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A Comparative Study of Mohammed Seddik Ben Yahia
University Teachers' Perceptions to their Identities as Language Learners
The case of French and English Teachers

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ABSTRACT

The foremost target of conducting the current study is to investigate whether there are significant differences between teachers of French and teachers of English in terms of the relationship between their identity and the target language. The hypothesis of this research states that teachers of French would undergo significant differences in terms of identity and the target language if compared to teachers of English due to being exposed to the target culture extensively since French enjoys a special status in the Algerian context. This research follows a cross-sectional methodology to investigate the evolution of teachers' representations of French and English imagined communities and their effects on the teachers' motivation to learn these languages. The data are collected through interviewing three teachers of French and three teachers of English at Mohammed Seddik Ben Yahia University of Jijel. The analyses of the teachers' interviews revealed that the Algerian learners of both English and French undergo the same differences as far as the interconnection between language and identity is concerned. The findings gathered from this study also demonstrated that both teachers of English and French develop very positive representations about the target language communities. This positively affects their language proficiency in the sense that they get highly motivated to learn the target language.

DEDICATIONS

In the name of Allah, the Most merciful, the Most Compassionate

This humble piece of work is dedicated to:

*The candle that burns herself everyday to alight my way; my mother **Aicha**.*

The man who is always there for me, who has always been supporting and encouraging me; my father

***Ahmed**.*

*The souls of my brothers who never failed inspiring me though not being in this worldly life; **Abd Elwahid***

*and **Nadji**.*

*My dear brothers **Riad** and **Rida** who have been always supporting me.*

*My beloved sisters, **Imene**, **Amel**, and especially **Zahia** for being an unlimited source of hope for me.*

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***Meriem**, and **Khouloud**.*

*To **Selma**, **Abir**, **Leila**, and **Ratiba** and I say: " I will miss you partners"*

To all those with whom I shared the university life

Sadjia

I dedicate this work to:

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LIST OF ABBREVIATIONS AND SYMBOLS

=: Percentage

AA: Algerian Arabic

Big "C": Big Culture

CAF: Colloquial Algerian French

F2: The Second Language

FL: Foreign Language

FLE: Français comme une Langue Etrangère.

MCA: Modern Classical Arabic

SAF: Standard Algerian French

SCT: Socio-cultural theory

SFF: Standard French French

SLA: Second Language Acquisition

Small "c": Small Culture

TEFL: Teaching English as a Foreign Language

TL: Target Language

UK: United Kingdom

USA: United States of America

Vs.: Versus

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Résumé

ملخص

1. Statement of the Problem

The field of applied linguistics has witnessed an ever increasing interest in the study of the relationship between identity and foreign/second language learning with specific focus on the contextual and interactional patterns of language use years (for example, Norton & Toomey 2002; Ricento 2005; MC Kinney & Norton 2008; Norton 2010; Morgan & Clark 2011).

In a marked departure from the structuralism theories of motivation which usually seek to account for individual differences in second language(L2) learning in terms of fixed laws and classify learners in terms of static dichotomies (motivated Vs. unmotivated, introverted Vs. extroverted, inhibited Vs. uninhibited),the current approach to the study of language and identity is mainly poststructuralist in the sense that it views identity as “multiple ,changing, and a site for struggle” (Norton and Toohy,2011:414).The poststructuralist approach rests on a number of core arguments such as positioning, inequality in the distribution of power, identities as constructed and inherited constructs, investment as a complement to the construct of motivation in second language acquisition(SLA), the dependence of high proficiency on powerful identities, and the target language culture as an imagined community (Norton and Toohy,2011; Kanno and Nortan, 2003: 247).

SLA research that adheres to the poststructuralist approach in the study of the relationship between target language (TL) acquisition and identity uses narrative enquiry as a methodology to probe into the autobiographies of students and teachers (Pavelenko, 2007).

The linguistic situation in Algeria is very complex and dominated by multiple and conflicting discourses and language ideologies. As a result of the policy of Arabization that has been adopted and pursued vigorously since independence, the Algerian landscape, the administration, the judicial system, and more importantly the three first levels of the

educational system have been almost completely arabized. This policy, however, has been met with fierce resistance from the part of the francophones, who believe that French, which is still widely used and enjoys a special status, is indispensable to the modernization of the country, as well as from the part of the Berberphones who believe that it is Berber and not Arabic that symbolizes the authentic identity of the country.

Although the last two decades have witnessed a great deal of appeasement between the different parties and movements that have long been involved in the linguistic conflict, war of words erupt every now and then to remind us that this conflict is far from being over. As a case in point, the war of words in the spoken and written media that has lasted almost a whole summer between those who support the use of dialectal Arabic in teaching primary school children and those who ardently oppose it. As it has always been the case, English being a global language has been heralded by some conservative spheres as the best alternative to French. In spite of its populist appeal, this idea seems to be shallow because it does not take into consideration the affective factors that have strengthened the position of French throughout almost two centuries of its presence in the country. According to Block (2007:113), "the foreign language (FL) context provides few opportunities for the emergence of significant new subject positions mediated by the target language (TL)". As a result, and according to the same author, learning the TL in a FL context does not have any significant effect on learners' identities because of the lack of intensive exposure to the target culture in these contexts. The current study comparatively examines the relationship existing between the evolution of teachers' representations of French and English imagined communities due to exposure to the cultural components of French and English course. It also investigates the effects of these representations on the teachers' reconstructions of their identities as well as their effects on the teachers' motivation to learn these languages.

2. Research Questions

This study seeks to answer the following questions:

1. Are there major differences between Mohammed Seddik Ben Yahia French English teachers as far as the relationship between the TL and identity is concerned?
2. How did the university teachers' representations of the two imagined communities affect their motivation to learn the TL?

3. Aims of the Study

The present study aims to probe into the autobiographic narratives of university teachers of English and university teachers of French to investigate whether there are significant differences in terms of the relationship between identity and TL learning as a result of the difference in the intensity of exposure to the culture of the TL. It also seeks to investigate the effects of the two imagined communities on teachers' motivation to learn the TL.

4. Research Hypothesis

Mohammed Seddik Ben Yahia University teachers of French would demonstrate higher levels of identity change in their language learning narratives if compared to the narratives of English teachers at the same university since French enjoys a special status in Algeria.

5. Research Means

In order to find an answer to the research question mentioned above, a French version and an English version of an autobiographic interview have been designed and administered to three university teachers of French and three university teachers of English in the faculty of letters and languages at the university Mohammed Seddik Benyahia of Jijel. The French teachers' interviews were translated and compared to those of the English teachers.

6. Structure of the Study

The study in hand is divided into three chapters. The first and second chapters are concerned with the theoretical framework while the third one is devoted to the practical part of the study.

The first chapter provides a general overview of Algeria. Then it talks briefly about the historical linguistic situation of the country. The status of French and English in the country are the last two points covered in this chapter.

Chapter two is divided into two main sections. The first section explores the relationship existing between identity and SLA while the other section discusses issues related to culture and its interrelationship with identity and language learning and teaching.

The last chapter is devoted to the analyses and discussions of the data collected through interviewing six teachers. It ends up with providing some pedagogical recommendations for further future research.

Introduction

This chapter is concerned with demonstrating the linguistic situation in Algeria. It starts with giving a general overview on Algeria. Then, it provides a historical linguistic overview of the country during the classical period, the Islamic period, the colonial period, and the post-independence period. Finally, it sheds light on the French and English status in Algeria.

1.1. Background on the Algerian country

Algeria is an African country whose capital is Algiers. It is located in north-western Africa and bordered with: the Mediterranean Sea, Morocco, Mali, Libya, Tunisia, Niger, Mauritania, and Western Sahara.

Algeria has an area of almost 2.4 million square kilometres, more than four-fifths of which is desert. After Sudan has been divided into two parts, Algeria is the tenth largest country in the whole world and the first largest country in Africa. Algeria has a northern border with the Mediterranean Sea whose length is 998-kilometers. This coastline starts from Morocco in the west and ends in Tunisia in the east. The coast consists 12% only of the whole Algerian land.

Chabchoub(1985) stated that Arab-Berber constitute the majority of the country's inhabitants. Though many Algerian inhabitants deny this fact, 99% of them are of Berber origins. Though most Algerians are of Berber origins, few numbers of them talk Berber if compared to the whole population. The Berber speaking population is divided into subgroups. Each group speaks a different variety of the Berber. The Kabyles mostly live in the compact mountainous section in the northern part of the country between Algiers and Constantine. Another group is that speaking Chaouia, or Shawiyyah variety. They occupy Aurès Mountains of the northeast region. The Chenouas constitute the third group. They live in the

area starting from Central Algeria ending in Western Algeria. The Mzab, or Mozabites are those living in Ued Mzab oasis. Tuareg and Tuat are the groups speaking other varieties of Berbar and living in desert. The other 1% of the population is mainly of European origins.

The state religion of the country is Sunni Islam. Muslims constitute 99 percent of the population. Christian, mainly Roman Catholic, and Methodist constitute the other 1% of the population and Evangelical Christian.

The language of the state religion, Islam, is Arabic. This fact plays an important role in shaping the Algerians' identities and determining the linguistic scene in the country. Financial support for mosques, imams, and the study of Islam in public schools are provided by the Algerian government. This latter prohibits the dissemination of Muslim literature promoting violence and monitors teaching in religious schools and preaching by imams in order to prevent extremism as an attempt to regulate the practice of Islam.

Benrabeh (2005) noted that the Algeria's literacy rate is estimated at 69–70 percent, higher than in Morocco and Egypt but subpar by international standards. According to him, the breakdown by gender is 79 percent for males and 61 percent for females. Shortage of teachers is faced in the country because of high rate of the growing of population. Education is free and compulsory for Algerians up to age 16. Moreover, Algeria has many universities, and several technical colleges. As a result of Arabization policy, the primary language of school instruction is Arabic. However, since 2003, Berber-language instruction has been officially permitted. The reason behind that is an attempt by the government to ease the reliance on foreign teachers from one hand and response to complaints about Arabization policy in the country from the other hand.

1.2. Spoken Languages

Three languages are spoken in Algeria: Arabic (classical Arabic and Algerian Arabic) Berber, and French.

1.2.1. Arabic

✓ Classical Arabic

Classical Arabic is considered to be the language of Quran. Its use is limited mainly to the religious practices. Classical Arabic was simplified to Modern Classical Arabic (MCA). MCA is based on Classical Arabic in terms of grammar and phonology, but it is easier than it in terms of vocabulary. MCA was declared to be the language of Algeria in 1962. It is used in schools, radio, government, universities, and mass media, but it is not used in the everyday life.

✓ Algerian Arabic

According to Kaye (1970), Algerian Arabic (AA) “refers to colloquial language known as amma, darja, or lahja. The colloquial varieties number in hundreds. Being spoken and all grammatical simplification in structure with fewer grammatical categories” (p.67), Algerian Arabic is used in informal contexts as everyday conversations and it differs from one region to another. It is a mixture of many languages as Arabic, French, Berber, and even Spanish.

1.2.2. Berber

Despite the Arab invasions of Algeria, indigenous people succeeded to preserve their language. Berber or Tamazight is still used in some parts of Algeria. Great kabilie, east of Algiers, and Bejaia are the main areas where Berber is used. It was recognized as the national language of Algeria in 2001 and as an official language of the country in 2015. Tamazight exists with different dialects: Kabyle, Chaouia, and Mozabit.

1.2.3. French

Benrabeh(2005) stated that French is still enjoying a special status in Algeria after independence. Though it is not an official language, it is the widely used in administrations government, media, and in the daily life conversations. Chebchoub (1985) stated that there exist three varieties of French in Algeria. The first variety is Standard French French (SFF). It is used by people to show prestige. The second variety is Standard Algerian French (SAF). It is used by educated Algerians particularly in formal contexts. The third variety is colloquial Algerian French (CAF). It is used mainly by the Algerians who have not received their education with French being the medium of instruction. This variety may also be used by Algerian emigrants working in France.

1.3. The Historical Linguistic Situation in Algeria

1.3.1. The Classical Period

The Berber are the natives of Algeria. They were the early inhabitants of the country. They were referred to by the term "Numidia". They spoke different varieties of Tamazight. The Algerian country through history was subject to many invasions. It was first invaded by the Phoenicians, "Phoenician traders arrived on the North African coast around 900 B.C. and established Carthage (in present-day Tunisia) around 800 B.C. By the sixth century B.C., a Phoenician presence existed at Tipasa (east of Cherchell in Algeria)." (Chapin Metz, 1994). Phoenicians "...spoke Punic, a Semitic language" (Benrabah, 2005, p.392). Thus, in that period "Bilingualism prevailed: Numidic kings and elites spoke and used Punic as the official language while peasants spoke Berber". (Benrabah, 2005, p.392)

By the 46 BC the roman invasion came to Algeria, the Rome did not impose the Latin language on the indigenous people. However, being the dominant language of the Court, the

Senate, the Assembly, the financial power, and the army, the indigenous population was urged to learn Latin. (Chami 2009)

Later on, by 359 AD Algeria became part of the Byzantine Empire. Although being subject to these invasions, the indigenous population were able to preserve their language. Those invasions did not have great linguistic impact on the country.

1.3.2. The Islamic Period

The first Islamic invaders settled in Algeria were under the leadership of Okba Ibn Nafi in the middle of the 7th century. The Berbers adopted Islam quickly. The Islamic civilization dominated by the Arabic language introduced both 'Islamisation' and 'Arabisation'. "As Arabic was the language of Islam and the Quran, the Berber started to learn it. Sahnoune(2014) stated that "these Islamic expansions led to serious linguistic changes and a complete disappearance of the Berber language in most areas of the lands in favour of Arabic in some of the major cities." (p45). Benrabah (2005) explained the process of Arabization by two periods. In this respect he said:

"The process of linguistic Arabization took place during two periods... The first period of Arabization (the coming of the first wave of Arabs to Algeria around the 7th and up to the 11th century) was mainly an ideological process of Islamization. The incursion of Arabic was limited, sometimes even resisted by those opposed to the new masters... In the second period (with the arrival of Hillalis), Arab civilization and Islam made a profound impact on the local people because of the mental similarity between Berbers and Arabs."(pp. 392, 393).

1.3.3. The Colonial Period

During the whole colonial period that lasted for 132 years, from 1830 and to 1962, France worked to destroy all the aspects of the Algerian identity. Language took a considerable interest. The French invaders tried to destroy the Arabic personality of the Algerians. They worked to eradicate the Arabic language and to introduce the French language. The French considered the language to be a powerful and effective way to spread their domination on the country (Turin, 1983). The educational system was considered as the first target to destroy. Queffélec et al (2002) stated that “Le système éducatif de l’Algérie... fut la première cible de l’armée coloniale qui élimina presque tous les établissements scolaires (écoles coraniques, médersas) et édifices religieux (zaouïas, mosquées)”. “The French government went so far as to pass a law in the 1930s which classified Arabic as a foreign language, and prohibited its use in schools and official documents” (Maamri,2009). According to Colonna (1975) “Twenty years after the seizure of Algiers, the literacy rate had been almost halved” (as cited in Benrabah , 2005).

The French tried to impose their language by building an educational system that includes two types of institutions: the French schools and the Franco-Islamic schools. The French schools reserved for the coloniser and few Algerian children. In The Franco-Islamic schools, French is the medium of instruction while Arabic is taught as a foreign language (Sahnoune 2014). The Algerians, however, resisted this educational system and refused to send their children to the French schools as they considered it a threat to their religion. They preferred their children to remain illiterate (Benrabah ,2005). However, according to Benrabah (2005) after the First World War Algerians started to accept the colonial educational system and they demanded for more education in French.

1.3.4. Post-Independence Period

After Independence, Algeria had a very serious and complicated linguistic situation. Benrabah argued that France has caused an identity crisis in Algeria. "The Algerian society whose true identity had been denied for a hundred and thirty years could therefore not begin to reconstruct itself without restoring the bedrock of that identity: The Arabic language." (Maamri,2009). The Algerian government, in an attempt to do so, adopted a language policy known as Arabization. Arabization is a policy "embraced by the north African countries which attempt to introduce Arabic as a replacement for the foreign languages being used in different walks of life. The focus is on making Arabic the only language in administration and daily life. They rejected all those who are against Arabization." (Alshehab, 2013, p.63). The first Algerian president Ahmed Ben Bella was the one who initiated the policy of linguistic Arabization the educational system. The Arabization policy was even more largely applied under Algeria's second president Houari Boumedienne, who imposed Arabization on the civil service.

There were two sides as far as the Arabization project is concerned: Arabophones and Francophones. Arabophones are those who believe that Arabic being the language of Quran and Islam is a fundamental component of the Algerian identity. They viewed French as being the language of the coloniser. Francophones and Berberophones are those who favoured bilingualism and viewed French as language of modernity.

1.4. The status of the English and French languages in Algeria

1.4.1. The status of English in Algeria

English is nowadays considered to be the world's lingua franca. It is used in almost all the world. It is the mother tongue of about 400 million people around the world, the second language of more than 350 million people, and about 100 million use it as a foreign language.

English is the official language of many countries. It has become the language commonly used in international communication today. Moreover, it is the most taught language in the world. Therefore, the need for teaching English is becoming of great importance.

The existence of modern mass communications and international commerce has made it possible to set up international bodies and organize events on a global scale. The United Nations, the World Bank, and the European Union all have several official languages, as do international conferences and learned journals. Practical realities nearly always dictate that English is one of the official languages and also the one mostly used (Slimani, 2016,p 35)

Due to the status that the English language occupies in the world as a lingua franca and being the language of science and technology, and “Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language it started to take an important status in the Algerian country”(Hayenne 1989,p 43).

In the educational system, the English is taught as a second language after French from the middle school. It is compulsory taught for seven years, four years in the middle school and three years in the secondary school. Starting from the year 1993, there were attempts to enhance the foreign language teaching at an early age, the primary school students were given the chance to choose between French and English as a second language. However, this programme was only applied in some primary schools but it was stopped.

In Algeria, the general objectives of teaching and learning English as a foreign language, according to the Algerian official syllabuses for English,

June 1999, state that the learner should achieve communication in its various forms, aspects, and dimensions (Hayenne, 1989,p36).

Three main approaches have been applied to English language teaching in Algeria with the aim to evolve the level of the English learning among Algerian students: the structural approach (based on the acquisition of forms rather than functions i.e.it focused on language usage rather than on the language use.), the communicative approach(the objective was to enable the learner to communicate successfully in wide range of situations), and the Competency Based Approach(learning is mainly achieved through acquiring competencies that would develop a know –how to act among the learners by means of different functions and skills).

1.4.2. The status of the French language in Algeria

The attempts made by the French coloniser to eradicate the use of Arabic in Algeria and promote the use of French gave the French language an important role in the linguistic situation before and after the independence. French language is considered the first second language in Algeria. It is widely used in media, government, education, administration. Furthermore, it is one of the daily communication languages besides Arabic and Berber mostly used as a prestigious language.

French is used by the Algerians in their daily life all the time, sometimes even without them noticing so. In administrations there are those where only French is used such as the case of the health sector, and there are those administrations where both Arabic and French are used. Chebchoub (1985) pointed out that in Algeria there are many varieties of French used, the Standard French -French (SFF) that is the standard French used in France, Standard Algerian French (SAF) the one used by educated people of Algeria, and Colloquial Algerian French (CAF) used by Algerians who did not receive their education in French.

The French language is compulsory in the educational system. It is taught from the second grade of the primary school. It is considered one of the three basic materials aside with the Arabic language and mathematics, and it is the medium of instruction in scientific and technical fields at university.

