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**Language and Cultural Impact on EFL learners' Ability to Communicate
their Cultural Identity**

Case Study: EFL Master 2 Students at University of Khenchela - Algeria -

*A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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DEDICATION

This work is dedicated

To my dear parent for their endless love and support

To my family

To my friends of Knowledge

To my all teachers

To everyone who loves me

To the readers of this work

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First, praise and thanks be to God

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ABSTRACT

The present work aims at investigating the cultural identity aspect of EFL students, 2nd year Master's degree of Khenchela University, Algeria. Accordingly, the research examines signs or hints of cultural identity of EFL students' communication via Facebook chatting. Hence, this study endeavors to explore the reason behind using Facebook intensively among students particularly when it comes to express their opinions towards what they encounter during regular communication. Therefore the project adequately addressed to reveal whether they display their cultural identity or they rely on the academic concepts while chatting about different topics. To achieve the research aim, the study used two questionnaires, one contains questions about evaluating students level, context and topics of discussion with English, disruptive reasons for communicating in English and students suggestions reasons behind using Facebook chatting. The second questionnaire is to explore the students' cultural identity responses via Facebook chatting. The findings of the study reveal that EFL students of 2nd year Master English do not express their cultural identity in English even through chatting in Facebook out of classroom. Moreover, they interpret topics according to academic perception rather than their own cultural aspects which may include cultural identity.

Keywords: Language, Culture, Communicative Competence, Social Media, Facebook Chatting, Cultural Identity

LIST of ABBREVIATIONS

EFL : English Foreign Language

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General Introduction

1. Background to the Study

Researchers have revealed that it exists a tight relationship between language and culture (Hilda, F., 2006). This relationship is strongly reflected through expressing one's culture by means of mother language smoothly, and therefore it does not require much effort because of their close association. In this vein, Obungu (2016, p.27) cited that "*The languages that people speak are for them, the most expressive and most beautiful of all languages*". Additionally as viewed by many linguists, culture and language are interrelated, (Mahadi & Jafari, 2012). They evoked that there is a strong relationship between language and culture in general, and a specific language and its culture in particular. Meanwhile using a foreign language to express an individual's culture is inscrutable.

According to Manel (2013), socio-cultural component is a communicative competence. That is required in the acquisition of any foreign language. It reflects the use of language and the reaction to it adequately within a communicative situation.

Nowadays, Facebook has become one of the most popular resorts for communication. Therefore, Facebook is a communicative channel provides options and facilitates that process (Trisha, 2012). Generally, EFL learners seek to express themselves and to use it for studying purposes (Shuaa .A, Ayman. B, Tariq. E and Mustafa. A, 2017). Within the same wavelength, EFL learners of Khenchela University tend to communicate in English at classroom or via social networking sites as most available contexts for communication in the society. Also they can take advantage of some of the options available such as Facebook's pseudonyms (Digital Identity), to avoid stereotypes and prejudice as negative reactions that they face in classroom. However, some of them prefer to show themselves using real names to attract attention which they lack in pedagogical space or in their real world so they rely on the virtual world to communicate (Marijana and Eleonora, 2018).

2. Statement of the Problem

In general, learners of English as a Foreign Language (EFL) do not belong to the culture of the language they are studying EFL (Lee Gunderson, 2009). This fact makes learners in front of two languages or more during communication where the first language intercepts the way of learning English as a foreign language. Since EFL learners are not native speakers, they will try to provide an atmosphere that allows them to practice English without linguistics, social or other obstacles either in classroom or outside this pedagogical context such as Facebook which is used as an approximate environment to the society (Eva, I. and ,Sumru, A., 2017). This is the case of 2nd year Master of English in Khenchela University where EFL learners have communicational difficulties in English because of the interference of Arabic or dialects in English as well as criticism from the people surrounding the learners because of their lack of fluency in the language although they seek to communicate in English and express their views freely which reflect their identity, thus they use facebook to reach that goal and to show that they possess the competence to communicate with English. So, do they express their cultural identity using English in communicative situations, as one of communicative competences from the point of Socio-cultural component? For that reason the study is conducted to investigate the issue so to attract teachers and students towards it.

3. Significance and Objective

The objective of this study is to determine, explore and describe the extent to which students have learned to use English language over five years of learning English in university: to express and communicate with others outside the limits of pedagogical seats. The present study deals with the importance of including culture in the communication of students as a sign of learners' communicative competence. EFL learners are supposed to have enough linguistic baggage that allows them to engage in any subject of discussion. The aim of

this work is to see how EFL learners at this stage of learning, 2nd year English Master students, can express their cultural identity regardless of their mother language which facilitates the expression of their point of view; he can express themselves in the language he or she learnt as evidence of his ability in this target language. This ability or competence exists within English words that EFL learners use. But as matter of fact they are signs or hints of one's culture, because communicative competence in English is not only mastering the target culture but also keeping the one's culture in communication. One's culture should be consider in communicating foreign language to make others aware of it.

4. Research Questions

Through this research work there has been an attempt to reveal the causes beyond the usage of another contexts of communication, its extension and the existence of the student cultural identity in his or her communication.

Since students are in the last academic year (2nd year master English), it is significant to consider the way used in order to express themselves. Therefore, one would focus on which means being employed into doing so .i.e. assessing facebook chats and to which extent they conserve identity. This leads us to formulate the following questions:

- 1.** Is the lack of communication in classroom one of the reasons behind using facebook among EFL learners of 2nd year Master degree as an alternative means?
- 2.** To what extent do EFL learners of 2nd year Master degree express their opinions towards what they encounter during regular communication?
- 3.** While using Facebook , do EFL learners of 2nd year Master degree communicate using their cultural identity or academic concepts that were acquired during their university courses?

5. Research Methodology and Tools

The present research relies on the descriptive approach that is believed to be the most appropriate to describe the relationship between the use of English and the expression of cultural identity via chat in Facebook. It is not a question of measuring; in fact, it is about gathering data so it deals with qualitative design. The research first introduces the sample chosen (2nd year Master English) to a questionnaire that contains questions about the use of English in the students' daily life, that means the qualitative model is therefore supported by the quantitative one to collect more information.

As the research reveals students' use of English with respect to learning English language context. It also demonstrates their opinion towards language and culture. To do that, the researcher uses a questionnaire via chat for students of 2nd year Master English. After that, data analysis and interpretation is presented.

5.1 Sampling

This research takes place at the University of Abbes Laghrour of Khenchela, Department of English with Master's 2 students, Language and Culture. The whole number of students is 88. EFL students of the Master two degree were requested to answer at first a questionnaire of five close ended questions and two open ended one (In the first semester). After that, in the second semester the same sample is supposed to answer a questionnaire through chat. It is composed of two open ended questions. In this case the responders give their full name in screen or in messenger as desired by students, to avoid any response out from the target sample.

5.2 Structure of the Study

This study is structured in the form of two parts. The first is conducted to the theoretical chapters which deals with the most important concepts. The second part is about the

description of the answers depending on the two responses that were gathered via the two questionnaires and discussing the findings

Chapter I

Language and

Culture

Introduction

Language and culture are among the most important factors that have taken a large part in the research of specialists, both of which greatly affect the thinking, personality and identity of the human being. There for many definitions and studies related to language have been done in many ways, including the role, function and types of language, depending on the elements involved in language production. Culture, like language, has been and continues to be the subject of interest by many scholars in terms of its definition and even its interaction with the language.

I. Language and Culture

I.1 Language

There are many definitions of language; they reflect different angles through which the nature of language and its meaning are examined. In their study of Cross Cultural Understanding ; Pujiyanti and Zuliani (2014, p.8) highlighted the definition of Sapir (1921), *“language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols»*. The author describes language as a pure human phenomenon, which distinguish the human from all other animals and it is acquired and not instinctive in the human, but it is acquired by the human being of the society in which he lives. Therefore, each society has its own language, which is linked to its historical heritage, social systems, customs, beliefs and arts.

Wade Baskin (1974) translated *Course in General Linguistics* of F. De Saussure who defines language as a system of signs that expresses ideas. It can thus be compared to the writing patterns, the alphabet of sign language, and the customary signals, etc... But language occupies the greatest position among all these formats.

From this definition and from the proposed intervention made by Richard T. De George (1972), Ferdinand De Saussure distinguishes between language and speech (*langue* and *parole*), on the basis that speech is only a specific part of the language, and is primarily related to its individuality. It is the individual act of someone in speaking to others. Language in general is multi-faceted, with different images, and is located on the borders of several fields: physical, physiological, and psychological. At the same time it is located on the borders of the individual field and the field of society.

Noam Chomsky (1957, p.13) published a book called *Syntactic Structures*. In this book, he defined language as, “*a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements*”. It is intended to include many things besides the natural language, in contrast to the other definitions. According to Chomsky, all natural languages in this definition, whether spoken or written, there is a finite number of sounds, and a finite number of letters, assuming that they have an alphabetical order of writing. Any phrase in language can be seen as an infinite string of sounds or letters, although there may be an infinite number of distinct sentences in the language

In an interview with Noam Chomsky by Lillian R. Putnam in 1987 *about Language, Language Development and Reading*, the linguist revealed that it is true that we used language to communicate with each other, which is undoubtedly a great benefit, but it is not what distinguishes language, nor what it can describe scientifically. According to Chomsky, language is a way of expressing ideas and creating ideas as well. In other words, our use of a specific language affects the way we construct our ideas, and this is reflected in our reality in tangible and direct material form.

There are many other definitions of language according to the experts' perceptions, including, and among them Ditha Witharza (2016) where the focus was on four language definitions from the Plato era to the present time:

. For Plato, language is essentially a statement of one's mind by means of onomata (name objects or something) and rhemata (speech), which is a reflection of the idea of someone in the flow of air through the mouth. This definition is based on the theory that language took its origin from imitation and modification, aided by signs and gestures, of various natural sounds, the voices of other animals, and man's own instinctive cries or what we call: "onomatopœia" which means "The imitation of a sound". Thus, Language is a mental phenomenon, an action and phonation. The correlation between phonation, hearing, and perception creates the language.

. Harimurti Kridalaksana, (1993, p.21) *"Language is a symbol system sounds an arbitrary language that allows people to work together, interact, and identify"*

. Wibowo (2001, p.3) *"language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth to feelings and thoughts"*

. According to William A. Haviland (1993) Language is a system of sounds that when combined according to certain rules pose meanings can be captured by all the people who speak the language.

These four definitions share the same perception of considering language as a system of sounds .i.e. the sound of a motor process carried out by the logical device and accompanied by certain audio effects come from moving the air between the source of sound transmission as the logical device and the center of reception which is the ear. The other common point is that the language is a tool of communication and interaction used by people that share the same code language.

Thus, from these points of view it is noted that despite the different definitions presented to the concept, they all concentrate their definition of language on the basis of the need to

have three basic elements, namely: The acoustic nature of the language, Language as a social phenomenon and Expression function of language.

