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**The Effects of The English Language on the Cultural Identity of  
Algerian University Students  
The Case of second master students at the Department of English -  
Laghouat**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Master Degree in English Literature and Civilization**

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# *Dedication*

*I dedicate my work, firstly, to my parents.*

*To all of my family members*

*To my closest friends and colleagues*

*To my teachers at all stages of study I underwent.*

*To everyone helped me to carry out this study.*

# *Aknowledgements*

*Above all, I would like to thank Allah for giving patient and enough strength to finish this study.*

*I would like also to acknowledge with gratitude my teachers and supervisor Mr.BEN REDDA Djamel for his patient guidance, for his continuous attention and help he have been giving to me through the achievement of this work. My sincere appreciation, respect and consideration go to them*

## **Abstract**

This study aimed to find out how the English language affects the cultural identity of Algerian university students. In this context, we hypothesized that, Algerian students' attitudes toward their mother culture changed because of their learning of English, in addition to their learning of the English language and culture, we hypothesized that their culture is affected thus their identity will probably change in a positive way. In order to test these hypotheses, we addressed a questionnaire to the degree of second-year Master students at the department of English, Ammar Thleidji University of Laghouat hoping to obtain the appropriate data for our study. The results revealed that Algerian culture is affected by the English language but not big percent. Besides that Algerian students changed due to their learning of English language positively.

### الملخص:

تهدف هذه الدراسة للبحث في مدى تأثير اللغة الإنجليزية في الهوية الثقافية لطلبة شعبة الانجليزية، و ذلك من خلال التطرق الى أبرز العوامل المؤثرة في هذا الجانب. من هنا وضعنا الفرضيتين التاليتين: الأولى تقول أن مواقف طلبة شعبة الإنجليزية نحو تعلم هذه اللغة قد تتغير بسبب دراستهم لها، أما الفرضية الثانية فتصب في أن اللغة الإنجليزية قد تؤثر إيجابا على الهوية الثقافية للطلبة الجامعيين في الجزائر وللتحقق من مدى صحة كلتا هاتين الفرضيتين إرتأينا أن نوجه إستبيان إلى طلاب السنة ثانية ماستر، شعبة الإنجليزية في جامعة عمار تليجي بالاغواط بغية تحصيل المعلومات المناسبة لدراستنا هذه. بعد تحليل المعطيات إنتهينا إلى أن الثقافه الجزائرية قد تتأثر باللغة الانجليزية و لكن نسبة هذا التأثير ليست كبيرة. إضافة إلى ذلك فإن هوية الطلبة الجامعيين الجزائريين الثقافية تغيرت إيجابيا وهذا بفضل تعلمهم للغة الإنجليزية .

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# **General Introduction**

# General introduction

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## General Introduction

Living in a global world require acknowledgement about more than one language, people besides their mother tongue they have studied one or more languages. The importance of learning more than one language caused by another language can help people expressing themselves, they gain awareness of other cultures, and also it helps to increase their knowledge and understanding of their own language. Being influent in a foreign language.

In the modern world the English language has a dominant role. Almost every individual has been encountered with the need to acquire the languages for many causes. The first ...country ;consequently ;through learning English help in discovering new history, literature, civilization and acquiring knowledge about new cultural identity.

For learners who are studying English in non English setting, it is very important to experience real communicative situation in which they will construct their own views and opinions in help them to shape their cultural identity.

For Algerians, learning English is to acquire mother language than the mother tongue. This led to attitudes and behaviors ‘ change from one social context (of the native language and culture) to another which may be completely different ( of the foreign language and culture) due to the cultural context of life in Algeria is different from the one in England , or that of the US were English is used as a native language.

## The statement of the problem

The concept of identity concerns everyone. Identity is not only about whom we are as individuals, but who we are in relation to others. It is our identities as individuals and as members of different groups that create the feeling of togetherness and similarity with certain groups, Identities are ever changing, when separating us from others. And in the globalizing world in which we live. As the English language is now an increasingly important factor in Algeria , today, it is important to take a look at how such a shift in language policies is affecting the people who are experiencing the outcome: the Algerian university students, who have chosen the English language as their main asset for the future.

## Research questions

In order to investigate on the study that shows the effects of English language on cultural identity of Algerian university students. The current study is conducted to answer the following main question:

Is it real that the Algerian culture was affected by the English language?

From this question come to light other sub-questions.

## General introduction

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Did the attitudes of the Algerian university students' changed due to the fact of learning a new (English) language and culture?

Are these changes touching the culture and the identity of the students if yes, in which way, positive or negative?

How did the English as a foreign language contribute in building and shaping the character (culture and identity) of Algerian students?

### **Hypothesis of the study**

The coming hypotheses are done in the sake of answering the former questions:

This study is designed to test the following hypothesis:

It is hard to know if the Algerian culture was affected by the English one until we conduct a study about this, but we hypothesis that is affected but not to one hundred percent.

The attitudes of the Algerian students changed because of learning the English language.

Since they learned the English ( language and culture) and we hypothesized earlier that their culture is affected thus their identity will certainly change in a positive way.

### **Aim of the Study**

The major concern of the study is to find out how the English language affects on the cultural identity of Algerian identity of the students. If the cultural identity of the Algerian students affected by the English language or not especially on master tow English students.

### **Significance of the Study**

The importance of this study is shown by demonstrating the influence of English language on the building of the cultural identity of the Algerian university students and why the attitudes of Algerian students change . it is significant because showing on which way this changes happen, negative or positive .

### **Review of literature**

Recently, many researches are done in the area of language and culture , this research focused on the effects of English language in particular. In this study we examined the connection of language ,culture and identity. In addition this research also tackles the point of how English language contributed in shaping the cultural identity of students in Algeria and which kind of effects they have. The purpose of conducting this paper is to gain a greater understanding of the relationship between culture, language and identity.

according to wardhaugh 2002 there is an evidence that culture and language have a close link and they influence each other because Naturally, there is a connection between language spoken by particular social group and that groups identity from the daily life interaction and

## General introduction

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common cultural practices . the groups' membership the same language therefore the same cultural identity.

Hamadi 1990 declared that the role of English language as a second language and its influence on culture and identity in facilitating communication between people from different countries and different background .it is also influences on technology ,commerce, politics but in education English language as EFL has a major role to contributes in building student's identity. Also its use by learners instead of their traditional language this adaptation of new culture emerge a kind of confusion this led to the loss of cultural aspects of the first language.

Said slimani2016 explained how English affects on Algerian students and particularly its influence in their social lives. Although English language does not play a grand role in Algerian people and it is not a historical component of cultural identity of Algerians in general. Also because the lifestyle of Algerian students is totally different from the great Britain lifestyle this may affects on the cultural identity of Algerian students.

This paper will examine the effects of English language on the cultural identity of Algerian people and university students and what kind of effects, positive or negative one.

### Research Methodology and Tools

This study dictates us to work with qualitative and quantitative method. We choose the participants from the degree of second-year master students at the branch of English at Ammar Thleidji university of laghouat they are all Algerians and share the same cultural backgrounds . We dealt with twenty(20) students as a sampling from a population who are about 111 students . We choose a questionnaire as a gathering data tool because it is suitable for this research study . it will help to provide the appropriate information relating to our topic from a large population in a short time .

### Organization of the study

This research consists of two parts with three chapters . The first,the theoretical frame work consists of two platform chapters. The first is devoted to study the integration of language, culture, and identity providing the definition of language ,culture and identity, and relationship between language and culture in addition to the positive and negative effects of learning a foreign language on the culture and identity of university students. While , the second chapter deals with the English language in Algeria it presents English as a foreign language (EFL) in Algeria in addition to the status of English language in the Algerian

## **General introduction**

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educational system .this chapter includes also the English language and cultural homogenization. The second part is practical .it contains one chapter is only about the questionnaire and its results. The results of the answers will be analyzed to finish the whole research. Finally, the study ended by a general conclusion of the work.

# **CHAPTER ONE**

## **The Relationship of Language, Culture, and Identity**

### **1- Introduction :**

The identity of the human being is shaped through its culture, while language is the main pillar of culture. It is famously known that language is only a mean of connection and communication, but in fact it is more than what was said, It is considered as an expressive element because it is the only way to express thoughts and ideas that are essential in the human culture. Thus we can say that the ideas we think about and our mentality are our culture which gives us our belonging and our identity. We can speak out our culture and identity only through language. Spoken, written or gestures. This chapter is devoted to shed the light on the definition of language as a whole and then present its importance and what is a foreign language. After doing so, we supposed to define culture and show how it develop through time. Then we are going to define the identity in general and have a look at how it constructs and what is cultural identity. At the end we are emphasize on the effects of learning a foreign language on culture and identity of university students on reference to on both positive and negative side.

### **2- Language**

language is a tool of communication and expression it is the mirror of any nation to manifesting its identity and personality through language the mankind can communicate and interact with each others, express ideas, thoughts, feeling, and needs, it characterizes the humans being from the others creatures. Language is related to different sciences and it has many definitions differ from one to another. Sapir(1921) define it “purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”.(p.08). It is clear from the above definition that language has a main goal which is communication because it aims to convey the thoughts, emotions, and needs with a particular symbols chosen by the society, he distinguish the human language from the language of animals which use particular sounds to express their limited emotions and needs such pain and hungry...etc .But they have not the ability to speak about the past or future or something else.

