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Exploring the Influence of the English Language and its Culture
on EFL Students' Personality
The Case of Master 1 students of English and Economy at Echahid
Cheikh Larbi Tebessi University

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Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Dedication 1

To those who strive to make the world a better place.

Khedidja HAMDADOU

Dedication 2

I dedicate this humble study to:

Dear me, I thank me for believing in me, I am grateful for the way I have supported myself and
for being unstoppable strong girl

My king and the backbone of my life Dad, and the most amazing person on earth the queen of
my life Mom, I am indebted to you for all you have done for me, and there are no words to
express the gratitude I feel.

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Whoever loves me and draws a smile on my face

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List of Abbreviations

- **C:** big culture
- **c:** small culture
- **CFS:** Cultural Frame Switching
- **EFL:** English as a Foreign Language
- **EPQ:** Eysenck Personality Questionnaire
- **FFM:** the Five Factor Model
- **Id:** Identity
- **LGBT:** Lesbian Gay Bisexual Transgender
- **MANOVA:** Multivariate analysis of variance
- **MBTI:** Myers-Briggs type indicator
- **M1LS:** Master one Language sciences
- **OCEAN:** Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.
- **PDI:** Power Distance Index
- **SPSS:** Statistical Package of Social Sciences
- **UAI:** Uncertainty Avoidance Index

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PERSONALITY: THE CASE OF MASTER 1 STUDENTS OF
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Abstract

There is a significant global rise in the interest in learning the English language, extending beyond linguistic competence to encompass its cultural aspects. Hence, this treatise aims at exploring the impact of learning English as a foreign language on the personalities of Master one EFL Language Sciences students at Echahid Cheikh Larbi Tébessi University. This exploratory explanatory research seeks to explore whether exposure to English culture leads to changes in the personalities of these students, as well as to ascertain their preference for either English culture or their native culture. To address the research questions and assumptions, a mono-method approach was adopted, using quantitative data analysis technique. The research instruments employed in this study were a personality test and a questionnaire, both administered to a sample comprising 45 Master one students from the department of English. To further investigate the impact of English culture, an additional sample from the Economic Sciences department consisting of 40 Master one students was included, who only answered the personality test. The findings derived from this study indicate that English culture exerts a noticeable impact on the personalities of EFL students. Consequently, these learners exhibit a pronounced inclination toward favoring English culture over their native culture. Based on the comprehensive analysis of the research outcomes, this study proposes future recommendations for further exploration and understanding in this field.

Keywords: Language, English, Culture, Personality

General Introduction

Language and culture are closely intertwined. It is impossible to learn a language without being acquainted with its culture as language only makes sense within a cultural context. Therefore, learning a new language helps one become more appreciative of different cultures, and may even motivate them to adopt some of its aspects, which can lead to a change in the learner's personality.

1. Background of the Study

All human interaction with the world around us is based on language. Learning a foreign language entails not only developing linguistic proficiency but also recognizing its cultural aspects in order to become culturally aware, especially in today's globalized world. When learning a foreign language, humans deal with various concepts and distinct ways of thinking and living, that is why the study of its culture is necessary in addition to studying grammar rules and vocabulary.

Culture is reflected in language and language reflects culture. As both concepts are closely related and cannot be separated, Han (2010) regarded them as twins. Culture and language are closely linked, this is because culture plays a significant role in shaping communication dynamics, including the subject matter of conversations, and the manner in which communication unfolds. Additionally, culture influences the specific contexts in which certain messages are appropriate or inappropriate, noticeable or overlooked, and correctly or incorrectly interpreted. Various studies have concurred that acquiring a foreign language involves acquiring a new culture, highlighting the significant connection between language and culture (Jing, 2010).

Furthermore, learning a foreign language, such as English, is crucial for promoting awareness and enhancing cognitive development in individuals. The process of acquiring a new language brings evident changes in the learner's behavior, identity, thinking, and personality (Moeller and Catalano, 2015). It is important to note that language learning involves not only cultural immersion but also the integration of personality, as culture significantly influences an individual's personality. Personality and culture are mutually influential. Bock (2000) proposed that culture has a significant impact on the development of one's personality, as both biological and environmental factors contribute to the formation of personality, and culture is part of the environmental component.

2. Statement of the Problem

English, being a widely recognized global language, holds a prominent position in today's world, leading to the globalization of its culture. Since learning English proficiency necessitates familiarity with its culture, English as a Foreign Language (EFL) learners find themselves immersed in the culture of English speakers, potentially resulting in significant changes to their personalities. In our experience as EFL learners studying English at Echahid Cheikh Larbi Tébessi University, we have observed noticeable changes in our personalities compared to the period that preceded our English studies. Additionally, we have noticed a tendency among EFL learners in the department of English to imitate native English speakers and adopt their cultural practices while sometimes neglecting their cultural heritage. This imitation is reflected in their behavior, speech, attire, excessive use of English, and a higher tolerance for cross-gender friendships. Furthermore, studying the language and culture module in Master one program has provided valuable insights into how foreign cultures impact the personalities of language learners. Several studies (zitouni 2019; Ramírez-Esparza et al. 2006) have consistently proved that the personalities of EFL students undergo changes. In alignment with this existing research, the current study explores the influence of the English language and its culture on the personality

of the EFL learners of Master One Language Sciences (M1 LS) at the Department of Literature and English Language, at Echahid Cheikh Larbi Tébessi University during the academic year (2022/2023) as they are also subject to this phenomenon.

3. Research Questions

In the present study, two main questions are addressed:

1. To what extent do the English language and its culture influence the personality of the EFL learners?
2. Which culture do Master 1 EFL students at Echahid Cheikh Larbi Tébessi University prefer?

4. Research Assumptions

The following assumptions can be formulated based on the literature:

1. The exposure to English culture changes the EFL learners' personalities.
2. Master 1 EFL students at Echahid Cheikh Larbi Tébessi University prefer the English culture over their native culture.

5. Aim of the Study

Our research aims at exploring the impact of English language and its culture on the personality of Master one EFL learners at Echahid Cheikh Larbi Tébessi University. This overall aim is composed of the following objectives; to know the extent to which exposure to English culture changes EFL learners' personalities, and which culture the EFL learners prefer the most, their own culture or the English culture.

6. Methodology

The dissertation employed an exploratory explanatory research design to extensively examine the impact of the independent variable on the dependent variable. The rationale behind this choice was to conduct a comprehensive investigation. Furthermore, a mono-method approach was adopted to facilitate the conceptual and analytical integration of quantitative data. The data collection process involved utilizing a personality test and a questionnaire to gather a substantial amount of data and address a wide range of aspects. This study focuses on a target population comprising 45 of M1 LS students at the Department of Literature and English, Echahid Cheikh Larbi Tébéssi University. These students are expected to possess a proficient level of English language skills after four years of study. Moreover, they have acquired considerable familiarity with English culture, particularly through their engagement with the language and culture module. The entire target population was selected as the sample for the study, utilizing a non-probability purposive sampling technique. Additionally, an external comparison group of 40 Master One Banking and Monetary Economy students from the Economic Sciences department at Echahid Cheikh Larbi Tébéssi University was included, without implementing a specific sampling strategy.

7. Structure of the Dissertation

The present study aims to investigate the influence of English culture on Master One EFL students in the Language Sciences stream at Echahid Cheikh Larbi Tébéssi University. The research is divided into two main chapters: a theoretical chapter that is devoted to the literature review, and a practical chapter.

The theoretical chapter consists of two sections, each providing an overview of each variable. The first section focuses on language and culture, delving into various definitions, key characteristics of both notions, and the significance of the English language as a foreign language

in Algeria. The Cultural Dimensions Theory proposed by Hofstede is also explained, along with the concepts of intercultural, multicultural, and cross-cultural perspectives. The section further explores the relationship between language and culture. The second section of the theoretical chapter centers on personality. It discusses the definition, main theories, and models of personality. Additionally, it highlights the connection between culture and personality by discussing concepts such as culture shock, acculturation, assimilation, and the relationship between personality and foreign language learning.

Moving on to the practical chapter, it is divided into three sections. The first section outlines the research methodology, including the study design, population and sampling methods, description of research instruments, and data analysis procedures. The second section presents the collected data and their analysis. The last section provides a discussion of the research findings. Finally, the dissertation concludes with recommendations for further research as well as limitations of the study derived from the research findings.

1. Chapter One: An Overview of Language, Culture, and Personality

Introduction

Humans can communicate with each other by utilizing language, which is an essential aspect of what makes them unique from other species. English is the most widely used, and most powerful language in the world, thus its significance cannot be neglected or overlooked. Many people are interested in learning it due to its powerful status in various fields. Language and culture are two sides of the same coin that cannot be separated. Therefore, studying a language without knowing about its culture seems pointless and illogical. The significance of culture in the study of foreign languages is acknowledged by researchers, they highlight the close relationship between language and culture. Furthermore, culture and personality are both important aspects of learning a new language since culture affects learner's personality. Mahatma Gandhi said that “true education is total personality development”, in other words, education and learning shape and form the learner's personality in society.

This chapter, which is divided into two sections, provides an overview of the English language as an international language, and highlights the relationship between language and culture. Furthermore, it emphasizes the relationship between culture and personality.

1.1. Section One: Language and Culture: An Overview

Language forms the basis of all interaction with the world around us. In addition, it allows people to communicate with one another, and enables them to learn new things, share experiences and educate others. Learning a language is more than just studying grammar rules and vocabulary, it needs to learn its culture too. Language and culture are part and parcel, when studying languages, culture is essential because knowing cultural background assists in achieving language competency. In light of this interconnectedness between the two concepts, it is

important to review them both in this section so that differences between them can be clarified and common ground can be found.

1.1.1. Language

Language has an integral role in people's daily lives; they use it to accomplish a variety of tasks. It is an essential tool to interact with each other, share opinions and ideas, express emotions, and solve problems. Language is necessary to engage with the world on the personal and professional level.

1.1.1.1. Definition of Language. As stated in the Oxford dictionary, language refers to the system of human communication in a given country or region, spoken or written, which is characterized by a structured, conventional manner of using words. Similarly, The American Heritage dictionary defined language as a communicative process that expresses feelings and thoughts using a system of linguistic signs. This system is comprised of several elements, which can be combined in various ways to meet the needs of a nation, people, or society. The two dictionaries defined language as a process of communication that uses a set of linguistic signals to convey ideas and feelings. This system is composed of elements that may be put together in many ways to fit the requirements of people.

Linguistically speaking, several scholars attempted to provide significant definitions of language. De Saussure was the first to define language; he emphasized its systematic aspect by stating that language is a structure and a working whole in which many elements are determined by one another (De Saussure, 1983). This means, language is determined by a number of factors that influence its structure and function. Chomsky's definition of language is compatible with his mental perspective; he defined language as a limited number of elements which are integrated to construct an infinite set of sentences. Simply said, sentences are considered to be the building

blocks of language; they can be limited or unlimited and contain only minor components. (Chomsky 2002).

The previous scholars traditionally defined language as a system of communication consisting of linguistic signs and rules that connect them into sentences and neglected the social function of the language. However, Bloch and Trager (1942) believed that “language is a system of arbitrary vocal symbols by means of which a social group cooperates” (p. 5). In other words, language can be described as a system of symbols and sounds that people use to communicate. This system of sounds is considered as the form of language which has a symbolic function. Numerous scholars who are engaged in cultural studies defined language from a different perspective. In this context, they believed that language embodies, expresses, and reflects cultural reality. Sapir (1921), for instance, claimed that language is essential to culture and thought, as individuals would be unable to communicate their ideas or express their cultural beliefs and values without using it. He said that “Language is a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols” (p. 7). Language is therefore a human attribute; non-humans are unable to produce any language. Besides being human-specific, language is not instinctive, so it is acquired through exposure to environment.

Furthermore, Rovira (2008) described language as a mean of transmitting and expressing culture and values, language is the tool that is used to conserve and preserve the culture by transferring it from one generation to another. Indeed, “Without language and other symbolic systems, the habits, beliefs, institutions, and monuments that we call culture would be just observable realities, not cultural phenomena” (Kramsch, 2013, p. 62).

1.1.1.2. Characteristics of Language. It is important to recognize that linguistic universals apply to all languages (Fromkin & Rodman, 1988). In this regard, all languages possess the capability of conveying any idea, and the vocabulary of any language can be expanded to encompass new words for various concepts. Shohamy (2007) further described language as "open, dynamic, energetic, constantly evolving, and personal" (p. 5). It must be recognized, therefore, that language has some distinctive characteristics. The following are some of these characteristics:

To begin with, language is dynamic; Baca and Cervantes (1998) claimed that language meaning and usage can vary from individual to individual depending on the context. In addition, language is constantly evolving, both in terms of individual languages and as an overall concept. Moreover, language is systemic, it is a system of static and structured elements according to rules, rather than arbitrarily. The language system comprises of multiple subsystems which vary from one language to another, the language subsystem comprises of phonology, morphology, syntax, and lexicon. Due to this fact, language is viewed as both unique and universal, possessing unique features not found in other languages and universal characteristics that are shared by all languages (Chaer, 1995, as cited in Rabiah, 2018). Furthermore, symbols are the primary means of communication in the language system that can be used either verbally or nonverbally. Together, these symbols form language codes, which are understood and evolving sets of symbols that facilitate classification, comprehension, and creation of meaning (Leeds-Hurwitz, 1993). Having an accurate understanding of these symbols is essential to the clarity of a language.

Language is social and cultural, it exists in society; it is the tool of creating and developing culture as well as forming human interactions. Language is a powerful means to uncover the complexities of social life. When used in communication, it integrates with its

culture, implying a strong connection between the language spoken by a certain social group and its collective identity (Rabiah, 2018).

1.1.1.3. The Power of Language. In research on the power of language, it is believed that language influences people's personalities. It directs their perceptual attention to various aspects of themselves and the world, influencing how they perceive, think, and behave (Chen et al., 2013). Language possesses its own power; according to Ng and Deng (2017) "language has power of its own. This power allows a language to maintain the power behind it, unite or divide a nation, and create influence" (p. 4). Language as a form of communication has the power to express and instill an idea in the minds of an audience. But, fundamentally, the power of language is much greater. In spite of its apparent simplicity, language can be used to communicate an idea as well as to convey a counter idea. Well in fact, the power of language lies precisely here, as every idea, regardless of its dominance, must be countered, criticized, or questioned, and language is the means through which this can always be achieved ("The Power of Language," n.d). Simply put, language possesses the potential for producing tremendous influence; it is used to exert control over others. People can be very persuasive with their words; those who wish to gain influential power may use language to preserve authority or to convince others. Fairclough (1989) claimed that language is a powerful tool that is used by individuals to preserve and generate power in society, noting that the language used typically reflects the power dynamics that exist in that society.

There is a field of research called "World Englishes" that is concerned with the power of English language. Globally, English is regarded as an international lingua franca. As a result, it has become an essential medium for international communication between non-native English speaking nations.

Nowadays, English is recognized as one of the most important languages of the globalized communication system; Phillipson (2009) referred to this phenomenon as “linguistic imperialism”, which means the transfer of English to become the dominant language in the world, and this transfer is considered a sign of power. It is incontestable that English is now the most influential language around the world since it is used in global institutions and organizations, business, academia, trade, media, and entertainment, as well as being the predominant language on the internet for conveying information (British Council, n.d.).

According to Kaharuddin (2019), English has been a powerful tool to direct and influence people all over the world to learn and use it for all forms of communication in every aspect of their lives. However, it has been noted that learning English is closely related to people's job prospects. As a result, English native speakers can now apply for jobs abroad without learning the language and may benefit from a competitive advantage in the job market where English proficiency is required. Due to this, English becomes the language of choice in the rest of the world, whose widespread use maintains its supremacy among languages (British Council, n.d.).

Reddy (2016) claimed that it is essential in the present time to learn English since it is the era of scientific growth and mechanical mindset, which uses the English language to express its subject. English is believed to be a way to gain advance understanding, as it is the driving force for many nations in the developing world.

1.1.1.4. Learning English as a Foreign Language. Foreign language learning and teaching is the act of teaching or learning a foreign language in educational institutions of a particular country, but that is not used regularly by natives for communication (Moeller & Catalano, 2015). Additionally, Moeller and Catalano asserted that learning a foreign language involves learners to interact with others in their native language and to participate in cultural activities. In this sense, learning another language offers learners the opportunity to gain a greater

understanding of those around them, and may grant an appreciation for the culture of the language they are learning.

Due to globalization, English is now the most widely used language for education and as a means of international communication. Broughton et al. (1978) stated that English as a foreign language is learned frequently in educational institutions in many countries, yet it does not play a vital role in the life of the nation or society. Apparently, learning English helps to acquire practical life skills that necessitate various techniques. It can assist in the growth of significant capabilities such as reading, writing, and listening. As an outcome of this, people will be able to make progress in other aspects and become better at reading and thinking (Mahu, 2012). That is to say, studying English language has a noticeable positive effect on cognitive development and other life skills. Putra (2020) added that it is essential to learn English nowadays because it is the common language which enables individuals from different countries to interact together.

1.1.1.5. The Status of English Language in Algeria. As mentioned previously, the importance of English as a foreign language can be seen at the national and international levels. In Algeria, English is one of the languages used as a foreign language. In the current classification system, English is considered as a second foreign language after French (Benrabah, 2005, 2013, 2014). Eventually, Algerians are making efforts to replace French; the language of the colonizer, with English; the language of modern life. Numerous citizens attempted to announce their desire for English to replace French through posters during Elhirakin which is a series of weekly demonstrations that took place in Algeria from 2019 to 2021 calling for political, economic and social reforms. Furthermore, two years ago some Algerian channels started broadcasting the news in English for the first time ever like CanaleAlgerie, and AL24News. Additionally, several other channels broadcast shows in English such as EchoroukTV, and El Djazair N1.

In society today, English is becoming more popular and is used in a variety of sectors, including business, education, and innovation (Belmihoub, 2018). The situation in Algeria has recently been progressing towards a greater openness to English language instruction. In 1993, English was added as a first foreign language option, but many families still chose French over English when it came to teaching in the fourth grade of elementary school. After that, English as a second language is introduced to first-year middle school students and continues for seven years, four at the middle school level and three at the high school level (Benrabah, 2007a, 2007b, 2013, 2014, Mostari, 2009, Belmihoub, 2018).

As part of President Abdelmadjid Tebboune's announcement, made during the summer break of 2022, English would be incorporated into the curriculum of primary schools in September 2022. English as a second foreign language will be taught to Algerian students on September 21, 2022, when they return to primary school during their third year (Boukhlef, 2022). These days, Algerians seem to be learning more about English's value across the world. Also, many Algerians are aware of the value of English since they have developed a bond with it by watching English movies and listening to English music. Consequently, English terminology is starting to become more prevalent among Algerian speakers (Kadem, 2015).

1.1.2. Culture

Culture is a lifestyle, it is the direct product of how humans think and act. Culture has a significant role because it contributes to the sense of existence and encompasses every aspect of daily life, even unconsciously.

