

From family to school, speaking among FLE learners

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ABSTRACT:

This study emphasizes speaking among learners of the 4th year level while going through the influence of the family or extracurricular environment on the learning of French as a foreign language as well as its role in the teaching process of French, comprehension and oral expression.

The oral plays a primordial role in the practice and mastery of a foreign language, so we have emphasized the place of the oral in the teaching of French as a foreign language. The extracurricular environment influences the learning of oral comprehension and expression of French foreign language in the learner.

Keywords:

Teaching/learning French as foreign language – family environment – oral comprehension – oral expression.

INTRODUCTION

French is a language that has existed for a long time in Algeria. Some households use this language in their daily exchanges, the French language therefore exists both at the official and social level.

“French is the spoils of war.” This language has existed since colonization until today. Therefore, the French language is embodied within Algerian society, but what can we say about its influence? French has the status of the first foreign language in Algeria and it is used even more in all sectors.

The home plays an important role in the intellectual development of the child, it is where the child learns to speak, think and behave with others. The school, for its part, has a fundamental role which is that of the transmission of knowledge. The learning process begins in the family environment and then extends to school; the family constitutes the basis of language learning allowing the child to communicate with his peers.

The child who subsequently becomes a learner needs a rich environment to be able to interact. This linguistically and culturally rich environment constitutes an important factor in the process of learning communicative competence.

The practice of any language serves its learning, and more particularly when it is practiced by the Algerian child-learner who essentially relies on his family environment, in other words, his home, to acquire this language, but can we say that the school completes this learning in the family environment? What is the role of school in oral learning?

To answer this problem, we make the following hypotheses:

Firstly, practicing French outside of school would not present many opportunities for the learner. Secondly, at school, the learner would not have sufficient time to learn this language well, without forgetting to talk about the motivation of the learner himself to learn French. Speaking would be an essential point in the process of developing learning skills.

In short, French would be omnipresent in Algerian society, from the family environment to school, which would make it possible to qualify the Algerian speaker as bilingual or even multilingual (alongside the mother tongues which exist in society, namely: Arabic and Berber).

2- The family environment

These are related people who live together, a succession of individuals descended from one another, from one generation to another. Each family has its cultural, religious, identity, educational and behavioral characteristics.

The family environment is: "Everything that surrounds the child, whether his parents or his adoptive parents, including the aunt, the uncle or any other person belonging to the family and playing the role of father and mother"¹. (Heisa, 2010, p. 26.)

The cultural level of parents plays an essential role in the cognitive development of children and language learning because "The cultural level of parents plays a very important role in learning the French language. It is enough for at least one of the two parents to be educated so that we can see the positive effect of their education on their descendants, regardless of the socio-economic status and size of the family"². (Boulahecn, 2002, p 30.)

Thus, the intellectual level of parents is a factor that intervenes in the education and training of children. These parents are able to help their children in the learning process. The role of the family is much clearer during the "pre-school" period. This period is important in language learning. Parents are considered the child's first intellectual and emotional educators. They are responsible for the education of the child to build his personality and his cultural level so that he can interact in society, it comes after the role of the school which has a training role subsequently giving individuals well professionally trained.

We are interested in learning F.L.E within the family environment through to school. The family develops the child's language skills by placing him or her in a communication situation that subsequently allows him or her to engage well in society and thus ensure good contact with others. The family is an essential factor in the formation of children. Learning a language, or French precisely, means building an individual capable of speaking this language with a degree of mastery.

3- Socio-family knowledge:

On a social and family level, learning foreign languages is a kind of so-called family and parental education. Some families succeed in this task, others, on the contrary, a little less well. The child's educational task is the responsibility of everyone: parents, teachers and social workers. The child, the social individual, is constructed through two important dimensions: the environment and the events that affect him.

The environment, for example, is made up of several factors contributing to the construction of personality, as well as to the education of the child. The socio-family context affects the psycho-affective maturity of children, that is to say everything that relates to the family and affects its members. The events, for their part, are much more everyday through the parental educational style: these rituals and the language. Much research has shown that the child's socio-family and cultural environment determines his success at school, as well as in his social life in general. In fact, the

right educational style promotes the learning of critical, reflective and creative approaches. In short, the value that the family exerts on the child's development and school adaptation is considerable.

Moreover, parents are called upon to better target the educational needs of their children and to develop certain skills. We must therefore emphasize the reality of the family impact on the educational needs and demands of children. Therefore, it is not essential to deny this crucial intervention of family members in the education and learning of different knowledge by the child.

The role of the family remains dominant in several factors, such as: emotional caring, family flexibility, communication and self-expression in the family. All these elements contribute to the development of knowledge and understanding. It is important to point out, thus, the influence of the socio-family environment on the acquisition of extra-curricular skills of the child. We must put the emphasis back on the parental educational style and the socio-cultural environment where the child develops his knowledge and skills; it also defines the child's subsequent academic behavior as well as his academic success.

In reality, the family is mentioned in every situation linked to school, it remains a very important element in all acquisition and the basis of social organization, it must ensure the best conditions for children's learning. In a family context, parents must ensure the establishment of a relationship of mutual trust with members of their family, this will allow children to interact better in family or even school situations. Parents must be present to understand, manage, control and overcome emotions in different communication situations with their children.