Hall(1968) from another side defines language in another way by saying language is the whereby institution humans communicate and interact with each other by means of habitually used oral. auditory arbitrary symbols”. (p.158). this definition not confirms just the concept of communication, it focus also on the interaction between people. Hall describes language by an institution throughout it people achieve communication and interact with each other it has also vocal nature which is also an agreed system.

### **2.1 importance of language**

## **Chapter One : The Relationship of Language, Culture, And Identity**

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The importance of language appears through its relation with everything in humans being life. Ferdinand de Saussure (2013) verify the importance of language when he said :In the lives of individuals and societies, language is a factor of greater importance than any other. For the study of language to remain solely the business of a handful of specialists would be a quite unacceptable state of affairs.

The language is an important ground for the social life and it is necessary because language for humans is a devices of expressing his needs and desires.

It is a tool for people to communicate with others and change thought, ideas, and feelings, it can also provide protection for them, language makes, people develop their thoughts and experiences, and makes them able to bestowment, create, and participate. Through language meeting happen with others and socialized with them which enhances the requirement of new experiences and abilities that help the developing of their lives, their minds, and their personalities. Jhon Dewey(2012) points out :The importance of language in gaining knowledge is doubtless the chief cause of the common nation that knowledge may be passed directly from one to another. It almost seems as if all we have to do convey an idea in to the mind of another is to convey a sound into his ear. Thus importing knowledge gets assimilated to purely physical process. (p.20)

Therefore, the importance of language is demonstrate in the requirement of new knowledge, David Kilgour(1999) said that “language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friend ship, cultural ties, and economic relationship.” The language whether spoken or written has a strong relation with thoughts, religion, politics, nationalism, and human meeting.

### **2-2 Foreign language:**

Foreign language is the language of other people in a specific area.It learnt in schools and universities and it is not spoken outside them. Through a foreign language people can gain more knowledge about the native speakers of this language and learn about their civilization, their literature, and copy their experiences in order to develop themselves or their countries. A foreign language is a language indigenous to another country.

It is also a language not spoken in the native country of the person referred to. learning a new language is very important for individuals to guide themselves around the world. AleidineJ.Moeller and Theresa Catalano (2015) assert that “study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of authentic culture itself”(p.237) so the people are evaluated by their mastery in another language such its native speakers.

## **Chapter One : The Relationship of Language, Culture, And Identity**

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The foreign language is different from the second language, is used to promote trade, scientific progress, international communication, it is not widely used in that particular area used in it and is not officially recognized and accepted. Foreign language is used for absorbing the culture of other nation, it produces bilinguals with the passive and receptive attitude, it remains language of reading and knowing but not of communication like English language, Spanish, in Algeria.

Rivers(1981) explained that: “the learning of foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact” (p.09) i.e. gaining a foreign language means obtaining a menu knowledge about the culture of those people who speak this language and that contributes in improving the educational level of individual and develop their knowledge.

### **3- Culture**

About language and culture Hilda Freimuth declared that there have been many definitions about culture over the years, most of them tend to have one thing common shared values for a way of life in a society. As an example: Goodenough's 1957 : “whatever it is one has to know or believe in order to operate in a manner acceptable to its members...”(219) Also Wardhaugh, 2002: “learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods....”( p 225) . In addition to Bates and Plog share a more detailed definition “The system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.”(p 1) Besides that there are other definitions on the web that changed from one to another.

Hilda also explained that since there is a close relationship between culture, society and language, there must be a relationship between culture and language. As well. Hilda gave an example about how human and culture are inseparable, which is Indonesians and Indonesian culture and human being who live alongside Indonesia in a unit area of ethnic communities and they also live in a unity of republic Indonesia. So, they have one culture. In Indonesia There are two very important functions of cultural system called: the givers 'identity and communication which is the unite and integration of Indonesian community diverse.

Also Koentjaraningrat 1985: defined culture. “The culture”. "The entirety of the conduct and results of regular human behavior by the administration that must be acquired behaviors

## Chapter One : The Relationship of Language, Culture, And Identity

by learning and all are arranged in life". (p77). In this case culture is considered as a production of humans behavior, creativity and imitation of other groups of people.

### 4- Relationship between culture and language

According to HILDA, Many researchers believe that there is a relationship between culture and language ,while others do not. for example Boas 2002, was a staunch believer in no connection between the two. Also Pinker had "...no patience at all for any of Whorf's ideas." ( p 225). Unlike Lucy was one of the researchers who found and believe on the influence of one on the other, in his study between English and Yucatec for example in Yucatec did not have plurals for inanimate objects Maya, he discovered that the latter did not have plurals for inanimate objects.

Brown (2000) is convinced there is a connection between language and culture. He says, "It is apparent that culture... becomes highly important in the learning of a second language. A language is part of a culture, and a culture is part of a language; the two are intricately interwoven..." (p 177).

Wenying Jiang 2000 in his research of Relationship between culture and language he speaks about the inseparability of language and culture " Language is the culture's mirror ,people can see a culture through its language, in other sense, to symbolize language and culture another metaphor used which is the iceberg. Language is the invisible part and culture is a small part however, the invisible aspect of culture lying hidden beneath the surface ,is the greater part " . Wenying Jiang gives us Metaphors about culture and language IN ORDER to understand the Relationship between culture and language he resembles:

language + culture → a living organism.  
Flesh                  blood

Without culture ,language would be dead ,and without language culture would have no shape because culture is blood and language is flesh and both culture and language are makes a living organism. this is philosophical view .

Language+ culture → swimming communication  
Swim shall          water

communication would remain to a very limited degree (in very shallow water) ,without language .there would be no communication at all without culture. simple because communication is swimming, language is swim shall and culture is water . from communicative view.

## Chapter One : The Relationship of Language, Culture, And Identity

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language + culture → transportation ( communication).  
↓                    ↓  
Vehicle    traffic light

Language makes communication easier and faster, culture regulates , culture sometimes promotes and other times hinders communication. So, language is a vehicle and culture is traffic light and communication is like transportation. this is pragmatic view.

In addition ,Hammerly (1985) believed language learners were not fully trained until they know the behaviour of the culture of the language they were learning .

### 5- Identity

David Buckingham (2008) defined identity as unstable and vague term .It is used in different context and for different purposes .The term of identity refer to a latin root ( idem) which means the “same”. This term contains in itself similarities and differences . while for any one it is some thing unique that distinguishe each one from the other people . David Buckingham also explained the relationship that identity implies with a broader collect or social group of some kind. On other hand identity is about “identification” with others that have assumption and similarity to us in some significant ways.

I may struggle to “be myself” or to “find my true self” according to David Buckingham these two aspects make a tension or debate around identity on the basis of social, cultural and biological characteristics as well as sharing values, personal histories, and interests multiple identification with other also was seeking. He said” I amthe product of my unique personal biography. Yet who I am (or who I think I am) varies according to who I am with, the social situations in which I find myself, and the motivations I may have at the time, although I am by no means entirely free to choose how I am defined.” on one level the person’s unique personal biography have a great influence on the identity’s construction and it is considered as one of the main pillars of identity.

Concerning the question of identity David Buckingham “Identity is not merely a matter of playful experimentation or ‘personal growth .in addition to this it is about life, death struggles for self determinations. so, in many parts of the world are currently being waged”. This quote intent that what is happening in many different parts the world like (death,struggle) is far from personal growth and playful experimentation.

### 5-1.The Construction of identity

James D. Fearon 1989 in his article about what is identity ? declared that the most relevant definition of identity is the oed definition (second edition 1989): “the sameness of a person or thing at all times or in all circumstances; the condition or fact that a person or thing is itself and not something else; individuality, personality”. fearson explained how the oed defined identity as an older meaning of the word,that is still used in daily speech,but it is not narrow to our present concept of identity .in this older sense,the identity’s references is to a particular name or particular person’s association , in other sense “she revealed the identity of the murderer” or “a case of mistaken identity” This usage is still with us very much.

Fearson mentioned also that identity have a second older meaning that need not apply to persons “The quality or condition of being the same in substance, composition, nature, properties, or in particular qualities under consideration.” The OED<sup>1</sup> gives an interesting example: recently in south Africa the word’s use was a label for and policy which is acknowledgement refuse between Africans and Europeans.

As Gleason (1983) shows that the evolvement of our present sense of identity have been in the last forty years. It derived from the concept ‘ identity crisis’<sup>2</sup> of the psychoanalyst Erik Erikson, he made the term into dictionaries. Also this term is defined in one as follows: “the condition of being uncertain of one’s feelings about oneself, especially with regard to character, goals, and origins, occurring especially in adolescence as a result of growing up under disruptive, fast-changing conditions.” The implicit definition of identity in this statement as ones’ feeling, self ,character, goals and origins. this meaning is closer to ‘self image’. As we use it now, “My identity ” this term shows a difference between my identity and my feelings about my self, character, goals and origins but rather self, character definition.

Dictionaries suggestions was about that identity is new concept and it is not something eternal that people need in the establishment, defend and protect of their identities ,their thought was about what they were doing in different terms. This notion shows a design of the sense of social Identity. it is a social category and a design of group of people by a label which its use is a commonly by people designated other.

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<sup>1</sup> OED definition : The Oxford English Dictionary was originally published in fascicles between 1884 and 1928 The Second Edition of the Dictionary, published in 1989, was an amalgamation of the text of the First Edition with that of the Supplement produced in 1972–86, combined with approximately five thousand entries for new words and meanings.

