

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheider Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Branch of English



**Teaching Culture through Technological Tools to
Develop Students' Communicative Competence:**

**The Case of Master One Students of English at Mohamed Kheider
University of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages as Partial
Fulfillment for the Master's Degree in Science of Languages**

Submitted by:

BOUFES Athmane

Supervised by:

Mr. BECHAR Mâamar

Board of Examiners:

Dr. SEGUENI Lamri

University of Biskra

Mr. ELHAMEL Lamjed

University of Biskra

2016

Teaching Culture through Technology to Develop
Students' Communicative Competence

The Case of Master One Students

Boufes Athmane

University of Biskra

Dedication

I dedicate this work to:

My parents

My sisters

My brothers

All my teachers

Special gratitude is due

To all those people who have stood

By my side in very hard moments.

Acknowledgements

Praise to Allah for giving me the ability to complete this work.

I would like to express my warmest thanks to my beloved parents for their great encouragement

My deep and sincere gratitude and thanks are due to my teacher and Supervisor Dr. Mâamar Bechar for his valuable direction, without him

This work could not see the light

Also, I will never forget to address my most sincere thanks to all those

Who have been my teachers throughout my university studies at the

Department of English at Mouhamed kheider University of Biskra.

My profound thanks to Master One English students for being

Collaborative in carrying out my fieldwork.

I am very grateful to my examiners Dr. Segueni Lamri and Mr. Elhamel

Lamjed

Abstract

One of the most important goals of teaching English is to develop learners' communicative competence. One way to achieve this goal is by integrating culture in language Classroom. The present study investigates whether English culture is given importance by university teachers and students at Mohamed kheider university of Biskra and seeks to show the extent to which worldwide technology is implemented in English classes that are supposed to foster the teaching of culture. We hypothesize that little attention is given to the teaching of culture through modern technological tools, although the students of the university need special attention given their social and cultural background. To this end, the study relies on the analysis of two questionnaires. The first is to investigate learners' degrees of cultural awareness their attitudes and opinions about the cultural knowledge received through modern technology. The second is administered to teachers; to examine their opinions and to know more about culture, technology, and methodologies that are followed. Lastly, the study ends by highlighting the importance of integrating culture in language teaching technology. It proposes new contents and methodologies to teach culture in order to enhance learners' communicative competence.

Key-terms

Cultural awareness, communicative competence, integrating culture in classroom, teaching culture through media technology.

List of abbreviations

CC: Communicative Competence

CLT: Communicative Language Teaching

EFL: English as Foreign language

ESL: English as second language

ICC: Intercultural Communicative Competence

ICT: Information and Communication Technologies

NS: Native speaker

L1: first Language

L2: Second Language

List of Figure

Figure 1: The relationship between culture and language.....	11
Figure 2: The relationship between the individual, the Language and the community	12
Figure 3: Basic components in the SLA process.....	51

List of Charts

Pie-Chart 3.1: Student's Choice.....	55
Pie-Chart 3.2: learning culture at secondary levels.....	56
Pie-Chart 3.3: student's focus in learning English.....	57
Pie-Chart 3.4: student's motivation while studying English.....	58
Pie-Chart 3.5: Reasons for lack of motivation.....	60
Pie-Chart 3.6: The English use.....	61
Pie-Chart 3.7: Student's fluency in English.....	62
Pie-Chart 3.8: Reasons for the lack of fluency.....	63
Pie-Chart 3.9: Student's level concerning the English culture.....	64
Pie-Chart 3.10: Student's ability in handling conversation with native speaker...	65
Pie-Chart 3.11: students opinion about the general culture	66
Pie-Chart 3.12: student knowledge of media technology.....	67
Pie-Chart 3.13: the importance of teaching culture along with English language..	68
Pie-Chart 3.14: The use of technology tools in EFL classes.....	69
Pie-Chart 3.15: The importance of using technology in culture courses.....	70
Pie-Chart 3.16: The use of handouts.....	71
Pie-Chart 3.17: The Student preferred type of learning tools.....	72
Pie-Chart 3.1: personnel information.....	77

Pie-Chart 3.2: working Experience.....	78
Pie-Chart 3.3: English-speaking countries visited by teachers.....	79
Pie-Chart 3.4: The role of travelling to the target language community in learns the language.....	80
Pie-Chart 3.5: Teacher's pinion about their student's level.....	81
Pie-Chart 3.6: The importance of general culture courses.....	82
Pie-Chart 3.7: The Role of culture in foreign language teaching.....	83
Pie-Chart 3.8: Teacher's Frequent obstacles in teaching culture.....	84
Pie-Chart 3.9: Teacher's opinion about the use of handouts	85
Pie-Chart 3.10: The role of using technology for effective teaching.....	86
Pie-Chart 3.11: response's frequency	87
Pie-Chart 3.12: Relative frequency of responses of each degree.....	88
Pie-Chart 3.13: The use of technology tools.....	89

List of Tables

Table 3.1: Student's Choice.....	55
Table 3.2: learning culture at secondary levels.....	56
Table 3.3: student's focus in learning English.....	57
Table 3.4: student's motivation while studying English.....	58
Table 3.5: Reasons for lack of motivation.....	59
Table 3.6: The English use	60
Table 3.7: Student's fluency in English.....	61
Table 3.8: Reasons for the lack of fluency.....	62
Table 3.9: Student's level concerning the English culture	63

Table 3.10: Student’s ability in handling conversation with native speakers.....	64
Table 3.11: Students opinion about the general culture	65
Table 3.12: Student knowledge of media technology.....	66
Table 3.13: the importance of teaching English culture along with English language.....	67
Table 3.14: The use of technology in EFL classes.....	68
Table 3.15: The importance of using of technology in culture	69
Table 3.16: The use of Handouts.....	70
Table 3.17: The Student preferred type of learning tools.....	71
Table 3.1: personnel information.....	77
Table 3.2: working experience.....	78
Table 3.3: English-speaking countries visited by teachers.....	79
Table 3.4: The role of travelling to the target language community in learn the language.....	80
Table 3.5: Teacher’s pinion about their student’s level.....	81
Table 3.6: The importance of general culture courses.....	82
Table 3.7: The Role of culture in foreign language teaching.....	83
Table 3.8: Teacher’s Frequent obstacles in teaching culture.....	84
Table 3.9: Teacher’s opinion about the use of handouts	85
Table 3.10: The role of using technology for effective teaching.....	86
Table 3.11: frequency of response.....	87
Table 3.12: Relative frequency of responses of each degree	88
Table 3.13: The use of technology tools.....	89

Table of Contents

Dedication.....	II
Acknowledgment.....	III
Abstract.....	IV
Key-terms.....	IV
List of Abbreviations.....	V
List of Figures.....	VI
List of Charts.....	VII
List of Tables.....	VIII
Table of Content.....	IX

General Introduction

Introduction.....	01
1. Statement of the Problem.....	02
2. Significance of the Study.....	02
3. Research Aims.....	02
4. Research Questions.....	03
5. Research Hypothesis.....	03
6. Research Methodology.....	03
6.1. Choice of the Method.....	03
6.2. Population.....	03
6.3. Sample.....	04
6.4. Research Tools.....	04
6.4.1. The Teachers' Questionnaire	04
6.4.2. The Students' Questionnaire	04

CULTURE AND TECHNOLOGY	X
7. Delimitations.....	05
8. Structure of the Dissertation.....	05

Chapter One: Language Teaching and Culture

Introduction.....	06
1.1. Definition of Culture.....	06
1.2. Culture and Language Teaching.....	07
1.3. Interrelationship between culture and Language.....	10
1.4. Principles for Teaching Culture	13
1.4.1. Cognitive Principal.....	13
1.4.2. Assimilative Principal	14
1.4.3. Comparative Principal	14
1.4.4. Tolerant Principal.....	15
1.5. Techniques of Teaching Culture.....	16
1.5.1. Authentic Materials.....	17
1.5.2. Culture Capsules.....	18
1.5.3. Culture Clusters.....	18
1.5.4. Culture Assimilators.....	18
1.5.5. Mini Drama.....	19
1.5.6. Role Playing.....	19
1.6. Approaches to the Teaching of Culture.....	20
1.6.1. The Comparative Approach.....	20
1.6.2. The Intercultural Approach	20
1.6.3. The Multicultural Approach.....	21
1.6.4. The Transcultural approach.....	21

CULTURE AND TECHNOLOGY	XI
1.6.5. The Mono-cultural approach.....	22
1.6.6 The Theme-based approach.....	22
1.6.7. The Topic-based approach.....	22
1.6.8. The Problem-oriented approach.....	23
1.6.9. The Task-oriented approach.....	23
1.6.10. The Skill-centered approach.....	24
1.7. Culture and Communication	25
1.8. Beyond the Communicative Competence	26
1.9. The Importance of Teaching Culture	28
Conclusion.....	30

Chapter Two: The Integration of Technology and Teaching Culture

Introduction.....	31
2.1. Definition of Media Technology	31
2.2. The growth of English Language Teaching (ELT) through Technology.....	32
2.3. Integrating Media Technology into Language Teaching	34
2.4. Types of Technology Tools.....	36
2.4.1. Video Documentaries.....	36
2.4.2. Computer Software.....	38
2.4.3. Mobile Applications	40
2.4.4. Blogs	42
2.4.5. Hypermedia.....	44
2.6. Criteria for Selection of Technological Tools	46
2.7. The Importance of Using Technology in Teaching Culture.	48
2.8. The Influence of Using Technological Tools in Developing EFL Students’ communicative competence	49 51

Conclusion.....

Chapter Three Fieldwork

Introduction..... 52

3.1. Aim of the Research 52

3.2. Population and Sample..... 52

3.3. Administration of Questionnaire..... 53

3.4. Description of the Questionnaire..... 53

3.5. The Students' Questionnaire..... 55

3.6. Interpretation of the Results..... 72

3.7. The Teachers' Questionnaire..... 75

3.7.1 The sample..... 75

3.7.2. Administration of Questionnaire..... 75

3.7.3. Description of the Questionnaire..... 75

3.7.4. Teachers' Questionnaire..... 77

3.7.5. Interpretation of the Results..... 90

Conclusion 92

General conclusion and Recommendations 94

Recommendations..... 94

General conclusion 95

References..... 97

Appendices..... 105

Appendix 1: Students' Questionnaire..... 106

Appendix 2: Teachers' Questionnaire 110

Résumé.....

General Introduction

General Introduction

Background of the Study

One of the most important goals of teaching is to develop learners' communicative competence through integrating culture in language teaching. Whether the English language is given due importance by university teachers and students and seeks to prove the extent to which worldwide technology is implemented in English classes, that supposed to foster the teaching of culture. Hence, it helps the EFL learners for better usage of language, and how to use it suitably in the different context; When, how to start and end conversation also how to understand different social context whether written or oral. That is why teaching culture has become an essential part in the teaching of any foreign language.

This insight into the presentation of culture in the teaching of foreign languages is the result of the awareness of the interrelation between language and culture; it offers several benefits to language classes. It can be useful in developing linguistic knowledge, which enables students to experience pleasure from language learning. In addition to it's the role in communication. On the other hand, this relationship is believed to be elaborated at different levels. Therefore, Teachers are required to impart their learners with adequate target culture which may help promote their intercultural communicative competence and language proficiency.

Especially when technology is integrated, it leads to an effective pedagogical practice of language. Furthermore, the research proposes new content and methods that would help teachers in their culture courses, which we do agree that they can help the English foreign language learners' communicative competence to be developed through the use of technological tools.

1. Statement of the Problem

The main objective of an EFL learner is to be able to communicate freely and effectively in language. Students of English language at Mohamed Kheider University of Biskra need a special attention given their social and cultural background. Since they face difficulties in understanding the cultural aspect of the language and it makes a distortion when they decide to reach their master degree. This problem may be due to the lack of materials and techniques in the teaching culture program that would help the students to have more exposure to the English language and culture.

2. Significance of the Study

This significance of the study is to spotlight on the importance of integrating culture in language teaching through the effective use of media technology in order to facilitate the process of teaching the culture of English language, it also highlights on how the instructional technology induce students' to develop communicative competence. Therefore, this study provides insights whether students find techniques helpful to learn the language, improve their competence, and use them for their future needs.

3. Aims

The aim of this research is to investigate the effects of technology on teaching culture. It proposes new content and methodologies to teach culture. It also aims at showing the role of technology in improving students' cultural awareness and developing their communicative competence by incorporating such tools as apps, videos, and laptops in teaching the English language at Mohamed Kheider university of Biskra. This work will encourage the teaching-learning process by proposing some techniques to teach culture through instructional technology in the EFL classes.

4. Research Questions

This research attempts to answer the following question

1. To what extent media technology is incorporated in teaching culture?
2. How can students' cultural knowledge integrated through technological tools?

5. Hypothesis

The present research is based on one hypothesis that shall be verified or falsified.

We hypothesize that using media technology in culture courses will develop students' communicative competence.

6. Research Methodology

6.1. Choice of the Method

We believe that the descriptive method is the most appropriate one to our research. Moreover, we hand out well-constructed questionnaires to both teachers, after the collection of data; we will analyze and interpret them.

6.2. Population:

The population chosen for this research first is the master one student of English the sciences of English branch, at Mohamed kheider University of Biskra. Second is the teacher of English of the same university.

6.3. Sampling

The sample of thirty students (N=30) will be chosen from Master One students of English at the department of Foreign Languages at Mohammed Kheider university of

Biskra. And six teachers (N=6) who will be chosen randomly from the total number from the same university.

6.4. Research Tools

The paper relies on two data collection methods which are the classroom observation and the analysis of (02) questionnaires; the first for students and the second for teachers.

6.4.1. Description of the Teachers' Questionnaire:

The questionnaire will be given to (06) teachers and it consists of 18 questions, which will be divided into three main sections. The questions are either closed questions, requiring the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions in which teachers will give their opinions and suggest other solutions

6.4.2. Description of the Students' Questionnaire:

The questionnaire will be administered in a form open, closed and open-ended questionnaire to forty (N=30) students from master one. This questionnaire aims to investigate their degree of cultural awareness, their attitudes and opinion about the cultural knowledge received through technological tools. Also, is about the best ways to teach and learn culture in their classroom.

7. Delimitation of the study

This research will deliberately focus on:

- Encouraging EFL learners to induce their communicative competence.

- Providing opportunities to create an effective instruction to teach not only language structure but also the target culture.
- Raising students' awareness and enrich their cultural knowledge.

8. Structure of the Dissertation

This dissertation is divided into the theoretical and the practical part. The theoretical part falls into the following parts: general introduction, three chapters, and general conclusion. The general introduction summarizes the framework of the research design, including;

The statement of the problem, the significance of the study, the research aims, questions, hypothesis, and methodology. The first chapter will be devoted to teaching culture in EFL classes. The main elements will be discussed in the first chapter are about culture and language, the interrelationship between them, why teaching culture for foreign languages and culture as communication and its importance when integrated into foreign language teaching. Additionally, this chapter will include components, approaches, and methods of teaching culture.

The second chapter will shed light on the use of technology in teaching culture, as well as, types of technological tools and the methodology of presenting culture through these tools and its influence in developing EFL students' communicative competence.

The third chapter is the practical part of this dissertation; it is devoted to the description and analysis of the teachers' and students' questionnaires and the interpretation of the result. By the end of the chapter the researcher will confirm or reject the assumptions stated earlier in the hypothesis.

Chapter One

Language Teaching and Culture

Introduction

This chapter deals with the concept of culture in the foreign language teaching. It attempts to provide some definitions of culture. It also investigates the relationship between language and culture. Next, it will try to highlight the cultural competence. It demonstrates the need for some methods and techniques to teach culture in foreign language, particularly, the communicative approach. The chapter will be concluded by shedding light on the importance of integrating culture in a foreign language.

1.1. Definition of Culture

Culture is quite a difficult concept to define. It reflects what one thinks of oneself and how one is seen by others. It has been defined in many ways. The term culture may be regarded by an anthropologist as a major unifying force, by communication professional as a major variable, or by a psychologist as an individual mental set (Damen, 1987).