Self-confidence reflects an individual's ability to believe in his or her abilities, this is the most important point that the family must ensure to its children. These skills provide a sense of security allowing the individual to better understand their values and knowledge.

In conclusion, learning through the home environment is a fascinating phenomenon that occurs when children acquire knowledge, skills and behaviors while observing and interacting with others. Learning within the family remains a dynamic process that transcends generations, cultures and contexts.

4-The psychological factor:

We can say that the psychological element can contribute directly or indirectly to academic success. Several studies show that students who succeed and progress have a high level of knowledge, they are also more motivated, and have more self-confidence and confidence in their skills. Basically, during the child's development, he acquires new knowledge and behaviors. Actually, the acquisition of this knowledge is only achieved through a many exercises, initiated by the child himself or learned with those around him: it is a question of acquiring knowledge and knowing communicate with others. Further, it is about acquiring or modifying something (in relation to one's learning), allowing one to develop one's knowledge.

Moreover, learning is a process of acquiring knowledge or behavior which is achieved through interaction with the environment. In this situation, we cannot deny talking about this notion of "psychology of learning" or also called the psychology of acquisition which dictates that the student or learner is placed under learning conditions which revolve around the assimilation of the learner

such as: age, mental and cognitive development, as well as the social environment (which we discussed above).

The interest of the psychology of learning and of finding the best conditions likely to promote acquisition and develop the capacities of this acquisition while playing on the psychological process. We must cite below some factors which intervene directly or indirectly in this learning such as: personal characteristics, namely age, intellectual aptitude, personality, emotions and personal and social values (needs, motivation, attention, self-confidence and experience). Other factors such as the family and omnipresent context (for example sociocultural and emotional aspects).

The principle of cognitive factors is to learn by doing, the student must not remain passive but rather an active element who can act. The psychomotor factors, for their part, have a principle of repetition, that is to say that through repetition one can develop one's habits and finally, the socio-affective factors which require that the student must be willing: This means that all learning requires attention and motivation.

In short, for the previous point as well as this, we must explore the socio-psychological aspects associated with learning at home and subsequently at school. In reality, several difficulties must be raised both at the academic and social levels, but it is always necessary, to overcome these difficulties, and to emphasize the element of motivation. Studies which relate the affective factors of motivation, attitudes and the role of the social environment in learning, have demonstrated the predominant role of socio-psychological factors linked to this learning (a foreign language precisely) and having for the purpose of determining, more closely. The factors contributing to learning (of a language) emphasize the language behaviors of learners.

5- The role of the school in teaching/learning FLE

Learning a language, like the French language, requires having both skills: oral and written, but the first precedes the second. Speaking is learned by young children first in the family environment. Subsequently, the school organizes the components of a language so that the child can communicate easily with it: "teaching French is teaching to communicate in French" 3. (Boyer, 2001, p 58). We must use this language in our life.

When learning FLE, speaking precedes writing because speaking is the first means of communication. According to the *Petit Larousse Illustrated Dictionary*, oral is defined as follows: "Made orally, transmitted by voice (as opposed to writing). Oral testimony, oral translation which belongs to the spoken language"4 (Le Petit Larousse, 1995, p 720). Oral means "transmitted or expressed by the mouth, the voice (as opposed to writing) which relates to the mouth"5 (Hachette Encyclopédique, 1995, p 851). According to the *Robert dictionary*, oral is "Opposed to writing, which is done, which is transmitted by speech, which is verbal"6 (Robert, 1979, p 700). Oral is thus linked to the voice, to everything that is transmitted or expressed through the mouth. Speaking allows the individual to interact with others.

In the F.L.E class, the learner must express himself with his classmates on one side, and with the teacher on the other side. The latter uses oral communication as a means of transmitting

information. The learner acquires new knowledge and information thanks to the teaching which strives to teach him French through different types of exercises, presentations, of activities to help him learn to communicate easily in F.L.E with a good command of this language.

Oral is a form of communication that highlights the voice. It is thus a communication situation where everything is taken into consideration such as the reactions of the listeners, verbally or non-verbally, in order to improve the effectiveness of communication, without forgetting, that outside the class, the learner expresses himself as a free individual and interacts with others.

In the field, learners do not speak in class or even do not express themselves well orally in F.L.E. Foreign language teaching gives an important place to oral communication, it is interested in carrying out the teaching/learning operation of FLE. This operation requires the presence of an active and not passive learner. Teaching/learning FLE means the need to develop communicative competence in the learner allowing the learner to easily speak this language in different communication situations. It helps to express oneself freely in class while exploiting one's skills, abilities and knowledge.