According to a study made by the Observatory of the French language (l'Observatoire de la langue Française) in 2010 Algeria is considered the third francophone country in the world coming after France and Congo. The speakers of French in Algeria were estimated of about 11, 2 million persons. About 70% of 8, 5 million Algerian youth are receiving courses in French. Each year, there is a French institute in nearly all Algerian universities.

Conclusion

Despite the policies that Algeria has established to get rid of French, the latter is still widely used in many spheres of the Algerian life either in its spoken or written form. Imposing the process of Arabization in almost all domains was not enough to prevent the use of the language of the former colonizer.

Introduction

This chapter is devoted mainly to explore the interrelation between language, culture, and L2/FL acquisition. It is divided into two sections. The first section gives a definition of identity in relation to SLA and discusses the different post-structural theories underlying identity approach to SLA and ends up with shedding light on both professional identity and teacher expertise. The second section is devoted to clarify the relation between culture, identity, and SL teaching and learning.

2.1. Identity and Second Language Acquisition

Determining the relationship existing between identity and SLA is the chief aim of this section. The latter begins with defining identity from an anthropological perspective. Next, it underlines the post-structural theories of identity approach in relation to SLA. The last two elements covered, though briefly, in this section are professional identity and teacher expertise.

2.1.1. Identity Definition

Identity is conceived to be a very complicated concept. It is defined by Norton as “how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future” (Norton, 2013, p. 45). Wu (2011) believed that identity is the way in which we view ourselves and the way in which we are viewed by others, he believes that it is tied to social contexts in which it arises. Danielewics (2001) argued that identity refers to "our understanding of who we are and who we think other people are" (p. 10). As defined by Hogg and Abrams (1988), identity is “people’s concepts of who they are, of what sort of people they are, and how they relate to others” (p. 2).

Moreover, identity assimilates people on one hand but on the other it differentiates them. Bamberg (2010) stated that identity “differentiates and integrates a sense of self along different social and personal dimensions such as gender, age, race, occupation, gangs, socio-economic status, ethnicity, class, nation states, or regional territory” (p. 1) According to Weeks (1990) “Identity is about belonging, about what you have in common with some people and what differentiates you from others” (p. 88). Jenkins (2008) defined it as follows: “identity is the human capacity [...] to know who’s who (and hence what’s what) (p1). This involves knowing who we are, who others are, them knowing who we are, and us knowing who they think we are...” He also asserted that identity “is a process –identification- not a ‘thing’. It is not something that one can have, or not, it is something that one does” (p1).

2.1.2. Post-structural Theories of Identity

Post-structural theories offer new perspectives on language learning and teaching. Identity theories of language, subjectivity, and positioning inspire the work on identity and language learning.

2.1.2.1. Post-structural Theory of Language

Structuralism is considered to be the underpinnings upon which the post-structural theory of language was founded. Structural theory of language is mostly assigned with the work of Swiss linguist Ferdinand de Saussure (1966), to the extent that he was named to be the father of structural linguistics. The structural theory is based on the assumption that language is a set of stable patterns and structures. According to this theory the main focus should be on studying those patterns and structures to be a proficient speaker of the language. Structural theory of language was criticized. One of the main shortcomings for which it was criticized upon is that it ignores the user of the language and it separates it from its use. It failed to account for the social aspects of the language.

According to the post-structuralism theory of language, language is considered as being in direct relation with its use, and not merely as a linguistic system of signs and symbols. For Bakhtin, “language had no independent existence outside of its use, and that usage was of course social” (Norton, Toohey 2011, p. 416). According to Bonny and McKinney (2011) “language learning engages the identities of learners because language itself is not only a linguistic system of signs and symbols, but also a complex social life through which relationships are defined, negotiated, and resisted” (p.73)

2.1.2.2 Post-structural Theory of Subjectivity.

The feminist and cultural theorist, Christine Weedon (1997) defined subjectivity as “the conscious and unconscious thoughts and emotions of the individual, her sense of herself, and her ways of understanding her relation to the world” (p. 28). She also argued that it is through language that subjectivity is constructed. In this regard, she stated that “Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed.” (p. 21)

Weedon (1997) argued that an individual’s subjectivity is not innate, it is constructed and socially produced “a subjectivity which is precarious, contradictory and in process, constantly reconstituted in discourse each time we think or speak” (p.32). Norton (2013) also argues that “subjectivity in post-structuralism is understood as discursively constructed and as always socially and historically embedded.” Subjectivity is also considered to be the product of social relations of power, that which a person position himself in. Norton stated that “subjectivity is produced in a variety of social sites, all of which are structured by relations of power in which the person takes up different subject positions as teacher, child, feminist, manager, or critic.” (p164)

2.1.2.3 Poststructural Theory of Positioning

According to Davies and Harre' (1999), individuals both situate themselves and they are situated by others through their discursive practices “[p]ositioning is the discursive process whereby people are located in conversations as observably and subjectively coherent participants in jointly produced storylines” (p.37). The discursive process here is the ongoing engagement with others, individuals position themselves and they are positioned by others when they are interacting. This includes the language use and other “semiotic activity” as the way of dressing and the body movements (Block 2007).

Interacting with others, there are some aspects that influence the process of positioning. This process is coherent with the activity done, the time, and the place. According to Block (2007) “all actors will position themselves and others according to their sense of what constitutes a coherent narrative for the particular activity, time and place” (p. 19)

2.1.3. Motivation and Investment

Motivation is a concept originating from social psychology, where attempts were made to measure the learner's commitment to learning the target language. It was believed that motivation was a fixed unchanging trait of the language learner. The failure in learning the target language was explained by the lack of appropriate levels of motivation. Bandura (1989) argued that “People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles.” (p.1176).

There are two types of motivation, the instrumental motivation and the integrative motivation. The works of Gardner and Lambert (1972) and Gardner (1985) have been particularly influential in introducing the notions of instrumental and integrative motivation into the field of SLA (Norton 1995). In their work, instrumental motivation is the learners

desire to learn the target language in order to use it for a purpose. Atkinson (2011) stated that “The concept of instrumental motivation often presupposes a unitary, fixed, and ahistorical language learner who desires access to material resources that are the privilege of target language speakers” (p. 75) such as employment. Integrative motivation is the learners desire to learn the language for the sake of successfully integrating with the target language community.

Norton (2000) conducted a longitudinal case study with five immigrant women in Canada about their language learning experiences. She found that the already existing psychological construct of motivation as a fixed characteristic of the individual were not sufficient to explain the learner's failure in learning the second language. “Theories of motivation did not pay sufficient attention to unequal relations of power between language learners and target language speakers.”(Norton 2013, p 6).She came with the sociological construct of investment to complement the psychological construct of motivation in second language acquisition. Norton developed the notion of investment as to help in understanding the learners “variable desire” to integrate into social relations in the target language. Investment is “what the learner envisions him- or herself putting into and gaining from learning/using the L2 in particular situations” (Dwight Atkinson2011, p.17). Although being highly motivated, the language learner may “resist to participate in the language practices of the classroom” for multiple reasons. Thus, they would have little if any investment in the target language.

Atkinson (2011) argued that the notion of investment “presupposes that when language learners speak, they are not only exchanging information with target language speakers, but they are constantly organizing and reorganizing a sense of who they are and how they relate to the social world” (p.75). Investigating in the target language, learners “expect or hope to have a good return on that investment a return that will give them access to hitherto

unattainable resources” (Atkinson 2011, p.75). When learners invest in the second language, “they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital” (Norton 1995, p.17).

When “learner’s expectation of good language teaching” is not “consistent with the language practices promoted by the teacher in the classroom, the learner may resist participating in the language practices of the classroom, with equally dire results (Talmy, 2008)” (Norton 2013,p.7). Duff (2002) conducted a classroom based study in a multilingual secondary school in Canada, the classroom included students who are native English speakers and students who are English language learners. Duff found that the English language learners resisted participating in the classroom as a way to keep themselves in the safe zone. She explained this stating that “silence protected them from humiliation” (p. 312). The notion of investment helps to explain the contradiction between the language learners’ motivation to learn English and their ambivalent desire to speak it (Norton 1995).

2.1.4. Imagined Communities and Imagined Identities

The term imagined communities was first coined by Anderson (1992) who argued that they are “imagined because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion” (p.6). Norton (2001) was the first who applied the term of imagined communities to second language acquisition theory. She believed that the term “imagined communities refer to groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination.” (Norton 2013, p.8). According to Atkinson (2011), imagined communities are “the various conceivable groups and communities the learner envisions him- or herself being able to join” (p. 17).

Norton (2000) argued that imagined communities can be crucial in learners' language investment. She (Norton 2013) believed that "A focus on imagined communities in language learning enables us to explore how learners' affiliation with such communities might affect their learning trajectories" (p. 8). Imagined communities, according to her (Norton 2001), serve in part to explain non-participation and resistance in the language classroom. Breen (2001) asserted that "a language learner's non-participation in a second language class may result from a disjuncture between the learner's imagined community and the teacher's curriculum goals." (p.170). Thus the teacher should be aware of the learner's imagined communities that they aspire to when they learn the language, so that he would be able to construct learning activities in which learners can invest (Norton 2001,2013).

2.1.5. Teacher's Professional Identity

Lerseth and Kathryn Ann (2013) defined teacher's professional identity as how a teacher identifies him or herself in the field of teaching. Cardelle-Elawar and Sans de Acedo Lizarraga (2010) stated that "...teacher identity can be defined from a cognitive motivational perspective as a psychological attachment to the teaching profession" (p. 294). Beijaard et al. (2004) argued that "professional identity is not something teachers have, but something they use in order to make sense of themselves" (p.123). They have defined the concept of teacher's professional identity stating that

"...professional identity formation is...not only an answer to the question 'who am I at this moment?'...but also an answer to the question 'who do I want to become?'...Professional identity implies both person and context. A teacher's professional identity is not entirely unique. Teachers are expected to think and behave professionally, but not simply by adopting professional characteristics...that are prescribed. Teachers differ in the way

they deal with these characteristics depending on the value they personally attach to them” (pp.122-123)

The authors gave the professional identity in teaching four features

- Professional identity is an ongoing process of interpretation and reinterpretation of experience.
- Professional identity implies both person and context.
- A teacher's professional identity consists of sub identities which more or less harmonize.
- Teacher's professional identity includes agency which they asserted that it “is an important element of professional identity, meaning that teachers have to be active in the process of professional development” (p. 122).

2.1.6. Expertise in Second Language Teaching

Expertise in teaching is a complex construct (Kennedy, 1987). Studies on teacher expertise took two main grounds, studies that considered the teacher's expertise as a state, and others that considered teacher's expertise as a process. These studies mostly took the form of expert-novice comparison. “so far no commonly accepted criteria for identifying expert teachers have been established” (to ask about). However, studies of expert teachers relied on the a number of criteria. Ericsson, Charness, Feltovich, and Hoffman (2006) introduced the years of teaching experience as being the first criterion. Research on expertise suggests that at least 10 years of deliberate practice is required to attain high levels of performance in a domain. The second criterion is nominations or recommendations from school administrators. Livingston & Borko (1989) asserted that some studies of teacher expertise chose their expert participants based on recommendations from local school boards, and in doing so define expertise as the good opinion of others. The third criterion to consider is students' achievement scores.

The Beijaard et al. (2000) model examined teachers' expertise within three related areas. The first area is teacher as a subject matter expert. According to Bennett and CarreH (1993), it is important for teachers to possess this knowledge so that they can change programmes, develop effective tasks, explain things at a high quality level, and diagnose students' understandings and misconceptions adequately. The second area is teacher as pedagogical expert. This includes moral and ethical dimensions. According to Beijaard (1995), pedagogical aspects like what is going on in students' minds, ways of communicating with and speaking about other people, and personal or private problems students have are all relevant to teachers' personal and professional role conception. The third area is teacher as didactical expert. The main tasks in didactical expert, according to Biejaard et al. (2000), are initiating, guiding, and influencing students' thinking activities, and gradually transferring control over the learning process from teacher to learner.

2.2. Identity, Culture, and Second Language Teaching

This section deals mainly with the relationship between identity, culture, and foreign language teaching. It starts by defining culture and shedding light on its types. Then, it gives a definition to the cultural identity. After that, it expounds the relationship between identity, culture, and foreign language teaching. Later, it focuses on the importance of integrating culture in FL teaching (expounding such key words as Intercultural communicative competence, cross cultural awareness, and cultural assimilation in relation to FL teaching)

2.2.1. Definition of Culture

Culture is extremely broad in scope. It has been defined in a multitude of manners, and from numerous perspectives. Different definitions have been provided by different

disciplines as sociology, ethnography, psychology, and anthropology. In fact, culture has been perceived differently even by the scholars of the same field.

In the field of anthropology, Anthropologist Edward B. Taylor offered a broad definition stating that culture is “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”. As oppose to a biological trait, Taylor sees culture as acquired and learned. It is an integrated whole that is social. Moreover, it includes both behavior and mental capabilities. In other words, culture, as being perceived by Taylor, refers to the norms, values, and standards by which people act as members of a certain social group.

In the 1940s, anthropologists Kluckhohn and Kelly proposed that culture was “all those historically created designs for living explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behavior of men” Greetz, another anthropologist, perceives culture in a different way. Using the framework of semiotics, he views culture as complex webs of significance and meanings constructed through the interaction with and creation of meanings and signs. In 1973, he stated that culture “denotes a historically transmitted pattern of meaning embodied in symbol system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about attitudes towards the life” (p,89). Culture, according to him, is both inherited and acquired. It is a meaning-system that includes the different traditions and norms governing the everyday life. He also argues that “Culture is public, because meaning is”

Lederach (1995) stated that “Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them” (p. 9).

Culture was defined by Herbig as “the sum of a way of life, including expected behavior, beliefs, values, language, and living practices shared by members of a society. It consists of both explicit and implicit rules through which experience is interpreted”.

Moran (2001) perceived culture as the “ability to enter other culture and communicate effectively and appropriately, establish and maintain human relations, and carry out tasks with people of these cultures” (p.5). For him, culture is having the capacity to be socialized into other cultures.

2.2.2. Types of Culture

Chastain (1976) distinguished between two types of culture: small “c” culture and big “C” culture. For him, small “c” culture refers to customs, family institutions, and social life and leisure activities. Big “C” culture refers to civilization, achievements, and contributions of a given social group to the world.

A turning point in the discussion of culture throughout the 1980s was an attempt to draw attention to the explicit and tacit elements of it, as illustrated by the metaphor of culture proposed by Weaver (1986). Weaver conceptualized culture as an iceberg, whereby he indicated that every cultural system consists of three layers:

- Behavior, which is its most salient aspect, thus placed above the water surface.
- Beliefs, which are half-tacit and half-observable, e.g. in part they may be explicitly expressed or clearly implied by the members of a cultural community.
- Values and thought patterns, which remain invisible unless carefully examined.

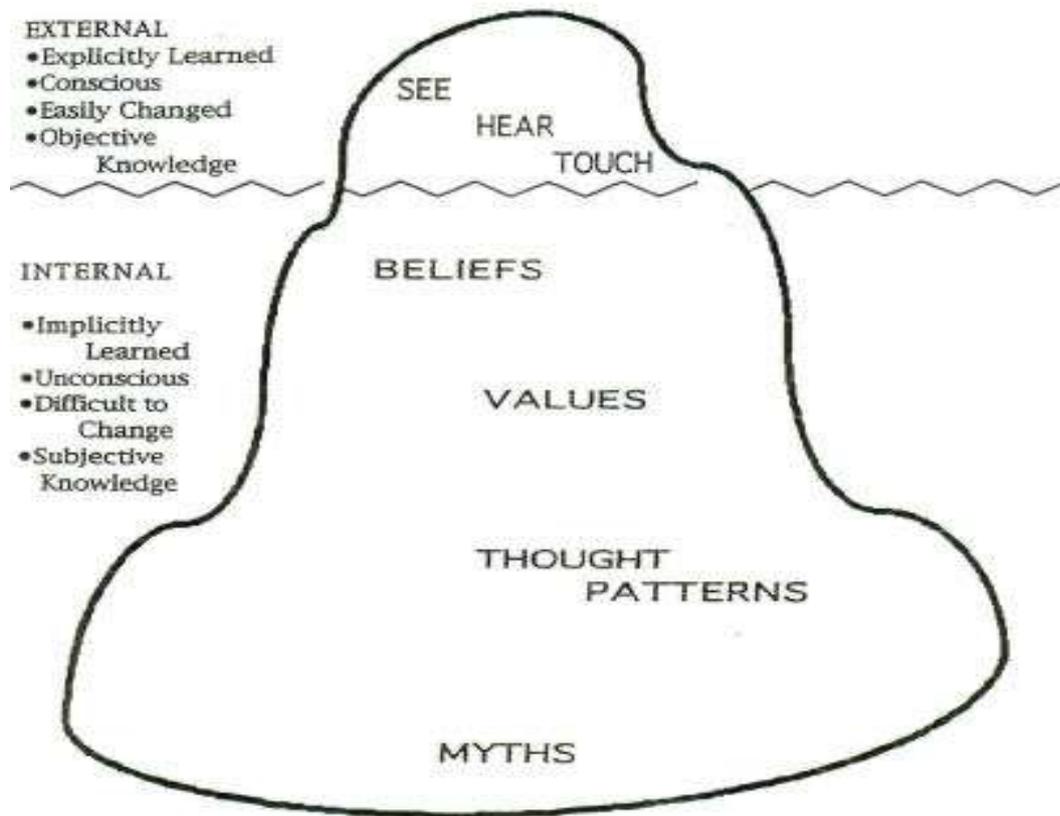


FIGURE 1: Culture Compared to an Iceberg

Adapted from Weaver (1986).

Triandis (1977) distinguished between objective and subjective culture. Objective culture, for him, refers to the visible, tangible aspects of culture and includes such things as the artifacts people make, the food they eat, the clothing they wear, and the names they give to things. Subjective culture, according to him, refers to invisible, less tangible aspects of a group of people. Such aspects include people's values, attitudes, and norms of behavior.

Peterson (2004) compared culture to an iceberg that constitutes of two parts: the top and the bottom. For him the top, the part that can be seen, refers to the visible cultural aspects such as food, culture, sport, and language. The bottom, the invisible part, refers to the cultural aspects that need to be carefully examined to be visible and understood.

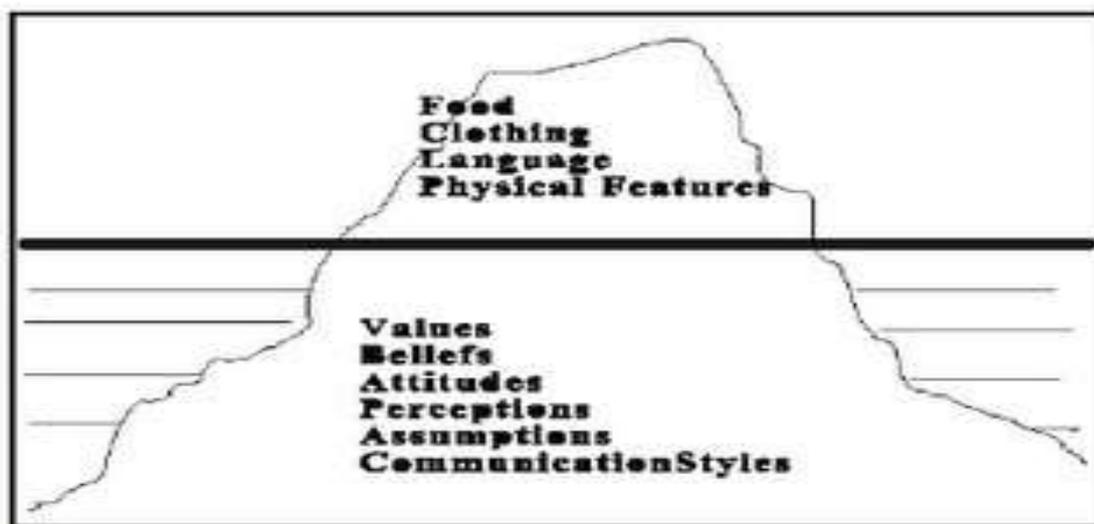


FIGURE 2: Culture Compared to an Iceberg

Adapted from Peterson (2004, p.21)

Irrespective of the details of either model, the iceberg metaphor indicates that what outsiders to a given culture notice at first is behavior, however, they are blind the motives behind it.

