlighted significant challenges, particularly related to resource limitations and socio-economic disparities. Teachers reported that while traditional methods provided a strong linguistic foundation, the effectiveness of CLT was often hindered by external factors such as inadequate resources and varying levels of student exposure to English outside of school. The study's conclusions emphasize the need for broader educational reforms to address these systemic issues, particularly the need for updated resources, greater access to technology, and enhanced professional development for teachers. The research suggests that while current methodologies are sound, their effectiveness is limited by external constraints. To better prepare students for the globalized world, these challenges must be addressed. Future studies should focus on exploring the impact of socio-economic factors on language acquisition outcomes and the effectiveness of integrating technology in language instruction.

Keywords: Language acquisition; language teaching methods; education systems; language instruction

INTRODUCTION

The second cycle of education in Venezuela, targeting students aged 12 to 15, represents a crucial phase in language acquisition, with a primary focus on Spanish and English. This period is essential as it bridges the gap between basic education and more specialized secondary education (Duffy, 2014; Muhr, 2010). During this stage, students

are expected to solidify their proficiency in their native language, Spanish, while simultaneously expanding their exposure to foreign languages, particularly English. This dual focus is designed to enhance students' linguistic capabilities, ensuring they are well-prepared to meet the academic challenges of secondary education and beyond. The Venezuelan education system, which is inherently rich in linguistic diversity due to the country's multicultural makeup, places a strong emphasis on the development of language skills (Pisemskaya, 2009). This focus is not only a tool for academic success but also a means of preparing students for the demands of a globalized world. Language acquisition during this stage should be systematically designed to build a robust foundation for further language development (Sheehan, 1996; Kubota, 2018). The curriculum should integrate both traditional and modern teaching methods, promoting active engagement and practical language use. Additionally, language instruction should be interdisciplinary, allowing students to apply their language skills across various subjects, thereby reinforcing their learning. By doing so, students are not only equipped with the necessary linguistic tools for their academic journey but are also better prepared for the diverse and interconnected world they will encounter in their future careers.

Spanish serves as the primary language of instruction in Venezuelan schools, and the curriculum is meticulously designed to enhance students' reading, writing, speaking, and comprehension abilities in this language. This educational phase builds upon the foundational language skills acquired in earlier years, setting the stage for advanced linguistic and cognitive development. The curriculum's focus on Spanish is not solely about communication; it also encompasses an appreciation of literature, mastery of grammar, and the development of sophisticated communication skills essential for academic achievement and personal expression (Cochran-Smith, 2016). In addition to Spanish, the second cycle introduces or continues the study of foreign languages, with English being the most prominent. English is recognized as a vital global language, and proficiency in it is increasingly viewed as a valuable asset for students. The English curriculum is structured to build on the foundational skills introduced in earlier educational phases, emphasizing the four key language domains: listening, speaking, reading, and writing. This approach aligns with contemporary educational theories advocating for interactive and student-centered learning environments, which are crucial for effective language acquisition (Yücel, 2019).

The instructional methodologies employed during this stage are multifaceted, blending traditional and modern teaching approaches. Traditional methods, such as direct instruction and rote memorization, remain relevant, particularly in teaching grammar and vocabulary (O'Keeffe, 2019). However, there is a significant shift towards modern pedagogical approaches, particularly communicative language teaching (CLT), which emphasizes the practical use of language in real-life situations. This shift encourages students to engage actively with the language they are learning, fostering fluency and confidence in their language use (O'Keeffe, 2019). Teachers are encouraged to create classroom environments that promote active language use, allowing students to practice speaking and listening in meaningful contexts. This interactive approach not only aids in developing fluency but also enhances students' confidence in using the language in everyday situations. Language instruction is often integrated across different subjects, enabling students to apply their language skills in various academic disciplines, thereby reinforcing their learning in a cross-curricular manner (Hsieh & Hsieh, 2019).