Oral comprehension means the ability to understand a speech or a read document. It is an important step in acquiring a foreign language. It must be followed certain strategies for the success of this task which is learning FLE. The word learning means this acquisition of new knowledge or know-how. It involves learning knowledge, skills, attitudes or values. Learning is “a process by which a person builds their motor skills or broadens their field of knowledge”⁷. (Blouin, Bergeron et al, 1998, p 42)

Learning a foreign language must follow strategies that are today called learning strategies: “We prefer today to use the expressions teaching strategies and learning strategies”⁸. (Cyr, 1998, p 3). The dictionary definition is broader: “example of actions usually carried out to achieve a goal”⁹. (Le Robert, 2005, p 410)

For didactics and in the field of foreign language acquisition, the word strategy covers behaviors, techniques, tactics, plans, conscious and unconscious mental operations. For “Claudette Cornaire”, the notion of learning strategies is defined as: “The conscious approaches implemented by the learner to facilitate the acquisition, storage and retrieval or reconstruction of information”¹⁰. (Cornaire, 1998, p 54.)

The notion of learning strategies is used in the field of L2 teaching. It designates any operation facilitating the acquisition. Oral comprehension, which is the broadest concept, means this skill which aims to provide the learner with different strategies for learning the L2 such as listening. The most common exercise is to have learners listen to audio documents with different rhythms, intonations, ways of speaking and accents.

The objective of L2 learning is lexical, sociocultural, phonetic, discursive and morphosyntactic. Oral expression activities help the learner to recognize grammatical structures in context, to understand globally and in detail and to discover different registers of language in a situation and facts of civilization.

Oral expression is a skill allowing the learner to express themselves in various situations or even produce oral statements in any communicative situation. For “Cuq and Gruca” oral expression is defined as follows: “Oral expression is the second component of speaking, it is supported for the first time by the SGAV methodology and language teaching considers production oral as being the priority of its priorities”¹¹. (Cuq and Gruca, 2005, p 178), again regarding oral communication, H el ene Sorez says: “To express oneself orally is to transmit messages, generally to others, mainly using speech as a means of communication”¹². (Sorez, 1995, p 50.)

Developing your L2 learning skills means developing the skills to speak well or express yourself well. The learner must express himself orally in order to subsequently be able to produce messages and interact with his environment while composing simple sentences. The objective of oral expression is to reuse structures and lexicon already acquired as it serves to develop the learner's imagination and creativity, this Role play generates feedback, that is to say actions and reactions, therefore an interaction which stimulates the learner to participate in a dialogue or conversation.

Oral expression helps the learner to organize their ideas, to express their opinions but also their feelings and it also promotes structuring, that is to say choosing ideas linked together in a logical way. All of the above only happens with language that requires the use of linguistically correct utterances.

Oral communication being an important expression in our work. Communicate is a term coming from the Latin "communicare", which means to be in relationship with or to put in common, and it is also said that the word communication takes its origin from another Latin word "oris" which means mouth in French, it covers everything that is heard and transmitted from mouth to ear”¹³ (La idi, 2014-2015, p 9)

For sociologists and linguists, communication represents all the phenomena involved in the transmission of information and the exchange of knowledge using language. Inter-individual communication also means: “The verbal exchange between a speaking subject who produces an utterance intended for another speaking subject, and an interlocutor must request listening and/or an explicit or implicit response”¹⁴. (Dubois and Math e, 1973, p 62). We present another meaning of the term communication: “Communication occurs when we send or receive messages and when we give meaning to the signals of another person”¹⁵. (Devito, 1993, p. 78)

Oral communication must be natural. Speech, for its part, still remains the most useful and frequent means of communication in daily life. In classroom, learners must be given the opportunity to speak and develop their thoughts. Oral communication provides the learner with the opportunity to actively construct the meaning of a speech. It is said that the learner constructs meaning when he interacts with the environment that surrounds him, he passes through two phases in this interaction: the listening phase and the production phase.

As a conclusion, oral communication occupies a crucial place within the family environment in the teaching/learning of FLE, it is thus a means of communication and a medium of teaching. Speaking requires mastering a few skills and following a few strategies to succeed in interpersonal

communication. The learner is called upon to develop his or her language, communicative and linguistic skills.

6- The questionnaire

Learners are in direct and close relationship with the knowledge acquired from the family environment before moving on to school knowledge. In this point, we present the strategies adopted in the teaching/learning of speaking via a questionnaire intended for teachers of the average 4th year class.

Learning FLE through medium is an essential step for the learner before moving on to high school and then to university where almost all courses are taught in French. The information transmitted to the learner must be accurate and taught in an effective manner so that it remains engraved in his memory and he can use it in various communication situations. The participation of learners in class depends, in most cases, on the teacher: their method, their strategy, their way of communicating with learners and the way of transmitting their message. We noticed, after our attendance in the average 4th year class, that the participation of boys is less intense than that of girls. Learners who perform orally are almost the same who achieve good results in writing and they belong to a favorable extracurricular environment. Shyness and lack of linguistic background can block the learner from speaking.

