

Ministry of Higher Education and Scientific Research

Msila University

Faculty of letters and Languages

Department of Letters and English Language

Domain: Foreign Languages

Stream: English Language

Option: Linguistics



**The Impact of English as a Foreign Language
Learning on Students' Algerian Lifestyle**

**The Case of Master One Students at
M'sila University**

**Dissertation Submitted to the Department of English in partial fulfilment of the
Requirements for the Degree of Master**

Submitted by:

Mr. Ahmed ALLILI

Supervised by:

Dr Nouredine REFICE

Board of Examiners

Dr. Tayed BOUAZID

Chairperson

Dr. Nouredine REFICE

Supervisor

Dr. Saber Djemoui

Examiner

YEAR: 2022/2023

DEDICATION

I dedicate this work to the precious people in my life

*To **my mother** who has been a constant source of support and encouragement throughout my academic journey. Her support has been a driving force behind this modest work.*

*To **my father** whose guidance and mentorship have been instrumental in helping me achieve my educational goals. His commitment to my education has made all the difference in my life.*

*To **my grandmother**, who selflessly supported me in my pursuit of education and even spent her money for my schooling at the school for blind pupils, I pray that Allah grants her peace and forgives her sins. May Allah also illuminate her grave, multiply her good deeds and admit her into the highest Paradise.*

*Finally, I extend my dedication to include **my family**, whose love and support have been an unwavering source of strength and encouragement.*

*To the special **promotion of Master two 2023***

I dedicate this work

Ahmed ALLILI

Acknowledgments

I would like to express my gratitude to Allah for assisting me to accomplish this academic work. Without His guidance and assistance, this achievement would not have been possible.

I would like to extend my deepest appreciation to my supervisor, Dr Nouredine Reffice, for his invaluable guidance and support throughout the dissertation process. His insightful feedback and helpful tips were instrumental in shaping the final version of this work.

I would also like to thank my brother Mohammed and my previous classmate, Mr Abdelmadjid Bouradji, for their support and encouragement, as well as for their assistance in proofreading and editing this dissertation.

Lastly, I would like to extend my respect and appreciation to the teachers who constitute the board of examiners for agreeing to review and evaluate this dissertation. Your time and effort are greatly appreciated.

Thank you all for your contributions to this work.

Abstract

Learning a new language can be the initial step towards embracing a new lifestyle. This study investigates the influence of EFL learning on students' Algerian lifestyle and identifies the main aspects that are affected by this process. It also aims to discover the main reasons and factors behind this influence. This study employs a mixed method approach. A questionnaire and an interview are used as the main data collection tools. The questionnaire has been administered to master one student from the two specialties in the English Department at the University of M'sila. The interview has been dedicated to the teachers of English to obtain more accurate results. The findings of this study reveal that master one students' lifestyle is really influenced by EFL learning at different levels and aspects such as behaviors, interests, attitudes, language use, body language and dressing style. This influence occurs due to the wrong practices of the learning process, reading, listening, watching, globalization, prestige, seeking superiority, adopting Western lifestyles and imitating native speakers. Ultimately, these findings would make a valuable academic contribution by enhancing the comprehension of the prevailing phenomenon. Finally, this study recommends conducting a detailed study about the role of teaching styles in changing students' lifestyle to address the current phenomenon from various angles.

Keywords: EFL Learning, Students' Algerian Lifestyle.

List of abbreviations

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

CA: Cognitivist Approach

NA: Nativist Approach

GTM: Grammar Translation Method

DM: Direct Method

ALM: Audio-Lingual Method

CAP Constructivist Approach

CLT: Communicative Language Teaching

CC: Communicative Competence

LAD: Language Acquisition Device

List of tables

Table 01	Participants' gender.....	40
Table 02	Spoken languages.....	41
Table 03	Speaking English outside the classroom.....	42
Table 04	Practicing English at home.....	43
Table 05	People you practice English with.....	44
Table 06	The impact of learning English on the Algerian lifestyle.....	45
Table 07	Aspects of lifestyle influenced by EFL learning.....	46
Table 08	The impact of EFL learning on leisure activities and hobbies.....	47
Table 09	The influence of EFL learning on the learners' dressing style.....	48
Table 10	The influence of EFL learning on learners' food choices.....	49
Table 11	EFL learners and American and British dishes.....	50
Table 12	American and British dishes liked by students.....	51
Table 13	The influence of EFL learning on the body language.....	52
Table 14	Greeting others outside the class.....	53
Table 15	Factors of lifestyle change.....	54
Table 16	The role of English media in spreading English-speaking countries' lifestyles.....	55
Table 17	The used languages for expressing emotions.....	56
Table 18	Ease of communication with foreigners.....	57
Table 19	EFL learning and speaking ability.....	58
Table 20	Imitating natives in their way of speaking, sitting, walking.....	59

List of graphs

Graph 01	Participants' gender.....	40
Graph 02	Spoken languages.....	41
Graph 03	Speaking English outside the classroom.....	42
Graph 04	Practicing English at home.....	43
Graph 05	People you practice English with.....	44
Graph 06	The impact of learning English on the Algerian lifestyle.....	45
Graph 07	Aspects of lifestyle influenced by EFL learning.....	46
Graph 08	The impact of EFL learning on leisure activities and hobbies.....	47
Graph 09	The influence of EFL learning on the learners' dressing style.....	48
Graph 10	The influence of EFL learning on learners' food choices.....	49
Graph 11	EFL learners and American and British dishes.....	50
Graph 12	American and British dishes liked by students.....	51
Graph 13	The influence of EFL learning on the body language.....	52
Graph 14	Greeting others outside the class.....	53
Graph 15	Factors of lifestyle change.....	54
Graph 16	The role of English media in spreading English-speaking countries' lifestyles	55
Graph 17	The used languages for expressing Emotions.....	56
Graph 18	Ease of communication with foreigners.....	57
Graph 19	EFL learning and speaking ability.....	58
Graph 20	Imitating natives in their way of speaking, sitting, walking.....	59

Table of Contents

Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Graphs.....	VII
Table of Contents.....	VIII

General Introduction

1. Background02
2. Statement of the Problem.....	.04
3. Research Questions.....	.04
4. Research Hypothesis.....	.04
5. Aims of the Study.....	.05
6. Significance of the Study.....	.05
7. Research Methodology.....	.05
8. Dissertation Structure.....	.06
9. Definitions of Research Variables.....	.06

Chapter one

The Impact of EFL Learning on Students' Lifestyle

Introduction.....	08
Section one: A Study of EFL Learning	
1. Learning.....	08
2. EFL Learning.....	09
3. English in the World.....	09
3.1. English as a Foreign Language.....	09
3.2. English as a Lingua Franca.....	10
4. Famous Approaches to Language Learning and Teaching.....	11
4.1. Behaviourism.....	11
4.2. Cognitivism.....	12
4.3. Nativism.....	13
4.4. Constructivism.....	14
5. Famous Methods to Language Learning and Teaching.....	15
5.1. Grammar-Translation Method	15
5.2. The Direct Method.....	16
5.3. Audio-Lingual Method.....	17
5.4. Communicative Language Teaching.....	18
5.4.1. Communicative Competence.....	19
5.4.2. Communicative Language Teaching in the Classroom	19
6. The Importance of Culture in Learning English as a Foreign Language.....	20
7. EFL Classes.....	20
8. English in Algeria.....	21

Section Two: A Study of Lifestyle

1. Defining Lifestyle.....	23
2. Types of Lifestyle.....	23
2.1. Active Lifestyle.....	23
2.2. Healthy Lifestyle.....	24
2.3. Nomadic Lifestyle.....	25
2.4. Modern Lifestyle.....	25
2.5. Religious Lifestyle.....	26
3. Aspects of Lifestyle.....	26
3.1. Interests.....	26
3.2. Behaviours.....	27
3.3. Attitudes, Opinions, Perceptions.....	27
3.4. Customs and Traditions.....	29
3.5. Values.....	29
3.6. Food.....	30
4. Exploring the Reasons behind Lifestyle Change and Development.....	30
4.1. Media.....	30
4.2. Reading and Listening.....	31
4.3. Technology.....	32
5. Algerian Lifestyle.....	33
Conclusion.....	34

Chapter two

Research Methodology, Findings and Discussion

Introduction.....	36
1. Research design and Methodology.....	36
1.1. Research method.....	36
1.2. Research Tools.....	36
1.3. The research setting	37
1.4. Research Population and Sampling	37
1.5. Description of the Students' Questionnaire.....	38
1.6. Description of the teachers' interview.....	38
2. Data Analysis and Interpretation.....	38
2.1. Analysis Tools	38
2.2. Data Interpretation	39
2.3. Students' questionnaire analysis	40
2.4. Teachers' interview analysis	60
3. Discussions of the Findings.....	62
3.1. Students' Questionnaire Discussion.....	62
3.1. Teachers' Interview Discussion	65
4. Summary of the Main Findings.....	67
5. Pedagogical Implications.....	69
6. Limitations and Recommendations.....	70

6.1. Limitations of the Study.....	70
6.2. Recommendations.....	70
Conclusion.....	71
General Conclusion.....	73
References.....	75
Appendix 1: Students' Questionnaire.....	88
Appendix 2: Teachers' Interview.....	92
المخلص.....	93

General Introduction

1. Background

Learning English as a foreign language is a central issue for several people around the globe; most of them seek to learn English for different purposes. English as a foreign language learning (EFL) refers to the process of learning and teaching English as a non-native language in non-English-speaking countries (Peng Si, 2019). This process may lead to the emergence of a great influence on different aspects and fields. The impact of EFL is multifaceted and interdisciplinary, encompassing a range of disciplines such as education, industry, employment, language and identity. Several studies have been conducted on the influence of EFL; for instance, Llerena (2018) asserts that EFL learning has a significant impact on business and industry, while a study by Hann, Timmis, Alkhaldi, Davies, Troncoso and Yi (2014) confirms the correlation between learning English and enhanced opportunities within the job market. In addition, Hopkyns (2020, p. 3) claims that "global English does indeed affect language, culture, and identity around the globe." While much research has explored the impact of EFL learning on various aspects of life, from education to employment, little attention has been paid to its impact on lifestyle, particularly in the context of Algeria.

Lifestyle is a complex construct that encompasses a variety of attitudes, opinions, behaviours, habits, hobbies, customs, traditions, social connections, social norms, prestige and taste (Jensen, 2007; Van-Acker, 2015). Exposure to foreign cultures and learning another language can possibly impact one's lifestyle. Hossain (2013) has conducted a study to find the impact of English on Bangladeshi lifestyle. His findings reveal that the acquisition of English as a foreign language influences Bangladeshi students' culture and lifestyle, leading to the unconscious adoption of English expressions. This process has resulted in the replacement of their original culture and the creation of a sense of belonging. In the same vein, Brown (2014) asserts that the acquisition of a new language is the acquisition of new cultures, feelings and behaviours. This review suggests that learning another language has the potential to generate new ways of life in terms of behaviours, emotions and personalities.

The influence of EFL can be observed in several aspects of life, as highlighted by research conducted by Boukerkour (2016) on Algerian students. The study demonstrates that EFL learning has the potential to result in significant changes at the level of individuals' physical, mental, emotional and social characteristics. The impact of EFL learning may lead to a profound transformation of behaviors and personalities. Similarly, Samira (2019) argues that the English language and its culture can change the personality and social values of Algerian learners. She claims that non-EFL learners have consistent personalities and values because they are less exposed to foreign culture.

A recent investigation by Mezara (2021) suggests that EFL learners remain aware of their cultural identity; however, there is a marked shift in their personal beliefs and mindset. For instance, EFL learners tend to use English expressions in their daily lives instead of Arabic ones. This shift may be attributed to the impact of EFL learning on the learners' cognitive and linguistic development. In the same vein, Khaldoun (2021) posits that Algerian students are attentive when dealing with foreign cultures. They preserve their Algerian lifestyle but further studies should address the students' orientation in the process of learning.

According to the previous studies, some researchers believe that EFL learning impacts students' Algerian lifestyle, while others assert that it impacts only a few aspects of their lives. Freire (2003,) Scarino and Liddicoat (2009) and Sanz (2013) argue that learning a foreign language is not only a process of mastering grammar and vocabulary but a process of building a new identity (as cited in Samira, 2019). If this process is not directed, it may lead to the rejection of the traditional lifestyle. The review of the previous literature shows that few studies were interested in the impact of EFL learning on students' lifestyle, particularly in the Algerian context. Thus, the aim of this research is to investigate the impact of EFL learning on students' Algerian lifestyle at the University of M'sila and to explore the main aspects that EFL learning has an influence on. It also seeks to tackle the main reasons behind this influence.

2. Statement of the Problem

English as a foreign language learning is becoming an increasingly important issue in today's globalized world. Thus, it has become a subject for several university students. While the literature on the benefits of EFL learning is well explored, the impact of EFL learning on students' lifestyles is less investigated, particularly in the Algerian context. Although Hossain (2013, para. 3) states that the "knowledge of English is considered as an international passport in terms of communication with the entire world," it is also possible that exposure to English people's lifestyles could be a serious threat and have adverse effects on students' Algerian lifestyles. On the basis of a piloting observation, Algerian students often have two lives: one shaped by their traditional Algerian life and another influenced by Western life. This problem can appear in students' behaviours and opinions.

Therefore, the present study intends to investigate the impact of EFL learning on students' Algerian lifestyle, with a specific focus on identifying the key aspects of their Algerian lifestyle that are influenced by EFL learning. In addition, it aims at discovering the main reasons behind this influence and providing accurate results from the point of view of EFL students and their teachers.

3. Research Questions

The current study attempts to answer the following questions:

- 1- Does EFL learning impact students' Algerian lifestyle?
- 2- What are the main reasons behind this influence?
- 3- What aspects of students' lifestyle does EFL learning influence?

4. Research Hypothesis

In order to answer the research questions, a research hypothesis was formulated:

"EFL learning impacts students' Algerian lifestyle".

5. Aims of the Study

This study encompasses the aims that significantly contribute to the fulfilment of this scholarly investigation. It aims to explore how EFL learning impacts students' Algerian lifestyle. In addition, it attempts to explain why EFL learning influences students' lifestyle. It addresses the main aspects of students' Algerian lifestyle that are impacted by EFL learning. The stated aims in this study enhance the achievement of the research objectives and establish a solid ground for conducting further academic research.

6. Significance of the Study

The investigation is conducted to investigate how EFL learning impacts students' Algerian lifestyles and to tackle the main reasons behind this influence from the viewpoint of EFL learners and their teachers. The findings of the current study contribute to the body of knowledge on EFL learning, particularly in the Algerian context. It raises teachers' awareness towards the materials they present in their classes and leads students to be more conscious of each piece of information they receive. In addition, it shows the threat of excessive exposure to the EFL context and its influence on the Algerian traditional way of life. It urges policymakers to develop a curriculum that preserves Algeria's traditional lifestyle and respects religious and social norms.

7. Research Methodology

This study used the mixed method approach to conduct its research. The research employed a questionnaire and an interview for data collection. The targeted population were master one students from the two branches in the Department of English Language and Literature at M'sila University. The study's sample involved 60 participants selected randomly from a total of 160 students. In addition, the interview involved four teachers who teach in the English department. The selected methodology assisted the researcher to accomplish this investigation.

8. Dissertation Structure

This study is comprised of two chapters, each consisting of two sections. The first chapter provides a review of the previous literature related to the variables of investigation. The first section covers key concepts relevant to EFL learning and discusses the historical background of EFL teaching and learning worldwide. It also addresses the implications of EFL learning in classes and the situation of EFL learning in the Algerian context. The second section is devoted to the second variable of the study, defining key concepts related to lifestyle and examining different types of lifestyles. Additionally, it explores the various aspects of lifestyle and focuses on the primary reasons behind its development and change.

The second chapter addresses the methodology used by the researchers to accomplish the investigation and consists of four sections. The first section defines the research structure and provides additional details about the research approach and method, population and sample selection, data collection tools and setting. The next section discusses data analysis and interpretation, while the third section is devoted to the discussion of the findings. The final section includes a discussion of the limitations of this research as well as recommendations for further research.

9. Operational Definitions of Research Variables

EFL

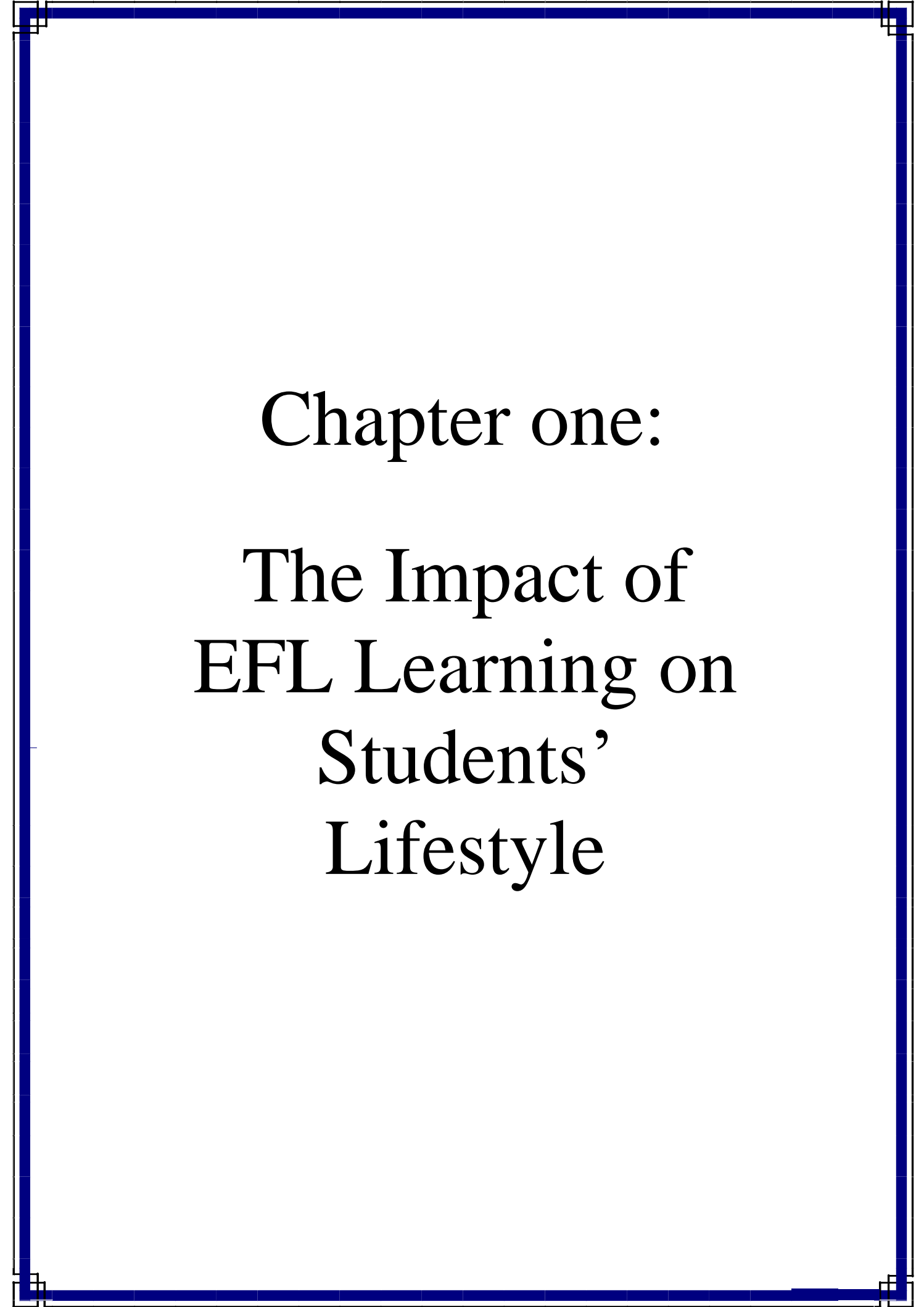
It means learning English as a non-native language in an educational setting, which is not commonly spoken in the local community (Moeller & Catalano, 2015).

