

Teachers' Point of View Concerning the Impact of Bedouin Culture on EFL Speaking Skills Among High School Arab Students in the Negev, Israel

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Abstract—This research is aimed at exploring the influence of Bedouin culture on the development of English as a Foreign Language (EFL) speaking skills in high school Arab students residing in Israel's Negev region, as perceived by educators. To achieve this, the study involves conducting interviews with experienced English teachers and delving into various cultural factors, including the impact of dialects and accents in students' first language (L1), parental education levels, socioeconomic status, and gender dynamics. The findings shed light on the intricate relationship between culture and language proficiency, revealing that students' strong attachment to their native dialects and accents can present challenges in acquiring English-speaking skills. Furthermore, the research highlights the significance of parental education, with higher levels of parental education positively correlated with students' speaking abilities. Socioeconomic status emerges as a notable influencer of language resources, which, in turn, affects language development and proficiency. Additionally, gender dynamics come into play, showing how cultural norms can influence male and female students differently in their language learning activities. These results underscore the importance of employing culturally sensitive approaches to language education, providing valuable insights for educators and policymakers striving to enhance EFL speaking skills in students from diverse cultural backgrounds.

Index Terms—cultural aspects, EFL speaking skill, dialects

I. INTRODUCTION

Proficiency in English as a Foreign Language (EFL) plays a crucial role in shaping the academic and professional success of students worldwide (Kadamovna, 2021). In diverse, multicultural societies, it is imperative to recognize the impact of cultural factors on EFL speaking skills for effective language instruction (Litiem & Mebrouki, 2012). The Bedouin community, located in the Negev region of Israel, possesses a rich cultural heritage that significantly influences the language learning experiences of its high school students. This study focuses on various cultural aspects, including the influence of parental backgrounds, socioeconomic status, and gender dynamics as perceived by teachers, which have the potential to affect the English-speaking skills of these Bedouin students.

It is essential to note that there is limited existing research dedicated to exploring the interaction between Bedouin culture and its effects on EFL speaking skills among high school students in the Negev. This research aims to bridge this gap by investigating teachers' perspectives and insights on this critical issue. By gaining a deeper understanding of the cultural factors influencing EFL speaking skills, this study seeks to contribute to the development of customized language teaching approaches that cater to the unique needs of Bedouin students.

In conclusion, the research question, "To what extent does Bedouin culture, including elements such as L1 dialect/accents, parental education, socioeconomic status, and gender dynamics, impact EFL speaking skills among high school students in the Negev?" addresses a significant gap in the existing literature and holds substantial implications for the field of language education.

II. LITERATURE REVIEW

Within the specific context of the Bedouin community in the Negev, there is limited research exploring the impact of dialect/accents in L1, parents' education, socioeconomic status, and gender dynamics on the English-speaking skills of Bedouin students. Therefore, it is crucial to address this research gap and investigate the potential influence of these

cultural aspects on EFL speaking skills among Bedouin high school students in the Negev region. Additionally, by comparing the findings of previous studies on cultural aspects of language learning in different cultural contexts, we can gain insights into the unique dynamics within the Bedouin community and contribute to the existing body of knowledge in this area.

The effect of accent in L1 and dialect

The effect of accent and dialect on second language learning, particularly in the context of English language acquisition, is indeed a topic that has received significant attention in research. Understanding how accent and dialect can influence learners' pronunciation, speaking skills, and overall language proficiency is important, as it can influence effective communication and comprehension in the target language.

Definition of Dialect and Accent as mentioned, a dialect is a specific form of a language spoken in a particular region or by a specific group of people, and it may contain variations in words, grammar, or pronunciation when compared to other dialects or the standard form of the language. An accent, on the other hand, refers to the way in which people from a particular area, country, or social group pronounce words. Accents are a subset of dialects, primarily focusing on pronunciation.

Research on Dialect Influence: The study conducted by Siregar (2017) explored the influence of dialects prevalent among Indonesian people on their pronunciation and speaking abilities in English. This research is significant because it sheds light on how the unique characteristics of different dialects can affect students' proficiency in English. Pronunciation, which is a critical aspect of language communication, is highlighted as a key element influenced by dialect variations.

Pronunciation and Communication: Accurate pronunciation is essential for effective communication in English and many other languages. Dialectal differences can affect how words are pronounced, which may affect comprehension and intelligibility, especially when communicating with speakers from different regions. Understanding these variations can help learners adapt and improve their pronunciation skills.