2.2.3. Cultural identity and Second Language Acquisition

Cultural identity is the person's sense of belonging to a certain culture or group. People internalize the beliefs, values, norms, and social practices of their culture and identify themselves with it. Thus, “culture becomes a part of their self-concept” (Lustig, 2013)

In his book *Multilingualism, Cultural identity and the sense of belonging*, Ennaji (2005) defined cultural identity as:

The identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality, or any kind of social group that has its distinct culture. In this way, cultural identity

is not only of characteristics of the individual but also of culturally identical group of members sharing the cultural identity.

In the online article “What is cultural identity” (2015), cultural identity is defined as “a shared sense of belonging companionship that involves the same beliefs, interests, and basic principles of living. When a person identifies with their culture, they often embrace traditions that have been passed down for years”.(para1). Cultural identity is self-identification within the group one belongs to. It is the extent to which one is a representative of a given culture behaviorally, communicatively, psychologically and sociologically. It consists of values, meanings, customs and beliefs used to relate to the world. It reflects the common historical experiences and shared cultural codes which give the group a stable, unchanging, continuing frame of reference and meaning. People’s judgments about whether they or others belong to a cultural group can be influenced by physical appearance, ancestral origin or personal behavior (dressing, speech, holidays, and celebrations). Embracing to one’s culture often means practicing to a specific religion, and having its particular physical appearance as the way of clothing, speech, and celebration. Learning a foreign language means being exposed to another culture that may totally differ from one’s own culture. FL learning may even adopting a new identity

2.2.4. Relationship between Language, Culture and Identity

Language and culture are so interconnected that it is difficult to define the parameters of each, and whether language impacts culture or vice-versa. Many scholars believe that a group's worldview, traditional knowledge, and general way of life are encoded in its ancestral language, thus, losing that language would have disastrous consequences for that group's cultural vitality and hence identity (Bunge, 1992; Davis, 2009; Fishman, 1991; Nettle & Romaine, 2000; Skutnabb-Kangas & Dunbar, 2010)

Brown (1994) stated that language and culture “are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture’ (p.165). Language is considered to be one of identity’s markers. In this regard, Cook and Seidhlofer wrote:

“Language is a genetic inheritance, a mathematical system, a social fact, an expression of individual identity, an outcome of dialogic interaction, a social semiotic, the intuitions of native speakers, a collection of memorized chunks, the sum of attested data, a rule-based discrete combinatory system, or an electrical activation in a distributed network...Language can be all these at once”.(p.4)

The language influences the society and is influenced by it. The connection between language and society is tightly anchored. Language performs many functions in society and the society does the same way. Language is the primary tool for communication purposes, for establishing peace and order in society, for showing authority and power, and for attaining goals and objectives. If one will not exist, the other one will be affected. In other words, language is one way culture expresses itself. In this concern, Thomson (2007) stated that “Language is not separate from the way of life...to learn the language is to be nurtured into the life-word of individual host people and groups”. (p.1)

Bunge (1992) noted that "language is not just another thing we do as humans; it is the thing we do. It is a total environment: we live in language as a fish lives in water" (p. 376). Language is generally theorized in terms of two main functions: instrumental and symbolic (e.g. Edwards, 1984, 2009; Joseph, 2004; Rubio-Marin, 2003; Sheyholislami 2010). The instrumental function refers to language as a means of communication (the ability to understand and to make oneself understood by, other individuals). The symbolic function refers to the representational meanings language carries, particularly as “a marker of culture

and identity" (Owen, 2011, p.13). In its symbolic role, language acts "as an emblem of groupness, a symbol, a psychosocial rallying point" (Edwards, 2009, p. 55). Kramsch (1998) stated that there exists a strong relationship between the speakers of a certain language and their identity.

Le Ha (2008) stated that speakers of the language construct their identity through it since it is used by them, for them, about them. Language, for her, is a means for communicating, extending, confirming, constructing, and negotiating its speakers' identity.

2.2.5. Integrating Culture in Foreign Language Teaching

Learning a FL is a process of identity evolution. It is a dynamic process through which one adapts a new culture. Hence, it is constructing multilingual identities (Huhatala & Lethieklund, 2010). Kumaravadivelu (2003) pointed out that culture teaching played a subterranean role in L2 teaching. There is a considerable amount of research dedicated to defining the nature, importance and place of culture in foreign language study (Kramsch 1993, 1997, 1998; Lange & Paige, 2003; Risager, 2006, 2007). Mastering the cultural competence is as important as mastering the linguistic one.

Byram (1989) stated that the English curricula should focus on the cultural components since the beliefs, values, thoughts, and perceptions are expressed through language. Kramsch (1998) has insisted on the crucial importance of teaching culture in developing students' abilities to communicate appropriately depending on the context they are in. This is because the "language use has its own social grammar of rules, setting, rules of speaking, and norm of interpretation. (p.10)

In a seminar in Georgetown Plutzer (1959) stated that language teaching should be interested on teaching culture because teaching language without teaching the culture in which it operates means teaching meaningless symbols. (as cited in Brooks, 1999, p.123)

Learning the language, however, differs from learning the culture. Swiderski(1993) stated that while “language learning is gaining skill, culture learning as assimilation is transforming identity”(p.32).

Kumaravadivelu (2003) suggested that culture teaching played a subterranean role in most L2 education. It became part of what Michael Byram (1989) called ‘the hidden curriculum,’ indirectly seeing to create in the learner empathy toward and an appreciation for the culture of the target language community (as cited in Kumavadavilu, 2001, p. 268). More recently, Stern (1992) stated that culture teaching has generally included:

- A cognitive component which related to various forms of knowledge (geographical knowledge, knowledge about the contributions of the target culture to world civilization, and knowledge about differences in the way of life as well as understanding of values and attitudes in the L2 community).
- An affective component which related to L2 learners’ curiosity about and empathy for the target culture.
- A behavioral component which is related to learners’ ability to interpret culturally relevant behavior, and to conduct themselves in culturally appropriate ways.

Kumaravadivelu (2003) stated that what the traditional approach to the teaching of culture ignores is the rich diversity of world views that learners bring with them to the language classroom. That is, even if a group of learners appear to belong to a seemingly homogeneous national or linguistic entity, their life values, life choices, life-styles, and, therefore their world view may significantly vary. In that sense, most classes, according to Kumaravadivelu, are not monocultural cocoons but rather are “multicultural mosaics”.

Robinson (1985) was one of the first in the field of L2 education to argue that instead of treating culture as a collection of static products or facts that may be presented to learners in discrete items, it should be viewed as a process, that is, as a way of perceiving, interpreting,

feeling, and understanding. This perspective views culture as part of the process of living and being in the world, the part that is necessary for making and understanding meaning.

Robinson (1985) introduced what she called the “cultural versatility” which implies “expanding one’s repertoire of experiences and behaviors, not subtracting anything” (p. 101). When people expand their cultural repertoire, they “would become a little bit of ‘other,’ and would have a degree of psychological match with more people” (p. 101)

The idea of culturally shared meaning has been further elaborated by Kramsch in 1993. She saw culture as facts as well as meanings, and she perceived the L2 classroom as a site of struggle between the learners’ meanings and those of native speakers. Through this struggle, L2 learners create their own personal meanings at the boundaries between the native speakers’ meanings and their own everyday life. She asserted that “from the clash between the familiar meanings of the native culture and the unexpected meanings of the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized (p. 238).

Kramsch (1993) would like teachers and learners to create what she calls “a third culture” in the L2 classroom. She described the third culture as being a conceptual space that recognizes the L2 classroom as the site of intersection of multiple world of discourse. She advised teachers to encourage learners to create this third culture while, at the same time, not allowing either the home culture or the target culture to hold them hostage to its particular values and beliefs. She further added that the true understanding of the cultural dynamics of the L2 classroom can emerge only through an understanding of the cultural identity that teachers and learners bring with them. Such an understanding is possible only if both teachers and learners develop what Kumaravadavilu called the “critical cultural consciousness”. The development of critical cultural consciousness requires the recognition of a simple truth: there is neither a culture that embodies all and only the best human experience nor a culture that embodies all and only the worst of human experience.

2.2.6. Intercultural Communicative Competence, Cross-cultural Awareness, Cultural Assimilation and FL Teaching and Learning

2.2.6.1. Cultural assimilation and FL Teaching

Cultural assimilation is a process by which members of an ethnic minority group lose the cultural characteristics that distinguish them from the dominant cultural group or take on the cultural characteristics of another culturally different group. This happens on the individual level when a one's "language and/or culture come to resemble those of another group" (Wikipedia 2016, para1). This process usually involves a gradual change of "varying degrees due to the many cultural variations" (Zhou, 1997) and some other reasons.

Zhou (1997) insisted that assimilation "consists of gradually deserting old cultural and behavioral patterns in favor of new ones" (p.976). Full assimilation occurs when new members of a society become indistinguishable from native members. The process happens when individuals and groups of differing heritages acquire the basic habits, attitudes, and mode of life of an embracing culture and behave according to them. For these members, assimilating into or melting with the new culture "is no longer inevitable" (Warner 2007; Zhou 1997). Being exposed to a new language means being exposed to a new culture. Thus, teachers as well as course designers should carefully select what and how to teach from the target culture.

2.2.6.2. Intercultural Communicative Competence and FL Teaching

Intercultural communicative competence, or **ICC**, is the ability to understand cultures, including one's own, and use this understanding to communicate with culturally different people successfully. It is, hence, "the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions." (Deardorff, 2006)

At the heart of intercultural competence is the preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds” (Sinicrope et al., 2012). Understanding culture, hence, becomes an integral element of the intercultural competence. Thus, teaching the target culture is indeed a requirement when teaching the TL to have an intercultural communicative competent individual in the TL.

2.2.6.3. Cross-cultural Awareness

2.2.6.3.1. Definition of Cross Cultural Awareness

Byram et al (2016) defined cultural assimilation as the capacity to build a critical evaluation of one’s and other cultures (p.53). That is to say, it is one’s understanding of the differences existing between themselves and culturally different people especially those existing in attitudes and values. It is used by anthropologists to refer to a kind of sensibility, a frame of mind about cross-cultural experiences. It has to do with qualities of openness, alertness, and in particular, flexibility in relations with others. It focuses on attitudes and values and is, in part, a matter of the inner state of the learner. Tomlinson (2001) stated that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people’s cultures, and a positive interest in how cultures both connect and differ (cited in Tomlinson & Masuhara, 2004, p. 3.) .

2.2.6.3.2. Developing Cultural Awareness in FL Teaching

According to Tomalin and Stempleski (1993), cultural awareness encompasses three qualities:

- awareness of one’s own culturally-induced behavior
- awareness of the culturally-induced behavior of others
- ability to explain one’s own cultural standpoint (p.5)

Knutson (2006) pointed out that the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason Knuston (2006) suggested that teachers should analyze students' real world and academic needs in terms of cultural knowledge, awareness or ability to function in appropriate ways (Kuuston, 2006, cited in Beaudrie, et al (2009), p. 167-169). Tannen (1992) in the United States stated that cultural identity is likely to diverge based not only on learners' national and linguistic background but also on their ethnic heritage, religious beliefs, class, age, gender, and sexual orientation (Tannen, 1992, cited in Kumaravadivelu, 2003). Woolward (1997) argued that "identity gives an idea of who we are and of how we relate to others and to the world in which we live." She also claimed "identity marks the way we are the same as others who share the position, and the ways in which we are different from those who do not" (Woolward, 1997, cited in Beaudrie, et al. (2009), pp. 167-169).

Galloway (1984) proposed a framework for building cultural understanding based primarily on process skills, but incorporating both factual and sociolinguistic content. She suggested to organize the instruction around four primary categories of understanding:

- **Convention:** The goal of this type is to help students recognizes and understand how people in a given culture typically behave in common situations. Galloway identifies two types of conventions: (1) context determined conventions, which includes extralinguistic behaviors that are characteristics in a given situation and (2) function-determined conventions related to sociolinguistic formulae or conventional utterances that are used to perform tasks in context. For example if one were teaching about foods, the teacher might focus on such context-determined factors as mealtimes, types of food, conventions of etiquette as well as on appropriate expressions associated with accepting and declining invitations, making reservations at a restaurant...

- **Connotation:** The category of connotation deals with the many culturally significant meanings that are associated with words. As students examine their own networks of association they can begin to discover that the underlying meanings of words are determined by their cultural frame of reference. Galloway (1985) stated certain words evoke a cluster of feeling and images. For example the word 'time' may make one nervous. At the symbolic level, it represents pressure, stress, deadlines, schedules, responsibility. Simply, a person may fear death etc.
- **Conditioning:** A third category of cultural understanding has to do with the fact people act in a manner consistent with their cultural frame of reference, and all people respond in culturally conditioned ways to basic human needs to learn how to interpret behaviors that are different from their own without making judgments based on their own standards. Students need to learn how to interpret behaviors. If the students begin to expect cultural differences as natural and inevitable and realize that there are indeed a variety of possible differences to the universal need for food, shelter, social contact, and the like, they may begin to view the other culture more emphatically.
- **Comprehension:** This category of cultural understanding includes such skills as analysis, hypothesis formation, and tolerance of ambiguity. According to Galloway (1985), comprehension goals can best be achieved by paying attention to the source of one's information, avoiding overgeneralization, and examining one's stereotypes and ways to avoid conflicts.

Levine and Adelman (1982) stated that these cultural conflicts occur for many reasons as: misinterpretations, ethnocentrism, stereotypes, and prejudice. One way to prevent them is increasing awareness of one's own attitudes as well as sensitivity to cross-cultural differences. Developing cultural sensitivity does not mean the loss of their cultural identities, but rather, it implies their recognition of the cultural influences.

Conclusion

As covered in this section, there exists a strong relationship between identity, culture, and FL teaching. The target culture should be integrated when teaching the target language. One way to for achieving this objective is to raise learners' cultural awareness. Rising cross cultural awareness helps the learners to learn the target culture without losing their local cultural identities.

Introduction

Central to this chapter is the aim of discussing the results obtained through interviewing three teachers of English and three teachers of French at the faculty of letters and foreign languages at Mohammed Seddik Ben Yahia University. It begins with explaining the aim of the interview and how it was designed and distributed. Then, it describes the interview and talks about the participants who answered the questions it contains. Finally, it deals with the obtained results. It analyzes every single question apart. Then, it moves to a final discussion of the results to get the general conclusion.

3.1. Teachers' Perception to Their Identities

3.1.1. The aims of the Interview

There are two main aims of the interview. First, it investigates whether the process of identity reconstruction among teachers of French and those of English is the same or not. Second, it seeks to gain insights about the effects of teachers' representations of the two imagined communities on teachers' motivation to learn the language as well as their views towards the target culture.

3.1.2. The collection of the interview

A French and English version containing the same questions were prepared and teachers were required to answer them. Teachers were asked to take the time needed to answer their questions and to correct themselves when feeling the need to do that. Teachers of French and others of English refused to answer orally and preferred the written form.

3.1.3. Description of the interview

The interview consists of forty three questions. It starts with background questions. Then, it moves to more specific questions that aim to have information about the teacher's journey with the language it teaches. Next, there are questions that lead the participants to talk about their representations and perceptions of the target language and culture. Finally, the interview contains questions about the imagined communities.

3.1.4. The participants

The interview is made with six permanent teachers at Mohammed Seddik Ben Yahia University; three of whom are teachers of French and three of whom are teachers of English. Both genders are included. The teachers were randomly selected. The participants refused to be tape recorded and, hence, written interviews have been collected.

3.1.5. The Results

This part analyzes the teachers' answers. It analyzes each question apart. Then it analyzes each section. Lastly, it discusses the obtained data.

3.1.6. Data Analysis

Section One: Interviews of Teachers of English

Participant one:

I. Background Information

1. Can tell us about you before attending school?

“Ok, first you are welcome. I'm happy to be of help. Well, I hope I can help. Second, this has to do with my biography I think. Well, I'm born to atypical Algerian family if I can say that, especially those

representing the middle class people. I was born in a village not in a town to humble parents who received minimum education which basically has to do with Quran for my father and for my mother within the French colonial school. She studied elementary school I have older brothers and younger ones and they have been a motivation for me in my studies especially my sister. She was successful and there was a kind of motivation between us meaning my sister and my young brother and the youngest one who later passed away. So, there was an encouraging family environment for studies though we didn't have many books at the time meaning things to read and so on. Our education was bound to the course books meaning the Official ones. From time to time I managed to read some books. I was very fond of reading”

The teacher's parents were not those literate ones who help their son in his studies since both the father and mother received minimum education. However, the general atmosphere in the family was encouraging for studies. There was a kind of competition between him and his brothers and sister. This environment has led the teacher to work hard for the purpose of proving his abilities. Thus, the teacher, despite his young age, was looking for other sources rather than the course books to learn more. This indicates his assumption that those books were not enough and that pupils needed more sources. The teacher uses the pronoun “we” to talk about the restrictions that his whole generation faced mentioning the lack of books. But he uses the “I” to talk about his success to have some books to read.”

II. Language Learning

1. Did you have any experience with English before attending school?

“Before attending school, no, I had no experience; no listening, no reading, nothing. In fact, if I heard English I would think it was Japanese or Chinese”

Having no experience with English in this early age did not prevent the teacher from learning the language. After saying that he had “no experience”, he added that he had “no listening and no reading” to confirm his answer. This implies that learning another language rather than the mother tongue may take place in a late age. It is, hence, related to other factors as self-efficacy and the affective filter.

2. In the primary school, have you chosen to French or you have been obliged to learn it?

“We didn't have the choice to ok??”

The teacher did not have the chance to choose what language to study in the primary school and was obliged to study French but this did not prevent him from studying English later.

3. In the middle school, have you got interested in one language at the expense of the other?

“No, in fact I was good in both English and French. I was good in both in them. In fact I think they go in pair; if you are good at French you will be good at English and vice versa. Since I was good in French, I knew I would be good in English too”

Despite his love to English language and his will to learn it, the teacher did not study it on the expense of French. His belief that he would be good in English because he was good in French means that he thought he had the abilities to succeed. This belief has led him achieve his goal and to be successful in English.

4. Did you encounter any difficulties while shifting from English as a subject (in the primary, middle, and high school) to English as a major (at university)?

“The only difficulty is looking to specialty as a subject; as very easy, as straightforward, as not involving many efforts. So, for the first year, I thought we would have other subjects with English as physics. This year was for discovering. We were discovering life as students; meeting people from different parts of Algeria, visiting other universities. In this year I discovered that I couldn't speak English. I couldn't speak it easily. That was in the oral expression session. I discovered a lot of gaps in my knowledge. I was successful in listening while I wasn't successful in speaking. Now I know I wasn't successful. In the lack of motivating people, friends with whom to speak, and competition I was doing what was necessary and that's it. I tried to speak but there were very few chances. I remember we would go to a saber coffee and then start laughing to ourselves; how would this machine work? We would learn how the computer worked then start learning things about English and about the English. But again, there were very few chances to speak. I remember my self confidence at this stage well, I wasn't that self confident. Some teachers and students at university were speaking in English. You get a little bit frustrated; they are good and you are not. You start thing about yourself as very small in comparison to them. For that time, having a book means you are rich. Classmates were not that generous when talking about books. I managed to borrow some books from the library though that was not that easy. At that time I started recognizing that there were things to learn other than what teachers were giving,, what they were giving was common knowledge but I gained knowledge about the American civilization and the British civilization.”