<sup>2</sup> Erikson used the term "crisis" to describe a series of internal conflicts that are linked to developmental stages. According to Erikson's theory, the way a person resolves the crisis will determine their personal identity and future development

### 5-2. Social identity

In sociology, social psychology and anthropology, David Buckingham's introduction of social identity as a concern in the relationship between the individual and group identities. Researchers study was on the manner or the way of that people categorize and label themselves others and others, identification as members of particular group, sense of group belonging, groups discrimination ,groups relationship to each other. The operation of these processes is at the social as well the individual levels.

Drawing on this approach, Richard Jenkins( 2004) argues that "social identity should be seen not so much as a fixed possession, but as a social process, in which the individual and the social are inextricably related.<sup>19</sup> Individual selfhood is a social phenomenon, but the social world is constituted through the actions of individuals. As such, identity is a fluid, contingent matter—it is something we accomplish practically through our ongoing interactions and negotiations with other people. In this respect, it might be more appropriate to talk about identification rather than identity."

David Buckingham used Erving Goffman's approaches 'the presentation of self in everyday life'. It is first published in 1950 as an example of this approach which is "dramaturgical" which is a social interaction as a kind of theatrical performance and impression's creation by individuals on others that will enable them in goals achievements 'impression management' colluding with others to create a collaborative performance. Goffman distinction here between "front stage "in social gathering individuals conformation standardization definition of the situation their and individual role within . it plays out a kind of ritual." back stage" the impression's creation while on stage maybe directly contradicted and performers' team may disagree with each other.

Goffman overstating on importance of rules and neglecting of the aspects of improvisation everyday social interaction or sheer habit was criticized by many critics .and he suggests that backstage behaviour is closer to the truth of the individual's real identity ,which appears to imply the less honesty or less sincerity of front stage behavior .

This could be seen as a neglecting of extent to which all social interaction is a kind of performance .

Furthermore, to understand the use of digital media by young people, this approach is the most appropriate for our understanding and online interaction (instant messaging ,chat social networking, mobile communication) where crucially rules and etiquette are clear. and not because of other cues (visual ones) absence. conventionally this make identity claims in every

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day life. the performance's issue is also very relevant to the construction of young people identities (via use of avatars e mail signature...).

David Buckingham the theme of identity is a provident and useful lens to view more clearly particular aspect of relation between digital media and young people identity's very broad concept, it is focus is in critical question about personal development and social relationships .this theme gives a particular view about relationship between individuals group, social power , inequality , and study of technology and with broader question about modernity and social change.

Even so, identity is very broad concept. It is considered as a lens through which to view clearly the relationship between individual and group. Yet, it gives attention on personal development and social relationship of young people.

### **6- Cultural identity**

Vivian Hsueh-Hua Chen (2014) mentioned that The reference of cultural identity is to the identification or sense of belonging to a special group and various cultural categories (nationality, ethnicity, language, race, gender and religion).

By the process of sharing collective knowledge such traditions, heritage, and aesthetic norms and costumes the construction of cultural identity comes.

cultural identity is complex and multifaceted because of affiliation of the individuals with more than one cultural group.

Scholars used the concept of cultural identity in wide range of humanities and social science disciplines with the include of communication and cultural studies but among others also psychology, history, linguistic and regional studies.

In multicultural societies as a way of recognition and celebration of identities of racially and ethnically marginalized groups, the concept of cultural identity is often used by nongovernmental organization.

Within a unique social context and relations to others the ones' cultural identity is created. and the definition of all cultural identities is by others presence and cultural practices reorganization.

In construction of cultural identity, intercultural dialogue is very essential in showing similarities between individuals and differences from others and define themselves also. Contested space when definition and negotiation of cultural identity is produces by intercultural dialogue.

### **7- The effects of Learning a Foreign Language on culture and identity of university students**

For academic and future life success learning a foreign language is absolutely essential , but the assumption that one must discard one's identity along the way needs to be challenged .in fact becoming bilingual can benefit individuals and the country in general.

Gunderson, 2000:

"Language and culture are inextricably linked. Unlike the Gordian knot, nothing comes from separating them because they have little or no meaning apart from each other. And English has become a world language, one that dominates business and science. In many respects it is hegemonic. To participate in the world economy and to benefit from the advances of science, it is believed, one must know English" (p 694).

Block, 2007:

"Although identity is conditioned by social interaction and social structures, it conditions social interaction and social structures at the same time. It is, in short, constitutive of and constituted by the social environment" ( p 866).

Language is a tool that people use to establish and maintain a social and interpersonal relationship and this clarified that language is social practice in which to participate, it is not a combination of grammar and vocabulary should be known by learners. The learner should know the use of this language to create a meaning and to represent communication. for mediating learning, language is the prime source used by teachers, in learning language the work of teacher and learner with language is simultaneously A study's object and a medium for Learning however in learning a language The new language and new culture being learnt offer the opportunity for learning new concepts a new way for understanding the world. Gunderson, 2000 declared: "surrender great parts of their language and culture" and "culture is part of identity, and identity relates to how well a student does in school and in society" (p 693).

To think about culture, identity and language there are several factors indicate their mutual connection.. this implies that one of the most ways to expressing one culture and identity is language.

The involvement of developing with the student an understanding of their own culture is intercultural language learning which is the heart of the language teaching . it also involves the understanding the way in which this recognition influences the communicative process within their own language and culture and across language and culture.

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Students engagement with and learning to understanding and interpretation of human communication and interaction in increasingly sophisticated ways is through the intercultural language learning .they will be both communication participants and observers of noticing, describing ,analyzing ,ideas interpretation, experiences and feelings shared with , communication with others .the exchange of meaning and process of interaction in our world is considered as an integral part of life.AS such intercultural language learning is not just something to be added to teaching and learning but rather something that is integral to classroom and beyond interaction.

The culture of foreign language is totally different from the identity and culture of the first language . this lead to the change and the feel of loneliness and isolation of student's identity. this affects a problem that teacher are not aware of i.e. this implies the adoption of the values a behaviors of learner and the strong connection of Learning Culture and this will be very clear in the speaker's culture including aspects such as beliefs, values a needs.

social communication and interaction depend on social factors like Speaker or hearer social status the development of awareness of socio-cultural and sociolinguistic differences between the students first and foreign languages is very essential such awareness is a helpful for both student accidental failure and difficulties of communication understanding.

Development of learners foreign language identity contains a classroom environment which plays a crucial role in it. the focus of this idea is on the active participant in Learning process which is learner. And by extension the Identity's construction happens whenever engagement of learner's cognition, emotionally and physically. through classroom study of Target Language learners understanding of their own language complexities. also the selection and the use of functional language that support their own communicative needs. The integrating process of new language into one's cognitive and psychological base require time.

The development of learners foreign language identity is thanks to learners interaction in addition to the rich environment . whether their interest in earning a particular grade and their prepare for target cultures interaction . identity's work is a part of foreign language classes. so, at the same time the process of acquisition is dialectical. Learners discover, deconstructs and analyze the first and foreign language differences existence between the first and the foreign culture needs the students awareness for meaningful and successful communicatio . The critical component of Foreign language learning is the importance of interpreting speech style and Speech acts appropriately to communicate effectively and this confusion communication arise between native language and the language they are learning differences.

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During the process of the language acquisition the identity's Work happens, no matter what the context with cognitive and emotional development language develops, the sense of who are Learners and their places in the world comes from learning a foreign language.

For learners, imitation and appropriate choose there are different modals provided by various contexts. the informal meeting that learners have with other learners whether they be experts or novices ,to control the linguistic development learners, communicative competence evaluation are redefining the identity within the context.

### **7-1. Positive side of learning a foreign language**

most of English Foreign Learners think about learn a foreign language as an advantage simply because it allow them to fit in. and access certain community's parts to which they wish to belong. the language is method of expressing self and identity in the process of Learning to challenge this socially constructed identity, express the prejudices! of Learners, language is the facile mean. In this quote Luke emphasizes that Language Learning is very important when student tries to instruct an identity and the influence by external factors such as Society and culture at the same time.

According to mccarthy the realisation and the beginning of disscussion the issue cultural identity is crucial at the same time also crucial for development a more effectiveness of curriculum. As an instruments of Learning the realization and acceptance the multilingual and multicultural background of students are very important Moreover many abilities included in help in the understanding of what the curriculum should provide .as suggestion the concentration on learners needs ,motivation affinities among their things.

### **7-2. Negative side of learning a foreign language**

As learning foreign language has advantages there are also disadvantages, but they are not really considered as obstacles against the process of acquisition and learning of new language.

#### **\*-Slower learning**

Slower learning is a part of failure in learning and acquiring new language,That is to say the learner needs a lot of time to learn another new language ,and he will felt in a confusion between native language or the new language .

#### **\*-Cultural identity issues**

Learning a second language sometimes led to the loss of the identity of learner and the misunderstanding of which environment the learner should be in. Madeline Ehrman and Zoltan Dornyei(1998) stated that "language learning frequently entails new thought, processes identity and values that can present a threat to learners"( p121).This means that learning a

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new language led to the confusion and co foundation on determining the learners ‘ cultural identity. He risks about the trouble of double identity.

### **8- Conclusion**

Finally, this chapter provides the most important definitions about the main issue tackled in this dissertation. The cultural identity is obviously affected by the language which is the main pillar of every culture, and it is an important factor that influence the development of any culture. So the relationship between language, culture, and identity is an integrated relationship. These elements lead us to talk about the influence of learning English as a foreign language on the cultural identity of learners since it considered a global language.