EFL Learning

It is the process of learning English in non-English-speaking countries (Peng Si, 2019).

Lifestyle

It is a common term that represents the different attitudes, interests, behaviours, opinions, customs, traditions and values that one society can share (Jensen, 2007).



Chapter one:

The Impact of
EFL Learning on
Students'
Lifestyle

Introduction

This chapter provides a literature review on the main variables relevant to the current study. The chapter is divided into two sections: The first section examines EFL learning, providing an overview of different methods and approaches to language learning and teaching. It covers various elements related to EFL learning, including learning theories, English as a lingua franca and EFL in the classroom.

The second section of the chapter is dedicated to the study's second variable, which is lifestyle. It defines key terms and concepts related to lifestyle, including different types of lifestyles, aspects of lifestyle, reasons for lifestyle change and specifically, the Algerian lifestyle.

Overall, this literature review seeks to provide a comprehensive understanding of the main variables of the study. By examining the existing literature on EFL learning and lifestyle, the chapter aims to identify relevant research gaps and provide a foundation for the present study.

Section one: A Study of EFL Learning

1. Learning

Learning is a cognitive process that is characterized by experience and observation, leading to the expansion of one's knowledge base. According to Merriam-Webster (n.d.), "learning is knowledge or skill acquired by instruction or study. " It can occur due to several changes, including mastering a new ability, comprehending a scientific principle or altering one's perspective. These changes are accidental and a result of experience; they naturally evolve one's mental capacity. It is a planned process but it is a long-term transformation. Reading a book or a research paper, for example, can lead to the acquisition of new information (Sequeira, 2012). Quite similarly, it is the exploration of a new culture and an effective means for developing creative thinking (Brown, 2014). Learning, therefore, has the potential to enhance both an individual's cognitive abilities and emotional well-being.

2. EFL Learning

EFL learning refers to the act of learning and teaching English for non-native speakers in a context where English is regarded as a foreign language. Peng Si (2019) defines EFL learning as the process of learning English in non-English-speaking states; the Japanese, for example, learn English as a foreign language, which they only use in classes to accomplish academic requirements. In the same vein, the learners of EFL are those for whom English is neither their second nor their official language. Similarly,

Harmer (2015) agrees that EFL is associated with contexts in which learners learn English in order to communicate with other English speakers all over the world. He claims that it concerns students, tourists, investors, ambassadors and researchers. He considerably argues that although EFL can be studied through direct engagement with target countries such as Britain, Australia, New Zealand and the United States of America, it can be additionally learned through short courses in private or public schools. In other words, it indicates the presence of English for limited activities in specific settings such as enterprises, educational institutions and foreign agencies (Jon, Embong, Purnama, & Wadi, 2021).

According to the previous definitions, EFL learning denotes a sociocultural process by which individuals, as non-primary speakers of English, use this foreign language either to contact the outside world such as Americans and Australians, or to accomplish some activities such as travel and trade.

3. English in the World

3.1. *English as a Foreign Language*

Foreign language is a term comprises of two words: foreign and language. Foreign means alien or different. However, language is defined as "a system that relates sounds or hand and body gestures with meanings" (Fromkin, Rodman & Hyams, 2014, p. 25). In other words, language is an organized system of expressing thoughts and emotions by the use of standardized signs, gestures, sounds or markers with clear meanings (Mariam-Webster, n.d.).

In these definitions, language is a means of conveying ideas and thoughts with sounds or gestures and a vehicle of passing messages. According to Moeller and Catalano (2015), foreign language represents the categorization of such language if it is predominantly acquired in an educational setting and is not commonly spoken in the local community.

In such countries, English sometimes serves as a third language and is therefore regarded as a foreign language. According to Broughton, Brumfit, Flavell, Hill and Pincas (1980), English is a foreign language in several countries. In other words, it is frequently taught in schools but is not fundamental to societal or national life. English as a foreign language (EFL) is less important for the casual citizen to live his everyday life or even to rise in society, especially in countries like Spain, Brazil and Japan, where Spanish, Portuguese and Japanese are the common languages of teaching and communication.

3.2. English as a Lingua Franca

English has become an international language, especially after the end of the Second World War. It is therefore regarded as a global language of communication and information exchange (Kostikova, Prishvina, Ilyushina, Fedotova, & Belogurov, 2018). The term English as a lingua franca (ELF) denotes the wide presence of English in non-English settings. In other words, it refers to the status of English as one of the most used languages outside its geographical borders and as a means for communication among non-native speakers (Jenkins, 2015). Its origins refer to a West Germanic language, which has only been spoken by a small portion of people in medieval England; however, it is now used by the majority of the world (GOHIL, 2013). Quite similarly, it has advanced from its position 400 years ago as a dialect that is mostly unknown outside of the southern counties of England to its current position as one of the dominant world tongues.

English is the most commonly used language among people from all over the world but not as a mother tongue. It comes in second only to Chinese, which consists of six different dialects that are hardly spoken outside of China. There are 300 million native

English speakers across all continents and over 250 million second-language English users who also use English to accomplish their daily needs. Along with serving as a key forum for discussion at the United Nations and the NATO command language, it also serves as the official language of international air travel as well as the unofficial first language of international sport. Above all, both Chinese radio shows and Russian propaganda intend to win East African listeners through English as a means of presenting news (Broughton et al. 1980).

English has established its current position due to several reasons: Racial, ethnic and social barriers are no longer obstacles to the expansion of English. Several countries that consider this language their first language have witnessed radical changes at different levels such as politics, education and economy. Furthermore, colonization plays an essential role in this process, as media introduces news in English, which has led to the massive spread of this language in the world. Moreover, advertising and broadcasting contribute to the fame of English and the spread of English-speaking countries' products and lifestyles (Crystal, 2003).

4. Famous Approaches to Language Learning and Teaching

4.1. *Behaviourism*

Behaviourism is an approach to language learning and teaching that emphasizes the role of observable changes in behaviour to extend one's knowledge and experience. This term behaviourism became so popular in the twentieth century, particularly in 1913, by psychologist John Watson (1878-1958). While Watson is credited with introducing psychological behaviourism, there exists a philosophical version of behaviourism as well (Encyclopaedia of Psychology, n.d.). According to Michael Domjan (2014, p. 98), "a behavior system consists of a series of response modes, each with its own controlling stimuli and responses, arranged spatially and/or temporally." Accordingly, behaviourism is a system that includes a series of responses governed by controlling stimuli, which can be spatially or temporally determined. The repetition of the same stimuli leads to the acquisition of new

habits and behaviours; animals, for example, can learn the threat of electric cables if they get an electric shock.

Behaviourism is supported by several linguists and psychologists. Skinner (1965), one of the most influential behaviourists, proposes that conditioned stimuli lead to certain responses on future occasions. As an illustration, if images of the enemy, such as the enemy's plains, are associated with violent stories or images of oppression, an aggressive response will emerge on future occasions. He further introduces positive reinforcement and negative reinforcement, which can foster the process of learning. He assumes that positive reinforcement leads to the consistent occurrence of good habits. For instance, if a child learns a new vocabulary and feels happy, he will probably attempt to learn another new vocabulary. Consistency can be obtained through reward.

However, negative reinforcement can result in the appearance of avoidance. A child, for example, hates doing revision, but whenever he finishes his revision, he is allowed to play outside. The removal of this stimulus will let him do his revision in a short time. For him, punishment can either eliminate a behaviour from a repertoire or possibly modify bad habits. The audio-lingual method is an outcome of behaviourism, as it establishes its theoretical base on the pillars of this approach. It stresses the importance of habit formation in language communication for permitting learners to speak fluently in different contexts. It tackles the idea of producing language without thinking. This approach has several competing approaches in the fields of learning and teaching (Larsen-Freeman & Anderson, 2013).

4.2. *Cognitivism*

Cognitivist approach (CA) is a language learning approach that emerged in the 50s of the previous century. Brown (2014) defines this term as an approach to language learning and teaching that insures the role of innate mechanisms in learning different skills such as language. He states that human beings are born with very specific innate knowledge and biological timetables; however, this innate knowledge concerns various things other than

language. This view opposes the nativist view that relates innate faculties only to human language. He further elaborates that cognitivists view language use as an outcome of interaction, discourse and environment. This viewpoint is supported by Rashid Al-Balushi (2017), who defines CA as an approach to language acquisition that emphasizes the role of general cognitive mechanisms that are less specific to language. In other words, language is a cognitive skill like other skills.

Language is learned due to its importance for communication. According to him, it is social, cognitive, paradigmatic and good for a human being's brain. Memory, perception, attention, innate knowledge and environment are all part of the acquisition process. Noam Chomsky has influenced this approach with his ideas such as language acquisition device, universal grammar and generative grammar. He defines the language acquisition device (LAD) as a set of cognitive innate characteristics that enable children to learn language in a short time. This concept will be more fully discussed in the next approach.

In addition, universal grammar is the study of grammatical features that each language must share. He demonstrates that human beings have cognitive properties that allow them to acquire language in accordance with the exploration of their own environment. He notes the role of cognitive factors in acquisition such as memory, focus and language knowledge due to their crucial impact on the acquisition process and language production, particularly in the performance phase. Moreover, he covers the concept of generative grammar to explain the fundamental rules that govern the LAD. Generative grammar is the ability to understand and produce infinite sentences from a finite number of grammatical rules (Chomsky, 2006).

4.3. Nativism

Nativist approach (NA) is an approach to language acquisition that emerged in the 1960 of the previous century. Brown (2014) believes that this approach is based on the assumption that language acquisition is innate. People are born with the innate ability to learn

languages, regardless of any conscious effort. These genetic abilities allow people to internalize a language system in a short period of time. This approach has received support from different linguists such as Eric Lenneberg and Noam Chomsky. Although Chomsky influences both the cognitivist and the nativist approaches, he devotes much of his work to the former. He suggests a new concept, the language acquisition device (LAD). It is a rich system that has a set of mental properties to use grammatical form in communication. It permits children to acquire language faster and easier. Since birth, human beings have been equipped with this internal device. He believes they have common grammatical rules, which he calls universal grammar. Despite being governed by a language's rules, they creatively communicate with a good language and freely express their new ideas in a well-organized fashion (Chomsky, 2006).

NA is different from CA. Al-Balushi (2017) distinguishes between the two approaches. NA emphasizes the idea of innateness, unlike the latter, which addresses the idea of nurture. While it posits that human beings unconsciously acquire language, CA suggests that people consciously acquire language with cognitive mechanisms within the black box. Furthermore, it tackles the issue of universality and language faculty; CA, in turn, involves several factors in acquisition besides cognitive processes such as social interaction and world knowledge.

4.4. Constructivism

Constructivist approach (CAP) is an approach to language learning and teaching that can be considered one of the more recent approaches from the previous century. Based on the article by Bhattacharjee (2015), CAP is a theoretical framework used to explicate how individuals acquire knowledge and comprehend the world around them. This approach can be attributed to Jean Piaget who explains how learners internalize knowledge through processes of accommodation and assimilation where new experiences are integrated into existing mental frameworks. The assimilation process occurs when experiences align with pre-

existing knowledge structures, while accommodation requires individuals to revise or construct new frameworks in response to new experiences. In other words, people learn about language through experiences and reflection on those experiences.

CAP posits that language learning is an individualized activity, unique to each learner. It postulates that individuals attempt to shape their own view of all the information they encounter and subsequently construct their own interpretation. Thus, constructivism suggests that learners are active participants in the learning process and are responsible for constructing their own knowledge. As a result, learning is a learner-centred approach in which students acquire language through the use of authentic materials in the classroom. Communicative language teaching is one of the methods that establishes its framework on the basis of this approach for developing learners' communicative competence to communicate in the target language.

5. Famous Methods of Language Learning and Teaching

5.1. *Grammar-Translation Method*

Grammar-translation method (GTM) is one of the most widely implemented methods in teaching and learning. "The grammar translation method has had different names, but it has been used by language teachers for a long time" (Sarosdy, Farczadi, Bencze, Poor & Vadnay, 2006 p. 2). Accordingly, it was widely welcomed by the scientific community. They further illustrate that the Latin and Greek ancient languages were initially taught using a grammar translation technique known as the classical method. By learning the grammar of the target language, students may become acquainted with both the grammars of their native and target languages, which may help them read literature written in other languages.

GTM has been regarded as so beneficial for students learning a second language due to its unique features: It broadens one's vocabulary, increases the number of figures of speech one can employ, improves one's ability to interpret and allows learners to produce correct texts that are comparable with the best authors' texts (Hell, 2009, as cited in Mart, 2013).

GTM has certain principles and practices. According to Catharina Elmayantie's research (2015), classes should be primarily taught in the student's mother tongue and students must memorize several lists of vocabulary. It places a great emphasis on translation, reading, accuracy and the form of words. In contrast, it pays less attention to content and pronunciation.

GTM can be so effective in teaching and learning English as a foreign language. According to Ishraq M. Aqel's research (2013, p. 2469), which includes only female participants, "there is a positive effect of using the grammar-translation method on English as a foreign language acquisition by female students". This inquiry reveals that female students who are taught by the extreme implementation of GTM can foster their English in a short period of time. For this reason, GTM can be considered a powerful method in English courses.

5.2. *The Direct Method*

The direct method (DM) is a response to the grammar-translation method (GTM). It then represents a significant departure from the GTM. The focus of early education concerns literary language but the DM stresses the importance of spoken language (Jin-Fang, 2007). Since it emphasizes the requirement of speaking, one very fundamental rule that governs the DM is the prohibition of translation. In addition, the DM has derived its name from the fact that all meaning should be communicated in the target language without using the students' native language through the use of authentic examples and visual aids (Larsen-Freeman & Anderson, 2013). In other words, the DM implies that students must avoid translating into their mother tongue but rather establish direct contact with the target language. The purpose is to provide language students with a practically useful understanding of communication (A. Batool, N. Batool, Anosh, & Iqbal, 2017).

The DM is a practical method for communication progress as it focuses on speaking development. As stated in their article, Christian Neni Purba and Firinta Togatorop, who

conducted research at the second year of SMA Negeri 2 Pematangsiantar (2016), clearly elaborate on the effectiveness of the DM to reinforce oral proficiency:

Based on the calculation, the result proved that there is an effect of using direct method in teaching speaking descriptive. It is proven based on the means of experiment class is higher than control class and also the t-test score is higher than t-table. (p. 84)

According to this investigation, students in the experiment class can perform better than those in the control class when they are taught through the DM as a means of teaching and learning. As a result, the DM can be used in situations where students need to speak. Moreover, it is based on reading allowed in the target language, focusing on the flow of utterances, using the target language for questions and answers, providing full sentences and avoiding translation. It focuses on partnership, association, map drawing and dictation. Teachers, for instance, ask students to find Algeria on the map. On the basis of these principles, teachers should employ its techniques and procedures in order for students to fully master speaking (Batool et al. 2017; Larsen-Freeman & Anderson, 2013).

5.3. Audio-Lingual Method

As a part of the cognitive approach, the audio-lingual method (ALM) has evolved in the United States since the Second World War. During military operations, effective communication among soldiers is crucial for mission success. However, the allies have encountered a challenge with communication on the battlefield, prompting the need for a reliable solution. After careful consideration, teaching English language has emerged as the optimal choice for overcoming this obstacle (Sarosdy, Farczadi, Bencze, Poor & Vadnay, 2006). ALM, as an oral-based approach, addresses auditory learning; therefore, it stresses the importance of implying grammatical sentence patterns. It opposes the DM, which focuses on vocabulary acquisition through exposing students to its use in context. It is so related to linguistics and psychology.

For example, it is based on the idea of behaviourism, which has been supported by Russian psychologists. It seeks preparing students to communicate in the target language through the formation of new habits such as producing sentences without thinking. It is based on repetition and imitation of native speakers. Thus, pronunciation should be taught from the start in well-equipped laboratories. New structures of grammar and cultural practices are taught with the progress of dialogs in classes. It forms a language approach that encompasses both social and cultural interaction (Larsen-Freeman & Anderson, 2013; Alemi, 2016; Hijrah, 2013).

ALM can be a useful tool for teaching and learning the listening skill. According to Nurdevi Bte Abdul Hijrah's (2013) article, which is the result of research conducted at Muhammadiyah University of Makassar, the improvement of listening requires the use of ALM because it has shown good results at the level of research participants. He explains that the materials used in English classes reinforce the development of listening skills. In the same vein, teachers always use speaking rather than writing to give educational instructions. The majority of its activities address speaking and pronunciation, which necessitate a high level of listening ability (Larsen-Freeman & Anderson, 2011).

5.4. Communicative Language Teaching

There has been a global demand for English learning due to the ever-increasing requirement for effective communication skills. Today, there are millions of individuals who wish to increase their English proficiency for contacting the outside world. Communicative language teaching (CLT) has been suggested as a solution to this predicament. CLT emerged in the 1970s and it recognizes teaching communicative competence (CC) as its primary purpose (Richards, 2006). This method is based on several characteristics that belong to both the cognitive and the natural approaches and it is based on the assumptions of the constructivist approach as well. This approach emphasizes the importance of structures, vocabulary and communication in context. Wilkins (1979) argues that when individuals

communicate, they use the language to achieve some function such as blaming, inviting and promising. This process is governed by social norms. Consequently, language should be learned for different purposes such as functioning in real life.

5.4.1. Communicative Competence (CC).

It is one of the central elements of CLT. It refers to the ability of individuals to express and perform correctly in target societies with the knowledge of the morphology, phonology, semantics, syntax, pragmatics and lexis (Tulasi & Murthy, 2022). This term was coined by Hymes in 1972 as a reaction to Chomsky competence. It addresses language learners' ability to effectively communicate their messages within specific contexts and to interpret the messages of others. It also denotes the learners' ability to connect their language learning experiences in the classroom to real-life situations outside of the classroom. In essence, CC represents the level of language proficiency that allows learners to use language skilfully and appropriately in various social and cultural contexts (Hymes, 1972 as cited in Saleh, 2013). It comprises of four competences: linguistic, strategic, discourse and sociocultural competence. Hence, Saleh (2013) argues that CC enables language users to communicate appropriately with the linguistic, sociolinguistic and socio-cultural knowledge of the target language.

5.4.2. Communicative Language Teaching in the Classroom (CLT).

It is based on several practices: It stresses the importance of authentic materials. Thus, authentic materials should be well represented in teachers' activities such as handouts from real life. Teachers, for example, ask their students to use their communicative competence through anticipating the reporter's ideologies and the writer's beliefs. In addition, they use the target language for instruction and guidance. Students, in return, attempt to show the reporters' and writers' beliefs through the target language. They are asked to explain the same idea in different forms. They practice games to be more connected with the target language and they try to maximize group work for the sake of communication (Larsen-Freeman & Anderson, 2013).

6. The Importance of Culture in Learning English as a Foreign Language

Learning EFL implies learning its culture in different contexts and situations. As long as culture has a significant impact on the acquisition process, it is highly cumbersome to function in target societies without culture.

Learning a foreign language is considered not only a process of understanding and producing the foreign language but also a process whereby learners develop a foreign language entity and raise a new awareness of who they are (Freire, 2003; Scarino and Liddicoat, 2009; Sanz, 2013 as cited in Samira, 2019, p. 33)

In this review, learners should be aware of the cultural differences of English for interacting successfully and performing social tasks effectively. However, the concept of culture as a topic for discussion in an English language course seems somewhat complicated and intimidating (Kostikova et al. 2018). Brown (2014) believes that even emotions in terms of cultural norms are necessary for transmitting messages in a foreign language; he claims that successful sending and receiving of messages in a second language require an emotional response. He maintains that language learning is the acquisition of a new language and a new culture. Each learner should act, behave and speak with regard to the cultural features of the target language.

7. EFL classes

EFL Classrooms can be attributed to countries where English is not considered as the language of the local community. The students are linguistically and culturally similar and they have no real access to English culture outside the classroom. The teacher, as a native speaker, is the only source of authentic culture whom they have contact with. In other words, Students have extremely little opportunities for practising English outside of the classroom. Some learners might see no immediate practical advantages to learning English. The majority

of the time, students' little exposure to English-speaking society comes through unauthentic sources such as TV or music (Oxford University Press, n.d.).

