Institute of Letters and Languages
Department of Foreign Languages
Section of English

The Influence of Learning English as a Foreign Language on EFL Learners' Identity

The Case Study of First Year Master Students of English

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master's Degree
in
Didactics of Foreign Languages

Presented by: **Supervised by:** Dr. Rima Medjedoub
1) Chafia Bezzaz
2) Aya Daas
Board of Examiners:
Chairwoman: Dr. Maha Lounis
Supervisor: Dr. Rima Medjedoub
Examiner: Dr. Hadjer Boukeria

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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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Dedication

I want to thank Allah, who illuminated my path and granted me the strength to pursue this dream, I offer my deepest gratitude.

*To my beloved parents **Rachid** and **Nouara**, your unwavering love and encouragement sustained me through every challenge.*

*To my beautiful sisters **Moufida** and **Sara**, your support and understanding have been my pillars of strength.*

*To my older sister **Leila** and her husband **Mr. Badis Rabia**, your constant belief in me pushed me to strive for excellence. I am deeply grateful for all what you did for me.*

*To my dearest friend **Meriem**, whose friendship has been a source of strength and solace since childhood.*

*To my aunty **Sihem Khaldoune** and the rest of my mother's family, your kindness and love have filled my life with warmth and joy.*

*To my partner **Aya**, your support and companionship made every hurdle seem manageable.*

This success stands as a testament to the love, faith, and resilience of each of you.

Chafia BEZZAZ

Dedication

With a heart brimming with gratitude, I first turn towards Allah, for all blessings, the power, and the aptitude he bestowed upon me.

I dedicate this work to:

*My supportive parents **Rabeh** and **Atika**, thank you for being always there for me I would realize nothing in my life without your encouragement. May Allah bless you always and forever.*

*My sincerest thanks go to my prettiest sisters **Racha**, **Yousra**, and **Chahda** for their significant support and motivation during this journey.*

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*To my soulmate **Chaima**, and all my friends.*

*To my favourite cousins **Yasmine**, **Ahlame**,**Djihane,** and my little**Soudjoud.***

*To my dear cousin **Ahmed** for helping me unconditionally.*

*To my beautiful coincidence, my great partner **Chafia**. You were and you will always be the best partner ever.*

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Abstract

This research examines the influence of learning English as a Foreign Language (henceforth, EFL) on the learners' identities among first-year Master's students in Algeria. Employing a comprehensive methodology, including sample selection, questionnaire administration and data analysis. The study explores the impact of EFL learning on identity construction and it aims to investigate the transformative potential of EFL learning, exploring its pedagogical implications, impact on learners' identities and contribution to promoting inclusive global communities. To meet this aim, four research questions were set: (1) what is the influence of EFL learning on learners' identities? (2) What are the categories of identity that are possible to change throughout the EFL learning journey? (3) What is the nature of the new developed identity? (4) What is the relationship between EFL Curriculum and identity? In order to respond to these questions, data were collected using an online structured questionnaire that was submitted to sixty-one first year Master students of English in different Algerian universities to obtain a variety of points of view regarding the topic. After the data analysis process, the findings revealed that EFL learning extends beyond linguistic proficiency encompassing broader aspects of personal development and cultural understanding. Learners navigate complex identity negotiation as they engage with the English language skills, reflecting on cultural identity, and developing self-expression while belonging to diverse global contexts. All of this highlights the positive impact of learning EFL on the students' identity formation. Several recommendations and limitations of this research were advanced at the end.

Keywords: identity construction, EFL learning, cultural understanding, personal development, identity negotiation.

List of Abbreviations and Acronyms

APA: American Psychological Association

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

Q: Question

TL: Target Language

TV: Television

i.e.: That is to say

etc.: Et Cetera

(%): Percent

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General Introduction

English serves as a global means of communication, utilized by native and non- native speakers across various domains including academia, science, medicine, travel, technology, business, entertainment, engineering, and the internet. Consequently, the ability to communicate effectively in English has become an essential skill for navigating the complexities of the contemporary world order. Learners of English learn the English language to understand the culture and fit into English-speaking societies. They might also learn it for practical reasons like getting better jobs and improving their social status.

Several studies have highlighted the intrinsic relationship between language and identity, suggesting that learning a new language can significantly influence a learner's identity, including their culture, behaviour, and beliefs. Kramsch has developed the idea that through writing in the target language (TL), there is the prospect, or at least the possibility, of the language learner developing a sense of self in the TL (Kramsch, 1993). Kramsch's idea connects with the learner's identity by recognizing that language learning goes beyond mere words. It acknowledges that as learners engage in communication through signs, they shape their identity, expressing who they are through the symbols and language they use. Language learning becomes a tool for self-expression and identity formation.

1. Statement of the Problem

Despite the growing body of literature on language acquisition and identity, a notable gap exists in understanding the intricate interplay between learning EFL and identity. While existing research acknowledges the transformative nature of language acquisition on individuals' identities, a focused exploration of the specific relationships formed by EFL learners in negotiating their sense of self is lacking. This research aims to address this gap by delving into the nuanced dynamics of learning EFL and learners' identity, shedding light on the multifaceted aspects that influence their connections. It is a matter of fact that EFL learners at the department

of English, not only study English in terms of linguistic and grammar modules, but they study modules as civilization, literature, culture and foreign language teaching, which might have an impact on EFL learner's identity. Thus, this study seeks to investigate the effect of EFL learning on first-year Master students' identity.

2. Aims of the Study and Research Questions

This study investigates the transformative potential of EFL learning among first-year Master's students in Algeria, particularly its influence on personal growth, intercultural understanding and the cultivation of inclusive societies. Through a comprehensive examination of learners' experiences, the research aims to provide insights into how EFL learning shapes identity construction and fosters holistic development. Additionally, the study explores pedagogical implications for enhancing language education practices and promoting inclusive global communities.

Accordingly, four research questions are put to conduct this research:

1) What is the influence of EFL learning on learners' identities?

2) What are t h e categories of identity that are possible to change throughout the EFL learning journey?

3) What is the nature of the new developed identity?

4) What is the relationship between EFL Curriculum and identity?

3. Research Methodology and Design

3.1. Research Method

In this study, a quantitative method is employed to elucidate the viewpoints of Master 1 students regarding the cultural aspects under investigation for more than three years of EFL learning, which provide them with sufficient experience to offer meaningful insights into

their language learning journey. This approach allows for an exploration of participants' perspectives and experiences. The online questionnaire is distributed to Master 1 students via email or through an online survey platform. Participants are provided with clear instructions on how to complete the questionnaire.

4. Research Structure

This dissertation is structured to provide a comprehensive examination of the relationship between learning EFL and learners' identity. It is divided into two chapters. Chapter one lays the theoretical groundwork in three sections: the first section titled EFL Learning, the second section which focuses on identity is the longest, as it comprises the most pages, and the last section dedicated to the relationship between Learning EFL and Learners' Identity. Following this, the next chapter serves as the practical study. This chapter comprises the definition of the sample, the administration of the questionnaire which delves into eight sections, analysis of the results, discussion of the main findings, pedagogical implications, limitations of the study and recommendations for both teachers and learners.

Chapter One: Theoretical Part

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1.1. EFL Learning

The English language is used in diverse domains across the world. In many countries, English is introduced as a foreign language to be studied from elementary school through high school. At the university level, most students who major in English do not only study the language itself but also immerse themselves in the culture associated with it. This cultural exposure is integrated into the diverse modules they engage with throughout their university career. This section examines the study of EFL, defining what constitutes a foreign language and the role of English in non-English speaking countries. It aims to provide a clear understanding of EFL, covering fundamental concepts and the importance of English in global communication.

1.1.1. *Definition of a Foreign Language*

Moeller and Catalano (2015) argued that a language is classified as a foreign language when it is instructed within the educational institutions of a specific country, yet not utilized by people in that region for everyday communication. Moeller and Catalano (2015) added that: "the study of another language allows the individuals to communicate effectively and creatively and to participate in real life situations through the language of the authentic culture itself" (2015, p. 327). They emphasized that learning another language enables individuals to communicate effectively and creatively in real-life situations using authentic language. Their statement highlights the practical benefits of foreign language acquisition, such as enhancing communication skills and fostering cultural understanding and participation.

1.1.2. *English as a Foreign Language*

Eddy (2011) stated that a foreign language is a one that someone decides to learn from his or her own will and it is usually learned after the first language. EFL refers to learning and using English as an additional language in a non-English speaking

country. It involves developing proficiency in listening, speaking, reading, and writing in English as well as an understanding of its grammar, vocabulary and culture. It is distinct from English as a Second Language (henceforth, ESL) where English is used in the surrounding environment but not necessarily the native language. According to Broughton, Brumfit and Flavell (1978), English is often considered a foreign language in many regions worldwide. While it is taught in educational institutions globally, it is not commonly used for daily communication outside the classroom. For example, in countries like Spain, Brazil and Japan, where Spanish, Brazilian Portuguese and Japanese are the primary languages; there is little need for English as a means of interaction. Hence, in such notions, English holds the status of a foreign language.

1.1.3. *English as an International Language*

The concept of an international language refers to a language widely understood and used by speakers of different native languages to facilitate communication. It acts as a bridge, enabling interaction without displacing native tongues. In this context, English has emerged as the preeminent international language. According to recent surveys, approximately 400 million people speak English as their first language, with an additional 1.5 billion using it as a second language or lingua franca, bridging communication gaps across diverse regions (Promova). This widespread adoption reflects the historical influence of British colonialism and the dominance of the United States in the globalized world. As Graddol (2006, p. 66) stated it:

> The English language finds itself at the center of the paradoxes which arises from globalization. It provides the lingua franca essential to the deepening integration of global service-based economies. It facilitates transnational encounters and allows nations, institutions and individuals in any part of the world, to communicate their world view and identities.

He underscored the international power of English; it serves as the essential lingua franca, fostering deeper integration within the global service-based economy by enabling communication across borders. This widespread adoption empowers nations, institutions, and individuals to share their perspectives and identities on a global stage.

1.1.4. *English and Media*

The fields of the English language and media show a close connection, evidenced by the widespread dissemination of American popular culture through mediums such as film, television, and music, all predominantly conveyed in English. This nexus underscores the intrinsic connection between the English language and media spheres. Audio-visual media, in particular, assume a pivotal role in shaping and disseminating social norms, as well as in the cultivation, dissemination, and even fabrication of identities. The use of newer technologies also is integral in young people's lives. Among the 15-25 year old age group, as reported in *Eurobarometer* 55 (European Commission, 2001b), the percentage of those who regularly go online, use a computer, and play video games doubled since 1997.

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 (2003). 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, 2003).

Through exposure to diverse media representations, EFL learners engage in a process of observation, reflection and internalization, wherein they incorporate elements of the depicted cultural norms, values and lifestyles into their own self-concept, contributing to the development of their identity.

Exposure to English language media significantly impacts language development for EFL learners by expanding their vocabulary, refining pronunciation, enhancing listening skills and promoting pragmatic competence, thereby playing a crucial role in their language acquisition journey.

1.2. Identity

Understanding identity is a multifaceted journey shaped by personal, social, and cultural dynamics. Identity, as defined by researchers and scholars, encapsulates the essence of who individuals are, comprising their beliefs, experiences, traditions and self-perceptions. This section explores the complex relationship between identity and foreign language learning, focusing on how the learners' experiences and interactions shape one's sense of self and influence the construction and evolution of one's identity. By exploring identity categories, changes and crisis and their impact on personal growth and adaptation, we gain valuable insights into the complexities of human identity in a diverse and interconnected world.

1.2.1. Definition of Identity

Identity is a complex and flexible term that has been the concern of numerous researchers. According to Dearon (1999), identity is defined as "my definition of myself, character, and so on" (p. 10). He added: "a simple answer to the question 'what is identity' would be this: it is how one answers the question 'who are you', or, my identity is how I define who I am" (Dearon, 1999, p. 11).

Gee (2001 as cited in Adrews, 2010, p. 88) referred to identity as a "kind of person in a given context". Couze Venn (2006) described the term identity as " all that qualifies a subject, such as race, gender, class, nation, sexuality, work and occupation, and all that recognizes social relations and sense of belonging to groups" (p. 79). On his part, Moje (2002) said that: " identity matters because it, whatever it is, shapes or is an aspect of how humans make sense of the world and their experiences in it, including their

experiences with texts" (McCarthey & Moje 2002 as cited in Anwaruddin, 2012, p. 14).

Identity is the dynamic and multifaceted construction of individuals, encompassing their beliefs, experiences, traditions, appearances, cultural backgrounds, personality traits, behaviours, and self-perceptions. This evolving construct shapes how individuals interact with the world and influences their reactions, lifestyle choices, and sense of belonging to various groups.

1.2.2. Identity Categories

When talking about identity, researchers would use different approaches that typically focus on different levels of identity. These levels can be treated separately or linked to gain certain outcomes.

1.2.2.1. Personal and social identity. The psychoanalyst Heinz Lichtenstein (1963), for example, introduced two different kinds of identity: "psycho-social identity" and "socio- cultural identity". For him, the first bone has three main dimensions: objectivity and subjectivity, individuality and sociability, sameness and otherness and alterity (Inaç&Unal, 2013). In other versions, we find individual, collective, and relational identities (Sedikides & Brewer, 2001). When talking about individual identities, many researchers shed light on self- identification at the individual level. Such identification includes goals, values, beliefs, self- esteem, self-evaluation, desires and expected future selves (Vignoles et al., 2011). Basically, the included aspects in this type of identity represent individuals and specific items that make them different from others whereas the relational identity implies one's regarding other people's identities. In fact, this category contains many roles like being a child, wife, co- worker, or supervisor and this type of identity can be located within the interpersonal space, i.e., identities cannot be built based only on individual choices, it is rather relational. For the

collective identity, it takes into account the person's identification as related to feeling, attitudes and result from identifying them. Simply, it involves the affiliation in a specific social group like ethnicity, religion and gender (Vingoles et al., 2011). In explaining this approach, Taylor (1994), for instance, put a simple distinction between these two dimensions of identity. According to him "there is a collective dimension pertaining to the interaction of their collective identities, and there is a personal dimension, consisting of other socially and morally important features, that are intelligence, charm, wit, cupidity, etc. that are not themselves the basis of forms of collective identity" (p. 152). Although they are considered as two faces of one coin, each kind has its own characteristics and many features contribute differently in the process of identity formation. It is also worth noting that these different aspects would co-exist together depending on the social context.

1.2.2.2. Religious Identity. Generally speaking, religion is the set of beliefs and socio-cultural system that may include some rituals, behaviours, morals, texts, books and so on. All religions included missionary and each message was transmitted in a language that is related to that religion. In that sense, Safran (2008) indicated that both language and religion are basic elements of identity, he argued that "originally it was religion that was at the root of collective identity and that provided the foundation of the state. In the nineteenth century, religion was eclipsed by cultural populism and linguistic exclusivism" (p. 179). In other words, religion was the basis of identity but in recent time, it has been replaced by language, the latter is important in all cases since there is complexity between language and religion.

