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**The Impact of Learning English as a Foreign Language on EFL Students’
Identity**
**Case Study of First-year Master Students of Language and Communication
at Abdelhamid Ibn Badis University of Mostaganem**

Submitted to the Department of English for the fulfillment of the requirements for the degree
of Master in Language and Communication

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Abstract

This research work is an attempt to reveal the attitudes of EFL students and the view points of their teachers toward the impact of learning English as a foreign language on EFL students identity hand in hand with the great coverage of Globalization and the prevailing status of English as global language and the hegemony of American culture. A questionnaire is addressed to first year master students. The sample is comprised of 24 EFL students specialised in language and communication. Data analysis is done through performing percentage. Therefore, this study shows that most of the students have really become influenced by the western thoughts.

Keywords: English as a Foreign Language, Americanisation, Westernisation

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Dedication

I dedicate this humble research to my parents who I love,
To my brothers Mohamed , Moadh and Noussaiba for their great love .
Finally to my lovely friends, and my classmates who respect me.

List of abbreviations

EL: English learning

TC: Target culture

EFL: English as a Foreign Language

TL: target language

ELT: English language teaching

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General Introduction

In the light of 21 century, ELT has played great importance since English has become a global language, in which, now it is taught as the main foreign language in practically every country, used for business, and education. It is the most influential Language all over the world as it facilitates communication especially for people who come from different backgrounds. Moreover, it is used everywhere and in various sectors, such as technology economy, medicine, politics, etc.

Learning English is really important and helpful for an EFL student to understand the literature, poetry, music, film and etiquettes of another culture. It is defined as learned patterns of perception of group of people. It includes their beliefs, values, customs, traditions, heritage, their language and even their artistic expressions. Most of them are practices and each one affects people's behaviour.

EFL students are always exposed to the foreign English culture and literature, but when acquiring a foreign language. Student may absorb this foreign culture and it may lead to the loss of some aspects or knowledge about their first culture , especially their identity in an English language classroom . In our country, little or no attention is given by teachers or curriculum designers towards the identity of the student, a student enters the classroom with his own identity and culture then he absorbs the target culture unconsciously .

When conducting a study on the relation between identity and language learning, it was found that students became familiar with English movies, broadcast by national and international TV channels. While teaching a foreign language, the teacher is not only teaching how to read , write , and speak in that foreign language to a number of individuals , but also he deals with their complex histories and future inspirations.

In EFL classroom, learners always try to speak English to familiarise themselves with the cultural values of the target language community and to be accepted in the society in which that language is spoken. On the other hand, instrumental motivation includes learner's desire to benefit from the target language by using it as a mean to find better jobs and earn more money, and acquire a higher social status.etc.

Due to the new status of English as an international language, more and more researchers started to question the relation between that language and its impacts on students identity. English has turned out to be more than being native language of certain countries , such as the USA , the UK and Australia, it is a language adopted as the medium of instruction in many countries , and the primary medium of communication for people who have acquired different native languages.

There are a lot of possibilities and threats that await the learners in the future which should not remain neglected, since an analysis of these may provide educators both with a chance to interpret students present self , and the possible changes on themselves in the future by establishing a link between their emotion, cognition and behaviour .

Therefore this research work endeavours to explore the main impacts which might have resulted from the process of learning English as a foreign language on EFL student's identity. Indeed, this investigation aims at showing the factors that causes identity changes and shocks. Hence, the objective of the investigator is to provide answers to the following general research questions :

1. What are the factors that motivate Algerian students to learn English as a foreign language?
2. To what extent does learning English affect students' identity and culture?

In an attempt to tackle the research problems, a questionnaire is administered to first year master students , and a structured interview for EFL teachers is preselected on the basis of their experience in EFL teaching so as to elicit both quantitative and qualitative data at Mostaganem university that might result in satisfactory answers for the research problems.

This research will help the students to know the elements that can affect their identity when learning English. A mixed method design is adopted using a questionnaire and an interview to collect data to permit researching the issues addressed in this investigation on the one hand and to give an evidence for the hypotheses on the other hand.

The present dissertation is divided into three chapters. The first one deals with a theoretical background which provides a literature review about the impact of learning English as a foreign language on EFL students' identity. It gives a broad definition , common characteristics and major consequences.

The second chapter describes the research methodology adopted in the study. It seeks to examine the impacts of learning English on EFL students at the University of Mostaganem in

order to investigate the symptoms that show that they are influenced by the western culture and determine the factors contributing to this phenomenon. The third chapter concludes with some recommendations.

Chapter One

I.1. Introduction

This chapter presents the literature that reviews the impact of learning English as a foreign language on EFL students' identity by virtue of a set of definitions and illustrations. It also sheds light on how EFL affected learners. It is divided into several sections. First, one deals with the English learning in Algeria. Second, we will discuss about how cultural shock affects EFL student and how it deals with the western culture and westernization in foreign language learning, in addition to that, we will tackle social media and its impact on delivering western culture since the 20th century.

I.2. English in the Algerian Educational System

ELT in Algeria has deep historical roots in which it was first debuted by the beginning of the 1970s, Algeria begun to adopt new approaches and systems apart from the French counterparts. In the brightness of Globalization and the revolution of ICTs and its integration, the English language has become even important in which “The power and influence of English has been widely recognized nowadays in the context of globalization” (Chang, 2006, p.505).

After 1990s, the Algerian government and authorities started new relation with USA and they have given the importance for ELT in view of the fact that it is the language of Globalization. There have been considerable efforts in the educational Algerian system from policy makers in order to enhance English education in Algeria. Thus, ELT was firstly introduced in first year middle school and continues till the last year of secondary school i.e., for seven years.

In English language classrooms, the learner is always exposed to the foreign culture that underpinning textbooks. In the Algerian educational system, students were wide opened to English from the early years of schooling (middle school); however, during this period, the textbooks are basic and act as an introduction or a simple display to the foreign country.

At the university level, the analysis of the situation differs immensely. It tackles social, cultural and historical situations. This interaction between the English texts and the Algerian learners must have some kind of an imprint on his mind and personality, especially if the text studied was morally challenging to the culture of the learner.

In fact there have been considerable efforts in the educational system from top to bottom for policy makers to consider English as a central part of the development movement as Miliani maintains “English in Algeria is conceived as the magic solutions to all possible problems including economic , technological and educational ones” (Milliani , 2000, p.13).

Moreover we cannot separate a language from its own Culture because they are totally related to each other as each community has its own knowledge , language , beliefs , arts , behaviors, etc, and the learner’s contact with the target language especially English will develop critical thinking which leads to cultural chock and identity crises.