In EFL classes, teachers use translation and code-switching to keep their students conscious and focused. As stated in Can Daşkın's research, which has been published in 2014, p. 33), "this study also uncovered that the teacher shapes learner contributions by translating them into L1/L2 and by using the board." Notably, teachers can increase students' attention through the use of the board and translation as well. In most cases, communication with social norms is to a certain degree less present. For this reason, these classes lack participation and interaction; however, they can do several techniques for reinforcing interaction in EFL classrooms. Daşkın (2014) suggests that they should use various techniques such as repeating, translating, extending, clarifying, summarising, modelling and paraphrasing.

8. English in Algeria

Algeria has been invaded by the French empire; French is, therefore, regarded as the second most spoken language in society. As a result, English is spoken less frequently outside of academic settings. According to Kamal Belmihoub (2018, p. 2), "it is important to include the role of French in Algeria because of this language's potential in keeping English influence limited and remaining a dominant language on its own." This demonstrates that French has hindered English's use in society. However, English has gained popularity in educational policy over the last decade. According to him, the spread of the English language has seen a significant rise in the former French colony of Algeria. As an illustration, the US Embassy in Algeria and the Berlitz Centre introduced a new language program in the summer of 2013, offering free English language classes to individuals of all ages and proficiency levels. Teaching English in primary schools, an important subject for several politicians, has been neglected in previous educational reforms. Thus, English is less practiced among Algerian individuals.

In 2022, Algerian President Abdelmadjid Tebboune urged governmental facilities to prepare a program for the integration of English in primary schools (Middle East Monitor, n.d.). This act is supported by Algerian students' points of view, who have a positive attitude towards the presence of English in their academic settings, as illustrated in Rezig Nadia's research, which was published in 2011. Her findings shew that over 80 percent of the participants were interested in learning English. Today, English in Algeria is recognized as the language of communication with foreigners on social media, unlike French, which has started fading in society.

Section Two: A Study of Lifestyle:

1. Defining Lifestyle

Lifestyle is a common term that represents the different attitudes, interests, behaviours, opinions, customs, traditions and values that one society can share. Although various fields of knowledge have developed theories and research variables that define this term, it is still very vague (Brivio, Vigan, Paterna, Palena, & Greco, 2023). However and Jensen (2007) assumes that the term lifestyle is often used in media and research regarding sustainable development and health, referring to one's manner of living. The concept encompasses not only behaviours but also values and attitudes that are inherited from older generations. The Latin phrase "modus vivendi" signifies this intergenerational transfer of values and attitudes. Thus, lifestyle is a multidimensional construct that involves an intricate relationship between values, attitudes and behaviours. More recently, Van-Acker (2015) argues that this term may refer to views, prestige, tastes, social connections, personal limitations and social norms. It refers to the way people live their lives under the frame of societal norms, which can be embodied at different levels such as habits, customs and traditions. He further elaborates that defining this term refers to the distinct levels of lifestyle: the global level, the structural or national level, the positional or sub-cultural level and the individual level.

2. Types of Lifestyles

2.1. *Active Lifestyle*

An active lifestyle is a type of lifestyle that is characterized by engaging in regular physical activity or exercise that demands moderate to vigorous levels of physical effort. Activities that fall under an active lifestyle may include jogging, cycling, swimming or playing sports (World Health Organization, n.d.). This type is based on daily physical activities, which comprise three key factors: the warm-up, the workout and the cool-down factors (C. B. Corbin, W. R. Corbin, G. J. Welk, & K. A. Welk, 2021). They explain that the

warm-up phase is designed to prepare the body for physical activity, while the cool-down phase serves to help the body return to a state of rest and encourage effective recovery by assisting in the return of blood from the muscles back to the heart. This type encourages bodybuilding and shows the significant role of movement in life.

2.2. Healthy Lifestyle

A healthy lifestyle is one of the most prevalent types in the world. It advocates for a better life as it distinguishes between wrong and right practices. According to the World Health Organization (1999), this term refers to a way of living that promotes well-being and reduces the risk of serious illness. For instance, people can adopt healthy behaviors such as engaging in consistent physical activity, following a balanced diet and avoiding alcohol consumption and tobacco use. Murdaugh, Parsons and Pender recognize this type as a process that individuals adopt for enhancing their social, cultural and physical environments. It promotes healthy, emotional and religious well-being. As stated in the first chapter of their book, the definition of a healthy lifestyle has evolved from a narrow biomedical model to a multidimensional concept that includes physical, social, religious, environmental and cultural dimensions.

Maintaining a healthy lifestyle is a topic of interest for several people. Achieving and sustaining a healthy state of well-being requires adopting certain behaviors and practices. Yuksel (2017) asserts that living a healthy life involves consuming a balanced and diverse diet in appropriate proportions while avoiding excessive consumption of certain food groups such as fast food. Nutrition is a critical aspect of maintaining a healthy lifestyle and preventing chronic diseases. However, a healthy lifestyle encompasses more than just nutrition. It includes engaging in regular physical activity, obtaining sufficient sleep, following good hygiene practices and scheduling routine medical examinations.

2.3. Nomadic lifestyle

Nomadic lifestyle is a type of lifestyle that is characterized by movement, adventure, danger and transportation. According to Khazanov (1994), the term nomads has been subject to varying interpretations among scholars. Yet dominant conceptualizations have prevailed in academic discourse. One conceptualization posits that nomads are individuals leading a mobile way of life independent of their economic specificity, while the other suggests that nomads are predominantly mobile pastoralists who may engage in agriculture as a secondary or supplementary activity to varying degrees. For instance, nomadic communities traditionally live on animal husbandry and agriculture for their sustenance. Their way of life involves a cyclical pattern of migration between pastures and regions, characterized by the search for food and shelter. During these movements, they erect temporary dwellings such as tents and cottages. They additionally engage in hunting and fishing activities for animal, bird and fish resources.

Nomadic lifestyle has three major types: nomadic hunters and gatherers, pastoral nomads and tinker or trader nomads. According to the Britannica encyclopaedia (n.d.), nomadic hunters and gatherers typically represent a sort of people who prefer traveling through a defined area where they are acquainted with the water sources, the locations of plants and the behaviors of the animals. In addition, pastoral nomads represent a sort of people who navigate in a predetermined area in search of fertile pastures for their animals' food. The majority of these nomads have key locations that they inhabit throughout the majority of the year. Furthermore, tinkerer or trader nomads may grow, manufacture and market basic goods or work as labourers for rent. The gypsy movement is the most well-known example of this type of nomadism.

2.4. Modern Lifestyle

Modern lifestyle is a prevalent manor of living and a result of rapid developments, new discoveries and effective inventions. Gautam (2017) believes that modern lifestyle

represents the availability of electronic devices, vehicles, cars, mobiles, plains, computers, laptops, television and internet. As long as machine has largely replaced the arduous physical labor, people require less effort for achieving their daily tasks. This viewpoint is supported by the article of Shivaprasad and Prakash (2016) who claim that automation has become global and has significantly reduced the necessity for strenuous physical exertion in daily tasks. The integration of machines into various activities has enabled their execution with ease through the operation of a lever or a button push. In this review, modern lifestyle signifies the progress of technology in several fields and disciplines. It additionally offers individuals with a comfortable life.

2.5. Religious Lifestyle

A religious lifestyle is a set of practices and beliefs based on Allah's (God's) teachings and instructions. In the past, numerous prophets were sent to various nations to convey these teachings such as Moses, Jesus, Mohammad and others. According to BBC News (2015), this way of life is often rejected in Western societies but it remains an integral part of the ideological fabric of several Eastern countries, particularly those in the Middle East and Southeast Asia, which share common cultural, religious and historical ties. African countries still maintain their religious status. Muslims follow Allah's (God's) instructions and define religion as Allah's teachings.

3. Aspects of Lifestyle

3.1. Interests

Interests symbolize an emotional phenomenon by which people express their love, admiration and appreciation for something such as foods, clothes, sports and books. According to Oxford Learner's Dictionaries (n.d.), interests refer to the things that people like to do or that are important to them. For example, people read books about history because they are interested in expanding their knowledge base on this subject. Interests can be described as the creation of such close relations with few objects in several fields and areas.

This view is reinforced by Krapp (2002), who believes that people establish close connections to a few things and areas for a long period of time. In several cases, such relations become an honest personal interest. Consequently, interests are the product of close relationships with various objects in life. In addition, they can reflect people's tendencies in different fields. Thus, they represent the broad frame of people's lifestyles.

3.2. *Behaviors*

Behaviours are essential features that represent the different aspects of a lifestyle. According to the Cambridge Dictionary (n.d.), behaviours refer to the ways in which someone or something acts and reflects itself in a particular context. They can encompass opinions, attitudes, actions and reactions to various stimuli. In this definition, each action is considered a general representation of behaviour such as speaking, listening or moving. In the same vein, psychology views behaviours as observable responses that can be counted. Brown (2014, p. 9) states that "among psychologists, a behavioural paradigm also [focuses] on publicly observable responses that can be objectively perceived, recorded and measured." For them, behaviours should be observed with one of the senses, whether seeing or hearing.

Behaviours can possibly reflect and influence one's lifestyle as they become habits associated with an individual's lifestyle. Several behaviors have diverted into habits and practices. Similarly, Giddens (1991) believes that routines can develop into habits of eating, dressing, walking and acting (as cited in Jensen, 2007). In this review, they show how they can shape one's lifestyle as they define the borders of one's acts and modes. In addition, since they show one's attitudes, opinions, values and tendencies, they recognize the various types of lifestyles.

3.3. *Attitudes, Opinions and Perceptions*

Attitudes, opinions and perceptions are key features of any lifestyle. They demonstrate and show one's voice, dimensions and prospective. Based on personal beliefs and values, attitudes are a form of evaluation and judgement for supporting and protecting one's views and beliefs. Albarracin, Johnson and Zanna (2005) assert that individuals engage

in evaluative behaviour in response to their environment, which includes actions such as protecting and supporting their attitudes, maintaining positive self-evaluations and making assessments of others' attractiveness. In addition, individuals evaluate and select leaders, allocate benefits and plan for future endeavours. In fact, attitudes can involve several cognitive behaviours and factors. People avoid disclosing their real attitudes as they fear criticism. This argument is supported by Tanya Altmann, who has conducted an inquiry about this concept. She has concluded that the concept of attitude is characterized by affective, behavioural and cognitive components; however, attitudes are unmeasurable due to dishonesty and fear of judgment (Altmann, 2008).

Opinions can reflect one's lifestyle. They show how individuals view things, objects, people and policies. They are personal statements based on personal judgment in different situations. Stephenson (1965, p. 281) agrees that "opinions are synthetic self-referent statements..." He posits that opinions represent verbal statements of attitudes. Consequently, opinions and attitudes are closely related, as the former can be viewed as a vocal expression of the latter. He explains that the speaking tone can convey different attitudes and emotions. For instance, the statement "I hate men" can convey anger, despair, irony and love.

Perceptions is a term related to how people see the world, how they feel things like pain and objects and how they understand concepts, emotions and words. Susan Mary McDonald (2011) believes that perception is how people view their environment and how they cognitively react to it. It refers to the distinct perspective that an individual or group has when observing a phenomenon. This process involves the cognitive processing of stimuli as well as the integration of memories and experiences to make sense of what is being perceived. In other words, perception is more than just passively receiving information; it involves a multifaceted and dynamic process that engages both bottom-up and top-down cognitive mechanisms.

3.4. Customs and Traditions

Customs and traditions are practices that are inherited from generation to generation within a certain culture or society. These can encompass social norms and behaviours that represent the common experiences and features of a group of people. Adekola and Nwoye (2016) state that the customs and traditions of a society refer to a wide range of elements, including its systems, settlement patterns, language, artistic expressions and social behaviours. As an illustration, Algerian communities cook traditional dishes at the weekend and have a family meeting. This phenomenon is frequently repeated; it is, therefore, regarded as one of the customs.

Customs and traditions are used interchangeably; however, they may have a slight difference between them. Customs can refer to the repetition of social practices. Rangel (2022, p. 136) claims, "When a particular gesture, behaviours, event or act is repeatedly performed, it becomes a custom." This clearly shows that the redundancy of actions, behaviours and events establishes a new form of customs. In contrast, traditions can include the inherited practices passed down from generation to generation. He assumes that when customs are performed for a long time and passed on to future generations, they become traditions. Furthermore, time length occupies an essential role in making a clear distinction between the two terms. The former takes less time than the latter. The first one can be observed at the family or individual levels, while the second one can be observed and followed by the majority of the community.

3.5. Values

Values are one of the major representatives of people's lifestyles. They are abstract structures that govern people's behaviours in daily occurring situations. They are a group of principles based on religious and social norms. Oyserman (2015) suggests that values are cognitive structures that influence decisions by invoking fundamental principles of morality and a desire for justice. These constructs can be examined at either the individual or group level. For instance, such societies possess norms and guidelines based on values that

prescribe proper behaviours aligned with what is regarded as morally and socially acceptable. Accordingly, values are rules that guide people's actions and reactions in different contexts. They additionally embody one's lifestyle and give a clear description of his moral status.

3.6. Food

Food can possibly show one's lifestyle. It displays how people eat and what types of food they prefer. It can express the identity of each society; types of dishes represent individual's tastes and tendencies. It can illustrate their ideological stream towards food consumption. In addition, the term cuisine can be a representative of each country's dishes, or it can refer to the different types of dishes and practices that people prefer. "A culture's cuisine, then, is defined by describing its food practices" (Long, 2014, p. 121).

Some countries do not have traditional dishes that represent their identity. As an illustration, since Americans are regarded as a mixture of various ethnicities, they encounter a problematic issue when defining local dishes. Similarly, Long argues that food (hot dogs, pizza, ice cream), food habits and food events (Thanksgiving dinner) are shared by Americans; however, they do not represent American traditional dishes as this nation is a mixture of emigrants. In addition, Americans refuse to consider these meals a representative of their cuisine identity. In fact, the American food culture's lifestyle is shaped on the basis of other cultures' cuisines. Yet eating habits and dishes can give a clear picture about a society's lifestyle.

4. Exploring the Reasons behind Lifestyle Change and Development

4.1. Media

Media has been recognized as a powerful tool for promoting changes in society's lifestyle. It can provide guidance to individuals for adopting healthy behaviours and maintaining a healthy lifestyle. Numerous studies have shown that the media can positively influence health-related behaviours. It stresses the importance of a healthy lifestyle and

establishes a solid ground for promoting healthy products (Kos, Parfin, Drop, Herda, Wdowiak, Witas, Drogon, Wojdan & Kuszneruk, 2020a).

In another article, five of the previous authors note that social media has been found to have adverse consequences, especially among the younger population. They state that "social media have a negative impact on school education and the length of sleep of young people" (Wojdan, Wdowiak, Witas, Drogon, Brakowiecki & Polak, 2021b, p. 131). Thus, social media can be a dangerous means for destroying individuals' lifestyles; it prevents its fans from resting and taking sufficient time of sleep. They argue that schoolchildren reject the physical world and spend much time on social media platforms. This behavior can result in less contact with family members or classmates and a decline in academic performance.

4.2. Reading and Listening

Reading and listening are receptive skills that produce comprehensible input. They can be prominent features and factors for lifestyle change. They introduce people to other societies and lifestyles. Thus, Van-Eijck (1999) agrees that individuals with higher levels of education possess a specific quantity of cultural capital. According to him, reading can improve one's status at different levels. Readers are more knowledgeable about other cultures. In addition, he has introduced the term high cultural capital, which refers to the advantages and distinctions that arise among individuals due to considerable factors such as access to books and articles, family background, occupation and wealth. These factors serve as indicators of an individual's social status within a society or group.

For example, higher-status groups tend to socialize their children in ways that reinforce the use of proper language and formal manners while communicating with others (Sociology, n.d.). Accordingly, reading, listening and access to education can foster and broaden one's skills and knowledge. This issue can lead to several changes in an individual's lifestyle. A large portion of people enjoy imitating others; as much as they read, as much as they change and adopt their lifestyle.

Listening is an essential factor behind lifestyle change. Thus, several countries spread their way of life through radio stations and audio documentaries. According to Broughton et al. (1980), Chinese radio shows and Russian propaganda aim at attracting English-speaking East African audiences for disseminating news, products, beliefs and information. This can demonstrate how people can be affected by both listening and reading.

Reading interests can significantly influence individuals' lifestyles; the types of books and articles they prefer are often associated to their lifestyle changes and developments. According to Tyagi and Dhakar (2019), several students claim that reading has expanded their perspective on society, motivated their sense of empathy with others and enhanced their understanding of different cultures and their differences. This explains why some people sympathize with foreign cultures and adopt their ideas. They feel engaged with the books they read. Thus, unconscious change at the level of their lives occurs and increases from one day to the next.

4.3. *Technology*

Technology plays an essential role in changing people's lifestyles. It offers several electronic platforms for communication. It impacts how people communicate and exchange information. Alhadlaq (2016) believes that communication is regarded as one of the most important aspects of any lifestyle. In this era, a large portion of entities use technology for conveying ideas, inventions and desires. He further elaborates that it influences humans' lifestyles; it provides more opportunities for a comfortable life. Several companies can accomplish their businesses without any effort. In addition, the access to internet and smart phones leads to the rapid change of human lifestyles in various aspects such as values, attitudes and interests.

This viewpoint is supported by Sarwar and Soomro (2013), who claim that Smartphones have the capability to host applications that provide users with the means to manipulate images and videos. This allows individuals to live a comfortable lifestyle and bring a change in the field of services. For example, visual ads can monitor individuals'

interests and consumption. It enters all the fields of life such as consumption, marketing, communication and teaching. Moreover, it reduces the need for workers and employees. Robots, for instance, can do different tasks that require humans. Furthermore, YouTube and Facebook are effective tools for spreading such modes of living. According to Nawafleh, Harfoush Fakhouri, Obiedat and Rababah (2012), both males and females dedicate much time to Facebook use; they spend continuous hours chatting with friends and exploring others' posts. Hence, Facebook can be a significant factor in changing people's lifestyles, whether negatively or positively.