1.1.2.1. Definition of Culture. Culture has been defined in a variety of ways due to its complex nature. Anthropologists, ethnographers, sociologists, and linguists have all shown an interest in studying culture. However, each defines it from a different perspective. From the perspective of anthropology, culture can be defined as a way of life for an individual or group of

individuals. Edward Burnett Taylor, an English Anthropologist, initially proposed the classical definition of culture, which was characterized as the “complex whole comprising of knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits that humans acquire as members of a society” (Tylor, 1871, p.1). Simply put, this definition of culture was used to explain the social activities of a certain group of people. Quite similarly, Geertz (1973) viewed culture as a set of shared meanings and symbols that are passed through history and used to communicate and understand life. This involves knowledge that is both inherited and learned, and is demonstrated through customs, traditions, norms, and societal regulations that individuals must follow. In this vein, Culture is regarded as a collective phenomenon since it is shared and learned in the same milieu. It is a set of unwritten norms that guide individuals’ behaviors. Essentially, culture is a collective mental programming that differentiates members of one group from others (Hofstede et al., 2010).

Sociologists have developed an interest in the social aspect of culture, stating that culture and society are profoundly interconnected; the way in which social relationships influence culture and how culture impacts interactions and social structures. Simmel (1971), for instance, defined culture as the process of cultivating individuals through the use of external factors that have been objectified over time. Following the same line of thought, Triandis (1994) claimed that “Culture is to society what memory is to individuals” (p.1). Culture, accordingly, involves traditions of sharing what has worked successfully in the past. Additionally, it shows how people perceive the world around them and themselves, and it also deals with their unstated assumptions about the environment and how people should behave.

According to Brown (2000), culture is way of life; it is the set of beliefs, traditions, aptitudes, arts, and tools which distinguish individuals in a particular era. In this sense, Culture is understood as a shared association within a discourse community that carries a shared history, environment, and imaginings, even when its members are no longer part of that community. This

can be maintained by the members, no matter their location, that uphold a common set of values for interpreting, believing, evaluating, and behaving (Kramsch & Widdowson, 1998). Hence, as mentioned above, culture can be defined in various ways from a variety of perspectives. For Kroeber and Kluckhohn (1952), culture is regarded as patterns of behavior, explicit and implicit, which are unique to specific human groups and transmitted to them through symbols; these patterns are expressed in artifacts. Culture is primarily composed of traditional ideas and the values associated with them.

Peterson (2004) divided culture into two types: the big "C" and the small "c". According to Peterson, small "c" culture is a sort of culture that focuses on ordinary or minor themes; this type of culture is the deeper, invisible side of culture that includes the daily components of life. It covers themes including preferences, points of view, usage of space, body language, food, fashion, hobbies, music, current events, and specific knowledge like trivia and other facts. The big "C" culture, which opposes the visible and formal culture, is therefore a representation of a society's fundamental values, attitudes, and beliefs as well as its norms, legal underpinnings, assumptions, history, and cognitive processes. It comprises presidents or other political figures, architecture, geography, classical literature, and music.

1.1.2.2. Characteristics of Culture. In light of the definitions presented previously, it is apparent that culture has a variety of distinctive characteristics. To begin with, culture is learned; culture is not biologically inherited or innate. Instead, it is learned via interactions between people. In the same manner as other disciplines, culture can also be taught to people. In this respect, Ali et al. (2015) stated that "culture cannot be a biological phenomenon but a learned pattern of social behavior to be followed" (p.2). Moreover, some scholars considered culture as a process of social integration. Specifically, Kroeber and Kluckhohn (1952) claimed that the components of a particular culture often come integrated to form a unified whole as one product of the adaptation process. The complex system of culture, which is represented by language,

religion, family, education, customs, marriage, and family, unites and connects a specific set of individuals within each culture.

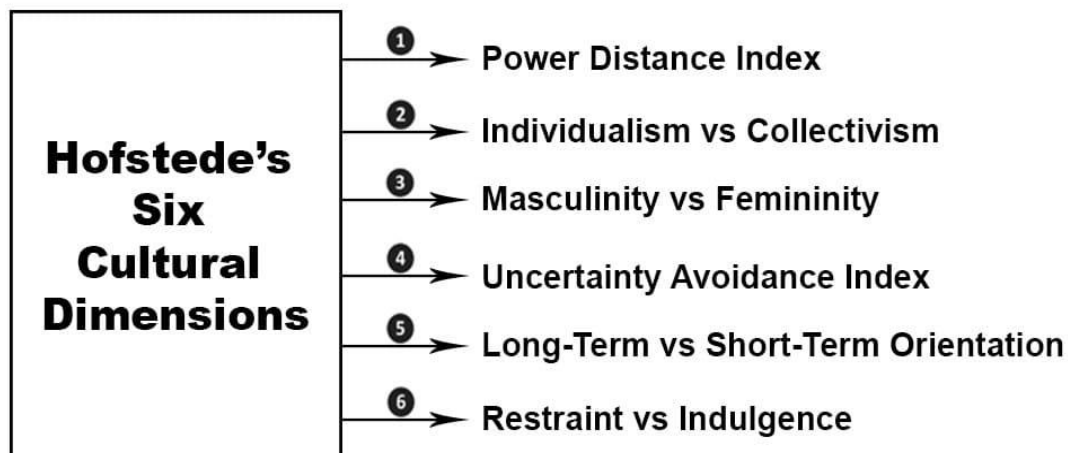
Furthermore, culture is transmitted; the acquisition of cultural knowledge and practices is a process through which individuals learn from one another. Traditionally, it is transmitted from generation to generation and is what makes each society unique. Culture can be defined as the accumulation of individual experiences transmitted from one generation to the next or as a mode of activities that distinguishes individuals from one society to another (Ali et al., 2015). House et al. (2004) consider culture as a set of shared aspects of collectives that give each collective a distinct identity. In this context, sharing cultural markers refers to motivations, principles, beliefs, identities, and interpretations of significant events derived from common experiences of members of a given group across generations (House et al., 2004).

Culture is dynamic; Corbett (2003) asserted that people must always be conscious of the fact that any group's norms, values, behaviors, and language are dynamic and not static. Culture is evolving in both subtle and notable ways, and cultural patterns shift from generation to generation; people frequently introduce new traditions, languages, and works of art. Additionally, people may decide to neglect or forget a certain idea until it is vanished from that culture. In general, culture can be characterized as a collection of symbolic knowledge distributed among members of a society. With this idea in mind, Cultural Intelligence for Leaders (2012) stated that symbols within cultural systems have both verbal and nonverbal forms and have a special ability to connect people in a given society. In simple words, Individuals learn the cultural aspects of their society through symbols. For this, symbols represent or signify different concepts, objects, ideas, and these symbols are utilized to transmit on cultural practices from one generation to another.

1.1.2.3. Hofstede's Cultural Dimensions Theory. Geert Hofstede developed the Cultural Dimensions Theory in 1980 as part of a study to measure the variations in cultures between countries. It has been a useful system to comprehend cultural differences among nations. According to Hofstede (1980), there are four major cultural dimensions: power distance, uncertainty avoidance, masculinity/femininity, and individualism/collectivism. In a subsequent study, Hofstede introduced a fifth dimension, long-term orientation/short-term orientation, to address aspects of values not included in the original paradigm. An additional dimension, indulgence/restraint, was added to Hofstede's theory in 2010. This is illustrated as follows:

Figure 1

Hofstede's six Dimensions of Culture



Note. From “*Hofstede's Cultural Dimensions: Explanation, Limitation, and Examples*”, by F. Usmani, 2022, <https://parsadi.com/hofstedes-cultural-dimensions/>

The figure presented above is a cultural framework developed by Geert Hofstede which illustrates the six dimensions models to measure differences in culture cross-countries.

1.1.2.3.1. Power Distance Index (PDI). PDI dimension can be described according to Hofstede (1997) as the degree to which members of institutions and organizations in a nation tolerate the unequal distribution of power. High power distance and low power distance are the two categories. On the one hand, in high power distance societies; hierarchy is significant as individuals in higher positions are thought to have authority over everyone else. In line with the working relationship between an employee and their manager, it is assumed that subordinates would blindly obey their superiors. On the other hand, low power distance societies; everyone is equal and there is no huge gap between the high and the low power holders. Everyone is free to communicate and share ideas. The decision making power is shared and people are allowed to question the decisions made by the authorities. It is like the relationship between colleagues in an organization (Hofstede, 2011).

1.1.2.3.2. Individualism Versus Collectivism. Individualism vs. collectivism dimension describes the extent to which societies are incorporated into groups, as well as how they perceive their responsibilities and reliance on them. The individualistic culture is frequently referred to as loose and complex since people are expected to take care of themselves and their immediate family. Comparatively speaking, the collectivist culture tends to be tight and simple since people are incorporated into powerful, homogeneous groups, frequently extended families that take care of them in exchange for allegiance and standing opposition to other groups (Hofstede, 2011).

1.1.2.3.3. Masculinity Versus Femininity. In this dimension, Hofstede (2011) classified societies based on the dominant role of each gender, which, in turn, reveals the values of both genders in that society. In a masculine society, the social role of a man differs from that of a woman; men's social values are based on assertiveness and competition. It is clear that such cultures exhibit a disparity between the two genders' values; men dominate society and have the authority to make orders and expect women to obey because they are the weaker members who were charged with serving chores and caring for husbands and children. However, in a feminine

society, women are valued equally with men; they possess modest and caring values and share equal division of responsibilities. More social positions can overlap between both genders in feminine societies, they made several changes in social values, through which men began to allow women to control the means of production and assume leadership (Hofstede, 2011).

1.1.2.3.4. Uncertainty Avoidance Index (UAI). According to Hofstede (2011), UAI is primarily concerned with the social “tolerance of ambiguity” (p.10) and vagueness. In other words, it demonstrates the extent to which a culture is geared toward making its citizens to feel uncomfortable or comfortable when they encounter “unstructured situations” (p.10). Cultures that seek to avoid uncertainty reduce the possibility of such events by imposing strict behavioral regulations, compliance with laws and rules, rejecting of unconventional opinions, and holding fast to the idea of the ultimate truth. In addition, several studies demonstrated that individuals in uncertainty-avoiding culture tend to be more sensitive and driven by their own nervous energy. Alternatively, cultures accepting uncertainty are more permissive of opinions that differ from their own; they try to limit the number of rules and on a philosophical and religious level, they practice empiricist, relativist thinking and encourage a diversity of opinions to be expressed. There is a greater tendency for individuals in such cultures to be phlegmatic and introspective, and they are not expected to express their feelings through their surroundings (Hofstede, 2011).

1.1.2.3.5. Long- Versus Short-Term Orientation. According to Hofstede (2011), people in this dimension are defined in light of their orientations in their lives and the connections and relationships between the past and the present and future. This dimension defines individuals regarding their life orientations and how the past connects and relates to present and future challenges. Cultures with long-term orientation show that traditions are preserved and appreciated, and that loyalty is respected. Future improvement is emphasized, and short-term success is postponed to achieve long-term success. The emphasis is on long-term development, endurance, and perseverance. Cultures with short-term orientations frequently emphasize

consistency and honesty. People place a focus on delivering short-term success and weighing the present rather than the future. They believe that because life is brief, it is best to get the most out of it. Quick achievements are their main priority (Hofstede, 2011).

1.1.2.3.6. Indulgence Versus Restraint. In 2010, Hofstede added a sixth dimension which is indulgence versus restraint. It deals with concepts that the rest of the five dimensions do not address. It assesses how likely society is to achieve its goals. Indulgence refers to a culture that permits the satisfaction of fundamental human needs connected to having pleasure and living a good life relatively freely. The unfettered expression of a person's feelings and motivations is made possible by nations. The culture emphasizes mentorship, teaching, and review while valuing discussion and argument in gatherings and encouraging healthy work-life stability. The concept of restraint refers to a society that strictly enforces social standards to restrict and manage the satisfaction of demands. Societies place a premium on restraining desire. Rigid social rules and stricter restrictions on people's conduct are in place. Individuals ignore making jokes and having fun during unstructured sessions because they are competent (Hofstede, 2011).

1.1.2.4. Intercultural, Multicultural, Cross-Cultural. Culture is an important element of people's lives. It helps people adjust to their environment, and enhances the quality of life by influencing perspectives, values, beliefs, attitudes, and hopes. With the development of technology, modern means of communication have expanded the interaction of cultures between nations which resulted in the emergence of the notions of intercultural, multicultural, and cross-cultural.

Interculturality occurs when multiple cultures coexist in one society. In this context, Kramsch (1998) claimed that “intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nation-states. They are predicated on the equivalence of one nation-one culture-one language” (p.81). In other words, this notion occurs when two

cultures or two languages come together within the same nation. Intercultural communication may also take place within the region of the same national language between individuals from various ethnic, social, and gendered cultures. Moreover, intercultural communities are those in which all cultures are deeply understood and respected. Everyone in such society learns from one another and develops together, thus the aim is sharing ideas and cultural norms as well as growing deep connections (Kramersch, 1998).

The concept of multicultural refers to the existence of individuals from different racial, ethnic, and cultural backgrounds in the same place without engaging in deep conversations. Bloor (2010) stated that multicultural helps people feel “at ease with the rich tapestry of human life and the desire amongst people to express their own identity in the manner they see fit” (p. 272). Simply put, the multicultural society is comfortable with the diversity of human life and allows individuals to exhibit their own identity in the way they choose. The multicultural notion refers to the idea that in a particular community, there are multiple cultures and multiple languages, yet there is relatively little interaction between the groups which remain largely disconnect. A multicultural society avoids elevating any ethnic, religious, or cultural community as a key position and instead emphasizes how members of the community behave (Bloor, 2010).

For cross-cultural, there is a tendency for the notion to be confused with intercultural, but they are not interchangeable; cross-cultural is concerned with comparative studies between two or more different cultures. According to Allen (2017), cross-cultural is an activity that involves the exchange of ideas among people with various cultural origins, so that differences can be recognized and understood as sources of change in individuals but not in groups. The dominant culture is therefore considered the norm, while all other cultures are either compared or contrasted with it.

1.1.3. The Relationship Between Language and Culture

Understanding the connection between language and culture is important. In general, language and culture have an interconnected and inseparable symbolic relationship where each is dependent on the other and each influences the other. As a result, language and culture are inextricably linked since language is a means for expressing cultural reality. Language and culture, according to many scholars, are intricately intertwined. Notably, Edward Sapir was influenced by his teacher Boas who saw language as analogous to culture; he was the first to explicitly demonstrate that language and culture are intertwined. Sapir (1921) stated that “language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives” (p.206). In addition, Kroeber (1923) said that language and culture have kept growing together, which means the enrichment of one is linked to the advancement of the other. Thus, language is a symbol of cultural reality. Furthermore, Malinowski (1935) pointed out that trying to examine language outside of its cultural context is pointless.

Moreover, the Sapir-Whorf hypothesis, often known as the linguistic relativity hypothesis, examines the relationship between language and culture. Benjamin Lee Whorf developed and enlarged the theory, which was based on Edward Sapir's linguistic approach. In reality, this theory contends that a language shapes and clarifies the thoughts and perceptions of its speakers. This is true in the sense that no language can exist independently of the culture in which it is used, and that no culture can exist without a common, standard language serving as its foundation (Sapir, 1921). This idea was named the "linguistic relativity principle" by Whorf himself (1956). As a result, the Sapir-Whorf hypothesis is a theory explaining how language and culture are linked. This hypothesis is based on the principle that each individual views the world from the perspective of his native language. In a similar way, human comprehension cannot be derived from anything other than the semantic and structural capabilities of the language (Whorf, 1956).

Several scholars have studied the relationship between language and culture since 1990. Kramsch (1998) provided an intriguing explanation of the relationship between language and culture, asserting that language reflects, integrates, and symbolizes cultural reality. Brown (2000) asserted that language and culture are closely interconnected, a language is a component of culture and culture is a part of a language; he viewed that the two are closely entwined and separating them would diminish the importance of both. To put it in another way, language and culture are inseparable and they are not able to exist without one another. For that reason, language and culture are two components of the same entity and they mirror each other. As has already been stated, culture is a set of attitudes, values, and behaviors that are transmitted from one generation to the next, and language is used as a tool for this transmission between generations, therefore this transfer would not be possible without language. Jing (2010) argued that language and culture are strongly related since both are essential components of human life for interacting. In this regard, Mohamoud (2015) proposed that the language of a society is a reflection of its culture, and that culture and its modifications also have an impact on the language.

Having an understanding of how language and culture are intertwined is fundamental to the learning process of a foreign language. Lange et al. (1998) believed that culture is the basis of language learning and acquisition. As language learners enter a foreign language class, it is necessary for them to be open to comprehending how the context of a situation can affect what is communicated and the manner in which it is expressed. It is difficult to acquire a language by only learning its form without learning its content when a language is regarded as a system of symbols, which are elements of both form and meaning. Furthermore, due to the fact that language is a cultural construct, any proper instruction in a foreign language must integrate a study of that culture (Doye, 1996, as cited in Risager, 2006). A similar position is held by Scarino and Liddicoat (2009) who maintained that in the process of learning a foreign language,

the culture of the learner and the culture in which knowledge is formed or conveyed impact how meaning may be received. The mother tongue and the culture of the learner, and the target culture and language are concurrently available and may be used.

1.2. Section Two: Personality

One of the key topics studied in the fields of psychology, sociology, and anthropology is personality. Scholars have always been interested in personality because of its dynamic nature. Several academics have defined the notion in a variety of ways. Throughout the early part of the 20th century, the culture and personality theory was at the center of anthropology. It looked at how personality and cultural factors interacted. A person's personality is determined by a variety of factors, which are the focus of this section. It reveals the models and theories that explore and build people's personalities. Also, the focus of this section is on examining how culture has proven to play a significant role in the development of personality.

1.2.1. Definition of Personality

Briefly, the term personality refers to a group of characteristics that are distinctive from one individual to another. In this regard, Pervin and John (2001) said that the concept of personality refers to those features of a person that determine his or her consistent patterns of feelings, thoughts, and behaviors. Personality reflects the combination of individuals' "physical, mental, emotional, and social characteristics" (p.2) that creates their unique nature (Manoharan, 2008). Additionally, Dörnyei (2005) claimed that if everyone was the same, it would be simpler to summarize and generalize about the human species in meaningful ways. Nonetheless, it is undeniable that no two people are identical, and people definitely differ from one another. In this vein, Pervin and John (2001) succinctly characterized these variations by stating that, in some respects, humans are the same regardless of their surroundings and in some respects, and they can also differ according to the context.

In order to understand an individual's personality, it is necessary to know their viewpoint regarding a particular topic or observe the way they behave in specific situations. This indicates that such a person has a distinct personality from the others. Having a good understanding of an individual's personality can provide insight into their reaction to particular situations and feelings (Costa & McCrae, 1992). Furthermore, Sepehri et al. (2013) agreed that “while learners are different, everyone has a value, and special strengths and qualities, and that everyone should be treated with care and respect” (p.1). In this quote, the researchers asserted that learners are instinctively different and they are characterized by certain features and firmness indicating that each individual should be valued and respected. Norton (1997) represented personality as a constant dealing with emotions through time and place during the learning process. In other words, personality and emotions interact together inside an individual during learning, and each one influences the other (Sepehri et al., 2013). In a nutshell, personality as an instinctive human nature is affected by the surrounding i.e. personality is the adaptation of each single behavior to the world we live in.

1.2.2. Theories of Personality

Personality has been researched since Hippocrates, almost 2,000 years ago. More contemporary theories of personality, such as Freud's psychodynamic approach, claimed that personality develops through early childhood events (Freud, 1923). In response to the psychodynamic viewpoint, other perspectives arose, such as the humanistic, and the social-cognitive perspectives.

