

The Influence of English Language Learning on Turkish People, Culture, and Identity

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Abstract: A gigantic number of people all over the world learn English once English is always a necessity for many people in many fields. However, there are many societies with majorities learning English as a foreign and second language. The increasing number of English learners has posed many effects on these societies as well as influenced the Turkish one, which we dedicated this paper to discuss in detail. This paper is based on a couple of issues which are, the feelings of Turkish people towards English and Turkish and the influence of learning English on the cultural identity of people in Turkey. However, this paper took place in Istanbul, Turkey. The data of this study were collected after filling in a questionnaire by a group of people (34 participants) who speak English with a B1 level at least. This investigation revealed that there is an influence of learning English on the life of Turkish people, their culture, and their identity.

Keywords: Foreign language, Second language, Society, Culture, Identity

1. Introduction

During the last few decades, Turkey has been experiencing enormous and impressive changes and developments. Turkey is also a country that has been balancing between its traditions and development requirements. For this reason, we are researching, discussing, and presenting the influence of the English language on Turkish society and identity in this paper. However, Turkey gave English tremendous importance in the past several decades as there are different political, cultural, and economic needs, technological and economic changes in the world, as well as the globalization of English and the international contacts of Turkey (Dogançay-Aktuna & Kiziltepe, 2005).

Culture is a term that refers to a large and diverse group of intangible sides of social life. Furthermore, from the perspective of sociologists, culture consists of the systems of language, beliefs, communication, values, the standard material objects and practices which everyone shares, and which people use to define themselves as a collective. Widdowson (1990) claims that within learning the first language process, syntactic and semantic systems are taught in parallel with cultural knowledge. However, within learning a foreign language process, the matter is different as the learners learn the language without cultural background because the learners learn in another community, and this is one of the reasons that reveals some differences between first and second language learning processes. However, Widdowson believes that cultural knowledge is necessary, and it is an integral part of teaching and learning a new language process. Moreover, Adaskou, Britten, and Fahsi (1990) claim that inserting a cultural component in the learning process causes different influences on the learners, such as: boosting the respect and appreciation of one's own culture, development of international understanding, ease of traveling abroad, helping to communicate with international people from different countries, etc...

The data of this paper was collected from a group that consists of 31 participants. These participants speak English

with a B1 level at least, and they were supposed to fill in an English-based questionnaire that consists of personal and qualitative open-ended questions online using Google format. This study as the adoption of Hopkyns (2015) that investigated Emirati culture, aims to find out the effects of learning English on cultural Identity in Turkish society. It is worth noting that this paper is taking place in Istanbul, Turkey.

2. Literature Survey

2.1 EFL and global cultures

Mansaray (2020) devoted his study to compare some studies and journals about culture, national, and organizational culture. Some of these articles that shed light on culture are listed below:

Schein (1985) pointed out that culture is the values and beliefs used by members of a particular group that control the method people reason and perform inside the group setting. It is also simple communal traditions, which have been cultured by a cluster of people as they resolved their outside version problem and inside assimilation.

Nicolescu & Verboncu, (2008) Culture is the outcomes of a group of people, who live and work in a particular society or environment, where they learned how to conduct themselves entirely or partially, therefore culture is understood by all the values, traditions, and ideas of a particular set of people. Furthermore, Hofstede (1991a), Hofstede (2001) defined culture as a collective encoding of the mind that distinguishes between members of one group or type of people and others. Moreover, it correlates with diverse closed societies as each group of people has its different characteristics, physical appearances, values, and traditions. According to Fleury & Tereza (2009), the term culture appeared in the late 60s, and it was an essential method used by American and European countries. The culture as a method is used to turn these countries into multinational ones. Moreover, they were using it to increase their

operations all over the world, to guide them to replicate their management places as an attempt to increase competitive advantages in other countries. However, new markets, being closer to raw materials, cheap labor, and other reasons encouraged the managers to replicate their management places. The consequences were not convincing or a blessing because people from these countries confronted problems, they could not manage in the multinational home country.