# **CHAPTER TWO**

## **English Language In Algeria**

**1- Introduction**

Due to the globalization of the English language it became the language of economic, superpower and technology. It is the only language with no boundaries in all over the world. Thus people are always in need to learn English. In our country, Algeria, it was considered as a second foreign language after French. In this chapter, we are supposed to give an outlook about the movement from French as a foreign language to English. Then, we will deal with the importance of English as a foreign language in the Algerian institutions. Also we will have a look at its objectives in the learning process, moving to the status of English in the Algerian educational system and its policy. In addition to that, we will deal with the integration of the English language and the cultural homogenization of English and the globalization. Specifically, we will tackle the impact of the English language on the globalization and the cultural homogenization.

**2- Moving from French as a foreign language to English**

The second largest francophone<sup>1</sup> country in the world is Algeria in terms of speakers. French language has a special position in Algeria since the independent in 1962, it is inherited from the colonial France, the dominant of the French language contribute to make Algeria francophone country. French is used widely in government, media (TV. Channels, radio stations, newspapers), and the educational system from primary school to high education, the key subjects such as law and medicine are taught in French language. Benrabah(2007) confirmed that “in universities, 95 of post graduate courses in sciences and 95 of undergraduate courses in medicine and technical disciplines are taught in French”. (p.233)

It is the widely spoken foreign language by the member of the Algerian society especially the larger cities. French gaining a prestigious status among the Algerian people. Mohamed Nassim Negadi (2015) indicate that “French a socially. Valued language, is often associated with modernity and technological advancement and it is thought today as a second language at different levels, while at the university, it remains the language used for instruction in a number of streams, scientific, medical and technological, in particular”(p.498)

This situation of French language as a foreign language in Algeria could soon change due the increase interest in English language. Few years ago, despite the fight of the English language by the francophone peoples, hundreds of private institutes are opening their doors across the country, and the noticeable change can be seen though big demand of the community to replace French language with English which become a global language the first

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<sup>1</sup> - Francophone : an international organization (oif) its motto is “equality, complementarily, and solidarity” it comprises 56 members.

spoken language in the world. Because of the power represents in economic, industrial, scientific, political, historical, and socio cultural, English is dominated all the cultural aspect; broadcasting, advertising, the press...etc. It is the most import language nowadays, Amine Ghanemi (2019) said that “Supporters of making English the main foreign language said the change necessary for “Algeria’s culture independence” because domination of French in business, higher education and culture stifled the national Arab and Tamazight languages”(p.17)

So, English in Algeria as a foreign as a foreign language has a promising situation since the supporters people which there number increase everyday because the consider it as the safe of the Algeria culture, the Arabic, and the Tamazight language from the domination of French language which eliminate somehow the Algerian identity.

### **3- English as a foreign language (EFL) in Algeria**

Algeria known by its sociolinguistic diversity because of the existence of many different languages. The English language is one of these languages. Most of Algerian people cannot speak it properly because of the lack of the appropriate possibilities to quality English to facilitate the access to the global world. People want learn English because they consider it as a bridge to the whole world which used it.

Nowadays, English is very important for most learners, because too much of professional, technical and scientific information are in English. David crystal (2003) affirmed“ language does not become a global language because of its intrinsic structural properties, or because of size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn” (p.9) it means learning a language such as English as foreign language helps the Algerian learners to develop their future life styles includes occupation, travel, and getting foreign friends:

The English language still not thoughts in the primary school in Algeria, despite an earlier attempt to affiliate it as a first foreign language in primary school in 1993 in the fourth level, pupils and parents could choose between the two foreign languages: French or English, and most of them preferred English, Al though this succeeded attempt the government did not apply it again officially.

After the reform of 2000 English taught compulsory as a second foreign language for 07 years starts from the first years in middle school till the third years in high school.

It though also at universities. Hamdi (1990) Said “The Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon a leading role

in international affairs. We have only to examine the shift from French to English as a subject in the educational curricula, or the ever –increasing number of students registering in the English department of the universities”(p.13)

The study of English is becoming compulsory for all learners, because it is a mean of communication with the world, it is a abridge to science, modern technologies. Its integration in the curriculum has helped to double the users who have become knowing the importance of English to match them with the changes happen in all fields of life.

According to some educators, the teaching of English in Algeria brought many successful results, and despite this fact, most of the learners still have challenge with some problems such as the miss of potentials and the time given for the study of English language. Laraba (1988) believes that “A great majority of Algerian student learning English as foreign language are fairly poor manipulators of English both orally and its written form. Of course there are some brilliant expectations among under graduates and younger teachers” (p.79)

To beat the difficulties which face teachers and learners various of syllabi have been designed and different programs have been drawn in the educational system in order to improve the performance of the productive skills of learners which are speaking and writing in English language.

### **3-1. The Importance of Learning English as a Foreign Language**

Algerian learners are learning English as a foreign language since it has useful aspects of their success. Learning English helps the learners to succeed in a different part of their lives such as getting employment opportunities. For businesses, it is necessary to extend and sustain a powerful balance in the global economy. It is good achievable if they can comprehend the psychology and the language of their foreign clients. The majority of companies, therefore, looking for candidates with foreign language skills. Traveling easily and knowing other than one language opens up your holiday destination possibilities. Traveling to a foreign country becomes much easier if you can converse and communicate the language of that country. Fluency isn’t required. Locals everywhere appreciate that you’ve taken the time to at least attempt to learn and communicate in their tongue. It shows a superior level of respect and is an easy way to meet new people and having foreign friends.

One of the stuff most important to learning a new language is how much learns about the culture. Languages aren’t taught in a vacuum, they necessarily must also include lessons in history, cuisines, fashion, tradition and even etiquette. Learning a language helps you appreciate a new country in ways you wouldn’t otherwise. You understand why things are

done in a certain way and you learn to appreciate new cultures for those reasons. People are also much more willing to engage with you if you learn a new language, even if it's not perfect. You can have a twenty-minute discussion about politics in Arabic country with a street vendor all in French or English language. May be, asked for directions in loud English that cultural interaction would never have happened. Even if you are not fluent in a language, it says a lot about you as a traveler if you take the time to learn new phrases in a foreign language. It says that you want to explore and learn that you are not just there for the photos and to tick items off of a list. Travel is all about the culture and the people you meet and there's no better way to enhance both than through learning a new language.

Algerian learners consider learning English as the most important way to find foreign friends easier than any way before. To find and make friends, the person must be fluent in the language use and knows about the different movies and songs, arts and cultural stuff in general at least to find a mutual subject to talk about. So, English can help students to gain foreign friends through starting in any communication and conversation.

Anne F. Thurston, Karen Turner-Gottschang, Linda A. Reed (1994) declared that " Many welcome the opportunity to live with people from all over the world and like the more western ambiance enclaves" ( p.86). That is to say, a learner must contact foreign people because it gives him the opportunities to learn each one of them and know their cultures. In the case of this part of work the Algerian students have to go out of the country to make relations with foreigners, and try to make a contact with them to enhance his language abilities.

#### **4- The status English in the Algerian Educational system**

It is very necessary to know language Nowadays, it is increasingly recognized as a global village the world is joining together. In this ever - shrinking global community, the role of English is becoming increasingly important primary English is the language of new media and internet. It is International language spoken by 1.5 billion people, it is the language of communication in business, diplomacy Technology, shorts travel and entertainment ( Tietsky 2001)

All over the world the emphasis teaching English to vital part of education is needless. nowadays, in Algeria the Algerian Ministry of education's recognition of the growing importance which English plays in the world can be noticed.

In 1962, the struggle of establishment of Algerian educational system tailored to the need of the population. considering the historical connection with France ,until late in seventies , Algeria has always looked at the French language as a cultural imperative. after the policy of

arabization in 1971 and socioeconomic changes taking place world wide . English started to be part of Algerian system since the period of the French colonial as a second foreign language. First it was taught in private schools and then it spread to public ones. the existence of French and the spread of English schools it becomes a definitive part of system .

English as a communicating tool , in the globalized Algeria started to gain more and big space ;consequently, disparities in the use of French started to fade away at the cross –roads leaving more space to the teaching of English .

English considered to have a major importance in bring civilizations and technology in Algeria .moreover, it used in industry to build economical system ;also it is a part of our educational system as a second foreign language all this is due to multi-national, and also international change.

#### **4-1. Educational language policy**

Concerning the situation of teaching English, numerous changes and educational reform have occurred, it is announced in 2001 by the ministry of education, In the Algerian educational system English's status is considered as the second foreign language after French. In the national and the social life of Algerian people, English neither particularly plays an important role, As nor one of the historical component of the Algerian cultural identity. Also it is not natural communicative environment of the Algerian students. Besides, it is not akin to Arabic which is student's mother tongue. It is Absent most of time in their daily lives. Moreover, The Algerian life style is totally different from the Great Britain lifestyle. More than that, Algerians considered the English language as “a language of an ex-colonial and imperialist country”

#### **5- English and the cultural homogenization**

##### **5-1. English language and the globalization era**

The most well known language in the world is English it is spoken by native and non-native speakers. The buzzword that the world is talking about is Globalization. According the buzzword extensive literatures relate hit, however to globalization and English language there is no much literature specifically relate to them as is concerning the glob English study.

