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Department of Foreign Languages

English Section



**The Impact of Learning English as a Foreign
Language on EFL learners Outside the Academic
Institution:**

The case of L3 Students in Ahmed Salhi University Centre
of Naama

*A Dissertation Submitted to the Department of English in Candidacy for the
Requirement of the 'Master' Degree in Linguistics*

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DEDICATION

We dedicate this humble work to our precious families and friends
for their constant support and love

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ABSTRACT

Learning a foreign language typically happens inside the classroom by teacher's guidance as well as outside of it, independently does not include schoolroom experience or teachers' instructions, and because of that language has an impact on EFL learners, it occurs through different platforms. Thus, the present study attempts to investigate on the Impact of learning English as a foreign language outside the academic institution. To achieve that, this research used questionnaire to be filled by third year LMD English learners at the University Center Salhi Ahmed the collected data are analyzed both qualitatively and quantitatively. In general, the results show that EFL learners are influenced by English language since it is one of the most frequently spoken languages worldwide. Moreover, the results also revealed that the target culture influences the EFL learners' way of thinking, but not their attitudes.

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List of abbreviations and Acronyms

- **OCLL:** Out-of-class language learning
- **EFL:** English as a foreign language
- **CALL:** computer assisted language learning
- **SCT:** Sociocultural Theory
- **SLA:** Second Language Acquisition

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GENERAL INTRODUCTION

General Introduction

Humans have a unique ability to communicate through language, the four linguistic skills “reading, listening, writing, and speaking” enable us to learn and comprehend the power of language, as well as how to utilize it effectively and creatively in an increasingly complicated environment. Mostly, learning a new language happens inside a classroom, guided by a teacher or a tutor. However, learning can be found outside the classrooms, and due to the acceleration of technology and the availability of a variety of digital platforms which enable the learner to find the most convenient way to learn any language, like watching movies, vlogs, YouTube videos, listening to music or reading books.

Nowadays, English language has become the most spoken language all around the world, and most individuals are learning it in a fast-paced process, obviously because of the advancement of technology, however it is still considered as a foreign language in Algeria not even a second language. This fact has made Algerians less communicative with the rest of the world, and scientifically undeveloped since the world’s language of science nowadays is English as it’s mentioned earlier, this position is caused by many social and cultural aspects, that should be explored for the sake of solutions that would upgrade it to a higher position. They are very fortunate to have a variety of avenues to choose from to learn and strengthen their knowledge in English and develop their proficiency. On one hand, technology tools such as the Internet and smart phones, are always at their disposal which provides them with the opportunity to practice and learn English outside the classroom; however, if the modern technologies are not easily accessible, students can read journals, magazines or books. The concept of out-of-class learning, which is defined as “any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning” (Benson 2001, p.62). Especially in this era of technology, in which everything is within our reach, learners have many opportunities to support their learning process outside the classrooms. Also, since each individual has many differences and peculiarities, there is no universally correct way to learn a language for everyone. It is not possible for a classroom context to address

General introduction

everyone's needs sufficiently, so learners must carry on their learning beyond the classroom as well. Another reason why classroom teaching and learning are not enough for learners to fully grasp and learn a language is the authenticity issues. No matter what teachers do in classroom, there will always be a limitation in terms of authenticity that can be achieved in the classroom. Nevertheless, getting exposure to real language use in authentic situations is definitely necessary for learners, and out-of-class language learning has a huge role in providing authenticity to learners.

The out-of-class language learning activities are considered necessary for learners to reinforce what has been learned in the classroom (Stoller, 2002). By means of such activities, learners can move beyond the traditional EFL classroom (Foss, Carney, McDonald, & Rooks, 2007), and can connect what they have already learned with real life learning opportunities providing authentic language input (Pearson, 2004). There is a relationship between society and language and it has been deeply examined, especially over the previous couple of decades. A few significant theories and hypotheses ring a bell while thinking about this relationship, for example, the Sapir-Whorf hypothesis, which claims that people from different cultures think differently because of differences in their languages, which means how people see their reality, is regularly referred to as a major contributor to the conversation on culture and language. According to this hypothesis, the structure of language lexical and grammatical directly effects the way individuals think. In other words, language provides the cognitive tools of thought and thus the nature of those 'tools' determines the nature of the final product. Therefore, the present study examines Third year LMD degree Salhi Ahmed university students' out-of-class activities and the perceived benefits of these activities using questionnaire and observation as the research instruments and attempts to answer the following questions:

- How does English affect the EFL learners outside the classroom?
- Does this influence by the English language raise learners' cross-cultural sensitivity?
- Do these effects foster the language learning process?

General introduction

For these questions the following hypotheses are proposed :

- English language effects EFL learners' attitude and mindset.
- This influence does raise the learners' cross-cultural sensitivity, as it makes them familiar with other cultures' ideology, in order to accept it as it is.
- These effects do foster the language learning process by making the learners like the language through its culture.

The following research was done in order to investigate the remarkable impact that English language has on EFL learners once they step outside the classroom walls, and how to behave towards the target language's culture, as well as the outcomes of this influence on the learners' own culture. Furthermore, it will be a deep investigation on EFL students' attitudes towards watching movies and videos and also listening to music, and of course reading books. This study is also interested in the learners' experiences and their benefits on their language learning process.

The present research consists of two chapters, the first chapter is fully theoretical; the first section is devoted to an informative background about the investigated topic and different notions about English language learning, learning strategies, language acquisition and the four skills and their importance. In the second section of the chapter there are definitions of concepts about the effects of language, what do the effects of language and their various aspects, which are the focus of the study, mean.

The second chapter is the practical part. It consists of the methodology used by the researchers to conduct this study. It introduces the sample, to tools of collecting data as well as the data analysis and discussion. Some recommendations are also proposed in this chapter. A general conclusion follows the second chapter to sum up the stages of the current research.

CHAPTER ONE

Review of Literature

Chapter One

Review of Literature

Chapter one: Review of Literature

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Literature Review

1.1 Introduction

This chapter presents the literature review about how English language effects the EFL students outside the academic constructions, it contains two sections in which the literature review will be demonstrated."

1.2 Section One : English language learning

1.2.1 English language learning

This section presents what English language learning is and its process as well as its importance to learners, in addition to a variety of details about language learning aspects.

Language is really important for talking and connecting with others. Humans are naturally social, and language helps us share ideas and understand each other. If we learn different languages, it makes it easier to communicate with people who speak different languages than us.