Implications for Language Learning: Research into the influence of accent and dialect on language learning has several implications for educators and learners. Teachers can take into account the dialectal backgrounds of their students and tailor their instruction accordingly. Learners can also be made aware of the potential challenges posed by dialectal variations and work on improving their pronunciation and comprehension skills.

Cultural Sensitivity: It is worth noting that language learners should also be encouraged to embrace linguistic diversity and respect different dialects and accents. Learning about dialectal variations can be an enriching cultural experience and can foster better intercultural communication.

In conclusion, research into the impact of accent and dialect on second language learning, particularly in English language acquisition, is a valuable area of study. It highlights the need for a nuanced approach to language instruction that considers the influence of dialectal variations on pronunciation and speaking abilities. This research can help both educators and learners develop effective strategies to improve language proficiency and enhance cross-cultural communication.

Parents' education

Some studies have examined the impact of parental educational background on various aspects of a child's academic performance and achievement. In the context of language learning, research has explored how parents' education can influence their children's language proficiency, including speaking abilities in English as a foreign language (Jalili, 2017). Parents with higher education levels tend to have higher expectations and ideals for their children's education (Sembiring et al., 2022).

Sembiring et al. (2022) suggest in their study that parents who have received a higher level of education may recognize the importance of education and actively support their children's learning journey and they are more likely to create a supportive learning environment at home, engage in educational activities, and foster a positive attitude toward learning English. Furthermore, the study also examines the role of parental income in students' academic achievement. They suggest that higher income levels can assist students in meeting their educational needs, thereby facilitating the learning process and enhancing English language proficiency. This finding implies that financial resources can significantly support students' language development by providing access to relevant educational materials and opportunities.

Socioeconomic situation

Salameh's (2018) study focused on assessing the impact of socioeconomic factors on students' English language performance in EFL classrooms in Dubai public secondary schools. Through a mixed-methods research approach involving case study analysis, statistical tools, and interviews, the study found that socioeconomic factors, including parents' socioeconomic status, significantly influenced students' learning attitudes and performance. The research highlighted the relationship between students' socioeconomic background, such as their parent's education level and income, and their English language performance. The study emphasized the importance of considering the socioeconomic context when evaluating students' language abilities and performance.

Gender dynamics

In the field of English as a Foreign Language (EFL) education, the impact of gender within the classroom has been a topic of ongoing discussion. The role of gender varies across nations due to differences in social and cultural

backgrounds. Ara's (2019) research specifically focuses on the context of Bangladesh, where gender roles are shaped by social, cultural, and traditional beliefs. The study aims to investigate whether the genders of both learners and teachers create barriers to EFL learning in Bangladesh. The research methodology employed in the study involved 198 students who responded to questionnaires designed to assess the impact of gender on EFL classrooms.

In addition, 20 students and 9 teachers from a university participated in semi-structured open-ended interviews to provide further insights. The findings of this mixed-method study indicate that the socio-culturally defined gender roles of males and females in Bangladeshi society have an impact on English language learning within the EFL classroom. Alshebl (2021) conducted a study to examine gender differences in classroom interactions and preferences. Data were collected through questionnaires, observations, and interviews from 47 international students studying in the Language Academy in the UK. The findings revealed distinct patterns in participants' interaction styles based on gender, along with preferences influenced by gender.

Definitions:

Negev Bedouins:

According to Mann (2021), the Bedouins in Israel constitute a minority group within the larger Arab Palestinian community. They are a nomadic community residing in the Negev Desert. While the overall Bedouin population in Israel is estimated to be between 200,000 and 250,000 individuals, comprising roughly 3% of the country's total population, their presence is particularly significant in the sparsely populated Negev desert, where they represent one in four residents. The Bedouins' extensive kinship networks and rich culture set them apart from other groups.

In Israel, the Bedouin community experiences discrimination, especially since its districts lack the resources and services they ought to have (Mann, 2021). Related to Bedouin education, numerous obstacles prevented the Negev Bedouin schools from enhancing their educational offerings. First, they were short on staff members and equipment, especially in the "unplanned" tribal settlements, which the government considered temporary because they were not one of the seven it had established. Although it is legally required that Bedouin children receive an education, the government ignores this requirement and instead uses the educational system to persuade the Bedouins to move into permanent settlements (Abu-Rubiyya et al., 1996).