I.3. English Language Learning and Cultural Shock

English is the language of the most powerful countries in the world, it ended up being as one of the languages with the great number of foreign language speakers. It is the most used language in the world of business and the international communication. It is the official language in more than 75 countries and used by more than 2 billion people; besides, it is spoken as a foreign language by 750 million people .

Learning English is so important to get a job , because English is the language number one in many areas such as trade , science , communication , and many other fields. Speaking English is the most required competence by employers in every country, it helps to take high responsibilities, to improve people’s careers and professional affairs.

English helps EFL learners communicate in the target language and make travelling easier, and feel more secure. They may learn it because it is a must at their schools, universities, or familiarise themselves with another culture. In fact, cross cultural acquaintance becomes a necessity in order to help learners be resilient , open minded and more tolerant toward people from different cultural religious, racial, and ethnic backgrounds , moreover the learning , the cultural aspects would enhance their fluency and English linguistic proficiency. A learner gets more interested in the target language and spends much time and efforts in order to study, work or live abroad and therefore familiarise themselves with the target culture.

The result of the spread of English as a lingua franca has multicultural identities. The term “English” does not capture this sociolinguistic reality; however, the term “Englishes” does. Therefore, language programs should be planned to preserve the learner’s identity in which it has to “equip people to use two languages , without losing their identity”, as pointed by cook (2001;179).

I.3.1. Culture

Culture is basically defined as a way of life. It includes their beliefs, their values, customs, traditions, heritage, language, and even their artistic expressions, etc. Most of them are practices that affect behaviour.

When acquiring a foreign language it is necessary for the student to absorb its foreign culture, and it may lead to the loss of some aspects or knowledge about their first culture, especially their identity.

In our country little or no attention is given by teachers or curriculum towards the identity of the student, a student enters the classroom with his own identity and culture then he absorbs the target culture unconsciously.

I.3.2. Cultural Shock

In this globalized world, borders between countries disappeared and people mobility has become common place due to the development of the world which has been witnessed in all fields. Many impressions can occur through the encounter of cultures among them cultural shock.

Cultural shock is an experience a person may come through when one moves to another cultural environment which is different from his own. It is also a personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or visiting new country or being fascinated by western films especially American and British films and their life style and mentality. It is a move to another social environment, or simply a transition to another type of life.

Students who study a foreign language, English specifically, are exposed to some difficulties, they may experience some psychological changes because of the unfamiliar culture and attitudes, they start to notice the differences between the new culture and the origin one. Students feelings will be changed; as a result, ambiguity emerges and learner will encounter some hard moments and crises.

During studying a new culture, EFL learners may be astonished by the new culture, he or she sets out to study a new language or to reach other purposes. In this stage, students discover new things that are alike between the target culture and the origin culture, and they agree that people in all over the world are not different and everything is right, they will be

glad by everything. By the end, everyone will arrive to the end of this stage and enter another one which is being influenced by the foreign culture.

In a clear way, those students experiences “Cultural shock”. This phenomenon caught the attention of many anthropologists and psychologist who tried to study this multidimensional phenomenon.

Oberg described culture shock as “The anxiety that results from losing all our familiar signs and symbols of social intercourse” (1960:142). Psychologists assumed that mental disorders happens after a cultural shock , but not everyone is affected in the same way For EFL students, the case started to imitate the western culture in the classroom : the way they talk , behave , their way of greeting : they use another type of hand shake, and even uses western expression such as hallelujah, Jesus, bae, gosh, ect.

I.4. Identity and Foreign Language Learning

According to Britannica Encyclopedia , the concept of identity exists in many branches of modern science such as mathematics (identity matrix), philosophy (identity theory), theology(Christian identity), psychology (dissociate identity discover), logic (identity proposition) botany (genetic identity) ect.

Similarly , Block (2009,p43) argue that the concept of identity cannot belong to one single field , and list down some different types of identity as follows :

Ethnic identity , which is based on shared history , beliefs, system, practices , language ,and religion ,all associated with a cultural group; racial identity, it based on biological and genetic makeup; Nationality identity , it is built shared history; Migrant identity which is based on the ways of living in a new country , on a scale ranging from classic immigrant to transmigrant; moreover, gender identity which depends on nature of conformity to socially constructed notions of femininities and masculinities , as well as orientations to sexuality and sexual activity , in addition to social class which stands on income levels, occupation, education and symbolic behaviour.

Finally, language identity which is a form of relationship between one’s sense of self and different means of communication, understood in terms of language , a dialect or sociolect , as well as multimodality .

The identity of learners has been a subject of interest for a long time with reference to ESL and EFL area , due to the multicultural and multilingual situations. Connection between language , cultural, and social dimension have been investigated by many researchers (Block , Kramsch, Norton), who inquired about the creation of new identities that the teaching of English promotes.

The “multiple , shifting identities” of the 20th century and the 21st century are still an issue to be searched ,as Hall stated, “ it is a result of transformation of the society , the changes of people’s thoughts and emotions”. On the other hand, Block stated that individuals are defined by categories based on their social class , religion, education, family , but most of all , they are shaped and formed by their “culture” (Block,2007:12).

Identity is the set that make a person different from other people. It is that complex whole of beliefs , personality , looks or expressions which makes a person (self-identity) or group (particular social category or social group). The process of identity can be creative or destructive. A psychological identity of a certain person relates to self-image (one’s mental model of oneself) self esteem and individuality. There is a lot of factors that shapes students cultural identity , among them the feeling of belonging to a group of people , it is related to nationality, ethnicity, religion and social class.

The link between identity and language was not always easy to understand since “in some settings language function as makers of national or ethnic identities” (Blackledge, 2014, p.2) ; moreover, human beings may have a number of identities at the same time and the continuous struggle between these identities makes it harder to inspect the relation between identity and learning (Nilep, 2006).

Blackledge and Paule mentioned in their book (Identity and language) these difficulties and claimed that identities are always a ground of struggle within and between people , which made it a necessary thing for people to “ negotiate identity and positions in the large economic , historic , and socio-political structures that they inhabit and which inhabit them” (Blackledge and Pavlenko, 2004, as cited in Ortega , 2009; p24).

After six years of the publication of Norton’s book in (2006) , she conceptualized a theoretical framework respecting the link between identity and language illustrating five scholars , namely Pierre Bourdieu , Christine Weedon , Mikhail Bakhtin , Jean Lave and Etienne Wenger , she defined the sociocultural theory of identity under five characteristics (p.3).