The teacher faced difficulties in his first year at university because he thought English would stay a subject as he got used in the middle school; “very easy, straightforward, and not involving much efforts”. He talked about the gap he noticed in his knowledge. He was

successful in listening while he was not so in speaking. He gave more details stating that he discovered that he was unable to use the language communicatively in the oral expression session. He gave many reasons to justify this failure as the lack of competition, friends to speak English with and motivating people. In here the teacher shifted from using the pronoun "I" to the use of the pronoun "We". This implicitly says that he was not the only one who failed to speak the language and that even his mates were unable to do so at the time. Then, he related being unable to communicate in English to having low self-confidence.

5. Which modules of the university curriculum you liked and participated most and why?

"Modules include oral expression, phonetics, then written expression, and grammar"

These modules would help students to develop their listening and speaking skills. The teacher did not mention modules to teach culture

6. What was the field of your research? And why?

"Well, I wanted to carry on research in TEFL I wanted to know about the language learning strategies. I wanted to know what makes a good language learner."

Willing to know what makes a good language learner may be one of the main factors that helped the teacher to be successful in his career as a student and in his current position as a language teacher.

7. Have you relied on media progress in your studies? If so, to what extent was this significant for your proficiency in the language e?

"Media was not common. We had TV, radio, and then internet came. But it was very expensive"

Though media was not common, the teacher could succeed in his language learning process.

III. Imagined communities

1. Have you ever felt that using English makes you sound more prestigious than using other languages?

“Well, in the Algerian society no. Using English is, well is becoming nowadays important. It is becoming. Generally, within society it is not valued. It is not given the status and value it deserves. I remember, by the way, I remember an example of the situation. It's the lector; the dean of the whole university. We were to be awarded since we were the first majors of our classes. He asked me about my specialty I said: “English”. He started saying “wæ wæ wæ” I said : “yes, that's it”. So for them, English has to do with these wired sounds and western movies. So, this is what people think about English”

The Algerian society, according to the teacher, does not give English the real value it deserves. This indicates that he believes English is a language that should be given more importance in Algeria. This is clearly stated in his illustrating example when talking about the dean who is supposed to appreciate English as an international language. The dean simply said that English has to do with those wired sounds. The teacher said that English is becoming and he focused on the expression “is becoming” to indicate that we still need time to see English having the importance and value it deserves but there is a hint that this Algerians are starting to recognize this value.

2. Do you think that the use of English makes you sound more educated, more cultured, more intelligent, etc.

“Well, for value it's people who give no importance to English. But for me myself, I know that real science is written and communicated in English. Most people who have contact with English culture know more about the life, about science, about many things in life. So, if you can talk to them you can gain a lot of insights but for our Algerian society, it has no value”

The teacher recognizes the value of English as the language of science. He has so positive attitudes towards English that he insisted on learning it though people in his society don't see it as important. According to him, he who learns English gains insights about the life. This clearly confirms Krashen's theory of the affective filter. Having less negative feelings and more positive feelings about the language did indeed help him to learn it.

3. In what ways does your relationship with other teachers affect your performance as a language teacher?

"I would do my efforts. But depending on the circumstances I would pay fewer efforts; my personal life for example. Of course what's obligatory to do should be done. Preparing the lessons should be done. For university, you would at least be creative; you would have initiative, you suggest new things, you involve students in extra curricula and activities. Till now I haven't done anything like this for many things. There is my social life; I'm not free at all. And also within university, there is no lively environment between teachers. We don't cooperate at all. Well, if you have a relationship with a professional teacher, it will help you. When you enter in discussions, in projects with other teachers, in planning, in cooperation, you would benefit too much either by helping or getting helped. But luckily my wife is a professional we exchange knowledge and so on."

The teacher believes that cooperating with other teachers creates an environment that is good for both the teaching and the learning processes. He said that getting involved in planning and different projects with teachers is beneficial for each teacher, stating that this chance is not provided for teachers of Mohammed Seddik Ben Yahia University since there is no kind of cooperation between the teachers. He considers himself to be lucky since his wife is a university teacher and, hence, he has a professional relationship with her.

4. Do you believe your university teachers had a role in shaping your identity as a successful university learner? Explain?

“No, when I came to university I was very matured, I came back in fact to studies”

The answer in here implies that the teacher thinks the teachers' influence on one's identity happens in a young age. Getting older, one becomes aware of whom they are and others do not affect them neither positively nor negatively anymore.

IV. Subjectivity

1. How did your research contribute to prepare you for your current career?

“All my training including research allowed me to teach”

The teacher considers that all his training helped him to be successful in his current position. Training gave him the chance to gain insight on how to teach and to put what he learned into practice.

2. Have you felt that your self-confidence has been affected when learning a foreign language? If yes, how was that?

“Well, in the Algerian society no. using English, well, is becoming nowadays important. It is becoming. Generally, within society it is not valued. It is not given the status and value it deserves. I remember, by the way, I remember an example of the situation. It's the lector, the dean of the whole university. We were to be awarded since we were the first majors of our classes. He asked me about my specialty I said: “English”. He started saying “**wa wa wa**” I said “yes, that's it”. So, for them English has to do with these wired sounds and western movies ok? This is what people think about English”

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more importance in Algeria. This is clearly stated in his illustrating example when talking about the dean who is supposed to appreciate English as an international language. The dean simply said that English has to do with those wired sounds. The teacher said that English is becoming and he focused on the expression “is becoming” to indicate that we still need time to see English having the importance and value it deserves but there is a hint that this Algerians are starting to recognize this value.

3. What are the abilities/skills that have made learning the language easier for you?

“You can say that I m good in all subjects. If you have the motivation, you’ll be good in all these subjects. It’s an integrated element in all your education. I don’t have a very clear opinion when speaking about abilities. When I say motivation, it means that you are committing and devoted to your studies, giving your time and efforts, and also paying attention .Even now, when there is a lecture I attend I get almost everything. It’s either I’m in or out. In the classroom I’m a pupil but outside the classroom I’m a social person.”

Motivation is “an integrated element in all your education”. This is how the teacher sees motivation. For him, the key to succeed in all studies is being motivated. Then, he added paying attention. He said that either he is in or outside the classroom. This means that when paying attention he gets everything while he gets nothing when he is not motivated and does not pay attention. Giving time and efforts is necessary for success, for him, in learning the language. Concentrating in the classroom was one of strengths as a student. He described himself as “a pupil in classroom and a social person outside the classroom”. This implicitly clarifies that he did not do much efforts outside the classroom.

4. What affected the way you felt about yourself as language learner?

“Well, at university when you get advanced in your studies you want to be specialized ok? You want t have something; to show that you know. I know something about this specialty. If

people ask you things about English you'll be able to explain ok? You want to know things in order to tell people about English. So, I wanted to be specialized,, very specialized in English”

The will to be specialized in English was the main thing that affected the teacher as a university student. He wanted to be so to show people he knew things about English. Both intrinsic and extrinsic kinds of motivation are characterizing the teacher in here; the intrinsic motivation in the sense that he had that inner state to study to prove he knew about the language, and the extrinsic motivation in the sense that the surrounding people have pushed him to be “more specialized in English”

5. Do you remember having a particular teacher who greatly impacted your language learning either in a positive or a negative way?

“No, I have no specific teacher”

Not having a specific teacher didn't affect the teacher's motivation to learn the language.

6. Do you believe your university teachers had a role in shaping your attitudes towards English language?

“Well, different people have different behavior norms, different expectations, and different ways of living life. I wanted to know how different English and Americans were. So, I read about them. But knowing how they think didn't affect my motivation neither positively nor negatively to learn the language”

Willing to know about the English and Americans pushed him to read about them and, so, to learn the target language as well as the target culture. Surprisingly, the teacher didn't relate having this will to him being motivated to learn the language. He has distinguished between being motivated as an inner state to learn the language and having that will to know as a reason to learn it.

7. In this phase, how did manage to cope with the transition between the three languages: French, English, and Arabic?

“I don't see it as a transition from this to that or involving a shock. I see it as ability that if you gain you add value to yourself as a human being. When you know something it's like when you posses money or you posses something of value”

According to the teacher, the ability to cope with the transition between the languages used in the Algerian context means adding value to one as a human being. Thus, having this ability is one main reason for his self-esteem and self-confidence.

8. While communicating, were your thoughts merely in English or in other languages (the mother tongue, English)?

“My thoughts, well, I would think in English too much in my third year but in my first year no. I wasn't thinking too much in English. When you are advanced in your studies, you think in English. Even when you are not speaking you are thinking in English. English becomes a part of you as a person.”

The teacher relates his answer to the developmental stages of studying the language. In his first year at university he was not thinking in English too much. Getting advanced in his studies, he would think merely in English. Interestingly, the teacher stated that getting specialized means thinking in English though when not talking. English becomes an integrated element of one's identity.

9. Do you think you had enough chances to speak the language inside and outside the classroom and why?

“Of course they were not enough. There is a preference for people when they speak; they want to be more comfortable and more sociable. They would use the most direct way for

communication. We sometimes discussed some issues, but this was not enough. To be good in English you have to communicate whenever you find a chance. You have also to look for chances to do”

Having very few chances to communicate, as he said earlier, was one main reason for him not to speak the language. The teacher added that people tend to feel “comfortable [and] more sociable” to speak. This carries a kind of his dissatisfaction of the ways his teachers used to present their lectures. Students did not feel comfortable, and sociable. They were

10. The high school years witness generally an increase in self-awareness by each student, has the increase of self-awareness led to an increase or decrease in your desire to learn English?

“Generally my desire to study decreased. I have identified myself as a part of the group and as a result my desire to learn the language and to study in general decreased. I was free to do everything I wanted. So, the lack of supervision led me not to focus on my studies in general. I wanted to do well but I didn't focus on my studies. When I finish my studies I go to different places with the group. We would stay up in the street at night even if the situation was not secured at the time. We were kind of rebellion; we wanted to stay out for a long time. So, for studies they were secondary interest”.

The increase of the teacher's self-awareness was accompanied by a decrease of the desire to study in general and to learn the language in particular. Belonging to the group made the teacher think that studies were a second interest. The collective thinking was the reason behind this decrease.

V. Positioning

1. Do you believe your university teachers played a role in shaping your attitudes towards the target language?

“Everyone who comes in contact with you would shape your attitudes to a certain extent and towards a direction. How exactly? The teachers are energetic. They know a lot about English. You would try to be like them. They benefit you too much ok? You'll be grateful to them and you always remember that they have added something to your knowledge. In oral expression, for example, we had an inspiring teacher who gave us freedom to talk and shared his experiences with us. We learned how to discuss things and how to listen to other people because in the beginning we would talk together and it was a mess”

The teacher believes that every single person who comes in contact with the language learner shapes his attitudes to a certain extent and in a certain way. Teachers shaped his attitudes in the sense that they were adding new things to his knowledge.

“I think the way to success is doing reading. I was reading a lot”

The key to succeed in learning the language was reading. Reading gave him the chance to learn about the English culture, literature, and history. So, reading developed the teacher's empathy towards the target culture and helped him gain more self-confidence

2. How would you describe the relation you had with your language teachers in the middle and high school?

“As I said, we couldn't wait to study English. In our first year we had a very robotic teacher who presents his lesson and goes. He was very organized. But, globally he's done his job. In my second year there was a very motivating and inspiring teacher. I was participating in all classes”

3. Does this mean that you were extrovert?

“It doesn't mean I'm extrovert, but there was an environment which is motivating, friendly, and funny. It affects it in a positive way. In the secondary school they liked me. I used to give the correct answer they were looking for; points and words they were looking for. I remember I read one text only and for once in the three years of the high school. If you answer in sentences you are quoting from the text. There was no creativity at all. The relationship was good in general, but in the year of the baccalaureate I remember having a teacher, an experienced one, who had no relationship with us. She just focuses on the subject then leaves. Even those who do excellent, good, or even bad she says nothing; no comment at all. But she has not affected us because at that level because we weren't interested on her as a teacher. We were adults and we didn't analyze the teachers anymore. Because it is known that the students in Algeria study not only the subject but the teacher also”

The teacher described his relationship with his teachers of the middle and high school as “good in general”. This reflects the fact that he was not really satisfied with it. In his first year of the middle school he had that “robotic teacher” who was so organized. The use of the word “robotic” in this context suggests that the teacher was dissatisfied on this teacher's method. It also suggests that the teacher would prefer to have a motivating and creative teacher. In his second year, he had “a very motivating and inspiring teacher” that he was participating in all classes. This indicates that students' participation is dependent on such factors as their teachers. When being asked whether he was extrovert he said that having such a friendly and funny atmosphere leads students to participate. In the high school, he said that his teachers of the language liked him because he used to give the right answers and the correct points they were looking for. An interesting point he mentioned is that he read one text for one time only in his three years of the high school. He implicitly blames his teachers for not involving him and his mates in their classes.

VI. Investment and motivation:

1. How would you evaluate your learning experience in the middle and high school?

“In the middle school, I found what I expected. We were beginners and teachers did their jobs in general. But, in the high school, it was not the case. Things were the same. There was nothing new except for the topics. And even those topics were presented in traditional methods. I expected to find a totally different thing, but it was not the case”

The middle school met the teacher's expectations. He found what he expected to find. But the high school did not meet his expectations. He found the same things in relation to grammar and the teachers' methods of presenting the lectures. The only new thing was in vocabulary (new topics).

2. How would evaluate your experience as a researcher?

“For me it is unusual. It is not like any other research journey. It was both exciting and beneficial”

The research journey “was both exciting and beneficial” for the teacher. It was exciting in the sense that it was unusual and beneficial in the sense that it has prepared him for his job as a teacher.

VII. Language and culture

1. Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of English people?

“Well, essential differences don't include us as human beings. As a person I know they are people just like me. They have this sense of humanity. Humanity includes being nice and being good with other people. In this respect I think these qualities are universal.

Whether it's English or another language, people are people. But we know we are different in some aspects. So in Algeria, we are very religious people. How is that? It means that people will judge you and judge what you do on the basis of religion. So, here

you find the difference ok? But in countries whose people are not that religious as USA or UK, you find another way of thinking. Apart of religion, you find people who are more highly developed in everything; their values and opinions differ.”

The teacher thinks that the sense of humanity is shared among all people whatever their language is. The differences are, hence, in religion, values, and opinions. He thinks that people in the UK and USA are highly developed if compared to us. Thus, he has very positive attitudes towards the cultures of English speaking countries and mainly USA and UK. This way of thinking would indeed reduce the affective filter and lead the teacher to be successful in learning the language.”

2. Do you think that learning about the target culture contributed to your success as a learner of English?

“Of course, it did to a high extent. You learn about the target culture. You know the reason of many behaviors. Well the first major tool was reading. I read about the target literature, history, and then through TV ok? I was watching TV; movies, news, and shows. I was analyzing the way they were presenting shows and dealing with issues Ok. I benefited a lot ok?”

Using “of course”, the teacher confirms that learning the target culture while learning the target language has played a great role in his success. He sees that learning about the target culture, one gains insights on the motives behind many behaviors. His ways to learn the culture did not include university which means that there was not much focus on teaching it.

3. Do you think the target culture is significantly articulated in the university curriculum?

“We should first give more importance to our culture. We are not satisfied with who we are. This generally has to do with the economic and political situation. But it doesn't say

that we are not good. We think we don't have a culture to be proud of. We feel shy to identify ourselves as people from Algeria. We have to be proud of who we are. So, along with the English culture we should teach ours. One way is to teach cultures by comparison. For example, if you talk about marriage, students will laugh in the classroom, but when they go to a ceremony they will enjoy. So, there is a kind of dissatisfaction of their culture. If you as a teacher teach your students by comparing between the two cultures you will save their identity and raise their knowledge about the culture of the English.

The teacher, surprisingly, suggested teaching both cultures in the same time. This is because whatever language you are learning you must be proud of whom you are. The teacher, hence, is suggesting raising student's cultural awareness through making this kind of comparison between the two cultures. This saves students' identities and develops empathy towards the target culture.

4. Do you think that assigning a more important role to the local culture of English is needed? Why?

“I think Culture should be analyzed in the same way grammar is analyzed; we should try to figure it out and teach it as a different module. It should be taught along with other modules in the whole journey of learning the language.”

Teaching the target culture in a separate module is of a crucial importance, according to the teacher, and must be done in all levels. This reflects his consciousness of the role culture plays in teaching and learning the language. He resembled culture to grammar to focus on its crucial importance and to convey the message that teaching or learning English is useless when it is not accompanied by its culture.

Participant two:**I. Background information**

1. Can you tell us about you before attending school (origins, family, parents' jobs, etc)?

“Well, I come from a modest family. My father is a farmer and my mother is a housewife. We grew up in a “one big family”. Indeed, being raised in a big family has had very positive effects on my personality.”

The participant is an English university teacher who comes from a modest one big family.

Indeed growing up in such a big family had very positive effects on her personality.

Generally, the members of such a family would be more self-confident.

II. Language Learning

1. Did you have any experience with English before attending school?

“Not at all. Neither English nor French was used in the place (the family, the neighborhood) where I grew up. So, I had no experience with this language.”

Not having any experience with the language did not prevent her from being successful in learning it later.

2. In the primary school, have you chosen English or you have been obliged to learn it?

“Actually, I didn't choose, my family did.”

Though the teacher's family chose English her, she did love English and was a successful learner.

3. Were you satisfied with your primary school experience with the language? Why?

“I was very satisfied. I enjoyed learning English so much. Because studying English at the primary school was a new thing in the Algerian context that time, very few

students chose to study it instead of French. This made us (these few students) feel different and somehow special.”

The teacher enjoyed learning English and considered it as being a totally new thing in the Algerian context. She was satisfied with her experience at the primary school.

4. Have you had any friends or relatives who spoke English?

“You mean in the primary school? Not for English.”

Having no relatives or friends speaking in English was not an obstacle in the teacher's way to learn the language. Saying “for English?” implies that she might have had an experience with other languages as French but not for English.

5. In the middle school, have you got interested in one language at the expense of the other?

“No, indeed, we started studying French in the middle school, and I got interested in this language but not at the expense of the English one.”

Being exposed to French, the teacher did not get interested on at the expense of English.

6. Being exposed to French, as another foreign language, has your proficiency in English been affected?

“No. being exposed to French hasn't affected my proficiency in English.”

Being exposed to French did affect the teacher's proficiency

7. Why have you chosen to major in English at university while your sister has chosen French to major in?

“Because I like this language, I enjoy learning it; I chose to major in it.”

The teacher's love of English pushed her to major in it. Though her sister has chosen French, she chose English. She stated that she enjoys learning it. This means that she is motivated to learn it.

8. Did you encounter any difficulties while shifting from English/French as a subject (in the primary, middle, and high school) to English/French as a major (at university)?

“Yes, as a subject, we studied just the basics, so it wasn't difficult. But as a major, we dealt with the different aspects of the language in detail; grammar, phonetics, vocabulary, etc.”

Dealing with English in details was difficult for the teacher because, as a major, the language was analyzed from different aspects.

9. Do you think you had enough chances to speak the language inside and outside the classroom and why?

“Inside, yes. But outside, not really. We used to speak with each other, but not with native speakers.”

