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Socio-cultural Environment and its Influence on Learners' Oral Performance : a Case Study of First Year LMD Students of English at Ibn Khaldoun University, Tiaret

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Dedication 01

I dedicate this work to my mother *Yamina* the source of my happiness and to my   father *Mohamed* who has always believed in me.

To the memory of my beloved grandfather *Abd El Kader* .

To my closets friends who happened to be my sisters *Malika, Chaima and Ismahen.*

To my precious brothers *Omar and Ali* .

To my dearest nieces *Bouchra , Alaa and Sodjoud Assinet* .

To my lovely nephews *Isaak and Ayham Siradj Eddine* .

To my future husband.

"Research is to see what everybody else has seen

and to think what nobody else has thought"

_Albert Szent-Gyorgyi.

ASMA GHRIB

Dedication 02

With a deep affection ,I am grateful to my family my source of success and happines.

To the one who enlighten my darkness

MY mother "Fatima

To the one who gave me strength and hope

My father "Abd Elkader"

I dedicate this study to you and may God grant you a peaceful and long life

A special feeling of gratitude goes to my husband El Amir for his encouragement .

To my dear daughter Lamis Rahaf

To my sisters and their children.

To my brothers.

Toumi Khadidja

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Abstract

Learning is regarded as a social activity , a student learns not only from the teacher and the curriculum or only in the classroom, but also from many other sources: technology, media, peers, and society in general. The present study aims at investigating the impact of socio-cultural environment on students' oral outcomes and to determine to what extent it can assist or hinder students to improve their oral performance and speaking skill. To this end, seventy six first year students of English at the University of Ibn Khaldoun, Tiaret enrolled in an online questionnaire and six oral expression's teachers from the aforementioned University . This study is based on qualitative and quantitative research methods to examine data collected from the research tools. Accordingly the data was collected through online questionnaire and online interview. Therefore, the findings of the study indicated that students' socio-cultural background has a significant and positive influence on their oral fulfilment and there is a correlation between the students' level in oral , second language learning and socio-cultural environment .

Keywords : Socio-cultural Environment_ Oral Performance _ Impact_ Home Background_ Out-of-class Activities.

List of Acronyms

EFL : English as Foreign Language.

MMORPGs : Massively Multiplayer Online Role-playing Games.

L2 : Second Language.

LMD: [1]Licence, Master, Doctorate.

SNSs: Social Networks Sites.

SCT: Socio-cultural Theory.

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General Introduction

General Introduction

Topic

 The ability to speak and achieve satisfactory outcomes of proficiency in English becomes essential part in EFL learning context. Learning a second language and learners' educational fulfilment can be affected by certain factors. The academic development of the student remains the primary and the most significant goal of education. Studies have shown that academic achievement can be affected by several factors. The socio-cultural elements have a significant impact in determining the academic outcomes of the second language learners. It is essential to include factors such as environment, unintentional learning known as out-of-class activities, mass media, home background , family and parental involvement in their children′s studies when referring to socio-cultural environment of the students. The aforementioned factors can either assist or hinder the academic achievement of the learners.

Motivation:

The incentive behind this research work derives from our curiosity and desire to explain how does socio-cultural factors effect students' learning. Some personal observations led to working on this particular topic. Through this past five years, it has been noticed by the researchers of this study that most of students who master English and particularly oral production are those who have well-founded educational backgrounds, who are being assisted whether by spare time activities or by their relatives in learning the language, as well as who come from a high socioeconomic status . Hence, that is the reason behind choosing the research topic. Throughout the present research work, the researcher will be able to find out whether the above mentioned factors are the reason behind students′ good achievement in English or not.

Theme :

The impact of socio-cultural environment factors upon learners accomplishment has long regard as a vital field in educational context and research and thus it has been listed a set of socio-cultural factors and variables that has a relation in influencing students attainments such as school environment, socioeconomic status of family , neighbourhood , out-of-class context, etc. Then , the learners attitudes towards the language or education in general can not escape the

effects of these factors . Consequently, students achievement and attitudes will be undoubtedly impacted learners final outcomes as well as foreign language performance. Many studies have been conducted on different elements of socio-cultural environment including its effects on EFL students' academic achievement and oral performance. Most of these researches have concluded that socio-cultural environment has both positive and negative impact on learners learning . Therefore, positive influence of out-of-classroom environment on students' oral final outcomes is a topic that needs further investigation. Success or failure in foreign language learning depends on various factors and since the learners are a part of social group, their attitudes toward the target language, motivation and learning style cannot escape the influence of the socio-cultural factors surroundings them . The impact of these factors on students oral attainment is inevitable.

The main focus of the present exploratory work is to identify and investigate the contribution of certain socio-cultural environment of students in their oral performance . The present study deals with first year LMD students of Ibn Khaldoun University at the section of English in Tiaret . Thus, this empirical work destined to identify the main factors that may   improve the Algerian EFL learners' speaking ability and led to remarkable learning outcomes. In doing so, this study aims to gain understanding about how these socio-cultural factors might influence the learning of a foreign language and students achievement in oral production. This will be done through an investigation of the social and cultural backgrounds of students . The results of this study intend to be significant as it is expected , the findings might help elevate learners' awareness on their socio-cultural environment' involvement in development of their skills and enable them to realize the need to engage more in out-of-class language activities.

Observations:

The study clarifies the main socio-cultural environment factors that are related to students' attainment in oral . Those factors which impact learners performance are mainly at the home and surroundings level. Most students very often are exposed to unconscious learning of English from various sources. Socio-cultural environment of the student which he/ she has acquired or exposed to it directly or indirectly bears a heavy responsibility in students' academic achievement .

Research questions :

The afore-mentioned discussion endeavours to find answers to the following questions. That guided the collection and analysis of data in this study .

1. What are the main socio-cultural environment factors that affect EFL students′ oral performance?
2. Does socio-cultural environment influence learners′ learning ?
3. To what extent does socio-cultural surroundings impact students oral performance ?

Hypotheses:

In the present study, the main concern is to find out the elements of socio-cultural environment that impact students' oral accomplishments . Thus on the basis of the above mentioned questions, the following hypotheses have been elaborated and the present researchers will be assuming that:

1. The family environment, the surroundings and the social class of parents might influence the learners′ outcomes.
2. There is a positive correlation between students′ academic achievement and their socio-cultural background.
3. The socio-cultural environment can contribute and lead to students′ well performance and pleasing outcomes.

Methodology:

The choice of the research method that was adopted in this study was done according to the research problem and the objectives behind conducting this research.The research employed a mixed methods approach for data collection and its conduction engaged two groups of informants .In the seek of working on this research problematic, a case study was conducted dealing with seventy first year EFL students at the English section of Ibn Khaldoun University in Tiaret through an online questionnaire. It aims mainly to determine whether the socio-cultural environment impacts the improvement of students′ oral performance or not and to find out learners′ attitudes towards the influence of their socio-cultural background on their levels.

Besides, an online interview was intended to oral expression teachers to test the influence of such socio-cultural factors on students' final outcomes. The aim behind choosing a mixed method was to gather enough evidence to confirm or refute the hypotheses drawn above. The methodology underlying the research work will be discussed and interpreted in more details in chapter three .

Process :

This research work includes a general introduction and purposefully divided into three main chapters.

The General introduction is devoted to a brief discussion of the subject , observations that the researchers encountered while dealing with the theme of research, and to the aims of the research.

 The first chapter introduces a general theoretical background of the crucial concepts. It highlights the terms oral skill and speaking skill. It comprises an introduction to the topic of investigation,a definition of the term oral skill, its major elements, oral proficiency and performance ,and speaking′s definition with its elements and characteristics and a brief explanation of learning achievement.

The second chapter is devoted for an overview of the socio-cultural environment . Then , it introduces some of socio-cultural elements that have certain effects on the oral performance of students and the learning process. Since these factors have an impact on learner′s' achievements, it becomes important to explore them .

 Chapter three is the practical part of the dissertation where the hypotheses are tested through analysing the online survey questionnaire and the online interview's responses. The characteristics and numbers of participants are described altogether with the setting, instruments as well as data analysis obtained from both qualitative and qualitative methods in the research process.

Finally, the researchers report the limitations of the study, recommendations as well as suggestions for future research and a general conclusion on the findings of the research study   .

Chapter One

Chapter One: An overview of Oral Skill

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Introduction

Learning to speak in a second language is often judged to be the most vital of the language skills . Learning a foreign language requires knowledge of every little detail, since the practical function of any language is to communicate , the oral aspect should be given a more attention and consideration because it enables the learners to communicate effectively in fluent and appropriate language. Thus speech plays a vital role in communication. Throughout speech people exchange information , express their feeling ,thoughts and ideas . As a result, speaking in the target language becomes a central goal for EFL learners. In the process of learning a second language, learners show variations known as individual differences including many factors which affect their success and the level of mastering the foreign language. The present chapter represents a theoretical framework for the term oral skill providing its definition. It sheds light on oral communication , it includes a brief explanation of accuracy , fluency and pronunciation . Moreover , it discusses oral performance and proficiency and different conceptualization of speaking , its function, different characteristics of it and the speaking sub-skill and its different elements. Finally, learning achievement was defined with its different factors.

1.2 Oral Skill

Gordillo (2011) has defined oral skill as the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language. It is divided into two complementary skills: listening which is the receptive skill and speaking known as the productive skill ,both of them are produced within a communication act, in which the speaker and listener communicate among themselves, not individually. The different aspects of students' oral performance may be evaluated by attention to fluency, accuracy and complexity (Ellis & Barkhuizen, 2005, p.139) .

Oral skill is realized as the total responses that were produced by humans in different linguistic contexts , it is also viewed as instruments to reveal what is going on learners' minds when communicating with others. In addition, they are viewed as strong connectors in the instructional process. oral express comprehends correct pronunciation, ideas order according to science logic, expressing ideas through suitable vocabulary with correspondence

with the rule of choice and synthesis, considering correspondence among meanings and ideas and practicing convenient linguistic form. Oral skills require high levels of thought and thinking . Oral skills require high levels of thought and thinking processes through cognitive productive and complicated processes done in many steps such as organizing mental meanings, converting meanings into signs through choice and synthesizing between them. Also, pronouncing sounds of vocabulary and sentences (Shehata, 2003).

AlOmari (2011) depicted that others think that mastering English language is focused on its morphology and grammar without realizing its sounds properly, but the truth is that mastery and proficiency in language cannot be achieved when mastering sounds of language only but it could be accomplished via enhancing oral communication skills because humans communicate orally more than in writing scripts. Oral skill reinforces students' abilities to orally communicate ideas , it includes the ability to understand and engage in a discipline's discourses and rhetorical situations by delivering formal oral presentations or performances and to express and interpret ideas , both students own thoughts and those of others.

Bygate (1991) defined oral competence as the competency of forming abstract sentences that are adapted to circumstances at the right moment of speaking. Therefore, making rapid decisions that adequately fit the situation. Oral communication is effective when communication needs a human touch, establishing a direct relationship, reaching mutual understanding and avoiding complexities with oral consent. Oral production is the basis of communication and the greatest use of language. Oral language helps individuals in boosting their social relationships and gaining an understanding of themselves (Beteram, 2002). The oral skill indicators to be considered are four as following : fluency , lexical resources, accuracy, and pronunciation.

1.2.1 Fluency

Fluency is the ability to talk with normal levels of continuity, rate, and effort and to link ideas and language together to form coherent, connected speech. Hedge (2000) defined fluency as " the ability to speak and write a particular language competently and with ease" (p.274). This definition has a direct relation with language production where both speaking and writing are involved. In turn, Richard and Schmidt (2002) outlined oral fluency as the capacity to convey

ideas effectively with continuous speech without causing comprehension difficulties. According to this definition a fluent speaker is who makes speech clear and understandable to interlocutors. Ellis (2009) suggested that oral fluency can be outlined as " the capacity to use language in real time, to emphasize meaning, possibly drawing on more lexicalized systems" (P.475).

Riddell (2010) defined oral fluency as "the ability to talk fairly freely, without too much stopping or hesitating...it also requires that the listener understands what is being said, so there must be intelligibly and meaning". Fluency is the ability to understand the target language and the listener understand you when you speak .It is also the capacity of using language properly and effortlessly . Fluency is the capability to produce coherent speech by combining words and phrases without inappropriate pauses. In addition, Bataineh (2014) asserted that :

Fluency means comprehending and producing a language effectively with proper pronunciation, using language with creativity and wide imagination, using language structure accurately, having lexical accuracy, being competent in the paralinguistic aspects, using authentic English within its culture, decoding and encoding oral messages (p. 91).

Learning a foreign language requires the capacity to speak appropriately and fluently to communicate meaning and message across.

1.2.2 Lexical Resources

The lexical resource makes reference to the range of vocabulary the learner can use and the precision with which meanings and attitudes can be expressed. The lexical resources are the variety of words used, the adequacy and impropriety of the words used, and the ability of circumlocution (get round a vocabulary gap by using other words) with or without noticeable hesitation (Ielts, 2007, p. 12). They are about the amount of vocabulary the candidates have and "how well they use it. As well as the rules of language at a word level, this criterion considers the communicative functions of speech and the social meaning of speech" (Kaye, n.d., para. 9).

1.2.3 Accuracy

 "The term accuracy relates to correct use of linguistic structures ; grammatical accuracy, appropriate use of register ; sociolinguistic accuracy, precision of vocabulary ;semantic accuracy, and proper use of cohesive devices ; rhetorical accuracy" (Omagio, 1986). Accuracy refers to the range and the accurate and appropriate use of the learners' grammatical resource. Housen and Kuiken (2009) define accuracy simply as "error-free" speech. Accuracy refers to the ability of learners to produce grammatically correct sentences. Harmer (2001) pointed that "accuracy involves the correct use of vocabulary, grammar and pronunciation" (p.100) .It means that, accuracy is how to use language system, including grammar, vocabulary and pronunciation, but pronunciation was excluded because it is quite difficult to correct pronunciation due the variety of accents. While accuracy emphasises on precision and exactness and it is often emphasized in formal instruction.

1.2.4 Pronunciation

Pronunciation is a necessary part of speaking , it involves making correct sound of language. Pronunciation is understood as the ability to produce comprehensible speech to fulfil the speaking requirements. According to Gower and Adam, (2005), student's speaking ability progress depends on the aspect of pronunciation. It is the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence. (Ielts,2007, p. 12). Speech is characterised by producing sounds. It is also defined as the speaker's ability to produce correct sounds creates an effective and understood speech.

1.3 Oral Communication

Oral communication which is also known as verbal communication is the interchange of verbal messages or ideas between a sender and a receiver or between a speaker and a listener. Human communication in general is defined as away to achieve various personal and social purposes . In everyday life, people communicate information, ideas, and feelings usually by choosing suitable forms to fulfill different functions in given social settings (Celece-Murcia & Olshtain, 2000).Byrne (1986) stated that " oral communication is tow-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding) " (p.8). Oral

communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose for speaking. Both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Oral communication is a complicated process in this process the speaker and the listener used two ways of communication in their interaction with each other, the first one is the productive skill while the other one is the receptive skill. In this case the speaker has to encode his message in appropriate language ,while the other has to decode that message. Brown (1994) stated that speaking and listening are the most used skill since listening cannot be easily noticed. Grognet (1997) claimed that practice is being devoted to such speaking skill as : reporting , clarifying , negotiating and problem solving. Oral communication involves the ability to ethically and responsibly use verbal and nonverbal communication for clear expression of ideas and collaborative processes; engage in active listening; build, express, and justify a claim; and adapt messages to varying situations and contexts. Elrafee (2010), defined oral communication "as an interaction between two or more people" (p.9). This shows that there should be at least two processes to have oral communication, for instance speaking and listening. Oral communication is of great importance given its benefits and the role it plays in our daily social life. Richards (2006) believed that oral communication is very important part of our lives. He considers that its value can be immediately measured and its effect is immediately seen, something which is opposite to written communication.

1.4 Oral Performance and Proficiency

Oral performance is the ability to listen and speak, these essential every day skills can improve with language appropriate instruction and practice .Bauman (1977, p. 11) defined oral performance as "a mode of verbal communication which consists in taking responsibility, of a performer, with regards to an audience, by manifesting its communicative competence. This competence is supported in knowledge and talent that it possesses to speak in the socially appropriate way".