The connection between religion and language can also involve links to identity. For instance, the spread of religion has often been linked to language, the dramatic expansion of the Islam religion in the seventh and eighth centuries made Arabic a world language, Latin became a lingua-franca of the Christianity (Edwards,

2009). Hence, identity, just like language, is strongly related to religion and its transmission; these two basic components are significant marker of identity.

1.2.2.3. Ethnic Identity. The link between language and ethnicity has also attracted many researchers in fields of psychology and sociolinguistics because the linguistic patterns such as vocabulary, accent, repertoire, are argued to be influenced by the speakers' ethnicity. In this view, Noels (2014) refers to the concept of ethnic identity as "a speaker's construction of a sense of self within her/his social world that pertains to ethnic group membership" (p. 89). In other terms, our sense of belonging is mainly derived from our ancestory, cultural heritage, customs, traditions, values, and evidently language and religion (Green, Sarrasin&Fasel, 2015).

Ultimately, ethnic and religious identities are related to where we come from and where we are going. Differently, they concern our entire existence, not just the moment to moment. It is these identities above all that, for most people, give profound meaning to the names we identify ourselves by, both as individuals and as groups (Joseph, 2004). In most cultures, ethnic and religious identities are bound up with reproduction, i.e., they limit who one can marry, whether endogamy or exogamy is the cultural norm. That, of course, gives them an evolutionary dimension.

1.2.2.4. Gender Identity. Gender identity can be used to refer to the masculine and feminine self-definitions because in each cultural context there is a specific ascription to male and female or any social category. This type of identity is tightly related to the personal conception of oneself as male or female with regard to their social group. Price and Skolink (2017) maintained that, there are three markers of gender identity, the first one is physical markers of gender. This one denotes the biological features, typical characteristics that distinguish male from female such as pitch, body, hair, relative size, etc. The second marker is social/ cultural. In here, all

gender expression, gender representation and gender role fall in the behavioural category that individuals use to communicate their gender identity including hairstyle, clothing, makeup, etc. However, the gender role, which is not always related to gender identity, would refer to manifestations of identity that represent gender identity. Ultimately, the third marker represents internal identity, and this one refers to person's view of oneself as being gendered

1.2.2.5. Cultural Identity. Many researchers perceive the concept of cultural identity as a key factor in the social, national and self-identification. In fact, such construct has gained a particular meaning mainly in the globalization era as we become a part of that global village where almost all the borders are crossed. Aristova (2016), illustratively, explained that "the easiest way to define cultural identity would probably be to say that it actually means the feeling of belonging to a certain social or cultural group" (p. 145). Therefore, the identification in the present time is linked to the social and cultural groups that individuals claim belonging to.

1.2.3. Identity and Culture

Culture was represented by Edward Burnett Taylor (1871) as the "set of beliefs, art, morals, law, customs and any other capabilities and habits acquired by man as a member of society" (p. 1). Delving deeper into culture, there are two main types of culture: little "c" culture and big "C" Culture. The former includes lifestyle, customs, beliefs, traditions.The latter includes art, music, literature, economics, politics, linguistics, history and geography. Cultural identity is the combination of the two terms "identity "and "culture". Chen (2014) explained cultural identity as a feeling of belonging to a specific group of people based on cultural factors such as nationality, ethnicity, race, gender and religion. That is to say, cultural identity refers to the sense of belonging individuals experience within a specific social group.

Identity is shaped and influenced by culture. It provides individuals with a framework of beliefs, values, norms and practices that contribute to the formation of their identity. In turn, individual identity is expressed and reflected through cultural affiliations, behaviors, and interactions within specific cultural contexts. Thus, culture plays a pivotal role in shaping and defining individual identity, while identity, contributes to the perpetuation and evolution of cultural norms and practices.

1.2.4. *The Differences between Identity, Character and Personality*

Identity, Character and personality are three essential elements that play a crucial role in shaping who individuals are. To start with, identity is what makes a person himself including beliefs, values, choices, etc. Joseph (2006) stated that "your identity is, very simply, who you are" (as cited in Fielding, 2015, p.32). That is, "identity" encompasses a unique combination of traits that set an individual apart from others.

Character, on the other hand, pays a big part in understanding who individuals are. It is all about the basic principles that make a person they way he is. These principles are influenced by how individuals were raised, their culture, what they believe, and the things they have been through, which are a reflection of their character. Character can change as a person grows and learn from his/her new experiences.

Personality refers to thoughts, emotions, attitudes and behaviours that characterize an individual; it is a typical way of thinking, feeling and behaving. Personality includes moods, attitudes, and opinions, and is most clearly expressed in interactions with other people. It includes both innate and acquired behavioural characteristics that distinguish one person from another and can be observed in the relationships of people with the environment and social group (Britannica).

These three concepts emphasize that individuals are complex beings shaped by a combination of inherent traits (personality), foundational values and principles (character),

and a unique sense of self and personal attributes (identity). Each element interacts with and influences the others, contributing to the overall development and expression of an individual's identity and personality over time.

1.2.5. *Identity and Foreign Language Learning*

The investigation into the identity formation of learners has been a longstanding focus within the fields of ESL and EFL. In the multicultural and multilingual contexts, numerous researchers including Kramsh (1993), Block (2009) and Norton (2013), have explored the interconnection among language, culture, and social dimensions. They have delved into the processes through which the teaching of English fosters the development of new identities.

The concept of identity in language learning has been explored extensively by Claire Kramsch (1993), particularly in the context of learning EFL. In 1993, Kramsch's work emphasized the role of cultural context and personal identity in language learning, suggesting that learners construct their identities through dialogue with the other. Block (2009) 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 (2009) stated that culture encompasses the shared values, beliefs, practices and customs of a group or society, which profoundly impact an individual's worldview, behaviours, and self- concept. Thus, culture plays a pivotal role in shaping and defining one's identity within broader social contexts. Moreover, Norton (2013) 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. Recognizing language as a social construct underscores the importance of understanding cultural contexts, diverse perspectives, and communicative practices embedded within language use. Norton's perspective encouraged learners to engage with language as a pathway to broader social and cultural understanding, enriching their language learning experiences.

1.2.6. Identity Changes

Identity is defined as being dynamic, complex, and subject to change at all times. It is a natural result of living together with others (Wenger, 1998). The "multiple, shifting identities" of the 20th and the 21st century are still an issue to be searched as Hall (2015,p. 392) explained: " it is a result of transformation of the society , the changes of people's thoughts and emotions" . Stuart Hall's (2015) concept of "multiple, shifting identities" refers to the idea that individuals' identities are not fixed or singular, but are instead fluid, complex, and influenced by various factors. Hall (2015) argued that these identities are shaped by broader social transformations, changes in societal norms, and shifts in individual perspectives and emotions over time. People especially the young ones, do not live with fixed social borders and predefined categories. Instead, people change and everything around them do; change indeed plays a fundamental role in shaping individuals' journeys of identity often influenced by external factors like politics, economics and social interactions. For instance; after the breakup of the Soviet Union in 1991, several newly independent countries emerged, leading to significant changes in geographical boundaries and national identities. People living in these regions experienced shifts in their sense of national belonging and cultural identity based on the geopolitical changes around them. This is a political change related to geographical identity. In addition, individuals might change professions or career paths due to shifts in job availability, financial stability or evolving market demands. Someone might transition from a traditional manufacturing job to a tech-related field during a period of economic transformation which is called a financial change. In the case of learning a new language, the change is usually social and it affects a change on people's social identity. When someone learns a new language, particularly if it is a language spoken by a different cultural community, it can lead to transformations in social identity. For example, an English speaker learning Mandarin might become more

integrated into Chinese-speaking communities, adopting new cultural practices and developing relationships that shape their sense of belonging.

Identity is not static but continually shaped by dynamic interactions with the world around us. Recognizing the impact of change on identity can deepen our understanding of human experiences and the complexities of personal and social transformations. This idea was also confirmed by scholars such as Pavlenko and Lantoif (2000) and Taylor (2013) who believed that learning a new language is equal to gaining a new identity. In Norton's (2000) study of five immigrants women, most of the participants experienced a change in their identity since they learned English was in a country where English is the official language.

1.2.7. *Identity Crises*

According to Erikson (1970), an identity crisis is a time of intensive analysis and exploration of different ways of looking at oneself. Identity crisis can be a significant challenge experienced by expatriates or EFL students when adapting to a foreign way of life. It can arise as a result of a cultural shock, resulting in a blending or loss of their original identity with a new one. This phenomenon typically occurs when individuals undergo substantial changes in their attitudes, daily routines, and behaviours leading to a mix of familiar and unfamiliar aspects in their self-perception and interactions. According to Oberg (1954), although culture shock is not a physical issue , but many negative changes occurring in the body may be as follows : 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.

The symptoms of identity crisis can manifest in various ways, affecting both the body and mind; they may include: change in behaviours, language and communication, daily

practices and psychological impact. The latter, means emotional challenges stemming from the assimilation of contradictory cultural values, leading to feelings of confusion, anxiety or isolation. The psychological impact is the most dangerous symptom that can affect the other unusual ones. According to *APA Dictionary of Psychology*, culture shock means loneliness, anxiety, confusion, and distress experienced by individuals or groups when they encounter or are exposed to a new or unfamiliar cultural environment or otherwise experience radical cultural change. To effectively cope with it and navigate through an identity crisis, awareness of these symptoms is essential. Recognizing these changes allows individuals to develop adaptive strategies such as cultural sensitivity training, seeking social support, engaging in cross-cultural dialogues, or pursuing self-reflection and mindfulness practices. By acknowledging and addressing these symptoms, expatriates and EFL students can actively work towards integrating their original identity with aspects of the new cultural environment, ultimately fostering personal growth and resilience in cross-cultural settings. An expatriate manager from France working in Japan may find themselves adapting to Japanese business customs, such as bowing instead of shaking hands or adopting a more hierarchical approach to leadership. This shift in behaviour reflects a necessary adjustment to fit into the cultural expectations of the new workplace, this example illustrates how identity crisis manifests in practical scenarios, highlighting the complexities of cultural adaptation and the dynamic nature of personal identity in cross-cultural contexts, additionally; it underscores the phenomenon of identity confusion. The latter is defined by Erikson (1968) as: "a split of self- images, a loss of center and dispersion (p. 212). By recognizing and addressing these challenges, individuals can proactively navigate identity shifts and embrace the transformative aspects of intercultural experiences.

1.2.8. Foreign Identity Effect on EFL Learning and Learners' Identity

The engagement with a foreign language can significantly impact a learner's sense of identity, both positively and negatively. For instance, proficiency in EFL can enhance communication abilities and foster critical thinking skills, facilitating better interaction with individuals within their linguistic community. Competence in a foreign language not only facilitates effective communication but also nurtures enduring friendships and exposes learners to the cultural richness and heritage associated with the language. This exposure fosters a deeper appreciation for the traditions, religion, art, and history of the people who speak that language. Additionally, encountering kindness from strangers during the communication process can broaden the learners' cultural understanding. When students get engaged in the study of EFL, they often demonstrate increased receptiveness and a more favourable disposition towards the other culture. This means that through learning EFL, students not only gain linguistic skills but also develop a deeper appreciation and understanding of the cultural context tied to the language they are studying. As a result, they are more likely to embrace and exhibit positive attitudes towards aspects of the culture linked with the English-speaking communities.

Engaging with a foreign language can also have negative impact on a learner's sense of identity and perception of culture. For example, struggling with proficiency in EFL can lead to feelings of frustration and inadequacy, hindering effective communication and causing social isolation within their linguistic community. Furthermore, difficulties in understanding cultural nuances and customs associated with the language can result in misunderstandings and misinterpretations, leading to potential conflicts or feelings of alienation. The pressure to attain fluency in a foreign language may also create anxiety and stress, especially in academic or professional settings where language proficiency is crucial for success. Additionally, encountering negative attitudes or biases from native speakers or

peers can undermine learners' confidence and deter them from fully embracing the culture linked with the language they are studying. In these ways, the challenges and setbacks encountered while learning a foreign language can contribute to a less favorable perception of the associated culture and impact the learner's overall sense of identity.

1.3. The Relationship between EFL Learning and Learners' Identity

In the realm of language acquisition, the journey of learning EFL transcends linguistic competence, extending into the domain of personal identity. This section delves into the profound relationship between EFL learning and identity formation, highlighting how the acquisition of a new language intricately intertwines with one's sense of self and social interactions. Through the exploration of identity negotiation theory, identity formation and language learning, this discussion underscores the transformative impact of EFL education on individuals' self-perceptions and intercultural experiences. By unpacking these dynamics, educators and curriculum designers gain valuable insights into facilitating holistic language learning experiences that empower learners to navigate and construct their identities within diverse linguistic and cultural contexts.

1.3.1. Identity Formation

It is clear that the identity of the individual is built in relation to others "who am I?", "how I react to people around?" and "whom I meet?" " These people may look like us or we may want to look like them". On the other hand, a person can feel very different or want to stand out. So, how do people form their identity? And how do they get to be who they are? This is known by the concept of "Identity formation" or "identity development." Identity formation can be considered as the "normative crisis" of adolescence due to the development of "the prerequisites in physiological growth, mental maturation, and social responsibility to experience and pass through the crisis of identity" (Erikson, 1968, pp. 23, 91). Erik Erikson (1968) described identity formation as a critical challenge during adolescence. He called it a "normative crisis" because it is a typical and necessary part of development for teenagers. During this time, adolescents undergo significant physical growth, mental development, and increased social responsibilities. These changes create the conditions for them to explore and

establish their own identity. Successfully navigating this crisis is essential for their overall development and well-being.

Numerous psychologists have developed various theories concerning the concept of Identity Formation. Among these theories are Erik Erikson's (1993) theory of Psychosocial Development and James Marcia's (1973) Identity Status theory.

1.3.1.1. Erik Erikson's Theory. Erik Erikson's (1963) Theory of Psychosocial Development outlines eight stages of healthy psychological development spanning from infancy to old age. At each stage, individuals encounter and can potentially overcome new challenges. Each stage builds upon the foundations established in earlier stages, and unresolved challenges may resurface as issues later in life. The first five stages revolve around the first 20 years of the individual's life while the last three stages concern adult life. This study is concerned with the fifth stage named "Fidelity, Identity versus Role Confusion". It expands from the age of 12 to the age of 20. The adolescent seeks to acquire a coherent sense of his identity, especially his sexual identity and the role he wants to play in society. Erikson (1963, p. 245) contended that: "The adolescent mind is essentially a mind or moratorium, a psychosocial stage between childhood and adulthood and between the morality learned by the child, and the ethics to be developed by the adult". During this stage, adolescents are navigating between childhood and adulthood, moving from the moral framework instilled in childhood to the ethical principles they will develop as adults. The term "moratorium" suggests a temporary suspension or delay, reflecting the ongoing process of identity formation and the exploration of values, beliefs and societal roles that define the transition from youth to maturity. This stage is marked by questioning, experimentation and the search for personal meaning and purpose; setting the foundation for adult ethical development and identity consolidation. The virtue to be acquired here is therefore "Fidelity", because it is when the adolescent remains faithful to his or her chosen models

that he will not tend towards the confusion of the role he undertakes to play. McLeod (2018) pointed out that: " Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological differences".