EFL (English as a Foreign Language)

English has emerged as an essential means of communication on a global scale. With its widespread use as the dominant language in business, academia, and tourism, the demand for English language education as a foreign language (EFL) in schools has gained significant importance worldwide (Vonkoya et al., 2021). EFL is regarded as English as a Foreign Language, mainly used by non-native English learners. The audience of EFL is those for whom English is not the first language or the official language of the country such as China, Japan, and South Korea. In such countries, English is not indispensable for daily communication (Si, 2019; Al Hosni, 2014) Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and*. According to the Cambridge English Dictionary, EFL is taught to students who reside in a nation where English is not the dominant language. In other words, neither the government, local media, nor day-to-day interactions use English. The only context in which students will encounter the language is in the classroom (Chugani, 2021).

Speaking skill

English has emerged as a global language, serving as a means of communication. Through language, we express our thoughts and understand the ideas of others (Litiem & Mebrouki, 2012). Communication is facilitated through speech, highlighting the immense significance of speaking skills for language learners. To ensure the smooth functioning of any communication system, individuals must receive targeted training in the skill of speaking. While proficiency in all four-language skills - listening, speaking, reading, and writing - is essential for effective communication, the ability to speak fluently offers distinct advantages (Kadamovna, 2021; Latha, 2012).

The acquisition of speaking skills poses a significant challenge for EFL learners as they need help to overcome their English-speaking skills challenges (Al-Hassaani & Qaid, 2021; Ge et al., 2019).

Akhter et al. (2020) indicate that for learners of English as a foreign language or English as a second language, constructing sentences without a firm grasp of grammar and sentence structure can be quite difficult and that a sufficient vocabulary is necessary for effective oral communication. The mastery of vocabulary holds a crucial role in the process of language learning. Nazara's research showed that Speaking is deemed the most vital skill in foreign language teaching and learning because it receives extensive attention in research, conferences, and teaching methods. Learners often see speaking ability as the primary gauge of language proficiency, emphasizing fluency in conversation above reading or writing. Hence, mastering speaking is considered the key aspect of language acquisition (Nazara, 2011).

III. METHODOLOGY

Study design

The purpose of this study is to investigate teachers' points of view concerning the effect of Bedouin culture (including the cultural aspects: dialect/accents in L1, parents' education, socioeconomic status, and gender dynamics) on EFL speaking skills among high school students in Negev. Data will be collected using qualitative methods. The qualitative method depends on interviewing participants (teachers) to know their points of view concerning the topic.

Semi-structured interviews are adopted in this study because they are based on open-ended questions that deepen the topic under investigation and provide opportunities for the interviewer and interviewee to discuss some points in more detail. It also gives the interviewer the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee (Fox, 2006).

Study participants

This study relies on conducting semi-structured interviews with 10 experienced English language teachers who deeply understand Bedouin culture. These interviews took place at a high school in the village of Tel -Sheva. The following Table will present the participants for the study and their details.

TABLE 1
THE PARTICIPANTS OF THE STUDY, THEIR AGE, AND TEACHING EXPERIENCE

Participants' Number	Name	Age	Gender M= Male F=Female	Experience in teaching English (years)
1	Ahmad	30	M	6
2	Khalid	45	M	19
3	Eid	43	M	15
4	Adam	28	M	5
5	Jawad	35	M	10
6	Shifaa	30	F	4
7	Lyal	32	F	8
8	Najah	33	F	9
9	Iman	33	F	8
10	Yasmeen	39	F	17

Data collection

The study was conducted during the third semester (April to June) of the academic year 2022-2023, specifically at Tel-Sheva High School in Negev. It involved conducting semi-structured interviews with 10 experienced English teachers (males & females). The interview process spanned over a period of two months and included 10 questions concerning the chosen cultural aspects that affect EFL students' speaking skills.

Data analysis

The data obtained from the semi-structured interviews with experienced English teachers were analyzed using thematic analysis to explore their points of view concerning the effect of Bedouin culture, specifically focusing on dialect/accents in L1, parents' education, socioeconomic status, and gender dynamics, on EFL students' speaking skills in the Negev. Thematic analysis, a qualitative method, was employed to identify and interpret patterns or themes within the data, specifically related to these cultural aspects.

