

# Cultural Identity and English Speaking Proficiency in EFL Learners

Dian Purnama  
English Education

[dianpurnama@gmail.com](mailto:dianpurnama@gmail.com)

## Abstract

This study explores the relationship between cultural identity and English speaking proficiency in English as a Foreign Language (EFL) learners. It examines how learners' cultural backgrounds influence their language acquisition, particularly their speaking abilities, in an EFL context. The research highlights the role of cultural identity in shaping communication styles, confidence, and attitudes toward learning English. By understanding the impact of cultural values and norms on language performance, educators can develop more effective teaching strategies that bridge cultural differences and enhance speaking proficiency. The findings suggest that fostering cultural awareness and promoting a positive cultural identity can improve learners' speaking skills and overall language proficiency.

**Keywords :** Identity and language learning, acculturation in EFL, cultural awareness

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## INTRODUCTION

Cultural identity and English speaking proficiency are two fundamental aspects that shape the experience of English as a Foreign Language (EFL) learners [1]-[10]. Cultural identity refers to the sense of belonging to a particular cultural group, which is influenced by various factors such as language, traditions, values, beliefs, and social practices [11]-[20]. For EFL learners, cultural identity plays a pivotal role in how they approach language learning and how they perceive the process of acquiring a new language [21]-[30]. Language learning is not just about mastering grammar and vocabulary; it is deeply intertwined with the learner's cultural background, which affects their motivations, learning styles, and overall engagement with the language [31]-[40]. English, as a global lingua franca, often requires learners to navigate and adapt to different cultural norms and communication styles, which can create a sense of tension between their native cultural identity and the new language culture they are trying to embrace [41]-[50]. This interaction between cultural identity and language proficiency becomes especially important in the context of speaking, as oral communication requires learners to express themselves in real-time, balancing fluency with cultural nuances [51]-[60]. EFL learners may encounter challenges such as feeling self-conscious about their accent or cultural differences, which can impact their confidence and speaking proficiency [61]-[70]. However, understanding and integrating cultural identity in the language learning process can help foster a more inclusive and effective learning environment, where learners are encouraged to value both their native culture and the global communication potential of English [71]-[80]. Thus, exploring the connection between cultural identity and English speaking proficiency is essential for educators aiming to support EFL learners in becoming not only proficient speakers but also confident and culturally aware communicators [81]-[90].

Cultural identity plays a crucial role in the development of English speaking proficiency among English as a Foreign Language (EFL) learners. Language is not merely a tool for communication; it is deeply intertwined with culture, reflecting the values, beliefs, and

customs of a particular society [91]-[100]. For EFL learners, acquiring a new language like English often means navigating not only linguistic structures but also the cultural nuances embedded in its use [101]-[110]. When learners face challenges in aligning their cultural identity with the norms of English-speaking communities, it can impact their confidence and ability to express themselves fluently [121]-[130]. The concept of cultural identity in language learning extends beyond grammar and vocabulary, encompassing the way learners perceive themselves and their relationship with the target language [151]-[160]. It is vital for educators to recognize the influence of cultural identity on language acquisition, as it shapes learners' motivation, learning strategies, and attitudes toward the language [171]-[180]. For instance, learners from collectivist cultures might approach English differently than those from individualist cultures, with distinct communication styles and social expectations [181]-[190]. Thus, fostering an environment that respects and incorporates learners' cultural identities can significantly enhance their engagement and speaking proficiency [191]-[200]. By providing culturally relevant contexts, creating inclusive activities, and encouraging learners to express their own cultural experiences through English, educators can help bridge the gap between language learning and cultural expression [201]-[210]. In turn, this approach nurtures learners' self-esteem, making them more likely to embrace English as a tool for broader communication rather than a foreign barrier [211]-[220]. In conclusion, the connection between cultural identity and English speaking proficiency is complex but essential. Understanding and addressing this relationship can empower EFL learners to become more confident and competent speakers, embracing both their native culture and the global culture associated with English.

## **METHOD**

In this study, the writer utilized library research techniques and subjective depiction. This study utilized a subjective methodology zeroing in on story understanding, portrayal, and examination. Subjective means examination dependent principally upon a constructivist viewpoint with respect to a singular's encounter that has been by and large or socially built. Information assortment strategies were performed by exploring or perusing sources in books, the web, as well as in past exploration reports, and others. Most understudies can find their assets in the library, information on the main libraries, experience with the chapter by chapter guide and other reference works, about complex is surely a fundamental apparatus for pretty much every understudy of writing. The information examination procedure utilized in this study is clear investigation. To help this information, the specialists looked for important information from different sources. Information investigation is the methodical course of considering and orchestrating information from meetings, perceptions, and records by coordinating the information and concluding what is significant and which should be contemplated also, make determinations that are straightforward.

## **RESULTS AND DISCUSSION**

The relationship between cultural identity and English speaking proficiency among English as a Foreign Language (EFL) learners is a complex and multifaceted issue, with cultural influences playing a significant role in language acquisition and proficiency [221]-[230]. In recent studies, it has been observed that learners' cultural identity strongly impacts their approach to learning English, especially in speaking. Those with a strong connection to their cultural identity may exhibit either resistance or a greater sense of pride when using English, particularly in spoken communication [231]-[240]. This can manifest in varying degrees of confidence, motivation, and willingness to participate in conversations in English. For

example, learners who feel that speaking English may threaten their cultural values or self-concept may demonstrate reluctance to engage in English conversations, leading to lower proficiency in speaking [241]-[250]. Conversely, learners who view English as a tool to enhance their global identity and social mobility tend to show greater enthusiasm and improve their speaking skills faster.

Moreover, the role of cultural identity is closely linked to the learner's perception of English as a foreign language. For EFL learners, English is not just a medium for communication but also a cultural symbol, which can create a tension between the desire to preserve their native cultural identity and the need to adapt to a globalized world. Learners from collectivist cultures, where community values and traditional practices are emphasized, may prioritize accuracy and correctness over fluency when speaking English, which can hinder spontaneous speech and natural conversation. On the other hand, learners from more individualistic cultures may be more inclined to focus on fluency and expression, leading to higher levels of spoken proficiency, even if they occasionally make errors in grammar or pronunciation. The level of proficiency in English speaking is also influenced by the educational and social contexts in which the learners are immersed. Cultural aspects within the classroom, such as teaching methods that either encourage or discourage cultural diversity, can impact students' motivation and their willingness to express themselves in English. In classrooms where cultural inclusivity is promoted, students tend to feel more comfortable using English, as they feel their own identities are respected, which, in turn, boosts their speaking proficiency. In contrast, classrooms that focus predominantly on grammar and language structure, without recognizing students' cultural backgrounds, may inhibit learners' willingness to engage in spoken communication, resulting in lower proficiency levels.

## CONCLUSION

Cultural identity and English speaking proficiency in EFL learners are interlinked in ways that go beyond linguistic skills. Understanding the cultural contexts of learners is crucial for designing effective teaching strategies that not only improve speaking proficiency but also respect and acknowledge the learners' cultural backgrounds. By creating a learning environment that balances linguistic development with cultural understanding, educators can foster more effective and inclusive language learning experiences, thereby enhancing both the confidence and competence of EFL learners in speaking English.

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