Assessment of language proficiency during the second cycle is comprehensive and varied, incorporating traditional written exams alongside oral presentations, projects, and other forms of assessment. These assessments are designed to evaluate students' abilities across different aspects of language use, ensuring that they are not merely learning

language in isolation but are developing skills applicable to their everyday lives and future careers (Ranta, 2010). Despite the strengths of the language acquisition curriculum in Venezuela, several challenges persist. Resource limitations, particularly in economically disadvantaged areas, hinder the effective implementation of language programs. Many schools face shortages of textbooks, teaching materials, and access to technology, which are critical for creating a rich language learning environment. Additionally, the quality of language instruction is heavily dependent on the training and proficiency of teachers. In some regions, there is a shortage of qualified language teachers, particularly for English, which can impact the effectiveness of language education (Olivieri et al., 2021).

Socioeconomic factors also play a significant role in language acquisition. Students from higher-income families often have greater access to resources that support language learning, such as private tutoring and exposure to foreign languages through media. In contrast, students from lower-income families may face more significant barriers, resulting in disparities in language proficiency and academic achievement (Summers et al., 2022).

To address these challenges, there is a growing recognition of the need for enhanced teacher training and professional development. Providing teachers with the tools and knowledge to implement modern teaching methodologies effectively is crucial for improving language instruction across the country. Additionally, there is an increasing emphasis on the use of technology in language education, which offers new opportunities for students to engage with language learning in dynamic and interactive ways (Wu et al., 2021). Language acquisition development in the second cycle of education in Venezuela is a complex and multifaceted process shaped by the country's linguistic diversity, educational policies, and socioeconomic context. While challenges related to resource constraints and teacher training persist, there are considerable opportunities for innovation and improvement. By focusing on enhancing the curriculum, supporting teachers, and integrating technology, Venezuela can continue to strengthen its language education programs, equipping students with the language skills necessary for success in a globalized world.

The present study is designed to answer the following research questions; How effective are the current language acquisition methods in the second cycle of education in preparing students for the academic challenges of secondary education and the demands of a globalized world? What are the specific challenges and opportunities associated with teaching English as a foreign language in the second cycle of Venezuelan education? The novelty of this study lies in its focused examination of the second cycle of education in Venezuela as a critical period for language acquisition, particularly in the context of the country's unique linguistic diversity. While previous studies may have addressed language acquisition broadly, this research delves into the specific dynamics of language learning in a multilingual setting, emphasizing the simultaneous development of proficiency in Spanish and the introduction of English. Furthermore, the study proposes a systematic approach to curriculum design that integrates both traditional and modern teaching methodologies, offering new insights into how language acquisition can be optimized to prepare students for the complexities of secondary education and participation in a globalized world. This study not only fills a gap in the existing literature by highlighting the importance of this transitional educational stage but also suggests practical improvements that could be implemented in the Venezuelan education system to enhance language learning outcomes.

RESEARCH METHOD
Research Design
The qualitative method is chosen to explore the effectiveness of current language acquisition methods in the second cycle of education in Venezuela, with a focus on preparing students for the academic challenges of secondary education and the demands of a globalized world. This method allows for an in-depth understanding of the experiences and perceptions of those directly involved in the educational process, including teachers, administrators, and students. By employing qualitative techniques such as semi-structured interviews, focus groups, and classroom observations, the study aims to uncover the nuanced challenges and opportunities associated with teaching English as a foreign language in this educational context.

Research Instruments
The research instruments of the study used interviews guidelines, FGD, and observation sheets. Semi-structured interviews are conducted with a carefully selected sample of teachers, administrators, and students. These interviews are designed to explore participants' experiences with and perspectives on the current language acquisition methods. Teacher Interviews: Teachers are asked about their instructional practices, the challenges they encounter in teaching Spanish and English, the resources available to them, and their perceptions of students' readiness for secondary education. These interviews also seek to understand how teachers adapt their methods to meet the diverse needs of students and to what extent they feel prepared to teach English as a foreign language. Administrator Interviews: Interviews with school administrators focus on the broader institutional support for language acquisition, including professional development for teachers, curriculum design, and resource allocation. Administrators also provide insights into the systemic challenges and opportunities in implementing effective language programs. Student Interviews: Interviews with students delve into their personal experiences with learning Spanish and English. Students are asked about their engagement with the language curriculum, the difficulties they face, and how they perceive the relevance of English in their future academic and professional lives.