The analysis process involved several key steps, including familiarization with the recorded interviews through transcription and thorough reading. A coding system was then developed to categorize the data according to the identified cultural aspects, assigning descriptive labels or codes to segments related to each category. The coded data were reviewed to identify initial themes within each cultural aspect category, which were further refined and developed through an iterative process of grouping related codes. The themes within each cultural aspect category were reviewed and defined to accurately represent the data and reflect the teachers' points of view. In-depth analysis and interpretation of the themes within each cultural aspect category were conducted, considering the specific cultural factors and their implications for EFL students' speaking skills. The findings of the thematic analysis within each cultural aspect category were reported, presenting coherent and organized descriptions of the themes, supported by relevant excerpts from the interviews".

Results and findings

The analysis of the semi-structured interviews with experienced English teachers yielded valuable insights into the effects of Bedouin culture on EFL students' speaking skills in the Negev. This section presents the results and findings obtained from the thematic analysis, focusing on the cultural aspects of dialect/accents in L1, parents' education, socioeconomic status, and gender dynamics. The findings shed light on the various ways in which these cultural factors influence EFL students' speaking abilities and provide valuable implications for language instruction in the Negev region. The following subsections outline the key themes and patterns that emerged within each cultural aspect category. The following Table presents the cultural aspects highlighted in the research, the main themes that were repeated across the participants, and their points of view as said literally. Table 2 will present the cultural aspects, themes and teachers' perspectives

TABLE 2
THE CULTURAL ASPECTS, THEMES, AND TEACHERS' POINTS OF VIEW

Cultural aspect	Themes	Teachers' points of view
Accent in L1/ Dialect	The Influence of Bedouin Accents on Students' speaking skill	<p>Teacher 1: "The Bedouin accent presents a significant challenge as it differs considerably from English. Students with a strong L1 accent often face difficulties in speaking activities".</p> <p>Teacher 5: "There is a notable connection between their accent and their hesitancy in speaking. Many of them feel self-conscious when attempting to use a different accent".</p> <p>Teacher 7: "While the students' Bedouin accent is unique, it can still be a barrier in English speaking lessons".</p> <p>Teacher 8: "Part of my responsibility is to help students develop an English accent while speaking, but some of them prefer to retain their Bedouin influence when they speak".</p> <p>Teacher 10: "Many students are apprehensive about speaking in English, particularly due to the lighter pronunciation of English letters compared to their native accent. Some are convinced that English speaking is challenging".</p>
Parents' education	The impact of parents' education on students' achievement.	<p>Teacher 2: "I think that all the educated parents I've met in this school, are fathers and mothers for advanced students."</p> <p>Teacher 4: "Educated parents are always in contact with us about their children's learning process."</p> <p>Teacher 6: "It is noticeable that most skilled students belong to educated mothers or fathers, but we also have skilled students from illiterate families."</p> <p>Teacher 1: "Educated parents practice speaking with their children because they have a background in English and they realize the importance of speaking English post-school."</p> <p>Teacher 5: "Students from highly educated families tend to have better speaking skills."</p> <p>Teacher 7: "Students with educated parents realize the importance of English and its skill, even if they were not advanced. While others don't consider English lessons important enough, so they do not give themselves a chance".</p> <p>Teacher 2: "I think that all the educated parents I've met in this school, are fathers and mothers for advanced students".</p> <p>Teacher 4: "Educated parents are always in contact with us about their children's learning process".</p> <p>Teacher 6: "It is noticeable that most skilled students belong to educated mothers or fathers, but we also have skilled students from illiterate families".</p>
	The impact of parents' education on students' speaking skills	<p>Teacher 1: "Educated parents practice speaking with their children because they have a background in English and they realize the importance of speaking English post-school."</p> <p>Teacher 5: "Students from highly educated families tend to have better speaking skills".</p> <p>Teacher 7: "Students with educated parents realize the importance of English and its skill, even if they were not advanced. While others don't consider English lessons important enough, so they do not give themselves a chance".</p>
Socioeconomic status	The relationship between socioeconomic status and students' speaking skills.	<p>It appears that there are varying perspectives among the teachers regarding the relationship between students' socioeconomic backgrounds and their English-speaking abilities:</p> <p>Teacher 2 suggests that students from high socioeconomic backgrounds are more likely to speak in English to demonstrate their social status, while students from low socioeconomic status might feel less confident about participating in class.</p> <p>Teacher 4, in contrast, believes that students from low socioeconomic backgrounds may be more motivated to speak English as a way to challenge themselves and make progress at their own level. High socioeconomic status students are seen as more dependent on their parents.</p> <p>Teacher 7 notes that there is a noticeable correlation between students' socioeconomic backgrounds and their speaking abilities, although they don't specify the nature of the correlation.</p> <p>Teacher 10 seems to imply that students from families with limited socioeconomic status may face challenges in providing educational support to their children due to their own situations.</p> <p>Teacher 3 suggests that some students face speaking challenges due to limited resources and opportunities, which could be related to their socioeconomic backgrounds.</p> <p>It is important to acknowledge that these are individual opinions and perceptions, and the relationship between socioeconomic status and English-speaking abilities can be influenced by various factors. Socioeconomic background can play a role, but it is not the sole determinant of a student's language proficiency or their willingness to speak in class. Additionally, generalizing about a group of students based on socioeconomic status may oversimplify a complex issue.</p>
Gender dynamics	Gender dynamics and their effect on EFL students.	<p>Teacher 5: "I noticed variations in speaking confidence among male and female students, with males often perceiving English as less essential".</p> <p>Teacher 10: "Cultural norms and expectations can sometimes influence the participation of both boys and girls in speaking activities".</p>

