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Didactics of English as a foreign language

The Socio-cultural Factors Impact on EFL Learners' Oral Performance

Case Study: 4th Year Ms

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I. Dedication:

I dedicate this work to my beloved parents who gave me a great support through the whole research.

To my beloved husband who has been very helpful to the very end.

To my brother Abdellah and my two sisters Imane and Safa.

To my sweeties, Arwa, Younes and Adem.

To my family: my uncles, my aunts and my grandparents

To my husband's family: my parents, my brothers and my sisters in law.

To my best friends, Lydia and Linda.

To my cousins, mainly Manel and Nabil.

To all my teachers starting from the primary school up to University.

To everyone who helped me through the process of completing this work.

To the 4th year students of Medjabra Ali Middle School.

II. Dedication:

I dedicate this work to my dear parents, brothers and to my sister.

To my Grandmother, whom i lost a few days ago.

I also dedicate this humble work to forth year 11 December 1960 middle school learners.

I.   Acknowledgement:

We are indebted to share our gratitude to the one who guided us through the preparation of our dissertation, our supervisor Mr Ali Lounis. As we are very thankful to the members of the jury who accepted to examine our humble work, Mr Habitouch Mustapha and Mr Sahed Bachir

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We wish to express our sincere thanks to all our teachers of English at our department, University of BBA.

II.   Abstract:

The present thesis is a total of three chapters aiming to investigate the socio-cultural background of 4MS pupils in speaking English. The social cultural background of the pupils is at the very core of this study and thus success factors of speaking EFL are examined from a socio-cultural vantage. The process of socialisation therefore plays a very important role in shaping the learner's own experience in different fields, especially in that of foreign language speaking. It starts at home and extends to later stages of life, as the individual steps out to the world of peers in the neighbourhood and at School. So in all these social institutions, the learner is exposed to a lot of experiences that might affect his or her performance either positively or negatively. First of all, at home, the family's economic and educational status affects the socialisation of the learner through preparing him from the early days of childhood to meet the expectations of school life. In our case, improving his oral performance mainly in English. Besides, the impact of the surrounding environment and school is primary important since it is there where young yearners pick up more and more social and cultural views that can enhance their oral performance.

Through a questionnaire administered to 65 pupils, this work has been conducted.

The results of this study shows that pupils living in culturally and economically impoverished environments have a bad oral performance in English. This failure is not only due to the family but also a host of factors such as the neighbourhood as well.

The Summary of the work in French

L'impact des facteurs socioculturels sur les performances orales des apprenants d'anglais comme une langue étrangère.

Cas l'étude : 4 éme année CEM

La présente thèse est un ensemble de trois chapitres, dont l'objectif et de rechercher l'impact de milieu socioculturel sur les performances orales des apprenants d'anglais comme une langue étrangère en niveau de 4eme année CEM. Le milieu socioculturel des élèves et à la base de cette étude et les facteurs de succès de la langue anglaise comme une langue étrangère sont donc examinés d' un point de vue socioculturel. le processus de socialisation joue donc un rôle très important dans la contribution de la propre expérience des apprenants dans les différents domaines en particulier dans le celui de parler les langues étrangères et il commence à la maison et s'étend sur toutes les phases de la vie de l'apprenant lorsque celui c'est entré en contact avec l'environnement extérieur et l'école où il est exposé à plusieurs expériences qui influençaient positivement où négativement ce performance orale.

Premièrement, à la maison, le niveau économique et éducatif de la famille influence la socialisation de l'apprenant on le prépare depuis les premières années de son enfance on exigence de sa future scolarité dans notre cas développer son performance ces orales dans l'anglais Deuxièmement l'impact de son environnement immédiat et de l'école sur la socialisation et primordial puisque l'apprenant est en contact direct avec les idées sociaux et culturelles qui peuvent être un obstacle à son performance orale.

À partir d'un questionnaire administré à 65 élèves de 4eme année CEM, ce travail a été mené.

Les résultats de cette étude donc de démontrer que le niveau de la performance orale des apprenants vivons dans un environnement économique culturel pauvre tend a être faible cependant ce échec n'est pas du a un facteur familiale seulement mais aussi à ce de l'environnement de l'école.

III. List of tables:

1. List of abbreviations:

- EFL: English as foreign language.
- FL: Foreign language.
- i.e: That is.
- TL: Target language.
- MS: Middle school.
- SLA: Second language acquisition.

2. List of tables:

IV.   List of appendices:

Section one: background information

Q 01: select whether you are

A- mail   b- female

Q 02: how old are you ?

Q 03: how long have you been studying English?

Q 04: is your English attainment:

    a- Good   b -average   c- low

Q 05: what is your father's education background?

    a- University?   b- secondary school?   c- intermediate?

    d- primary school?   e- none?

Q06: what is your mother's education background?

    a- University?   b- secondary school?   c- intermediate?

    d- primary school?   e- none?

Q07: what is your parents occupation?

    a- father's occupation   b- mother's occupation

Section two : pupils' viewpoints about learning EFL

Q08: do you consider the learning of English:

    a- very important?   b- Important?   c- not important?

Q09: are you learning English because:

    a- English is the language of science and technology?

    b- English helps you to know about other people's culture?

    c- English is necessary to get a future job?

    d- English helps you in your future studies?

    e- English is the part of the school program?

    f- Other reasons? (please specify)

Q10: do you speak English with your family?

A- Yes   b- no

Q11: Do you like the company of people who are interested in learning English?

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A- Yes   b- no

Q12: do you understand when someone speaks English?

A- Yes   b- no

Q13: do you have the ability to speak English with competence and confidence?

A- Yes   b- no

Q14: are you able to participate English in the classroom?

A- Yes   b- no

Q15: what do you use to enhance your English language?

   a- Read books?   b- listen to songs?

   c-watch videos in English?

Section three: learners' interests

Q16: what do you do in your leisure time?

   a- read books   b- watch films   c- listen to songs

   d- use Internet   e- practice sports

Section four: home environment

Q17: is there in your family people who at least know one foreign language?