1.2.2.1. The Psychodynamic Theory. In this theory, Freud (1923) explained that personality refers to the unconscious which in turn is affected by the group of the experiences individuals encounter during childhood; in addition to aggressiveness and sex. Moreover, neo-Freudians, who are the followers of Freud, share the same opinion about personality; however,

they shifted their interest from sex to the impact of physical energy, culture, and society in shaping one's personality. Hence, this theory witnessed a great fame in the first half of the 20th century (Kathryn Dumper, n.d.).

Freud (1923) extended his theory and claimed that the human mind is just like an iceberg which is divided into two parts: one tenth of it reflects the experiences found in the conscious, and the other part represents the mental processes an individual performs unconsciously, where he added that inappropriate wishes are repressed in this part. Therefore, our personality struggles three mental parts called id, ego, and superego which we are going to explain in the models' part (Freud, 1923).

1.2.2.2. The Humanistic Theory. The humanistic theory came into being to clarify that humans are innovative and have fruitful behaviors in their society, as a reaction to the theory that treats humans as passive performers who rely just on the environment to act. The humanistic theorists argued that psychoanalytic, behaviorist, and other viewpoints failed to acknowledge the richness and significance of human experience as well as the natural ability for self-directed transformation and the power to modify one's own experiences. The humanistic viewpoint emphasizes the growth of healthy individuals (Kathryn Dumper, n.d.).

The humanist Abraham Maslow investigated individuals he viewed as being in good health, innovative, and industrious. Maslow (1950, 1970) discovered that these people have traits in common, including being tolerant of themselves, creative, innovative, caring, impulsive, and compassionate. He explained through his hierarchy of needs theory that humans need self-fulfillment or what is called self-actualization. Maslow's theory postulates that everyone has a similar set of requirements and that these requirements must be satisfied according to a particular order. (Maslow, 1950, 1970)

The humanistic theorist Carl Rogers (1980) studied personality from another point of view, he emphasized on the notions that are going on inside the mind, an individual's view of himself, and his view of the world, if it is a pessimistic view or an optimistic view. In addition, the latter grouped the self into two groups: the ideal self and the real self. The real self is who you are; and the ideal self is who you want you might be. Rogers emphasized the requirement for consistency between these two selves. When our beliefs about our ideal self and real self are quite similar, individuals feel congruence. High congruence promotes a positive sense of self and a balanced, successful existence. Hence, Rogers added that the positive compliments or being praised are effective in evolving one's personality and change one's view of himself to a positive way. Contrary to this, ignoring people around us and failing to provide them with the necessary care, they will encounter difficulties in understanding themselves. Intriguingly, humanistic theorists like Rogers agreed that individuals should grow healthy via supporting them and not ignoring them (Rogers, 1980).

1.2.2.3. The Social- Cognitive Theory. This theory is the work of the cognitivist Albert Bandura (1990) who believed in the role of the mind and the mental processes in developing personality. In fact, he was against the behaviorist theory, and he criticized it saying that using cognition to think, observe, and analyze is highly crucial since it reformulates the main elements of learning. Bandura introduced a social cognitive theory that reflects the impact of the environment and cognition on personality. Thus, there are three principles of this theory which are observational learning, self- efficacy, and reciprocal determinism (Bandura, 1990).

Observational learning according to Bandura (1990) refers to noticing people behavior around us and imitating them because we learn based on what we daily observe. In addition, Bandura claimed that people via the observational theory are not restricted with imitating even the behavior of their models when they are punished or reinforced. Indeed, this theory assists

individuals to learn how to differentiate between the right and the wrong doings, what is accurate, and what is inaccurate.

For self-efficacy, Bandura (1995) explained the self-efficacy as how individuals determine their level of confidence and its relationship with achieving their goals. In self-efficacy, people perceive their goals as positive challenges that must be perfective and fulfilled; hence, this is called high self-efficacy. However, low self-efficacy restrains people, and makes them hate challenges since they do not believe in their abilities and are afraid of failure. Bandura then, clarified that feeling with high self-efficacy and low self-efficacy depends on different situations.

For Reciprocal determinism, Bandura (1990) proposed that the cognitive processes are the key driver of one's behavior together with the context. Mainly, the cognitive processes represent the previous experiences an individual learned, all the predictions, the beliefs, and personality traits. Behavior refers to whatever people do that might result in reward or punishment. In addition, the environment or circumstance, which may include rewarding or punishing stimuli, is referred to as the context where the behavior happens.

1.2.3. Models of Personality

In order to understand one's personality, researchers tried to classify each personality according to various types. Researchers then, devoted their time to study personality development in relation to personality features. Atalah (2009) explained personality features as those distinctive traits which have a great impact on the behaviors and the notions of individuals which make them different from each other. Accordingly, many models of studying personality came into being, and the most prominent ones which are: Four Humors Model, Sigmund Freud Model, Eysenck Model, and The Big Five Personality Model are explained as follows:

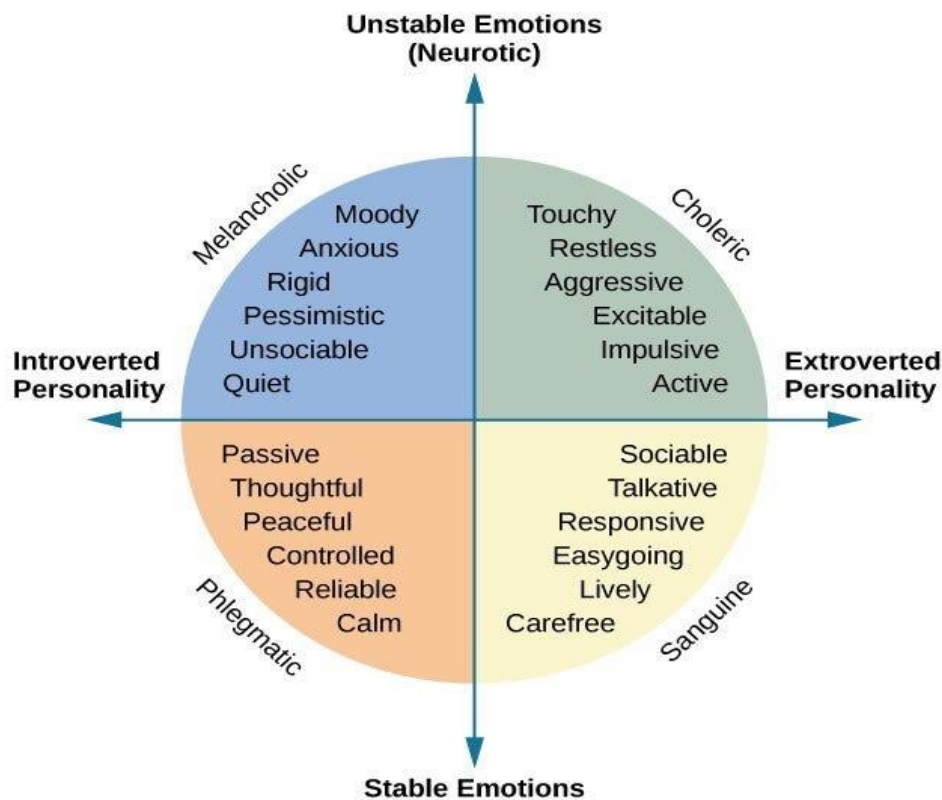
1.2.3.1. Four Humors Model. This model is the first personality traits model, established by Hippocrates and Galen (ca.460_377) (AD 130_200) (Stelmack & Stalikas, 1991). First of all, Hippocrates introduced the idea that an individual's personality focuses on four unrelated temperaments: Melancholic, Choleric, Phlegmatic, and Sanguine. Later on, Galen developed Hippocrates theory, in which he inserted a body fluid to every temperament: yellow and black bile, mucus, and blood. Furthermore, Galen shifted from humors to four temperamental concepts which are choleric that is towards wrath, sanguine with trust and optimism, phlegmatic towards stolid quiet, and melancholic with low mood. Due to the theory fame, it had been used in medicine; however, it was rejected despite its importance because the quick growth of scientific research enabled the discovery of the activities of the circulatory, respiratory, and digestive systems (Bloom et al., 1999).

1.2.3.2. Sigmund Freud Model. Freud (1923) established additional and distinctive theories focusing on many aspects like repression. He mainly divided the mind into id, ego, and superego. Since birth, the id contains the most primal drives or urges which directs hunger, thirst, and sex. Freud thought that the id functions according to what he called the “pleasure principle”, for him the id represents the impulsive part of the psyche that produces actions regardless of the consequences. The logical aspect of our personality is known as the ego. It is a component of our personality that is visible to others and is what Freud thought to be the self. It functions according to what he named the “reality principle”, balancing the superego and the id's desires in the context of reality. A person with a strong ego who can balance the needs of the id and the superego has a healthy personality. The ego and superego grow as a result of socializing with parents and other members of the child's surroundings and aid in controlling the id. The superego grows when a child engages in social interactions and learns the societal norms. The superego represents our conscience; it is related to the norms of the world that dictates us to think about moral values, feel guilty, pursue perfection, and evaluate our own actions (Freud, 1923).

1.2.3.3. Eysenck Model. Eysenck (1965) studied personality mathematically and genetically, his model is based on factor analysis which comprises a number of adjectives which were used later as a test of personality called Eysenck personality questionnaire (EPQ). Hence, this model explains that one's personality is inheritably exists (Zuckerman et al., 1993). As an extension to this model, Eysenck divided personality into two dimensions: extroversion/introversion and neuroticism; these two factors can be used to divide people into four quadrants, which have been compared to the four temperaments described by the Greeks: melancholic, choleric, phlegmatic, and sanguine. Eysenck classified personality via giving a score to each personality; as an instance to this, if an individual performs bashfully, he or she will get a low score comparing to extroverts (Eysenck, 1965). The main elements of Eysenck's model are represented in figure 2.

Figure 2

Eysenck's Personality Model



Note. From “Medium”, by J. Bhushan, 2019, <https://medium.com/>

Figure 2 describes those who score high in extroversion trait are generally seen as sociable, outgoing, and eager to interact with others, whereas those who score high in introversion trait tend to prefer to be alone, engage in solitary activities, and limit their interactions with other people. For those high in neuroticism, they are more likely to be anxious and have an overactive sympathetic nervous system, meaning they can respond even in low stress situations. In comparison, those high in stability need more stimulation to trigger the same response, and are typically more emotionally stable.

1.2.3.4. The Big Five Personality Model. The big five personality traits are often known as the five-factor model (FFM). This model is used to categorize personality features. It was developed by Costa and McCrae (1992) and is known by the acronym OCEAN, which refers to Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each of these characteristics includes two levels; high and low levels, or two extremes. The first dimension is openness, which entails innovation in the arts and sciences, diverse thinking, novelty, and a profound feeling of surprise and sophistication. Moreover, the greatest level of cognition is involved (Barrick & Mount, 2001; Erdheim et al., 2006). High scorers exhibit traits like imagination, curiosity, flexibility, creativity, and a passion for art and innovation. In addition, they are unique, daring, reflective, and unconventional. Low scorers, on the other hand, are traditional, indifferent, grounded, realistic, and conservative (Costa & McCrae, 1995).

The second dimension is conscientiousness, which is related to responsibility, diligence, persistence, attention, and a success-oriented mindset (Barrick & Mount, 2001; Erdheim et al., 2006). High scores are focused on achievement and are resolute, aggressive, analytical, careful, successful, disciplined, trustworthy, hardworking, persistent, and self-disciplined. Others with low scores, as opposed to those with high scores, are unreliable, persistently late, thoughtless,

restless, lethargic, careless, unorganized, unable to maintain self-control, and are viewed as being disorderly (Costa & McCrae, 1995).

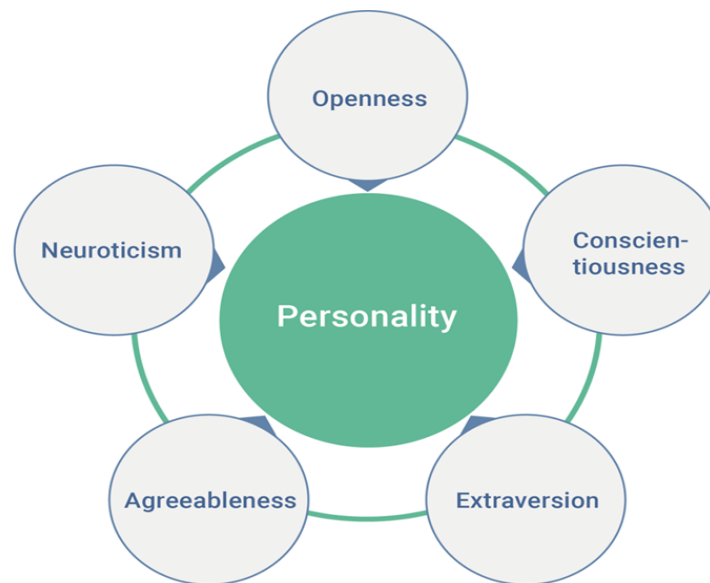
The third dimension, extraversion, is comprised of assertiveness, the drive to interact with others, a love of success, talkativeness, and aggression (Barrick & Mount 2001). People with high scores are outgoing, upbeat, enthusiastic, cheerful, energetic, aggressive, chatty, domineering, and considerate of others. People with low scores, on the other side, are restrained, somber, distant, silent, timid, submissive, and constrained (Bono et al., 2002).

Agreeableness is the fourth dimension; its usual personality features include empathy, selflessness, and moral support. There is also a presence of apathy, jealousy, animosity, and ego (Barrick & Mount, 2001; Erdheim et al., 2006). High scorers exhibit traits like friendliness, good humor, likeability, dependability, frankness, cooperation, forgiveness, trust, humility, and generosity. Conversely, low scoring is unfriendly, critical, obstinate, impolite, distrustful, vindictive, agitated, and uncooperative (Bono et al., 2002).

The fifth and last dimension, neuroticism, includes wrath, distrust, fear, and hate (Barrick & Mount, 2001). High scorers frequently struggle with unpleasant feelings including dread, grief, regret, and irritation. They are more prone to exhibit symptoms of anxiety, dread, insecurity, withdrawal, depression, self-awareness, moodiness, low mood, and instability. Low scorers are likely to be calm, tolerant, comfortable, aloof, strong, satisfied, self-assured, and proud of themselves (Costa & McCrae, 1995). In the study of personality, the Big Five Personality Traits, as represented in figure 3 below, are considered to be the primary characteristics that differentiate people from one another.

Figure 3

The Big Five Personality Traits



Note. From “OCEAN – The Big Five Personality Traits”, by J. M. Jennings, 2018,

<https://johnmjennings.com/ocean-the-big-five-personality-traits/>

Nowadays, the Five Factor Model is considered the most widely accepted model of trait development (Gellman & Turner, 2013). This model therefore would form the basis of our study. Further details about the choice will be provided in the following chapter.

1.2.4. The Relationship Between Culture and Personality

Personality has existed since the time of Aristotle. It is a topic studied in different disciplines. The foundation for culture and personality studies can be traced back to Sigmund Freud's studies. As a result of his research, he proposed the critical-period hypothesis, which suggests that first-hand experiences during childhood influence later behavior in adulthood (Nash, 2023). Various studies and research have been conducted on the relationship between culture and personality based on the Freudian hypothesis. Concerning the relationship between culture and personality, contentious viewpoints can be found in the field.

It is widely believed that culture plays a significant role in the formation of personality, but some researchers deny their connection. Bruner (1974) described the field of culture and personality as a magnificent failure since personality cannot be measured apart from the context. McCrae et al. (2000) believed that all five personality traits are heritable and independent of culture since heritability is practically a pre-requisite for a biologically based theory of personality. Furthermore, according to cross-cultural trait psychologists, culture is implicitly separate and distinct from personality (Church & Lonner, 1998). The anti-personality-culture connection argued that it was unnecessary to address an individual's psyche. According to this viewpoint, people evolved appropriate reactions to environmental situations in order to live. There is a single normal distribution for each type of personality or attribute within any human community (Levine, 1982).

Many scholars, in contrast, believed that culture influences personality, hence culture must be taken into account when studying personality (Bock, 2000). Stankov and Lee (2008) asserted that understanding a person's thoughts, actions, feelings, and behaviors requires consideration of the person's values. As values are a cultural construct, some personality psychologists have started to investigate the link between culture and personality, they viewed culture as a positive factor that contributes in forming personality; therefore, they emphasized its influence on the development of an individual's personality. Culture determines how we learn, act, and perform. Many theorists believed that culture plays an essential role in shaping our personalities. One of the main assumptions behind the influence of culture on personality is that individuals born and raised within the same culture maintain similar personality traits (Sincero, n.d.).

Some researchers, like Shweder (1991), said that culture and personality are closely interrelated, he went on to suggest that personal characteristics are context-specific and do not span cultures. Thus, there are no universal traits. Quite similarly, the cultural indigenous

approach to personality viewed culture and personality not as distinct elements, but as a mutually formed system in which each develops and sustains the other (Matsumoto & Juang, 2016).

Culture determines socialization patterns, which form part of the variation in personality (Maccoby 2000). Each society has its own culture and history as a result of its distinct socialization practices. Additionally, Maccoby (2000) defined the relationship between personality and culture by claiming that personality corresponds to the area of a quadrilateral, which consists of two components: genes and the environment. Consequently, personality is determined by both genes and environment.

Moreover, According to Lee et al. (2014), the field of culture and personality is positive, and humans may be defined as a culture-building species. Except as members of a social group, no individuals have ever lived and maintained alone. Hence, one of the most essential environmental elements that shape the personality is the culture in which people live (Triandis & Suh, 2002). Culture's importance in understanding personality has sparked the curiosity of personality psychologists. They want to know if the traits of personality are the same or different across cultures. However, the variation in personalities of individuals is likely explained by both universal and cultural factors (OpenStaxCollege, 2014).

In this respect, a study entitled "Do bilinguals have two personalities? A special case of cultural frame switching", was conducted by Ramírez-Esparza et al. (2006), to study the Cultural Frame Switching (CFS) effect on personality among bilinguals. According to the four studies conducted, bilinguals present different personalities when speaking English and Spanish, and these differences are consistent with the differences between English- and Spanish-speaking cultures. The research was conducted with Spanish-English bilinguals as it is widely believed that Spanish speakers differ from English speakers in their values and attitudes (Benet-Martínez & John 2000; Díaz-Guerrero & Szalay 1991; Hofstede 1980; Marín & Marín 1991), (as cited in Ramírez-Esparza et al., 2006). As part of the study, a personality questionnaire, extensively

validated in both Spanish and English, was used to test the hypothesis. Evidence of CFS was provided by the investigation. It seemed that bilinguals may be able to change their perception of the world and even their personalities if certain cues are provided by their environment. These studies indicate that CFS can be triggered by something as subtle as language, altering people's attributions, values, and personalities.

In the same line, Zitouni (2019) conducted a study entitled “The Impact of English Language and its Culture on Learners’ Personality and Social Values: a longitudinal study of English students at Batna-2 University”. The study investigated whether English students are affected by English culture, particularly in terms of their personalities. The Big Five Personality Test was used to collect data from two samples of 100 students each, one from the English department and one from the Social Science and Islamic Science departments. The test was administered at the beginning and end of the academic year. Results showed that English students in all personality types had a tendency to change, whereas participants from the Islamic and Social Science departments showed no change. This suggests that longer exposure to English culture could cause, and increase, changes in students' personalities (Zitouni, 2019).