In this research, the measured dependent variable was the learners' oral performance so an other key feature in this investigation is oral proficiency. Language proficiency is a concept

that is used to describe the extent to which the language skills can be realised by the learner. It refers to how well a learner can speak, read, write, and listen. Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts and situations" (Omaggio, 1986). According to Richards, Platt and Platt (1992), language proficiency is "a person's skill in using a language for a specific purpose" (p.204). They stated that proficiency deals with the skills with which a person can use a language, for example how well a person can read, write, listen, and speak while benefiting from three important language components entitled grammar, vocabulary and pronunciation. Taylor (1988, p.166) states that the term proficiency refers to the ability to make use of competence. Performance is then what is done when proficiency is put to use …proficiency is a dynamic concept, having to do with process and function". Therefore, in English language learning, oral proficiency refers to the learner's ability to speak and orally perform during communication with others. This definition implies a deep relationship between the oral speaking skill and the aural listening skill of the language. Since one's oral proficiency appears mainly during communication where the spoken language is used; therefore, it becomes important to define speaking skill .

1.5 Speaking Skill

Speaking is a complex oral productive skill, it requires practice and great efforts from both language learners and instructors Speaking skill is the essence of all human communication in their daily life by which they have the ability to speak, to express their thoughts, feelings , and exchange information with others in particular context. In this sense , it is a complex process of sending and receiving messages verbally and non-verbally . It is the core of foreign language acquisition since that aim of learning is to speak and communicate effectively in the target language .

Speaking has been defined from different perspectives by several scholars and researchers in the field (Dewi ,2016) . Speaking is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Harmer (1998) regarded speaking as the process through which learners of the target language attempt to use the language forms at their

command to achieve certain types of oral tasks. Speaking is not just pronouncing words but also being able to construct and perform the intended message properly in different speech situations.

Speaking is a key utilized between individuals to impart in the social setting. It has a critical influence in and outside a second language educating and learning. Richard and Renandya (2002) asserted that speaking is a complex task to be achieved for L2 learners . They claimed that: "A large percentage of the world's language learners study English in order to develop proficiency in speaking" (p.201).It is vital importance that foreign language learners need to develop their oral proficiency in a confident and comfortable way. Since speaking is generally achieved via interaction using different strategies with others. Thus, speaking is the productive aural and oral skill. Since speaking involves the production of systematic verbal utterances to convey meaning, it also defined as oral communication skill. Byrne (1986) highlighted that oral communication is two-way process between listeners and speakers that involves both receptive skill of listening with understanding and productive skill of speaking. According to him, listeners and speakers take part in the process of oral communication using those skills. Speaking is considered as a multi-sensory activity since it includes para-linguistic form such as facial expressions, body language, eye contact and voice quality (Thronbury,2005, P.9).

In addition, the majority of EFL learners give the speaking skill the main concern among the other skills. Nazara (2011, p. 29) considered speaking as the most significant skill for EFL learners to be acquired. The aforementioned scholar stated that:

Speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language(P. 29).

speaking skill deserves more attention in both first and second language because it reflects people's thoughts and personalities. Thornbury (2005) highlighted that the Speaking nature process is followed by the teaching of vocabulary and grammar with a bit of pronunciation. From the aforementioned arguments and real situational proofs, It is recognized how important the speaking skill is, this is why, it should be given many concerns and insights .

Burns & Joyce and Luoma (as cited in Torky , 2006) describe speaking as an interactive process in which a speaker construct and shares meaning by producing ,receiving and processing information differently according to the context in which it occurs, the interlocutors , the physical setting and the purpose of speaking. Hedge (2000,p.261) states that speaking is a skill by which they are judged while first impression are being formed. That is , speaking is a skill that reflects people s' thoughts ,ideas and feeling. Additionally, Pertie (1987,P.261)states that¨ speaking is an activity which most of us spend a great deal of time engaged in ,apparently without any effort and with not very much thought¨ . According to Celece –Murica (2001) speaking and mastering a language are synonyms , because speech is the primary means of communication .Speaking involves three main components : listening , speaking and pronunciation. In this case the focus should be made on this three elements in any teaching /learning classes .

1.5.1 Listening

Listening is the first language skill that all human being acquire . it plays vital role in the process of learning and communication and it provides a foundation for all aspects of language and cognitive development .Harmer (1998.97) stated that FL teachers teach listening for many reasons .first , to give them opportunities to hear native speaker s' language with all different varieties and accent. The second reason for teaching listening is to help students acquire different patterns of language . Harmer (1998) highlighted that "listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation ,rhythm ,intonation , pitch and stress"(p.89). Real listening in active process includes three basic steps:

- **Hearing**: Hearing just means listening enough to catch what the speaker is saying .
- **Understanding**: The next step of listening happens when the listener take he have heard and understand it in his own way .
- **Judging**: After the listener is sure he understand what the speaker has said ,he thinks whether it makes sense. Do he believe what he have heard?

Listening comprehension is the receptive skill in oral mode .there are two kinds of listening situation which are interactive and non- interactive .interactive listening situation includes

telephone call and face-to face conversation in which the person is alternately listening and speaking and at the same time has a chance to ask for clarification ,repetition . some non-interactive listening situation are listening to the radio , TV, films , lecture or sermons . Omagio (1986) proposed that the following are micro-skill involved in understanding what someone says:

- Retain chunks of language in short-term memory .
- Recognize stress and rhythm patterns , tone patterns intuitional contours .
- Distinguish word boundaries.
- Recognize typical word-order patterns .
- Recognize vocabulary .
- Recognize grammatical word classes.
- Guess meaning from context .
- Recognize basic syntactic patterns .
- Recognize cohesive device .

Abelleria (1987) argued that listening should be taught as a separate mode .the first three of five components in her approach to introducing listening to first graders are included to make sure that the pupils understand how the auditory system function ,have some grape of the science of sound , and know some rules that relate to successful group discussion. The last two components are a list of objectives for the instruction : the student should learn to decode; follow verbal instructions, sequence and main idea ;distinguish fact from opinion and identify mood. These objectives matched closely the instrument that Abelleria used to demonstrate that the method is effective. Lundisteen (1985) claimed that the quality and appeal of what one is asked to listen to is instrumental in determining how well a listener attends and she suggests that the same textual qualities that promote attentive reading comprehension should be promote more skillful listening.

1.5.2 Speaking :

Various researchers agree that speaking is the most complicated and necessary skill , which deserves more attention in teaching any foreign language (Hedge . 2000)"of all the four skill (listening ,reading and writing),speaking seems intuitively the most important : people who know a language are referred to a ¨speakers of language as if speaking included all other kinds of

knowing and many if not most foreign language learners are primarily interested to speak"(P.12).

1.5.3 Pronunciation

English language has been long considered by either native and non-native speakers as a complex language because of it s' pronunciation , in which pronunciation is a necessary part of it s' speaking and it involves making correct sounds of a language .This latter refers to how the learner produce and pronounce a correct sounds .students who are seeking for improving their speaking skill in English , they should practice pronunciation and prepare their talk before speaking. at the same time they should be aware of different sounds and features ,they have also to be aware of where the words should be stressed ,when to raising and falling intonation .All these techniques help learners acquire a perfect pronunciation by which they have the ability to communicate effectively and achieve the goal of a better understanding of spoken English.

According to Grower and Adam (2005) student s' speaking ability progress depends on the aspect of pronunciation. In the same vein Goh (2007,p.129) stated that pronunciation play vital role in intelligibility .This means that pronunciation helps student to speak , produce words to communicate correctly with others. Redmond and Vrchota (2007,p.104) argued that ¨It is imperative that you use the correct words in the correct instance and with the correct pronunciation.

Omari (2015) stated that pronunciation as crucial speaking sub-skill and by far the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system. Many FL students believe that learning to speech is an urgent priority .It is the skill by which they are usually judged .most of the time people ask such a questions ¨can you speak English , French ….?.but not ¨can you write ,read English, French …?. and the following statements are very common :¨He /she speaks English very well. Consequently , teaching speaking to students helps them express their opinions and ideas on different topics in different situations. Teachers should teach not only speaking in isolation but also to combine it with activities that increase their communicative competence including pronunciation ,grammar , vocabulary, etc.

1.6 Speaking Sub-skills

Speaking has its own sub-skills different from the other skills. A good speaker must be able to synthesize this array of skills and knowledge to succeed in a given exchange. In speaking, the learner has to acquire these sub -skills of knowing what, how, why, to whom and when to say something. According to Brown (2001) sub-skills of oral communication include :

- ❖ The English phonemes and allophonic variants produced orally.
- ❖ Producing chunks of language in different lengths.
- ❖ Producing consolidated forms of phrases and words.
- ❖ Producing English stress pay, rhythmic structure and international contours.
- ❖ Producing fluent speech at different rates of delivery .
- ❖ Expressing a particular meaning in different grammatical forms .
- ❖ Monitoring one's oral production through using strategic devices and pauses, fillers, and self-correcting in order to increase the lucidity of the message.
- ❖ Using facial features, body language and nonverbal cues along with verbal language to convey meaning.

1.7 Elements of Speaking

 In order to speak the language and interact fluently and confidently, learners need to master some required elements of their oral production. Harmer (2001) suggested two basic components: language features and language mental and social process .Speaking is a human activity that plays a major role in human communication. various studies have been elaborated to classify the functions of speaking in human communication. Brown and Yule (as cited in Richards ,P.2008) make a distinction between two functions of speaking :the interactional function which consists of keeping and building social relationship and the function in which exchanging information is the main focus. On the basis of Brown and Yule studies ,Richard (2008) presents three parts version of this study talk as interaction ,talk as transaction , talk as performance.

1.7.1 Language Features

For an effective oral production EFL learners should be aware of the following features :

- **Connected Speech**

  Speech is a combination of sounds that are connected. FL learners need to be able to use fluent connected speech . They should perceive how to modify by assimilation add by thinking and omit by elision in connected speech such as in *I'd've gone* instead of saying *I would have gone* .

- **Expressive Devices**

  In order to create successful and effective communication, learners should use different expressive devices. The phonological rules consisting of Volume, the pitch stress and speed along with nonverbal means (para-linguistic) are used effectively by English native speakers. Learners of English should be able to use these different expressive features to convey meaning and to be effective communicators.

- **Lexis and Grammar**

  Harmer (2001) states that "Lexis is as important as grammar. Showing how words combine together and behave both semantically and grammatically is an important part of any language-learning programme" (p. 79).The same lexical structures are being taught and used by the majority of EFL learners when producing the language functions. They need to be supported with different phrases for variety of functions such as agreement, refusal, thanking and requesting for using them in stages of interaction.

- **Negotiation language**

The language negotiation is used when asking for explanation or clarification in conversation. Through negotiation of language, learners' main purpose is to produce effective and accurate utterances. Harmer (2001) offered these phrases as an examples:

- ➢ *I am sorry = I didn't quite catch that.*
- ➢ *I am sorry = I don't understand.*
- ➢ *What exactly does X mean?*
- ➢ *Could you explain that again, please?*

Learners are required to perform their utterances by being concise and precise to be understood by the interlocutors.

1.7.2 Mental / Social Processing

Harmer (2001, p. 269) states the following mental processing and social elements as a necessary processing features of speaking involving the productive ability which are as the following :

➢ Language Processing

Language Processing is the ability to process language mentally through conveying the intended meaning by putting it in a coherent order. It is the competency of retrieving terms and phrases from one's memory and connecting them in an intelligible sequence in order to apply them correctly during conversation or interaction.

➢ Interacting with Others

Speaking situations require one or more participants for that learners need to quadrate between listening and understanding what others are stating , how linguistically speeches are connected and how feelings are represented then they react.

➢ Information Processing

Efficient and productive speakers should have the capacity of processing information rapidly in the mind , once the speakers get the information they store it then respond to others which lead to effective conversation.

1.8 Functions of Speaking

Speaking is a human activity that plays a major role in human communication. various studies have been elaborated to classify the functions of speaking in human communication. Brown and Yule (as cited in Richards ,P.2008) make a distinction between two functions of speaking :the interactional function which consists of keeping and building social relationship and the function in which exchanging information is the main focus. On the basis of Brown and

Yule studies ,Richard (2008) presents three parts version of this study talk as interaction ,talk as transaction , talk as performance.

1.8.1 Talk as interaction

Talk as interaction is characterized by its social function, in which it is an equal synonyms to the concept of conversation. In this case people are more interested about how can they present themselves in different situations .Talk as interaction involves mastering various skills such as :opening and closing conversation ,turn-taking conversation ,joking , determining topics , etc. Generally , talk as interaction is characterized by the following:

- It reflects the personal identity of the speaker.
- It has mainly a social function.
- The use of conversational convention.
- It reflect degrees of politeness.
- It can be either formal or casual.
- It is jointly constructed.

1.8.2 Talk as transaction

Talk as transaction is based mainly on the message itself ,either verbal or non-verbal and the way people interact with each other. The talk should be clear and understandable in any circumstances such as : classroom discussion , problem solving activities ,asking for direction in the street , ordering food in restaurant and so on are examples of talk as transaction. Asking questions , asking for clarification , justifying an opinion , making suggestion and describing are some of the different skills that are involved in mastering this task The main characteristics of Talk as transaction are:

- ✓ The use of questions , repetition and comprehension checks.
- ✓ The main focus is on the message.
- ✓ It has an informative focus.

1.8.3 Talk as Performance

Talk as Performance refers to public speaking that has a message to the audience. it takes the form of monologue . it is evaluated depending on its influence on the listener. Talk as Performance is characterized by the following:

❖ The focus is on the message and the audience.
❖ It takes the form of monologue .
❖ The form and accuracy are necessary.
❖ Closeness to the written language .

Rose (as cited in Torky,P.2006) presents five main function of language :giving opinion, requesting , social , informative , directing function .They are listed as follows :

➢ Giving an opinion function: including asking for an opinion , giving an opinion ,agreeing, disagreeing and predicting.
➢ Requesting: such as requesting and accepting or refusing a request .
➢ Informative function: including function of asking for factual information , providing personal information , describing and narrating .
➢ Directing: such as suggesting , encouraging ,persuading ,threatening ,advising and ordering.

1.9 Definition of Learning Achievement:

Academic achievement refers to performance outcomes in intellectual domains taught at school, college, and university. It represents performance attainment that indicate the extent to which a student achieve specific goals that were the focus of activities .Ling (2000) concluded that academic achievement refers to achievement of individuals′ objective to various types of knowledge and skills. Students learning achievement can be described as a measure of success of learning activities in a number of subjects during a given period (Nadeak, 2014).

1.9.1 Factors that Affect Learning Achievement:

Learning achievement of learners can be effected by various factors, either derived from themselves (internal) or from the outside (external) (Usman, 2000). Therefore, those factors can help students achieve the best learning final outcomes optimally as possible in accordance with their abilities . Hence, the factors that impact learning achievement, internal and external are summarized as follows:

1.9.1.1. Internal factors:

- **Physical factors:** include health and disability .
- **Psychological factors:** include intelligence, attention, interest, talent, motivation, maturity and readiness (physical and mental), (Nadeak, 2015).

1.9.1.2 External factors:

- **Family factors:** include how parents are educated , relationships between family members, home atmosphere, family's economic condition, understanding and involvement of parents and cultural background (Nadeak, 2015).
- **School factors:** include teaching methods, curriculum, relationship between lecturers and students, relationship between students, campus discipline, learning tools, learning time, learning standards on the size, building situation, learning methods and homework. (Nadeak, 2015).
- **Community factors:** include activities in the community, mass media, friends and forms of social life (Nadeak, 2015).

Conclusion

People use language as a tool of communication with each other, to express ones' ideas as well as to know others' ideas. Therefore, one should be able to use it fluently, effectively, and confidently. Being able to successfully communicate ideas orally is a fundamental skill in language learning and represents a huge challenge for students . Learners of any language require speaking skills to express their ideas, thoughts, and needs. The present part The present chapter presents general insight into the oral skill . Where the researcher identify what is oral skill, its indicators, to show the importance of oral

communication. Moreover, it deals with oral performance and proficiency. In addition, this part presents different conceptualization of speaking, its functions, and its different characteristics, its elements and features and a brief description of learning achievement.

Chapter Two

Chapter Two: Socio-cultural Environment

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Introduction

Socio-cultural theories consider language learning as a social practice examines students as active participants in the construction of learning processes. The environment and the context of learning is important because it is a space which surrounds students and has a great impact on their learning . Learning a second or foreign language is a complicated and long process that involves all aspects of the language .The core objective of EFL learning is the use of the target language fluently in the different contexts. Developing a foreign language proficiency involves not only mastering the formal linguistic aspects(grammar, vocabulary, pronunciation), but it also proficiency in the socio-cultural elements including life styles, values and taboo. In this process, some of language learners are more successful than others depending on various factors that impact their outcomes. In this chapter, light will be shed on the concept of socio-cultural environment with more details including the background of some of the central concepts of socio-cultural environs that were investigated to determine their impacts on the language learning process and student's oral outcomes.