The teacher expresses her dissatisfaction with practicing the languages. She considers that speaking the language with each other as not being enough. She thinks that the real communication which one benefits from is that done with natives.

10. Which modules of the university curriculum you liked and participated most and why?

Oral expression because we had the opportunity to practice the language, TEFL because it was about teaching which I like so much, and Issues in culture because we learnt about the target culture.

These three modules are what the teacher liked more. She wanted to have oral expression so as to practice the language more. Concerning TEFL, it was within her interests; she liked

teaching. Issues in culture would give her more insights about the target culture which would contribute to her success.

11. Is there any specific module you would have liked to study or to focus more on in your university studies?

“Yes, issues in culture. We studied it just for one year.”

The teacher wanted to study this module more. This reflects her belief that culture was not covered in the university curriculum.

12. What was the field of your research?

TEFL

13. What was your topic of research?

Evaluating the Target Culture Component in English Secondary School Course books

14. Why have you particularly chosen this topic?

I was a teacher at the secondary school and these coursebooks were the main teaching materials used. I noticed that they do not represent the target language culture adequately, so I decided to deal with this issue.

Noting that the coursebooks did not contain the cultural components has led the teacher to carry out her research dealing with this issue.

15. Have you relied on media progress in your studies? If so, to what extent was this significant for your proficiency in the language (either English or French)?

“No”

Not relying on media did not affect her language learning process negatively.

III. Positioning

1. Have you ever felt that using English is more prestigious than using other languages?

“Sometimes, particularly when hearing famous persons speaking in these languages.

The use of the word sometimes means that the teacher relates the prestige of English to such situations as hearing famous people speaking in it.”

2. Do you think that the use of English makes you sound more educated, more cultured, or more intelligent?

“Not really. Generally, I do not use these languages unless the person I speak with uses them him/herself. This makes me feel confident and as educated, cultured, intelligent as him/her.”

The use of English, according to the teacher, does not really mean her being educated, cultured or intelligent. But, it makes her self-confident when using the language communicatively with those who speak it. She has the impression that she is as intelligent, educated, and cultured as them.

16. How would you describe the relation you had with your language teachers?

“I had a very good relation with my language teachers, I loved them and I respected them very much and they loved me as I was a good and a serious student.”

The teacher describes her relationship with her teachers as being very good. Being a serious student was, for her, is the main reason behind this.

17. In the three phases, do you remember having a particular teacher who significantly impacted your language learning either in a positive or a negative way?

“My teacher of English in the primary school had a very positive impact on me. The way she taught us made us love the English language and enjoy learning it.”

The teacher says that her teacher of the primary school has a lasting influence on her. She made her love English.

IV. Subjectivity

1. Has your self-confidence been effected while learning and teaching English? If yes, in what way?

“Of course. Being able to speak English raised my self-confidence. I feel confident and not shy or nervous when being addressed in one of these languages.”

The teacher's self confidence is high since she can speak English when being addressed by it.

2. What are the skills, abilities that have made learning the language easier for you?

“I can't specify a skill or an ability, may be the ability to memorize and to recall what I learn.”

Having the ability to memorize and recall were the keys for the teacher's success.

3. What affected the way you felt about yourself as language learner?

“Success in my studying career.”

Being a successful learner has affected the teacher I her language learning process.

4. While communicating, were your thoughts merely in English or in other languages (the mother tongue, French?)

Generally, in English.

The use of “generally” implies that there are some situations where the teacher does not think in English, but she did not specify more.

V. Motivation and investment

1. How would you evaluate your experience as a researcher?

“It is somehow a good experience.”

The use of the word somehow implies that she was satisfied on her experience as a researcher to a high extent.

2. How did your research contribute to prepare you for your current career?

“I learned more about the target language culture and about the relation between language and culture. Now as a teacher, I try (sometimes) to teach my students about the target culture sometimes implicitly sometimes explicitly.”

The teacher's research has really helped her for her current position in the sense that she knew there exist a strong relationship between language and culture. As a teacher she takes this fact into consideration to ensure her students' success in learning English.

3. How would you generally evaluate your learning experience at university?

Actually, I am satisfied of my learning experience at university. I chose a field which I really like, and I succeeded in it.

Choosing the field she wanted and succeeding in it, the teacher was deeply satisfied with her experience with the language at university.

VI. Language and Culture

1. Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of English/French people?

“Of course. There are differences in beliefs, habits, traditions, behaviors, etc.”

The teacher realizes that there exist essential differences between her culture and the target culture.

2. To what extent (or in what way) do you think those differences have affected the development of your proficiency in English/French?

“Being aware of these differences enables the learner to use the appropriate language in the appropriate situation.”

The teacher states that being aware of these differences raises the learners' cultural awareness and enables them to develop empathy towards the target culture. This enables the learners use the right language in the right context.

3. Do you think the mother tongue culture is significantly articulated in the university curriculum?

“No, not at all. It's totally neglected in the university curriculum.”

The teacher states that the target culture is neglected in the university curriculum. She uses the word totally to confirm her answer.

4. Do you think that assigning a more important role to the local culture of English/French is needed? Why?

“Indeed”

The teacher answers positively because she thinks the target language is totally neglected in the university curriculum.

The third teacher to be interviewed is Mrs Houda bouhadjar. She is a teacher of English language at Mohammed Seddik Ben Yahia University. She teaches Literature. In past years, she taught written expression.

Participant Three:

I. Background information

1. Can you tell us about you before attending school (origins, family, parents' jobs, etc)?

“I was raised as a normal child belonging to a well-to-do family in which the mother is a housewife and the father works in an administrative position and he speaks French fluently.”

The teacher was raised in a well-to-do family. The mother was a housewife while her father was working in an administrative position. What should be focused on here is that her father was proficient in French. But, she chose English to major in.

II. Language Learning

1. Did you have any experience with English before attending school?

“No, I did not. My father received his education in French and speaks it fluently but I did not encounter English before attending school”.

The teacher's father speaks French but she did not have any experience with English before attending school. Like participant two, she was one of those few who encountered English in the primary school.

2. In the primary school, have you chosen English or you have been obliged to learn it?

“In primary school, I have chosen English as my second language with the consent of my family.”

The teacher was responsible for choosing the language however she makes a remark that she had the consent of her family

3. Why have you chosen English/French and not French/English?

“I was attracted to it and my father told me that it will become the language of the world and it will offer many opportunities for me.”

The teacher was attracted to English. Hence, she had an intrinsic motivation to learn it.

4. Have you had any friends or relatives who spoke English?

Most of my family members including my aunts and uncles spoke French. But, for English, no”

Despite the fact that the teachers' family and surroundings spoke French, she chose English to study.

5. In the middle school, have you got interested in one language at the expense of the other?

“Yes, I was interested in English at the expense of French.”

6. What were your motives (reasons) behind that?

“It was a natural result of having English as my first foreign language.”

The teacher was interested on English more than French because, according to her, it was her first foreign language.

7. Being exposed to French, as another foreign language, has your proficiency in English been affected?

“No, my proficiency in English has not been affected after exposure to French”

There was no interference between English and French in the case of the teacher (participant three).

8. Why have you chosen to major in English at university while your sister has chosen French to major in?

“I think because each one of us was attracted to a language. Personally, I have already had a history of success in learning English and the choice seemed evident as I was somehow in the middle of a development not at the beginning. However, my sister studied French and spoke it fluently, so it was her choice.”

The teacher notes that she has chosen to major in English because she was attracted to it. Thus, she had an intrinsic motivation to learn the language. According to her, she was at the middle of language learning process. So, her choice seemed evident. She also mentioned her sister's decision to major in French to confirm that their decisions were the results of their inner wills.

9. Did you encounter any difficulties while shifting from English/French as a subject (in the primary, middle, and high school) to English/French as a major (at university)?

“No, I did not.”

The teacher was satisfied with herself as she encountered no problems with language. She described herself to be a successful student. She felt that she has a privilege since she started studying English in the primary school. This gave her an increased self-confidence. She adds that she felt like this was because she had good grades. However, answering another question, she coins her success is not competent enough according to native speakers she tries to always remind herself that she still can be better.

10. Do you think you had enough chances to speak the language inside and outside the classroom and why?

“No, I did not. Speaking English was confined only to university classes.”

The teacher is not satisfied with the few chances she had to speak the language. This is because using the target language communicatively was restricted to the classroom settings.

11. Which modules of the university curriculum you liked and participated most and why?

“Literature because I used to read it in Arabic since the secondary school, Oral expression because it was motivating and Writing to allow me to have good scores since most university exams were in written form”

The three modules the teacher mentioned would help her to succeed in her university career with English. She preferred the modules that she felt gave her the great investment in the language literature and oral expression offered her a language baggage. She liked written expression because as she explained it helped her in getting good scores

12. Is there any specific module that you would have liked to study or to focus more on in your university studies?

“English literature because I liked it”

Being interested on literature, the teacher wanted to focus on it more in her studies.

13. What was the field of your research?

“English literature”

14. What was your topic of research?

“Female portrayal in Virginia Woolf’s Fiction”

15. Why have you particularly chosen this topic?

“It was interesting for me and part of my speciality”

“Her love to literature led her to carry out her research on English literature”

16. Have you relied on media progress in your studies?

“No, I did not because before my graduation the internet was not as accessible as today, but I borrowed some tape records from my mates”

The teacher did not have access to the internet however she used what was available at the time to try to have the best investment in the language

III. Sbjuctivity

1. Have you ever felt that using English is more prestigious than using other languages?

“For English, I do not think so. But, for French, society does as a logical consequence of the French colonization because people belonging to previous colonies develop an image of the superiority of the coloniser’s language.”

The teacher thinks the use of English is not prestigious. She gave French as an exception because, according to her, society considers it to be prestigious since it is the language of the former coloniser. She explains this saying that “people belonging to previous colonies develop an image of the superiority of the coloniser’s language”.

2. Do you think that the use of English makes you sound more educated, more cultured, or more intelligent?

“no, I don’t use it generally. But, when being addressed with English, I feel I am educated, cultured, and intelligent as those addressing me. They get impressed and consider me so.”

The teacher feels by speaking the language that she belongs to superior level. However, she makes reference that this feeling is not coming from her inside, but this is the result of the reaction she gets from society. We can understand from this answer that it is society that makes the foreign language speaker feels more cultured and more intelligent.

3. Has your self-confidence been effected while learning and teaching English? If yes, in what way?

“Yes, it has been raised because English, in particular, allowed me to use other sources of knowledge and ways of communication since it is the most used language in the world.”

The teacher feels self-confidante because she masters English language. She believes that it gives her more power and opens new gates to the world for her since it is an international language.

4. Teenagers generally feel the need to model themselves after a role model, was it the case with you?

“No, it was not.”

The teacher she have a role model to fallow. This entails that she had a self-dependent personality. She feels that her success in the language was the result of her own attachment to the language.

5. The high school years witness generally an increase in self-awareness by each student, has the increase of self-awareness led to an increase or decrease in your desire to learn English?

“Yes, the increase in my self-awareness led to an increase in my desire to learn and master English”

The teacher's rise of self-awareness did increase her desire to learn the language. This entails that her choice for English was random. She knew what she wanted and she worked on it.

6. How would you describe yourself as a university language learner?

“I was motivated, satisfied, and successful. I had a better level compared to my classmates because English was my first foreign language and their second. “

The teacher self-image when being a university learner of the language was very positive. She thought of herself to be a “motivated, satisfied, and successful” student. She had more self-confidence because she was better than those whose second language was French.

7. How would you define a successful language learner?

“A successful language learner is the one who is in a process of development of his language skills and who can use them to communicate with different speakers from different cultural backgrounds.”

The ability to use the language communicatively with people belonging to different backgrounds is the criterion of the learner's success, according to the teacher.

8. What affected the way you felt about yourself as language learner

“My grades made me feel a successful learner but listening to native speakers and reading literature was a constant reminder that I have to work a lot on myself.”

Having good grades did not stop the teacher from keeping working on her language.

9. While communicating, were your thoughts merely in English or in other languages (the mother tongue, French?)

“At university I was thinking in English because I used to use it since childhood.”

Being in touch with the language since childhood allowed the teacher to think in English in the university stage.

10. How would you describe yourself as a university teacher?

“I try to guide my students to master the language or learn about it with the presumption that it remains a foreign language that has a different history; consequently, their identities should not be erased when using it.”

The teacher describes herself as being a university teacher who guides her students to master the language without losing their identities. She unconsciously raises her students' cultural awareness.

11. What affects you as a university language teacher?

“So many things including my education, experience, and identity.”

Interestingly, the teacher mentions her identity as being one factors that affects her as a teacher. But she did not go in details explaining this.

IV. Positioning

1. Were you satisfied with your primary school experience with the language? Why?

“No, I was not. The teacher was not well qualified and she had an accent.”

The teacher was not satisfied with her primary school experience. She felt that she did not have great investment in the language through this phase. She felt that if the teacher was competent enough she would have done better .

2. How would you describe the relation you had with your language teachers?

“I had a very good relationship with my language teachers.”

The teacher believes she had a good relationship with her teachers as a student. She uses the term “very” emphasize the high extent to which this relationship was good. She does not specify or give any details of the nature of that relationship.

3. In the three phases, do you remember having a particular teacher who significantly impacted your language learning either in a positive or a negative way?

“Yes, I do. In my secondary school, a teacher used to encourage me to develop my language skills especially the speaking and writing ones. In addition, he used to organise language competitions for us.”

The teacher was deeply influenced by her teacher who was encouraging her to work hard on her language skills mainly speaking and writing.

4. What are the skills, abilities that have made learning the language easier for you?

I was used to read and write literature in Arabic, so reading and writing in a foreign language was just a matter of a different language.³

In learning the language, the teacher relied on the writing and reading skills which were not a challenge for her since she was a competent reader and writer in Arabic.

12. Do you believe your university teachers played a role in shaping your attitudes towards the target language?

“To a certain extent because I have already developed a personal relationship of preference towards the language.”

This answer leads us to the perception that she did not give great credit to her university teachers. She explains her answer asserting that when reaching that level, she has already developed an attachment to the language

V. Motivation and investment

1. How would you evaluate your experience as a researcher?

“I feel I completed it but still there is a long way to walk.”

The teacher felt that she has great investment in her research. This latter prepared her for her career as a teacher of literature. However, she did not attain all the credit to her research for her competency as a university teacher. She mentioned another degree that helped her to be a pedagogical expert.

2. How would you generally evaluate your learning experience at university?

“It was successful but far from being satisfactory.”

The teacher felt that although her experience in university was successful, she could have had a better investment. Her experience at university did not meet what she had in mind for a satisfactory experience.

VI. Language and Culture

1. Do you think that learning about the target culture contributed to your success as a learner of English/French?

“Yes, it certainly did.”

Learning about the target language did contribute to her success as a language learner.

2. Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of English/French people?

“Of course”.

The teacher realises the fact that there exist essential differences between her culture and target culture.

3. To what extent (or in what way) do you think those differences have affected the development of your proficiency in English?

“Many parts of the language, especially those that are culturally bound like idioms and literary metaphors, needed extra efforts during my studies to allow me to communicate with and understand native speakers.”

The will to be a competent speaker has led the teacher to work hard on the language and culture aspects that different from those of her language and culture.

4. Do you think the target culture is significantly articulated in the university curriculum?

“No, it is totally ignored and worst some students think they should become copies of American or British students.”

The teacher answered using the word totally to express her belief that the current university curriculum does not include the target cultural components necessary for one to be a good speaker and user of English.

5. Do you think that assigning a more important role to the target culture is needed? Why?

“Yes, I do because English has become the Language of different ethnic groups in the world and the image of the native speaker as an ideal speaker is no longer valid. But our students must understand the cultural clash between the East and the West to be able to

use the language while keeping their identities, values and principles. As teachers, it is our duty to raise such cultural consciousness.”

The teacher thinks that the current university curriculum does not really cover all the cultural aspects required to be a competent speaker of the language. Hence, recommends assigning a more important role to the target culture. However, she insists that students should be aware of the differences between their culture and the target one; they must preserve their identities. She notes that the teachers should do the task of raising their students, cultural consciousness.

Section two: Interviews of Teachers of French

Participant one

I. Background Information

1. Pouvez-vous nous parler de vous avant d'être scolarisé (origine, famille, travail des parents, etc.)?

« J'ai grandi dans une famille aisée dont la majorité des membres étaient francophones. Ma mère est femme au foyer, mon père était un fonctionnaire administrateur. »

Can you tell us about yourself before attending school?

“I grew up in a family whose members were francophone. My mother is a house wife and my father was working in administrative position”

Growing up in a family whose members are francophones has led the teacher to choose French to major in.

II. Language Learning

1. Avez-vous été exposé au français avant d'être scolarisé?

« Oui »

Did you have any experience with French before attending school?

“Yes”

The teacher grew up in a family whose members are francophones. As her sister Houda stated before, her father received his education in French and speaks French fluently. This must have affected her positively and pushed her to learn French.

2. Si oui, avez-vous pris conscience de son importance sociale dès le premier contact avec cette langue?

« Ou i »

If yes, have you realized its social importance from the first contact?

“Yes”

The teacher has realized the social importance of French right from her first contact with it.

3. Au primaire, avez-vous choisis d'apprendre le Français?

« Non, je ne l'ai pas choisi, je n'avais pas le choix car le français était la seule langue étrangère enseignée au primaire »

In the primary school, have chosen French or you have been obliged to learn it?

“No, I have not chosen because French was the only foreign language assigned in the primary school”

The teacher studied French language in her primary school because it was the only foreign language assigned in the primary school.

4. En classe moyenne, avez-vous été intéressé par une seule langue au détriment de l'autre?

« Non, je m'intéressais à toutes les langues : arabe, français et anglais. »

In the middle school, have you got interested on one language at the expense of the other?

“No, I was interested in all languages: Arabic, French, and English”

The teacher did not neglect any language used in the Algerian context. She was interested in all languages; French, Arabic, and English.

5. Étant exposé à l'anglais comme langue étrangère, votre compétence en français a-t-elle été affectée? Si oui, de quelle manière ?

« Oui, positivement. »

Being exposed to English as a foreign language, has your proficiency in French been affected? If yes, in what ways?

“Yes, positively”

The teacher's proficiency in French has been affected positively but she did not specify how this has happened.

6. Pourquoi avez-vous choisi de vous spécialiser en langue française à l'université?

« Parce que c'est la langue que j'aime beaucoup. »

Why have you chosen to major in French in university?

“Because it is the language which I like much”

The teacher loved French and, hence, she was motivated to learn it at university. The teacher was responsible for her own choice to major in French at university because it was the language she loved and spoke well.

7. Avez-vous rencontré des difficultés en passant du français en tant que matière (au primaire, en moyen et au secondaire) au français comme spécialité (à l'université)?

« Non. »

Did you encounter any difficulties while shifting from English as a subject (in the primary, middle, and high school) to English as a major (at university)?

“No”

Shifting from English as a subject to English as a major, The teacher did not face any kind of difficulty.

8. Quelles matières du curriculum universitaire avez-vous aimé et avez-vous participé le plus ? Pourquoi?

« Je m'intéressais à toutes les matières mais je préférais et j'aimais beaucoup plus les matières littéraires parce que la littérature forme l'individu. »

Which modules of the university curriculum you liked and participated most and why?

“I was interested in all modules particularly literature because this latter shapes the individual's personality”

The teacher was obviously satisfied with her choice of investment in all modules at university; however she gives specifications to literature, because as she believes it forms the individual from multiple dimensions. She believes she had great investment in this module.