English is the most important and widely spoken language among people from different backgrounds around the world. This is because of reasons like money, politics, and travel. Many people are learning English now, thanks to advanced technology making the learning process easy, convenient, and fun. This also helps to keep people motivated.

Learning English is the same as learning any other foreign language. It is a process that follows a certain order and strategy to enhance and foster the acquisition. "Many people believe that learning another language is merely a matter of translating from the target language or learning grammar rules or new vocabulary words" Altan (2006, p 49). EFL learners start with the basics. Then, go deeper into more complex matters such as: forming complex sentences and multiple tenses or expanding their vocabulary through memorization. (Altan. 2006)

The way you learn a language is very important because it helps you find the best methods to understand and remember information. Many researchers have studied this and come up with different ideas. One researcher named Stern said that learning strategies are when people purposely do things to reach their goals in learning, like using specific techniques or directions

This definition emphasizes on the followed plan that allows learners to obtain and use information. Therefore, a learning strategy is a set of methods, techniques or a mix of different plans that enable learners to carry their learning process with convenience. (Stern. 1992).

In order to learn any language, English learners must become proficient in four important skills: speaking, writing, reading, and listening. These skills are considered crucial for language learning. Speaking and writing are known as productive skills, while listening and reading are known as receptive skills. You may wonder why these skills are so important, and that's a valid question. It has been emphasized that these skills play a significant role in developing the ability to communicate effectively. Researchers, such as Sadiku, highlight the importance of integrating these four skills effectively for successful English teaching.. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually". (2015, p. 29)

1.2.2 Language Learning Strategies

According to Wenden and Rubin (1987:19), learning strategies are: "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Therefore, the learning strategy is a main key component for a successful learning process. Additionally, many scholars categorized the learning strategies such as (Wenden and Rubin 1987; O'Malley et al. 1985; Stern 1992; Ellis 1994, etc.). Nevertheless, their categorizations were not much different from one another; they all held the main idea with small changes (Wenden and Rubin. 1987).

1.2.2.1 Cognitive Learning Strategies

Cognitive learning strategies are the techniques, steps or operations that are utilized in problem solving tasks or materials that involve direct manipulation and require direct analysis. Rubin (1987) identified six main cognitive learning strategies which are: Clarification/verification, guessing/inductive Inference, deductive reasoning, practice, memorization, monitoring. Whereas, O'Malley (1985) sees that repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer and inference are among the most important cognitive strategies

1.2.2.2 Meta-Cognitive Learning Strategy

Metacognitive strategies are the ones that require self-direct language learning and monitoring one's own learning process, one's production and comprehension, planning the learning operation, and self-evaluation, basically designed for learners to think about their own thinking and be aware of their learning.

According to Oxford (1990) metacognitive strategies help learners to regulate their learning. Additionally, he involved three main metacognitive strategies, which are :

- Centring learning.
- Arranging and planning learning.
- Evaluating learning.

Whereas Rubin (1987) thought that metacognitive strategies should involve various processes such as planning, prioritizing, setting goals, and self-management. (Oxford 1990).

1.2.2.3 Social Strategies

Social strategies refer to those tasks that require exchanging knowledge with others and such tasks provide direct exposure to learners in addition to authentic contexts. As a result, they will get the opportunity to practice and gain information. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27). While Rubin and Wenden identified social strategies, O'Malley (1985) mentioned socio-affective strategies in his classification of learning strategies, which are tasks that involve social-mediating and transacting with others in order to foster learning.

1.2.2.4 OOCL (Outside Of Classroom Learning)

OOCL is short for outside of classroom learning. It is an independent learning method, or non-academically, where learners carry out their learning and are in charge of it with full responsibility. Such kind of learning requires autonomy, Holec (1981:3) describes it as 'the ability to take charge of one's learning'. This form of learning is important and can be helpful for learners. Therefore, teachers should provide support for learners and motivate them to practice outside the classroom in order to foster learning. To enhance student learning, institutions must make classroom experiences more productive and encourage students to devote more of their time outside the classroom to educationally purposeful activities (Kuh, Schuh, Whitt and Associates, 1991). Furthermore, the acceleration of technology as well as the latest developments in artificial intelligence has provided multiple venues for learners so that they find the best and convenient one to enhance the learning process such as CALL (Computer Assisted Language Learning) which is a great approach to learning where the computer provide feedback, assistance and assessment. (Benson. 1997)

1.2.3 Language Acquisition

Language acquisition is the process of attaining a specific language subconsciously and passively. Acquisition occurs with both first language (babies acquiring their mother tongue) and second language. In addition, language acquisition is opposed to learning and it is a subconscious process similar to that by which children acquire their first language (Kramina. 2000: 27). Learners can acquire a language easily especially if they are directly exposed to that language, as well as watching movies, TV shows or listening to music. It will also improve their listening and speaking skills. Hence, language acquisition is an integral part of the unity of all languages (Robbins . 2007: 49). Thus, language acquisition is important for a successful process of mastering a language. Furthermore, in language acquisition four hypothesis came to prominence behaviourism, innatist cognitive approach, constructivism, and humanism in addition to sociocultural perspectives. (Kramina. 2000 , Robbins. 2007)

1.2.3.1 Sociocultural Perspectives

Vygotsky has defined Sociocultural Theory (SCT) as a theory of the improvement of human cognitive and higher mental functions. This theory argues that that development comes from social interactions and that through contribution in social events requiring cognitive and communicative skills, individuals are drawn into the use of these skills in ways that rising “scaffolding” them, “from a social-cultural perspective. children’s early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture”. (Liwei. 2010).

Lantolf and Thorne defend that the principles of the SCT can also apply to Second Language Acquisition (SLA). They explain that “learning is embedded within social events and occurring as an individual interacts with people, objects, and events in the environment”. (Lantolf. 2007).

Grass and Selinker have defined the Second Language Acquisition (SLA) as the study of how individuals create a new language system with only limited exposure to a certain language. This means it is concerned with the process of obtaining a second language in addition to their mother language. SLA is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language. It is also the study of why only some learners appear to achieve proficiency in more than one language. (Gass, & Selinker. 2008).

During the past few decades, SLA has been studied from different perspectives. One of the main perspectives is behaviorism. Behaviorism claims that learning a language occurs through a series of stimuli and responses, and that learning is the establishment of habits as a result of reinforcement. Skinner is one of the main founding fathers of this perspective, who claims that language is a verbal behavior, which means that the production and comprehension of what is expressed is automatic. Thus, language learners can automatically produce and comprehend a language. For behaviorists, no learning occurs if there is no observable change in behavior. They mainly choose to ignore inaccessible mental processes and focus on observable behavior. (Skinner. 1957).