As a matter of fact, several researchers have formulated various concepts to support their view that culture influences personality development such as culture shock, acculturation, and assimilation.

1.2.4.1. Culture Shock. The notion of culture shock was formulated by the anthropologist Oberg (1960). He defined this notion as the feeling of anxiety and frustration that comes with losing all of the accustomed signs and symbols of social interaction when people with a foreign culture that differs from their own experience and are exposed to an unusual way of life, different conventions and ideas, and various viewpoints. According to Oberg (1960), there are four distinct stages in the process by which a person moves from culture shock to a

reasonable level of adjustment, these stages according to him are honeymoon, distress, recovery, and adjustment. Many scholars have agreed with the entire process, yet they adopted different names for these stages, for instance Richardson (1974) coined the four stages as elation, depression, recovery and acculturation. Starting with the first stage, a person's circumstances may dictate whether this stage lasts a few days, weeks, or even months; the person is often excited and mesmerized by the unfamiliar surroundings. In the second stage, there are many real-life problems that individuals must confront and overcome, including language difficulties, accommodations, transportation, shopping, etc. So, in this stage individuals feel frustrated, anxious and depressed. Afterwards, the person reaches the recovery stage which involves the resolution of crises and the acquisition of cultural knowledge. In the final stage, the individuals enter the last phase of full recovery, where they express enthusiasm and adapt with the new environment. The last stage leads to acculturation which is another different concept.

1.2.4.2. Acculturation and Assimilation. Acculturation is defined as “the process of cultural change and adaptation that occurs when individuals from different cultures come into contact” (Gibson, 2001, p.19). In other words, acculturation refers to the cultural and psychological changes that occur when individuals adapt to culturally dissimilar people, groups, or social influences. Likewise, Arends-Toth and Vijver (2006) noted that acculturation is the process of integrating into another cultural environment and participating in the ensuing process of change in one's own cultural or ethnic group. As the name implies, acculturation takes place when individuals or groups of people change from their own culture to a lifestyle of another culture adapting their behaviors, values, beliefs, customs, and language. However these changes process in a long term and many factors contribute to them such as immigration, tourism, globalization, colonization etc.

The processes of assimilation and acculturation are distinct and unconnected. Thus, assimilation according to Park and Burgess (1924) is the” process of interpretation and fusion in

which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups and by sharing their experience and history are incorporated with them in a common cultural life (p. 735). Assimilation, in general, denotes a more extreme sort of cultural shift that includes the complete adoption of the prevailing culture and rejection of the preceding culture.

Acculturation and assimilation have similar characteristics because both include the modification of cultural identity, attitudes, beliefs, and behaviors to match in the new culture. Both of them require the acquisition of a new language, adopting new traditions and practices, changing one's religious views, taking part in leisure activities and social shows, and simultaneously adjusting one's gender roles (Gans, 2007). Besides, both of them are characterized by direct communication. People participating in the process must directly interact in order to learn about and adapt to a new culture. At the level of differences, individuals may retain their cultural identity through acculturation. Meanwhile, assimilation forces them to abandon their previous identities and fully embrace the culture adopted from the new environment (Sam & Berry, 2010). Adding to that, acculturation is frequently a conscious action and some people may decide to change specific elements of their identities, while assimilation is typically unconscious, it happens automatically and instinctively.

On the whole, the cultural concepts as culture shock, acculturation, and assimilation demonstrate that culture is considered to be one of the most important environmental influences that contribute to the development of a person's personality; culture has proven to play a significant role in that development.

1.2.5. The Relationship Between Personality and Foreign Language Learning

The relationship between personality and foreign language learning has been a frequent area of interest for many scholars who asserted that learning a new language affects the personality of foreign learners who in turn adopt the identity of that language (Robinson et al.,

1994). In the same line, Norton (1997) believed that learning a new language corresponds with the emotions and personality of an individual simultaneously, and these instinctive feelings as Sepheri et al. (2013) said constantly interact together through time and place. Furthermore, Norton (1997) added that foreign learners not only learn a new language, but also they receive new notions, behaviors, and features from the world around them, “learn a new language and get a new soul” (Czech proverb). Hence, this composes a relationship between the learner and his/her understanding of the world (Robinson et al., 1994).

Additionally, Myers and Myers (1980) created a model called Myers-Briggs type indicator (MBTI) that explains the distinctive characteristics of one's personality that make learning a new language different from one to another. Indeed, this model divides the personality into sensing versus intuition, judging versus perceiving, extroversion versus introversion, and thinking versus feeling. Thus, these dimensions make learners distinctive from each other (Mohseni, 2015).

Sensing versus intuition, in this dimension learners who adopt sensing prefer learning via noticeable facts, and physical input, while learners who adopt intuition learn through expectations and imaginations.

Judging versus perceiving dimension, judging learners choose to study a work that requires analytical systems whereas perceiving learners involve in work of feeling, openness, and perceiving new experiences. In the dimension of extroversion versus introversion, extroverts prefer a team work whilst introverts prefer to learn independently.

Thinking versus feeling dimension, thinkers rely on analyzing, discussing, reaching results, and exploring new processes, yet these learners encounter difficulties of self- confidence due to their high expectations of accomplishment. However, feeling learners believe in curiosity, interest, desire, and joy; therefore, they have a high self-esteem comparing to thinking learners.

Conclusion

Two main conclusions can be derived from this chapter: Firstly, there is a relationship between language and culture and both are interdependent. Therefore, learning a new language can help one comprehend other cultures and gain some of their aspects. Secondly, biological and environmental elements, including culture, influence personality. Hence, culture can have an impact on learners' personalities while they are learning a foreign language, the next chapter will provide further details about the impact of language and culture on personality.

2. Chapter Two: Research Methodology, Data Analysis, and Discussion

Introduction

Throughout the second chapter, the main procedures discussed in the research methodology are explained. This includes data analysis, discussion, results, limitations, and recommendations for future research. In order to address these points, the chapter is divided into three sections. The first section covers the key steps of the study approach, namely the employed research design. The second section addresses data analysis. The third one deals with the discussion, the key findings, the study limitations, and the recommendations.

2.1. Section One: Methodology

This section provides an overview of the research methodology. Hence, it begins with the research design and method of our study. It also includes the population and sample used in the study, and explains the instruments we used to collect the data. Finally, it provides a description of the data collection and analysis procedures.

2.1.1. Research Method and Design

This research is explanatory exploratory which aims at revealing the influence of English language and its culture on EFL learners' personality. The explanatory study, according to Bryman (2016), aims to identify the fundamental reasons, strategies, or procedures that result in a certain phenomenon or behavior. Moreover, Babbie (2016) stated that exploratory research focuses primarily on gaining a deeper understanding of a phenomenon, issue, or hypothesis in order to formulate a more articulated research question. In this research, we seek to determine whether exposure to English language and its culture impacts the personalities of EFL learners, as well as explain why such an impact occurs.

Accordingly, we have chosen the quantitative method as an adequate research approach to analyze the collected data. The quantitative method as it is defined by Aliaga and Gunderson (2000) is the process of gathering and analyzing numerical data using mathematical techniques to explain phenomena.

2.1.2 Population and sampling

To collect our data, we have selected Master one Language Sciences students from the department of English at Echahid Cheikh Larbi Tébessi University as our population in this research. The population is explained by Tuff and Tuff (2012) as the members of the society who share the same species and live within a certain community. The population then, comprises two groups of 45 students in the academic year 2022/ 2023. We have chosen Master one students relying on non-probability purposive sampling technique. Correspondingly, Maxwell (2009) stated that "this is a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices." (P. 235). The purpose of choosing this population is that students have studied English for 4 years consecutively, and they become pretty familiar with the English culture. In fact, the students were available and excited to be a part of this research. Because the number of students from the population is not numerous, we have made the whole population as our sample.

Additionally, in order to raise the validity of this research, we needed to ask another group to participate in the study. Thus, we have selected all the students of Master one Banking and Monetary Economy from the Economic Sciences department at Echahid Cheikh Larbi Tébessi University of the academic year 2022/ 2023, which are 40 students. Indeed, the chosen group is a sample that is not exposed to the independent variable, which is the English culture; throughout the four-year program these learners received their education in Arabic language. However, they studied English only as a subject that deals with general rules. This sample was

chosen with the intention of precisely identifying if the English language's culture is the primary element that influences the personality of EFL learners, this can support the evidence for accepting or rejecting the research assumptions.

2.1.3. Research Instruments

Two data collection tools are used in this research; which are explained in details as follows:

2.1.3.1. Personality Test. The personality test used in this study is called The Big Five Personality Traits. It is chosen because it is the most widely acknowledged personality test currently held by psychologists, based on a model developed by Benet-Martinez and John (1998). According to the model, personality may be reduced to five basic characteristics, known as CANOE or OCEAN, which stand for Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism, as well as facets of each.

Each of the Big Five personality traits is an enormously broad category that includes a variety of concepts linked to personality. Numerous extra facets are included in every trait (Lim, 2023). This test gives a decently complete picture of personality. A total of fifty items are allowed because there are ten items for each of the five personality categories. Consequently, the personality test was given to both samples during the same periods and following the same guidelines. We first gave the test (see Appendix A) to English language learners on two separate days; on March 14-15 2023, after which we translated it into Arabic (see Appendix B) with the help of a translator, and gave it to Master 1 students in the Economic Sciences department on March 20, 2023.

2.1.3.2. The Questionnaire. A questionnaire, according to Jupp (2006), is a series of thoughtfully designed questions administered to a group of respondents in the same format to gather information on a subject or subjects of interest to the researcher. One questionnaire was designed by the researchers (see Appendix C) for this study as an additional tool, and it was given to Master one EFL students only because it seeks to reinforce the results of the personality test by addressing the aspects of English culture that students studying Economics may not be familiar with. It also aimed to explore their opinions, views, and thoughts on the target and native cultures in addition to some personality traits. There are 27 questions in this questionnaire, with both closed-ended and open-ended questions available to respondents to further elaborate on their responses. Three sections make up the questionnaire. Accordingly, the “Personal Background” section of the questionnaire seeks to collect information about whether studying English was the learners own choice or no. Language and culture-related information is the focus of the second section entitled “Language and Culture”, this section consists of 18 questions, 14 of which are closed-ended and 4 open-ended. It aims to gather information regarding the participants' views on their own culture and that of English, as well as how they cope with cultural differences. The psychological characteristics of learners are discussed in the third section, “Personality”. Eight (8) questions are included in this section, five (5) of which are closed-ended and three (3) are open-ended. The purpose of this section is to assess whether the students' ideas and behaviors have changed as a result of learning English and its culture. This questionnaire was given to both groups of Master One EFL students on the same day which corresponds to April 25, 2023.

2.1.3.2.1. Validity of the Questionnaire. Our supervisor made necessary revisions to the questionnaire and it was sent to another teacher, who taught the module of Language and Culture in the department of English at Echahid Cheikh Larbi Tébéssi University. The feedback provided by both teachers helped shape the instrument development. Before being used in this

investigation, the initial version of the questionnaire underwent a pilot test to confirm its effectiveness and ensure that the research project would be completed. It was piloted with 29% (13 students) of the study sample; participants in the pilot study were a sample with characteristics similar to those of the study target respondents. 13 Master One Literature and Civilization students from the same department make up the pilot group. The questionnaire was administered to the pilot study sample two days before the main sample which correspond April 23, 2023, in order to check the language's clarity and the flow of the questions and make any necessary changes. This sample did not provide comments for further clarification or modifications of the questions.

2.1.3.2.2. Reliability of the Questionnaire. In this study, the system's internal reliability was assessed using the Cronbach's Alpha Index and statistical analysis tools. Cronbach's Alpha determines the questionnaire's reliability by measuring its internal consistency. Higher values of the reliability index, which goes from 0 to 1, indicate greater reliability. In general, a result of 0.7 or higher is regarded as satisfactory. The 10 items of this questionnaire have a Cronbach's alpha value of 0.773, which is a positive indicator of reliability and internal consistency.

2.1.4. Data Collection/Analysis Procedures

Both the questionnaire and the personality test were distributed to students during class on different days for each group; the personality test was given only on one day to the students in the Economy group and twice to the English language learners because they were split into two groups. The questionnaire was distributed to both groups of English on the same day.

The gathered data was studied quantitatively. Analyzing and clarifying the data collected is an inevitable procedure that must be applied carefully and properly. We utilized MANOVA software for the personality test because it is suitable to study differences between the two sample groups, According to Lani (2021) MANOVA is employed to evaluate variances in

multiple continuous variables across time and/or groups. For the questionnaire we utilized The Statistical Package for the Social Sciences (SPSS) to gather a quantitative data from the tool and analyze it. In this context, Miller et al. (2002) stated that SPSS is a software program created specifically to carry out statistical operations and aid in data analysis. It is widely recognized as the predominant statistical package utilized by social scientists.

2.2. Section Two: Data Analysis

In this section, the data collected are analyzed.

2.2.1. The Analysis of the Personality Test

According to this test, personality is classified into five types each of which holds specific characteristics. This test was selected since it is comparatively thorough and gives a full picture of an individual's personality. We used the personality test to ascertain that English language and its culture impacts the learner's personality. In order to achieve this goal, we compared the results of English language learners with those of students from the economy (see table 1) in the five aspects of personality. Scores range from zero to forty.

Table 1*The Personality Test Scores*

Participant	Extroversion (E)	Agreeableness (A)	Conscientiousness (C)	Neuroticism (N)	Openness to Experience (O)
1	13	29	39	12	35
2	37	34	36	33	37
3	34	27	37	25	38
4	32	26	36	29	33
5	39	36	38	36	39
6	23	33	26	15	31
7	37	39	37	34	38
8	17	27	28	18	28
9	38	38	39	35	39
10	4	14	28	7	17
11	36	39	34	32	38
12	26	21	24	36	22
13	34	32	35	35	34
14	34	12	12	39	23
15	37	32	35	32	36
16	14	19	20	13	21
17	34	30	35	37	32
18	25	21	24	21	10
19	34	32	36	37	31
20	29	27	20	10	25
21	40	40	40	40	40
22	21	27	23	15	31
23	30	28	30	35	32
24	24	22	28	17	32
25	33	31	33	38	32
26	28	35	27	19	26
27	33	29	34	37	31
28	26	30	21	15	26
29	33	34	37	33	33
30	15	22	29	14	12
31	31	31	36	38	32
32	22	31	22	7	28
33	32	25	37	40	32
34	15	24	20	19	34
35	30	30	34	40	32
36	21	28	20	15	24
37	31	29	35	38	32

38	10	21	21	19	27
39	38	33	37	36	37
40	10	26	30	14	27
41	33	31	34	33	34
42	20	38	25	16	30
43	34	32	36	31	33
44	22	25	23	20	23
45	37	33	36	36	36
46	6	8	9	4	4
47	17	25	27	23	24
48	2	9	10	4	8
49	9	23	30	10	30
50	5	9	10	5	9
51	6	8	9	4	4
52	5	8	9	4	4
53	10	12	17	10	11
54	10	36	27	16	27
55	5	8	9	3	5
56	11	22	21	17	23
57	2	12	21	9	12
58	6	15	19	8	12
59	10	12	14	8	6
60	19	23	33	20	27
61	17	23	19	12	19
62	7	7	10	2	5
63	0	0	0	0	0
64	22	40	25	10	35
65	10	11	10	13	8
66	15	37	30	24	30
67	2	5	7	1	3
68	5	8	17	9	5
69	20	27	28	24	27
70	5	7	13	5	5
71	6	8	11	2	5
72	17	25	26	7	23
73	9	4	8	2	5
74	15	25	26	9	26
75	19	24	17	15	14
76	24	22	30	23	24
77	19	24	17	15	14
78	28	24	33	15	29

79	10	23	23	8	17
80	12	23	21	18	21
81	20	27	22	7	32
82	8	4	9	6	10
83	6	8	9	3	4
84	10	23	23	8	17
85	30	26	23	25	26

2.2.1.1. The Analysis of the Personality Test for Students of English language. As

regards the participants of the English language (from 1 to 45), we observed that 36 of them scored more than 20 in the first trait, Extroversion, which indicates that they are social and extroverted. Compared to these participants, eight (8) scored less than 20, which are likely to be introverted and prefer to work alone, while only one scored 20 which could be considered neither introverted nor extroverted, depends on the situation. Furthermore, a total of 42 participants scored higher than 20 on the trait Agreeableness, which implies politeness and a positive attitude toward individuals. There were, however, three (3) respondents who scored less than 20, indicating a more direct approach. In the conscientiousness trait, 40 participants scored over 20; these individuals are likely to adhere to rules and maintain an organized home. Among the remaining participants, four scored below 20 suggesting that they may be messy and more likely to cheat, and only one scored 20 which tend to be in between; not totally messy, but not totally organized either. Regarding the fourth trait Neuroticism, 27 participants scored higher than 20 indicating emotional stability, 17 participants scored lower than 20 indicating a tendency toward neurosis, with only one participant scored 20 which may be neurotic or emotionally stable depending on the situation. Lastly, regarding the trait of openness, 42 participants scored higher than 20, which indicates a tendency to daydream, and three (3) participants scored lower than 20, which suggests a tendency to be more practical and rooted in reality. Notably, most students of English scored higher than 20 on all five traits, with an exceptional participant (respondent 21) receiving a full score of 40 in all five traits, indicating a tendency to be more extrovert and like

people, Open to experience and daydream, emotionally stable, pleasant and polite, and conscientious.

2.2.1.2. The Analysis of the Personality Test for Students of Economic Sciences.

Regarding the Economic Sciences participants (46 to 85), we observed that 34 of them scored less than 20 on Extroversion, indicating that they are introverted and prefer to work alone. In comparison to these individuals, four (4) scored more than 20, indicating that they are extroverted and outgoing; while just two (2) participants scored 20 which could be introverted or extroverted depending on the situation. As for the second trait, Agreeableness, scores were equal, with 20 participants scoring higher than 20 which may denote friendliness and a favorable attitude toward others, whereas the remaining 20 participants scored lower than 20 who tend to be direct and unfriendly. 22 participants scored under 20 on the conscientiousness trait; these people may be messy and more inclined to cheat. The remaining 18 respondents scored over 20 indicating that they are more inclined to follow regulations and keep their homes orderly. Concerning the fourth trait, Neuroticism, 34 respondents scored lower than 20, showing a proclivity for neurosis. Meanwhile, 5 participants scored higher than 20, suggesting that these participants are emotionally stable, and just one participant scored 20 which is considered in between; not neurotic not emotionally stable. Finally, 25 participants scored lower than 20, indicating a proclivity to be more grounded, while 15 respondents scored higher than 20, indicating a proclivity to daydream. Notably, the majority of Economic Sciences students scored below 20 in four traits (Extroversion, Conscientiousness, Neuroticism, and Openness to Experience), while they scored equally in the Agreeableness trait; 20 participants scored above 20 and 20 participants scored below 20. Additionally, one participant (respondent 63) deviated significantly from the norm by scoring 0 on all five traits which suggested being introvert and prefer isolation, unfriendly, messy, highly neurotic, and realistic.

2.2.1.3. The big Five Personality Test Score Mean. After calculating the big five personality traits for each student, we calculated the mean for each trait of both groups, English and Economy (see table 2).