1.1.1 Importance of Language

Halliday (1975) tried to provide an inventory of the most important language functions. His attempt resulted in the following functions:

1. Instrumental

Language allows its users from their early childhood to satisfy their needs and express their wishes and desires from the surrounding environment by communicating what they prefer, choose and desire.

2. Regulatory

Through language, an individual can control the behavior of others, by "doing this ... and not doing so" as a kind of demand or order to perform the required or forbidding the performance of certain acts. It is language in use (pragmatics).

3. Interactional

Language is used to interact with others in the social world and to justify the importance of this function, since man is a social being who cannot escape from his family. We use language and exchange it in different social events, and use it to show respect and discipline with others. It is used to organize, to improve, to preserve a role or a collective action that is shared by a particular social group.

4. Personal

Through language, an individual - a child or an adult - can express his or her unique visions, feelings and attitudes towards many subjects. Thus, through his or her use of language, he or she can prove his or her identity and his or her personal entity and present his ideas to others or what is called 'Individuality'.

5. Heuristic

After the individual begins to distinguish himself from the surrounding environment, the language is used to explore and understand this environment, which we can call the empathic function, meaning that he asks and wonders about the aspects he does not know in a particular environment until he completes the lack of information about this environment and hypothesizes a proposition explanation.

6. Imaginative

Language allows the individual to escape from reality by means of the means he makes. The Language allows one to translate his emotions and to reveal his affective state, which, in addition to being the only means of transmitting our exploits. It is a way of expressing what is happening in the depths of our souls from bliss, anger or sorrow by producing for instance poems and songs as tools of entertainment too.

7. Representational

Through language, the individual can transmit new and varied information to his peers, but convey information and experiences to successive generations and to different parts of the globe, especially after the massive technological revolution. Persons use language to convince others by a particular idea or point of view and to explain vagueness of something. Our ancestors and others utilized language to demonstrate things and through the same means we received their explanations.

In general, language is a true and vivid picture of the lives of peoples and societies. It reveals the behavior of people and their movements in daily life, as well as expressing their thoughts and what is going on in their minds and emotions. It also expresses the memory of man through time through the reading of history and the experiences of past generations. It is the real and fundamental link between members of the human race and the same person

knows himself first and then knows his world after that. In sum, the language reflects social life.

I.1.2 Forms of Language

Human beings always seek to communicate their ideas to others and try to convince the others of their point of view and use all the methods available in their language to do so. This language takes three forms: Written, Oral (spoken) and Hybrid language, each one is characterized by different features.

I.1. 2.1 Oral and Written language

Starting by the oral-spoken-/ written dichotomy; despite the apparent differences they are interrelated this is revealed in many definitions. Florian Coulmas (1989) examined the history of writing through the perception of Aristotle, Liu Hsieh and Plato. They all share the idea that writing is the language of the spoken language. The author described the Writing as a system consisting of a set of visual or invisible symbols used to represent linguistic units in an organized manner for the purpose of saving or communicating information that can be retrieved by anyone who knows this language and the rules governing the encoding process used in this system.

Marianne Gullberg (1998) by a work titled *Study of Learners of French and Swedish*, she tried to combine a cognitive theory of speech-associated gestures with a process-oriented framework for communication strategies. The author argued that the spoken language is not limited to the operative and the audible, but it is augmented by other means of motor communication of gestures, signals, features and situations of the body movement as accompanying expressions that support verbal expressions to confirm, reinforce or add to them in order to make the oral texts more vivid. According to the theory of Communication

Strategies gestures play two roles: a measurement of communication ‘first-aid’ as a local stage , and as enhancement of communication for speakers and listeners as a global stage.

Wido and Adriaan (2010, p.233) presented a table of formal properties of speech and writing to compare the differences. The main points were evoked in this table are:

1. Speech is time-bound, dynamic and transient. It is spontaneous; this is reflected in the absence of time-lag between production and reception with presence of speed exchange, pressure to think and intonation. Finally the face to face characteristics like deictic to refer directly to the situation
2. Writing is space-bound ,static and permanent ,in addition it’s contrived which means there is a time –lag between the text and the reader .Another point is related to visually decontextualized i.e. there is no feature of face to face conversation.

I.1.2.2 Chat Language

The spread of various technological means, from computer to mobile to satellite channels and other modern means of technology has affected the spread of what is known in the world of technology today as "chat language". Adam Lind (2012) reported the description of Chat by Hård af Segerstad (2002) as a form of synchronous Computer-Mediated Language. This definition is a part of a study that has been conducted to classify and to place the computer-mediated communication or chat as a language. The work is about how the chat language would be placed on a continuum between spoken discourse and scientific writing. Thus chat is a hybrid or a mixture language between written and spoken. It takes the shape of script but it contains the oral features too like it is cited “*when it comes to the temporal and spatial context chat language appears to be a sort of hybrid between text and speech*”. (A. Lind, 2012, p.17)

I.1.2.2.1 Chat Features

M.Johnova (2004) compared the chat language with the face to face conversation depending on a range of linguistic and non-linguistic features in the content considering Nicknames, Greeting and addressing, Turn-taking, The length of the contributions, Acronyms, Actions and emotions and finally Swear words and aggressive behavior.

1. Nicknames

There are many reasons why a person may appear anonymously on social networking sites, including what is related to the person himself, to society and some because of the censorship of the authority. Some use pseudonyms to speak freely on various topics. They wish to go into political, social, religious, ideological and intellectual subjects. When they discuss, expose and put their ideas to the public under a pseudonym, they feel less fear of authority censorship whatever the content of their ideas and content.

2. Greeting and Addressing

Markéta (2004) argued that in face to face conversation, do not saluting is unacceptable whereas in facebook chat it is optional. It depends on the relation between the connecting people, what they like and what they do not.

3. Turn-taking

There is a difference between the conversation of chat and the one of face to face because of the tool used (virtual space). Thus the principles of this feature are summed up in:

a. The Length of the Contributions

The user spends more time depending on the ability of writing with the board of the computer or the phone but with small fragment texts to get more responses to avoid misunderstanding

or even by sending another message without waiting the reaction of the other side of the conversation.

b. Acronyms

Chat is full of abbreviations. It formed from the initial letters of other words and pronounced as a word which is called “Acronyms”. The reason behind doing that is to make the shortness in turn taking happens .e.g. WB (welcome back) , it means the speed exchange .

c. “Actions” and “Emotions”

Since the conversation is not face to face, users of chat describe their actions and emotions to make it as real as possible.

3. Swear Words and Aggressive Behavior


The condition of being anonymous is provided by chat where the users express their thoughts freely without being judged, unlike what happens in real conversation.

I.1.2.2.2 Processes of Chat

To deal more with chat, a detailed work about its processes is carried out by Anaïs Tatossian (2010) and the following table translates and sums up the main processes in chat.

Table 1: Processes of Chat

Processes of chat	Definition	Example
Abbreviation(Acronym)	The objective is the economy (economy of characters :one character for two or three characters).	1)The apocopes: the omission or the reduction of the last sound or sounds of a word e.g.,bro from brother
		2) Apheresis: the opposite of apocope where the omission is in the

		<p>beginning of the word e.g., lone from alone, bout from about</p> <p>3) The syncopes: in this case the middle or the inside phoneme of the word disappears e.g., camra from camera, tmrw from tomorrow</p> <p>4) The siglaison: an abbreviation by using the initial letter of a group of words to form an acronym e.g., OMG from oh my god, LOL from laughing out loud</p> <p>5) Logograms: The representation of a lexical unit by substituting it by a symbol, e.g. 4 you instead of for you</p>
Grapheme substitutions	<p>It's the replacement of a grapheme by another or by number which corresponds phonetically to it . The objective is moving from oral code to the written one through phoneticographic mediation.</p>	<p>For example, the substitution of the grapheme c by k or using 7 instead H in Arabic because of the non-existence of the phoneme (ح) in English u from you</p>
Neutralizations in the absolute final	<p>Due to the pressure of time and speed in chatting situation ,</p>	<p>Lollllllll Freeeee Hapyyyyyyyy</p>
Expressive processes		<p>1) Smileys and emojis: they are signs composed of symbols or small pictures to express an emotion, action, character... ":-(" (the colon followed by a hyphen and then an opening parenthesis) to express the displeasure The smile face :-) used to indicate that the writer is pleased or joking. Or using directly the following emojis to express the feeling</p>  <p>2) Echo characters: the user stresses the final letter of the word or acronym by repetition as an alternative to the para-linguistic</p>

		information e.g., lollllll, hapyyyyyy,yessssss
		3) The characters in capital letters: indicate negative emotion as a feeling angry, or positive like joy - and give the impression of screaming e.g., IMPOSSIBLE
		4) Interjections / onomatopoeia: to imitate as possible the oral conversation to make the receiver imagining the user reaction towards something e.g., : !!!!!!!!!,oooffff,hhhhhh

I.1.3 Social Media Networking

Shabnoor and Tajinder (2016, p. 71) cited “*Social media is a platform for people to discuss their issues and opinions*”. Social media is a stage of connection where individuals interact and communicate to solve problems and look for solutions that may face in their social life or to share their point of views concerning education, politics, economics subject matter, it depends on the interest of social media user. The Internet is one of the most recognizable aspects of modern communication technology, which has largely succeeded in the opening of new opportunities for people to interact and communicate. One pertinent space of is Facebook, as most popular communication technology. These sites, Facebook, Tweeter, Instagram and others were created for social communication purposes and may be used for other reasons.

I. 1.3.1 Facebook

Facebook is a social media networking that accords users to exchange and share data and ideas with many people such as family, friends, classmates, co-workers and any person or organization in the world.

In a brief work of facebook history, Charlene (2007) evoked that was created by 2004, Harvard student Mark Zuckerberg. At the beginning it is used to help professors identifying new students, but after that it has been developed to be utilized by a large number of college students and others.

Stefan Hrastinski and Naghmeh M. Aghae (2012) made a study about the use of social media to study in students campus. The findings revealed that some of the students relay on Wikipedia and Youtube to recover information and get more knowledge, and they communicate their classmates or course peer by initiating contact via Facebook. Hence they consider Facebook one of three essential means to study communicating .This social media networking organizes and relates the users as a group work where they coordinate their connection by brief questions and answers.

I. 1.3.2 Self Expression in Facebook

According to Gwendolyn (2014) the purpose at first of using Facebook was not asking about others and showing interest to them; it was expressing the true self by communicating with others to seek attention and acceptance. Also, users of facebook tended to expose their selves and emotions. The author adds that self expressing is linked to the frequency of using facebbok that means the more using facebook and acting by chatting, sharing, posting subscribing etc in this virtual space the more being free and bold to express true self.

To sum up, Language is a pertinent feature that distinguishes human being. It takes two main forms spoken and written. However, as a result of technological development and opening of the world accompanied by no limited communication, language is becoming more complex by adapting to the inventions. Thus, the chat is one example that embodies the combination of the two forms of language to create another field of communication.

1. 1.4 Communicative Competence

The main objective between the two parties in a conversation is to create communication to exchange information and try to change, which requires an efficient communication capability and not only linguistic ability; this known as communicative competence (Reinhold, P. 2005).