Anthropologists were the first to try to define culture. This concept is the core of their discipline. Tylor (1871) gave what is considered as a classic definition and perceived culture as "complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society " (p.36).

From a behaviorist perspective, culture transmitted from one generation to another, it defines the identity of a society and distinguishes it from other societies. With respect to the definition of culture, Nostrand (1989) gives the codes of behavior and characteristics of a society. Also, Brooks (1964) defines culture as the sum of all the learned and shared elements that characterize a societal group. In addition, Peck (1998) who emphasizes on the fact that culture is related to the way that people or individual acts in their society; like the social behaviors, etiquettes and the way of interacting with other people. That is to say,

the factor which differentiates the human being's behavior from the behavior of an animal is culture.

Furthermore, the word culture refers to big C and small c. The former relates to what a given society has achieved in arts, literature, music, as well as its geography and history. It is the traditional conception of culture; it refers to formal or achievement culture while the later refers to the beliefs and perceptions influenced and shaped by culture, as well as the daily life behavioral patterns, attitudes, and beliefs. The big and the small c culture are in line with the comprehensive definition which is given by Goodenough (1957) "Culture is not a material phenomenon; it does not consist of things, people, behavior, or emotions. It is more rather an organization of these things. It is the form of things that people have in mind, models for perceiving, relating and otherwise interpreting them" (p.57).

1.2. Culture and Language Teaching

Language and culture are inseparable items. The acquisition of language is closely related to the cultural background; our own language learning experiences reinforce the fact that just knowing the language is not enough in order to truly communicate effectively. In fact, Language is a part of the culture and a part of human behaviour. It is obvious that it plays a paramount role in developing, elaborating and transmitting culture; it helps perpetuate the culture and it can influence the culture to a certain extent. Campbell (1997) in this sense remarks "language and culture influence people's life perceptions and how people make use of their pre-acquainted linguistic and cultural knowledge to assess those perceptions" (p. 2). With the explicit assumption that those who speak the same language must necessarily share the same culture. According to Kramsch culture has even implicitly, been taught in the foreign language classroom:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them (Kramsch, 1993, p. 1).

In the field of foreign language teaching, the question of "culture" is often relegated to the end of a language teaching plan. Many educators and professionals argue that it is not feasible to teach language without teaching culture. Byram and Risager (1999) consider the teaching of culture as a fifth skill for language learners that enhances students' learning to experience and the role of culture in language teaching is even more central, not just a fifth skill, but rather something that is always in the background, right from day one. For instance, each culture follows special rules regarding formal and informal address and conversational routines. In addition, the vocabulary and grammar, anyone becoming proficient in a foreign language are obliged to know the socio-cultural rules of how the native speakers use them when they communicate. Hence, the lack of cultural knowledge of the language is problematic. For example, errors of language learners are due to the translation of each word or expression literally. Considering how culture-bound language is, it can cause confusion. Pulitzer (1959) said:

As language teachers, we must be interested in the teaching of culture not because we necessarily want to teach the culture of the other country, but because we have to teach it

.If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning; for what he is warned, unless he receives cultural instruction he will operate American concepts or objects with the foreign symbols(p.123).

All in all, Language cannot be isolated from culture. It is impossible to master a language without understanding its culture. Therefore, it is necessary to integrate culture into the target language. From the view of foreign language teaching, the process of teaching a language should be the process of teaching its culture at the same time. Language teaching is closely related to culture teaching. Hence, culture is often taught implicitly, as a part of the linguistic forms that students are learning. To raise awareness of the cultural features reflected in language, teachers can make those cultural features an explicit topic of discussion and bring them when appropriate. It is important that cultural information is presented in a non-judgmental way which does not evaluate the distinctions among the students' native culture and the culture explored in the classroom. Krashinsky uses the term "third culture" of the language classroom to describe an ideal learning environment, one where learners can explore and reflect on their own and the target culture and language. It is also important to help students understand that cultures are not massive and so a variety of successful behaviours are also possible for any type of interaction in any particular culture. Teachers can make it possible for students to observe and explore cultural interactions from their own perspectives to enable them to find their own voices and language in the real life situation.

1.3. The Interrelationship between language and Culture

It is generally agreed that language and culture are closely related. And this issue has been one of the main interesting studies. Language is a major component of culture and it can be viewed as a verbal expression of culture. The interrelationship between language and culture has been one of the main interesting studies. Culture influences language. In this sense, Fishman (2006) identifies three links between language and culture and summarizes the relationship between the two entities as follows:

- Language as part of culture.
- Language as an index of culture.
- Language as symbolic of culture.

Krech (1962) point out language reflects the individual's culture and it makes possible the expansion and transmission of culture, the stability of societies, and the effective performance and control of a social group. In this context Byram (1989) argues:

Language pre-eminently embodies the values of the meaning of a culture, refers to cultural artifacts, and signals people cultural identity. Because of its symbolic and transparent nature; language can stand alone and represents the rest of cultures phenomena (p.41).

Moreover, Byram (1989) believes that language is a tool to reflect cultural concepts and values; the expression of the speakers' knowledge and perception of the real world. Indeed, culture represents and influences language. And the later cannot be isolated from

culture. The two issues are powerfully unified. Additionally, Jin and Cortazzi (1998) illustrate the relationship between culture and language as in the following diagram:

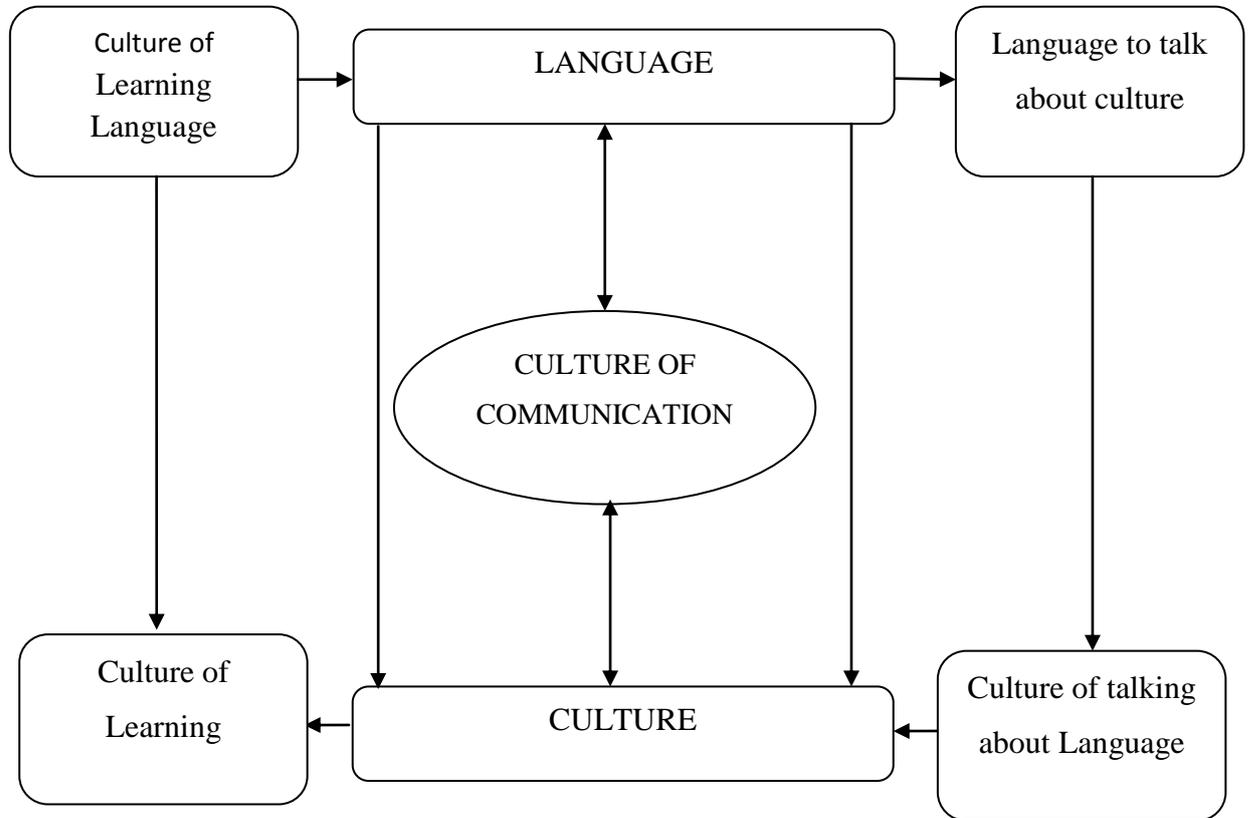


Figure 1.Complex links between language and culture: a framework of communication and learning.

Another mentioning description of the relationship between language and culture is the one of Byram (1998). He highlights: “language does not merely mean of reference to what is an objective world, but also carries the shared connotations and associations which help to maintain a speaker’s sense of belonging to a particular social group” (p.2). To clarify the relationships between language, the individual and culture, Corder (1993) provides a diagram in which he illustrates these relationships:

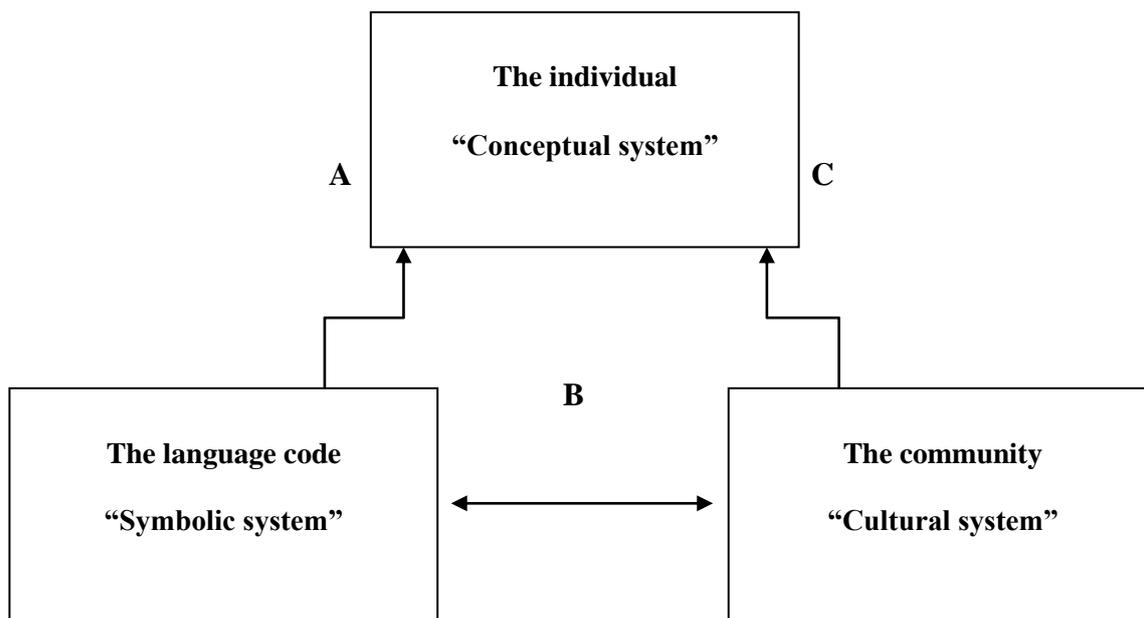


Figure 2: The relationship between the individual, the Language and the community (Corder1993).

This Figure shows that the interrelation between the roles of psychologists and sociolinguists. The psychologist is mainly concerned with the relation (A) whereas the sociolinguist is concerned with the relation (B). The relation between the individual's conceptual system and society's cultural system is developed in relation (C) through the operation of language.

It can be concluded that there is a very close relationship between language and culture. Particularly, culture has a direct effect on language. And the later is the symbolic representation of a culture. In fact, the two issues are closely interrelated; accordingly, Seelye (1993) point out: “the study of language cannot be detached from the study of culture; neither language nor culture can be taught separately” (p.22). Language is part of a culture and culture is part of a language and both are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.

1.4. Principles for Teaching Culture

In the process of foreign language teaching, what principles should we follow in culture teaching enabling students to acquire cultural competence? Culture teaching must have definite objectives and teaching principles through which the objectives are realized. According to Byram and Morgan (1994) pedagogical principles are inevitably needed in culture teaching. We consider the following four should be contained cognitive principle, assimilative principle, comparative principle and tolerant principle.

1.4.1. Cognitive Principle

The cognitive principle in culture teaching is that the students are required to know, to understand and to learn the target culture. The International Journal of Humanities and Social Sciences (2012) accordingly, In terms of cognitive principle, more attention should be put to understanding, rather than behaving. And we consider the cognitive principle as the main principle in culture teaching. It is feasible in language teaching. Nowadays, even many language teachers themselves have never visited any foreign countries. Their knowledge about the target culture is mainly indirect. The majority of students have few opportunities to study, work or live in the target culture community, so they can only get information about the target culture indirectly. What they are learning is just to make good preparation for the future possibility of encountering the target culture. They have to access the culture through the language being taught, which is feasible for one important characteristic of culture is that culture can be learned. Besides, for most of the non-English majors, culture teaching is not an independent course, but an integral component of language teaching. Thus, when they are taught the foreign language, they are taught some basic knowledge about the target culture. Consequently, the study of cultural behaviours

should be made an integral part of each lesson. To enable students know the difference between two cultures.

1.4.2. Assimilative Principle

As for assimilative principle, we mean that in culture teaching classes, it is not enough only to help the students understand and explain the target culture. The most important point lies in making the useful parts of the target culture serve us. The following explanations are the reasons to support the principle. First, every culture, belonging to its own nation and posture its own national characteristics, needs to assimilate a good deal of foreign progressive culture to nourish itself, for every culture has its strong and weak points and should overcome its weak points by learning from another's strong points. Second, with the world being reduced to a global village, intercultural exchanges become more and more frequent. As a result, cultures have begun to combine. Cultures are developing in the direction of diverse ones. In a word, by assimilating alien cultures, our own culture flourishes (Byram & Morgan, 1994).

1.4.3. Comparative Principle

The comparative principle is an attempt to make a comparison between the learners' own culture and the target culture so as to find out their similarities and differences. For instance, there are both similarities and differences between Chinese culture and Western cultures. With the comparative principle, Chinese learners can well comprehend the similarities and differences between their native culture and the target culture. With those differences and similarities of cultures in mind, it is more likely for learners to distinguish what is acceptable and what is unacceptable in the target culture, and it is less likely for them to wrongly interpret utterances according to their train of

thought, replacing their target cultural pattern with their own cultural pattern. This comparison can help learners better understand the target culture and explain different cultural behaviour so as to avoid just explaining another's behavior according to their own standards or bringing their own culture into other cultural situations. Only by comparing can learners distinguish the differences and improve the abilities to distinguish acceptable culture and unacceptable culture, thus preventing them from accepting the target culture uncritically. In this way can people intensify each other's understanding and clear up the misunderstanding. Consequently, learners can improve their communicative competence (Byram & Morgan, 1994).

1.4.4. Tolerant Principle

The Tolerant principle is the principle of no cultural discrimination and it is also very important in culture teaching. In the process of second culture learning, learners usually approach and study a foreign culture from the perception of their native culture. Therefore, it is impossible to escape the influence of cultural discrimination, which is hodgepodge of ethnocentrism, cultural stereotypes and cultural prejudice. Ethnocentrism refers to the assumption that Bennett (1984) asserted "the worldview of one's own culture is central to all reality" (p.33). Ethnocentrism includes both an attitude of superiority of one's culture and feelings of hostility and negative opinions towards other cultures. Cultural stereotypes refers to a fixed idea or image of that a particular culture is like. Cultural prejudice refers to an intolerant attitude towards another culture. The teacher should inform learners of English culture as objectively and as they can. At the same time, they should provide balanced description about target culture and emphasize that the differences are just differences and learners should not judge which norms are better or superior. Bennett adds:

Both learners and the teacher should be encouraged to find their own position between the two cultures so that they can appreciate different cultures and expand their views without risking their identity and over-simplifying or over-generalizing their ideas toward different cultures (p.147).

Teachers can prevent learners from conceiving prejudiced ideas towards both cultures. Thus an awareness and tolerance of the cultural differences can well be developed.