When we talk about culture, we should refer to languages because these terms are correlated. However, the English language is one of the most international spoken languages all over the world. Therefore, it is one of the most well-known and famous languages among people. The enormous widespread of English allowed many people and cultures to be influenced by English, such as the Chinese culture, which is one of the most concerned and popular cultures recently as a result of the high development and rapid improvements it is involving. Seppälä, (2011) reviewed the Chinese culture and the influence of English on it in detail, and he found that the participants of this study showed a sort of importance and function to English as almost 62% of the respondents think that people should learn English. Interestingly 63% of the respondents see that the cultural identity of Chinese people has changed in some way due to learning and using English. In the meanwhile, 42% of the participants see that their own cultural identity has changed. However, those who believe in this change elaborated it into different fields. 29% of the respondents saw this change in knowledge, communication, and new perspectives, 18% of them saw it in the Western festivals, 22% of them saw this change in the new ways of thinking, 18% of them saw it on the Western lifestyle, and 12% of them saw it on other perspectives.

The students were also asked about the effects of learning the English language and culture on the opinions of Chinese people towards the Western world. 91% of the respondents answered Yes in a positive way, 3% of them answered Yes in a negative way, and 6% of them claimed that there is not any effect on the thinking of people towards the western world. After that, the respondents were asked if learning the English language and culture affected their opinion about China or not. 50% of the respondents answered Yes in a positive way, 14% of them answered Yes in a negative way, and 36% of them did not see any influence of English on the opinions of people towards their homeland.

Alfarhan (2016) figured out that there is an influence of English language learners who learn English as a second language on the traditional languages and the effects of the second language acquisition on one's cultural identity. Ged (2013) explained that second language acquisition probably leads to an absence of some aspects of knowledge about the first language. However, in this article, we collected diverse evidence to confirm that the globalization of English is detrimental to the cultural identity of the given group. People can understand the globalization of English in different aspects; for instance, English as an instrument for economic success, a tool for cross-cultural communication and awareness, and a passing phase of lingua franca (Johnson, 2009).

Hopkyns (2015) investigated English as a global language and its effects on the cultural identity in the United Arab Emirates. Hopkyns prepared some questions to gauge the impact of English on cultural identity and the way how people think. The results revealed the following 89% of the lives of the participants were affected by learning English, 71% of the informants admitted the impact on the Emirati culture, and 51% of them said that their ways of thinking changed whether partially or entirely after learning English.

Ali, A. & Mujiyanto, Y. (2017) investigated the Indonesian characteristics the informants find about their sense of belonging to a community, and they proved the influence of the cultural identities in the process of second language acquisition. However, the local and international informants answered the same responses. But when the learners and teachers who are informants of the same study were asked whether the culture of Indonesian students affects Language learning, they answered that the curiosity of students sometimes is considered positive. However, the curiosity of students is entirely accepted in the learning process because the eagerness of students will guide them to acquire luxurious knowledge.

2.2. EFL and Turkish culture

Üzüm (2007) analyzed Turkish learners' attitudes towards learning the English language and English-speaking societies within the framework of historical and sociopolitical concerns using a survey research design.

The results of this study were as the following:

- The study reveals that respondents have high and positive values about their native language.
- 70,2% of the participants agree that English causes degeneration in the Turkish language and culture.
- 88,6% of the respondents intend to do their best to preserve and maintain their native language and culture.
- More than two-thirds of respondents (69,9%) think that Turkish is more beautiful than any other language, while 84,8% of respondents believe that Turkish culture is richer than any other one.

In other words, Responses collected from the study of Uzum refer to the existence of degeneration and the negative influence of English on the Turkish language and culture. In the meanwhile, some participants claim that the more Turkish language and culture are influenced by English, the more humiliated they are. They also insist that the Turkish language is superior to other languages, and English threatens it.

Derin Atay & AyseEce (2009) revealed the existence of multiple identities in the participants who are prospective EFL teachers, although the Turkish and Islamic identities are dominant. On the other hand, the western identity of some prospective teachers, who were influenced by English knowledge, was more dominant even though most of the students agreed that they could not easily overthrow their culture. The participants indicated that English was a primary factor in changing their identities, and they confirmed that English classes were the core factor that influences their identities. The participants were also asked

about the ways how their identities have been affected by learning English. However, the answers were categorized as follows:

1) Awareness Regarding the Differences Between Cultures

The participants made it clear that learning English caused many differences between native culture and western culture, which helped them to discuss, compare, and contrast cultures, their values, and their norms.