1.3.1.2. James E. Marcia's Theory. James E. Marcia's (1973) Identity Status Theory outlines four distinct identity statuses based on the presence or absence of two crucial elements: crisis and commitment. According to Marcia's (1973) research, these identity statuses reflect varying levels of exploration (crisis) and commitment to specific values, beliefs or roles. This theory emphasizes the dynamic process of identity formation during adolescence and beyond, providing a framework to understand how individuals navigate and consolidate their sense of self in relation to societal expectations and personal aspirations. Moreover, Marcia (1973) defined "engagement" as personal commitment to a professional pursuit or belief system. Similarly, "crisis" refers to a period of critical self-examination and conscious decision-making that adolescents undergo. Every crisis signifies a pivotal moment for decision-making and corresponds to the phase in adolescence when significant life choices are made.

Marcia (1973) distinguished four types of identity status: Identity Diffusion, Foreclosure, Moratorium and Identity achievement.

The first type is "Identity Diffusion" or engagement without the crisis. Young people with identity diffusion "do not experience much anxiety because there is little in which they are invested. As they begin to care more..., they move to the moratorium status, or they become so disturbed that they are diagnosed schizophrenic" (Marcia,1973, p. 352).

The second type is "Foreclosure" or lack of commitment, characterized by an absence of crisis. In this state, the young individual does not actively explore different options available to them and instead chooses to refrain from making commitments. Eva G. Clarke &

Elaine M (2000, p.343) pointed out that: "The foreclosure status is when a commitment is made without exploring alternatives. Often these commitments are based on parental ideas and beliefs that are accepted without question". The young individual does not spend time exploring different alternatives and commits to his parental ideas and beliefs.

The third type is "Moratorium" or experiencing a crisis without making a commitment immediately. During this phase, the young individual actively considers various possibilities and appears to be engaging in the process of making decisions. They ponder extensively about their future and exhibit a mix of emotions, which can range from enthusiasm to anxiety. Marcia (1973) asserted that: "moratoriums...report experiencing more anxiety than do students in any other status...The world for them is not, currently, a highly predictable place; they are vitally engaged in a struggle to make it so" (p. 352).

The last type of identity status is "Identity Achievement" or the crisis that leads to commitment. After the crisis Marcia considers: "a likely progression would be from diffusion through moratorium to identity achievement" (p. 341). Here, the young individual makes commitments that follow a period of questioning through which he has explored various alternatives.

In summary, Erikson's theory embeds identity formation within a broader psychosocial developmental framework across the lifespan while Marcia's theory specifically zooms in on the dynamic process of identity formation during adolescence, categorizing individuals based on their engagement in crisis and commitment. Both theories, however, highlight the critical nature of exploration and commitment in shaping one's identity during this developmental stage with the world.

1.3.2. Learners' Sense of Self and Identity Construction

We form our identity through a series of events, experiences, and interactions along with environment where we were born, grew up, and lived.

Learners in educational settings go on within a remarkable journey of self-discovery and identity construction. This process significantly impacts their academic performance, social interactions, and overall well-being. Erik Erikson's (1950) psychosocial theory highlights adolescence as a critical period for identity exploration and construction. During this time, individuals struggle with forming a strong sense of self.

As individuals navigate educational environments, they encounter various experiences, interactions, and societal expectations that contribute to the formation of their identities. Learners' sense of self serves as a foundation upon which their identities are built, as it influences how they interpret and respond to these experiences

As learners engage with diverse foreign identities, and encounter new challenges, they may reassess and refine their sense of self in response to these experiences.

1.3.3. Identity Negotiation

Carnevale and Pruitt (1993) asserted that negotiation is a form of social interaction. It is the process by which two or more parties try to resolve perceived incompatible goals. In other terms, identity can be the outcome of the negotiation process as individuals tend to communicate their self-images.

In this respect, the identity negotiation theory refers to " an individual's multifaceted identities of cultural, ethnic, religious, social class, gender, sexual orientation, professional, family/ relational role, and personal image(s) based on self-reflection and other categorization social construction process" Ting-Toomey (2005, p. 418). In simple words, it is the "self- image" that individuals want to project during communication settings and the negotiation itself involves social interaction where individuals negotiate their self-view, self-changes and

identity. In fact, we continuously affirm, adapt, and disconfirm aspects of our identities. In view of that, identity negotiation is a concept addressing an implicit, informal, open-ended, and over learned automatic and unconscious phenomenon (Swann &Bosson, 2006, p. 06). People indeed, negotiate their identities because they have a basic desire to know what to expect from the world around them. Thus, they engage in social interactions with the anticipation of confirming the expectations they have about themselves, others, and social world around. Through this dynamic process, EFL learners negotiate their identities, striving for coherence and validation within the context of their new linguistic and cultural environment. This continuous interaction and adaptation help them construct and solidify a new, multifaceted identity that integrates their language learning experiences and cultural integration.

Swann's theory of identity negotiation encompasses guiding principles. According to Swann (2010) the principles of effective interpersonal identity negotiation are:

a. Engaging in social interaction with the intention of self-verification

b. Self-verification: people have a fundamental desire to know what to expect from the world. They observe their own behaviour and others to them. Then, they gradually form self-conceptions.

c. Forming self-views and acting the part.

d. Verifying self-conception includes gathering evidence to begin self-confirmatory and this will be done on two main bases: behavioural activities and cognitive process.

e. Self-confirmatory which includes three main interactive strategies: selective settings, identity cues, and adoption of strategies that evoke self-confirmatory responses.

f. Self-verification and self-changes.

g. Discounting: when people confronted feedback that is resistant with their self-view, people tend to discount the feedback and the evaluator.

(Swann et al., 2010)

Swann's (2010) principles of effective interpersonal identity negotiation outline how individuals engage in social interactions to confirm and shape their self-concept. Firstly, people enter social situations aiming to verify or confirm their self-image based on their observations of their behaviour and others' reactions (self-verification). They form self-views and then behave in ways that align with these views, gathering evidence to support their self- conception through their actions and thoughts (verifying self-conception). To achieve self- confirmation, individuals strategically choose settings, give identity cues and adopt behaviours that elicit confirming responses from others (self-confirmatory strategies). Throughout this process, individuals may adapt or change aspects of their self-concept based on feedback received, seeking consistency and confirmation in their interactions. However, when confronted with feedback that contradicts their self-view, individuals tend to discount or dismiss this feedback and sometimes the source of it (discounting). This theory proposes that people are driven by a need for coherence and thus strive to select and maintain environments and relationships that are consistent with their existing self-views (Swann &Bosson, 2006). In summary, identity negotiation involves a continuous and dynamic process where individuals seek validation and adaptation of their self-image through social interactions and feedback mechanisms.

1.3.4. *Implications for EFL Teachers and Curriculum Designers*

After six years of the publication of Norton's book in (2006), she conceptualized a theoretical framework respecting the link between identity and language. Norton (2006, p. 3) defined the sociocultural theory of identity under five characteristics.

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.

These characteristics highlight the nuanced, contextual, and socially embedded nature of identity, emphasizing its fluidity, complexity, and importance in educational contexts. Understanding identity in these terms can enrich teaching strategies and promote inclusive education practices.

In brief, Norton's (2006) framework highlights the need for EFL educators and curriculum designers to adopt a holistic view of identity. By acknowledging the dynamic, complex, and socially embedded nature of identity, teachers can tailor instructional strategies to support their learners effectively. For instance, when teaching grammar concepts like verb tenses, the teacher could use examples that relate to typical daily routines or customs, explaining how different verb tenses are used during religious holidays. This approach helps students connect new language skills with familiar contexts, making the learning experience more meaningful and identity-affirming. Curriculum designers, in turn, can develop materials that promote identity-affirming education and foster inclusive language learning experiences. This could involve incorporating Arabic names, holidays, or cultural practices into language exercises and dialogues within textbooks. By integrating elements that resonate with the learners' identities, the curriculum designer fosters a sense of inclusivity and relevance in English language education, ultimately supporting students' language proficiency and cultural awareness.

Conclusion

The comprehensive exploration of EFL learning and identity formation underscores the intrinsic relationship between language acquisition and personal development. As individuals engage in EFL education, they navigate multifaceted identity negotiations, embracing diverse cultural perspectives and shaping their self-conceptions within global contexts. This dynamic process not only enhances linguistic proficiency but also fosters intercultural competence and empathy. Educators and curriculum designers play a crucial role in creating inclusive language learning environments that promote cultural exchange and self- reflection. By acknowledging the relationship between EFL learning and identity construction, educators can empower learners to navigate cultural complexities, embrace diverse perspectives and contribute meaningfully to inclusive societies. Ultimately, the intersection of EFL learning and identity underscores the transformative potential of language education in fostering personal growth, intercultural understanding and the cultivation of inclusive global communities.

Chapter Two: Practical Part

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Conclusion

Introduction

In order to identify the impact of EFL learning on the learners' identity among the first year Master students in the English Departments at different universities in Algeria, an online questionnaire is designed to provide us with the needed data. This chapter starts with defining the sample group. It discusses the administration of the questionnaire and the context of the study. Moreover, this chapter provides a detailed description to the students' questionnaire. Then, it contains an analysis of the results collected from the answers of the participants. This is followed by a discussion of the results, the implications, limitations and recommendations of the study.

2.1. Defining the Sample Group

The study explores the impact of EFL learning on the identity of first-year Master's students at diverse universities such as: *Abd Elhafid Boussouf* University Centre of Mila, University of *Mustapha Ben Boulaid Batna (2),* University of *Constantine Abd Elhamid Mehri (2),* and University of Lamine *Debaghine Setif (2)*. The research was conducted during the academic year 2023-2024. A sample size of sixty-one (61) students was randomly selected for the study.

The selection of the participants for this dissertation was based on two primary criteria. First year Master's students were chosen as suitable participants due to their unique position in the academic journey; having embarked on their Master's studies in English Language, they are at the outset of a more specialized and intensive phase of language acquisition and cultural exposure. Additionally, their previous academic experiences in the field of English language studies provide a solid foundation for assessing their evolving awareness and understanding of the cultural dimensions embedded within EFL learning and how these insights affect their identities.

2.2. The Administration of the Questionnaire

In this investigation, a quantitative methodology was adopted to obtain data using a structured questionnaire which was conducted online, ensuring that the ethical rights and privacy of the participants were respected. By utilizing online platforms, the questionnaire guaranteed anonymity, providing a sense of freedom and comfort for respondents to openly express their opinions and perspectives without apprehension. This method allowed for flexibility and ease in data collection, enabling the researcher to distribute the questionnaire efficiently to a large number of first year EFL Master's students simultaneously.

2.3. Description of the Students' Questionnaire

The questionnaire contained eight sections. Each one was aimed to provide a specific set of information but with a relative aim. The following is a brief description of each section:

2.3.1. *Section One: Background Information (Q01-02)*

Section one gathers background information about the participants. It consists of two questions designed to identify the participant's age and gender.

2.3.2. *Section Two: Language Learning Experiences (Q03-Q07)*

Section two delves into the participants' experience with foreign language learning. It consists of five questions. Question (henceforth, Q) three is designed to know participants' duration of learning a foreign language at university. They are given two options, the first option is four years, and the second option is more than four years. Question four seeks to identify the reason that motivated our participants to start learning a foreign language. They are given four options, starting with option number one which is personal interest and curiosity, then travel or living abroad, also career or professional reasons, and finally academic requirement. Question five is a yes-or-no question designed to investigate learners' feeling about the

influence of learning a foreign language on the way they perceive themselves. Question number six allows them to choose the nature of the feeling: positively, neutrally, or negatively. Question number seven is designed to explore participants' perceptions of how their EFL learning experiences have contributed to their overall identity development. The options are: Significantly contributed, neutral, no contribution.

2.3.3. Section Three: Identity and Language Use (Q08-Q09)

Section three gathers two questions to explore identity and language use. It consists of eight questions that investigate how learning a foreign language has affected participants' cultural identity. Four options are given: enhanced my cultural awareness of the foreign language, strengthened connection to my heritage, expanded my cultural perspective of the foreign language, or no noticeable impact. Question nine assesses whether our respondents feel any sense of connection to the culture associated with the foreign language they are learning. Is there a: strong connection, moderate connection, minimal connection or no connection.

2.3.4. Section Four: Social Interaction (Q10)

Section four comprises a single question. It investigates the affection of learning a foreign language on the participants' communication with people from different cultural backgrounds. It provides the following three options: improved communication with others, increased interaction with diverse groups, and no significant change.

2.3.5. Section Five: Emotional Impact (Q11-Q12)

Section five contains two questions. For Q11, learners were asked whether they have experienced any emotional changes related to their identity as a result of learning a foreign language. Three options are proposed: improved understanding and empathy, enhanced ability, no noticeable impact. Question number 12 investigates the influence of learning a

foreign language on learners' self-confidence (increased self-confidence, no change, decreased self-confidence).

2.3.6. Section Six: Personal Growth (Q13-Q14)

The sixth section consists of two questions. Question 13 asks participants to choose whether they believe a foreign language has contributed to their overall personal growth and development. Question 14 delves into how learning a foreign language has broadened participants' perspectives of the world and their place within it. They choose from four options: greater understanding of global issues, appreciation for diverse cultures, expanded worldview, or no noticeable change.

2.3.7. Section Seven: Language Learning Environment (Q15)

One question is given in this section. The Q15, participants are asked whether they have encountered any challenges related to their identity while learning a foreign language.

2.3.8. Section Eight: Relationship between EFL curriculum and Learners' Identity (Q16- Q17)

This final section concludes the questionnaire by dealing with the relationship between EFL curriculum and identity. It consists of two questions. The Q16 is designed to evaluate the way EFL curriculum addresses the cultural aspects relevant to their identity as Muslim students. Question 17 also assesses the importance of considering identity-focused approaches in teaching English in the EFL curriculum.