- 1- identity is appreciated “as dynamic and constantly changing across time and place”.
- 2- Identity is appreciated “ as complex , contradictory , and multifaceted , and rejects any simplistic notions of identity “.
- 3- Identity constructs and is constructed by language .
- 4- Identity construction must be understood with respect to larger social process , marked by relations of power that can be either coercive or collaborative”.
- 5- Identity theory should be usually linked with classroom practice .

Arguing how successful .Bordieu and Bakhtin were in transforming language learning from a set of rules , structures and “must learn” vocabulary items into a social and dynamic process , Norton argued that language is a lot more than a combination of systematic rules and it is a social construct which has deeper meaning for learners.

According to Block, identity construction and identity negotiation do not follow the same route for all language learners , these differences are primarily caused by the difference in the contexts learners practice the target language and their reasons for learning it.

Foreign language learners are exposed to the target language within the borders of a school , university or a similar education institution .

Foreign language can also be an extent tool for identity exploration , Taylor argues that the most positive identity development will be in communicative foreign language classes in which students freely express themselves , talk about their own emotions and dreams, discuss about real life incidents, ect.

I.4.1. Identity Changes

Identity is defined as being dynamic , complex , and a subject to change at all times (Lobaton, 2012) , a natural result of living together with others (Wenger, 1998). People especially the young ones, do not live with fixed social borders and predefined categories, .Instead , people change and also, change the ones around them. Change in this regard, is the essential force that pushes people to experience a journey of identity , for instance if it is a political change , people may change geographical boundaries , or if it is a financial change ,

people may change their professions .In the case of learning a new language , on the other hand , the change is usually social and it affects a change on peoples social identity.

Czech proverb says “ Learn a new language and get a new soul”. Another Turkish proverb “ if you speak one language you are one person , but if you speak two languages , you are two people”. This reflects the social change learners experience after learning a new language. This idea was also confirmed by scholars such as Kettman (2003) Pavlenko and Lantieri (2000), and Taylor (2010), who believe that learning a new language is equal to gaining a new identity. In Norton (2000) study of five immigrants women, most of the participants experienced a change in their identity since learning English in a country where English is the official languages.

I.4.2 Identity Crisis

Identity crisis is experienced by expatriate or an EFL student who follows a certain foreign way of life , that occurs when he or she loses their attitudes and daily routine ,and mix his original identity with a new one. It has a number of symptoms affecting body and mind , which vary from one person to another. Some of these symptoms are to be absent minded , a change concerning the way of behaving , talking , ordering food, etc. The student has to be aware of these symptoms in order to cope with culture shock and get over it.

According to Oberg (1960:142), although culture shock is not a physical issue , but many negative changes occurring in the body may be as following : sadness , depression , boredom, loneliness, obesity, abuse of alcohol, and loss of identity. Psychologists assumed that it is a confusion between the one’s social role and often a sense of loss of continuity to one’s personality .

I.4.2. Foreign Identity Impacts

Dealing with foreign language may influence the learner’s identity both negatively and positively. For instance , an EFL learner can connect and be able to communicate better with someone in his or her language they are known by their critical thinking. Knowing the language will build lifelong friendships and students may be humbled by the kindness of strangers, the communication process exposes us to foster an appreciation for the traditions, religion , art and history of the people associated with that language .

Understanding better, in turn, promotes greater tolerance, empathy, and acceptance of others. Students who studied EFL are more open toward and express more positive attitudes toward the culture associated with.

The effects of foreign literature may be assimilating or dissimilating meaning that foreign language learners may move toward more or less identical ego identity characteristics or far away from them .

The main piece of each individuals' actual identity consists of a sense of continuity, a sense of uniqueness from others, and a sense of affiliation. Identity helps individuals recognize themselves as separate and distinct entities .A person began to change in terms of identity as a result of internal relations and inconsistency external feedback , one of the main contexts which provides this external feedback is the foreign language learning context .

I.5. English and the Media

The mass media and globalization are considered as the main factors behind the increasing influence and spread of English language throughout the world in such a way that represents what some scholars call “ English Linguistic Imperialism” such as Philipson (1992) who stressed the massive important role played by “ mass media” (films , video clips and television) as vehicles of that linguistic imperialism.

The last decade witnessed the development of satellite TV channels among Algerian citizens who have been shown to a new form of communication. They usually come across the English language especially on TV channels like MBCs which gained popularity among Arab world and the Algerians in particular . Due to the various and updated programs such as trending , project runway, the doctors , X factor in almost all TV channels, at least 58 percent of the worlds' films markets is in English as stated by Crystal (1997.p.7).

Most international broadcasting TV and organizations use English as their main language due to different reasons. One of them is that the most powerful broadcasting channels belong to English speaking countries such as BBC and CNN.

Moreover English is used as the official language in the most popular broadcasting associations such as European Broadcasting Union , the commonwealth Broadcasting Association and Asia- pacific Broadcasting Union (Crystal, 1997,p,10)

I.6. Globalization

The term was first used by Economy .but the process of Globalization has deeply affected the economic , social , cultural , and technological sides of societies in the new world order. The development of globalization has been associated with the dominance of the English language.

The term” global” is used instead of “international” in order to demark the English language from the other languages of wider communication according to Benmoussat (2003).

Globalization has been a “magic” word that identifies and expresses change in every field , from economy to politics , from social policies to culture. It has been thought as a fashion expression. It has been defined as “the intensification of worldwide social relations which link distance localities in such a way that local happening are shaped by events occurring many miles away and vice versa. Giddens (1999; 64) defines it as “the intensification of worldwide social relations which links distants that are miles away”.

Globalization is not a new concept , its history began from the ancient civilizations and empires. This idea was confirmed with famous historians and writers such as Thomas Loren Friedman. Recently the word of Globalization has been referred to increasingly in the media, academic literature and every day talk. It has changed the World to a “Global small village” that flows information rapidly that is accelerated by technology in general and internet in particular,

The information communication technologies (ICTs) have revolutionized the world , they are considered as the spirit that fuels globalization in which the modern production and distribution on the global scale is limited to the advancement of technology, communication. Therefore, distances and boundaries are no more an obstacle within the globalization era.

Moreover, it has become an integral inseparable part of the popular culture within each society in which it has transplanted cultures , beliefs , lifestyles , and social beliefs from one place to another overcoming the boundaries (Friedman, 1999,406) .

It has profound impacts on social organizations and cultural life as well. From globalists point of view, it has facilitated the spread of liberal democratic values and human rights , it has raised interactions, between individuals and nations via ICTs which, in turn, has increased opportunities for learning from diverse sources and with diverse content outside of traditional

education and identity .Cultural globalization has also fostered a certain standardization of cultural practices ., it has a negative impact that was associated with the destruction of cultural identities.