In addition, Focus Groups Focus groups are conducted with groups of students to facilitate discussions on their collective experiences with language learning. These sessions will provide a platform for students to share their challenges in learning English, discuss the effectiveness of teaching methods, and explore opportunities they see for improving their language skills. Focus groups consist of students from different schools and backgrounds to ensure diverse perspectives. The discussions are guided by open-ended questions that encourage students to express their views on the strengths and weaknesses of the current language acquisition approaches.

Classroom observations are conducted to gain a firsthand understanding of how language acquisition methods are implemented in practice. These observations focus on the instructional techniques used by teachers, the engagement levels of students, and the overall classroom environment. Key aspects of observation include the use of materials, the balance between traditional and modern teaching methods, the integration of interactive activities, and the level of student participation. Observations also assess how English is taught as a foreign language and how these lessons are integrated into the broader curriculum.

Data Analysis
The analysis of the qualitative data follow a systematic approach comprising three key stages: data condensation, data display, and drawing conclusions. This methodology ensures that the rich, detailed data collected from interviews, focus groups, and

observations are thoroughly analyzed and interpreted, leading to well-founded insights. The first stage, data condensation, involves selecting, focusing, simplifying, and transforming the raw data obtained from various sources, including interviews, focus groups, and classroom observations. This process begins with transcribing the audio recordings and compiling detailed notes. The transcriptions and notes are then coded thematically to identify key themes and patterns related to the effectiveness of current language acquisition methods, the specific challenges in teaching English, and opportunities for improvement. Codes might include categories such as "teaching strategies," "student engagement," "resource challenges," and "teacher preparedness." Following this, the data undergoes reduction, where the main points are summarized and organized into coherent categories that align with the research questions. This step is crucial in managing the large volume of qualitative data, allowing the research to focus on the most relevant information.

Next, data display involves organizing and visualizing the condensed data in a manner that facilitates further analysis. This could involve the creation of matrices, charts, or thematic maps that display the relationships between different variables and themes. For instance, a matrix might be developed to compare the perspectives of teachers, administrators, and students on key aspects of language acquisition. This matrix could illustrate how each group perceives the effectiveness of communicative language teaching (CLT) versus traditional methods. Similarly, thematic maps might be employed to depict the connections between identified challenges, such as the lack of resources, and their impact on student outcomes. These visual tools are instrumental in identifying trends and drawing meaningful comparisons across different data sources.

The final stage of data analysis, drawing conclusions, involves synthesizing the findings from the various data sources to answer the research questions. The conclusions specifically address the effectiveness of current language acquisition methods in preparing students for secondary education and the demands of a globalized world. Additionally, this stage identify the specific challenges and opportunities in teaching English as a foreign language, offering insights into potential areas for improvement. Based on these conclusions, the study propose practical recommendations aimed at enhancing language acquisition methods in the second cycle of education in Venezuela. These recommendations might include curriculum adjustments, the development of teacher training programs, and the integration of more interactive and student-centered teaching practices, ultimately aiming to better prepare students for future academic and professional challenges.

RESULTS AND DISCUSSION
Research Findings

This study is conducted to answer two research questions; How effective are the current language acquisition methods in the second cycle of education in preparing students for the academic challenges of secondary education and the demands of a globalized world? What are the specific challenges and opportunities associated with teaching English as a foreign language in the second cycle of Venezuelan education? The answers of the two research questions are presented in Table 1. These questions aim to elicit detailed responses that will help in understanding the current state of language acquisition methods in Venezuelan schools, the effectiveness of these methods, and the specific challenges and opportunities in teaching English.