2.4. Analysis of the Results

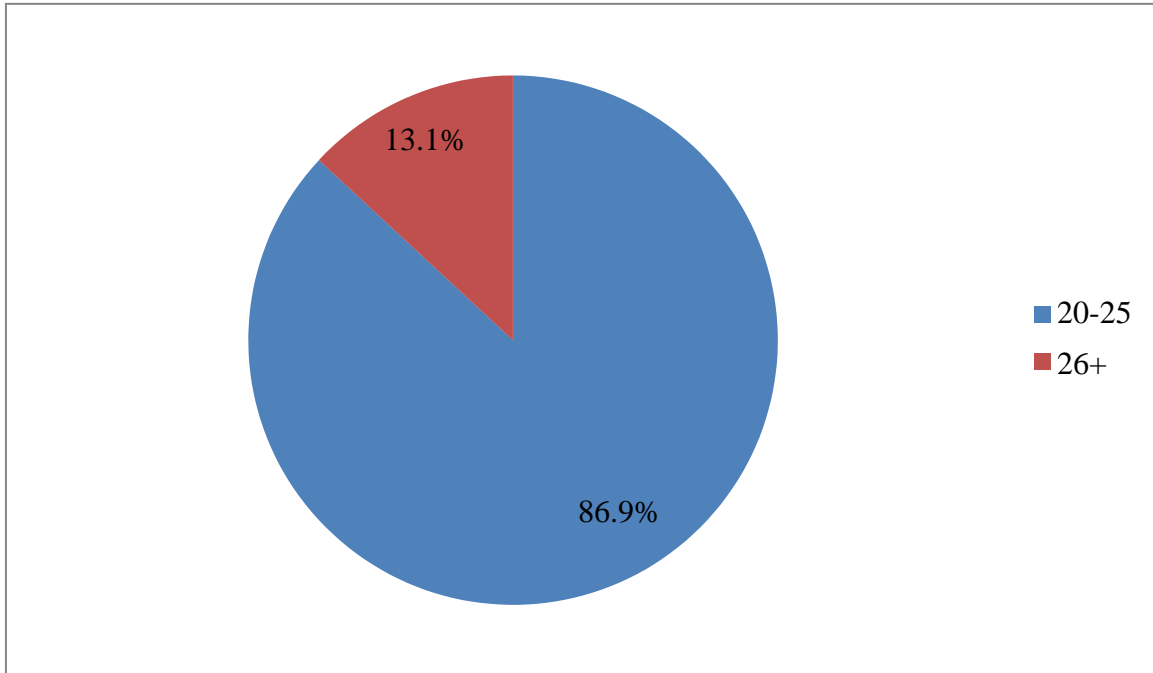*2.4.1. Section One: Background Information*

Figure 2.1. Participants' Age Range

The purpose behind this question was to establish the age range of the participants to serve specific information to the reader. Figure one clearly shows that a percentage of 85.5% represented students aged between 20 and 25. This aligns with the typical educational progression, where students typically begin formal schooling in the primary school at the age of six, followed by four years in the middle school and three years in the secondary school, culminating in a three-year Master's program. The remaining 12.9% represented students aged 26 and above. This might involve repeating a year of study or taking a break before returning to complete their Master's degree.
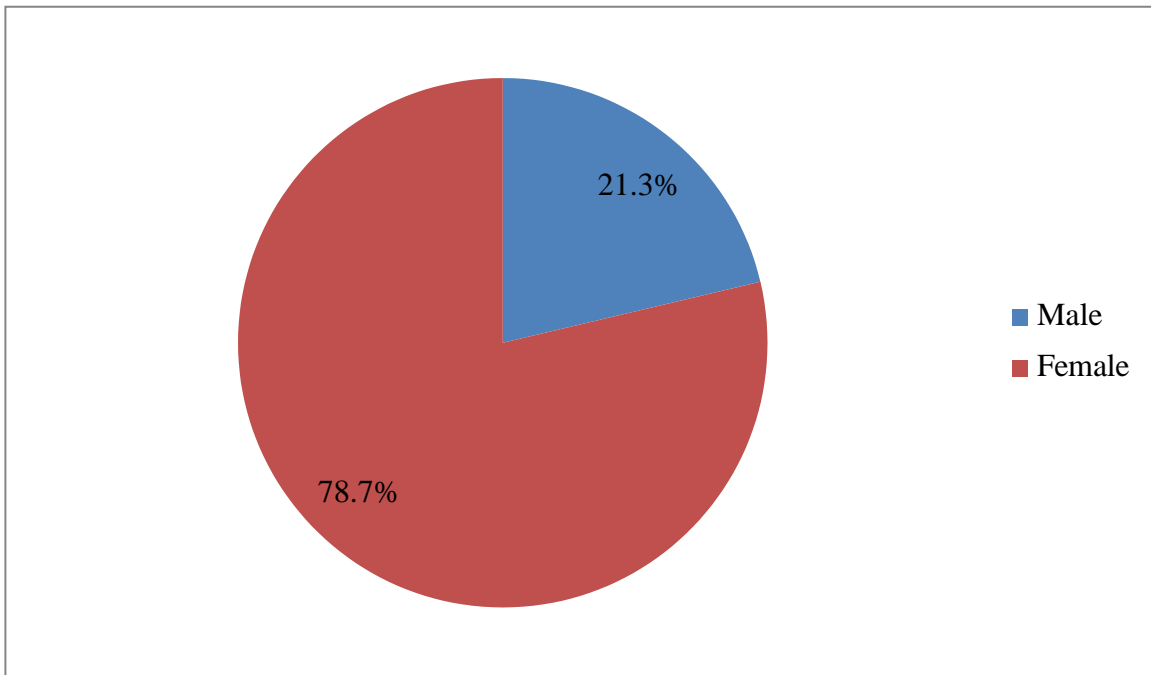
Figure 2.2. Participants' Gender

In analyzing the gender distribution of the respondents to the questionnaire, it was found that 78.7% of the participants identified as female while 21.3% identified as male. This gender distribution raised considerations regarding the potential influence of gender on the perceptions and experiences related to EFL learning and identity development. While the majority of the respondents were females, the findings suggested the need to explore gender specific dynamics within the context of EFL education and identity formation. Understanding these gender dynamics could enrich the interpretation of questionnaire responses and contribute to a more nuanced understanding of the research topic. Additionally, acknowledging the gender distribution's implications allows for a critical reflection on the study's reliability, generalizability, and potential areas for future research focusing on gender specific aspects of EFL learning and identity formation among master students.

2.4.2.   Section Two : Language Learning Experiences
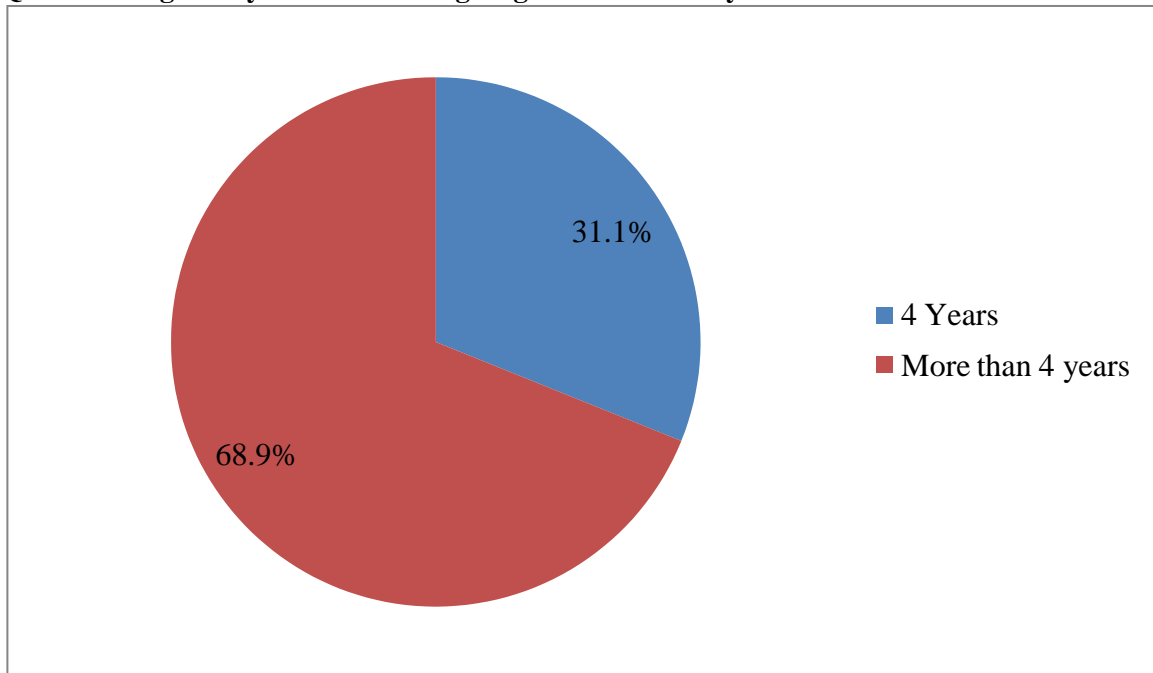**Q3: How long have you been learning English at University?**

Figure 2.3. Duration of Learning a Foreign Language at University

Another question investigated the participants' duration of foreign language learning at university. It is found that 68.9% of participants had learned a foreign language for 4 years, while the remaining 31.1% had learned it for more than 4 years. Both durations provided a good timeframe to understand the participants' foreign language learning experiences at university.

Q4: What motivated you to start learning EFL?
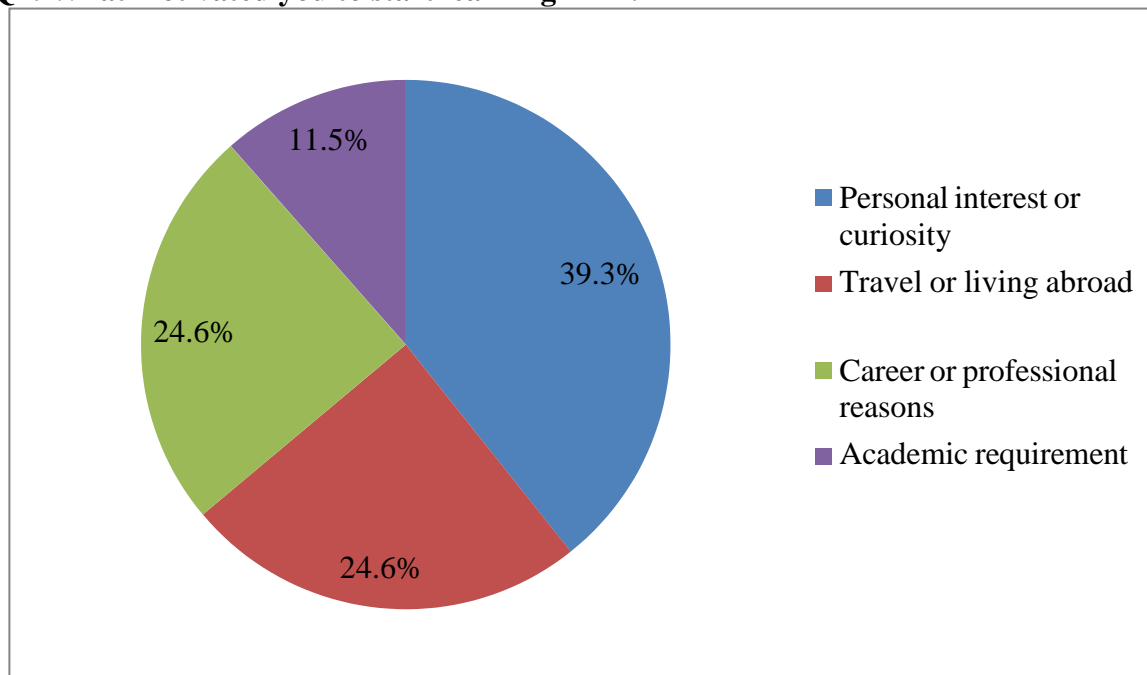
Figure 2.4. Motivation for Starting Foreign Language Learning

Based on the responses from first year master students regarding motivation for learning a foreign language, a diverse range of factors emerged. The respondents (39.3%) cited personal interest or curiosity as their primary motivating factors, highlighting intrinsic and individual driven reasons for language acquisition. Additionally, motivations related to practical experiences such as travelling or living abroad and career/professional reasons appeared with 24.6% each. This reflects the instrumental value of language skills in real- world contexts. A smaller percentage of 11.5% of the sample mentioned academic requirements as a motivating factor, suggesting a less prominent role of formal education in language learning decisions. These findings underscored the complexity of language learning motivations among master students and provided valuable insights into how these motivations intersect with identity formation and educational experiences. Motivation such as personal interest or curiosity reflects an intrinsic connection to identity, as learners often choose languages that resonate with their cultural heritage or personal interests. Similarly, motivation tied to travelling or living abroad and career goals highlight how language skills can shape and reflect one's aspirations, global outlook, and professional identity. The

diversity of these motivations illustrates how language learning is not just academic pursuit but a significant aspect of personal and professional identity development.