During 1950s and 1960s, an alternative perspective appeared called cognitivism. It was initiated by Chomsky's famous proposition of a Language Acquisition Devices (LAD), in which he presented the nativistic view to language learning. The cognitivists proposed that human beings are born with a genetic capability that leads them to the systematic perception of language around them, resulting in the construction of an adopted system of language. Therefore, SLA is a complete mental process (Roebuch. 1998)

Cognitivism offers a coherent understanding of the learning processes involved. It presents theoretical support for teaching practices and suggests a range of useful teaching strategies that encourage learning. However, cognitive perspective is

focused on learning as an individual mental event, ignores social processes and embodiment

1.2.3.2 Paralinguistic

The existence of tone, volume voice or speed of voice and articulation in communication is a sign of paralinguistic or paralanguage. It is the study of non-verbal clues of the voice, and it focuses on the exterior part of communication. The part that is related to intonation, gestures, volume and other intentional and none intentional nonverbal messages. Abercrombie (1968) stated, "The term paralanguage is increasingly used to refer to nonverbal communicating activities which accompany verbal behavior in conversation" (p.55). This phenomenon happens outside of the uttered words. However, it aligns with them. In addition, paralinguistic signals and cues refer to every element and nuance of our speech it can also be more subtle than other forms of nonverbal communication. (Abercrombie. 1968).

1.2.3.3 Prosody

Prosody can be defined as the area concerned with the tune and rhythm in spoken utterances, the rhythmic and into national aspects of language. According to crystal 1980 "prosody is a term used in suprasegmentally phonetics and phonology to refer collectively to variations in pitch, loudness, tempo and rhythm". Such important features make a huge impact on the course of the communication, and add up to the message to be conveyed. (Crystal, 1980).

1.2.3.4 Accuracy

When communicating with others, the speaker's utterance has got to be accurate and precise, almost perfect in other word, and that is the suitable definition of accuracy. Bartram and Walton (2002) stated that "Accuracy in spoken English refers to 'utterances as near as to a native speaker's as possible' in terms of grammar, vocabulary and pronunciation" (p:32).

1.2.3.5 Fluency

Fluency, in speaking a certain language, means speaking correctly and accurately without a lot of pauses and the ability to deliver the message with a well-articulated speech. Lennon (1990) mentions that fluency can be defined in terms of two meanings, broad meaning and narrow meaning. In the broad meaning fluency is an overall (speaking) proficiency. Whereas, fluency in the narrow meaning is related to smoothness and ease of oral linguistic delivery. In the narrow sense, he stated that "fluency is an impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently." (1990, p. 391) Segalowitz (2010) proposes that a distinction is made between the following three notions of fluency: cognitive fluency, utterance fluency, and perceived fluency.

"Cognitive fluency can be defined as the fluency that characterizes a speaker and has to do with the speaker's abilities to efficiently plan and execute his speech, utterance fluency is the fluency that can be measured in a sample of speech. The third notion of fluency is perceived fluency, which can be defined as the impression that listeners have of the fluency of a certain speech sample or of a certain speaker, based on a sample (Lennon. 1990 , Segalowitz. 2010)

1.3 Section Two : The effect of English language outside of the academic constructions

1.3.1 The Effects Of English Language Outside Of The Academic Constructions

Learning a foreign language automatically results certain effects and influence on the learners. These effects are more noticeable on learners outside of the academic constructions on different levels. They could be on a personal level, a cultural level or societal level. This study attempts to identify these effects on EFL learners as well as checking in out the pros and cons of these effects.

1.3.2 Communicating In English

The purpose of speaking in English for EFL learners is to enhance their speaking and listening skills, as well as expressing their opinions, feelings etc. Bygate

(1987) claims that speaking deserves more attention due to its importance in students' current lives. Some people find it even convenient to interact in English than in their mother tongue. They do not see it as an obligation but rather a curious task that they want to pursue. (Bygate. 1987)

1.3.3 The Practice Of English Outside Of The Classroom

EFL learners speaking/practicing English outside of the classroom is a needed phenomenon, either interacting with their colleagues or their professors, and such practice could help them in enhancing their speaking skills

1.3.4 The Effects Of Language On EFL Learners

Any language has certain kind of effects on non-native speakers. It can change the way they think, how they conceive the world as well as their manners and how they carry themselves. In addition to the terminology, they use when speaking English, even the topics they discuss in English can vary from the topics they discuss in their mother tongue. Hence, English causes a huge impact and a sort of duality of understanding reality. Furthermore, such influence can occur on a cultural level, and people who emigrate from their home countries to English speaking countries and automatically adopt their lifestyles are the best example of such phenomena. In addition, learning a foreign language enables Learners to understand new ideas from different cultures and gain new perspectives and insights. (Boroditsky. 2001).

1.3.5 The Aspects Of Language Effects

Language is a complicated composition. We use it every day. However, we have to become aware of its huge impact. Language effects are indispensable when learning a new language. In most cases these effects serve in the favour of the learning process, as they are a sign for the direct exposure to the target language because when learners immerse themselves in the language learning process, they subconsciously become influenced. As a result, they start to adopt new behaviours, insights as well as becoming more culturally aware. Surprisingly, it also has effects

on their decision-making process and reduces decision biases. Recent experiments show that the framing effect disappears when choices are presented in a foreign tongue. Whereas, people would not take risks for the sake of making or conserving gains and risk seeking for losses. When choices were presented in their native tongue, they were not influenced by this framing manipulation in a foreign language. Two additional experiments show that using a foreign language reduces loss aversion, increasing the acceptance of both hypothetical and real bets with positive expected value. Therefore, it was proposed that these effects arise because a foreign language provides greater cognitive and emotional distance than a native tongue does. (Nils Jaekel , System, Vol 106, June 2022).

1.3.5.1 Cultural Effects

There is no wonder that language affects culture and vice versa, and that both of culture and language are related to one another. They both are some sort of a package. Sometimes one may wonder is it possible to learn a language without learning about its cultural aspects? Or even can culture be taught at all?