2.2 Socio-cultural aspect

Socio-cultural theory is an emerging theory in psychology. This theory grew from the work of seminal psychologist Lev Vygotsky. It highlighted the importance of contribution that society offers to individual development. It stressed the interaction between culture and people in society and how parents, caregivers, peers ,and the culture were responsible for the development of higher order functions. According to Vygotsky (1978) " every function in the child's cultural development appears twice; first on the social level ,and later on the individual level; first between people, and then inside the child." First the learner needs to experience external mediation then this mediation takes the form of assisted performance by different socio-cultural factors. Vygotsky (1978) focused on how surroundings and circumstances of an individual influence his learning behaviour. The learner is assisted from dependency towards autonomy. According to this view learning is fundamentally a social phenomenon requiring both activity and interactivity interaction. According to Vygotsky's (1978) socio-cultural theory (SCT), socio-cultural factors have a significant role in the development of the human's mental processes (Fahim & Haghani, 2012). SCT considers human mental functioning as essentially a mediated process organized by cultural artefacts, activities, and concepts (Lantolf, 2000) to enable human

beings to regulate and modify their behavioural and biological activities. Language is believed to be the primary means of mediation. Thus Vygotsky stresses on the importance of linguistic interactions within social contexts in the development of human's cognitive ability (Lantolf & Thorne, 2007).

2.3 Socio-cultural Environment and learning

Pole (1992) stated that " the acquisition of language and socio-cultural knowledge is integral to one another " (p.593). This definition indicates that the way the knowledge is acquired differentiate from one social group to another and from one individual to another too. Learning a second or foreign language occurs in a variety of contexts when learners are constantly involved while learning it. According to Laurell (1987), "The language that learners hear serves as their learning model, and the environment in which they hear it affects how they view the second language and how they learn it" (p.329). In Education and psychology, learning is commonly defined as a process that is influenced by cognitive, emotional and environmental experiences for enhancing, acquiring and making changes in individual' skills, knowledge and values (Illeris,2000). Peterson and Coltrane (2003) stated that within socio-cultural environs are variables such as parents, family, community, the teachers' attitudes to teaching, and the academic achievements of the schools. It is thus the impacts from the environment shape up the students' English performance.

According to Pishghadam (2011) the influence of context on learning a language is significant for the reason that the learning environment will enable individuals to learn how to learn and to be promoted as integrated learners. Learners access to various cultural resources such as books, dictionaries, internet, paintings and computers have a profound impact on what and how learners master a language. In educational context, the society plays a vital role in learning a second language because the educational system aims to support the social inequalities inherent in society and to examine how individuals from different cultural and social backgrounds affect their learning outcomes. Language learners are surrounded by social context in different forms. Pishghadam (2011) highlighted that social sources that include presence of two parents at home, number of siblings, parents employment, parent monitoring and involvement in education, social network and extracurricular activities are involved in providing the required input that learners might need in their academic achievements.

In this sense, learners of families with more social and cultural capital and resources are more successful and can achieve remarkable outcomes in education, which might be reproductive. This reproduction can lead to the transmission of social inequality in society, hindering the educational changes of students who came from poor families backgrounds. Pishghadam (2011) stated that he social context of the learner is involved in setting positive or negative conditions directly in learning a second or foreign language. Second language acquisition is considered according to Skinner (1957) to be a habit of formation through reinforcement and it is environmentally determined. Learning occurs effectively wherever there is constant closeness and contact with the learning sources.

In the socio-cultural educational model, two types of language learning contexts were distinguished, the formal language acquisition context in which the major purpose is instructions in the second llanguage.Whereas the informal language acquisition contexts are any other situations where there is an opportunity to experience the other language through a movie or television show, newspaper or book, contact with members of other community, etc. If socio-cultural environment is competitive and conducive, it shapes positive attitude and nurtures intrinsic motivation for learning English.

2.4 Out-of-class Context Definition

The context in which learning takes place makes a vital contribution to the success of learning; this is true in particular for language acquisition. Out-of-class activities can be devised to show students that they are surrounded by English if they make a little effort to pay attention to the language as it is used in their daily lives . Hyland agrees: "[Language learning] can take place at any time and in any place, including the home and the community" (2004, p. 180).

Many terms are used to refer to L2 language learning outside of school or universities in the field of second language acquisition such as unintentional learning, out-of-school learning, out-of-class learning and spare time learning. Out-of-class learning is defined by Benson (2001) as " any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self directed naturalistic learning". This definition means that the learner deliberate effort, investigate, and plan to acquire language content or skills without any

interaction from the teacher. Naturalistic learning occurs directly through spoken intervention with users of the target language or target language texts, while self-directed naturalistic learning refers to the advance intention of learning a language by students. Students need to elaborate their abilities to acquire information that is accessible inside and outside the classroom setting (Field,2007). Out-of-class learning is connected directly to events and objects in the physical world . The connection between educational gains among university and the out-of-class proficiency is founded. These gains include fostering language acquisition among EFL learners, growth in knowledge acquisition, practical competence, and critical thinking.

The out-of-class activities encourage learners to expand their language experience from the classroom to their surroundings and engagement in outside classroom learning enhanced their language development, demonstrating the need to incorporate activities outside the classroom for greater learning success.

2.4.1 Out-of-class Activities

Typical spare time activities in English done by students can be listening to music, watching English-speaking TV programs or films, playing video games, surfing sites on internet and reading books, newspapers or magazines in English. Griffiths and Keohane (2000) suggested that learning is not restricted classroom only , it also occurs in other contexts such as self-access centres and libraries. Piirainen-Marsh and Tainio (2009) claimed in their study that learners who are involved in playing video games developed their linguistic and interactional competencies in English due to the lexical and prosodic repetitions that were integral features of the video game . The video game enabled the players to perform, practice and reproduce English with different accents thanks to different characters' styles in the game. On the whole a flexible resource was offered by repetition for this reason this practice was linked to learning and spending time on extramural activities in English had an effect on students' oral proficiency and vocabulary.

Bialystock (1981) stated that out-of-class learning is helpful for the development of learners' language skills and enables students to carry out the language tasks successfully especially in communication situations. Out-of-class activities are dedicated to help learners to make use of the given opportunities to speak and use English in different settings. Spare time activities encourage autonomy, enable students to be involved in social activities, increase the amount of

language input and learners learn new words .There have been studies which argue that successful language learners are apt to search for create learning opportunities not only in class but also outside the classroom (Cohen 1998 , as cited in Gao ,2009).

The learner who is committing himself to learn the target language beyond the classroom context becomes advantageous in learning and thus, he/she demonstrates and initiate learner autonomy. In social contexts such as informal type of organization communication structure,learners might interact with native speakers in the target language country, use different technologies at home or at work, watch a movie, or listen to music or song just as an entertainment which can lead to language learning (Lightbown & Spada, 2001). In other words, by viewing a movie or listening to a song in informal settings, language learners indirectly get involved in the language learning process (Pemberton, Fallahkhair & Mosthoff, 2004).

2.4.1.1 Media

Media is derived from the Latin word 'medium' which means in the middle. It is the plural of medium, It refers to different communication formats that transmit information and facts . It can be classified into three categories, print media , non-print which is also known as electronic or broadcast media and new age media which is known also as social media . Mass media is the collection of all forms of media . Media' s role is to fill a number of functions whether the medium is newspaper or television. Crystal (2000, p. 83) stated the fact that "the media are at the centre of everyone's life like the press, radio, advertising, and especially television, and even the hint of nuance can make a difference".

2.4.1.1.1 Print Media

 Print media started in the middle age in Europe. It refers to the distribution of printed works. It gives rise to the form of the mass communication. In the opinion of Singh (2005, p. 128), "print media are different types of useful material, devices and symbols that make the study of a subject more comprehensible and interesting". Print media have been serving many important responsibilities in all fields of learning especially in education for the last five hundred years. They are providing abundant reading materials in the form of newspaper and magazines, books, billboards, direct mailers and booklets, etc. They provide students with realistic experiences which capture their attention and appeal to the mind through the

visual, auditory senses and thereby enliven the past (Dubin and Olshtain 1981).they also improve language skills, in general and reading skills in particular. they expand educational opportunities and foster literacy to a significant extent, which ultimately improve knowledge of the target language.

2.4.1.1.1.1 Books

Books are crucial in modern life as well, a driving force in education, business, law, science, medicine and entertainment (Tafani, 2004). Through books the students gain the legacy of knowledge earned by those who came before (Beckert, 1992). They are the primary source of information used by all humanity. books offer to students a wide variety of language styles that can later on be adapted by the students themselves in their speaking, communication or writing skills and activities. Books are considered as the most enduring of the mass media and their benefits should always be kept in mind by teaches and students.

2.4.1.1.1.2 Newspapers

Newspapers bring to students real life situations and can be easily used as authentic materials. They usually reflect the culture of a certain community through the language they contain. Newspapers also `reflect the changes in the language as well, and in doing so, they help students keep up pace with such changes. Most newspapers are linguistically up-to-date and provide valuable linguistic data` (Tafani, 2004). Newspapers provide a wide range of various text types and language styles, they can serve as a motivating medium in encouraging and stimulating students to read further and learn new words. Newspapers can be easily used not only in regard to linguistic aspects of the language, but they are also fruitful in regard to extra linguistic elements such as critical thinking or world knowledge. As newspapers cover actual issues which are of high interest to students.

2.4.1.1.2 Non-print media

Non-print media requires from the user an electronic connection to be able to access it . It includes television, radio, computers and telephones ,etc.

2.4.1.1.2.1 Television

Exposure to English outside the classroom has an important role in learning a second language in EFL contexts. The TV, as a typical example, is the most frequently used medium that provides and makes programs such as movies in English and cautiously in line with the purposes of the educational system. Television has played a significant role in learners' lives due to its increased availability and cultural significance. Television is a very accessible medium, it has the potential to reach learners that have not been able to participate in traditional adult literacy programs. Television is accessible both in terms of its technology and in terms of its content. Learners can benefit from using television as a tool of learning a target language and also to provide themselves with new experiences and enhance their listening and speaking skills. Bahrani and Sim (2011) focused on the role of audio/visual mass media news on language learning. The findings proved that exposure to TV and radio can improve learners' speaking fluency.

According to Fisch(2004) " educational television refers to television programs that intended to educate or benefit children" (p.7) . Literacy programs also can make an important contribution to viewers' knowledge base. Some of the effects that have been documented are word learning and the acquisition of cultural knowledge. Word learning has been shown to occur if new words are presented verbally (Rice & Woodsmall, 1988).Recently, extensive viewing has also been put forward as a potentially effective method to enlarge a learner's vocabulary size (Webb, 2015). Webb (2015) argues that watching foreign language TV extensively "could fill the need for greater L2 input" (p.159) . Studies specifically addressing the effect of out-of-class TV viewing on vocabulary knowledge have also revealed positive findings. Kuppens (2010) showed that watching subtitled TV and movies clearly had an impact on learners' vocabulary knowledge. Television is rich in both factual and fictional information. While there is little question that television, a medium designed to convey information, has an effect on people's knowledge base, there exists relatively little research on this issue (Bryant, Alexander, & Brown, 1983). It has

been proposed that television can have an impact on both the formation and organization of viewers' concepts.

2.4.1.1.2.2 Playing computer games

Computer use is another important type of out-of-class input for language learners (González-Fernández & Schmitt, 2015; Lindgren & Muñoz, 2013; Sundqvist & Sylvén, 2014). Playing computer games has been advocated as a means to enhance learners' vocabulary knowledge . Video games may have a number of potentials for foreign or second language learning. Most of these potentials are associated with the ability of games to provide learning environments that contextualize knowledge and provide immersive experiences for learners. Coxhead and Bytheway (2015) make a strong plea for the use of massively multiplayer online role-playing games (MMORPGs). They argue that one of the benefits of MMORPGs is that they provide ample opportunities for meeting words frequently. Given that the average gamer spends 22 hours/week on digital games. MMORPGs offer repeated encounters with (unfamiliar) words. Notwithstanding the advantages (input, frequency, high motivation). Therefore, one of the benefits of using these technologies for learning is that students are often already familiar with these interfaces and the "language" of interacting when utilizing them.

2.4.1.1.3 New Age media / Social media

New age media is high technology media. It has a widespread range due to its quickness and advancement . It includes mobile phones, computers and internet. The importance of the term 'Web based life' can be gotten from two words that are 'Social' and 'Systems' . The main term is 'Social' , it means associated with society and the manner in which it is sorted out, in which they meet and invest energy with other individuals. Social media is used to refer to new forms of media that include interactive participation (Manning, 2014). People can connect with each other virtually through internet-mediated technologies. In other words, social media are interactive web-based media platforms which belong to a new genre of media that focuses on social networking. Social media are the collective online communication channels. Internet has paved the way for new opportunities to mass communication such as websites, e-books, email. It started also social networking sites like Facebook, Twitter, YouTube, etc. Social media are being increasingly used as tools for enhancing both the teaching/learning processes. The

social media students to experience a new way of learning for better achievements concerning their study.

2.4.1.1.3.1 Internet

Internet is one of the core means of mass communication. It allows news, information and updates to reach people simultaneously as the event unfold. It makes interaction and connectivity much easier through its social networks media. According to the Oxford Dictionary, the internet is "A vast computer network linking smaller computer networks worldwide. The internet includes commercial, educational, governmental, and other networks, which use the same set of communications protocols." . The Internet and the World Wide Web are providing students and teachers with a medium through which the development of information technology handling skills.

2.4.1.1.3.2 YouTube

One of the largest and popular websites in the world is YouTube. It uploads content in video format. YouTube is defined by Watkins and Wilkins (2011) as an online depository for any digital video file. It allows people to watch, discover and share originally created videos. In the field of education . YouTube is a multidimensional resource that offers videos in all fields of knowledge that can be accessed effortlessly.

YouTube videos are used by many students in order to enhance their English learning, Videos are a new way that offer learners opportunities to practice their language skills. YouTube may be valuable to address students` interests and needs for real life language by providing authentic discourse . YouTube offers a myriad of opportunities for learning a second language as a learner can watch as well as listen to different kinds of spoken material either formal or informal, genres : songs, debates, talk shows, film clips; thereby, learning new vocabulary or any other language skills. The scenes, movements, feelings, and gestures presented in YouTube video segments offer significant visual impetus for language learning . Through the use of YouTube videos learners can engage, practice more on their pronunciation by listening and observing how native speakers act and speak, and learners get interested in developing their level of English.

YouTube provides great resources for learners. For instance, YouTube EDU is an organized collection of YouTube channels produced by university and college partners. YouTube EDU is devoted to develop the student' oral communication skill by videos in order to provide flexible learning, enhance their oral skill and to use them as research resources.

2.4.1.1.3.3 Facebook

Facebook is a popular free social networking website that allows registered users to create Profiles, upload photos and videos, send messages and keep in touch with friends, family, colleagues and native speakers and also be updated to day's events . Facebook also has experienced vast expansion in recent years, leading to its extensive use by people from all generations. Furthermore, Facebook is regarded as an ideal place for foreign language learners where they can adjust their pronunciation abilities through video contact with other foreign learners regardless their nationalities. Facebook produced a major impact on various educational settings, in several ways, new opportunities have been created for social learning by stimulating students to more actively present themselves, socialize, participate in various groups of interest, and debate hot topics (Zúñiga 2002)

2.5 Home background

Each student has a unique background if the value of affective support in family environment is considered .Learning activities of any learner are founded from his home. The role of the home in shaping students' view points about the world of foreign languages and creating a motivational atmosphere is undoubtedly of great importance. Isangedighi (2011) referred to home as the bedrock of the socialization process. The type of home environment of the student sets the limit for life's adjustment. According to Isangedighi aspects of home background are limited to parents, socioeconomic status of parents, family, educational status and parental discipline, adult predominance and the culture of community where the student lives .The home has a great impact on the learners′ psychological, emotional, social and economic state. The environment in which the learners come from can greatly influence their performance in education .Since family became at the first place in its order among social growth establishment ,it makes the first process of the individual growth since his birth , and it plays a vital role in shaping the individual`s personality.