9. Y a-t-il une matière particulière que vous auriez aimé en avoir dans votre cursus universitaire ? Pourquoi ?

« Oui, l'histoire et l'art. Parce que ces deux domaines sont très importants à connaître et ils développent de façon directe ou indirecte les différentes capacités et la vision des choses. »

Is there any specific module you wanted to learn or to focus on in your university curriculum? And why?

“Yes, history and art because these modules are very important to know and to develop either directly or indirectly the different skills as well as the way of viewing things”

The teacher wanted to have the best investment through having these modules in the university curriculum”

10. Quel a été le domaine de votre recherche?

Le domaine de ma recherche était la littérature.

What was the field of your research?

“The field of my research was literature.”

11. . Quel est votre sujet de recherche a l'université ?

A l'université, j'ai élaboré un mémoire de magister dans lequel j'ai analysé les différents aspects de l'écriture dans les dernières productions littéraires de Mohammed Dib.

What was the topic of your research?

“In my dissertation of Magister, I analyzed the different aspects of writing in the last literary works of Mohammed Dib”

12. Pourquoi avez-vous particulièrement choisi ce sujet?

« Parce qu'il s'agit d'une nouvelle écriture de l'éclatement : une esthétique de la fragmentation qui mélange les genres, les codes, les langues et la culture pour remettre la notion du genre en question »

Why have you chosen this topic?

“Because it is a new writing of fragmentation: an aesthetic of fragmentation that mixes genres, codes, languages and culture to put the notion of gender in question”

The teacher was interested on the topic of her research.

13. Quel(s) type(s) de media vous utilisez le plus dans vos études universitaires?

“L'internet.”

Which types of media have you used in your language learning process?

« Internet »

Relying on internet would open many gates for her.

III. Subjectivity

1. Dans les trois paliers de l'enseignement, vous souvenez-vous d'avoir un enseignant particulier qui a eu une influence importante sur votre apprentissage du français positivement ou négativement?

« Pas seulement un enseignant particulier, ils m'ont tous influencée positivement, chacun à sa manière. »

In the three phases, do you remember having a particular teacher who significantly influenced you?

“Not only one particular teacher, all of them have positively influenced me, each in their own way”

The teacher notes that all her language teachers have affected her in a positive way. They must have motivated her to work hard on her language.

2. Quelles sont les compétences qui ont facilité pour vous l'apprentissage de la langue française?

« Les compétences de l'écrit et de l'oral. »

What are the abilities /skills that have made the language learning easier for you ?

“Written and oral skills”

The teacher believes that her oral and writing skills are the skills that gave her a better experience with language. She did not mention her reading and listening skills, probably she believed they had minimal impact easing her learning of the language.

3. Généralement les adolescents ont le besoin d'avoir une personnalité comme un modèle.

Est-ce que c'était le cas avec vous?

« Oui. Ma tante maternelle, jeune enseignante de français. Elle était brillante. »

Adolescents, generally, feel the need to model themselves behind a role model. Was it the case with you?

“Yes, my aunt, a young teacher of French. She was brilliant.”

The teacher had a role model that impacted her in her teenage years. This role model was a teacher of French. She added that this model was her young aunt. She describes her as being brilliant.

4. . La période de lycée témoigne généralement d'une augmentation de la conscience de soi chez chaque élève, l'augmentation de la conscience de soi, vous a-t-elle conduit à une augmentation ou une diminution de votre désir d'apprendre le français?

« La conscience de soi a augmenté chez moi le désir d'apprendre le français. »

High school years witness generally an increase in self-awareness by each student, has the increase of self-awareness led to an increase or decrease in your desire to learn English?”

“The increase of self-awareness has increased my desire to learn the language”

The teacher felt the desire to learn the language as her self-awareness increased.

5. Quelles qualités doit avoir un apprenant de français pour réussir à l'apprentissage de la langue?

« Le désir d'apprendre, mais de choix avant tout. Il doit aimer ce qu'il fait. »

How can you define a successful language learner?

“The desire to learn the language and loving the language.”

The teacher considered that loving the language and having the desire to learn it as the keys to succeed in the language learning process.

6. Pendant la communication, est ce que vous pensé directement en français ou dans d'autres langues (langue maternelle, anglais, etc.)?

« je pense directement en français. »

While communicating, are your thoughts merely in French or in other languages (the mother tongue, English?)

“I think in immediately English”

The teacher thinks in French. This entails that French is a part of her identity.

7. Croyez-vous que vos professeurs a l'université ont joué un rôle dans l'élaboration de vos représentation vis-à-vis de la langue cible?

“Relativement.”

Do you believe your university teachers played a role in shaping your attitudes towards the target language?

“relatively”

The teacher thinks of herself as being a talented learner of the language. She believes that her talent is in quick assimilation, her ability to be passion learner, and her request for always knowing more. She gives credit to her personal talents for her better acquisition of the language. The teacher answers the question with simply the term “relatively”. She either believes that her teacher had only partial impact on her attitudes to words the language or she thinks that some did and others did not. However, she does not give any specification or details.

IV. Positioning

1. Comment décririez-vous la relation que vous avez eu avec vos professeurs de langue française?

« Une très bonne relation jusqu'à présent. Relation de respect, de confiance et car j'étais brillante et j'ai eu la chance d'avoir des enseignants qui m'ont marquée à vie et positivement. »

2. How would you describe the relationship you had with your teachers of French?

“A very good relationship till now. A relation of respect, of trust because I was brilliant and I had a chance to have teachers who have positively affected me”

The teacher believes she had a very good relationship with her language teacher. She indicates that she is still in contact with her teachers till now. She believes that her teachers respected her and trusted her as she did in turn. She saw herself as being a brilliant student and that was the trait that gave her a good relationship with them.

She admits that she had the chance of knowing really good teachers that have impacted her for life in a positive way.

3. Qu'est-ce qui vous marque en tant qu'un enseignant universitaire?

« Mes origines, mon identité, mon éducation, mon idéologie »

What affects you as a university language teacher?

“My origins, my identity, and my ideology”

The teacher mentions origins, identity, and ideology to be the factors affecting her as a university teacher. However, she did not specify how these factors are affecting her.

8. Comment vous décririez-vous en tant que professeur d'université?

« L'université est une grande institution et la réussite de cette institution dépend d'un travail de coopération, d'un effort de la part de l'enseignant, de l'apprenant, et de l'administration aussi. »

How would you evaluate yourself as a university teacher?

“University is a big institution and its success depends on cooperation; efforts of students, of teachers, and of the administrations”

The teacher did not provide a direct answer. She thinks that one cannot identify themselves separately. The teacher is a part of the whole core whose success depends on cooperation.

V. Motivation and Investment

1. Comment évaluez-vous votre expérience en tant que chercheur du point de vue de l'apprentissage de la langue française ?

« Bonne expérience qui m'a permis d'apprendre la langue et les différentes cultures. »

How would you evaluate your experience as a researcher?

“a good experience which allowed me to acquire the language and the different cultures”

The teacher is deeply satisfied with her research career since it helped her develop her vocabulary and gain insights about different cultures.

2. Comment votre recherche a-t-elle contribué à vous préparer à votre carrière actuelle?

« Ma recherche était pour moi une sorte d'initiation qui m'a permis de développer mes capacités, d'apprendre et d'enseigner beaucoup de choses dans le domaine de la littérature. »

How did your research contribute to prepare you for your current career?

“My research was, for me, a kind of beginning which allowed me develop my abilities, acquire and teach many things in the field of literature”

The teacher is deeply satisfied with her research experience since it has prepared her for her current job as a teacher”

3. Comment évalueriez-vous généralement votre expérience d'apprentissage du français à l'université

« Bonne expérience »

How would you generally evaluate your learning experience at university?

“a good experience”

Saying *Bonne expérience* (good experience) entails the teacher satisfaction on her university career with the language learning. However, she did not give more details.

VI. Language and Culture

1. Pensez-vous que la connaissance de la culture cible a contribué à votre succès en tant qu'apprenant du français?

« Oui »

Do you think that learning about the target culture has contributed to your success in learning French?

“Yes”

Such an answer confirms the crucial importance of the target culture in learning the TL.

2. Pensez-vous qu'il existe des différences essentielles entre votre propre culture (valeurs, croyances, attitudes, comportements, etc.) et celle des Français?

« Oui. Deux cultures complètement différentes.

3. Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of English/French people?

“Yes, two totally different cultures”

The teacher believes that there are differences between her own culture and that of French. She describes them to be different using the term *complètement* (completely) to show the great difference between the two.

4. Dans quelle mesure (ou de quelle manière) pensez-vous que ces différences ont affecté le développement de votre compétence en langue française?

« D'une manière positive dans la mesure où la connaissance d'une autre culture et la maîtrise d'une autre langue aboutissent à un enrichissement qui élargit la vision et la perception des choses »

To what extent (or in what way) do you think those differences have affected the development of your proficiency in French?

“In a positive way, as the knowledge of another culture and the mastery of another language lead to enrichment that broadens the vision and the perception of things”

The teacher believes that the real differences between cultures help to give another view and a different way of perceiving things.

5. Pensez-vous que la culture de la langue enseignée est suffisamment prise en considération dans le programme universitaire?

« Non, elle n'est pas suffisamment prise en considération. »

Do you think the target culture is significantly articulated in the university curriculum?

“No, it is not sufficiently taken into consideration”

The teacher admits the target culture is not sufficiently articulated in the current university curriculum.

6. Pensez-vous qu'il faut attribuer un rôle plus important à la culture de la langue enseignée ? Pourquoi?

« Oui, parce qu'elle aide à mieux apprendre la langue et la culture étrangères, et à mieux comprendre la différence entre sa propre culture et identité et celles de l'autre. »

Do you think that assigning a more important role to the target culture is needed? why?

“Yes, because it helps learners to acquire the foreign language and culture and to better understand the differences between their own culture and identity and those of the target language.”

The teacher believes that a more important role should be assigned to the target culture.

Participant two:

I. Background Information

Pouvez-vous nous parler de vous avant d'être scolarisé (origine, famille, travail des parents, etc.)?

« Origine de Jijel, de parents commerçants »

Can you tell us about you before attending school (origins, family, parents' jobs, etc)?

"I grew up in Jijel. My parents were tradespeople"

II. Language Learning

1. Avez-vous été exposé au français avant d'être scolarisé?

«Oui, a quatre j ai été a l école maternelle francise a Jijel qui a beaucoup façonné ma carrière »

Did you have any experience with English before attending school?

"Yes, when I was four years old I attended the French school which has shaped my career."

The teacher's experience with the French language in the French school has, according to him, shaped his career. Such a school would develop his abilities and representations of the French language and culture in general and affect him in a positive way.

2. Si oui, avez-vous pris conscience de son importance sociale dès le premier contact avec cette langue?

« Non, au premier contact, nous n'avions pas conscience de cela »

If yes, have you realized its social importance right from the first encounter with it?

"No, in the first encounter I did not realize its importance."

In his first encounter with the language, the teacher did not know about the social importance of French. As he said later, all what he remembers is that he loved his teacher so much and, hence, he was deeply motivated to learn the language”

3. Au primaire, avez-vous choisis d'apprendre le Français?

« Non, le choix c est les parents qui le font »

In the primary school, have you chosen English or you have been obliged to learn it?

“No, my parents chose French to me”

Though the teacher's parents chose French to be his first foreign language, the teacher was satisfied with this. Moreover, he did major in it at university.

4. Avez-vous eu des amis ou des parents qui maitrisaient le français?

« Non »

Have you had any friends or relatives who spoke French?

“No”

Despite the fact that the teacher had no friends or family members who could speak French, he was motivated to learn it and succeeded in his language learning process.

5. . En classe moyenne, avez-vous été intéressé par une seule langue au détriment de l'autre?

« De manière générale, on été intéressé par l'anglais aussi, plus que la langue arabe »

In the middle school, have you got interested in one language at the expense of the other?

“In general, I was interested in English more than Arabic”

The teacher stated that he was interested in English at the expense of Arabic. This entails that he considered French to be his first and main interest.

6. Si oui, quels étaient vos motifs (raisons) derrière cela?

« L'anglais surtout pour se prestige, sa réputation comme une langue internationale »

If yes, what were your motives (reasons) behind that?

“English because of its reputation as an international language”

The teacher realized the fact that English as, and is still, an international language.

However, being aware of this fact did not push him to neglect French. He was interested on both languages.

7. Étant exposé à l'anglais comme langue étrangère, votre compétence en français a-t-elle été affectée? Si oui, de quelle manière ?

« Non, il n' ya pas d'interférences »

Being exposed to English as another foreign language, has your proficiency in French been affected?

“No, there was no interference.”

Having a new experience with English, as another foreign language, did not affect the teacher' proficiency in French.

8. Pourquoi avez-vous choisi de vous spécialiser en langue française à l'université?

« C'est parce que avant l'université j'étais déjà professeur de français »

Why have you chosen to major in French at university?

“Because I was already a teacher of French”

The teacher has chosen French to major in because he was a teacher of French before coming to university. French would help and keep him in touch with his job.

9. Avez-vous rencontré des difficultés en passant du français en tant que matière (au primaire, en moyen et au secondaire) au français comme spécialité (à l'université)?

« Je n'ai pas connu cette situation »

Did you encounter any difficulties while shifting from English/French as a subject (in the primary, middle, and high school) to English/French as a major (at university)?

“I did not know this situation”

The teacher answered the question saying that he did not face this situation. However, he did not give any more details.

10. Quelles matières du curriculum universitaire avez-vous aimé et avez-vous participé le plus ? Pourquoi?

« Le vocabulaire »

Which modules of the university curriculum you liked and participated most and why?

“Vocabulary”

The teacher preferred and participated more in the modules that would enrich his vocabulary.

This entails that he was deeply motivated to learn the language and to acquire as much words as possible.

11. Y a-t-il une matière particulière que vous auriez aimé en avoir dans votre cursus universitaire ? Pourquoi ?

« Pas particulièrement »

Is there any specific module that you would have liked to study or to focus more on in your university studies?

“There is no particular one”

The teacher's answer entails that he was satisfied with the different aspects of the language included in the university curriculum included at the time.

12. Quel a été le domaine de votre recherche?

« Culture lexicale »

What was the field of your research?

“Lexical culture”

13. Quel est votre sujet de recherche à l'université ?

« L'enseignement du vocabulaire F.L.E »

What was the topic of your research?

“Teaching vocabulary in FLE”

14. Pourquoi avez-vous particulièrement choisi ce sujet?

« Il relève de mon domaine de travail »

Why have you particularly chosen this topic?

“It is related to my work”

The teacher chose to conduct his research on a topic that was related to his work. In this case, there was a kind of intrinsic motivation.

15. Quel(s) type(s) de media vous utilisez le plus dans vos études universitaires?

« Pas de media »

Have you relied on media progress in your studies?

“No media”

Though media was not available at the time, the teacher succeeded in learning the language.

III. Subjectivity

1. pensez vous que l'utilisation de français vous donne du prestige plus que les autres langues?

« Oui, je vis bien cette impression que le français donne plus de prestige que les autres langues »

Have you ever felt that using French is more prestigious than using other languages?

“Yes, I really have the impression that the use of French is more prestigious than other languages.”

The teacher has very positive representations about French. He thinks that using it is more prestigious than other languages.

2. Pensez-vous que l'utilisation du français vous donne l'impression d'être plus éduqué, plus cultivé ou plus intelligent

« Plus cultivé oui, plus éduqué ou intelligent non »

Do you think that the use of English makes you sound more educated, more cultured, or more intelligent?

“More cultured yes. More educated or intelligent, no”

The teacher thinks that using English makes him sound more cultured. This reflects his assumption that French is language of prestige. Such positive attitudes towards the language have, indeed, contributed to his success in learning the language.

3. Votre confiance en soi a-t-elle été affectée en apprenant et en enseignant le français ? Si oui, de quelle(s) manière(s)?

« Oui, parce que très jeune j'ai appris le français et, donc, ma formation culturelle et la construction de ma personnalité s'est fait à partir de la langue française »

Has your self-confidence been effected while learning and teaching English? If yes, in what way?

“Yes, because I acquired French in an early age and, hence, the construction of my personality and my cultural identity have been done through French”

Again, the teacher's answer reflects his very positive of English. He believes that due to the acquisition of French in a young age his self-confidence was very high. French gave him a very positive self image. Having less affected filter contributed the teacher's success in his career journey with English.

4. Généralement les adolescents ont le besoin d avoir une personnalité comme un modèle. Est-ce que c'était le cas avec vous?

« Oui, c'était le cas avec moi. Adolescent, c'était le modèle de film, le héros (Genève Robinson des Bois) »

Teenagers generally feel the need to model themselves after a role model, was it the case with you?

“Yes, it was the case with me. My role model was a hero of a movie; Gene Robinson des Bois”

5. Si oui, la maîtrise du français était-elle l'une des points forts de ce modèle?

« Oui, puisque tout se réalisé, se communiqué en français »

If so, was proficiency in English or French one of this model's strengths?

“Yes, because all was realized and communicated in French”

6. La période de lycée témoigne généralement d'une augmentation de la conscience de soi chez chaque élève, l'augmentation de la conscience de soi, vous a-t-elle conduit à une augmentation ou une diminution de votre désir d'apprendre le français?

« La conscience de soi a augmenté et a augmenté le désir d'apprendre le français »

The high school years witness generally an increase in self-awareness by each student, has the increase of self-awareness led to an increase or decrease in your desire to learn French?

“The increase of self-awareness raised my desire to learn French”

The teacher's increase of self awareness increased his desire to learn French.

7. Quelles qualités doit avoir un apprenant de français pour réussir à l'apprentissage de la langue?

« Aimer la langue, lire beaucoup dans la langue qu'il apprend »

What are the qualifications of a successful university language learner?

“Loving the language, and reading too much in it”

Loving and reading in the target language are, according to the teacher, of a crucial importance to succeed in the process of language learning

8. Pendant la communication, est ce que vous pensé directement en français ou dans d'autres langues (langue maternelle, anglais, etc.)?

« Oui, je pense directement en français »

While communicating, were your thoughts merely in English or in other languages (the mother tongue, English)?

“Yes, I think immediately in French”

The teacher thinks in French. This means that the language is a part of his identity?

9. Pensez-vous que la connaissance de la culture cible a contribué à votre succès en tant qu'apprenant du français?

« La culture de la langue cible est fondamentale pour l'apprentissage »

Do you think that learning about the target culture contributed to your success as a learner of French?

“The target culture is necessary for the learning”

The teacher realizes the crucial importance of the target culture in the success of the language learning process.

IV. Positioning

1. Comment décririez-vous la relation que vous avez eu avec vos professeurs de langue française?

« Bonne de manière générale »

How would you describe the relation you had with your language teachers?

“Good in a general way”

The teacher describes the relationship he had with his teachers as being good. He adds *de manière générale* to refer to specific teachers with whom his relationship was not good.

2. Dans les trois paliers de l'enseignement, vous souvenez-vous d'avoir un enseignant particulier qui a eu une influence importante sur votre apprentissage du français positivement ou négativement?

« M. Gali et madame Meziane(Algérienne) ont eu une influence qui ma marque pur toujours »

In the three phases, do you remember having a particular teacher who significantly impacted your language learning either in a positive or a negative way?

“Mr. Galli and Mrs. Mezene who have had a lasting influence on me”

The teacher answered the question positively; however, he did not give further details.

3. Comment vous décririez-vous en tant que professeur d'université?

« C'est un travail intéressant, qui ma convient »

How would you describe yourself as a university teacher?

“It is an interesting work that is convenient for me”

The teacher has high self-efficacy since he thinks working as a teacher is convenient for him.