2) Cultural Enrichment

Most participants pointed out that they broadened their worldviews as a result of learning English and being exposed to the values and lifestyles of Western people. Therefore, it helped to form their new identities.

3) Positive Effects on Personality

Some participants discussed different effects of learning English on personalities as secondary school students who seem to have a Western identity feel more sociable, relaxed, and active than the ones who do not. Some perspective teachers referred to behaviors that are affected by a specific cultural difference caused by learning English, such as Eastern people do not speak up in public, but Western people do.

On the other hand, a few participants did not adopt any Western identity, which is seen in their tendencies to stereotype Westerners as they believe that western people are highly materialistic and superficial. Moreover, two participants criticized Western values, habits, and lifestyles. İte&Güzeller (2005) claimed that 62% of the participants wanted to learn the culture of the target language they are learning, and 41, 5% of the students said that they wanted to learn cultural elements of the target language only from reading passages. Meanwhile, 10.4% of them stated that they wanted to acquire what is similar to their cultural values, and thus 29.2% of them indicated that different cultural values developed their critical thoughts, while 70.8 % of them mentioned that learning different cultures provided them with a variety of points of view about the world in which they lived. However, it is worth noting that 81.1% of the students stated that they would not lose their national identity while learning cultural values that belong to another country. 38.7% of the students thought that the coursebooks aim at teaching English culture, and 24.5% of them stated that English coursebooks did not give importance to Turkish culture.

78.9% of the participants between 21 - 24 and all the students over 25 years old claimed that learning different cultures provided them with an idea of a comparison between their culture and the other cultures, and those participants expressed their disturbance from the unknown words belonging to the target language, which indicates that the older the students are, the less tolerant they are about other cultures.

Karakas (2013) investigated the expansion of the English language across Turkey and whether it is a threat or an opportunity regarding four units related to the planned and unplanned spread of English, which are as follows:

1) English in Scientific Research and Communication

Crystal (1997, 106) claimed that most of the technological, scientific, and academic world data is expressed in English, and the USA has got the largest databases around the world, which is in English. Regarding the expansion of English in Turkey, Turkey has got many journals, which turned to publish its publications in English since then, English became the most preferred language of international conferences held in Turkey, despite the participation of a small number of native English-speaking scholars in these conferences (Jenkins, 2011). Karakas added that administrators usually ask academics to publish their articles in English to be able to get a promotion or even to keep their position, which was a kind of heavy work pressure on those academicians.

2) English in the Workplace

English plays an essential role in the capability of getting a job and doing business, which causes a tremendous increment in the number of Turkish people who learn English. However, the word business is an umbrella to different terms such as industry, marketing, trade, and tourism Etc. Doğançay-Aktuna (1998) investigated job advertisements in Turkey and found that English is a steering job requirement, and 20% of job advertisements were only in English to exclude those who lack the knowledge of English.

3) English through Cultural Products and the Media

Concerning this factor, Rohde (2003) refers to the firm role of the media and the Internet by stating that a few years of free trade in the 1980s in Turkey and the Internet could do what British colonialism could not do. The start of translating the American cultural products into Turkish and the increment of private channels in the 1980s made the younger generations happily insert English words into Turkish as a sign of how trendy they are. All of this, as a result, helped to widespread English in Turkey. When it comes to social media, we can say that English is the primary lingua franca of social media, as most people use English to communicate with others from various cultures or even people from the same society, whether partially or entirely as a matter of taking pride, especially the younger generations.

4) English in education

In Turkey, English is the most preferred foreign language and the second medium of instruction at diverse levels starting from primary schools to universities. 98.4 % of the students learn English, and 1.6 % of the students learn German and French. (Genç, 1999; cited in Selvi, 2011). Institutions, which teach English in Turkey are into two categories: state-run and private institutions. They differ from each other in terms of the language of teaching, preference of teachers (Native speakers of Turkish), selection of materials, and the age of starting learning English. Thus, it is believed that those who go to private schools can improve their English far better than those who go to state schools. (Demircan, 2006) Regarding English as the medium of instruction, many people suppose that this policy negatively influences the education, advancement of the Turkish community, and future of the country in the world arena. On the other hand, many of the others favor this policy and assert that the knowledge of the world lingua

franca is an essential quality that every Turkish citizen should have. From a bilingual perspective, it fortifies the students' mental and linguistic capabilities and improves their cross-cultural, intellectual, and language skills (Alptekin, 1989,2003; Soylu, 2003).