2.5.1 Family' s Role in learners' educational attainments

Family is the basic unit of society . The function of family is to protect and promote its generation .According to Pearson (1993) family is an organized relational transactional group usually occupying a common living space over an extended time period and possessing a confluence of interpersonal image that evolve through the exchange of meaning over time. The word organized has many roles assigned to the family member who are related with each other with a common rights and duties .Family is considered as the major establishment that transforms social heritage. Families influence students' learning , behaviours and academic achievement in multiple ways, as they are the primary and most significant environments that learners are exposed to. Coleman's report (1966) explained that families may play even more important roles in student's academic achievement than schools and communities. The family seems to have an important role toward a learner academic achievement. According to the claim of Zabriskie and MC Crounick(2001)   families are goal directed, self correcting, dynamic ,interconnected system that affected and are affected by their environment and by qualities within the family itself. Both family and society affect each other . Family education improves the promotion of cultural and educational interactions among learners . Families cultural resources and environment determine students' educational aspirations , interests and performances. The Improvement of students learning behaviours and skills cannot be separated from the impacts of the imperceptible and enduring influence of family members . Family is considered as the basic source that supply students different learning needs , emotional, and the psychological one. Epstein and Siu (2002) showed the importance of family contribution in assisting learners to succeed in their studies more than other factors such as family structure; socioeconomic background or parent education level , among others.

2.5.2 Parent s' Educational Background

Education is a fundamental human right and plays a vital role in the acquisition of knowledge and skill . Parents' education is another important variable in academic achievement. The role of parents is vital in shaping the child s' character and his frame of mind .

As stated by Khan et al (2015) education of a child need multidimensional efforts ; students, teachers, institute and parents . They gain importance in students process of learning.

Education is essential for one s' self development and for the development of the learners . Students with highly educated parents have an optimistic attitude towards learning and can integrate extra learning strategies compared to learners parents with a lower level of education level . Parents who have a high level of education are a strong believers in their abilities to help their children learn ,therefore a positive correlation exist between parental behaviour and children's school performance.

Kean(2005)suggested that more highly educated parents actively encourage their children to develop higher expectation of their own. He further pointed out that students perform better in their studies if their parents are actively involved in their education. According to Kainuwa and Yusuf (2013), parents who have a university degree, their children perform well and get highest score in examination . Well educated parents would always have the right attitude toward education and provide learning materials such as books, novels ,journals ,video tapes and magazines that could facilitate the learning process and develop language fluency. Eccles (2005)pointed out that children learn often through observation at home. If a child's parents are reading books , attending congoing educational classes and taking them along to museuns,libraries and all activities parents are more apt to do ,they are engaging the child in a number of direct learning experience that will help him/her to achieve the best in education. Mutoddi(2014) as cited from Fantuzzo and Tigle (2000) concluded that educated parents can better communicate with their children regarding the school work, activities and the information being taught at school.

However, According to Nannyonjo H (2007), students with parents who did not finish primary or illiterate performed worse than learners with parents who finished university degree, thus parents' educational level has a veritable influence on the performance of their children .

2.5.3Parent s' Cultural Background

According to Randle and Dolnicare (2009) the term cultural background is used to describe the context of one's life experience as shaped by membership in groups based on ethnicity, race, gender, religion, socio-economic status and social class and forms of social-cultural distinctions. Lazar and Slostad(1999) stated that parent's beliefs about their own effectiveness as teachers or

tutors in their children s' learning can be shaped by the circumstances and norms of particular cultures. In these study ,cultural background will be confined to ethnically linked beliefs ,values, expectations and tradition around education. Research has documented differences between parents in their level of educational involvement based on their ethnicity (Cheung and Pomerantz, 2011 ,Kung 2003) but ,it is difficult to determine how cultural background fits within the models described above in predicting parent involvement activities .Hornby and Lafael (2011) in contextual model claimed that cultural background could either represent a more distal underlying factor that predicts both individual parent and family factors ,such as parents' beliefs about parent involvement and current life contexts as well as societal factors. Conversely, cultural background might represent a fifth contextual factor that independently predicts parent involvement. Studies suggested that the cross-cultural differences in parent involvement were mainly affected by two factors , the cultural beliefs about education that were characterized by one s' original ethnic group and the changes in these beliefs after one has migrated to other culture setting.

2.5.4 Parent s' Status

Status refer to a person's position in a given group ,society or culture determined by wealth, occupation, education and social class. Parental status means total value of the parents education, job status and living situation in which their child grow up. Parents with a high socio-economic status have an easy approach to the resource that encourage their children financially, socially, educationally and morally. As a result their children become more active towards education. By contrast, parents with a poor resources may have a negative impact on their children study and attitudes.

According to Morgan et al (2009), children from low socio-economic status households and communities develop academic skill more slowly compared to their counterparts from high socio-economic status families. It is a well known that the children from low monetary status are less efficient as compared to children who belong to middle or high class status.

A child with a high status are expected to have a lot of opportunities to make faster achievement ,physical development and also better academic performance as compared with poor or who have not good study because their parents cannot afford that. Family status situation

is usually prevailing in rural areas and shout towns. There would be a difference between academic performance of student in rural area and urban area, because parent in rural area care less about their child s' study. The time devoted to study would be replaced to earn money ,or the child may be asked to help his father s' job. Bliss(2004)viewed that many student from low socio-economic home environment has not exposed them to the kinds of materials used in school. Alike this factores, there are other factors such as family type and family size that affect their child s' education and may have even an adverse impact on their child s' personality

2.6 The Role of Parents Background and Culture Involvement on Student Motivation and accomplishments

Studies shown a clear link between student s' success in school and parent involvement. Research have also demonstrated a correlation between parent involvement and children s' educational development and subsequent intrinsic academic motivation (Gottfried,Fleming 1994).According to Grolnick,Friendly and Bellas (2009)parents can play an important role towards academic by controlling a positive attitudes and encourage student s' feeling of competence .Families can have a strong influence on a variety of school outcomes.¨when parents believe in children s' competence and have a high expectations for them ,provide them a resources that children need to feel connected to others and facilitate a sense of autonomy by supporting children s' imitations and problem solving ,children's' motivation is most likely to thrive ¨ (p.295). The research note that parent s' expectations about how well their children can achieve and their attitude about the value of the task their children are working on can strongly influence children s' motivation. Roland Ferguson s' ¨Research based tips for high achievement Parenting¨ suggest that parent promote reading at home ,discuss reading materials with their children in ways that make children enjoy to learn and apply what they learned in school .Ferguson recommended that parents set a frim and clear rules about homework, television watching and other daily activities , that they actively seek out of school opportunities and extra curricular activities that reinforce school lessons, encourage creativity and develop children s' special talents(Ferguson, 2007).

Parent s' who hold high expectation for their children s' learning can strongly influence their motivation ,they believe in their competence and encourage their curiosity to learn.By contrast

parents who are controlling ,use rewards and punishments for academic performance   can discourage children from developing intrinsic motivation. Some parental actions, such as praising children s' intelligence rather than their effort and mastery of knowledge and skill can send a message that intelligence is a fired attribute a belief that can lead children to avoid challenges or fear failure (Dweck, 2010).

2.7 Parental Involvement and Student Attainment

The concept of parental involvement is the involvement of parents in the education of their children both at home and school in which it influences their education. An inclusive view is presented by Epstein s' model. Epstein (1997) shared that children get to learn and develop through three overlapping spheres of influence :family ,school and community. It is a very important for these three spheres to form associations so that the children get the best of it .He identified six types of involvement based on the relationship between family, school and community :parenting(skills),communicating, volunteering, learning at home, decision making and collaborating with the community. He stressed that these six types of involvement need to be integrated to have a successful parent ships. Shapiro (2009) stated that regardless of parent s' education level, when parents are actively involved in their children s' education, their academic performance get higher .some studies show that the effect of the involvement of parents with a lower level of education is greater and positive as compared with parents with a higher level of education. Cotton and Wikelund (2005) as cited by Khajehpour and Chazvini (2011)explained that when parents are really involved ,encourage participation , monitor homework and help children develop plans for their future children are more likely to respond and do well in school. Azhar et al (2014) as cited by Moszame (2003) stated that the home atmosphere also have an effect on the academic   performance of students. Educated parent create a   conducive environment for children to learn and do well in school. Educated parents can communicate better with their children and enquire about teaching methods in school there by improving the academic performance of children.Wamala (2013) confirmed that the active participation of the parents improves discipline in school and promotes student academic achievement. As cited by other researchers that parents got a vital role and now school and community got to be active in raising the children in better way.

2.8 Socioeconomic Background of Parents and Students Achievement

Students differ in their learning style , performance level, learning rate, in culture, and home language ,etc. However, one important way in which students differ from one another is in their social class ,Zou et al (2006) postulated that embedded in the socio-cultural factors in language learning may be an economic dimension. Furthermore they stated that "economic conditions determine both quantity and quality of language exposure for a learner through outsourcing extra opportunities of language exposure and contact in commercial programs" (Zou et al 2006:10). Parents socio-economic background seems to have a major effect on education, in which family with high income encourages more their children's learning process..

Arikan (2011) explained how students with higher socioeconomic level get higher educational outcomes more than their income peers. Parents with much better salaries can afford educational expenses for their children. Furthermore, he claimed that social class, housing and access to resources have considerable influence on acquisition of the language and academic achievement. Annette Lareau (2010) stated that middle class parents play an effective position in their children 'education, and that the excellent student outcomes refer to positive parental education from early childhood.

The student who has different sources of learning English stands advantageous from his counterpart whose the classroom is his only source (Stern, 1983). Hill and Sandfort (1995) concluded that "…low family income compromises children's physical growth, cognitive development and socio-emotional functioning. Low family income decreases the achievement of children when they are in school and puts them at heightened risk of dropping out of school early" (p. 91). They explained how poverty affects children's development across their life span .

However, some studies showed the opposite. Charles & Alberto (2003) claimed that « Some children seem to succeed in school despite living in materially unpromising circumstances whilst others do less well despite a comfortable material environments" (p. 24).That is to say, although students don't have access to extra learning facilities but they have the opportunity to get to the top of their educational ladder .

Conclusion

Learning does not happen in vacuum. In order to be a successful and proficient language learner, the learner needs to make use of all his/her cognitive and social skills to master the language. In this regard, the purpose of this study is to investigate how socio-cultural factors affect second language learning. The Algerian learners of English have been technically exposed to English basic knowledge and it s' socio-cultural concepts since the age of 12.This presumes that they have been familiar with many peculiarities of English speaking communities in term of value and behaviour in formal context in addition to the informal source of information available through the different media and surrounding. This chapter highlights the socio-cultural environment with more details depending on different factors that influence students outcomes such as ;home environment, parents' educational level, family status, and out-of-class language activities, etc.

To conclude, family background , parents 'involvement in their children learning, as well as parents' socioeconomic status including parent's income and educational level have a close relationship on the academic achievement of students and they can influence the learners' oral outcomes . This factors offer most of the students to be more successful unlike other students .

Chapter Three

Chapter Three : Data Analysis and Interpretation

3.1 Introduction

3.2 Research Design

3.3 Research Methodology

3.4 Description of Sample Population

    3.4.1 Students' Profile

3.4.2 Teachers' Profile

3.5 Data Collection

    3.5.1 Students' Questionnaire

3.5.2 Teachers' Interview

3.6 Data Analysis

    3.6.1 Analysis of Students' Questionnaire

    3.6.2 Analysis of Teachers' Interview

3.7 Discussion of the Main Findings

3.8 Suggestions and Recommendations

3.9 Limitations of the Study

3.10 Conclusion

Introduction

The third chapter is designed to reflect upon the students and teachers opinions about the impact of Socio-cultural environment of the learner on his oral achievement. In order to fulfil this study two research instruments are used: an online questionnaire for students and online interview for teachers. The data obtained from first year EFL students and teachers of oral expression in the section of English at Ibn Khaldoun University through students' online questionnaire and teacher's online interview are analysed both qualitatively and quantitatively. Quantitative analysis deals with analysing a set of data in numerical form converted into numbers with the help of statistics . On the other hand, qualitative analysis is performed to strengthen and to check the data gathered from teachers' interview . This type of analysis involves data interpretation as it includes viewpoints of the informants . These analysis will permit to constitute a clear-cut about the hypotheses concerning the out-of-class environment of the learner that influence their oral level.The objective of this study is to find out EFL teachers and first year LMD students' perceptions about the impact of Sociocultural environment in learning at English section at Ibn Khaldoun University. Then, to measure what extent it help in enhancing the oral performance of the EFL learners.

To this end, the third chapter of the study provides a general description of the research methodology and sample population as well as the data collection tools. This chapter is devoted also to interpret and analyse the findings obtained from the use of different research instruments. The data collected from the research tools will help the investigators to answer the questions examined in the current research.

3.3 Research Methodology

This present research work is a case study involving both EFL students and Teachers of Ibn Khaldoun University. A case study is a specific instance that is frequently designed at illustrate a more general principle (Nisbet and Watt, Cohen et al,2000, p.181). It is the study of an instance in action . The concept of this research work is to investigate the Socio-cultural context influence on learners' oral achievements. To carry out the research investigation

an online questionnaire has been adopted for students and an online interview for Teachers at the section f English at Ibn Khaldoun University .

3.4 Research Design

Research design is a structure used for the studied research work which aims to investigate and analyse a given topic in order to provide answers to the research questions. The present research is a case study of first year LMD English students in the section of English at Ibn Khaldoun University. It is designed to investigate learners oral achievements that have been effected by their socio-cultural environment. It took from the researchers about a whole semester to design both the questionnaire and interview as regards relevance to the discussed topic , wording and its structure and layout. The researchers have pre-tested the questionnaire as a part of the piloting process in order to testify its effectiveness and address its weaknesses. Relaying on the tested questionnaire few changes have been made , some questions were reformulated and some of them were deleted. Maree (2010) defined a case study as " systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest ". The case study enables the researcher to collect and analyse data through different research tools. In this case, the instruments used are online questionnaire and online interview. The methodological approach focuses on quantitative and qualitative data and the type of the method used in this part of research is defined according to the need of the examination which are the questionnaire and interview , the questionnaire deals with both close and open ended questions which mean the quantitative study is equivalent to satisfy the purpose of this research .

3.4 Description of Sample Population

The sample population is an essential part of any research. According to De Vos , et al (2005) sampling is " taking a portion or smaller number of units of a population as representative or having particular characteristics of total population ". The sample population informants were first year EFL students and oral production teachers from Ibn Khaldoun University. The researchers used more than one instrument for this research, to provide   useful information for the research work .

3.4.1 Students' Profile

The informants of this study are first year EFL University students during the academic year 2019_2020 , males and females. They are seventy six students. Their age range between eighteen and over twenty three years . Those students are randomly selected to answer the online questionnaire in order to obtain information. The reason for choosing this population is because they still in the beginning of their speciality and they need something to make them aware of the different out-of-class factors that can affect their mastery and achievement of the target language. The online questionnaire was distributed to students from different groups via using online survey through Facebook application .

3.4.2 Teachers' profile

The informants are six teachers of oral expression module (COE) at the English section at Ibn Khaldoun University , Tiaret . They were concerned to respond to the teachers' online interview . They all held either the degree of 'Magister' or 'Doctorate'. Their experience in teaching oral production varies from one year   to twelve years . So, they can enrich this research work by their different views and attitudes about the socio-cultural environment and its impacts on EFL learners' oral fulfilment .Yet to know the teachers suggestions to improve oral performance . Thus, teachers' interview consists of different types of questions organised and classified . The teachers' interview was distributed to oral expression module' teachers from Ibn Khaldoun University through online interview survey via Email application.

3.5 Data collection

For this study, a combination of qualitative and quantitative data was collected through two research tools which are online questionnaire and online interview. Due to the circumstances imposed by the COVID19 pandemic , the research instruments used in this study were emailed and published to informants. The online questionnaire was designed for first year LMD students of English at English section in order to check the research questions and hypotheses, while an interview was carried out with   teachers from the same section in order to strengthen the validity of this work. Furthermore, the questionnaire was distributed to the respondents who were

requested to respond anonymously, a manner to perform in order to prevent any sense of diffusion and hardship at the time of replying the questions in which the participants were asked to pay attention and give more interest and sincerity to the questions, because the results of each question are to be analysed and displayed subsequently for discussion and interpretation. The number of students that collaborate in this work are seventy six respondents, participants were questioned on 03_20_2020 and it took four months to get this amount of participants. As for the teachers' online interview six teachers collaborated in the investigation, there responses were displayed and analysed and enriched this research work with their valuable opinions.

3.5.1 Students' questionnaire

The questionnaire is a research tool used for obtaining useful data. Cohen, Manion and Morrison (2018, p.471) defined the questionnaire as " widely used and useful instrument for collecting survey information, providing structured, often numerical data able to administered without the presence of the researcher and often comparatively straightforward to analyse" . The present questionnaire was distributed to first year EFL students through online survey. It consists of fourteen questions which are arranged in a logical order. It was elaborated to seventy six students.