Globalization is considered as a phenomenon which has a long history and that its roots go back to the first connection of humans across geographical locations for trading , However in the modern era , this phenomenon becomes a great field that has various impacts in the real life . it has had and still having an enormous impact on the world to the extent of transforming to a global village.

I.7. Linguistic Globalization

In the light of globalization ,Johnson (2001)and fischer (1999) stressed the fact that languages are no more obligated to an exclusive limited areas or nation states in which “ capital, people , knowledge , images , communications, culture, crime , drugs , fashions , and beliefs” as well as languages “ readily flow across territorial boundaries” (McGrew, 1992, pp.65-66).

The indefinite extent of interconnectedness in the multicultural world of the twenty first century “(Lotherington, 2004: 265) makes a direct contact between various nations including their cultures and languages in order to evade any clashes and communicate effectively and appropriately across cultures. Therefore a common linguistic code or “ lingua franca” became necessary in this respect.

The English language or more particularly “ Globish” as Jean Paul Nerries (1995) referred to which is simulated version of English used throughout the world due to different factors , among them the historical.

English language is enjoying significant status in which it connects the supercentural languages (de Swaan, 2001, p, 6). It was developed from international level into having a global position which no language had before.

Crystal (1997) contends that the role and the status of English nowadays are extraordinary in which no language has spread like English in a global scale. It has become an integral inseparable part of the popular culture within each society that has transformed cultures, values , lifestyles and social beliefs from one place to another , overcoming the boundaries. Globalization is the process by which the physical and geographical boundaries decreased and the cultural and the social structures are merged (Garcia-Canclini 1995).

Therefore globalization is viewed as a process that enriches local cultures as the effects of the other cultures develop to reach an intense degree of coherence as in the case of Creolization (Hannerz, 1991). And make a cultural melange.

I.8. Westernization and Americanization

The westernization of a country, place, or a person is the process of adopting ideas and behavior that are typical of Europe and North America, rather than preserving the traditional ideas and behavior in their culture. It has become an integral inseparable part of the popular culture within each society.

The spread of American's social , economic and cultural structures which are said to be modern and civilized have destroyed immediate local structures. That is americanization is often translated as an indirect new form of colonization .

Westernization or more specifically Americanization is regarded as the world reformation through which the American model becomes the dominating globalized model. This concept was first used when USA started to impose its economic, cultural, political, military, Chevalier (2002) views Americanization as the synonym for Globalization which was also associated with McDonalidization by George Riter (1993:1) since McDonalds is an American transnational corporation.

I.9. Westernization's Effects on Learner's Identity

The Arab culture has been influenced by globalization, by making the Arab society a consumer of other cultures rather than focusing on books and science, the Arabic individual turns his mind to the latest mobile phones in the markets and how they can get a modern car and computer. Hence , his life becomes based on searching for the new watches, perfumes and garments. As a result Arab culture became controlled and blocked.

It is obvious that this new generation has adopted the western culture, the way they socialize with people, use slang language such as bayb, cool, awesome, bae, colloquials, even making different hair styles , wearing different clothes .

Americanization brought a new eating habits that are not similar to the other identities, for instance there are 37,737 MC Donald restaurants in the world that they serve over 10 million

consumers a day in 116 countries , every one hour a new MC Donald restaurant opens in the world

Everyone of this fast food restaurant reduces the number of consumers for local restaurants in the country. Starbucks is another type of cafeterias that we can almost find in every country they serve new different type of coffee.

EFL students gave up their traditions , music , and seem to be enjoying American music and dance and forgetting about their culture and values that they should not be forgotten. Todays' values of individual societies are completely forgotten beacause of Americanizations' coverage .

It is hard to see EFL students and our future generations not to be familiar with important national personalities, places or values. Finally, it is significant that we don't forget all our values . because “ A man without knowledge of his past or culture is like a tree without any roots “ as Marcus Garvey stated .

I.10. Conclusion

This chapter was devoted to the introduction and explanation of some basic concepts related to Cultural impact on EFL students identity. It presents the literature review that conceptualizes globalization and social media as having a multifaceted impact on EFL learners. It has been revealed that westernization is the most influential subject that occurs within EFL classroom that determines the changes of some students behaviour.

Chapter Two

II.1. Introduction

This chapter lays out the methodology adopted in this research .In specific terms it discusses in details the research methods used to conduct this study .It also tackles the description of the sample (population) , research procedures and the data collection tools which involve a questionnaire and an interview. It explains the procedures, steps and organization of the experiment that has been carried out in Abdelhamid Iben Badis University.

II.2. The Research Method and Instrument

Our study is a tentative attempt to investigate the impact of learning English as a foreign language on EFL students identity .In this respect, we have used a mixed method design in order to gather the data needed for the validation of our research work .Many researchers think that a mixed method design is the most convenient model as it supply variation in data which leads to the dependability and the validity of the research .It also tackles the question from different perspectives , i.e. both quantitatively and qualitatively Arguably, Byrman(1998) declares that “...both of quantitative and qualitative approaches should be combined”. (as cited in Hughes 2006, p.1).

In a similar angle, Creswell and Clark (2007) believe that “the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”. (p.5). A mixed method design; therefore, provides more comprehensive data that will aid us in providing accurate validation to the hypotheses. It was conducted at Abdelhamid Ibn BadisUniversity, withstudents who belong to different backgrounds. These students were asked to respond the questionnaire. In this study, a questionnaire and a structured interview for the teachers were designed to confirm or deny the research hypotheses.

II.3. Sampling

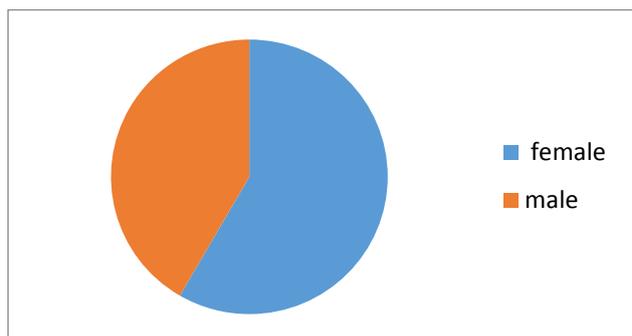
The population of this case study includes first year master student specialized in language and communication and EFL teachers at Abdelhamid Ibn Badis University. 24 students are randomly selected in addition to 10 teachers who are selected on the basis of specific criteria. Our informants were chosen through a simple random sampling.