   A- Yes   b- no

Q18: what are the languages you often communicate with at home?

   a- standard Arabic   b- dialectal Arabic

   c- French   d- English   e- any other please specify

Q19: in doing your homework are you interrupted by:

   a- The presence of other members like children?

   b- The presence of TV ?

   c- Any other? (please specify)

   d- None

Section five: classroom environment

Q20: is the classroom you study in:

   a- Overcrowded?   b- Semi crowded?   c- not crowded?

Q21: do you ask your English teacher whenever you come across a difficult item in English?

A- Yes   b- no

Q22: if no, is it because?

    a- You cannot express yourself in public?

    b- You fear your teacher's reaction?

    c- You fear being laughed at?

    d- You do not care about learning and speaking English?

    e- Other reasons? (please specify)

V.   Table of contents:

General introduction

1. Statement of the problem:

In Middle Schools, we are investigating, access to education that has long been limited especially for the elder generation whose knowledge about the world of school in general and that of foreign language in particular is too much narrow. So being brought up into a society where the educational experience is somehow missed, young learners will undoubtedly face a series of hardships in EFL classrooms where a new way of speaking is used and new cultures are introduced. In Addition to this impoverished cultural environment, some learners are brought up in poor families, this is summarized by King.R (1969:23) who States that:

"The contribution of the family, a social determinant of educability is clearly a complex one. Two important aspects of its contribution seem to be:

a) its influence on the growth of measured intelligence.
b) its socialization of a child in terms of values, attitudes and norms of behaviour related to education".

Therefore, 4th year MS Learners of English come to school with certain values, views and beliefs which they have accumulated at home and which researchers have proved to be anti academic ie, unable to answer the educational expectations of the school. Such a cultural background is relatively determined by the financial and educational status of the family in question and is more likely to develop as the child steps out to the open world of peers and neighbourhood where socialization continues. This has been recorded by the early leaving report stated by King.R (0p.cit:10): "Children in different social groups may start their... school life with different sets of unspoken assumptions about....school...life but these ideas are picked up only in the home but in the neighbourhood ".

Seen in this light, the following question arises: are the family, neighbourhood and school variable affects 4th year EFL learners' oral performance or not.

2. Research questions:

1) What are the main socio-cultural factors that affect the learners' interest to improve their overall performance and speaking skills?
2) Are teachers and Learners of EFL aware of the influence of the socio-cultural factors in the teaching learning process?

3) What are the main areas where the socio-cultural factors interfere the effectiveness of the English learning process in the oral performance?

4) How can learners Overcome difficulties related to socio-cultural constraints?

3. Aims of the study:

The aim of this study is to shed light on the impacts of the socio-cultural factors on EFL Learners' oral performance of the 4th year MS students. In doing so, this work seeks to understand the way environmental factors (Family, Neighbourhood and School) might affect the EFK learners' oral performance. In other words, it is an attempt to identify the socialization. This is done through an investigation on the social background of learners, their interests, the educational level of parents as well as home and classroom atmosphere.

4. Hypothesis:

This research is based on these hypotheses:

- Social and cultural factors influence and hinder learners when speaking EFL.
- Being brought up in an impoverished motivational environment which is constituted of the social and educational background of the family as well its economic status learners oral performance has been recorded to be low.
- Learners with low level in speaking EFL is due to the prevailing negative attitude and social views which they have acquired as young children in their daily interaction at home, at school and the surrounding neighbourhood.

5. Literature Review:

Socio-cultural theory explanation:

Socio-cultural is a term related to social and cultural factors, which means common traditions, habits, patterns and beliefs present in population group. The term is mostly used in sociology.

According to Sarah Scott (2013,p1)[2], Lev S.Vygotsky, a psychologist in Russia who began his work following the Russian Revolution of 1917 in most closely identified with socio-cultural theory. Vygotsky argued: "the social dimension of consciousness is primary in type and in fact. The individual dimension of the consciousness is derivative and secondary". (Vygotsky, 1970, p30, cited in Wertsh&Bivens, 1992).

In addition to this, and according to Sarah Scott (2013, p1) Wertsh (1991) proposed three major themes in Vygotsky's writings that elucidate the nature of this interdependence between individual and social processes in learning and development. the first is that individual development including higher mental functioning has its origins in social sources. This theme is best represented in Vygotsky 's "genetic law of development":

"any function of the child's cultural development appears on the stage twice or on two planes first the social then the psychological first between people as an intermental category then within the child as an intermental category". (Vygotsky 1931/ 1997, pp 105-106).

Also, according who Sarah Scott,(2013 p 1-2), "From this perspective, as learners participate in a broad range of joint activities and internalize the effects of working together they acquire new strategies and knowledge of the world and culture. typically this text has been illustrated by examining interactions between individuals with disparate knowledge levels, for example, children and their caregivers or experts and novices. However, as Tudge and Scrimsher (2003) note, Vygotsky was not only interested in what more knowledgeable others brought to the interaction, but also in what the child himself or herself brought to the interaction.

Cultural differences and students' participation are different. According to Hafida Khaledi (2001 p26), cultural differences in students' classrooms have been subject to a large investigation.

For instance, Sato (1982) has studied this question in two university ESL classes, her main concern was with the different turn-taking styles of Asians and non Asians learners. The variable which has received much attention was the number of self-selected turn i.e, the students' initiated turns which were not dependent on prior solicits.

Besides, social cultural factors impact on EFL Learners oral performance according to Karla Vanessa Bermudez [4] Avendano Milton Areil Calderon and Kevin Smith Espinoza Melendez (2019 p5-6), " It's not often argued that speaking is one of the hardest skills to develop. in fact, toron 2005 argues that speaking English is usually viewed as the most complex and difficult skill to master in a recent study by gate M 2009 argued with the aforementioned statement by claiming that learners with reading and writing proficiency do not always have fine speaking skills.