The main purpose behind this questionnaire is to investigate the effects of out-of-class surroundings of the learner on his oral level in terms of mastering their skills. The students' questionnaire is structured by using two kinds of questions namely ;

   Closed-ended questions: known also as multiple choice questions, the participants are requested to select one of the proposed options without commenting. For example :

_ How often did your parents provide you with necessary materials to improve your English ?

       _ Always   _ Sometimes   _ Rarely   _ Never

   Mixed questions : The informants are asked to opt for one of the proposed possibilities then to justify their choices . For example :

 _Do you think that social networks help in learning English enhancing oral performance ?

_Yes   _No

_Please justify your answer briefly.

3.5.2 Teachers' Interview

An interview is a qualitative research technique which involves conducting intensive individual interviews with small numbers of respondents to explore their prescriptive on particular idea, programs or situations. In this context Schostack (2006) states the interview can be described in terms of individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns ,interest, beliefs, value, knowledge and ways of seeing thinking and acting of the others. It is gathering method in that it involves the gathering of data through direct verbal interaction between individuals**.** This online interview is designed for teachers of oral expression module at the section of English in Ibn Khaldoun university. For the aim of gathering information about teachers opinions towards socio-cultural environment and its influence on students oral performance and to what extent those factors are related to learners academic achievements. The online interview contains all types of questions: closed questions , open and mixed questions.

- **Section One:** Informants information

This was designed to gain some information about oral expression teachers notably, their teaching experience and degrees held and for how long they been teaching oral module at English section at Ibn Khaldoun University.

- **Section Two**: Speaking Skills

This section consists of seven questions, each one has a specific objective.

3.6 Data Analysis

Through the present research work, the researchers opted for data analysis first. Therefore, the questionnaire and the interview are analysed . Then, interpretation of both used instruments are sketched out. The quantitative data obtained from the research instruments employed for this research are analysed descriptively by calculating the frequencies and the percentages

which are displayed in tabular form and graph or pie-charts. By and large, the main qualitative data are summed up in commentary paragraphs .

3.6.1 Analysis of the students' Questionnaire

It seems significant to begin reporting the results of the respondents before introducing the analysis related to the objective of this research work. By taking into account the learners' mastery of the language , and by being aware of students socio-cultural environment relation to oral skills that the researcher will be able to analyse the questionnaires.

This section of the study is devoted to the explanation of the obtained data by analysing them qualitatively and quantitatively. Therefore, it is meant to provide the reader with the main results and attempting to see percentages displayed through tables and figures.

Section one : Information of Students

Question 1 : Students' Gender

A_ Females

B_ Males

Gender	Number	Percentage
Female	50	66%
Male	26	34%
Total	76	100 %

Table 01. Gender Distribution
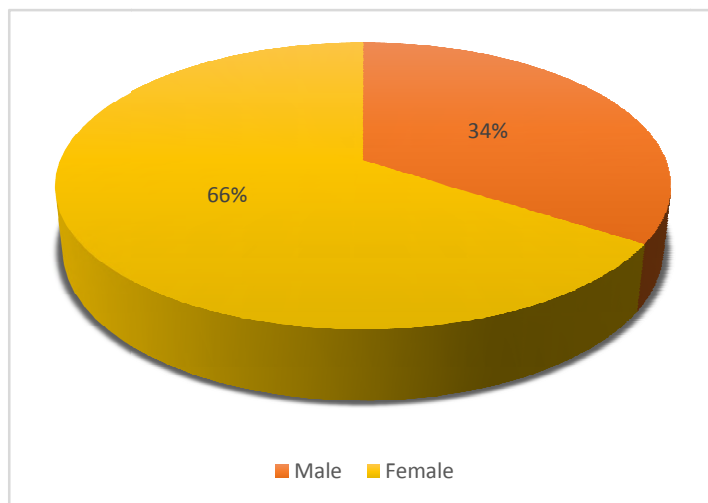
Figure 01. Gender Distribution

As it is noticed the average respondents to the students online questionnaire are females with (66 %) of the total participants number . While males were (34%) of the total number. The number of males is inferior to the number of female participants. This indicates that girls are expected to be more collaborating. Indicating male and female percentages in EFL classes helps us to reach different opinions and attitudes about socio-cultural environment and its effectiveness in enhancing students' oral skills.

Question 2 : Learners' Age

Age	18_20	20_23	Over 23	Total
Participants	35	34	07	76
Percentage	46%	45%	09 %	100 %

Table 02. Students' Age Distribution
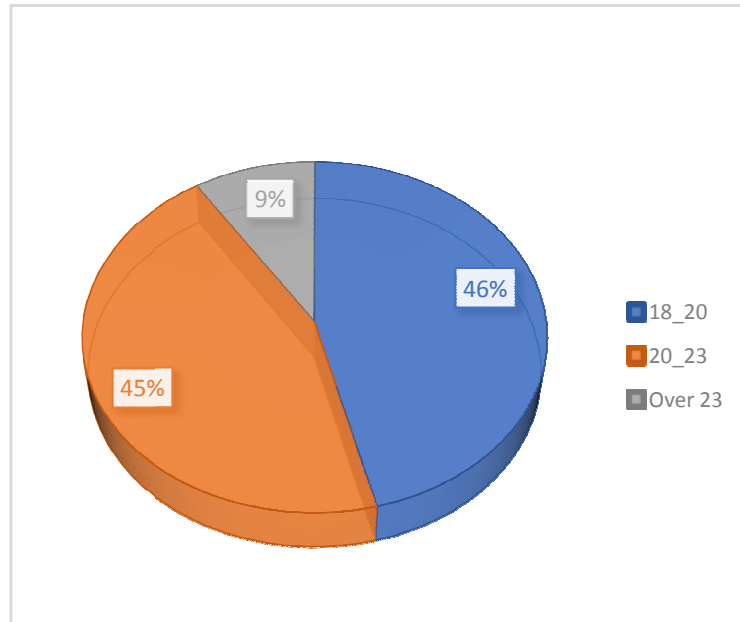
Figure 02. Students' Age Distribution

The results in table and figure (02) show that students' age range from eighteen years to over than twenty three years old. Out of the total number of the sample (76) , 46 % of students are aged from eighteen to twenty years old , while 34% and 9% of students are between twenty and twenty three years old. They are believed to be older than others , which can be explained by either experience of failure previously, a change in the field of the study or certain personal circumstances. Consequently, the diversity of students' age that are gotten from the results gives the opportunity to obtain different views about the issue treated in the study from different learning experiences and abilities.

Section two : Learners Background

Question 03: What is the academic level of your parents ?

The purpose of this question is to see the educational level of students' parents , whether they went to school or never.

 A_ Mother's Educational Background

Educational Level	Number of students	Percentage
University	17	22%
Secondary school	29	38%
Middle School	9	12%
Primary School	8	11%
No Formal Education	13	17%
Total	76	100%

Tabel 03.Mother s' Educational Bakground
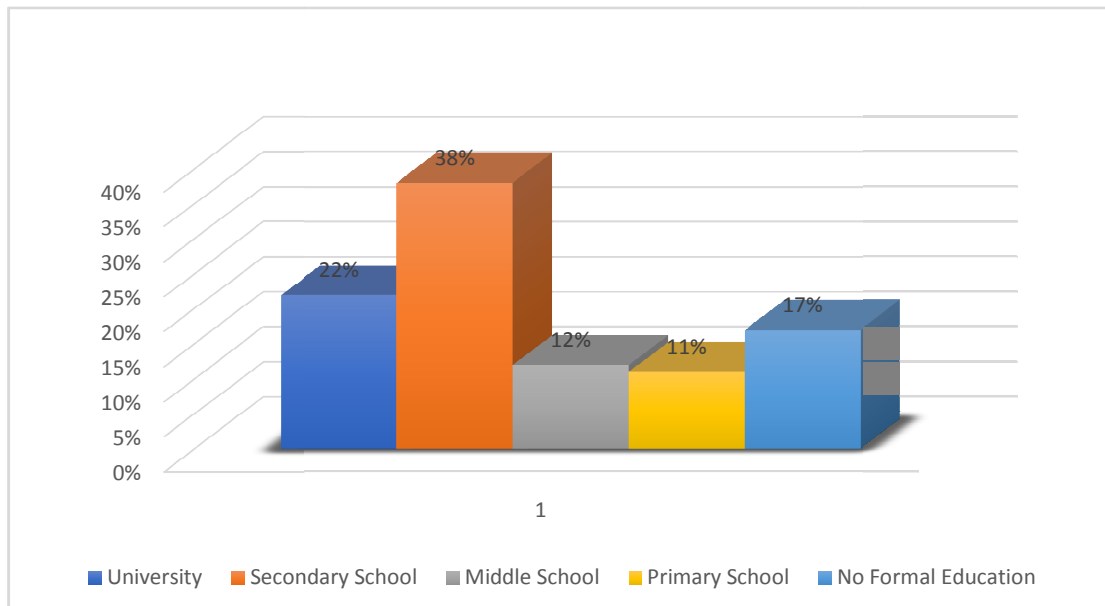
F**igure 03. Mother's Educational Background**

The majority of students' mothers have a secondary school level making (38%) . Thus , Mothers can help their children in their studies and motivate them . (22 %) of students' mothers have University degree . The rest of mothers have a primary (11%) and (12%) middle school level. 17 % of mothers were illiterate. High level educated parents to an extent have more influence on learners achievement and performance in their studies

B_ Father's Educational Background

Educational level	Number of students	Percentage
University	28	37%
Secondary School	14	14%
Middle School	15	20%
Primary School	9	9%
No Formal Education	10	10%
Total	76	100%

Table 04. Father's Educational Background
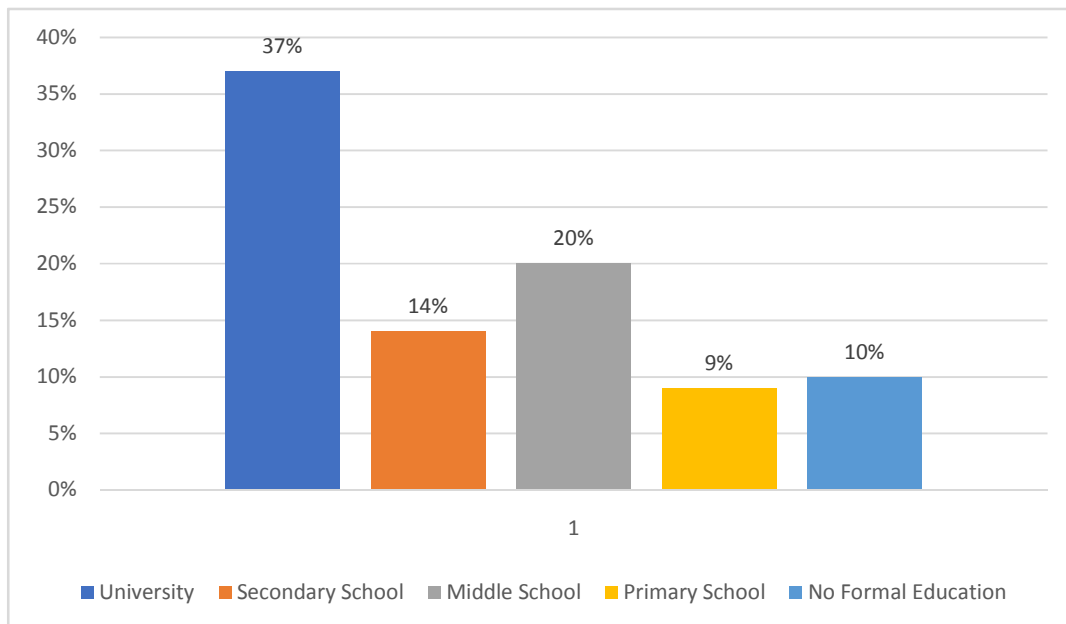
Figure 04. Father's Educational Background

The results from the fourth table indicate that 37 % of students' fathers have a University degree . Thus, they can assist and encourage their children to be successful learners.

20 % for those who have middle school level. Whereas 14 % of them have a secondary level . 9% of students' fathers have primary school level. while 10 % of fathers were illiterate. High level educated parents usually show interest in their children's academic performance or fulfilment.

Question 04 : Does your parents assist you to learn English at home ?

Options	Number of Students	Percentage
Yes	43	57%
No	33	43%
Total	76	100%

Tabel 05 Parental involvement in learning English at home
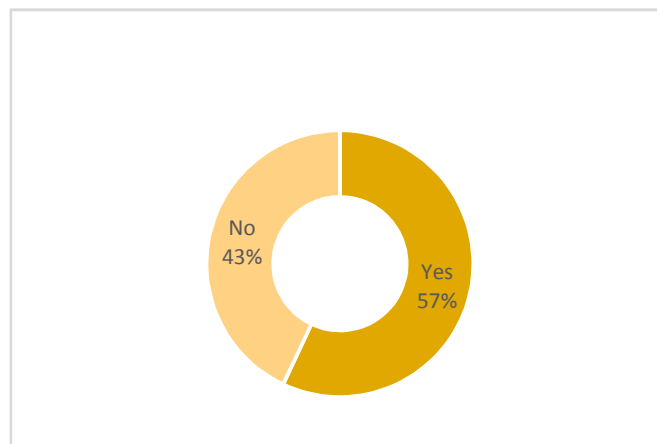
Figure 05. Parental involvement in learning English at home

The aim of asking this question is to know if parents are involved in their children's education by guidance and helpfulness . According to the table above (57%) of the informants responded by using Yes confirming that they do have assistance in learning from their parents. Whereas (43%) of respondents choose to answer with No , this shows that their parents do not support them to learn English. Based on the results, it is noticed that the impact of parents involvement tends to be more helpful in everyday life and increases learners abilities and that involvement of parents is related to their position at home.

Question 05 :How often did your parents provide you with necessary materials to improve in your English ?

Variables	Number of Students	Percentage
Always	21	28%
Sometimes	26	34%
Rarely	14	18%
Never	15	20%
Total	76	100%

Table 06. Frequency of the materials provided by parents
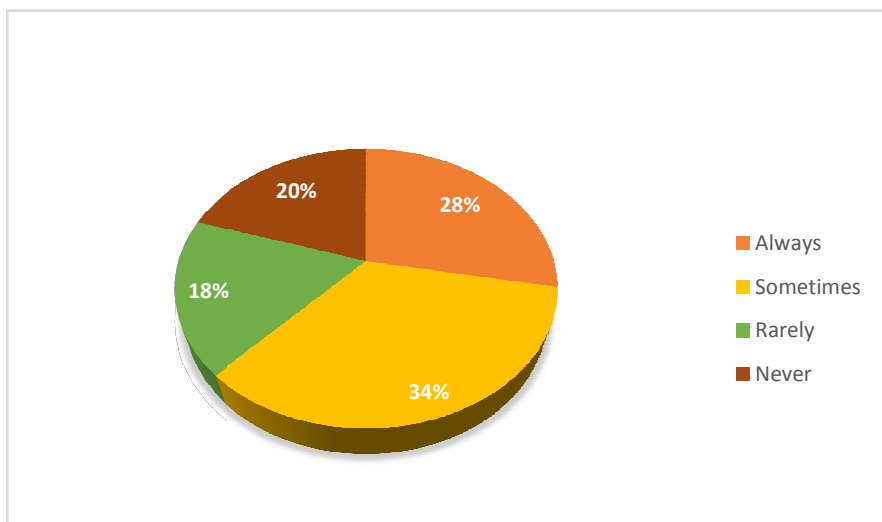
Figure 06. Frequency of the materials provided by parents

The aim behind this question is to find out whether learners availability of learning requirement and if they are provided with the learning sources or not. The answers concerning this question revealed that twenty six of students representing (34%) declared that their parents sometimes provide the necessary educational materials needed for the study of English. (28%) of learners say that they are always provided by suitable tools for learning English. This suggests that parents are able to support their youngsters with quality of essential

education requirements and equipment. In spite of this , some students making up (18%) of responses claimed that they rarely get supported by educational tools ,whereas (18%) of informants have never been provided by necessary requirements for learning English.