Chomsky was the one who introduced the concept of linguistic competence as a feature in an effective communication but this idea was argued as a result of neglecting of the context. Thus Talbi Soumya (2011) reported what Dell Hymes (1972) claimed that the successful communication must take in consideration the non-linguistic features. In the same vein, Vesna and, Jelena (2007) supported their work by a definition of communicative competence *“the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”*

The following schema sums up the four components of communicative competence according to Canel and Swain (1980):

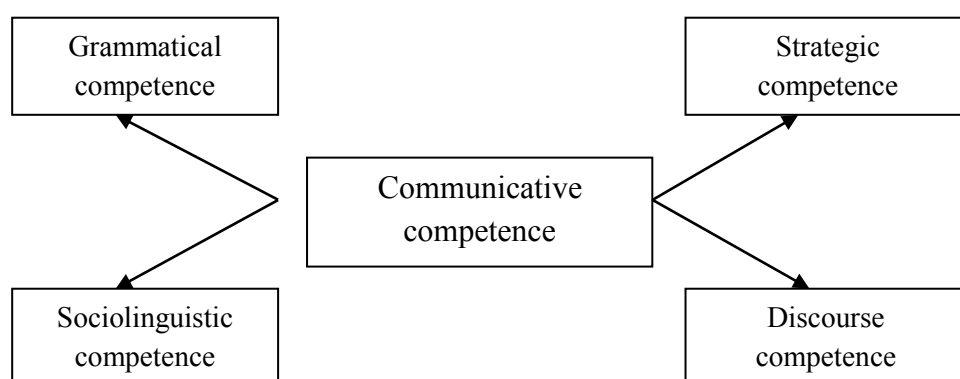


Figure1: Components of Communicative Competence According to Canel and Swain (1980)

First, Canale and Swain (1980) divided communicative competence into three parts: grammatical competence: words and rules, sociolinguistic competence: appropriateness and strategic competence: appropriate use of communication strategies but Canale (1983) added the discourse competence: cohesion and coherence.(Al-Mossawi, 2017, p.13).

For more explanation, the first component of communicative competence presents the ability with rules of language, syntax, vocabulary, pronunciation and all grammatical features. Whereas the second competence reflects social rules of language, non verbal behaviors and cultural aspect of the communicators like background and idioms. Strategic competence means using techniques to avoid lacunas in language that may breakdown the fluency of communication due to the linguistic deficiency and by being adaptive to any unacceptable situations.

Finally, the added component which is ‘Discourse Competence’ reflects how we grasp the connection between ideas depending on the organization of the patterns of utterance, conjunctions and transition words. This study is concerned with the sociolinguistic competence since it deals with the use of language in an appropriate way linguistically and socially. This competence reflects the use of culture as reference and a back up in a communicational situation.

I.2 Culture

Culture is a social behavior and a standard that exists in human societies. Culture may reflect the customs and traditions of peoples that distinguish them from each other, including values, beliefs, principles, language, sanctities, laws and behavior. Culture can be categorized as an integral part of the human life environment, which is essentially made and derived from its ideas, values, knowledge and beliefs. It exists in all aspects of the one’s life and it controls

him or her to do so or refrain from doing so according to custom and tradition. It can be described as a method or a way of living of certain people.

I.2.1 Definition of Culture

Culture plays a prominent role in various human and social sciences fields such as Sociology, Anthropology, Management Science, Psychology and other fields Tony (2015).Reported from the classic anthropological view, Edward Burnett Tylor in Primitive Culture, (1871,p.1) *“Culture ... is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.”*

Culture does not have a fixed definition; it depends on the attitudes and opinions of those interested in this field. Thus, the following table gathers some definitions of culture from different resources retreated from E-books in a web site its page titled Global Disseminator of Knowledge.

Table 2: Culture Definitions

1. Definition	Researcher Interpretation
The set of distinctive spiritual, material, intellectual, and emotional features of a society or a social group. Culture encompasses art and literature, lifestyles, ways of living together, value systems, traditions, behaviours, and beliefs. Eng Kee Sia (2016)	Culture has been defined not by its characteristics but more over it is based on three key features: Essence of things (abstract and concrete) ,Cognition ,and psychological aspect.
2. A pattern of responses discovered, developed, or invented during the group's history of handling problems which arise from interactions among its members, and between them and their environment. Kijpokin Kasemsap(2016)	Culture is the result of resolving problems and interactions between people through generations.
3. 'Culture' is knowledge encoded in symbol systems in the form of ideas, processes and products (Csikszentmihalyi, 1996) including in science, the arts, media, religion, and languages. Examples of ideas include scientific theories (e.g., gravity, general and special relativity, evolution)	Culture is defined by means of its existence in all fields of human life , from sciences to arts . It is a cognitive process that is embodied in communicational

<p>and also literary and media characters and narratives (Sherlock Holmes, Anna Karenina, Harry Potter); examples of processes include cognitive processes: writing an email, having a conversation, reading a book and in science, pasteurization; examples of cultural products include the hand-axe, the spear, the wheel, words, books, movies, songs, the printing press, the telescope, the microscope, the car, the computer and iPod. As there is no culture without biology a synonym for ‘culture’ is ‘bioculture’ J. T. Velikovsky (2018)</p>	tools .
4.	
Covers the pattern of basic assumptions accepted and used about behaviors, norms, and values within an organization. Georg Disterer(2009)	Conventional beliefs to convey other elements of culture in a community .
5.	
This refers to the set of attitudes, values, beliefs, and behaviors that are shared by a group or people but that differ for every individual and that are communicated from one generation to another. Culture, like gender, affects virtually every aspects of life. A culture consists of structures and practices that uphold a particular social order by legitimizing certain values, expectations, meanings, and patterns of behavior. To explore this supposition, it is helpful to consider how culture creates and sustains more basic values, democracy, and then how culture upholds the gender practices (Wood, 2003 , p.28) ,Olena Igorivna Goroshko(2008)	Culture is defined through its elements and the characteristic of sharing. This definition putted culture in comparison with gender which includes the distinctive biological characteristics of male and female, and the distinctive social characteristics of men and women, namely sexual identity and quality, that means culture is related to social sciences in this case
6.	
A complex entity of cognitions, shared by the members of a social group. Basically determined by values, which are understood to direct individual behavior. Wolfgang Breuer(2015)	The mental action or process of acquiring knowledge and understanding together with certain values
7.	
The dynamic and evolving relationship between a people, the land and the cosmos. Rudolph Carl Ryser(2017)	An effective relevance between three components of existence :human being, land and the universe
8.	
Is the collective programming of the mind that distinguishes the members of one group or category of people from others and causes them to display more or less the same behavior in similar situations. José Guilherme Leitão Dantas António Carrizo Moreira and Fernando Manuel Valente (2018)	A cognitive process and repeated reactions in comparable cases that differentiate societies
9.	
The shared identity of an organization that is both fluid and enduring. Identity is influenced by both the internal and external environment as well as outliers, norms, values, and structures.	Culture is not static and it is surviving in the same time which makes it the identity of the society

Christine Elizabeth Miller(2019)	
10.	
Patterns of thinking, feeling, and potential acting learned throughout a lifetime, and applicable to groups of people often from the same nation state. Dianne Cyr(2008)	Culture is viewed from the feature of learning ,it takes time to grow up by learning at first the basis what to do ,how to do. The learning is gradual and takes time
11.	
The collective programming of the mind which distinguishes members of one group or category of people from another. Amy Ogan(2011)	Culture is a cognitive process that differentiates societies
12.	
A pattern of shared assumptions learned by a group as it has solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and is taught to new members as the correct way you perceive, think, and feel in relation to those problems. Jill M. Purdy and Joseph Lawless(2012)	This definition gathers a set of characteristics of culture which are: Sharing, Learning, Adapting, Interrelating and Integrating
13.	
Socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Daniel E. Martin(2012)	The transmission character is the basis of this definition which is linked to the large number of people unlike learning that is linked to individual
14.	
The shared and learned psychological patterns and social interactions related to understanding and reacting to environmental stimuli. Niksa Alfirevic (University of Split, Croatia), Zlatko Nedelko and Vojko Potocan(2019)	Culture is defined by its elements and trend features ‘ sharing and transmission’. In addition this definition deals with behaviorism since people react according to a stimulus from the context
15.	
The cumulative knowledge, experience, beliefs, values, attitudes, norms, and so forth, of a group of people living in a particular environment. (Donald Stepich, Seung Youn (Yonnie) Chyung and Allison Smith-Hobbs , 2009)	Culture is defined by its elements and the accumulative trend feature ,it means it takes years to shape a culture and to develop it
16.	
Refers to the collective programming of the mind which distinguishes the members of one group from another. Manuel J. Sanchez-Franco and Francisco José Martínez López (2009)	Culture is a cognitive process
17.	
A process of constructing shared meaning and is based on a unique human capacity for self-consciousness and awareness of others. Jiehua Huang and Iris Aaltio (2010)	Culture takes logical steps to make sense of things related to the perception of self and others
18.	
The term culture has a literal, etymological acceptance,	From the word cultivating

<p>that makes a reference directly to the farming or cultivating, to the growth of land, and another extensive meaning that alludes to the growth of the qualities and skills of the human being. This is the metaphorical sense that corresponds to the training or education. In relation to this meaning a well-bred person will be therefore well informed (or educated). Aurora Cuevas-Cerveró (2016)</p>	<p>which is providing and employing the land for crops or other things linked to agriculture the word culture emerged as an attempt to obtain or improve a good characteristic, emotion, or ability i.e. learning new information</p>
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I.2.2 Cultural identity

Vivian Hsueh-Hua Chen (2014,p.1) maintains that cultural identity

refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion. Cultural identity is constructed and maintained through the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms and customs. As individuals typically affiliate with more than one cultural group, cultural identity is complex and multifaceted. While formerly scholars assumed identification with cultural groups to be obvious and stable, today most view it as contextual and dependent upon temporal and spatial changes. In the globalized world with increasing intercultural encounters, cultural identity is constantly enacted, negotiated, maintained, and challenged through communicative practices.

Cultural identity takes its significance from the pertinence to the social group which shares common national and cultural traditions, same ancestors and religion. From one generation to another, culture is transmitted and shared with its all elements to create cultural identity.

The author did not only define the concept. She also touched the complexity of the cultural identity because of the multi-belonging to different ethnics within the same group and outside of it. This is the result of intercultural contact through many aspects and tools of communication such television and Internet that made the world like a small village or a society. Thus the definition of cultural identity is not related only to one group or ethnicity but more to the whole world.

Like any other kind of identity, this type of identity is expressed and shaped through language. In this regard, Warschauer (2001, p. 1) stated that “Language *has always played an*

important role in the formation and expression of identity. The role of language and dialect in identity construction is becoming even more central in the postmodern era, as other traditional markers of identity, including race, are being destabilized.”