Table 2

The Test's Score Mean

Students	Extroversion(E)	Score mean			Openness to Experience (O)
		Agreeableness (A)	Conscientiousness (C)	Neuroticism (N)	
English Students	27.69	28.96	30.38	26.69	30.29
EconomicsStudents	11.48	17.13	18.05	10.20	15.25

Table 2 represents the mean of each trait of English students group, and Economics students group. For Extroversion trait, we noted that the mean value for English language students is higher than the mean for Economics students. The result of the test for English language students was 27.69, whereas for Economics students the result was 11.48. According to the results of this trait, English students are more social and extroverted than Economics students. Regarding the Agreeableness trait, English students possess a higher mean value than the Economics students. For English students, the mean was 28.96, while for economics students it was 17.13, based on the results of this trait, English students are more polite and like people compared to Economics students. For the next trait Conscientiousness, English students scored higher than economics students; the mean value was 30.38 for the participants of English while it was 18.05 for Economics participants. As for this strait, In contrast to Economics students, who results show that they tend to be messy and do not adhere to rules, English students tend to follow rules and maintain an organized home. In Neuroticism, once more English students scored greater mean value estimated of 26.69 than Students of Economy who scored 10.20. The results of this trait showed that English students are emotionally stable, while Economics students

showed a tendency toward neurosis. For the final trait, Openness, English students consistently scored higher than economics students; the mean value for the participants of English was 30.29, whereas the mean value for economics participants was 15.25. Results showed that English students are more daydreamers than economics students. Additionally, the graph below that provides a visual representation of the results (see figure 4).

Figure 4

The Graph of the big Five Personality Test Score Mean

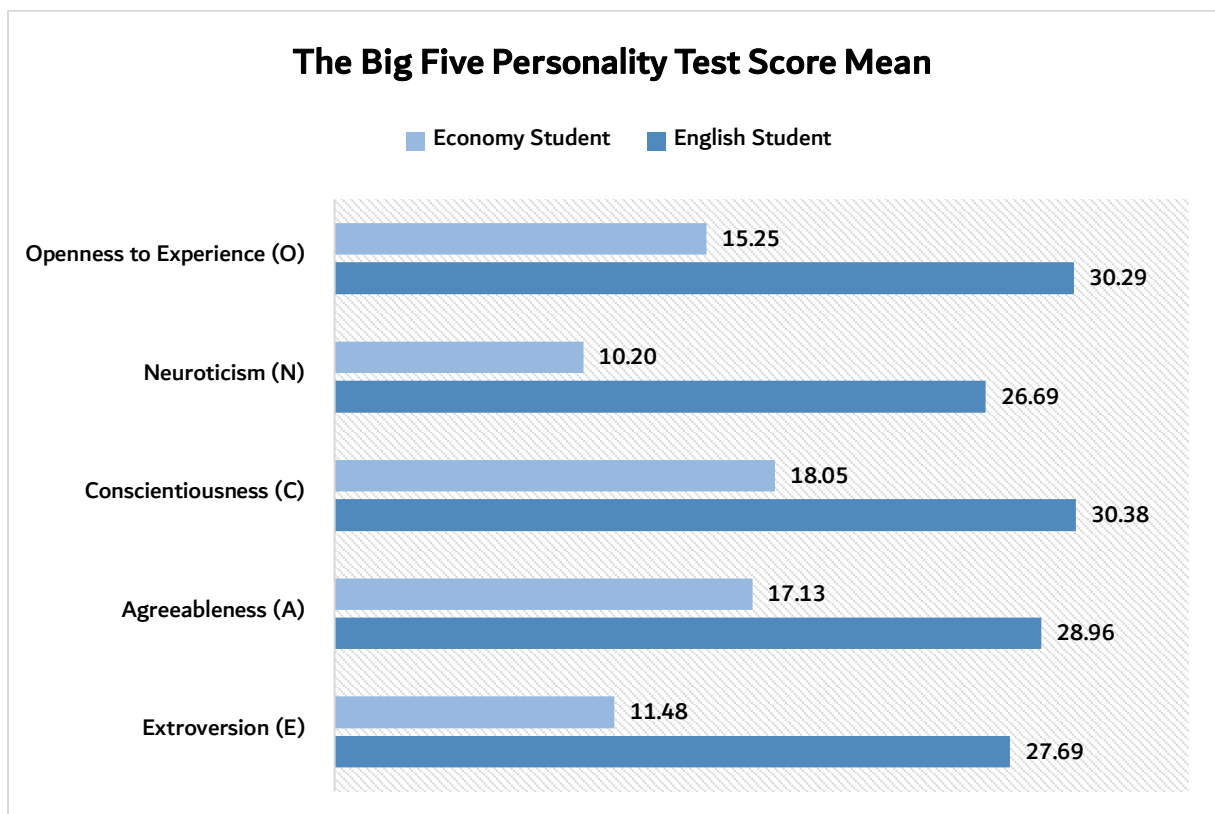


Figure 4 provides a visual representation of the results; the dark blue represents results for English participants, who scored highly in all five traits, while the light blue represents results for economics students.

2.2.2. *The Analysis of the Questionnaire*

The following is an analysis of the questionnaire.

Section One Analysis: Personal Background

This section aims to gather information about the students' choice of learning the English language at the university and to relate them to the conditions that may influence their personality.

Question 1: Is learning English:

a. Your own choice b. It has been imposed on you

Other

Table 3

The Respondents' Choice of Learning English

	N	%
Your own choice	41	91.1%
It has been imposed on you	4	8.9%

This question showed the students 'choice of learning English. We found that the majority 91.1% (N = 41) of the participants stated that English was their own and first choice. However, only four participants (N=4) representing 8.9% (N = 4) claimed that English was imposed on them.

Section Two Analysis: Language and Culture

This section focuses on data collection concerning learning English as a foreign language as well as learners' native and foreign cultures. It aims to elicit their perspectives on their own culture and English culture.

Question 2: Does your response to a question in your native language differ from your response to the same question in English?

a. Yes b. No

Explain.....

Table 4

The Respondents' Difference in Answers Between Native and Foreign Language

	N	%
Yes	38	84.4%
No	7	15.6%

This question is designed to determine whether students respond differently to the same question in English as compared to their native language. The results showed that most of the participants 84.4% (N = 38) have different responses to the same question in English as compared to their native language, as the majority of them agreed that answering the same question in a different language requires a different way of thinking, different ideas, and different terminology. Some of them said, "In my native language I couldn't find the appropriate words to express my thoughts because of different rules, vocabulary, and different linguistic forms". Others said, "Because we have different cultures and different cultural aspects". The rest of the participants 15.6% (N = 7) stated that they have identical responses in both languages. Some of

them affirmed that “Because language is not about thoughts”, while others stated that “I translate the same answer from Arabic to English”.

Question 3: Do you think that learning English as a foreign language requires learning its culture too?

- a. Yes b. No

Table 5

The Relationship Between Language and Culture

	N	%
Yes	42	93.3%
No	3	6.7%

This question aimed to find out if the students think it is necessary to study English with its culture or not. The majority of the participants 93.3% (N=42) find it necessary to learn English with its culture. However, just few participants 6.7% (N=3) find it unnecessary.

Question 4: How much do you use English language compared to your native language? Three options are suggested:

- a. More than 50% English, less than 50% native language
- b. 50% native language, 50% English
- c. Less than 50% English, more than 50% native language

In daily life

Table 6

The Use of the Native Language and English in Daily Life

	N	%
More than 50% English, less than 50% native language	13	28.9%
50% native language, 50% English	19	42.2%
Less than 50% English, more than 50% native language	13	28.9%

This question aimed to determine the extent to which the students use the English language in their daily lives in comparison with their native language. The results showed that 42.2% (N=19) of the students use English equally with their native language in their daily lives. Meanwhile, 28.9% (N=13) of the participants speak English more often than their native language and the remaining 28.9% (N=13) use their native language more frequently.

In Social media

Table 7

The Use of the Native Language and English in Social Media

	N	%
More than 50% English, less than 50% native language	33	73.3%
50% native language, 50% English	9	20.0%
Less than 50% English, more than 50% native language	3	6.7%

This question aimed to determine the extent to which the students use the English language in social media in comparison with their native language. The results showed that the majority of the students 73.3% (N=33) use English more than their native language in social media. A total of 20.0% (N=9) stated that they use English equitably with their native language. Whereas only 6.7% (N=3) use their native language more than English in social media.

At university/ with classmates

Table 8

The Use of the Native Language and English at University/ With Classmates

	N	%
More than 50% English, less than 50% native language	33	73.3%
50% native language, 50% English	9	20.0%
Less than 50% English, more than 50% native language	3	6.7%

The aim of this question is to determine the extent to which students use the English language at university and with their classmates in comparison with their native language. The results demonstrated that at university and with classmates, 73.3% (N=33) of the students prefer English more than their native language, while 20.0% (N=9) use both languages equally at university and with their classmates. The rest of the students 6.7% (N=3) prefer their native language.

With friends

Table 9

The Use of the Native Language and English with friends

	N	%
More than 50% English, less than 50% native language	16	35.6%
50% native language, 50% English	18	40.0%
Less than 50% English, more than 50% native language	11	24.4%

This question aimed at knowing the extent to which the students use the English language with their friends in comparison with their native language. The results showed that most of the participants 40.0% (N=18) use both their native language and English equally as a means of communication with their friends. However, 35.6% (N=16) of the participants communicate with their friends in English more than their native language, whereas 24.4% (N=11) communicate with their friends in their native language.

Question 5: How do you respond to cultural differences?

a. Accept and respect b. Respect c. Reject

Other.....

Table 10

The Students' Response to Cultural Differences

	N	%
Accept and respect	30	66.7%
Respect	15	33.3%

The purpose of including this question is to gain a better understanding of how students would respond to cultural differences. One noteworthy fact about this question is that all the participants respect cultural differences and none rejected them. The majority 66.7% (N=30) of students accept and respect cultural differences, while the rest 33.3% (N= 15) respect them.

Question 6: In comparison to the English culture, how would you describe your culture?

a. Inferior b. Equal c. Superior

Table 11

Comparison Between the Native and English Cultures

	N	%
Inferior	23	51.1%
Equal	11	24.4%
Superior	11	24.4%

This question is designed to reveal the learners' perspective regarding their culture as compared to the English culture. Most participants 51.1% (N= 23) considered their culture inferior to English culture, while 24.4% (N=11) of the respondents considered their culture superior to English culture. In addition, 24.4% (N=11) of the respondents view both cultures as equals.

Question 7: I am interested in learning more about the English culture.

Table 12

The Students' Interest in Learning More About the English Culture

	N	%
Disagree	2	4.4%
Neutral	9	20.0%
Agree	34	75.6%

The purpose of the question is to assess the students' familiarity with the topic; they were asked whether they would be interested in learning more about the English culture. The results showed that 75.6% (N=34) of the participants agreed that they are interested in learning more about the English culture. Furthermore, a percentage of 20.0% (N=9) neither agreed nor disagreed. Finally, 4.4% (N=2) of the respondents disagreed.

Question 8: It is possible for men and women to be best friends

Table 13

Cross-Gender Friendship

	N	%
Disagree	5	11.1%
Neutral	14	31.1%
Agree	26	57.8%

This question explored the students' views towards the debatable topic at the level of our culture of the friendship between men and women. Most of the respondents 57.8% (N=26) agreed that men and women can be best friends while 11.1% (N=5) were against friendship between genders, and 31.1% (N=14) of the rest were neutral.

Question 9: If I had the chance, I would move out of my parents' house

Table 14

The Desire of Students to Leave Their Parents' House

	N	%
Disagree	10	22.2%
Neutral	15	33.3%
Agree	20	44.4%

In this question, the students were asked whether they are interested in becoming independent and moving out of their parents' house. We found that 44.4% (N=20) of the participants agreed on leaving their parents' house if they had the chance while 22.2% (N=10) disagreed. 33.3% (N=15) of the students were neutral.

Question 10: If I had the chance, I would travel just with my friends

Table 15

The Students' Desire to Travel Just With Their Friends

	N	%
Disagree	5	11.1%
Neutral	4	8.9%
Agree	36	80.0%

This question aims at knowing whether the students prefer travelling with just their friends if given the opportunity. The ultimate majority of the respondents 80.0% (N=36) agreed with the idea and just 11.1% (N=5) disagreed, while the remaining participants 8.9% (N=4) were neutral.

Question 11: If I had the opportunity, I would celebrate western holidays such as Christmas, and Halloween...

Table 16

Celebrating Western Holidays

	N	%
Disagree	18	40.0%
Neutral	13	28.9%
Agree	14	31.1%

The aim of this question is to ask about the participants' tendencies to celebrate Western holidays. The results show that most of the students 40.0% (N=18) disagreed to celebrate such

holidays. However, 31.1% (N=14) of the participants agreed to do so, while 28.9% (N=13) of them exhibited a neutral position.

Question 12: If I had the chance, I would join clubs for entertaining activities such as dancing, theatre, singing, and painting.

Table 17

Joining Clubs

	N	%
Disagree	2	4.4%
Neutral	6	13.3%
Agree	37	82.2%

This question attempted to discover whether the students have the desire to join clubs for entertaining activities. Most of the students 82.2% (N=37) agreed to join entertaining clubs and only 4.4% (N=2) disagreed. 13.3% (N=6) of them neither agreed nor disagreed.

Question 13: Taxi driving, as a job, is suitable for women

Table 18

Woman's job as a Taxi Driver

	N	%
Disagree	8	17.8%
Neutral	11	24.4%
Agree	26	57.8%

This question is designed to discover what students think about taxi driving as a job for women. 57.8% (N=26) of the respondents agreed that women can work as taxi drivers, 17.8% (N=8) reported that they disagreed, and 24.4% (N=11) were neutral.

Question 14: Whenever I meet a friend of the opposite gender, I greet them with:

- a. Shaking hands b. Hugging c. Just saying hi

Other.....

Table 19

Greeting the Other Gender's Friends

	N	%
Shaking hands	12	26.7%
Hugging	14	31.1%
Just saying hi	18	40.0%
Fist bump	1	2.2%

This question aimed to inquire how the participants greet their opposite-gender friends, whether they hug, shake hands, say hi, or doing something else. 40.0% (N= 18) of the participants answered by saying just hi, while 31.1% (N=14) answered by hugging and the other 26.7% (N= 12) answered by shaking hands. Only one participant 2.2% (N= 1) answered by fist bump.

Question 15: If you found an injured dog or cat on the street, you would:

- a. Take it to the veterinary b. Help it c. ignore it

Others.....

Table 20

Helping Injured Dogs and Cats on the Street

	N	%
Take it to the veterinary	17	37.8%
Help it	27	60.0%
Call someone	1	2.2%

This question sought to determine whether the students are capable of helping injured dogs and cats on the streets. The collected data demonstrated that the entire sample would provide help and would not ignore the animal. 60.0% (N=27) of the participants said they would

help the animal, while 37.8% (N=17) would take it to the veterinarian. And only one participant 2.2% (N=1) stated that she/he would call someone for help.

Question 16: As a future parent, what would you do if you accidentally hurt your child's feelings?

a. apologizing b. act as if nothing happened

Other.....

Table 21

Students' Reaction to Hurting Their Future Children's Feelings

	N	%
apologizing	42	93.3%
act as if nothing happened	1	2.2%
Compensating	2	4.4%

In this question, the students were asked to consider how they might react as future parents if they accidentally hurt their children's feelings. The majority of the students, 93.3% (N=42), said that they would apologize, while only one student, 2.2% (N=1), stated that he/she would act as if nothing had happened, and 4.4% (N=2) claimed that they would compensate them without apologizing.

Question 17: What do you like about English culture? (Please answer according to your preferred culture, whether American or British...)

This question aimed to find out what participants like about English culture. More than half of the respondents (N= 28) prefer American culture. They claimed that Americans are open-minded, and respect women's, and individuals' freedom. Some of them said "Women are free to do what they want and like with no judgments", and others said, "I like the American culture

because it has the freedom; they have the freedom to do what they want, believe in what they want, and say what they want". The participants who prefer the American culture mentioned that it is a diverse culture "The American culture is diverse and more feasible acceptance and open-mindedness", "I like the American culture due to its diversity, openness, art, and simply everything it's the best". The others mentioned the accent, food, traditions, and way of thinking, modernity, music, and costumes. The remaining participants (N=17) preferred British culture due to its accent, traditions, literature, food, and customs. There are some participants who appreciated the British culture because they find people polite, respectful, and authentic; some had stated, "I appreciate British culture more because I find them polite and I like their traditional customs and food". Other respondents stated that the British people have a conservative and organized approach to life. One of the respondents stated, "I like British culture because it is conservative and has strict traditions, and it follows the royal style." Another said, "I like British culture because it does not interfere with other people's affairs or care about other people."

Question 18: If you had the chance to change anything about your culture, what would you change?

This question seeks to discover what the students would like to change in their native culture. Responses varied from one participant to another, but still, few of them shared similar ideas, so it was easy to categorize them. The majority of respondents (N=38) strongly believed there should be more awareness raised regarding freedom, respect for women, a change of mindset to be more open and knowledgeable, and a change of mindset so that people no longer judge and elevate people's ideas and beliefs. In light of this context, one of the respondents advocated "I would change the way of thinking, mentality, sexism because they don't let women work, dream, etc". A respondent stated "I would change the traditions of weddings because they are overrated, especially in what we call TESDIRA". Other students expressed the view that we

need to improve our behavior, act, and dress. They also wanted to eliminate wrong understanding of Islamic conventions and homophobia. In this vein, one of the participants claimed that "I want to change some practices of ignorance, misogyny, and homophobia, some wrong Islamic conventions that are rooted in society". In addition, some participants (N=7) felt that their culture was already perfect and no changes were necessary.

Question 19: How would you react when you find out that a friend of yours is homosexual?

We used this question to determine whether the participants would maintain a friendship after learning about their friends' homosexuality and to see their perspectives regarding the LGBT community. There are 21 students who were against maintaining a relationship. For them, it is forbidden and against their religion. A participant stated that "For me, as a MUSLIM Algerian citizen, I DO NOT accept nor respect homosexuality, I am homophobic". In the opinion of these participants, there is no tolerance for such a topic, and they do not respect or accept homosexuality in any way. In contrast, 17 students accepted homosexual friends, and they defended and supported their rights. One of these participants asserted that "I would love and accept them the way they are! I would get their back. No room for hate and no one has the right to judge", another respondent said that "It is totally OK with me, I would support and respect their choice because I don't judge people based on their sexual orientations, they are free to be what they want". A neutral position was maintained by the remaining participants (N=7). One student claimed that "I do not interfere at all and leave him doing what he wants".

Section Three Analysis: Personality

The following section provides an overview of the learners' personalities. Aspects of personality influenced by the English culture are examined as well as the role that culture plays in changing people's personalities.

Question 20: When expressing your emotions, which language do you prefer to use?

Table 22

Students' Preferred Language for Expressing Emotions

	N	%
Your native language	5	11.1%
English	25	55.6%
Both	14	31.1%
French	1	2.2%

This question aimed to determine the preferred language that the participants choose while expressing their emotions. The results showed that 55.6% (N=25) of the respondents prefer to use English, while just 11.1% (N=5) of them said they use their native language. 31.1% (N=14) reported that they use both languages and only one student 2.2% said that he/ she uses French.

Question 21: Do you overly care about what others think of you?

Table 23

Students' interest in what others think of them

	N	%
Yes	7	15.6%
No	38	84.4%

This question aimed to determine whether English students care about what others' think of them. 84.4% (N=38) of them are careless, whereas 15.6% (N=7) give attention to what others think of them.