In the globalization era, English is considered as an essential tool for survival, it is very popular this makes it has an immense role for communicators in the present globalization times the which affects socio-cultural identities. In International politics and Commerce military links and culture. English language is a central part.

English languages Knowledge is now a basic skill Just like any other skills as car driving and computer using.

For smooth communication and better understanding of the world's ways, English is regarded as the best tool that enable People to do so. It enable also people to belong to different cultural background through communicative mode of interaction. It is the more popular than french language thus makes it the dominant language in the world.

Arnold (2006) stressed how English language implicates in the glob world and how so construct the non-English speaking cultures. I

## **5-2. Impact of English language on globalization and cultural homogenization**

After the second world war, the globalization's effects led to transformation in different aspects

,trade transportation, and culture this later in form of music, art, fashion and life -style, communication and language. English as one of one of important aspects that has huge impact on local and international communicators linkage. by this criterion English language become as dominant form of process of communication in the globalized world.

Predominantly, English language used as the global mode of communication that greatly affects in the global culture. as one of its characteristics is its impact on homogeneity and heterogeneity of cultures of the world. It is enable in the identification of the exists different cultures in the world. in addition to view the ones cultural background and set of practices that are divers in the world on account it.

Redman (2002) argued that communities expression of language and culture is become homogenized by their learning and for which to "English spans the divide between people and cultures. It isn't owned by Britain and America: now it belongs to everyone". Also Brunette (2004) argues that "The belonging of English language is to everyone, practices cultures of other language vanish or of useless any longer".

The formation of a new form of culture and authenticity of language (ibid), is by English language. the intensifying of process of communication and world wide cultures across various communities Sharing is also by it.

Over the World English language is taking a communicative process and hence the local culture too. Arnold (2006) argues that whether English language considered as a killer language<sup>1</sup> or not, (It has been observed that it acts in accordance to situation or dominance) because of that it is not a killer language. to other countries it merely doesn't impose application of vocabularies and other countries to express of other languages and cultures, it

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<sup>1</sup> Linguistics A dominant and prestigious language which gradually causes extinction of other, especially minor languages

has also been adopting Itself.

According to Krishnaswany and Brud (1998) after the two world war English language is spread in the glob world of development. “It is almost as if God said”, and “let there be a language “and” there was English” while in the process of Globalization it is a form of key to success and very necessary.

Through the communicative process English language brought an immense cultural interlink Also in the sphere of globalization and cultural homogenization it stages a relative importance. The idea and knowledge of the world culture had intensified greatly by the mode communication, By the information age men communication's means become more easier and the cultural homogenization stronger. In form of blending Knowledge, ideas on the and to and cultures throw cultural homogenization s information's effects and process of communication

English has great impact. In the era of globalization the role of English and is enhanced English languages impact on cultural homogenization is enable people to come closer beyond boundaries in the diverse set of different cultural background into cultural homogenization forming.

## **6- Conclusion**

In this chapter, we discussed the spread of English as a foreign language in Algeria. we firstly gave a description of how English language became the a second foreign language instead of French, we mentioned also its role, importance and its status in Algerian educational system in addition to globalization and the cultural homogenization of English language.

# **CHAPTER THREE**

Research Methodology and Data Analysis

### **1- Introduction**

In the third chapter, we attempt to investigate the Algerian university students' views and opinions about the effects of English language on their cultural identity. To achieve this purpose, we intended to choose the questionnaire as a tool of collecting data, which was addressed to second-year master students of English department at Ammar Thelidji University of Laghouat.

### **2- Research design of study**

This research study is carried out in order to find out how the informants' attitudes toward language and culture have changed under the influence of the English language and how those attitudes shape their cultural identity.

This study used both quantitative and qualitative research. We emphasize more on the qualitative one to gain a greater understanding of the shared experiences of the effects of learning English language on the cultural identity of university students.

### **3- Research population**

The population of this study consists of 111 students in second-Master. The population of study refers to the total number of people in the form of size of all elements that the findings of the study see to present( Sekarn, 2003).

### **4 -The research sample**

Sample of the study is defined as: “ a finite part of a statistical population whose properties are studied to gain information about the whole” (Fridah, Webster, 2002, n. p).

Only twenty students were chosen among the total number of the second year master population at the department of English at Ammar Thelidji University, Laghouat, 2018-2019 academic year. We have selected this category because they are already familiar with the learning of English language.

### **5- Research tools**

For the sake of having a better understanding of how the cultural identity of the Algerian students is affected by the learning of English language, a questionnaire of 11 items administrated to 20 Master two students majoring subject in English, with reference to this, Malterud (2001) stated that instruments in general can make the researchers gain a better understanding of the meaning and implications of their findings.

The questionnaire includes three sections, the first section was dedicated to students “background information: this latter is asked to identify their sex, age, place of birth, and mother tongue. The second section focused only on their learning and the use of English language.

Additionally, the third and last section is about the language and the cultural identity, it investigates whether the cultural identity changed through learning English language or not.

## **6- Data Analysis**

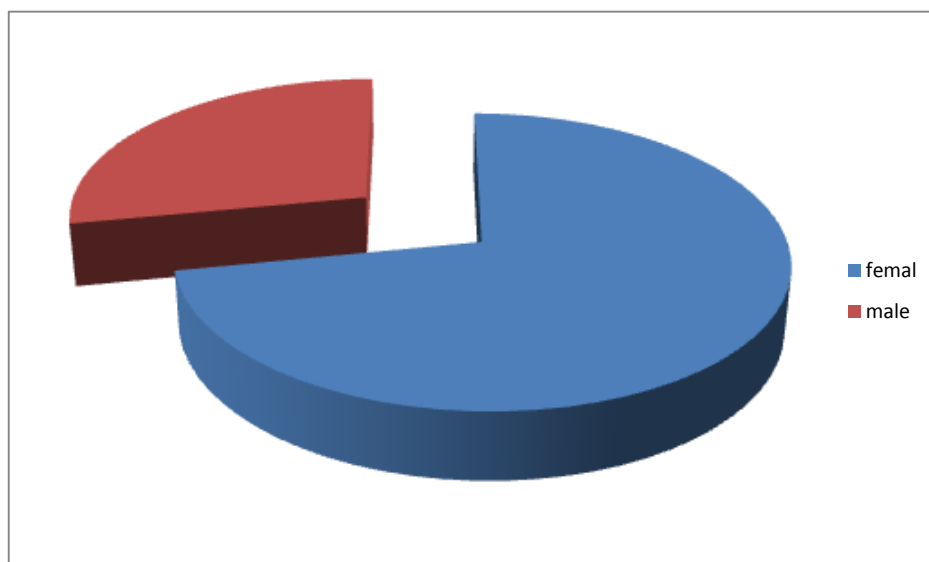
This stage of the study is devoted for data collection and analysis. The results gathered through the tool used in this study will help to answer the main questions in the current research.

### **6-1Section one: Personal Information**

#### **1- Students' sex**

**Table 02: students' sex**

| Sex    | Number | %  |
|--------|--------|----|
| Male   | 8      | 40 |
| Female | 12     | 60 |



**Figure 01: students' sex**

As it is shown in the figure 1, the number of females is taken a high ratio about twelve women with a percentage of 60%, in contrast with the number of males eight with a percentage of 40%.

### **3/ Students' age**

The age of our participants ranges between 24 and 33 years old.

### **3/ Students' place of birth**

For the place of birth of the participants, we can see that all of them born in Algerian (100%).

### **4/Students' Mother tongue:**

In terms of the mother tongue, we notice that all the participants speak the Arabic language as their mother language.

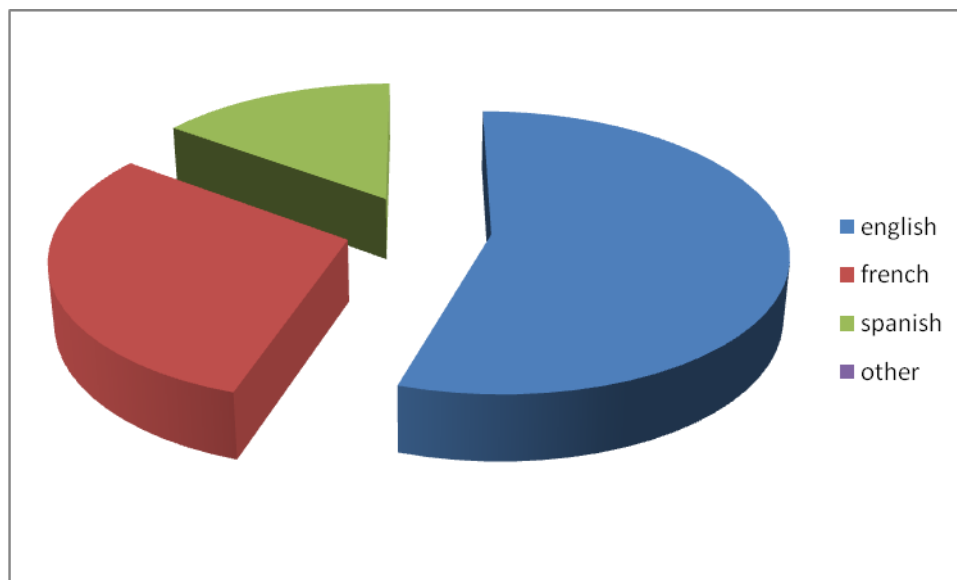
## **6-2.Section two: language**

### **1- If you travel outside Algeria, Which language/s do you use to communicate there?**

| Language | Number | %  |
|----------|--------|----|
| English  | 11     | 55 |
| French   | 06     | 30 |

|         |    |    |
|---------|----|----|
| Spanish | 03 | 15 |
| Other   | 0  | 0  |

**Table 03: students' language of communication outside Algeria**



**Figure 02: Students' language of communication outside Algeria**

The table above shows that a large number of participants (11) prefer using English language in their communications when they travel outside Algeria, while 06 of them prefer to use French language. There are only 03 students who prefer using Spanish may be they speak it fluently or they used to travel to Spain.