However, it seems that people agree to at least one fundamental premise: Culture is not only tightly related to language, but also plays an important role throughout the process of language teaching and learning. Thus, their influence and impact on each other is much more tremendous. Furthermore, the learner must be fully aware of the target language's culture so that it would be grasped in the best possible way. Tucker and Lambert (1973) stated that the ability to communicate fully in a second language depends on the degree of non-ethnocentrism of the learner. The successful learner must develop "an awareness of and sensitivity toward the values and traditions of the people whose language is being studied" (p.246).

Another point with language learning from a cultural perspective is that there is a clear dichotomy between native and non-native speakers of the language. One must decide how much, if at all, the non-native speakers should conform to the native speakers' norm of language use or patterns of communication (Bentahila & Davies, 1989). Therefore, the adjustment that the non-native speakers go through forms a sort

of change and that change can also be seen as an influence or an effect of learning a second language.

Language is not culture-free. If one is to communicate effectively in a foreign/second language cultural context cannot be ignored, which gives the words broader meanings. There is no argument about the importance of linguistic competency, which is constituted with the knowledge of pronunciation, writing system, vocabulary and grammar syntax for language production. What is often neglected is cultural competency that is a kind of knowledge of all the other systems of ideas and beliefs shared by members of a community and transmitted through language (Bentahila & Davies, 1989). This knowledge of socio-linguistic rules is crucial in order to use the target language without creating misunderstandings. (Bentahila & Davies. 1989)

1.3.5.2 Language Transfer

Language transfer is another important point. In the 1950s, Robert Lado first proposed a comparative analysis hypothesis in his linguistic book *Cross-Cultural Language*. This hypothesis is based on behaviorism and structuralism linguistics, which concluded that the negative influence of mother tongue in second language learning is greater than the positive effect. The greater the difference between mother tongue and target language, the greater the difficulty of second language learning, vice versa. Learners can easily grasp those language points in the target language, which are close to or similar to the mother tongue. (Kihansi,A.A , 2012 Vol. 2 No. 5, pp. 1027-1032)

Cultural rules about when certain speech acts can be performed appropriately may differ. For example, there may be routine formulas such as greeting, leave-taking, thanking, apologizing and so on in any given speech community. Yet, one needs to be aware that it does not mean these speech acts are necessarily performed according to the same or even similar rules across communities. This is often problematic because one tends to transfer the socio-cultural knowledge of uses of language from one's native language to the new one. Certainly, there are many

positive aspects of language transfer. The danger then is that "people may fail to recognize the source of the differences, and may wrongly attribute aspects of people's behaviour to their own personalities instead of realizing they are simply conforming to different cultural norms." (Bentahila & Davies. 1989)

1.3.5.3 Behaviours And Mannerisms

"It is difficult to see adequately the functions of language because it is so deeply rooted in the whole human behaviour that it may be suspected that there is little in the functional side of our conscious behaviour in which language does not play its part " (Sapir 1993). Behaviours are also exposed to this influence and impact by the language, which is indispensable to this matter. Language affects this aspect by forming some sort of habits that may not be visible when communicating in the mother tongue. It can be seen as an adjustment to the foreign language. Even their ethical principles and moral values can be affected. For instance, there may be a use of vulgar speech in foreign language that it is not used in the mother tongue.

1.4 Conclusion

While dealing with this chapter, the focus was on the basic elements related to the EFL learners' behaviors and manners toward the English language, and how it does affect them, furthermore it demonstrates in what terms it does affect them. The second chapter is the practical part of the research in which the researchers need to collect data in order to achieve the aims and objectives of the research.

CHAPTER TWO

Data Collection, Results and Analyses

Chapter Two

Data Collection, Results and Analyses

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2.1 Introduction

The first chapter introduced the theoretical section of the ongoing study, while this chapter is introducing the research methodology . It will define this research and its features. Afterward, the data collected through questionnaire, as it has been explained in the general introduction, will be presented in this chapter, then we move on to analysis, discussion and drawing the conclusions.

2.2 The Aim of the Research

The following research was done in order to investigate the remarkable impact that English language has on EFL learners once they step outside the classroom walls, and how they behave towards the target language's culture, as well as the outcomes of this influence on the learners' own culture. Furthermore, it will be a deep investigation on EFL learners' attitudes towards watching movies and videos, listening to music. This study is also interested in the learners' experiences and their benefits on their language learning process.

2.3 Participants

In this research, the sample contains 20 third-year LMD degree EFL learners at The University Centre of Salhi Ahmed, Naama. They had been studying English language for many years. The sample was randomly selected, for the reason that their English level can be evaluated, and the results can be generalized to the whole promotion. In addition, they use English language outside the classrooms almost all the time, especially when they meet together, because it helps them to improve their speaking skills, and to acquire new vocabulary from each other

2.4 Research Instruments

This investigation was conducted using one research tools in order to achieve its objectives. First, a questionnaire was designed to the third-year LMD degree EFL learners at The University Centre of Salhi Ahmed, Naama, in order to know how they are influenced by the language

2.4.1 Questionnaire

Questionnaire is an instrument used for collecting data. It is helpful for collecting an enormous quantity of information in a short time. It is a set of questions for the respondents to fill in order to obtain their points of view and interests on a particular issue. Brown (2001 p. 6) states questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers". (Brown. 2001)

2.4.2 Data Collection And Design

This part of the chapter focuses on how the data collection was administered. It also denotes and gives further explanation on the content of the research questionnaire and interview.

2.4.2.1 Administration Of Data Collection

The data collection has begun on the 22nd of May, after forming a questionnaire in printed documents, the researchers distributed the questionnaire in classrooms related to the EFL learners of first year license degree EFL learners at The University Centre of Salhi Ahmed, Naama.

2.4.2.2 Description Of The Questionnaire

The participants were asked to answer the questionnaire that consists of 11 questions. The questionnaire was organized in the form of three different parts implementing close-ended and open-ended questions

The first category of questions is demographical. It contains 3 items in order to have a general idea about the participants; these items require the respondents to state their age, gender and their level of English.

Those questions were asked to gain a general idea about the participants and allows the researcher to have the possibility of drawing further conclusions later on based on such data. Consequently, that will probably help in answering the rest of the questionnaire.

The second category (Part one) is concerned with the parents' influence on their children, whether they forced them to learn the language, and for how long have they been learning English, also they have been asked if they like learning English, and concerning the fourth question which was in the format of five-point Likert scale, learners were provided with 5 points to state how often they use the internet in their life.