Question 06 : Do you get any help outside University from your family to develop your English

Options	Number of Students	Percentage
Yes	45	59%
No	31	41%
Total	76	100%

Table 07. Assistant from family in learning English
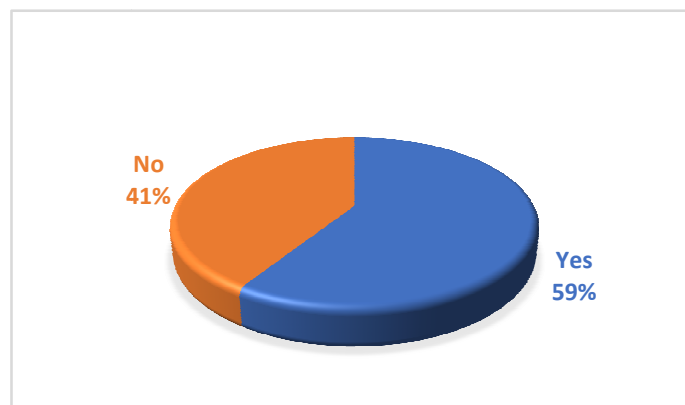
Figure 07. Assistant from family in learning English

B_ If yes, you get help from your :

Options	Number of Students	Percentage
Mother	10	13%
Father	08	11%
Siblings	16	21%
Family Member	20	26%
No One	22	29%
Total	76	100%

Table 08. Assistant from family in learning English
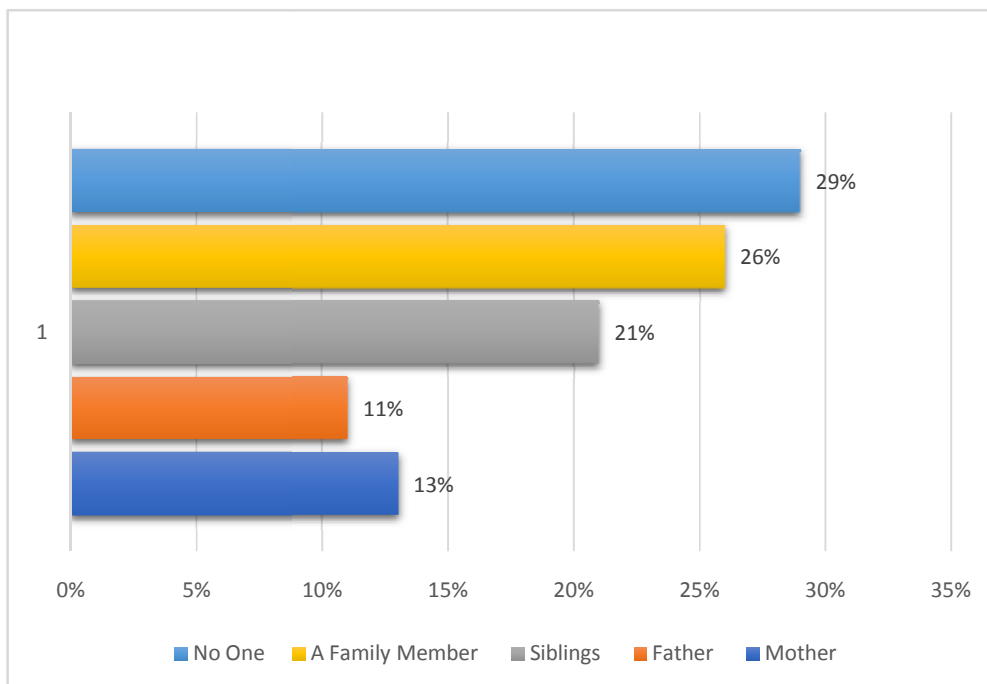
Figure 08. Assistant from family in learning English

The analysis of the results in table and chart 8 reveal (45%) of informants stated that they get supported by family in achieving learning purposes and enhancing their skills, while (31%) of them claimed that they do not get abetted from relatives to gain knowledge about English. Participants who select 'yes' as an option were asked to opt for the person that aid them, (29%) of respondents choose ' A family member' as an answer , this kind of participation increases students' interest in further language learning, whereas (21%) of learners selected ' siblings' as a part of their learning outside University, in term of education younger siblings benefit from knowledge and various types of help from their elder siblings. (13%) of respondents reported that 'mother' has an effective role to support them in English learning , while respondents who choose 'father' as an option are making (11%) of the total responses. This suggests that family involvement in learning is a motivated factor in EFL learning. Informants who select 'no' choose 'no one' option providing completely opposite results to the family involvement in learners' education.

Question 07 : Do you think that social class is an important factor for language proficiency and well academic achievements ?

Options	Number of Students	Percentage
Yes	51	67%
No	25	33%
Total	76%	100%

Tabel 09.Social class importance in academicals achievement

Yes No
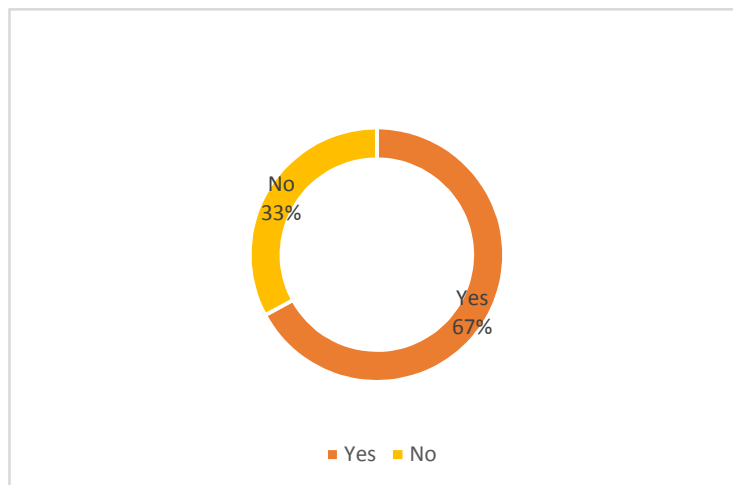
Figure 09. Social class importance in academicals achievements

This question was included because parents' socioeconomic status is among the important factors that need to be considered to achieve successful learning. The results obtained from pie chart and table make it clear that the majority of students (67%) agree with the fact that social class influences language learning and academics outcomes. The students who belong to the high social class of the society have more access to the facilities such as language classes, private teachers and the Internet . While minority of students (33%) believe that it is not necessary to come from a high class in order to be a fluent speaker of the language or to achieve well.

Section Three : Oral Skills

Question 08 : How do you rate your performance in oral expression ?

Options	Excellent	Very good	Good	Satisfactory	Bad	Total
Responses	08	26	20	16	06	76
Percentage	11%	34%	26%	21%	08%	100%

Table 10. Learners level in oral

Figure 10. Learners level in oral

From the analysis of the population sample (34%) of them claimed that their level in oral expression is very good which is an acceptable answer, while (26%) of students state that they are good in it . The other (21%) consider their level as satisfactory , they are not satisfied with their levels and they need to improve their oral proficiency in English. (11%) of students responded with excellent which is a sign of self-esteem. The rest of respondents with a low rate (8%) answered with bad indicated that they are not competent in speaking or lack of efforts . Participants measure their level in oral expression relying on their abilities in speaking and their results in exams. Indeed, this result shows the diversity of level between students of the same grade.

Question 09 : What are the language activities do you prefer to support your oral competence?

Options	Watching English TV programs, movies and series in English	Listening to English music	Chatting with native speakers	Playing English video games	Total

Responses	51	09	13	03	76
Percentage	67%	12%	17%	04%	100%

Tabel 11. Language activities used by learners
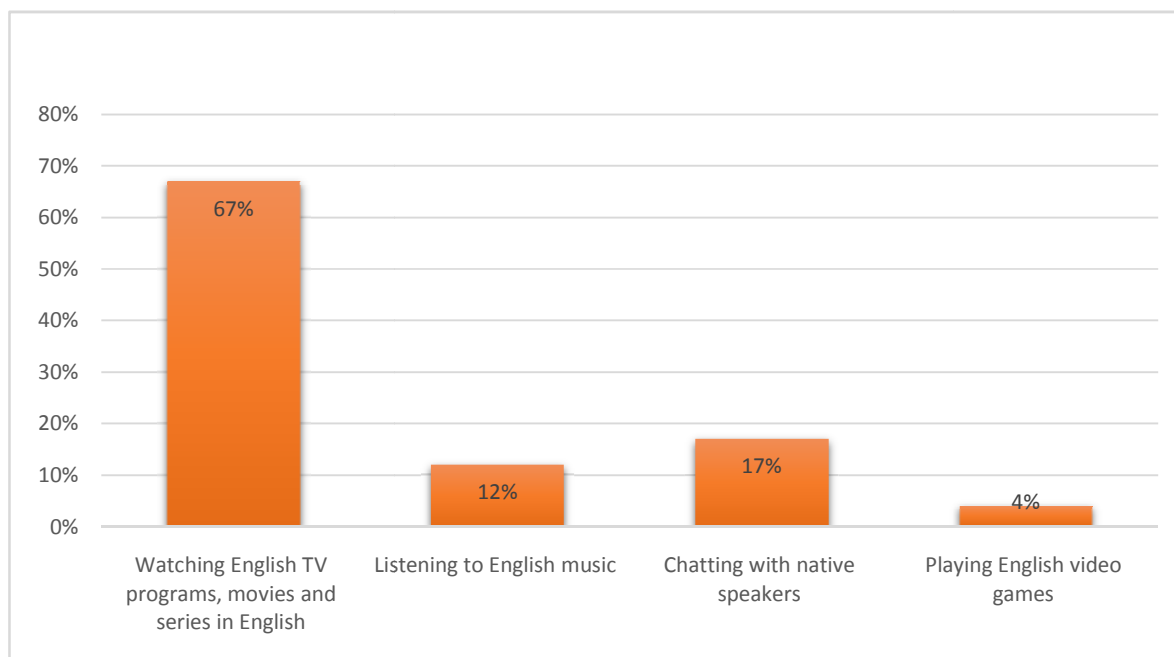
Figure 11. Language activities used by learners

The rational of the question was to figure out which out-of-class activities seemed more important than others for oral proficiency and language learning. It is worth noting that ' watching English TV programs, movies and series in English ' ended up on top making (67%) of the total responses (76), whereas thirteen respondents (17%) choose ' chatting with native speakers' as a favourite language activity . While (11%) of students preferred ' listening to English music' as extramural activity for learning English. The rest of informants (4%) regarded 'playing English video games' as a sufficient method for practicing the language outside the classroom.

Question 10 : What kind of these sources do you use to enhance your oral skills ?

Sources	Internet	TV / Radio	Books	Other Sources	Total
Responses	52	12	05	07	76
Percentage	68%	16%	07%	09%	100%

Table 12. Sources for learning English
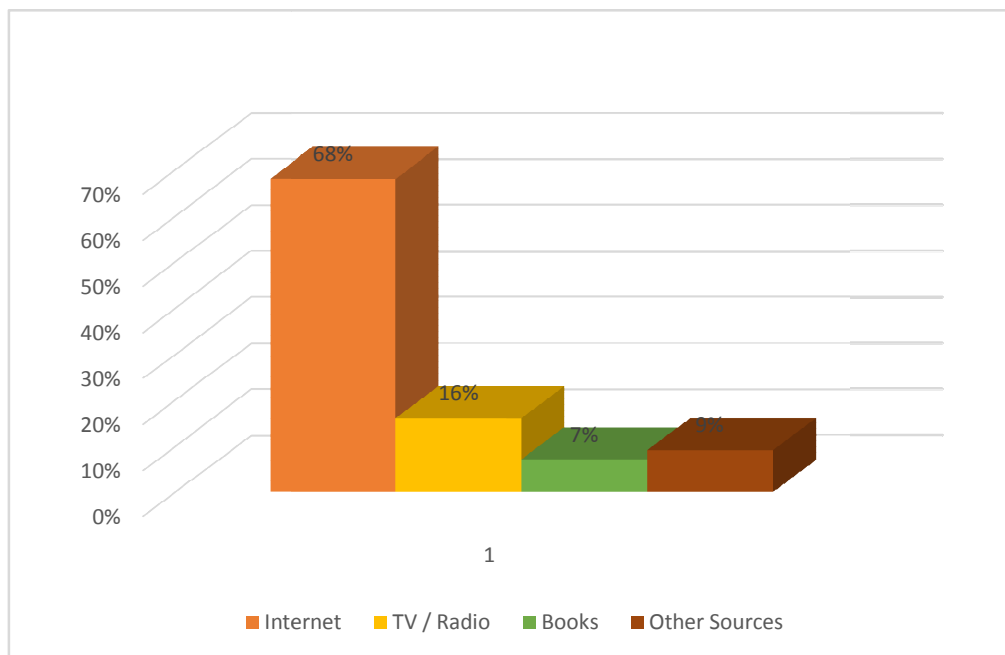
Figure 12.Sources for learning English

The question aims at collecting data about the use of English language outside the classroom and knowing students' students' preferences in language activities' sources. Table and figure 12 summarize the most frequent source of language activity followed by students to improve their oral performance. As it can be noticed above, Internet comes in the first place with (68%) , students in favour with this type of resources may have their reasons such as providing access to various learning sites . The next category of language activities resources that follow is 'TV and Radio' with (16%) of responses. While some respondents making (9%) choose 'other sources' as a choice . The rest of students (7%) perceived 'books' as a mean for

learning English and enhancing it.In sum ,studentsareawareof various sources of language
activities that would help in learning English and improving their speaking and other skills

Question 11 : How often do you use social media

Frequency of use	Absolute Frequency	Percentage
Always	58	76%
Sometimes	17	22%
Never	01	01%
Total	76	100%

<div align="center">Table 13. Frequency of using social media .</div>
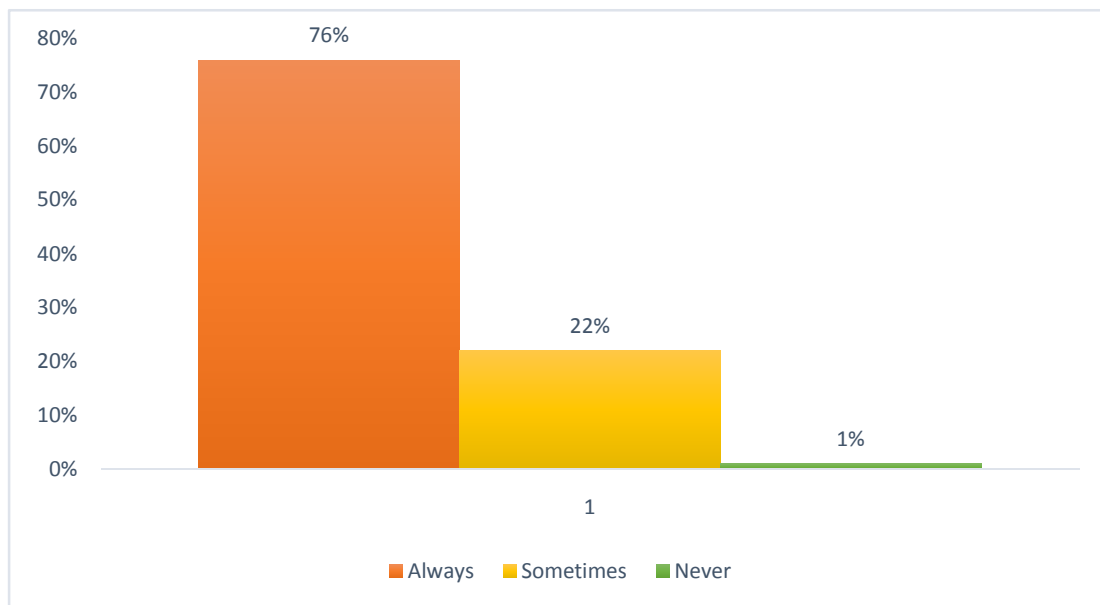
<div align="center">Figure 13. Frequency of using social media</div>

 The 13th question intends at finding out how far are students attached to social media and how
frequently they use them. Based on the table 13 , the majority of participants (fifty eight)
making (76%) of study population stated that they always use social media, while seventeen
students (22%) use social media sometimes this indicate their use of social media is not a
priority, whereas only one participant (1%) responded that he/she never uses social media.

Question 12 : Have you ever used social media for educational purposes ?