## **2/ Do you think that Algeria people should learn English language?**

As the results show 100% of our participants think that Algerian people should learn English, The reason behind this is that the English language is a global and international language which facilitates communication with others and also they consider it the first language of sciences.

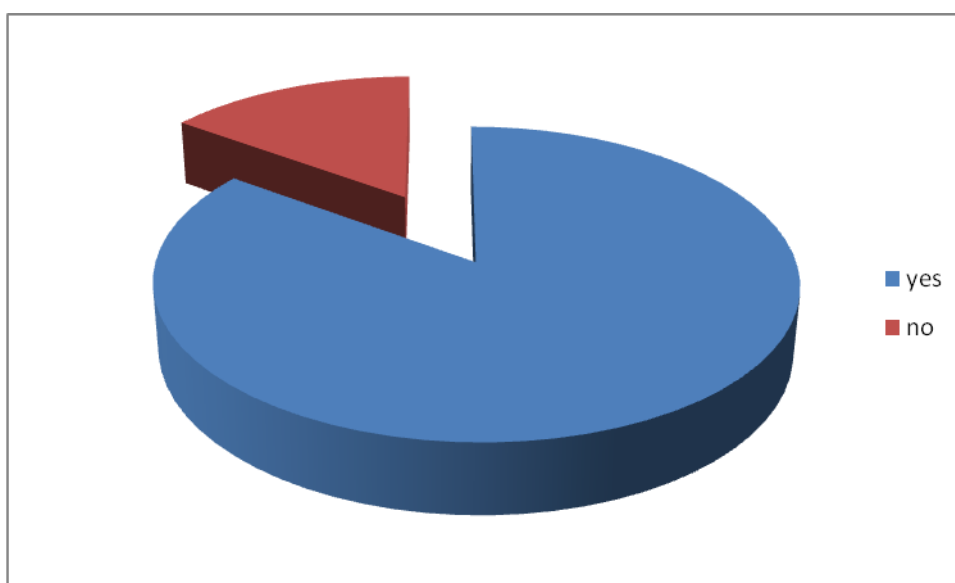
## **3/ What other languages do you speak?**

All of the students answered this question and their answers are mostly the same. They almost speak English language, and others speaks French and Spanish. While few of them speaks Italian and Turkish languages. We observed that all of them speak English.

#### 4/ Do you use English outside university?

| Student's answer | Number | %  |
|------------------|--------|----|
| Yes              | 17     | 85 |
| No               | 03     | 15 |

**Table 04: students' use of outside university**



**Figure 03: students' use of outside university**

From this question, we remarked that most students use English outside university, and they are interested about it because 17 participants (85%) said yes in this question. While only 03 of them (15%) did not.

#### 5/ How many years have you been studying the English language?

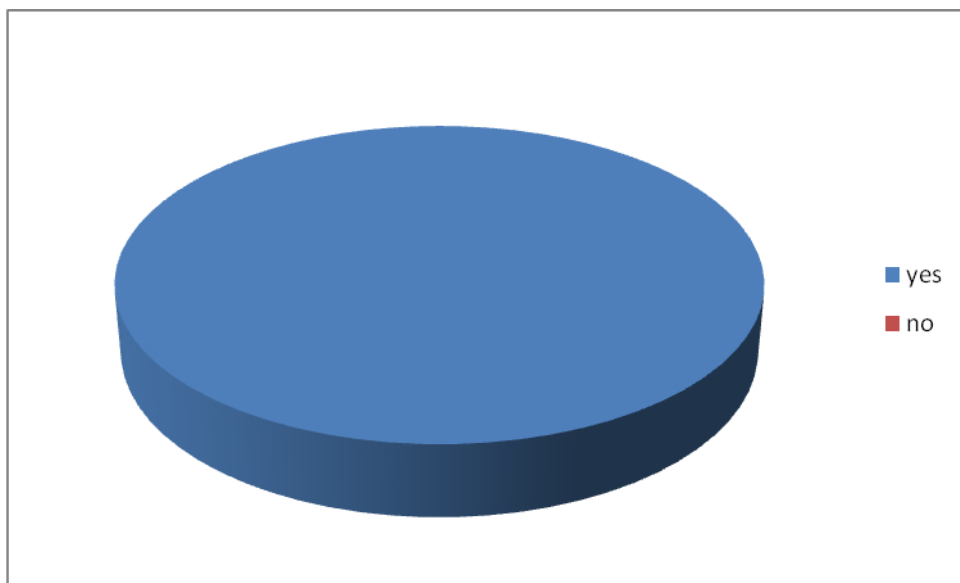
In this question, we found that all the respondents have twelve years in their career ,they studied English four years in the middle school and three years in the secondary school in addition to five years at university three in license degree and tow years for master degree .

### 6-3.Section three: cultural identity

#### 1- Do you feel that Arabic is an important part of the Algerian culture?

| Student's answer | Number | %   |
|------------------|--------|-----|
| Yes              | 20     | 100 |
| No               | 0      | 0   |

**Table 05: The importance of Arabic language in the Algeria culture**



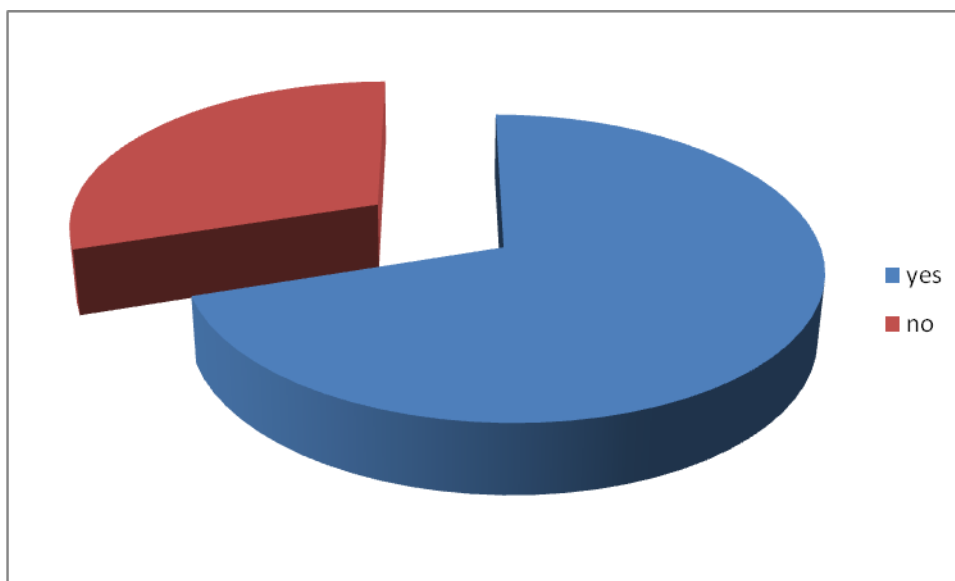
**Figure 04: The importance of Arabic language in the Algeria culture**

As figure 7 indicates that 100% of the participants see that Arabic is an important item in the Algerian culture. This result indicates that the language is an important pillar and it reflects the culture of societies

#### 2/ Do you think that the increasing need for and use of the English language in Algeria has changed the cultural identity of the Algeria students in some way?

| Student's answer | Number | %  |
|------------------|--------|----|
| Yes              | 14     | 70 |
| No               | 06     | 30 |

**Table 06: The influence of English language use on the cultural identity of students in Algeria**



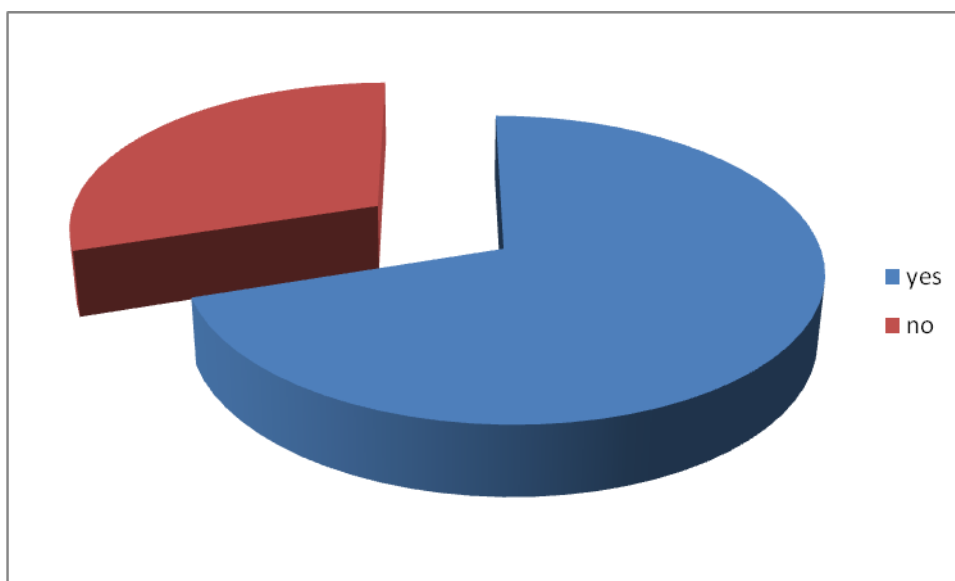
**Figure 05 The influence of English language use on the cultural identity of students in Algeria**

From the table and the figure above and the justifications of the participants, we can notice that the answers do not have the same percentage. 06 students with a percentage of (30%) said that they are not affected by the English language on their cultural identity of the Algerian students. However, 70% said that their cultural identity affected by the English language because it enriches their knowledge English culture and because it influence easily the way of thinking of youths and open their minds to let them accept English and American cultures.