In addition to Byram and Morgan (1994) stress that learners need to engage actively in the interpretations of both their own and foreign cultures. They should learn about the institutions and artifacts like literature, films history and political institutions in order to further analyze the value and meanings of foreign culture.

In point of fact, Kramsch (1993) highlights ways of looking at the teaching of language and culture. First, establishing a sphere of interculturality, which means that teaching culture is not transferring information between cultures but a foreign culture, should be put in relation with one's own. Second, teaching culture as an interpersonal process, which means replacing the teaching of facts and behaviours by teaching the process that helps to understand others. Third, teaching culture as difference, which means considering the multicultural of modern societies and looking at factors like age, gender, regional origin, ethnic background, and social class. In other word, cultures should not be seen as monolithic. Finally, crossing disciplinary boundaries, which means linking the teaching of culture to other disciplines like anthropology and semiology.

1.5. Techniques of Teaching Culture

The idea that foreign language teaching has a cultural dimension, it was throughout the history of language teaching. There is a great variety of techniques developed for

integrating culture into language teaching, many educators and scholars gave some practical ones and group these techniques according to different principles, These include; the use of authentic materials suggested by Galloway and Omaggio (1985) cultural capsules given by Taylor and Sorensen (1961), culture clusters developed by Meade and Morain(1973) and culture assimilators by Fiedler and Triandis (1971) besides to the incorporation of mini-drama and role playing by Kramersch (1993).

1.5.1. Authentic Materials

Genuine materials provide students with real access to the target culture and help them engage in valid cultural experience so that they can use language effectively in different situations. Exposing students to authentic sources is the appropriate way of teaching culture. She adds that high school teachers conducted the experiment that revealed useful uses of other strategies such as including proverbs, songs, and films. Kramersch (1993) argues that besides using pictures, slides, and other visual aids which help to reach both comprehension and communication in foreign language classrooms, it is efficient to use instructional multimedia. These help to explore the target culture as they allow authentic cultural load, and enable to discuss and interpret the meanings of that culture. Furthermore, TV programs, magazines, newspapers, the internet, movies, songs, comics and literature are the source of authentic materials Segueni (2009).

Accordingly, Corbett (2003) remarks” it is not necessary to use authentic materials as members of the target culture”. However, they act as evidence about how the target culture operates in real life situations. He argues that it is effective to compare home magazines with foreign ones to discover how each culture constructs news values.

1.5.2. Culture Capsules

Culture capsules are one of the best-acknowledged methods for teaching culture. It was developed by Tylor and Soremson (1961) who define it as a short five to ten (5-10) minutes representation that focuses on one minimal difference between the target culture and native culture of the student; the learner is asked to present an explanation of an aspect of the foreign culture like greeting, cuisine, and dating. The explanation is followed by or incorporated with comparing and contrasting information about students' home culture. It is preferable to use audio-visual materials to support the effectiveness of the lecture.

1.5.3. Culture Clusters

This technique was developed by Meade and Morain (1973). Clusters are a combination of two or three capsules in one associated theme, where the teacher acts as a narrator to guide students. For example, a culture cluster about grades and their significance to university students could contain the capsule how a grade point average is figured, in addition to another about what kind of decisions are affected by person's grade point average like being accepted for graduate study, receiving the scholarship, or getting a better job.

1.5.4. Culture Assimilators

Learners think about and examine the intercultural interactions provided from real experiences, they would value of the target culture. In this method, students read a description of an incident where one person from the target culture interacts with people from the home culture. Then, four possible interpretations of the meaning of the behaviors or words of the target culture are given. Everyone should choose one of the four options he thinks the most appropriate. Another stage consists in having a discussion with the teacher

if some options are correct or incorrect. Culture assimilators are good techniques for giving students understanding about cultural information (Triandis & Fiedler, 1971).

1.5.5. Mini-Drama

It has been widely used in teaching culture and is considered useful for clarifying a cross-cultural misunderstanding. It consists of three to five events in which misunderstandings are portrayed. However, additional information is available for each event, but the cause of misunderstanding does not appear until the end. After each part, the teacher asks students what do the actions and the words of the characters in the drama mean, hence, they make judgments about the characters. Mini-dramas work best if they deal with highly exciting and emotional issues (Kramsch, 1993).

1.5.6. Role Playing

In the target culture, learning about ways of addressing different people, learners should play a role in a way that background information on the situation is given in advance. For instance, to practice apologizing, arguing, and asking. According to Kramsch (1993) cultural awareness can be reached through role playing, in which learners would learn how to cope with similar situations through adopting the speaking style of the target culture in different contexts. That is to say, role-plays in which students demonstrate appropriate cultural behavior in a given situation.

To conclude, it is important that teachers recognize that students need to have sufficient knowledge and understanding of their own culture that will permit them to create a bridge from their culture to L2 culture.

1.6. Approaches to the Teaching of Culture

In the history of teaching culture different approaches can be noticed. Most of them still used and have dominant position. These approaches differ in their characteristics and tasks, but share a common goal; to help learners understand the relation between cultural products and practices to cultural perspectives.

1.6.1. The Comparative Approach

It emphasizes that the foreign culture should be related to the learners' own. Byram (1994) said: "one-way flows of culture information" (p.13). Learners should be encouraged to reflect on their own and target culture. This approach draws on the learners' own knowledge, beliefs, and values which form a basis for successful communication with members of other culture. Byram goes on arguing that learners cannot rid themselves of their own culture and simply step into another. For learners to deny their own being. While the essence of the comparative approach is to provide a double perspective to evaluate which culture is better. Byram and Planet(2000) state "so the comparative approach does involve evaluation but not in terms of comparison with something which is better, but in term of improving what is all too familiar. The comparison makes the strange. The other, familiar and makes the familiar, therefore, easier to re-consider" (p.189).

In all, the comparative approach gives learners a new perspective of their own language and culture. Through this approach, learners discover similarities and differences of their own and other culture.

1.6.2. The Intercultural Approach

This approach based on the idea that culture is best learned through comparison; though the focus is on the target culture, the approach deals with the relation between the

learners' own country and the country where language is spoken. It may include comparisons between the two and develop learners' intercultural communicative competence which would enable them to function as mediators between the two cultures.

1.6.3. The Multicultural Approach

The multicultural approach draws on the idea that several cultures exist within one culture. The approach includes a focus on an ethnic and linguistic diversity of the target country as well as the learners' own like the intercultural approach. The comparison is important. Risager (2004) also stresses that a balanced and anti-racist view of culture should be involved. This approach emphasizes the principle that cultures are not monolithic.

1.6.4. The Transcultural Approach

Risager suggested the basic idea behind this approach is that in the modern world cultures are interwoven due to migration, worldwide communication systems, economic interdependence and globalization. It is also reflected by the fact that many people speak foreign languages as lingua-francas. Concerning the transcultural approach, Risager point out "therefore, deals with the foreign language as an international language" (p.12). In order to teach learners how to use it for communication. It could be argued that it is not necessary at all to link the foreign language to any specific culture. However, Byram (1994) contends that however it is possible to introduce topics which are of universal significance in all cultures, such an approach leaves learners without topics which are characteristic of a particular country, which are the ones which characterize its uniqueness for the language learner.

1.6.5. The Mono-Cultural Approach

In Risager's study is represented by what he calls the foreign-cultural approach. It depends on the concept of a single culture and focuses on the culture of the country where the language is spoken. It does not deal with the learners' own country and the relations between the two. The teaching aim is to develop the native speaker communicative and cultural competence. The approach was criticized because of the lack of relationships between cultures.

1.6.6. The Theme-Based

This approach known also as the thematic approach to the teaching of culture in point of fact is based on certain themes, for instance, symbols, values, ceremonies, love, honour, humour, beauty, the art of living, intellectuality, family, religion and education which are seen as typical of a culture. Though mono-cultural by nature, it tries to show the relationships and values in a given culture and therefore, helps learners to understand it better. Nostrand, who looked for the French culture, worked out a model known as an Emergent Model (1967) based on the assumption of certain ingredients are characteristics of the behavior of members of a certain culture. However, it is sometimes thought by Wiśniewska-Brogowska that the theme-based approach provides learners with a segmented view of the target culture. It might be difficult for them to see individual people and understand social processes and values from this perspective and could lead to stereotyping.

1.6.7. The Topic-Based Approach

This approach consists of more general and sectional topics which involve different cultural issues. According to Wiśniewska-Brogowska (n.b) a topic-based approach can

provide an original encounter with British life and culture. He adds “it deals with key elements of current British life, such classes as, education and health, not in isolation but within a series of unifying contexts” (p.35). He goes on to argue that the topic-based approach to the teaching of culture brings life to class and develops a more holistic and integrated view of the target culture. She goes on to say that “knowing about the people who use the language, understanding their behaviours, beliefs and customs increases cultural awareness and promotes greater personal interest both in the language and the culture”(p.86). Durant (1997) who is also in favour of the topic- based approach, stresses that learning should take place “on the basis of analytic and comparative methods”.

1.6.8. The Problem-Oriented Approach

It based on the learners’ interest in the other culture and how to encourage them to do some research on their own. Seelye (1993) sees the teacher’s role in defining the problem that interests learners. He claims that the more precise a problem is the easier it is for a learner to reach the desired product. The teacher should also guide learners in their work. He claims “that rather than be told to read a book on the general topic chosen, students can be taught to skim and to read carefully only limited sections to their specific area of interest”(p.47).

1.6.9. The Task-Oriented Approach

It is also based on learners’ own research. Differently from the previous ones it is characterized by its co-operation. Tomalin and Stempleski (1993) state learners work in pairs or small groups on where they deal with different aspects of the other culture. They share and discuss their findings with others in order learners interpret the information. Within the context of the other culture, they compare it with their own.

1.6.10. The Skill-Centered Approach

It is the different approach from the above-given approaches in the sense that it is more practical and might be useful for those who need to cope with the target language community. It aims at developing learners' skills, which they may need to manage the issues involved in miscommunication between societies. It does not primarily mean knowledge of the other culture. Bolt According, argues that the skill-centered approach emphasizes awareness and skills as much as content, the present and future as much as past and, lastly, similarities in cultures as much as differences. He goes on to say that methodologically this means:

- the raising and exploring of open questions rather than answering of the closed ones
- what can be done at the end of a lesson is as important as what is known;
- the process of an activity is as important as the product;
- Cultural input is insufficient, cultural outcomes are essential.
- The learners' involvement is as important as the material the teacher provides.
- Investigatory attitudes to develop the skills of finding, evaluating, analyzing and finally communicating aspects of culture.
- teachers and learners working alongside one another to common goals;
- Language is central and foreground.

It can be concluded that no matter what approach is used, it is important that the teaching of culture as Brooks (1964) states "never lose sight of the individual" and Seelye (1993) who goes on to say that the focus should be on "how societal values, institutions, language and the land affect the thought and lifestyle of someone living in the culture we are studying." Second, comparison of one's own and the other culture is important.

1.7. Culture and Communication

Communication is a learned skill. Most people are born with the ability to talk. Communicative interactions of people from different cultural backgrounds require an understanding and an appreciation of the cultures involved. As Savignon and Sandra (1972) say: “Communication is not the rapid-fire exchange of linguistically accurate complete sentences. It is the sometimes slow, sometimes painful, sometimes not- verbal exchange of thoughts between the human being” (p.26). Culture in communication is a system of signs that is related to artistic products, proverbs, theories and performance such as myths, rituals, and classifications of the natural and social world. In addition to Corder (1993) who states, “all our behavior has a conventional element in it because it is learned in a society and for that very reason, the form it takes will be specific to the social group in which it is learned”(p.30). This means that language is a means of communication, is used by individuals to interact with each other. Furthermore, the relationship between communication and culture is very complex and intimate. First, cultures are created through communication; it is the means of human interaction through which cultural characteristics whether customs, rules, laws, or other patterns are created and shared. It is not much that individuals set out to create a culture when they interact in relationships, groups, organizations, or societies, but rather that cultures are a natural byproduct of social interaction. In a sense, cultures are the “residue” of social communication. Without communication and communication media, it would be impossible to preserve and pass along cultural characteristics from one place and time to another. Therefore, that culture is created, shaped, transmitted, and learned through communication. In addition, Communication does not take place in a vacuum, but rather in specific situations, consequently, such behavior is certainly determined by these particular situations.

In accordance with Brown (1994) culture is deeply embedded part of the very fiber of our being, but language the means for communication among members of a culture, and it the most available expression of that culture. It is the context within which we exist, think, feel and relate others. Thus, culture helps us to know how far we can go as individuals and what our responsibility is to the group.

It can concluded by saying that culture is the air and whether we breathe and drink day in and day out, because we live in culture and we are surrounded by it; in a practical sense, Fisher(1997) said “humans are fundamentally social beings, individuals cannot live without cultures of their own”(p.83). Culture and communication are inseparable because culture helps the communication proceeds; it determines how people encode messages, the meanings they have for messages and the conditions and circumstances under which various message

1.8. Beyond Communicative Competence

Communication is the process whereby we transmit our thoughts, ideas, wishes, or emotions to others. Although for our purposes, communication involves only the information, thoughts, and ideas that we want to transmit to a specific audience. Communicative competence is a part of cultural competence; the communicative competence of the native member of a group or society is cultural competence.

First, the notion of communicative competence refers to Chomsky's conceptualization, known as the competence-performance dichotomy. For him, competence refers to the abstract knowledge a native speaker has about the linguistic system of language which enables persons to comprehend and to produce an infinite

number of well-formed sentences that they have never previously encountered in their environment. In 1965, he wrote:

Linguistic theory is concerned primarily with an ideal speaker listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance (p.3).

Al Mutawa and Kailaini (1989) believe communicative competence to be a Comprehensive concept, for it includes:

- Linguistic competence; having to do with the mastery of language phonological, orthographic, grammatical and lexical systems.
- Pragmatic competence that is related to knowledge of language functions and speech acts but also discourse strategies.
- Strategic competence; the ability to solve communication problems whether in relation to production or interpretation.
- Fluency competence; namely, the ability to express oneself without difficulty.
- Sociocultural competence which is related to knowledge of the socio-cultural aspect of Language; to know what is expected socially and culturally by the users of a language.

Second, Byram (1965) argues that the concept of communicative competence has been conceived on the basis of native speakers' communicative interactions, thus it is inadequate when it comes to communication between people of different cultural origins

and backgrounds. According to Byram, the components of communicative competence are enlarged to cover what is known as the concept of intercultural communicative competence which includes:

- Linguistic Competence: the ability to use one's knowledge of the rules to produce and interpret correctly spoken and written language.
- Sociolinguistic Competence: the ability to give meanings to language, whether assumed or negotiated meanings.
- Discourse Competence : the ability to use strategies for the production and interpretation of texts.

besides to such elements as Attitudes of curiosity and openness, Knowledge of other social groups, their products, practices and patterns of interaction, Skills of interpreting meanings from other cultures and relating them to meanings in one's own culture, and Skills of discovery and interaction with others under real life time situation .

1.9. The Importance of Teaching Culture

Culture teaching is considered as a part of teaching. To enable the students explore the reasons behind human behavior. This would enable a learner to have and even better understanding of both his own world and that of each of those he knows, encouraging him to proceed beyond the scope of identification. The teaching of culture has the following goals given by Seelye (1988):

- To help students develop an understanding of the fact that all people reveal culturally conditioned behaviours.

- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- To help students to become more aware of conventional behaviour in common situations in the target culture.
- To help students develop their competence of the cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to organize information about the target culture.
- To enhance students' interests in second language acquisition; to stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

In addition to the teaching of culture is an essential part of the process of acquiring a second language appropriately, which helps the learners to differentiate between their own social community and the social community of the target language. Hence, they expand an international understanding and develop their communicative skills.

In all, understanding culturally bound behaviors, understanding how cultural variations influence the use of the target language, learning to behave in a culturally appropriate manner, and developing positive attitudes towards the target culture. Culture teaching must be adequate with the dynamic aspect of culture. Lessard-Clouston (1997) noted:

Students will be indeed to develop knowledge of 12 of culture, but this receptive aspect of cultural competence is not sufficient. Learners will also need master some skills in culturally appropriate communication and behavior for the target culture...cultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture (p.52).