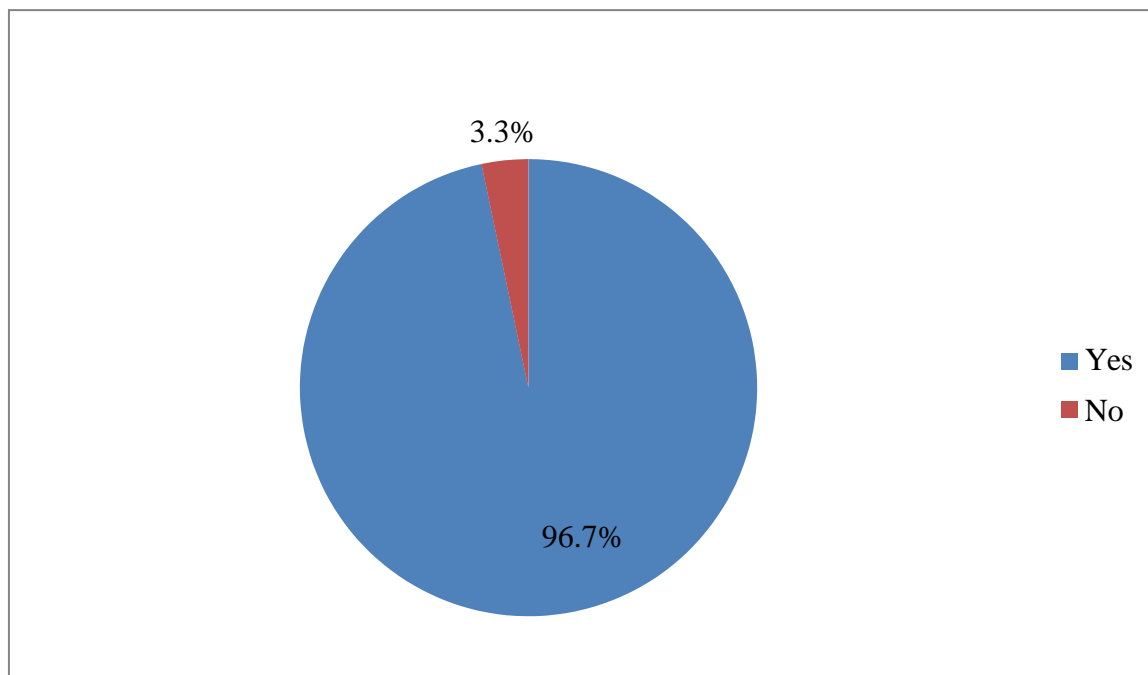**Q5: Do you feel that learning EFL has influenced how you perceive yourself?**

Figure 2.5. Influence of Foreign Language Learning on Self-Perception

The data from the figure indicate that the extreme majority of the participants (96.7%) believed that learning EFL has influenced how they perceived themselves. The remaining 3.3% were those who did not feel any influence. These findings highlighted the strong influence of learning a foreign language on learners' self-perception, personal growth, and cultural awareness. This reinforces the importance of language education as a means of enriching individuals 'personal lives and fostering a more interconnected and empathetic global community.
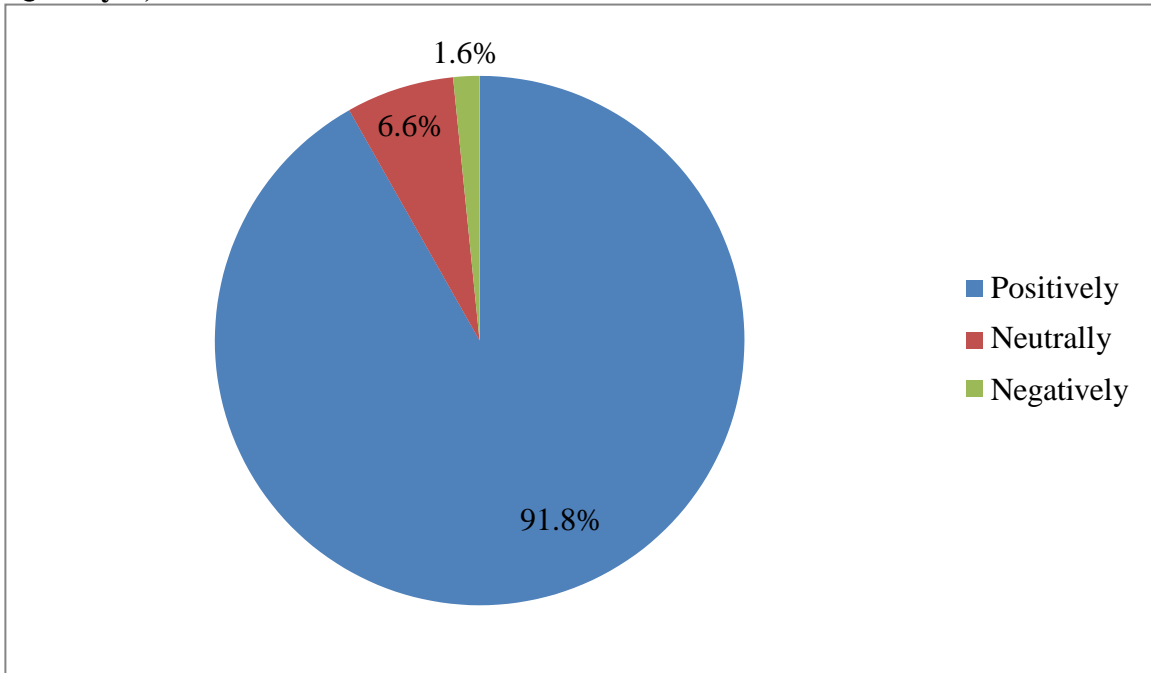
Q6: If yes, how?

Figure 2.6. Nature of the Influence of Foreign Language Learning on Learners' Self-Perception

According to the participants input, the vast majority (91.8%) perceived learning a foreign language as positively influencing their self-perception, emphasizing the transformative impact of language acquisition on personal development and cross-cultural understanding. A smaller proportion expressed neutral sentiments (6.6%) while a minority of (1.6%) reported a negative influence. These findings underscored the significance of foreign language learning in shaping identity and highlighted the need for further exploration into the mechanisms through which language acquisition impacts self-perception among master students. Understanding these dynamics can inform educational approaches that promote holistic development and intercultural competence through EFL learning experiences.

Q7: To what extent do you believe your EFL learning experience have contributed to your overall identity development?
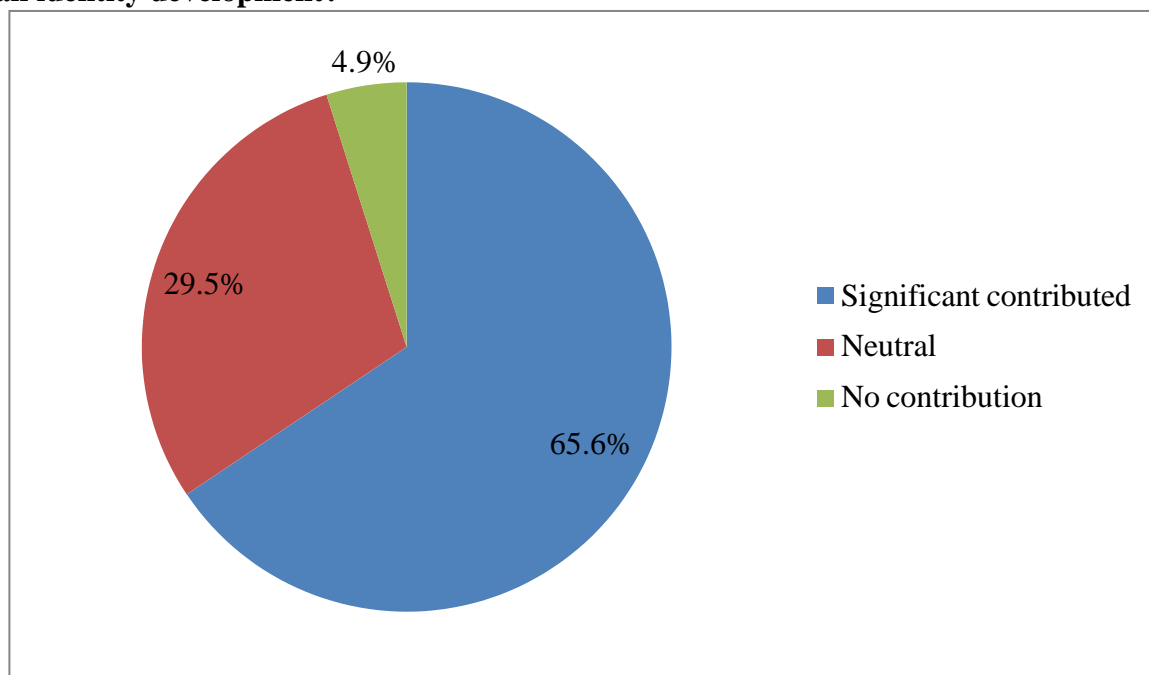

Figure 2.7. Contribution of EFL Learning Experiences to Participants' Identity Development

The data collected showed three points of view. Firstly, 65% of the participants who believed that EFL learning experiences significantly contributed to their overall identity development. This suggested that EFL learning can extend beyond communication potentially impacting learners' identity development. It implies that learning a foreign language is regarded as a profoundly transforming and rewarding experience that can alter learners' perceptions of themselves rather than acquiring only a linguistic ability. The substantial proportion of respondents who selected this choice highlighted also the enormous influence of language learning in developing one's self-consciousness, cultural awareness, and personal development. However, 29.5% of the participants remained neutral and a small percentage of5.5% perceived no contribution. This highlights the diversity of individuals' experiences and suggests that the impact of EFL learning on identity development may vary among learners.

2.4.3. Section Three: Identity and Language Use
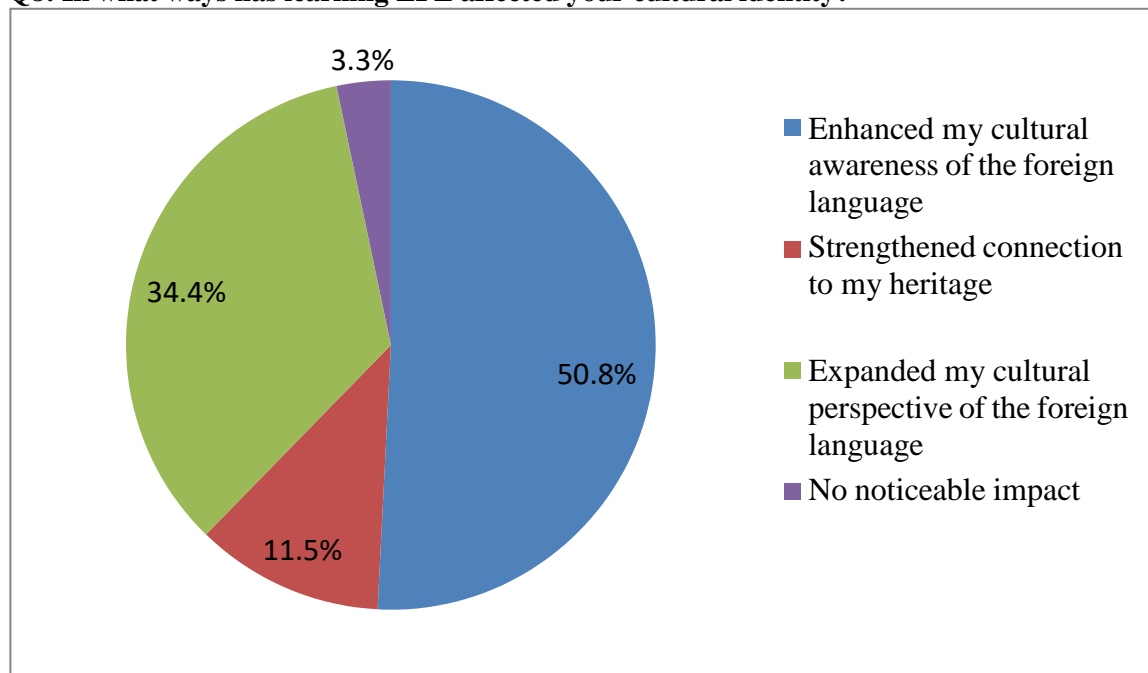**Q8: In what ways has learning EFL affected your cultural identity?**

Figure 2.8. Impact of Foreign Language Learning on Learners' Cultural Identity

According to the responses, learning a foreign language had diverse effects on cultural identity. Half of the respondents (50.8%) reported enhanced cultural awareness of the foreign language, indicating increased sensitivity to cultural nuances associated with language learning. A smaller proportion (11.5%) mentioned that language acquisition strengthened their connection to their heritage, while a significant percentage of 34.4% cited expanded cultural perspectives, reflecting broader insights into diverse cultural norms and worldviews. Finally, 3.3% of the respondents noted no noticeable impact, highlighting individual variability in the relationship between language learning and cultural identity. These findings underscored the complex interplay between language education and cultural identity development among master students, offering insights for educational approaches that promote intercultural competence and appreciation of cultural diversity.

Q9: Do you feel a sense of connection to the culture associated with the foreign language you are learning?
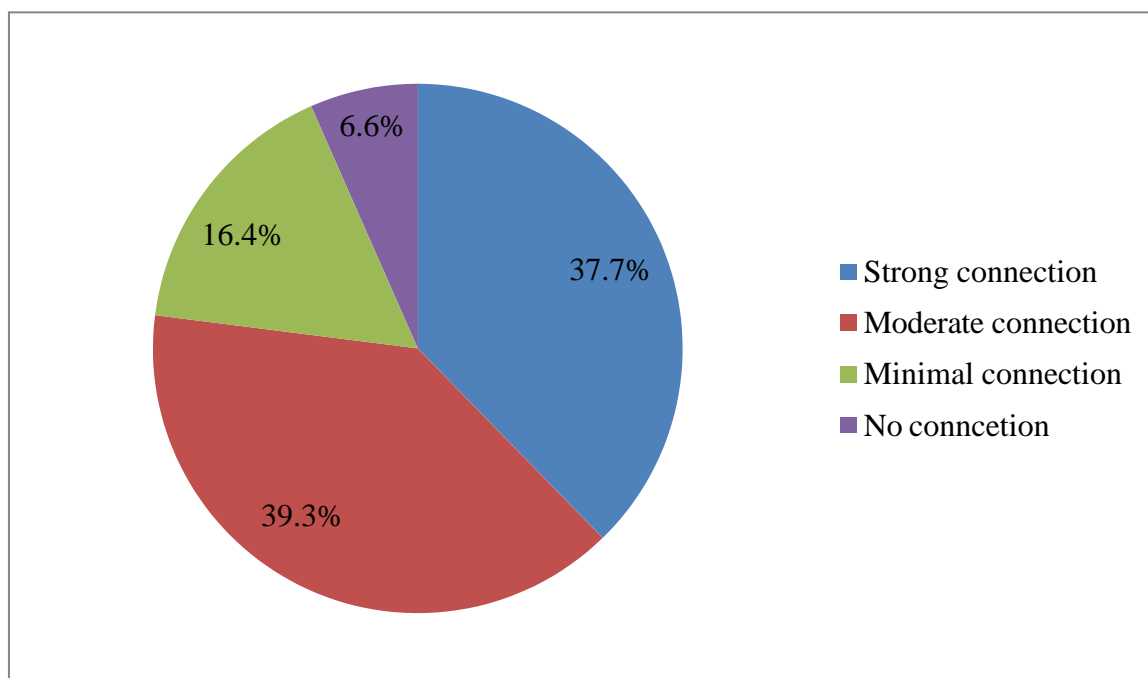

Figure 2.9. Perceived Connection to Foreign Language Culture

The aim of question nine was to assess whether EFL learners felt a sense of connection to the culture associated with the foreign language they were learning. The results revealed that 37.3% of the participants felt a strong connection, 39.3% felt a moderate connection, and 16.4% felt a minimal connection with it. The remaining respondents (7%) did not feel any connection to the culture associated with the foreign language they were learning. Indeed EFL learners often express a keen interest in exploring various cultural aspects related to the language they are studying, such as cuisine, clothing, and societal values. This exploration did not only enhance their language learning experience but also contributed to their overall identity development. By immersing themselves in a new culture, learners may gain fresh perspectives, expand their worldview, and even uncover previously undiscovered facets of themselves.