### **3/ Do you think that learning English language has affected your cultural identity?**

| Student's answer | Number | %  |
|------------------|--------|----|
| Yes              | 14     | 70 |
| No               | 06     | 30 |

**Table 07: The effects of English language use on the cultural identity of Algeria**



**Figure 06: The effects of English language use on the cultural identity of Algeria**

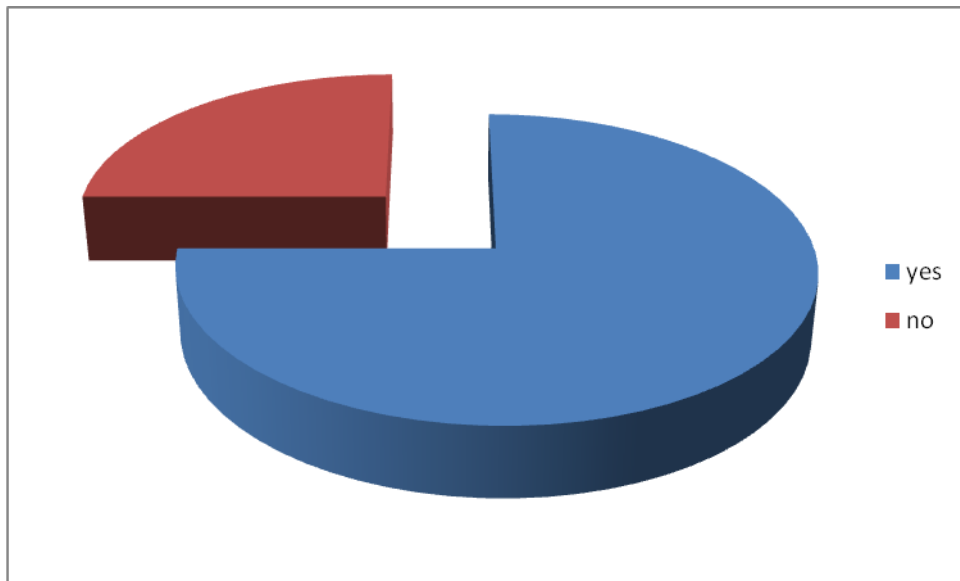
Figure 6 indicates that 70% of the participants agree that learning English language has affected the cultural identity of the students. They said because studying in English makes them think in English, and it helps them to recognize other cultures and follow their way of thinking and lifestyle like the western culture. However, the remaining students (06) did not agree.

**4/ Would you say that studying English (language and culture) has changed your opinion about your (culture, people, language, way of life)?**

**A-**

| Student's Answer | Number | %  |
|------------------|--------|----|
| Yes              | 15     | 75 |
| No               | 5      | 25 |

**Table 08: The impacts of learning English language on the students' cultural identity**



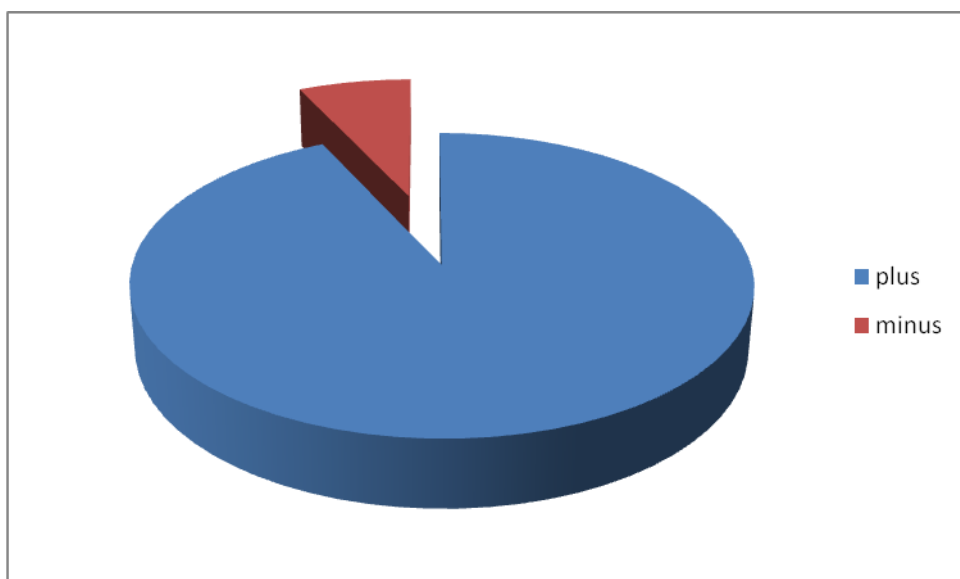
**Figure 07: The impacts of learning English language on the students' cultural identity**

The results in the part A indicates that most of the participants 75 % answered that the English language affected on the cultural identity of the students .While 25% of the participants said that the English language do not affected the cultural identity of the students.

**B-**

| Students' answer | Number | %  |
|------------------|--------|----|
| Positive         | 14     | 70 |
| negative         | 1      | 5  |

**Table 09: The culture more appealing on way of life, traditions, costumes**



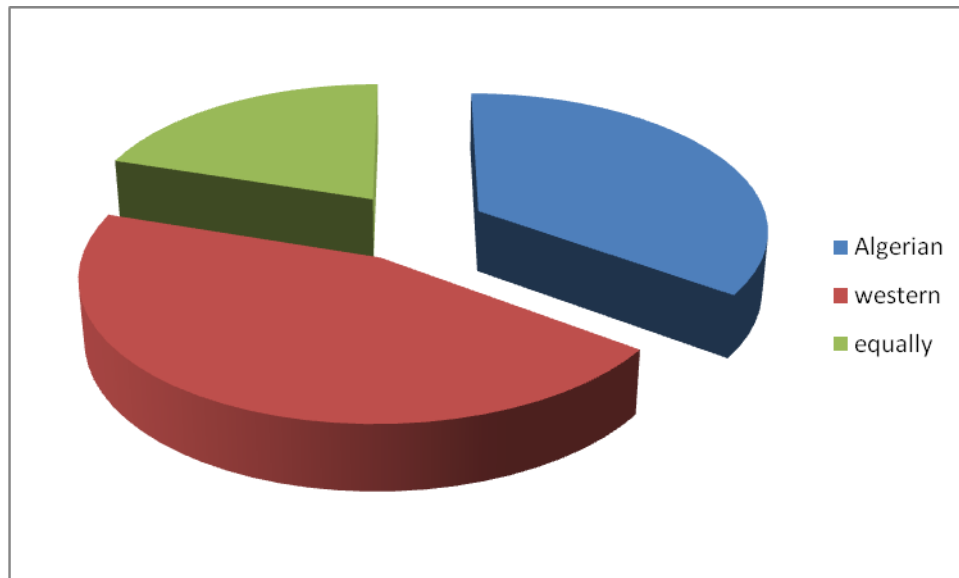
**Figure 08: The culture more appealing on way of life, traditions, costumes**

The results in the part B indicates that most of the participants 70 % answered that the English language affected on their cultural identity positively. And 05% said that the English language affected negatively on the culture identity of the students.

**5/ which culture, way of life, traditions, and costumes do you find more appealing, the Algerian or the western?**

| Students' | Number | %  |
|-----------|--------|----|
| Algerian  | 7      | 35 |
| Western   | 9      | 45 |
| Equally   | 4      | 20 |

**Table 10: culture, way of life, traditions, and costumes more appealing**



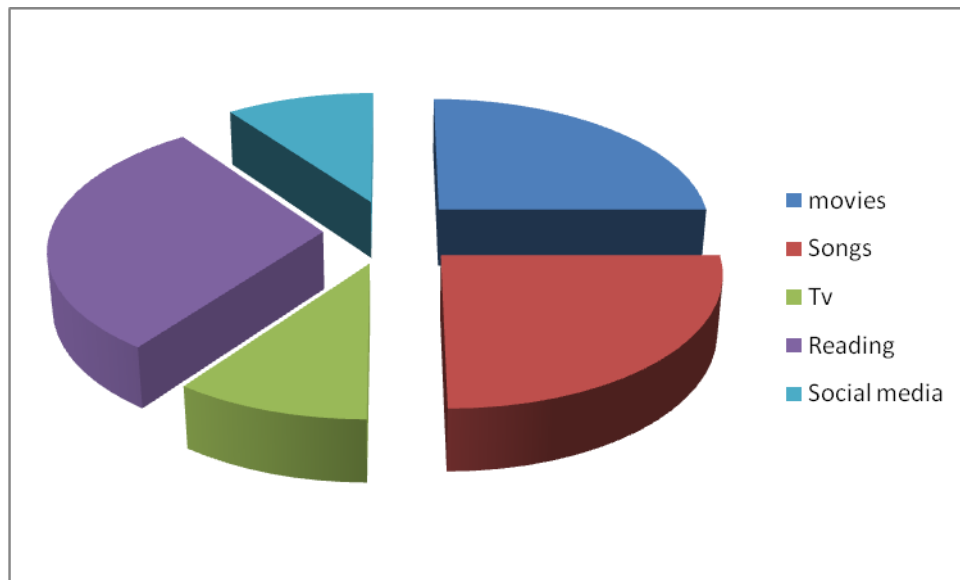
**Figure 09: culture, way of life, traditions, costumes more appealing**

When asked which one the participants find more appealing the Algerian or the Western culture, 9 of the respondents choose the western because they see it good and dominant and more developed. While 7 of them choose the Algerian culture because it is our pure heritage since we are Muslims and it is a part of our identity. However, 4 of them see them equally because they are integrated and acceptable, and each one has its flaws and positives and its own features.