Question 22: When you use English, do you feel yourself different?

Table 24

Using English Change Students' Feeling about themselves

	N	%
Yes	39	86.7%
No	6	13.3%

This question aimed to know whether students feel different while using English or not. 86.7% (N=39) asserted that they feel different when speaking English; 16 of them believed that English made them confident to think and feel differently, it allows them to act freely and be themselves unconditionally, one of the participants reported that “using English made me see the true me, I can freely express myself and feel belonging to those who speak it”. 13 of the rest described English as the language of modernity, dreams and opportunities, adding that it is prestigious and unique since only a minority in their native society can speak it, in this view a respondent declared “I feel myself a developed person because I speak the language of technology and science also I feel my prestige is super high which make me unique while expressing myself in English”. The remaining 10 students said that they feel different due to the English culture which made them learn new aspects of life. In contrast, 13.3% (N=6) of the participants do not feel different because they think that English is just a tool of communication, in this vein a respondent claimed that “because speaking a different language does not mean I have to change the way I am”.

Question 23: Have you experienced any changes in your personality as a result of learning English?

Table 25

Changes in Personality as a result of learning English

	N	%
Yes	40	88.9%
No	5	11.1%

The aim of this question is to know whether learning English and its culture changed the personality of its learners or not. Results showed that the ultimate majority of the students 88.9% (N=40) replied positively by saying that English has changed their personality, eight (8) participants declared that they became confident, respectful, and more open minded, while five (5) said that they become extroverted and open to conversations. 12 participants asserted that they become emotionally stable and more relaxed. A participant said “I become calmer, logical and stable, the ‘me’ before studying English is different, the ‘me’ after studying English is way better”. While the rest 15 students confirmed that they started thinking, behaving, and acting differently. 11.1% (N=5) of the students stated that they did not experience any changes in their personality after learning English. For them, language and personality are separated, and they only study English for academic purposes.

Question 24: After learning English, do you feel more open-minded?

Table 26

Feeling Open-Minded After Learning English

	N	%
Yes	35	77.8%
No	10	22.2%

This question seeks to know if the students became more open-minded or no as a result of learning English and being exposed to its culture. The results showed that 77.8% (N=35) of the students declared that they feel more open minded after learning English, they stated that they become more respectful and acceptable to others' differences and tolerate people's ideas and perspectives, a respondent said that "I feel more open to things which are forbidden in our culture, I feel I'm not restricted to my society, also English is not like other languages, it makes you be aware of differences and accept and respect ideas and people". The other respondents 22.2% (N=10) said that there was no room to become more open-minded because in their opinions Muslims are conservatives and they should not cross limits and must learn the language without adopting its culture

Question 25: How would you respond to a stranger trying to open a conversation with you at a social event or party?

In this question, the students are faced with a situation in which a stranger attempts to initiate a conversation with them at a social gathering. Using this question, the students are categorized as extroverts or introverts based on whether or not they accept interacting with strangers. 35 of them stated that they would speak with strangers and engage in conversation. A respondent claimed that "I would accept talking and conversing with pleasure, and act spontaneously and do my efforts to make an efficient conversation", while another student claimed that "I would be pleased, cheerful and happy because it's usually known that who introduces a conversation is more friendly and extrovert". These participants tend to be sociable and extroverts. However, the remaining 10 respondents claimed that they are introverts and not sociable, and they refuse to speak with strangers and would ignore them.

Question 26: If you were working on an assignment with your classmates and they disagreed with your idea, would you continue to work together or finish the assignment on your own? Why?

Another situation was presented to the students, aimed to investigate the extent to which they are independent and able to rely on themselves. While working on group assignments, the students were asked how they would react if they disagreed with their classmates. Most of them (N=24) said that they would continue to work alone because they can rely on themselves, and they trust their ideas. A participant claimed that “I’m independent, confident, and responsible, I trust my ideas and can do better alone I don’t trust others ideas and I don’t need anyone I’m already enough”. On the other hand, the other participants (N= 14) said that they would continue to work together because they care about the mark more than anything else, and since they disagreed with their ideas they will not make much efforts. Seven (7) of the respondents answered by saying they would look for a middle-ground solution, a student stated that “we will just discover a solution and make it work, and agree on our ideas”.

Question 27: if you got the chance to study abroad (USA/UK), would you easily adopt their lifestyle? Explain.

The purpose of this question is to discover whether the students would easily adopt a different lifestyle if given the opportunity to study abroad or whether they would find it difficult. Most of the respondents (N=34) asserted that they can easily adopt the lifestyle of the country they will move to, since they are familiar with English culture and enjoy it, and have also incorporated some of its aspects into their daily lives. A participant said that “I’m overall aware of the culture and social lifestyle in there. I wouldn’t get a cultural shock and I would feel like I belong there”. In contrast, 11 students expressed concern about adjusting to an unfamiliar culture and lifestyle due to factors such as religion, beliefs, attitudes, and traditions.

2.3. Section Three: Discussion of the Results

In this section, the results obtained from both the personality test and the questionnaire are discussed in order to answer the research question of the current study.

2.3.1. Discussion of Personality Test

The data collected from the personality test helps to answer the first research question which is: To what extent do the English language and its culture influence the personality of the EFL learners?

The findings of the personality test validate the assumption related to the first research question, and demonstrate the personality change that occurs as a result of the exposure to the English language and its culture. Furthermore, the results of the personality test, given to the two samples, revealed that the English language and its culture have an impact on learners' personalities. These findings were analyzed based on different personality traits; the scores of the participants within each group, students of English and Economics students, were aggregated. The differences between the two groups were statistically significant, and the comparison of the results indicates that students of English and students of Economy have different personalities.

It is important to note that each culture displays a different personality. In our research, both groups belong to the same culture. Although the students of English studied English for four years, their exposure to its culture has influenced some aspects of their personalities. Thus, we found that the students of English tend to be more extroverted and enjoy interpersonal relationships. Moreover, they exhibit emotional stability, which can be characterized by an ability to handle emotions, besides having a high degree of agreeableness associated with altruistic behavior, and an emphasis on cooperation as opposed to rivalry. They are conscientious, patient during work, diligent, and assiduous. There is a tendency among the

students of English to be more open to experience. This can be described as a desire to gain new knowledge, motivations, or experiences. Accordingly, this result does not contradict that of scholars who have tackled approximately the same topic in the literature review (for more details see chapter one), such as Ramírez-Esparza et al. (2006) who investigated the idea of cultural frame switching and that bilinguals have two personalities.

Ramírez-Esparza et al. (2006) conducted a study with the aim of investigating whether bilingual individuals display distinct personality traits when speaking English and Spanish, and if these differences align with cultural characteristics. The researchers discovered that bilinguals demonstrated higher levels of extraversion, agreeableness, and conscientiousness when speaking English compared to when speaking Spanish. These findings were consistent with the personality traits associated with the respective cultures. The study also explored the potential impact of language use on personality development. One significant finding was that bilingual individuals exhibited different sets of personality traits depending on the language they were using. Additionally, cultural factors were identified as potential contributors to these variations. The research suggested that even minor cues such as language and culture can trigger cultural frame switching, influencing not only individuals' perceptions and values but also their personalities.

Furthermore, the findings of this study indicated that as learners become more familiar with and exposed to English culture, they become more likely to change their ideas and stances regarding some aspects of their culture and personality, which is consistent with what Zitouni (2019) has found in her previous research. It is evident from the results reported by Zitouni and the current study that English culture significantly influences learners' personalities, since culture is an external stimulus that plays a major role in shaping one's personality. According to the data gathered from the personality test, Zitouni (2019) found that nearly all participants from the social science and Islamic science departments had maintained their personality types whereas

the majority of participants from the English department had shown a change in personality. In particular, the questionnaire results are expected to reinforce the results of the test.

2.3.2. Discussion of the Questionnaire Results

The data collected from the questionnaire confirms answer of the first research question which is: To what extent does the culture of the English language influence the personality of the EFL learners? Besides, it helps to answer the second research question: which culture do Master 1 EFL students at Echahid Cheikh Larbi Tébessi University prefer?

The questionnaire outlined different findings; the results obtained from the third section of this questionnaire, which deals with the personalities of the learners, answer to the previous research question that learning the English language and exposure to its culture impact the learners' personalities. As indicated by questions (22, 23, and 24, respectively), the majority of the students feel that they have changed and developed a different personality when they use the English language. The cultural impact of the language has led them to become more open-minded and develop their personalities; they improved socially, becoming more confident, articulate, and at ease. They also developed emotional stability. Besides, this impact made them more outgoing and receptive to new experiences, as stated in their answers to questions 25 and 27. They clarified that they can easily interact with strangers and enjoy conversing with them. Their familiarity with English culture made them aware of the lifestyle there and that they would easily adopt it. Notably, the influence of English culture had a profound impact on their personalities, leading them to incorporate some of its features into their daily lives and go beyond their native cultural standards. The students showed tolerance towards Western cultural aspects that are forbidden in their culture and religion in response to questions eight (8), 11, 14, and 19. Men and women cannot be best friends in Algerian society; however, English students are more receptive to friendships between both genders and greet one another by shaking hands and giving

hugs exactly as Westerners do. Additionally, almost half of the students accept homosexuality; they claim that they do not judge people based on their sexual orientations, which can be interpreted as indicating that they have been exposed to English culture which accepts and even encourages the LGBT community.

Concerning the second research question: which culture do Master one language sciences EFL students at Echahid Cheikh Larbi Tébessi University prefer? The results obtained from the first and second sections of the questionnaire indicate that M1 EFL students at Echahid Cheikh Larbi Tébessi University favor English culture over their native culture. Based on the results of this study, it appears that being exposed to English culture affects the opinions and positions of respondents towards certain aspects of their own culture as well. There is a positive attitude toward English culture and language among most students, as demonstrated by questions (one, seven, and three) respectively. Their motivation is to gain a deeper understanding of the English culture, as they believe that language and culture are inseparable and that it is impossible to learn a language without an understanding of its culture. This result does not contradict scholars who addressed the same idea as discussed in the literature review, such as Sapir (1921), who asserted that language cannot exist independently of culture, which is the collection of socially acquired norms and values that shape the basis of human existence. Furthermore, questions six (6) and 17 demonstrated that the students who took part in this study believe that the English culture is superior to their own culture. They enjoy aspects do not exist in their native culture, such as freedom, openness, and lifestyle. It is due to this preference that they desire to change certain aspects of their own culture in order to attain happiness and comfort; some of these aspects include traditions, sexism, incorrect Islamic conventions, and their way of thinking. Moreover, from questions (nine, 13, and 26) the students can be classified according to Hofstede's cultural dimensions theory (1980), as mentioned in the literature review, into an individualistic and feminine culture. The majority of them believe that women are capable of holding equal

positions as men; because this majority consists of females more than males. The English language makes students independent and capable of relying on themselves for their needs. Based on the responses to specific questions (6, 13, 14, 17, and 19), it can be inferred that some of the participants demonstrate tendencies towards being amiqin.

Another social phenomenon in our society supports the findings of this study, which is the Amiq [‘amīq] person. These individuals are strongly influenced by the English culture, and they prefer to speak English over French or Arabic. Despite studying various subjects at the university and different streams in high school, they are fluent in English. Generally, Amiq wears black outfits, loose pants and hoodies, and Vense old school with long socks. They always wear headphones, listen to English music, prefer Billie Eilish and XXXTentacion’s music, and hate Rai songs. The Amiq guys commonly use expressions like "hey bro, wassup", "c’mon dude", and "cringe" while girls use "OMG" and "Oh cute". These people are in favor of women's roles in society. They are less talkative and honest, prefer solitude, and do not care about other people's opinions. They do not feel a part of their native culture; instead, they feel a part of the American culture which causes them depression. Also, they believe in cross-gender friendship, and support the LGTB community.

The findings of the English language students' personality test and the questionnaire are consistent; the majority of the participants in the English students' personality test are extroverted, emotionally stable, conscientious, agreeable, and open. We found that the participants' questionnaire responses matched the findings of the personality test. As a result, the questionnaire findings do not contradict the ones from the personality test, making the results valid, and the questionnaire answers reinforce the ones from the personality test, ensuring that the English language and culture impact the personality of EFL learners, answering our research questions.

2.3.3. Summary of the Results

In conclusion, this study concludes with several significant results that answer the research questions we started with; they are also consistent with our preliminary assumptions:

Learning the English language and being exposed to its culture has an impact on learners' personalities.

- M1 EFL students at Echahid Cheikh Larbi Tébessi University favor English culture over their native culture.
- The longer learners are exposed to English culture, the more they change their opinions and stances toward some aspects of their own culture. They also adopt some aspects of English culture that can be contrary to their native cultural standards (homosexuality for example).
- Learning English enhances learner's interest in modernism and change.
- M1 EFL students Echahid Cheikh Larbi Tébessi University tend to be more extroverted, agreeable, emotionally stable, conscious, and open than the economy students.
- English is used more frequently by students of English than their native language, which has a significant impact on their linguistic background.
- There is a feeling of superiority and specialness among students of English when they speak English.

2.3.4. Limitations of the Study

While conducting this research, we encountered a number of obstacles stated as follows:

1. Personality is a bulky field that is challenging for a master's student to tackle, which is why we provided a general overview concerning the theories and models. In addition it is hard to measure the personality and it requires longitudinal studies and a large sample size to be effective.
2. Time restriction leads us to abandon the third sample which was supposed to take part in our research, the first-year English students, because pursuit students for only one academic year is not enough to measure the change in their personalities. Besides, the lack of time prevented us from calculating the statistical effect of the independent variable on the dependent variable.
3. We received short feedback from M1 Literature and Civilization students during the pilot study because the teacher did not provide them with enough time to complete the study.

2.3.5. Recommendations for Further Research

Future research should also address the following recommendations:

1. Researchers should conduct this study over a longer period of time to permit an in-depth examination of the changes in students' personalities. This can be accomplished by observing, describing, analyzing, and interpreting the data instead of testing and measuring it.
2. Despite the fact that this study focuses on only one aspect, personality, there are many other aspects that can also be affected while learning the English language and its culture. Further researchers can focus on the other aspects.
3. There is a need for further research to examine the adverse effects of exposure to English culture on learners' personalities since their beliefs may be undermined and they may even lose their identity.

Conclusion

In this chapter, a detailed explanation of the research design, data analysis, discussion, and results is provided. In this sense, the interpretation of the data collected from the questionnaire and personality test indicates that learners' personalities are influenced by learning the English language and its culture. Additionally, learners' perceptions of some aspects of their culture and personality have evolved. The chapter also provided a summary of this research's limitations, as well as recommendations for future research.

General Conclusion

In closing, learning the English language in contemporary society holds paramount importance due to its status as a global lingua franca. Language and culture are inseparable entities, and the process of learning English necessitates an exploration of its cultural dimensions. However, this exposure to the English language and its culture can potentially influence learners' personalities, as they assimilate certain cultural aspects associated with English.

This study includes two chapters, each addressing specific aspects of the research topic. The first chapter focuses on conducting a comprehensive literature review pertaining to the variables under investigation. It is structured into two sections. The first section provides a broad overview of language and culture, their definitions, characteristics, and the influential role of the English language globally, as well as its status in Algeria. Furthermore, this section delves into exploring the relationship between language and culture. The second section provides insight into the major theories and models of personality, emphasizing the transformative impact of culture on learners' personalities. The second chapter provides an extensive description of the research methodology employed throughout the study, the data collection procedures, analysis, and interpretation of the results. The chapter concludes by acknowledging the limitations inherent in the present research and offering recommendations for future research. In this chapter, the research questions and assumptions are addressed through an examination of the data obtained from the personality tests administered to both groups, namely students of English and students of Economy at Echahid Cheikh Larbi Tébessi University. Additionally, the questionnaire responses obtained solely from the students of English provide valuable insights that contribute to answering the research questions in their entirety.

The focal point of this study revolved around the analysis and interpretation of the collected data. The test results revealed that exposure to the English language and culture has a

significant impact on the personalities of EFL learners. The questionnaire further substantiated the existence of this influence and provided evidence that EFL learners exhibit a preference for the English culture over their native culture.

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Appendices

Appendix A

The Test of Personality (in English)

Retrieved from: <https://openpsychometrics.org/printable/big-five-personality-test.pdf>

Instructions: This is a personality test, it will help you understand why you act the way that you do and how your personality is structured. Circle the number that indicates how much you disagree or agree with each statement. Begin each statement with “I...”

Question	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
1. Am the life of the party.	1	2	3	4	5
2. Feel little concern for others.	1	2	3	4	5
3. Am always prepared.	1	2	3	4	5
4. Get stressed out easily.	1	2	3	4	5
5. Have a rich vocabulary.	1	2	3	4	5
6. Don't talk a lot.	1	2	3	4	5
7. Am interested in people.	1	2	3	4	5
8. Leave my belongings around.	1	2	3	4	5
9. Am relaxed most of the time.	1	2	3	4	5
10. Have difficulty understanding abstract ideas.	1	2	3	4	5
11. Feel comfortable around people.	1	2	3	4	5
12. Insult people.	1	2	3	4	5
13. Pay attention to details.	1	2	3	4	5
14. Worry about things.	1	2	3	4	5
15. Have a vivid imagination.	1	2	3	4	5
16. Keep in the background.	1	2	3	4	5
17. Sympathize with others' feelings.	1	2	3	4	5

Question	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
18. Make a mess of things.	1	2	3	4	5
19. Seldom feel blue.	1	2	3	4	5
20. Am not interested in abstract ideas.	1	2	3	4	5
21. Start conversations.	1	2	3	4	5
22. Am not interested in other people's problems.	1	2	3	4	5
23. Get chores done right away.	1	2	3	4	5
24. Am easily disturbed.	1	2	3	4	5
25. Have excellent ideas.	1	2	3	4	5
26. Have little to say.	1	2	3	4	5
27. Have a soft heart.	1	2	3	4	5
28. Often forget to put things back in their proper place.	1	2	3	4	5
29. Get upset easily.	1	2	3	4	5
30. Do not have a good imagination.	1	2	3	4	5
31. Talk to a lot of different people at parties.	1	2	3	4	5
32. Am not really interested in others.	1	2	3	4	5
33. Like order.	1	2	3	4	5
34. Change my mood a lot.	1	2	3	4	5
35. Am quick to understand things.	1	2	3	4	5
36. Don't like to draw attention to myself.	1	2	3	4	5
37. Take time out for others.	1	2	3	4	5
38. Shirk my duties.	1	2	3	4	5
39. Have frequent mood swings.	1	2	3	4	5
40. Use difficult words.	1	2	3	4	5
41. Don't mind being the center of attention.	1	2	3	4	5
42. Feel others' emotions.	1	2	3	4	5
43. Follow a schedule.	1	2	3	4	5
44. Get irritated easily.	1	2	3	4	5

Question	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
45. Spend time reflecting on things.	1	2	3	4	5
46. Am quiet around strangers.	1	2	3	4	5
47. Make people feel at ease.	1	2	3	4	5
48. Am exacting in my work.	1	2	3	4	5
49. Often feel blue.	1	2	3	4	5
50. Am full of ideas.	1	2	3	4	5

Appendix B

The test of personality (in Arabic)

اختبار الشخصية

المقدمة:

يهدف هذا الاختبار إلى جمع معلومات حول تصرفاتك وأفكارك وكيف يتم بناء شخصيتك. ستبقى إجاباتك سرية ولن تُستخدم إلا لأغراض البحث الخاصة بنا. يرجى اتباع التعليمات التالية.