Also according to Karla Vanessa Bermudez Avendano Milton Areil Calderon and Kevin Smith Espinoza Melendez (2019 p06), today's world requires that students develop and improve on their communicative abilities because that is the only way students can express

themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

6. Research Methodology:

Many educators and researchers have highlighted the importance of socio-cultural factors in learners's academic achievements they all believe that socialization bears a heavy responsibility. In this respect, in that it varies from one society to another according to the prevailing economic conditions the individual is socialized into a social cultural being who is acted upon by some social and cultural constrains which are themselves dictated by economic causes. In narrower sense, the learners world view about social school in general and English in particular is affected by the social cultural knowledge which he / she has acquired. As the process of socialization is at the core of this study it is going to be frequently mentioned throughout the chapter which this thesis contains. This chapter deals with the role of socializing institutions in the EFL learners all performance, these institutions of the home in the neighborhood and the school which have an effect on the EFL learners or performance either positively or negatively.

In addition to this chapter, a questionnaire is handed out to a population of 65 pupils 4 Ms pupils belonging to the two different middle schools Medjabra Ali middle school of Elmain and 11 December 1917 middle school in BBA and they are supposed to be brought up in simple living conditions.

The success or the failure in speaking EFL is related to many factors, in our thesis the argument runs two folds: socialization is an important process in the individuals life as it plays a role in shaping attitudes towards many things this socialization turns on the econo mic situation of the whole society therefore, a learner who is socialized in a culturally and materially poor environment might develop negative attitudes towards speaking EFL.

Furthermore being aware of the impact of the environmental factors i.e the social and cultural background as well as the families living conditions upon the learners oral performance in English is extremely decisive. Teachers should be aware of the nature of the social media where the learners come from so as to put their hands on their impeding factors that lay beyond the learners failure in order to improve their EFL oral performance.

7. Chapter Division:

- Chapter one: Foundations about oral performance and the impact of socio-cultural factors.
- Chapter two: Methodology and research design.
- Chapter three: Analysis of results and findings.

8. Significance of the study:

This study is important because it analyzes the main social cultural factors that affect their for EFL learners oral performance. in addition, the EFL learners parents as well as teachers will benefit from this research because it sheds light on how these factors affect the learners all performance as well as it gives solutions and solve problems. Due to this, research we are unable to find out the most important information that helped the EFL learners to develop their speaking skill. Finally having an idea about the goal of this study helps us to build a better society in the future.

9. Limitations of the study:

Our study had some limitations within which our findings need to be interpreted carefully. among these limitations we mention first the location only two middle school learners 65 learners are investigated secondly difficulties in contributing the questionnaire because 4MS students are busy in preparing for the BEM exams. in addition to that we have found difficulties in using modern methods to analyze results.

10. key terms:

Socialization: is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations to be aware of societal values.

Socio-cultural factors: according to the American Psychological Association, social cultural factors are environmental conditions that have a role in both adaptive normal behaviors as well as in maladaptive behaviors mental retardation or social pathology. In other words it is the common beliefs traditions habits and patterns present in a population group.

Socioeconomic status: is the position that an individual or family occupies with reference to the prevailing average standards of cultural and material possessions income and participation in Group activity of the community.

Socializing institutions: east the interrelated system of social rules and social norms organized around the satisfaction of an important social need or social function.

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Oral performance: it's the process of building and sharing meanings using verbal and nonverbal symbols in different contexts. In other words, it is a productive necessary skill to communicate effectively and efficiently in any language.

EFL: English as foreign language.

Chapter One

Foundation about Oral Performance and the Impact of Socio-cultural Factors

Part one: literature review: an overview about oral performance.

It is often argued that oral performance is one of the hardest skills to develop. In fact, Torone, (2005)[6] argues that speaking English is usually viewed as the most complex and difficult skill two master. In recent study Bygate,M (2009) agreed with the aforementioned statement by claiming that learners with reading and writing proficiency do not always have fine speaking skills.

In their literature, Cheney & Burke (1998)[7] describe oral performance as a crucial part of SL teaching and learning involving building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. despite the importance attached to all performance teaching speaking skill for many years has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorizing of dialogues. however today's world requires that learners develop and improve their oral performance abilities because that is the only way learners can express themselves and learn how to follow the social cultural rules appropriate in each communicative circumstance. fluency according to Numan, D (2003) refers to the use of language in a quick and confident manner with few pauses.

In SLA learners face difficulties in different mean areas. social cultural factors affective factors and speak in proficiency. However this work is limited to only examine the social cultural factors affecting the development of all performance of 4 MS learners.

1- Introduction:

The impact of social cultural factors on EFL learners oral performance will briefly discussed in this section. This impact has long been regarded as an important field in educational research. Many studies have considered the relationship between education in general and oral performance in particular with the environment as a crucial factor in investigating educational achievements and thus have listed a set of variables such as the socioeconomic status of the family, the school, and the neighborhood. Other researchers have emphasized four social settings: the classroom, the school, the peer group, and outside school. According to Raven and Bruner (1980), there is a considerable relation between home and school in that both of them exert an important impact upon the learner's academic

progress. More recent works have winded the scope of their study to investigate the process of socialization from the early days of child rearing practices at home to the latest stages on any individual's life. These investigations are a real attempt to show how social factors affect the socialization process not only at home but also at school and the surrounding neighborhood. So, along these socializing institutions (home, school, neighborhood), the one's views and attitudes are correspondingly shaped under the impact of social cultural constraints.

So far, the underlying assumptions is that the language variety in which the learner is socialized as well as their culture are affected by some socio-cultural factors, then the learners attitudes towards education in general and all performance in particular con be by no means escape the impact of these factors consequently these attitudes will undoubtedly effect the EFL learners oral performance.

1.1.1- The nature of English language:

As Esther Chikao A, (2016)[10] mentions that language it's an arbitrary system.. every language is the product and relation of a society and culture. it has meaning only when it has strong link to that society and culture. therefore there is no two languages have exactly equal words or maybe arranging words together. there is no one to one correspondence between English spelling and pronunciation. effective teaching of language will depend on understanding the nature of language and how it is learned. the knowledge of the nature of language is learned through drill practice and repetition but not through translation.

1.1.2- Definition of oral performance:

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

Spoken language was used by people around the world as their daily communication device. Oral performance is the process of building and sharing meanings usually verbal and nonverbal symbols in different contexts. So, it is a productive and necessary skill to communicate effectively in any language especially when the speakers are not using their native language. According to Oradee (2012), speaking is considered as the essential ability while learning EFL since it is the basic capacity for communication. Speaking has always been considered as a significant language skill for language learners with other

people (Widiati, Cahyono, 2006)[11]. Furthermore, Bailey (2005:48)[12] stated that speaking is the language skill which is generated by the learners in oral form.