**6/ In your opinion, what are main factors that can change your mentality, behaviors and attitudes?**

| Students' answer | Number | %  |
|------------------|--------|----|
| movies           | 05     | 25 |
| Songs            | 05     | 25 |
| Tv programe      | 02     | 10 |
| Reading          | 06     | 30 |
| Social media     | 02     | 10 |

**Table 11: The main factors that can change students mentality, behaviors and attitudes**



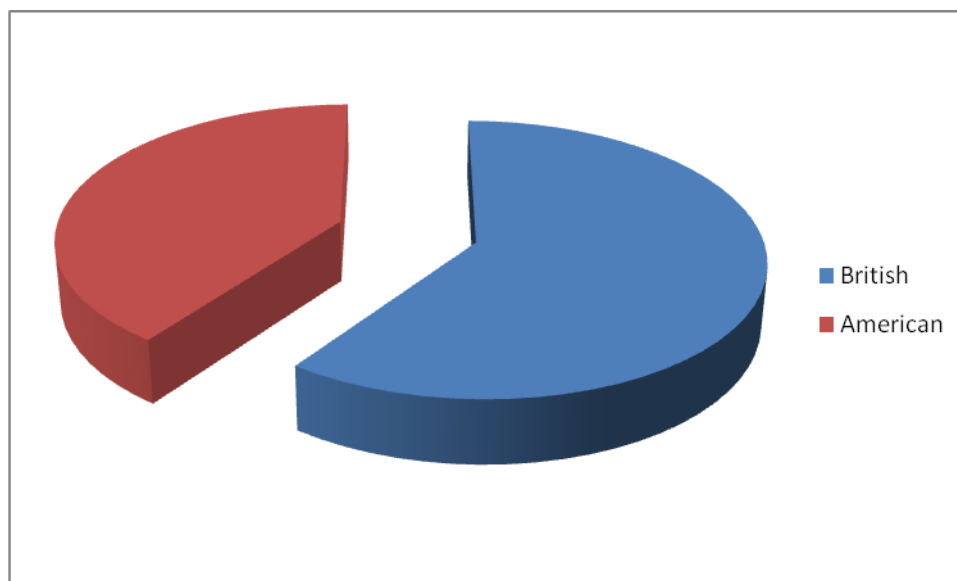
**Figure 10: The main factors that can change students mentality, behaviors and attitudes**

The table above shows that 6 students focus on reading books when it comes to the factors that can change the mentality, the behaviors and the attitudes, whereas 5 of them chose movies and 5 others are interested in songs, and 2 are interested in social Media. There are only 2 participants who focus on TV programs and documentary films.

### 7/ What do you prefer in using this?

| Students' answer | Number | %  |
|------------------|--------|----|
| British          | 12     | 60 |
| American         | 08     | 40 |

**Table 12:Language of preference**



**Figure 11: Language of preference**

It is clear in figure 11 that 60% of them prefer British English in the used factors. However, 40% of them, means the rest (8) respondents prefer American English

### 7- Discussing the results

The final chapter discussed students' answers of the questionnaire. We managed questions for them to confirm the impact of English language on their cultural identity. There for, the first finding result investigates our first hypothesis which said that the Algerian culture was affected by English language but not to one hundred percent(Q5)section three. In addition, the result of (Q3)section three investigate the hypothesis which said the attitudes of the Algerian students changed because of learning the English language and culture. The majority of students assert that studying English ( language and culture) has changed their opinions about their (culture, language, way of life) in a positive way (Q4)section three, this result confirms that the identity of students changed in a positive way due to the learning of English language

so, the final goal of this study is to show whether learning a new language contributes in shaping the cultural identity of individuals or not. we have shown that during learning a foreign language, learners can observe the change on their thoughts, way of life costumes.

### **8- conclusion**

in this chapter, we succeeded to collect the needed and suitable information for our study through conducting a students' questionnaire. Basically, the chapter provides information's about the participants of the study, tools of the study, data analysis, and the results. Twenty EFL students in Master-two students were involved in this study, their clear answers confirmed our hypotheses. Students sampled in this study affected by the learning of English as a foreign language. The results confirm that the English language contributes in the building of the cultural identity of university students positively.

# **General Conclusion**

### General conclusion

The identity of the human being is shaped through its culture, while language is the main pillar of culture. It is famously known that language is only a mean of connection and communication, but in fact it is more than what was said, It is considered as an expressive element because it is the only way to express thoughts and ideas that are essential in the human culture. Thus we can say that the ideas we think about and our mentality are our culture which gives us our belonging and our identity. We can speak out our culture and identity only through language.

The first of the theoretical part is devoted to speak about language, culture, and identity, explaining the extent of integration between them. The second theoretical part focused on the increase use of English language in Algeria in general and in education in particular. That is due to its global nature and its domination over the world. In the practical part we administrated a questionnaire to students of master two at English department of Laghouat University. The questionnaire contains a number of questions about the students' personal informations, their level and use of English language and their overviews concerning its influence on the cultural identity of students in Algeria.

Culture, identity, and language are closely interrelated to the fact knowing one language can interfere with learning a new one. In our case of study, we have tried to discuss the impact of learning foreign languages such as English in Algeria on the building and shaping of the culture identity of students who are in daily a process of learning this language. To achieve the main goal of this research, we conducted a questionnaire to Master- two students of English language in order to confirm the effects of English language on the cultural identity of Algerian university students,

In this respect, pivotal questions that ran through this study is to investigate the fact of the crucial role of learning English language the construction of the students' cultural identity due to the increase use of English language as a global language and language of sciences. In addition to the clarification of in what ways the influence of English on the cultural identity may change the attitudes of Algerian university students through the learning of this foreign language. In accordance with specific objectives of the current study, this research put forward a number of hypotheses under investigation.

To conclude, the results obtained from the students' questionnaire confirm the hypotheses of the study. Furthermore, the findings of the research indicate that the cultural identity of Algerian university students affected through the process of learning English language. This

## **General conclusion**

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study demonstrates that Algerian students change their attitudes toward the English language because they considered it a positive change.

This study focuses on the English learners or students in Algeria, and from the consequences, facts and data collected it is clear that English is starting to take a large part in learners' live, whether in the school or outside in their real lives. It is obvious that English is not just helping them through their studies, but also they use it everywhere, they are even adopting the idea of thinking in English as a way of acquiring and getting best from the whole process.

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# Appendix

## Appendix 1

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### Dear students,

We will be very grateful if you answer these questions that are related to the effects of English language on the cultural identity of Algerian university students. Your honest answers will help to guarantee the success of this investigation. Please put a cross in the appropriate box .

### Section one: Personal Information

#### 1/ Sex

-male ☐

-female ☐

#### 2/ Age .....

#### 3/ Place of birth

-Algeria ☐

-Other, what ? .....

#### 4/ Mother tongue

-Arabic ☐

-Other, what? .....

### Section two: Language

#### 1/ If you travel outside algeria, which language/s do you use to communicate there?

English ☐

Frensh ☐

Spanish ☐

Other ☐

#### 2/ Do you think that Algerian people should learn English language?

Yes ☐

No ☐

If yes,why ?.....

.....

#### 3/ What other languages do you speak?

.....

.....

#### 4/ Do you use English outside university?

Yes ☐

No ☐

## Appendix 1

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5/ How many years have you been studying the English language?

.....  
.....

### Section three: Language and Cultural Identity

1/ Do you feel that Arabic is an important part of the Algerian culture?

Yes ☐

No ☐

2/ Do you think that there is an increasing need for and use of the English?

language in Algeria has changed the cultural identity of the Algerian students in some way?

Yes ☐

No ☐

If yes, how?

.....  
.....

3/ Do you think that learning English language has affected your cultural identity?

Yes ☐

No ☐

If yes, how? .....

.....

4/ Would you say that studying English (language and culture) has changed your opinion about your (culture, people, language, way of life)?

Yes ☐

No ☐

If yes, positively ☐

negatively ☐

.....

5/ Which culture, way of life, traditions, costum do you find more appealing, the Algerian or the Western?

Algerian ☐

Western ☐

They are equally appealing ☐

## Appendix 1

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Why? .....

**6/ In your opinion, what are main factors that can change your mentality, behaviours and attitudes?**

-Movies ☐

-Songs ☐

-Tv programmes ☐

-Reading books ☐

-Social media ☐

**What do you prefer in using these factors ?**

British English ☐

American English ☐

**Thank you for your time**