4. Qu'est-ce qui vous marque en tant qu'un enseignant universitaire?

« Le désir d'être utile, et les relations avec les autres générations »

What affects the way you feel about yourself as a university teacher

“The desire to be used and the relationships with other generations”

The teacher's desire to help other and his relationships with other generations are what affect him as a university language teacher.

V. Motivation and investment

1. Avez-vous été satisfait de votre apprentissage (contact) avec la langue française en primaire? Pourquoi?

« Oui, parce que les instituteurs français étaient très compétant et corrects »

Were you satisfied with your primary school experience with the language? Why?

“Yes, because the French institutors were competent and serious”

The teacher is satisfied with his primary school experience. He believes he had the best investment in the language in this phase.

2. Comment évaluez-vous votre expérience en tant que chercheur du point de vue de l'apprentissage de la langue française ?

« C'était positive »

How would you evaluate your experience as a researcher?

“It was good”

The teacher's research has met his expectations. He used the word *positive* to show his satisfaction.

3. Comment évalueriez-vous généralement votre expérience d'apprentissage du français à l'université?

« C'était positive ».

How would you generally evaluate your learning experience at university?

“It was good”

The teacher use of the word *positive* entails understanding his is satisfied on his university language learning to a high extent. His experience met his expectations. He had great investment.

VI. Language and culture

1. Pensez-vous qu'il existe des différences essentielles entre votre propre culture (valeurs, croyances, attitudes, comportements, etc.) et celle des Français?

« Oui, dans certain domaines »

Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of French people?

“Yes, in some aspects”

The teacher realizes there are differences between his culture and that of French.

2. Dans quelle mesure (ou de quelle manière) pensez-vous que ces différences ont affecté le développement de votre compétence en langue française?

« Ces différences n'affectent pas le développement »

To what extent (or in what way) do you think those differences have affected the development of your proficiency in French?

“These differences did not affect the development”

The teacher thinks these differences did affect his proficiency in the language neither positively nor negatively.

3. Pensez-vous que la culture de la langue enseignée est suffisamment prise en considération dans le programme universitaire?

« Non, elle manque crucialement »

Do you think the target culture is significantly articulated in the university curriculum?

“Not, it is really missing”

The teacher thinks that the target culture is not sufficiently articulated in the university curriculum.

4. Pensez-vous qu'il faut attribuer un rôle plus important à la culture de la langue enseignée ? Pourquoi?

« Fondamentalement oui »

Do you think that assigning a more important role to the local culture of English/French is needed? Why?

“indeed”

The teacher insists in attributing a more important role to the target culture in the current university curriculum. His selection to the word *Fondamentalement* entails his dissatisfaction on the ignorance of the target culture in these curricula.

Participant three:

I. Background Information

Participant three is a French university teacher. She was raised as a normal child. She gives no farther information about her social class or about her family. the teacher's father spoke French fluently and she used to hear it most often before attending school.

II. Subjectivity

1. Votre confiance en soi a-t-elle été affectée en apprenant et en enseignant le français ? Si oui, de quelle(s) manière(s)?

« Oui, cela m'a permis de me surpasser et de communiquer facilement avec autrui. »

Has your self-confidence been effected while learning and teaching English? If yes, in what way?

“Yes, it allowed me to outperform and to easily communicate with others.”

The teacher feels that speaking the French language gives her more self-confidence because it allows her to communicate with others with no problems. she feels that this language helps her to outdo in her communication with others.

2. Quelles sont les compétences qui ont facilité pour vous l'apprentissage de la langue française?

« Le contact précoce avec cette langue »

What are the skills, abilities that have made learning the language easier for you?

“The early contact with this language.”

The teacher gives credit to her early contact with the language stating that it has facilitated learning language for her.

3. Comment décrivez-vous l'apprenant du français que vous étiez l'université ?

« Passionnée, motivée sérieuse et ambitieuse. »

How would you describe yourself as a university language learner?

“Passion, motivated, serious, and ambitious”

The teacher believes she was a good student. She describes herself as being a good student passion, motivated, serious and ambitious.

4. Comment vous décririez-vous en tant que professeur d'université?

« J'essaye de transmettre le savoir acquis mais tout en restant enseignante chercheuse »

How would you describe yourself as a university teacher?

“I try to convey knowledge but, above all, we all are always teachers who are still are searchers”

The teacher notes that, as a university teacher, she transmits the knowledge but she always reminds herself that she is still a researcher herself. This entails of her belief that learning a foreign language is a continuous process in which the individual keeps learning new things every day.

5. Qu'est-ce qui vous marque en tant qu'un enseignant universitaire ?

« Mon sérieux et mon dynamisme. »

What affects the way you feel about yourself as a university teacher?

“My seriousness and my dynamicity”

The teacher describes herself as being a serious and dynamic teacher. She believes that her ability to act properly is what makes her a good teacher

III. Positioning

1. Comment décrivez-vous la relation que vous avez eue avec vos professeurs de langue française ?

« Une relation basée sur l'intéressement et l'échange »

How would you describe the relation you had with your language teachers?

“A relationship based on interests and exchange.”

The teacher describes her relationship with her teachers as being a relationship based on interests and exchange. This leads us to conclude that the teacher believes the students benefits from their teacher's knowledge but this does not mean it is a one-way relationship; the teacher can benefit from his students as well.

2. Généralement les adolescents ont le besoin d avoir une personnalité comme un modèle. Est-ce que c'était le cas avec vous?

« Mon père »

3. Teenagers generally feel the need to model themselves after a role model, was it the case with you?

“My father”

4. As many adolescents, the teacher had a role model; her father.

Si oui, la maîtrise du français était-elle l'une des points forts de ce modèle?

« Relativement »

“If so, was proficiency in English or French one of this model’s strengths?”

“Relatively”

The teacher had a role model to follow. She mentions her father as being her role model in his teenage. She demonstrates that her father was not that good speaker of the French language. The teacher used of the term *relativement* to make reference on her father’s inability to speak the language fluently.

5. Croyez-vous que vos professeurs à l’université ont joué un rôle dans l’élaboration de vos représentation vis-à-vis de la langue cible?

«Oui beaucoup»

Do you believe your university teachers played a role in shaping your attitudes towards the language?

Yes, greatly

The teacher answers the question positively and uses the term *beaucoup* (very) to describe the level of her university teachers’ influence on her attitudes towards French, however she does not provide any farther explanation of how that was.

IV. Motivation and investment

1. Avez-vous été satisfait de votre apprentissage (contact) avec la langue française en primaire? Pourquoi?

« Oui, c’était déjà par rapport à l’enseignante, et même ma mère m’avait appris à lire et à écrire correctement »

Were you satisfied with your primary school experience with the language? Why?

“Yes, it was already in relation to the teacher, and even my mother had taught me to read and write correctly”

The teacher was satisfied with her investment in the primary school phase. She gives partial credits to her teachers but not all of it. She gives another part of the credits to her mother who taught her how to read and write correctly.

2. Pensez-vous avoir eu assez d'occasions de parler le français à l'intérieur et à l'extérieur de la classe ? Pourquoi?

« Non, parce qu'on ne parle pas couramment le français. »

Do you think you had enough chances to speak the language inside and outside the classroom and why?

“No, because we do not speak French for a long time.”

The teacher is obviously dissatisfied with her investment in speaking the language both outside and inside the classroom. She believes that she had little if any investment.

3. Quelles matières du curriculum universitaire avez-vous aimé et avez-vous participé le plus ? Pourquoi?

« Lecture critique – didactique des langues – linguistique : des disciplines qui interpellent à la fois une la description et l'analyse »

Which modules of the university curriculum you liked and participated most and why?

Critical reading - didactics of languages - linguistics: disciplines that challenge both description and analysis”

The teacher mentioned many modules in which she was satisfied with her investment in university. She explains that by referring to their importance in improving her description and analyses skills.

4. Comment évaluez-vous votre expérience en tant que chercheur du point de vue de l'apprentissage de la langue française ?

« Acceptable »

5. How would you evaluate your experience as a researcher?

“Acceptable”

The teacher describes her investment in the period of her research in the language using the term *acceptable* and she prefers to give no farther details.

6. Comment votre recherche a-t-elle contribué à vous préparer à votre carrière actuelle?

«En recherchant toujours les mêmes objectifs »

How did your research contribute to prepare you for your current career?

“We always conduct researches in the same subjects”

Her answer entails that her research keeps always helping her as a university teacher. She benefits greatly from her research because the same subjects are always researched

7. Comment évalueriez-vous généralement votre expérience d'apprentissage du français à l'université?

«Bonne »

How would you generally evaluate your learning experience at university?

“Good”

The teacher evaluates her investment in her experience as a language learner at university using the term *bonne* (good) and again she gives us no explanations of how good it was and what she means by saying good.

V. Imagined communities:

1. Pensez-vous que l'utilisation du français vous donne l'impression d'être plus éduqué, plus cultivé ou plus intelligent?

«Oui»

Do you think that the use of French makes you sound more educated, more cultured, or more intelligent?

“Yes”

The teacher's positive answer on the question reflects her positive representations towards French. This latter makes her feel that she is more, cultured, educated, and intelligent. She thinks of the target imagined community to be more cultured, educated, and intelligent.

VI. Language and culture:

1. Pensez-vous que la connaissance de la culture cible a contribué à votre succès en tant qu'apprenant du français ?

«Tout à fait»

Do you think that learning about the target culture contributed to your success as a learner of French?

“Of course.”

The teacher admits the need to learn about the target culture in second language acquisition. She uses the term *tout a fait* (of course) to emphasize the crucial importance of the target culture in the language learning process.

2. Pensez-vous qu'il existe des différences essentielles entre votre propre culture (valeurs, croyances, attitudes, comportements, etc.) et celle des Français?

«Bien évidemment»

Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of French people?

“Yes, indeed”

The teacher realises that there are differences between her own culture and that of the target language. For her, this is obvious?, it is understood from her that this differences are clear and obvious to anyone.

3. Dans quelle mesure (ou de quelle manière) pensez-vous que ces différences ont affecté le développement de votre compétence en langue française?

«L'usage en contexte, c'est-à-dire, le contact direct avec des français permet de saisir la langue et leur culture dans un même contexte : une association des éléments de la communication. »

To what extent (or in what way) do you think those differences have affected the development of your proficiency in French?

“The use in context, i.e. the direct touch with the French enables one to learn their language and culture in the same context; a link between the elements of communication.”

The teacher does not use a direct way to answer the question with reference to her. She uses a general way she demonstrates that the knowing those differences helps to learn both culture and language; that is to say, using the words in the right context.

4. Pensez-vous que la culture de la langue enseignée est suffisamment prise en considération dans le programme universitaire?

« Non »

Do you think that the target culture is sufficiently articulated in the university curriculum?

“No”

The teacher believes that the target culture is not sufficiently articulated in the university curriculum she simply gives the answer using the term *non* (no) without giving any farther explanations or details.

5. Pensez-vous qu'il faut attribuer un rôle plus important à la culture de la langue enseignée? Pourquoi?

«Oui, pour éviter le choc culturel»

Do you think that assigning a more important role to the target culture is needed? Why?

“Yes, to avoid the cultural chock”

The teacher believes that it is needed to give more importance to the target culture because it helps avoiding the cultural choc while using the target culture communicatively with native speakers.

3.2. Discussion of the results

Section one

The teachers' family environments were encouraging for them to learn the English language. Having no experience with the language before attending school did not affect their language learning process in a negative way. Getting exposed to French, as another foreign language, had no negative effects on the teachers' proficiency in English. In general, the increase of the teachers' self-awareness was accompanied by an increase of the desire to learn the English language in particular. Having English as a major, teachers have faced some difficulties as they learned the language in details and from different perspectives. For them, the main factors to succeed in learning the language were reading and loving the language.

The teachers recognize the value of English as an international language though its limited use in the Algerian context. They developed very positive representations towards the target language and culture. This has lessened the affective filter and motivated them to learn the language. Developing such positive attitudes towards the target imagined has, indeed, contributed to the teachers' success in learning the language. The teachers' ability to use English communicatively in different contexts and with different people seems to give the teachers high levels of self-confidence. This is because the use of English is more prestigious than the use of other language according to most of them though they related it to specific situations. Worthy to be mentioned is that all teachers have insisted on the role that teachers of the language play in shaping their learners' attitudes towards the language.

Getting advanced in their studies, the teachers' thoughts were in English. Moreover, one teacher stated that he thinks in English though he is not speaking it. The target language becomes an integrated part of the teachers' identities. Hence, an identity reconstruction is reached.

All teachers have agreed on the fact that the current university curricula do not include the target cultural components required to make a competent speaker of the language. The target language, according to them, is taught separately from its culture. Their answers reflect their dissatisfaction on the limited chances they had to communicate in English.

Section Two

As the case of teachers of English at Mohammed Seddik Ben Yahia University, teachers of French have developed very positive representations towards the target imagined community which has increased their motivation to learn French.

According to the teachers of French, being motivated to learn French, reading extensively, and, loving the language are the keys to success in SLA.

Though French enjoys a special status in Algeria and is used in other contexts rather than the classroom one, teachers expressed their dissatisfaction on the current university curricula saying that they do not tackle the cultural issues necessary to make a proficient speaker of the language who succeeds in dealing with the native speakers of French. This indicates that the teachers recognize the crucial importance of the target culture in achieving success in the target language learning.

Replying on the question of whether they think in French or in other languages, all teachers have answered positively. This indicates that the target language has become a part of their identities. Thus, as teachers of English, they have gone through a process of identity reconstruction.

Both university teachers of English and French tend to undergo the same changes as far as the relationship between identity and target language learning is concerned. Thus, though the difference in the intensity of exposure to the French culture, which is widely used in the

Algerian context, university teachers of French do not demonstrate higher levels of identity change in their language learning narratives if compared to the university teachers of English.

Based on the discussion of the results, both teachers of English and teachers of French tend to undergo the same changes in terms of the relationship between their identities and TL learning. Thus, the research hypothesis has been disconfirmed

3.3.Recommendations

As a result of this study, the following recommendations are highlighted:

- Syllabus designers, teacher educators, and decision makers should take into consideration the fact that the cultural dimension is of a crucial importance in both learning and teaching the language.
- Integrating culture in foreign language teaching raises student's cross cultural awareness. Hence, programs for training teachers to teach the target culture may be designed to achieve high levels of cultural awareness with focusing on preserving the students' cultural identity.
- These programs should focus on big "C" culture as well as small "c" culture.
- Working on language learners' representations through paying their attention to the positive sides of the target culture and language is the key for them to succeed in the language learning process.
- Teachers should keep their students involved in the learning process through giving them the chance to express themselves and taking into consideration their opinions and views about the perfect ways of presenting the lectures

Conclusion

This chapter is mainly concerned with the practical part. The results obtained show that both teachers of English and French experienced an identity reconstruction. In addition, they undergo the same changes. The data obtained show that teachers' representations of the two imagined communities affect their motivation to learn both the target language and culture in a positive way.

General Conclusion

After it had been dominated by “Cognitivism”, second and/or foreign language learning witnessed a shift towards the socio-cultural dimensions. Six alternative approaches emerged. Among these is the identity approach. According to Block (2007), the sociocultural context where second and/or foreign language acquisition takes place “shape [s] the development of second language mediated identities” (P.5). He added that “the FL context provides few [or no] opportunities for the emergence of significant new subject positions mediated by the TL”

The piece of research in hand is divided into three main chapters. The first two chapters are devoted to the theoretical part. The first one gives an overview about Algeria while the second one is devoted to different issues related to identity and foreign SLA. The third chapter is the practical part where interviews have been designed and distributed to teachers of English and the same version was translated into French and distributed to three teachers of French in the faculty of letters and foreign languages at Mohammed Seddik Ben Yahia.

The findings of the teachers' interviews showed that identities of both teachers of French and English have seen a shift after embarking on learning, and later teaching, the two languages. Hence, the data obtained disconfirmed Block's hypothesis which claims that identity change in a foreign language context does not take place. The change of teachers' identities may be explained by exposure to the cultural components included in the courses. The Algerian learners of both English and French undergo the same differences as far as the interconnection between language and identity is concerned. The data obtained, hence, disconfirmed the research hypothesis.

The findings gathered from this study also demonstrated that both teachers of English and French develop very positive representations about the target language communities. This positively affects their language proficiency in the sense that they get highly motivated to

learn the target language. The findings also revealed that the cultural components in the course of both English and French courses are very poor. Both courses of English and French do not allow the learners of both languages to go deeper in the target culture. As a result, these learners are incompetent in attaining successful interaction with the native speakers of the target languages they are learning.

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APPENDIX

Appendix A

Interview of English Teachers

1. Can you tell us about you before attending school (origins, family, parents' jobs, etc)?
2. Did you have any experience with English/French before attending school?
3. If yes, have you realized its social importance right from the first encounter with it?
4. Have you ever felt that using English is more prestigious than using other languages?
5. Do you think that the use of English makes you sound more educated, more cultured, or more intelligent?
6. Has your self-confidence been affected while learning and teaching English? If yes, in what way?
7. In the primary school, have you chosen English or you have been obliged to learn it?
8. (In case the teacher answers positively on the previous question) Why have you chosen English and not French?
9. Were you satisfied with your primary school experience with the language? Why?
10. Have you had any friends or relatives who spoke English?
11. In the middle school, have you got interested in one language at the expense of the other?
12. If yes, what were your motives (reasons) behind that?
13. Being exposed to French, as another foreign language, has your proficiency in English been affected? If so, how was that?
14. How would you describe the relation you had with your language teachers?
15. In the three phases, do you remember having a particular teacher who significantly impacted your language learning either in a positive or a negative way?
16. What are the skills, abilities that have made learning the language easier for you?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

17. Teenagers generally feel the need to model themselves after a role model, was it the case with you?
18. If so, was proficiency in English or French one of this model's strengths?
19. The high school years witness generally an increase in self-awareness by each student, has the increase of self-awareness led to an increase or decrease in your desire to learn English?
20. Why have you chosen to major in English at university while your sister has chosen French to major in?
21. Did you encounter any difficulties while shifting from English as a subject (in the primary, middle, and high school) to English as a major (at university)?
22. How would you describe yourself as a university language learner?
23. How would you define a successful language learner?
24. What affected the way you felt about yourself as language learner?
25. Do you think you had enough chances to speak the language inside and outside the classroom and why?
26. While communicating, were your thoughts merely in English or in other languages (the mother tongue, French, etc)?
27. In this phase, how did you manage to cope with the transition between the three languages: French, English, and Arabic?
28. Do you think that learning about the target culture contributed to your success as a learner of English?
29. Do you believe your university teachers played a role in shaping your attitudes towards the target language?
30. Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of English people?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

31. To what extent (or in what way) do you think those differences have affected the development of your proficiency in English?
32. Which modules of the university curriculum you liked and participated most and why?
33. Is there any specific module that you would have liked to study or to focus more on in your university studies?
34. What was the field of your research?
35. What was your topic of research?
36. Why have you particularly chosen this topic?
37. How would you evaluate your experience as a researcher?
38. How did your research contribute to prepare you for your current career?
39. How would you generally evaluate your learning experience at university?
40. Have you relied on media progress in your studies? If so, to what extent was this significant for your proficiency in English?
41. How would you describe yourself as a university teacher?
42. What affects the way you feel about yourself as a university teacher?
43. Do you think the mother tongue culture is significantly articulated in the university curriculum?
44. Do you think that assigning a more important role to the target culture is needed? Why?