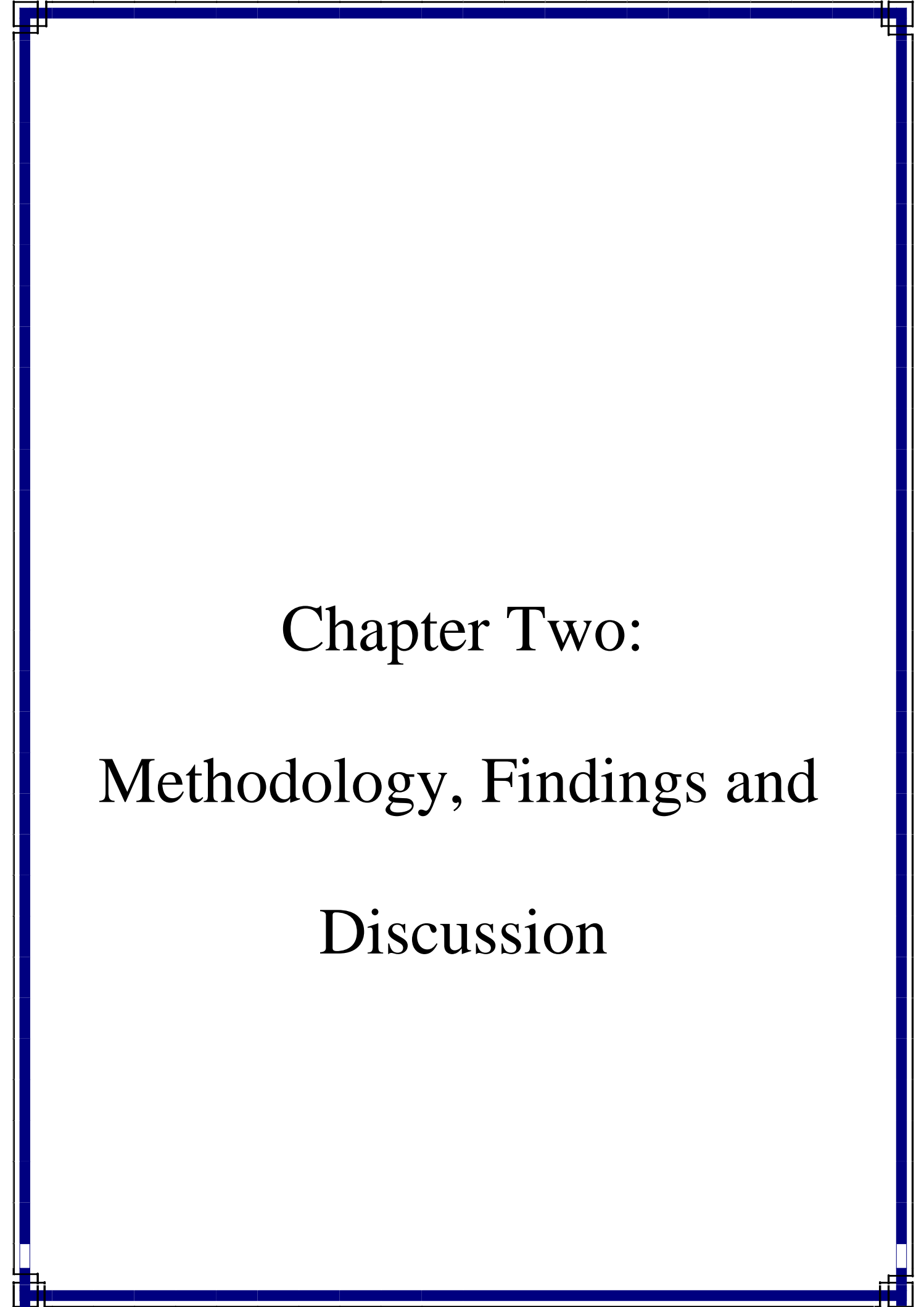
5. Algerian Lifestyle

Algerians have their own lifestyle, which is different from other countries. It can be said that Algerians have multiple lifestyles but the most important one is their religious lifestyle. This type of lifestyle exists in their values, beliefs, ideas, tendencies and behaviours. All their deeds are based on religious instructions. They select from other types what is acceptable in their religion. In addition, they have their own traditional dishes and meals. According to Scribd (n.d.), Algerians previously relied on a diet primarily composed of unprocessed foods such as milk, meat and eggs, which were commonly consumed in their natural state.

In addition, traditional Algerian dishes like couscous, mahjouba and barcouks were prevalent in the local cuisine. However, with the advent of modernization and globalization, Algerian eating habits have witnessed significant changes. Western-style dishes, including spaghetti, pizza, hamburgers, sweets and chips, have become increasingly popular and consumed by Algerians. They practise sports and engage in different activities. They are different in terms of urban and rural populations. There is a considerable number of smokers, which causes dangerous diseases at the level of individuals and society. Since it is a large country, Algerians have different customs and traditions (Kerkadi, AlMannai, Saad, Yakti, Attieh, & Bawadi, 2021). In fact, Algeria is a large country. Thus, it has several customs and traditions.

Conclusion

This chapter has reviewed the literature related to EFL learning and lifestyle. Firstly, it has introduced the definitions and concepts that are relevant to the study's variables. Secondly, it has explored the historical background of EFL learning. Finally, it has recognized the different elements that are associated with lifestyle. From this review, it can be concluded that EFL learning is essential in the current era, as it provides students with knowledge and enhances their linguistic competence. However, it may pose a significant challenge to Algerian students' traditional lifestyle.



Chapter Two:

Methodology, Findings and
Discussion

Introduction

The preceding chapter presented the theoretical background of the current study, while this chapter aims to explicate the methodology employed to conduct the research. Divided into four sections, the first section elaborates on the research structure, encompassing the method, research population, sample and data collection tools. The second section explores data analysis and discussion of findings. In the third section, the study's constraints are presented and further research recommendations are provided. Lastly, the chapter concludes with a summary of limitations and recommendations.

1. Research Methodology and Structure

This section provides a comprehensive overview of the research methodology and structure. It entails a detailed explanation of the research method, research setting, population, sampling and data collection tools.

1.1. *Research Method*

The current study examines the effect of English as a foreign language learning on students' Algerian lifestyles. It employs a mixed research design or a mixed method approach, which uses various methods to solve a research problem. Doyle, Brady and Byrne (2009) defines It as the implementation of diverse methodologies in order to address research inquiries that cannot be adequately resolved through a single methodological approach. It combines several methods in one study to achieve the study aims.

1.2. *Research Tool*

Questionnaires and interviews are effective tools for investigation in academic research. Questionnaires are defined as a valuable tool for obtaining information about a speaker's background and personal history. They can provide measurable data on language skills, habits and beliefs (Codó, 2009). A written questionnaire was administered to master's students from the two specialties at the English department of M'sila University. Data was gathered quantitatively through the use of closed-ended questions.

In addition, an interview was dedicated to their teachers for providing accurate results and using their experience to analyse data from various angles. In this interview, data were gathered qualitatively and quantitatively. Questions were closed-ended and open-ended. Codo (2009) defines interviews as an authentic communicative meeting in which conversation occurs in the form of questions and answers. He comments that it is a source of real-language data. After examining relevant literature and receiving guidance from the supervisor, the researcher created the format and substance of the questionnaire and the interview.

1.3. The Setting

The research was investigated at English language department of M'sila University during the second semester of the academic year 2022/2023.

1.4. Research Population and Sampling

The investigation targeted a specific population of 160 students who were pursuing a Master's degree in English as a Foreign Language at M'sila University. Participants, Master's students, belong to the two branches, whether linguistics or literature and civilization. The inquiry targeted this population since they are more acquainted with the English lifestyle than other populations. In addition, they have passed through certain circumstances that may influence their Algerian lifestyle. They spent much time learning EFL. Thus, data can be more accurate for this population. Moreover, this phenomenon is more observed at their level than at other levels.

The sample of the study involves 60 EFL students who were selected randomly from Master One Linguistics, Literature and Civilization specialties, whereas 8 participants are males and 52 participants are females. Above all, this inquiry also includes teachers who are well experienced in the field of teaching. The sample involves four teachers out of 28 who were selected randomly. Teachers can provide accurate observations and opinions about their students and describe their lifestyles from different angles.

1.5. Description of Students' Questionnaire

The questionnaire was delivered to EFL students who study Master One to investigate the impact of EFL learning on students' Algerian lifestyle. The first section of the questionnaire addresses background information, which consists of two closed-ended questions and describes students' information. The second section, which is titled English presence in daily life, comprises three closed-ended questions about how English exists in their lives. The third section, which is titled "The Impact of EFL learning, has eight closed-ended questions that describe how EFL learning influences students' Algerian lifestyle. The last section is dedicated to the main reasons and factors that have led to this influence. It consists of six questions that really give an overview about the main reasons and factors in a well descriptive manner.

1.6. Description of Teachers' Interview

The interview took place in the English department with four teachers to investigate the impact of EFL learning on students' Algerian lifestyle. This semi-structured interview consists of three questions, the first is a yes-or-no question, which addresses the main issue of the study. The other two questions are open-ended, which tackle the main influenced aspects of students' Algerian lifestyle and the main reasons and factors behind this influence.

2. Data Analysis and Interpretation

2.1. Analysis Tools

As indicated earlier, the researcher has employed a questionnaire and an interview as the primary data collection instruments. Subsequently, the acquired data has passed through a rigorous analytical and interpretive process to generate results that effectively address the research question. The researcher has used Microsoft Excel software and statistical tools, including measures of frequency and percentage, to analyse the collected data.

In addition, some of the data in the interview is qualitative; the researcher, therefore, has used analytical comments to describe the obtained data. This methodological process ensures the credibility of the research findings.

2.2. *Data Interpretation*

The data obtained from the questionnaire and the interview is subjected to rigorous analysis, which involves a meticulous tabulation of the findings. In order to conduct a thorough analysis, the researcher calculated the frequencies and percentages of the collected data to gain valuable insights and draw meaningful conclusions. However, the qualitative data in the interview was analysed through an analytical description to meet the main objectives and aims of the study.

2.3. Students' Questionnaire Analysis

2.3.1. Background Information

Q1. What is your gender?

The following table and graph provide information about the participants' gender.

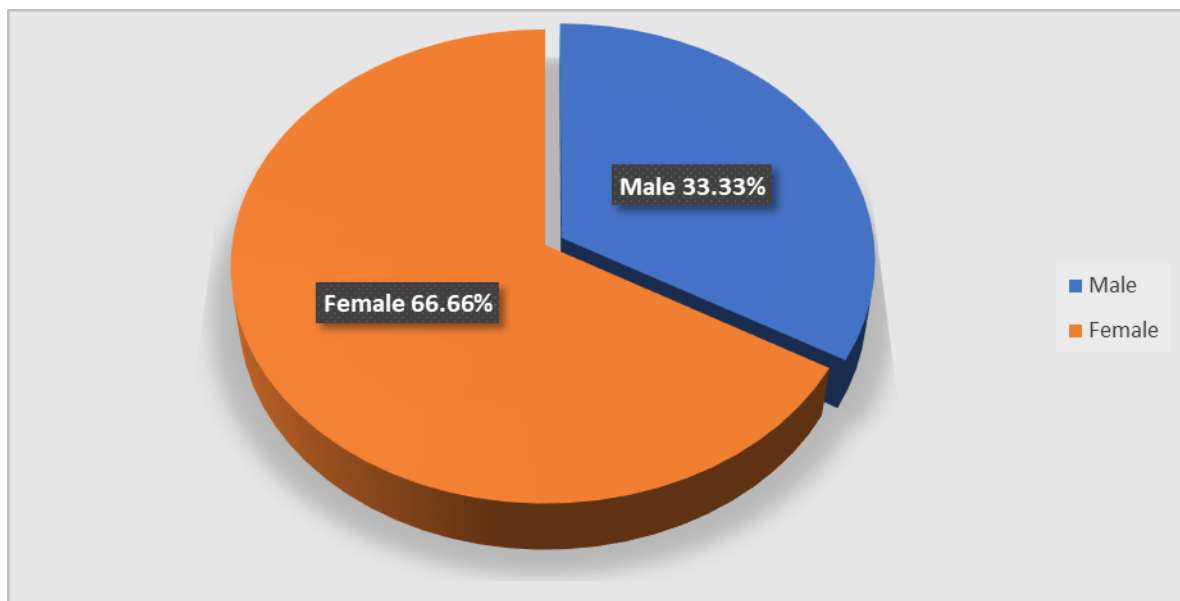
Table 01

Participants' Gender.

Gender	Frequency	Percentage
Male	08	33,33 %
Female	52	86,66%
Total	60	100 %

Graph 01

Participants' Gender.



The table presents the distribution of participants by gender, indicating a higher representation of female participants compared to male participants. Out of the total sample size of 60 students, 52 respondents (86.66%) are female, while 8 respondents (13.33%) are male. This distribution can be attributed to the predominance of female students within the English department at M'sila University, who prefer studying English as their chosen specialty.

Q2. What languages do you speak?

The following table and graph provide information about languages spoken by students.

Table 02

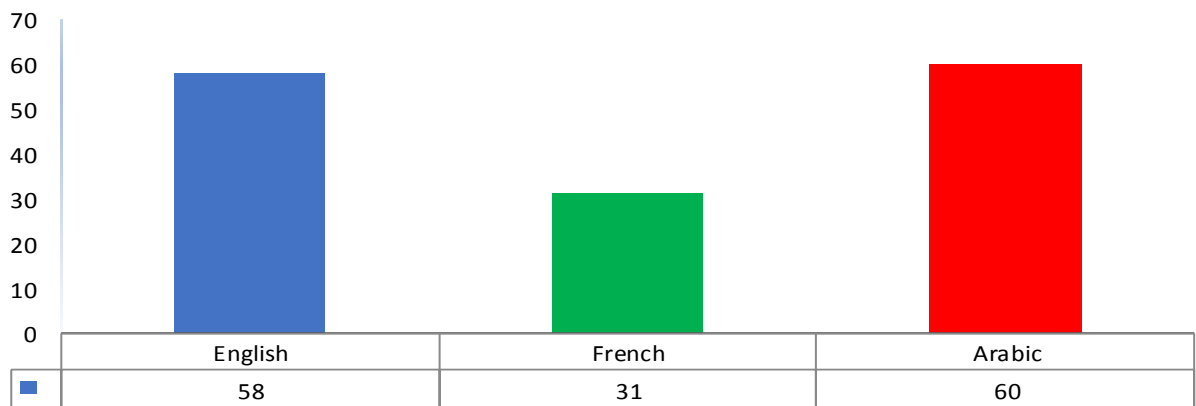
Spoken Languages.

Languages spoken by students	Frequency
English	58
French	31
Arabic	60
Total	60

Others: German, Italian, Spanish, Turkish, Deutsch, Korean.

Graph 02

Spoken Languages.



It is clear from the table that the majority of students speak English and Arabic. 58 students speak English, while 31 participants speak French. However, the whole sample speaks Arabic. This refers to the fact that participants speak Arabic as their native language and master French because it has been integrated into their educational curriculums since primary school. The elevated prevalence of English usage can be attributed to the students' speciality in the English department, where they have dedicated four years to studying and cultivating their linguistic competence in English.

2.3.2. English Presence in Daily Life.

Q3. Do you speak English with your teachers and friends outside the classroom?

The following table and graph show whether students use English outside classroom or they never use it.

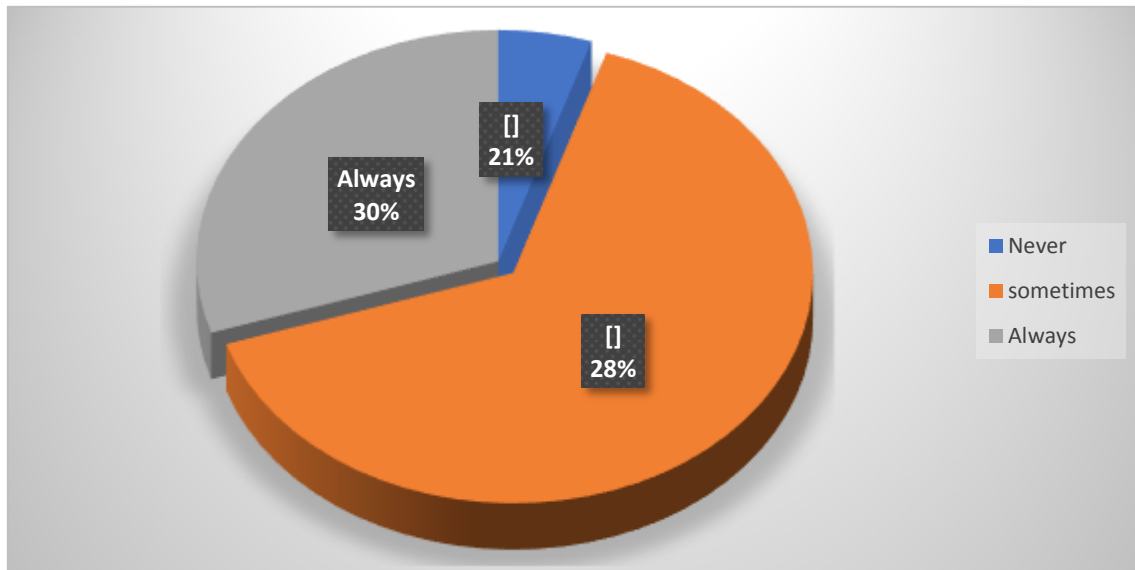
Table 03

Speaking English outside the Classroom.

Speaking English outside classroom	Frequency	Percentage
Never	03	5 %
Sometimes	39	65 %
Always	18	30 %
Total	60	100 %

Graph 03

Speaking English outside the Classroom.



It is obvious that students speak English outside the classroom. 39 participants, which makes a percentage of 66%, sometimes speak English, whereas 18 students (30%) always speak it outside the classroom. The other three participants never engage in English conversations outside. This can be justified by the fact that students sometimes use English to enhance their fluency skills. However, for those who always use English, they have been impacted by their excessive exposure to the English language.

Q4. Do you practice English at home?

The following table and graph investigate whether students practice English at home.

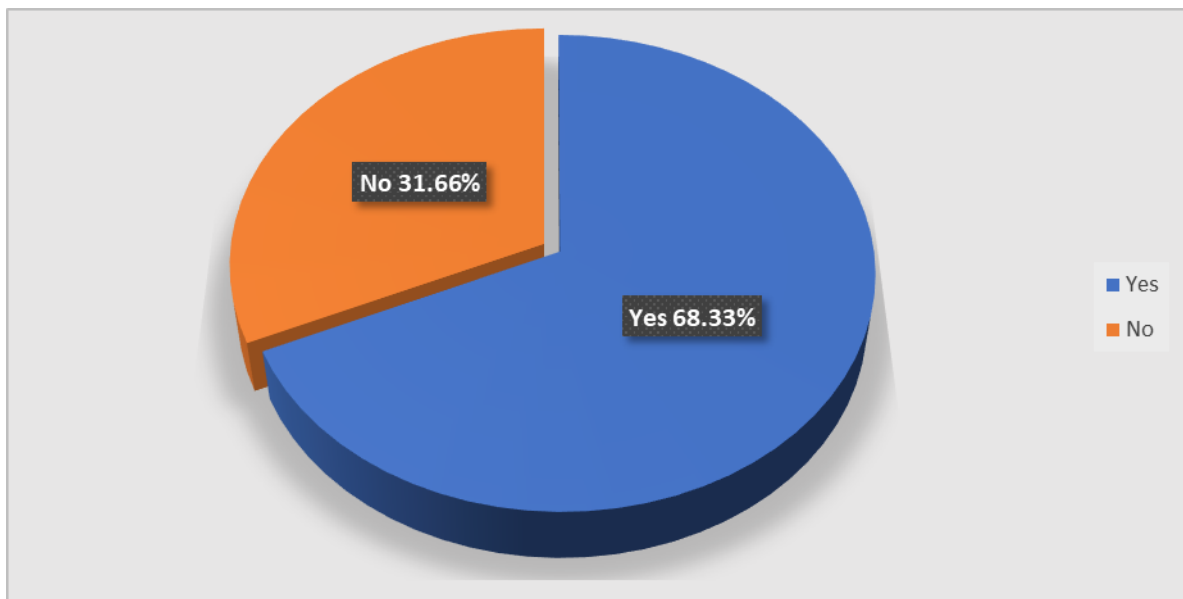
Table 04

Practicing English at Home.

Speaking with English at home	Frequency	Percentage
Yes	41	68.33 %
No	19	31.66 %
Total	60	100 %

Graph 04

Practicing English at Home.



From the table above, the majority of students engage in practicing English at home; 41 participants (68.33%) practice English. In contrast, 19 students (31.66%) prefer not to practice it at home. This is understandable because the majority of them want to foster their process of English learning and advance their language proficiency.

Q5. With whom do you speak English the most?

The following table and graph illustrate with whom students speak English the most.