Conclusion

In brief, English teaching is not only language teaching, instead, it should involve culture teaching, which is generally accepted by most English teachers. The mission of foreign language teaching is to cultivate those who can communicate with people from different cultural backgrounds. They need to be aware of ways of addressing people. Therefore, we provide different definitions given by different scholars and we have introduced the relationship between language and culture. In addition to some approaches, and techniques of teaching culture. After that, we give emphasis to the principles of cultural instruction and the importance of teaching culture in foreign language teaching and learning.

Chapter Two

**The Integration of Technology
and Teaching Culture**

Introduction

The second chapter of this research will be devoted to the importance of using technological tools in teaching culture. We will start by introducing instructional technology and defining some tools. Then, we discuss the growth of English Language Teaching (ELT) through technology. As the chapter develops, we will tackle integrating media technology into language teaching. Also, we will mention how to select appropriate tools and we to show its importance in teaching culture. At the end, we will conclude the chapter by highlighting the importance and the influence of technology in teaching culture to develop English foreign learners' communicative competence.

2.1. Definition of Media Technology

Mish (2001) defined media technology as the body of knowledge devoted to creating tools, processing actions and extracting of materials. Technology is wide and everyone has their own way of understanding the meaning of media technology. We use technology to accomplish various tasks in our daily lives, in brief; we can describe technology as products, processes or organizations. We use technology to extend our abilities, and that makes people as the most important part of any technological system. In a general sense, Andrew (1997) defines it: "Technology is not something that suddenly appears. It is an integral part of human activity; technology is the systematic application of various branches of knowledge to practical problems" (p.8).

In addition, media technology refers to advancements in the methods and tools we use to solve problems or achieve a goal. In the classroom, media technology can encompass all kinds of tools "from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration, and conferencing tools,

and more". The newest technologies allow us to try things in physical and virtual classrooms that were not possible before. Mish goes on arguing that media technology is used in education when referring to the manner of accomplishing a task especially using technical process, methods or knowledge.

Furthermore, media technology refers to interactive, computer applications that allow people to communicate ideas and information with the digital and print element. A good case in point, professionals in the field use computer software to develop and manage online graphics and content. The work that media technology specialists produce its used in various media, for instance; training programs, web pages, and news sites (Mish, 2001).

2.2. The Growth of English Language Teaching (ELT) through Technology

The 21st century is the age of globalization and is important to grasp on various foreign languages in general and English language in particular. English Language Teaching has been for many years and its significance continues to grow, partially by the Internet. Graddol (2000) suggests that in the year 2000 there were about a billion English learners but a decade later the numbers doubled. The estimate points in English learning. The same study indicates that of information stored on the internet is in English. For the first time, there are more non-native than native users of the language and diversity of context in terms of learners, age, nationality, and learning background has become a defining characteristic of ELT today.

Regarding the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. Graddol accordingly, goes on proving that technology plays a positive role in promoting activities

and initiatives of student and teaching effect in English class. Technological innovations have gone hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. Paolillo (2001) states:

The role of technology evolution as an enabler of new pedagogical concepts is evident. However, student usage of computer-supported systems is far from being well understood and the evolution of technology and pedagogy for these systems will continue to change for some time before agreed understanding and standards have emerged (p.65).

With this, there has been a very significant creation of literature regarding the use of technology in teaching the English language. Mostly these writings unequivocally accept technology as an essential part of teaching. In a sense, a tendency to emphasize on an inevitable role of technology in pedagogy to the extent of obliterating human part of the teacher by technology part has been very dominant. And as a result, if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason, it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation. As well as, Teachers can use technological tools could give more colorful, stimulating lectures.

Furthermore, there are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for

teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines take over the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form (Paolillo, 2001).

2.3. Integrating Media Technology into Language Teaching

Graddol (2000) goes on arguing that Technology is utilized for the encouragement of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to Jonassen (2000), Technology can also provide access to sources beyond the classroom and the textbooks. The teacher can become the facilitator of learning, incorporating a host of learning strategies to guide their students. For instance “Bookbag” is a course-aware bookmarking application that instructors and students can use to share links to articles and other items relevant to the course.

With the rapid changes in technology, Bacon (1995) goes on arguing that teaching profession can now give the possibility of developing process-oriented ways of teaching and evaluation more in keeping with the multifaceted nature of culture. For instance, with the ever expanding use of networked computers that provide access to the World Wide Web (WWW), teachers have opportunities and challenges for creating better instructional material to teach language and culture and making more effective use of those materials than was previously possible. One of the alluring aspects of technological resources is the

ease with which recent and relevant information can be brought to students. Finnemann (1996) said that "... it is clear that the Web promises to be an important resource for language teachers" (p. 6). Hence, Students can be virtually surrounded by sights and sounds of native speakers in the target settings through the use of videodisks, computer animated objects and figures.

In addition, Cononelos and Oliva, (1993) argued that most teachers and students are probably already familiar with e-mail and the WWW, the most common network resources used in first and second language instruction. Also, Warschauer (1996) asserts that it allow for real-time communication, simulation, and role-playing. The highly interactive nature can facilitate the teaching of culture by providing immediate, ongoing contact with native speakers in the second language. Furthermore, the combined use of CD-ROMs and videodisks can provide for more authentic interaction in simulated cultural contexts. Such simulated cultural interactions enable students to learn appropriate cultural behavior. As Warschauer said:

There is a natural inter-dependence between technology and culture which requires that the relationship be an essentially authentic one. Since it exists to satisfy man's immediate and particular needs as well as to enable him to live in harmony with his very own environment. Indeed tools are the interface between man and nature. The development of new technologies is linked to a society's evolving needs. To the relative importance accorded to satisfying them, and to the application of new and different solutions to existing practical problems based on the society's creative capacity and its particular knowledge and experiences, the

introduction of a new technology often creates new social needs and values, development (p.7).

In all, Technology conducts in structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology introduces classrooms with digital learning tools, such as computers and handheld devices; expands course offerings, experiences, and learning materials; supports learning and accelerates learning. Technology also has the power to transform teaching by presenting a new method of connected teaching. This method links teachers to their students and to professional context.

2.4. Types of Technological Tools

There has been an explosion in the development of different types of multimedia technology that can bring sound to learning which promotes the practice of language tend to incorporate elements of transmitting the target culture . Tools help teachers quickly build interactive teaching resources or lesson plans that are stored online, such tools as, video documentaries, Blogs, computer software, hypermedia, and mobile apps with modern and latest version.

2.4.1. Video Documentaries

Videos can involve a great amount of reading and listening and a wide range of speakers from different accents of different ages. Pusak and Otto (1990) stated that “by far the most compelling medium for presenting cultural content is video” (p.19). It can also express the belief that the lack of pedagogically sound software may discourage the widespread use of interactive media. In addition, videos are defined as the kinds of programs that you see in the cinema, on TV or DVD such the feature of films, or

documentaries. A teacher with a collection of well-chosen videos is well placed to take advantage of a teachable moment. In other term, videos offer students an updated educational version because of the far greater number of resources in order to use English in meaningful way (Pusak & Otto, 1990).

In fact, Youtube gives the opportunity to follow instructional videos; its use is crucial in the classroom, as the visual input balances the auditory input such that both strengthen the other, stimulate multiple strands of prior knowledge, and lead to a deeper comprehension of the topic or situation at hand.

It is assumed that the explicitness and meaningfulness of the visual modality, students' extensive experience in film watching, and the intrinsically predictable genre of the narrative efficiently contributed to a fuller and more consistent representation of the story than for the sound only group (Pusak & Otto, 1990, p. 513).

In other words, videos present language in action. Unlike the static expressions of the textbook; videos create a thorough and dynamic context of communication. Macgregor, (2006) stated that:

The language learner can easily see the ages of the participants; their sex; perhaps their relation to one another their dress, social status, and what they are doing and perhaps their mood or feelings. Further, paralinguistic features, such as facial expressions or hand gestures, are available to accompany aural clues of intonation (p. 4).

Videos help learners perceive all aspects of communication, the speaker, the listener, the setting, and the situation. However, there are certain limitations of using controlled videos. According to Macgregor (2006) the goal of instruction is primary often created videos lack in entertainment value. Furthermore, by drawing learner's conscious attention to a specific target culture feature, these videos tend to ignore a more meaning-focused form of instruction.

In all, videos have created a paradigm shift of sorts in the world of teaching; certain messages are better presented than others on documents. Based on the students demand, it has been utilized by different organizations as an educational tool since it is appealing for several reasons; videos are easy to create and can be distributed at no cost and considered as the effective teaching materials since it relates the language with its real context and cultural aspect (Wesch, 2009).

2.4.2. Computer Software

Bork (1980) found that "it is a shapeless or unstructured discipline, constantly evolving both in terms of pedagogy and technological advances in hardware and software. Three pedagogical models are presented with an aim to adapt these changes" (p.32). This means that the role of the computer network in classroom-based social research is resources provider. For instance, Students are required to log on to access to collect sufficient information about a specific cultural issue to become an informed learner. Then they are required to propose a research plan posted on the net forum, where other students' suggestions and comments are welcome.

In other words, computer offers students a new learning opportunity. learning is enhanced by the availability and use of computers; as a tool it represent an extremely powerful and flexible means of organizing and reorganizing data and in this way

encourage students to encounter, explore and construct patterns and relationships that would otherwise be very time-consuming to produce or simply beyond their capacity. Jessel (1992) goes on arguing that the most common software in UK schools is that which turns the computer into a tool. In response to the requirements of the National Curriculum, word processors, databases, spreadsheets, graphics and paint applications are increasingly becoming naturalized in the primary classroom .he stated “It encourages progress beyond the mechanics of writing or storing information to an engagement with meaning; it facilitates experimentation, hypothesizing, previewing and reviewing the ways in which relationships can be developed and expressed” (p.4).

In addition to Cloud (1989) who points that “The most effective communication resources, computers and the Internet, are part of our daily life and have become one of the important tools in the education” (p.40). The Internet and computer help information transfer between different points therefore this satiation makes the Internet a very powerful information system. People in different age groups and jobs, students and academicians who do scientific research and prepare projects prefer using the Internet because it is the easiest, fastest, and cheapest ways of accessing necessary information.

In all, we may say that the use of computer software is the broad term used to address any kind of media which help and support learning. It is a tool to provide opportunities to supplement familiar teaching strategies in important ways. Furthermore, Cloud spotlight on the educational resources and technologies; that can increase educational productivity by accelerating the rate of learning and reducing costs associated with instructional materials or program delivery and better-utilizing teacher time.

2.4.3. Mobile Applications (apps)

According to Pablos, Lytras and Tennyson (2015) a mobile application is a software application developed specifically for use on small, wireless computing devices, such as smart phones and tablets, rather than desktop or laptop computers. A mobile application may also be known as an app, for instance, Web app, online app, iPhone app or smartphone app are designed with consideration for the demands and constraints of the devices and also to take advantage of any specialized capabilities they have a gaming app, it might take advantage of the phones' accelerometer he said: "apps are sometimes categorized according to whether they are web-based or native apps, which are created specifically for a given platform. A third category, hybrid apps, combines elements of both native and Web apps" (p.129). Furthermore, as the technologies mature, it is expected that mobile application development efforts will focus on the creation of browser-based, device-agnostic Web applications. Pablos et al. (2015) adds:

Many mobile devices sport one or more cameras and where there is a reliable internet connection; users can communicate over distance using simple video conferencing tools. GPS functionality and internal compasses also enable users to access and interact with powerful mapping tools. Front facing cameras allow learners to be creative as well as enabling them to trigger the release of information, for example by scanning QR codes (a type of barcode). In-built audio recording functionality allows children to record their thoughts about an area of learning or perhaps interview peers or family members prior to a task (p.37).

In fact, mobile application, most commonly referred to as an app, is a type of application software designed to run on a mobile device, such as a smart phone or tablet computer. Mobile applications frequently serve to provide users with similar services to those accessed on PCs. Apps are generally small, individual software units with limited function. This use of software has been popularized by Apple Company and its App Store, which sells thousands of applications for the iPhone, iPad and iPod Touch.

Similarly, Hutchins (1991) points out “By working with technology, using some of these apps will effectively help the teaching of culture and teachers to add new dimension to their teaching” (p.9). Thus, it may give students a change from the traditional classroom, all while still reinforcing the skills they are learning. Many of these top apps are even free of cost. The use of mobile technology is increasing, consequently it offer students the possibility to study anytime, anywhere and at their ease through their mobile devices. He stated:

The integration of multiple online learning environments and learning activities was overall positively recognized by the students in this class. The students also appreciated AI as a great tool to help them develop a functioning app and develop programming logic. The sense of achievement was also high when apps were completed. Together, these various components helped support non-programmer adults learn mobile app design through visual programming in a virtual learning community, where they contributed to each other’s learning growth as mobile app designers. However, students’ learning experiences can still be improved by factoring in

their feedback and challenges encountered in this class
(Hutchins, 1991, p.42).

From the above quotation, we recognize that mobile devices such as tablet computers, smart and phones have particular feature for English culture teaching in situations where practitioners move between different locations. Moreover, touch sensitive screens and simple menu systems may also have particular benefits. For instance, front facing cameras allow learners to be creative as well as enabling them to absorb information about the target culture.

Last of all, mobile apps may consist of interesting cultural activities and cultural topics for foreign language teaching. It can offer a pedagogical improvement on traditional teaching methods by providing such type of digital technologies for teaching and helps the educational technology take place better, particularly in the absence of native speakers; For instance, dictionary apps available to support users in their acquisition of new vocabulary. Translation apps also have a role to play in enabling users to transfer knowledge and skills from a stronger first language to their learning of English.

2.4.4. Blogs

According to Campbell (2003) a Blog is a shared online site where people can post diaries about hobbies and their personal experiences. Classroom web logs are becoming increasingly popular with teacher education. Many experts predict that blogs will eventually become more successful teaching tools than web sites. A blog is a web page made up of usually short, frequently updated posts that are arranged chronologically like a “what’s new” page of a journal. He argued that the contents and the purposes of blogs vary

greatly from links and commentary about other web sites to news about companies, persons, ideas, photos, poetry, mini-essays, project updates, even fictions.

A crucial blog mission is to link to other web sites, or, sometimes even other blogs are personal. Others are collaborative efforts based on a specific topic or an area of mutual interest. The use of blogs in instructional settings is limited only by one's imagination. There are many ways teachers can use blogs, some of them include content-related blog, networking and personal knowledge sharing, instructional tips for learners, course announcements and readings, annotated links are most importantly for the purpose of knowledge management.

In fact, learners can also take part in blogs by reflective writing assignment submission, collaborative work, and sharing course-related resources. Teachers can build a blog or start a new topic in an existing blog by simply typing text into a box and clicking a button. Such as the primary reason to predict that blogs are more successful teaching tools than web sites.

According to Sullivan, blogs are chronologically organized online writing spaces that can be constructed individually or collaboratively. Outside the classroom context, blogs are usually written by one individual, with other individuals then posting comments. He said "It is often very useful to read student writing in a different, more personal voice. It's easy to see how some students are blocked by their perceived expectation of a "formal," "academic" tone, when in fact they have a well-developed and engaging voice in the blog." The most common approach we saw was the creation of classroom blog as shared space for students and teachers. The teachers we interviewed characterized blogs as more of a conversation tool, to inspire interest and communication. As with wikis, we observed a wide variety of blog tasks, which fell broadly into classroom blogs and individual blogs or journals.

In addition a number of teachers use blog tasks as activities to test prior knowledge or generate interest. Such social studies that teacher used. Campbell (2003) added:

The idea here is that students can get writing practice, develop a sense of ownership, and get experience with the practical, legal, and ethical issues of creating a hypertext document. In addition, whatever they write can instantly be read by anyone else and, due to the comment features of the software, further exchange of ideas is promoted. Tutors can even run a mega-blog of select topics of interest gleaned from student blogs so that the broader issues are brought into focus on a single website (p.2).

That means the students really liked these activities, claiming that they were different from classroom discussions.

In all, Blogs designed to promote communication among the members of a particular community. Often, the teacher's goal toward using blogs was to generate communication among students, through such comments, in response to a teacher-generated statement or question. For teachers, blogs are attractive because it needs little efforts to maintain, unlike more elaborate classroom web sites.