Based on the definition above, it is concluded that speaking is the language skill of exchanging information and constructing meaning with others orally. Considering its function speaking becomes one of the most crucial skills in language learning. by using this productive skill people can express their intended purpose feelings ideas and to understand each other.

1.1.3- The role of socializing institutions in the ESL learners' oral performance:

1.1.3.1- The role of the home:

The role of the home is shaping the learners views about the world of speaking and in creating positive attitudes have undoubtedly a great importance. Educated parents are more aware about the requirements of school in general and that of speaking FL in particular. their influential role should be start at the first days of socialization.

it is more beneficial in early childhood because social views altitudes and motivation can be easily shaped and enhanced. Therefore, the learner would be prepared to meet academic prospects mainly those of speaking EFL beyond any external social pressures that may falsify its orientations. This has been mentioned by Graft (Ibid)[13] when he says that: "Paternal pressure is more crucial during the early years when attitudes towards school are being formed".

So, in families where a cultural stimulating environment is provided English speaking interest can be raised as well as habits and thoughts. If good home speaking conditions are available learners position vis a vis EFL would be more favorable especially if at least one member masters English. Therefore, it is worthy to mention that being exposed to AFL at home though not spoken all the time is likely to engender appropriate aspirations rise more interest and create more positive attitudes. In Naiman et.al. interviews (1978)[14] with language learners results have shown that the majority of good language learners and speakers come from educated families where at least a member of the same family knows EFL . this is not to say that learners from illiterate families cannot speak EFL nevertheless the results highlight the importance of literacy in changing negative views and setting a healthier cultural background for learners from the beginning of school life.

Since the learner is a social being that can by no means escape the impact of the world of peers the parents' role becomes more important. Talking to children should also occur in open discussions where they are given the opportunity to use their decontextualized abilities . and learner may well come from an educated family where all the living and speaking

conditions are available but he cannot escape the social pressures of outside home. In such a way, parents can step up a close relationship with their children and keep watch on their oral performance development.

1.1.3.2- The role of the neighborhood:

It has long been held that the individual mirrors out the identity of the social group he lives in acquires its language and adopts its views and beliefs. Environmentalists have argued that it's difficult for the human being to escape the impact of the surrounding neighborhood. Using some speaking patterns instead of others in the different social roles we realize simply because our social norms guide us to do so a unconsciously most of the time.

Communities differ in perceiving various matters notions and conceptions because of some social cultural values. For example, some people encourage the Speaking of FL whereas others do not so like the British society. In England there is no deep social awareness of the practical value of FL in schools a matter which is caused by the widespread belief that English is a universal language and there is no need to master other languages. if this is the impact of the neighborhood views on British learners the situation in the Algerian middle schools is somehow complicated.

First, the location of the school in an area where the living conditions are hard do not help the learner to learn English successfully in general and to sp eak it fluently in particular. This was society of libraries cultural clubs the limited contact with other people and the lack of cultural exchanges have contributed hand in hand to the existing mentality and to the worsening of the situation.

Secondly the high level of illiteracy among the old generation has made it difficult to youngsters to answer the demands of a new modern communication where the Speaking of FL has become obligatory. Learners who come from illiterate families meet other challenges of another illiterate surrounding environment. They may not develop more negative attitudes but can also change the positive ones into negative ones. A matter which the family and the school should be aware and set up measures to counteract it.

Another example of the role of the neighborhood has been recorded in many American schools where the speaking and the learning of some such as French has long been associated with girls interests and thus making it difficult for boys to speak it. If a boy is fond of this language and speaks it as well wants to reach a proficient level in it he will be associated with girls and suffer from the humorous remarks of his classmates.

All these highlights better the role of the outside world in shaping and changing views thus the important responsibility of the whole and the school in putting an end to these social constraints and creating a healthier environment that allows learners to speak English fluently.

1.1.3.3- The role of the school:

When we talk about the role of the school in improving the learners or of performance we undoubtedly call upon the teacher who sometimes works in difficult conditions. This not to find excuses for teachers who show a little interest to the importance of the social cultural factors in speaking FL.

Situated in places where communication with outsiders is limited. In this case, schools suffer not only from the unstable status of teachers who seeking better living and teaching conditions, but also the lack of good teaching speaking materials. so the provision of audiovisual aids at school with textbooks is one way for keeping teachers work in appropriate conditions. Moreover, it is a way to create interest and lies motivation among learners so that they achieve better levels in all performance. Moreover, it is a way to create interest and rise motivation among learners so that they achieve better levels in oral performance. For instance, media like radios tape records and language laborator ies offer learners the opportunity to hear native speakers involving repetitions correcting pronunciation and having the opportunity to practice English outside the classroom.

Language laboratories are also important in speaking any FL but they are available only at advanced levels of language learning at universities. In fact, the use of laboratories at earlier stages in middle schools can do more for learners because they create more interest between learners make them more involved in the language being spoken and above all take them to another world of speakers FL. this is more likely to rise than learners motivation and emergent because the human being is attracted to everything new. The use of audiovisual media in teaching or performance is also beneficial. It makes the FL speaking more successful.

In addition to the use of these media at middle schools, teachers could organize meetings with other middle schools to exchange views and ideas so as to put hands on the hindering factors and to find solutions. Meetings between learners from different middle schools is one of the solutions that can be helpful in this respect learners can benefit from each other by speaking and exchanging ideas between them in addition to that teachers can organize trips where the language used in conversations should be English so that the learners would feel a need to practice the language bodies of some entertaining and asking for

information with the help of the teacher who accompanies them. Finally, the teacher is not only a source of language information but he is also a facilitator and creator of positive attitudes

Conclusion:

Social pressures as well as cultural considerations can affect the learners oral performance in English either positively or negatively learners who live in areas where the social economic conditions are bad and the conditional background is limited in such situation it is difficult to find a healthy cultural environment that helps the learners to speak English. moreover the teachers have to raise their concern with this social cultural part which seems to be neglected teachers therefore should be trained not only in the field of the language and pure language teaching but also in the fields of sociology and psychology where the learner is looked at as a special being have its own social cultural heritage which is passed over to him via language of his community. Teachers should be aware of these social cultural values and beliefs of the learner are embodied in different social roles, social behaviors and even speech acts which can act either positively or negatively on his inner psychological self. Hence, FL speaking cannot occur between the impact of social cultural factors.