التعليمات:

لكل عبارة من 1 إلى 50 ضع دائرة حول الرقم الذي يشير إلى مدى موافقتك أو عدم موافقتك على كل عبارة. ابدأ كل عبارة بـ "أنا"

السؤال	أعارض بشدة	أعارض	محايد	أوافق	أوافق بشدة
1. شخص مفعم بالحياة وودي	1	2	3	4	5
2. لا أكثرث كثيرا لأمر غيري	1	2	3	4	5
3. على أهية الاستعداد دائما	1	2	3	4	5
4. أتوتر لأتفه الأسباب	1	2	3	4	5
5. أتميز بمعارف لغوية ثرية	1	2	3	4	5
6. لست من الأشخاص الذين يتحدثون كثيرا.	1	2	3	4	5
7. أهتم بالناس	1	2	3	4	5
8. أترك أغراضي في أي مكان	1	2	3	4	5
9. هادئ في أغلب الأوقات	1	2	3	4	5
10. يصعب عليا فهم الأفكار المجردة	1	2	3	4	5
11. أشعر بالراحة عندما أكون برفقة الآخرين	1	2	3	4	5
12. أهين الناس	1	2	3	4	5
13. أنتبه للتفاصيل	1	2	3	4	5
14. أشعر بالقلق حيال الأشياء	1	2	3	4	5
15. أتمتع بخيال واسع	1	2	3	4	5
16. أفضل البقاء بعيدا عن الأنظار	1	2	3	4	5
17. أتعاطف مع مشاعر الآخرين.	1	2	3	4	5
18. شخص مفسد	1	2	3	4	5
19. نادرا ما أشعر بالحزن	1	2	3	4	5

السؤال	أعارض بشدة	أعارض	محايد	أوافق	أوافق بشدة
20. الأفكار المجردة لا تهمني	1	2	3	4	5
21. أبادر بافتتاح المحادثات	1	2	3	4	5
22. لا تهمني مشاكل الآخرين	1	2	3	4	5
23. أنجز الأعمال المنزلية في وقتها دون تأجيل	1	2	3	4	5
24. أنزعج بسرعة	1	2	3	4	5
25. أمتلك أفكارا رائعة	1	2	3	4	5
26. لا أملك الكثير لأقوله	1	2	3	4	5
27. أملك قلبا رقيقا.	1	2	3	4	5
28. غالبا ما أنسى وضع الأشياء في مكانها الخاص	1	2	3	4	5
29. أنزعج لأتفه الأسباب	1	2	3	4	5
30. لا أمتلك خيالا واسعا	1	2	3	4	5
31. أتكلم مع العديد من الأشخاص باختلافهم في الحفلات	1	2	3	4	5
32. لا يعنيني أمر الآخرين	1	2	3	4	5
33. أحب النظام	1	2	3	4	5
34. يتقلب مزاجي كثيرا	1	2	3	4	5
35. شخص نبيه (سريع الفهم)	1	2	3	4	5
36. لا أحب أن ألفت الانتباه الى نفسي	1	2	3	4	5
37. أخصص الوقت الى الآخرين	1	2	3	4	5
38. أتهرب من أداء واجباتي	1	2	3	4	5
39. أعاني من تقلبات مزاجية متكررة	1	2	3	4	5
40. أستعمل كلمات صعبة	1	2	3	4	5
41. لا أنزعج من كوني مركز الاهتمام	1	2	3	4	5
42. أحس بمشاعر الآخرين	1	2	3	4	5
43. أعتد جدولاً زمنياً	1	2	3	4	5
44. سريع الغضب	1	2	3	4	5
45. أمضي وقتاً في التفكير المعمق في الأشياء	1	2	3	4	5
46. قليل الكلام برفقة الغرباء	1	2	3	4	5
47. أشعر الناس بالارتياح عند تعاملهم معي (يكون الناس معي على سجيبتهم)	1	2	3	4	5

السؤال	أعارض بشدة	أعارض	محايد	أوافق	أوافق بشدة
48. صارم في عملي	1	2	3	4	5
49. غالبا ما أشعر بالحزن	1	2	3	4	5
50. أملك العديد من الأفكار	1	2	3	4	5

Appendix C

The Questionnaire

The Questionnaire

Dear respondents, this questionnaire aims to gather information about the impact of the English language culture on EFL learners' personality. Your answers will remain confidential, and will be used only for our research purposes. We are grateful for your cooperation.

Section one: Personal Background

1. Is learning English:

a. Your own choice b. It has been imposed on you

Other

Section two: Language and Culture

A. Please tick (✓) the appropriate answer and fill in the blanks when necessary.

2. Does your response to a question in your native language differ from your response to the same question in English??

a. Yes b. No

Explain.....

.....

3. Do you think that learning English as a foreign language requires learning its culture too?

a. Yes b. No

4. How much do you use English language compared to your native language?

- **In daily life:**

a. More than 50% English, less than 50% native language

b. 50% native language, 50% English

c. Less than 50% English, more than 50% native language

- **In Social media:**

a. More than 50% English, less than 50% native language

b. 50% native language, 50% English

c. Less than 50% English, more than 50% native language

- **At university/ with classmates:**

a. More than 50% English, less than 50% native language

b. 50% native language, 50% English

c. Less than 50% English, more than 50% native language

- **With friends:**

a. More than 50% English, less than 50% native language

b. 50% native language, 50% English

c. Less than 50% English, more than 50% native language

5. How do you respond to cultural differences?

a. Accept and respect b. Respect c. Reject

Other.....

6. In comparison to the English culture, how would you describe your culture?

a. Inferior b. Equal c. Superior

B. For each statement, circle the number that indicates how much you agree or disagree.

Statement	Disagree	Neutral	Agree
7. I am interested in learning more about the English culture	1	2	3
8. It is possible for men and women to be best friends	1	2	3
9. If I had the chance, I would move out of my parents' house	1	2	3
10. If I had the chance, I would travel just with my friends	1	2	3
11. If I had the opportunity, I would celebrate western holidays such as Christmas, and Halloween...	1	2	3
12. If I had the chance, I would join clubs for entertaining activities such as dancing, theatre, singing, and painting.	1	2	3
13. Taxi driving, as a job, is suitable for women	1	2	3

C. Please tick (✓) in the following situations the appropriate answer

14. Whenever I meet a friend of the opposite gender, I greet them with:

- a. Shaking hands b. Hugging c. Just saying hi

Other.....

15. If you found an injured dog or cat on the street, you would:

- a. Take it to the veterinary b. Help it c. Ignore it

Others.....

16. As a future parent, what would you do if you accidentally hurt your child's feelings:

- a. apologizing b. act as if nothing happened

Other.....

D. Answer the following questions

17. What do you like about English culture? (Please answer according to your preferred culture, whether American or British...)

.....
.....

18. If you had the chance to change anything about your culture, what would you change?

.....
.....

19. How would you react when you find out that a friend of yours is homosexual?

.....

Section three: Personality

A. Please tick (✓) the appropriate answer and fill in the blanks when necessary.

20. When expressing your emotions, which language do you prefer to use?

a. Your native language b. English c. Both

Other.....

21. Do you overly care about what others think of you?

a. Yes b. No

22. When you use English, do you feel yourself different?

a. Yes b. No

Explain.....

23. Have you experienced any changes in your personality as a result of learning English?

a. Yes b. No

Explain.....
.....

24. After learning English, do you feel more open-minded?

a. Yes

b. No

Explain.....
.....

D. Answer the following questions

25. How would you respond to a stranger trying to open a conversation with you at a social event or party?

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

26. If you were working on an assignment with your classmates and they disagreed with your idea, would you continue to work together or finish the assignment on your own? Why?

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

27. If you got the chance to study abroad (USA/UK), would you easily adopt their lifestyle?

Explain.

.....

.....

.....

Appendix D

Frequencies of Personality Test

1. Am the life of the party. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
1. Am the life of the party.	Strongly disagree	1	5	6
	Disagree	4	14	18
	Neutral	8	7	15
	Agree	18	7	25
	Strongly agree	14	7	21
Total		45	40	85

2. Feel little concern for others. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
2. Feel little concern for others.	Strongly disagree	7	2	9
	Disagree	20	4	24
	Neutral	6	1	7
	Agree	10	18	28
	Strongly agree	2	15	17
Total		45	40	85

3. Am always prepared. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
3. Am always prepared.	Strongly disagree	0	6	6
	Disagree	3	12	15
	Neutral	7	13	20
	Agree	22	5	27
	Strongly agree	13	4	17
Total		45	40	85

4. Get stressed out easily. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
4. Get stressed out easily.	Strongly disagree	22	1	23
	Disagree	8	5	13
	Neutral	4	6	10
	Agree	5	17	22
	Strongly agree	6	11	17
Total		45	40	85

5. Have a rich vocabulary. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
5. Have a rich vocabulary.	Strongly disagree	1	11	12
	Disagree	4	12	16
	Neutral	8	11	19
	Agree	19	6	25
	Strongly agree	13	0	13
Total		45	40	85

6. Don't talk a lot. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
6. Don't talk a lot.	Strongly disagree	10	2	12
	Disagree	24	2	26
	Neutral	1	0	1
	Agree	6	17	23
	Strongly agree	4	19	23
Total		45	40	85

7. Am interested in people. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
7. Am interested in people.	Strongly disagree	0	12	12
	Disagree	7	15	22
	Neutral	6	9	15
	Agree	23	3	26
	Strongly agree	9	1	10
Total		45	40	85

8. Leave my belongings around. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
8. Leave my belongings around.	Strongly disagree	21	8	29
	Disagree	11	9	20
	Neutral	4	7	11
	Agree	7	15	22
	Strongly agree	2	1	3
Total		45	40	85

9. Am relaxed most of the time. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
9. Am relaxed most of the time.	Strongly disagree	2	10	12
	Disagree	6	11	17
	Neutral	5	4	9
	Agree	15	8	23
	Strongly agree	17	7	24
Total		45	40	85

10. Have difficulty understanding abstract ideas. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
10. Have difficulty understanding abstract ideas.	Strongly disagree	12	0	12
	Disagree	23	7	30
	Neutral	5	9	14
	Agree	3	6	9
	Strongly agree	2	18	20
Total		45	40	85

11. Feel comfortable around people. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
11. Feel comfortable around people.	Strongly disagree	0	9	9
	Disagree	4	17	21
	Neutral	9	6	15
	Agree	20	6	26
	Strongly agree	12	2	14
Total		45	40	85

12. Insult people. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
12. Insult people.	Strongly disagree	27	11	38
	Disagree	14	9	23
	Neutral	3	6	9
	Agree	1	13	14
	Strongly agree	0	1	1
Total		45	40	85

13. Pay attention to details. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
13. Pay attention to details.	Strongly disagree	0	14	14
	Disagree	1	9	10
	Neutral	4	6	10
	Agree	15	4	19
	Strongly agree	25	7	32
Total		45	40	85

14. Worry about things. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
14. Worry about things.	Strongly disagree	13	1	14
	Disagree	13	3	16
	Neutral	3	7	10
	Agree	6	8	14
	Strongly agree	10	21	31
Total		45	40	85

15. Have a vivid imagination. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
15. Have a vivid imagination.	Strongly disagree	2	13	15
	Disagree	0	8	8
	Neutral	4	4	8
	Agree	13	7	20
	Strongly agree	26	8	34
Total		45	40	85

16. Keep in the background. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
16. Keep in the background.	Strongly disagree	13	0	13
	Disagree	14	2	16
	Neutral	8	4	12
	Agree	5	15	20
	Strongly agree	5	19	24
Total		45	40	85

17. Sympathize with others' feelings. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
17. Sympathize with others' feelings.	Strongly disagree	0	5	5
	Disagree	3	16	19
	Neutral	4	1	5
	Agree	19	11	30
	Strongly agree	19	7	26
Total		45	40	85

18. Make a mess of things. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
18. Make a mess of things.	Strongly disagree	23	8	31
	Disagree	13	8	21
	Neutral	3	8	11
	Agree	5	13	18
	Strongly agree	1	3	4
Total		45	40	85

19. Seldom feel blue. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
19. Seldom feel blue.	Strongly disagree	4	9	13
	Disagree	7	19	26
	Neutral	7	6	13
	Agree	10	6	16
	Strongly agree	17	0	17
Total		45	40	85

20. Am not interested in abstract ideas. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
20. Am not interested in abstract ideas.	Strongly disagree	15	2	17
	Disagree	22	1	23
	Neutral	5	8	13
	Agree	2	10	12
	Strongly agree	1	19	20
Total		45	40	85

21. Start conversations. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
21. Start conversations.	Strongly disagree	2	12	14
	Disagree	1	16	17
	Neutral	5	4	9
	Agree	18	8	26
	Strongly agree	19	0	19
Total		45	40	85

22. Am not interested in other people's problems. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
22. Am not interested in other people's problems.	Strongly disagree	8	5	13
	Disagree	21	8	29
	Neutral	7	4	11
	Agree	5	3	8
	Strongly agree	4	20	24
Total		45	40	85

23. Get chores done right away. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
23. Get chores done right away.	Strongly disagree	0	2	2
	Disagree	4	22	26
	Neutral	8	6	14
	Agree	19	7	26
	Strongly agree	14	3	17
Total		45	40	85

24. Am easily disturbed. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
24. Am easily disturbed.	Strongly disagree	14	0	14
	Disagree	17	5	22
	Neutral	5	2	7
	Agree	5	13	18
	Strongly agree	4	20	24
Total		45	40	85

25. Have excellent ideas. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
25. Have excellent ideas.	Strongly disagree	1	1	2
	Disagree	1	18	19
	Neutral	4	7	11
	Agree	16	8	24
	Strongly agree	23	6	29
Total		45	40	85

26. Have little to say. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
26. Have little to say.	Strongly disagree	12	1	13
	Disagree	21	3	24
	Neutral	3	6	9
	Agree	5	23	28
	Strongly agree	4	7	11
Total		45	40	85

27. Have a soft heart. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
27. Have a soft heart.	Strongly disagree	0	8	8
	Disagree	3	3	6
	Neutral	5	11	16
	Agree	15	12	27
	Strongly agree	22	6	28
Total		45	40	85

28. Often forget to put things back in their proper place. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
28. Often forget to put things back in their proper place.	Strongly disagree	16	0	16
	Disagree	21	6	27
	Neutral	2	5	7
	Agree	4	24	28
	Strongly agree	2	5	7
Total		45	40	85

29. Get upset easily. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
29. Get upset easily.	Strongly disagree	20	1	21
	Disagree	9	2	11
	Neutral	8	8	16
	Agree	4	11	15
	Strongly agree	4	18	22
Total		45	40	85

30. Do not have a good imagination. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
30. Do not have a good imagination.	Strongly disagree	17	5	22
	Disagree	20	9	29
	Neutral	1	3	4
	Agree	6	9	15
	Strongly agree	1	14	15
Total		45	40	85

31. Talk to a lot of different people at parties. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
31. Talk to a lot of different people at parties.	Strongly disagree	1	8	9
	Disagree	7	22	29
	Neutral	4	3	7
	Agree	17	5	22
	Strongly agree	16	2	18
Total		45	40	85

32. Am not really interested in others. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
32. Am not really interested in others.	Strongly disagree	6	3	9
	Disagree	23	5	28
	Neutral	8	4	12
	Agree	4	19	23
	Strongly agree	4	9	13
Total		45	40	85

33. Like order. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
33. Like order.	Strongly disagree	3	2	5
	Disagree	5	11	16
	Neutral	5	5	10
	Agree	12	10	22
	Strongly agree	20	12	32
Total		45	40	85

34. Change my mood a lot. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
34. Change my mood a lot.	Strongly disagree	15	0	15
	Disagree	11	3	14
	Neutral	3	3	6
	Agree	9	21	30
	Strongly agree	7	13	20
Total		45	40	85

35. Am quick to understand things. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
35. Am quick to understand things.	Strongly disagree	1	1	2
	Disagree	1	15	16
	Neutral	3	9	12
	Agree	16	12	28
	Strongly agree	24	3	27
Total		45	40	85

36. Don't like to draw attention to myself. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
36. Don't like to draw attention to myself.	Strongly disagree	10	0	10
	Disagree	16	3	19
	Neutral	9	3	12
	Agree	5	18	23
	Strongly agree	5	16	21
Total		45	40	85

37. Take time out for others. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
37. Take time out for others.	Strongly disagree	0	10	10
	Disagree	4	11	15
	Neutral	14	9	23
	Agree	21	9	30
	Strongly agree	6	1	7
Total		45	40	85

38. Shirk my duties. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
38. Shirk my duties.	Strongly disagree	21	3	24
	Disagree	10	8	18
	Neutral	8	9	17
	Agree	5	18	23
	Strongly agree	1	2	3
Total		45	40	85

39. Have frequent mood swings. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
39. Have frequent mood swings.	Strongly disagree	17	1	18
	Disagree	11	5	16
	Neutral	7	4	11
	Agree	5	11	16
	Strongly agree	5	19	24
Total		45	40	85

40. Use difficult words. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
40. Use difficult words.	Strongly disagree	4	20	24
	Disagree	8	12	20
	Neutral	5	4	9
	Agree	23	4	27
	Strongly agree	5	0	5
Total		45	40	85

41. Don't mind being the center of attention. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
41. Don't mind being the center of attention.	Strongly disagree	4	12	16
	Disagree	1	10	11
	Neutral	3	7	10
	Agree	18	8	26
	Strongly agree	19	3	22
Total		45	40	85

42. Feel others' emotions. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
42. Feel others' emotions.	Strongly disagree	1	3	4
	Disagree	2	16	18
	Neutral	6	2	8
	Agree	22	12	34
	Strongly agree	14	7	21
Total		45	40	85

43. Follow a schedule. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
43. Follow a schedule.	Strongly disagree	1	8	9
	Disagree	6	21	27
	Neutral	7	9	16
	Agree	23	1	24
	Strongly agree	8	1	9
Total		45	40	85

44. Get irritated easily. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
44. Get irritated easily.	Strongly disagree	21	1	22
	Disagree	7	0	7
	Neutral	10	4	14
	Agree	5	10	15
	Strongly agree	2	25	27
Total		45	40	85

45. Spend time reflecting on things. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
45. Spend time reflecting on things.	Strongly disagree	0	11	11
	Disagree	6	12	18
	Neutral	10	3	13
	Agree	19	6	25
	Strongly agree	10	8	18
Total		45	40	85

46. Am quiet around strangers. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
46. Am quiet around strangers.	Strongly disagree	13	1	14
	Disagree	15	2	17
	Neutral	3	3	6
	Agree	7	11	18
	Strongly agree	7	23	30
Total		45	40	85

47. Make people feel at ease. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
47. Make people feel at ease.	Strongly disagree	0	2	2
	Disagree	3	17	20
	Neutral	6	3	9
	Agree	19	9	28
	Strongly agree	17	9	26
Total		45	40	85

48. Am exacting in my work. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
48. Am exacting in my work.	Strongly disagree	0	1	1
	Disagree	2	15	17
	Neutral	5	11	16
	Agree	15	6	21
	Strongly agree	23	7	30
Total		45	40	85