I.2.3 Cultural Identity Matrix

Adapted from Hall and du Gay (1997), Stephen, S. (2006) illustrated the *cultural identity* through a matrix that is composed from five processes which are related one to another according to what means culture socially. These processes are: production, consumption, regulation, representation and identity. Each process highlights a side of producing meaning and how the culture has a focal location in defining personal identity; and it has a particular interactive position of cultural practices. The relation between the elements of this matrix is not static, it changes because they operate differently according to social meaning that is intended to be constructed; and the operation may begin by any process as starting point.

In this study the focus is on the cultural identity. Thus, in this case, the purposed social meaning is the construction of the cultural identity. The following diagram shows the relationship between these processes:

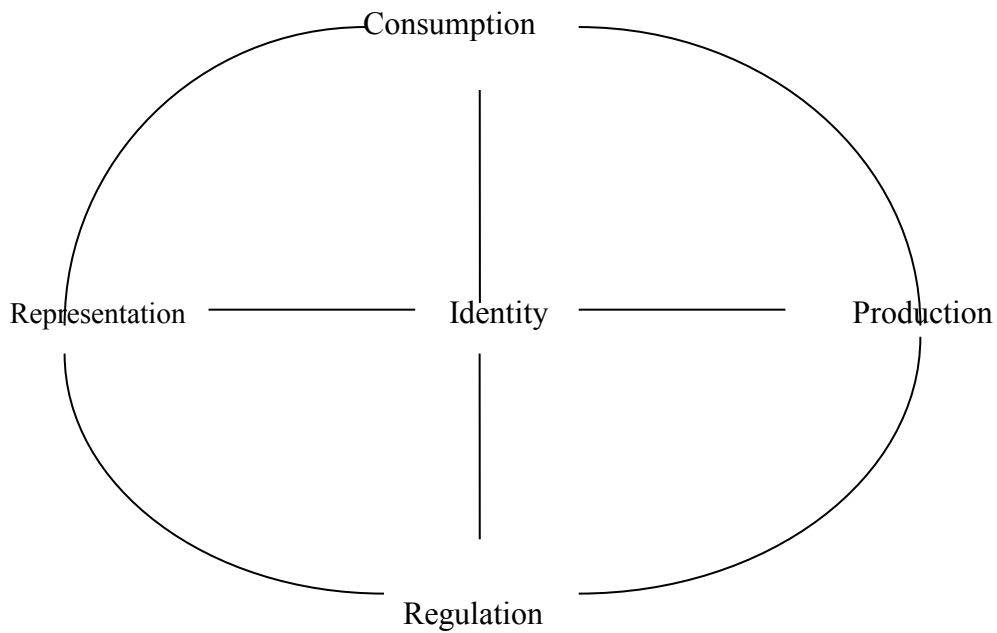


Figure 2 : Matrix Cultural Identity from the Circuit of Culture(Hall and Gay, 1996)

Stephen (2006, pp .28,29) argues that *“It has been illustrated that images can be understood as cultural products, and meanings which social agents produce and consume, and that such meanings and values are an inevitable part of our identity regulating our behaviors and drawing boundaries around our perceptions.”* For more explanation, the author applied the matrix on advertisement named ‘Scared?’; it was a poster from commission for Racial Equality’s controversial campaign Sheffield 1999. The poster contains a picture of a black man with two expressions , one is ‘Scared’ written with big letters and a question mark, accompanied by a small sentence of little letters *“YOU SHOULD BE. HE’S A DENTIST”*:

Production

The poster is a product of a campaign, it is a result of cultural meaning and cultural economies representing popular meaning of blackness or racism.

Consumption

Since there is a product, it meant to be consumed as a commercial principle. In this case,

meanings are the product that will be consumed which is implicit in this poster. Accordingly, those different interpretations create different types of consumer depending on the social and cultural location. Thus, consumption is also a cultural process.

Identity

The one's constructed and shared identity interferes in the interpretation of the image or the poster. It is a matter of 'the self' and 'the others'.

Regulation

As it is mentioned before, the poster is a product which reflects the cultural economy, that is why and as any other economies are also under the control of laws and formal policies. Police covered up the poster campaign to contain the problem and handling with complaints.

Representation

It means how the image is depicted through cultural signs and symbols.

I.2.3. The Relation Between Language and Culture

Culture and language are intertwined. One's culture is expressed through his language like his ideas and thinking. "*that the patterns of the language we speak largely determine the patterns of our thought processes and, ultimately, of our culture*" (Cooper and Spolsky, 1991, p. 7). Holmes (2001, p. 337) argued that "*cultural environment in which it develops influences the vocabulary and grammar of a language*" more over it effects our "perceptions, values, beliefs and attitudes". That means culture has a great role in language. The culture of each society is reflected in its language. Thus, it can be argued that each society's lexicon includes its own culture and tradition. Admittedly, language is one of the elements of manifestation of culture. One can find in the language of each society (mother tongue or national one), all that characterizes one's own culture. Language is often thought of as the means of expressing an

idea and a point of view; it would therefore not only be an instrument of knowledge, but an instrument of thought and culture. One of the functions of language is to express thought and belief by manifesting it externally. In other words: To access culture, whatever it is, the best way is the language because he is at once a vehicle, a product and a producer of all cultures. Culture reflects real life of the human being, the thought, the worldview and the values. All of this is concretized in the language.

Thus, culture exists in all fields, especially those relating to the social life of the individual, including language. That is to say that any language conveys the culture of its user, and culture is reflected in words or thoughts.

1.2.4 The Relation Between Culture and English as a Foreign Language

The spread of English across the world as a manifestation of globalization and a language of cultural exchange and information dissemination has a clear impact on cultural identity whether positive or negative . Identity became intertwined not with the original identity but with the identity imposed by the English language used in technology, literature, art and all things in which are associated with the language as a means of communication.

This is what Johnson (2009, p.137) meant by when he argued “*English is seen as a detrimental force to the world’s cultural diversity...*” English is not only regarded as a mode of communication but rather, it is also considered as “repositories of culture and identity”.

The adherence to one language as a source of communication and the decrease of linguistic diversity may lead to the loss of important values and traditions in culture. The reliance on English only does not compensate for the concepts and knowledge about the mother culture that constitutes the individual's identity and distinctiveness because of his or her communication in a language other than his or her native language closely related to traditions and values that do not mean the same meaning in another language. If an individual simulates his culture using English, he is exposed to the loss of his cultural identity. Ibrahim

Alfarhan (2016, p.6) supported the same idea; language conveys culture .Thus English may be involved in losing the cultural identity: *“Language is what contains culture; a person without a language does not have an identity. Therefore, the globalization of English has greatly contributed to the loss of cultural identity of the second English language acquirers.”*

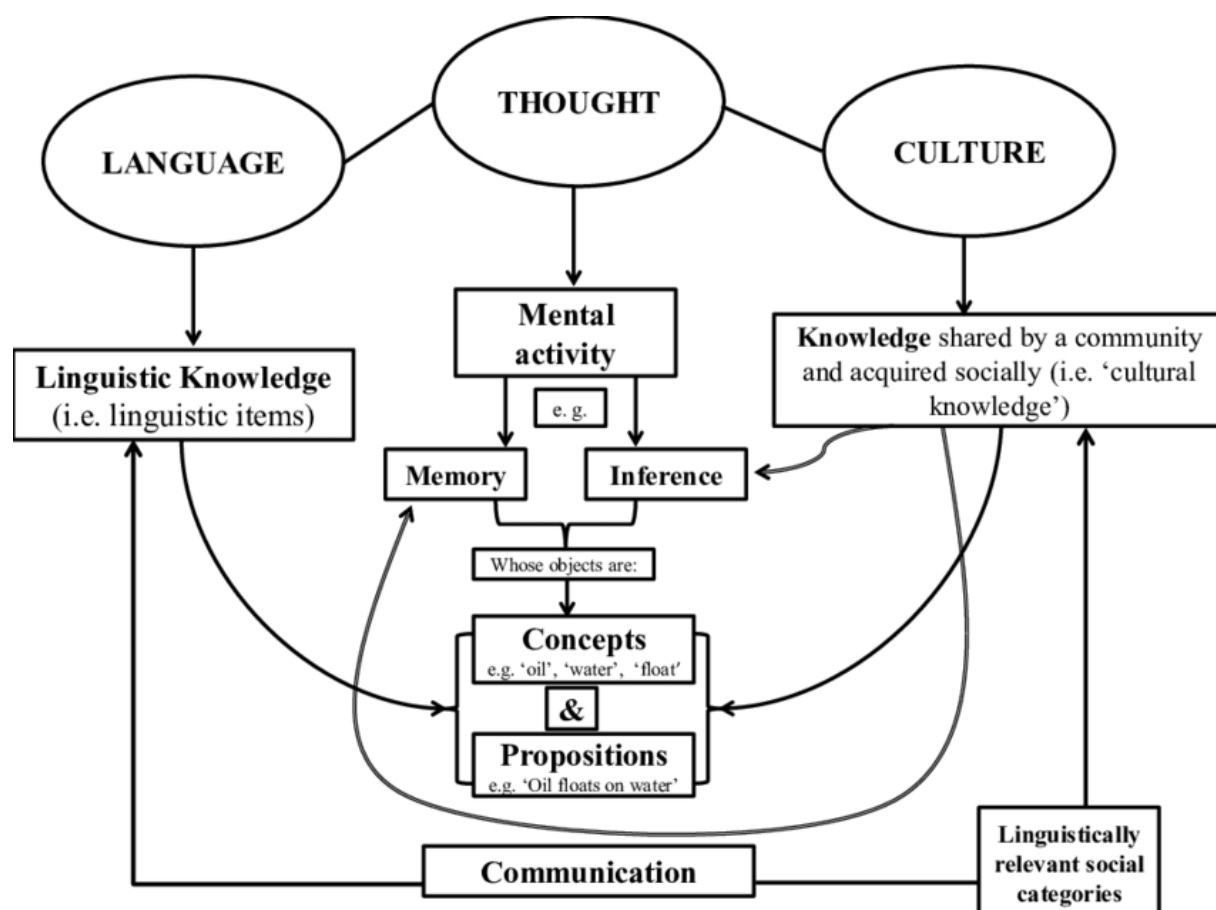


Figure 3: The Relation Between Language and Culture (Ariel Vázquez Carranza, 2017)

Ariel Vázquez Carranza (2017) suggested schemata that represents a process how language and culture are interact and interrelated through communicating thoughts.

To summarize, English as a global language plays the role of a double-edged sword , English is everywhere in technologies in arts and in many aspects of life ; but at the same time, this presence in most aspects of life may hinder the cultural identity and it becomes difficult to resist changes caused by the globalization of English.

Chapter II

Analytical Part

Introduction

The present chapter looks for answers to the answered questions via analyzing the data following quantitative and qualitative methodologies. It involves steps to explore cultural identity in Master's degree student's English communication. This concept is intrinsically interrelated to language and culture. This chapter presents all what is related to the methodological procedure of administering, analysis and presentation, discussion and interpretation of the findings of the data gathering tools.

