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Investigating the Impact of Language Use on Cultural Identity in EFL Context

Case Study: Third Year Students at the Department of English, University Abbes Laghrou-Khenchela

A Dissertation Submitted to the Department of Letters and English in Partial Fulfillment of the
Requirements for the degree of Master in Language and Culture.

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Dedication 1

Bismillah ,in the name of Allah, I begin. Grateful for the wisdom, strength, and blessings bestowed upon me throughout this endeavor. May my work be a reflection of Your grace.

I dedicate this work:

To the unwavering support and guidance that has shaped my academic journey.

My Mom and Dad, your unwavering love and sacrifices have been my foundation. Your encouragement, late-night conversations, and warm cups of tea fueled my determination. Thank you for believing in me even when I doubted myself.

To My Sisters and Brothers, you've been my cheerleaders, my confidantes, and my partners in laughter. Your unwritten support whether through a simple smile or a shared meal has been my motivation, especially my oldest sister Rima and her loving husband Mourad. Together, we've weathered storms and celebrated victories.

To My Friends and Loved Ones ,To those who lent an ear during late-night panic sessions, who celebrated milestones with me, and who reminded me to take breaks, I am indebted to you.

Your presence made this journey richer.

May this dedication serve as a testament to the collective effort that brought me here.

Akram BELAABED

Dedication 2

In the name of almighty Allah, whose guidance and blessings made its achievement possible.

I dedicate this work:

To **my beloved parents**, who are my role models of perseverance, strength and compassion.

Thank you for your unconditional love, support and sacrifices which have shaped me into the person I am today.

To my brother and sisters , who have been a constant source of joy, laughter and encouragement throughout this journey. I am grateful for our bond and for always being there for me during both good and challenging times

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ABSTRACT

The present study aims to investigate the impact of English as a Foreign Language (EFL) learning on the cultural identity, specifically focusing on aspects such as appearance, behavior, beliefs and set of mind-thoughts, Via utilizing a descriptive-qualitative approach, viewpoints were gathered from EFL learner participants. Interview were conducted with six EFL teachers , and observation processes during classroom oral sessions among third-year EFL learners (the whole of 119 students) present the interplay relationship between language, culture, and identity. Findings from EFL teachers and students reveal that while some of them maintain cultural awareness, the majority experience changes, such as increased tolerance and integration of English expressions. Pedagogical adjustments are required to address potential effects on cultural identity, offering guidance for culturally appropriate English instruction. And understanding the link between language and culture is essential for fostering inclusive learning environments.

List of Abbreviations

EFL: English as a foreign language

MNCs: Multi-National Companies

CELM: Center for English Studies in Languages and Multilingual Management.

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General Introduction

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General Introduction

1. Background of the Study

Nowadays, English is known as a global language because it is used in almost every part of our daily lives, from movies and music to clothing brands, and so on. Even more clearly apparent and prevalent in the lives of individuals who select it as their field of study in universities. And because English is seen as a great way for people from different languages to communicate with each other due to globalization, English as a foreign language has had an effect on society in many areas, including science, technology, linguistic identities, and cultural identities. Therefore, This research is mostly about cultural identities. For that prospect, the study will explore the way how English affects ,for example, the cultural identity of Algerian EFL students. In the Algerian context, English is used in schools from middle school through college, according to Slimani (2016). It is also used in many cultural, education, military, and business settings. So, this means that English is used in many areas of Algerian life, from movies and other forms of entertainment to music and clothing brands etc. Its effects are especially clear on people who are studying English at the college level. Several studies have also shown that learning a language and understanding the other related cultures are linked (Torri Williams, Sapir, 2005; Jing, 2010). So, learning a new language can have a big effect on a person's culture, behavior, identity, way of thinking, clothing choices, beliefs, and other things (Moeller and Catalano, 2015). This work builds upon this idea by questing on looking into how Algerian students in the English as a Foreign Language (EFL) department at the University of Khenchela's cultural identity changes when they learn English as a foreign language.

2. Statement of the Problem

It is clear and well known that there are many people around the world who are learning English even though it is not their first language. This is the case in Algeria, where English is

taught in schools and colleges alongside the native language. Learning English is seen as important for success in various fields, but spending a lot of time with the language can affect learners' identity and how they see themselves.

There is ongoing debate about how learning a new language can change a person's cultural identity. For instance, at Khenchela University, students in the department of English don't just learn English words and grammar; they also study English literature, history, and culture. The high exposure to English language and culture might influence how these students perceive and define their cultural identity. Understanding this influence can help students and teachers better navigate the connection between language, culture, and identity. But ignoring this impact and effect could lead to confusion or make learning English harder.

3. Research Questions

As students learn English as a Foreign Language (EFL), they're exposed to both the language and culture of English-speaking countries. This exposure can change how they see their own culture and the world. This study looks at how learning English affects Algerian students' cultural identity, especially in how they dress and what they seem to believe. It also aims to help students understand how speaking English might change their culture. To do this, the study will seek to answer the following question:

1. How does learning and the usage of English impact the cultural identity of Algerian EFL learners?

A group of subsequent questions take shape as follows:

- Do Algerian EFL learners value and appreciate their cultural identity ?
- How can awareness of the influence of English language and culture on cultural identity help improve the language learning process for Algerian EFL learners ?
- How do Algerian students balance their own cultural identity with the influence of English language and culture as they learn English ?

4. Research Methodology and Design

4.1. Research Method

The research employs a descriptive tool, incorporating a qualitative approach, involving interview with teachers and observation among students. This approach is specifically chosen to gather insights into teachers' perspectives and students' experiences at the department of English within the context of the research topic. It enables a deeper understanding of the impact of studying the English language on EFL learners' cultural identity. Through interview with teachers, we aim to uncover their opinions, views, and attitudes regarding this influence. Simultaneously, observation among students in third year classrooms provide valuable personal insights into how they navigate and negotiate their cultural identities in the middle of their English language studies. This qualitative approach allows for a comprehensive exploration of the research question and hypothesis.

4.2. Population and Sample of the Study

The research involves third year students and teachers at the Department of English, at Abbes LAGHROUR University in Khenchela, mainly the study is conducted with three classrooms of third year students with total of 119 students. Additionally, six teachers from the department of English were selected for interview. The aim was to gather diverse feedback from various specialties and perspectives within Abbes Laghrour University. The interview aim to explore teachers' opinions, views, and attitudes regarding the impact of learning English language on EFL learners' and slightly teacher's cultural identity as well. Besides, the observation with students in this research work aim to examine their perceptions, experiences, and attitudes towards the impact of learning English as a foreign language on their cultural identity.

4.3. Data Gathering Tools

We gathered data and information by observing three classes of third year students mixed between males and females, and conducting interview with six EFL teachers at the department of English , Abbes Laghrour University in Khenchela. These tools are appropriate for our descriptive approach as they allow to understand the opinions, perspectives, perceptions, behaviors and attitudes of both students and teachers regarding the impact of English as a foreign language on the cultural identity change of EFL learners.

5. Aims of the Research

As students of English, the frequent exposure to a foreign language can significantly influence certain perspectives on one's own identity and how one views the world, since these two aspects are closely connected. The primary objectives of this study are:

1. To investigate the impact of learning and using English on the cultural identity of Algerian EFL learners.
2. To explain the significance of cultural identity for Algerian EFL learners.
3. To describe how awareness of the influence of English language and its culture on cultural identity can enhance the language learning process for Algerian EFL learners.
4. To understand how Algerian students balance their own cultural identity with the influence of English language and culture while learning English.

To illustrate the impact of the English language on students' cultural identity, a descriptive qualitative approach had been used. This study aims to test the hypothesis by conducting observation among students and interview with teachers. Utilizing these two tools will offer diverse perspectives on the matter. Therefore, the research objectives will be fulfilled through

data collection and analysis from third year students and six teachers at the department of English of Abbes LAGHROUR University in Khenchela.

6. Significance of the Study

This research holds importance as it offers new perspectives and initiates discussions about Algerian cultural identity. While numerous scholars have explored how English linguistic imperialism affects cultural identities, few have examined its impact in the Algerian context. This study highlights the need for learners to recognize the potential changes that learning English could bring to their cultural identities. Moreover, it serves as a reminder to acknowledge, embrace, and celebrate the richness and diversity of Algerian culture through the process of learning English.

7. Structure of the Research

The current study consists of two chapters. The first one contains the two sections that offer a theoretical overview of key concepts: cultural identity and the English language. In the first section, we delve into an exploration of EFL learning, covering aspects such as the definition of a foreign language, English as a foreign language, and the global influence of the English language. We also discuss the significance of English and the reasons for its study, along with exploring the relationship between language and culture. Furthermore, we examine EFL learning in Algeria, including the status of English in the country and the role of the department of English.

In the second section, we delve into the concept of culture, exploring its definition, types, and various aspects such as symbols, language, values, and norms. We also discuss the notion of identity, particularly cultural identity, and its significance in the context of foreign language learning. This section aims to provide a comprehensive understanding of how culture and identity intersect in the realm of EFL learning.

The second chapter of the study involves practical research methods. This chapter includes interview with teachers and observation among students. Through these methods, we aim to gather valuable insights into the impact of the English language on cultural identity of EFL learners. The data collected will be analyzed and interpreted to provide a summary of the main findings, potentially confirming or rejecting the study's hypotheses and addressing the research questions.

CHAPTER ONE-SECTION ONE: Understanding EFL Learning

Introduction

1. Overview of EFL learning

1.1. Definition of a Foreign Language

1.2. English as a Foreign Language

1.3. English as a Foreign Language Learner

1.4. Global Influence and Spread of the English Language

1.5. The Importance of English Language

1.6. Reasons for Learning English

1.7. The Relationship Between Language and Culture

1.2. EFL Learning in Algeria

1.2.1. The Status of the English Language in Algeria

1.2.2. The English Department in Algeria

Conclusion

Introduction

The English language holds a crucial and very important influence worldwide because it is recognized as one of the most powerful and dominant languages all over the globe. Its influence goes beyond and crosses many different fields, regions, and areas, attracting many people who are willing to acquire, learn, and adopt proficiency in it. In the case of Algeria, as one of the multilingual countries, English is regarded lately as the primary foreign language inside the country borders, because it is introduced to students from elementary to high school levels. At the higher education levels, learners and students who are looking for English majors and proficiency not only just focus specifically on learning that foreign language linguistically, but also dive into the related cultures integrated into the courses they take. This chapter provides an in-depth review of English as a Foreign Language, emphasizing its status as a worldwide and international language and the profile of the English language learners. It additionally examines the value of English proficiency, the motivations and the reasons behind learning the language. Besides, the chapter looks into the complicated type of relationship and connection between language and culture. Finally, it provides a perspective on the status of English as a foreign language in Algeria.

1. Overview of EFL learning

1.1. Definition of a Foreign Language

Crystal, D. (2000) and Michael Byram (2012) define a foreign language as a language which is spoken in a different region from someone's native tongue. The individuals who are not native speakers of that foreign language typically learn it, so it may reflect cultural, geographic, or political distinctions and differences. Experts emphasize the significance of learning foreign languages in today's interconnected world. Researches highlight benefits such as enhanced problem-solving skills and cross-cultural development and understanding (Cummins, 2003;

Krashen, 1986). Byram.M (1997) underscores its role in fostering cultural awareness. Baker: C (2011) on the other hand explores the impact of language on our self-perception.

In summary, the study of foreign languages contributes to our understanding of other cultures and broadens our perspectives.

1.2. English as a Foreign Language

Broughton, Brumfit, and Flavell (1978) state that English is considered a foreign language in many parts and regions all over the world. With increasing globalization, effective English communication is increasingly important for personal and professional purposes. According to a British Council study (2018), 1.5 billion people are learning or have started learning English, indicating a high demand for English proficiency.

English is a common language in various fields and industries such as business technology and education, therefore, individuals need to understand it well in order to succeed, internationally, Learning English opens up personal and professional opportunities, as many MNCs” Multi-National Companies” require employees to have English basic knowledge.

Research shows that learning a foreign language, including English, provides psychological benefits. A study by Kroll J. F. and Dussias P. E. (2017) shows that bilingual individuals have better cognitive abilities and problem-solving skills. Furthermore, proficiency in English enhances cultural understanding and empathy, creating better connections in our global society.

In conclusion, learning English as a foreign language offers many personal, professional, and psychological benefits. In today’s connected world, effective English communication is more important and highly recommended than ever.

1.3. English as a Foreign Language Learner

In many non-English speaking countries, many people learn English for the sake of educational purposes. When English is not a native language, it is called a foreign or second language. Teaching English as a Foreign Language (EFL) in Algeria presents challenges yet beneficial opportunities for the students.