Appendix B

Interview of French Teachers

1. Pouvez-vous nous parler de vous avant d'être scolarisé (origine, famille, travail des parents, etc.)?
2. Avez-vous été exposé au français avant d'être scolarisé?
3. Si oui, avez-vous pris conscience de son importance sociale dès le premier contact avec cette langue?
4. Pensez-vous que l'utilisation de français vous donne du prestige plus que les autres langues?
5. Pensez-vous que l'utilisation du français vous donne l'impression d'être plus éduqué, plus cultivé ou plus intelligent?
6. Votre confiance en soi a-t-elle été affectée en apprenant et en enseignant le français ? Si oui, de quelle(s) manière(s)?
7. Au primaire, avez-vous choisi d'apprendre le Français?
8. (Si l'enseignant répond positivement à la question précédente) Pourquoi avez-vous choisi le français et non pas l'anglais?
9. Avez-vous été satisfait de votre apprentissage (contact) avec la langue française en primaire? Pourquoi?
10. Avez-vous eu des amis ou des parents qui maîtrisaient le français?
11. En classe moyenne, avez-vous été intéressé par une seule langue au détriment de l'autre?
12. Si oui, quels étaient vos motifs (raisons) derrière cela?
13. Étant exposé à l'anglais comme langue étrangère, votre compétence en français a-t-elle été affectée? Si oui, de quelle manière ?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

14. Comment décririez-vous la relation que vous avez eu avec vos professeurs de langue française?
15. Dans les trois paliers de l'enseignement, vous souvenez-vous d'avoir un enseignant particulier qui a eu une influence importante sur votre apprentissage du français positivement ou négativement?
16. Quelles sont les compétences qui ont facilité pour vous l'apprentissage de la langue française?
17. Généralement les adolescents ont le besoin d'avoir une personnalité comme un modèle. Est-ce que c'était le cas avec vous?
18. Si oui, la maîtrise du français était-elle l'une des points forts de ce modèle?
19. La période de lycée témoigne généralement d'une augmentation de la conscience de soi chez chaque élève, l'augmentation de la conscience de soi, vous a-t-elle conduit à une augmentation ou une diminution de votre désir d'apprendre le français?
20. Pourquoi avez-vous choisi de vous spécialiser en langue française à l'université?
21. Avez-vous rencontré des difficultés en passant du français en tant que matière (au primaire, en moyen et au secondaire) au français comme spécialité (à l'université)?
22. Comment vous décrivez l'apprenant du français que vous étiez l'université ?
23. Quelles qualités doit avoir un apprenant de français pour réussir à l'apprentissage de la langue?
24. Qu'est-ce qui vous a marqué le plus comme apprenant de français?
25. Pensez-vous avoir eu assez d'occasions de parler le français à l'intérieur et à l'extérieur de la classe ? Pourquoi?
26. Pendant la communication, est-ce que vous pensez directement en français ou dans d'autres langues (langue maternelle, anglais, etc.)?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

27. Actuellement, comment avez-vous réussi à faire face à la transition entre les trois langues: français, anglais et arabe?
28. Pensez-vous que la connaissance de la culture cible a contribué à votre succès en tant qu'apprenant du français?
29. Croyez-vous que vos professeurs à l'université ont joué un rôle dans l'élaboration de vos représentations vis-à-vis de la langue cible?
30. Pensez-vous qu'il existe des différences essentielles entre votre propre culture (valeurs, croyances, attitudes, comportements, etc.) et celle des Français?
31. Dans quelle mesure (ou de quelle manière) pensez-vous que ces différences ont affecté le développement de votre compétence en langue française?
32. Quelles matières du curriculum universitaire avez-vous aimé et avez-vous participé le plus ? Pourquoi?
33. Y a-t-il une matière particulière que vous auriez aimé en avoir dans votre cursus universitaire ? Pourquoi ?
34. Quel a été le domaine de votre recherche?
35. Quel a été votre sujet de recherche à l'université ?
36. Pourquoi avez-vous particulièrement choisi ce sujet?
37. Comment évaluez-vous votre expérience en tant que chercheur du point de vue de l'apprentissage de la langue française ?
38. Comment votre recherche a-t-elle contribué à vous préparer à votre carrière actuelle?
39. Comment évalueriez-vous généralement votre expérience d'apprentissage du français à l'université?
40. Quel(s) type(s) de médias utilisez le plus dans vos études universitaires?
41. Comment vous décririez-vous en tant que professeur d'université?
42. Qu'est-ce qui vous marque en tant qu'enseignant universitaire?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

43. Pensez-vous que la culture de la langue enseignée est suffisamment prise en considération dans le programme universitaire?

44. Pensez-vous qu'il faut attribuer un rôle plus important à la culture de la langue enseignée ?

Pourquoi?

Appendix C

A Sample Interview of a Teacher of English

1. Can you tell us about you before attending school (origins, family, parents' jobs, etc)?

“Well, I come from a modest family. My father is a farmer and my mother is a housewife. We grew up in a “one big family”. Indeed, being raised in a big family has had very positive effects on my personality.”

2. Did you have any experience with English/French before attending school?

“Not at all. Neither English nor French was used in the place (the family, the neighborhood) where I grew up. So, I had no experience with these languages.”

3. If yes, have you realized its social importance right from the first encounter with it?

4. Have you ever felt that using French/English is more prestigious than using other languages?

“Sometimes, particularly when hearing famous persons speaking in these languages.”

5. Do you think that the use of French/English makes you sound more educated, more cultured, or more intelligent?

“Not really. Generally, I do not use these languages unless the person I speak with uses them him/herself. This makes me feel confident and as educated, cultured, intelligent as him/her.”

6. Has your self-confidence been effected while learning and teaching French/English? If yes, in what way?

“Of course. Being able to speak French/English raised my self-confidence. I feel confident and not shy or nervous when being addressed in one of these languages”.

7. In the primary school, have you chosen English/French or you have been obliged to learn it? “Actually, I didn't choose, my family did.”

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

8. (In case the teacher answers positively on the previous question) Why have you chosen English/French and not French/English?
9. Were you satisfied with your primary school experience with the language? Why?
“I was very satisfied. I enjoyed learning English so much. Because studying English at the primary school was a new thing in the Algerian context that time, very few students chose to study it instead of French. This made us (these few students) feel different and somehow special.”
10. Have you had any friends or relatives who spoke English/French?
“You mean in the primary school? French, yes; but not English”.
11. In the middle school, have you got interested in one language at the expense of the other?
“No, indeed, we started studying French in the middle school, and I got interested in this language but not at the expense of the English one.”
12. If yes, what were your motives (reasons) behind that?
13. Being exposed to English/French, as another foreign language, has your proficiency in French/English been affected? If so, how was that?
“No. being exposed to French hasn't affected my proficiency in English.”
14. How would you describe the relation you had with your language teachers?
I had a very good relation with my language teachers, I loved them and I respected them very much and they loved me as I was a good and a serious student.
15. In the three phases, do you remember having a particular teacher who significantly impacted your language learning either in a positive or a negative way?
“My teacher of English in the primary school had a very positive impact on me. The way she taught us made us love the English language and enjoy learning it.”
16. What are the skills, abilities that have made learning the language easier for you?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

"I can't specify a skill or an ability, may be the ability to memorize and to recall what I learn."

17. Teenagers generally feel the need to model themselves after a role model, was it the case with you?

"No. I didn't really have a role model. All I wanted is to be able to speak in English."

18. If so, was proficiency in English or French one of this model's strengths?

19. The high school years witness generally an increase in self-awareness by each student, has the increase of self-awareness led to an increase or decrease in your desire to learn English/French?

"Indeed, it increased my desire to learn the language."

20. Why have you chosen to major in English/French at university while your sister has chosen French to major in?

"Because I like this language, I enjoy learning it, I chose to major in it."

21. Did you encounter any difficulties while shifting from English/French as a subject (in the primary, middle, and high school) to English/French as a major (at university)?

"Yes, as a subject, we studied just the basics, so it wasn't difficult. But as a major, we dealt with the different aspects of the language in detail; grammar, phonetics, vocabulary, etc."

22. How would you describe yourself as a university language learner?

"I consider myself a successful language learner."

23. How would you define a successful language learner?

"For me, a successful language learner is one who is motivated to learn the language, who constantly practices and seeks out opportunities to use the language, who is willing to make mistakes and learn from his/her mistakes, and who is self-confident."

24. What affected the way you felt about yourself as language learner?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

“Success in my studying career.”

25. Do you think you had enough chances to speak the language inside and outside the classroom and why?

“Inside, yes. But outside, not really. We used to speak with each other, but not with native speakers.”

26. While communicating, were your thoughts merely in French/English or in other languages (the mother tongue, English/French)? “Generally, in English.”

27. In this phase, how did you manage to cope with the transition between the three languages: French, English, and Arabic?

“It wasn't a difficult task simply because my use of French and English was restricted to particular situations.”

28. Do you think that learning about the target culture contributed to your success as a learner of English/French?

“Yes, because language and culture are interrelated. We can't succeed in learning a language without learning about its culture.”

29. Do you believe your university teachers played a role in shaping your attitudes towards the target language? “Yes, they did.”

30. Do you think there are essential differences between your own culture (values, beliefs, attitudes, behaviors, etc) and that of English/French people?

“Of course. There are differences in beliefs, habits, traditions, behaviours , etc.”

31. To what extent (or in what way) do you think those differences have affected the development of your proficiency in English/French?

“Being aware of these differences enables the learner to use the appropriate language in the appropriate situation.”

32. Which modules of the university curriculum you liked and participated most and why?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

“Oral expression because we had the opportunity to practice the language, TEFL because it was about teaching which I like so much, and Issues in culture because we learnt about the target culture”.

33. Is there any specific module that you would have liked to study or to focus more on in your university studies?

“Yes, issues in culture. We studied it just for one year.”

34. What was the field of your research?

“TEFL”

35. What was your topic of research?

“Evaluating the Target Culture Component in English Secondary School Course books”

36. Why have you particularly chosen this topic?

“I was a teacher at the secondary school and these coursebooks were the main teaching materials used. I noticed that they do not represent the target language culture adequately, so I decided to deal with this issue.”

37. How would you evaluate your experience as a researcher?

“It is somehow a good experience.”

38. How did your research contribute to prepare you for your current career?

“I learned more about the target language culture and about the relation between language and culture. Now as a teacher, I try (sometimes) to teach my students about the target culture sometimes implicitly sometimes explicitly.”

39. How would you generally evaluate your learning experience at university?

“Actually, I am satisfied of my learning experience at university. I chose a field which I really like, and I succeeded in it.”

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

40. Have you relied on media progress in your studies? If so, to what extent was this significant for your proficiency in the language (either English or French)? “No”
41. How would you describe yourself as a university teacher?
“I can't really evaluate myself. What I can say is that I am a serious teacher who tries always to do her best.”
42. What affects the way you feel about yourself as a university teacher
“Getting specialized in the language”
43. Do you think the mother tongue culture is significantly articulated in the university curriculum? “No, not at all. It's totally neglected in the university curriculum.”
44. Do you think that assigning a more important role to the target culture is needed?
Why? “Indeed, because it is the secret of success in the target language”

Appendix D

Sample Interview of a Teacher of French

1. Pouvez-vous nous parler de vous avant d'être scolarisé (origine, famille, travail des parents, etc.)?

« Origine de Jijel, de parents commerçants »

2. Avez-vous été exposé au français avant d'être scolarisé?

« Non, mais à quatre j'ai été à l'école maternelle française à Jijel, rue de la Guillatière qui a beaucoup façonné ma carrière »

3. Si oui, avez-vous pris conscience de son importance sociale dès le premier contact avec cette langue?

« Non, au premier contact, jeunes, nous n'avions pas conscience de cela »

4. Pensez-vous que l'utilisation de français vous donne du prestige plus que les autres langues?

« Oui, je vis bien cette impression que le français donne plus de prestige que les autres langues »

5. Pensez-vous que l'utilisation du français vous donne l'impression d'être plus éduqué, plus cultivé ou plus intelligent

« Plus cultivé oui, plus éduqué ou intelligent non »

6. Votre confiance en soi a-t-elle été affectée en apprenant et en enseignant le français ? Si oui, de quelle(s) manière(s)?

Oui, parce que très jeune j'ai appris le français et mes lectures et, donc, ma formation culturelle et la construction de ma personnalité s'est fait à partir de la langue française

7. Au primaire, avez-vous choisi d'apprendre le Français?

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

« Non, le choix c'est les parents qui le font »

8. (Si l'enseignant répond positivement à la question précédente) Pourquoi avez-vous choisi le français et non pas l'anglais?

9. Avez-vous été satisfait de votre apprentissage (contact) avec la langue française en primaire? Pourquoi?

Oui, parce que les instituteurs français étaient très compétent et corrects

10. Avez-vous eu des amis ou des parents qui maîtrisaient le français?

« Non »

11. En classe moyenne, avez-vous été intéressé par une seule langue au détriment de l'autre?

« De manière générale, on été intéressé par l'anglais aussi, plus que la langue arabe »

12. Si oui, quels étaient vos motifs (raisons) derrière cela?

« L'anglais surtout pour se prestige, sa réputation comme une langue internationale »

13. Étant exposé à l'anglais comme langue étrangère, votre compétence en français a-t-elle été affectée? Si oui, de quelle manière ?

« Non, il n'y a pas d'interférences »

14. Comment décririez-vous la relation que vous avez eu avec vos professeurs de langue française?

« Bonne de manière générale »

15. Dans les trois paliers de l'enseignement, vous souvenez-vous d'avoir un enseignant particulier qui a eu une influence importante sur votre apprentissage du français positivement ou négativement?

« M. GALI et madame Meziane (Algérienne) ont eu une influence qui ma marque pur toujours »

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

16. Quelles sont les compétences qui ont facilité pour vous l'apprentissage de la langue française?

« La lecture »

17. Généralement les adolescents ont le besoin d'avoir une personnalité comme un modèle. Est-ce que c'était le cas avec vous?

« Oui, c'était le cas avec moi. Adolescent c'était le modèle de film, le héros (Genève Robinson des Bois) »

18. Si oui, la maîtrise du français était-elle l'une des points forts de ce modèle?

« Oui, puisque tout se réalisait, se communiqué en français »

19. La période de lycée témoigne généralement d'une augmentation de la conscience de soi chez chaque élève, l'augmentation de la conscience de soi, vous a-t-elle conduit à une augmentation ou une diminution de votre désir d'apprendre le français?

« La conscience de soi a augmenté et a augmenté le désir d'apprendre le français »

20. Pourquoi avez-vous choisi de vous spécialiser en langue française à l'université?

C'est parce que avant l'université j'étais déjà professeur de français

21. Avez-vous rencontré des difficultés en passant du français en tant que matière (au primaire, en moyen et au secondaire) au français comme spécialité (à l'université)?

« Je n'ai pas connu cette situation »

22. Comment vous décrivez l'apprenant du français que vous étiez à l'université ?

« Bon »

23. Quelles qualités doit avoir un apprenant de français pour réussir à l'apprentissage de la langue?

« Aimer la langue, lire beaucoup dans la langue qu'il apprend »

24. Qu'est-ce qui vous a marqué le plus comme apprenant de français?

(The teacher has provided no answer)

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

25. Pensez-vous avoir eu assez d'occasions de parler le français à l'intérieur et à l'extérieur de la classe ? Pourquoi?

« Oui, parce que généralement notre génération communique beaucoup en français »

26. Pendant la communication, est-ce que vous pensez directement en français ou dans d'autres langues (langue maternelle, anglais, etc.)?

« Oui, je pense directement en français »

27. Actuellement, comment avez-vous réussi à faire face à la transition entre les trois langues: français, anglais et arabe?

(The teacher has provided no answer)

28. Pensez-vous que la connaissance de la culture cible a contribué à votre succès en tant qu'apprenant du français?

La culture de la langue cible est fondamentale pour l'apprentissage

29. Croyez-vous que vos professeurs à l'université ont joué un rôle dans l'élaboration de vos représentations vis-à-vis de la langue cible?

« Non, j'étais déjà adulte »

30. Pensez-vous qu'il existe des différences essentielles entre votre propre culture (valeurs, croyances, attitudes, comportements, etc.) et celle des Français?

« Oui, dans certains domaines »

31. Dans quelle mesure (ou de quelle manière) pensez-vous que ces différences ont affecté le développement de votre compétence en langue française?

« Ces différences n'affectent pas le développement »

32. Quelles matières du curriculum universitaire avez-vous aimées et avez-vous participé le plus ? Pourquoi?

« Les modules de lexique, le vocabulaire »

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

33. Y a-t-il une matière particulière que vous auriez aimé en avoir dans votre cursus universitaire ? Pourquoi ?

Pas particulièrement

34. Quel a été le domaine de votre recherche ?

Culture lexicale

35. Quel est votre sujet de recherche à l'université ?

L'enseignement du vocabulaire F.L.E

36. Pourquoi avez-vous particulièrement choisi ce sujet ?

Il relève de mon domaine de travail

37. Comment évaluez-vous votre expérience en tant que chercheur du point de vue de l'apprentissage de la langue française ?

C'était positif

38. Comment votre recherche a-t-elle contribué à vous préparer à votre carrière actuelle ?

J'étais déjà en carrière durant mes recherches

39. Comment évalueriez-vous généralement votre expérience d'apprentissage du français à l'université ?

C'était positif

40. Quel(s) type(s) de médias utilisez le plus dans vos études universitaires ?

Pas de médias

41. Comment vous décririez-vous en tant que professeur d'université ?

C'est un travail intéressant, qui me convient

42. Qu'est-ce qui vous marque en tant qu'enseignant universitaire ?

Le désir d'être utile, et les relations avec les autres générations

UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR IDENTITIES

43. Pensez-vous que la culture de la langue enseignée est suffisamment prise en considération dans le programme universitaire?

Non, elle manque crucialement

44. Pensez-vous qu'il faut attribuer un rôle plus important à la culture de la langue enseignée ?

Pourquoi?

Fondamentalement oui

Résumé

L'objectif principal de la réalisation de l'étude actuelle est de déterminer s'il existe des différences significatives entre les enseignants du français et les enseignants de l'anglais en termes de relation entre l'identité et la langue cible. L'hypothèse de cette recherche indique que les enseignants du français subiront des différences significatives en termes d'identité et de langue cible par rapport aux enseignants d'anglais en raison de leur exposition à la culture cible. Cette recherche suit une méthodologie transversale pour étudier l'évolution des représentations des enseignants des communautés imaginaires française et anglaise et leurs effets sur la motivation des enseignants à apprendre ces langues. Les données sont collectées par l'entremise de six professeurs d'université à Mohammed Seddik Ben Yahia université de Jijel; Dont trois sont d'anglais, les autres sont des enseignants du français. L'analyse des entretiens des enseignants a réfuté l'hypothèse de recherche.

ملخص:

الدراسة الحالية تهدف للتحقيق فيما إذا كانت هناك فروق واضحة بين أساتذة اللغة الفرنسية و أساتذة اللغة الإنجليزية من حيث العلاقة بين الهوية واللغة المستهدفة . فرضية هذا البحث تزعم أن أساتذة اللغة الفرنسية سيخضعون لاختلافات كبيرة فيما يتعلق بالعلاقة بين الهوية واللغة المستهدفة مقارنة بأساتذة اللغة الإنجليزية و ذلك بسبب تعرضهم للثقافة المستهدفة على نطاق واسع . تتبع الدراسة منهجية بحث عبر الأطوار لمتابعة تطور تمثيل الأساتذة الجامعيين للمجتمعات المتخيلة الفرنسية والانجليزية وأثارها على دافعهم لتعلم هاتين اللغتين. يتم جمع البيانات من خلال إجراء مقابلات مع ست أساتذة جامعيين في محمد صديق بن يحيى بجيجل. ثلاثة منهم أساتذة مختصون بلغة الإنجليزية، و الثلاثة الآخرون أساتذة مختصون في اللغة الفرنسية. نتائج لدراسة فندت فرضية البحث.