II.1 Description and Administration

The applied field of the study is based on the descriptive approach since the objective is exploring the signs or hints of cultural identity in the Master 2 EFL learners' communication case at University of Khenchela. Master two were chosen because they are supposed to have a certain level of language proficiency. To reach the goal, the practical part of the work is divided into two parts. Two questionnaires were adopted to conduct this research because they are suitable to gather data. Each part deals with questionnaire but the difference between the two is that the first is distributed as hard copy while the second is submitted electronically

The first questionnaire contains 07 items; the 05 closed-ended questions with a choice of answers are about learners' level in English, context of practicing this language and topics of discussions; the other two questions are open-ended which are reflecting obstacles that inhibit using English and reasons behind using Facebook chat. The paper questionnaire version was distributed to the sample (88 Master 2 students) in 20th January 2019 in classroom.

The second questionnaire was answered by means of chat on Facebook, where students were asked to answer two questions. Every student must identify himself/herself by giving full name for reasons of credibility. These questions are about giving meaning of language and culture from the student point of view and his or her opinion.

II.2 Students' Questionnaires Data: Presentation and Analysis

II.2.1 Data Presentation

Table 03 of Coding schedule and Content Analysis of responses gathers the data obtained from the first questionnaire. Every item of the questionnaire was presented using percentages to analyze it.

Table3: Coding Schedule and Content Analysis of Responses: 2nd Year English Master's

Items		Sufficient	Not sufficient	Average	Satisfying	Not Satisfying	Educational Context(01)	Social Context(02)	Social Media Context Like Facebook(03)	(01)+(02)+(03)	(01)+ (02)	(02)+(03)	(01)+(03)	Educational Studies(04)	DailyLife(05)	(04)+(05)
01	As EFL learners 2 nd year Master, how do you evaluate your English level ?	25 (46,29%)	11 (20,37%)	18 (33,33%)												
02	Are your communication skills in classroom			26 (48,14%)	18 (33,33%)	10 (18,51%)										
03	Do you use English language within						22 (40,74%)	02 (3,70%)	10 (18,51%)	4(7,40%)	4(7,40%)	1(1,85%)	11(20,37%)			
04	As EFL learners , do you express yourself better in						12 (22,22%)	08 (14,81%)	24 (44,44%)	00	03 (5,55%)	06 (11,11%)	01 (1,85%)			
05	What are the topics you talk about in English?													27 (50%)	21 (38,88%)	06 (11,11%)
06	According to you ,what are the reasons that inhibit EFL learners to communicate in classroom?	Open-ended questions														
07	Suggest some reasons behind using Social Media (like facebook)?															

Students (sample):88

Students' Answers: 54(61, 36%)

Part 1.

1. Five Closed -ended Questions

Item 1. As EFL learners, how do you evaluate your level in English ?

Table 4: Master 2 Students Self Evaluation of their Level in English

	Sufficient	Not sufficient	Average
Number of answers and their percentage	25 (46,29%)	11 (20,37%)	18 (33,33%)

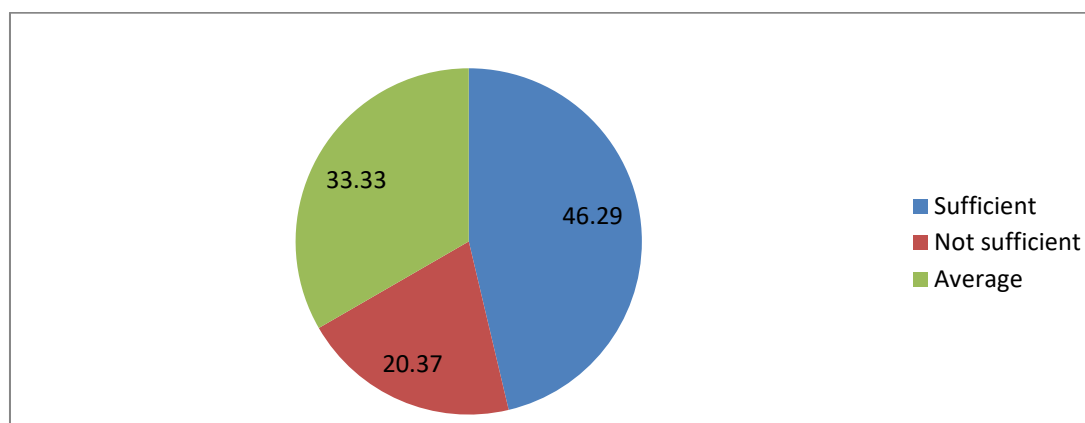


Figure 4: Master 2 Students Self Evaluation of their Level in English

The table above displays that 46,29% of the students evaluate their level as *sufficient* , 33,33% consider their level to be *average* , while the rest (20,37%) are *not satisfied* with their level.

Item .2 Are your communication skills in classroom Satisfying, Not satisfying or Average?

Table 5: Master 2 English Students' Communication Skills Level

Number of answers and their percentage	Satisfying	Not satisfying	Average
		18 (33,33%)	10 (18,51%)

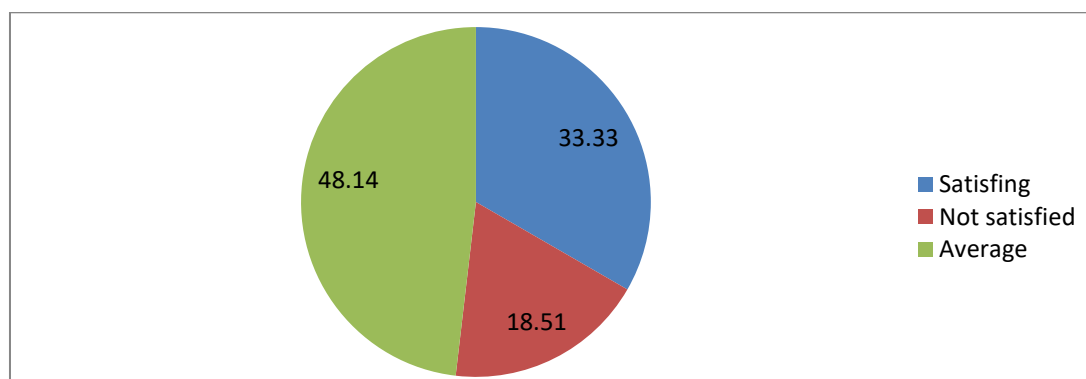


Figure 5: Students' Communication Skills Level

Almost half of the students see that their communication skills level as *average* (48,14%) , whereas 33,33% of them are *satisfied* . But the rest are *not satisfied*.

Item 3. Do you use English language within: Educational context, Social Context, or Social Media Context like Facebook

Table 6: Master 2 English Students' Use of English Language Within Educational context, Social Context, and Social Media Context like Facebook

Number of answers and their percentage	Educational Context(01)	Social Context(02)	Social Media Context like Facebook(03)	(01)+(02)+(03)	(01)+ 02)	(02)+(03)	(01)+(03)
		22 (40,74%)	02 (3,70%)	10 (18,51%)	4 (7,40%)	4 (7,40%)	1 (1,85%)

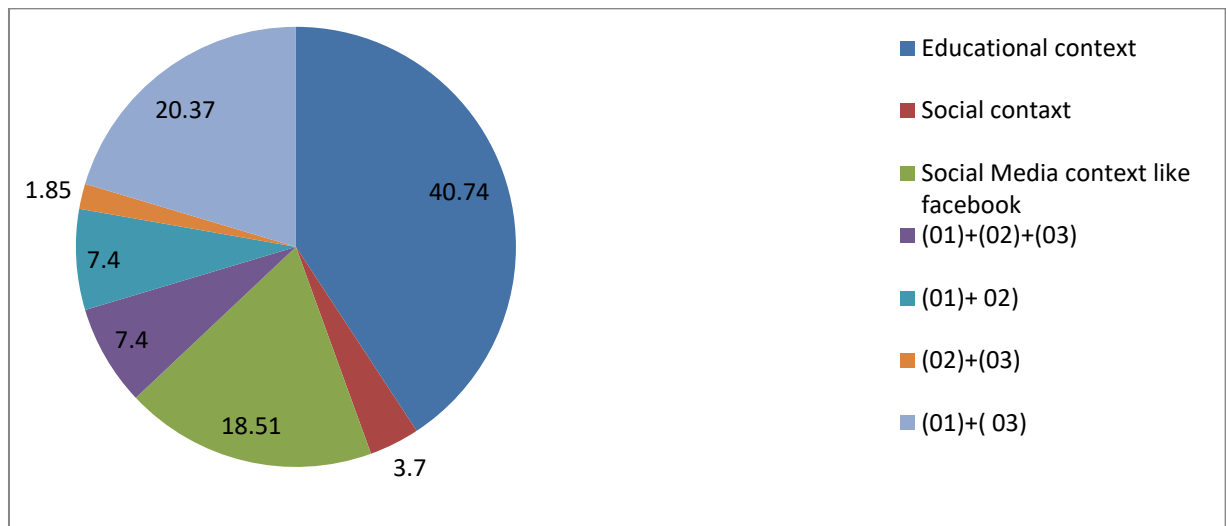


Figure 6: Master 2 Students' Use of English Language Within Educational Context, Social Context, and Social Media Context like Facebook

Concerning the context in which Master 2 students use English language, the responses are as follows: 40.74 % answered that they use English only in *educational context* , 3.7% use it *social context*, 18.51% utilize it in *social media context* , 7.4% use English in all the contexts mentioned, the same percentage is obtained for its use in both the educational and *social contexts*; and the least percentage is given to the usage of *social and media contexts*.