The educational system in Algeria emphasizes learning English from an early age. But many Algerians struggle with English because they lack contacts with native speakers so they have no opportunity to learn it. Despite these challenges, Algerian students are committed, learn independently and participate in language exchange programs (Boukerkour, A 2016). A study by Kadri (2019) found that Algerian English learners face barriers such as lack of authentic learning materials and limited meaningful communication and resources in English. Nevertheless, they have a strong desire to learn English, motivated by the desire for better employment and globalization.

In summary, the journey of English language learners in Algeria is challenging but satisfying and rewarding. With determination and motivation, Algerian students can overcome obstacles and master English. Collaboration between teachers, policymakers and students is very important in providing support and resources in English language learning in Algeria, and opens the way for personal and professional development

1.4. Global Influence and Spread of the English Language

Transcending borders and cultures, English has become the dominant language of global communication. Mainly from the historical roots of the United States emerging as a superpower later during the British Empire, English became the language of commerce, diplomacy ,and research worldwide (Salomone, R. 2022).

Beyond linguistic boundaries, English has become the language of the Internet, facilitating communication and the exchange of ideas across cultures (Brown, H. D. 2019; Segal, 2020). Moreover, it is the main language of education in many respected institutions and universities around the world, attracting students from diverse backgrounds (Smith, J. 2018). Proficiency in English not only opens access to higher education but also enhances employee prospects in the global job market (Jones and Brown, 2019). However, the dominance of English raises concerns about linguistic and cultural imperialism, highlighting the need to preserve unique linguistic heritage while acknowledging the value of a single global language.

1.5. The Importance of English Language

English holds great significance both academically and personally, serving as a dominant language in entertainment, social media, and cultural exchange (Putra, 2020). Its universality facilitates communication among individuals of varied and different linguistic backgrounds, promote globalization and successful interactions (Putra, 2020). In academia, English serves as an entrance to intellectual discourses, with numerous educational resources and research papers available in that language (Brown, H. D., 2019; da, D. 2003).

Proficiency in English opens doors to diverse educational opportunities, job prospects, and intercultural competence (Seidlhofer, 2011; Pennycook, 1994). It enriches individuals' lives by promoting cultural understanding and expanding perspectives in an interconnected world. Additionally, learning English fosters personal growth and societal integration, combining academic quality with human connection in global settings.

1.6. Reasons for Learning English

In today's globalized world, English proficiency is increasingly important for success across various fields. Learning English offers countless benefits, including job opportunities, academic success, networking, travel experiences, and personal development (Seidlhofer, 2011).

English serves as a common language for communication, with approximately 1.5 billion speakers worldwide (Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig, eds., 2016). It facilitates business interactions, enhances job prospects, and enables participation in global cultural exchanges (Rao, Parupalli, 2019).

In academia, English proficiency enables access to educational resources, research opportunities, and academic discussions (Language Lab System, ND). Socially, it promotes integration into English-speaking communities, fosters cultural empathy, and enriches travel experiences (Wenger, E. 1998; Harvard Business Review, 2012). Moreover, learning English stimulates personal growth, expands cognitive abilities, and encourages a broader understanding of diverse cultural perspectives.

In conclusion, learning English is essential in today's interconnected world, offering a lot of benefits ranging from global communication to personal growth. By embracing English, individuals can broaden their horizons, seize opportunities, and engage meaningfully with the diverse global landscape.

1.7. The Relationship Between Language and Culture

Language and culture are closely related, as they both shape and reflect the beliefs, values, and practices of a society. Linguists and anthropologists have explored this connection and relationship as they recognized language to be one of the main ways of expressing and transmitting culture. Sapir and Whorf proposed the theory of linguistic relativity, arguing that language structure influences how people perceive and interpret the world, which in turn shapes social and cultural values (Sapir, 1921; Whorf, 1956).

In addition, Hall highlighted the importance of understanding cultural contexts for successful intercultural communication and the role of culture in shaping communication strategies and methods (Hall, 1959. Geertz, 1973).

Moreover, scholars such as Kramersch have emphasized language and cultural dynamics and seek to understand how language learning is not just about mastering grammar and vocabulary; it's also about understanding and communicating cultural nuances and meanings. (Kramersch, 1993).

Overall, these scholars emphasize the complex relationship between language and culture, drawing attention to how language conveys and maintains cultural identity and diversity from different cultural backgrounds.

1.2. EFL Learning in Algeria

1.2.1. The Status of the English Language in Algeria

Belmihoub (2017) discussed the language policy in Algeria, highlighting the acceptance and adaptation of the English language in the Algerian educational system in order to reduce the dominant position of French following the independence of 1962 at that time. Hayane's (1989) study of English textbooks used in Algeria during 1962–1975 shows the remaining impact of French colonization, leading to a more cautious approach to the teaching of English. Despite this, the British Council and the American Embassy provided support for English education in Algeria during the 1980s, offering training, scholarships, and cultural exchange activities. However, at the beginning of the Dark Decade in 1990, Algeria witnessed a decrease in foreign support due to security issues. Benrabeh (1999) records the Algerian government's attempt again to introduce English alongside French in public schools, which was met with opposition from parents favoring French for particular reasons. Efforts to encourage English teaching restarted in 2000, with exchanges between Algeria, Britain, and America intended for professional development and cultural exchange. English was finally integrated into middle school courses and programs in response to the Arabization policy. Many departments in universities offer English courses,

including literature, linguistics, and English for Specific Purposes (ESP) modules (Boulifa & Djenina, 2020).

1.2.2. The English Department in Algeria

Lakehal-Ayat and Benmati (2008) confirm the establishment of the English Department in 1969 as a central moment in Algeria's English education. Initially based in Constantine, it introduced a three-year undergraduate diploma program (C.E.L.G.M.) with eight students. The curriculum was comprehensive, covering foundational modules in French and English in the first year. Lectures were delivered in English, exposing students to the language across various subjects like French literature, philosophy, history, and geography. In subsequent years, students focused on intensive English studies and explored American literature and civilization. The final year delved deep into English language and literature, fostering critical thinking and an appreciation for English literature. Arabic courses were also included, reflecting Algeria's cultural commitment while acknowledging English's global importance.

Overall, the establishment of the English Department in 1969 laid the foundation for English studies' growth in Algeria.

Conclusion

The English language holds an important position globally, influencing many facets of life to a level that its influence cannot be ignored. As EFL learners engage in the process of language acquisition, they eventually involve themselves in its associated culture. This dynamic is reflected in an increasing number of individuals seeking competence in English, driven by its essential status on the world stage. The mutually beneficial interaction between language and culture highlights the importance of cultural awareness in EFL learning, as each influences and enriches the other. In the Algerian educational context, English holds an important position, with its culture

fluently integrated into classroom instruction and educational resources. This integration not only improves language acquisition but also promotes a deeper understanding of the cultural details embedded within the language. Thus, recognizing the interconnectedness of language and culture is essential for effective English language learning and understanding of cultures.

CHAPTER ONE-SECTION TWO: Cultural Identity

Introduction

2.1. Definition of Culture

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2.3. Aspects of Culture

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2.3.2. Language

2.3.3. Values

2.3.4. Norms

2.4. Definition of Identity

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2.5.1. Identifiers of Cultural Identity

2.5.1.1. Language (Linguistic Variations and Dialects)

2.5.1.2. Understanding Cultural Identity Through Clothing, Appearance and Food, Cuisine

2.5.1.2.1. Clothing and Appearance

2.5.1.2.2. Food and Cuisine

2.5.1.3. Religion and Spiritual Beliefs

2.6. The Important Role of Culture and Cultural Identity in EFL Learning

Conclusion

Introduction

The purpose of the present chapter is to provide an overview of cultural identity and examine its components. It begins by defining culture and analyzing its characteristics, including its types and aspects. The chapter then explores the definition of identity in more details before introducing the concept of cultural identity, focusing on language (language variation and dialects), dress and appearance, food and cuisine, and finally religion and spiritual beliefs as determinants of cultural identity, with an emphasis on the importance of culture in EFL learning. Finally, the chapter turns toward the main theme of the course: the relationship between foreign language learning and cultural identity.

2.1. Definition of Culture

Culture is a set of beliefs, customs, and practices of a group of individuals that share the same geographical area. Edward Burnett Tyler, who is often considered the father of cultural anthropology, defined culture as "that "complex whole" in which it includes knowledge, beliefs, arts, morals, laws, customs, and everything else that the individuals acquire as members of the shared society" (Tyler, E. B. 1871). Liddicoat, Papademetre, Scarino, & Kohler (2003) tried extending this definition by emphasizing different aspects of culture and its influence on individuals' perceptions and behaviors (p. 32). Similarly, Brooks (1975) emphasized the dynamic and evolving state and nature of culture, emphasizing its adaptability to changing social contexts (p. 20). Chastain (1975) also examined the role of language in the transmission and formation of cultural beliefs and values, emphasizing the importance of cultural preservation and transmission; Brown (2000), on the other hand, emphasized the importance of cultural awareness in language learning and provided information on cultural factors and their influence on interpersonal interactions and collective behavior (p. 10). Alyaseri .A(2018) examined the relationship between culture and identity, focusing on the role of language in the formation of cultural identity (p. 54).

Finally, Hinkel (1999) discussed the cultural aspects of language use and proficiency, emphasizing the need for students to navigate cultural differences in communication.

2.2. Types of Culture

In his book "Developing Second-Language Skills: Theory of Practice" (1976, p. 388), Chastain categorized culture into two types: big "C" culture and little "c" culture. Big "C" culture encompasses the universal elements like language, religion, art, literature, philosophy, and history, shaping society's cultural identity. Little "c" culture includes specific expressions such as regional dialects, traditions, customs, and social norms, adding diversity to culture.

Scholars like Edward Burnett Tylor, in "Primitive Culture" (1871), highlighted the importance of studying Big "C" culture, and exploring its development across societies. Similarly, Clifford Geertz's "The Interpretation of Cultures" (1973, p. 32) analyzed the symbolic meanings in cultural practices. Ruth Benedict and Margaret Mead conducted ethnographic studies focusing on the little "c" culture diversity within cultural societies (Benedict, R, 1934; Mead, 1935). Modern scholars like Richard H. Robbins and James C. Scott explored small "c" culture complexities in the context of globalization (Robbins, 2016; Scott, 1998).

2.3. Aspects of Culture

In his book "Sociology: A Brief Edition," Steven (2012) categorized culture into two main types: nonmaterial culture and material culture. Nonmaterial culture encompasses values, beliefs, symbols, and language that define a society, while material culture consists of physical items within that society. Together, these elements create distinct cultural characteristics.

2.3.1. Symbols

Symbols play a crucial role in culture, representing its significance, values, and beliefs. Gertz (1973) defines symbols as cultural artifacts carrying various meanings within a community. They

can take forms like language, gestures, signs, rituals, art, and themes. For instance, the American flag symbolizes nationalism, while religious symbols like the cross represent spiritual beliefs. Scholars like Hofstede (2001) emphasize signs' role in shaping cultural practices, while Durkheim (1915) examines how rituals reinforce social and cultural interactions. Mead (1934) highlights symbols' importance in expressing cultural values, meanwhile, Tyler (1871) discusses how they preserve cultural heritage and collective memory.

2.3.2. Language

Language serves as a crucial tool for communication within cultural communities. Chomsky (1957) views language not only as a tool of communication but also as a unique natural ability for reasoning. It reflects unique histories, social contexts, and cultural perspectives (Sapir, 1921), influencing how individuals perceive and interpret the world (Whorf, 1956). Halliday (1978) explores language's role in social meaning formation, while Kramsch (1998) highlights its significance in cultural identity. Language also reflects community heritage, traditions, and perspectives (Sapir, 1921), shaping cultural identity and heritage (Halliday, 1978).

2.3.3. Values

Values are fundamental cultural features representing basic beliefs guiding behavior and decision-making. Kluckhohn and Strodtbeck (1961) define values as shared views of what is desirable and morally right, shaping social norms and societal identification (Schwartz, 1994). Hofstede (1980) identifies cultural values like individualism and collectivism, reflecting societal preferences. Inglehart (1997) examines value changes over time, influenced by economic development. Values shape individual identity and belonging, transmitted through interpersonal relationships (Oyserman et al., 2002).

2.3.4. Norms

Norms are widely accepted standards or practices within a society (Parsons, T., 1951). They guide social interaction and define appropriate roles within a cultural community (Parsons, T., 1951). Norms can be formal, like rules, or informal, like social customs (Merton, R. K., 1957). Durkheim (1893) highlights norms' role in preserving social unity, while Goffman (1959) examines their symbolic nature. Hofstede (1980) identifies cultural dimensions related to norms, reflecting societal values and behaviors. Norms are transmitted through socialization methods, shaping individual behavior and identity (Bandura, A., 1977).

Overall, symbols, language, values, and norms are integral components of culture, shaping social structure, unity, and preserving cultural values across societies.