2.4.5. Hypermedia

Hypermedia refers to hyperlinked multimedia; the connection of text, audio, graphics, animation, and video through hyperlinks. It can be defined as the combination of media such as video and audio with text makes them multimedia; the ability to get from one media element to another makes them hypermedia. For instance, a hypermedia study

guide might offer illustrated textbook content hyperlinked to web-based video and other content, glossary entries, and comprehension questions. Other hypermedia applications for the classroom include supported digital reading environments and lessons (Burton, 1994).

In addition, Hypermedia offers a powerful means to integrate cultural content with instructional supports and address varied student needs. Digital texts can be enriched with a range of instructional supports such as vocabulary definitions, glossaries, translations, and background information. Each of these supports can take the form of varied media. For instance, vocabulary definitions might be presented as text, pictures, or animated graphics. Background information might be presented as a map; video annotated bibliography with text and audio or illustrated timeline (Boyle, 1997).

Boyle assumed that Hypermedia can support differences in students' ability to access specific media forms and differences in their literacy and media literacy skills; they also provide alternative means to engage learners. Using hypermedia, teachers can help a variety of learners, including English language learners, second language learners, and students with comprehension problems, to overcome important barriers posed by printed texts.

Furthermore, Thorpe (1993) argues by using a video digitizer, a hypermedia author can import video from external sources such as the video cassette recorder (VCR), a videodisc. In fact, digitized video also consumes a great deal of hard drive storage space, thus limiting the amount of video that can be incorporated into a program. An external hard drive offers one solution to this problem; removable cartridge systems are very effective in this role, although the costs for the individual cartridges can be quite high. In the future, more efficient video compression routines promise greater autonomy for hypermedia authors.

In all, hypermedia tools offer new means for students to demonstrate knowledge and skill. Using hypermedia design software, students can construct multimedia compositions that afford them a much greater range of possibilities than text. This is particularly important for students whose difficulty with writing might obscure their mastery of curriculum content.

2.5. The Criteria of Selection of Technology Tools

Media technology teaching has uniquely inspired students' positive thinking and communication skills in social practice. Tomlinson (1998) considers that in order to build up tools, which are strongly rooted in effective language teaching practices, designers should considerate some points and incorporates objectives into the creation of their materials. First of all, it provides the learners with opportunities to use the target language and opportunities for outcome feedback; to enable them achieve communicative purposes. Second, relevance and usefulness; we expose learners to the learners to language in authentic use and what is being taught should be perceived. Third, we take into consideration the learners differences in learning styles and in affective attitudes as he states: "the multimedia technology seeks integration of teaching and learning and provides the students greater incentives" (p.27). This is to help them feel at ease where they can develop confidence toward learning.

In fact, materials need to be selected in advance so that they remain to the learning objectives, and suit the learners' language level. It is the responsibility of the teacher to identify which skills need to be developed beforehand and afterwards. For instance, skills which allow them to understand the input; it is the language teacher's responsibility to teach the students how to read and listen to texts in a foreign language (Coonan, 2002).

In the same vein, Jolly and Bolitha (1998) summarized an essential step that teachers must take into account:

- Classification of need or problems by teacher or learners in order to be solved by the creation of materials.
- Investigation of the area of needs in terms of form, meanings, functions, skills, and strategies.
- Contextual comprehension of the proposed new materials through the finding of appropriate ideas, contexts or texts with which to work.
- Pedagogical apprehension of materials by the finding of suitable exercises and activities and the writing of appropriate instructions for use.
- Physical production of materials involving consideration of layout

In all, the use of technology is what both teachers and students should involve in their process of teaching-learning cycle. Choosing which tool to use in the teaching process is a crucial phase of educational design. Both Teachers and students are considered as a key role concerning the criteria of selecting which sort of media is used .hence, they identify the most suitable media for facilitating the understanding of a concept, and for acquiring and consolidating skills of various kinds. Selecting appropriate technologies for teaching and learning, we should not just look at technical features of a technology, nor even the wider technology system in which is located, nor even only the educational beliefs we bring as a classroom teacher. We also need to examine the unique features of different media, in terms of their formats, symbols, systems, and cultural values. Furthermore, some advance in planning; the teacher should consider what the educational advantages are when students use a particular device, and technology skills they need.

2.6. Importance of Integrating Technology in Teaching Culture

Media technology teaching plays an effective role in motivating students; it enables them to learn language in real life situation .Therefore, it has an immediate impact that an audio tape lack. Although television or movies are not exactly like real life they are similar because the social interaction which occur in real life speech, with natural pronunciation and varieties of dialect and register. According to Barron (2003) not only videos can create learning contexts that would not otherwise be accessible; he adds: “in some situations video is even superior to a field trip because the video can be replayed and reviewed as often as necessary” (p.46).

In addition, Technology creates interesting topics for instance famous cultural topics for second language learners; it leads to a deeper comprehension of the topic. These varieties of cultural topics encourage the students, and might be used to raise questions and attract students’ attention to learning new vocabularies and concepts. Hence, it has an effective importance in raising cultural awareness (Kelly, 2002).

In accordance with Towner (2007) technological tools like Facebook, social networking sites and other social communication capabilities can greatly enhance the learning experience of both the teacher and the student by tapping into a greater number of learning styles, providing recommended relief from the traditional lecture format, and by building a top the community already established by the students themselves. He states:

Online collaboration tools, such as those in Google Apps, allow students and instructors to share documents online, edit them in real time and project them on a screen. It gives students collaborative platform in which to brainstorm ideas and document their work using text and images” (p.79).

In all, insisted that human culture is itself a technology and the technologies that have been preserved in human cultures have worked alongside nature. Technology and culture propose atonement between us and our world, between economy and ecology, between the domestic and the wild (Hutchins, 1991).

2.7. The Influence of Technology Tools on EFL Students' Communicative competence

The integration of technological tools into instruction is not only to enhance student communicative competence but to encourage engagement with content and foster motivation in learning. Prensky (2001) stresses the influence of utilizing digital technology on interpersonal communication. He argues that the current generation lacks essential interpersonal skills; the ability to express the ideas and thoughts to others, face-to-face. A major reason for this tendency is increased frequency of communication through texting and chatting on websites.

In accordance with Prensky technology promotes the ability to think creatively. Work creatively with others, and act on creative ideas in order to make practical, innovative contributions. According to him students today are digital natives having grown-up with technology and not knowing a world without it. It means that the digital technology is to foster student creativity and engagement, to develop new and worthwhile ideas hence; they effectively develop and implement communication with others.

Furthermore, the digital technology has a significant influence on students' critical thinking. Students reflect critically upon one's own learning and metacognitive processes. In fact, technology tools offer skills of effective reasoning, systems of thinking, the capability to make judgments, decisions, and solving problems. It also offers the ability to synthesize, analyze and evaluate differing perspectives. As well as, the evaluation of arguments opinions, and evidence (Grabe, 2007).

In all, the digital tools, Internet and other Information and Communication Technologies are influencing positively how we read, gather information, interact and communicate. Beyond this, our personal, professional, and academic lives in this sense Grabe (2007) states:

It is important to investigate how 21st century skills and tools can be used within world language instruction as a result. The following open sourced technologies were researched VoiceThread, Poll Everywhere, Animoto and Xtranormal. These four tools were used because they were user friendly, incorporated video tutorials and provided classroom management tools for both student and instructor. In addition, they addressed different learning styles and their interactive websites had easy accessibility for users (p.44).

That is to say, technology involves skills that could be utilized within instruction to increase communication proficiency, foster engagement, and impact student motivation. The benefits of technology are that learners communicate in a social context and work at their own place which contains the need to produce; the major drawback is that learners are communicating mostly with each other, without the modeling and formative feedback that the expert teacher provides. Chapelle (1998) gave positive evidence for the use technologies in teaching foreign language. He illustrated the process whereby learners stretch their linguistic resources while constructing for meanings in the following diagram:

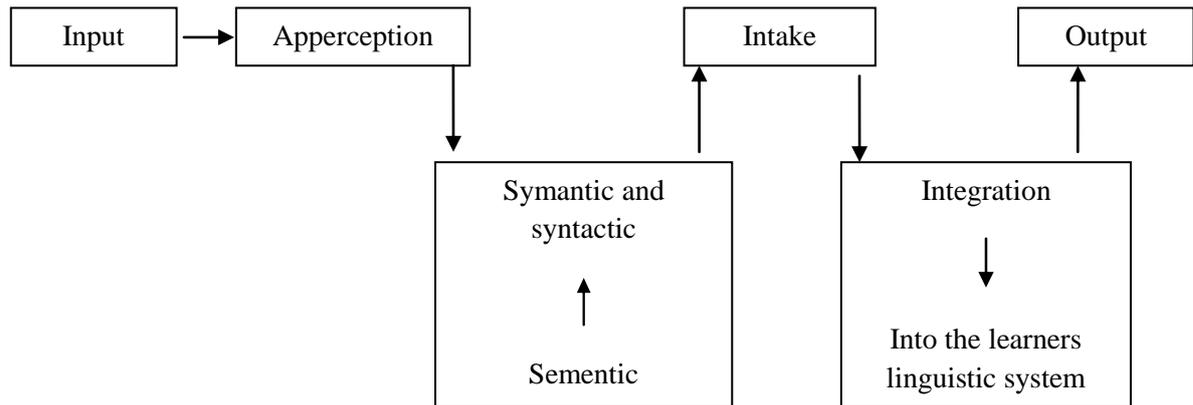


Figure 3: Basic components in the SLA process in interactionist research adapted from Chapelle (1998).

Conclusion

In sum, this chapter is mainly devoted to the use of technology in teaching culture in EFL classes. The chapter started by providing definition technology as. After that, the researchers provided the types of technological tools such as social networking sites and mobile apps. Additionally, the chapter also introduced how culture is presented through multimedia technology. Moreover, the importance of integration of technology and explained the influence of using the digital technology on students' communicative competence.

Chapter Three

Fieldwork

Introduction

This study is mainly conducted to check if there are any significant improvements of implementing technology in teaching the culture of English language. In this chapter, we will analyse the questionnaires that have been submitted and carried out with master one students of English at Mohammed Kheider University of Biskra. This chapter is divided into two sections, which are as follows: administration and of description of the quasi- experimental study besides evaluation and interpretation of results.

3.1. Aim of the Research

The aim of this research is to propose new content and methodologies to teach culture. It also shows the role of technology in improving students' cultural awareness and developing their communicative competence by incorporating media tools in teaching the English language at Mohamed Kheider university of Biskra. This work will encourage the teaching-learning process by proposing some methods to teach culture through instructional technology in the EFL classes.

3.2. Sampling

The thirty (30) students who responded to the questionnaire were chosen among the total number of the master one. Students' population is (257) at the University of Biskra. The selection of such sample was based on the consideration that master one student have already experienced the culture courses .Moreover; they know about the importance of the use of authentic materials in culture teaching.

3.3. Administration of Questionnaire

The greatest number of student's " questionnaires was handed directly between the 3rd and the 6th of April 2016 to students from the Department of English at Biskra University. All the students (30) who participated in this questionnaire, they study English language and at the science of languages division.

3.4. Description of the Questionnaire

This questionnaire is divided into two sections and consists of seventeen (17) questions, which are arranged in a logical way. They are either closed questions requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring them to give their own answers and justify them.

The first section, is about "teaching English language and culture and it has (10) Questions. (1) Is devoted to students' background information .This latter is asked if studding English was their choice or not and their history of learning culture. Question(2) is about whether they studied culture in their in secondary level or not .in Question(3) students are asked to choose which of the four skills they want to develop the most while they are studying English language. Question (4) is about whether they feel motivated while studying English culture or not. In Question (5) students are asked if they chose one reason if they consider them selves not fluent in English. Question (6) is put to know how student consider their level concerning English language in Question (7) they are also asked whether they consider them selves fluent in English or not. Question (8) this latter provides for lack of fluency. Question (9) is intended to generate information about the learner's level in English culture. Question (10) is designed to know how students consider

their level toward handling conversations with native speakers. Question (11) is directed to giving justifications if they consider their level “weak”.

The second section is about “The Integration of Technology and Teaching culture .In Question (12) is put to identify if they know what media technology is or not.

In Question (13) the students are asked to tell their opinions about the importance of the English culture along with the English language. In Question (14) students are required declare whether they have used media tools in studying English culture. Question (15) is anticipated to know the student’s opinion about the importance of technology .Question (16) is aimed to know whether their teachers use only handouts in English culture courses or not. The last Question (17) the students are asked to choose tools that they prefer their teachers would do in their study.

3.5. The Students' Questionnaire

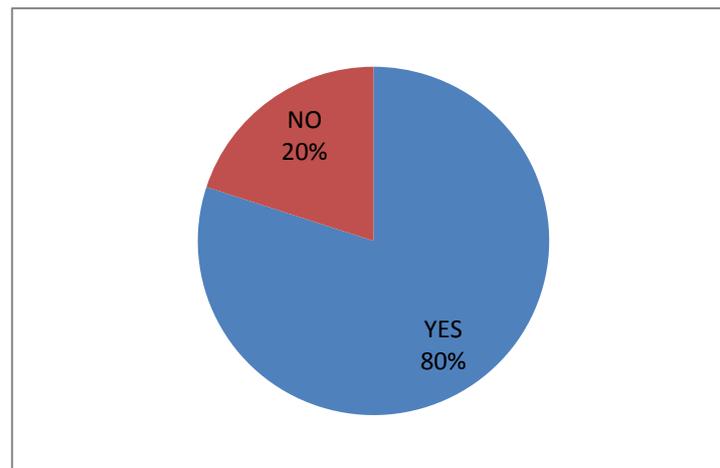
Section one: Personal Information

1. Student's Choice of English:

Was studying English at the university your first choice?

Option	Numbe of students	Percentage
Yes	24	80%
No	06	20%
Total	30	100%

Table 3.1: Student's choice of English



Pie-Chart 3.1: Student's choice of English.

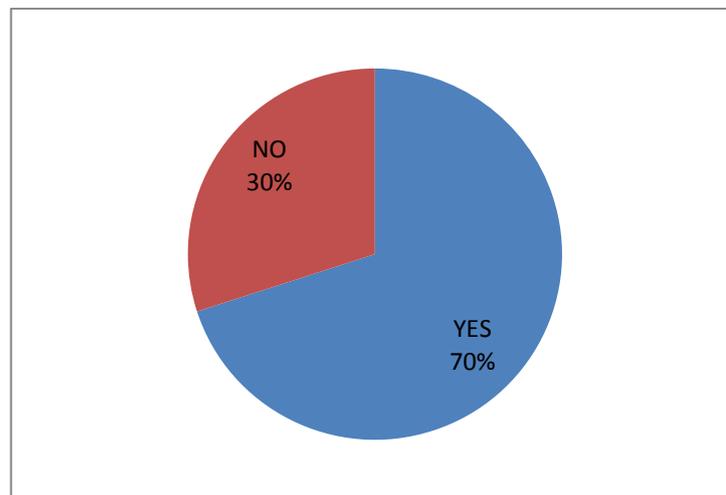
We notice that the number of students that English were their choice is approximately three times the numbers of students were not. They represent 80% of the sample; whereas the students who English were not their choice are 20%. This may be due to sociological factors that affect the preferences of the majority of students.

02: Learning culture at secondary levels:

Did you study the English culture at intermediary and secondary levels?

Option	Number of students	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

Table3.2: learning culture at secondary levels



Pie-Chart3.2: learning culture at secondary levels.

