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**Investigating the Influence of English Streaming Platforms on EFL
Learners' Academic Identity**

The Case of Third Year EFL license Students at Ibn Khaldoun University

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Didactics**

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Dedication

This work is dedicated to all our family members, teachers, friends and all who helped in achieving this work.

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Abstract

This study investigates the influence of English streaming platforms on EFL learners' identities. In addition, it focuses on the changes that appear in the student's attitude and behavior, along with their academic identity, which is concerned with how students manage the educational environment. In this context, to examine the hypothesis assumed that streaming media has a significant effect on learners' identities, a questionnaire was distributed to third-year license students, and an interview was conducted with teachers at the department of English Tiaret University. It was advantageous to combine a questionnaire with an interview in order to optimize the use of both quantitative and qualitative data. An SPSS was used to examine the data collected. The findings showed an impact of the media on many aspects of the learners' sense of self and academic identity. The results show that the participants had a positive effect on how the media was used, and it was suggested that integrating streaming platforms into EFL classrooms would be a good way to teach the language.

Keywords: English streaming platforms, educational environment, identity, academic identity.

List of Tables

Table 1. English Streaming Platforms make Learners' Reliance on Electronic Mediums.....	54
Table 2. Learners Feel at Ease When Using Slang.....	57
Table 3. Watching Movies and Video Clips Enhance Learners' Listening Skills.....	59
Table 4. Learners Believe in Movies Having Moral Values.....	64

List of Figures

Figure1.The Streaming Service that has the Most Subscriptions.....	12
Figure2. Social Identity by Henry Tajfel, 1979.....	32
Figure3. The learners’ Gender.....	46
Figure 4. The learners’ Age.....	46
Figure 5. English streaming platforms are an integral part of students.....	47
Figure 6. English Streaming Platforms Can Make your Learning Easier.....	48
Figure 7. English Streaming Platforms Can Foster your Communicative Skills.....	48
Figure 8. English Streaming Platforms Provide Authentic Exposure to the Language.....	49
Figure 9. English Streaming Platforms Develop Learners' Linguistic Competencies.....	50
Figure 10. English Streaming Platforms Help Build an Academic Identity for EFL Learners.....	50
Figure 11. English Platforms Negatively Impact Academic Achievements.....	51
Figure 12. Learners Use Slang when Speaking English.....	52
Figure 13. Learners Use Abbreviations and Shortcuts in Writing.....	52
Figure 14. Time Spent Online Cannot Compare to Time Spent Reading.....	53
Figure 15. Streaming Platforms Disrupt Students from their Studies.....	54
Figure 16. Learners Practice the Culture in the Series they Watch.....	55
Figure 17. English Streaming Platforms Impact the Mother Tong and Culture.....	55
Figure 18. English Programs Meet the earners’ Needs and Interests.....	56
Figure 19. English Streaming Platforms Made Learners Confident in Communicating.....	57
Figure 20. The Primary Purpose of Students’ Online Activities is to Satisfy their Interests.....	58
Figure 21. Learners' Values are Likely to Change because of the Media.....	59
Figure 22. Learners are interested in learning about other Cultures.....	60

Figure 23. English Movies Improve the Knowledge of Using the Language in Different Contexts.....	61
Figure 24. English Streaming Services Bring a Change in Learners' Behavior.....	62
Figure 25. EFL learners Absorb the Western Cultures.....	62
Figure 26. Westernization has Affected Learners' Morality and Sense of Identity.....	63
Figure 27. Learners Get Confused between their Culture and other Cultures	64

Abbreviations

ICTs: Information and Communication Technology Services

EFL: English as a Foreign language

IM: Instant Message

SLA: Second-language Acquisition

SNSs: Social Networking Sites

Table of Contents

Dedication.....	1
Acknowledgments.....	2
Abstract.....	3
List of Tables	4
List of Figures	5
List of Abbreviations.....	7
General Introduction.....	8
CHAPTER 1: AN OVERVIEW OF STREAMING PLATFORMS	
1. Introduction.....	10
2. Understanding Digital Media.....	10
3. Types of English Streaming Platforms.....	11
3.1 Netflix.....	11
3.2 Movies.....	13
3.2.1 The Influence of Movies	14
3.2.2 Motivation.....	15
3.2.3 Cultural Awareness.....	15
3.2.4 Attitude and Behavior.....	16
3.3 YouTube.....	16
3.4 Music.....	17
3.5 Social Media Platforms.....	18
3.6 Video Games.....	20
3.7 TED Talk.....	21
3.8 Blogs.....	22

4. The Media Influence.....	22
5. Integrating Streaming Services among EFL Classrooms	23
5.1 World Englishes.....	25
6. Conclusion.....	26

CHAPTER 2: COMPREHENDING IDENTITIES AND CULTURE

1. Introduction.....	27
2. Globalization and Culture.....	27
3. Intercultural Competence.....	28
3.1 Elements of Intercultural Competence by Byram.....	29
4. Identity.....	29
5. Identity in the Digital Age.....	31
6. Social Identity.....	31
7. Cultural Identity.....	32
8. Intercultural Identity.....	34
9. Intercultural Personhood.....	34
10. Academic Identity	35
11. Identity Reconstruction.....	36
12. Understanding Identity in Social Media and Language Learning.....	37
13. Benefits of Streaming Services.....	37
13.1 Positive Influence on Identity.....	37
13.2 Positive Influence on Linguistics.....	38
13.3 Positive Influence on Writing and Speaking.....	39

- 14. Drawbacks of Streaming Services..... 40
 - 14.1 Negative Influence on Writing..... 40
 - 14.2 Negative Influence on Spelling..... 41
- 15. Conclusion.....41

CHAPTER 3: METHODOLOGY, RESULTS, AND DISCUSSION

- 1. Introduction.....42
- 2. Research Design.....42
- 3. Participants and Setting..... 42
 - 3.1 Students..... 42
 - 3.2 Teachers.....43
- 4. The Purpose of the Study..... 43
- 5. Research Questions.....43
- 6. Research Hypotheses..... 44
- 7. The Research Instruments..... 44
 - 7.1 Students Questionnaire.....44
 - 7.1.1 Choice of the Method.....45
 - 7.1.1.1 Likert Scale Questions (Quantitative) 45
 - 7.1.1.2 Open-ended (Qualitative)..... 45
 - 7.2 Teachers’ Interview..... 45
- 8. Method of Data Collection..... 45
 - 8.1 Methods of Data Analysis 45
- 9. Research Procedure 46

10. The Discussions of the Results.....	46
10.1 Students' Questionnaire Results.....	46
10.2 Teachers' Interview Results.....	67
11. Limitations.....	70
12. Recommendations.....	71
13. Conclusion	71
General Conclusion.....	72
References.....	75
Appendices.....	80
Appendix A. Students' Questionnaire.....	80
Appendix B. Teachers' Interview Questions.....	82
Appendix C. SPSS results	83

General Introduction

For many individuals, streaming services have become an integral part of staying on top of their favorite programs and records. Although these services have become a vital component of many learners' English language learning experiences, they have also provided a way to interact with the language more often. Moreover, introducing English streaming platforms in the EFL (English as a Foreign Language) classroom has enabled teachers to digitally assist their students by utilizing them as an innovative teaching tool. Their integration has profoundly altered the way students are taught and assessed.

These platforms give a more authentic experience and help students become more involved in the language and their studies, which, in turn, may help them retain more. On the other hand, streaming services can affect students' behavior and change their sense of self-identity.

Because streaming platforms usually have a worldwide reach and offer streamlined educational experiences, the effect of English digital services on EFL learners' identities is an essential and exciting issue. The ability for learners to be exposed to a diverse range of materials and languages from cultures all over the world makes it easier for them to develop an identity as social beings. In addition, according to (Pavlenko & Lantolf, 2000), "Foreign language acquisition involves more than just memorizing the language's rules of grammar, vocabulary, and phonology." Moreover, it involves a "reconstruction of self." Consequently, forming one's self-identity has been a significant focus in the social and human sciences. Identity studies have extended worldwide and resulted in substantial variations when referring to an identity, such as social, personal, national, ethnic, religious, professional, ideological, and intellectual identity. The contexts in which these variants interact with one another are used to identify them. Generally speaking, one's identity is defined in terms of personality, social interactions, and roles in society (Leary & Tangney, 2012). Having a sense of who a person is and how he fits into his community makes him who he is. This is why it can be said that the same processes that happen in a larger society can also occur in its sub-societies, which are smaller groups of people.

Despite their advantages, these English streaming platforms have resulted in a kind of overuse and addiction among students, which has resulted in a shift in their behavior, sense of identity, and academic performance. Few researchers have previously researched the impact of English

streaming services on learners' identities and have endeavored to determine the most suitable solutions to this problem. There have been some issues with current studies on this phenomenon, and it has also attracted the interest of several other researchers.

The purpose of this study is to explore the impact of English streaming platforms on the identity of EFL learners. The second goal is to find out if teachers know about this access and, if they do, what they think it means for their students' identities.

Two groups of people participating were involved in the study. For the study, a descriptive survey was given to license students at Ibn Khaldoun University in Tiaret, and a semi-structured interview was given to nine instructors at the same department.

The results obtained from this investigation were achievable. Therefore, this study emphasizes the relationship between identity and streaming services. As a result, this research focuses on the link between identity and streaming services and the many ways the word identity has been used and investigated in Second Language Acquisition. Because the learner's motivational sphere, a conscious, engaged attitude toward learning a foreign language, and the desire to do so are all essential parts of building the learner. Furthermore, the investigation intends to provide teaching practices that could accommodate EFL learners' multiple identities. As Boxer and Cortes-Conde (2000) point out, adjusting learner identities in the classroom has significant implications for English language learners' language skills.

Chapter One:
An Overview of Streaming
Platforms

1. Introduction

The paper at hand aims to investigate how watching English – culture- loaded movies and series influence and contribute to shaping EFL students' culture and academic identity. This chapter is concerned with English streaming services, types of media platforms, the media influence, and the integration of streaming services among EFL classrooms.

2. Understanding Digital Media

Almost all students, including most Algerian EFL students, use digital media technologies regularly. Digital media combines software, applications, and websites, including social media and digital media platforms like YouTube, Netflix, and TED lectures. "Digital media refers to any communication medium utilizing encoded machine-readable data formats. All digital media functions may be performed on a digital electronic device. Besides this, media refers to the means through which this data is broadcast or communicated.

Digital data may be described as anything represented as a sequence of numbers. With digital media, we are talking about digital information that's transmitted via a screen and speaker." In her article "The Impact of Digital Media on Learner's Identity," Uta Ahrens discusses how digital media can help form communities and identities from diverse backgrounds. Ahrens distinguishes between the digital and physical dimensions of media. On digital media, through physical interaction, students can learn about other cultures around the world. On physical media such as television or radio, learners are physically confined to an area where they cannot interact with other people. She notes that many EFL learners have a "virtual" sense of Identity. These learners tend to see themselves primarily through the lens of their online reputation (or their IM presence) rather than their experience in their "local" language community. Ahrens seems to agree with Sauer's ideas that digital media can make communities and identities more connected, leading to more acceptance of different cultures and backgrounds. She also agrees with Berger's idea that digital media can overcome language barriers, as learners of all backgrounds can communicate through the Internet. Ahrens notes that part of the issue in EFL learners' online Identity is people's fear of using new technology for learning. The Internet negatively impacts individuals and society, such as in Jared Diamond's "The World Until Yesterday." Ahrens believes that many EFL learners do not feel comfortable communicating on the Internet because of these concerns and may not feel

accepted in their online community. According to Ahrens, many people have an idealized vision of their online Identity; they see themselves with altruistic goals and ideals unique from everyone else.

When it comes to teaching English as a second language (EFL), websites and social media networks have increased. It is based on (Barrett and Sharma 2007; Kern 2006, and Yi 2012). It is widely accepted that digital media is an effective teaching and learning tool for English as a foreign language (EFL). Media like YouTube and Facebook have made it easier for students to access more educational materials than before, allowing technological advancement.

3. Types of English Streaming Platforms:

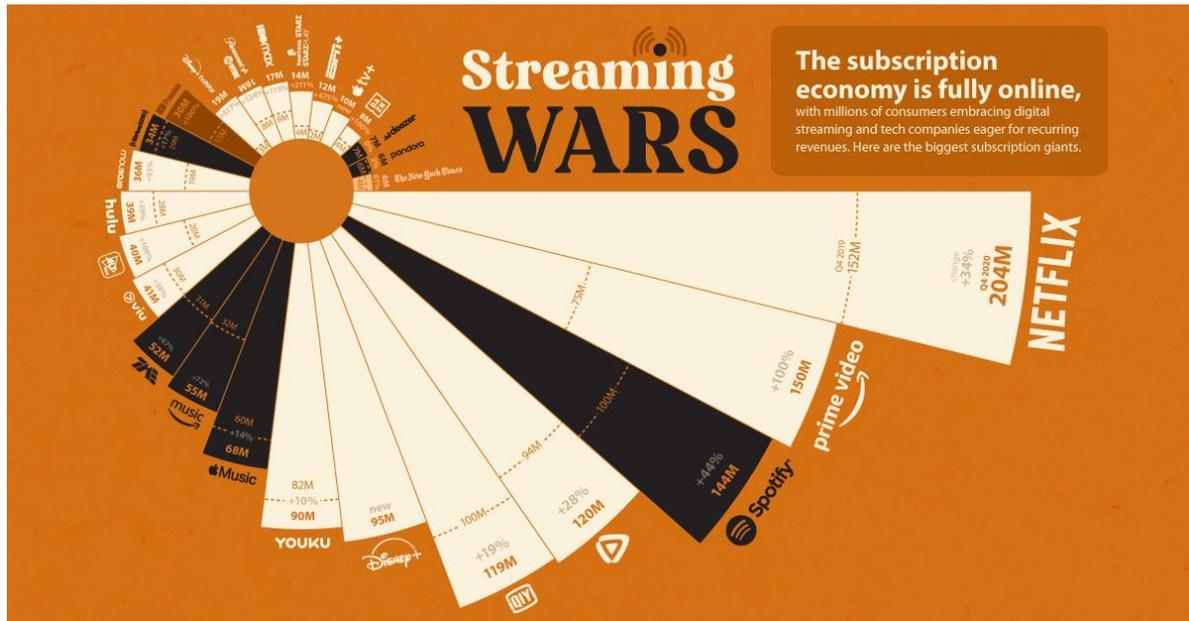
3.1. Netflix

Netflix is a prominent internet streaming service that offers whole seasons of popular television shows. Netflix started in 1997 as a mail-order DVD rental business and has grown to become the market leader in the subscription video-on-demand industry, with over 109 million customers in 190 countries (Netflix, 2017). Netflix has the most members globally, but it also invests the most in original programming. According to Molla (2017), Netflix will spend \$6 billion on original programming in 2017, based on JPMorgan estimates. According to hbr.org, Netflix's concentration on original content and its rapid development into 190 countries have resulted in the company developing programs in several languages, including Mandarin, Spanish, Japanese, German, and Russian, making it potentially valuable as a language learning aid. Additionally, Netflix fosters viewers' ideals.

According to the cultivation hypothesis, when individuals see the information, they experience pseudo-involvement and feel a feeling of belonging. They then assimilated any remaining values and messages and incorporated them into their everyday lives. If people want to understand nations' ideals, it is simpler to incorporate them into films and broadcast them. Cultivation theory is a theory about human development and education. However, in the case of films and television programs, the cultivation theory may be applied to people's exposure to and absorption of values. Watching television and video exposes L2 students to actual, context-based language (Baltova, 1999).

Figure 1

The Streaming Service that has the Most Subscriptions



Note: In an effort to profit from the digital media transition, several corporations have created streaming services during the last few years, initiating the so-called "Streaming Wars."

Students may understand how a language is used in real-world settings and gain a vital understanding of the language's culture via television and film. Language learners are increasingly viewing TV programs on their own, outside of the official instructional environment, through Netflix and other video streaming services. Advice on casual watching may be obtained on learner blogs (Appleton, 2019) and in mainstream media (Tapper, 2019), where informal language learners discuss their experiences. Dizon (2018) surveyed to ascertain the informal viewers' behavior. Students were given access to a Netflix account and a brief training session but no instructions on using the video streaming service to view TV shows or movies. Dizon discovered that students valued access to L2 information, particularly pragmatics and linguistic input. Participants claimed that watching Netflix in their L2 boosted their enthusiasm to study the language and that using subtitles improved their learning efficiency.

The only disadvantage noted was a lack of convenience due to mobile data's high cost and limitations. Netflix has undeniably transformed the way people consume media, primarily by dramatically expanding the number of movies and television accessible to consumers. Netflix, for example, uses artificial intelligence to focus our attention in specific ways, organizing material and retaining our engagement on the network (Helft, 2007). As soon as Wone launch the app, the process of personalization begins. Our cultural environment is automated rather than our prior experiences, background, and social networks. These algorithms do not just react to our preferences; they form and affect them. However, relying only on the algorithm overlooks another significant cultural transition. Streaming services have provided new methods for us to organizational culture. While the classifications used to categorize culture into genres have always been important, they took on new dimensions and significance with the advent of streaming. (Wone, 2009)

3.2. Movies

Nowadays, movies are a critical tool. The films have an enormous audience, which stimulates EFL learners to pick up a new language and conduct important work for the public. Films are chronicles of a distant or current day-to-day survival. For most individuals, especially adults, excellent movies provide a means to learn about and connect to the world in constructive ways. According to Rideout, Roberts, and Foehr (2005-2010), adolescents spend an average of (6.5) hours per day with media. As a result, it is required to scrutinize how adolescents develop the messages given by media that are essential for adults. Additionally, several studies have shown that the media plays a critical role in the socialization of adolescents. Socialization entails discovering one's customs and figuring out how to live with them. According to Bandura (2002), mass communication's Social Cognitive Theory (SAT) tackles concerns about the consequences of increased viewership on individual behavior. "In the case of children, the media will assist in shaping their impressions of the real world and the people who live in it."

While watching a film may be a fantastic springboard for conversation and thought on life's most significant concerns. It is often simple to see and comprehend human conduct and issues in fiction films. People, places, and events may be seen in a new light via the medium of documentary cinema. Films may bring the past to life, reflect the present, and help us relate

with individuals from diverse nations, ethnic backgrounds, and living situations. Experiencing a film as a class is a technique to pique student interest and encourage the continuous pursuit of information. (NAE, 2001)

3.2.1. The Influence of Movies

According to Keene (2006), films educate students via the use of paralinguistic elements. Students utilize the acts, interruptions, gestures, and responses of the actors to decipher the essence of the conversations. As stated by Ismaili (2013), Seferolu (2008), and Florence (2009), films have been proven to be an emotional motivation for language learning when used as a method of instruction. Compared to CDs and audio cassettes, Keene (2006) believes movies are incomparable in developing interpersonal skills and imparting contextual knowledge. Based on Eken (as referenced in Keene, 2006), films give a great deal of information about language by inputting drama, literacy, cinema, and language characteristics, encouraging learners' critical thinking and other language abilities.