2.4. Definition of Identity

Identity is a complex idea about how we see ourselves compared to others and the world around us. It's influenced by our experiences, daily interactions with others, and the cultures we're part of. Throughout history, different thinkers have looked at identity. Erik Erikson, a famous psychologist, talked about how we form our sense of self in his book "Childhood and Society" from 1950. He said that our interactions with others and our experiences shape how we see and perceive ourselves. Another researcher, Mead, in his book "Ideology, Self, and Society" from 1934, also stressed how we understand ourselves through our interactions with others and the symbols we use.

Philosopher Judith Butler, in "Gender Trouble" from 1990, said that our identity isn't something we're born with, but something we create through our everyday and daily actions. She talked about how our behavior, following society's rules, shapes who we are. Cultural theorist Stuart Hall, in his article "Cultural Identity and Diaspora," looked at how our culture and history

influence our identity, especially in a globalized world. He said our identity can change based on our experiences and the factors that affect us in the world around us.

2.5. Cultural Identity

In recent years, the concept of cultural identity, which combines the previous two terms, culture and identity, has become an important subject in the social sciences and cultural studies. Many scholars have offered different definitions and concepts of cultural identity. The anthropologist “Clifford Geertz” emphasizes the role of cultural traditions in shaping cultural identity in "Cultural Meaning" and explains how cultural symbols function as mechanisms that facilitate the transfer of meaning (Geertz, 1973, pp. 32–45). also, the cultural theorist Stuart Hall, in his essay "Cultural Identity and Diaspora," in which he describes cultural identity as a dynamic and contested process, emphasizing its fluid and mixed nature (Hall, 1990, pp. 222-237). In addition, the sociologist Zygmunt Bauman, in "Liquid Modernity," where he examines the complexities of cultural identity in the context of globalization, arguing that traditional forms of identity are increasingly challenged by fluidity and division (Bauman, 2013). These scholars, with their various definitions of our term, strengthen our understanding of cultural identity as a dynamic phenomenon that is shaped by cultural, historical, social, and political factors and contexts, emphasizing its diverse and evolving nature in modern cultural societies.

2.5.1. Identifiers of Cultural Identity

As previously mentioned, researchers generally agreed that identifying the components of culture is somehow challenging due to its huge and complex nature containing different elements. However, in each cultural society, people tend to share common cultural characteristics. Many scholars often study and analyze these characters when looking at what identifies a society. These markers include aspects like where people live, their gender, race, history, nationality, language, sexuality, religion, ethnicity, and what they find beautiful, (Aristova, 2015, p. 154). This study

focuses on four aspects of cultural identity: Language (Linguistic variations and dialects), Clothing and appearance, food and cuisine, and finally Religion and spiritual beliefs.

These particular markers were chosen because they serve as expressive parts of one's cultural identity and are the primary focus of this research project.

2.5.1.1. Language (Linguistic Variations and Dialects)

In Algeria, linguistic diversity is evident with various dialects and languages spoken, including Classical Arabic, Modern Standard Arabic, Berber, French, and some English (Kerma, 2018). Despite this diversity, Arabic was chosen as the national language, leading to the emergence of "Middle Arabic" for communication (Kerma, 2018). Similarly, the United States present linguistic diversity arise from immigration. Different languages have historically been spoken due to waves of immigrants from Europe, Asia, and Latin America (Rumbaut & Massey, 2012). Today, English remains dominant, but Spanish and other languages are widely spoken in various communities (Pew Research Center, 2015).

2.5.1.2. Understanding Cultural Identity Through Clothing, Appearance and Food, Cuisine

2.5.1.2.1. Clothing and Appearance

Clothing and appearance reflect cultural identity in both Algeria and the United States. Algerian fashion combines Arab, African, and Mediterranean influences, where men and women wear traditional national clothes, while modern Western-style clothing is popular in more urban areas (Seddiki, 2019). For example, In the United States, clothing reflects diverse styles influenced by culture, region, and individual tastes. Major cities like New York City and Los Angeles are fashion hubs, with trends spreading nationally. New York's fashion culture blends high-fashion and streetwear, while Los Angeles favors a casual aesthetic. Traditional clothing remains popular in culturally distinct areas like Texas and diverse neighborhoods. Overall, US fashion showcases a dynamic mix of styles (Barnard, M. 2014; Entwistle, J. 2000).

2.5.1.2.2. Food and Cuisine

According to Benkheira (2006), Food and cuisine are integral to cultural identity, serving as a means of preserving traditions and sharing cultural heritage. Algerian cuisine is influenced by Arab, Amazigh, Turkish, and French traditions, with dishes like couscous and tagine being essential components of the culinary world. (Chemache et al., 2018), (Britanica and Wikipedia. Algerian cuisine). Similarly, American cuisine reflects diverse cultural influences, offering a variety of flavors from different regions and immigrant communities. From Southern comfort food to Tex-Mex favorites, and regional specialties like clam chowder and barbecue, there's a wide range of dishes to enjoy (Smith, A. F. 2007).

2.5.1.3. Religion and Spiritual Beliefs

Religious and spiritual beliefs profoundly shape cultural identity and societal norms, influencing individuals' worldviews and behaviors. In Algeria, Islam predominates, with about 99% of the population adhering to the religion (Ferjani, 2018). The practice of Islam permeates daily life, from rituals like daily prayers to societal values (Ferjani, 2018). The Algerian government supports moderate Sunni Islam while countering extremism (U.S. Department of State, 2020). Despite Islam's prominence, Algeria hosts small Christian, Jewish, and other religious communities, enriching its cultural diversity (Mabrouk, 2019).

In the United States, religious diversity reflects the nation's commitment to religious freedom. Christianity, particularly Protestantism, is predominant, but significant populations practice Judaism, Islam, Buddhism, Hinduism, and Sikhism (Pew Research Center, 2019). While some Americans identify as non-believers, spirituality remains significant, with practices like meditation gaining popularity (Newport, 2017). The U.S. embraces religious pluralism, fostering interfaith dialogue and cooperation (Pew Research Center, 2019).

Religious and spiritual beliefs are foundational to cultural identity, influencing values and behaviors. The coexistence of diverse traditions underscores the importance of tolerance and mutual respect in multicultural societies like Algeria and the United States.

2.6. The Important Role of Culture and Cultural Identity in EFL Learning

Culture plays a crucial role in English as a Foreign Language (EFL) learning, influencing language acquisition, communication, and overall proficiency. Scholars like Kramsch (1998) emphasize the intricate relationship between language and culture, stating that language learning requires an understanding of cultural contexts. Byram (1997) also underscores the importance of intercultural competence, arguing that learners must consider cultural differences to communicate effectively. Additionally, Alptekin (2002) notes the significance and the need of integrating cultural content into language teaching to enhance students' language skills and understanding. Overall, these scholars highlight the vital function of culture in EFL learning, advocating for an integrated approach that fosters cultural awareness, sensitivity, and appreciation.

In the context of Algerian students learning English, cultural identity profoundly influences their language learning journey. With Arabic as their native language and exposure to French due to historical and colonial factors, Algerian students bring a unique cultural perspective to English language learning. Research by Tamine (2014) explores how Algerian students' cultural identity shapes their attitudes and motivations toward learning English, emphasizing the importance of integrating Algerian culture into language instruction to enhance student engagement. Boufeldja (2017) additionally, delves into the impact of cultural identity on language learning strategies used by Algerian students, emphasizing the need for instructors to tailor teaching methods to students' cultural backgrounds. By embracing their cultural identity and integrating aspects of Algerian culture into their English language learning, students can develop

a stronger connection to the language, fostering greater proficiency and effective learning and finally intercultural competence (Tamine, 2014; Boufeldja, 2017).

Conclusion

This chapter deals with cultural identity and the influence of foreign languages on learners' cultural identities. Therefore, the chapter provides detailed descriptions and explanations of associated terms such as culture, identity, and cultural identity. Moreover, the present study highlights four elements of cultural identity which are Clothing and Appearance, Food and cuisine, and finally Religion and Spiritual Beliefs. For this reason, the four elements were identified and addressed with foreign language learning contexts. Furthermore, this chapter shows the importance of integrating culture while teaching foreign languages. Finally, the final section of this title highlights the potential impact of learning foreign languages on the cultural identity of learners.

CHAPTER TWO: Data Analysis and Field Investigation

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Appendix A “INTERVIEW”

Dear Teachers,

Appendix B “Transcriptions of The Interview”

Résumé

الملخص

Introduction

This chapter is centered around the practical part, which took place at the department of English at the University of Abbes LAGHROUR in El Hamma-Khenchela. An interview with EFL teachers in the department of English besides to an observation among third year students were conducted to find out how learning English as a foreign language (EFL) has an impact on the cultural identity of Algerian students. This chapter gives an overview of the results of the interview with teachers as well as the observation among students. It also analyzes, interprets, and explains the results, which will help us answer the research question and either confirm or disconfirm the study's hypothesis.

3.1. Research Method and Design

The tool used in the present research study is qualitative descriptive. We chose this tool because it will help us to get an accurate representation of the phenomena we are seeking. According to Cohen, Manion, and Morrison (2007), Descriptive studies examine individuals, educational institutions, teaching methods, and learning materials within the English as a Foreign Language (EFL) context to describe, compare, classify, analyze, and interpret the linguistic and cultural phenomena that shape their respective fields of investigation."." As a result, a qualitative descriptive study gives a detailed look at data gathered from a small sample, which is what the qualitative approach calls for.

3.1.1. Settings

The present research was conducted at Abbes Laghrour University, located in El Hamma-Khenchela. Specifically, it took place within the faculty of letters and foreign languages, it includes departments consists of Language and Arabic Letter, Letters and English Language, and Letters and French Language besides other branches with their various specialties.

Specifically, the department of English has implemented the LMD system since its establishment. Regarding English language learners, there are a total of 748 students spanning across five levels. The instruction of these students is overseen by a team of 29 teachers.

3.1.2. Research Method

3.1.2.1. Descriptive Research

To assess the cognitive processes, awareness levels, and perceptions regarding the role of English as a foreign language in shaping the cultural identity of learners within the chosen population, descriptive research methodology has been employed. Descriptive research, a frequently utilized approach in the social sciences, aims to portray phenomena as they are, such as delineating social structures or the connections between occurrences (Adams et al., 2007). Descriptive research may take the form of quantitative or qualitative analysis. It could entail gathering quantitative data that can be represented numerically, such as test scores or usage frequencies of particular features in a multimedia application.

3.1.2.2. Qualitative Research

Qualitative research is a methodological approach utilized across disciplines such as sociology, anthropology, psychology, and education, aiming to understand and interpret social phenomena through detailed examination of meanings, perspectives, and experiences within their natural context.

Qualitative research is important for providing depth and richness to understanding complex social phenomena, contextualizing phenomena within their social, cultural, and historical contexts, enhancing quantitative approaches, contributing to theory development, and informing policy and practice in various fields by offering insights into the needs, perspectives, and experiences of individuals and communities.

3.2. Population and Sample of the Study

The individuals who are part of this study are English as a Foreign Language (EFL) students and teachers at Abbes Laghrour University at Khenchela. Due to the qualitative nature of the study, an intentional method of sampling is followed to select six teachers to be interviewed and three classes of third-year students to be observed. The small sample size is one of the important characteristics of the qualitative study. Thus, six participant teachers, and three classes of third-year participant students are regarded as sufficient as a research sample since the findings are not to be generalized. The participants are mixed between males and females. This sample of participant students was chosen because third-year students have spent at least five semesters learning EFL. This shows that they have been exposed to the foreign culture and the language for a significant period of time, which allows them to form clear viewpoints regarding the influence of EFL learning on their cultural identity. Furthermore, they have taken multiple classes related to culture, which allows them to know exactly what cultural identity means. Also, we're interviewing EFL teachers because they've been teaching English as a Foreign Language for at least for around 5 semesters with the same students. This indicates they had substantial exposure to both the foreign culture and the language, giving them a solid foundation to form insightful perspectives. Their depth of experience allows them to offer valuable insights into the impact of EFL instruction on cultural identity.

3.3. Data Collection Tools

This study employs interview and observation as its data collection tools.

3.3.1. Interview

consisting of six open-ended questions tailored for EFL teachers (Appendix A). The questions are designed to delve into the teachers' perspectives on the interplay between EFL learning,

cultural identity, and language use. Each question serves a specific purpose, aiming to generate insights into the teachers' experiences and observation in teaching English in the Algerian context.

The first (Q1) question aims to explore how teaching English has influenced the teachers' understanding and appreciation of Algerian culture. It provides an opportunity for teachers to reflect on the ways in which their interactions with students and exposure to diverse cultural perspectives have shaped their perceptions of the Algerian culture.

The second (Q2) question seeks to understand the teachers' perspectives on the significance of cultural awareness in EFL instruction. It encourages teachers to articulate the importance of incorporating cultural elements and factors into language teaching to enhance students' learning experiences and awareness and foster intercultural competence.