Chapter Two: Methodology Research and Design:

Introduction:

1.1- Purpose of the study:

This questionnaire is conducted to investigate the social background of 4MS pupils living in Elmain and BBA. As well as it attempts to investigate the cultural values which the learners have accumulated in their homes in the neighboring in school. Our attempt is to shed light on the way these learners might react to questions concerning the EFL oral performance and thus, how good or bad they would do it with regard to the socio-cultural milieu surrounding them.

1.2- Research methodology:

1.2.1- Population and sampling:

The sampling of this research was decided my convenience including 65 4MS pupils belonging to two different middle schools, Medjabra Ali and 11 December 1960 middle schools.

1.2.2- Data collection instruments:

The instruments used for collecting data and information was a questionnaire handed out to 4MS pupils from Medjabra Ali and 11 December 1960 middle schools.

1.2.3- Questionnaire description:

The questionnaire is conducted to get information about the four pills themselves their parents education background and their occupations their view points about learning and speaking FL their interests in addition to some pieces of information concerning their homes and schools.

The questionnaire consists of five sections with 22 questions, including yes or no questions or picking up the appropriate answer from a series of options as well as open questions.

1.2.3.1- Section One: Background information: (Q1- Q7)

In this section the learners are asked to indicate their sex (Q1), also their age (Q2). In (Q3), they are required to specify how long have they been studying English and to describe their level of attainment in English (Q4). After that, they are asked about their parents

educational background in (Q5) and (Q6). Finally, they are asked to state their parents occupation in (Q7).

1.2.3.2- Section Two: Pupils' view points about learning EFL: (Q8 Q15).

In this section, pupils are asked if they consider the learning of English very important important or not important (Q8) and to identify the reasons beyond learning English by selecting their answers from the set of options (Q9). In (Q10), they are asked to say if they are speaking English with their families or not. After that, in (Q11), they are required to say whether they like the company of people who are interested in learning English or not. in (Q12), pupils are asked to say whether they understand when someone speaks English or not and doing (Q13) they are asked if they have the ability to speak English with competence and confidence. Then in (Q14), they are required to say if they are able to participate English in the classroom or not. Finally, they are asked to state what they use to enhance their English language by selecting their answers from a set of options in (Q15).

1.2.3.3- Section Three: Learners interests (Q16).

In this section, pupils are required to say what they do in their leisure time and how they pass it by selecting the appropriate answer from a set of options.

1.2.3.4- Section Four: Home environment: (Q17-19).

In this section pupils are asked to say if there is a member in their family who at least know if or not (Q17) and specify the language is used in communication at home by choosing the answer from a set of options (Q18). In (Q19), pupils are required to say with what they are interrupted when they are doing their home works by selecting the answers from a set of options.

1.2.3.5- Section Five: Classroom environment: (Q20-22).

In this section pupils are required to say whether their classrooms are overcrowded semi crowded or not crowded (Q20), they are asked to state whether they ask their teacher

whenever they encounter difficulties in English (Q21). and say why they choose the negative answer by making selection from the options given in (Q22).

1.2.4- Data collection procedures:

The procedure used to collect data in this study is a questionnaire of five sections with 22 questions handed out to 65 4MS pupils from Medjabra Ali and 11 December 1960 middle schools.

Chapter Three: Analysis of Results and Findings.

1) Analysis of questionnaire for learners:

Section one: Background information.

Q1: specify whether you are:

- female
- male

Pupil's sex

sex	Number of pupils	%
male	28	43.08
female	37	56.92
total	65	100

The great majority of the populations investigated is composed by girls (56.92%) and (43.08%) of the population investigated our voice. this certainly explains the overwhelming number of girls interested in education mainly the learning of EFL, which is becoming a mark of prestige in the feminine world.

Q2: how old are you ?

Pupils age

age	Number of pupils	%
14	18	27.69
15	29	44.62
16	9	13.85
17	7	10.77
18	2	3.07
total	65	100

Pupils attending in fourth year MS classes should be 15 years old students as the Algerian educational system. The great majority of the population investigated are 15 years old

students (44.62%) whereas (27.69%) have 14 years old and (13. 85%) have 16 years old in addition to (10.77%) they have 17 years old and the minority represented (3.07%) for those who have 18 years old this means that those who have 16,17,18 years old have repeated the BEM exam or their levels.

Q3: how long have you been studying English?

Number of years of instruction in English.

years	Number of pupils	%
4	43	66.15
5	15	23.08
6	2	3.08
Did not answer	5	7.69
total	65	100

Pupils attending the 4th year classes should have been enrolled in English courses for four years from 1MS to 4MS as the Algerian educational system has put it. Among the population inquired (66.15%) have benefited for four years of English instruction whereas (23.08%) and (3.08%) have completed five and six years respectively which means that these pupils must have repeated the BEM exam or other levels once and twice and thus would have made more profit from additional courses in English though this might also be an indication of their poor educational level in general and in English in particular.

Q4: is your English attainment:
- good
- average
- low

Pupils' English attainment.

Pupils attainment	Number of pupils	%
low	15	23.08
average	32	49.23
good	18	27.69
total	65	100

Pupils can specify their level attainment in English via the marks they obtain in quizzes tests and exams. in our case 27.69% claim to have a good English attainment whereas 49.23 their sent average and 23.08% they have low attainment.

Q5: what is your father's educational background ?