II.3.1. Students' Profile

In total, 24 students of English master one, option Language and Communication of Abdelhamid Ibn Badis University of Mostaganem, English department were chosen to participate in this study aged between 21 to 28 of age. The demographic gender was as follows: (14 of the sample are women and the other 10 are males. The Students came from different backgrounds, 83.3% of them are Algerian and 16.7% Malian students.

II.3.2. EFL Teachers' Profile

This investigation included a sample of 10 EFL teachers who were required to elicit information about their perspectives on the impacts of learning English on EFL students' identity. The participants were selected with regard to specific features, namely, the length of experience in their teaching career. The rationale behind selecting these teachers is that they have an advanced experience in teaching a lot of generations year after year and observing trend of westernization. Hence EFL teachers can provide informative data about the impact of learning English on EFL students identity.



Graph 1: The Gender of the Participants in the Study

II.4. Research Procedures

The research question is aimed at answering the impact of learning English as a foreign language on the EFL student's identity, and the factors that motivate Algerian students to learn English along with what the existing evidence is.

II.5.The Research Instrument

In the investigation, the researcher used two instruments, namely, a questionnaire directed to master one students, and the interview for EFL teachers, designed to collect both quantitative and qualitative data about the impact of learning English as a foreign language on EFL students identity .

The questionnaire is a structured research instrument that aims at the collection of data which translate hypotheses into questions” according to Richeterich and Chancerel (1980:59). It allows the investigator to collect quantitative and qualitative data by means of open/close-ended questions as maintained by Patton(2002).

The interview is thought of as one of the main research instruments that is used for gathering data that is characterized by a direct interaction between the researcher and his sample. This method enables the researcher to elicit relevant data directly from the source “informants”. Accordingly, the research process would be more systematic as the interview provides in-depth insights about the respondents perspectives, attitudes, beliefs and viewpoints.

II.5.1.The Student’s Questionnaire

The questionnaire contain 17 questions, 9 of them were closed questions (1,2,3,4,5,6,7,8,9) and the other 7 questions were open-ended questions (10,11,12,13,14,15,16,17). To facilitate the participants responding efforts, the questionnaire was divided into two sections: The first section contains 3 questions where students are asked about their personal profile and general questions.

The second section was designed to measure the impacts of Westernization on EFL students, and the factors that motivate Algerian students to learn English, also to exhibit the existing evidence that shows that learning English affected our identity and sense of belonging.

II.5.2. The Teachers’ Interview

In order to explore the teachers vision about the impact of learning English on EFL students identity, and to unveil the outcomes of these effects ; a structured interview was conducted on a sample of (10) ten EFL experienced teachers at Mostaganem university since they have been direct observers of the gradual development of the field of ELT as well as the

attitudes of EFL students in Algeria in addition to the fact that they witnessed both classical system and LMD.

Accordingly, the structured interview was adopted because it provides sufficient flexibility to approach directly the respondents within the same framework of investigation. Furthermore, this instrument draws reliable and valuable data with valid conclusion.

II.6. Data Analysis

This research is based on both qualitative and quantitative criteria that are designed to analyze the data collection that was based on the student's questionnaire. This method is very crucial because it provides ways of analyzing comparing and contrasting the students behavior .This method has been useful because it is a strategy that brings better results concerning quantity .The researcher uses a descriptive way in presenting the results .

Descriptive statistics is a good way to present quantitative description in manageable form and helps to simplify large amounts of data in a sensible way (Patton 2002) .this method is also helpful in presenting qualitative results (Ibid) .

II.6.1. Analyses of the Result of Quantitative Data

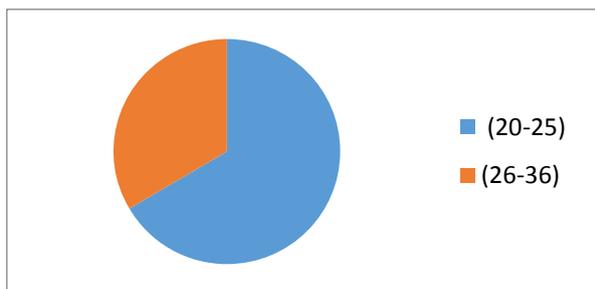
Most of the informants answered the multiple questions; yes-no questions. However there was a category who did not answer the open-ended questions.

Section One: Personal Information

Table 1: The age of the participants

Option	Number	%
20-25	16	66.5
26-36	8	33.5
TOTAL	24	100

The data obtained revealed that 66.5% of the students are between 20-25 of age, and the other 33.5 are between 26-36of age. The results are presented in the following graph

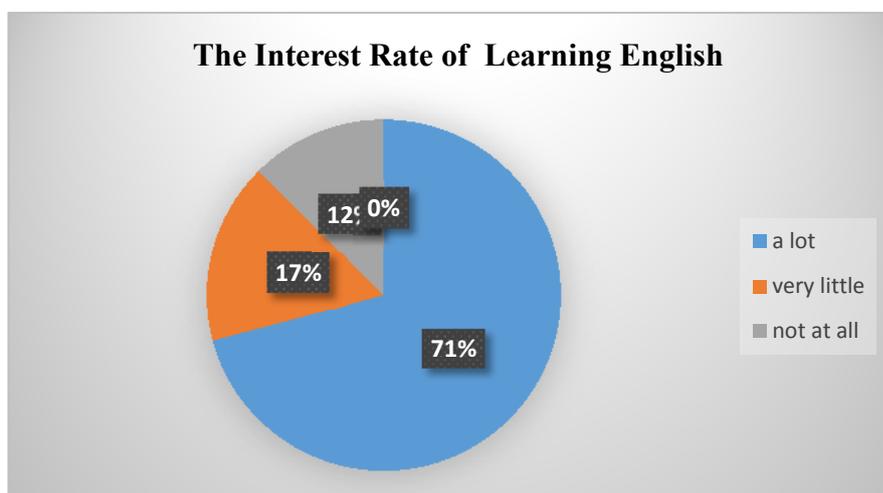


Graph 2: The age of the participants

Question2: The extent of the students interest in learning English?

Table 3: The Extent of the Students Interest in Learning English ?