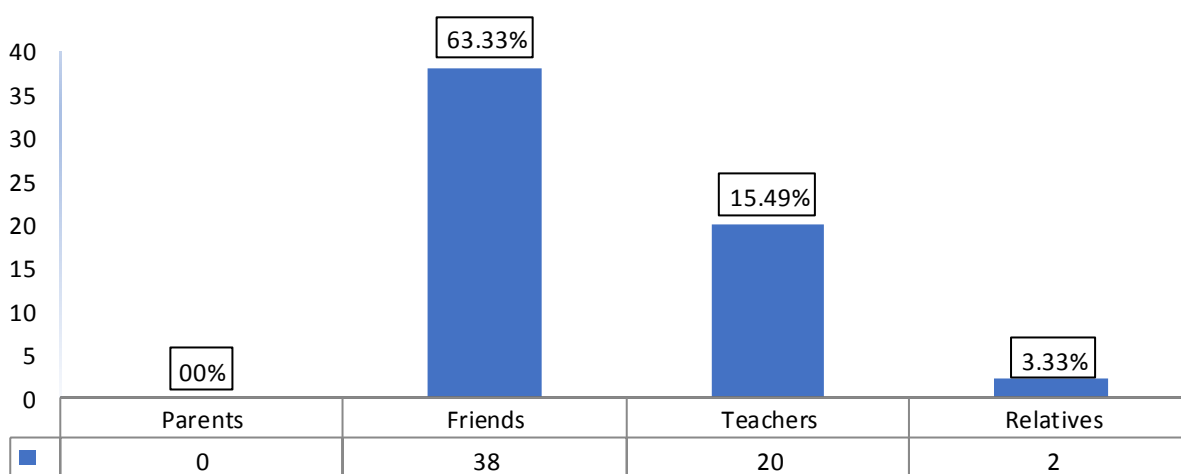
Table 05

People You Practice English with.

People you practice English with	Frequency	Percentage
Parents	00	00 %
Friends	38	63.33 %
Teachers	20	15.49%
Relatives	02	3.33 %
Total	60	100 %

Graph 05

People You Practice the English with.



The results show that a significant proportion of students, specifically 63.33 %, communicate in English with their friends, while 15.49 % engage in English conversations with their teachers because friends and teachers encourage students to speak English. 00 % speak this language with parents and 3.33 % speak it with relatives.

2.3.3. The Impact of EFL learning.

Q6. Do you think that learning EFL impacts your Algerian lifestyle?

The following table and graph indicate if English impact students' Algerian lifestyle.

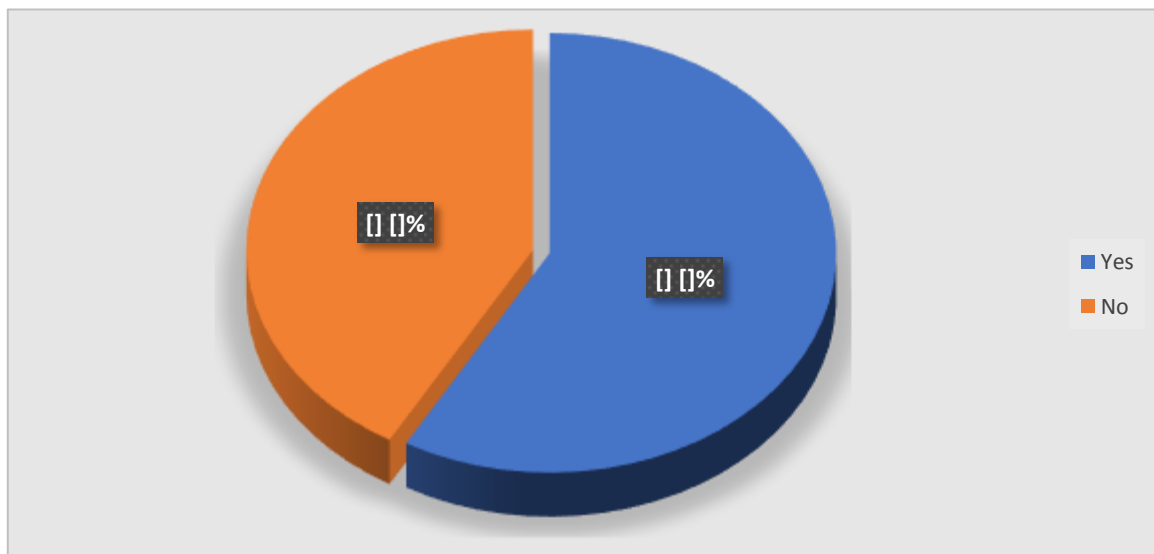
Table 06

The Impact of Learning English on the Algerian Lifestyle.

Learning English impacts your Algerian lifestyle	Frequency	Percentage
Yes	35	58.33 %
No	25	41.66 %
Total	60	100 %

Graph 06

The Impact of Learning English on the Algerian Lifestyle.



According to the percentages provided in the table, 58.33% believe that EFL learning impacts their Algerian lifestyle because learning a new language can lead to the acquisition of new habits, customs, traditions and fillings. 41.66% state that EFL learning can never influence their Algerian lifestyle because they consider it one of the major components of identity, personality and civilization.

Q7. What aspects of your lifestyle does EFL learning influence?

The following table and graph describe the main aspects of students' Algerian lifestyle that EFL learning influences (respondents can choose more than one choice).

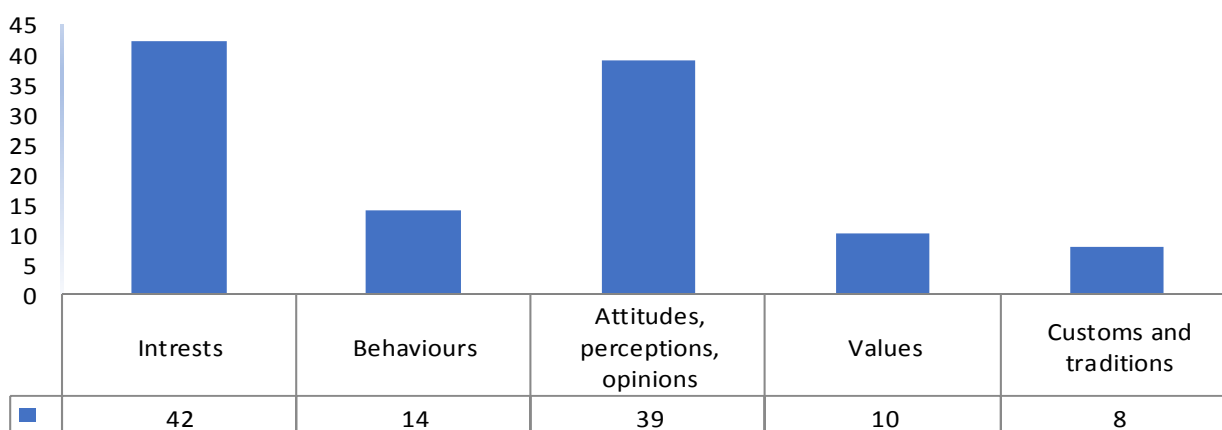
Table 07

Aspects of Lifestyle Influenced by EFL Learning.

Aspects of lifestyle influenced by EFL learning (respondents can choose more than one choice).	Frequency
Interests	42
Behaviours	14
Attitudes, perceptions, opinions	39
Values	10
Customs and traditions	08

Graph 07

Aspects of Lifestyle Influenced by EFL Learning.



According to the frequency provided above, 42 students out of 60 participants have seen a radical change in their interests, while 39 of this sample have felt the influence of EFL learning on their attitudes, perceptions and opinions. This result was expected as participants watched English films and media. These two tools can monitor students, whether consciously or unconsciously. It is also noticeable that a few participants have witnessed a change at the level of behaviours and values, but none of them felt an impact at the level of customs and traditions.

Q8. Does learning EFL impact your leisure activities and hobbies (watching English movies, reading books)?

The following table and graph investigate whether EFL learning impacts respondents' leisure activities and hobbies such as watching English movies and reading books.

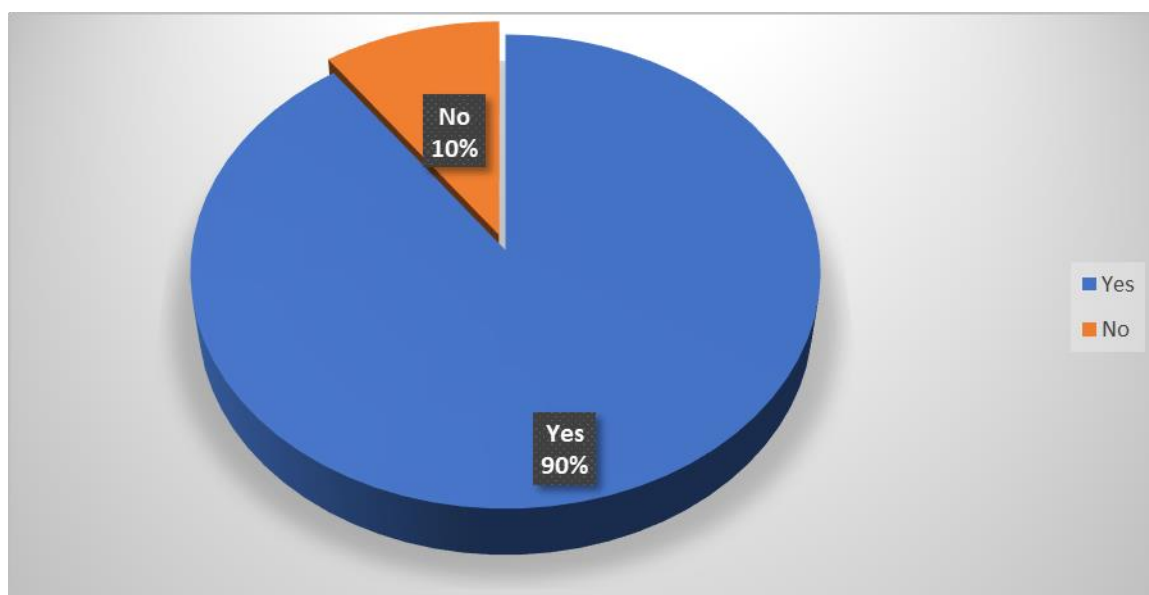
Table 08

The Impact of EFL Learning on Leisure Activities and Hobbies.

EFL learning impacts your leisure activities and hobbies	Frequency	Percentage
Yes	54	90 %
No	06	10 %
Total	60	100 %

Graph 08

The Impact of EFL Learning on Leisure Activities and Hobbies.



The majority of participants (90%) believe that EFL learning influences their leisure activities and hobbies. This is really expected, as it is an essential procedure in modern learning and teaching approaches. In contrast, 10% of the sample asserts that EFL learning has no influence on their leisure activities and hobbies. This may refer to their personalities and ways of learning.

Q9. EFL learning influences your dressing style. To what extent do you agree?

The following table and graph display students' opinions about the influence of EFL learning on their dressing style.

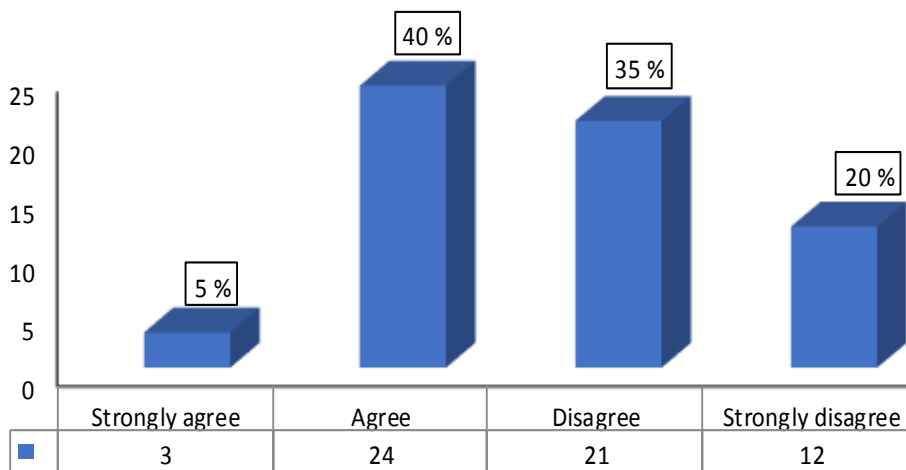
Table 09

The Influence of EFL Learning on the Learners' Dressing Style.

EFL learning influences your dressing style	Frequency	Percentage
Strongly agree	03	5 %
Agree	24	40 %
Disagree	21	35 %
Strongly disagree	12	20 %
Total	60	100 %

Graph 09

The Influence of EFL Learning on the Learners' Dressing Style.



Based on the percentages presented in the table, it is evident that 40% of the participants agree and an additional 5% strongly agree that EFL learning influences their dressing style. This finding suggests that students imitate the dress and clothing styles of English individuals. Conversely, 35% of the sample disagree, while 12% strongly disagree. They avoid dressing like English people.

Q10. EFL learning influences your food choices. To what extent do you agree?

The following table and graph explore students' opinions towards the influence of EFL learning on their food choices.

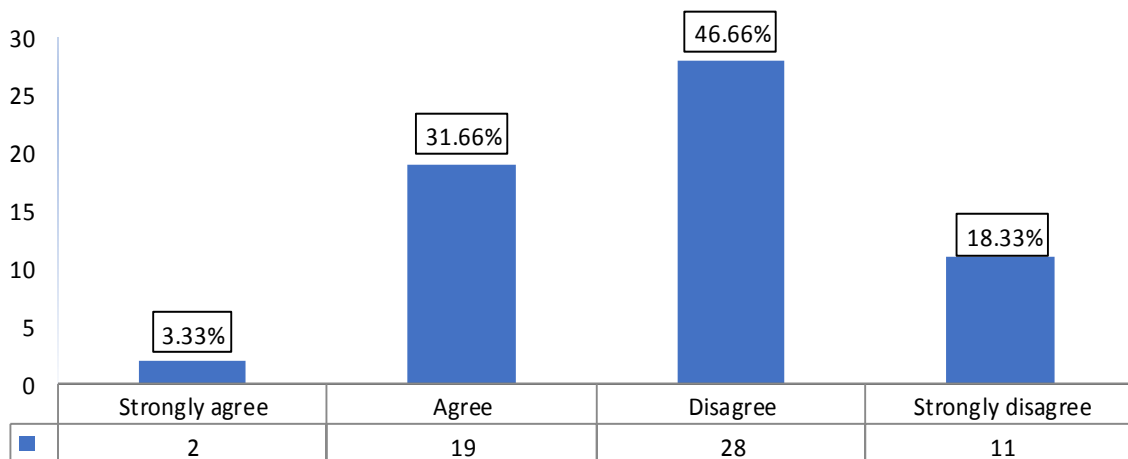
Table 10

The Influence of EFL Learning on Learners' Food Choices.

EFL learning influences your food	Frequency	Percentage
Strongly agree	02	3.33 %
Agree	19	31.66 %
Disagree	28	46.66 %
Strongly disagree	11	18.33 %
Total	60	100 %

Graph 10

The Influence of EFL Learning on Learners' Food Choices.



A large portion of the sample (46.66%) disagrees and believes that EFL learning has no impact on their food choices. In the same vein, 18.33% strongly disagree and 3.33% strongly agree, considering it as one of the essential factors impacting their choice. Similarly, 31.66% agree and share the same opinion about its role in choosing daily dishes.

Q11. a. Do you like American and British dishes?

The following table and graph investigate whether students like American and British dishes. They also represent the dishes that students prefer.

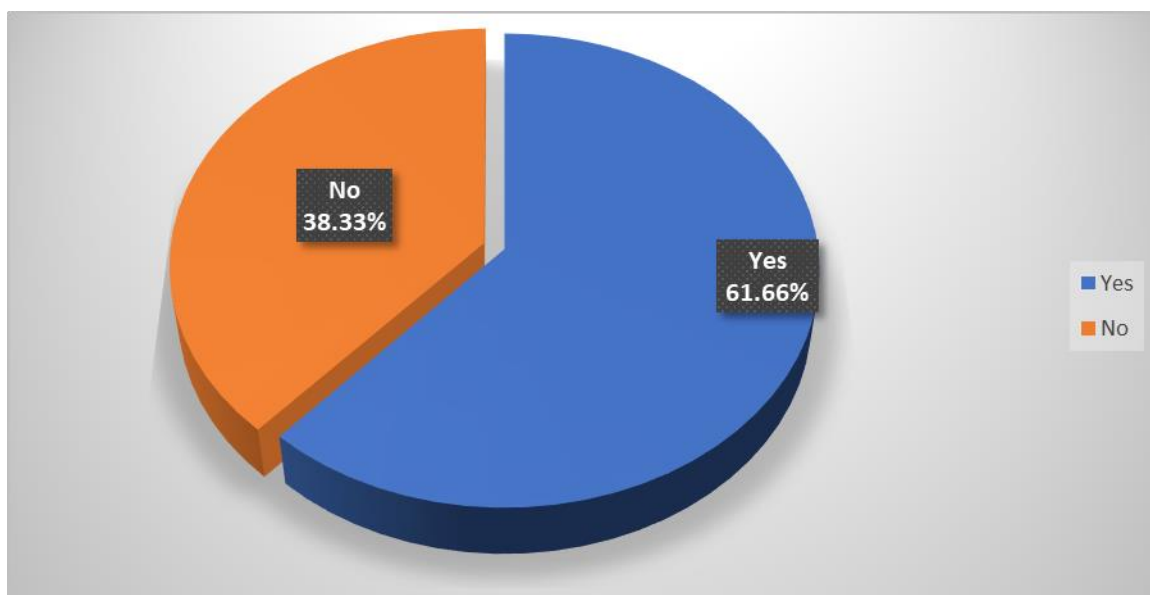
Graph 11

EFL Learners and American and British Dishes.

Liking American and British dishes	Frequency	Percentage
Yes	37	61.66 %
No	23	38.33 %
Total	60	100 %

Graph 11

EFL Learners and American and British Dishes.



As the statistics represent, 61.66% like American and British dishes and 38.33%, in return, dislike them. This can be explained due to the massive spread of fast food and dish advertisements.

b. If yes, which ones do you like? (

The following table and graph explore the types of American and British dishes that the students like (respondents can choose more than one choice).

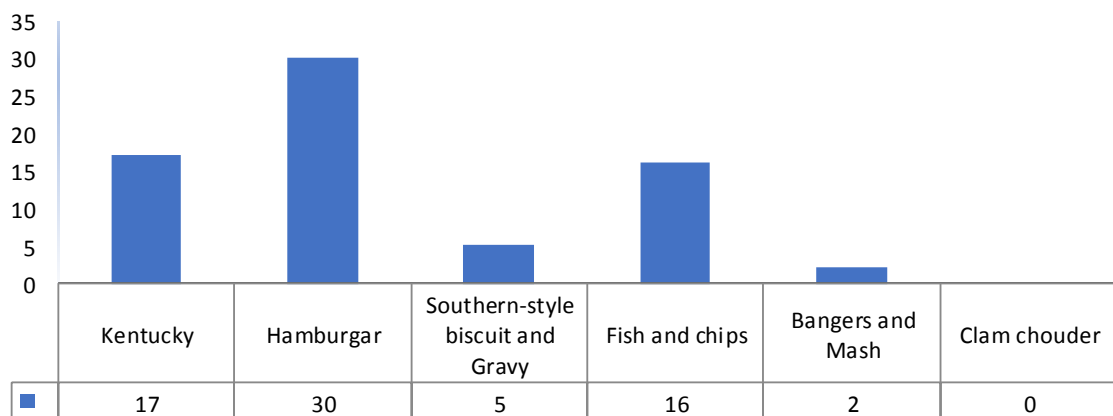
Table 12

American and British Dishes Liked by Students.

Types of dishes (respondents can choose more than one choice).	Frequency
Kentucky	17
Hamburger	30
Southern-style biscuit and Gravy	05
Fish and chips	16
Bangers and Mash	02
Clam chowder	00

Graph 12

American and British Dishes Liked by Students.



As far as the results obtained, 17 students like Kentucky, 16 prefer fish and chips, 5 participants like biscuits and gravy and 2 of them like bangers and mash. No one in the sample likes clam chowder. Yet a considerable number, 30 students, like hamburger because it is widespread in the world and appears in most English videos, documentaries and reports, especially in daily life reports.

Q12. EFL learning influences your body language. To what extent do you agree?

The following table and graph include students' opinions towards the influence of EFL learning on body language.