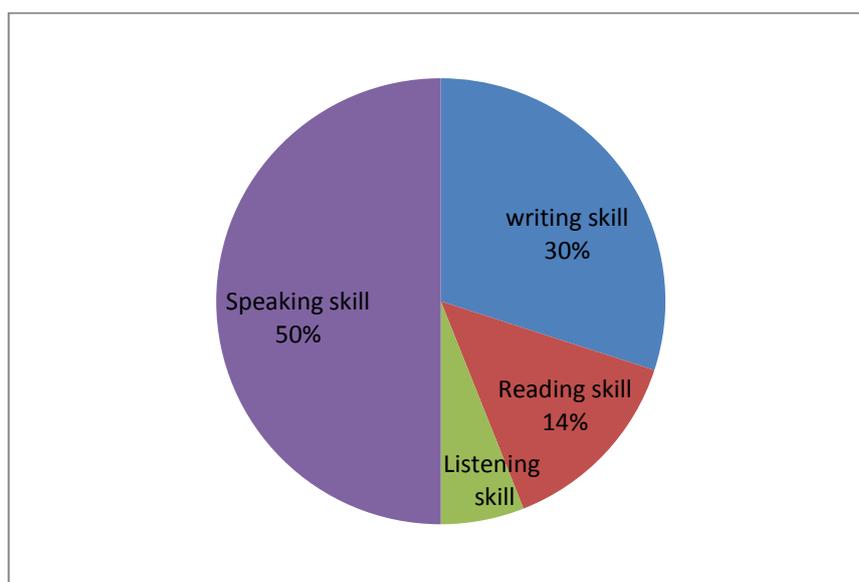
As it is shown in the table and pie-chart above, most students (70%) have been studying English culture indirectly during their secondary level in their book activities and texts; However, still (30%) asserted that they didn't study or they were not exposed to culture during the secondary level.

03: Student’s focus in learning English

What has your English study focused on so far? (You tick only one box)

Option	Numbe of students	Percentage
Writing skill	09	30%
Reading Skill	04	14%
Listening Skill	02	6%
speaking Skill	15	50%
Total	30	100%

Table 3.3: student’s focus in learning English



Pie-chart3.3: Student’s focus in learning English language

The results in the table 03 clearly show that majority of students 40% have a significant difficulty to speak thus the most important priority resides in making learners communicate easily. The second constraint is their writing skill with percentage of the (30%).And the Third skill that by the students according to their answers is the reading

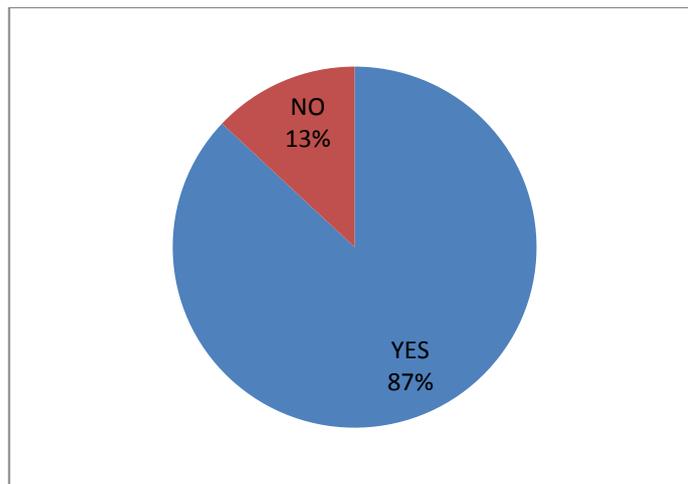
skill with a total percentage (14%). The lowest percentage is for the listening skill demonstrates 6%.

04: Student’s motivation while studying English

Do you feel motivated while studying English culture?

Option	Number of students	Percentage
Yes	26	87%
No	04	13%
Total	30	100%

Tabel3.4: student’s motivation while studying English culture



Pie- Chart 3.4: Student’s motivation while studying English culture

As it is demonstrated above, (87%) of the students, feel motivated that they are studying English at the university; however, only thirteen percent (13%) are not motivated. At this point, we can assume that students have a positive attitude towards the English language and consequently towards its culture. On the other hand, in an attempt to discover

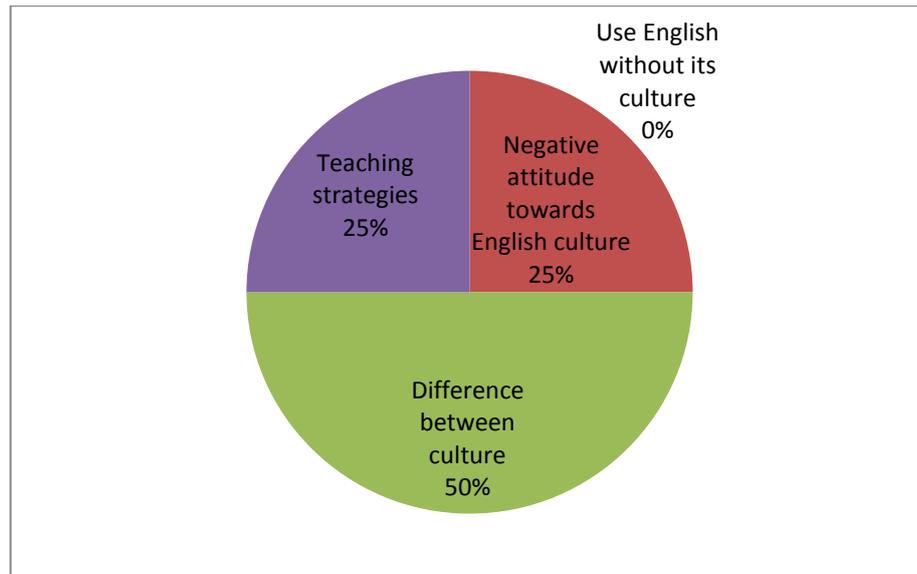
the source of the absence of motivation, we have proposed three possibilities that the fifth question item will discuss this in depth.

05: Reasons for lack of motivation:

If your answer to the previous question is (No), is it because?

	Option	Number of students	Percentage
A	You think you can use the English language without its culture.	00	0%
B	You have a negative attitude towards the English culture.	1	25%
C	There is a huge difference between your culture and the English culture.	02	50%
D	Of the teaching strategies that the teacher uses during the course.	01	25%
E	Other	00	0%
	Total	04	100%

Table3.5: Reasons for lack of motivation



Pie-Chart3.5: Reasons for lack of motivation

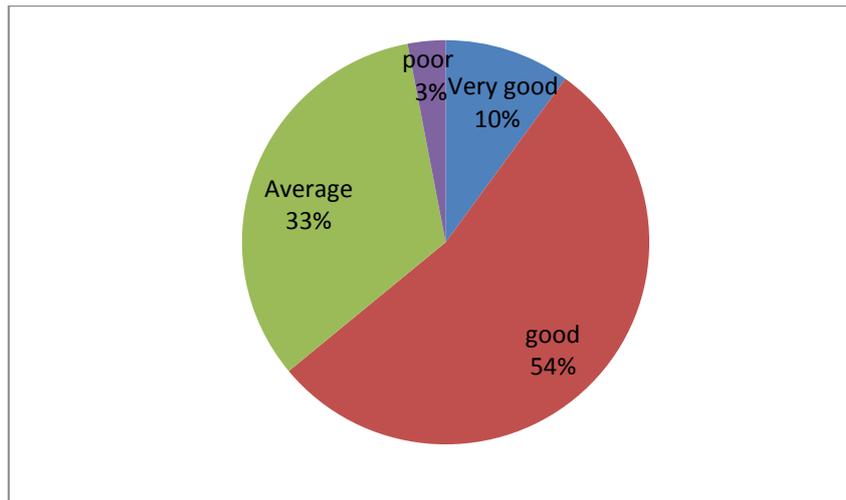
As table above shows, the reason most often chosen was (C) “difference between your culture and the English culture” with a percentage of 50%, reasons (B) “a negative attitude towards the English culture” chosen by 25% of the participants and (D) “the teaching strategies that the teacher uses.” with 25% and a percentage of 0% for those who think that they can use English without its culture.

06: The English use.

How do you consider your level in using English?

option	Number of students	Percentage
Very good	03	10%
Good	16	54%
Average	10	33%
Poor	01	03%
Total	30	100%

Tabel3.6: The English use



Pie-Chart3.6: The English use

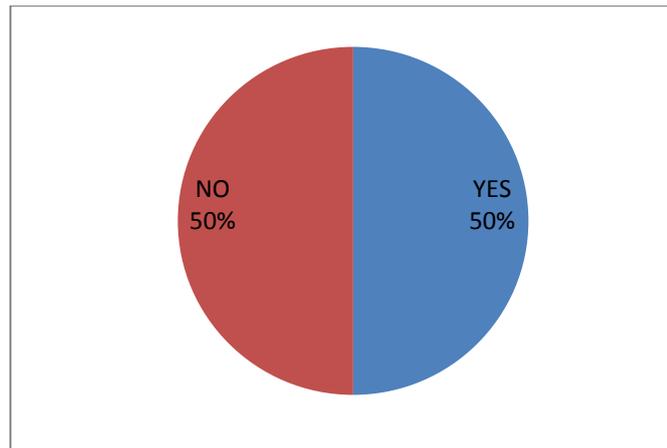
Students’ responses to this question item vary to include (54%) of them who declared that their level in English is “good”. In addition, the “Average” answer was represented by (33%) of the students. Moreover, the “Very good” participation which has been marked by (10%) of the respondents. the “poor” answer was represented by (3%) of the students, which is the least proportion of percentage.

07: Student’s fluency in English.

Do you communicate effectively using English?

option	Number of students	Percentage
Yes	15	50%
No	15	50%
Total	30	100%

Tabel3.7: Student’s fluency in English



Pie-Chart3.7: Student's fluency in English

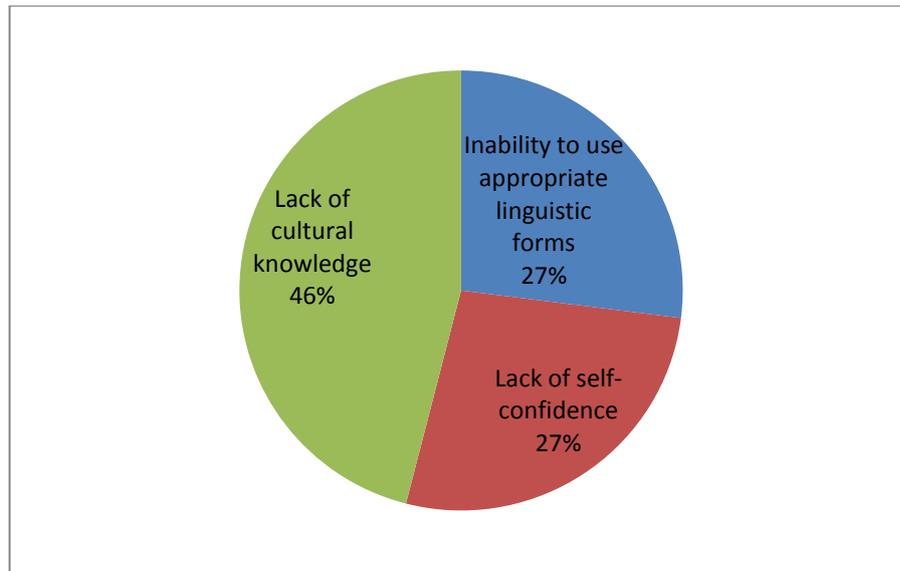
As table 07 above shows, the option most often chosen was (B), “NO” with a total percentage of (50%), which means the majority of EFL students consider themselves not fluent in English .However, the other (50%) of students have chosen “yes” which means they do communicate effectively in English.

08: Reasons for the lack of fluency.

If no, is it because of:

	option	Number of students	Percentage
A	Inability to use appropriate linguistic forms	04	27%
B	Lack of self-confidence	04	27%
C	Lack of cultural knowledge	07	46%
	Total	15	100%

Table3.8: Reasons for the lack of fluency



Pie-Chart3.8: Reasons for the lack of fluency

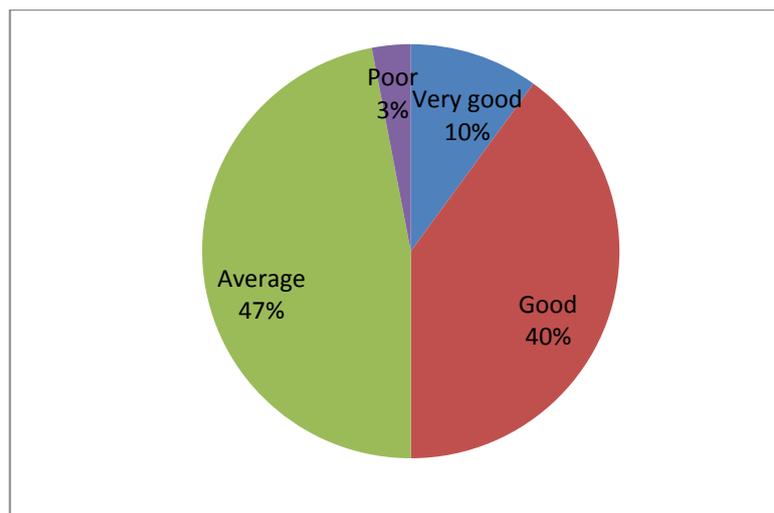
As table 08 above shows, the reason most often chosen for the lack of fluency in English was (C) “lack of cultural knowledge” with a total percentage of 46%, Moreover the second reasons that have been chosen by the responders in “A” that is related to “Inability to use appropriate linguistic forms” with a percentage of 27% .The last reason was chosen by (26%) of students which is related to the “Lack of self-confidence”.

09: Student’s level concerning the English culture.

How do you consider your level concerning the English culture?

option	Number of students	Percentage
Very good	03	10%
Good	12	40%
Average	14	47%
Poor	01	03%
Total	30	100%

Table3.9: Student’s level concerning the English culture.



Pie Chart: 3.9: Student’s level concerning the English culture.

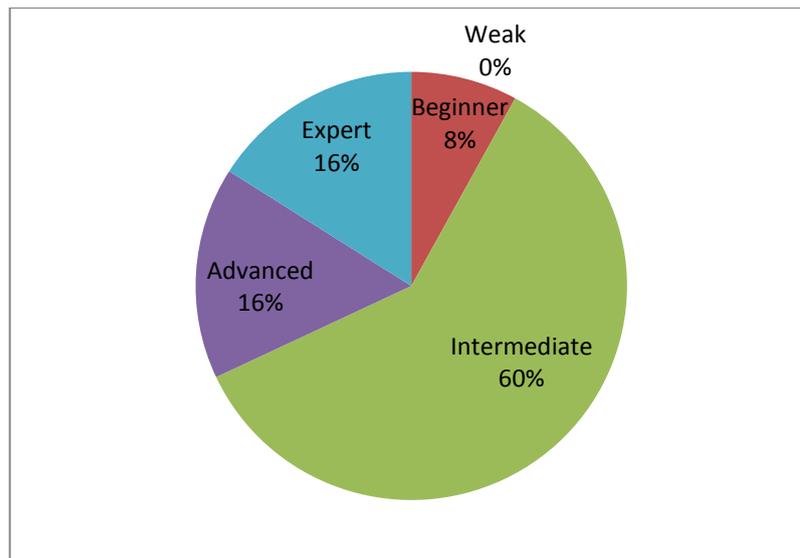
As far as the student’s answers are concerned (47%) of students consider their level “average” concerning the English culture .In addition another (40%) of students consider themselves at an “good” level , (10%)of the students consider their level “very good” and the last (3%) of students consider their level in knowing the English culture “poor”.

10: Student’s ability in handling conversation with native speakers.

-How do you consider your level while attempting to communicate with native speakers?

Option	Number of students	Percentage
Weak	00	00%
Beginner	02	8%
intermediate	18	60%
Advanced	05	16%
Expert	05	16%
Total	30	100%

Table 3.10: Student’s ability in handling conversation with native speakers.



Pie-Chart3.10: Student’s ability in handling conversation with native speakers.

As it can be observed from the table and the chart shown above, there is not much difference in the students’ opinions about the level of handle conversation with native speakers. “Advanced” in handling conversation with native speakers was the most to receive percentage; (16%), the “Intermediate” which has been ranked the second getting (60%) of the percentage. Similar to the “Expert” has been chosen by (16%) of students .and “Beginner” level was chosen by (8%) not surprisingly, the lowest percentage was found in the “Weak” (0%).