Item 4. As EFL learners , do you express yourself better in :

Table 7: The Most Used Context of Master 2 English Students' Self Representation

	Educational Context(01)	Social Context(02)	Social Media Context like Facebook(03)	(01)+(02)+(03)	(01)+02)	(02)+(03)	(01)+(03)
Number of answers and their percentage	12 (22,22%)	08 (14,81%)	24 (44,44%)	00	03 (5,55%)	06 (11,11%)	01 (1,85%)

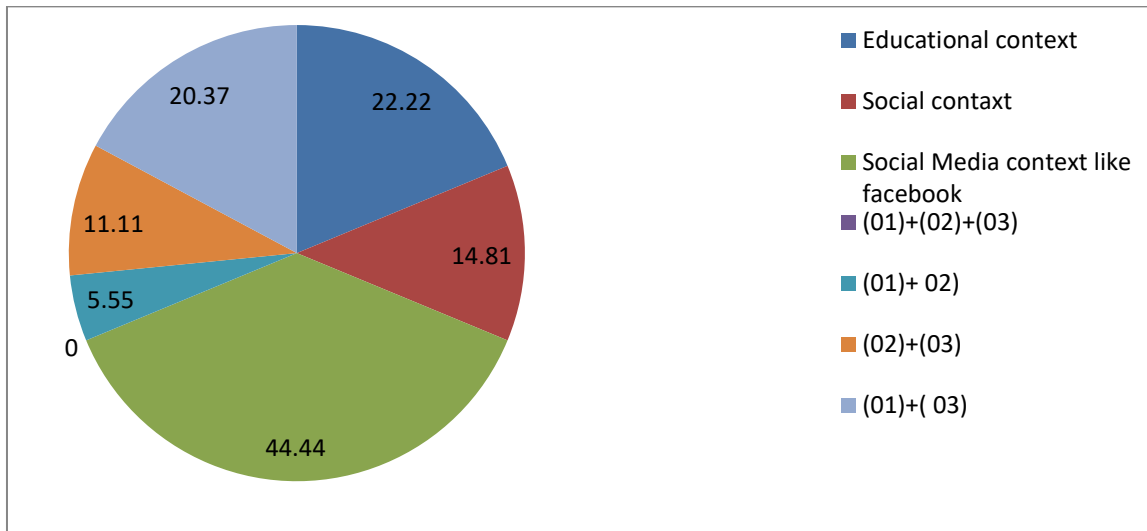


Figure 7: The Most Used Context of Master 2 English Students' Self Representation

From the above table, the best context for self-expression is through *social media* like *Facebook* (44.44%), followed by the rate of 22.22% for *educational context*, while 14.81% of the respondents reflect *the social context*. Another pertinent percentage is 20.37% for the educational and social context together. The two first contexts represent 5.5%, and 11.11% of students prefer *social and social media contexts*. But no one opted for all of them together.

Item 5. What are the topics you talk about in English?

Table 8. The Topics Taken for Discussion in English

Number of answers and their percentage	Educational Studies(04)	Daily Life(05)	(04)+(05)
	27 (50%)	21 (38,88%)	06 (11,11%)

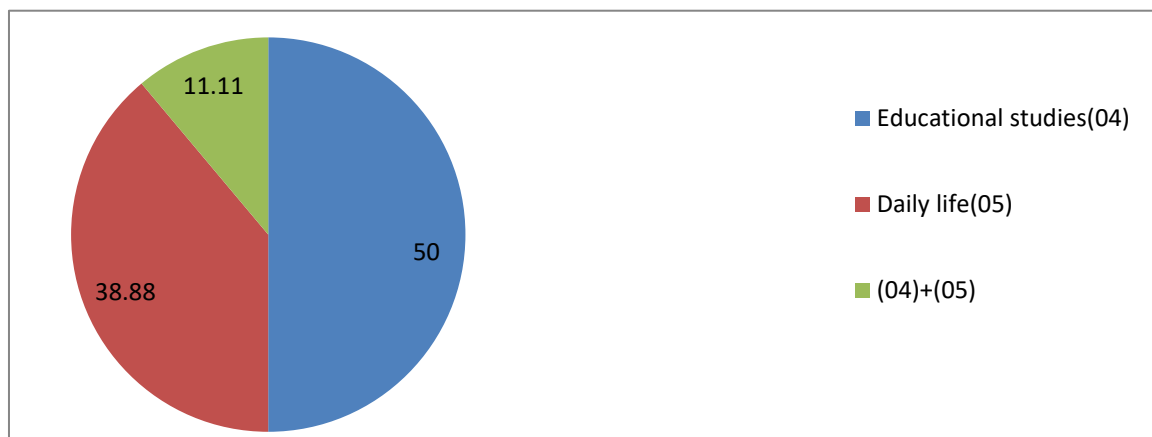


Figure 8: The Topics Taken for Discussion in English

The *educational studies* represents half of responses that Master 2 students take as topic to talk about in English and 33.88% of the students say that they talk about *daily life*. While the remaining talk about both of them in English.

Part .2

1. Two Open-ended Questions

The same questionnaire includes two open ended questions about classroom communication problems and reasons behind using social media like facebook. Master 2 students of English face problems in classroom that inhibit them to interact. Students need to speak; speaking is one of the four skills which is very important in studying a foreign language. According to Chaney, speaking is "*the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context*" (1998, p. 13). The most noticeable problems of communicating for EFL Master 2 are related to classroom circumstances. It is what it is deduced from the analysis of student responses of the first open ended question (Item 6. According to you, what are the reasons that inhibit EFL learners to communicate in classroom?).

Master 2 students of English responded to this question by a list of problems that they face in classroom .These problems can be identified as:

1. Linguistic problems
2. Methodologies used by teachers
3. Socio-psychological problems
4. Knowledge and Background

These problems are classified in the Table 09:

Table 9: The Reasons that Inhibit EFL English Master 2nd Year to Communicate in Classroom

Reasons	Linguistic Problems	Methodologies problems	Psychological Social problems	Knowledge and Background
Responses examples	<ul style="list-style-type: none"> -Bad pronunciation -Appreciation of Using mother language -Making mistakes in grammar and vocabulary -Don't care about language -Lack of communicative competence -Linguistic inefficiency -Lack of linguistic balance -Average level of language -Lack of communication skills 	<ul style="list-style-type: none"> -The method used by teacher -Topics and subjects -Interruptions -Dominant teachers -Concentration only on the lesson 	<ul style="list-style-type: none"> -Shyness -Lack of confidence -Fear from judgment -Lack of motivation -Fear from classmates -Complications between learners -Character of teacher -Anxiety -Stress -Don't make effort -No responsibility (careless) -Class phobia -No interaction between learners -The tendency of to share his thoughts 	<ul style="list-style-type: none"> -Lack of knowledge -Lack of understanding -Lack of information -Lack of background

For the last question in this part (**Item 7:** Suggest some reasons behind using Social Media (like Facebook)), the respondents suggested some reasons behind using Facebook which can be summed up in social, psychological, intellectual and entertainment reasons. The following table presents the suggested reasons behind using Social Media like facebook to communicate

Table 10: The Reasons Behind Using Social Media (like facebook) for communication in English

Reasons	Social psychological	Intellectual	Entertainment
Responses examples	<ul style="list-style-type: none"> -Communicate with friends or family -Creating the one's own world to communicate without judgment and people are more tolerant to grammar and syntax mistakes -To know how to communicate with foreign people and different cultures -Feeling free to express no shyness -Running from the real life -Hiding behind walls of social media -Wide contact native Speakers Post some important news -Talking about any thing -Enough time to express yourself using abbreviation with friends for instance -Hide the stupid personality 	<ul style="list-style-type: none"> -Share or exchange thoughts, ideas -Learn other cultures -To develop the background and thinking -Learning English -Learning English in groups -Improve language -Gain more knowledge -Make the linguistic package more wide -To know what is happening in our society and the world -Enhance communicative and interactive competence -Language acquisition -Education -Means of accessing all sources of knowledge -Develop thinking and pronunciation -Search for information -Contacting with likeminded people Seeing and measuring the reaction of people about issues after spreading them 	<ul style="list-style-type: none"> -Pleasure -Trend information

II.2.2. First Questionnaire Data Analysis

Part 1. Five Closed-ended Questions

The results presented in the table of Coding Schedule (table 3) about the competency in English level as EFL indicate that the largest percentage of the respondents evaluate their level as sufficient whereas others say that they are somehow satisfied. The rest are not satisfied. So, generally, students declare that they are satisfied about their competency level in the language.

As for the responses regarding satisfaction about their communication skills in classroom, some say that they are satisfied but some others, almost the half of the previous rate, are not satisfied, while the biggest percentage is given to average probability. That means students are neither particularly satisfied nor unsatisfied about their communication skills in the classroom.

In response to the third question regarding the context in which they use the English language the most, seven cases have emerged; and in order from largest to smallest proportion, the first case shows that they speak English only in educational context, the second case neglects the choice of social context and chooses the use of English in educational and social media contexts, whereas third case reflects the use of English within social media like Facebook. The fourth case presents the students whom use English within the three contexts, this is the case with the fifth suggestion 'two first contexts', while the sixth case represents the usage of English in social context, in the last case students do not use English in educational context but they do in the two other fields.

The fourth question is about students' opinions about their preferred environment to express themselves in English. For this answer, there are also seven possible responses. In this vein, the findings revealed that social media context is the most preferable one, the

majority replied that they express themselves better in social media context like Facebook; this case is followed by educational context and next is social context. While some students prefer two contexts educational and social simultaneously, others chose social media Context like Facebook and educational context. Conversely, no one uses them all at once.

The last closed-ended question is about the topics that the students talk about when they use English, half of them selected the educational studies and a good percentage of their subjects were around daily life. The rest combined between the two kinds of topics as subjects of talking using English. So , study topics are the most deliberated among subjects.

Each item reflects an objective that serves the following one to arrive to the aim of the study. The results reveal that the majority of EFL learners can interfere or understand any subject is discussed in English which means they possess communication skills of this target language (English), and since they do, the classroom is the first interactional context for the EFL learners to practice those communicative abilities. But they describe their satisfaction with the capabilities in these pedagogical circumstances by expressing a central satisfaction , they are not convinced that much by using all their communicative skills in the classroom, which may make them tend to search another environment to exercise English in and what it requires. Thus , a considerable number of EFL learners view that the social media context like facebook is a better space than the educational and social milieu to express themselves. This expression can be educational topics , about their learning ,daily subjects or both but mostly the topics are about studying as an imposed field since they are student at first.

The conclusion is that the students believe that despite their proficiency in English, the classroom does not satisfy their communicative abilities and thus they communicate more through social networking sites, especially on the subjects of study to approximate or attain the needed communication' satisfaction.

Part 2. Two Open-ended Questions

The open ended items of the first questionnaire are about the students' opinions towards the reasons that inhibit EFL learners to communicate in classroom and suggesting some causes behind using Social Media (like Facebook). They agreed on a set of obstacles that prevent their English-language communication within the classroom which are summarized in four items:

1. Speaking Skill Problems

Under this item there are many obstacles that can hamper the EFL learners to practice English. According to them, one of the reasons that makes the usage of the target language in classroom decline is the bad pronunciation. It can be explained by of their background, and also they are not native speakers; this leads to another problem which is the language interference where the learner deals with the situations in classroom by translating the Arabic sentences into English as an association without respecting the differences between the two codes or speaking directly in Arabic to express their thoughts and ideas as a result of linguistic inefficiency and lack of communication skills. Speaking is one of the four skills: Listening, Speaking, Reading, and Writing. For that, students need all these skills to complete communication.

2. Methodologies Used by Teachers

This item includes those difficulties such as the method used by teacher, the kind of topics and subjects that the teachers suggest to discuss in classroom where the student does not have much to say, the interruptions of the students during their conversation, the dominance of teachers by controlling the course and not giving students the opportunity to communicate and express their opinions, and too much concentration on the lesson which

means depending on quantity rather than quality. The approaches used may block the flow of ideas if they focus on the information and neglect the communicative aspects.

3. Psychological Social Problems:

The psychological social problems take the greatest part of the reasons that hinder the EFL learners to communicate within the classroom:

. Shyness, lack of confidence, fear from judgment, fear from classmate complications between learners, class phobia, and no interaction between learners. These all reflect the negative relation that may exist between learners and create a sort of obstacle towards using English in classroom. Students are worried about making mistakes, being criticized and underestimated by others.