2.4.4. *Section Four: Social Interaction*
Q10: How has EFL learning affected your communication with people from different cultural backgrounds?
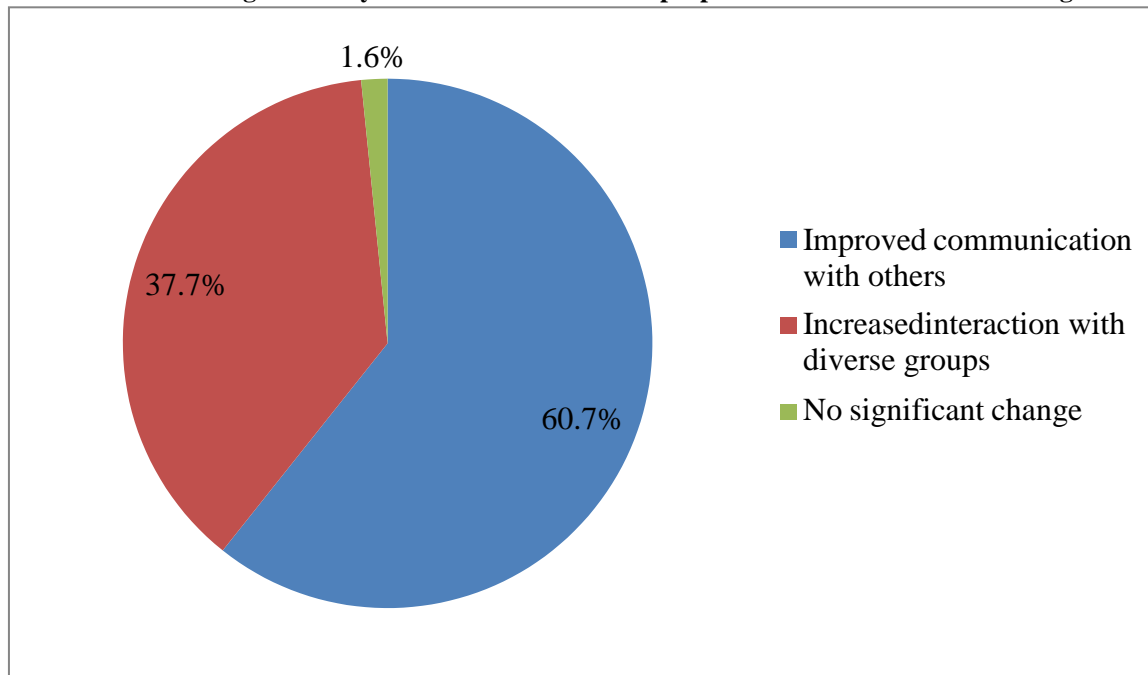

Figure 2.10. Impact of Foreign Language Learning on Cross-Cultural Communication

Following the participant's answers, learning a foreign language had positively influenced communication with individuals from diverse cultural backgrounds. A majority of 60.7% of the sample reported improved communication skills, highlighting the role of language acquisition in facilitating cross-cultural interactions. Additionally, a notable proportion (37.7%) mentioned that their interactions with diverse groups, increased due to the impact of language education on fostering meaningful connections across cultures. Only 1.6% of the respondents noted no significant change in their communicative network. These findings collectively emphasized the importance of language learning in promoting intercultural competence and enhancing cross-cultural communication among master students. This highlighted the broader societal and educational implications of language education in promoting social inclusion and cultural understanding in diverse contexts.

2.4.5. Section Five: Emotional Impact

Q11: Have you ever experienced any emotional changes related to your identity as a result of learning EFL?
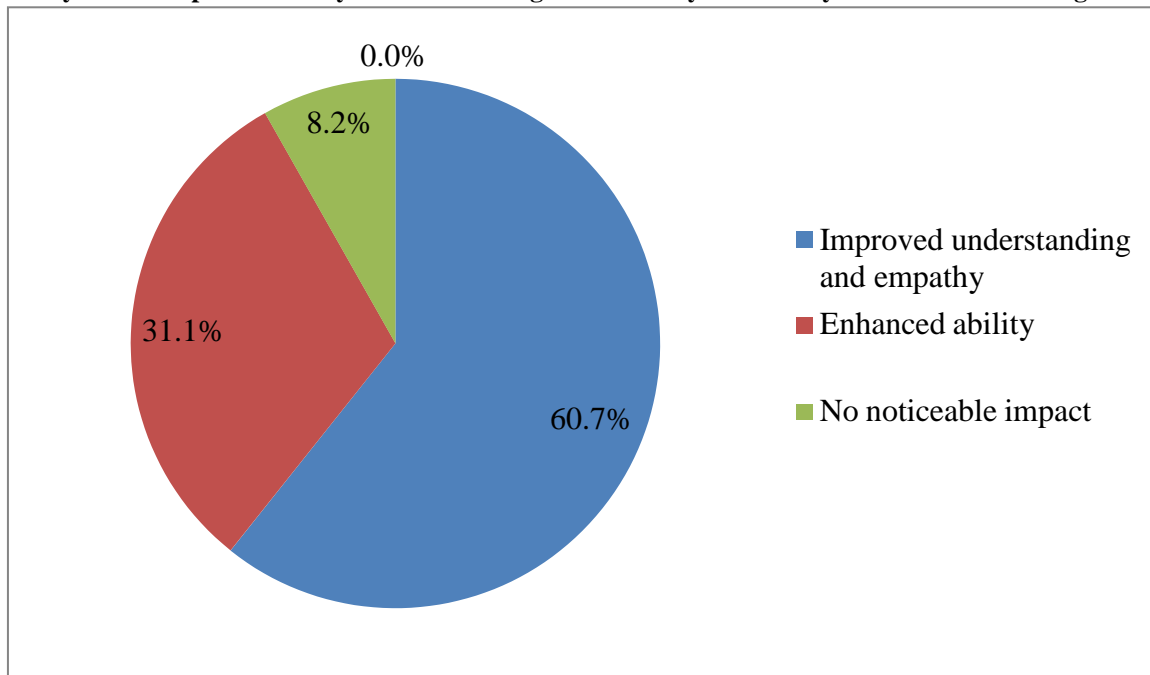
Figure 2.11. Emotional Identity Shifts Due to Foreign Language Learning

The results of the survey demonstrated a notable correlation between foreign language learning and emotional changes linked to identity. The majority of the participants (60.7%) reported experiencing improvements in understanding and empathy, suggesting that learning a foreign language can foster a deeper connection with other cultures and contribute to a more comprehensive sense of self. Additionally, a significant portion of 31.3% of the respondents noted a sense of enhanced ability resulting from their foreign language learning experience. Conversely, a small percentage of 8.2% of the sample reported no emotional changes related to identity, possibly due to factors such as limited exposure to the target culture or a primary focus on the practical aspects of language acquisition.

Q12: How has EFL learning influenced your self-confident?
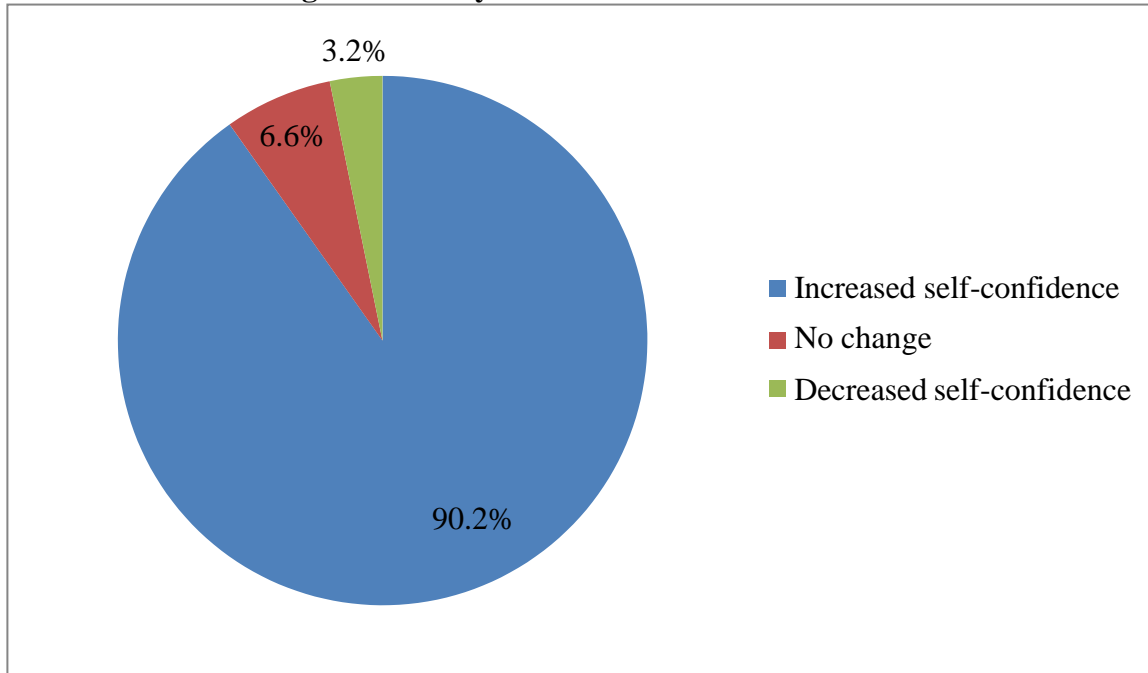
Figure 2.12. The Effect of Foreign Language Learning on Self-Perception

The results in figure 12 showed that learning a foreign language had a significantly positive impact on self-confidence. A vast majority of the respondents (90.2%) selected increased self-assurance. This highlighted the transformative role of language education in fostering personal growth and enhancing cross-cultural competence. A smaller proportion (6.6%) noted no change in self-confidence during their university career, indicating individual variability in the perceived impact of language learning. By contrast, a minority (3.2%) mentioned that their self-confidence decrease when study English which necessitates further investigation into factors influencing this perception. These findings underscored the broader educational significance of language acquisition in nurturing holistic development and empowering master students to navigate diverse cultural and linguistic contexts with confidence.

2.4.6.   Section Six: Personal Growth

Q13: Do you believe that learning EFL has contributed to your personal growth and development?
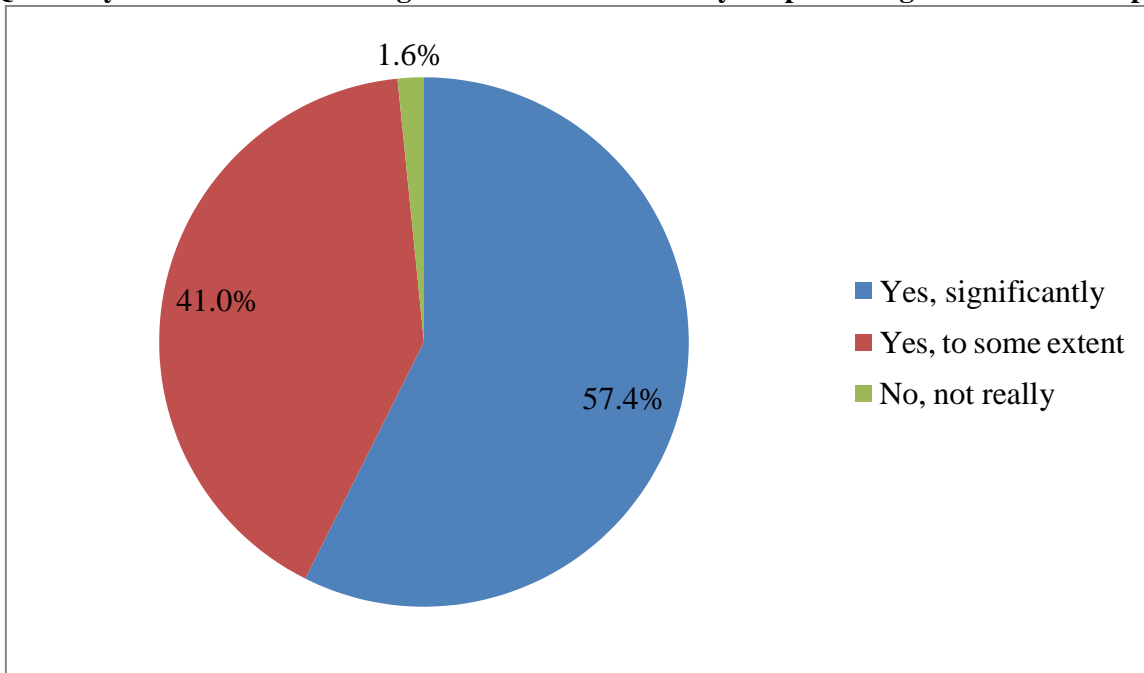
Figure 2.13. Perceived Personal Growth through Foreign Learning

According to figure 13, 57.4% of our participants selected "yes, significantly" confirming that learning a foreign language has contributed to their personal growth and development which 41% of them chose "yes to some extent". These responses underscored the transformative nature of foreign language learning experiences, suggesting that they extend beyond mere linguistic proficiency to encompass broader personal development. However, a portion of respondents opted for "no, not really" indicating that the connection between foreign language learning and personal growth is not significant at all.

Q12: In what ways has learning EFL broadened your perspective of the world and your place in it?

3.3%

26.2%

34.4%

36.1%

- ■ Greater understanding of global issues
- ■ Appreciation for diverse cultures
- ■ Expande worldview
- ■ No noticeable change
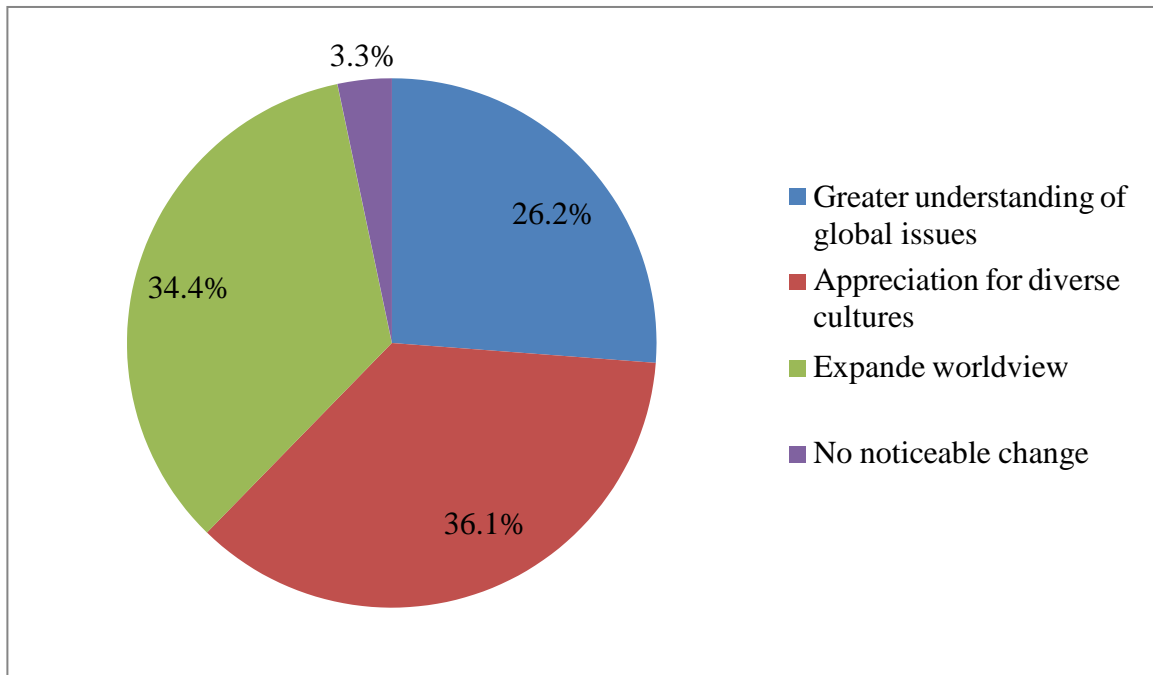
Figure 2.14. Global Perspective Expansion through Foreign Language Learning

The gathered data indicate that learning a foreign language had significantly broadened perspectives of the world and personal sense of place within it after studying English. A notable percentage of the respondents (26.2%) reported that they gain greater understanding of global issues, 36.1% of them declared that they are appreciated diverse cultures, a 34.4% of them mentioned that they expanded their worldviews, and3.3% of the respondents noted no noticeable change. Generally, these insights highlighted the transformative role of linguistic proficiency in fostering cultural empathy, global awareness, and a broader understanding of societal complexities. In short, these findings underscored the educational and societal significance of language acquisition in promoting intercultural competence and nurturing informed perspectives among master students.