A study by Kusumarasyati (2004) has found that movies are intended to motivate learners and stimulate their imaginations. As determined by research done by Seferolu (2008), Florence (2009), and Mirvan (2013), films assist learners in developing their speaking confidence by instructing them how to utilize certain words and pronounce them correctly. It is prudent to mention Pascoe and Wiburg (2003), who state that "English movies expose students to natural expressions and the natural flow of speech.»When learners live in non-English-speaking environments, English films and television programs may inevitably provide them with authentic language input. Thus, English movies give practical resources and a variety of language contexts for students, ensuring that language learning occurs in a real-world setting. Watching television and video exposes L2 students to actual, context-based language (Baltova, 1999). Students may understand how a language is used in real-world settings and gain a vital understanding of the language's culture via television and film. Cultural films may help students enhance their enthusiasm and desire for studying and critical thinking abilities on cultural topics by exposing them to the natural language spoken in real cultural situations (Allan, 1991; Avgerinou & Pettersson, 2011; Christine, 2005) [13- 15].

3.2.2 Motivation

Because the spoken language in English films is the main emphasis of the students' major topic of study, the practice of viewing English films is often regarded as one of the most efficient methods to inspire students, particularly those who struggle with motivation at school, since it enables them to instinctively acquire English with more ease and enjoyment without feeling compelled to do so (Ur, 1991, p.274). Additionally, it encourages students to develop an interest in various critical areas that they may face later in their academic courses. Similarly, Kassin et al., 2020 assert that students might be driven by internal motivations when participating in an activity for their interest, such as watching movies for amusement. By contrast, students might be driven by external factors when they participate in inactivity as a means to an end, to fulfill a responsibility or an expectation, such as when they study for graduation. Thus, it may be concluded that kids who are not motivated learners at school would learn English more effectively when viewing films for their enjoyment. People practice the language they love rather than studying for examinations or graduation. (Noels et al.1999)

3.2.3 Cultural Awareness

Concerning the value of the film, (Huber & Reynolds 2014) writes that "during and after watching or reading, such encounters might promote intercultural competency" (p: 44). Thus, besides the benefit of language acquisition, films may be an excellent tool for increasing pupils' cultural understanding. Additionally, (Huber & Reynolds, 2014) states that "Films and texts, in general, may catalyze self-reflection and an openness to exploring new areas, as well as conflicts and tensions associated with variety" (P:44). Thus, the film is a valuable medium for students to immerse themselves in the target culture without going to the place where the language is spoken. In turn, students may build empathy with the target culture by being acquainted with various values and customs (Huber & Reynolds, 2014), described as a reference point around which individuals regularly form judgments, create views of the world, and act. Moreover, it enables students to comprehend the theological and historical meanings inherent in the language and how connotations may shift from good to bad or vice versa across cultures.

3.2.4 Attitude and Behavior

Allport (1954, p.54) described attitudes as a mental and neurological state of readiness organized by experience that affects how a person reacts to related issues and events. *Attitudes* are defined by Zimbardo and Leippe (1991) as a learned predisposition to respond in terms of desired behavior. While some studies argue that attitudes are biologically determined (Eagly and Chaiken, 1993), others say they are learned and changeable (Simmons and Maushak, 2001). According to S. Zizek, films become an "instrument for transmitting state ideology to the public" and are also regarded as a "method of individual and societal change" (T. Kashani). Consequently, films are anticipated to shape perceptions, sway ideas, and alter attitudes, especially regarding current social concerns. However, the effectiveness of movies remains an unresolved subject in psychology. This is a critical question for mass communication study in general: how much emotion, cognition, and behavior are altered due to media exposure. Movies may considerably influence racial stereotypes, change attitudes toward specific categories of individuals, and foster new viewpoints on various subjects. Numerous beneficial impacts of films on pupils have been discovered. Dramatic films educated pupils about social interaction with others, enhanced their self-concept, and raised ethnic tolerance, as shown by tests; humanistically oriented films improved learners' ability to communicate with peers and their desire to assist and understand others. (Eagly and Chaiken, 1993)

3.3. YouTube

The Internet has opened up access to multimedia resources to everyone, both inside and beyond the geopolitical boundaries formerly restricted. This is because online services and website repositories, such as YouTube have grown in popularity. Siddiqui and Singh (2016) demonstrate that social media platforms enable individuals to exchange ideas and debate issues. However, social media users might utilize an exciting website called YouTube. As the world's leading platform for sharing videos, YouTube has proliferated. According to Benson (2015), "YouTube is an online service that was formally established in late 2005 and enables registered users to post video clips for public internet users to see." YouTube includes not just text and photos but also video and animated videos. The adjustments to YouTube attract the attention of users, particularly students. As a result, YouTube has the potential to be an

educational tool. According to DeWitt, Siraj, Yakuub, Ayob, and Ishak (2013), YouTube has been used as a learning tool in the academic environment.

Many students utilize YouTube as a learning platform since the videos are entertaining and visually appealing. Each video is easily accessible and reproducible. YouTube is adaptable since users may view it anytime and from any location. Using YouTube as a learning tool can help students develop their critical thinking skills and motivate them. According to an earlier study by Kousha, Thelwall, and Abdoli (2012), YouTube videos fall into three categories. There are videos in the arts and humanities, natural and formal science, and social sciences. Additionally, a new sort of video is mainly seen by students called a vlog. Various researches have been undertaken to see if adding videos into EFL teaching and learning might result in beneficial outcomes in terms of video streaming applications. Almurashi (2016), for example, did research to determine how profitable YouTube may be in the English language school. According to interviews and a study, EFL adult learners preferred a visual-auditory combination in the classroom. Numerous learners in the survey said that they found conventional visual instruction disengaging and hindered their comprehension of complex ideas. The findings suggest that learners had a favorable attitude regarding utilizing YouTube in class since they use it in their everyday lives.

Indeed, according to Almurashi's (2016) research, some students used YouTube as supplemental material to review class topics. In 2017 Yükselir and Kömür investigated how videos from YouTube, Ted Talks, Voice of America, and BBC Learning may help EFL students at a prep school in Turkey enhance their speaking talents. Participants were required to view five films over five weeks and took a pre-and post-speaking examination. The findings reveal that students who saw the movie performed better on the post-test than those who did not, indicating that the videos benefited learners' speaking abilities.

3.4. Music

Even though today's English learners are more likely to listen to audio or watch videos on an English streaming platform than reading books in the language, what this means for their Identity has not been thoroughly studied. The first obvious implication is that streaming platforms often use music to teach new vocabulary words. Salcedo (2010).

Several platforms will put music to English words, and sometimes there is an accompanying lyric video that shows the words on the screen. This may directly affect student identity because it allows students to listen to English songs, often from famous music stars, to learn new vocabulary. This is different from text-based learning in books or online articles, where there is usually just one word per page. Moreover, although students do not have the lyrics to these songs, they can create their dance routines to the music and have a shared experience with other learners. (Gao, (2008)

Another possible shift in Identity is that students may begin using their mobile devices to learn English rather than books or audio cassettes. According to Mills (2010) this may be due to embarrassment about public speaking in class or fear of being judged by teachers for having poor pronunciation. It may also be because of discomfort in being observed by teachers or the desire for a more shared experience with other learners. These shifts could directly impact student identity because students may begin to feel more comfortable when using streaming platforms. When speaking for the course, students will have more confidence about what they can say and whether it is appropriate to talk in English. In addition, students will have more opportunities to meet others from other countries and cultures, resulting in greater linguistic confidence

3.5. Social media platforms

Social media platforms are described as those that enable all digital/virtual users with an internet connection to exchange material, voice their thoughts on a subject, and engage in intensive communication and interaction processes without regard for time or location constraints. So-called "social media" can be traced back to the late 2000s. Since then, their popularity has kept rising. They are used by many businesses and institutions and millions of people worldwide who see them as an essential part of their daily lives. They let people who have the same interests talk to each other online. They can comment, share data, thoughts, news, pictures, and videos, find friends and family, or join online groups. These actions are done by making a private or public profile and setting up a personal account with one's information (Ellison, 2007; Brown & Vaughn, 2011). Social media platforms are seen as solid instruments for teaching and learning activities via their characteristics of openness, engagement, and sociability (Manca & Ranieri, 2016). (Manca & Ranieri, 2016). Unlike the

conventional teaching practices, \these platforms have become virtual environments for educational reasons, particularly ideal to allow learners to produce, distribute and receive user-created content under their interactive features (Vivakaran & Neelamalar, 2018).

In reality, Facebook, Instagram, and YouTube are among the most carefully examined social media platforms for their legitimacy in education, and many characteristics of social media were explored in this study, focused on such platforms due to their extensive and continually rising usage across all age groups across the globe, especially among the younger generation. These platforms were also implemented into traditional classrooms, with instructors' efforts mainly striving for student participation (Abney, Cook, Fox, & Stevens, 2018). Many different names for the new type of language came from the Internet, like digital or textism or netspeak or textspeak. Crystal (2004) talks about them. People have become more common to use emoticons, informal writing, and non-standard punctuation and capitalization when they update their status on Facebook, for example, because ICTs have overgrown. Riley (2013) says that this new way of communicating on the Internet is called "digital communication.". However, academics have seen a change in the students' writing ability, and many believe that social media is to blame for their issues. There are several forms of mistakes, some of which are caused by social networking and have led to the development of various error analysis models, such as the one proposed by Crystal (2001). He believes that in chat rooms and virtual world games, there exists a range of new non-standard English spellings. They are mostly affected by speech and express the language of the young via virtual words. Digital Identity is an amalgamation of social conventions and technological advancements. Digital Identity entails exhibiting an ethical and suitable attitude while interacting with electronic surroundings and receiving information about such interactions (Ozkan, 2013, p.387).

A digital identity should convey the ability to criticize, understand the ethical outcomes of initiatives conducted in interactive environments, be capable of establishing honest interactions, and refrain from abusing informatics, the virtual environment, and social media while interacting with electronic tools and settings. When creating interactions on virtual platforms, it is anticipated that users with digital identities operate ethically and cooperatively (Ozel&Sert,2014,p.303). It is beneficial to show the aspects of digital Identity to clarify them. Social media platforms enable users to connect with other users, whether publicly known or

unknown, and share their favorite material with other people. However, it is worth noting that other people may see information published through social media. Nowadays, social media presence has become an unavoidable reality of life for all, well-known or not.

3.6. Video Games

Gaming seems to have become one of the most popular pastimes across all age groups in the last few years. Since the primary language of communication in video games is English, gaming has piqued the curiosity of several scholars who sought to establish a correlation between This kind of exposure and language acquisition.(Brevik, 2019; Da Silva, 2014; Rudis & Poštić, 2018). The majority of games need player interaction, which requires players to communicate "on the spot" and provide "comprehensible output" while also receiving "comprehensible input" in English. (Reinders, 2011 as cited in Rudis & Poštić, 2018, p. 115). As Bax predicted, learning with personal mobile devices, broadband access, and social gaming has not become formal, informal language learning. The technology used for informal language learning has become a part of many students' daily lives outside of school, not just at school, and they use them to learn their second language. People who learn a second language now have more opportunities than ever to operate and talk about their second language in actual, real-world situations both inside and outside of class. They also need to direct their learning as they work outside the teacher's sight.

In Norway, Theodorsen (2015) did similar research on the impact of video games on second language learning. The information was amassed during an investigation in which immature language learners were obliged to take a vocabulary exam before and after the gaming session. The findings show that video games' immersive and contextual quality aided learners' learning of a second language. The findings reveal that learners acquired a wide array of terms incidentally. Theodorsen's (2015) results corroborate Gee's (2004) claim that video games promote embodied and cultural learning. According to Gee (2004), "when individuals learn anything culturally, their bodies are engaged because cultural learning usually requires experiencing certain experiences that aid learning, not just remembering words" (p.35). Gee (2004) contends that video games assist learners in learning vocabulary by immersing them in the environments to which these terms pertain. According to Theodorsen (2015), the multimodal aspect of video games aided learners in remembering new words. Theodorsen's

(2015) results corroborate Godwin-(2018) and Jones's assertion that online gaming provides a rich environment for vocabulary acquisition since users must comprehend descriptions, instructions, objects, and comments from other players to participate.

3.7. TED Talk

TED is a presentation of "Ideas Worth Spreading" via a series of informative, educational, motivating, and even jaw-dropping speeches. The focus is on informing, teaching, and exposing individuals to new ideas, making them ideal for education. TED lectures have gained popularity in improving speaking and presenting abilities in the last several years. Several TED talks have become quite successful, garnering millions of views. Additionally, most of our scholars lack confidence while speaking, which may address by presenting clips from the TED Talks film. They might be urged to begin by imitating their favorite speakers and then continue speaking. As a result, students will have the chance to improve their spoken language skills. There will be a wide range of tools available and spontaneous feedback and exposure to genuine interaction. It satisfies various requirements that learners will access through TED talks video to help improve listening and communication abilities. Pell (2015) discusses how students may utilize TED to enhance their English at home and how instructors can incorporate them into the classroom.

The TED Talks have had a profound impact on the world. In a few minutes, they can move to tears, anger, and laughter, and they are filled with intriguing ideas and challenging to refute arguments. The best TED Talks are compelling because they constantly push the audience to reconsider their beliefs, challenge their assumptions, and think differently. This is the power of ideas, especially those difficult to refute. It inspires the audience to think differently, challenge beliefs, and encourage them to keep learning. TED Talks include everything from race and gender to education and poverty; TED has helped educators to witness the world differently and contest speculations, which has made them better learners. Ur (1996) and Khamkhien (2010)

3.8. Blogs

For discussion or information, a blog is a weblog or online journal published in reverse chronological order on the World Wide Web (WWW) (Blood, 2000; Dyrud et al., 2005; Kajder & Bull, 2004). Both web-based journals that can be easily connected and cross-linked in online communities (Goodwin-Jones, 2003) and discrete entries or posts by individuals, small groups, or many authors are blogs that allow visitors to make contributions and messages interactively. Students' self-perception may be profoundly affected by blogging. It is a great way to get students to reflect on their own Identity and the direction they wish to take their lives. Reading and writing may also help students build their identities, allowing them to communicate their thoughts and ideas. A feeling of purpose and self-confidence might result from this. According to Kajder & Bull, blogs are organized around particular themes and enable bloggers to develop social relationships with their readers. Edublogs are blogs that are utilized as instructional tools or for educational purposes. According to research, students get cultural information and study the target language and culture via blogs. Blogs can profoundly impact EFL learners' Identity, encouraging them to ponder their own Identity and aspirations for the future. Moreover, they may be used as a teaching tool, when used with language learning.

In terms of increasing the learner's awareness of the target culture, Lara and Lomicka (2008) reported that their project, in which learners participated as blog readers and writers while examining their progress, reactions, and self-expression, enhanced creativity, allowing for language experimentation, facilitated expression, and increased learner awareness of the target culture. Because of media, we now communicate differently. The way we think, act, and interact with one another has transformed due to blogging. As a result of the media, we now have different perspectives on who we are and where we belong in the world. When it comes to communication, the media has profoundly impacted our lives.

4. The Media Influence

The media significantly impacts our self-perception, both as an ideal and reality. A person's view of reality is influenced immediately by the networks. Advertising, TV programs, movies, games, and music all provide messages that either support or challenge our

assumptions about life and whether or not we should be happy with whom we are. (Manago et al. (2008) . This harms our self-perception as a result of these inaccurate descriptions of reality. With the help of the internet, we may compare ourselves with others in our social circles and meet people who match our values. A lot of knowledge and exposure might make us doubt elements of our identities. The influence of media on our identity is as substantial as that of friends, family, and society at large. Developments in digital technology allow us to reimagine our identities in new ways as a social idea. In particular, social media provides us with a stage to display our physical identities and construct a virtual persona. Using this virtual persona, we may be able to hide parts of ourselves that we aren't comfortable embracing in public. We may even choose to develop a whole new identity to understand ourselves better or deal with our true selves. Bardone-Cone and Cass (2007).

5. Integrating Streaming Services among EFL Classrooms

The prevalence of social networks has prompted academics to examine their influence on learning promotion. Most of the time, the application of online platforms in education should be in the context of teaching and learning, as younger students will not be able to use them adequately. Most social networks have age restrictions of 13 or older, but that does not negate that it can also be used with younger students if introduced correctly. According to Smith (2007), schools should represent the reality in which we live, and because we live in a social environment, students should be taught how to interact with and work with others in that society. Issa et al. (2006) noted that most colleges, particularly in industrialized nations, have included social networks in their curricula because SNSs enable students to create their knowledge, promote autonomous learning, and enhance their personal and professional life abilities. Additionally, Buzzeto-more (2012) thought that when instructors utilize social networks to augment teaching and learning in the conventional classroom, this will result in a creative, genuine, and flexible learning environment.

Accordingly, according to Issa et al. (2016), adopting media into the educational setting would make students more accountable for their learning and encourage them to negotiate and participate in dialogue with their peers and professors. For L2 learners, watching authentic video resources has several benefits. As highlighted by King (2002), movies provide students an environment to learn a language while also addressing themes that are important to their daily lives. Films, according to a study conducted in China by Qiang, Hai, and Wolff (2007),

have four main advantages for EFL students: they help students improve their pronunciation and intonation, they expose them to idioms, they help them learn sentence structure in English, and they teach them about the culture of their target audience.

Correspondingly, Lin and Siyanova-Chanturia (2014) claimed that online broadcasting provides learners with the opportunity to hear and see actual English while also allowing them to contextualize vocabulary learning via the use of Internet resources. Chapple and Curtis (2000) concluded that watching English films helped students in Hong Kong improve their English speaking and listening abilities and their sense of self-awareness. Students achieve a level of L2 engagement that would otherwise be inaccessible outside of a study-abroad program when they routinely consume a vast variety of English media (Johnson & Swain, 1997). In addition, immersion instruction and methods for increasing L2 input positively impact the language learning process (Mangubhai, 2005). Integrating technology into second-language courses allows students to connect apparently abstract foreign language topics and their real lives (Wang, 2005). Incorporating technology in the classroom has also been demonstrated to foster more students' interest and establish lasting English learning abilities, especially among limited learners (Leung, 2004).