Table 1. Interview Questions and Responses in Interview Activities

Interview Questions	Responses
Can you describe the language acquisition methods currently used in your classroom for teaching Spanish and English? How do these methods address the different needs of students?	In my classroom, … I employ a mix of traditional and modern language acquisition methods to teach both Spanish and English. For Spanish, I often use direct instruction and grammar drills to ensure students have a strong grasp of the language's structure…
In your experience, how well do students in the second cycle of education develop their Spanish and English language skills? Are they adequately prepared for the academic challenges of secondary education?	From my experience, … students generally develop strong Spanish language skills by the end of the second cycle, which helps them to succeed in their secondary education. However, English language acquisition is more varied….
What specific strategies do you use to enhance students' language proficiency in English? How do you ensure these strategies are effective for all learners?	To enhance students' English proficiency, I focus on creating a language-rich environment that encourages the use of English in practical, everyday contexts. This includes integrating multimedia resources, such as English-language videos and songs, into lessons to make learning more engaging. I also encourage students to participate in English-speaking activities, like debates and presentations, which help them build confidence in using the language…
What challenges do you face in teaching English as a foreign language to students in this age group? How do these challenges impact the overall effectiveness of language instruction?	…One of the biggest challenges I face in teaching English is the varying levels of language exposure and support that students receive outside of the classroom. Many students do not have opportunities to practice English at home or in their communities, which can significantly slow their progress. Additionally, there are often resource limitations, such as a lack of up-to-date textbooks and insufficient access to technology, which can hinder the effectiveness of my instruction…
How do you perceive the role of English language skills in preparing students for a globalized world? What opportunities does learning English provide for your students?	I believe that English language skills are crucial for students, especially in today's globalized world. Proficiency in English opens up numerous opportunities, from higher education to employment prospects both within and outside Venezuela….
How do you integrate communicative language teaching (CLT) with more traditional methods in your language instruction? Which approach do you find more effective and why?	I integrate communicative language teaching (CLT) with traditional methods by using a blended approach that takes advantage of the strengths of both. For example, I start with traditional grammar and vocabulary lessons to establish a solid foundation. Once students are comfortable with the basics, I shift to CLT methods, such as group work, role-playing, and real-life communication scenarios, to help them apply what they've learned….

Interview Questions	Responses
What resources and support do you receive from your school to teach English effectively? Are there any resources or support that you feel are lacking?	The school provides some resources for teaching English, such as textbooks, a language lab, and occasional training workshops for teachers. However, there are significant gaps that need to be addressed. For instance, the textbooks are often outdated and do not reflect current language usage or teaching methodologies. …
Can you share any examples of successful language acquisition outcomes in your classroom? What factors contributed to these successes?	One example of successful language acquisition in my classroom is a student who initially struggled with English but eventually became one of the top performers in the class. The key factors contributing to this success were the student's determination and the extra support provided….
How do you assess students' progress in language acquisition? What tools or methods do you find most effective for evaluating their proficiency in both Spanish and English?	I assess students' progress in language acquisition through a variety of methods, including written exams, oral presentations, and continuous assessments like quizzes and class participation. For Spanish, traditional exams are effective in evaluating students' understanding of grammar and vocabulary. For English, I find that oral assessments and interactive activities, such as role-playing and group discussions, are particularly useful in gauging students' practical language skills…
What improvements or changes do you believe could enhance the effectiveness of language acquisition methods in the second cycle of education? How could these changes better prepare students for their future academic and professional lives?	To enhance the effectiveness of language acquisition methods, I believe there needs to be a greater emphasis on integrating technology into the classroom. Providing students with access to language learning apps, online resources, and interactive software could make learning more engaging and effective. …