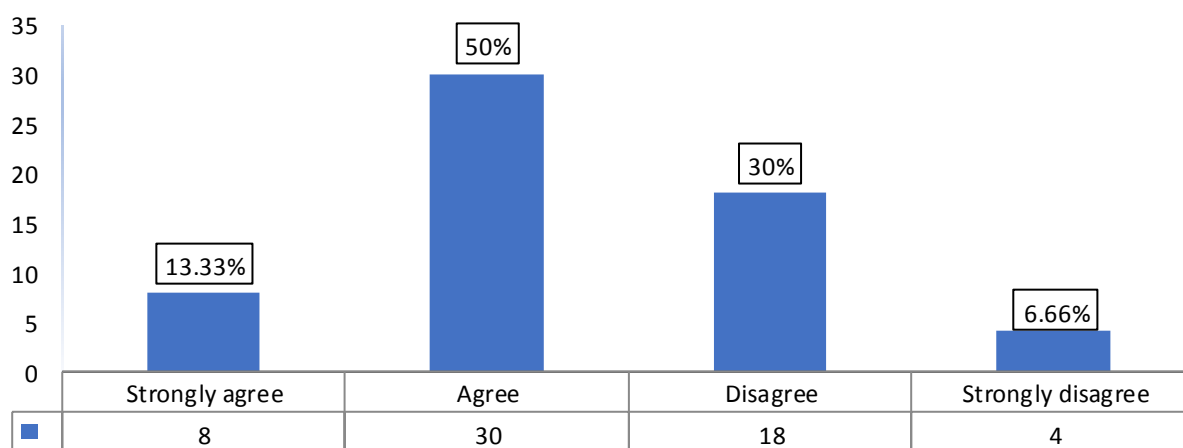
Table 13

The Influence of EFL Learning on the Body Language.

EFL learning influences your body language	Frequency	Percentage
Strongly agree	08	13.33 %
Agree	30	50 %
Disagree	18	30 %
Strongly disagree	04	6.66 %
Total	60	100 %

Graph 13

The Influence of EFL Learning on the Body Language.



The table reveals that the majority of participants acknowledged the impact of English as a Foreign Language learning on their body language: 50% agree and 13.33% strongly agree on the previous claim. However, 30% of the participants hold a contrary view, expressing disagreement with this claim. Furthermore, 6.66% strongly reject the notion that EFL learning influences their body language. It is clear that students try to adopt and emit how natives act while speaking.

Q13. When greeting others outside the class, how often do you use English expressions like “Hi”, “Hello...”?

The following table and graph display how often the participants use English expressions when greeting others outside the class.

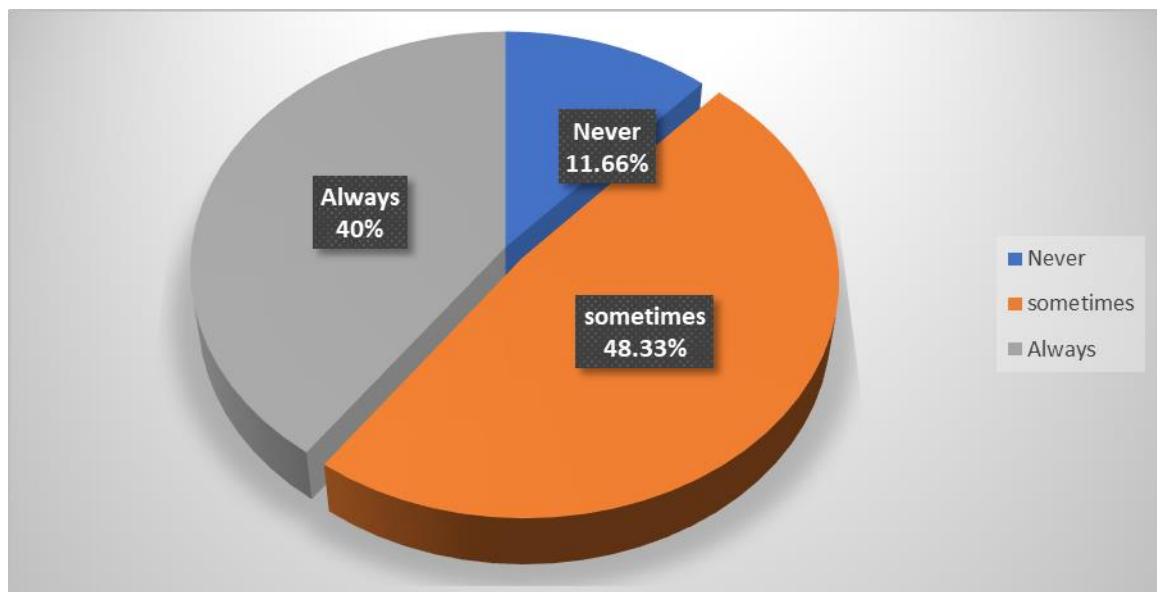
Table 14

Greeting others outside the Class.

Greeting others using English	Frequency	Percentage
Never	07	11.66 %
Sometimes	29	48.33 %
Always	24	40 %
Total	60	100 %

Graph 14

Greeting others outside the Class.



This table represents how often students use English when greeting others outside the classroom. 48.33% sometimes use it and 40% always use this foreign language to greet others. Just 11.66% claim that they never use English greetings and prefer Islamic salutation. The English language has impacted students behaviors and pushed them to reject their religious salutation.

2.3.4. Reasons and Factors.

Q14. Which of the following factors have led to this change in your lifestyle?

The following table and graph illustrate the main factors that have led to this change in students' lifestyle (respondents can choose more than one choice).

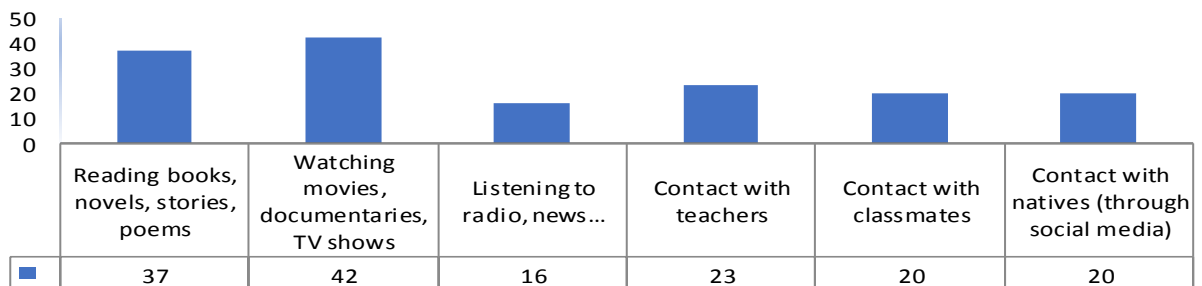
Table 15

Factors of Lifestyle Change.

Ways used to practice English	Frequency
Reading books, novels, stories, poems	37
Watching movies, documentaries, TV shows	42
Listening to radio, news...	16
Contact with teachers	23
Contact with classmates	20
Contact with natives (through social media)	20

Graph 15

Factors of Lifestyle Change.



The obtained results denote that reading and watching are the main factors behind their lifestyle change. The former has 37 frequencies and the latter has 42 frequencies in the table. Contact with teachers and natives ranks in the second class, as 23 students believe that talking with teachers has led them to adopt a new lifestyle. 20 participants assert that contacting natives has driven them to adopt new aspects of their lifestyle. Listening and talking to classmates have received less attention from participants; there, it is evident that students lack the mastery of listening skills. In addition, students perceive reading and watching as essential factors for developing their language proficiency.

Q15. English media plays an important role in spreading English-speaking countries' lifestyles? To what extent do you agree?

The following table and graph include student's opinions about the role of media in spreading English-speaking countries' lifestyles.

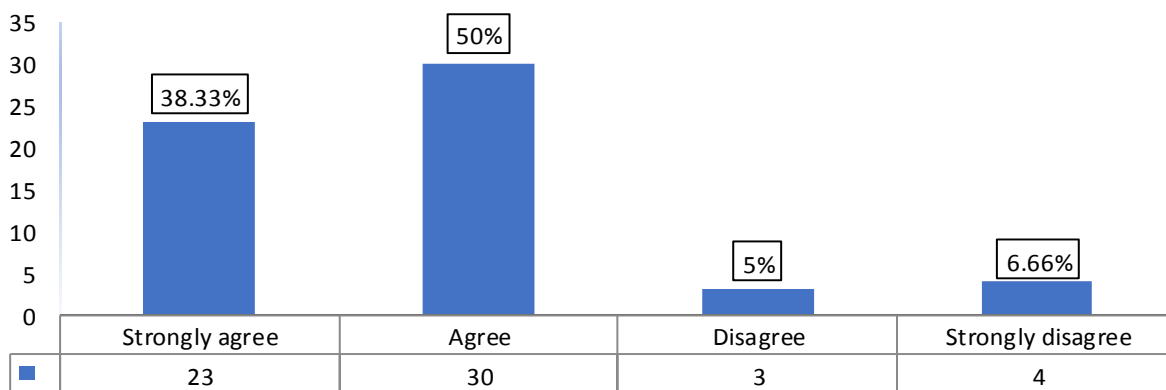
Table 16

The Role of English Media in Spreading English-speaking Countries' Lifestyles.

English media contributes in spreading English-speaking countries' lifestyles	Frequency	Percentage
Strongly agree	23	38.33 %
Agree	30	50 %
Disagree	03	5 %
Strongly disagree	04	6.66 %
Total	60	100 %

Graph 16

The Role of English Media in Spreading English-speaking Countries' Lifestyles.



This question tackles students' opinions about the role of media in spreading English-speaking countries' lifestyles. 38.33% of the respondents strongly agree and 50% agree on the previous claim. In contrast, 5% disagree and 6.66% strongly disagree. Without being astonished, the media spread the lifestyle of English-speaking countries with its daily reports and shows. This led viewers and students to explore their different ways of living and even feel attracted by them.

Q16. What language do you often use when expressing emotions such as anger, happiness, joy and surprise?

The following table and graph embody the used language when expressing emotions.

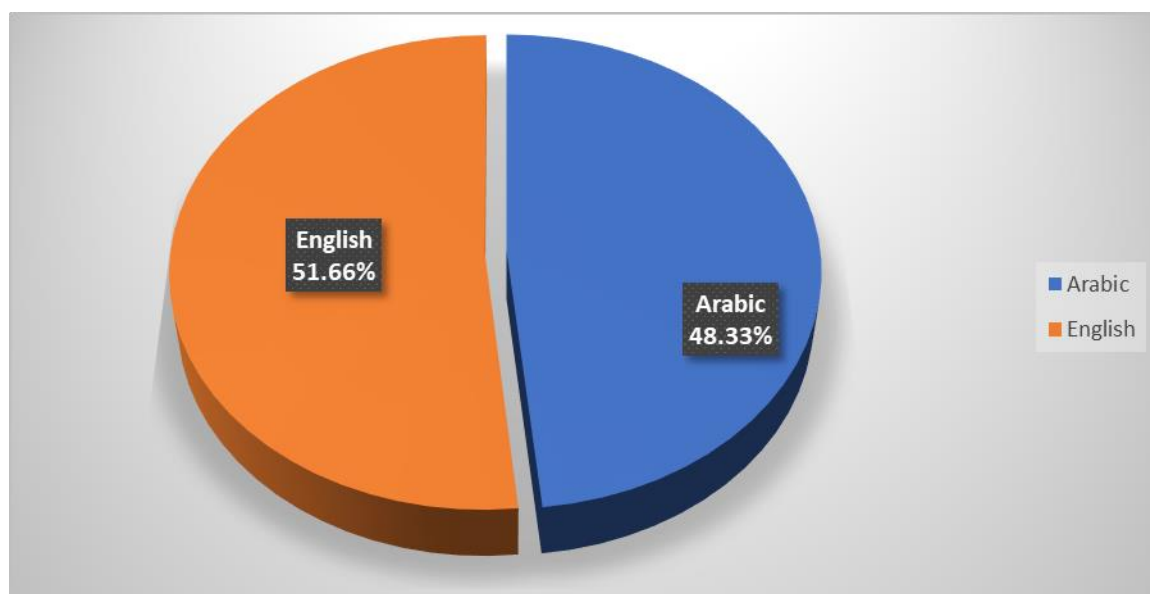
Table 17

The Used Languages for Expressing Emotions.

Language used to express emotions	Frequency	Percentage
Arabic	29	48.33 %
English	31	51.66 %
Total	60	100 %

Graph 17

The Used Languages for Expressing Emotions.



More than half of the participants (51.66%) demonstrate a tendency to express their emotions in English, while 48.33% prefer to convey their feelings in their native tongue. Students unconsciously use English in place of their native language because they have habitually trained themselves to represent themselves in such a way and they additionally practice English every day, whether in social media, the university, or the classroom.

Q17. As an EFL learner, do you think that it is easy for you to communicate with people from other countries?

The following table and graph indicate whether EFL learners can easily communicate with people from other countries.

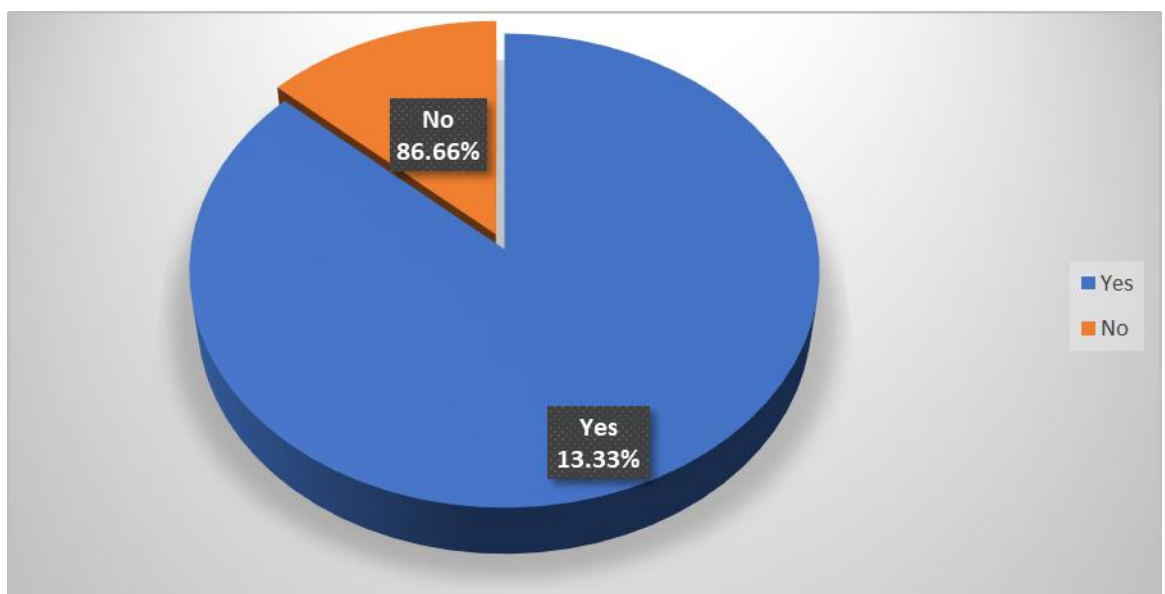
Table 18

Ease of Communication with Foreigners.

It is easy for you to communicate with people from other countries	Frequency	Percentage
Yes	52	86.66 %
No	08	13.33 %
Total	60	100 %

Table 18

Ease of Communication with Foreigners.



This table describes if EFL learners can easily communicate with foreigners. 86.66% of respondents assure that they can easily communicate with people from different countries, while 13.33% assert that they do not easily communicate. The majority can communicate because they have spent a long time learning English and integrated it into their lifestyle.

Q18. Does EFL learning make you more secure when traveling abroad?

The following table and graph show if EFL learning makes students feel secure while traveling abroad.

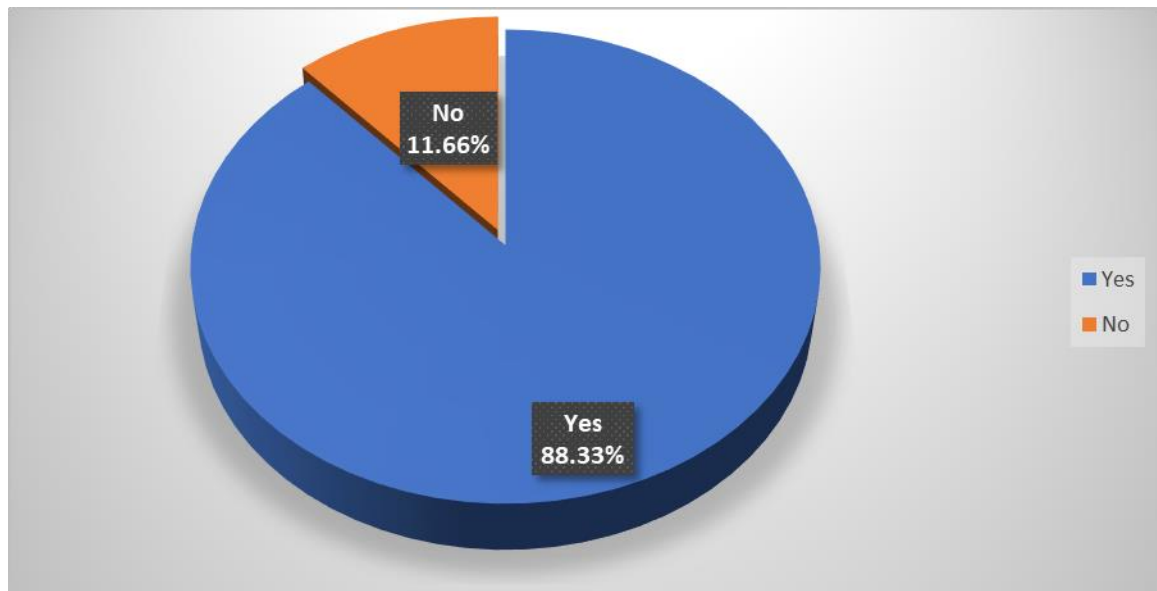
Table 19

EFL Learning and Speaking Ability.

EFL learning make you more secure when traveling abroad	Frequency	Percentage
Yes	53	88.33 %
No	07	11.66 %
Total	60	100 %

Graph 19

EFL Learning and Speaking Ability.



This question is devoted to know if EFL learning makes students feel secure while traveling abroad. A substantial percentage of students (88.33%) affirmatively responded "yes" and perceive it as an essential factor for their security. However, a smaller percentage (11.66%) provided a negative response, indicating that it does not contribute to their sense of security.

Q19. Do you attempt to imitate native speakers in their way of speaking, sitting, walking and acting?

The following table and graph investigate whether EFL learners attempt to imitate native speakers in their way of speaking, sitting, walking and acting.

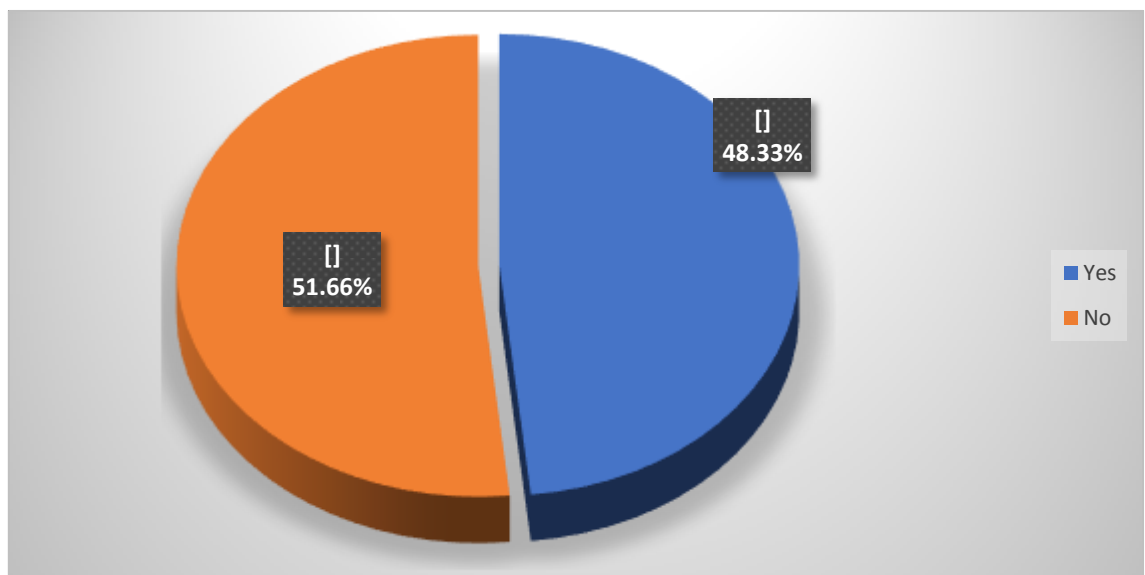
Table 20

Imitating Native Speakers in their Way of Speaking, Sitting, Walking and Acting.