Similarly, the book *English Language Didactics* by Lundahl (2009) explores media use in English education. According to him, it is apparent that a teacher must use all the opportunities presented by various media. He highlights how simple it is to locate the material on the Internet that might serve as a debate springboard. He also emphasizes the possibility of communicating with native English speakers or students from other European nations through e-mail and chat. Additionally, he promotes the use of news, documentaries, video, and music in the classroom. According to Lundahl, the border between high and popular culture is blurry. Since popular culture is essential in the lives of young people, schools no longer have the option to exclude it from the curriculum. In addition, he asserts that popular culture may serve as a bridge between school and the students' life outside of school. This is also reflected in the 2003 National Evaluation of Compulsory Education (NAE, 2004b), which states that teachers must adapt to and make use of the advantages given by the new methods of communication in the teaching of English. It is also recommended that instructors use video and technology when suitable in the classroom. (NAE, 2004)

5.1 World Englishes

Kachru used the term "World Englishes" in the early 1980s to characterize the range of Englishes that have arisen (Kachru, 1992). One of the primary aims of English language instruction is for pupils to be able to converse with both native and non-native speakers. Students who are mostly exposed to cleaned English in online sources for language learners are often astonished when they meet English in the actual world. This shock is compounded if the accent is not the most conventional American or British accent. One option is to expose students to as wide varieties of actual English as feasible. There are several practical tools for teaching World Englishes and exposing learners to various English dialects. The accessibility of short movies in different languages and the diversity of topics and cultures appeal to learners. A whole film study may be worthwhile for a devoted class, yet short snippets enable students to encounter the most incredible diversity of accents and circumstances. There is a wide range of different activities.

According to Kachru, cultural entertainment study is ideal for upper-intermediate and advanced students since it consists of engaging theatrical clips illustrating cultural distinctions within the English-speaking globe. Teachers provide snippets of plays that are likely new to most pupils for the exercise. Short snippets from *Neighbours*, *EastEnders*, and *Coronation Street* are excellent introductions to Australian and regional British English accents since American television shows are often the most popular globally. This exercise is somewhat more complex, with two primary stages followed by an evaluation phase.

Moreover, Global affairs and media studies Students of practically all levels may learn World Englishes by comparing news clips on important world events, including 9/11, the earthquake and tsunami in Japan, and the 2011 royal wedding in the United Kingdom. In this practice, the instructor selects two clips from various kinds of English on the same subject, which students then view and copy. Students then compare their transcriptions to the film and identify significant changes and similarities in emphasis, word choice, and pronunciation. They may then compare their answers with a companion and add any pertinent elements they missed. The instructor presents their list of distinctions and explains why each item was included. The students are then encouraged to do the same activity independently. The instructor may provide students with a list of subjects and clips to pick from, or they may generate their ideas

and look for relevant footage themselves. As an evaluation task, students may present their two clips, the differences they discovered, and the rationale for their selection.

6. Conclusion

A growing number of students are using English streaming services of different sorts to study and acquire the language rapidly since they can immerse themselves directly in the target language, which aids in mastering it quickly and accurately. On the other hand, authentic exposure significantly impacts students' academic performance and their personal, social, cultural, intercultural, and intellectual identities. Actually, since learning may occur everywhere and at any time, exposure to a language is deemed effective when the learners are able to create the language that was introduced to them.

Chapter Two :
Comprehending Identities

1. Introduction

The influence of English streaming platforms on EFL learners' Identity is a complex topic that has been the focus of debate. While there have been many types of research on the impact of these platforms on EFL learners' academic performances, few studies have considered their association with Identity. This chapter reviewed prior research on the influence of streaming services on the Identity of English language learners, their role in the language learning journey, and how they can contribute to developing the learner's actual life.

2. Globalization and Culture

Today's world has been radically altered by globalization. The world is a smaller place than it once was, and the cultural influences of people all around the world are evident everywhere. However, not every change brought about by globalization is a positive one. Culture can be thought of as attitudes, values, lifestyles, ways of living together, traditions, beliefs, and behaviors that make people different from people who do not live in the same society (Geertz, 1973). That is why a community or group of people has a lot of varying "spiritual, material, intellectual, and emotional features—" 9%. Culture is about the "ways of a people,» whether they are "material" or "non-material," and it can be about both. The way people encode messages, their meanings for notices, and how messages can or cannot be sent, seen, or interpreted all depend on this rule. (p.3): This means that culture limits both what is learned and how it is learned in language. It also says who talks to whom, what they talk about, and how communication works. Roberts (2010) highlights this idea when he states, "Culture can only be understood as a component of action and interaction, not as a separate entity" (p. 215).

Cultural Identity is fluid and permeable in this sense: it is not static or neatly packed. It comprises multiple smaller overlapping groups rather than a single huge 'catch-all' group such as nationality. As Ingold (1994, quoted in Atkinson, 1999, p. 632) succinctly notes, "People now live culturally" rather than "in cultures." Thus, we must acknowledge the fluidity, change, and variation within and between these categories, whether we speak of 'Western culture' or' Algerian culture.

The notion of Identity has been described as "fuzzy" (Strauss, Quinn, 1997, p. 7) because of its complexity, as to how culture has become a "fuzzy concept" (Strauss, Quinn, 1997).

Identity is an individual's relationship to the world as seen from their perspective, how that relationship is constructed across time and space, and how the person understands possibilities for the future. (Norton, 2000, p. 5). Individual Identity comprises various characteristics that vary through time and place owing to personal, social, and linguistic circumstances. This makes Identity a dynamic, ever-changing, and fluid concept applicable to any point in time or location. The concept of Identity seems to have been pushed into a new complex domain in recent years. Block (2007) makes an excellent point when he says that "living in the late modern/postmodern era of globalization is distinct from life in prior ages." Because of globalization, and mainly because of the globalization of language, English is now extensively used in many nations where English is not the native language (Mirabela, 2001).

Cultural differences influence people's thinking patterns, and cultural differences will influence their writing patterns. When it comes to thinking, culture, as a fundamental feature of a country, has a significant impact on how individuals think. Various modes of thinking contribute to developing various types of culture (Deng, 2003). Different thinking modes exist, including visual and rational thinking, generalizing and analytic thinking, convoluted and straight thinking, backward and predictive thinking, dialectical and logical thinking, and dialectical and logical thinking. Between Chinese and western individuals, various forms of thinking express diverse thinking patterns representing different thinking types (Wang & Chen, 2013). Diverse fundamental cultural psychologies result in different sorts of interests, such as values, thinking styles, cognitive processes, and self-concept, among other things.

3. Intercultural Competence

Bayram, 1997, assumed that there is a change in FL learning and teaching today, from treating English as a native language to embracing it as a 'lingua franca. Furthermore, due to the widespread usage of English, most conversation in English now takes place between non-native speakers who have little opportunity of coming across a British or American speaker. For these reasons, English instructors who attempt to teach the so-called pure and natural English language and hence English culture are ineffective. As a result, the primary goal of contemporary language instruction is to improve pupils' capacity to be aware of the diverse cultures of the globe and identify and appreciate other cultures while also developing multicultural identity.' As a result, intercultural communication competency meets English

Language Teaching's standards. Intercultural competence is a set of attitudes, knowledge, and abilities used in natural settings.

This confluence of characteristics helps one comprehend and appreciate others considered to have different cultural connections and origins, anticipate and respond politely to culturally sensitive circumstances, and create and sustain intercultural partnerships. Among many descriptions of intercultural \ competence, Byram's (1997, p. 70) seems to be the most common. He describes it as "the capacity to speak and engage with individuals of a different culture using a foreign language," which says that ICC is determined by how efficiently a person can converse with others from diverse associations based on their skills and attributes. Bennett (2004, p. 197) described intercultural competence as "a collection of cognitive, emotional, and behavioral abilities and traits that facilitate successful and acceptable engagement in various cultural situations." Bennett's concept highlights that information alone is insufficient to build international competence. Those additional emotive components, such as motivation, empathy, and passion, must be considered throughout acquiring intercultural communicative competence.

3.1 Elements of Intercultural Competence by Byram

Intercultural competency is defined by five fundamental components, according to Byram. Knowledge, skills, and attitudes are the aspects of ICC. Byram (1997) claims that attitudes are the basis of intercultural competence. He addresses them as: "Curiosity and openness, of readiness to suspend disbelief and judgment with respect to others' meanings, beliefs, and behaviors..., a willingness to suspend belief in one's own meanings and behaviors, and to analyze them from the viewpoint of the others."

4. Identity

In Conceptualizing Identity, Weedon redefines Identity as "the conscious and unconscious thoughts and emotions of the individual, her sense of herself, and her ways of understanding her relationship to the world." In contrast to traditional individualistic perceptions of Identity, it was viewed as a fixed and stable description of individuals by themselves, each person has a unique but fixed and coherent self (Bucholtz and Hall 2005). It is not only about what an individual thinks or feels; it is also about the subconscious that people are unaware of yet, which influences the self. This recognizes people's social character

as they develop their identities in the social environment. The self's position concerning others in the social environment reflects who we are, and this position is impacted and influenced by our social roles. (1990, Hall)

Gleason (1983) has a distinct interpretation of Identity. He views it as a social construct, and a problematic notion applied to everyone's life; he emphasizes the idea's application and contemporary significance as shown by social and personal Identity. Francis Deng, a Sudanese researcher, focuses on the function of Identity and how individuals define themselves. Deng discusses many concepts such as race, ethnicity, culture, language, and religion and their effect on citizens' willingness to engage in political, economic, social, and cultural life.

Stuart Hall, a cultural theorist and sociologist, has the following perspective on the subject: Identities come from outside; they are how we are recognized and then come to step into the place of the recognition others give us. Without the others, there is no self; there is no self-recognition (Hall, 1995, p.8). Identity covers a variety of many dimensions and domains; as Hall (1996) notes, it encompasses "social identity, ethnic identification, cultural identity, linguistic identity, sociocultural identity, subjectivity, the self, and the voice" (Miller, 2003:40). It is a multifaceted and ever-evolving manifestation of self-awareness that defines how individuals connect to and establish attachments to their historical–social-cultural environment throughout a lifetime, whether consciously or subconsciously (Merry, 2010, p. 2).

During a study on the connection between Identity and language learning, scholars found that students became familiar with English movies that were shown to them on both national and international TV channels. It is more complicated than just teaching people to read, write, and speak a new language. The teacher also talks about the people's complex histories and future hopes. Over the last decade, several studies have claimed that second-language (L2) acquisition affects learners' identities, arguing that 'prolonged interaction with an L2 and a new and distinct cultural milieu results in permanent instability of the individual's sense of self' (Block 2002, 4). A growing number of such studies of L2 Identity use a poststructuralist perspective, arguing that identities are dynamic, multifaceted, and fluid and produced via the complex and repeated interplay of the person and the society (Weedon, 1997; Zembylas 2003). Recently, scholars have focused on the relationship between second language acquisition and national identification. While the majority of empirical research on national

Identity in language learning focuses on the experiences of immigrant learners in host countries, there are relatively few studies that examine the impact of L2 learning on the national Identity of learners who study an L2 in their original homeland.

5. Identity in the Digital Age

One's identity is more likely to be impacted and changed by digitalization in today's technological environment. That "contemporary scientific technology has become an integral part of our lives, transforming our identities and relationships," according to Willem (2005, p. 2)". This demonstrates how our identities are heavily influenced by the amount of time we spend engaging with individuals from diverse racial, ethnic, and religious origins. As Shohat and Stam (1996, p. 145) point out, "The contemporary media frame identity." In other words, as people become more immersed in the digital age, their identities are more susceptible to being shaped and reshaped by this new technology. As a result, their identities are more vulnerable to being formed and transformed by this latest media.

6. Social Identity

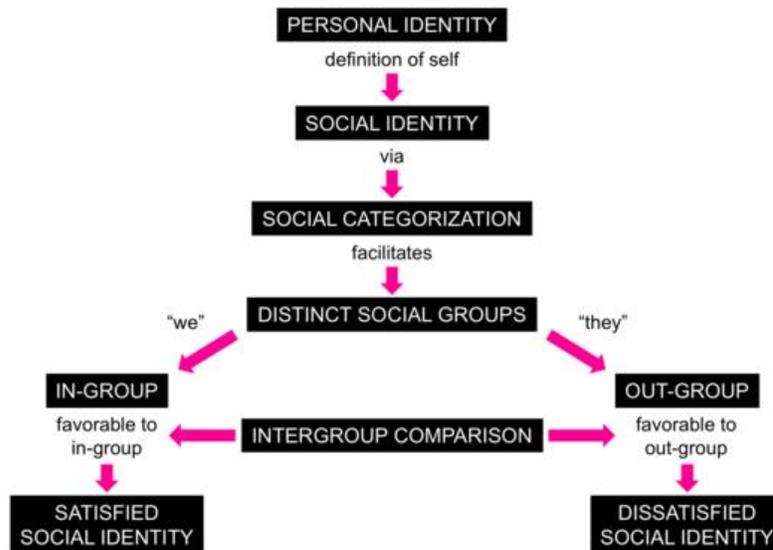
It has been suggested that "social identity" may be utilized to emphasize the "dialogical self" of the language learner. Palloff and Pratt (2007: 43) indicate that for a community member to "portray oneself as a genuine person," creating an online social presence is necessary to portray social Identity. Wenger (1998) argues that a learner's goal in a language learning setting is to become part of a particular community of practice and that this involves projecting a "social identity" in that community (for instance, a French-speaking group in Second Life). Despite this, the phrase remains elusive, despite an increased focus on social dimensions of Identity.

"A cover term for a variety of social personae, including social statuses, responsibilities, positions, connections, and institutional and other relevant community identities one may seek to claim or assign in the course of social life": Ochs' definition is more specific than others (1993: 288). Her usage of "cover term" and "a range," on the other hand, continues to represent the literature's lack of specificity and precision (Menard-Warwick, 2005: 254). Various self and identity studies have focused on social identity theory, for several years. Tajfel (1972) described it as "an individual's awareness of his participation in certain social groupings combined with some emotional and value importance associated with this

membership" (Tajfel, 1972, p.31). Social identity theory is concerned with how people develop and sustain social identities in ways that maximize both self-and group evaluation (Tajfel & Turner, 1979). Jenkins (2008) argues that social Identity should be seen as a process in which the individual and the society are intimately linked. Norton (1995) develops her social identity theory in which language learners, the language learning situation, and social interaction all play a role in forming a learner's Social Identity. Norton emphasizes the language's function in developing and defining a language learner's Social Identity. Heller (2011) asserts that language enables language learners' social identities to negotiate a sense of self across various places and contexts within social networks. So, language enables learners to acquire or refuse access to these networks and thus to communicate.

Figure 2

Social Identity Theory by Henry Tajfel, 1979



Note: This social psychology paradigm demonstrates how a person's experience of group membership contributes to their sense of self.

7. Cultural Identity

Culture is seen as a continually contested social construction (Brannen & Salk, 2000) in which information (about different cultures) is generated via social interactions (Damşa & Ludvigsen, 2016). For decades, researchers have examined the link between cultural identity

formation and the setting of educational contexts. Taylor (2014) defines cultural Identity as "one's comprehension of the complex, interconnected, and asynchronous interplay of social position, language, race, ethnic origin, beliefs, and behaviors that pervade and impact practically every aspect of our existence" (p. 232). According to Eleuterio (1997), classrooms with instructors and students who share their cultural identities foster trust and strengthen connections, which results in increased student engagement, motivation, and enthusiasm about learning together.

Many activities help EFL students better understand pragmatics and cultural differences. However, according to Block, this does not amount to enough time for students to experience "irreversible destabilization of their sense of self" due to constant exposure to a foreign language and culture (Block, 2002, p. 4). According to this sociocultural learning approach, learning a new language is a "conflictual and transformational" process (Norton, 2010, p. 357). Culture may be defined and characterized in many ways, but one fundamental trait is that communication produces culture and a dynamic activity within the cultural experience. Members of a culture may communicate by exchanging information and meaning via languages and symbols. Individuals engage in intercultural communication when their purposes are not shared.

In reality, research on foreign language acquisition in EFL environments shows that when learners develop more excellent proficiency in the target language, their identities are questioned and become an issue (Block, 2007). Liddicoat and Crozet (2001) examined French proficiency amongst Australian university students in one such research. Their research looked at whether or not cultural awareness-raising activities concerning French and Australian small talk during weekend events would assist a group of Australian students of French in Australia. Learners gain an "understanding of learning," according to their research. While adopting foreign standards of conduct is not enough to learn a new language, it is necessary to establish an acceptable compromise between one's first and target cultures. (Liddicoat & Crozet, 2001, pp. 137–138). Preferably, language-mediated baggage is often too much in the FL [foreign language] situation, according to studies undertaken by Liddicoat and Crozet (2001), Belz (2002), Lantolf and Genung (2003), and Block (2000). They were interfering with the

individual's ability to undergo significant shifts in their mental framework and perception of self-expression in the TL (p. 144).

8. Intercultural Identity

Many academics, including Young Yun Kim, a professor, and researcher in the department of communication, have shown attention to this field of intercultural identity over the years, which is why it has always held a prominent position within the realm of study that encompasses the social sciences. In 1988, she published her idea titled "Communication and Cross-Cultural Adaptation," which is credited with bringing the concept to light. According to Kim's definition, *intercultural identity* is defined as "the opportunity to grow within one's cultural relativism to adapting another intercultural character which is commonly the result of one's abilities to function in a diverse setting" and "just as cultural identity serves to connect people to specific cultural groups, the emergent identity links an individual to over than one cultural group." "Intercultural identification is not a stable mental condition but a dynamic continuum on which strangers walk," she says. Internal circumstances shift from a monoculture to a more diversified nature "when they experience adaptive changes in host communication ability (most significantly, language competence).

Therefore, intercultural identity refers to an acquired identity developed during the enculturation process of early childhood via the person's linguistic encounters with a new cultural context. Consistent with Grotevant's (1992) concept of "adopted" identity and Phinney's (1993) concept of "achieved" identity (as opposed to "assigned" or "ascribed" identity). Like cultural identification, intercultural identity connects a person to more than one cultural group and, eventually, the whole human community. Strangers are better equipped to handle the dynamic and dialogical interplay between the old culture and the new culture after they have internalized and integrated increasing levels of host communication skills and integration (Yun Kim, 2000).

9. Intercultural Personhood

Young Yun Kim (1992) used the term "intercultural personhood" to define a person whose original identity has been fundamentally altered to achieve an intercultural identity. According to Kim, being an intercultural person embraces and tolerates cultural differences

with those outside one's cultural ties. People A manner of life in which an individual creates an identity and a definition of self that integrates rather than separates is described as intercultural personhood by Larry, Richard, Porter, Edwin, Daniel, and Catolyn (2014, p. 405) "Intercultural personhood portrays a form of human development that is open to expansion beyond the boundaries of one's own cultural upbringing," the authors said. In other words, Csikszentmihalyi (1993) describes the emergence of an intercultural personality as a unique way of seeing oneself, others, and the larger world. As a way of life, it emphasizes the importance of acculturation and deculturation and stress, adaptability, and personal progress through time. Becoming an intercultural person is a constant battle to find one's own and another's authentic selves. It is not necessary to replace one culture with another to become multicultural. Instead, it is a "working through" of all cultural experiences to create new constructions, i.e., constructs that did not exist before (Belay, 1993).