The third question (Q3) aims to elicit the teachers' insights into students' attitudes towards their cultural identity. By exploring whether students value their Algerian cultural heritage, the question sheds light on the role of cultural identity in the EFL learning process and its impact on students' engagement and learning outcomes.

Question number four (Q4) delves into the teachers' understanding of how language use, particularly in the EFL classroom, influences students' cultural identity. It prompts teachers to reflect on the ways in which language learning and communication practices shape students' appearance, cultural perceptions, behaviors, and sense of identity.

The fifth question (Q5) seeks specific examples from the teachers' teaching experiences to illustrate how the use of English language instruction impacts students' cultural identity. It aims to elucidate and present the tangible ways in which language use in the classroom shapes students' cultural appearance, attitudes, values, and behaviors.

The final question (Q6) prompts teachers to think about how understanding the connection between language and identity can improve the way they teach English. It encourages them to think about how this knowledge can help them teach better, design curriculum, and use different methods to make English learning more effective.

3.3.2. Observation

Several questions as a checklist.

A-Linguistic Aspects

- 1- Do students use English slang or expressions?
- 2- Do students switch between English and their native language casually?
- 3- Are there changes in how students speak English, like accents or intonation?

B-Academic Performance and Engagement

- 1- Are students more active and expressive in English discussions?
- 2- Are they incorporating cultural perspectives from English countries into their work?

C-Appearance and Non-verbal Communication

- 1- Do they use body gestures or personal space norms similar to English culture?
- 2- Do students incorporate fashion, grooming trends, or symbols from English cultures into their appearance?

D-Language Norms and Values

- 1- Do students adopt communication styles or values that are commonly seen in English-speaking cultures?
- 2- Do they engage in discussions or behaviors accepted in English cultures but not in their own?

E-Cultural Identity Expression

- 1- Do students feel more connected to English cultures than to their own cultural identity?
- 2- Are there conflicts when integrating English cultural aspects into their identities?

3.4. Procedures for Data Collection

Organizing six meetings for the interview, involving both interviewers and super-busy EFL teachers, proved challenging within a short timeframe, occurring from March 17th to March 20th 2024. Due to the qualitative nature of the interview, its duration varied among teachers depending on their interest and perspectives on the topic, typically not exceeding 10 minutes with each. All interviews were conducted face-to-face to uphold the credibility of participants' answers. Immediate probes and explanations were provided if interviewees encountered difficulty understanding questions, ensuring data accuracy.

As for the observation, arranging observation to notice changes in students' cultural identity during their EFL learning journey proved challenging. The observation took place from 17th March to 21st April 2024 in total of 8 sessions overall, mainly Oral Expression sessions, requiring careful planning due to the busy schedules of both students and teachers. As the focus was on understanding whether students' cultural identity, including their appearance and beliefs, changed over the period of time of learning English, each observation session lasted about 45 minutes. We observed students' actions, conversations, and perspectives directly in the classroom.

3.5. Data Analysis and Interpretation

3.5.1. Analysis of Gained Results from the Teachers Interview

Question 1: How has teaching English changed your perspective on Algerian culture?

This question was asked to reveal the different viewpoints and perspectives of EFL teachers concerning their Algerian culture and how it is changed while teaching English as a foreign language.

"Well, teaching English has changed my perspective on Algerian culture in many ways because now I have the opportunity to have a look at other's cultures. And this is what English provides. It provides a perspective about other cultures." Teacher 1 expressed that teaching English did not directly change their perspective on Algerian culture itself but rather broadened their understanding of other cultures through exposure and comparison. This aligns with the idea that learning a new language provides a window into different cultural world views and practices.

"So after teaching English for a while, after teaching the culture of this language for a while, I could discover that we as Algerians are completely different from the culture we are teaching. Not just different, but also very far from the culture we are teaching which is the British and the American culture." Teacher 2, however, felt a significant disconnect between Algerian culture and the cultures of English-speaking countries like Britain and the United States. They articulated a desire for more freedom from what they perceived as the conservative limitations of Algerian culture, apparently inspired by the more liberal values associated with the cultures they teach. This response highlights the potential for language learning to challenge existing cultural norms and spark a re-evaluation of one's native cultural identity.

"Teaching English changed my perspective on Algerian culture in many ways. First, to make me more recognizing the culture and identity of the Algerian people or the Algerian citizens, also the component of Algerian culture." Teacher 3 stated that teaching English deepened their recognition and appreciation of the diverse components that constitute Algerian cultural identity, such as traditions, values, and religious elements. This suggests that the process of teaching a foreign language and culture can paradoxically lead to a greater understanding and valuation of one's own cultural heritage.

Teacher 4 did not perceive teaching English as having a substantial impact on their perspective of Algerian culture, viewing language learning as a mutual exchange and enrichment between cultures. This response aligns with the notion of language education as a conduit for intercultural communication and understanding.

Teacher 5 believed that teaching English did not change their positive view of Algerian culture, which they considered a valuable "culture of community" with strong moral values superior to foreign cultures. This response reflects a deep-rooted sense of cultural pride and resistance to the potential decrease in traditional cultural values through language education.

"My perspective or my vision of my learners is that English automatically changed and had an impact on shaping their now culture. It means you can see students of English behaving a certain way, dressing a certain way, talking with a certain accent, which is a little bit different from their native culture." Teacher 6 observed a noticeable impact of teaching English on shaping their learners' cultural identities, as evident in their behavior, appearance, accents, and opinions, which sometimes reflected the English culture more than their native Algerian one. This response highlights the potential for language learning to influence not only cognitive aspects of identity but also outward expressions of cultural affiliation.

Comparative Analysis

Teacher 1 and Teacher 3 both emphasize a broader understanding and appreciation of cultural diversity, indicating a shift towards recognizing and appreciating Algerian culture alongside other cultures.

Teacher 2 and Teacher 6 discuss the awareness of cultural differences and the impact of English language learning on students' cultural expressions. While Teacher 2 focuses on the perceived

disparity between Algerian and Western cultures, Teacher 6 observes tangible changes in behavior influenced by target language learning.

Teacher 4 and Teacher 5 both recognize the mutual enrichment of cultures through teaching English. Teacher 4 emphasizes exposure to English culture, while Teacher 5 emphasizes the value of preserving Algerian culture amid cultural exchange.

In summary, while all teachers acknowledge the impact of teaching English on their perspectives of Algerian culture, there are variations in how they perceive this impact and its implications. Some emphasize the broader understanding of cultural diversity; some highlight the disparities between Algerian and Western cultures; and others focus on the mutual enrichment of cultures through language teaching. These differences reflect the complex interplay between language use and cultural identity in an EFL context.

Question 2: Why do you think it's important for EFL teachers to be aware of different cultural factors when teaching English?

To understand the teachers' perspectives on the importance of cultural awareness and the integration of cultural factors in the process of teaching English as a foreign language.

The participant teachers widely acknowledged the importance of EFL teachers being culturally aware when teaching a language, as language and culture are inextricably intertwined. They cited several exciting reasons:

1. Facilitating a deeper understanding of the language itself (Teacher 1). Language is not mainly a set of linguistic rules but an engine for cultural expression and meaning-making. Knowing about different cultural factors helps you understand the subtle meanings and when to use language in the right way.

2. Promoting intercultural communication and competence (Teachers 1, 2, and 4). By recognizing and exploring cultural factors and differences, learners can develop the ability to navigate and bridge cultural divides, enhancing their capacity for effective cross-cultural communication and collaboration. Teacher 2 “Teaching culture alongside language ensures a deeper understanding and better interaction with English speakers. It also motivates students, especially when we introduce aspects of British and American culture.” Yet it provides a deeper understanding of language and an effective learning process.
3. Avoiding cultural clashes and fostering mutual understanding (Teacher 6). Cultural blindness can lead to misunderstandings, conflicts, and the continuation of harmful stereotypes. Cultural awareness allows teachers to identify and address potential areas of cultural differences, thereby creating a more inclusive and respectful learning environment.
4. Seamless integration of cultural elements into linguistic instruction (Teacher 4). Language and culture are intrinsically linked, and teaching one without the other presents an incomplete picture. By incorporating cultural elements alongside linguistic content, teachers can provide a more holistic and authentic learning experience.

Teacher 6 provided a specific example of how cultural awareness can prevent clashes, particularly when teaching literature that presents cultural norms or perspectives that may contradict or confuse students' native cultural frameworks. This highlights the importance of cultural sensitivity in selecting and presenting instructional materials.

Comparative Analysis

Teacher 2 and Teacher 4 both emphasize the integration of culture into language teaching, advocating for a holistic approach that incorporates cultural elements to enhance language learning and understanding.

Teacher 3 and Teacher 6 highlight the importance of cultural factors in language teaching, focusing on the influence of tradition, values, and potential clashes in the classroom. They stress the need for awareness and consideration of cultural differences to facilitate effective teaching and learning.

Teacher 1, Teacher 5, and Teacher 6 emphasize the broader significance of cultural awareness in promoting understanding, harmony, and avoiding conflicts. They stress the importance of recognizing cultural differences to foster effective communication and create a valuable learning environment.

In summary, while all teachers recognize the importance of cultural awareness in language teaching, their perspectives vary in terms of the integration of culture into instruction, the influence of cultural factors on teaching and learning, and the broader implications of cultural awareness in promoting understanding and harmony.

Question 3: Do you think students value their Algerian cultural identity? Why or why not?

This question was asked to reveal the different viewpoints and perspectives of EFL teachers on whether they think Algerian students value their cultural identity or not, according to their years of experience in teaching English.

The teachers presented a range of perspectives on whether students value their Algerian cultural identity:

"Well, I believe they do value "some" of their Algerian cultural identity, and I do believe also that they don't value "some" of their Algerian cultural identity. So, in a way, Algerian people are taught to feel ashamed about their culture, and this is kind of inherent." Teacher 1 believed that students value "some" aspects of their cultural identity but feel ashamed of others, suggesting

that they have been conditioned to perceive certain elements of their culture as inferior or undesirable. This response highlights the complex and sometimes contradictory nature of cultural identity, where individuals may simultaneously embrace and reject different facets of their heritage.

Teacher 2 felt that students initially value their Algerian identity, but exposure to British and American cultures through language learning can lead them to feel inferior and develop a more negative perception of their own culture. This aligns with the notion of cultural hegemony, where dominant cultural narratives can have a negative impact on the self-worth and pride associated with marginalized or minority cultures.

Teacher 3 believed that students do not value or re-value their cultural identity, as they tend to imitate other cultures and neglect their own traditions, customs, and behaviors. This response implies that students might be losing some of their cultural identity and leaning more towards blending into another culture.

In contrast, Teacher 4 stated that most students value their indigenous Algerian cultural identity, as it is deeply ingrained and fundamental to their sense of self. However, they acknowledged that some students may be partially influenced by Western cultural narratives, reflecting the pervasive impact of globalization and cultural exchange.

Teacher 5 acknowledged that some students value their cultural identity, while others adopt Western cultural situations and become acculturated, reflecting a disconnection in students' responses to cultural exposure.

Teacher 6 felt that students generally appreciate and value their Algerian cultural identity, as it is an integral part of who they are. However, they acknowledged that students may

sometimes perceive their native culture as inferior to others, echoing the sentiments expressed by Teacher 2.

Comparative Analysis

Teacher 1 and Teacher 6 both acknowledge that Algerian students generally value their cultural identity, although there may be instances of ambivalence or conflicting emotions.

Teacher 2 and Teacher 3 express concerns about the potential negative impact of exposure to Western cultures, leading to feelings of inferiority or imitation among Algerian students and a subsequent devaluation of their own cultural identity.

Teacher 4 and Teacher 5 recognize the importance of Algerian cultural identity to students but also acknowledge the influence of Western cultural exposure, which may lead some students to partially adopt foreign cultural values while still retaining aspects of their Algerian identity.

In summary, while there is consensus among the teachers that Algerian students generally value their cultural identity, there are varying perspectives on the degree of appreciation, the impact of Western cultural influence, and the potential for conflicting emotions regarding cultural identity.

Question 4: Can you explain how language use affects students' cultural identity in EFL contexts?

To understand the teachers' perspectives on how language use affects students' cultural identity in EFL contexts. Most teachers agreed that language use profoundly affects students' cultural identities in EFL (English as a Foreign Language) contexts, as language and culture are deeply intertwined.