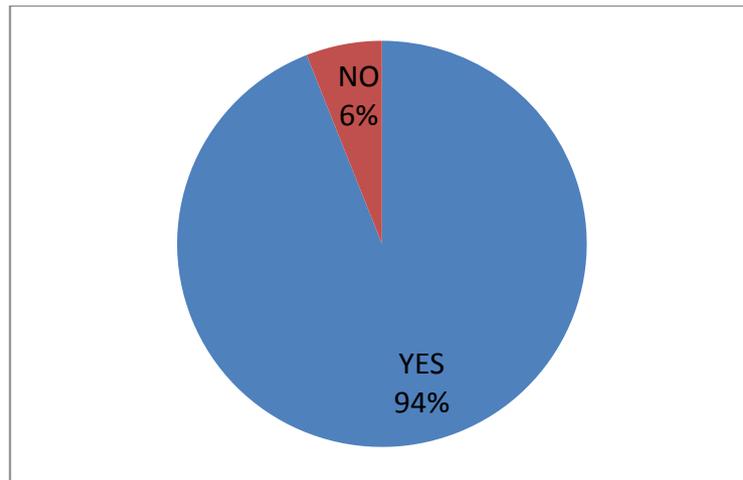
Section two: The Integration of technology and Teaching culture

11-Student’s opinion about general culture

Do you like studying English culture?

option	Number of students	Percentage
Yes	28	94%
No	02	06%
Total	30	100%

Table 3.11: student’s opinion about the general culture



Pie-Chart3.11: student’s opinion about the general culture

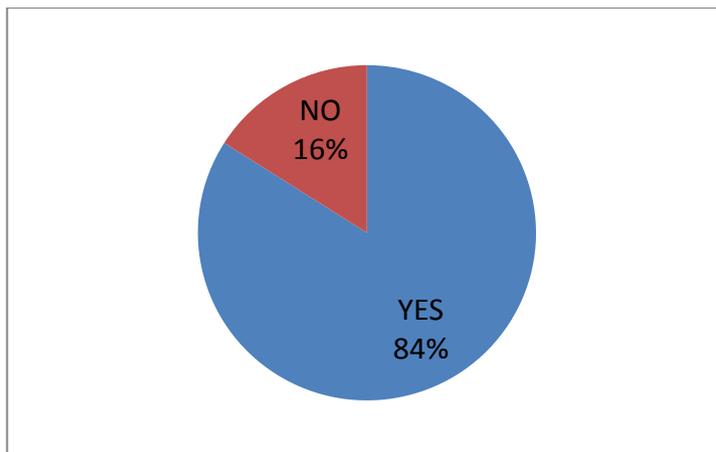
It is clear from the table (94%) of the respondents asserted that they like general culture, which means that it is an essential part of learning the foreign language. In contrast, only (6%) of the respondents have asserted that they do not like studying English culture courses.

12- Students’ knowledge of media technology

-Do you know what media technology is?

option	Number of students	Percentage
Yes	25	84%
No	05	16%
Total	30	100%

Table3.12: students’ knowledge of media technology



Pie-Chart3.12: students' knowledge of media technology

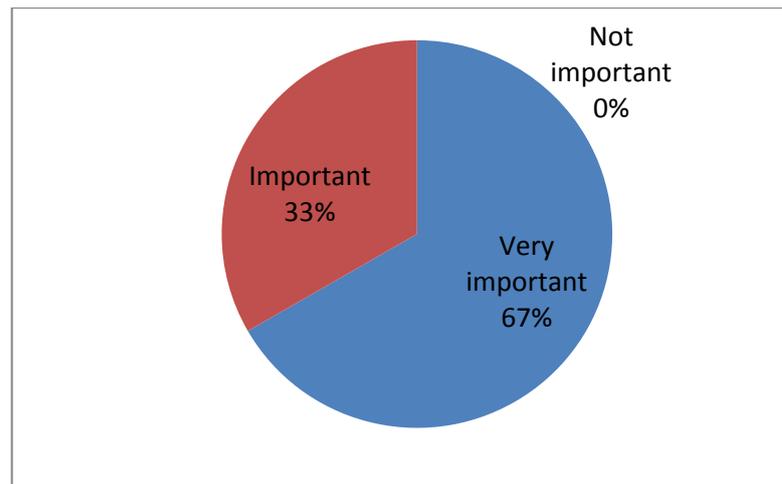
The table and the pie-chart above show that (84%) students said that they know media technology on the other hand only (16%) of them said that they don't know what media technology is. Therefore, we can recognize that most of students know what technology is

13-The importance of teaching culture along with The English language.

How is the teaching of the English culture along with the English language important?

Option	Number of students	Percentage
Very important	20	67%
Important	10	33%
Not important	00	0%
Total	30	100%

Table3.13: the importance of teaching English culture along with English language



Pie-Chart3.13: The importance of teaching culture along with the English language.

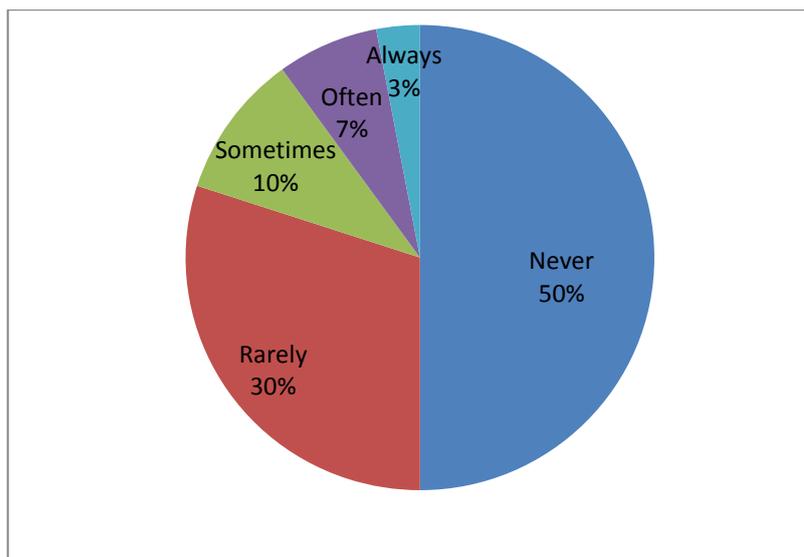
Culture learning is regarded as very important for (67%) of the respondents; however, (33%) of them think it is important. And (0%) for “not important” We can deduce that the whole students are aware of the importance of learning culture in parallel with learning the language.

14- The use of technology in EFL classes

Have you ever used technology tools in English culture?

Option	Number of students	Percentage
Never	15	50%
Rarely	09	30%
Sometimes	03	10%
Often	02	07%
Always	01	03%
Total	30	100%

Table3.14: The use of technology tools in EFL classes



Pie-chart3.14: The use of technology tools in EFL classes

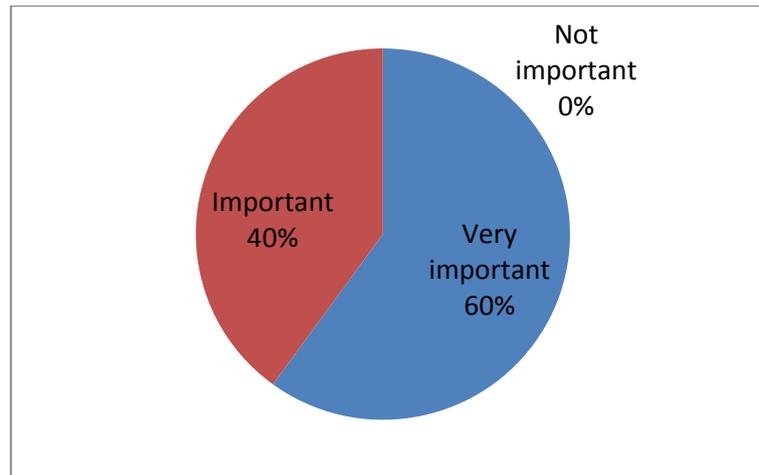
Students’ responses to this question item vary to include (50%) of them who declared their answers “never” their use of technology. In addition, the “always” answer was represented by (3%) of the students. Similarly, (7%) percentage appears in the option “sometimes”. However, with the “rarely” participation has been marked by (30%) of the respondents. The least proportion was “often” and it is answered by (7%) of the respondents.

15 - The importance of using technology in teaching culture.

Do you think that the use of technology tools in English culture courses?

Option	Number of students	Percentage
Very important	18	60%
Important	12	40%
Not important	00	00%
Total	30	100%

Table3.15: The importance of using technology in culture courses



Pie-Chart 3.15: The importance of using technology in culture courses.

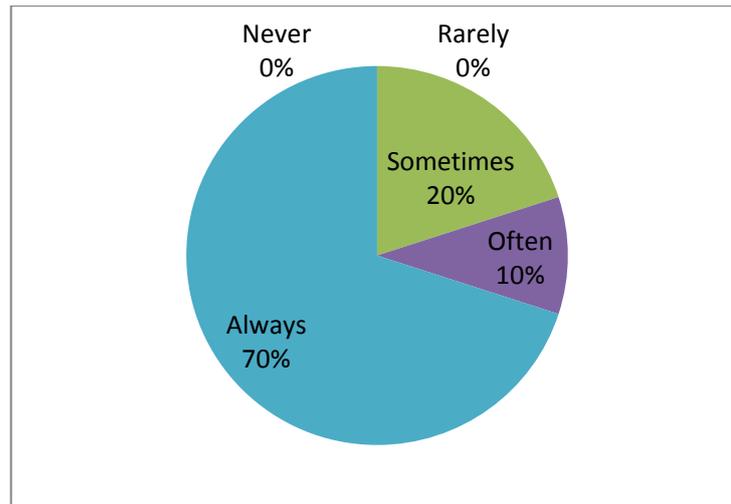
Students’ responses to this question item vary to include (60%) of them who declared that it is “very important” to use authentic materials in culture courses. In addition, the “Important” answer was represented by (40%) of the students. However, the least proportion of percentage was found in “not Important” participation which has been marked by (0%) of the respondents.

16 - The use of Handouts

Do you use only handouts in studying English culture courses?

Option	Number of students	Percentage
Never	0	00%
Rarely	0	00%
Sometimes	06	20%
Often	03	10%
Always	21	70%
Total	30	100%

Tabel3.16: the use of Handouts



Pie-chart3.16: The use of Handouts

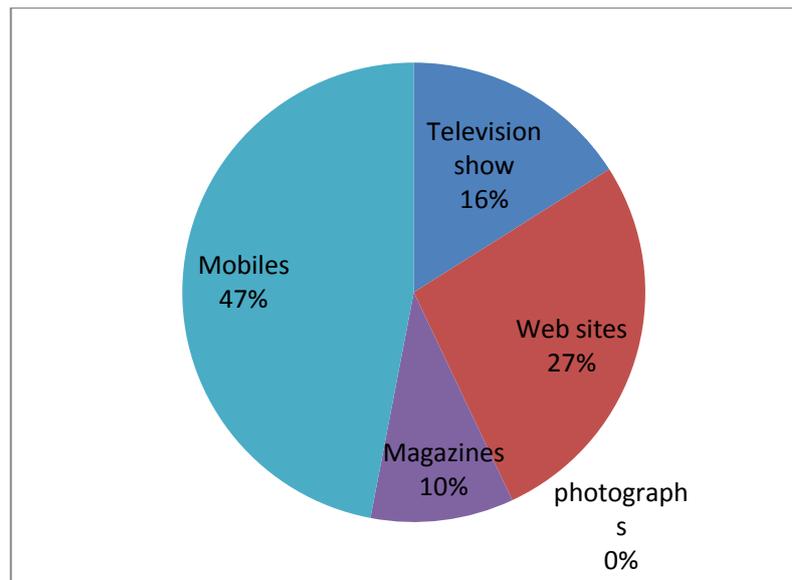
As can be seen, most of the participants’ responses (70%) said that “always” use media tools .In addition; (20%) asserted that “sometimes” use media. The (often) was represented by (10%) percent of students .And for “Rarely” and “Never” is (0%) According to the answers of the students, we can say that the use of technology is never used in culture courses.

17- Student’s preferred type of learning tools

What kind of tools do you prefer your teacher use in your study?

Option	Number of students	Percentage
Television show	05	16%
Web sites	08	27%
Photographs	0	0%
Magazines	03	10%
Mobiles	14	47%
Total	30	100%

Table3.17: The Student’s preferred type of learning tools



Pie-chart3.17: Student's preferred type of learning tools

Almost the half of the sample (47%) preferred to use mobiles as a teaching tool. We personally believe it is good choice since in apps gives EFL students opportunity to have direct contact with a language. (27%) of students have chosen web sites and it is also considered as a good source for teaching culture. (16%) of students prefer to be taught with television show. (10%) preferred to use magazines as a tool to study culture. And no one wants to be taught with photographs (0%).

3.6. Interpretation of the Results

The main aim of the questionnaire is to examine learners' degrees of cultural awareness, their attitudes and opinions about the cultural knowledge received through technology. First of all, the selected sample in this study reveals that (80%) of students studying English as foreign language was their choice the other (20%) it's the opposite studying English was not their choice. The percentage reveals the majority of students have a positive attitude about learning English as foreign language; it will help them in their study. We also asked about their background study whether they studied culture in the

intermediate or secondary level or not their answers have chosen that (70%) of students did study culture the other (30%) answered that they did not Q (2). This difference is may because of the changes of the education system in Algeria changes every years. On this study, we also relied on knowing which skill the students want to develop the most (Q3). Their answers were different, since the half of students claimed that their aim is to develop their speaking, which is not surprising due to the fact that learning a language is considered as a synonymous with speaking the language. Moreover, the purpose of learning any language is to be able to communicate effectively. However, the lowest degree was for the listening skill; the majority of students consider themselves as good listeners. In Question (4) declare that (87%) of students feel motivated while learning English, However, the other (13%) feel the opposite. this difference in the percentages reveals that the majority of students love the English language. However, those who answered “no” are due to the difference in their culture and the target culture Question (5).

In Question (6) students are asked about their level in using the English language. More than half of students consider themselves “good” in English. In addition, this is what has been reveals in question (7) since (50%) of students consider themselves not fluent in English; in order to be a fluent speaker in English language it necessitates to be aware of the cultural aspects of the language too. Question (8) students are asked to give reasons for the lack of fluency in English that in fact give more evidences to the questions since the highest percentages was given to “Lack of cultural knowledge” with a total percentage (46%). Furthermore, Language and culture are inseparable. Question (9) is concerned with the student’s level in the English culture there was remarkable percentage between good (54%) and average (33%). And in Question (10) most of students with (60%) percentage consider their level intermediate and (16%) consider their level advanced and no one is

weak and just (8%) of students feel they are beginners when they attempt to communicate with natives.

In the second section of the questionnaire, question (11) was designed to examine students' attitudes towards learning the target culture. The results of the questionnaire reveal that All students like general culture courses with (94%) percentage .This is an expected result of the majority of students recognize the importance of culture. In Question (12), (84%) of students asserted that they know what media technology is. in fact; this is positive since students are able to know the different types of tools that their teacher may use during the session.

Using technology has many advantages in the processes of teaching English as foreign language and in question (13) students were asked about the importance of technology ,the majority of students with a total percentage (67%) affirmed that technological tools are important for teaching any foreign language since students know that it provide genuine exposure to English language. In addition, in question (14) students were requested to inform us whether they have used media technology in the classroom and their answers was expected, it were (50%) asserted "Never" and (30%) asserted "Rarely". In the question (16) they were asked about the use of handouts in fact (70%) answered "always" use handouts that means that their teachers do not use media technology rather than handouts.

Culture is an essential part of the English Language teaching. Therefore, by using the different types of technology tools in teaching; they will be able to know the cultural aspect of the language and it would easier to speak. In Question (17) students were asked about the preferred type that their teacher use during their culture courses. The most preferred type (47%) of students believe that "Mobiles apps" and "websites" (27%) are

the best tools for learning culture since they cannot have a direct contact with native speakers, teachers may use them in their courses because they provide an opportunity to have a real updated connect with the English language. This selection goes in parallel with the researcher scoop is to examine student attitude toward the use technology tools.

3.7. The Teachers' Questionnaire

3.7.1. The sample

The questionnaire is administrated to six (6) teachers from the Department of English, University of Biskra. The selection of such sample was based on the consideration that the teachers of general culture courses will benefit us more than other teachers since they teach students how to develop the language and culture, which are our concerns.