10. Academic Identity

It is commonly accepted that academic identity (or academic self-concept) refers to how learners see themselves in an educational context. A person's academic identity is only one facet of their overall self-image (Howard, 2003). Student behavior in school may be affected by their sense of academic self-identity. Students' academic Identity deals with establishing relationships with others in educational settings. These issues impact second language acquisition (SLA) learners' behaviors inside and outside the class. They include how others understand them and their underlying motivations to attend university classes. According to Was and Isaacson (2008), academic Identity is a separate portion of "ego identity" and a distinct aspect of identity formation. There has to be an understanding of the language learner as a complicated social identity that must be understood about broader and often inequitable social structures repeated in day-to-day social contact, according to Peirce (1995). (p. 13).

In essence, learning a language is an expression of oneself and a means of sharing that self with others (Thanasoulas, 2002). As a referenced theory of identity status, Marcia's theory shows four Identity states that an individual may find: foreclosed, diffuse, moratorium, and achieved. The following was, and Isaacson (2008) describe academic foreclosure as how EFL learners internalize scholastic values and goals that they have taken from others. Accordingly, language learners are viewed as selves and persons who must constantly negotiate and

transform themselves to cope and deal with their world and the realities of the world around them. They must construct, co-construct, and re-construct their identities to cope and deal with their world and the world's realities.

11. Identity Reconstruction

Identity is a theoretical term in social sciences disciplines such as psychology and anthropology and multidisciplinary fields such as cultural studies. Identities are seen as how individuals express their interest and concern for the world around them. They are seen as critical foundations upon which new activities, new worlds, and new modes of being are constructed (Holland et al., 1998). Rather than being a conscious activity, identity creation is impacted by unconscious psychological processes. It is an ongoing, fluid, and pluralistic process. Mead (1934) defined the self as a social emergent that develops via social experience and interaction. Identity is believed to "grow in the given person as a function of his relationships with the whole process and other people within it." Given that language is a significant symbol for human communication, identity is portrayed as developing via human interactions within an organic social-symbolic universe of internal connections (Cronk, 1973). Norton (1997, p.410) described identity as how individuals comprehend their "connection to the outside world, how that relationship is created through time and place, and how individuals comprehend their future possibilities." It creates a person's identity that results from a process that occurs within a cultural context. Because of their contacts with various social groups and institutions, people develop distinct identities throughout time (Ryan & Deci, 2012).

Cultural resources and new information contribute to constructing an individual's self-understanding, and therefore their conduct is guided. (Holland, Lachicotte, Skinner & Cain, 1998). As a key figure in language and identity studies two decades ago, Norton (1997) staunchly advocated for the heated debate on the relationship between language acquisition and one's identity. Norton maintained that language learners are constantly engaged in identity formation every time they speak.

On the other hand (cited in eters2011), Van Lier believes it is still in its infant stages. That is to say, a speaker's identity may also be shown in a second language through their first language. They found that language learners' use of L1 norms, such as their L1 accented speech, was not a symptom of negative pragmatic transfer but rather a way to identify their identity.

12. Understanding Identity in Social Media and Language Learning

In order to understand how language learners use social media to form their identities, the theory of discursive Identity is used as a starting point. Even though cultural and Identity categories, once created, are "intrinsically unstable" and "heterogeneous," this section treats them as having sociocultural components as well (Harklau, 2000: 37). To sum up, Identity is seen as a continual "performance" of "identities-in-action" (Weber & Mitchell, 2008) performed using various communication tools accessible to the person, including those found online. However, the intricacy of identity creation and, more specifically, the newest aspect of "digital identity" may be particularly essential for educators since "it focuses attention on key problems regarding personal growth and social interactions."

Moreover, more educational subdisciplines recognize that students' multiple identities make learning insignificant, whereas in unforeseen ways, educational environments become more linguistically and culturally diverse (Menard-Warwick, 2005: 253). According to Harklau (2007), both theory and research in SLA have started recognizing the paramount importance of learner identities, particularly how learners view themselves and others within the target language and culture framework. The definition of Identity in language learning environments is still up for dispute, as Menard-Warwick (2005) points out. "Social turn" SLA thinkers consider learners as active participants who exercise specific social roles while negotiating their situated identities with others (Lam, 2000, 2004). Thus, it is essential to remember that the Identity of a language learner should not be considered a fixed singularity but rather a development and pluralistic one; this is because the Identity of a learner is directly related to their understanding of the target language and the social world that is mediated through it. A critical study in this field is the increasing acceptance that language acquisition occurs within and outside the traditional classroom, mainly via online social networks.

13. Benefits of Streaming Services

13.1 Positive Influence on Identity

The benefit of the media is the decreased anxiety associated with communicating. People often trade and share information on social media networks and create new personal and linguistic identities due to their comfort with disclosing their chosen shelves behind monitors due to the anonymity afforded in such milieus (Blattner & Fiori, 2011). Reduced

anxiety in online settings, combined with increased motivation and self-confidence, has been shown to provide L2 learners with anxiety-free zones that allow for spontaneous and creative language production (Al Jahrami, 2019; Chen, 2013; Klimanova & Dembovskaya, 2013; Mills, 2011; Mitchell, 2012; Lin, Warschauer, & Blake, 2016). Zappavigna (2012), in particular, recognizes the freedom individuals have on Twitter to express their thoughts and the influence this openness has on their conversations. Mukherjee and Bhattacharyya (2013) acknowledge Twitter's influence and provide a thorough lightweight sentiment analysis approach for its discourse. Studies have shown that social media usage helps students improve their grammatical complexity, vocabulary acquisition, and learning new languages. (Al Jahrami, 2019; Attila, 2017; Mason & Rennie, 2008; Mills, 2011; Stevenson & Liu, 2010). According to Mason and Rennie (2008), term coining and compounding on social media have become a phenomenon, resulting in words like Face+book, Snapchat, and Blog+sphere.

Many diverse terms have been altered by social media as a result. For example, when it comes to social media programs and websites, their names have become verbs and adjectives rather than actual expressions. (e.g., Google it, I will Instagram this picture). In addition, the verbs like to like, and the word friend may be changed to become dislike and unfriend in their negative forms. In addition, social media has changed the meanings of several terms (e.g., wall on Facebook, spam, steam). In addition, Text talk is a term used to describe social media discussions that are more written than spoken. Using logograms, abbreviations, acronyms, and paralinguistic elements (e.g., b4=before, Gr8=great) have made writing more convenient, quicker, and less constrained than in the past. According to Attila (2017). Chen's (2013) and Lin, Warschauer, and Blake's (2016) longitudinal investigations similarly found an increase in oral proficiency, mainly speaking and listening. On the other hand, Lin, Warschauer, and Blake warn that for students to get the most out of social media as a tool for language acquisition, they will require direction and activities specifically targeted to their needs.

13.2 Positive Influence on linguistics

Linguistically, the inflow of linguistic output on social media provides a plethora of chances for language learners to process language and receives information since youthful users of social media networks spend more than half of their days using and engaging with these platforms (Nikleia et al, 2012). Networks via the use of their language and

communication abilities. As a result, whether spoken or written, online talks have primarily supplanted traditional face-to-face communication, resulting in significant alterations to the users' everyday language and vocabulary. With the pervasiveness of smartphone usage, Perhaps wealthy people have benefited from computers and tablets equipped with opulent and straightforward social networking software. Language input is at its users' fingertips and has aided in developing L2 output that is intelligible. Baldwin (2012, p.58) argues that social media may be both a friend and an adversary in natural language processing. While he blames social media for "spelling discrepancies, the free-form adoption of new terminology, and frequent breaches of English grammatical conventions," he acknowledges the benefit of 'lexical normalization' within the same linguistic environment. Baldwin (2012, p.58) mentions another advantage of social media: the ability to "disambiguate textual content" and make it more cohesive and coherent through the use of non-textual sources such as links, threaded structures, multimodality of content, contextualized information related to cues such as *Identity* and timestamps, and socio-pragmatic proficiency.

13.3 Positive Influence on Writing and Speaking

Digital social media platforms such as Facebook, Twitter, and Google Plus "all have a significantly greater influence on education than the traditional word-filled web page" (Eastment, 2007). According to Boyd (2007), teens and young adults have embraced these sites, in particular, to connect with friends, share information, reinvent themselves, and showcase their social life. According to Flad (2010), communication has become instantaneous since adolescents now possess mobile phones that allow them to access social networking sites throughout the day. According to Asad et al. (2012), when students' social learning outcomes are enhanced, their academic learning outcomes may improve (p. 501). Social media has a good influence on foreign language learners since it plays a significant part in academics. According to most academics in Aforo's study (2014), Facebook was initially the most popular social media platform for language learners learning English as a second or foreign language. Facebook is utilized to share, post, and download information on various learning subjects discussed in the classroom. Another study stated that, in addition to Facebook, Instagram could help pupils enhance their skills, particularly in writing and learning. Instagram's user-generated videos are almost always in English. As a result, children

may learn new words and enhance their listening skills straightforwardly (Omar H., 2015). Because YouTube videos are lengthier than Instagram videos, students use them to understand English audio visually. As a result, students utilize YouTube to enhance their speaking, listening, and pronunciation skills. Another approach to learning and teaching in an EFL classroom is to have video posts, photographs, and phrases that students are interested in sharing on social media. It is the most influential language method, particularly when studying a foreign language. Writing and speaking are included among the productive abilities that students demonstrate when learning a foreign language, according to Swain (2007). As a result, encouraging students to speak and experiment with the tongue is a practical approach to participating in the learning process.

On the other hand, social networking is not the best approach to enhancing writing and reading abilities (Sorensen, 2013). The number of languages pupils should learn should be more than the words and vocabulary available on social media. Using social media to study English as a foreign language is an excellent idea (Watkins & Wilkins, 2011). A web-based learning environment may encourage constructivist learning through everyday activities connected to a large amount of knowledge available on the Internet. Teachers or educators can use social media to present students with a wide range of activities in several formats, including text, images, audio, and video. Furthermore, these multimedia materials might help students become more motivated to study English as a second language.

14. Drawbacks of Streaming Services

14.1. Negative Influence on Writing

Even though social media enhances language skills, many academics are concerned about the negative consequences these networks may have on one's interlanguage, particularly about inconsistent spelling and violations of grammatical standards (Baldwin, 2012). "Language usage on the Internet is typically criticized as being less accurate and less coherent than traditional kinds of language use and has disturbed adjacency," said Lin, Warschauer, and Blake (2016, p.143). According to a study by Tariq, Mehboob, Khan, and Ullah (2012), social media has a detrimental impact on the L2 learning processes of Pakistani students. Similar findings were made by Akram and Albalawi (2016), who found Facebook to be a distraction for their Saudi students in the classroom.

14.2. Negative Influence on Spelling

Using logograms and abbreviations often might have a detrimental impact on spelling (e.g., 2day=today). It is worth noting that lexical retrieval abilities were excellent by Wood, Vardy, Hart, Plester, and Wilde (2011).

Crystal (2004) discusses several terms used in the literature to refer to the new language that arose from the Internet, including digital, textism, netspeak, textspeak, and techspeak. Per Crystal's (2001) model, Varnhagen et al. (2010) propose the development of a new form of English for instant messaging and have created an error analysis model. Their methodology incorporates shortcuts that indicate very casual and improper insider terms, phonetic transcriptions that mimic conversation, and lowercase, which entails printing proper names in tiny letters. Indeed, professors have seen a shift in their students' writing ability, which they attribute to social media. There are several forms of mistakes; some are caused by social media and have resulted in a range of error analysis models, such as the one proposed by Crystal (2001). He asserts that various new non-standard English spellings have been seen in chat rooms and virtual world games. They are mostly affected by speech and use virtual words to reflect the youth's language.

15. Conclusion

The emergence of English-language streaming services has skyrocketed in recent years. Users may access a wide choice of videos in their learning language through platforms such as Netflix, Amazon Prime Video, and YouTube. The impact that English streaming services have on the identity of EFL learners has not been extensively researched. Nevertheless, there is some corroboration that access to content in the target language might aid the learner's growth. The high level of interaction that the learner has with the content presented on these services makes them a valuable tool to help learners practice different grammatical structures and vocabulary. The level of engagement and interaction present in these services is a helpful tool for constructing vocabulary and grammar. Furthermore, reduced anxiety in online settings, combined with improved motivation and self-confidence, has offered L2 learner's anxiety-free zones that allow for spontaneous and creative language output.

Chapter Three:
Methodology, Results and
Discussion

1. Introduction

This chapter discusses the research methods used in this study. It explains the research representations of the data to perform this study in depth. Additionally, it discusses the sample (population) description, study protocols, the instruments, and data collecting techniques, including a questionnaire and an interview. It defines the methods, stages, and structure of the study at Ibn Khaldun University.

2. Research Design

The current research used a mixed-methods approach to determine if English streaming platforms impact students at Ibn Khaldoun University and how their behavior and sense of identity may be influenced. The study used a descriptive survey and an interview as the method of investigation. The researcher may create data using standardized collecting techniques based on highly organized research instruments and well-specified study topics and associated variables thanks to this design, which is suitable.

3. Participants and Setting

Two groups of people participating were involved in the study, which have similarities and differences. All participants were 76.3% female or 23.8% male students at Ibn Khaldoun University in Tiaret. Their positions (bachelor students/university instructors), ages, and lifestyles, regardless of varied, to gain a more comprehensive insight.

3.1 Students

The population for this research was collected from the Department of English at the University of Tiaret. The attendees in this case study were 80 third-year EFL students, we have targeted both male and female students. The participants are chosen randomly from all the groups. They were undergraduate students who had spent three years studying English to get their License degree by the end of the year. The reason behind selecting third-year students is that they are not new to colleges, It is well-known that most students increase their language abilities by watching diverse material that promotes the English language. Besides that, Students have already mastered the language's syntax and structure in the past year; the author thought it would be more beneficial for learners to concentrate on improving their English proficiency.

3.2 Teachers

Nine English teachers from Tiaret University's department of English served as informants for the interview. They possessed a Doctorate or a Magister degree and taught a variety of modules.

Before undertaking the interview with the whole community, it was piloted with an English professor to ensure its competence and utility. The interview took place on 15 March 2022, at the faculty's department, during the time of exam consultation. Each interview lasted between 10 and 15 minutes on average. Teachers were allowed to express themselves; they were also free to utilize Arabic if they ran out of English vocabulary.

Both the researcher and the respondents have the chance to seek more information throughout the interview to achieve a complete comprehension and accurate description.

A structured interview aided the researcher's ability to take notes and gain reliable details.

4. The Purpose of the Study

Teenagers worldwide consume a tremendous amount of English material, mainly through popular streaming platforms, which is a valuable source of authentic input for Algerian EFL learners looking to improve their language skills. Additionally, previous research has demonstrated the benefits of exposure to English outside the classroom, primarily incidental vocabulary acquisition, pronunciation, and motivation. Furthermore, studies have shown a disconnect between instructors' and students' perspectives on the use of English beyond the formal context (Grau 2009; Ranta 2010).

The main aim of this research is to examine the influence of English streaming platforms on the identity of EFL learners. The second objective is to determine if instructors are aware of this access and to ascertain their impressions of its impact on the students' identities.

5. Research Questions

This investigation examines the impact of English streaming sites on the identity of EFL learners from the viewpoint of third-year license students and university professors. It aims to address three major research concerns.

1. Does the usage of streaming services in the English language affect the learner's academic identity?

2. Are instructors aware of their students' exposure to English through various media and whether they feel that English materials affect learners' identities, personal qualities, and English proficiency?

6. Research Hypotheses

- 1. Many students see that digital media plays a dominant role in developing their skills towards learning English because it puts them in a direct case of exposure to the language.
- 2. Watching authentic English streaming platforms provide many opportunities for EFL learners to acquire the language easily as well as improve their listening, speaking, reading, and writing skills.
- 3. English streaming platforms affect learners' personalities and sense of identity, attitudes and behavior.

7. The Research Instruments

A questionnaire was distributed to students to conduct a more thorough investigation and ascertain informants' perspectives on the impact of streaming services on EFL learners. An interview was conducted with educators at Tiaret University's department of English in terms of face-to-face meetings interaction. The themes were chosen intentionally, they were simple, generic, and within the students' ability to write, allowing both low and promising students to participate. Open-response Surveys and semi-structured interviews were used to identify and combine the most effective ways of gaining a more thorough picture of the phenomena. The overall experiences of participating learners were assessed using quantitative and qualitative data.

7.1 Students Questionnaire

The questionnaire was used as a data collecting technique since it was an ideal strategy that allowed for several perspectives. By asking questions and gathering as many responses as possible, questionnaires as a standard research approach assisted us in evaluating the success of our topic. Additionally, this way of doing research was critical in our study since it may either validate or refute the facts and outcomes outlined in our hypothesis. The questionnaire consisted of 34 questions. It is critical to note that participants were verbally informed that the questions applied to all forms of media that broadcast English material, even though this was mentioned in the questionnaires.

7.1.1. Choice of the Method

7.1.1.1 Likert Scale Questions (Quantitative)

For quantitative data collection, Likert scale questions are the "agree or disagree" questions often used in surveys to ascertain respondents' views and sentiments.

7.1.1.2 Open-Ended (Qualitative)

Open-ended survey questions asked the participants to put their responses into a comment box and not give particular pre-set answer selections. Responses are then evaluated individually or by text analysis tools

7.2 Teachers' Interview

The research was done among instructors utilizing an interview format consisting of eight questions. The teachers were asked to offer their perspectives on the impact of the media on their learners. Conducting an interview was essential to ascertain and better comprehend our informants' cognitive processes. The structured interview is composed of a series of preset questions arranged in a specified sequence by the researcher. One of the primary benefits of a structured interview is that it empowers and controls the interviewer during the duration of the discussion.

Combining a questionnaire with an interview may aid in the complementarity of the two methods and increase the possibilities of acquiring both quantitative and qualitative data. Thus, questionnaires and interviews are often used in cooperation with one another. In-depth interviews may follow up questionnaires to examine concepts further.

8. Methods of Data Collection

Researchers can get information by interviewing instructors and surveying pupils. The researcher was in charge of distributing the questionnaire and performing the interview. The researcher distributed 120 copies of the survey to students and gathered their responses on the spot. Twenty questions were left blank, and 11 were wrongly filled out, leaving the researcher with 70 surveys that may be used for further study.