Option	N	%
A lot	17	71
Very little	4	17
Not at all	3	12
Total	24	100

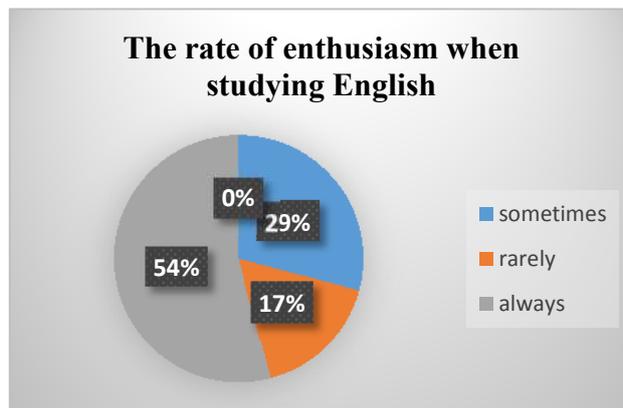


Graph 03 shows that 71% of EFL students maintain that they are interested in learning English, while 17% of them claim a disinterest, and 12% of them reject the interest.

Question2: Are you enthusiastic when learning /studying English ?

Table 4: Learning English Enthusiasm

Option	N	%
Sometimes	7	29
Rarely	4	17
Always	13	54
Total	24	100

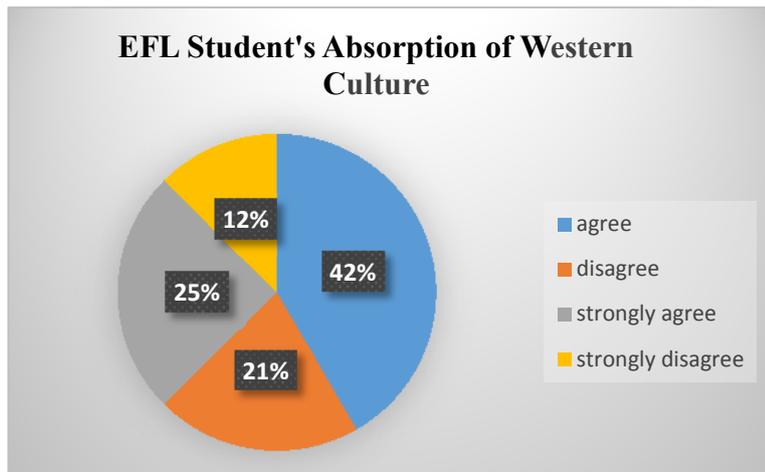


The third graph shows that most of students 54% are enthusiastic when studying English, 29% said sometimes, while the rest 17% said rarely.

Question 3: Do you feel that most of EFL learners absorbed western culture ?

Table 4: EFL Students Absorption of Western Culture

Option	N	%
Agree	10	42
Disagree	5	21
Strongly Agree	6	25
Strongly Disagree	3	12
Total	24	100

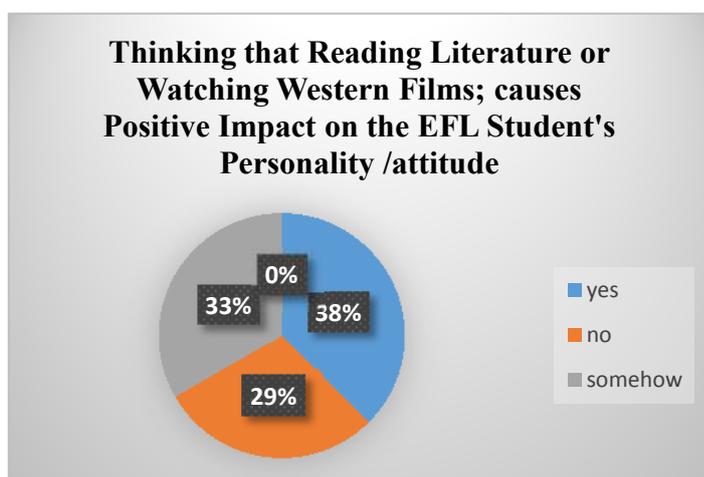


Graph 04 shows that the majority of students 42% agree that EFL learners absorbed Western culture, 21% of them disagree, 25% of them strongly agree, and 12% strongly disagree.

Question 4: Do you think reading literature or watching western films causes a positive / or negative impact on your personality /attitudes?

Table 5: reading literature or watching western films causes a positive / negative impact on EFL students personality / attitude

Option	N	%
Yes	9	38
No	7	29
Somehow	8	33
Total	24	100

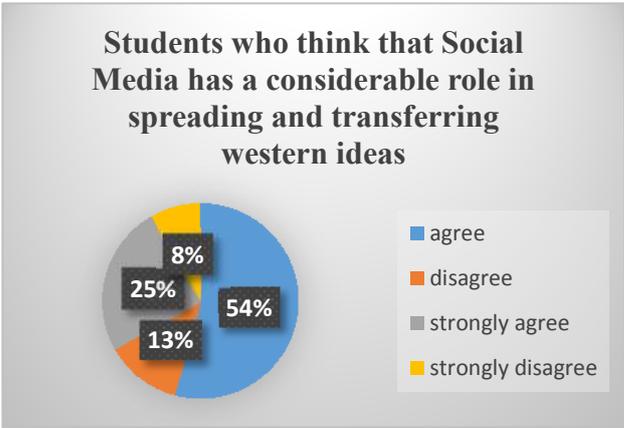


As it can be seen from Graph 05, the majority of EFL learners 38% claim yes, they think that literature and Western films have a positive impact on the EFL student’s personality, 29% of them maintain no, and 33% are hesitant.

Question 5: Do you agree that social media has a considerable role in transferring Western ideas?

Table 5: social media role in spreading and transferring western ideas.

Option	N	%
Agree	13	54
Disagree	3	13
Strongly Agree	6	25
Strongly Disagree	2	8
Total	24	100

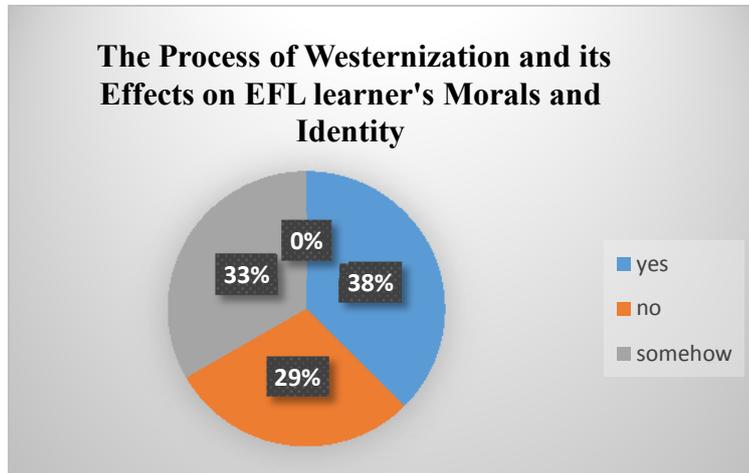


Graph 05 shows the majority of students 54% agree that social media has a great role in transferring Western ideas, 13% of them disagree, and then 25% of them claim that they strongly agree, while 08% of them strongly disagree.