Options	Number of Students	Percentage
Yes	66	87%
No	10	13%
Total	76	100%

Table 14. Using social media for learning
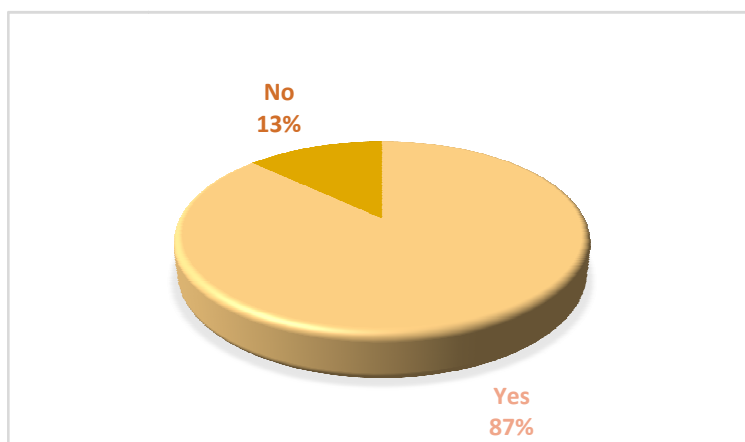
Figure 14. Using social media for learning

The main objective of this question was to determine the number of participants using social media to achieve any educational goals. The majority of students (87%) confirmed that they use it for educational purposes , the remaining (13%) students stated that they do not use social media for this purpose. This question opens the door to students to give their opinions as autonomous learners about what responsibilities they have to accomplish their learning.

Question 13 : Do you think that social networks have in learning English and enhancing oral performance ?

Options	Number of Students	Percentage
Yes	74	97%
No	02	3%

Total	76	100%

Table 15. What students think about using social networks
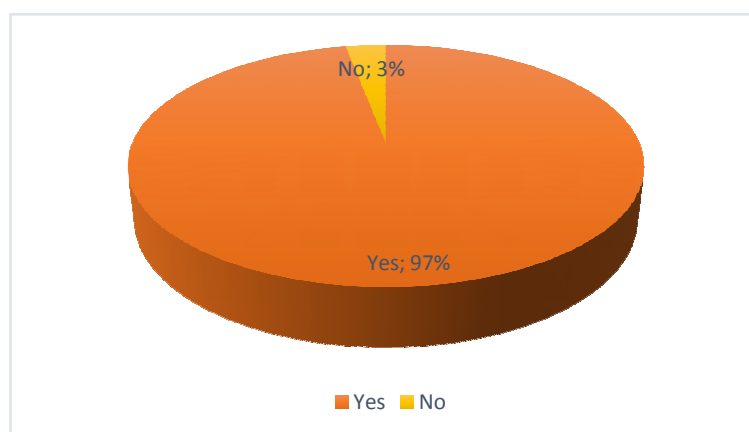
Figure 15. What students think about using social networks

Table and figure 15 indicates that almost all of students (97%) supported the importance of social networks in learning English and improving their oral performance. While only two respondents making up (3%) did not support the idea of using SNs in learning.

The researcher of this study asked participants to justify their choices. Respondents who choose 'yes' as an answer assured that social networks sites are the most relevant mean to learn, practice and improve the four skills. Students who choose 'no' stated that they did not

think that SNs can help learners to develop their learning and oral skill. In general, students use social networks as a platform of discussing their assignments and courses.

Consequently, the results of this question indicates that students are conscious of the value and the importance of using social networks to enhance their learning and develop their oral performance.

Question 14 : Do you think that the exposure to native speakers' talk video helps you in improving your oral proficiency ?

Options	Responses	Percentage
Strongly agree	37	49%

Agree	35	46%
Disagree	03	04%
Strongly disagree	01	01%
Total	76	100%

Table 16. The improvement of oral from exposure to native speakers talking videos
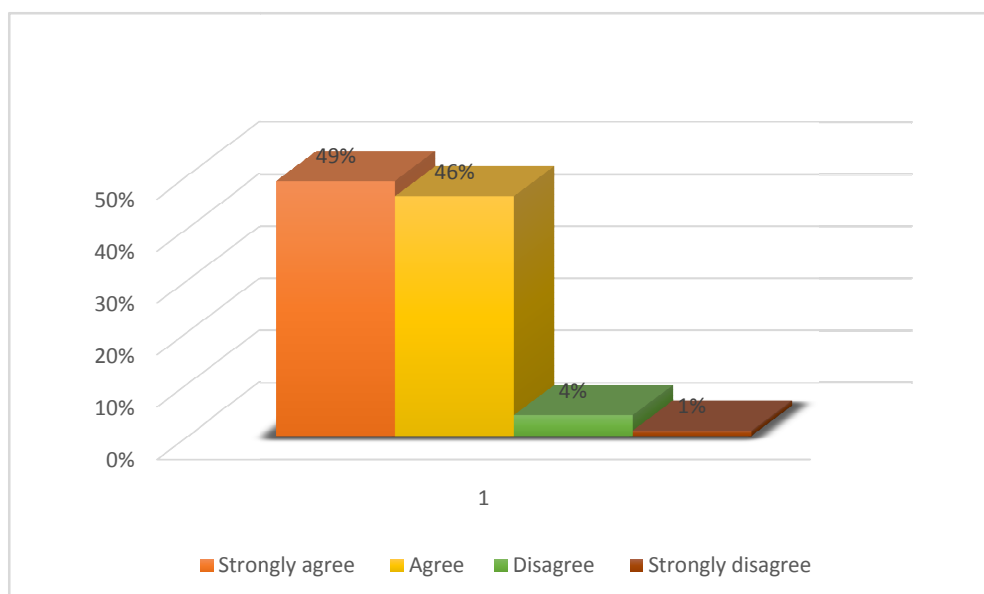
Figure 16. The improvement oral from exposure to native speakers talking videos

The answers concerning this question revealed that (49%) of students strongly agree that native speakers' talk videos enable them to improve their oral learning level while (35%) responded with agree. However, (4%) of respondents stated that they disagree on this statement , while only one student choose to disagree. For this question, participants were asked to justify briefly their answers, students who choose ' strongly agree ' and ' agree ' ensure that native speakers' talk videos help in developing their abilities to master certain aspects of language such as pronunciation and vocabulary. However , students who answered with ' disagree' and ' strongly disagree ' stated that it is not necessary to exposure to natives videos in order to be adequate or to improve in English . They consider that native speakers' videos have a minimal affection on them and think that it does not help them in controlling their pronunciation weaknesses.

This research question has displayed that the majority of students prefer to watch native speakers' talk videos to enhance their English and speaking skill as well as to recognize the native speakers' attitude and language use.

3.6.2 Analysis of Teachers' Interview

As it was mentioned earlier, the online interview was addressed to teachers of oral expression . Six of them were taken as a sample to respond to this interview. The researchers sent the online interview via email application . The six participants of this study were asked kindly to answer some questions concerning oral and sociocultural environment. The first section aims at gathering data about the teachers' personal information while the second section was devoted to collecting teachers' attitudes towards the socio-cultural background of students.

Section one :

Question one : What is your educational level ?

The question seeks to information about the teachers in terms of degrees.The responses of the teachers reveal that all of six teachers have high educational degrees, two of them have Doctorate degree, and the remaining teachers have Magister degree. This question aimed at finding out the level at which EFL teachers are acquired and experienced in teaching English at University .

Question two : How long have you been teaching English at university?

The aim of this question is to know the teachers experience in teaching English at Ibn Khaldoun University .It may differ from one to another , The average of teaching English of teachers is between four to twelve years. Whereas, One of the teachers declared that he has been teaching English for twelve years at University. These responses demonstrate that all informants are experienced teachers. Concerning this question, from the teachers answers the investigators have noticed that all teachers have reasonable years of experience, and this is positive in the sense that they will have different point of views and perspectives towards the subject under investigation. Thus, the researchers of this work are able to obtain different, reliable opinions and views that can help to reach the research goals.

Question three : For how many years have you been teaching oral expression?

In this item teachers were asked to state their years of experience teaching oral expression module. This question aimed at finding out the level at which EFL teachers are experienced in teaching oral expression module. Teachers have an experience of one to twelve years of teaching oral expression. Only one teacher declared that he has been teaching oral expression for short time which is one year. Both categories will be beneficial for the investigation. Thus ,this indicates that teachers are familiar with different methods used in teaching oral production , and they are able to deal with learners' requirements and needs for developing their language and oral skills .Experienced teachers have developed different techniques to deal with learners in different learning situations. Therefore, teachers responses will be of great importance for the research as well as their answers will help in confirming the research hypotheses.

Section two : Speaking Skill

Question four : How do you consider your students' level in speaking English language?

This question was designed to know learners level in speaking language through oral expression' teachers. Dealing with this question and through the data gathered from teachers' interview all of teachers (100 %) noted that their students' level in speaking English is average. It is hypothesized that teachers measure their students level in speaking skills relaying on their abilities to speak and interact during the session.

Question five : As teachers of oral expression on which skill you focus more in teaching English ? And why ?

The aim behind this question was to know which skill oral expression teachers rely on most to teach the module to students. Teachers were provided with four options; speaking, writing, listening and reading. They were asked to select one or two choices. All teachers have declared " speaking " as the most skill to focus in oral expression in order to improve their fluency and accuracy progress. While one teacher also declared that he relies on listening skill as well to teach oral expression . It can be said that because the two skills are interrelated to each other and the good listener is a good speaker. The more they listen to English the more their speaking skill is developed. In the other hand one of teachers stated that he relies on writing which should be developed in order to produce good speakers .

Question six :What are the activities you generally use to improve your students' speaking abilities ? Please mention them .

This question attempts to find out the different activities and strategies than can a teacher use to make his students motivated to speak and interact more in classroom and more likely to be effective in facilitating learning process . To deal with speaking , it requires a degree of real time exposure , for that aim , EFL teachers try to develop their learners speaking abilities through the diversity of activities in their classes which include the different types and styles of expressions and acquainting students with the different language discourses as well as contextual expressions . The results shows that the answers vary from one teacher to another since each teacher has its own method and technique to enhance their students' speaking . Their responses provided the investigators with multiple activities . The six teachers focus most on communicative activities. Two interviewees declared " group discussions " as a sufficient strategy to be used in classroom and that students should take part in their own learning and discuss different issues. It is the best way to improve oral fluency and exposure language in authentic environment. Moreover, it also allows students to pay attention to other learners' answers and ideas.While the other teachers claimed that " role play" and "topic discussions" are the relevant tasks to follow when teaching the module . Role play activity helps students to speak and share ideas with the others. It can break the barriers of anxiety and makes student motivated to speak a Foreign Language. It is an efficient way for students to practise the target language in real situation.. EFL teachers' answers provided the investigators with the following activities: group discussion, role play, and topics discussions . This explains that teachers always try to support learners to speak English as they can by the tasks that contain a lot of speaking.

Question seven : Do parents educational level influence learners' academic achievements in positive way ? if yes please justify your answer briefly ?

The rationale for asking this question was to gather information about teachers options and attitudes towards parents educational backgrounds and its influence on learners achievements . Parents' educational status is essential for learners development and having optimistic attitude towards learning . All teachers (100%) responded with "yes" to this claim with further explanation . The first informant explained his position by claiming that students tend to imitate

their parents and parents' level of literacy will motivate them to achieve success. The second participant share the same thoughts that learners are motivated to achieve the same academic level their parents or more and that parents will encourage students to learn and achieve success in their studies. The remaining teachers argued that educated parents will support and motivate learners curiosity to learn and involve more in the learning process. There is a link between parents' educational status and learners educational level.

Question eight : Do you think that learners' socioeconomic status affect their learning performance? If yes how ?

Students socio-economic background seems to have a major effect on education, that's why the researchers included this question in the interview. The six informants agreed with the claim above making up (100%) of responses. They explained how students with good socioeconomic status have access to different important materials and sources for learning and acquisition of the target language . Thus, the socio-economic status is related with academic achievement positively, and the student's academic success differs from one student to another according to their social background . However, the teachers highlighted too that low socioeconomic status of learners has double effects, it can be a motivation to them to overcome their weak living situation and on the other hand, it can cause school dropout early.

Hence, the opportunity to get to the top of their educational ladder may not be easy for them .

Question nine : Which activity of the following out-of-class activities is suitable for improving learners oral achievement ?

- Listening to English music.
- Watching English-speaking TV programs , series or movies .
- Exposure to native speakers talking videos.
- Playing video games.
- Reading books, novels or magazines.

The ninth question aims to draw out the teachers'' views of the impact of out-of-class activities on English language learners. With regard to the teachers responses, watching English-speaking TV programs, series or movies tend to be the most important spare time

activity from other out-of-class activities that learners can benefit from the aforementioned activity as a tool of learning a target language and also to provide themselves with new experiences, enhance their listening and speaking skills , and the acquisition of cultural knowledge. The second option opted by teachers was "reading books, novels or magazines" that this kind of activity offer to students a wide variety of language styles that can later on be adapted by the students themselves in their speaking and communication. While one teacher picked " listening to English music " as a second option . It can enlarge students vocabulary knowledge and improve their listening skills when listening to lyrics. Out-of-class activities are dedicated to help learners to make use of the given opportunities to speak and use English in different settings.

Question ten : Do you think that home and University are two environments share an influential space in learners life ?

All the teachers (100%) agreed that university and students' home have common influences space in students life . Both of home and university should provide the needs of the different learners such as interests , ideals and skills in which s/he will find his/her right position in the society and the two atmospheres should work on the improvement of surrounding climate. It should also be mentioned that responsibility of training learners always lies on the hand of parents as they are the first educator of their children in which that process continue during the schools years.

Question eleven : The researchers of this research work would greatly appreciate any further suggestions to develop learners speaking skill ?

The last question aims to have the teachers' suggestions about how to foster learners' speaking skill outside the classroom . Pertaining to this question, the teachers' suggestions were very crucial for the study, the aim of this question was to know the methods and suggestions that can improve the level of EFL learners' speaking skills . From their answers the researchers pick out the following suggestions that were provided by teachers :

- Making the transcription of various words for the sake of enhancing their pronunciation .

- Work in groups which enables them to interact more with each other and correct each others" mistakes .
- Encourage them to read books in order to enlarge their vocabulary .
- Listening to native speakers talking videos / Listening to authentic materials.

3.7 Discussion of the Main Findings

The analysis of teachers' online interview and students' online questionnaire has shown teachers and students attitudes towards the effects of different socio-cultural factors in impacting and enhancing learners' oral performance at University. The analysis of data reveal that out-of-class activities, home background , family' economic status, parents involvement in learning and the surroundings have a considerable impacts upon learners' oral fulfilment. The results of this research work will be examined in order to testify the research hypotheses that will be either affirmed or negated and interpreted to have a better insight on the study.

Teachers' interview results show that teachers are called to use different teaching methods and strategies to boost students 'oral performance and give them the opportunity to speak and participate inside the classroom. Moreover, teachers encourage learners to practice the language orally even outside the official context of learning. The analysis of the data reveal that students age range from eighteen to twenty three years which signifies that the respondents have different capacities and learning experiences. The majority of the students have an adequate level in oral and speaking skill at University.

Through the analysis of the students' responses, most of their parents have good educational background, it is displayed that parents educational levels have an impact on students' accomplishments . The findings highlighted that students who belong to well educated parents and wealthier families environment are apparently tending to attain higher degree of achievement in English. Educated parents show more interest to learners' education and provide better learning environment at home for them by guiding and counselling them on the best way to perform well in their studies and also by providing them with vital materials needed in learning process , while parents who lack education or do not go beyond elementary school are not able to provide proper help to students in educational context. The findings of this study support the results that have been found from some scholars and researchers who agree on the

conception of learners who perform well in their studies come from well educated families. The impact of parents on learners achievement is clear in the work of Nannyonjo (2007) who emphasized that students whose parents did not finish primary level performed worse than students with parents who finished their University degree, which indicate the remarkable influence of parents on the learners performance at school.

The findings also showed that well educated parents are more involved in shaping their children' English learning due to their confident resourceful and experiences in the field of education rather than learners whom parents are illiterate or do not have sufficient educational levels . The results reveal that learners' academic outcomes is related to parents involvement in the process. The findings are consistent with previous research showing the beneficial effect of parental involvement in learning that Johnson (1998) claimed that " there is one irrefutable truth in education ; parents involvement in the school promotes students success and achievements". That is the higher level of parents' education, the higher level of their involvement in learning of English. Moreover, the effects of social class or socioeconomic status of parents or family is also an important factor in impacting learners' learning. Most of the informants agreed on the idea of social class is an essential part in well academic achievements, language proficiency and several aspects of education. Parents with higher social class can abounds all the materials and facilities to their youngers such as access to Internet all the time, private teachers, books, dictionaries, etc. Thus, the students academic achievements differ from learner to another because of their social class status.

