

Theoretical framework: theoretical frameworks in examining the influence of language learning on cultural identity among Saudi students is crucial for a comprehensive understanding of this complex phenomenon. Researchers should navigate these theoretical frameworks with sensitivity, cultural awareness, and reflexivity to ensure an ethical and meaningful exploration of these complex issues. These theoretical frameworks – Sociocultural Theory, Poststructural Theory, Feminist Theory or Gender Studies, and Critical Pedagogy – in your research, you can provide a comprehensive analysis of the complex interplay between social interactions, cultural contexts, power dynamics, and gendered dimensions in language learning and cultural identity development among Saudi students. It critically examines the language learning curriculum and teaching approaches in Saudi Arabia, explores how the curriculum reflects or challenges cultural norms, values, and ideologies, and how teaching methods support students in critically engaging with their cultural identities (Alshumaimeri, 2020). It also allows for a deeper understanding of the unique experiences and challenges faced by Saudi female students in navigating their cultural identities through language. To overcome these limitations, a combined theoretical approach that integrates Sociocultural Theory and Poststructural Theory can be beneficial. It can analyze the discursive practices that shape language learning experiences and cultural identity among Saudi students, critically examine the dominant discourses surrounding language learning and identity in Saudi society and explore how these discourses influence students' perceptions and experiences (Al-Khatib, 2018). This approach acknowledges the importance of social interactions, cultural contexts, and language mediation in Sociocultural Theory, while also recognizing the power dynamics, discursive practices, and resistance emphasized in Poststructural Theory. It encourages educators to critically analyze and challenge dominant discourses, ideologies, and power structures that may perpetuate inequalities and hinder the development of learners' cultural identities. By critically examining power dynamics, promoting learner agency, and encouraging critical engagement with cultural identities, to shed light on the transformative potential of language learning in fostering inclusive and equitable educational experiences. It examines the gendered aspects of language learning and cultural identity among Saudi students, investigates how gender roles and expectations shape students' language learning experiences and cultural integration, particularly focusing on the experiences of female Saudi students (Al-Mansour, 2017). Additionally, the inclusion of Feminist Theory or Gender Studies as a complementary theoretical framework is imperative to account for the gendered dimensions of language learning and cultural identity development among Saudi students. It encourages learners to be active participants in shaping their own cultural identities, challenging oppressive narratives, and becoming critically conscious individuals (Giroux, 1997). However, it is important to acknowledge that implementing Critical Pedagogy in Saudi Arabia or any educational context may face challenges and require adaptations to align with cultural norms and educational policies. In conclusion, a critical examination of theoretical frameworks used in studying the influence of language learning on cultural identity among Saudi students reveals the need for a combined approach that integrates Sociocultural Theory, Poststructural Theory, and Feminist Theory or Gender Studies. Poststructural Theory, on the other hand, addresses these power dynamics and offers a critical lens to examine how language, discourse, and resistance influence cultural identity formation (Foucault, 1972; Derrida,

1982). Poststructural Theory, influenced by philosophers such as Michel Foucault and Jacques Derrida, examines the ways in which power, discourse, and language shape individuals' identities and subjectivities. In the case of Saudi students, language learning may involve the negotiation of multiple cultural identities, where learners navigate between their native culture and the target language culture, and how language learning disrupts and challenges existing power structures. By adopting a combined approach, researchers can gain a more nuanced understanding of the interplay between individual learners, sociocultural environments, power relations, and language learning processes. By incorporating Critical Pedagogy into the study, critically examine how language learning curriculum and teaching approaches either empower or constrain Saudi students in their cultural identity formation. And explore how the curriculum reflects or challenges cultural norms, values, and ideologies, and how teaching methods support students in critically engaging with their cultural identities. By investigating how social interactions and cultural contexts influence language learning and cultural identity among Saudi students to explore how Saudi students' participation in language learning activities within their cultural community contributes to their language acquisition and cultural integration. Poststructural Theory, influenced by thinkers like Foucault and Derrida, focuses on the role of language, discourse, and power in shaping cultural identities (Foucault, 1972; Derrida, 1976). It provides a framework for understanding how language learning disrupts and reshapes cultural identities, highlighting the complexities and contradictions inherent in this process. Investigates the ways in which gender roles, stereotypes, and expectations influence language learning processes, motivation, and the negotiation of cultural identities. It analyzes the challenge gender norms, advocate for gender equality, and highlight the unique experiences and perspectives of Saudi female students in their language learning and cultural identity development. It calls for a curriculum and teaching methods that empower learners to critically engage with their cultural identities and challenge oppressive social structures. This approach allows for a comprehensive understanding of the complex interplay between social interactions, cultural contexts, power dynamics, resistance, and gendered dimensions in language learning and cultural identity development.

1. Sociocultural Theory, with its emphasis on social interactions, cultural contexts, and language mediation, provides a solid foundation for understanding the role of sociocultural factors in language learning and cultural identity development (Vygotsky, 1978). Saudi students may engage in acts of resistance by subverting or renegotiating cultural norms and expectations through their language learning experiences. By applying Poststructural Theory, critically analyze the power dynamics, discursive practices, and agency involved in Saudi students' language learning and cultural identity development. However, it is important to consider the ethical implications and potential challenges of using Poststructural Theory, such as the need for reflexivity and sensitivity to the cultural context of Saudi students. Feminist Theory focuses on understanding and analyzing gender as a social construct, examining power dynamics, and advocating for gender equality..2...3.4