. Lack of motivation contributes in the problem too. In this case, the major role is played by the teacher. His or her character can encourage learners to participate in the communication or not. The teacher who sews up the talk and monopolizes the discussion loses the spirit of teacher as a guide and motivator. The teacher who depends on only few dominant students makes the rest retreating and hiding behind them. The teacher may contribute significantly to the destruction of student's self-confidence.

. Fear of communication can be the result of anxiety and stress. The Fear of negative judgment is one reason that drives the student to avoid communicating in the classroom. EFL learners imagine the look of others, teachers and classmates; this imagination is not in their favor. The anxiety grows when the learner feels worry about uncertain outcome.

. According to the answers, some EFL learners do not make effort to communicate within the pedagogical context such as the classroom which reflects irresponsibility (carelessness). Either they do not tend to share their thoughts with others, or their objective is not to refine their English communicative skills, or they have another plan; an alternative policy to make

up this kind of communication. It is not enough to have linguistic balance to make a good conversation; the knowledge and background are substantial to interfere and interpret any subject .If the learner lacks information he can never discuss the suggested topics.

To sum up, EFL learners face various obstacles in the classroom that prevent them from communicating properly. They are related to the language itself, to the method used, to the learner psychological and social situations, and it is related to the knowledge as well.

II.2.3 Second Questionnaire Data and Analysis

The second questionnaire covers two items. The first includes the meaning of language to the participant, and the second is about the meaning of culture. It is distributed by means of Facebook which showed 24 responses (Sample) out of 88 participants (population).

As previously mentioned, the second questionnaire used by chat comprises two items concerning the meaning of language and culture according to EFL Master 2. These questions are: What does language mean to you? And what does culture mean to you?

The answers are gathered in the following table:

Table 11: Master 2 English Students’ Opinions about language and culture

	Definition	Researcher Interpretation	Signs of cultural identity
01	Language is a means of communication in which we can express ourselves, feelings ,and opinions . Language simply delivers the message that we think about either verbally or non-verbally. Culture is the way of life , the manner in which we behave based on beliefs ,morals, attitudes, and traditions that are shared by members of a society.	These definitions are academic because they deal with the two terms(Language and Culture) in general, which can be applied to any language or culture: Language is defined from the following aspects:	Null
02	Language is a way of communication that has to do with sounds, symbols and gestures that a community puts in order and associates so that they can communicate. Culture refers to dynamic social systems and shared patterns of behavior, beliefs,	-Communication tool composed of sounds or symbols (verbal) and body gestures(non verbal) - Thoughts , identity and	Null

	knowledge, attitudes and values.	emotions carrier	
03	Language is set of symbols sounds gestures that help people to communicate Culture set of beliefs, values, attitudes knowledge in a giving society.	- Language is structured in a spoken or written way - a human ability - Language is the pot of intellectual foundation which is one basic of the civilization	Null
04	language : is a method of human communication consisting the use of words in a structured way Culture is the ideas ,beliefs acts ,of a particular people or society	Whereas culture is defined from the following aspects:	Null
05	Language is a system of communication which consists of a set of sounds or written symbols. Culture can be defined as a set of beliefs ,customs ,traditions ,way of thinking ,way of living and a collection of life experiences that are shared by the members of the same speech community .	-Style of life - Elements of culture - Characteristics of culture -culture conveys concrete and abstract sides of life -culture reflects the identity -human product	Null
06	-language: is an abstract entity composed of meanings and their visible or oral manifestations, used for thought transmission among individuals. -culture: is the accumulative and dynamic totality of beliefs and practices that express and capture a people's social fabric, moral code, and general way of viewing the world.		Null
07	language is a method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Culture: is a word for the 'way of life' of groups of people, meaning the way they do things. ...		Null
08	Language : is a method of communication, either spoken or written used among individuals to transmit their thoughts and ideas. Culture : is the way of life that encompasses different elements such as beliefs, norms, values... Etc, in which these elements used to shape groups of people in a given society.		Null
09	Many definitions of language have been proposed. Personally, I think Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language		Null

	<p>include communication, the expression of identity, play, imaginative expression, and emotional release.</p> <p>A culture is the combination of the language that you speak and the geographical location you belong to. Culture is a term that refers to a large and diverse set of mostly intangible aspects of social life. According to sociologists, culture consists of the values, beliefs, systems of language and communication, and practices that people share in common and that can be used to define them as a collective. Culture also includes the material objects that are common to that group or society.</p>		
10	<p>culture: can be defined as a way of life ,includes our values, beliefs,customs, traditions,languages.....</p> <p>language: is a system of communication which consists of a set of sounds and written symbols used by people of particular country or region for talking or writing..</p>		Null
11	<p>Language is a method of human communication ,it is either spoken or written .it consists of a set of sounds and written symbols .</p> <p>Culture a social system,set of beliefs ,values traditions ,attitudes that people share</p>		Null
12	<p>Culture is the characteristics of a particular group of people, defined by everything from language, religion, beliefs and social habits.</p> <p>.....</p> <p>Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.</p> <p>.....</p>		Null
13	<p>language for me is specifically human capacity for acquiring and using complex systems of communication ,it is a mean of communicating to relate to others and expressing oneself , it can reflect our social ,political and cultural attitudes which can be interpreted differently from one to another</p> <p>and I believe that culture is all what gives a society its identity and all what distinguishes one group from others ,to put it simply it is the shared beliefs ,assumptions and morals that belongs to one society thus how they see the world and how they react to certain thing is essentially determined by these underlying</p>		Null

	assumptions that are constructed on what their society have taught them		
14	<p>language is a system of communication for the expression of thoughts ,feelings, etc,by the use of spoken or sounds or conventional symbols</p> <p>culture is the total range of activities and ideas of a group of people with shared traditions, which are transmitted and reinforced by members of the group</p>		Null
15	<p>Language is a tool of communication created by our ancestors in order to facilitate the process of cooperation, and that was the beginning of creating what we call civilizations.</p> <p>When it comes to culture we can refer to the tangible things like clothes, food...etc, as a culture as well as intangible things like beliefs, values, rituals.</p>		Null
16	<p>language is definitely a tool of communication , either spoken or written used by a particular country or a community in order to express our thoughts and ideas easily . While culture can be defined as the shared knowledge , behaviors , interactions and so on that are normally classified into material culture and non material culture of a particular society , language is an integral part of culture and vice versa .</p>		Null
17	<p>Culture is product of humans. It includes both tangible and intangible aspects of human creation. For example, from dams, canals, settlements, pottery, buildings etc. all are a few tangible aspect of culture, a few example of intangible aspect of culture or religion, ideology, language, caste, state or nation state boundaries which are difficult to conceptualize as a spatial concept etc. However, culture over space, its origin and diffusion are always examined from a historical perspective.</p> <p>Language a systematic means of communicating by the use of sounds or conventional symbols</p>		Null
18	<p>Language is a communicative system(verbal or non verbal) used by individuals to transmit their ideas, thoughts and also to express themselves</p> <p>Culture ..I think it is global term refers to the way of life which means that culture consists of different.....</p>		

19	Language is a system of communication by written or spoken words, which is used by the peoples of a particular country or area. Culture is values, beliefs, behavior & material object that form a people's way of life.		Null
20	Language is a system of communication that is unique to human being...or a sign of symbols used to express human thoughts and feelings... Culture is the total life we live and feel ..it is everything...the way we talk and walk...the way we dress...the values...the way we express those values..		Null
21	Language is a communicative system used by people across the world .the process of conveying the meaning and the thoughts can be achieved either by verbal, spoken or written symbols and items. Culture for me is a way of life in other words: how do people behave? on what they believe ? in addition to their traditions ,customs.... A culture can define who the person is and his belonging		Null
22	Culture is community. universality language tolerance uniqueness reality emotions the letters of c.u.l.t.r.e. language: letters. alphabet. numbers. gossips. utterances. articles. global. existed. before human being's because all species have their own languages.		Null
23	Language is art. It is a way of expressing ourselves, our happiness, our disappointments, our sadness, our frustrations and our joy. Without language we wouldn't be able to do that. It is the direct way to communicate either explicitly or implicitly with each other. Culture to me is like an engine, which is fueled by many elements, mentioning: beliefs, values, art, religion, identity... Even language. It is life itself and how a person lives it in a certain way		Null
24	Language and culture for me are two huge essential aspects of life, they are both interrelated no one can exist without the other. Language for me as for anyone else is a way of communication.. express ideas, feelings, attitudes..I prefer English in my communication rather than Arabic because I can really express myself freely and it offers me bigger scope of knowledge and appreciation. Culture's importance doesn't	The responder gives his /her opinion towards language by giving not only the definition but also the position of Arabic and English in his/her life .The response reveals that Arabic is one among the talked languages in the society of the EFL	Exist

	<p>differ much from that of language.. Culture is inclusive to all facets of human life.. culture for me is a combination between cultural hereditary aspects I got from my family and surroundings, and from aspects I acquired through language itself, foreign culture because it is impossible for me to learn English without learning some of its culture . Some of the values and beliefs I hold...the way I act...speak.. live in general is all related to language..so like I said both of them cannot exist without the other.</p>	<p>responder learner, not French or Germany or any other language which means the cultural identity inadvertently appeared in the communication. -A sort of a conflict between choosing to communicate using Arabic or English can be also inferred in this opinion where the balance - in this situation - is inclined to the use of English. -Whereas culture has been defined from the academic point of view.</p>	
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To give the study more credibility and to avoid the intervention of answers of others than the target sample, the answers are collected from those who revealed their real identity directly (Full name) or they send it through messenger as convention of confidentiality. The sample consists of 24 responders out of 88 students (population).

The first thing it is noticed from the overview of the answers is that the students gave their full name without hesitation, reflecting their comfort in dealing with communication in this virtual chat context. They feel more relaxed and engaging because they share their opinions regardless of the receiver reaction.

Despite of the options available in chat, from the Internet, where students can depend on several sources, they did not use the option of this global computer network. Internet facilitates the introduction to diverse information and students can examine their language and correct linguistic mistakes which they may make when communicating. In addition, they choose to communicate in English only without using chat language features to express their opinions. They can also voice record their answers to the questions, but they do not. The respondents gave some written academic definitions of Language and Culture; it appears that they used Internet a summary of what they studied during their university career. Moreover,

the students can communicate freely without being criticized by others directly or being inhibited from speaking English or expressing the flow of ideas. However, the answers did not carry any daring, personal content or cultural identity. This is what the answers revealed. Most of them refer to the academic point of view; they are not students' opinions because it can be applied to any language or culture in the world. They are either about elements of culture such as beliefs, values, behaviors, superstitions, symbols and other cultural components like traditions, customs and style of life; or they are based on the trends, features or characteristics by considering culture as a shared, transmitted, learnt, dynamic, accumulative, adoptive and symbolic process.