Question 6: Do you think that Westernization has affected our morality and sense of identity?

Students who think that Westernization has affected their morality and sense of identity

Option	N	%
Yes	9	38
No	7	29
Somehow	8	33
Total	24	100

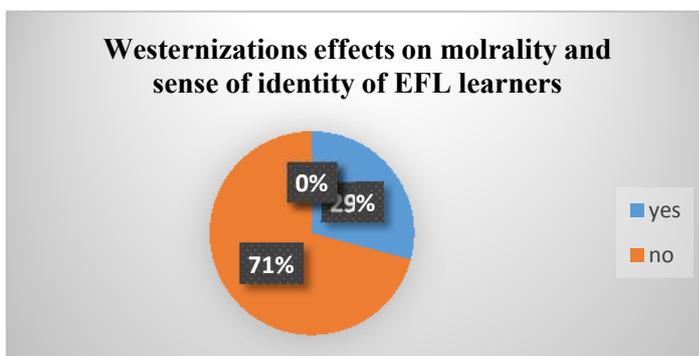


Based on Graph 07, 38% of the respondents claimed yes: their morals and identity are affected by the process of Westernization, 29% of them claimed no, and 33% claim somehow.

Question 6: Do you think that Westernization has affected our morality and sense of identity ?

Table 6: Westernizations effects on morality and sense of identity of EFL learners

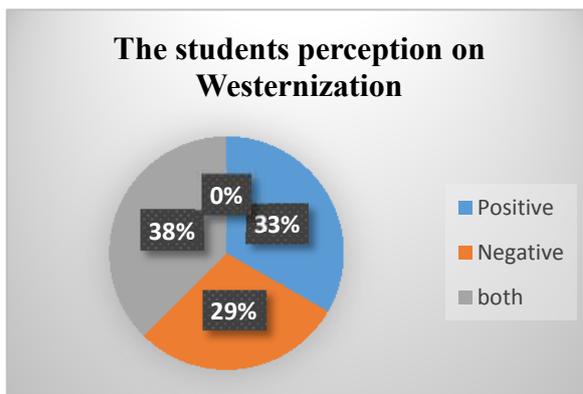
Option	N	%
Yes	7	29
No	17	71
Total	24	100



The gathered data from Graph 07 shows that the majority of students (71%) do not confuse between their original culture and the foreign one, the other 29% claim they do.

Question 8:How are your main perception about westernization ?

Option	N	%
Positive	8	33
Negative	7	29
Both	9	38
Total	24	100



Graph 08 shows that 38% of the respondents maintain that Westernization has both negative and positive sides, while 33% claim that it is positive, and 29% hold it negative.

Question 9:Do you agree that the Algerian culture is maintained in the age of Westernization?

Table 6:Algerian Culture’s Existence in the Age of Globalization and Westernization

option	N	%
Agree	6	25
Disagree	9	37
Strongly Agree	3	13
Strongly Disagree	6	25
Total	24	100



As it can be seen from Graph 09, the majority 37% of the students claim that they disagree with the fact that Algerian culture is maintained in such an age of globalization and Westernization, 25% of them state that they agree, then 25% maintain that they strongly disagree, while 13% of them hold that they strongly agree.

II.7. Conclusion

The present research is the most essential part of the work since objective and well studied methods and methodology to be more informed our study case which deals with the impact of learning English on EFL students identity , a deep description of the teachers interview and the questionnaire.

This chapter presented the results related to the questions of the study. It also showed a number of tables and graphs to illustrate the results of the questionnaire which indicated that there were considerable effects of Westernization on EFL student's identity. After we have presented a whole chapter on how our research was organized and the methods and the methodology we went through, our third chapter is going to provide our readers with analysis, interpretation , and discussion of the collected data .

Chapter

Three

3. III.1. Introduction

After having presented and discussed further information concerning the methodology adopted in the study, the present chapter reports, discuss and interpret the findings achieved, by following the data collection and analyses under two main subheadings:

What are the factors that motivate Algerian students to learn English as a foreign language, and what are the existing evidence that shows that learning English affects our identity and sense of belonging.

III.2. Findings and Discussion

In this part we intend to interpret the results of the data collected from the questionnaire in order to have a better insight of the study. According to the results displayed in graph number one ; in this study we had chosen students from the department of English specialized in language and communication master one where 14 of them were female and 10 of them were male.

According to a recent study in Egypt 2012 (Shirly Barber) it is argued that the Egyptian students enter the classroom with his identity and culture, when acquiring a second language , it is necessary to the student to absorb the culture of the second language and tend to become confused when they are faced with the new culture of the foreign language. They know how to understand and accommodate this into their sense of identity and their culture.

In this section, we will try to explain what the result of each question indicates as to find final conclusion. The result of question 01 reveal that 71% of students declared that they are interested in learning English and they feel comfortable when they deal with it, but that led again to the absorption of the western culture. For them, it is necessary to know the culture of the targeted language as they cannot be separated. As a result, they will be exposed to all the characteristics of western culture.

Question 2 reveals that 54% of students feel a kind of pleasure when studying English, and make that makes them interested in the language and its culture.

Question 3 shows that 42% of students agreed that most of EFL learners absorb and assimilate the Western culture and influence their mother culture.

Question 4 indicates that 38% of students declared that literature and Western films have a positive impact on EFL students' personality. This develops their awareness and keeps them open to the Other's culture.

In question 5, it is found that 54% of EFL students agreed that social media has a great role in transmitting and spreading Western ideas, making it easy to accommodate to Western culture and speak English properly. This shows that we cannot avoid Western ideas on the account of the fact that we cannot keep away from social media.

Question 6 shows that 38% of the respondents agreed about the fact that westernization has affected students' morals and identity, such an assertion and claim could indicate that they are aware of the change in their morals, customs, and attitudes.

As far as question 6, 71% of students maintain that they do not confuse between their original culture and the foreign one, they based their ideas on the fact that the two cultures are completely different in terms of their beliefs, traditions, while the other 29% claim that they confuse because they aspire to the Western culture, they declare that they speak like them, they utter their taboo words, they even celebrate their customs as they do.

Moreover, question 8 shows that the majority of the students; 33%, declared that their main perception about Westernization is positive .

According to the results of question 9, the majority of students disagreed that the Algerian culture is maintained in the age of Westernization, they stated that they changed their life style, the way they socialize, behave, wear, speak, eat, etc.

A lot of participants suggested that a lot of EFL learners changed their attitudes in terms of fashion, girls wear tight pants, miniskirts, they imitate Western artists in their styles and even in their way of thinking.