You attempt to imitate native speakers in their way of speaking, sitting, walking and acting	Frequency	Percentage
Yes	29	48.33 %
No	31	51.66 %
Total	71	100 %

Graph 20

Imitating Native Speakers in their Way of Speaking, Sitting, Walking and Acting.



According to the percentage provided in the table, 77.5% of the sample says "no" and does not imitate native speakers in their different behaviors. However, 22.5% say "yes" and act like natives. The majority feel less impacted by natives and treat English as a rigid language. In the same vein, they preserve their social practices and norms.

2.4. Teachers' Interview Analysis

Q1. Does EFL learning influences students' Algerian lifestyle?

EFL Learning influences Students' Algerian Lifestyle

EFL Learning Influences Students' Algerian Lifestyle	Frequency	Percentage
Yes	04	100 %
No	00	00 %
Total	03	100 %

In this analysis, the table presents the viewpoints of teachers regarding the influence of English as a Foreign Language learning on students' Algerian lifestyles. It is noteworthy that all four participating teachers (100% of the sample) have expressed an affirmative stance by selecting the "yes" option. They firmly believe that EFL learning exerts a fundamental influence on students' way of life as it manifests across multiple facets of their daily routines and activities.

Q2. What aspects of students' Algerian lifestyle does EFL learning impacts?

This question is devoted to discover the main aspects that EFL learning influences. Teachers have listed a considerable number of them. Their lists involve some aspects, such as the way of talking, speaking, dressing and viewing the world. This list can extensively include behaviours, language, emotions, values, music, reading, psychological status, new speaking modes and new situations of language use. These aspects have received an evident influence; several students encounter this change at these levels. This can occur unconsciously and a large portion of them has ego permeability. Thus, they permit new cultures, ideas and beliefs to be a part of their way of life.

Q3. What are the main reasons and factors behind this influence?

This question addresses the main reasons and factors that have led to this change in the students' lifestyle. The teachers at M'sila University have reported crucial reasons and factors such as seeking superiority, denying inferiority, seeking equality and adopting western culture. The personality of students and the type of teacher can lead to the occurrence of this phenomenon; several students have ego permeability, which allows them to adopt new cultures regardless of the danger to their religious or traditional beliefs and ideas. Some students pass through this change for the sake of prestige and pride. One of the teachers expresses his beliefs about the role of language in altering one's thoughts. He also believes that the era of globalization fosters the occurrence of this phenomenon.

3. Discussion of the findings:

3.1. *Students' Questionnaire Discussion*

Based on the data collected from the questionnaire, the gender statistics within the Department of English Language at M'sila University reveal a predominance of female students. The participants in the study have confirmed their ability to speak three languages: Arabic, English and French. However, a significant proportion of the respondents have expressed reluctance to engage with the French language, citing its perceived complexity. The participants notably demonstrate considerable ability in English, as they primarily engage with it as EFL learners.

The findings indicate that the majority of students within the sample employ English in their interactions with both teachers and friends beyond the borders of the classroom. This language use is actively encouraged by their peers and teachers, fostering an environment that promotes extracurricular practice. Furthermore, participants seamlessly integrate English into their immediate surroundings, which indicates that EFL learning can even influence and change their mother tongue. They subconsciously replace their native expressions with English ones. This fact can be supported by their answer, in which they report that they really practice English at home. 41 students practice English at home to foster their speaking skills in terms of fluency, accent and pronunciation.

The motivation to achieve a native-like accent leads some participants to imitate speakers of English as their first language and, in some cases, adopt the cultural lifestyles associated with English-speaking countries. More accurately, participants speak English with various entities in their social interactions. EFL learning considerably impacts their social communication, which is an integral part of their Algerian lifestyle.

The analysis notably reveals that participants use English with friends more than teachers, parents and relatives due to time limitations. Parents and relatives have less time for foreign languages. These findings demonstrate that English has become an integral

component of their daily communication, potentially leading to a diminishing use of their native language. Despite societal resistance to the presence of English in casual settings, EFL learners actively seek to overcome this social blockade. Students have few opportunities to speak English; therefore, they attempt to benefit from their friends. They reject their traditional language and witness change in their new situations of language use.

The findings show that EFL learning influences students' Algerian lifestyle. Approximately 58.33% of the participants have expressed a belief in the major role of EFL learning in various aspects of their lives, encompassing communication, behaviours and opinions. This belief is further substantiated as the majority of participants have selected the yes option, affirming the profound impact of EFL learning on their Algerian lifestyle. The influence of EFL learning can be observed across multiple dimensions of their lives, including interests, behaviours, attitudes, perceptions, opinions and values. Boukerkour (2016) believes that EFL learning can generate significant changes at the level of students' physical, mental and social characteristics.

However, it is worth noting that EFL learners maintain that EFL learning does not alter their customs and traditions because they are less exposed to English customs and traditions. In a similar vein, it is evident that students experience a transformation in their leisure activities and hobbies as a result of their profound interest in language learning. Engaging in English games, for instance, provokes a substantial shift in their leisure preferences. Moreover, EFL learning makes them dress like English people, which can explain why students reject their traditional dressing style. They may feel their dressing style is less elegant.

However, students believe that EFL learning does not impact their food preferences. While they continue to enjoy their traditional dishes, their exposure to American and British cuisine through various media channels fosters an appreciation for dishes such as Kentucky, hamburgers and fish with chips. Similarly, students perceive a change at the level of their body language as they imitate natives, leading to a departure from their cultural gestures and

a distancing from their native Arabic language. This gradual and often subconscious process may take considerable time. Students, for instance, tend to substitute traditional Islamic greetings with more English-centric phrases like "hello" and "hi," particularly when interacting with friends and classmates. Brown (2014) supports the perspective that acquiring a new language involves more than just linguistic competence, as it encompasses the assimilation of unfamiliar cultures, emotions and behaviors.

The impact of EFL learning can manifest through various reasons and factors, including reading, watching, listening and interacting with native speakers, which collectively serve as pivotal reasons in this transformative process. For instance, when students engage in activities such as watching documentaries that delve into the lifestyle of native English speakers, they unconsciously assimilate certain traits and characteristics from the foreign society. The extent of this transformation may elude their conscious awareness, as their primary motivation remains focused on acquiring proficiency in the English language.

The media can also cause this alteration in the students' Algerian lifestyle. It promotes how English people behave, view and live their lives. Consequently, EFL learners, guided by their curiosity to experience an English lifestyle, reject their own because some of them feel inferior in front of foreign cultures. Thus, it is noticeable that a large portion of the sample expresses its emotional status in English. Similarly, seeking security in communication can be an essential factor in this change or modification at the level of their Algerian lifestyle.

Based on the gathered data from the questionnaire, several participants imitate native speakers in their ways of speaking, sitting, walking and acting. In fact, imitation generates a tangible influence and leads them, whether consciously or unconsciously, to reject their Algerian lifestyle. It provokes them to adopt new habits and even values. For this reason, they acquire new speaking modes and dressing styles that are different from their previous ones.

3.2. *Teachers' Interview Discussion*

EFL learning plays a significant role in changing students' Algerian lifestyles, as affirmed by the majority of teachers. Their claim is supported by tangible observations both within the classroom and beyond. They notably observe a prominent shift in various aspects of students' lifestyles. For instance, changes are noted in their ways of talking, speaking, dressing and viewing the world. They also mention other sides such as behaviors, language, values, music, reading, new speaking modes and new situations of language use. Students adopt other ideologies that contradict their religious and original beliefs and views. They listen to English songs and read English novels. As a result, they introduce new ideologies and behaviors. Samira (2019) contends that Algerian learners' exposure to the English language and its associated culture can exert an influence on their personality traits and social values, leading to potential transformations in their overall identity. This extreme process occurs unconsciously and a large portion of them have ego permeability that enables them to embrace new elements regardless of any potential risks. In other words, they permit new cultures, ideas and beliefs to be a part of their lifestyle.

The influence of EFL learning arises from a range of reasons and factors, including the pursuit of superiority, the denial of inferiority and the adoption of English culture. According to teachers, these key factors contribute to the observed influence. Certain students experience feelings of inferiority, leading them to embrace the English lifestyle as a means of compensating for perceived personal deficiencies. In order to accomplish this goal, they tend to undervalue aspects of the Algerian lifestyle. Similarly, some of them behave and live like English people to feel superior to their classmates, friends, relatives and even families. In addition, the influence of students' personalities and teachers' types can foster a permissive attitude towards the cultures of English-speaking countries. Some students reject their Algerian lifestyle for the sake of prestige and pride; they aim to gain social class. Thus, they attempt to be different from the majority of their society.

Moreover, the era of globalization makes the English lifestyle accessible to everyone. Hence, it is noticeable that English-speaking countries' lifestyles are widespread around the globe. It is worth noting that language influences thought as language is based on a cluster of ideas, behaviors and manners of living. Thus, students witness a change at the level of their thoughts, which are an integral part of their lifestyle. EFL learning transmits various thoughts to learners and they act in accordance with some of these thoughts.

4. Summary of the Main Findings

EFL learning is widely present in numerous countries across the globe. As supported by previous findings, it is evident that it has a significant impact on students' Algerian lifestyles. Master one students themselves assert that it induces changes in their lifestyle, particularly in their language usage. English becomes an integral part of their daily interactions, both within and outside the classroom, leading to a reduced presence of the Algerian dialect. They, for example, use English at home and on social media as well. In addition, they dress like natives and eat American and British dishes. Several students, for instance, wear western pants and jackets, particularly the clothes and fashions of England, instead of Algerian suits and dresses. This leads the researcher to confirm the presence of this evident influence at the level of their Algerian lifestyle.

According to the obtained findings, EFL learning influences several aspects and sides of students' Algerian lifestyle: it impacts their behaviours, interests, values, attitudes, opinions, perceptions, hobbies and leisure activities. It is noticeable that students change some behaviors; for example, they sometimes use English while greeting others instead of their Islamic salutation. In addition, it can manage their attitudes and opinions; English-speaking countries transmit their views about various issues through the use of various means such as movies, broadcasts and even YouTube channels. Since students are less aware of other views, they accept the presented opinions as facts and realities. Consequently, it guides students' perceptions and attitudes.

However, it should be noted that EFL learning does not have the power to direct or alter Algerian customs and traditions, as students regard them as integral components of their Algerian identity. Nonetheless, EFL learning does impact students' body language, as they adopt new gestures while speaking that diverge from their traditional Algerian gestures. EFL learning changes their way of speaking, walking and sitting. A considerable number of them speak like natives and even think like them. This leads the researcher to ensure the presence of EFL learning influence in the students' Algerian environment.

Multiple factors and reasons have contributed to the emergence and development of the present phenomenon within the English department at M'sila University. Watching, reading, listening and contacting natives are the central factors in this issue. Whenever students watch movies, reports and documentaries, they unconsciously become acquainted with new ways and ideas that belong to the target society. They impart these new views without considering their danger or influence. Furthermore, exposure to media significantly impacts students' personal dispositions and comprehension. Consequently, it indisputably plays a substantial role in the amelioration of this phenomenon. While learners watch English media with the intention of acquiring new vocabulary and language structures, they also become susceptible to the ideologies prevalent in English-speaking nations, sometimes internalizing and adopting these foreign concepts and thoughts as their own.

Seeking superiority, denying inferiority and showing prestige are also eminent reasons for this social change; some students tend to behave like English people to show their pride. They feel prestigious when they are different from others. Moreover, imitation can be the main source of this phenomenon; the majority of participants in this study imitate native speakers in their ways of talking, speaking, walking and sitting to learn English more appropriately.

However, they are unconsciously influenced by English culture and lifestyle. Since language influences thought, students get impacted by their thoughts' changes. Above all, the era of globalization facilitates and fascinates the spread of English people's lifestyle. Technology shortens and crosses all borders. As a result, students encounter new ways that contradict their Algerian norm, especially in social media, whether Facebook or Instagram. These results are similar to previous findings in some studies such as Hossain (2013), Brown (2014), Boukerkour (2016), Samira (2019) and Hopkyns (2020). However this study is not against learning English as the Islamic religion obligates learning foreign languages for some purposes. These results cannot be applied to other cases. This influence occurs only at the level of this case. At last, this impact is so evident, but it is cumbersome for students to

abandon their Algerian lifestyle, as it is one of the major components of identity and personality.

5. Pedagogical Implications

The findings of this study have significant pedagogical implications for teachers, researchers, students and curriculum designers. They provide valuable insights into the current phenomenon and explicate how EFL learning plays a major role in shifting and modifying students' Algerian lifestyles. For instance, they describe how it leads students to reject their behaviors and language and even adopt new ideologies and lifestyles.

Teachers should be selective in their materials, ideas and information because they are the main source of any impact that can occur at the level of students' lifestyle.

Teachers should avoid underestimating the Algerian lifestyle while presenting their lectures. They must actively discourage students from underestimating or devaluing Algerian norms, customs and traditions.

Teachers should be aware of the cultural differences between the Algerian community and the target society.

Students should avoid being susceptible and receptive to all that they encounter in media, books, documentaries, classes and movies.

Students should engage in analysis and interpretation of the content they encounter, selectively incorporating ideas that align with their societal values while disregarding concepts and beliefs that contradict their own.

Students should not consider English-speaking countries superior to their original societies.

Researchers should conduct more research related to the topic to decrease the influence of EFL learning on students' Algerian lifestyle. This can assist teachers and curriculum designers in implementing the right materials while teaching or preparing programs.

6. Limitations and recommendations

6.1. *Limitations of the Study*

The researchers of this study encountered some obstacles:

- Only 60 students and four teachers participated in the study, which indicates that the study is not fully covered.
- The findings of this research, which involved solely Master's-level linguistics students at Msila University, cannot be applied to other academic levels.
- This study employed a mixed method, suggesting the need for future investigations to explore the identified phenomena through an experimental method.
 - The process of administering a questionnaire and conducting an interview with different samples takes time and effort.

6.2. *Recommendations*

The present results lead the researcher to suggest such recommendations:

The study recommends conducting future research on the topic using an experimental methodology instead of a descriptive one.

Due to the multiple aspects and variables involved, conducting such a study about EFL learning influence on students' Algerian lifestyle might be challenging. Therefore, it is suggested that future investigations focus on specific aspects of Algerian students' lifestyles, such as their interests, behaviors, personalities, or beliefs.

Teachers are advised to engage in long-term observations to identify any excessive influence of EFL learning on students' ideas and beliefs.

Researchers are encouraged to develop programs that do not undermine Algerian identity and lifestyle.

Future studies should examine the impact of EFL learning on students' academic careers and employment prospects.

It is also recommended that future Master's students explore the extent of English language usage in their daily lives.

Lastly, teachers should play a guiding role by raising students' awareness regarding potentially harmful foreign ideologies.

Conclusion

Chapter two of this study has focused on the practical aspects, specifically the methodology employed in the study. It provides a detailed description of the procedures used for data collection and analysis. The main findings are presented in the form of tables and figures. The research findings demonstrate that EFL learning has an impact on master one students' Algerian lifestyle across different aspects and domains, including interests, behaviors and opinions. Finally, the chapter concludes with a list of pedagogical implications and recommendations derived from the study's findings.

General Conclusion

EFL learning is widely prevalent across several countries, including Algeria. However, lifestyle represents identity and autonomy. EFL learning has recently emerged as a prominent force shaping individuals' lifestyles on a global scale. This study adopts a mixed method approach to examine the impact of EFL learning on students' Algerian lifestyle within the English department of M'sila University at the level of master one.

The study employs a combination of students' questionnaires and teachers' interviews to ensure accurate data collection. Quantitative and qualitative data are gathered through the use of closed-ended and open-ended questions. To achieve the objectives of the investigation, three research questions are posed: First, how does EFL learning influence students' Algerian lifestyle. Second, what are the primary reasons underlying this influence and finally, which aspects of students' Algerian lifestyle are influenced by EFL learning.

The first chapter provides a comprehensive review of previous literature related to the topic, structured into two sections that delve into key concepts and variables of this research, including EFL learning, approaches and methods of teaching and learning, English in Algeria and lifestyle. It covers the interrelationships among these concepts. The second chapter focuses on the methodology employed for data collection and analysis. The findings are presented, analysed and interpreted.

The results of this study indicate that EFL learning impacts master one students' Algerian lifestyle across various aspects and levels, influencing their behaviours, interests, attitudes, language use, personality characteristics, opinions, perceptions, body language and dressing style. This influence arises from factors such as reading, listening, media exposure, contact with English people, globalization, prestige, seeking superiority, adopting Western lifestyles, imitating native speakers and ego-permeability. However this study is not against learning foreign languages as the Islamic religion obligates learning them. These results concern the present case and cannot applied to other cases.

Subsequently, this chapter addresses some pedagogical implications and provides recommendations for both teachers, students and researchers. Finally, the researcher

acknowledges the limitations and obstacles that have hindered the completion of this investigation.

This study will hopefully contribute to the enhancement of teaching and learning processes. Furthermore, the qualitative and quantitative analysis conducted in this research can enrich the discourse surrounding EFL learning and its impact on students.

References

- Abdul, N. B., & Hijrah, H. (2013). The use of audio-lingual method in teaching listening comprehension at the second-year students of smk yapip Makassar sungguminasa. *Exposure: Journal Pendidikan Bahasa Dan Sastra Inggris*, 2(2), 189.
<https://doi.org/10.26618/ejpbi.v2i2.787>
- Adekola, G., & Nwoye, C. E. (2016). Traditions and customs in community development: The case of Nkanu West and Nkanu East local government areas of Enugu State, Nigeria. *Journal of Education and Practice*, 7(18), 120-127. <https://files.eric.ed.gov/fulltext/EJ1105910.pdf1735>
- Albarracin, D., Johnson, B. T., & Zanna, M. P. (Eds.). (2005). *The handbook of attitudes*. Psychology Press.
- Al-Balushi, R. (2017). The acquisition of syntax: A nativist perspective vs. a cognitivist perspective. *Journal of Applied Science and Social Sciences*, 8(1), 5-20.
<https://doi.org/10.24200/jass.vol8iss1pp5-20>
- Alemi, M. (2016, January). Audio Lingual Method [Paper presentation]. The third international conference on applied research in language study, University of Tehran.
https://www.researchgate.net/publication/293731529_Audio_Lingual_Method

- Alhadlaq, I. (2016). How technology influences communication. *International Journal of Scientific & Engineering Research*, 7(1), 960. <http://www.ijser.org/researchpaper/How-Technology-Influences-Communication.pdf>
- Anosh, M., Batool, A., Batool, N., & Iqbal, N. (2013). The direct method: A good start to teach oral language. *International Journal of English Language Teaching*, 5(1), 37-40.
- Altmann, T. (2008). Attitude: A concept analysis. *Nursing Forum*, 43(3), 144-150. <https://doi.org/10.1111/j.1744-6198.2008.00106.x>
- BBC News. (2015). *The decline of religion in the West*. <https://www.bbc.com/news/world-33256561>
- Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*, 37(2), 207-227. <https://doi.org/10.1111/weng.12294>
- Bhattacharjee, J. (2015). Constructivist approach to learning - an effective approach of teaching learning. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*, 1(6), 65-74. <https://oaji.net/articles/2015/1707-1438677336.pdf>
- Boukerkour, A. (2016). *The effects of learning English as foreign language on learners' behavior: The case of third year students at Salah Eddin El Ayoubi high school in Batna*. [Master's thesis, University of Biskra, Algeria]. Biskra university website. <http://archives.univ-biskra.dz/bitstream/123456789/8711/1/a126.pdf>

Britannica. (n.d.). Nomadism. In *Encyclopaedia Britannica*. Retrieved March 12, 2023, from

<https://www.britannica.com/topic/nomadism>

Brivio, F., Viganò, A., Paterna, A., Palena, N., & Greco, A. (2023). Narrative review and analysis of the use of “Lifestyle” in health psychology. *International Journal of Environmental Research and Public Health*, 20(5), 4427. <https://doi.org/10.3390/ijerph20054427>

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a foreign language* (2nd ed.). New York, NY: Routledge.