3. Problem and significance of the study

As Graddol (1997: 40) asserts, "English plays an indirect part in the restructuring of inequality around the world." Although the way English has been restructuring poverty and power structures in Turkey, we cannot compare it to the cases of some East Asian and African countries where English has long been entrenched into their socio-economic and political structure. Looking at the Turkish education system, one can still argue that English is yet another divide in the nation. The apparent indifference to the power relationships triggered by the use of English in higher education is an important phenomenon that we need to investigate. However, the significant reasons urging us to carry such a study in the field of cultural Identity and society are:

- 1) The field of cultural identity has always been a far-to-reach field in Turkey because of the lack of research and studies in this field. This reason made researchers avoid concerning and researching in this field around the world generally and in Turkey, particularly.
- 2) The inconsistent motivation, which causes a lot of obstacles and difficulties for Turkish students who learn English, and as a result, learning a language becomes complicated. Therefore, it makes a considerable barrier to prevent Turkish society from being multi-languages one.
- 3) The influence of learning English on the cultural Identity may build up a robust barrier between the society itself and learning English, which subsequently strengthens the problem of the existence of a small number of English speakers and learners in Turkey.

4. Methodology

The present study is purposed at examining the influence of learning English on the life, culture, and identity of Turkish people. Due to this, a qualitative and open-ended questionnaire was used to collect data from Turkish participants who speak English with a B1 level at least.

The participants of this study aged 16- 40 years old with 24.2 years average. It is also worth noting that all the participants are either in the process of doing their Bachelor's degree or already finished it while only three of them got their Master's degree, and one of them got his Ph.D. However, they were chosen at this age by these qualifications to make sure that they have at least a sufficient cultural background. To get more reliable results and findings, we selected English teachers and speakers who are taking or already took English courses concerned with B1 or more advanced English levels to be the population of our study.

The survey of this study required 20 minutes generally from each participant to fill in, once it is an online-based questionnaire. It was given to different people from different

fields, specializations, ages, and English levels voluntarily after taking their permission. The questionnaire of this study consisted of seven biographical questions and several open-ended questions that were divided into three categories to suit the three main issues of the study, which are the feelings of Turkish people towards English and Turkish language, Turkish culture, and Turkish identity. It is worth noting that the survey of this study was formed, distributed, and filled in using Google forms that made the process of collecting data faster, easier to manage, and more comfortable as it approximately took six days to collect all the required data. The evaluation and estimate of conditions and ideas from more than one angle or perspective increased the horizon of the researcher, which automatically helped to gain more knowledge and information, improve them, and be aware of the situation as a whole and connect all its parts, obstacles, and solutions. We collected and analyzed the data and findings of this investigation, counting on the responses of the participants and the content analysis. The questionnaire used in this study was efficient and informative because it provided us with broad and fair knowledge, perspectives, and opinions.

Thirty-four participants volunteered to be our population in this paper 3 of them were excluded because their age is under 18, and they have not engaged in a graduate degree yet. Therefore, it was thought that the data of their surveys would affect the findings of this study as those participants lack the adequate background of cultural knowledge and English knowledge. However, 17 male and 17 female informants participated in this paper. Therefore, a hegemony of gender exists in this study.

5. Findings and discussion

5.1. The feelings towards English and Turkish

The second section of the questionnaire of this study is aimed at figuring out the feelings of Turkish people towards the English and Turkish language. Thus, the respondents were asked about the most frequent five English and Turkish words associating with both languages and about their feelings towards English. When they were asked about the English words they associate with English, the most frequent responses were as the following: Study, fun, positive adjectives, global, and negative adjectives. These words are appropriate reflections of the positive feelings that Turkish people hold towards the English language. However, interestingly, half of the respondents mentioned the learning and teaching process, one-third of them referred to the entertainment, and more surprisingly, none of them referred to anything related to the culture of the target language country.

Then the participants were asked about the words they associate with Turkish, and the frequent answers were in this order: Positive adjectives, culture, food, language content, and travel/identity. More than three-quarters of the respondents described their language and culture positively, while just a few of them described it negatively. The frequent words associated with Turkish elaborated that people have positive feelings towards their language, culture, and identity. See table (1) for more details.