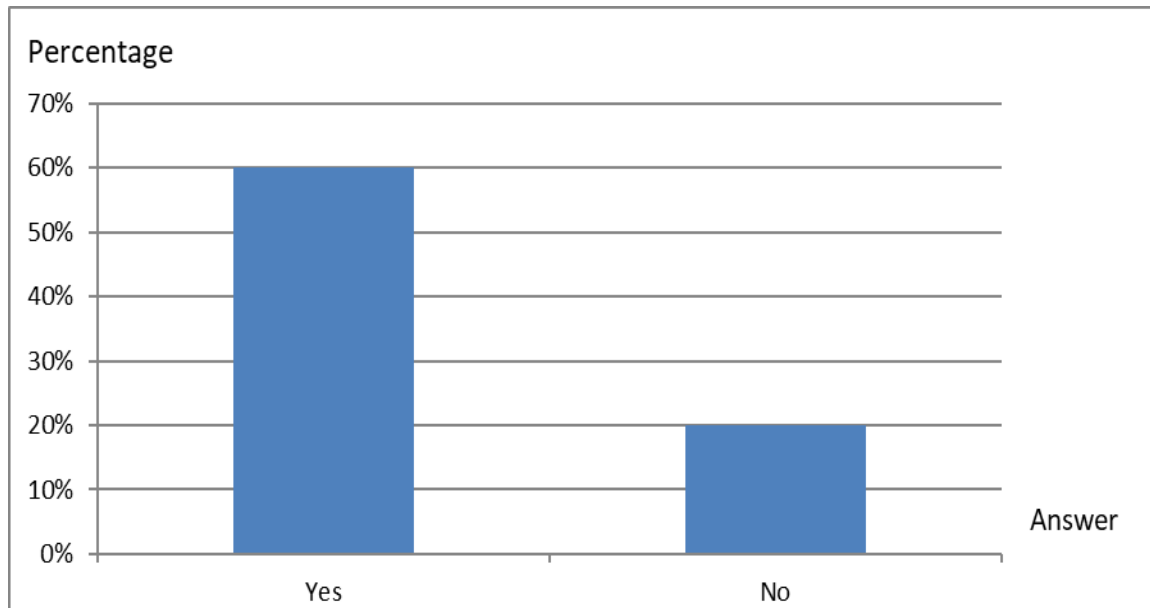
For the comprehension/expressions session, the teacher reads a text several times, the students are in the listening phase. Subsequently, the teacher asks questions, at this level, learner participation is very low because the majority have not understood the text. To increase the number of responses, the teacher rereads the text so that learners can listen again and concentrate. The teacher then attempts to reread the text and the questions to increase the degree of understanding and therefore participation.

During the oral expression session, the teacher asks the students to make a summary of the spoken text. At this stage, we have noticed that few learners can do this because they encounter difficulties with oral comprehension. Learners find it difficult to recognize certain words, they sometimes show a real blockage. In terms of expression, learners understand the questions but they are unable to respond in French; in most cases they resort to the mother tongue. In other cases, we have noticed, learners switch to non-verbal communication to convey their messages such as facial expressions and gestures.

We have therefore developed a questionnaire intended for teachers, composed of eight questions:

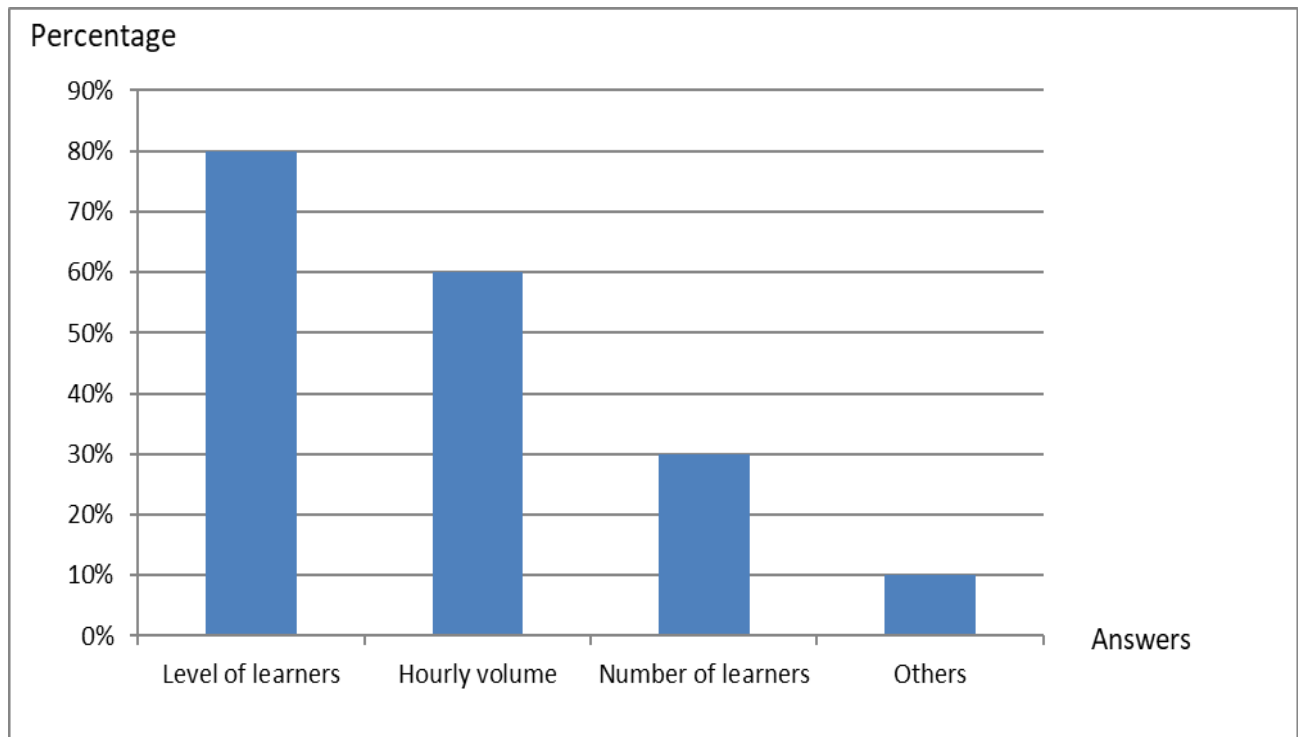
Question 1: Can we say that speaking is an effective way to learn French?