A_ university   b_Secandary   C_ Intermediate

D_Primary   E_ None

Fathers' educational background	Number of pupils	%
university	10	15.39
secondary	19	29.23
intermediate	20	30.76
primary	10	15.39
None	6	9.23
total	65	100

The educational background or the pupils' fathers varies considerably from university to secondary from intermediate to primary and displays a low percentage from those having no educational level. as the table above indicates fathers with the university degree constitute (15.39%) and (29.23%) of the pupils fathers have attempted secondary schools while (13.76%) and 15.39% have intermediate and primary level respectively. fathers without any educational qualification constitute low percentage (9.23%) and number is reflects better in

the improvement in the educational level. This would undoubtedly have effects upon the pupils' school attainment.

Q6: what is your mother's educational background?

A_ university   b_ secondary   c_ Intermediate
          D_ Primary   E_ None

Mother's educational background

Mother's educational background	Number of pupils	%
University	10	15.38
Secondary	14	21.55
Intermediate	10	15.38
Primary	26	40
None	5	7.69
Toal	65	100

Only (7.69%) of the pupils mothers have non educational qualification (15.38%) university secondary (21.55%), (15.38%) intermediate the remaining number (40%) have a primary degree. Seen in this light the great majority of mothers have low educational level and must have therefore a negative influence on the pupils general academic attainment and English mainly speaking in particular especially if we take into consideration the fact that mothers are generally said to be closer to their children and are more influential then fathers who in the Algerian society usually believe that children education is the mother's burden.

Q7: what is your parents' occupation?

- **father's occupation**
- **mother's occupation**

A- Head masters and Teachers   D- Drivers

B- tradesmen   E- Farmers

C- Handicraftsmen   F- Jobless

Fathers' Occupation

Fathers' occupation	Number of pupils	%
A	2	3.07
B	15	23.07
C	15	23.07
D	8	12.03
E	10	15.40
F	6	9.23
G	5	7.70
H	4	6.16
Total	65	100

Father's occupation as displayed on the table above the ride considerably from the highest ranking professions such as headmaster's and teachers (3.07%) to the middle ranking like policemen (6.16%) to the drivers (12.03%) however at the first glance one can notice that the highest score (23.07%) is that of tradesmen and handy Craftsman then comes farmers (15.4%) whose low incomes do nothing in front of the high expensive living costs remaining purse percentages consist of jobless fathers (9.23%) and thus brings to surface the difficult socio economic conditions surrounding the pupils learning in general and English in particular while (7.7%) of the fathers are retired all these professions and the lack of jobs as well are combined to influence the pupils English attainment particularly the oral performance.

2/ Mothers' occupations

The number of quality of mothers occupations are not as various as that of fathers all the professions mentioned by the pupils are classified as follows:

A_ housewives   B_ doctors   C_ teachers

Mothers' occupations

Mothers' occupations	Number of pupils	%
A	59	90.7
B	1	1.6
C	5	7.7
Total	65	100

As shown in the table above the majority of mothers (90.7%) on housewives hence the score of active mothers is limited for only (7.7%) our teachers and (1.7%) are doctors this is inevitable in a society which in spite of the new trends of modern life and numerous attempts to educate women still believes in the superiority of man and the idea that women's best place is the home.

Section Two: Pupils viewpoints about learning EFL

Q8: do you consider the learning of English

a/ very important   b/ important   c/ not important

Pupils viewpoints about learning English

Pupils viewpoints	Number of pupils	%
Very important	32	49.23
important	27	41.54
Not important	6	9.23
total	65	100

(49.23%) of the population investigated considered the learning of English very important while (41.54%) consider it important whereas (9.23%) regard it as not important combined A and B, (90.77%) reveal a quiet interesting score which reflects the pupils and awareness about the importance of English this leads us to say that if provided with luck and conditions

such as good materials rich cultural environment they will be able to improve their speaking skill.

Q9: are you learning English because:

A/ English is the language of science and technology?

B/ English helps you to know about other peoples culture?

C/ English is necessary to get a future job?

D/ English helps you in your future studies?

E/ English is a part of the school program?

F/ other reasons ? (please specify)

Pupils' reasons for learning English

Reasons for learning english	Number of pupils	%
A	19	29.23
B	15	23.07
C	13	20
D	10	15.39
E	8	12.31
F	00	00
Total	65	100

As shown in the table above, (12.31%) of the whole population have no reason in mind to learn English but the compulsory thought that is intent of these pupils stems from social pressure that is of the educational institution and not from a personal desire this can be due to the lack of motivational environment which energizers the pupils behavioral towards learning English (21.23%) of the pupils think that they are learning English because it is a language of science and technology while (15.39%) state that their reasons their eyes in the fact not English helps them in their future studies (23.07%) say that they are learning English because it helps them to know about the others cultures which means that the majority of the pupils have the desire to learn EFL this can attribute the learners have access to the source, (13%) of the population think that they are learning English because it helps them to find a job whereas no one for the pupils investigated select other reasons of learning English.

Q10: Do you speak English with your family ?

A- yes   b- no

Pupils' speaking English with their families

	Number of pupils	%
Yes	18	27.69
No	47	72.31
Total	65	100

(27.69%) of the pupils declared that they are speaking English with their families this means that their families supports them to speak English and they provide for them the tools to speak whereas (72.31%) confirm the opposite which means that the majority of the population do not speak English with their families in other words this high percentage do not receive family support or their families do not master English language.

Q11: Do you like the company pf people who learn English?
A- yes   b-no

Pupils interest in the company of people who learn English.

	Number of pupils	%
Yes	50	76.92
No	15	23.08
Total	65	100

(76.69%) of the population declared that they like the company of people who are interested in learning English whereas (23.08%) confirm the opposite which means that the majority of the population are aware of the sources and ways of getting additional information to improve the level of proficiency.

Q12: Do you understand when someone speaks English?

A-yes   b- no

Pupils' understanding when someone speaks English?

	Number of pupils	%
Yes	37	56.92
No	28	43.08
Total	65	100

As shown in the table above, (56.92%) of the population declare that they are understanding when someone speaks English thus means that they are positively influenced by some social cultural factors whereas (43.08%) declared that they don't understand when someone speaks English.

Q13: do you have the ability to speak English with competence and confidence?

A- yes   b-no

Ability to speak English with competence and confidence

	Number of pupils	%
Yes	30	46.15
No	35	53.85
Total	65	100

As shown in the table above, (46.15%) of the pupils have the ability to speak English with competence and confidence while (53.85%) do not have the ability to speak it.