Table 1: The words respondents of English based group associate with English and Turkish

No	Most common words associated with English	Most common words associated with Turkish
1	Education (50%)	Positive adjectives (77.7%)
2	Entertainment (34.4%)	Culture (44.4%)
3	Positive adjectives (34.4%)	Food (37%)
4	International (28.1%)	Language content (37%)
5	Negative adjectives (25%)	Travel / Identity (33.3%)

In conclusion, the Turkish and English languages are different in terms of what they refer to and whom they belong to, the respondents of this study believe that the English language is more concerned about various fields, such as education, entertainment, and the reputation of the English language itself. Twenty participants (80.8%) expressed their gratitude and positive thoughts about English and its advantages for different reasons, the most frequent ones were: The ease of English language and its ability to increase the capability of communication, and making friends as we see in the following statements:

Zeynep (Q) *English is a modern language, and it is suitable to be in contact with people from all over the world. Moreover, English is probably easier to learn and understand than any other language, and it is more useful for reaching and understanding many articles.*

Serdar (Q) *English is a global language as we can communicate with people all around the world using English. It is not only the language of communication but also the language of technology, art, and science.*

On the other hand, they believe that the Turkish language is more concerned about culture, identity, food, and the Turkish language itself.

5.2 Effects of Learning English on Turkish people's Lives and Culture

After revealing that Turkish people have been thinking positively about English and its influence on them, a section of the questionnaire was put to measure to what extent learning English has affected people's lives, culture, and identity. See figure (A) for more details.

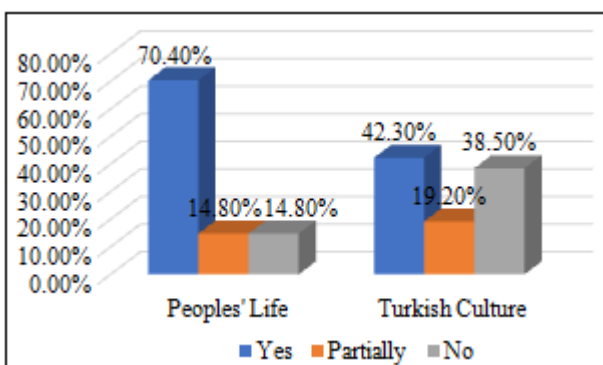


Figure (A): The influence of English on Turkish people's life and culture

5.2.1. The influence of Learning English on Turkish people's lives

Twenty-seven participants answered the question, which is about the effects of learning English on the lives of people.

The findings were interesting, as they revealed that learning English can change Turkish people's lives, as more than 85% of the participants claimed that their lives have massively changed right after learning the English language, whether partially or entirely. Only 14.8% of them claimed that their life is still the same without any single change. The informants who think that English changed their life clarified some examples of the changes that happened to them were as the following:

- 1) Travelling abroad or communicating with different people from different cultures who have got different perspectives on life, and thus Turkish culture changes.
- 2) Making life easier socially or economically as it provides people with different thoughts, points of view, and jobs.
- 3) English can change the horizon of vision and increase self-confidence for most of those who speak it.

Here are some statements of the informants referring to some changes in their lives:

Ayshe (Q) *English changed my life for different reasons, such as: being able to communicate with many foreign people from various places, and therefore, I could learn and know many things about many cultures around the world. However, this allowed me to love my own culture more. I also could do lots of research using English.*

Serdar (Q) *English changed my life in terms of my profession that I am using to earn for my life. On the other hand, my social life was enriched by the different foreign friendships I got with the help of the English language.*

All those who claimed that English did not affect their life gave no reason or example of why they think so. However, here are a couple of statements referring to those who claim that English affected their life partially:

Burak (Q) *English does not influence my life too much because English is not frequently spoken or used in my country and society.*

Bahadir (Q) *English does not influence my life too much. I just met new friends while taking English courses.*

It is worth noting that 77% of the population of (Hopkyns 2015) population felt that English had changed their life in some way, mostly for the better, in terms of boosting their confidence and independence, making life more comfortable, and fostering their communication. In which the former percentage is almost similar to the percent of our study, which is 85%.