The third category (Part two), is concerned with the influence of the target language, the first question was written in the form of a five-point Likert scale. The participants were asked to give their opinions on 5 statements by ticking one of the five possible answers of a scale. The question was asked in order to know how regularly they use English language outside the classrooms, the second question seeks to distinguish whether the learner considers him/her-self an accurate or fluent speaker of the target language. In the third question, learners were required to show learners' perspective on the use of the mother tongue during the explanation of the lessons, in the fourth and the fifth questions they were asked about the influence and interaction with English culture. In the sixth question they were asked if they compare between their native culture 'Arabic' and the 'English' culture, the participants were asked if they use English with non-EFL learners in the seventh question, in the eighth question they were asked about if the use of English affects their way of thinking, in the ninth, tenth and eleventh questions the participants were asked about their change in behavior when interacting in English, why does it happen, and if it is bad or good thing.

2.4.3 Data Analysis and Interpretation

This section will present the collected results of the questionnaire as well as their interpretation.

2.4.3.1 Questionnaire's Results

Third Year LMD degree EFL learners at the English department of the University Center of Naama have answered the questionnaires.

Demographical Questions

Questions 01 and 02: the following table represents the findings of the two questions that are concerned with learners' age and gender.

| Gender | | Age |
|--------|---------|----------------------|
| Males | Females | Ranged from 19 to 48 |
| 7 | 13 | |
| 35% | 65% | |

Table 2.1. Respondents' Gender and Age

The table reveals that female learners are more than male learners with 13 (65%) females and 7 females (35%), and their ages ranged from 19 to 48 which means that they are mature enough to understand the questionnaire's questions.

Question three: this Graph represents learners' self-rating of their level in English.

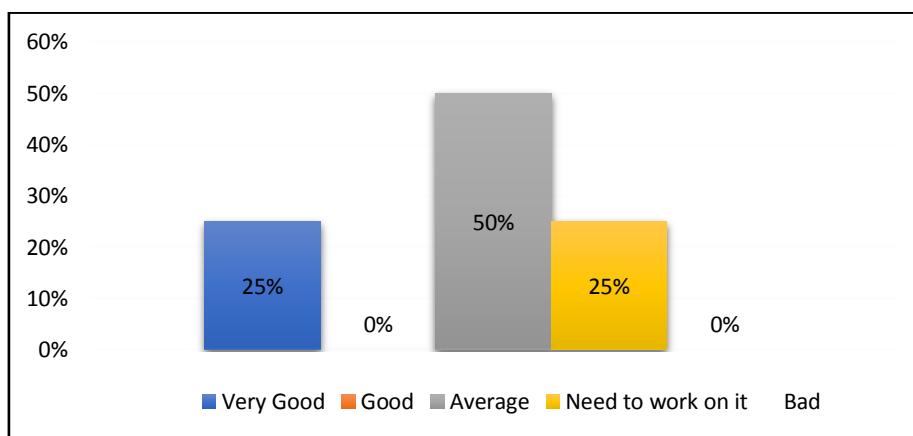


Figure 2.1. Level of English

The bar graph above represents the level of English according to the learners. From the results. It can be seen that there is diversity in their levels. Ten learners, which represent the half of the sample (50%) reported that they are average in English. Five learners, which represent (25%) of the sample said they are very good learners of English. Five learners; which represent (25%) of the sample think their English level needs to work on it and no one mentioned that they are bad in English or good.

PART ONE

Question one: the following graph indicates who chose to study English for the learners.

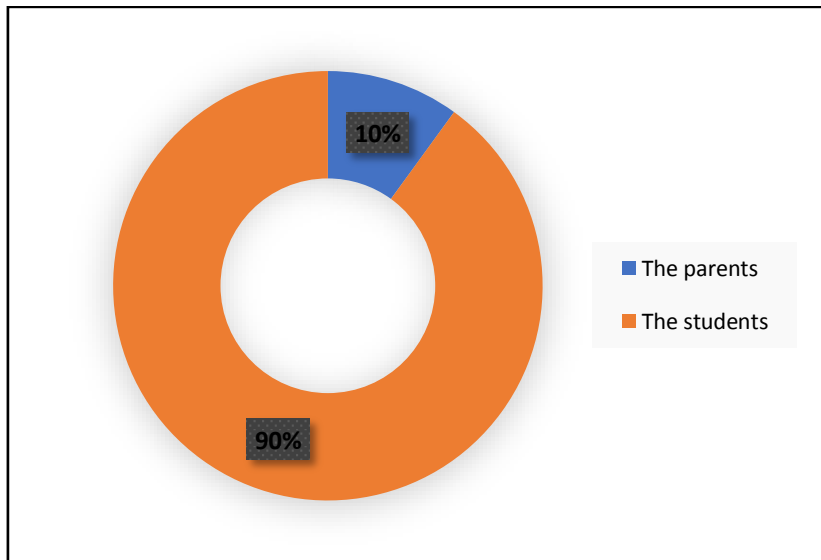


Figure 2.2. Choice to learn English

The pie chart above shows the learners' choice to study English for the learners. From the results, it can be seen that the majority of the learners, 18 of them; which represent (90%) of the whole sample, made their own choice to learn English, whereas the remaining of them, two learners which represent (10%) of the sample, their parents have forced them to learn English.

Question two: this graph represents how many years they have been studying English.

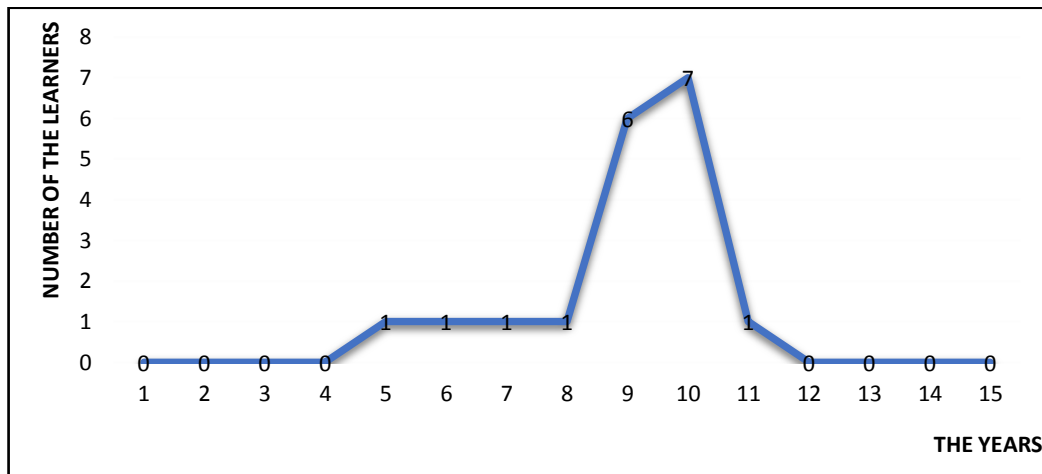


Figure 2.3. Years of learning English

The graph above shows the number of learners and how many years they have been studying the language. 7 learners, who represent the majority of the sample, have stated that they have been studying the language for over 10 years now, and 01 said 11 years. They might include middle school and high school. 04 learners said they have been studying it between 5 and 8 years. 6 learners stated that they have been studying for over 9 years.