Q14: are you able to participate English in the classroom?

A- yes   b-no

Pupils' ability to participate English in the classroom.

	Number of pupils	%
Yes	39	60
No	26	40
Total	65	100

As shown in the table above, (60%) of the population are able to participate English in the classroom this means that they have good level in speaking English and they do not feel shy or fear when they speak whereas (40%) of the pupils they are not able to do so which means that they are not interested in English or they feel shy when they speak.

Q15: what do you use to enhance your English language?

A- read books   b- watch videos in English

C- listen to songs   d- any other (please specify)

what do students use to enhance their English language.

	Number of pupils	%
A	7	10.77
B	32	49.23
C	26	40
D	00	00
Total	65	100

About half of students investigated (49.23%) watching videos in English to enhance their English language this means that they have access to some cultural factors such as Internet phones computers....... while (40%) of them found that listening to songs may help them to enhance their English language their remaining number (10.77%) read books to improve their level in English.

Section Three : Learners' interests

Q16: what do you do in your leisure time ?

A-read books   b- watch films   c- listen to songs

D- use internet   e- sports   f- any other activities

	Number of pupils	%
A	8	12.31
B	9	13.85
C	7	10.77
D	21	32.31
E	20	30.76
F	00	00
Total	65	100

How people spend their leisure time is and indicator about their interests and even about how these activities related to academic achievement mainly oral performance while reading books one can pass relaxing moment from which many benefits can be reaped such as developing the habit of reading.

More importantly and in a study from the preschool stage right into the primary school stated that children attainment of literacy have been found to correlate with their parents hobbies of region this considers deliberately with our case of study where only (12.31%) of pupils claim to read books the lack of a cultural home environment he is likely to influence the pupils orientation which seemed to be captured by Internet (32.31%) listen to songs (10.77%) and sports (13.76%) whereas (13.85%) watching films in spite of the importance and the effectiveness of these activities watching TV listening to songs in the development of the speaking skill reading is mostly neglected despite the great importance it has.

Section Four: Home environment

Q17: Is there in your family people who at least know a foreign language ?

A- yes   b- no

People who know at least one foreign language in the pupils' families.

	Number of pupils	%
Yes	50	76.92
No	15	23.08
Total	65	100

Being reared up in a family where more than one language is known is it conducive feature to efficient foreign language speaking one of the subjects interviewed by endpoint ichi point 1978 claimed that he's buying gold up bringing gave him and insight into the nature of language and the general mental flexibility he felt he had acquired a positive attitude towards language so having members in the family with the common of at least one foreign language is likely to rise interest or foster positive attitudes towards speaking the foreign language in our questionnaire (76.92%) of the pupils inquired say that in their families there are people who know one falling language at least acquired precious rate this compared with those who deny the presence of such people (23.08%).

Q18: what are the languages you often communicate with at home?
A- standard Arabic
B- dialectal Arabic
C- French
D- English
E- any other language please specify

The languages often used in communication at home.

	Number of pupils	%
A	11	16.92
B	27	41.54
C	7	10.77
D	7	10.77
E	13	20
Total	65	100

Exposure two more than one language at home or in the neighborhood constitutes the stimulating cultural environment from which children benefits enormously especially if these languages are frequently used in communication a great majority of the pupils (41.55%) say that communication at home is often realized through the dialectal Arabic while a minority (10.77%) states that French and English are the languages used at home interaction whereas (16.92%) say that they use standard Arabic in their home communication and (20%) of the pupils state that cowbell is the language used in their home interaction.

Q19: we're doing homework are you interrupted by

A- the presence of other members like children   c- any other please specify

B- the presence of TV   d- none

Conditions of carrying out Home works

	Number of pupils	%
A	9	13.85
B	15	23.07
C	9	13.85
D	32	49.23
Total	65	100

Size of the family and the luck of a comfortable atmosphere how much to do with educational attainment this provision is a reflection of parents attitudes towards education which are determined by limitations of finance and cultural values as well therefore the socioeconomic status of the family combined with the surrounding cultural environment indicate whether the pupil is advantage or disadvantage two successful learning speaking. approximatively half of the population investigated (49.23%) demonstrate that they are not interrupted at all wide (23.07%) are interrupted by the presence of TV (13.85%) by the presence of them members my children all of these interruptive factors would hinder not only the learning of speaking English but also the whole academic progress of the pupils (13.85%) claim to be interrupted by their parents in that they help them in home activities through they are in exams period.

Section Five: Classroom environmentQ20: is the classroom you study in:

Overcrowded   swimme crowded   not crowded

Classrooms crowdedness

	Number of pupils	%
A	6	9.23
B	20	3.07
C	39	60
Total	65	100

Over crowded classes reflect the socio-economic situation of the whole community, overgrowing number of the population and the lack of material support to build more schools to overcome this huge surplus of pupils constitutions a real barrier to effective learning in general and speaking EFL in particular. In our questionnaire, only (9.23%) claim that they study in overcrowded classes (3.07%) in semi crowded classes while (60%) of the pupils claim that they study in not crowded classes this is because of COVID-19 pandemic through which educational institutions obliged to activate the grouping system this is by dividing the classes into two small classes so that the number of students in the group is about 25 students

this means that the teacher will be able to control such classes to pay attention and to all the pupils and deal with the particularities of each individual in the classroom.

Q21: do you ask your English teacher whenever you come across a difficult item in English?

A- yes   b- no

Pupils' reaction to problems of understanding

	Number of pupils	%
Yes	42	64.62
No	23	35.38
Total	65	100

Taking the initiative in asking questions reflects the pupils motivation as well their ability to speak English and cope with the problems of learning (35.38%) of the population investigated state that they do not ask their teacher whenever they come across a difficult item in English whereas(64.62%) claim to do so.

Q22: if no is it because :

A- you can't express yourself in public?

B- you fear your teachers reaction?

C- you feel being laughed at?

D- you do not care about learning and speaking English?

E- Other reasons (please specify)?