5.2.2. The influence of Learning English on the Turkish culture

After finding out that learning English affects the individuals' lives, we went through a more specified question, which is about the effects of learning English on Turkish culture. Twenty-six participants gave a response to this question. Sixteen participants (61.5%) claimed that learning English influenced their culture partially or entirely, while surprisingly, ten participants (38.5%) believe that it did not. More than one-third of our study's population see that their culture is still the same without any single change even after learning the English language. Despite the existence of the loss of Turkish cultural identity after

learning the English language and its culture is somehow large as we can notice at the former percent, the Turkish culture still preserves enough of its cultural identity and independence. There are different examples of our participants' statements which refer to the positive effects of English on the Turkish culture:

Pinar (Q) *English language could successfully change our social perspectives. Moreover, it affected our expectations and the modernity of our social relationships.*

Rima (Q) *Firstly, English influences the Turkish language because many English words have been adopted by the Turkish people while speaking their native language without even maintaining the Turkish original one. Secondly, the power of the countries whose native language is English helped the language to be taught in many countries. This power also changed many of these countries' ideas and plans (Turkey is included), as the Western ideas were indirectly given and spread to these countries. However, in the same way, the Eastern society is believed to be the ugly duck, and the Western one is the beautiful white swan.*

38.5% of the participants claim that English does not affect their culture, and here are a couple of their statements:

Ayshe (Q) *No, English does not influence my Turkish culture, but the desire to be a Western culture does, which saddens me.*

Unknown (Q) *English had not changed any aspect of Turkish culture. See figure (B) for more details*

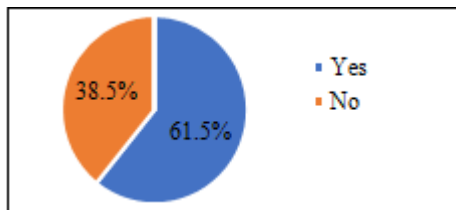


Figure (B): The influence of English language on the Turkish culture

Those participants whose answers were "Yes" and referred to the English language influences the Turkish culture emphasized their answers with some examples of these effects, whether positive, negative influence, or even both. See figure (C).

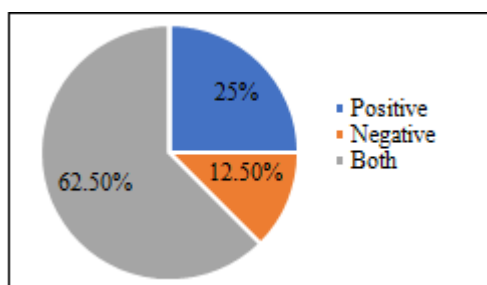


Figure (C): Effects of learning English on the Turkish culture

It is seen from the figure (C) that almost two-thirds of the participants (62.5%) think that English affects the Turkish culture in both ways positively and negatively, and one-quarter of them believes that it affects the Turkish culture only positively. Finally, only two informants believe that English has no positive changes in Turkish culture, but in contrast, it has negative ones.

It is worth noting that Hopkyns (2015) claimed that 71.4% of the participants believe the change in their cultures after learning English entirely or partially. The most common examples of how their culture had changed included a change in attitude towards being more open-minded and accepting of other cultures, changes in clothing, increased use of English and decreased use of Arabic, a desire to be like English native-speakers, and increased development in the country. Some of these changes were described in a positive light and some with a negative slant. Regarding Arabic loss, which was the most commented on the change. However, the results of this study revealed almost a similar percentage to (Hopkyns 2015). the findings revealed that 60.7% of the participants believe the change in their culture.

5.3 The impact of learning English on the Turkish identity

After asking the participants about whether English influences people's lives and Turkish culture, we asked them about the effects or changes of English on their identity using the following question "How do you see yourself in the world after learning English and how you think?" Twenty-five respondents responded to this question, and the results revealed that English changes people's identities, as 88% of the participants claimed, while only 12% of them did not. Most of those who claimed that their identity changed after learning English articulated it by referring it to the increase of confidence and that the participants became citizens of the world rather than a particular country as we can read in the following statements:

Serdar (Q) *After learning English, I could meet new people from different cultures using it, which made me change my opinion about myself as I felt that I am a citizen of the world rather than a specific place. I belong to my local culture, language, and country, but this does not deprive me of the right to be a part of the whole globe.*