Question three: the following table represents whether they like learning English.

| They like learning English or not | Yes | No |
|-----------------------------------|------|----|
| Number of learners | 20 | 0 |
| Percentage | 100% | 0% |

Table 2.2. Respondents' feeling toward learning English

The whole sample clarified that they like learning English, even the ones who did not make their own decision to learn it.

Question four: the following graph shows the respondents' access to the internet.

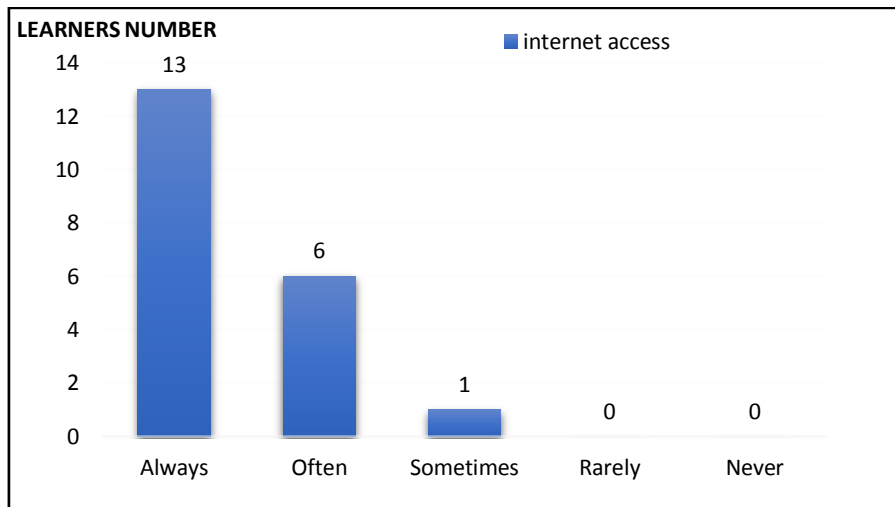


Figure 2.4. Internet access

From the answers shown above, it can be seen that 13 learners which represent (65%) of the whole sample, have always access to the internet, while 06 learners (30%) of the learners said often, and only 01 learner (5%) reported that s/he accesses the internet sometimes.

PART TWO

Question one: this graph shows how often do they use English outside of the classroom.

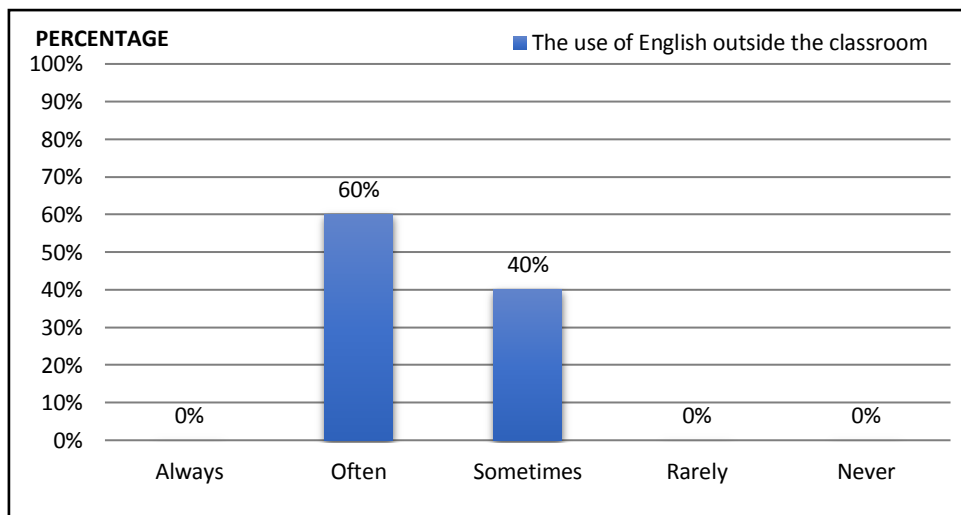


Figure 2.5. The use of English outside the classrooms

The results obtained from this question show that the majority of learners 60% from the whole sample, are often using English outside their classrooms, and 40% claimed that they sometimes use it.

Question two: the table shows the respondents' fluency and accuracy in the English language.

| Statements | Number | Percentage |
|------------|--------|------------|
| Accurate | 13 | 35% |
| Fluent | 7 | 65% |

Table 2.3. Fluency and accuracy in the English language.

The gathered answers from this question show that the majority of learners 65% consider themselves accurate speakers of the language, and 35% of them claims that they are fluent in it.

Question three: the following table shows the respondents' responses on whether they are bothered when the teachers use "Arabic language" to explain the difficult words.

| | Number | Percentage |
|-------------------------|--------|------------|
| It does bother them | 02 | 10% |
| It does not bother them | 18 | 90% |

Table 2.4. Learners' range of bother

The gathered answers from this question show that the minority of learners (2 of them) which represent 10% are bothered by the use of the mother tongue in EFL classes, while the majority (18 of them) which represent 90% are not bothered at all by the use it in EFL classes.

Question four: the following table shows the respondents' responses on whether they consider themselves influenced by the English culture.

| | Number | Percentage |
|----------------|--------|------------|
| Influenced | 5 | 25% |
| Not influenced | 15 | 75% |

Table 2.5. English culture influence on EFL learners

The collected responses from this question show that 5 learners consider themselves influenced by the target language culture which represent 25% from the whole sample, while 15 of them consider themselves not influenced by the target culture which represent 75%.

Question five: the following graph displays how many EFL learners interact with the English culture.