8.1 Methods of Data analysis

Quantitative and qualitative techniques were used for the data analysis. An SPSS was used to examine the data from the questionnaire, which included frequency counts, percentages and inferential statistics. Moreover, the researcher used a descriptive analysis by summarizing the quantitative data and having an overview of the results.

9. Research Procedure

This qualitative research, with data obtained through face-to-face interviews taped for subsequent analysis. The data were analyzed to identify recurrent themes and emerging categories from the interview transcripts.

The writer taped and transcribed interviews to do qualitative analysis.

SPSS was used to examine the data from the questionnaire, which included frequency counts and percentages and inferential statistics.

10. The Discussions of the Results

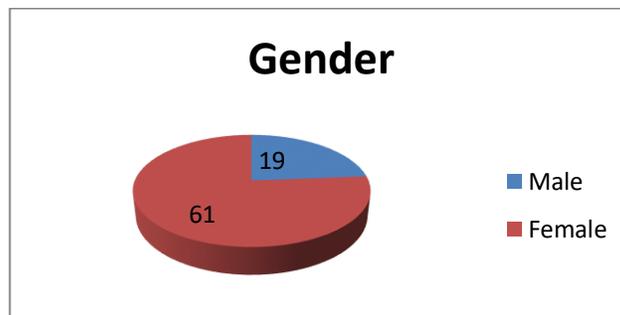
10.1 Students' Questionnaire Results

Part one: Respondents' study sample consists:

Participants' Gender

Figure 3

The learners' Gender

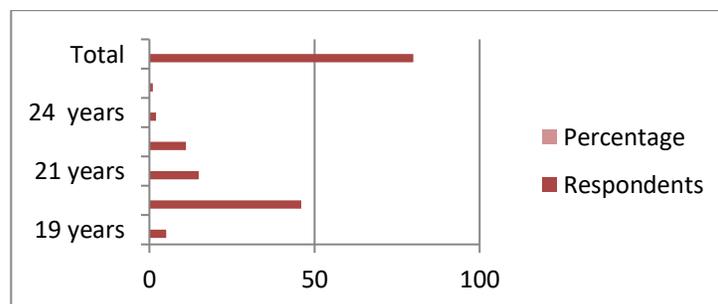


This question helps discover if females and men are aware of the concept of streaming services. The gender breakdown of the population was as follows, 52 participants were female, while the other 28 participants were male.

Participants' Age

Figure 4

The learners' Age

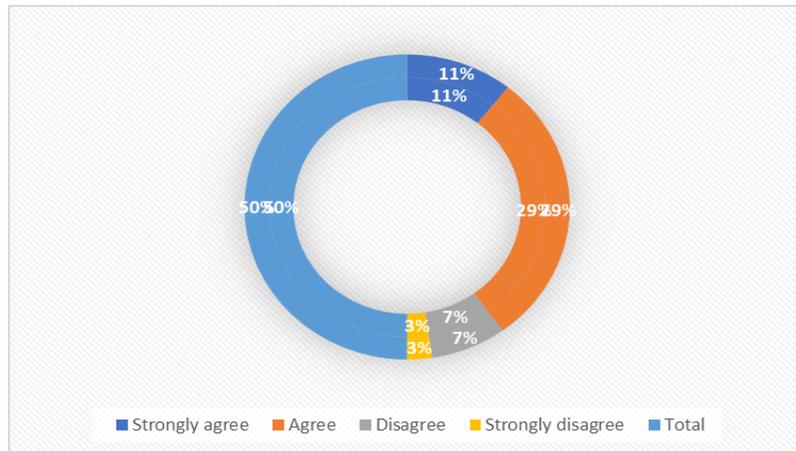


Knowing the ages of our sample is critical for our research since it enables us to determine if all ages are acquainted with media platforms or whether just certain ages are. The responses show that the majority of 3rd-year bachelor students age is between 20 to 24 years old.

Section one

Figure 5

English streaming platforms are an integral part of students' life.

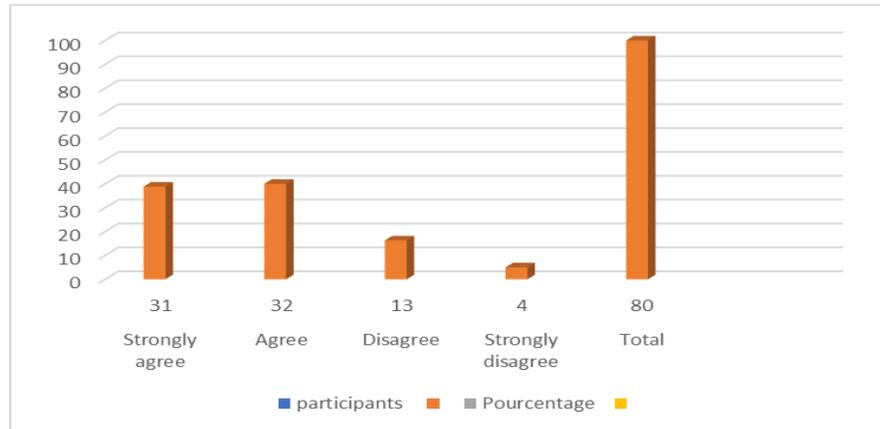


Note: This chart was created by Canva Graph Maker

English language streaming services are a key part of the life of the majority of 20-year-old respondents (58.8%). And this may be attributed to the fact that many EFL students rely on these platforms to connect with their lecturers and improve their language skills. “Streaming media has been shown to be an effective teaching approach that increases students' sense of achievement, self-efficacy, and satisfaction while also enhancing their ability to learn.” (Sowan & Abu Idhail, 2014).

Figure 6

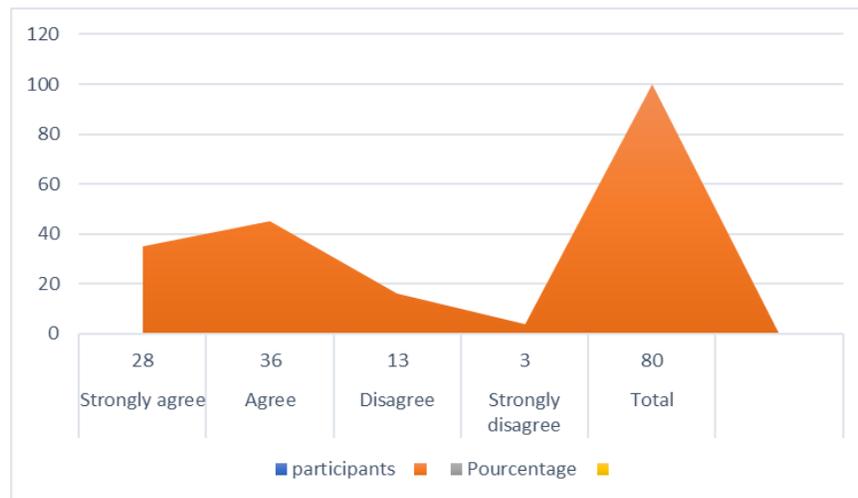
English Streaming platforms can make your learning easier.



Student responses on the question of whether or not English Streaming platforms can aid in their education were explored, because they are good platforms for EFL learning and keeping up with globalization, 40% of students feel that they aid in their English language proficiency. Samat et al (2019) argued that Learners can gain access to a broader range of information and improve the quality of their education through the use of live streaming technology.

Figure 7

English Streaming platforms can foster your communicative skills.

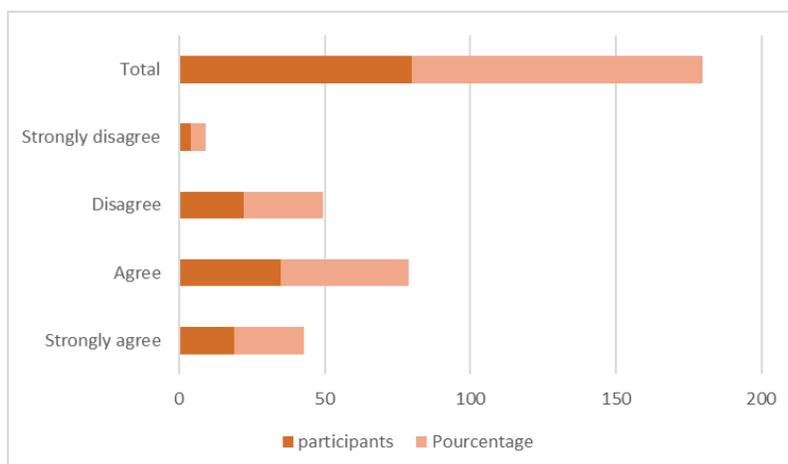


45 % Students in their 20s believed that English-language streaming sites may help them enhance their communication skills. As a result of this, A wide range of content is available

on YouTube and Netflix because of the wide spectrum of views and activities that may be found there. Teaching and learning English may benefit from the use of YouTube videos and Netflix. EFL students may utilize this material to improve their speaking and listening comprehension skills. Mathew and Alidmat (2013) came to the conclusion that employing visual aids in language instruction was usually beneficial for students and that audio-visual resources might make classes easier to grasp. Students were not just attentive to the dialogue, but also to the nonverbal cues given by the characters.

Figure 8

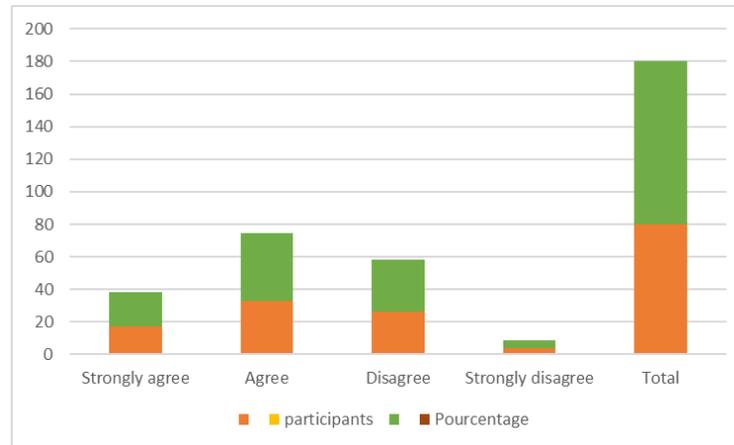
English Streaming platforms provide authentic exposure to the language.



In a survey, 43.8% of students said they agreed with the statement that English-language streaming services provide pupils real life experience with the language. Therefore, it’s a good idea to use movies to help students learn languages since they may help students better grasp nonverbal expressions and improve their listening comprehension. As contrast to lecture-based teaching, video aids in the learning of foreign languages by providing authentic video materials. “ It’s a good idea to use movies to help students learn languages since they help students better grasp nonverbal expressions and improve their listening comprehension. As contrast to lecture-based teaching, video aids in the learning of foreign languages by providing authentic video materials.” (P. Brett, 1997)

Figure 9

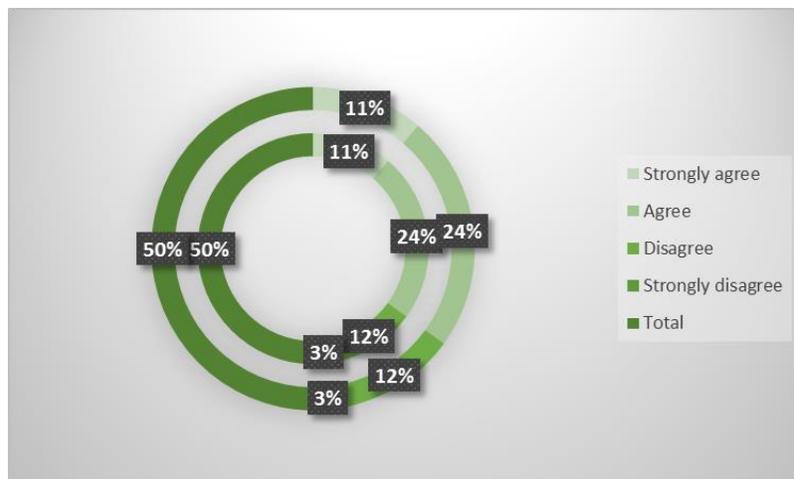
English Streaming platforms Develop learners' linguistics competencies.



Among students, 41.3 % believe that English-language streaming services assist pupils enhance their language abilities, whilst 32.5 percent disagree. The majority of students do not use social media for educational purposes, as shown by the statistics. Another typical issue for English language teachers is their students' unwillingness to speak English. Compared to other skills, like reading, writing, and listening, there is a distinct variation in their behavior while speaking a second language. As Wright (1987, p. 21) says “if a student does not believe in the necessity of mastering a second or foreign language and behaves accordingly, then it demonstrates that she/he does not value the acquisition of the language and therefore has a negative attitude towards it”

Figure 10

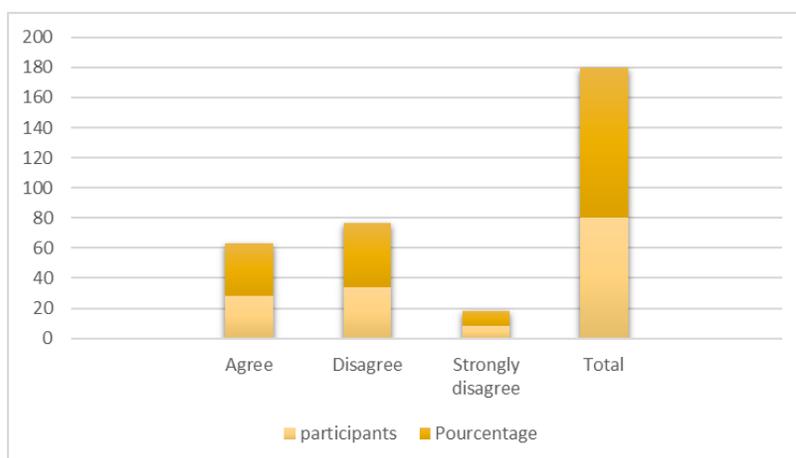
English streaming platforms help build an academic identity for EFL learners.



The majority of students considered that English Streaming platforms helped them develop their academic identity. This question was answered in the affirmative by 47.5% of students. Nevertheless, According to Bergen (2000) “reducing academic authority and integrating the usage of social media with educational ideas are just some of the ways to encourage students to stay on topic. Each of these would need a fundamental rethinking of the present educational framework. Students' usage of social media for academic reasons needs special attention, and repurposing may be necessary to better promote learning and enhance academic literacy practices”

Figure 11

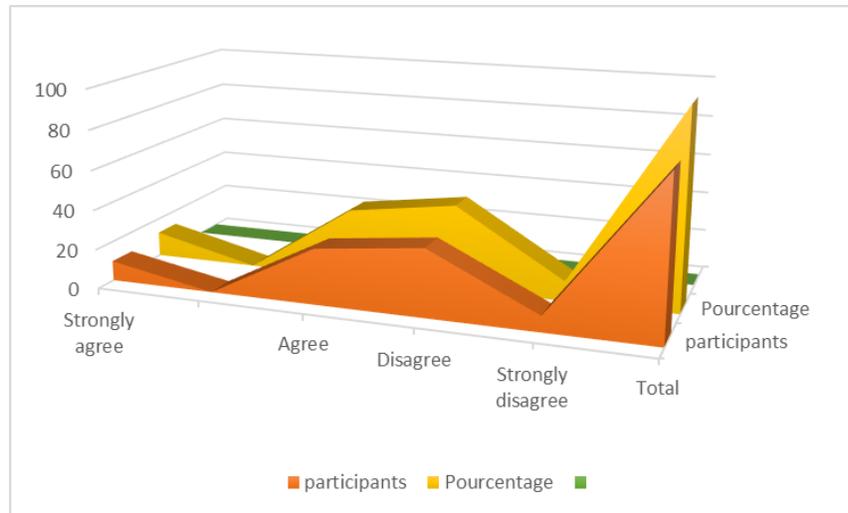
English platforms negatively impact academic achievements



35% of students complained that social media was time-consuming and distracting, while 45 percent felt it was a vital part of their education and that using it for assignments or personal study outside the classroom may help them learn more. According to the study, successful social media learning tools need scaffolding. In this context Uçar & Kumtepe (2020) indicate that “such research on the motivation of online learners will become more prevalent in the future.”

Figure 12

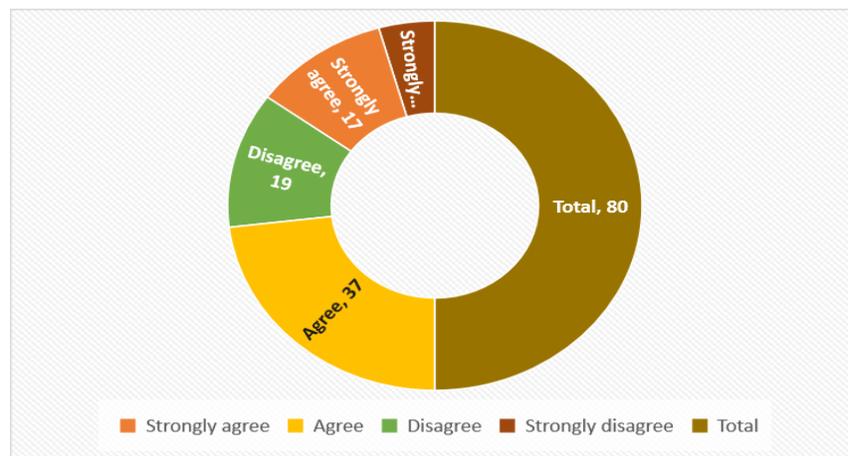
Learners use slang when speaking English



When it comes to utilizing slang, 37.5 percent of the participants agreed and 28.8 percent of the total number of participants disagreed. To clarify, Students are increasingly adopting social media terminology in class, negatively impacting their education. Slang is a term for words, phrases, and alphabets used informally to describe sentiments. Social media terminology has changed schooling in many ways. Students have spelling and grammatical issues because they use too much slang on social media. Online slang has also affected students' ability to communicate in reality and in writing. A research by Rafi, M, (2010) indicated that the adoption, use and addiction to text messaging had driven the degradation of English writing and suitable spelling of words.