2.4.7. Section Seven: Language Learning Environment

Q15: Have you encountered any challenges related to your identity while learning EFL?
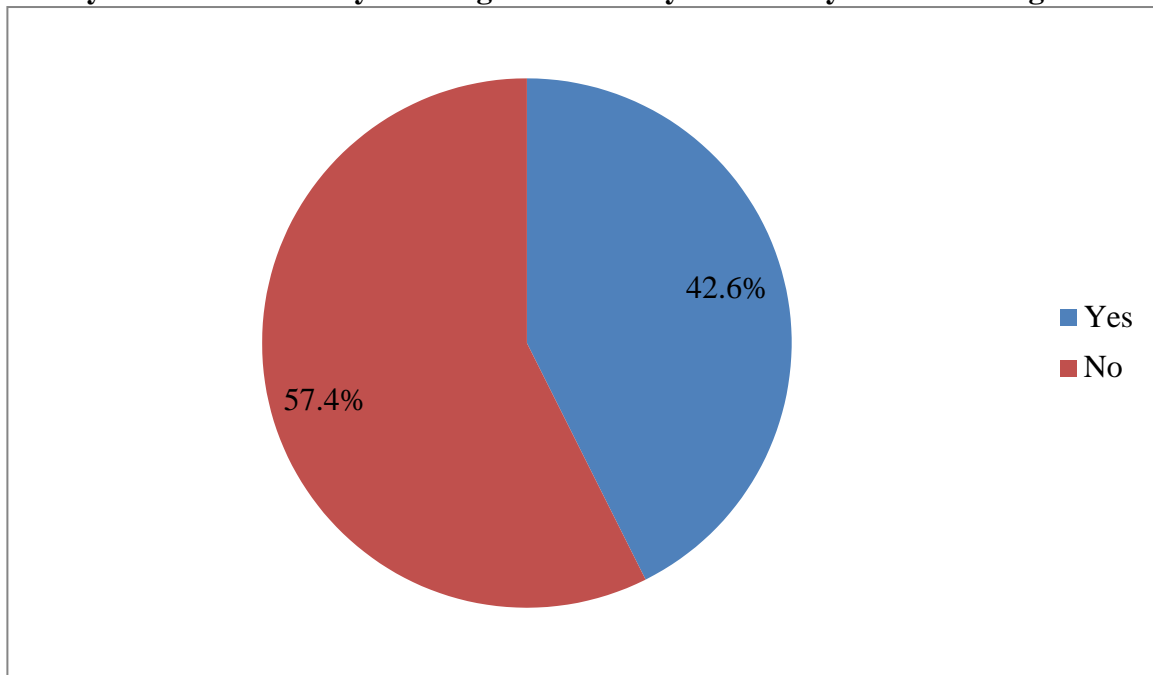
Figure 2.15. Prevalence of Identity Challenges among Foreign Language Learners

Two options were given to the question "have you ever encountered any challenges related to your identity while learning a foreign language?" (57.4%) selected "Yes" and (42.6%) selected "No". The findings suggested that the process of foreign language learning can have a complex impact on an individual's identity. For those who indicated facing challenges that could stem from various factors such as linguistic insecurities, cultural differences, or feelings of belongingness.

2.4.8. Section Eight: The Relationship between EFL Curriculum and Identity

Q16: How well do you think the EFL curriculum addresses the cultural aspects relevant to your identity as a Muslim student?
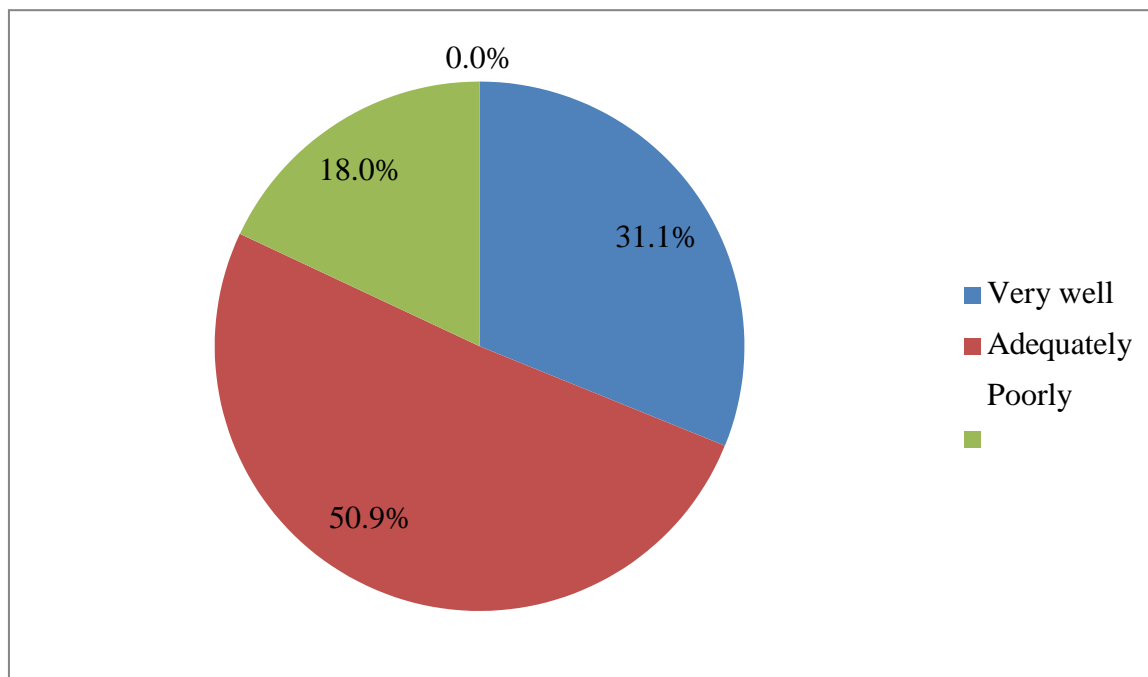
Figure 2.16. Perception of EFL Curriculum's Cultural Relevance to Muslims' Identity.

Drawing on the findings, 50.8% of the participants felt that the curriculum addressed these cultural aspects adequately, suggesting that there is a reasonable level of attention given to Muslim identity within the EFL curriculum. However, a significant proportion (31.1%) believed that the curriculum addressed these aspects very well, indicating a higher level of satisfaction among master's students. On the other hand, 18% of respondents felt that the curriculum addressed these cultural aspects poorly, which highlights an area where improvement may be needed to better serve the needs and identities of Muslim students within the EFL educational framework. This data underscored the importance of considering cultural diversity and identity within language education, with room for further exploration and enhancement of curriculum content and approach to ensure inclusivity and relevance for all students.

Q17: how important do you think it is for EFL curriculum developers to consider identity focused approaches in teaching English?
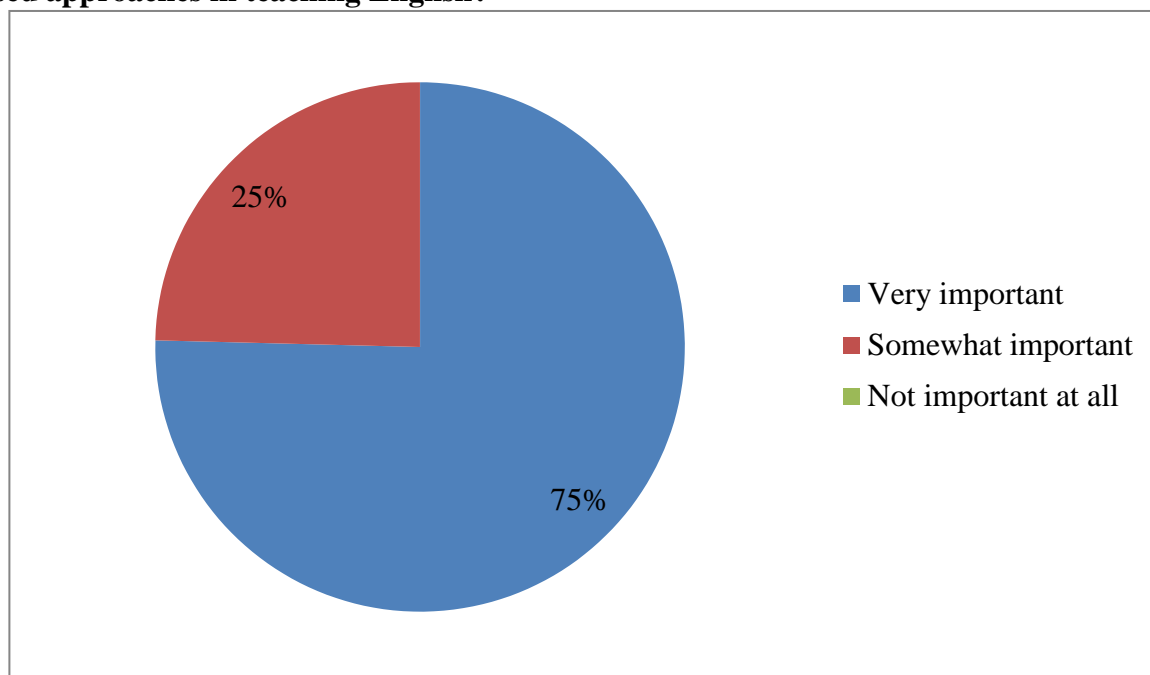
Figure 2.17. Perceptions of Identity-Focused Approaches in EFL Curriculum Development

Based on the results, the majority of the respondents (75.4%) thought that it is very important for EFL curriculum developers to consider identity-focused approaches in teaching English. Moreover, 24.6% of them considered this as somewhat important and none of them denied to significance completely.

This highlights the importance of the curriculum that should include identity-focused approaches and activities that explore both cultures and allow learners to express themselves in English.

2.5. Discussion of the Main Findings

The data gathered from the questionnaire provided valuable insights into the relationship between learning EFL and learners' identity. The majority of the participants were aged between 20-25 years, which was the typical age range for the first year Master students. The gender distribution showed that more female learners participated in the survey compared to male learners. The duration of EFL learning at university varied among the participants, with the majority learning a foreign language for four years, and the remaining learning it for more than four years.

Just as the study found that personal interest or curiosity drove language acquisition, the findings

highlighted intrinsic and individual-driven motivations, as noted in Q4. Similarly, the acknowledgment of practical experiences such as travel or living abroad and career/professional reasons underscores the practical value of language skills, mirroring motivation among the master students. Additionally, the emphasis on identity-focused approaches in the EFL curriculum resonated with identity formation and educational experiences, as noted in the Master students' responses. This emphasized the complexity of language learning motivations and underscores the importance of considering learners' identities and experiences in effective language education practices.

Norton's (2000) research emphasizes that language learning is deeply intertwined with the learner's identity. She argues that learners invest in language learning to gain access to social networks, which in turn shapes their identities. Norton's concept of "investment" links identity with the desire to learn a language, suggesting that learners' identities evolve as they gain new linguistic and cultural resources.

The majority of our participants experienced positive influences on their self-perception (Q5, Q6), identity development (Q7), and cultural awareness (Q8) due to EFL learning. By engaging them with a foreign language, they gained a deeper understanding of themselves, their place in the world, and the perspectives of other cultures. This transformative experience equipped them with essential skills for effective communication, cross-cultural understanding, and personal growth in a globalized world. Block (2007) explores how learning a second language can lead to significant changes in a learner's identity. He discusses the notion of "multiple identities" and how learners navigate and negotiate these identities in different linguistic and cultural contexts. This is reflected in our study, where participants experienced positive influences on their self-perception, identity development, and cultural awareness due to EFL learning.

Identity-focused approaches in EFL curricula were deemed important by the majority of the respondents. This emphasizes the need for language educators to incorporate strategies that acknowledge and explore the cultural and personal identities of learners, fostering a more inclusive and effective learning environment. Pavlenko and Blackledge (2004) explore how multilingual individuals negotiate their identities in various sociolinguistic contexts. They argue that language learning can be empowering and challenging, influencing learners' perceptions of themselves and their place in the

world. This supports our findings that learning EFL had a positive impact on learners' identity, with participants reporting a positive influence on self-perception, identity development, cultural identity, communication skills, emotional changes, self-confidence and personal growth.

The results of this study indicate that learning EFL had a positive impact on learners' identity, with the majority of participants reporting a positive influence on self-perception, identity development, cultural identity, communication skills, emotional changes, self-confidence, and personal growth. Furthermore, this study confirms that the nature of the constructed identity due to EFL learning is not a totally new and different one; rather, it is the old personal and cultural identity that is fostered and enriched without being totally lost or substituted. Gao, Cheng, and Kelly (2008) found that Chinese EFL learners' identities are influenced by learning English, leading to a more positive self-image and greater self-confidence, as well as an increased sense of global citizenship. This is particularly relevant to our study, as it highlights the cultural impacts on identity formation through language learning, reinforcing the importance of considering cultural diversity and identity in foreign language education. The findings also highlight the importance of considering cultural diversity and identity in foreign language education and the need for identity-focused approaches in teaching EFL.

2.6. Pedagogical Implications

The findings from this research study on the impact of EFL learning on the identity of first- year Master's students in Algerian universities reveal significant pedagogical implications for language education and curriculum development. In fact, the study identifies key themes related to identity formation, cultural awareness, social interaction, emotional impact, and personal growth among participants involved in EFL learning. These implications can guide educators and curriculum developers in shaping effective pedagogical approaches that foster holistic development and intercultural competence in EFL learners.