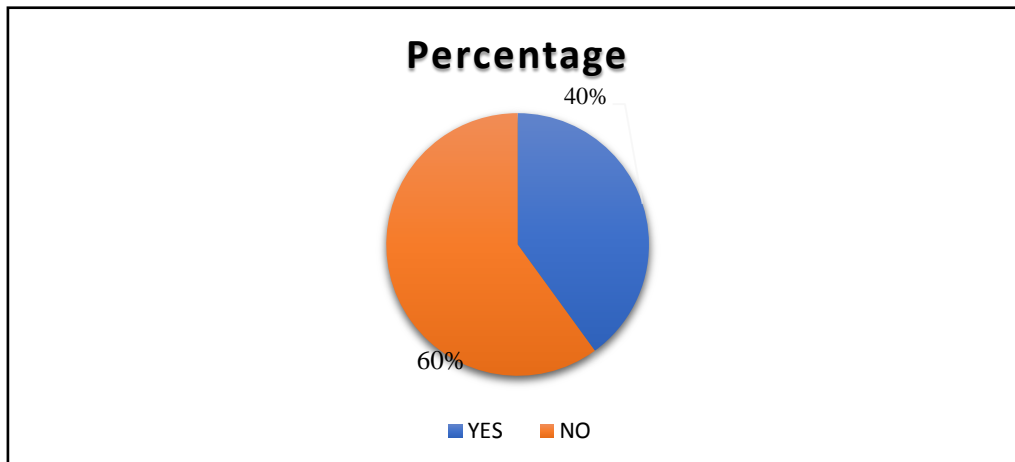


Figure 2.6. Interaction with the English culture.

The obtained results from this question show that the majority of learners 60% from the chosen sample, are not interacting with the English culture, whereas the other 40% are interacting with the English culture.

Question six: the next table shows if EFL learners compare English culture with Arabic culture.

| They compare English culture with Arabic culture | Yes | No |
|--|-----|-----|
| Number of learners | 17 | 3 |
| Percentage | 85% | 15% |

Table 2.6. Comparison between English and Arabic culture

The information gathered from this question, demonstrate that the majority of the sample which represent 85% compare the first language culture with the second language culture, whereas 15% of the sample does not compare between the cultures.

Question seven: the following graph shows whether EFL learners use English when they talk to a non-EFL learner.

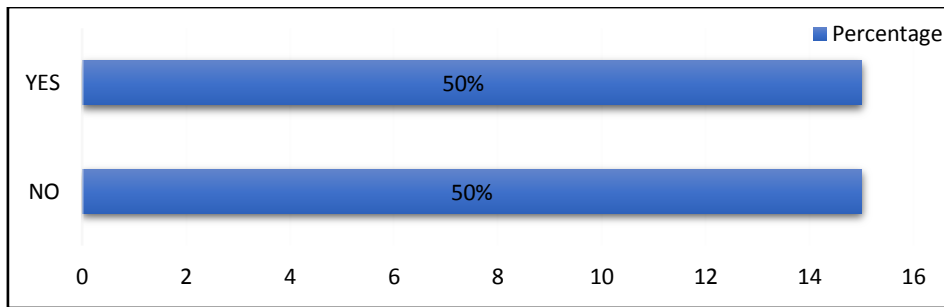


Figure 2.7. The use of English with non-EFL learners

As it is clearly mentioned in the graph above, the EFL learners have divided into two halves, 50% of them said they use English language with non-EFL learners and the other 50% said they do not use English language with non-EFL learners.

Question eight: the following graph shows if English affects the EFL learners' way of thinking.

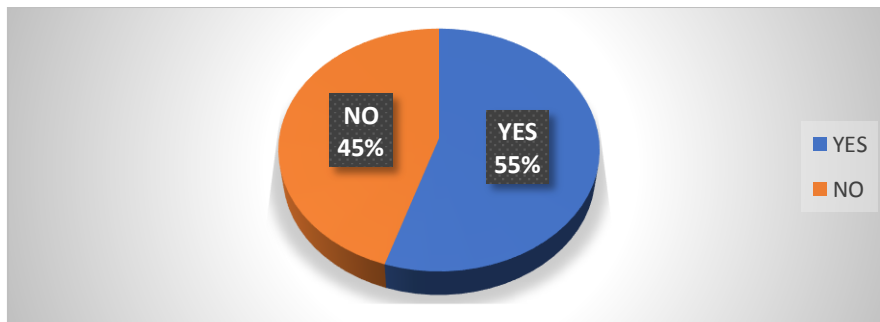


Figure 2.8. The effect of English on the learner's way of thinking

As it shown, the chart pie shows that the majority of the sample which represent 55%, confirm that English affects their way of thinking while interacting with it, however the other 45% said that it does not affect their way of thinking at all.

Question nine: the table below shows if EFL learners change their behavior while interacting in English

| | Yes, I do | No, I do not |
|-----------------|-----------|--------------|
| Number learners | 3 | 17 |
| Percentage | 15% | 85% |

Table 2.7. The change of behavior while interacting in English

The table shows that 17 learners declared that they do not change their behavior while interacting in English whereas 3 of them claimed that they do change their behavior.

Question ten: this question is related the 9th question if the learners answered with yes, then they should answer why they think such thing happens, so the 11 learners have answered, and the common answer between them was because they want to feel like a native speaker.

Question eleven: this question is also related the 9th question, the whole sample here is required to answer by stating whether they see it as a good or a bad thing, the majority of the learners stated that it is a bad thing because as they said it may affect their personality

2.4.3.2 Interpretation of the Results

The research tool collected data about English learners at University Center Salhi Ahmed. The majority of learners use English outside of the classroom and believe they are good at speaking it because they just want to communicate their message. They don't aim to become fluent in the language. They also said that when comparing Arabic and English cultures, their way of thinking changes when interacting in English. This supports the hypothesis that English language affects learners' mindset, but not their attitude

Questions 4, 5, and 8 showed that learners are influenced by English due to its widespread use. This influences their thinking and helps them understand other cultures better. The hypothesis that this influence increases learners' cross-cultural sensitivity and acceptance of other cultures is proven

The learners believe that using their native language to explain English lessons in the classroom is a faster way to learn. Using English in this way provides them with reliable knowledge. The results also showed that most learners use English outside the classroom, even with non-English speakers. This confirms the hypothesis that these effects encourage language learning by making learners like the language through its culture

Some learners, however, didn't use English outside the classroom and were more influenced by Western culture. They didn't use formal language and used

unfamiliar gestures. On the other hand, another group used formal language and had better vocabulary. This supports the hypothesis that English language affects learners' attitude and mindset

The appearance of the learners also revealed some differences. Some wore unusual clothes and adopted Western manners. This confirmed the hypothesis that English language learning increases learners' cross-cultural sensitivity and acceptance of other cultures

2.5 Recommendations and Suggestions

Based on the findings from the research using both primary and secondary data, here are some recommendations for improving English language learning for people who are learning English as a foreign language outside of the classroom :

1. Focus on learning about the culture of the language you are trying to learn. This will help you understand the background of the language and the social factors that influence it. This understanding can greatly enhance your learning process.
2. It is important to become familiar with a wide range of vocabulary and how to use it correctly in different situations. This will help you communicate effectively in various contexts and avoid using words incorrectly, which can be embarrassing.
3. Learners should also be aware of how language influences the education process. Understanding how language affects learning can open up new and helpful opportunities for your language acquisition.