Figure 13

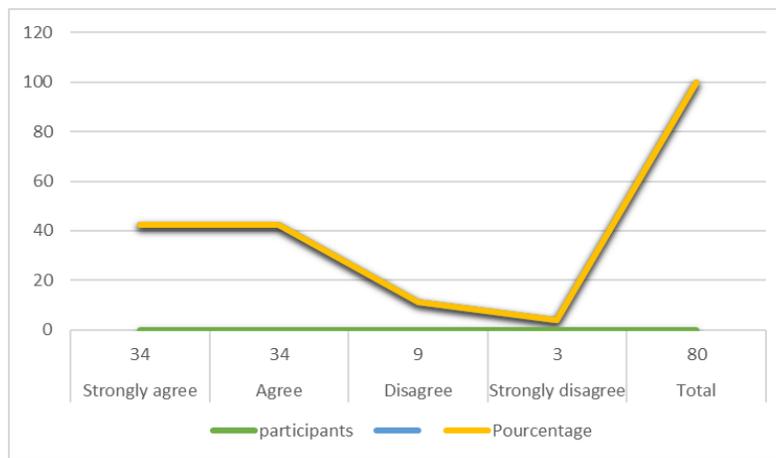
Learners use abbreviations and shortcuts in writing



46.3 % of participants agree that they occasionally utilize informal abbreviations and shortcuts in academic writing his is due to chatting, which is a frustrating English learning method. Students depend on digital communication so much that they neglect to improve their writing abilities, such as cursive writing. "Educators and the media have denounced the use of these shortcuts, arguing that they are leading youth....to lose the capacity to write acceptable English prose," say Rosen et al.

Figure 14

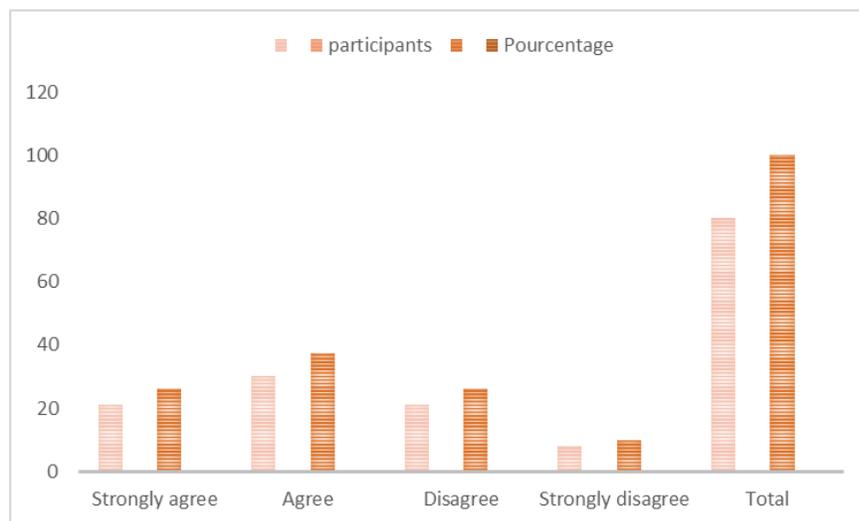
Time spent online cannot compare to time spent reading



Eighty-five percent of students said they had difficulty obtaining laptops and high-speed internet, both of which are necessary for distance learning. It has also been discovered that students who were already struggling academically in face-to-face instruction are more likely to do worse in distance learning. "These are students who are also more likely to be slipping behind, less likely to have access to a digital gadget or the internet. The chances are sort of stacked against them," Kaufman explained(2020).

Figure 15

Streaming platforms disrupt students from their studies.



Some 37,5 % of students questioned said they believe English-language streaming services interfere with their academics, with 26,3 percent strongly agreeing and the remaining 26,3 percent expressing strong disagreement with this statement. Student health and sleep habits will be adversely impacted as a consequence of the move to English-language streaming. According to studies Notification for Suspension of Classes in Medical Colleges of Madhya Pradesh. “toxic consequences on health may be caused by extended exposure to artificial light from electronic gazettes”.

Table 1

English Streaming platforms make learners’ reliance on electronic mediums

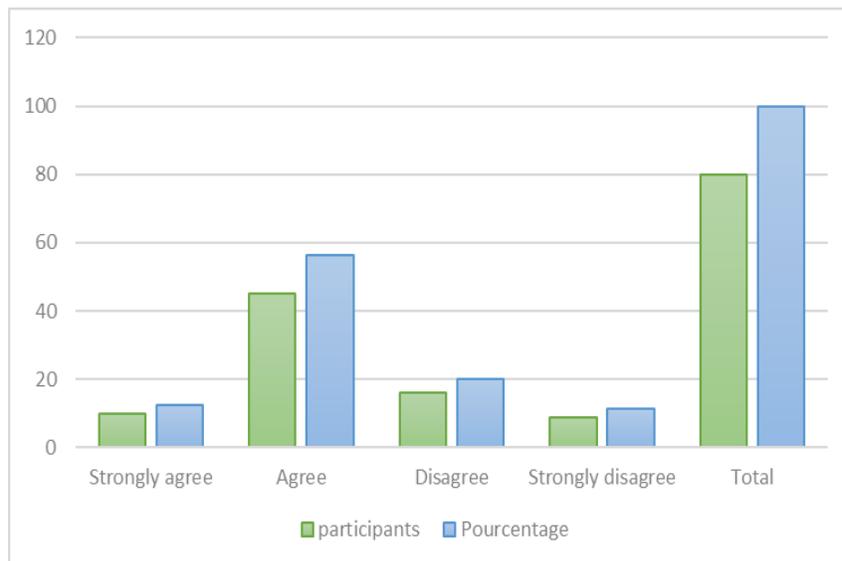
	Respondents	Percentage
Strongly agree	19	23.8
Agree	36	45.0
Disagree	21	26.3
Strongly disagree	4	5.0
Total	80	100.0

45% of respondents believe that English Streaming platforms encourage students to become dependent on electronic media. In fact, Timothy (2014) argue that “students are increasingly

using Facebook. It has been shown to be an excellent tool for language acquisition, according to research. It is now possible for professors and students of foreign languages alike to exchange unlimited quantities of text messages, photos, and videos through Facebook. Users and language learners in particular may benefit from these possibilities, since they allow them to engage with new texts and terminology, particularly if it continues for a long period. Educators may take use of Facebook by posting a variety of resources (texts, photographs, graphs, and video), which their students can work on, edit, contribute to, and share with one another in order to achieve their goals.”

Figure 16

Learners practice the culture in the series they watch

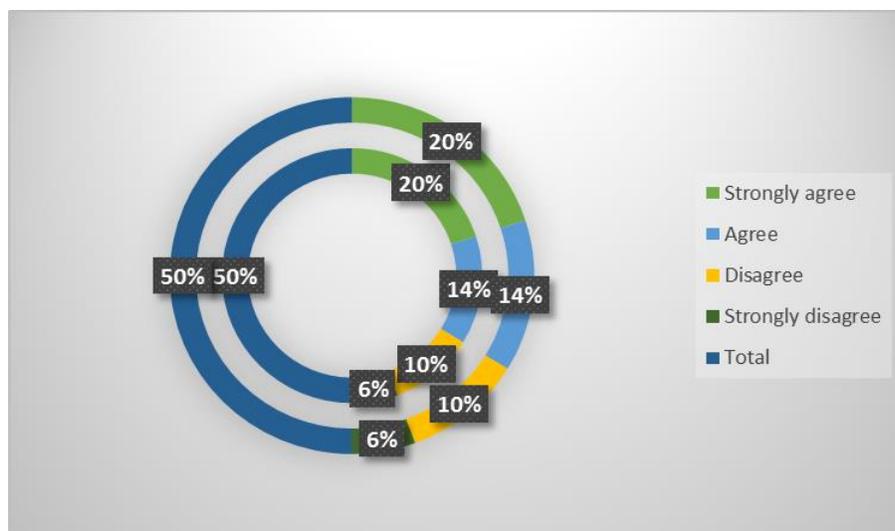


Respondents indicated that 56.3 % of the time, they accept and execute the cultural values that are exhibited in English services since globalization has made it more important to interact with people from a range of varied origins and cultures. Students should become more culturally aware in their schooling to guarantee productivity, The social learning theory proposes imitation as a strategy for teaching by example (e.g., Bandura, 1973; 1986).

According to this notion, viewers are watching and mimicking what they see on television. whereas only 20% of respondents disagree.

Figure 17

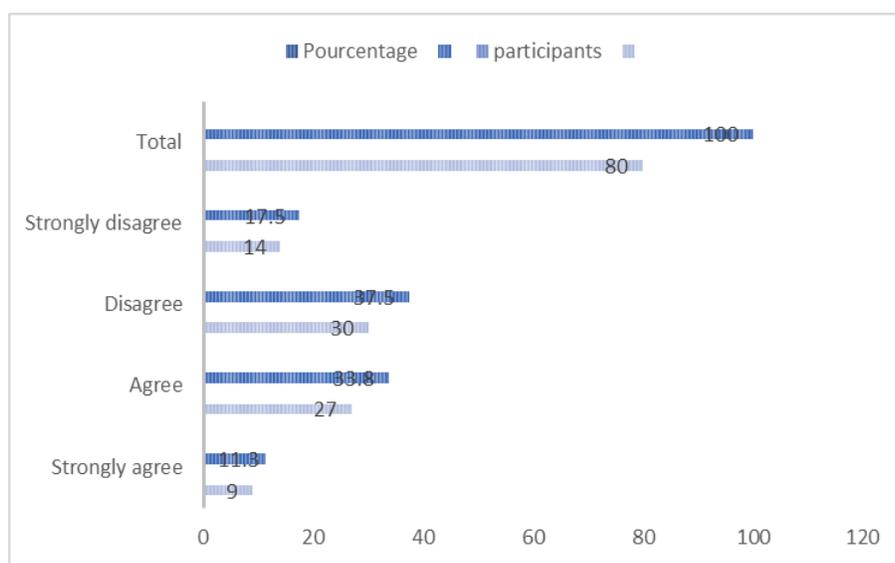
English streaming platforms impact the mother tong and culture



English streaming platforms may have an influence on the mother language and culture, according to 40% of participants in the study. however, 11.3 percent of individuals strongly disagree with this assumption. “Unfortunately, the number of people speaking their mother languages is decreasing. The evolution of human civilization, the preservation of cultural diversity, and international understanding and cooperation all depend on languages. Unfortunately, this is a worrying trend. There has been an unfortunate decline in linguistic variation due to widespread use of the Internet”, According to Manuel Castells (2000).

Figure 18

English programs meet the learners’ needs and interests.



According to a survey, 37.5% of students disagree with the assertion that their department's English courses and programs suit their language requirements and interests, these students often have to deal with the following difficulties. a lack of teaching resources to make learning easier. While books are an important resource, they aren't sufficient on their own. Audio equipment is also necessary. Slang and dialects that are inappropriate for many types of communication may be found in many movies, and students frequently pick up on this when they watch them. The importance of student interest was a significant conclusion of the research, and this is a crucial consideration for educators to keep in mind. Hargroves (2005)

Table 2

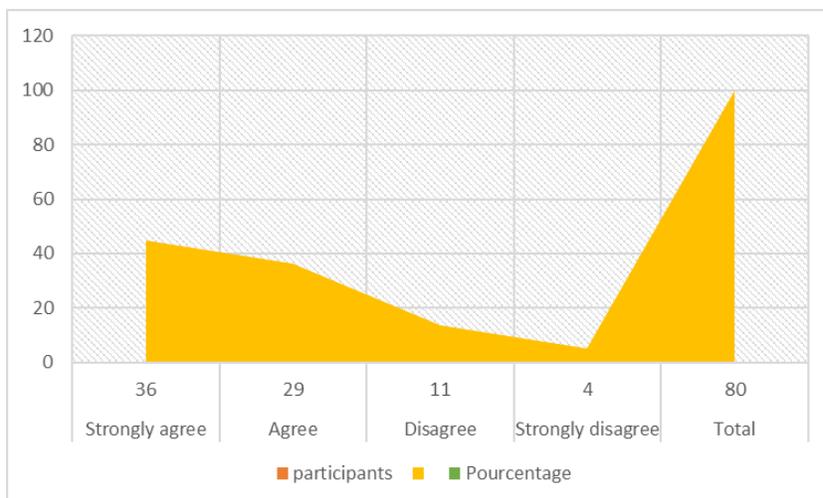
Learners feel at ease when using slang

	<i>Respondents</i>	<i>Percentage</i>
<i>Strongly agree</i>	30	37.5
<i>Agree</i>	29	36.3
<i>Disagree</i>	13	16.3
<i>Strongly disagree</i>	8	10.0
<i>Total</i>	80	100.0

only 37.5% of respondents said they felt comfortable using slang with friends or others they knew. These students believe that when you're visiting a country, it's imperative that you acquire at least the essentials of slang and colloquial language. Everywhere you go, people are likely to speak to you using idioms rather than a more formal method of communication. According to a study done by Rahmania M (2020) “When students use slangs, they feel more confident and easy to get along with people, and vice versa”

Figure 19

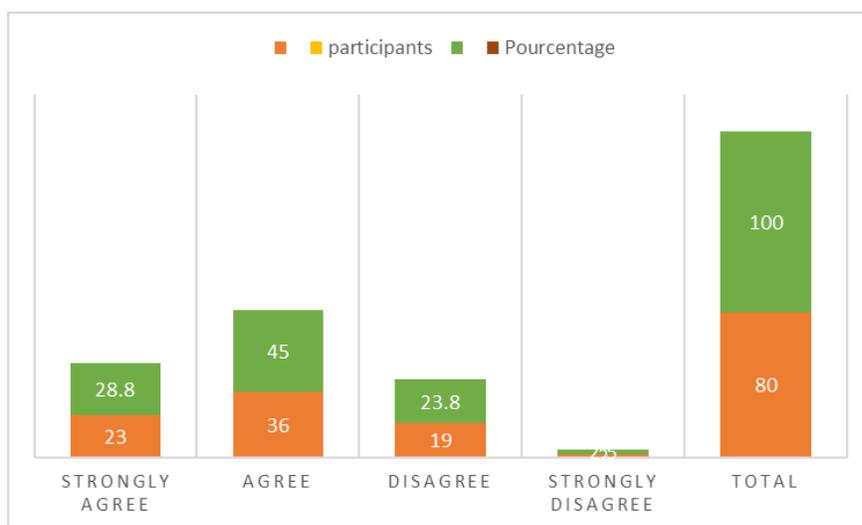
English Streaming platforms made learners confident in communicating



17,45 % of respondents highly agreed that English Streaming platforms made them more engaging and competent in conversing. In fact, when EFL students utilize online platforms to communicate with their professors or submit their homework, technology helps them boost their self-esteem. Raising one's hand in front of the class to answer a question may be nerve-racking for kids. Some students may hesitate or even back down when asked to take charge of the class. If they are able to do these activities online, it may boost their self-esteem. They won't have to deal with a sea of faces this time. Their self-assurance in speaking in front of a crowd will develop over time as they get more active in online debates

Figure 20

The primary purpose of students' online activities is to satisfy their interests



45% of those polled agreed that their daily internet activity is primarily designed to meet their needs. Students said they could better prepare for exams because of the ease with which they were able to do research in advance, handle many assignments at once, broaden their reading and learning options, and encourage and boost peer learning. “Although the main goal of social networking is to offer online... postings, activities, events, and interests to individuals in their virtual communities, it may also establish online forums for learners to collaborate, making it a potentially useful collaborative learning tool.” K Wong et al (2013)

Table 3

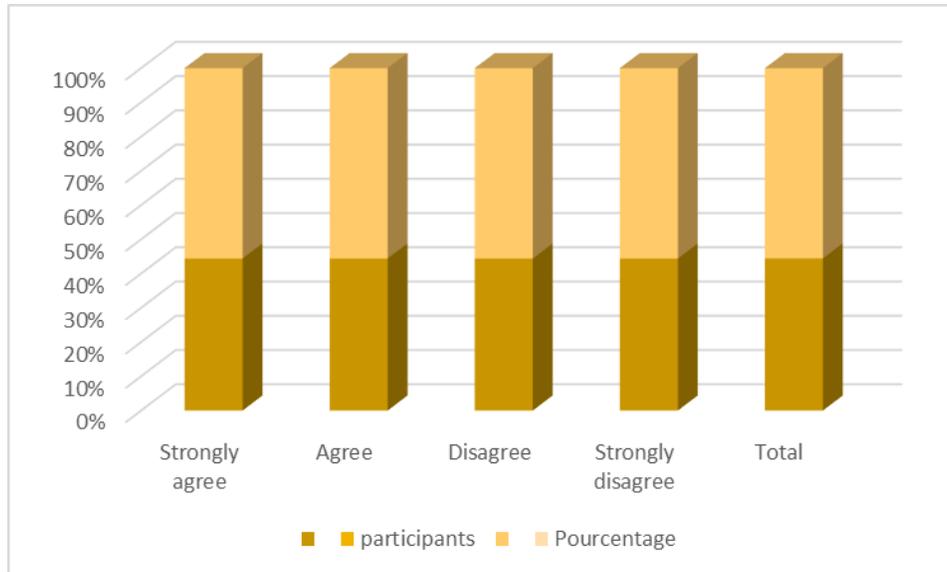
Watching movies and video clips enhance learners' listening skills

	Respondents	Percentage
Strongly agree	46	57.5
Agree	27	33.8
Disagree	4	5.0
Strongly disagree	3	3.8
Total	80	100.0

57.5 % of students say that watching movies or video clips in English enhances their listening comprehension. The research found that viewing English-language films had a favorable effect on both hearing and speaking abilities. Watching English-language films may also help you improve your students’ pronunciation. As a bonus, watching English-language films may help students improve their vocabulary. While 50% of students disagree, they claim that including video in e-learning courses necessitates a great deal of investigation to determine exactly what it is meant to do. You'll need to invest both time and money.

Figure 21

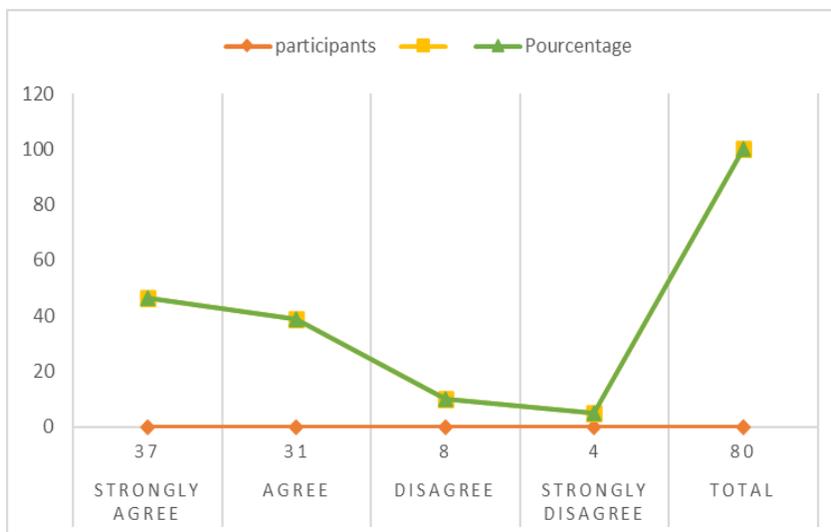
Learners' values are likely to change because of the media



According to the students, 31.3 percent of them agreed and strongly agreed that their values are likely to alter in the future due of the media. According to them, the media not only influences their thoughts and behaviors, but it also fosters the development of new traits and perspectives in people. It has a good effect on people's lives. Taking online classes, for example, allows us to learn from a variety of different schools and countries, giving them a better understanding of the world around them. Klapper's theory assumed that by allowing users to connect with one other, new technologies emerge, and cultural shifts influence the virtual world, the new media have produced an extension of reality that is ever-changing". While 16.3 denied this and disagreed with it.