1. Adopting behaviors and ways of thinking (Teachers 1, 2, and 6): The teachers observed that students may start to behave, think, and interact in ways that resemble native speakers of the language they are learning. This suggests that language acquisition can influence not only linguistic competence but also cognitive processes and patterns of thought.
2. Influencing behavior, mentality, appearance, and academic performance (Teacher 6): One teacher noted that language use can impact various aspects of a student's identity, including their behavior, mindset, physical appearance, and academic performance. This highlights the pervasive and multidimensional nature of language's influence on cultural identity.
3. Shaping thought processes (Teacher 6): The teacher referenced the Sapir-Whorf hypothesis, which posits that language shapes thought processes and perceptions of reality. According to this perspective, learning a new language can fundamentally alter the way students interpret and engage with the world around them.
4. Adopting words, expressions, and ways of thinking (Teachers 1 and 3): The teachers noted that students may begin to incorporate words, expressions, and patterns of thinking from the language they are learning, potentially influencing their cultural worldview and self-expression.

Comparative Analysis

Teacher 2 and Teacher 6 both emphasize the transformative effect of language use on students' cultural identity, suggesting that proficiency in a new language led to behavioral and perceptual changes influenced by the associated culture.

Teacher 1 and Teacher 4 point out how language and culture are connected. They suggest that when students learn a language, they also pick up parts of the culture associated with it, which then affects how they see their own cultural identity.

Teacher 3 and Teacher 5 discuss the complex dynamics of language use in multicultural environments, where students may navigate multiple languages and cultural influences, impacting their cultural identity in unique ways.

In summary, while all teachers agree on the significant impact of language use on students' cultural identity in EFL contexts, they offer nuanced perspectives on the mechanisms and outcomes of this influence, reflecting the multifaceted nature of language-culture interactions.

Question 5: Could you provide some examples of how the use of English in the classroom affects students' cultural identity?

This question was specifically asked of teachers to provide real-life examples of how the use of English in the classroom affects students' cultural identity during their years of experience in the EFL context.

Let us analyze the examples provided by the teachers in response to the question about how language use affects students' cultural identity in EFL contexts:

Teacher 1's Example:

This teacher illustrates how the adoption of American terminology like "college" instead of the local term "university" can impact students' cultural identity. By using American vocabulary, students may feel a connection to American society, potentially altering their cultural identity.

Teacher 2's Example:

Teacher 2 highlights the adoption of American slang and behavior by Algerian learners, suggesting a shift in cultural identity towards American and British norms. The example indicates a change in students' interaction patterns and comfort levels with discussing topics related to Western cultures.

Teacher 3's Example:

This teacher mentions the imitation of English people's speech and behavior by Algerian students, influenced by exposure to English-language media. The example suggests that language use affects students' cultural identity through the adoption of linguistic and behavioral traits associated with English culture.

Teacher 4's Example:

Teacher 4 discusses how exposure to English culture through language learning influences students' lifestyle choices and thought patterns. By perceiving English culture as superior, students may adopt English lifestyle practices, impacting their cultural identity and world view.

Teacher 5's Example:

This teacher provides an example of students displaying cultural symbols associated with English culture, such as religious symbols like the cross “ We would have just the example of the other day when the teacher was fired. They have been behaving things like the Christianity and they have brought the ‘Cross’.”. The example suggests that language instruction can lead to the adoption of cultural symbols, reflecting changes in students' cultural identity.

Teacher 6's Example:

Teacher 6 mentions the influence of English literature on students' perceptions of cultural norms and values. By reading English literature, students may encounter different cultural perspectives, leading to shifts in their understanding of acceptable behavior and emotional expression.

Comparative Analysis:

Examples 1, 2, and 3 highlight the linguistic and behavioral changes in students influenced by exposure to the English language and culture, indicating a transformation in cultural identity towards Western norms.

Examples 4, 5, and 6 focus on the broader impact of language use on students' lifestyle choices, adoption of cultural symbols, and perceptions of cultural values, suggesting a deeper integration of English culture into students' cultural identity.

Overall, the examples provided by the teachers demonstrate how language use in the EFL classroom can significantly influence students' cultural identity, leading to changes in behavior, perception, and lifestyle aligned with English-speaking cultures.

Question 6: How do you think understanding the relationship between language and identity can improve teaching English as a foreign language?

This final question was asked to understand the teachers' perspectives on how understanding the relationship between language and identity can improve the teaching of English as a foreign language.

Let us analyze the responses provided by the teachers regarding how understanding the relationship between language and identity can improve teaching English as a foreign language.

Teacher 1's Response:

"Well, when we say language affects culture, it means technically it affects identity. Because when students adopt a new language and they embrace it, they are going to be influenced by it. By this influence, their identity is going to be changed. And when relating this to teaching English as a foreign language, I believe that teachers should know more about this relationship of language, culture, and identity." This teacher emphasizes the importance of understanding the impact of language on identity. By recognizing that language acquisition can change and have an impact on identity, teachers can help students to maintain their cultural identity while learning a new language. This type of awareness can guide teachers in supporting students' linguistic and cultural development effectively.

Teacher 2's Response:

"So, EFL teachers should take this into consideration, particularly the fact that cultural elements should be highlighted whenever we teach a language. It means we cannot teach language in separation from its cultural milieu because this has a great effect on how learners are going to acquire the linguistic elements related to language. They need as well to be aware of the cultural factors.". Teacher 2 on the other hand, highlights the significance of acknowledging the relationship between language and culture in teaching English. By incorporating and integrating cultural topics into language instruction and teaching, teachers can enhance students' intercultural communicative competence. This approach allows students to develop a deeper understanding of language and culture, leading to improved linguistic proficiency and cultural awareness.

Teacher 3's Response:

This teacher suggests that understanding the relationship between language and identity can validate and strengthen students' cultural identity. By allowing students to express their own cultural identity through language, teachers can create a supportive learning environment. This acknowledgement of students' cultural backgrounds fosters a sense of belonging and enhances language learning process.

Teacher 4's Response:

"Teaching English as a foreign language should go in parallel, with teaching as well the cultural elements of its identity. It means, we are teaching English. We need to know as well how the English used to behave, I mean, used to live their daily lives. I mean, how as well the English people and their history used to be. So all these things that are associated with the notion of identity and culture should be as well taught to the students and exposed, let's say, openly, so that students are going to create and to raise their, what do we call, cultural awareness of the targeted culture.". Teacher 4 emphasizes the importance of teaching the English language alongside its

cultural elements. By integrating cultural content into language instructions, teachers can now raise students' cultural awareness and understanding of the English-speaking world. So this approach can help students to appreciate the cultural context of the language they are learning, leading to more effective language acquisition.

Teacher 5's Response:

This teacher underscores the idea that understanding the cultural context of language learning enhances language proficiency. By presenting students in the cultural environment associated with the language, teachers can facilitate a more authentic language learning experience. This approach allows students to develop a deeper connection to the language and culture they are learning.

Teacher 6's Response:

Teacher 6 highlights the importance of respecting students' identity and cultural influence in language learning. By acknowledging students' cultural backgrounds and ensuring that language learning does not conflict with their identity, teachers can create a positive learning environment. This approach promotes students' engagement and enthusiasm for learning English as a foreign language.

Comparative Analysis

Responses 1, 2, and 4 focus on the importance of integrating cultural content into language instruction to enhance students' cultural awareness and language proficiency.

Responses 3, 5, and 6 highlight the significance of respecting and validating students' cultural identity in language learning, emphasizing the positive impact on students' motivation and engagement.

Overall, the responses emphasize the pivotal role of understanding the relationship between language and identity in improving teaching English as a foreign language, guiding educators to create inclusive and culturally responsive learning environments.

3.5.1.1. Summary of Results from Teacher's Interview

The analysis of the participant teachers' responses revealed a rich tapestry of perspectives on the multifaceted relationship between language, culture, and identity in the context of teaching English as a foreign language in Algeria. While some teachers perceived language education as a conduit for cultural enrichment and understanding, others observed potential cultural conflicts, desires for greater freedom, or shifts in their learners' cultural identities.

The participant teachers widely acknowledged the importance of cultural awareness in language teaching, citing benefits such as facilitating deeper linguistic understanding, promoting intercultural communication, avoiding cultural clashes, and seamlessly integrating cultural elements into instruction. They provided specific examples of how cultural awareness can prevent misunderstandings and create a more inclusive learning environment.

Regarding students' valuation of their Algerian cultural identity, the teachers presented a range of perspectives, from believing that students feel ashamed of certain cultural aspects due to Western cultural influences to asserting that most students value their indigenous identity despite potential acculturation. These varying viewpoints underscore the need for cultural sensitivity and a nuanced approach to addressing issues of cultural identity in language education.

The teachers widely agreed upon that language use profoundly affects students' cultural identities in EFL contexts, as language and culture are deeply intertwined. They provided examples of how language learning can influence cognitive processes, behaviors, appearances, and academic performance, suggesting that language acquisition extends far beyond mere

linguistic competence. The Sapir-Whorf hypothesis was also cited as a theoretical foundation for this interconnectedness.

The teachers offered diverse examples illustrating how the use of English in the classroom can shape students' cultural identities, ranging from adopting slang and informal language to discussing taboo topics, expressing emotions more freely, engaging with literature and oral activities, adopting clothing styles and ways of thinking, and even incidents involving religious symbols. These examples show that cultural identity is complex and has many aspects. They also demonstrate how using language can affect different parts of students' cultural views, how they express themselves, and what they believe.

Finally, the teachers highlighted strategies for leveraging an understanding of the language-identity relationship to improve the teaching of English as a foreign language. These methods and strategies involved teaching students to distinguish and separate language from who they are, making materials that relate to their culture, respecting who students are, understanding how culture affects them, and introducing new cultures in a way that balances every cultural and identity aspect. By using an approach that respects and responds to different cultures, teachers can make learning more inclusive, successful, and meaningful.

Overall, the analysis underscores the complex and multifaceted interplay between language, culture, and identity in the context of teaching English as a foreign language in Algeria. It highlights the importance of EFL teachers being aware of and addressing this relationship to create a more conducive learning environment and facilitate intercultural competence among their students. The results highlight the importance of a careful and culturally aware approach to teaching language. This means understanding and dealing with the complex relationship between language and culture while also appreciating and honoring the different cultural backgrounds of learners.

3.5.2. Classroom Observation

This observation table is designed to analyze the impact of English language use on the cultural identity of EFL (English as a Foreign Language) students. It examines various linguistic, academic, non-verbal, normative, and cultural identity aspects to understand how integrating English influences students' behaviors and self-perception. The checklist questions help identify the degree and manner of these influences, providing insight into the cultural shifts experienced by EFL learners.

3.5.2.1. Table N1 : Classroom Observation Checklist

Aspects	Checklist Question	Yes/ Somehow /No			Degree
A-Linguistic Aspects	1- Do students use English slangs or Expression ?	Yes			Often
	2- Do students switch between English and their native language casually ?	Yes			Frequently
	3- Are there changes in how students speak English, like accents or intonation?	Yes			Almost all
B-Academic Performance and Engagement	1- Are students more active and expressive in English discussions ?	Yes			Many

	2-Are students incorporating cultural perspectives from English countries into their work ?		Somehow		Few
C-Appearance and Non-Verbal Communication	1- Do students use body gestures or personal space norms similar to English Culture ?	Yes			Many
	2- Do students incorporate fashion grooming trends, or symbols from English cultures into their appearance ?	Yes			Most
D-Language Norms and Values	1- Do students adopt communications styles or values that are commonly seen in English-speaking cultures ?	Yes			Many
	2- Do students engage in discussions or behaviors accepted in English cultures but not in their own ?	Yes			Most

E-Cultural Identity Expression	1- Do students feel more connected to English cultures than to their own cultural identity ?		Somehow		Some
	2- Are there conflicts when integrating English cultural aspects into their identities	Yes	Somehow		Many

3.5.2.2. Analysis and The Interpretation of the Observation

A- Linguistic Aspects

In terms of linguistic aspects, students in an English as a Foreign Language (EFL) context may exhibit various changes in their language usage.

1. Use of English slang or expressions: we have noticed that some students often incorporate English slangs or expressions into their speech, because they might have been exposed to English-speaking media or have interacted with native English speakers. This may add some informality and cultural authenticity to their language use.

Example: Students use expressions like "That was so cool!" or "Hey, bro, what's up?" or "good vibes" to convey enthusiasm and establish a friendly tone into their conversations.

Analysis: The use of English slangs or expressions demonstrates students' familiarity with informal language and their ability to adopt and adapt to specific social contexts. It signifies their development of cultural competence and their desire to connect with native English speakers on a more personal level.

2. Switching between English and their native language: a lot of Students frequently switch between English and their native language during conversations. This code-switching can occur for a variety of reasons, such as expressing complex ideas, using cultural-specific terms, or when interacting with the users of language.

Example: During a discussion, a student says, "I think the answer is... من المفروض 'because it is easier" (meaning "supposed to" in Arabic), "Let's meet at 4 o'clock, insha'Allah" (meaning "God willing" in Arabic), "So, umm, يعني, we need to study for the exam" (where "يعني" means "like" or "you know" in Arabic). seamlessly incorporating Arabic to express a concept more comfortably.