Answer 1:



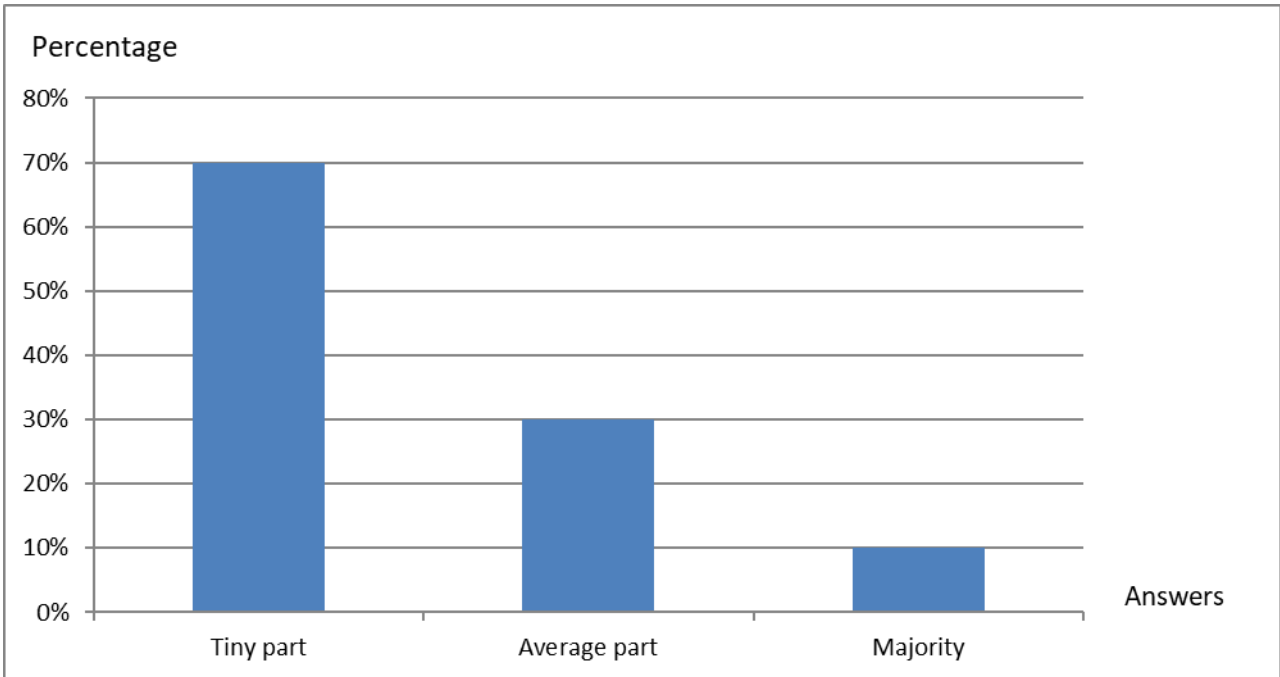
Question 2: In your opinion, is oral teaching difficult, why?

Answer 2:



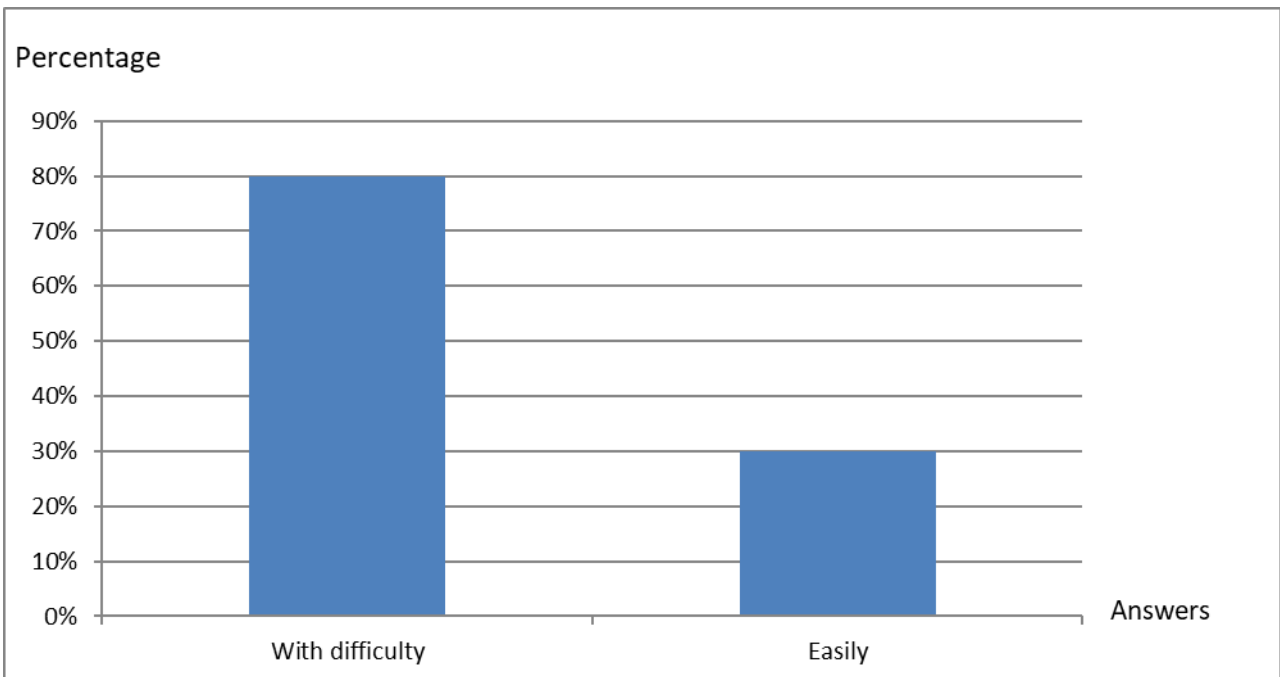
Question 3: How many students allow speaking in classroom?

Answer 3:



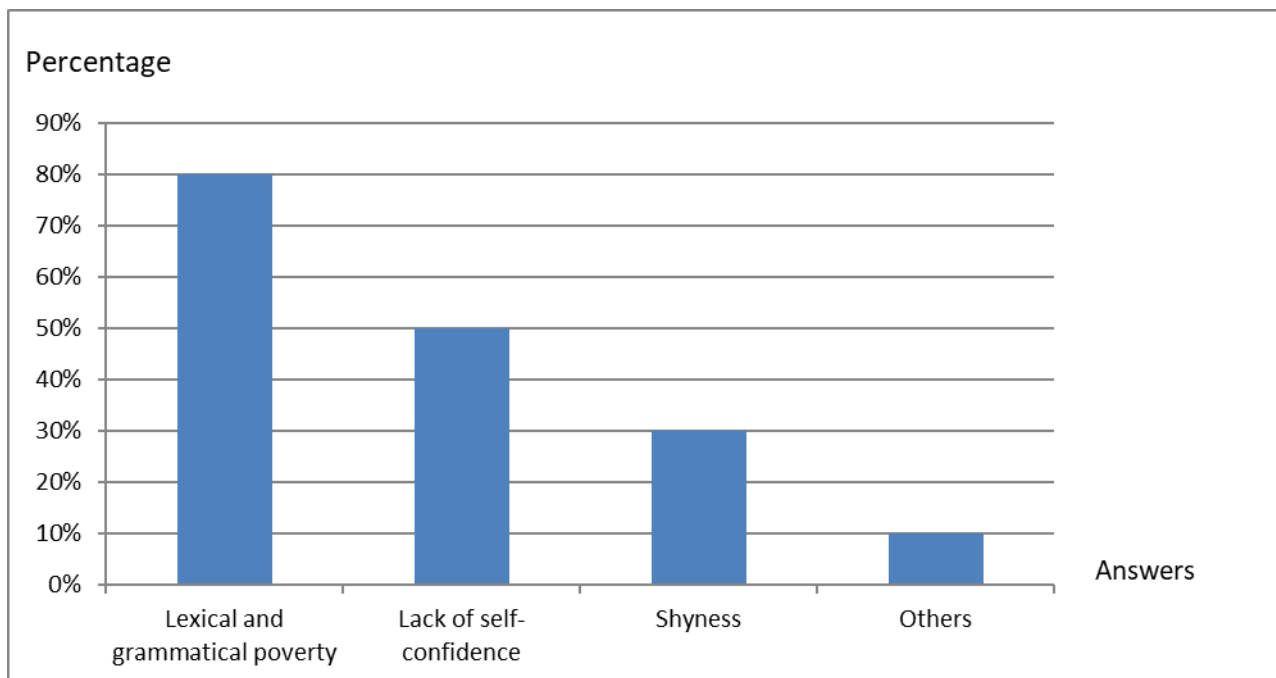
Question 4: How do they speak?