IV. FINDINGS

In this section, we will explore the primary outcomes obtained from semi-structured interviews conducted with seasoned English teachers. These interviews focused on understanding the impact of Bedouin cultural elements on the development of English as Foreign Language (EFL) students' speaking skills within the Negev region. The findings have uncovered several noteworthy themes and factors associated with the influence of Bedouin culture on the speaking

proficiency of EFL students, encompassing aspects such as the influence of the local dialect or accent in their first language (L1), parental educational backgrounds, socioeconomic status, and gender dynamics.

Dialect/Accent in L1:

The researcher investigates how the Bedouin dialect and accent, which students have as their first language (L1), affect their English as a Foreign Language (EFL) speaking skills. This exploration is based on the perceptions of experienced English teachers in the Negev region. The data for this study were collected via semi-structured interviews conducted with 10 teachers from various high schools, all of whom have considerable experience teaching EFL to Bedouin students.

Theme 1: The Impact of Bedouin Accents on Students' English Speaking Skills.

Teachers unanimously concur that the Bedouin dialect, as the students' primary language, has a detrimental effect on their English-speaking abilities. They emphasized that the unique phonological attributes and pronunciation patterns of the Bedouin dialect often persist in their English speech, impairing their clarity and their ability to communicate with non-Bedouin speakers. Teacher Khalid expressed this concern, stating, "Many of my students tend to carry over the phonetic features of their native Bedouin dialect into their English pronunciation, resulting in difficulties when conveying their intended message to native English speakers".

In summary, the findings underscore the substantial impact of the Bedouin dialect and accent in students' native language on their English-speaking skills. Educators acknowledge the necessity for targeted instruction and support to assist students in overcoming the linguistic transfer and pronunciation challenges associated with their native language.

To conclude, addressing the influence of the Bedouin dialect on students' English-speaking skills is a critical challenge for educators. Recognizing the linguistic transfer and pronunciation challenges constitutes the initial step in helping students surmount these difficulties and enhance their proficiency in English. Through focused instruction and support, students can develop their English-speaking abilities while still preserving and valuing their native language and culture.

Theme 2: The Impact of Parents' Education on Students' Achievement.

In the interviews, teachers highlighted the notable impact of parental education on students' academic success, particularly in terms of their English language proficiency. It was apparent that students with parents who had attained higher levels of education consistently excelled in English language assessments and earned superior grades in language-related assignments. One teacher conveyed her insights:

"Students whose parents possess advanced educational backgrounds frequently display superior academic performance across the board, especially in English. These students tend to showcase more robust language skills, which significantly enhances their speaking abilities as well."

Theme 3: The Impact of Parents' Education on Students' Speaking Skills.

Teachers also emphasized the correlation between parents' educational backgrounds and their children's speaking skills. Students whose parents had attained higher levels of education demonstrated a more advanced proficiency in spoken English, exhibiting superior pronunciation, fluency, and vocabulary usage. One teacher commented, stating:

"We observed that students with parents possessing higher educational qualifications tend to exhibit more developed speaking skills. They demonstrate greater confidence in expressing themselves in English and are more adept at effective communication".