Analysis: Code-switching reflects students' bilingual aspect and their ability to navigate different linguistic and cultural contexts. It allows them to draw on their native language aspiring to facilitate and to enhance communication besides to express ideas more effectively.

3. Changes in accents or intonation: Almost the majority of students may exhibit changes in how they speak English, including accents or intonation patterns influenced by their native language. This can result in variations in pronunciation of certain sounds, rhythm, and intonation.

Example: the majority of students have a slight Arabic accent when speaking English, having a different pronunciation of "r" , and facing a lot of difficulties with words that contain stress

Analysis: Accents and intonation patterns are influenced by students' native language phonetics and pronunciation norms. These changes can contribute to the unique individuality and diversity of students' language use, showcasing their linguistic background and heritage.

Overall, these linguistic aspects demonstrate students' ability to adapt their language use, navigate different cultural contexts, and express their identity through language. The incorporation of slang, code-switching, and changes in accents or intonation patterns highlight their linguistic performance and cultural aspects in English-speaking settings. It is important to

recognize and value these linguistic variations as they contribute to the richness and diversity of language learning and communication.

B- Academic Performance and Engagement

In terms of academic engagement, students in an English as a Foreign Language (EFL) context may demonstrate specific behaviors and incorporate cultural perspectives from English-speaking countries into their performance.

1. Active and expressive in English discussions: during the oral sessions we have attended , we have noticed that many Students become more active and expressive during English discussions. This can be attributed to various factors, such as increased confidence in English proficiency, familiarity with the English academic discourses, and the desire to actively participate in class activities.

Example: a lot of Students who actively participate in English discussions may ask questions, share their opinions, and engage in debates or group discussions to contribute to the learning environment.

Analysis: Increased activity and expressiveness in English discussions indicate students' enhanced language skills, critical thinking abilities, and confidence in expressing their ideas in an academic setting. It also reflects their engagement in the learning process and their willingness to participate actively in class interactions.

2. Incorporating cultural perspectives from English-speaking countries: fewer Students integrate cultural perspectives from English-speaking countries into their academic settings, such as oral presentations, participation, and classroom discussion. This integration can involve referencing cultural practices, historical events, or societal issues relevant to English-speaking countries.

Example: In an oral session, a student incorporates cultural perspectives from English-speaking countries by discussing the impact of American financial culture on global markets.

Analysis: Incorporating cultural perspectives from English-speaking countries demonstrates students' ability to connect their academic work with real-world contexts. It showcases their understanding of cultural diversity, their critical thinking in analyzing and using expressions and terms from different cultural perspectives.

Overall, these aspects of academic performance and engagement highlight students' progress in using English for academic purposes. Their increased activity and expressiveness in discussions, incorporation of cultural perspectives, and active participation in classroom activities demonstrate their growth in language performance, critical thinking, and cultural awareness. These factors contribute to their ability to navigate English-speaking within academic environments effectively.

C- Appearance and Non-verbal Communication

In terms of appearance and non-verbal communication, students in an English as a Foreign Language (EFL) context may display behaviors influenced by English culture, such as body gestures, personal space norms, and fashion choices.

1. Body gestures and personal space norms: Many students have adopted body gestures and personal space norms similar to English culture as they become more familiar with the cultural context. This can include gestures such as handshakes, nods, or maintaining an appropriate distance during interactions.

Example: we have observed that some Students greet others with a firm handshake, make eye contact while speaking, and respect personal space boundaries by maintaining a comfortable distance zone during conversations.

Analysis: The adoption of body gestures and personal space norms from English culture indicates students' cultural adaptation and their understanding of appropriate non-verbal communication in English-speaking contexts. It reflects their efforts to align with cultural norms and establish effective interpersonal connections.

2. Incorporating fashion, grooming trends, and symbols from English cultures: Most of the students incorporate elements of fashion, grooming trends, and symbols from English cultures into their appearance. This can include clothing styles, accessories, hairstyles, or specific brands associated with English-speaking countries.

Example: Students might wear baggy pants, British and American-branded clothes like hats, curly hairstyles, and accessorize with chains, watches, and rings that align with fashion trends popular in English-speaking countries.

Analysis: The incorporation of fashion, grooming trends, and symbols from English cultures represent students' awareness of modern styles and their desire to align with cultural norms that are common in English-speaking societies. It reflects their engagement with popular culture and their efforts to establish a sense of identity within an English-speaking context.

NOTE: Cultural adaptation and individual expression: It is important to note that while some students may adopt specific fashion trends and symbols from English cultures, others may choose to express their individuality through their appearance. This can include a combination of elements from their native culture and English influences, resulting in a unique personal style.

Example: Students may incorporate elements of their native culture, such as traditional accessories or clothing patterns, while also integrating modern fashion trends from English cultures, creating a distinctive and personalized appearance.

Analysis: The diverse fashion choices and individual expressions reflect students' ability to navigate and negotiate between their native culture and the influences of English-speaking

cultures. It reveals their creativity, confidence, and their ability to celebrate their cultural heritage while embracing new cultural experiences.

Inclusively, the adoption of body gestures, personal space norms, fashion choices, and symbols from English cultures in appearance and non-verbal communication highlights students' adaptation to English-speaking contexts. It also demonstrates their awareness of cultural nuances, their willingness to conform to cultural expectations, and their ability to express their individuality through their appearance.

D- Language Norms and Values

In terms of language norms and values, students in an English as a Foreign Language (EFL) context may adopt communication styles and values commonly observed in English-speaking cultures. This includes aspects such as politeness, indirectness, and the use of specific language norms.

1. Politeness and respect: Many students adopt communication styles that emphasize politeness and respect when interacting in English. This can involve using polite phrases. In simpler terms, students might use polite language and show respect when they talk in English. This could mean using nice words, listening to teachers, and being polite to keep conversations friendly.

Example: Students use expressions like "please," "thank you," and "excuse me" in their everyday conversations to demonstrate politeness and respect.

Analysis: The adoption of politeness norms reflects students' perception of the importance of social politeness in English-speaking cultures. That proves their ability to navigate social interactions and their respect for cultural values related to politeness .

2. Indirect communication: Also, many students incorporate indirect communication styles commonly observed in English-speaking cultures. This can involve conveying messages subtly

and implicitly, using polite terms, or employing indirect language to express opinions or make requests.

Example: Instead of directly saying, "I disagree," a student might use a more indirect approach by saying, "I see your point, but have you considered..." "I do respect your view, but as can see .."

Analysis: The use of indirect communication styles demonstrates students' awareness of cultural norms in English-speaking contexts, where being overly direct or confrontational may be considered impolite. It indicates their ability to navigate appropriate communication and adapt their language use to fit cultural expectations.

In terms of language norms and values, students in an English as a Foreign Language (EFL) context may engage in discussions or behaviors that are accepted in English cultures but not in their own. This can involve topics that are considered sensitive or taboo in their native cultures but are openly discussed in English-speaking contexts.

Example: During a classroom discussion, most of students and the teacher engage in a conversation about the relationships between males and females before marriage. This discussion involves exploring different perspectives, cultural norms, and personal experiences related to dating, courtship, and premarital relationships.

Analysis: Engaging in discussions about topics that are considered sensitive or taboo in students' native cultures but openly discussed in English-speaking contexts demonstrates their adaptation to different cultural norms and their willingness to explore diverse perspectives. It reflects their openness to new ideas, their ability to engage in respectful dialogue, and their recognition of the importance of understanding cultural differences.

It is important to note that while students may engage in discussions or behaviors accepted in English cultures, it is essential to create a safe learning environment that respects students' cultural

backgrounds and values. Teachers should be mindful of potential cultural sensitivities and provide opportunities for students to express their opinions and perspectives in a respectful and supportive manner.

Basically, the analysis of language norms and values, as well as the engagement in discussions or behaviors accepted in English cultures, reveals important insights into the impact of language use on the cultural identity of EFL learners. The adoption of communication styles and values commonly seen in English-speaking cultures brings view to the students' cultural adaptation, their grasping of language norms, and their ability to navigate social interactions. It moreover demonstrates their respect for cultural values and their commitment to effective communication in English. Furthermore, as such engagements in discussions or behaviors accepted in English cultures but not in their own highlights students' cultural adaptation and their willingness to explore diverse language usages and perspectives. Subsequently, this in general reflects their openness to new ideas, their ability to navigate different cultural norms, and their commitment to effective communication in an English-speaking environment.

E- Cultural Identity Expression

In terms of cultural identity expression, students in an English as a Foreign Language (EFL) context may experience various degrees of connection and response to English cultures compared to their own cultural identity. Thereon, this can lead to some possible considerations of conflicts when integrating English cultural aspects into their identities.

1. Connection to English cultures: Some students may feel a stronger connection to English cultures than to their own cultural identity. This can be influenced by factors such as exposure to English media, education, or personal experiences that foster a sense of affinity towards English-speaking cultures.

Example: Some students express a greater interest in English traditions, celebrations, or popular culture, and actively seek opportunities to engage with English-speaking communities or consume English-language media.

Analysis: Feeling more connected to English cultures than their own cultural identity reflects students' engagement with global influences and their openness to embracing diverse cultural experiences. It can also indicate their desire to integrate into an English-speaking environment and develop a sense of belonging within that context.

2. Conflicts when integrating English cultural aspects: Many students might experience conflicts when integrating English cultural aspects into their identities. This can arise due to differences in cultural values, expectations, or the potential for cultural emulation and assimilation.

Example: many students struggle with balancing their native cultural values and traditions with the influence of English-speaking cultures. Students in an English as a Foreign Language (EFL) context encounter difficulties when trying to balance their own cultural heritage with the desire to fit in with English-speaking cultures such as traditional celebrations or cultural activities. This can lead to conflicts and tensions as they navigate conflicting expectations and try to locate themselves in the new cultural environment.

Analysis: Conflicts when integrating English cultural aspects into students own identities highlight the complex process of cultural adaptation and the negotiation of multiple cultural identities. As a matter of fact, this demonstrates the students' awareness of the importance of preserving their cultural heritage while also engaging with new cultural influences.

It is important to create a supportive and inclusive environment that encourages students to explore and express their cultural identities while respecting their individual journeys and

experiences. Teachers can facilitate discussions and activities that promote cultural exchange and foster a sense of pride in students' diverse backgrounds.

In a general sense, the varying degrees of connection to English cultures and the potential conflicts when students integrating English cultural aspects into their identities reflect the dynamic nature of cultural identity expression among EFL students. It underscores the importance of recognizing and valuing the diversity of students' cultural backgrounds, while also supporting their exploration and integration of new cultural experiences.

3.5.2.3. Summary of Results from Student's Observation

The findings from the observation of English as a Foreign Language (EFL) learners reveal significant insights into the complex interplay between language use and cultural identity expression. The study has highlighted various aspects of linguistic, academic, non-verbal, and value-based behaviors that illustrate the dynamic process of cultural adaptation and negotiation among EFL students.

Linguistically, they use slang, code-switching, and adjust accents/intonation, reflecting their developing cultural competence and efforts to connect with English-speaking cultures while expressing their unique linguistic identity. Academically, they show increased engagement in discussions, incorporating diverse cultural perspectives, indicating progress in bridging their backgrounds with the demands of an English-speaking environment. Non-verbally, they adopt gestures, personal space norms, and fashion trends associated with English cultures, aligning with social cues while balancing their own heritage. In terms of language norms and values, they adopt communication styles like politeness and indirectness common in English cultures, and engage in behaviors accepted there but not in their native contexts, demonstrating openness to exploring diverse perspectives. However, the study also highlighted potential conflicts and tensions as learners integrate English cultural aspects into their identities, with varying degrees of connection

to English cultures versus their own, underscoring the complex nature of cultural identity expression.

In a nutshell, the investigation of the impact of language use on cultural identity in an EFL context provides a multifaceted dimensions of the cultural adaptation and negotiation processes experienced by EFL learners. The findings demonstrate the students' ability to navigate and incorporate various linguistic, academic, non-verbal, and value-based aspects of English-speaking cultures, while also highlighting the need to maintain a balance between their native cultural heritage and the influences of the target language environment.

Conclusion

This chapter examines the data collected through interview and observation conducted with a sample of third year students of English at the University of El Hamma-Khenchela, The objective was to explore the extent to which EFL learning impacts the cultural identity of these students. Learning a new language inherently involves studying a new culture to some degree, and being exposed to a new culture for a significant period of time, such as three years, can potentially affect one's mother culture. Therefore, this study focuses on the cultural identity of EFL learners and the potential changes that may occur in their cultural identity as a result of learning a foreign language. The data, collected through interview with EFL teachers and observation of EFL learners, indicate that there is indeed an impact on the cultural identity of the students. the majority of students had an impact on their cultural identity, the process of learning English as a foreign language influences their personal beliefs and mindset to some extent. This suggests that EFL learning plays a role in shaping the cultural identity of the students.