Firstly, the current research highlights the transformative influence of EFL learning on students' self-perception and emotional identity shifts. A majority of participants reported positive changes in self-confidence and empathy, indicating that language education plays a crucial role in enhancing learners' emotional intelligence and interpersonal skills. This suggests that educators should

design language learning experiences that not only focus on linguistic proficiency but also prioritize personal growth and emotional development.

Furthermore, the research underscores the importance of integrating cultural content and identity-focused approaches into EFL curriculum development. The findings reveal that learners perceive significant contributions of EFL learning to their cultural awareness and global perspective. Educators can leverage these insights by incorporating diverse cultural materials, activities, and discussions into language instruction, fostering students' appreciation for cultural diversity and intercultural understanding.

Another significant implication emerges from the study's exploration of social interaction and cross-cultural communication. Participants reported improved communication skills and increased interactions with diverse groups through EFL learning, this stresses the need for language educators to design communicative tasks and collaborative activities that promote meaningful cross-cultural exchanges, preparing students to navigate multicultural environments effectively.

Moreover, the study emphasizes the role of language learning environments in addressing identity-related challenges encountered by EFL learners. Educators should create inclusive and supportive classrooms that encourage learners to explore and express their identities through language. This can be achieved by incorporating identity-focused discussions, reflective activities, and culturally relevant content into the curriculum.

Lastly, the research findings highlight the importance of curriculum responsiveness to diverse student identities, particularly within Muslim-majority contexts like Algeria. Participants expressed varying perceptions regarding the adequacy of EFL curriculum in addressing cultural aspects related to Muslim identity. This highlights the need for curriculum developers to adopt inclusive pedagogical approaches that accommodate diverse cultural and religious backgrounds, ensuring that language education reflects and respects learners' identities.

2.7. Limitations of the Study

While the study aimed to provide a thorough examination of the impact of EFL learning on the identity of first-year Master's students, it was essential to acknowledge certain limitations. The sample size of sixty-one participants, while diverse, might not have fully represented the entire population of first-year Master's students in the English department across different universities in Algeria. Additionally, the reliance on an online questionnaire for data collection had introduced biases, as it could have excluded individuals without internet access and digital literacy skills. The specificity of the study's focus on Algerian English department students to some extent limited the generalizability of the findings to other contexts. Furthermore, the self-reporting nature of the questionnaire led to social desirability bias, where participants provided responses they believed were socially acceptable. Despite these limitations, the study offered valuable insights into the complex relationship between EFL learning and identity formation among first-year Master's students in Algeria. Future research endeavours should aim to address these limitations to enhance the comprehensiveness and applicability of the findings.

2.1. Recommendations of the Study

At the end of this academic research, some recommendations for future research endeavours should be provided, this recommendations aim to deepen learners' understanding of the influence of their EFL learning journey on their identities. Similarly, suggestions for further investigations are crucial for studies with similar interests in exploring this topic further.

2.1.1. Recommendations for Teachers

- Promote cultural awareness through integrating culturally relevant materials.

- Incorporate identity-focused approaches to empower students in exploring their identities.

- Provide emotional support to address challenges students may face in language learning.

- Facilitate cross-cultural communication to enhance students' intercultural competence.

- Ensure the EFL curriculum addresses cultural aspects relevant to students' identities for inclusivity

2.1.2. Recommendations for Learners

- Actively engage in language learning activities and cultural experiences.

- Reflect on how language learning influences cultural identity and personal growth.

- Seek support if facing challenges related to identity or emotional well-being.

- Embrace diversity and engage respectfully with individuals from diverse backgrounds.

- Advocate for inclusivity and representation in the EFL curriculum.

Conclusion

In conclusion, Chapter two outlined the comprehensive methodology employed to investigate the impact of EFL learning on the identity of first-year Master's students across diverse universities in Algeria. Through meticulous definition of the sample group, detailed description of the questionnaire, and thorough analysis of the collected data, this chapter has provided valuable insights into the complex relationship between EFL learning and identity formation.

The study's adoption of a quantitative methodology was facilitated by an online questionnaire, ensuring the ethical rights and privacy of participants while allowing for efficient data collection. The questionnaire itself comprising eight sections, addressing various aspects of language learning experience, identity, social interaction, emotional impact and personal growth among participants.

The Analysis of the results revealed significant findings regarding participants' perceptions and experiences related to EFL learning. These findings shed light on the transformative potential of language education in fostering holistic development and intercultural competence among master students. Furthermore, the research highlighted the importance of integrating cultural content and identity-focused approaches into EFL curriculum development. It emphasizes the need for inclusive language learning environments that acknowledge and support learners' diverse identities, particularly within Muslim-majority contexts like Algeria.

Overall, the pedagogical implications derived from this research offer valuable guidance for educators and curriculum developers seeking to enhance language education practices and promote students' holistic development. By prioritizing emotional intelligence, cultural awareness, and inclusivity, language educators can create enriching learning experiences that empower students to navigate diverse linguistic and cultural landscapes with confidence and understanding.

General Conclusion

The present study embarked on a comprehensive examination of the intricate relationship between EFL and the formation of learners' identities, guided by a series of fundamental research questions. This investigation revealed that the impact of EFL learning extends far beyond mere language acquisition; it profoundly influences individuals' personal development and identity construction. As learners engage in the process of acquiring English language skills, they embark on a journey that involves navigating complex identity negotiations. This journey is marked by a myriad of interactions and experiences that go beyond mastering grammar rules or vocabulary. Instead, learners grapple with questions of cultural identity, self-expression, and belonging in diverse global contexts. The intersection of EFL learning and personal development is characterized by a rich tapestry of experiences, where individuals are exposed to diverse cultural perspectives and ways of thinking. These interactions challenge learners to critically reflect on their own identities and beliefs, leading to a deeper understanding of themselves and the world around them. Moreover, the process of learning EFL transcends linguistic proficiency to encompass broader aspects of identity formation. Through engagement with English language and culture, learners not only acquire communication skills but also develop a sense of belonging to a global community. This sense of belonging fosters empathy, intercultural understanding, and a willingness to engage with diverse perspectives.

The first chapter of this dissertation provided a comprehensive exploration of the intrinsic relationship between learning EFL (EFL) and the formation of learners' identities. It defined EFL and its global significance and examined various identity categories, including personal, social, religious, ethnic, gender, and cultural identities. It discussed the impact of foreign language learning on identity, drawing on theories by psychologists such as Erik Erikson and James E. Marcia. It also covered identity negotiation and highlighted the role of educators and curriculum designers in fostering inclusive, reflective learning environments. This chapter emphasized how EFL education enhanced linguistic proficiency, intercultural competence, and empathy, underscoring its transformative potential in promoting personal growth and intercultural understanding. Ultimately, this chapter demonstrated the crucial role of EFL education in shaping individuals' identities within a global context.

Furthermore, the second chapter presented the methodology employed to investigate the impact

of EFL learning on the identity of first-year Master's students in Algeria. This involved the sample selection, questionnaire description and data analysis, ensuring the robustness and reliability of the study's findings. By utilizing an online questionnaire format, the ethical rights and privacy of participants were respected. The subsequent data analysis revealed significant insights into participants' perceptions and experiences related to EFL learning. These insights shed light on the complex interplay between language acquisition and identity formation, highlighting the importance of integrating cultural content and identity-focused approaches into EFL curriculum development. The findings underscored the significance of acknowledging and addressing cultural identities within the context of language education, particularly within Muslim-majority contexts like Algeria.

To sum up, the synthesis of research findings highlighted the transformative potential of EFL learning in fostering personal growth, intercultural understanding, and the cultivation of inclusive societies. By recognizing the intricate interplay between language acquisition and identity construction, educators are empowered to create enriching learning experiences that enable students to navigate diverse linguistic and cultural landscapes with confidence and understanding. The pedagogical implications derived from this research provide valuable guidance for enhancing language education practices and promoting students' holistic development. By prioritizing inclusive approaches that acknowledge and support learners' diverse identities, educators can contribute to the creation of inclusive global communities where individuals from all backgrounds feel valued and empowered. The study underscores the importance of language education as a catalyst for personal and societal transformation. By embracing diversity, fostering empathy and promoting intercultural competence, language educators can play a pivotal role in shaping a more inclusive and interconnected world.

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Appendix

Students' Questionnaire

Dear First year Master students, we kindly request your participation in this questionnaire, which aims to understand your experiences and perspectives regarding the EFL learning possible impact on identity. Your insights are invaluable to our research that explores this issue. Thank you for taking the time to contribute to our study.

a. Background Information

1. Age Range:

   ☐ 20-25

   ☐ 26+

2. Gender:

   ☐ Male

   ☐ Female

   b. Language Learning Experience

3. How long have you been learning EFL at university? ◯

   4Years

   ◯ More than 4 years

4. What motivated you to start learning EFL?

   ◯ Personal interest or curiosity

   ◯ Travelorliving abroad

   ◯ Career or professional reasons

   ◯ Academic requirement

      Others:

5. Do you feel that learning EFL has influenced how you perceive yourself?

   ◯ Yes

○ No

6. If yes, how?

   ○ Positively

   ○ Neutrally

   ○ Negatively

7. To what extent do you believe your EFL learning experiences have contributed to

   your overall identity development?

   ○ Significantly contributed

   ○ Neutral

   ○ No contribution

   c. Identity and Language Use

8. In what ways has learning EFL affected your cultural identity? ○

   Enhanced my cultural awareness of the foreign language   ○

   Strengthened connection to my heritage

   ○ Expanded my cultural perspectives of the foreign language

   ○ No noticeable impact

9. Do you feel a sense of connection to the culture associated with the foreign language you

   are learning?

   ○ Strong connection

   ○ Moderate connection

   ○ Minimal connection

   ○ No connection

d.   Social Interaction

10. How has EFL learning affected your communication with people from different

cultural backgrounds?

◯ Improved communication with others

◯ Increased interactions with diverse groups

◯ No significant change

e.   Emotional Impact

11. Have you experienced any emotional changes related to your identity as a result of

learning EFL?

◯ Improved understanding and empathy

◯ Enhanced ability

◯ No noticeable impact

12. How has EFL learning influenced your self-confidence? ◯

Increased self-confidence

◯ No change

◯ Decreased self-confidence

f.   Personal Growth

13. Do you believe that learning EFL has contributed to your personal growth and ◯

development?

◯ Yes, significantly

◯ Yes, to some extent

◯ No, not really

14. In what ways has learning EFL broadened your perspective of the world and your place in it?

○ Greater understanding of global issues

○ Appreciation for diverse cultures

○ Expanded worldview

○ No noticeable change

g.   Language Learning Environment

15. Have you encountered any challenges related to your identity while learning EFL?

○ Yes

○ No

h.   Relationship between EFL Curriculum and Identity

16. How well do you think the EFL curriculum addresses the cultural aspects relevant to your identity as a Muslim student?

○ Very well

○ Adequately

○ Poorly

17. How important do you think it is for EFL curriculum developers to consider identity-focused approaches in teaching English?

○ Very important

○ Somewhat important

○ Notimportant

Résumé

Cette recherche examine la relation complexe entre l'apprentissage de l'Anglais comme un Langue Étrangère (EFL) et la formation de l'identité des apprenants parmi les étudiants de première année de Master en Algérie. Elle visait à explorer comment l'apprentissage de l'EFL façonne et impacte la construction de l'identité des apprenants. Pour atteindre cet objectif, quatre questions de recherche ont été posées : (1) Quelle est l'influence de l'apprentissage de l'EFL sur l'identité des apprenants ? (2) Quels sont les catégories d'identité peuvent changer tout au long du parcours d'apprentissage de l'EFL ? (3) Quelle est la nature de la nouvelle identité développée ? (4) Quelle est la relation entre le programme de l'EFL et l'identité ? Afin de répondre à ces questions, des données ont été collectées à l'aide d'un questionnaire structuré en ligne qui a été soumis à soixante et un étudiants de première année de Master d'Anglais dans différentes universités Algériennes afin d'obtenir une variété de points de vue sur le sujet. Après le processus d'analyse des données, les résultats ont révélé que l'apprentissage de l'EFL s'étend au-delà de la compétence linguistique et englobe des aspects plus larges du développement personnel et de la compréhension culturelle. Les apprenants naviguent dans des négociations identitaires complexes en s'engageant dans les compétences linguistiques en Anglais, en réfléchissant sur l'identité culturelle et en développant l'expression de soi tout en appartenant à divers contextes mondiaux. Tout cela met en évidence l'impact positif de l'apprentissage de l'EFL sur la formation identitaire des étudiants. Plusieurs recommandations et limites de cette recherche ont été avancées à la fin.

Mots-clés: construction identitaire, apprentissage EFL, compréhension culturelle, développement personnel, négociation identitaire.

الملخص

يتناول هذا البحث العلاقة المعقدة بين تعلم اللغة الإنجليزية كلغة أجنبية (EFL) و تشكيل هوية المتعلمين لدى طالب السنة الأولى ماستر في الجزائر.يهدف إلى استكشاف كيفية تشكيل تعلم اللغة الإنجليزية كلغة أجنبية وتأثيرها على بناء هوية المتعلمين. و لتحقيق هذا الهدف، تم تحديد أربعة أسئلة بحثية: 1)ما هو تأثير تعلم اللغة الإنجليزية كلغة أجنبية على هويات المتعلمين2؟) ماهي فئات الهوية التي يمكن تغييرها خلال رحلة تعلم اللغة الانجليزية كلغة أجنبية ؟3) ما طبيعة الهوية المطورة الجديدة؟ 4)ما هي العلاقة بين منهج تعلم اللغة الانجليزية و الهوية؟ ومن أجل الإجابة على هذه الأسئلة، تم جمع البيانات باستخدام استبيان منظم عبر الإنترنت وتم تقديمه إلى واحد و ستين طالب سنة أولى ماستر لغة إنجليزية في جامعات جزائرية مختلفة للحصول على العديد من وجهات النظر فيما يتعلق بالموضوع. بعد عملية تحليل البيانات، كشفت النتائج أن تعلم اللغة الإنجليزية كلغة أجنبية يمتد إلى ما هو أبعد من الكفاءة اللغوية ليشمل جوانب أوسع من التنمية الشخصية والفهم الثقافي. يتعامل المتعلمون مع المفاوضات المعقدة للهوية أثناء تفاعلهم مع مهارات اللغة الإنجليزية، والتفكير في الهوية الثقافية، وتطوير التعبير عن الذات مع الانتماء إلى سياقات عالمية متنوعة.كل هذا يسلط الضوء على التأثير الإيجابي لتعلم اللغة الإنجليزية كلغة أجنبية في تكوين هوية الطالب. تم تقديم العديد من التوصيات والقيود لهذا البحث في النهاية.

الكلمات المفتاحية: بناء الهوية، تعلم اللغة الإنجليزية كلغة أجنبية، الفهم الثقافي، التنمية الشخصية، التفاوض على الهوية