The results of this research work show that EFL learners are regularly exposed to English language activities . " out-of-class exposure to books, (subtitled) TV programs and computer games have a positive effect on learners language proficiency" (Gonžalez-Fernàndez & Schmitt, 2015). The most frequent types of spare time activities used by learners include watching English TV programs, series and movies, listening to English songs, having conversations with native speakers and using the internet to enlarge their vocabulary knowledge and improve the oral proficiency in order for better input understanding and language performance. The findings from both interview and questionnaire have shown that watching English TV programs, series and movies is the most out-of-class activity that students are constantly engaged in is the best spare time activities that can develop students skills , this seems to be positively complemented

with learners' oral fulfilment . The results of this study lend support to the positive effects of watching TV in previous studies (Gonžalez-Fernàndez & Schmitt ,2015) & (Kuppens , 2011) .

The results ensure that the exposure to native speakers talking videos help learners to learn the accurate pronunciation of words and to correct it as well , new expressions and enrich their vocabulary store .Furthermore, it encourages them to use English more comfortable without fear of making mistakes. Watching native speakers videos has an efficient role to solve students′ problems in speaking and improve their oral production. Indeed, through those videos learners observe how the language is structured and used in real life situation.

Additionally, the findings of the study reveal that the emergent of social media is significantly influencing the academic experience of learners . Social networks sites are constructive learning environment. The majority of students are aware of the effectiveness of using social networks in language learning process, to improve their communication skills via online interaction which can increase learners' collaboration , and to pay attention to the four skills outside classroom. Eventually, students become more motivated. Social networks with its various types could be considered as a remedy as these tools have attracted the students by being flexible, entertaining, and shaping learning process.

To sum up, the research findings discussed above helped to confirm and validate the research hypothesis. Where it is noticed that certain socio-cultural factors impact students' oral performance and academic outcomes.

3.8 Suggestions and Recommendations

On the basis of the present research results obtained from the investigation, this study can be further extended by examining further issues. There are some factors that can influence learning English process and impact students′ oral performance he aforementioned variables which are discussed in this research work. However, the socio-cultural factors are various and different , since this study has neglected the urban and rural areas in which learners live , attitudes, socialization goal and language use at home. Thus, the recommendations for further studies are :

❖ Teachers should motivate and encourage learners to improve their background knowledge of the socio-cultural environment of English outside classroom.

❖ Learners should be aware more about out-of-class language activities and take benefits from them.

❖ Learners should not rely only on what they have been taught in the classroom, they should rely on using English in real life situation and take advantage from spare time activities.

❖ Learners should ameliorate their oral level by themselves through reading books, journals, watching films, listening to English songs and also to contact native speakers, these activities makes them more fluent .

❖ It is recommended To make a comparison between learners who live in urban cities and those who live in rural areas in order to test whether living in unpretentious environments may impact negatively on the learners fulfilment or it can be a strong motivator for achieving remarkable outcomes and also to see if living in urban areas influence positively on students mastery of English or not.

❖ Researchers of this work hope to examine in the future how living in rural areas or urban cities influence students′ academic achievement which was not given much importance in this study.

❖ Due to the diversity of economic, social and cultural status in Algeria, the same topic of this research can be dealt with as a comparison between Tiaret or any Algerian city with another.

❖ There must be a review on the internal factors that impact students′ oral performance and learning process, not only on the external variables.

❖ A bigger group of participants could effect the reliability of the results favourably.

❖ Finally, it is wished that further researches be conducted and examined with other strategies and methods.

❖ Researchers of this study recommend for investigating other socio-cultural factors that effect learners′ oral achievement such as self efficacy, acculturation levels, and value system as long as these variables help the students to achieve their intentions.

Therefore, it is clear that the theme requires further research to look at this respect.

3.9 Limitations of the Study

Various aspects of socio-cultural environment such as socio-economic status, support structures and spare time language activities influence EFL students′ learning and their success in University. This study tried to explore the impacts of such variables on oral performance . However, because of the following limitations the findings are tentative :

➢ The vast nature of the topic hindered the researchers of this study from tackling all the socio-cultural environment aspects, the main factors were highlighted in this research study.

➢ The results of this study may not be completely generalizable because the sample was restricted and most of results different by one to another.

➢ Another limitation concerns the use of questionnaire , data would have been much more accurate if the questionnaires were carried out with classroom observation.

➢ The lack of prior research on the topic is another limitation. This presented plenty of difficulties while working on the research topic.

3.10 Conclusion

This chapter focused on the analysis of the collected information both qualitatively and quantitatively . It provided an overview of the research design and the research instruments that have been used to collect data from first year EFL learners' at English section at Ibn Khaldoun University, and devoted to analyses, interpretation and discussion of the obtained data. Hence, The final results are linked to the hypotheses proposed at the beginning of this research work. After analysing the research tools used in this research work the researches draw following conclusion. The present study reveals that the different socio-cultural factors affect students' oral performance and enhance EFL learners' speaking abilities. At the end, some recommendations are proposed by researchers for both students and teachers. Some limitations that the researchers faced in conducting this research were included too in the end of the study

General Conclusion

General Conclusion

Mastering the English language means to be able to speak it accurately and fluently. Therefore, one of the main concerns of the Algerian EFL learners is how to improve their oral performance and speaking skill. Thus, EFL students face certain socio-cultural factors which impact their level in oral skill during the learning process. The present research work has dealt with socio-cultural factors which have impacts on students' oral fulfilment . The present study is a total of three chapters. The first and second chapters focus on the theoretical background of the study and aimed at reviewing and describing the literature of the two main variables that comprises this study, namely; oral skill and socio-cultural environment of the students.

The first chapter introduced the theoretical background of oral ,where researchers presented a brief description of oral , and details about elements of oral , proficiency and performance and oral communication . In addition to that, in this chapter researchers focused on the speaking skill, and its importance. In the second chapter , light was shed on the influence of the socio-cultural factors on students' oral achievement. The focus was on defining the socio-cultural environment, out-of-class activities, parents' educational level, parents' involvement and the economic status of the family . The third chapter was concerned with the practical part of the study, in order to carry out the investigation and collecting dada, two research instruments were designed which are an online questionnaire designed for first EFL students in order to know more about their opinions and attitudes towards the influence of socio-cultural environment in the learning environment , and an online survey interview directed to oral expression module' s teachers to enrich the study with their valuable options. This study took place at the section of English at Ibn Khaldoun University, Tiaret. In addition, the results and discussion of the findings were displayed .The last chapter introduced a description of the results and discussion obtained by data collection instrument , and it aimed at whether confirming or rejecting the hypothesis that valorises the effectiveness socio-cultural environment on learners' oral performance .

The results of this study showed that there is a correlation between out of classroom learning and students' oral proficiency. The out-of-class activities encourage learners to expand their language experience from the classroom to their surroundings and engagement

in outside classroom learning enhanced their language development. In addition, research study attempted to present social media environment as a part of spare time activities conducted by learners to enhance their English , where it dealt with the importance of using social media as a learning tool out-of-class and how can EFL students benefit from social networks in improving their oral performance. Additionally, learners' educational achievements relies directly on the educational accomplishment of their parents with their experiences in education and contributions . Furthermore, the part of family as the primary instructor at domestic contexts can't be disregarded ,as they offer assistance to their children's success in learning and to encourage them toget any knowledge capacities. Therefore, the results of this study have come to conclude that learners create their learning abilities and the values through their family involvement and foundation and it is noticed that the effect of parents' background tends to be helpful in everyday life and increases learners' skills, it appears various factors that affect the attitudes of learners toward education. Students may learn too from their society, spare time activities, other classmates at school which bolster their process capacities. The findings appeared that the socio-economic factors also play an important role in learning a second language , it is related with academic achievement positively, and the student's academic success differs from one child to another according to their social backgrounds.

After the analysis of the online questionnaire and interview, the researchers accept the research hypothesis that socio-cultural factors had a great impact on learners' oral performance. Students who were motivated to speak and to participate in different speaking activities outside classroom were able to express their thoughts and feelings in a spontaneous way. Out-of-class environment generates learners' interest in oral as well as develops their speaking abilities. For that reasons, the researchers have provided future researchers with recommendations to apply them in other related studies. The present research is just the beginning of further investigation based on limitation of the findings of this study. Therefore, it is hoped to pave the way for additional studies on this topic.

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Appendices

Appendix « A »

Students' Questionnaire

Socio-cultural Environment and its Influence on Learners' Oral Achievement

Dear first year LMD students of English

You are kindly requested to answer this online survey questionnaire. It is undertaken in order to investigate the impact of socio-cultural environment on learners' oral achievement. The findings of the current research are based on your responses. Thank you in advance for your collaboration.

1_Gender

Female ☐

Male ☐

2_Age

18_20 ☐

20_23 ☐

Over 23 ☐

3_ What is the academic level of your parents ?

A_ Mother

a. Primary school b.Middle School ☐

c. Secondary School ☐   d. University ☐

e. No Formal Education ☐

B_ Father

a. Primary School ☐   b. Middle School ☐

b. Secondary School ☐   d. University ☐

e. No Formal Education ☐

4_How often did your parents provide you with necessary materials to improve in English?

a. Always ☐   b. Sometimes ☐

    C.Rarely ☐   d. Never   ☐

5_Do you get any help outside University from your family to develop your English?

Yes   ☐

No   ☐

If yes , you get   help from your

    a. Mother ☐   b. Father   ☐

    C. Siblings ☐   d. A Family Member   ☐

    d. No one   ☐

6_ Does your parents assist you to learn English at home ?

    Yes ☐

    No ☐   ☐

7_Do you think that social class is an important factor for language proficiency and well academic achievement?

    Yes ☐

    No ☐

8_How do you rate   your performance in Oral expression at University ?

    Excellent   ☐

    Very Good   ☐

    Good   ☐

    Satisfactory   ☐

    Bad   ☐

9_What language activities do you prefer to support your oral language ?

    Watching English TV programs, movies and series   ☐

    Listening to English music   ☐

    Chatting with native speakers ☐

    Playing video games in English ☐

10_ What kind of sources do you use to enhance your oral ?If your answer is other Sources please mention it .

Internet ☐

TV / Radio ☐

Books ☐

Other Sources ☐

12_ How   often   do you use social media ?

Always ☐

Sometimes ☐

Never ☐

13_ Have you ever used social media for educational purposes ?

Yes ☐

o ☐

14_ Do you think that the exposure to native speakers' talk video helps you in improving your oral proficiency ?

Strongly Agree ☐

Agree ☐

Disagree ☐

Strongly Disagree ☐

_Please explain how does this happen ?

....

15_ Do you think that social networks help in learning English and enhancing oral language?

Yes ☐

No ☐

_Please justify your answer briefly .

Appendix « B »

Teachers' Questionnaire

Socio-cultural Environment and its Influence on Learners' Oral Achievement

Dear Teachers

You are kindly asked to answer the following questions that aim to gather information and to explore your attitudes and opinion towards the impact of socio-cultural environment on students' oral performance interview is administered to teachers of oral expression module at English section at Ibn Khaldoun University. Your answers are required for the validity and the fulfilment of this research.

Thank you in advance for your cooperation.

Question 01 : What is your educational level ?

A _BA (Licence) ☐

B _MA (Magister/Master) ☐

C_ Doctorate/ Ph.D. ☐

Question 02 : How long have you been teaching English at university?

_ .... years .

Question 03: For how many years have you been teaching oral expression?

_ ..... years.

Question 04 : How do you consider your students' level in speaking English language?

High ☐

Average ☐

Low ☐

Question 05 : As teachers of oral expression on which skill you focus more in teaching English ? And why ?

Listening ☐

speaking ☐

Reading ☐

Writing ☐

_.. .

Question 06 :What are the activities you generally use to improve your students' speaking abilities ? Please mention them .

_ ....

Question 07 : Do parents educational level influence learners' academic achievements in positive way ? if yes please justify your answer briefly ?

Yes ☐

No ☐

_.. .

Question 08: Do you think that learners' socioeconomic status affect their learning performance? If yes how ?

Yes ☐

No ☐

Question 09 : Which activity of the following out-of-class activities is suitable for improving learners oral achievement ?

Listening to English music. ☐

Watching English-speaking TV programs , series or movies . ☐

Exposure to native speakers talking videos. ☐

Playing video games. ☐

Reading books, novels or magazines. ☐

Question 10 : Do you think that home and University are two environments share an influential space in learners life ?

Yes ☐

No ☐

Question 11:The researchers of this research work would greatly appreciate any further suggestions to develop learners speaking skill ?

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ملخـــــــــــص

الدراسة الحالية هي استقصاء عن تأثير البيئة الاجتماعية الثقافية للمتعلمين على مستواهم الدراسي وبالأخص مستواهم في التعبير الشفهي، وتحديد المدى الذي يمكن لهذه البيئة أن تساعد الطلاب أو تعيقهم في تحسين أدائهم ومهارات التحدث. وفي هذا الصدد، شارك ستة وسبعون طالب للغة الإنجليزية في جامعة ابن خلدون في استبيانا على الإنترنت ، و ستة أساتذة من الجامعة المذكورة أعلاه في ملئ استبيان إلكتروني . تستند هذه الدراسة إلى طرق البحث النوعية والكمية لفحص البيانات التي تم جمعها من أدوات البحث. وبناء على ذلك، تم جمع البيانات لهذا البحث . وينقسم هذا البحث العلمي إلى ثلاثة فصول رئيسية. ويكرس الفصل الأول لتقديم الجانب النظري لمستوى التعبير الشفهي . ويتعلق الفصل الثاني بالعوامل الاجتماعية الثقافية التي تؤثر على إنجازات الطلاب الشفهية. ويصف الفصل الأخير أدوات الاستقصاء، تحليل ردود الطلاب على الاستبيان وإجابات الأساتذة على المقابلة، مناقشة النتائج، واقتراح بعض التوصيات، و ينظم على بعض القيود التي واجهت الباحثين في هذه الدراسة. وعلى هذا فقد أشارت نتائج الدراسة إلى أن الخلفية الاجتماعية الثقافية للطلاب تؤثر بشكل كبير على أدائهم الدراسي ، وهناك ارتباط بينها وبين مستوى الطلاب في تعلم اللغة الثانية

الكلمات المفتاحية: التأثير البيئة ، الثقافية الإجتماعية للطالب ، الأنشطة خارج الصف، البيئة المدرسية.

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Résumé

L'étude actuelle porte sur l'impact de l'environnement socioculturel des apprenants sur leur niveau d'éducation, en particulier leur niveau d'expression orale, et sur la façon dont cet environnement peut aider ou gêner les élèves dans l'amélioration de leurs performances et de leurs compétences orales. À cet égard, soixante-seize étudiants anglais à l'Université Ibn Khaldoun ont participé à un questionnaire en ligne et six professeurs de l'université mentionnée ci-dessus dans un plein d'étudiants électroniques. Cette étude s'appuie sur des méthodes de recherche qualitatives et quantitatives pour examiner les données recueillies à partir d'outils de recherche. Par conséquent, les données de cette recherche ont été recueillies. Cette recherche scientifique est divisée en trois chapitres principaux. Le chapitre I est consacré à la présentation de l'aspect théorique du niveau d'expression orale. Le chapitre II concerne les facteurs socioculturels qui influencent les résultats oraux des élèves. Le dernier chapitre décrit les outils d'enquête, l'analyse des réponses des élèves au questionnaire et les réponses des enseignants à l'entrevue, discuter des résultats, proposer des recommandations et tenir compte de certaines des limites auxquelles les chercheurs ont été confrontés dans le cadre de cette étude. Les résultats de l'étude indiquent donc que les antécédents socioculturels des étudiants influencent grandement leur rendement scolaire et qu'ils sont liés au niveau des étudiants en apprentissage d'une langue seconde.

Mots clés : Influencer_ l'environnement_ la culture sociale des élèves_ les activités hors classe.

Summary

The current study is an investigation of the impact of learners' socio-cultural environment on their level of education, particularly their level of oral expression, and to determine how this environment can help or hinder students in improving their performance and speaking skills. In this regard, seventy-six English students at Ibn Khaldoun University participated in an online questionnaire and six oral expression teachers from the above-mentioned university in a full of electronic students. This study is based on qualitative and quantitative research methods to examine data collected from research tools. Accordingly, the data for this research have been collected. This scientific research is divided into three main chapters. Chapter I is devoted to presenting the theoretical aspect of the level of oral expression. Chapter II concerns sociocultural factors that influence students' oral achievements. The final chapter describes the investigation tools, analysing student responses to the questionnaire and the responses of teachers to the interview, discuss the results, propose some recommendations, and consider some of the limitations that researchers have faced in this study. The results of the study thus indicate that students' sociocultural background greatly influences their academic performance, and that they are linked to the level of students in second language learning.

Key words: Influence_ the socio-cultural environment_ student social cultural, off-class activities. .