Findings

Based on the results presented from the interview with EFL teachers and observation of EFL learners, the following key findings can be summarized regarding the impact of language use on cultural identity in the EFL context

- The findings highlight the profound and multifaceted relationship between language and culture, as language use profoundly affects students' cultural identities in EFL contexts.
- EFL learners adopt linguistic features from the target language, such as slang, code-switching, changes in accents, and intonation patterns, reflecting their developing cultural competence and ability to navigate between languages.
- EFL learners exhibit increased activity and expressiveness during English discussions, incorporating cultural perspectives from English-speaking countries.
- EFL learners engage with willingness to explore diverse cultural frameworks, bridging their cultural backgrounds with the demands of an English-speaking educational environment.
- EFL learners adopt body gestures, personal space norms, and fashion trends associated with English cultures, reflecting their desire to align with social and visual cues prevalent in English-speaking contexts.
- However, this cultural adaptation is balanced with their own cultural heritage and individual expression.
- EFL learners adopt communication styles, such as politeness and indirectness, commonly observed in English-speaking cultures.
- They engage in discussions or behaviors accepted in English cultures but not in their own native contexts, demonstrating openness to exploring diverse perspectives and navigating cultural differences.

- There are potential conflicts and tensions experienced by EFL learners as they attempt to integrate English cultural aspects into their personal identities.
- Strategies suggested by teachers include teaching students to distinguish language from personal identity, incorporating culturally relevant materials, respecting students' cultural backgrounds, understanding cultural influences, and introducing new cultures in a balanced manner.

These findings provide a comprehensive understanding of the multidimensional impact of language use on cultural identity in the EFL context, encompassing linguistic, academic, non-verbal, and value-based aspects. They highlight the complex processes of cultural adaptation and negotiation experienced by EFL learners and emphasize the importance of a culturally aware and sensitive approach to language teaching.

Research Implications

While the majority of students in the study show a positive impact on their cultural identity as a result of EFL learning, it is crucial for both learners and teachers to be mindful of any potential negative effects that may arise. EFL learners should remain conscious of the potential disadvantages associated with learning a foreign language and should prioritize respecting and preserving their original culture. They should selectively adopt elements from the foreign language and culture while honoring their own cultural heritage.

Teachers play a vital role as guides, facilitators, and supervisors. They should emphasize positive and beneficial aspects of the target culture while integrating elements of the learners' native culture, either directly or indirectly. It is important for teachers to separate their personal beliefs from the teaching materials to avoid influencing the cultural identity of EFL learners.

Curriculum developers also have a responsibility in this regard. They can create new models that highlight the importance and richness of Algerian culture. For instance, they can introduce

modules on Algerian literature from the beginning of the program, allowing learners to develop a strong foundation and understanding of their own culture. Providing learners with the opportunity to define their own cultural identity is highly desirable. Teachers can encourage learners to create plays or presentations in English that showcase Algerian cultural aspects, such as traditions, customs, food, and so on so forth. This not only fosters a deeper appreciation and pride in their own culture but also allows learners to use the English language to represent their culture both inside and outside the classroom, reaching a wider audience.

Limitations of the Study

Several obstacles and limitations impeded the researchers during the course of this study, hindering its complete fulfillment. The following are some of the challenges encountered:

- Time constraints: Limited time available for conducting interview and classroom observation can be a challenge. Scheduling interview with teachers and finding suitable times for classroom observation that align with the teachers' schedules and the learners' activities can be difficult, especially with the holy month of Ramadan and Holidays.
- Access to participants: Gaining access to EFL teachers and securing their participation in interview can be challenging. Some teachers may be unwilling or unavailable to participate due to their busy schedules or other commitments.
- Limited teacher perspectives: The study's findings may be limited to the perspectives and experiences of a specific group of EFL teachers. It is important to acknowledge that the views expressed by these teachers may not represent the entire population of EFL teachers.
- Classroom dynamics: During classroom observation, researchers may face challenges related to the dynamics of the classroom environment. These can include disruptions, variations in student engagement, or the presence of external factors that may influence the observed behavior.

- Observer effect: The presence of an observer in the classroom during observation may affect the behavior of both teachers and learners. This can lead to alterations in teaching methods or student participation, potentially influencing the authenticity of the observed data.
- Subjectivity and interpretation: The interpretation of interview responses and observed behaviors can be subjective and influenced by the researchers' own biases and perspectives. Researchers should ensure they maintain objectivity and use clear criteria for analysis to minimize bias.
- Limited generalizability: The findings of the study may be specific to the context of the University of El Hamma-Khenchela and may not be easily generalizable to other educational institutions or cultural contexts. Care should be taken when applying the results to broader populations.

Considering these obstacles and limitations will help researchers navigate potential challenges and enhance the validity and reliability of the study's findings.

Research Recommendations

Based on the findings from the interview with EFL teachers and observation of EFL learners, here are some potential recommendations that can be adopted concerning the impact of language use on cultural identity in the EFL context:

- Incorporate cultural awareness training programs for both EFL teachers and learners to deepen their understanding of the language-culture-identity interconnectedness.
- Encourage EFL teachers and learners to explore and discuss more their own cultural identity biases to create a more open and culturally aware learning environment.
- Include authentic materials (literature, media, etc.) that represent diverse cultural perspectives and facilitate discussions on cultural differences and similarities.

- Create opportunities for EFL learners to engage in intercultural dialogue and exchange, either through international collaborations, virtual platforms, or local cultural events.
- Encourage learners to share their cultural perspectives, experiences, and identities, fostering mutual understanding and appreciation.
- Implement teaching strategies that aim for a balance between introducing new cultural perspectives and respecting learners' native cultural identities.
- Provide a safe and supportive learning environment where learners can explore and negotiate their cultural identities without feeling pressured to conform or assimilate.
- Encourage further research and scholarly investigations into the language-culture-identity relationship in EFL contexts to deepen understanding and inform pedagogical practices.
- Provide professional development opportunities for EFL teachers to stay updated on culturally responsive teaching methods and strategies.

These recommendations aim to promote cultural awareness, inclusive teaching practices, intercultural dialogue, and a balanced approach to addressing the complex interplay between language use and cultural identity in EFL contexts. They emphasize the importance of respecting learners' cultural backgrounds while also fostering openness to new cultural perspectives and facilitating the negotiation of cultural identities.

General Conclusion

The English language has gained global significance and is widely used in various aspects of life as a major language. Learning English can bring numerous benefits, as it enables people to connect and share their thoughts using a common language. Consequently, EFL learners at the University of El Hamma-Khenchela find themselves exposed to the culture associated with the English language through the modules taught at the university. This exposure creates a somewhat

perplexing situation for EFL learners, as the target culture has an influence on their own cultural identity.

Initially, it was hypothesized that foreign language learning would impact learners' cultural identity, manifesting in their appearance, behaviors, beliefs, and thought processes. Therefore, the aim of this research is to investigate the extent of this influence among third-year EFL students at the University of El Hamma-Khenchela.

The findings of this study indicate that EFL learning does indeed have a significant impact on the cultural identity of learners at the University of El Hamma-Khenchela, including aspects such as appearance, behaviors, mindset, beliefs and others. While not all participants experienced a substantial impact, the majority of the third-year EFL students participants acknowledged that positive effect of EFL learning on their cultural identity. However, a few EFL learners maintained a more separate approach, treating the two cultures distinctly and refraining from adopting foreign practices or concepts, thereby preserving their own cultural identity. Overall, EFL learning does have an influence, although varying in degree, on the cultural identity of Algerian learners, shaping their appearance, behaviors, mindset, beliefs to different extents.

To gather data for this research, interviews were conducted with teachers, and an observation process was carried out among the EFL classroom learners. This approach allowed for a comprehensive understanding of the perspectives and experiences of both the educators and the students. The research findings confirm that there is indeed an impact, to some extent, on the cultural identity of EFL learners at the University of El Hamma-Khenchela.

In conclusion, while EFL learning may not have a uniform impact on the cultural identity of all Algerian learners, it does play a role in shaping their perceptions, perspectives, appearances and experiences. The research conducted with third-year EFL learners at the University of El

Hamma-Khenchela, through interview with teachers and observation, provides evidence to support the conceptual proposed hypotheses that there is an influence of target language learning on the cultural identity of EFL students.

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Appendix A “INTERVIEW”

Dear Teachers,

We are currently researching how language use influences cultural identity in an EFL context, and we're using interview as a method of data collection. Would you be willing to answer some questions for our study? Please note that the interview will be recorded and will take no more than 10 minutes of your time. Rest assured that your responses will be kept confidential and used solely for academic purposes.

Thank you for your collaboration.

- 1) Could you kindly show how has teaching English changed your perspective on Algerian culture?
- 2) Why do you think it's important for EFL teachers to be aware of different culture factors when teaching language?
- 3) In your opinion, do you think students value their Algerian cultural identity? Why or why not?
- 4) Can you please explain how language use affects students' cultural identity in EFL context?
- 5) Could you please provide some examples of how use of English in the classroom affects students' cultural identity?
- 6) How do you think understanding the relationship between language and identity can improve teaching English as a foreign language?

We deeply appreciate your valuable contribution.

Appendix B “Transcriptions of The Interview”

Teacher 1:

Response to Q1: Well, teaching English has changed my perspective on Algerian culture in many ways because now I have the opportunity to have a look at other's cultures. And this is what English provides. It provides a perspective about other cultures. So, now it's not that I changed my perspective or my view on Algerian culture, but I start to understand other cultures.

Response to Q2: Well, it is important because each language has its cultural aspects. So, teachers should know about these cultural aspects or factors, as you mentioned, because it helps students understand more the language. This is why it is important, because sometimes students may not understand something that is related to culture. So, the teacher is going to explain this.

Response to Q3: Well, I believe they do value "some" of their Algerian cultural identity, and I do believe also that they don't value "some" of their Algerian cultural identity. So, in a way, Algerian people are taught to feel ashamed about their culture, and this is kind of inherent. So, the students are feeling ashamed about their culture, not all of their culture, but some aspects of their culture. However, like talking about nationalism, I feel like students are proud of their Algerian cultural identity.

Response to Q4: As I said before, language is important, and each language has its cultural factors. So, when students learn a new language, they are going to be affected, and they are going to be influenced by the cultural aspects and factors of this language. So, of course, their cultural identity is going to be influenced and impacted by the new language they learned.

Response to Q5: Well, for example, the word college. In Algerian context, we don't use the word college, we use the word university. So, here, the word college is kind of, it relates them to the American community or the American society. So, this is an example of how language can affect or can change students' cultural identity. In another way, they can use some words that do not

really, or words that are not used here in the Algerian context. They are used only in the American or British context. These students are going to use these words, and they can feel related or they can be interested in the American society or the British society.

Response to Q6: Well, when we say language affects culture, it means technically it affects identity. Because when students adopt a new language and they embrace it, they are going to be influenced by it. By this influence, their identity is going to be changed. And when relating this to teaching English as a foreign language, I believe that teachers should know more about this relationship of language, culture, and identity. So, they can help students to understand that adopting a new language does not necessarily mean adopting a new identity or adopting a new culture.

Teacher 2:

Response to Q1: Actually, there is a difference between a person who teaches a language and a person who learns the language. When you teach the language, you see even the attitude of your students towards the language. And you get influenced by those attitudes. So after teaching English for a while, after teaching the culture of this language for a while, I could discover that we as Algerians and are completely different from the culture we are teaching. Not just different, but also very far from the culture we are teaching which is the British and the American culture. And that's why sometimes we need some freedom to get from the conservative nature of the Algerian culture and become more free like the culture we are teaching.

Response to Q2: I always say that teaching culture or culture is a fifth scale. In addition to writing, speaking, listening, reading, we have culture. We cannot teach a language without teaching its culture. So, if we teach culture to our students first, we can guarantee a better understanding of the language. We can guarantee a better interaction with the English speakers and better intercultural communication. We can also get some motivation from our students because they

like when we introduce something related to culture, especially the British and the American culture.

Response to Q3: The learners in general, do value their identity as Algerians. But the moment they start to be taught issues about the British and the American culture, they feel as if they are inferior. And the American and the British culture is the superiors. There's a difference in power between the two. So, by the end of their career as learners of English as the second language, they may have a negative idea about their culture, which is Algerian culture, and more positive idea about the British and the American culture.

Response to Q4: Of course it affects learners' identity. First, I would say not just affect, I would say it would shake learners' identity because language is part of culture. And if you are using language in a good way, you are getting to be influenced by the cultural norms, the cultural value, the cultural issues, link it to the other culture. And you start behaving and talking just like the native speakers or people belonging to this native culture or the British and the American culture.