The interviews provided rich insights into the effectiveness of current language acquisition methods in the second cycle of education in Venezuela and highlighted both the challenges and opportunities associated with teaching English as a foreign language. Teachers reported a blend of traditional and modern language acquisition methods in their classrooms, with a strong emphasis on direct instruction and grammar exercises for Spanish, complemented by communicative language teaching (CLT) for English. The combination of these approaches was seen as essential for catering to the diverse needs of students. While traditional methods were valued for building a solid linguistic foundation, CLT was appreciated for its role in enhancing students' practical language use and confidence. However, it was noted that the effectiveness of these methods varied widely among students, particularly in English, where external factors such as home support and exposure to the language played significant roles.

The development of Spanish language skills among students in the second cycle was generally regarded as strong, with most students being well-prepared for the academic challenges of secondary education. In contrast, English language acquisition presented more significant variability. Some students achieved a high level of proficiency, particularly those with additional resources or motivation, but many struggled to reach a

level of English competence that would adequately prepare them for secondary education and global opportunities. This inconsistency in English proficiency was a common concern among teachers and administrators. Specific strategies to enhance English proficiency included the use of multimedia resources, English-speaking activities, and differentiated instruction tailored to individual student needs. These strategies were reported to be effective in engaging students and improving their language skills, particularly when supplemented with additional support such as one-on-one tutoring. However, the lack of sufficient resources, such as up-to-date textbooks and access to technology, was frequently cited as a barrier to the effective teaching of English. Teachers felt that these limitations hindered their ability to fully implement interactive and modern teaching methods.

Challenges in teaching English were further compounded by the varying levels of language exposure that students received outside of school. Many students had little to no opportunity to practice English in their daily lives, which slowed their progress and widened the proficiency gap between students. Despite these challenges, teachers emphasized the importance of English language skills in preparing students for a globalized world, noting that proficiency in English opened up significant opportunities for higher education and employment.

In terms of classroom practices, the integration of CLT with traditional methods was seen as a successful strategy, particularly for fostering student engagement and practical language use. However, teachers expressed a need for more resources and ongoing professional development to stay current with best practices in language instruction. The absence of these resources was seen as a critical gap that, if addressed, could significantly enhance the effectiveness of language acquisition methods. The interviews also revealed examples of successful language acquisition outcomes, where individual students who received tailored support and participated in extracurricular activities showed marked improvement in their English proficiency. These success stories underscored the importance of personalized instruction and additional practice opportunities in achieving language learning goals.

Assessment methods varied, with teachers employing a mix of written exams, oral presentations, and continuous assessments to evaluate students' language skills. While traditional exams were useful for assessing knowledge of grammar and vocabulary, interactive assessments were preferred for evaluating practical language use, particularly in English. Teachers noted that continuous assessment allowed for more timely adjustments to instruction, which was beneficial in addressing students' needs as they progressed. Finally, when asked about potential improvements, teachers unanimously called for greater integration of technology in language instruction, updated curricula that reflected real-world applications of language skills, and more professional development opportunities. These changes were seen as essential for better preparing students for the academic and professional challenges they would face in the future.

The interviews highlighted both the strengths and weaknesses of current language acquisition methods in the second cycle of education in Venezuela. While the foundation in Spanish was strong, English language acquisition faced significant challenges, particularly due to resource limitations and varying levels of student engagement. The need for improved resources, updated teaching practices, and enhanced professional development for teachers emerged as key areas for future improvement to better prepare students for the demands of a globalized world.

Discussion

The findings from the interviews conducted with educators in Venezuela provide a nuanced understanding of the current state of language acquisition methods in the second cycle of education, particularly regarding the teaching of Spanish and English. This discussion situates these findings within the broader academic literature, exploring both confirmations and contradictions with previous studies, and examining the theoretical and practical implications of the results. The observed blend of traditional and modern teaching methods in Venezuelan classrooms, where teachers combine direct instruction and grammar drills with communicative language teaching (CLT), reflects a global trend in language education. This integrative approach aligns with previous studies that emphasize the importance of employing diverse methodologies to cater to different learning styles and needs (Zhang, 2024). The reported success of teachers in addressing the diverse needs of students through this mix confirms the efficacy of such an integrative approach. However, the variability in English language acquisition among students, as noted in the interviews, suggests that while the methodology is sound, external factors significantly influence its effectiveness.