49. Often feel blue. * Student Type Crosstabulation

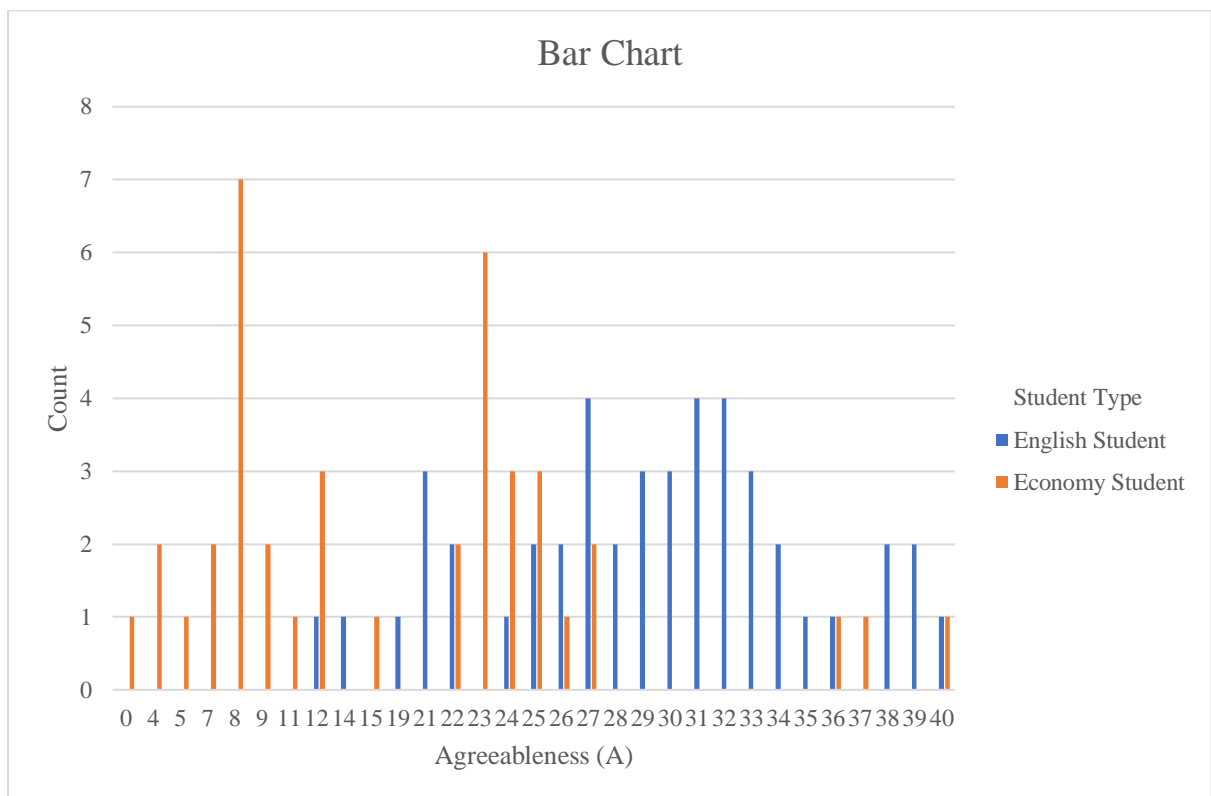
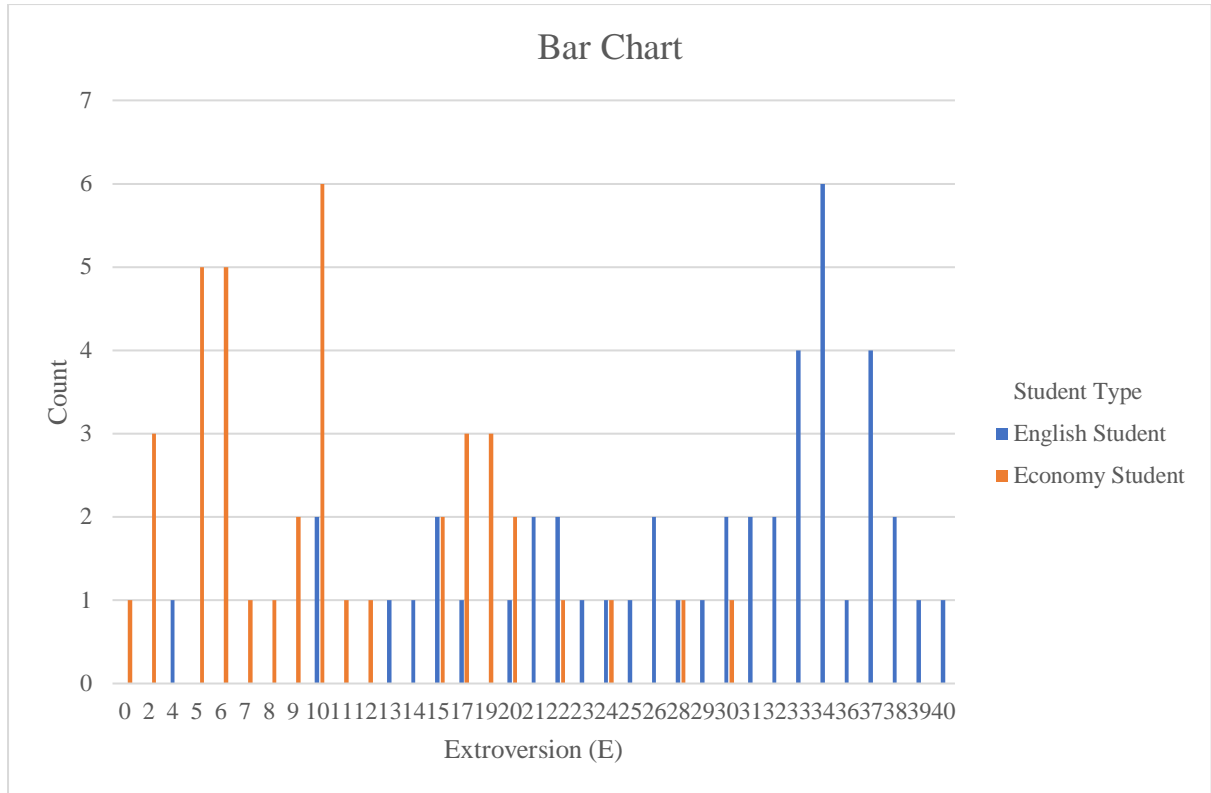
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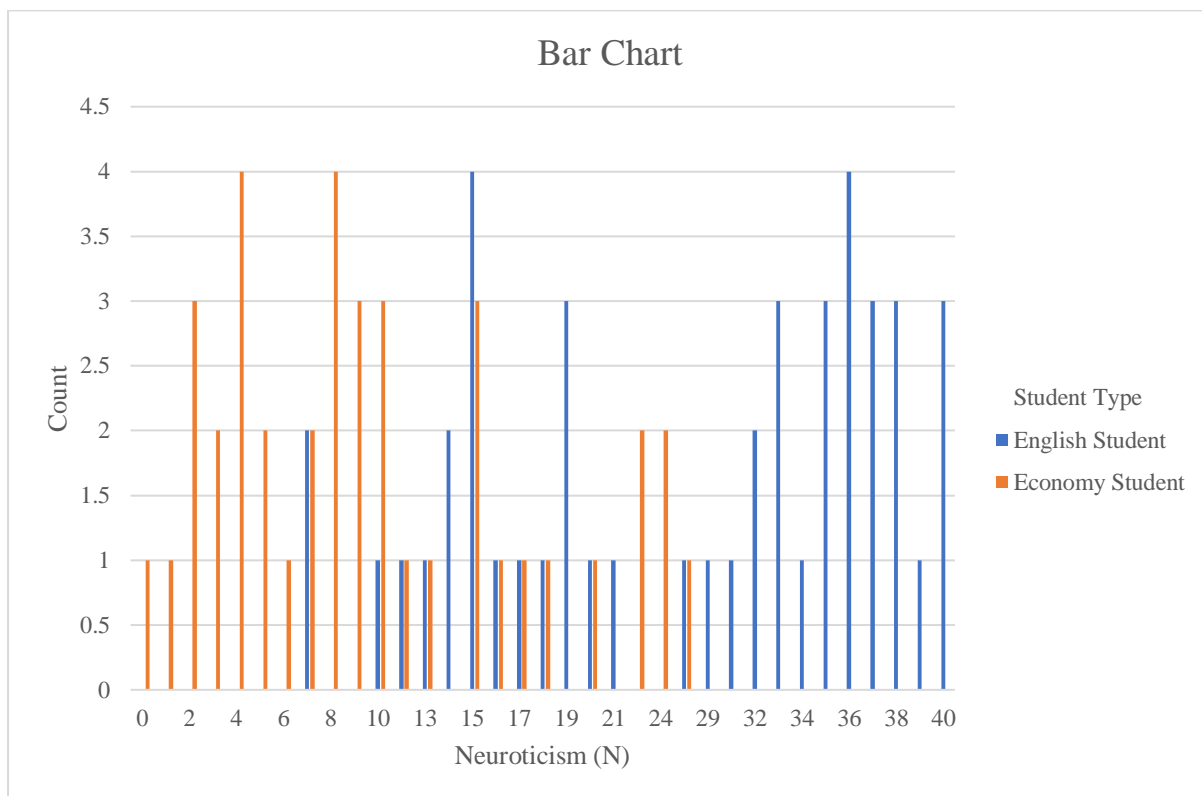
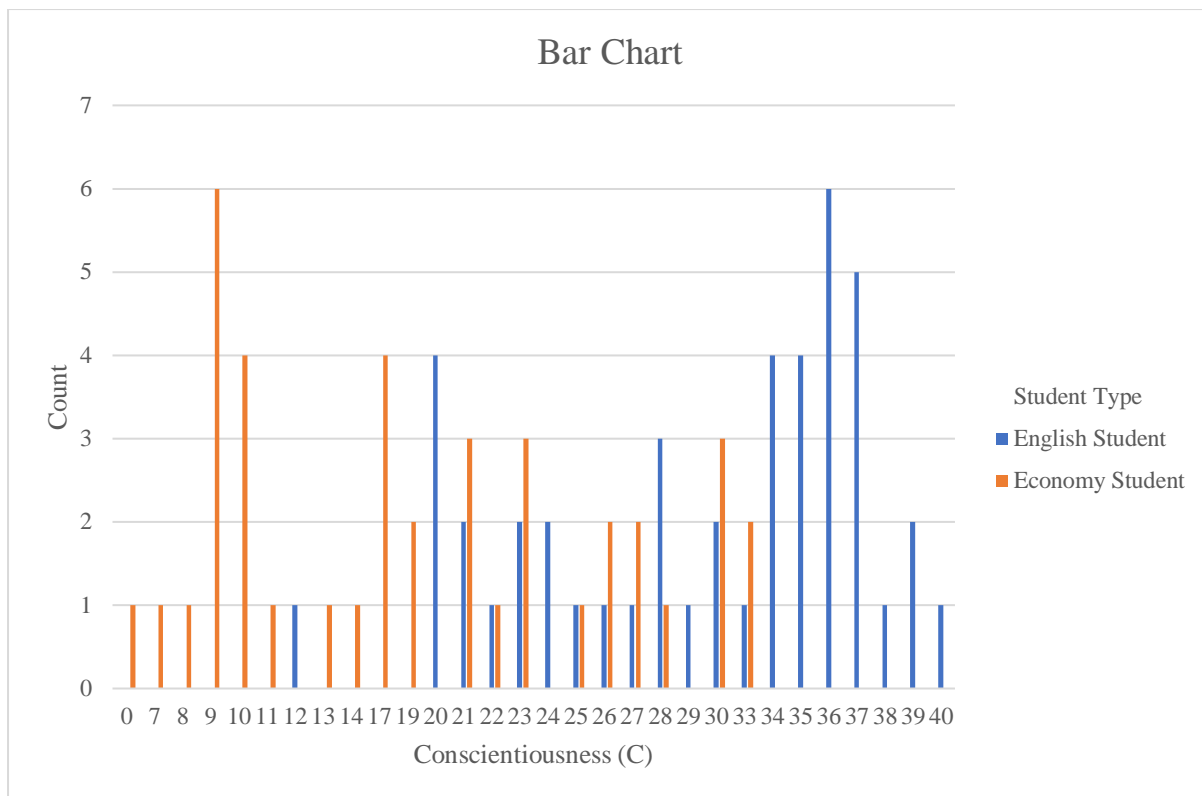
		Student Type		Total
		English Student	Economy Student	
49. Often feel blue.	Strongly disagree	12	0	12
	Disagree	15	4	19
	Neutral	9	3	12
	Agree	7	22	29
	Strongly agree	2	11	13
Total		45	40	85

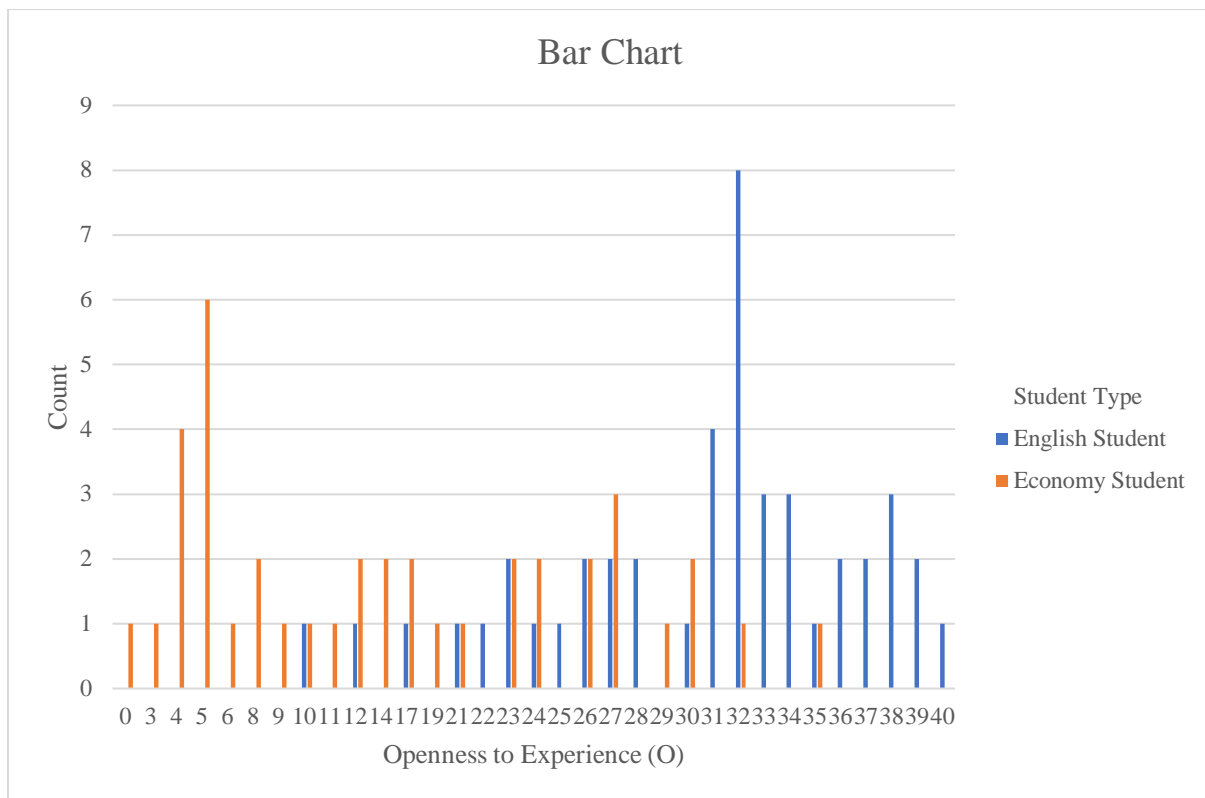
50. Am full of ideas. * Student Type Crosstabulation

Count

		Student Type		Total
		English Student	Economy Student	
50. Am full of ideas.	Strongly disagree	2	1	3
	Disagree	0	18	18
	Neutral	3	4	7
	Agree	17	10	27
	Strongly agree	23	7	30
Total		45	40	85







Résumé

Il y a une augmentation globale significative de l'intérêt pour l'apprentissage de la langue anglaise, s'étendant au-delà de la compétence linguistique pour englober ses aspects culturels. Ainsi, ce traité vise à explorer l'impact de l'apprentissage de l'anglais comme langue étrangère sur la personnalité des étudiants en Master 1 EFL Sciences du Langage à l'Université Larbi Tébessi. Cette recherche explicative exploratoire vise à explorer si l'exposition à la culture anglaise entraîne des changements dans la personnalité de ces étudiants, ainsi qu'à déterminer leur préférence pour la culture anglaise ou leur culture d'origine. Pour répondre aux questions de recherche et aux hypothèses, une approche mono-méthode a été adoptée, en utilisant une technique d'analyse de données quantitatives. Les instruments de recherche utilisés dans cette étude étaient un test de personnalité et un questionnaire, tous deux administrés à un échantillon composé de 45 étudiants en Master 1 du Département d'anglais. Pour approfondir l'impact de la culture anglaise, un échantillon supplémentaire du département Sciences économiques composé de 40 étudiants de Master 1 a été inclus, qui n'ont subi que le test de personnalité. Les résultats de cette étude indiquent que la culture anglaise a effectivement un impact sur la personnalité des apprenants EFL, les amenant à développer une préférence pour la culture anglaise par rapport à leur culture d'origine. Sur la base de l'analyse complète des résultats de la recherche, cette étude propose des recommandations futures pour une exploration et une compréhension plus approfondies dans ce domaine d'étude.

Mots-clés : Langue, Anglais, culture, personnalité

الملخص

هناك ارتفاع عالمي كبير في الاهتمام بتعلم اللغة الإنجليزية، يمتد إلى ما وراء الكفاءة اللغوية ليشمل جوانبها الثقافية. ومن ثم، تهدف هذه الرسالة إلى استكشاف تأثير تعلم اللغة الإنجليزية كلغة أجنبية على شخصيات طلاب ماستر علوم اللغة الإنجليزية كلغة أجنبية في جامعة العربي التبسي. يهدف هذا البحث التوضيحي الاستكشافي إلى استكشاف ما إذا كان التعرض للثقافة الإنجليزية يؤدي إلى تغييرات في شخصيات هؤلاء الطلاب، وكذلك التأكد من تفضيلهم للثقافة الإنجليزية أو ثقافتهم الأم. لمعالجة أسئلة البحث والافتراضات، تم اعتماد نهج أحادي الأسلوب، باستخدام تقنية تحليل البيانات الكمية. كانت أدوات البحث المستخدمة في هذه الدراسة هي اختبار الشخصية والاستبيان، وكلاهما تم إجراؤه على عينة تضم 45 طالب سنة أولى ماستر من قسم اللغة الإنجليزية. لمزيد من التحقيق في تأثير الثقافة الإنجليزية، تم تضمين عينة إضافية من قسم العلوم الاقتصادية تتكون من 40 طالب سنة أولى ماستر، الذين خضعوا فقط لاختبار الشخصية. تشير نتائج هذه الدراسة إلى أن الثقافة الإنجليزية لها بالفعل تأثير على شخصيات متعلمي اللغة الإنجليزية كلغة أجنبية، مما دفعهم إلى تطوير تفضيلهم للثقافة الإنجليزية على ثقافتهم الأم. بناءً على التحليل الشامل لنتائج البحث، تقترح هذه الدراسة توصيات مستقبلية لمزيد من الاستكشاف والفهم في مجال الدراسة هذا.

الكلمات المفتاحية: اللغة، اللغة الإنجليزية، الثقافة، الشخصية.