Response to Q5: Of course, So we can provide examples, link it to their language, where our learners started to use a very informal language. Just like the American slang, which is used in movies, in songs, etc. They are also starting to behave the way Americans and British behave. They have started also to interact with them. And discuss some topics that are related to the British and the American cultures, not to our culture. Some topics that we consider very alien are we consider very different. And we feel ashamed sometimes when discussing them. Now students feel like they are free to discuss these topics because they have introduced the culture which is a culture that is based on freedom.

Response to Q6: Of course it can improve it. I mean there is no teacher who can explain their relationship between language and culture. Without noticing the way this culture influences language, if we learn as use of language influences learners' behavior, etc. So, I think the all

teachers to take into consideration that they need to explain this relationship and they need to notice this relationship. Because if they do, then they can design some materials, link it to culture. They can introduce some topics, link it to culture to help. These learners develop their intercultural communicative competence.

Teacher 3:

Response to Q1: The teaching English for me, it changed my perspective regarding the Algerian culture to know or recognize the culture, the diversity of culture in Algerian territory and to know and more and more about the culture itself and the components of Algerian culture, particularly. Teaching English changed my perspective on Algerian culture in many ways. First, to make me more recognizing the culture and identity of the Algerian people or the Algerian citizens, also the component of Algerian culture.

Response to Q2: Because the cultural factors reflect or they have many impacts on teaching language itself. Moving to, I think, the importance for EFL teachers to be aware of different cultural factors when teaching language, because cultural factor is a component or consists of tradition, value and religion, and we should take consideration when we are teaching or learning those components.

Response to Q3: I think, here I think no, I think that the Algerian students do not value or revalue their cultural identity because I think they are imitating the other cultures and they ignore their identity as in the way of traditions, customs, maybe in the way of their behaviors, their maybe daily routines, in speaking in maybe different ways of cultural identity.

Response to Q4: Language use affects student cultural identity in EFL context, the way they are using language, the way, for example, as here in Algeria, the language of the maybe students are maybe something which is blending between or maybe in their speaking it somehow switching

code between maybe a French, for example, and English language rather than maybe English and Arabic as their maybe mother tongue and one of the cultural components.

Response to Q5: Yeah, here, for example, the use of English in classroom affects students on the level of cultural identity, the way they try to maybe imitate the maybe the English people whether in the maybe speaking, watching films and make some adaptations from those films also by when in their daily chatting they are somehow affected or reflected by this cultural identity.

Response to Q6: To some extent maybe or to some point I think the relationship between language and identity maybe can improve teaching English as a foreign language. Why? Because if you are speaking or performing language here you can express, you can how to say, reveal what the cultural side of your identity and in this case here you are proofing or making your identity on a clear and sound pillow.

Teacher 4:

Response to Q1: Teaching English as a language cannot be dissociated from its culture. Language and culture as we know are intricately interwoven. The effect of teaching English as a foreign language on my Algerian culture hasn't had a great effect because this would come under the exchange between cultures. So, my own culture is going to be enriched through teaching English because it will open a window on a new culture, the English culture, and not only the language.

Response to Q2: As we said before, EFL teachers need to be aware of cultural factors because whenever we teach a language, we cannot separate it from its cultural elements. So, EFL teachers should take this into consideration, particularly the fact that cultural elements should be highlighted whenever we teach a language. It means we cannot teach language in separation from its cultural milieu because this has a great effect on how learners are going to acquire the linguistic elements related to language. They need as well to be aware of the cultural factors.

Response to Q3: Yes, of course. Most of the students would value their Algerian cultural identity because this is indigenous. This is their own identity. So, you cannot uproot any student from his own cultural identity. Some of them we would like to pinpoint here is that they were totally affected by the foreign Western culture, so this would have partially affected their value, and their cultural identity. But as we can say, this has a limited impact, not so deep.

Response to Q4: We cannot really deny the effect of a language, as it's clear, on the students' cultural identity. So, learning a language is at the same time learning a new, let's say, the cultural elements of that specific language. So, the students' cultural identity is going to be affected in terms of, it takes the form of an interaction between the native, between the native culture, and the foreign language that is going to be studied.

Response to Q5: Yeah, this good example is going to be given here. That could be given here is, in terms of the way of thinking, maybe, the way students wear some specific clothes, etc. As we said, getting affected by the culture of the other, particularly since we are teaching English here. So, the English culture would have some effect on specific students who are going to see it as being superior in comparison with their native cultural identity. So, it has a limited effect, but we cannot deny this effect on specific groups of students, as we said, in terms of their lifestyle, in terms of their way of thinking. Is it clear, and many things as well.

Response to Q6: Teaching English as a foreign language should go in parallel, with teaching as well the cultural elements of its identity. It means, we are teaching English. We need to know as well how the English used to behave, I mean, used to live their daily lives. I mean, how as well the English people and their history used to be. So, all these things that are associated with the notion of identity and culture should be as well taught to the students and exposed, let's say, openly, so that students are going to create and to raise their, what do we call, cultural awareness of the targeted culture.

Teacher 5:

Response to Q1: So, okay, well, teaching a foreign language always means that you have to teach it with its culture, and you're going to know more about its culture. Well, it's like, I wouldn't say it changed my perspective towards the Algerian culture, but it's like our culture (Algerian culture), I believe, is a good culture. It's a culture of community, a culture that has got more values than the others have. I mean, the foreign countries like the English countries, the English-speaking countries.

Response to Q2: Very good, that's very good. You know, to avoid something, it's better to know it. If you don't know something, you cannot avoid its danger. That's it. If, for example, you have a spider, you don't know it's a danger, you touch it so that it would sting you. So when you know it's poisonous, you're not going to touch it. That's it. So, for example, in the other culture, there are things which are very dangerous, and things which don't go in line with our culture. So, you should be aware of the other culture in order to avoid what is good, what is bad, and say, adopt what is good.

Response to Q3: Nice. I believe that it depends. Some value it and some don't. Why? It's because some are really kind of adopting to the cultural situation of the Western world, and they like the culture of the others. They get acculturated. However, others really preserve their culture, and they think their culture is more valuable than the others' cultures. That's it.

Response to Q4: Well, I would say this in a word. We know that teaching a language without its culture is not possible. Just like teaching culture without a language is not possible. So they are really kind of in an interface. So, teaching a language means teaching a culture. Which means, in other words, you might change the identity of some person if they don't really want to stick to their culture.

Response to Q5: We would have just the example of the other day when the teacher was fired. They have been behaving things like the Christianity and they have brought the cross. We wouldn't find this in the economic department. We wouldn't find this in the literature or Arabic, I would say. But here, because we are teaching civilizations, they were affected and they have been performing this. This is just one example, for instance.

Response to Q6: So, you said, how do you think understanding the relationship between language and identity can improve teaching English as a foreign language? Yeah, that's for sure, because we know. For example, if we have someone here in Algeria learning the language, and they try hard and they speak it, but you find somebody who lived in the United States or who has got visits from the United States, they would have the culture, more culture. It's like they would be touching, it's like they would be in the face of the culture. They would be just kind of directly touching it. It means that they would learn English better than that one who learns it from afar when they are in the context which is not really where the English is really spoken.

Teacher 6:

Response to Q1: My perspective or my vision of my learners is that English automatically changed and had an impact on shaping their now culture. It means you can see English students behaving a certain way, dressing a certain way, talking with a certain accent, which is a little bit different from their native culture. So, it was mostly the physical part that I have noticed in my students. Also, when it comes to modules dealing with literature, I have noticed their opinions which sometimes reflect the second culture and not the native culture. Is this clear for you?

Response to Q2: It is absolutely important for EFL teachers to be aware of different cultures in the classroom because we could sometimes face cultural clash, especially when teaching literature where the second culture, which is the EFL culture, is present in the classroom and students can have confusion, can be against something with we will have debates or we represent

something that is not acceptable in their native culture. So awareness with those kind of issues help both teachers and learners to have harmony and balance when it comes to introducing another culture and dealing with another culture.

Response to Q3: We cannot say that Algerian students don't value their cultural identity. I think that from my personal experience my students do appreciate and value their cultural identity after all because it will be a part of them and everything stranger to them, any second culture or third culture will be dealt with as a comparison. students' comparison is sometimes considering their own culture to be low and the other culture to be good, but I wouldn't say that my students don't value their Algerian cultural identity. I wouldn't say that. I have never faced a scenario where, because if you say value, it's a strong word. Maybe don't like, dislike, against, okay, but value, it's a strong word.

Response to Q4: Okay, language use affects students' cultural identity because I personally believe in that because I get back to my studies, the Sapir and Wharf hypothesis, I know that language and culture are related so language use will affect the way we think, any other culture we deal with, we speak the language of, will automatically affect our cultural identity. We will take from the language some aspects, some cultural aspects. Speaking English will automatically change students in terms of behavior sometimes, in terms of appearance, as I said before, so how language use affects students, in terms of mentality, behavior, appearance, and all of that. In EFL context, do you mean in the classroom? In the classroom, maybe in their performance, academic performance.

Response to Q5: Maybe literature, maybe literature, oral expression. In their cultural identity, some aspects are considered to be bad or they will be ashamed of. When they read some books in English, they will know that there are some cultures who don't consider certain behavior right or wrong, so this probably will affect their cultural identity. I think basically I focus on literature

and oral expression too because there are some students who will be more free to express themselves in English than in Arabic. They express their emotion, their feelings in English better than in their native language.

Response to Q6: Language and identity, they go hand in hand and if teachers and students, mostly teachers understand that language and identity, the teacher should be aware of students' identity, should respect their identity, be aware of the influence of the second language, I keep saying second language, it's a foreign language, cultural impact, will make students more into learning a new language and not against learning a new language? Because when the students feel that they are threatened, that they are disrespected, they won't like the language, but when they feel that the teacher or this language, this particular subject does not influence badly their identity and their culture, they will perform better and they will like the language.

Résumé

Cette étude examine l'impact que l'apprentissage de l'anglais comme langue étrangère peut avoir sur l'identité culturelle des étudiants de troisième année à l'Université d'El Hamma-Khenchela, en particulier en ce qui concerne l'apparence, le comportement, l'état d'esprit et les croyances religieuses. La principale question est de savoir si l'apprentissage de l'anglais affecte l'identité culturelle des étudiants dans les programmes de langue et culture anglaises. L'étude adopte une approche descriptive qualitative, recueillant et analysant les points de vue des participants après cinq semestres d'apprentissage et d'enseignement de l'anglais. Des entretiens ont été menés avec six enseignants d'anglais du département de lettres et langue anglaise de l'université, ainsi qu'une observation de 119 étudiants du même département de l'Université Abbes Laghrour ont également été réalisés pour comprendre la relation complexe entre langue, culture et identité. Les résultats révèlent que si certains étudiants conservent leur identité culturelle malgré l'apprentissage de l'anglais, la majorité présente des changements dans leur identité

culturelle tels que l'apparence, les croyances, l'ouverture d'esprit, la tolérance et l'utilisation d'expressions anglaises. L'étude recommande des ajustements pédagogiques pour traiter l'impact de l'apprentissage de l'anglais sur l'identité culturelle, et fournit des conseils pour un enseignement linguistique culturellement sensible, la compréhension du lien entre langue et culture étant essentielle pour créer des environnements d'apprentissage inclusifs et efficaces.

الملخص

تبحث هذه الدراسة في التأثير الذي قد يحدثه تعلم اللغة الإنجليزية كلغة أجنبية على الهوية الثقافية لطلبة السنة الثالثة في جامعة عباس لغرور- الحامة بخنشلة، خاصة فيما يتعلق بالمظهر والسلوك والتفكير والمعتقدات. ولهذا فالبحث يتفحص ما إذا كان تعلم الإنجليزية يؤثر على هوية وثقافة الطلبة. لذا تعتمد هذه الدراسة منهجاً وصفيًا نوعيًا، حيث تجمع وتطل وجهاً نظر المشاركين من خلال إجراء مقابلات مع ستة أساتذة للغة الإنجليزية في قسم الآداب واللغة الإنجليزية بالجامعة، إضافة إلى ملاحظة ميدانية في نفس الأقسام سنة-ثلاثة ليسانس (المجموع الكلي 119 طالباً). وذلك لفهم العلاقة المتشابكة بين اللغة والثقافة والهوية. تكشف النتائج أن بعض الطلبة يحافظون على هويتهم الثقافية رغم تعلم الإنجليزية، بينما يظهر الغالبية تغييرات في هويتهم الثقافية مثل المظهر والمعتقدات والانفتاح والتسامح واستخدام تعابير إنجليزية. توصي الدراسة بتعديلات تربوية لمعالجة تأثير تعلم الإنجليزية على الهوية الثقافية، وتوفير إرشادات لتدريس اللغة بطريقة مناسبة ثقافيًا، إذ أن فهم العلاقة بين اللغة والثقافة أمر أساسي لخلق بيئات تعلم شاملة وفعالة.