Dilara (Q) *After learning English, I could see myself as a citizen of the whole world rather than a specific country as I could develop my way of thinking as well.*

Bahadır and Serkan believe that English did not change their identities at all so that they commented:

Serkan (Q) *I have not changed at all, but English just helped me get more open to the world.*

Bahadır (Q) *After learning English, nothing changed in my life. Life still goes on. See figure (D)*

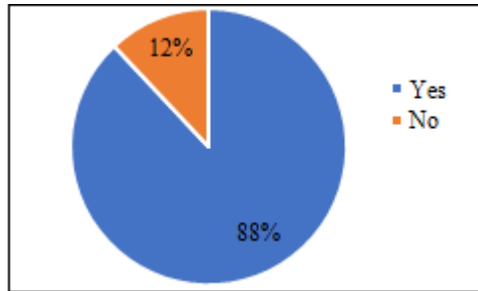


Figure (D): The impact of the English language learning on the Identity of Turkish people

Hopkyns (2015) investigated the impact of English on the identity of Emirati participants using a question, which was defined by the researcher as the following question (How do you see yourself in the world and how do you think after learning English?), and the answers have been divided into two points of view, as almost half of them (51%) claimed that there is an existence of the change and influence on the identity of people, while in this study, 88% of the participants felt the difference in their identity. However, the findings of this study do not go along with the results of Hopkyns. It is also thought that the reason behind the massive gap between the results of people in Turkey and people in the United Arab Emirates is the geographical position of Turkey, which is located beside Europe. That subsequently reinforced the Turkish culture and people to be more open-minded compared to the so-called cultural closure in the Emirati culture.

6. Conclusion and Suggestions

In this section, I am going to recap what was done in this study. Moreover, some further suggestions will be mentioned, as well. Notable changes in the Turkish Identity and society were seen because of the distinct transition that happened in Turkey recently. However, due to the rapid Turkish development and growth in the international world, the necessity for English increased for almost all people around Turkey then Turkey gave importance to English in the past several decades as there are different political, cultural, and economic needs, technological and economic changes in the world, as well as the globalization of English and the international contacts of Turkey (Dogançay-Aktuna&Kiziltepe, 2005).

It is also seen that the number of English learners in Turkey is increasing more and more. However, this increasing number of English learners influenced Turkish society positively and negatively, as our results revealed. This study was proposed to figure out the effects of English on the life of the Turkish people who know English, their culture, and their identities. To collect the data, we had to apply a qualitative English-based questionnaire. Then we used the triangulation method to analyze it. The findings of this study clearly show that the majority of the informants (85.2%) believe the existence of change in the life of Turkish people in different fields and aspects of life, such as 1- Communicating with a variety of people who have got different perspectives from various cultures, and thus people's lives change accordingly. 2- English makes life easier socially and economically as it provides people with

thoughts, points of view, and jobs, and finally, English can change the horizon of vision and increase the self-confidence for most of those who speak it.

However, 77% of the respondents of Hopkyns (2015) felt that English changed their life in some way, mostly for the better, in terms of boosting their confidence and independence, making life easier, and easing communication. That means that the findings of this study go along with Hopkyns (2015).

It is worth noting that the influence of learning English on the Turkish people's religion can be a topic to study further, which can be a complement to our study.

Almost two-thirds of the participants of this study see the existence of the effects of English on Turkish culture. However, these results go along with Hopkyns (2015), which found out that 71.4% of the participants believe the change in their cultures after learning English entirely or partially.

The majority of respondents believe the influence of English on the Turkish people's identities, in which 88% of them claimed that their identities have been changed after learning English as it increased their confidence, and they became citizens of the world rather than a particular country. Hopkyns (2015) investigated the influence of English on the identities of Turkish people, and the findings were almost apart as half of them (51%) claimed the existence of change while the other half (49%) claimed the unexistence of any change in the Turkish identity.

The influence of the Turkish language or other native languages on learning English would be suggested to search and study in detail in Turkey and other countries, after the vast and expanded need for English in many societies.

Investigating the same study also with Turkish people who do not speak English may help us elicit more effects of English on Turkish people's lives, identities, cultures, personalities, and feelings.

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