Brown, H. D. (2014). *Principles of language learning and teaching* (5th ed.). Pearson.

Cambridge Dictionary. (n.d.). *Behaviour*. In *Cambridge Dictionary.org*. Retrieved March 24, 2023, from <https://dictionary.cambridge.org/dictionary/english/behaviour>

Can-Daşkın, N. (2014). Shaping learner contributions in an EFL classroom: Implications for L2 classroom interactional competence. *Classroom Discourse*, 6(1), 33-56.

<https://doi.org/10.1080/19463014.2014.911699>

Chomsky, N. (2006). *Language and mind: An essay on the philosophy of language* (3rd ed.). Massachusetts Institute of Technology Press.

Codo, E. (2009). Interviews and questionnaires. In P. Auer & J. C. Li (Eds.), *The Blackwell guide to research methods in bilingualism and multilingualism* (pp. 158-176). Wiley-Blackwell.

Corbin, C. B., Corbin, W. R., Welk, G. J., & Welk, K. A. (2021). *Active lifestyles for wellness* (14th ed.). McGraw-Hill Education.

Crystal, D. (2003). *English as a global language* (2nd ed.). New York, NY: Cambridge University Press.

Doyle, L., Brady, A. M., & Byrne, G. (2009). An overview of mixed method research. *Journal of Research in Nursing, 14*(2), 175-185 <https://doi.org/10.1177/1744987108093962>

Domjan, M. (2014). *The Principles of Learning and Behaviour* (7th ed.). Belmont, CA: Wadsworth Cengage Learning.

Elmayantie, C. (2015). The use of grammar translation method in teaching English. *Journal on English as a Foreign Language, 5*(2), 125. <https://doi.org/10.23971/jefl.v5i2.372>

Encyclopaedia of Psychology. (n.d.). Behaviorism. In *Encyclopaedia of Psychology*. Retrieved February 26, 2023, from <https://www.encyclopedia.com/medicine/psychology/psychology-and-psychiatry/behaviorism>

Fromkin, V., Rodman, R., & Hyams, N. (2014). *An Introduction to Language* (10th ed.). Cengage Learning.

Hann, N., Timmis, I., Alkhaldi, A. A., Davies, B., Troncoso, r. C., & Yi, Y. (2014). The impact of English on learners' wider lives. *ELT Research Papers 14*(2).

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_E085%20Impact%20of%20English%20on%20learners%27_A4_web_FINAL.pdf

Harmer, J. (2015). *The practice of English language teaching* (4th ed.). Longman Handbook.

<https://www.eajournals.org/wp-content/uploads/The-Direct-Method-A-Good-Start-to-Teach-Oral-Language.pdf>

Hopkyns, S. (2020). The impact of global English on cultural identities in the United Arab Emirates: Wanted not welcome. In Z. Hua & C. Kramsch (Eds.), *Interculturality, Interaction and Language Learning* (pp. 68-85). Routledge.

Hossain, M. D. (2013). The impact of English language on the lifestyle and behavior of tertiary level students in Bangladesh: Case study Jahangirnagar University. *Global Journal of Human-Social Science: Linguistics & Education*, 13(10) Version 1.0).
https://globaljournals.org/GJHSS_Volume13/1-The-Impact-of-English-Language.pdf

Gautam, M. (2017). Modern lifestyle and its impact on our health. *IJELLH International Journal of English Language, Literature in Humanities*, 5(5), 158.

Gohil, P., P. (2013). English as a Global Language. *International Journal for Research in Education*, 2(2).42

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). New York, NY: Routledge.

Jensen, M. (2007). Defining lifestyle. *Environmental Sciences*, 4(2), 63-73.

<https://doi.org/10.1080/15693430701472747>

Jon, R. B., Embong, R., Purnama, B., & Wadi, A. S. (2021). The challenges of English language teaching in Indonesia. *International Journal of English and Applied Linguistics*, 1(3), 158.

<https://doi.org/ijeal.v1n1.1157>

Kerkadi, A., AlMannai, H., Saad, D., Yakti, F. A. Z., Attieh, G., & Bawadi, H. (2021). Clustering of Lifestyle Risk Factors among Algerian Adolescents: Comparison between Urban and Rural Areas: GSHS Data. *International Journal of Environmental Research and Public Health*, 18(13), 7072. <https://doi.org/10.3390/ijerph18137072>

Khaldoun, A. (2021). The effects of studying English language on the cultural identity of Algerian students at Chadli Bendjedid University. *Language Practices*, 12(4), 01-16.

<https://www.asjp.cerist.dz/en/downArticle/352/12/4/183287>

Khazanov, A. M. (1994). *Nomads and the Outside World* (2nd ed.) (Julia Crookenden, Trans.). The University of Wisconsin Press.

Kos, M., Parfin, A., Drop, B., Herda, J., Wdowiak, K., Witas, A., Drogon, J., Wojdan, W., &

Kuszneruk, M. (2020a). Lifestyle and eating habits of the high school students. *Polish Journal of Public Health*, 130(1), 30-38. <https://doi.org/10.2478/pjph-2020-0008>

Krapp, A. (2002). Structural and dynamic aspects of interest development: Theoretical considerations from an ontogenetic perspective. *Learning and Instruction*, 12(4), 383-409.

[https://doi.org/10.1016/S0959-4752\(01\)00011-1](https://doi.org/10.1016/S0959-4752(01)00011-1)

Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching - Oxford handbooks for language teachers* (3rd ed.). Oxford University Press.

Laxmi, T., & Murthy, N.S. (2022). *A review of linguistic and communicative competence: An ESP approach competency-based education*. <https://doi.org/10.55454/rcsas.2.3.2022.002>

Llerena, E. (2018). The impact of English as global language for trading between China and South American enterprises. *Ciencia Digital*, 2(2), 532-549.

<https://doi.org/10.33262/cienciadigital.v2i2.118>

Manjunatha, N. (2019). Descriptive research. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 6(6), 863. Retrieved from <https://www.jetir.org/papers/JETIR1908597.pdf>

Mart, C. T. (2013). The grammar-translation method and the use of translation to facilitate learning in ESL classes. *Journal of Advances in English Language Teaching*, 1(4), 103-105,

<https://www.researchgate.net/publication/329268068> The Grammar-

Translation Method and the Use of Translation to Facilitate Learning in ESL Classes

Maqel, I. (2013). The effect of using grammar-translation method on acquiring English as a foreign language. *International Journal of Asian Social Science*, 3(12), 2469–2476.

<https://archive.aessweb.com/index.php/5007/article/view/2596>

McDonald, S. M. (2011). *Perception: A concept analysis* [Doctoral dissertation, The University of Texas at Tyler, USA]. Researchgate.

https://www.researchgate.net/publication/225052960_Perception_A_Concept_Analysis

Mezara, A. (2021). *Investigating the effect of EFL learning on Algerian learners' cultural identity* [Master's thesis]. University 8 Mai 1945, Guelma, Algeria.

Merriam-Webster. (n.d.). Learning. In *Merriam-Webster.com dictionary*. Retrieved February 29, 2023, from <https://www.merriam-webster.com/dictionary/learning>

Merriam-Webster. (n.d.). Language. In *Merriam-Webster.com dictionary*. Retrieved February 29, 2023, from <https://www.merriam-webster.com/dictionary/language>

Middle East Monitor. (n.d.). Algeria to start teaching English language at primary school level. In *Middle East Monitor.com*. Retrieved February 12, 2023, from <https://www.middleeastmonitor.com/20220621-algeria-to-start-teaching-english>.

Moeller, A. K., & Catalano, T. (2015). *Foreign Language Teaching and Learning*. University of Nebraska–Lincoln.

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1199&context=teachlearnfacpu>

b

Murdaugh, C. L., Parsons, M. A., & Pender, N. J. (2018). *Health promotion in nursing practice* (7th ed.). Pearson.

Nadia, R. (2011). Teaching English in Algeria and educational reforms: An overview on the factors entailing students' failure in learning foreign languages at university. *Procedia - Social and Behavioural Sciences*, 29, 1327-1333. DOI:10.1016/j.sbspro.2011.11.370

Nawafleh, S., Harfoush, O., Fakhouri, S., Obiedat, R., & Rababah, O. (2012). Facebook impact on user's social life. *Journal of American Science*, 8(12), 333. Retrieved from: https://www.researchgate.net/publication/314232075_Facebook_Impact_on_Users_Social_Life

Oxford Learner's Dictionaries. (n.d.). *Interest*. Retrieved March 21, 2023, from:

https://www.oxfordlearnersdictionaries.com/definition/english/interest_1

Oxford University Press. (n.d.). How ESL and EFL classrooms differ. In *English Language*

Teaching Global Blog. Retrieved February 7, 2023, from

<https://oupeltglobalblog.com/2011/07/12/how-esl-and-efl-classrooms-differ/>

Oyserman, D. (2015). Values, psychology of behaviours. In J. D. Wright (Ed.), *International*

Encyclopaedia of the Social & Behavioral Sciences (2nd ed., Vol. 25, pp. 36-40). Oxford:

Elsevier.

Prakash, S. M. (2022, March). The Review of Contemporary Scientific and Academic Studies. *An*

International Multidisciplinary Online Journal ISSN: 2583-1380 Vol. 2 | Issue 3 |

www.thercsas.com

Purba, C. N. & Togatorop, F. (2016). The use of direct method in teaching speaking descriptive at

the second year of SMA Negeri 2 pematangsiantar. *Journal of English Teaching as a Foreign*

Language, 2(2), 54-72. Retrieved from

<https://ejournal.uhn.ac.id/index.php/jetafl/article/view/171>

Qing-xue, L., & Jin-fang, S. (2007). An Analysis of language teaching approaches and methods--

effectiveness and weakness. *US-China Education Review*, 4(1), 69-71.

Retrieved February, 2, 2023, from <https://eric.ed.gov/?id=ED497389>

Rangel, G. (2022). Characteristics of culture, customs and traditions. *Journal of Anthropology*

Reports, 5(5), 136. Retrieved from [https://www.walshmedicalmedia.com/open-](https://www.walshmedicalmedia.com/open-access/characteristics-of-culture-customs-and-traditions.pdf)

[access/characteristics-of-culture-customs-and-traditions.pdf](https://www.walshmedicalmedia.com/open-access/characteristics-of-culture-customs-and-traditions.pdf)

Richards, J. C. (2006). *Communicative language teaching today*. New York, NY: Cambridge

University Press

Saleh, S. E. (2013). Understanding communicative competence. *University Bulletin*, 3(15), 101.

Retrieved from https://bulletin.zu.edu.ly/issue_n15_3/Contents/E_07.pdf

Samira, Z. K. (2019). *The Impact of English Language and its Culture on Learners' Personality and*

Social Values: a longitudinal study of students of English at Batna-2 University [Doctoral

thesis, the university of Batna-2, Algeria]. Batna university website. [http://eprints.univ-](http://eprints.univ-batna2.dz/1787/)

[batna2.dz/1787/](http://eprints.univ-batna2.dz/1787/)

Sárosdy, J., Farczádi, T., Bencze, Z., Poór, Z., & Vadnay, M. (2006). *Applied linguistics for BA*

students in English. Bölcsész Konzorcium.

Sarwar, M., & Soomro, T. R. (2013). *Impact of smartphone's on society*. *European Journal of*

Scientific Research, 98(2), 216-226. Retrieved April 4, 2023, from

https://www.researchgate.net/publication/236669025_Impact_of_Smartphone's_on_Society

Scribd.(n.d.). Lifestyles in Algeria. In *Scribd.com*. Retrieved April 2, 2023, from

<https://www.scribd.com/document/488667109/lifestyles-in-algeria-doc#>

Sequeira, A. H. (2012). Introduction to concepts of teaching and learning. *SSRN Electronic Journal*.

DOI: 10.2139/ssrn.2150166

Shivaprasad, S., & Prakash, S. M. (2016). Modern lifestyle and its impact on well-being of B-School

students: A case study of AIMS, Bangalore. *International Journal of Physical Education*,

Sports and Health, 3(2), 244-247. Retrieved March 14, 2023, from

<https://www.kheljournal.com/archives/2016/vol3issue2/PartE/3-2-33.pdf>

Si, P. (2019). A study of the differences between EFL and ESL for English classroom teaching in

China. *IRA International Journal of Education and Multidisciplinary Studies*, 15(1), 32.

<http://dx.doi.org/10.21013/jems.v15.n1.p4>

Skinner, B. F. (1965). *Science and human behaviour* (2nd ed.). New York: Simon & Schuster.

Sociology Dictionary. (n.d.). Cultural capital. In *sociologydictionary.org*. Retrieved April 2, 2023,

from <https://sociologydictionary.org/cultural-capital/>

Stephenson, W. (1965). Perspectives in Psychology. *The Psychological Record*, 15(3), 281-

288. <https://doi.org/10.1007/BF03393596>

Tyagi, V., & Dhakar, R. (2019). A study on influence of reading interest on lifestyle of college going

youth. *International Journal of Home Science*, 5(2), 155-158.

https://www.academia.edu/39643804/A_study_on_influence_of_reading_interest_on_lifestyl

[e_of_college_going_youth](https://www.academia.edu/39643804/A_study_on_influence_of_reading_interest_on_lifestyl)

Van-Acker, V. (2015). Defining, measuring and using the lifestyle concept in modal choice research.

Transportation Research Record: Journal of the Transportation Research Board, 2495(1),

74-82. <https://doi.org/10.3141/2495-08>

- Van-Eijck, K. (1999). Socialization, education and lifestyle: How social mobility increases the cultural heterogeneity of status groups. *Poetics*, 5(6), 309-328.
- Wilkins, D. (1979). *Notional Syllabuses*. Oxford: Oxford University Press.
- Wojdan, W., Wdowiak, K., Witas, A., Drogon, J., Brakowiecki, W., & Polak, S. (2021b). The impact of social media on the lifestyle of young people. *Polish Journal of Public Health*, 130(1), 8-13. <https://doi.org/10.2478/pjph-2020-0003>
- Welk, K. A. (2018). *Culture in teaching English as a foreign language* [Paper presentation]. The 2nd international conference on culture, Education and economic development of modern society. <https://doi.org/10.2991/iccese-18.2018.4>
- World Health Organization. (n.d.). Physical Activity. In *WHO Fact Sheets.int*. Retrieved March 6, 2023, from <https://www.who.int/news-room/fact-sheets/detail/physical-activity>
- World Health Organization. (1999). *Healthy living: What is a healthy lifestyle*. Retrieved March 7, 2023, from <https://apps.who.int/iris/handle/10665/108180>
- Yuksel, B. (2017). Healthy life and nutrition. In R. Efe (Ed.), *Developments in health sciences*. St. Kliment Ohridski University Press, Sofia.

Appendix 1: Students' Questionnaire

Dear participants, this questionnaire is part of a Master dissertation. It aims to investigate the impact of English as a foreign language learning on students' lifestyle. Thus, you are kindly invited to participate in the survey. Your contribution is very important and greatly appreciated. The obtained information will be used for academic purposes. Thank you in advance for your cooperation.

Note: Put a tick (✓) mark in the right answer.

Section One: Background Information

Q1. What is your gender?

Male

Female

Q2. What languages do you speak?

- English

- French

- Arabic

Others:

.....

Q3. Do you speak English with your teachers and friends outside the classroom?

- Never

- Sometimes

- Always

Q4. Do you practice English at home?

Yes

No

Q5. With whom do you speak English the most?

- Parents

- Friends

- Teachers

- Relatives

Section Two: The Impact of EFL learning.

Q6. Do you think that learning EFL impacts your Algerian lifestyle?

Yes No

Q7. What aspects of your lifestyle does EFL learning influence? (You can put a tick (✓) mark in more than one choice)

- Interests
- Behaviors
- Attitudes, perceptions and opinions
- Values
- Customs and traditions

Q8. Does learning EFL impact your leisure activities and hobbies (watching English movies, reading books ...)?

Yes No

Q9. EFL learning influences your dressing style. To what extent do you agree?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q10. EFL learning influences your food choices. To what extent do you agree?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q11.

A: Do you like American and British dishes?

Yes No

B: If yes, which ones do you like? (You can put a tick (✓) mark in more than one choice)

- Kentucky
- Hamburger
- Southern-style Biscuits and Gravy
- Fish and Chips
- Bangers and Mash
- Clam Chowder

Q12. EFL learning influences your body language. To what extent do you agree?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q13. When greeting others outside the class, how often do you use English expressions like “Hi”, “Hello...”?

- Never
- Sometimes
- Always

Section Three: Reasons and Factors

Q14. In your opinions, which of the following factors have led to this change in your lifestyle? You can put a tick (✓) mark in more than one choice.

- Reading books, novels, stories, poems...
- Watching movies, documentaries, TV shows...
- Listening to radio, books, news...
- Contact with teachers
- Contact with classmates
- Contact with natives (through social media)

Q15. English media plays an important role in spreading English-speaking countries' lifestyles? To what extent do you agree?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q16. What language do you often use when expressing emotions such as anger, happiness, joy, surprise, etc?

- Arabic
- English

Q17. As an EFL learner, do you think that it is easy for you to communicate with people from other countries?

Yes No

Q18. Does EFL learning make you more secure when traveling abroad?

Yes No

Q19. Do you attempt to imitate native speakers in their way of speaking, sitting, walking and acting?

Yes No

Thank you for your time and participation!

المخلص

قد يكون تعلم لغة جديدة أول خطوة نحوى تبني نمط حياة مختلفة. تهدف هذه الدراسة إلى التحقيق في مدى تأثير تعلم اللغة الإنجليزية كلغة أجنبية على نمط حياة طلبة اللغة الإنجليزية في الجزائر، وتحديد اهم مظاهر هذا التأثير. كما تهدف إلى اكتشاف الأسباب الرئيسية وراء هذا التأثير.

توضف هذه الدراسة المنهج الوصفي كطريقة للبحث، كما تم استخدام استبيان موجه للطلبة ومقابلة مع عدد من الأساتذة كأدوات رئيسية لجمع البيانات. تم توزيع الاستبيان على طلاب سنة أولى ماستر من كلتا الشعبتين في قسم اللغة الإنجليزية بجامعة المسيلة، بينما كانت المقابلة مخصصة لأساتذة قسم اللغة الإنجليزية بغرض الحصول على نتائج أكثر دقة وشفافية.

تظهر نتائج هذه الدراسة أن نمط الحياة الجزائرية بالنسبة لطلبة اللغة الأنجليزية يتأثر حقًا بتعلم اللغة الإنجليزية كلغة أجنبية على مستويات وجوانب عديدة ومختلفة مثل السلوك، الاهتمامات، المواقف، التصورات، الآراء، الشخصية، اسلوب التواصل، لغة الجسد، ونمط اللباس. ينشأ هذا التأثير من عدة عوامل و أسباب مثل القراءة، الاستماع، المشاهدة، التواصل، العولمة، التفاخر، وسائل الإعلام الأنجليزية، طرق التعلم الخاطئة، السعي إلى التفوق، تبني أساليب الحياة الغربية، تقليد الشعوب الأنجليزية، ونفاذية الأنا.

وبالإضافة إلى ذلك، تقدم هذه النتائج إسهامًا أكاديميًا قيمًا من خلال تعزيز الفهم الشامل للظاهرة الحالية. وأخيرًا تقترح هذه الدراسة إجراء بحث مفصل حول دور أساليب التدريس في تغيير نمط حياة الطلاب لفهم الظاهرة الحالية من زاوية أخرى.