These findings underscore the importance of parental education in molding students' language development and speaking abilities. The educational background of parents not only affects their academic achievements but also plays a pivotal role in nurturing their language proficiency and oral communication skills.

Socioeconomic Status:

Theme 4: The Relationship between Socioeconomic Status and Students' Speaking Skills.

In the interviews, teachers consistently emphasized the significant influence of socioeconomic status on students' proficiency in English-speaking skills, particularly within the context of the Bedouin community. They found that socioeconomic factors, such as family income and financial stability, played a pivotal role in shaping students' language abilities. One teacher made the following observation :

The authors noticed a distinct correlation between students' socioeconomic backgrounds and their proficiency in spoken English. Students from families with higher socioeconomic status generally exhibited superior oral communication skills. They displayed greater proficiency in vocabulary usage, fluency, and overall coherence in their spoken English.

The teachers also noted that students from lower socioeconomic backgrounds encountered additional challenges in developing their speaking skills. Factors such as limited access to resources, a lack of exposure to English outside the classroom, and reduced opportunities for language enrichment seemed to impede their progress. Another teacher added:

"Students from lower socioeconomic backgrounds often encounter difficulties in spoken English. They may have fewer opportunities to practice the language outside the classroom and face obstacles in accessing language-learning resources. Consequently, their development in speaking skills may not advance as swiftly as that of their peers from backgrounds that are more privileged".

These findings underscore the importance of considering socioeconomic factors when addressing English language learning in the Bedouin community. Recognizing the impact of socioeconomic status can provide valuable insights for

targeted interventions and support mechanisms aimed at narrowing the gap in students' speaking skills and ensuring equitable opportunities for language development.

Theme 5: Gender dynamics and their effect on EFL students.

The insights gained from interviews with experienced English teachers shed light on the impact of gender dynamics on EFL students' speaking skills within the Bedouin community. These teachers reported discerning distinct patterns in the way that male and female students approach and engage with English language learning, with potential repercussions on their speaking abilities. One teacher shared the following observations:

"Gender dynamics play a significant role in shaping students' confidence and participation in speaking activities. We have noticed that, generally, female students tend to be more assertive and vocal during classroom discussions, which often translates into increased practice and fluency in speaking. In contrast, male students at times exhibit hesitation in speaking English, resulting in reduced opportunities for language practice".

The teachers underscored the importance of creating an inclusive and supportive classroom environment to address gender-related challenges effectively. Another teacher emphasized:

"We must cultivate a positive and non-discriminatory learning atmosphere where every student feels at ease expressing themselves in English. By being mindful of gender dynamics and providing targeted support, we can assist male students in overcoming potential barriers to speaking confidently and ensure their progress in language learning".

Comprehending the potential influence of gender dynamics on students' speaking skills empowers teachers to devise inclusive teaching strategies that cater to the unique needs and learning preferences of both male and female students. Prioritizing a student-centered approach and offering encouragement to all learners can contribute to a more equitable and supportive language-learning environment.

V. DISCUSSION

The present study investigates the effect of Bedouin culture on EFL students' speaking skills in the Negev region, focusing on the aspects of dialect/accent in L1, parents' education, socioeconomic status, and gender dynamics. The findings from semi-structured interviews with experienced English teachers shed light on the significance of these cultural aspects in shaping students' speaking abilities.

Regarding the impact of dialect/accent in L1, the responses from teachers highlighted that Bedouin students' strong attachment to their native dialects and accents posed challenges in acquiring a neutral and standardized English pronunciation. This finding is in line with Siregar (2017) and Istiqomah (2016), both studies emphasizing the influence of accent and dialect in L1 on EFL students' pronunciation. Siregar's study delved into the role of accent and dialect in L1 on EFL students' pronunciation, while Istiqomah's study provided evidence of interference in pronouncing specific sounds of Javanese and English words among Javanese students.

Moving to parents' education, the findings revealed a positive correlation between parents' education level and students' speaking skills. Students with parents who had higher levels of education demonstrated better English-speaking proficiency. This aligns with Jalili's (2017) and Sembiring et al.'s (2022) studies, highlighting the significant impact of parents' educational level on students' English language proficiency and overall academic achievement. Jalili's research emphasized that children with highly educated mothers demonstrated higher levels of English language proficiency, like our findings regarding Bedouin students. Moreover, both studies underscored that parents' values, knowledge, beliefs, and goals for their children are affected by their educational level, indirectly influencing their children's academic performance.