Figure 22

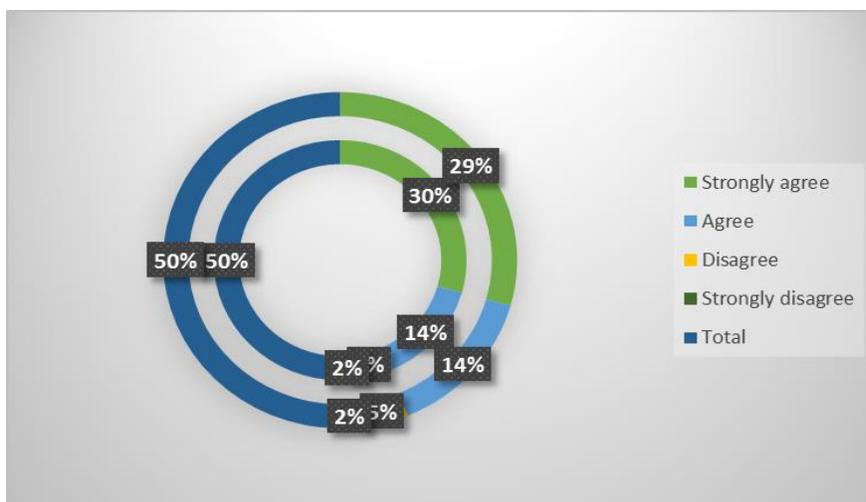
Learners are interested in learning about other cultures



Many participants are interested in learning more about the many civilizations that have existed throughout time. . According to studies done at Walden University “Students who have been exposed to a wide diversity of cultures at school are more at ease and safe when they meet people from those cultures in the real world. Their self-esteem and interpersonal connections increase as a result of being able to interact with a wider range of people in social settings”.

Figure 23

English movies improve the knowledge of using the language in different contexts

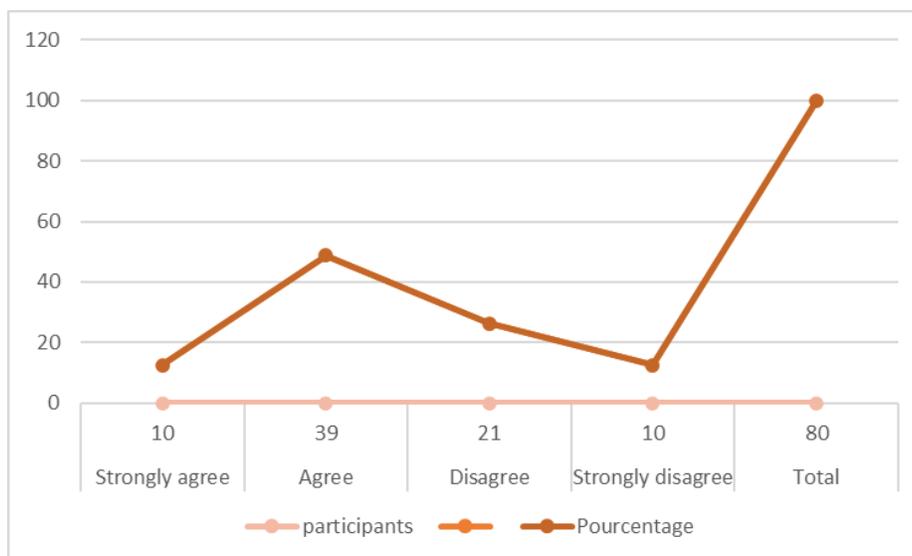


Note. Participants who watched movies in English reported an increase in their understanding of how language is utilized in various circumstances. They seem to have a favorable view of the employment of movies in the classroom as a tool for improving their language abilities.

They might use well-chosen movie resources to help them learn the target language and raise their desire to do so. L2 learners of English are said to have found it more enjoyable to study the language through watching movies (Ismaili, 2013)

Figure 24

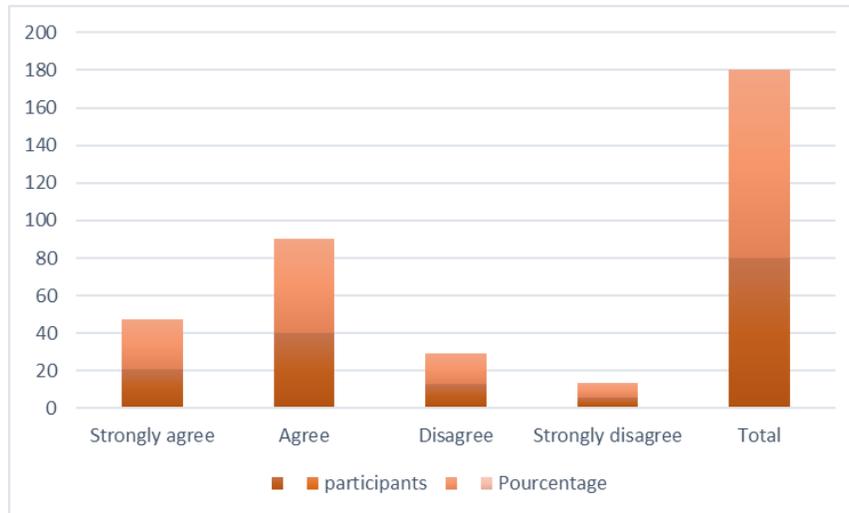
English streaming services bring a change in learners' behavior



48.8% of the participants agreed with the claim that English streaming sites had a significant impact on EFL students' conduct. Indeed, problematic behaviors are becoming more prevalent in both classrooms and society as a whole (Kowalski, 2003). A few examples of "classroom incivilities" are improper use of mobile phones and laptops in the classroom, side conversations, and cheating. Not only do these actions bother faculty, but they also have real-world consequences, such as: reducing other students' and faculty's motivation in or out of the classroom; influencing grading fairness; and detracting from the learning experience of other students and faculty.

Figure 25

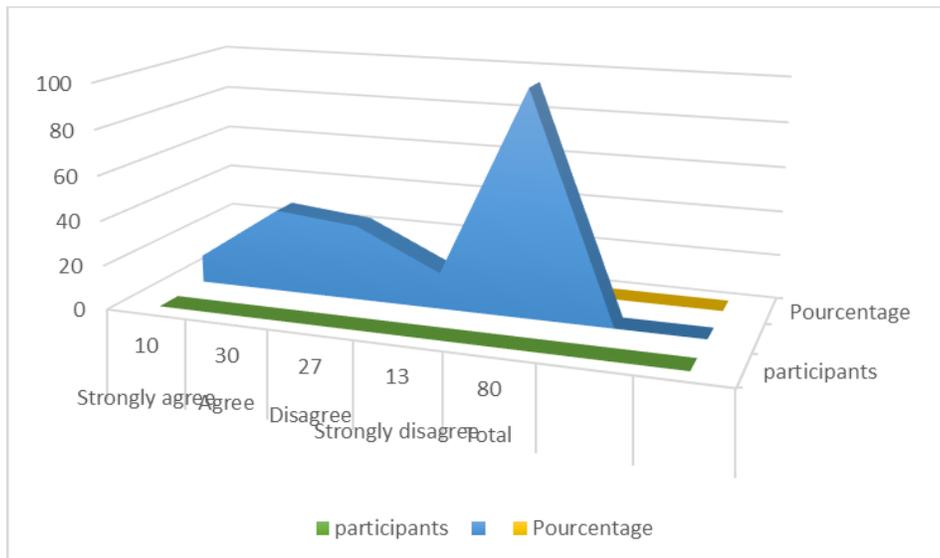
EFL learners absorb the western cultures



50% of the participants agreed that most EFL students absorbed Western culture. "Cultural orientation is particularly crucial for students planning to study abroad," noted Kita (1991). EFL students who grasp a foreign language but do not comprehend its culture are said to be fluent fools who have no concept of the social or philosophical implications of their newfound fluency (Bennett, 1993).

Figure 26

Westernization has affected learners' morality and sense of identity

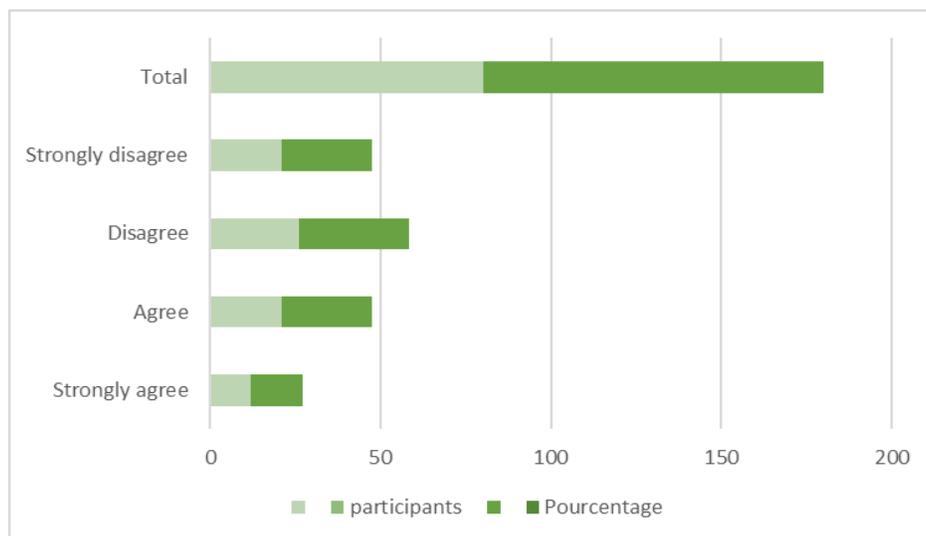


38.5 % of those polled denied that Westernization had harmed their morality or sense of self, instead claiming that Western culture had brought about significant changes in their daily

lives. A student's acceptance of Western culture is a good development; for example, a student's preference for Western-style clothing and cuisine is a sign of Westernization.

Figure 27

Learners get confused between their culture and other cultures



32.5 percent of respondents oppose the idea of distinguishing their own culture from other civilizations, compared to 26.3 percent who favor it. Students surveyed said they strongly support cultural education as an approach to helping kids learn about various cultures and appreciate the contributions they make to the globe. In order to be successful in today's globalized world, students in the English as a Foreign Language (EFL) profession must gain an understanding of other cultures.

Table 4

learners believe in movies having moral values

	Respondents	Percentage
Strongly agree	20	25.0
Agree	39	48.8
Disagree	15	18.8
Strongly disagree	6	7.5
Total	80	100.0

The result shows that more than half of respondents (48.8%) said they believe Netflix and YouTube movies have moral values. According to them, Character growth may be facilitated via the use of movies. They're a valuable resource for conveying insight and reinforcing ideas. Films with characters who exhibit development mindsets and traits are becoming increasingly popular. Movies are one of the literary works that clearly expresses a system of values because the actors portraying the characters in the film are able to convey a positive message to the audience. Morality is the source of worth. Wulandari Y (2021)

Section two:

Question 1: *Define identity in your own words*

Identity A person's character, according to the vast majority of those polled. It is the sum total of our values, ideas, and beliefs. It's a representation of who we are that we put out there. What makes us who we are is made up of a number of different parts. It's a combination of customs and beliefs.as according to Hogg and Abrams (1988,2) Identity is “ people’s concept of who they are and how they relate to others”.

Question 2: *What are the advantages of English streaming platforms for your identity as a learner of English?*

The most common replies were about the benefits of using English streaming services for their identification as an English learner were as follows: it helps me see things from a new perspective. Next, it aids them in developing their abilities. Moreover, it encourages students to be more engaged and confident. It provides a snapshot of the English-speaking world. In this phase McLuhan(1962, 1946) and Postman (1970)stating the idea that media play a leading role in human beings’ perception, feelings, values and actions”.

Question 3: *How do English streaming platforms negatively impact you?*

Students are negatively impacted by English-language streaming services. These platforms alter their basic beliefs and convictions. Besides, depressive and anxious feelings of loneliness. In addition, they are pointless. They also make them enamored with other people's ways of life. Limit their exposure to real-world situations. A research published in the journal Computers and Human Behaviour indicated that those who reported using seven or more media platforms were more than three times as likely to have high levels of general anxiety symptoms than those who reported using 0-2 sites.

Question 4: *To what extent do you rely on streaming services to improve your knowledge of the language and culture of English? (give examples)*

Some EFL students depend heavily on podcasts, Spotify, and e-books to learn English. In order to enhance their pronunciation and expand their vocabulary, they turn to video tutorials, as Butler and Matook affirmed that for the purpose of learning, online media connect individuals and make strategies for their learning. But there are some who merely use them for amusement. As a result of their preference for reading.

Question 5: *Do English services affect your identity (the way you think / who you are)? Why / why not? Please give examples*

The majority of students say that English services assist them in constructing their identity as EFL learners by changing their mindsets, their lives, and their conduct in a positive way. One student tolerates an orientation that one other student tolerates. In this context, media playing such a key part in the lives of young, and with youth being so continually and excessively reliant on streaming services, it has an effect on their actions and behavior (Berson and Berson, 2005). Although streaming platforms and globalization have had an impact on once culture, other EFL students still feel a stronger connection to their local culture.

Question 6: *Do you think you have a better understanding of Western cultures? How?*

Results obtained from this question were limited to two concepts globalization and westernization. Yet, Westernization is the movement from traditional culture to western domination and western imperialism, while globalization is, likewise, the movement in which technology, philosophical, and economic progress may be produced around the globe with a global time zone and boundaries. The majority of students did agree with the notion and they claimed that it is hard to understand it and it is complicated in another way.

Question 7: *What is your opinion about using English Streaming platforms as a tool for learning English?*

To keep updated with globalization and become self-sufficient learners, streaming services are a great way for the majority of students to integrate themselves in the EFL learning process. According to Mingle and Adams (1998), internet media is highly recommended for educational purposes; nonetheless, a sufficient guide must be given to students about the disadvantage of web-based media, since they may be reliant on it.

10.2 Teachers' interview results

Q1. How often do you encourage your students to use English streaming platforms?

This question was asked to determine if the teacher provides opportunities for their students to practice and use English in various contexts and settings. The results show that most of them have a positive insight toward these platforms. They use it frequently because they see it as a helpful and fruitful tool to enhance learners' language and believe that "language should be learned naturally." It provides the learners with more significant opportunities for natural language acquisition. As said by one of the professors, "I think I use them very often because I believe that language should be learned or let us say acquired naturally and in natural settings with streaming devices if you want like YouTube or any online material is that provide English learners, especially EFL learners with more significant opportunities for natural acquisition of language."

Moreover, teachers encourage their EFL learners to use English streaming platforms to practice their language skills while exposed to new content. This content can include everything from gaming to cooking to comedy and can provide an excellent opportunity for learners to develop their language skills in a fun and engaging way. This will also improve their listening comprehension and speaking ability, the key to becoming confident English speakers. At the same time, the rest of the teachers do not use it, and apparently, they still use the traditional teaching methods. They think that even their learners have no access to these platforms, and if so, they do not see these platforms as a way to develop themselves but as just an entertaining tool. The findings indicate that most respondents had a favorable opinion of these platforms. In addition, professors encourage EFL students to utilize English streaming services to develop their language abilities while being exposed to original ideas. However, the rest of the instructors do not use it, and they continue to employ traditional teaching approaches.

Q2. What are the standard programs and applications students use as extracurricular activities?

This question seeks to elicit instructors' thoughts on well-known programs or apps students use for extracurricular activities and discover how such activities fit into the curriculum to present a comprehensive picture of what students do outside of school. Most of the teachers agreed that their students use social media like *Facebook and youtube* most of the time; These

platforms include many valuable videos for students to improve their skills in the language. On the other hand," *Netflix*, a widespread application that everyone uses in their free time, provides many movies where English is used differently". Despite all the valuable content that helps develop and enrich the student's level, most professors think that their students do not take these platforms seriously; learners do not intend to learn unless they are obliged. Otherwise, it is used for leisure, not pleasure.

Q3. *Have you ever encountered any informal usage in speaking and writing done by your students?*

Teachers and other language educators often come across informal usages of the language in the classroom, which contains many acronyms, slang, shortcuts, and chatting speech because learners acquire their language skills from the content they expose to. This means that the language learners hear on streaming platforms, such as Netflix, and YouTube, directly influences their language use. Regardless, there is some evidence to suggest that access to content in the target language can contribute to the development of the learner. For example, a study by Brugnoli (2017) found that young Italians who watched Netflix in their target language showed significant improvements in their writing skills. In informal situations, teachers often have to break out the thesaurus to find more accurate and less colloquial language to use in class. As said by one of the respondents, "...they used those slang words and shortcuts abbreviations for cards and clipped words. Some of them are appropriate, and some of them are not. They are not even academic and formal". However, by being aware of the role that streaming platforms play in language use, teachers can better prepare themselves to adapt and provide effective language education for their students. Simultaneously, most of the instructors did not seem to mind this aspect of informal language when it came to speaking since they felt that students needed to be able to communicate in a colloquial way if they were going to be having conversations in a language other than their mother tongue.

Q4. *Do you think this media affects your learners' identity (in terms of personality and behavior)?*

Concerning the teachers' thoughts about the influence of English streaming platforms on their students, they all agreed that there is a clear and noticeable impact in the current generation, unlike the old ones, and it is increasing. "There is a notable change in their behavior, way of thinking, and even how they see the world around them." Despite the positive factors that the

students can gain from this effect(improvement in the academic elements, building self-confidence, opening to Western cultures), the professors saw the other side: the loss of the basis of human existence and the loss of identity. One of the respondents claimed that “Identity is a big issue, and it is a challenge for the teachers because they are barely responsible for it” another said, “Learners learn the language by its culture though it is still a foreign input; they prefer to acquire the language and all that comes with it.” It is also a kind of escape from reality by imitating the western lifestyle. The problem is that students are not aware enough to sculpt their personalities skillfully. Instead, they absorb what contradicts their basics as Algerians and Muslims, leading to Acculturation. If teenagers continue to embrace western cultures, they will lose their identity”. Teachers should make their students aware of the good thing they have in their country and identity because what they see is just an image on a TV or a story told by someone they would have never met.”