Answer 4:



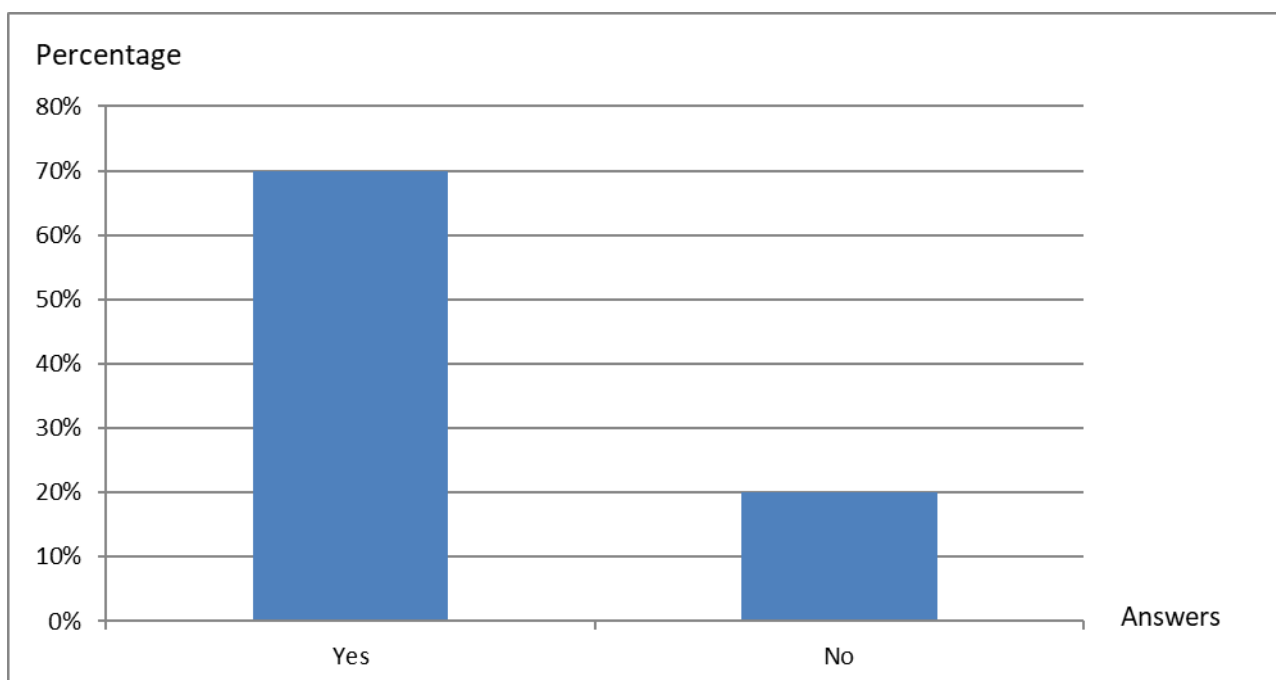
Question 5: In your opinion, what are the obstacles that hinder speaking out?

Answer 5:



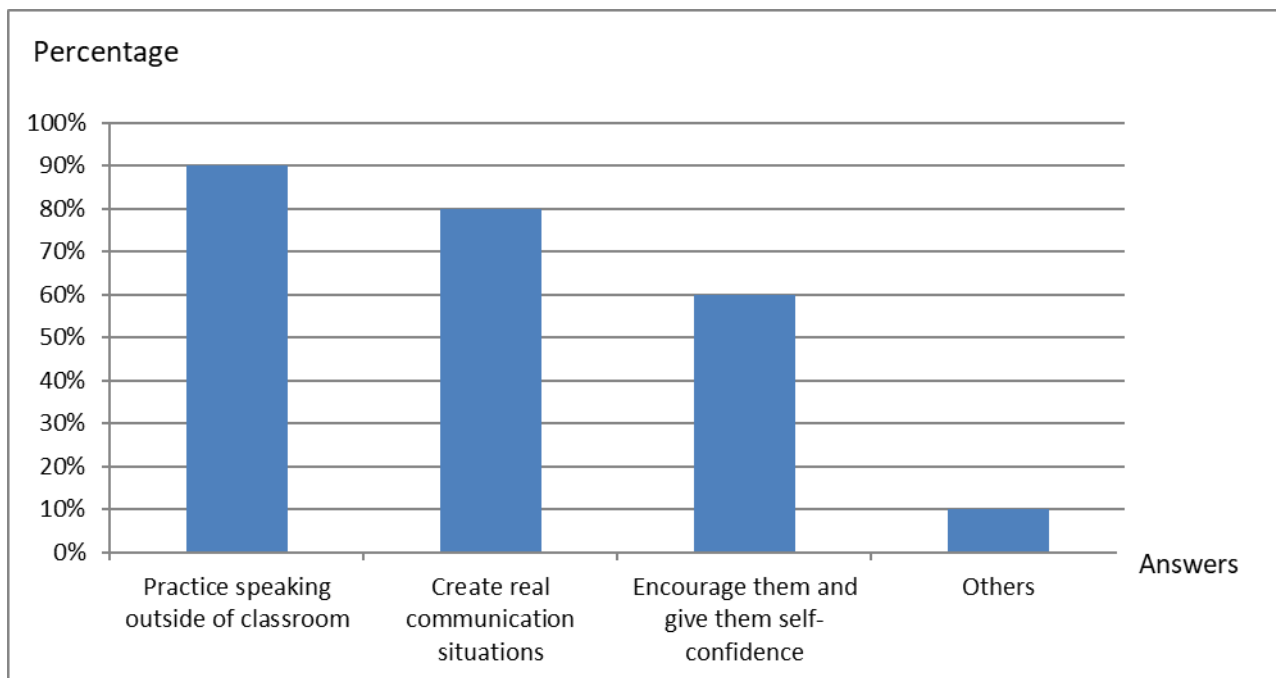
Question 6: Are the students interested in oral activities?