Boys have strange haircuts, they adopt dogs which is something strange to us as Muslims and Algerians. They said that they are fascinated by American movies especially action, scientific, romantic, and horror movies. Learning English therefore will lead to the loss of one's identity and sense of belonging.

The findings of the study show that there are a lot of reasons that make the Algerians motivated to learn English. First, English is a *lingua franca* and the language of globalization; thus, fascinated by the western civilization especially their literature writers such as Shakespeare and films that were keys to adopt their culture.

As we could see, there are a lot of existing pieces of evidence that show that learning English has affected our identity such as; changing our life style, way of dressing (western fashion), way of talking or attitudes (using a lot of Christian expressions like haloloya), taboo words, behaving, celebrating, eating (fast food), etc.

EFL Students are always in touch with foreign cultures therefore, there is no doubt that they are to be influenced by the Western culture or what we call the process of Westernization.

III. 3. Recommendations

Westernization has become inevitable and irresistible throughout the world, not least Algeria; therefore, this part of research attempts to set a number of recommendations that may avoid the issues and minimize the benefits from western culture as well as fostering the preservation of the local culture and identity and to ameliorate their communication competence in order to interact effectively and appropriately in the English language and to set a good EFL syllabus that must include a module about the local culture taught in English to preserve students' culture and identity as well as decrease the blind imitation of the target culture. At the same time, they advise students to be open-minded and to be aware of the multidimensional nature of globalization and help them to take its advantages.

III. 4. Conclusion

The present chapter revealed findings that were gained in accordance with the research questions and objectives. It has been deduced that both students and teachers are quite cautious about westernization as a part of the globalization process that might be a perilous threat on their own culture and identity. This might be due to the maturity of this category of students who seem to be more conscious about the challenges that can be caused by the globalization and westernization.

As it has been already hypothesised, the findings confirm that the overall number of EFL students who preferred studying American English are more interested in the western its culture due to the fact that USA is the leading power in the world because EFL learners are more exposed to the American culture via the information and communication technologies. The teachers noticed that many EFL students are imitating the western culture and thus they are in risk of losing their own values and culture.

General Conclusion

The research work is set out in an attempt to explore and identify the extent to which EFL students have been affected by the process of westernization through learning English language and its literature and culture with regard to the development of international communication technology and the mass media in Algeria. Hence, the investigation is conducted on a sample of EFL students and ten EFL teachers at Mostaganem University in order to reveal the attitudes of the students and the viewpoints of the teachers toward the multi-dimensional effects of Americanization that have crowned English as the global language and the American culture as the global model. Accordingly, this exploratory study consists of three main chapters:

The first chapter provides a theoretical background by virtue of a set of definitions and illustrations about the concept of the English cultural shock and westernization and its multi-faceted levels in line with the predominant status of the English in the world, not least Algeria.

As for the methodology chapter, it provided an in-depth description of the methods used in order to meet the triangulation research criteria and to collect both qualitative and quantitative valid data and consolidate its credibility. The collection of data is followed by an in-depth qualitative and quantitative analysis along with a forum of interpretation and careful examination of the obtained results in which it is formulated in the form of statistical data, tables and graphs. On that account, the researcher discusses the findings and proposes relevant and practical suggestions and recommendations in accordance to the research inquiry.

The last chapter displayed the analysis of the information collected from the data collection instrument and accurately discussed the founded results. In this respect, the findings of the questionnaire and the interview validate the impact of learning English as a foreign language on EFL students identity. The students are highly influenced by the Americanisation process and the love of the American culture in term of their attitudes, an identity shift was noticed by the teachers in this. In conclusion, our results correspond to our hypotheses.

English has grown to be the primary language of modern knowledge « .. it has been accelerated by the startling expansion in the quantity and speed of the international communication and the rise of the international operation linked to the US power and influence » according to Cook (2007,25-26) who claims that the majority of films, literature, songs, television programs and advertisement are heard in English and noticed in many countries where it is not the first nor even a second language. Consequently, English can affect EFL learners thoughts and identity, and for a successful English language learning, teachers recommend to preserve the national identity, and to avoid the blind imitation of the western culture in the age of globalization.

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Appendix

Dear students,

This survey is conducted in the context of an academic research, would you please answer the following questions by putting (x) in the corresponding suggestion and make full statement whenever it is necessary.

Thanks for your collaboration

Section One: General profile of the respondent

Gender: male female

2. Age group: 20-25 26- 36 37- 46

3- Nationality:

Section two:

1- What is the extent of your interest in learning English?

A lot Very little Not at all

2- Are you enthusiastic when learning/studying English?

Sometimes Rarely Always

3- Do you feel that most of EFL students absorbed Western culture?

Agree Disagree

Strongly agree Strongly disagree

4- Do you think reading literature or watching Western films could have a positive/or negative impact on your personality/attitude?

Yes No

5- Do you agree that social media has a considerate role in transferring western ideas?

Agree Disagree Strongly

agree Strongly disagree

Clarify.....

.....

6- Do you think that Westernization has affected our morality and sense of identity?

Yes No Somehow

7- Do you confuse between your mother culture and the Other's culture?

Yes

No

Justify your answer.....

8- How are your main perceptions about Westernization?

Positive

Negative

Both

9- Do you agree that the Algerian culture is maintained in the age of globalization and Westernization?

Agree

Strongly agree

Disagree

Strongly

disagree

Justify.....

.....

.....

10- To what extent do you think that Westernization has affected EFL learner's identity?

.....

.....

.....

11- Would you say if these effects are positive, negative, or both?

.....

.....

.....

12- What other negative effects are there?

.....

.....

.....

13- What particular areas of EFL student's culture do you think have been negatively affected?

.....

.....

.....

14- Do you think that the Western ideas reached/affected the Algerian students?

.....
.....
.....

15- What about travelling to a Western country to continue your studies; could this facilitate the loss of your sense of belonging/identity?

.....
.....
.....

16- Do you think that the Algerian student is following the Western fashion or the Arabic one?

.....
.....

Appendix 2

Interview

Question1 : EFL teachers believe about globalization in Algeria.

Question2 : Teachers awareness about the impact of a foreign language learning on EFL students identity

Question 3 : Teachers observation about the students behavior.

Question4 : The influence of globalization on EFL teachers.

Question 5 : Globalization role in bringing change to the learners identity

Question 6 : EFL teachers recommendations for enhancing EFL students and improving EL proficiency in the light of globalization.

Question7 : EFL learners recommendation to preserve the learner's identity in the westernization age .

Thank You