Q5. *What is your impression of your students affected by these platforms? Is it positive or negative?*

The professors’ impressions differed about whether the impact results were positive or negative for their students. Some of them believed that it depends on the occasion the student is, as they should be supported when seeing an addition to their feedback while correcting them and helping them improve when seeing mistakes. In addition, it is the teachers’ role to advise them directly or indirectly while encouraging them to pay attention to their culture because it is rich. The problem is that they do not attach importance to it b; they always underestimate its importance. Algerian culture and identity must be presented on the scene, as it is rich in information that benefits students in various fields. It could also be damaging in academia since the language used is wrong, and even students are aware of its informality but neglect it. Additionally, It is the part of the teacher and the government to provide them with guidance and sensitizer them through some kindes of seminars to put them in the big picture and make them aware of its citizens’ positive and negative sides. But then again, While others believe that this trend cannot be skipped, students do not live in isolation from the world, and the professors have nothing but to accept that because its opposition only leads to failure. It is possible to violate what affects religion or culture, but it is normal when adopt some behaviors.

Q6. *What is your opinion about implementing the use of streaming services in teaching EFL?*

The Professor's perspective on implementing streaming services in teaching EFL varied significantly. One of the teachers believes that the country is not yet qualified to execute streaming services in teaching EFL where he said, "None of the universities are supplied with enough tools. There is neither Wi-Fi nor even a library. Conceivably it is a matter of 40 or 50 years in the future work. However, it is not easy, in any case". Nevertheless, most of the teachers agreed on integrating streaming content in teaching English, where they find it a must because this generation is called digital natives. They were born using these devices, and eventually, They expect them to be at school since it matches their style and learning preferences. However, the real problem here is how to deal with it; how can teachers derive what benefits their students? The point is that teachers should raise this consciousness among students that these platforms should not only be devoted to fun only but to education too. English streaming platforms are beneficial tools if taken seriously by avoiding their negatives and taking advantage of their positives. Another teacher claimed, "The problem nowadays is that We do not use it because it is challenging. The number of students and The lack of devices at schools is challenging also. These technologies need small groups to give good feedback and to be able to guide students. In addition, The big problem is not just about using it but also how to use it and what to gain from it."

11. Limitations

There were only 80 participants in this research, and they were all students from Ibn Khaldoun University's Department of English. It focuses on the impact of English-language streaming services on the identity of EFL learners. Several limitations need to be addressed in this investigation:

- There is a lack of prior studies on the same subject. Most previous studies mainly focused on the relationship between the media and academic achievements.
- The study's small sample restricts the results' generalizability. This means that future studies should include a more significant number of students drawn from various diverse models.
- During the investigation, we discovered that a number of students had left several questions unanswered.
- This study focuses on the effect of streaming services on learners' identities. However, from the questionnaire, there were some queries that several learners did not understand and

started answering randomly to complete the questionnaire as quickly as possible, which affected obtaining the required data.

12.Recommendations

The following recommendations are given in light of the study's findings:.

- English learners need to be aware of the need to shuttle between different identities so that their use of English will not remain distant, offend, and annoy the local group member.
- EFL educators need to examine aspects affecting student identity construction critically. One way to do this is by raising awareness of the identity options available when learners are using English.

Despite the lack of conclusive findings, we suggest that departments of English include English streaming platforms into their curriculum to keep up with the fast growth of these services and the demand for them from students. While digital media consider the specific cultural and educational context, it should be the subject of debates involving all concerned parties, especially students, because these media are introduced into university curricula since they are authentic and would address students' needs and learning styles.

- Students may profit from the advantages of social networking sites if teachers assist them in learning how to use them effectively. .
- Students may utilize this opportunity to enhance their productivity if they use it correctly.

13.Conclusion

Throughout this chapter, and based on the results that we came up with through the questionnaire and the interview, we could therefore conclude that our participants showed a positive view toward the use of English streaming platforms as an efficient means that contributes to their improvement in the English language learning as well as encouraging the development of their intercultural identity reconstruction. English platforms are the best places where students are entirely allowed to learn about what serves their styles and preferences. This increases their motivation to learn a language and form their identities by being open to several areas worldwide.

General Conclusion

In recent years, the popularity of English streaming services has extended exponentially. Media such as Netflix and YouTube allow users access to an expansive range of content in their learning language. EFL learners often use these services as a means of relaxation and entertainment. The current research set out to investigate the impact of English digital services on the identification of English language learners. The primary objective of this paper is to explore the effect of English streaming services on the identity of EFL learners along with their attitude and behavior, the role of these services in the language learning journey, and how they can contribute to the development of the learner. It also outlined how streaming services can complement the learning environment in the language classroom and provide additional opportunities for practice and development. The research work was founded on the assumption that streaming platforms have a noticeable impact on the character and attitude of third-year license students, and we devoted it to tracking students' opinions regarding the employment of the modern strategy (learning via streaming services) in the classroom.

This dissertation highlighted the main concepts of digital devices and the main elements of identity. It was designed for teachers and third-year license students at the department of English at Ibn Khaldoun university to gain more reliable information, know about the participant's opinions concerning digital media usage, and investigate their attitude toward implementing this media in the educational settings. It also outlined how streaming services can complement the learning environment in the language classroom. In the first part of the paper, The literary review played a significant role in collecting necessary data from a variety of academics and researchers about the primary streaming services and the role of these platforms in the language learning journey, in addition to how they can contribute to the development of the learner. On the other hand, the second part presented a general overview of the theoretical models of identity according to theorists and scholars, the definition, the evolution, the role, and the application of this knowledge in education. The last section discussed the practical elements of the thesis, in which the researchers carried out the research and collected data using qualitative and quantitative methods. The chapter also presented a

sight of the data gathering instrument's outcomes. Discussion attempted to validate or refute the notion that the influence of the media on the learners' sense of identity is valued.

The results revealed a positive reaction toward using these streaming services on the learner's identity. In addition, there has been an agreement on the positive and negative outcomes of the exposure to the English content. These platforms open the student's minds to different perspectives of the world and enhance their intercultural awareness. In contrast, the media could be a negative element since it alters their fundamental beliefs and convictions. However, About the effect of English streaming platforms on students, most instructors agreed that the present generation has a noticeable impact, unlike previous generations, which is rising. Their behavior, thinking, and even how they see the world around them has changed significantly.

Nevertheless, the learner's high level of dealings with the content presented on these services makes them a valuable tool to help them practice different grammatical structures and vocabulary. The engagement and interaction in these services are helpful tools for constructing language skills. The findings revealed positive attitudes of the students toward using different kinds of media platforms as educational devices. The main results stated that streaming platforms are a constructive environment for learning the English language, they facilitate the knowledge process, and most students are aware of the importance of integrating media that is used as a pedagogical tool where they can be more creative. It was also declared that the modern method for language learning came out with positive effects on learners' skills to achieve better results.

The findings aid in gaining a deeper understanding of the problem and viewing it from a variety of perspectives. It also confirms this research's hypothesis; mainly, English streaming platforms affect learners' personality, sense of identity, attitudes, and behavior; also, Students find streaming media an excellent tool to learn English.

However, this study has potential limitations; the sample population of this study was confined to just 80 students from the same university. Therefore its findings cannot be generalized to a broader audience until more research is conducted with a larger and more representative sample group. Additionally, there are not a lot of previous investigations that have looked at

the topic from the identity perspective. Studies have primarily examined the connection between media portrayals of academic performance and actual academic achievement.

To conclude, since media provide a simplified language learning experience and stay up with the rapid rise of these services and the growing demand from students, English departments should include streaming platforms into their curricula. There should be a discussion among all parties, including students, about the use of media platforms in education schemes since these platforms are natural and may be used to meet students' requirements and learning styles.

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APPENDICES

Appendix A. Students' Questionnaire

English streaming platforms and EFL students' identity

This research aims to determine how English streaming platforms (Digital Media) influence the culture and identity of EFL students.

N.B. English Streaming Platforms: services offering films and TV programs, music, podcast, or any English content on TV, phone, or computer.

Age: ...

Gender: Male Female

Please spare a few minutes to read each statement carefully and tick (✓) the corresponding column. All data collected will be used only for research purposes and handled strictly.

SA: Strongly agree, **A:** Agree, **D:** Disagree, **SD:** Strongly disagree

n.	Items	SA	A	D	SD
1	English Streaming platforms are an integral part of the student's entire lives.				
2	English Streaming platforms can make your learning easier.				
3	English Streaming platforms can foster your communicative skills.				
4	English Streaming platforms provide authentic exposure to the language.				
5	English Streaming platforms develop learners' linguistic competencies.				
6	English Streaming platforms help build an academic identity for EFL learners.				
7	English Streaming platforms can negatively impact learners' academic achievement.				
8	EFL learners are more vulnerable to using slang when speaking.				
9	EFL learners sometimes use informal abbreviations and shortcuts in academic writing.				
10	Online time cannot be compared to the time learners spend reading.				
11	English Streaming platforms disrupt some students from their studies.				
12	English Streaming platforms cause learners' reliance on electronic mediums.				
13	EFL learners accept and practice the cultures and values that are portrayed in the English services.				
14	English Streaming platforms can impact the mother tongue and culture.				
15	English courses and programs at your department meet your language needs and interests.				

16	You feel at ease when using slang among your friends or people you know.				
17	English Streaming platforms made you more interactive and confident in communicating.				
18	The primary purpose of your daily online activity is to satisfy your interests.				
19	Watching movies or video clips in English seems to enhance your English listening skills.				
20	Your values are likely to change in the future because of the media.				
21	You are interested in learning about many cultures that have existed in this world.				
22	Watching movies in English helped improve your knowledge of how language is used in different contexts.				
23	English Streaming platforms bring a sudden change in your behavior.				
24	Most EFL students absorbed the Western culture.				
25	Westernization has affected your morality and sense of identity.				
26	You confuse between your mother culture and the other's culture.				
27	You believe the movies you watch have moral values.				

1. Define identity in your own words

.....

2. What are the advantages of English streaming platforms for your identity as a learner of English?.....

3. How do English streaming platforms negatively impact you?

.....

4. To what extent do you rely on streaming services to improve your knowledge of the language and culture of English? (give examples)

.....

5. Do English services affect your identity (the way you think / who you are)? Why / why not? Please give examples

.....

6. Do you think you have a better understanding of Western cultures? How?

.....

7. What is your opinion about using English Streaming platforms as a tool for learning English?

Appendix B. Teachers' interview questions

English streaming platforms and EFL students' identity

This study aims to ascertain the extent to which English streaming platforms (Digital Media) affect the culture and identity of EFL university students.

NB. English Streaming Platforms: services offering films and TV programs, music, podcast, or any English content on TV, phone, or computer

Dear teachers

You are kindly requested to answer the following questions:

1. How often do you encourage your students to use English streaming platforms?
2. What are the common programs or applications students use as extracurricular activities?
3. Have you encountered any informal usage in speaking and writing done by your learners?
4. Do you think this media affects your learners' identity (in terms of personality and behavior)?
5. What is your impression of your students who are affected by these platforms? Is it positive or negative?
6. What is your opinion about implementing the use of streaming services in teaching EFL?

APPENDIX 3

(SPSS results)

1. <i>English Streaming platforms are an integral part of the students entire life</i>			2. <i>English Streaming platforms can make your learning easier</i>		
	Participants	Percentage		participants	Percentage
Strongly agree	17	21.3	Strongly agree	31	38.8
Agree	47	58.8	Agree	32	40.0
Disagree	12	15.0	Disagree	13	16.3
Strongly disagree	4	5.0	Strongly disagree	4	5.0
3. <i>English Streaming platforms can foster your communicative skills</i>			4. <i>English Streaming platforms provide authentic exposure to the language</i>		
	participants	Percentage		participants	Percentage
Strongly agree	28	35.0	Strongly agree	19	23.8
Agree	36	45.0	Agree	35	43.8
Disagree	13	16.3	Disagree	22	27.5
Strongly disagree	3	3.8	Strongly disagree	4	5.0
5. <i>English Streaming platforms develop learners linguistic competencies</i>			6. <i>English Streaming platforms help build an academic identity for EFL learners</i>		
	participants	Percentage		participants	Percentage
Strongly agree	17	21.3	Strongly agree	18	22.5
Agree	33	41.3	Agree	38	47.5
Disagree	26	32.5	Disagree	19	23.8
Strongly disagree	4	5.0	Strongly disagree	5	6.3
7. <i>English Streaming platforms can negatively impact learners academic achievement</i>			8. <i>EFL learners are more vulnerable to using slang when speaking</i>		
	participants	Percentage		participants	Percentage
Strongly agree	10	12.5	Strongly agree	17	21.3
Agree	28	35.0	Agree	30	37.5
Disagree	34	42.5	Disagree	23	28.8
Strongly disagree	8	10.0	Strongly disagree	10	12.5
9. <i>EFL leaners sometimes use informal abbreviations and shortcuts in academic writing</i>			10. <i>Online time cannot be compared to the time learners spend reading</i>		
	participants	Percentage		participants	Percentage
Strongly agree	17	21.3	Strongly agree	34	42.5
Agree	37	46.3	Agree	34	42.5
Disagree	19	23.8	Disagree	9	11.3
Strongly disagree	7	8.8	Strongly disagree	3	3.8
11. <i>English Streaming platforms disrupt some students from their studies</i>			12. <i>English Streaming platforms cause learners reliance on electronic mediums</i>		
	participants	Percentage		participants	Percentage
Strongly agree	21	26.3	Strongly agree	19	23.8

Agree	30	37.5	Agree	36	45.0
Disagree	21	26.3	Disagree	21	26.3
Strongly disagree	8	10.0	Strongly disagree	4	5.0
13. EFL learners accept and practice the cultures and values that are portrayed in the English services			14. English Streaming platforms can impact the mother tongue and culture		
	participants	Percentage		participants	Percentage
Strongly agree	10	12.5	Strongly agree	32	40.0
Agree	45	56.3	Agree	22	27.5
Disagree	16	20.0	Disagree	17	21.3
Strongly disagree	9	11.3	Strongly disagree	9	11.3
15. English courses and program at your department meet your language needs and interests			16. you feel at ease when using slang among your friends or people you know		
	participants	Percentage		participants	Percentage
Strongly agree	9	11.3	Strongly agree	30	37.5
Agree	27	33.8	Agree	29	36.3
Disagree	30	37.5	Disagree	13	16.3
Strongly disagree	14	17.5	Strongly disagree	8	10.0
17. English Streaming platforms made you more interactive and confident in communicating			18. The primary purpose of your daily online activity is to satisfy your interests		
	participants	Percentage		participants	Percentage
Strongly agree	36	45.0	Strongly agree	23	28.8
Agree	29	36.3	Agree	36	45.0
Disagree	11	13.8	Disagree	19	23.8
Strongly disagree	4	5.0	Strongly disagree	2	2.5
19. Watching movies or video clips in English seems to enhance your English listening skills			20. Your values are likely to change in the future because of the media		
	participants	Percentage		participants	Percentage
Strongly agree	46	57.5	Strongly agree	25	31.3
Agree	27	33.8	Agree	25	31.3
Disagree	4	5.0	Disagree	17	21.3
Strongly disagree	3	3.8	Strongly disagree	13	16.3

21. you are interested in learning about many cultures that have existed in this world			22. Watching movies in English helped improve your knowledge of how language is used in different contexts		
	participants	Percentage		participants	Percentage
Strongly agree	37	46.3	Strongly agree	47	58.8
Agree	31	38.8	Agree	23	28.8
Disagree	8	10.0	Disagree	7	8.8
Strongly disagree	4	5.0	Strongly disagree	3	3.8
23. English Streaming platforms bring sudden change in your behavior			24. Most EFL students absorbed the Western culture		
	participants	Percentage		participants	Percentage
Strongly agree	10	12.5	Strongly agree	21	26.3
Agree	39	48.8	Agree	40	50.0
Disagree	21	26.3	Disagree	13	16.3
Strongly disagree	10	12.5	Strongly disagree	6	7.5
25. Westernization has affected your morality and sense of identity			26. you confuse between your mother culture and the others culture		
	participants	Percentage		participants	Percentage
Strongly agree	10	12.5	Strongly agree	12	15.0
Agree	30	37.5	Agree	21	26.3
Disagree	27	33.8	Disagree	26	32.5
Strongly disagree	13	16.3	Strongly disagree	21	26.3
27. you believe the movies you watch moral values					
	participants	Percentage			
Strongly agree	20	25.0			
Agree	39	48.8			
Disagree	15	18.8			
Strongly disagree	6	7.5			

Summary

This research aims to investigate how English streaming services affect the identities of EFL students at Iben Khaldoun Tiaret University. In that regard, researchers interviewed teachers about how streaming services affect their students' identities. Data was acquired utilizing qualitative and quantitative methodologies. It was shown that most respondents regarded streaming services in English as a crucial component of their lives and identities. EFL students are also encouraged by their professors to use English streaming services to enhance their language abilities and gain new knowledge.

Key words: English streaming services, EFL students, identities

Résumé

Le but de cette recherche est d'étudier comment les services de streaming en anglais affectent l'identité des étudiants EFL à l'Université Iben Khaldoun Tiaret. À cet égard, les chercheurs ont interrogé des enseignants sur la manière dont les services de streaming affectent l'identité de leurs élèves. Les données ont été acquises à l'aide de méthodologies qualitatives et quantitatives. Il a été démontré que la majorité des répondants considéraient les services de streaming en anglais comme un élément crucial de leur vie et de leur identité. Les étudiants EFL sont également encouragés par leurs professeurs à utiliser les services de streaming en anglais pour améliorer leurs capacités linguistiques et acquérir de nouvelles connaissances.

Les mots clés : les services de streaming en anglais, des étudiants EFL, identités

المخلص

الغرض من هذا البحث هو دراسة كيفية تأثير خدمات البث المباشر باللغة الإنجليزية على هويات طلاب اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون تيارت. في هذا الصدد، أجرى الباحثون مقابلات مع المعلمين حول الطرق التي تؤثر بها خدمات البث المباشر على هويات طلابهم. تم الحصول على البيانات باستخدام المنهجيات الكمية والنوعية. لقد ابرزت النتائج أن المشاركين كان لهم تأثير إيجابي على كيفية استخدام الوسائط، وكاقتراح من الاساتذة؛ إن وضع منصات البث في فصول تعليم اللغة الإنجليزية كلغة أجنبية سيكون وسيلة فعالة لتعزيز قدراتهم اللغوية واكتساب معرفة جديدة لدى الطلاب.

الكلمات المفتاحية: خدمات البث المباشر باللغة الإنجليزية، طلاب اللغة الإنجليزية كلغة أجنبية، هويات