Pupils' reasons for not seeking comprehension

	Number of pupils	%
A	10	15.38
B	8	12.31
C	12	18.46
D	9	13.85

E	00	00
Did not answer	26	40
Total	65	100

The pupils who answered the previous question negatively have justified their answers as follows:

(15.38%) do so because they cannot express themselves in public a problem which pupils face as a result of the lack of self confidence hence these pupils may come to school with some cultural values which have developed into attitudes which are not in favor of FL speaking 12.31% fear from the teachers reaction while (18.46%) for being laughed at (13.85%) claimed that they do not care about learning and speaking English while the remaining number did not answer the question.

2. Discussion of results and findings

This questionnaire is investigated a population of 65 fourth year MS pupils learning English as a foreign language belonging to two different middle schools Medjabra Ali and 11 December 1960 middle school. It aims to shed light on the impact of social cultural factors on EFL learners all performance in these areas mainly the influence of three important social institutions which are the home the neighborhood and the school.

The analysis of the results have revealed that the majority of the pupils come from educated families for (90.77%) of them claim that their fathers have an educational level while (9.23%) have no educational background (Q5). the situation for mothers is better (92.31%) are said to have educational level while only (7.69%) do not have (Q6). In the light of these results parents occupations have also been described by the pure pills as simple ranking ones. only (3.07%) are head masters and teachers (12.03%) are drivers (15.4%) are farmers now .(23%) are jobless (7.7%) are retired and six point (16%) our policemen. while the rest (23.07%) our tradesman and the other (23.07%) are handy Craftsman. following the same trend (90.7%) of mothers are housewives a matter which reveals better the home cultural environment where where these pupils live. the rest vary between teachers (7.7%) and only (1.6%) are doctors (Q7).

concerning the learning viewpoints about the learning of English as a foreign language it has been recorded that many of them are conscious about the importance of learning this language in that (49.23%) think that learning English is very important (41.54%) important while (9.23%) consider it not important. this means that if one bears in mind that the pupils who claim that learning EFL is important may face other hindering factors and thus their English attainment will be affected by some social cultural factors. this importance given to learning English may also stem from get a future job, helps to know about others culture or because it is the language of science and technology (Q9). A matter which reveals an underlying instrumental motivation. this motivation itself is culturally and socially affected.

As for us the impact of the home cultural environment on learners is concerned only a minority of pupils claim to read (12.31%) and (76 .92%) of pupils said that they have people in their families who at least know one foreign language (10.77%) state that English is the language used at home interaction this leads us to conclude that these pupils live in a healthy cultural environment at home.

Communication at home especially with Barnes is also worthy to be mentioned. If learners are brought up in an open environment where exchange views and communicate in English they are going to develop positive personality features that's our show only related to success in speaking EFL question.

In combination with all that (49.23%) of pupils state that they are not interrupted at all when doing their home works this means that they do not suffer a lot from the lack of good learning conditions at home as it is displayed in (Q19).

However, the classroom environment is also offered great importance 60% of pupils claim to study in not crowded classes. this has itself contributed positively on the learners. as the majority of them come with certain behaviors (64.62%) seek information and refer to ask the teacher (Q21), while only (35.38%) do not ask the teacher they find it difficult as they to express themselves in public or fear from being laughed at. finally concerning the classroom atmosphere the learners benefit from a relaxed atmosphere that can help them to speak and learn English successfully.

General Conclusion

The principle view on which this study is based is that EFL learners' oral performance is affected by a set of socio-cultural factors that learners' oral performance is affected by: the home, the neighborhood as well as the school itself.

These three social institutions are interdependent and their role is considerably influential in that each one of them is a negative environment and thus exerts a social cultural influence upon the learners' views, thoughts, expectations, and so forth. The learners' constant failure to speak English fluently has long been studied in relation to factors of interests and attitudes, but it has not being looked at in its social cultural context.

The learner is a social being who cannot escape from the impact of the surrounding environment with all its constituents, that is to say, the people he lives with at home or outside the language spoken, the social cultural norms and the values of the social group he is in touch with, as well the social economy conditions. So any learner, he's a social being who is exposed to all these impacts which have later effects on his speaking English as a foreign language.

Now the learner is considered as a social being who's in psychological self is acted upon by different social cultural factors the speaker of any foreign language which itself is a social behaviour is going to be affected as well seen in this light socialization is going to be the principal social cultural factor that runs throughout the three institutions home neighborhoods and schools before coming to school the child is grow reared up practices are used, this differs from one family to another depending on the parents educational background, views and values and of course the families live in conditions rearing up practices go hand in hand with the schools expectations.

In our case in families where parents have a good level of education they will be more knowledgeable about what this school life needs, how to deal with home works and more importantly, they know how to develop in them the abilities which are important to develop their abilities. These abilities are acquired from early childhood and a great importance in language speaking educated parents can provide and not miss fear similar to that of foreign language classroom by encouraging their children to question want to speak attitudes and motivations are also under heavy social cultural pressure if the learner comes from a family where the cultural environment is very rich he may not find many difficulties in family where people are open to the outside world encourage the exploration of other peoples culture and languages without being afraid of losing their own culture the learner will be at great

advantage in that he accepts this Speaking of any language. This is going to be more beneficial if there are people who master a foreign language in the social group he lives in because they constitute an additional support in that the learner can practice his language.

The learners personality is also a cardinal importance to foreign language speaking since the learner can develop some personalities traits which are related either positively or negatively to language speaking he may develop fear and anxiety, as he may also develop a strategy of silence to avoid punishment whereas speaking a language requires courage.

All these influences are not only found in home they become more numerous as the learner steps out the world of peers in the neighborhood and at school. At school for example, many learners will face other hindering factors if they come with some home circumstances such as the lack of a rich cultural environment and poor living conditions and the lack of good teaching materials at school are going to make the learning of English in general and English speaking in particular difficult to them, this is because of a social economic reality which many middle schools suffer from furthermore there is a great regrettable social fact that is of the status of English on the school curriculum English occupies a low position by being given a coefficient of two and thus it is made less important in the eyes of the learners last but not least we hope that this work has shed light on the importance of the impact of socio-cultural factors on EFL learners' oral performance with 4th year middle students.

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