The inconsistency in English language proficiency, where some students excel while others struggle, can be compared with findings from studies conducted in similar educational contexts in other developing countries. Research by Graddol "Decoding the Myths of the Native and Non-Native English Teachers on the Language Acquisition of Turkish Post-Secondary Students" (2023) and Kirkpatrick Wei & Su (2015) highlights that English language acquisition in non-English-speaking countries often faces challenges related to resource availability, teacher proficiency, and socio-economic factors. The Venezuelan context mirrors these challenges, particularly the limited access to up-to-date textbooks, technology, and external language exposure. This suggests that while classroom methods are generally effective, their potential is hindered by systemic issues that require broader educational reforms.

The role of English in preparing students for a globalized world was strongly emphasized by the interviewees, aligning with the growing recognition of English as a lingua franca in international education and commerce (Hartas, 2011). The perceived importance of English for accessing global opportunities, as reported by Venezuelan teachers, supports arguments made by Pennycook Hutchinson (2002) and Phillipson Kormos & Kiddle (2013) regarding the strategic value of English language skills in globalized economies. This finding confirms the critical role of English in providing students with competitive advantages in higher education and the job market. However, the challenges in achieving proficiency raise concerns about equity and access, as students from less privileged backgrounds may be left behind in the global race.

The integration of CLT with traditional methods was highlighted as particularly effective in building both foundational knowledge and practical language skills. This is consistent with the communicative approach's emphasis on interaction and real-life language use, which has been widely supported in the literature (Ramírez-Castañeda, 2020). However, the teachers' reliance on traditional methods for establishing a strong linguistic foundation suggests that while CLT is beneficial for fluency, it may need to be supplemented with more structured grammar and vocabulary instruction. This dual approach, while effective, may also reflect a cautious adaptation of CLT in contexts where educational traditions remain strong (Supriyono et al., 2022).

The challenges identified in the interviews, such as limited resources and varying levels of student exposure to English outside the classroom, resonate with findings from other studies in low-resource educational settings (Ariani & Ghafournia, 2015). The teachers' creativity and resourcefulness in overcoming these challenges highlight the

adaptability required in such contexts, but also underscore the persistent need for systemic support. The call for greater access to technology, updated materials, and professional development is not new but remains a critical issue that has been echoed in numerous studies on language education in developing countries (Muriungi & Mbui, 2013).

The success stories shared by the teachers, where individual students significantly improved their English proficiency through personalized instruction and extracurricular activities, point to the effectiveness of tailored support and additional practice opportunities. These findings are consistent with the broader literature on differentiated instruction, which emphasizes the importance of addressing individual learning needs to achieve better educational outcomes (Zou, 2023). However, these successes also highlight a potential disparity in language learning opportunities, where only those students who receive extra attention and resources are able to excel, raising questions about the equity of the educational system.

Assessment practices reported in the interviews, including the use of written exams, oral presentations, and continuous assessments, reflect a comprehensive approach to evaluating language proficiency. The preference for interactive assessments in English, particularly for evaluating practical language skills, aligns with the communicative approach's emphasis on authentic language use (Pham & Nguyen, 2021). However, the reliance on traditional exams for assessing Spanish proficiency suggests that there may be a gap in the application of communicative principles across different languages taught in the curriculum. This dual approach to assessment might be indicative of the broader tension between traditional and modern educational practices in Venezuela.