The results of this investigation suggest that further research could be conducted in the following areas

1. A study on the effectiveness of English language influence on EFL learners and how it contributes to their learning process.
2. Conducting the same study with a larger sample size to ensure that the results are more representative and applicable to a wider range of learners.

2.6 Conclusion

This chapter shares the information gathered from studying the tools used in our research: the learner questionnaire. We analyzed the data using both numbers and descriptions. Our study aimed to look into how learning English impacts students who are studying it as a foreign language, beyond just academic learning.

We discovered that most of these students are indeed influenced by English. It affects their thinking and how they use language, thus confirming our research hypotheses.

GENERAL CONCLUSION

General Conclusion

Language is influential because it is already known, however, its influence and effects are diverse and varied, they may be about learners' thoughts and culture, and they have many forms. In addition to the ambiguity of these effects on learners specifically.

In terms of function, they might be helpful or a burden. Consequently, this research was conducted to discover the effects of the English language out of class on EFL learners at the University Center Salhi Ahmed in Naama, and the forms of these effects on their thinking and their culture

In the second chapter, there were a full description of the process and then an exhibition of the data collected through the research tools that have been used, then proceeded into analysis, discussion and drawing of conclusions. The present research used a carefully designed questionnaire administered to the learners of the third-year LMD English at the University Center Salhi Ahmed, and thus the collected data by the questionnaire provided empirical evidence to back up all of the hypotheses of the research. The majority of the EFL learners are influenced and effected by the English language; it effects their mindset and the vocabulary they use. However, it refutes to some extent the hypothesis that said “English language effects EFL learners’ attitude and mindset.”, and the results changes in it. The majority of the learners disagreed and emphasized that they do not change their behaviours when interacting in English, while the minority stated that English language affects their behaviours, in addition to that, they considered this influence does not have to be a bad thing as it may help in the language learning process

General Conclusion

In the end this research investigated the effects of learning English on EFL learners out of the academic constructions, and provided the answers to different questions. However, such subject is somehow hard to investigate as the results may change, because it depends on the sample. Therefore, there is a possibility of conducting this research with a larger sample for the sake of generalizability as well as providing new insights and points for further investigations.

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APPENDICES

Appendices

Questionnaire

Dear student

The present questionnaire aims at collecting data about the effects of English language on EFL learners outside the academic constructions, therefore you are kindly requested to answer the following questions by putting a tick \surd on the appropriate answer or expressing your comments and thoughts where it's necessary.

Thank you for your collaboration.

Background Information:

1. Gender

Male Female

2. Age:

3. How do you see your English level?

Very good Good Average Bad Need to work on it

Part one:

1. Was it your choice to learn English or your parents'?

Mine My parent's'

2. For how many years have you been studying English?

3. Do you like learning English?

4. How often do you have internet access?

Always Often Sometimes Rarely Never

Part two:

1. How often do you use English outside of the classroom?

Always Often Sometimes Rarely Never

2. Do you consider yourself a fluent or an accurate speaker of the English language? And why?

3. Does it bother you when your teacher uses "Arabic language" to explain the difficult words? And why?

4. Do you consider yourself influenced by the English culture? Why?

5. As an EFL learner do you interact with the English culture?

6. Do you compare English culture with Arabic culture?

7. Do you use English when you talk to a non-EFL learner?

8. When you are interacting in English, do you think it affects your way of thinking? and why?

9. Do you change your behavior when interacting in English?

Yes No

10. If yes, then why in your opinion do you think such thing happens?

11. Would you say it is a good or a bad thing? and why?

ملخص

عادة ما يتم تعلم لغة أجنبية داخل الفصول الدراسية بتوجيه من المعلم أو الأستاذ، ولكن كذلك يتم خارجه بشكل مستقل، ال يتضمن تعليمات الأساتذة والاقسام المدارس، وهذا يشكل تأثيرا على المتعلمين من قبل اللغة التي يدرسونها، وهذا يحدث من خلال منصات مختلفة. وبالتالي، فإن هذا البحث وسيلة للتحقيق في تأثير تعلم اللغة الإنجليزية كلغة أجنبية خارج المؤسسات الأكاديمية، ولتحقيق ذلك تم اعتماد الاستبيان لملئه من قبل طلبة اللغة الإنجليزية السنة الثالثة ليسانس في المركز الجامعي صالحى أحمد ، وتم تحليل البيانات المجمعّة من الناحيتين النوعية والكمية بشكل عام، تظهر النتائج أن طلبة اللغة الإنجليزية يتأثرون باللغة لأنها واحدة من أكثر اللغات التي يتم التحدث بها في جميع أنحاء العالم. علاوة على ذلك، كشفت النتائج أيضا أن ثقافتها تؤثر على طريقة تفكيرهم ، ولكن ليس على تصرفاتهم.

Résumé

L'apprentissage de n'importe quelle langue étrangère se passe généralement à l'intérieur de la classe sous l'orientation de l'enseignant ainsi qu'en dehors la classe, indépendamment il n'inclut pas l'expérience du classe ou même les instructions des enseignants, et à cause de ça la langue a un impact sur les apprenants de ELE, il se passe vers des plateformes différentes. Ainsi, l'étude présente tente à enquêter l'impact de l'apprentissage d'anglais en tant que langue étrangère en dehors de l'institution académique, pour y accomplir, cette recherche a utilisé des questionnaires à remplir par les étudiants d'anglais de troisième année licence au Centre Universitaire Salhi Ahmed, les données collectées sont analysées qualitativement ainsi que quantitativement. En général, les résultats montrent que les apprenants de ELE sont influencés par la langue anglaise car elle est l'une des langues les plus parlées dans le monde, en plus, les résultats ont aussi démontré que la culture cible influence le mode de pensée des étudiants de ELE, mais pas leurs attitudes.