Answer 6:



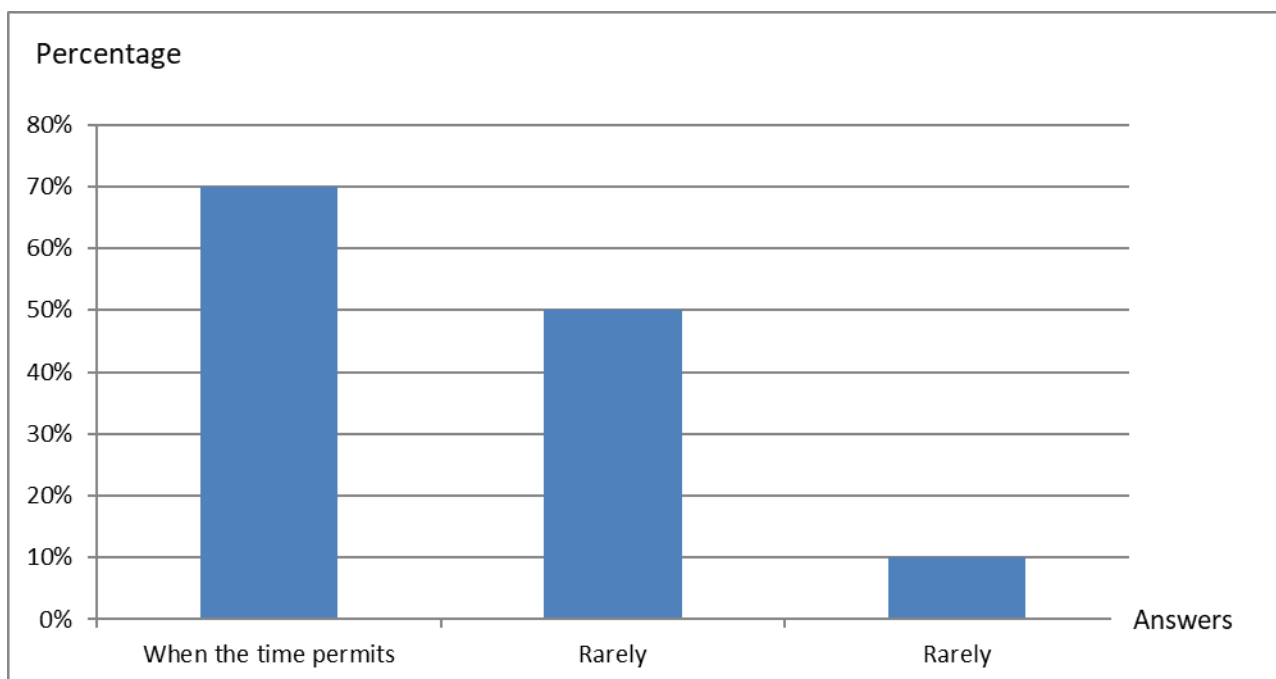
Question 7: What do you suggest for good speaking skills?

Answer 7:



Question 8: Do you offer class debates to encourage learners to speak?

Answer 8:



7-Analysis:

From this questionnaire, we noticed that French or the teaching of French occupies a primordial place in society as well as at school. Mastery of this language varies from one learner to another and is dependent on the latter's family background. The sociocultural context plays an important role.

This questionnaire was a socio-didactic benchmark for the sociolinguistic reality of Algerian society. The questionnaire aims to touch on the educational aspect and the difficulties that teachers

may face when teaching/learning F.L.E. This type of research focuses on the motivation of learners as well as their language and communication skills in FLE at the junior cycle.

In short, the socio-cultural belonging of the learner plays a preponderant role in the teaching/learning of oral French. A favorable family environment can provide a suitable environment for learning a foreign language. The role of the teacher is also important in teaching learners French in the best conditions.

8- Conclusion

We concluded that the learner's family environment plays a crucial role in learning a foreign language, because it is within the family that the best form of learning is structured. The sociocultural situation of the surroundings influences language learning. Among the objectives of this study is to study the impact of the family environment on the teaching/learning of oral language (in F.L.E). We have also found that opportunities to practice French outside the classroom do not present themselves to the learner. Likewise, the hourly volume is not enough. All these obstacles reduce the learner's motivation.

The learner's extracurricular environment provides assistance in learning French, as it helps the school in its mission while providing the learner with a cultural space which offers them better familiarization with the school environment as well as a Mastery of the French language. Practicing speaking outside of school and/or at school must be regular to get the learner into the habit of communicating in F.L.E.

In short, the survey carried out aims to show the usefulness of the family environment in learning languages orally.

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