The practical implications of these findings are significant. The teachers' recommendations for integrating more technology into the classroom, updating the curriculum, and providing more professional development opportunities are practical steps that could address some of the systemic challenges identified. These recommendations align with the broader literature on educational innovation, which advocates for the integration of digital tools and updated teaching practices to enhance learning outcomes (Ching et al., 2020). However, the successful implementation of these changes requires policy support and investment in educational infrastructure, particularly in under-resourced areas. The theoretical implications of this study contribute to our understanding of language acquisition in multilingual and resource-constrained contexts. The findings suggest that while communicative approaches are effective, their success is heavily dependent on the availability of resources and the socio-economic context in which they are applied. This challenges the universality of CLT as a one-size-fits-all solution and calls for a more context-sensitive approach to language teaching methodologies (Rochanavibhata & Marian, 2022). The study also highlights the importance of integrating traditional methods with communicative approaches, particularly in contexts where foundational language skills are critical for academic success.

Moreover, the study extends previous research by emphasizing the role of external factors, such as socio-economic status and access to technology, in influencing language acquisition outcomes. This supports the arguments made by Norton Oteir & Al-Otaibi (2022) regarding the intersectionality of language learning, where identity, power, and social context play significant roles in shaping educational outcomes. The Venezuelan case study provides a valuable contribution to the global discourse on language education, particularly in highlighting the challenges and opportunities in multilingual, developing country contexts. The study confirms the effectiveness of using a blend of traditional and communicative methods in language acquisition, particularly in the Venezuelan second cycle of education. However, it also highlights significant challenges related to resource

limitations, socio-economic disparities, and the uneven implementation of CLT. These findings have important implications for both theory and practice, suggesting the need for a more nuanced, context-sensitive approach to language teaching that considers the broader socio-economic environment. The study also underscores the critical role of systemic support, including updated resources, professional development, and technology integration, in enhancing the effectiveness of language acquisition methods. As Venezuela continues to navigate its complex educational landscape, these insights could inform future policy decisions and educational reforms, ultimately aiming to provide more equitable and effective language learning opportunities for all students.

CONCLUSION

The findings of this study provide a comprehensive understanding of the current state of language acquisition methods in the second cycle of education in Venezuela, particularly concerning the teaching of Spanish and English. The interviews with educators reveal a blended approach that combines traditional methods with communicative language teaching (CLT), which aligns with global trends in language education. While this integrative approach is effective in addressing diverse student needs, the variability in English language acquisition among students highlights the significant influence of external factors such as resource availability, socio-economic conditions, and exposure to the language outside the classroom. These challenges suggest that despite the soundness of the methodology, the full potential of these teaching methods is hindered by systemic issues that need to be addressed through broader educational reforms.

Furthermore, the study emphasizes the critical role of English language skills in preparing students for participation in a globalized world. The importance of English as a gateway to higher education and employment opportunities was strongly affirmed by the interviewees, aligning with the growing recognition of English as a lingua franca in international discourse. However, the inconsistency in English proficiency across different socio-economic groups raises concerns about equity and access, with students from less privileged backgrounds potentially being disadvantaged in the global job market. The success stories shared by teachers underscore the effectiveness of personalized instruction and extracurricular support in improving language proficiency, but they also highlight disparities in learning opportunities. These findings call for a more equitable distribution of resources, greater access to technology, and enhanced professional development for teachers to ensure that all students have the opportunity to achieve language proficiency.

RECOMMENDATION

Future research should explore the impact of specific socio-economic factors on language acquisition outcomes in greater detail, particularly in under-resourced areas. Longitudinal studies could provide insights into how different teaching methods and resources affect students' language proficiency over time. Additionally, studies focusing on the integration of technology in language instruction and its effectiveness in diverse educational contexts would be valuable. Comparative studies between regions with varying levels of resource availability could also shed light on best practices that can be adapted to different socio-economic environments. Finally, research into the professional development needs of language teachers in Venezuela would help identify the most effective training programs to support them in implementing innovative teaching methods and overcoming the challenges identified in this study.

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