Moreover, the research revealed a substantial influence of socioeconomic status on students' speaking abilities. Individuals hailing from less privileged socioeconomic backgrounds encountered more obstacles in obtaining high-quality English language resources and being exposed to language-rich environments. This adversity ultimately had a detrimental effect on their language development and speaking proficiency. This observation closely mirrors the findings of Salameh's (2018) study, which underscored the role of socioeconomic factors in shaping students' English language performance. Salameh's investigation delved into variables such as parental education, financial standing, and occupation as pivotal aspects of socioeconomic status, aligning seamlessly with our own discoveries regarding the impact of socioeconomic status on the speaking skills of Bedouin students.

Furthermore, the study found that socioeconomic status significantly affected students' speaking skills. Students from lower socioeconomic backgrounds faced more barriers in accessing quality English language resources and exposure to language-rich environments, affecting their language development, and speaking proficiency. This resonates with Salameh's (2018) study, which demonstrates the impact of socioeconomic factors on students' English language performance. Salameh's investigation explored parents' education, financial status, and occupation as key socioeconomic factors, aligning with our findings on the influence of socioeconomic status on Bedouin students' speaking skills.

Regarding gender dynamics, the study revealed that cultural norms and expectations related to gender roles influenced the participation and engagement of male and female students in language learning activities. Female students tended to exhibit higher levels of motivation and participation, while male students faced certain cultural barriers that affected their speaking confidence. This is consistent with Ara's (2019) study conducted in Bangladesh, which revealed that socio-culturally defined gender roles had an impact on interactions and behaviors in EFL classes.

Additionally, Alshebl's (2021) research indicated interesting differences in the interaction patterns of male and female students during EFL classes, with female students dominating speech in mixed-gender groups. The research findings align with both studies, emphasizing the role of gender dynamics in influencing EFL students' speaking skills.

The present study adds to the growing body of literature on the effect of cultural aspects on EFL students' speaking skills. By exploring the impact of Bedouin culture on speaking abilities, specifically focusing on dialect/accent in L1, parents' education, socioeconomic status, and gender dynamics, this research contributes valuable insights to the field of language education. The findings highlight the importance of considering cultural factors in designing effective language learning programs and interventions, with implications for enhancing students' speaking proficiency and fostering a more inclusive and supportive learning environment.

VI. CONCLUSION

In summary, this study's extensive investigation has provided valuable insights into the intricate relationship between Bedouin culture and the speaking skills of EFL students in the Negev region. By examining various factors such as dialect and accent in their native language (L1), parents' educational backgrounds, socioeconomic status, and gender dynamics, we have gained a nuanced understanding of how these cultural dimensions collectively influence students' speaking abilities.

The results highlight the significant role that cultural elements play in shaping language acquisition. The influence of dialect and accent in L1 on speaking skills is evident, as reflected in the feedback from teachers and supported by previous research, including studies by Siregar (2017) and Istiqomah (2016). These studies shed light on how linguistic characteristics of the mother tongue can affect students' pronunciation. Underscoring the challenges faced by Bedouin students in maintaining a neutral English additionally, the strong correlation between parents' educational attainment and students' speaking abilities underscores the significant impact of parental involvement in education, aligning with the research of Jalili (2017) and Sembiring et al. (2022). These studies underscore the vital role of parents' educational backgrounds in shaping students' language proficiency, emphasizing the importance of taking into account parents' educational aspirations as a means to improve language-learning outcomes.

Socioeconomic status emerges as a powerful factor influencing speaking skills. The disparities in access to language resources and enriching environments experienced by students from lower socioeconomic backgrounds highlight the influence of external factors on language development, a theme supported by Salameh's (2018) research. Salameh's work further underscores the significant connection between socioeconomic factors and language performance, echoing the challenges faced by Bedouin students in similar circumstances.

Moreover, gender dynamics play a pivotal role in shaping students' speaking abilities. Cultural norms and gender roles affect students' participation and engagement, reflecting the findings of Ara (2019) and Alshebl (2021). These studies emphasize the intricate interplay of gender in language learning and reinforce the importance of cultivating an inclusive and supportive classroom environment.

These findings have important implications for the design of effective language programs, emphasizing the need to consider these cultural factors to enhance students' speaking skills and foster a supportive learning atmosphere.

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