Readers of these answers cannot know the cultural identity of the respondent, except that he or she is either a native speaker of English, or that he or she is only fluent in the language. It is supposed that student cultural identity appears in form of Arabic or dialect language such as Amazight or expressions that reflect these languages or any traditional events related to the culture of Master 2 English students from kenchela University or nearby of it, they share almost the same culture. In spite of that, there is no sign or hints of his or her cultural identity, which distinguishes him or her from others. Thus, maybe he or she has not yet reached the required communication competence in English. Another possibility may explain this absence of cultural identity which is the refusal of introducing one's culture since the language is not so. There are also other possibilities such as losing one' cultural identity or constructing a new one.

For further clarification, one answer shows some traces of the respondent identity by mentioning his or her preference to speak English instead of Arabic. This indicates that the person is an Arab communicator and on the other hand he or she suffers from inside conflict between his / her native language, Arabic, and the target language which is English.

Students let go of their identities in order to embrace the new language. But cultural identity is the identity that reflects the sense of belonging to a particular group or society has

its own culture. Self conception is constructed by means of race or ethnicity, religion, gender, age, mental and physical ability, language, nationality or any kind of social group that shares the same culture. Hence, if someone expresses his or her cultural identity, it will be in this conception, if he is not, it will be another thing but not cultural identity.

To summarize this part of the study, it includes two questionnaires destined to EFL second year master degree. The aim is to assess learner expression of culture through English language. From the answers of first the questionnaire, it is found that students suffer from many obstacles that prevent them from communicating freely. They prefer social networking sites such as Facebook chatting to escape from direct criticism by teachers and classmates. Accordingly, and from the results of the first questionnaire which deduced that EFL master students prefer social media like Facebook to communicate to avoid obstacles that may face, the second questionnaire is based on that principle of preference, so, students respond to questions by giving their opinions towards culture and language, although the answers are in English but these opinions are much more academic than to be considered as one's opinion because they do not reveal any sign of cultural identity.

Limitations of the Study

This study has some limitations basically in terms of the sample population as its results cannot be generalized, unless other studies are carried elsewhere on a larger sample and population. Another limitation concerns the use of questionnaire; data would have been much more accurate if the sample was interviewed directly as actual conversation or by Skype via Facebook chatting.

Recommendations and Further Research

More inclusive studies may fully examine the cultural identity dimension of Algerian students of English. Further studies could be conducted to explore the effect of the curriculum of teaching culture on the students' perception of culture or any aspects of it.

Teaching culture should not be limited in elements and trend characteristics, or studying the target culture of the foreign language only. Furthermore, one's culture should be considered because learning a new language with its culture may affect the cultural identity which is a big part of any language; if language loses this part, one's own communication competence will not be the same; it will be a questionable ability. One's culture should not be hidden while communicating in English or any other foreign language to make the addressee aware of the culture of addresser which leads the acceptance by others a get use of it to facilitate communication and reduce misunderstanding and bad judgments. Studying foreign language should not be detached from one's culture.

General Conclusion

The present dissertation is built on the assumption that language transports the cultural identity. Accordingly, English as a language conveys one's culture even if it presents a foreign language for the student. Communicative competence reflects knowledge and skills the student needs such as using language in social context and in actual communication, i.e. learning language is not only an organizational knowledge such as grammar and coherent sentences, it is likewise a knowledge in practice like using figures of speech and dialects. Thus, possessing a communicative competence in any language signifies having grammatical, textual, functional and sociolinguistic competences. EFL Master 2 students communicate in English within either pedagogical, social or social media contexts and practice the communicative competence.

The analysis of the results revealed that the lack of communication in classroom is one of reasons behind using Facebook as a social media context to communicate. The EFL students' survey showed a strong tendency towards using the social networking site Facebook to chat as a medium that does not prevent them from freely expressing their ideas and knowledge, because they are not exposed to discouragement or criticism. Also, Facebook provides ways and means to reduce or hide their linguistic and psychological problems. Chatting in Facebook with its various features either in terms of language or in terms of communication makes the use of English easier for students, with less anxiety and with more confidence. If students tend to discuss any topic or a subject matter, they will not be disturbed by being criticized for their linguistic or informational errors, because they obviate their mistakes and correct them without giving any impression to the receiver that they are suffering from any linguistic or non linguistic deficiency. Their ideas and opinions may be summarized in one characteristic of chat language, such as abbreviations or emoji, to show that they can understand the discussion topics, and the subject which is submitted in English is not necessarily to talk about in the same way. Showing understanding of the student is as

necessary as communicating in English because it also reflects competence. Most of the time, in classroom, students understand the teacher and classmates, but shyness prevents them from interacting with them about the subject matter. They do not realize that the student has understood the topic and as a result, the student becomes more concerned by his or her image as learner in front of them, and he or she feels underestimated because they believed that he or she does not have communication capabilities. Furthermore, the use of social networks like Facebook increases the chances of communication outside the university and breaks the time barrier. Communicating in English outside the study time eliminates many formalities within the classroom, which provides an atmosphere of individual differences. The classroom is a very narrow area within the walls of university, with the accumulation of students within it and the large number of modules under strict systems.

EFL learners of 2nd year master do not express their opinions towards what they encounter during regular communication like they do with educational study. Their interest is much more oriented in the direction of what is linked to study. EFL Master English students devote most of their time and attention to use English for academic purposes especially by means of chatting in Facebook. This communicational context stimulates creative thinking, by different patterns and ways of communication as a consequence of interaction with educated people and from different environments, even with native English speakers. Students benefit from Friends Network and Discussion which is used as a tool to ask questions and get answers and discussions in a timely manner. The analysis of this questionnaire manifests that while using Facebook, EFL learners 2nd year master English do not communicate using their cultural identity. However, they tend to rely on academic concepts which are acquired during their university courses. They discuss topics such as language and culture from academic point of view since opinions are applicable and similar to opinions and definitions that have been given by scholars or those whom are interested by the field. One's opinion about a topic like language and culture supposes the involvement of one's cultural identity. Students of 2nd year

Master English department, Language and Culture Specialty, from University of Khenchela, Algeria, cover their cultural identity. There are no hints or sign of cultural identity. The sense of belonging to a particular language or culture is absent, and very small number of students (4%) in this study revealed their belonging to Arabic language by giving their opinion and mentioning the Arabic as a used language in their daily life.

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Questionnaire

Dear students , I am conducting a reaserh for my master dissertation .This questionnaire is meant to answer my research questions .The information you provide will remain anonymous and contribute to the research objectives. You are kindly requested to answer the questions by tiking the appropriate information or add your answer where necessary.

Item 1: As EFL' learners 2nd year Master, how do you evaluate your English level?

Sufficient

Not Sufficient

Average

Item 2: Are your communication skills in classroom:

Satisfying

Not Satisfying

Average

Item3: Do you use English language within :

Educational Context

Social Context

Social Media Context like Facebook

Item 4- As EFL learners, do you express yourself better in :

Classroom

Social Context

Social Media

Item 5: What are the topics you talk about in English?

Educational Studies

Daily Life

Item 6: According to you, what are the reasons that inhibit EFL' learners to communicate in classroom?

.....
.....

Item 7: Suggest some reasons behind using Social Media (like facebbok)?

.....
.....

Thank you very much for your cooperation.

الملخص:

يهدف هذا العمل إلى دراسة الجانب المتعلق بالهوية الثقافية لدى طلاب اللغة الإنجليزية كلغة أجنبية ، درجة الماجستير في السنة الثانية من جامعة خنشلة ، الجزائر. وفقاً لذلك ، يقوم البحث على تفحص علامات أو تلميحات للهوية الثقافية أثناء التواصل بين طلاب اللغة الإنجليزية كلغة أجنبية عبر الدردشة بالفايسبوك وبالتالي ، هذه الدراسة هي محاولة إلى اكتشاف السبب وراء استخدام الفاييسبوك بشكل مكثف بين الطلاب ، خاصة عندما يتعلق الأمر بالتعبير عن آرائهم تجاه ما يواجهونه أثناء تواصل عادي. لذلك فإن المشروع موجه في هذا الصدد للكشف عما إذا كان الطلاب يظهرون هويتهم الثقافية أم أنهم يعتمدون على المفاهيم الأكاديمية أثناء الدردشة حول مواضيع مختلفة . لتحقيق الهدف البحثي ، استخدمت الدراسة استبيانين ، أحدهما يحتوي على أسئلة حول تقييم مستوى الطلاب وسياقهم وموضوعات النقاش مع اللغة الإنجليزية ، والأسباب المعيقة للتواصل باللغة الإنجليزية واقتراحات الطلاب وراء استخدام الدردشة بالفايسبوك. الاستبيان الثاني موجه لتفحص وجود الهوية الثقافية للطلاب عبر الدردشة بالفايسبوك. تكشف نتائج الدراسة أن طلاب اللغة الإنجليزية كلغة أجنبية للغة الإنجليزية للماجستير في السنة الثانية لا يعبرون عن هويتهم الثقافية باللغة الإنجليزية حتى من خلال الدردشة في الفاييسبوك خارج الفصول الدراسية. علاوة على ذلك ، يفسرون الموضوعات وفقاً للتصور الأكاديمي بدلاً من الجوانب الثقافية الخاصة بهم والتي قد تشمل الهوية الثقافية.

الكلمات المفتاحية: اللغة ، الثقافة ، الكفاءة التواصلية ، وسائل التواصل الاجتماعي ، دردشة فيسبوك ، الهوية الثقافية

Résumé:

Le présent travail porte sur l'identité culturelle des étudiants en Anglais langue seconde, Master 2 de l'Université de Khenchela, en Algérie. Pour cette raison, la recherche examine les signes ou les indices d'identité culturelle dans la communication des étudiants d'Anglais via le chat sur Facebook. Par conséquent, cette étude tente d'explorer les raisons qui poussent à utiliser Facebook de manière intensive parmi les étudiants, en particulier lorsqu'il s'agit d'exprimer leurs opinions sur ce qu'ils rencontrent au cours d'une communication régulière. Par conséquent, le projet a été suffisamment ciblé pour révéler s'il affiche son identité culturelle ou s'appuie sur des concepts académiques tout en discutant de différents sujets. Pour atteindre l'objectif de la recherche, l'étude a utilisé deux questionnaires, l'un contenant des questions sur l'évaluation du niveau des étudiants, le contexte et les sujets de discussion en Anglais, les raisons perturbantes de communiquer en Anglais et les suggestions des étudiants concernant l'utilisation de la discussion sur Facebook. Le second questionnaire consiste à explorer les réponses de l'identité culturelle des étudiants via Facebook chat. Les résultats de l'étude révèlent que les étudiants d'Anglais, n'expriment pas leur identité culturelle en Anglais, même en discutant sur Facebook en dehors de la salle de classe. De plus, ils interprètent les sujets en fonction de la perception académique plutôt que de leurs propres aspects culturels pouvant inclure l'identité culturelle.

Mots-clés: Langue, Culture, Compétence Communicative, Médias Sociaux, Discussion sur Facebook, Identité Culturelle.