3.7.2. Administration of Questionnaire

Most teaches' questionnaires were handed directly on 10th of April 2016 to teachers form the Department of English at Biskra University. All the teachers who participated in this questionnaire they are all full time teachers and most of them teach culture.

3.7.3. Description of the Questionnaire

The teachers' questionnaire consists of 13 questions, which were divided into three main sections. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

Section One: Background Information

This section is devoted to getting background information about the chosen sample of teachers. They are asked to mention their university in which they teach. Moreover, is put to know teacher's years of experience in teaching at the department of English.

Section Two: Teaching the English Language and Culture.

The aim of the section is to investigate teachers' knowledge about culture and their awareness. In the third question, they are asked if they did travel to Britain or USA before or while teaching. And then they are asked to explain whether the Knowledge of the English culture did help them to communicate appropriately or to be culturally aware. Then, the aim of Question (4) is to know the role of travelling to the target language countries. Question (5) is to know teacher's opinion about their student's level. In question (6) teachers are asked to assert how important is learning English culture to their students.

Question (7) is designed to get information about the teachers' opinion concerning to the role of culture in foreign language teaching. In Question (8) we are seeking to know what are the most frequent obstacles that teachers face during their culture teaching session. Question (9) is design to see teacher's opinion about the text book or the handouts and whether it offers enough information to discuss cultural issues or not.

Section Three: The importance of using media technology in culture courses.

The aim of this section is to obtain information from teachers concerning their means or tools of teaching culture. Question (10) teachers are supposed to give their opinion about whether multimedia helps them to teach effectively or not. In Question (11) they are supposed to select the most effective tools that they think that would help them in their courses. Concerning Question (12) is asked to know if teachers use technology tools

in their courses or not. The final Question (13) teachers are requested to describe the importance of using media technology in culture courses.

3.7.4. Teachers’ questionnaire

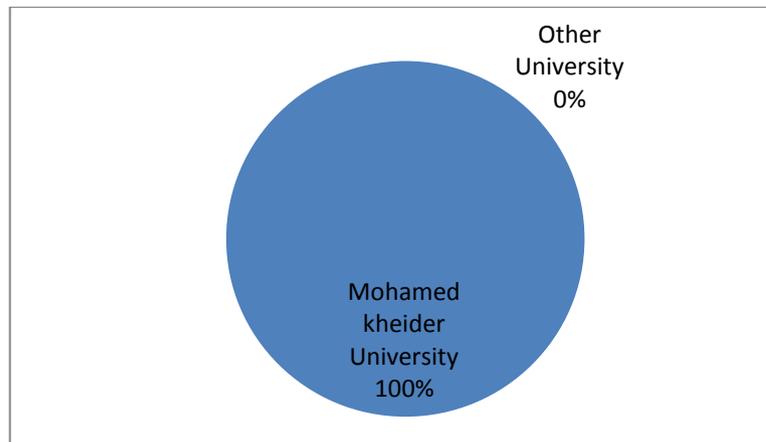
Section one: Back ground Information.

1: Personal information

- Name of your university/college:

Place of teaching	Number of teachers	Percentage
At Mohamed kheider university	06	100%
Other university	0	00%
Total	06	100%

Tabel3.1: Personal information



Pie-chart.3.1: personal information

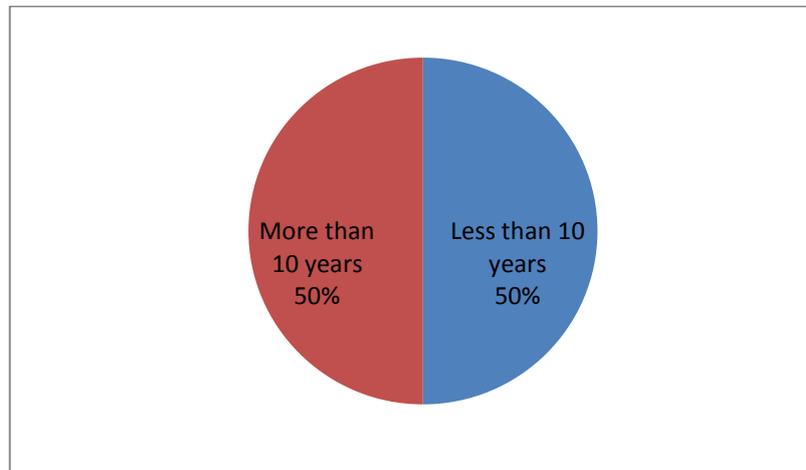
We can notice that the common shared answer among all the teachers is that they all (100%) teach at Mohamed kheider university of Biskra.

2: Length of the Teaching:

-Number of years:

Length of the Teaching	Number of teachers	Percentage
Less than 10years	03	50%
More than 10years	03	50%
Total	06	100%

Tabel3.2: Length of the teaching



Pie-chart3.2: Length of the teaching

As table 2 might suggest, 50% of the teachers have a long experience in teaching English (more than 10 years), another 50% less than 10 years. This can be explained that English teachers are very few in Algerian universities. It is extremely difficult for new graduates to teach at the university and if they were allowed, they probably would not teach culture. However, this can have a positive effect because the majority of the teachers are well programmed with textbooks. Moreover, they have a sufficient experience with the teaching of university students.

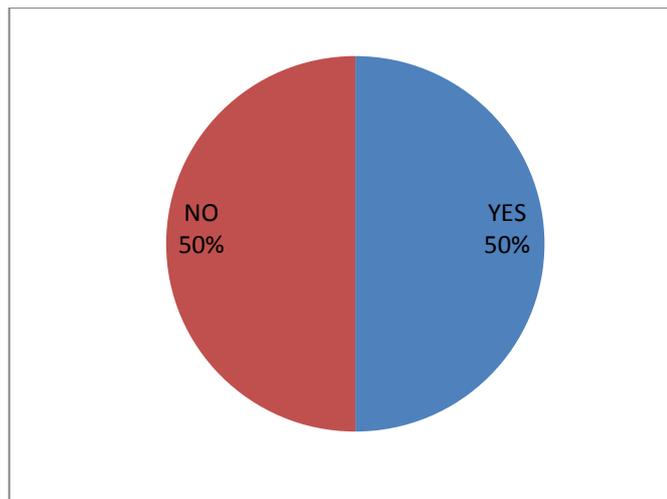
Section 2: Teaching the English language and culture.

3: Teachers' Visit to English-speaking countries.

- Did you travel to Britain or the USA while teaching?

option	Number of teachers	Percentage
Yes	03	50%
No	03	50%
Total	06	100%

Tabel3.3: Teachers' Visit to English-speaking countries



Pie-chart3.3: Teachers' Visit to English-speaking countries

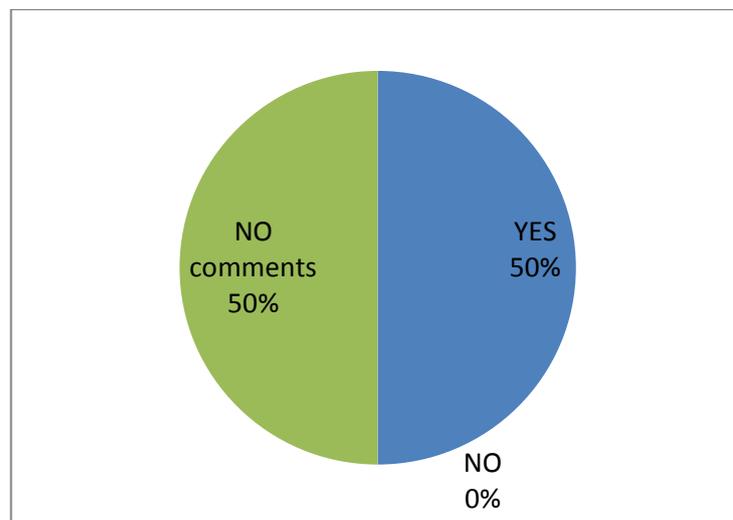
In table directly above, 50% of the teachers have answered “yes”, while 50% have answered “no”. Which means they have never visited U.S.A or Great Britain while their teaching.

4: The role of travelling to the target language community to learn the language.

- If your answer is ‘yes’, during your stay in Britain or the US (either when you were a student or when you were on a short study leave), do you think that knowledge of the English language culture helped you to communicate effectively with the natives?

Option	Number of teachers	Percentage
Yes	03	50%
No	0	0%
No comments	03	50%
Total	06	100%

Table 3.4: The role of travelling to the target language community to learn the language.



Pie-chart3.4: The role of traveling to the target language community to learn the language.

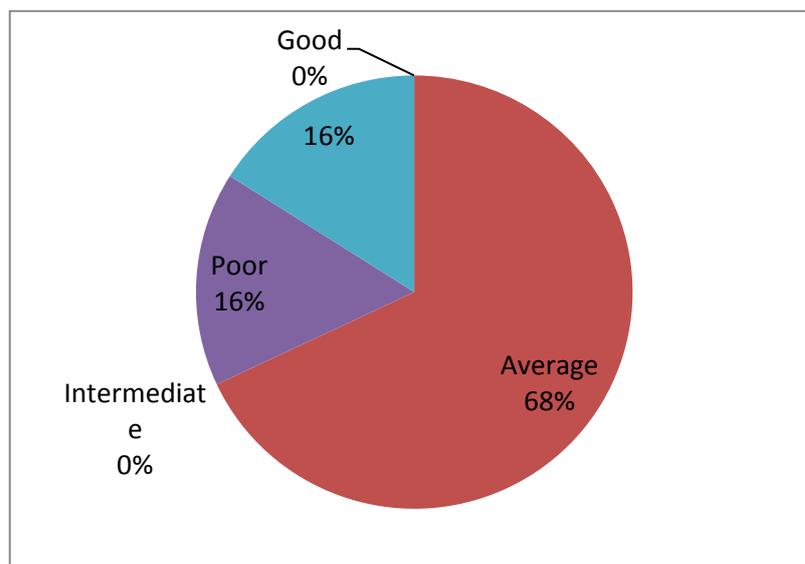
According to the teachers’ responses (50%) asserted “yes” the other (50%) did not comment.

5. Teacher's assessment of student's level:

-How do you describe the level of your students in term of English language mastery?

Option	Number of teachers	Percentage
good	00	0%
Average	04	68%
Intermediate	00	0%
Poor	00	16%
No comments	1	16%
Total	06	100%

Table 3.5: Teacher's assessment of student's level



Pie-chart3.5: Teacher's assessment of student's level

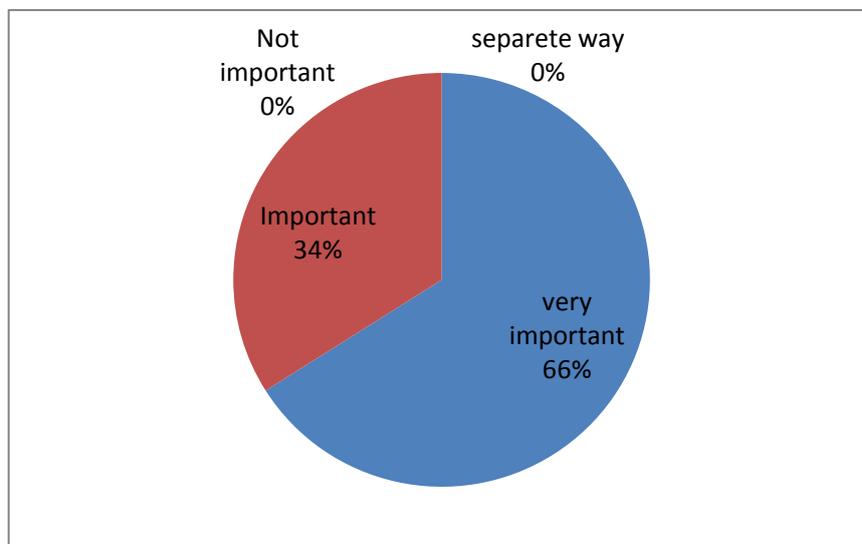
We can notice that the highest percentage of teachers (68%) assert that their student's level in English is average. (16%) of the teachers assert "poor". The other (16%) did not answer the question at all. With the "good", "average" and "intermediate" option is chosen by (0%) and it is a supposed result since they are master one student.

6. The importance of general culture courses

-How important is learning the English culture to your students?

Option	Number of students	Percentage
Very important	4	66%
Important	2	34%
Not important	0	0%
It should not be taught in separate ways	0	0%
Total	6	100%

Table3.6: The importance of teaching culture



Pie-chart3.6: The importance of general culture courses

As the above table shows, 66% of the teachers considered teaching culture as a very important factor in teaching English, while 34% saw it as an important factor. In contrast, no teacher chose option c; (no, not important).or the other choice which is “it should be

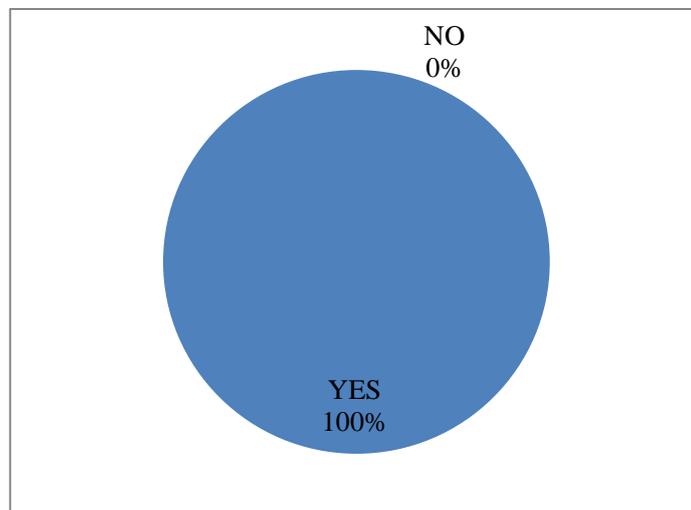
taught in a separate way No doubt, that all the teachers agreed that culture is an essential element in teaching English, which indicates their awareness of integrating culture into English teaching.

7. The Role of culture in foreign language teaching

- Do you think that teaching English as a foreign language entails the teaching of its culture?

option	Number of teachers	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Table 3.7: The Role of culture in foreign language teaching



Pie-chart3.7: The Role of culture in foreign language teaching

As table above shows, the option most chosen was “Yes” with a total percentage of (100%). However, (0%) of teachers said “no “That is to say that the majority of teachers are aware of the relationship between culture and language .which will influence the process of teaching English as foreign language positively, also will affect students

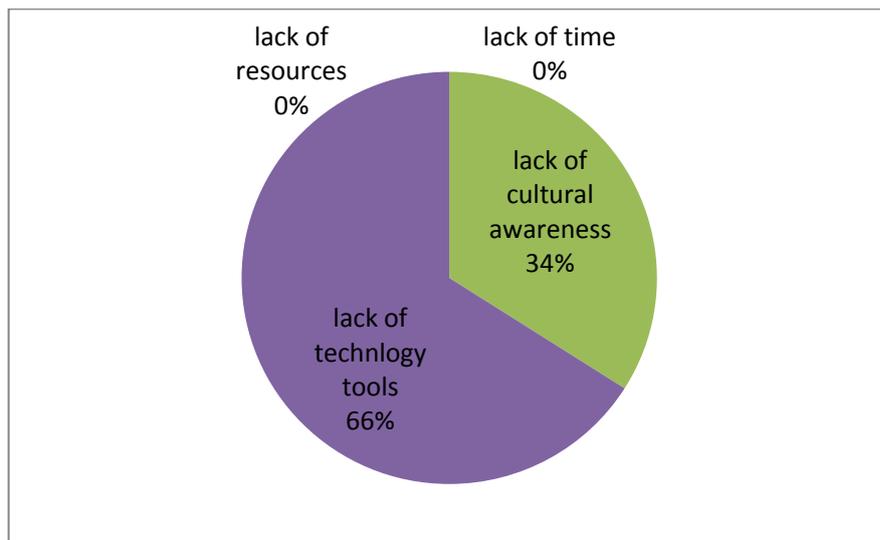
performances and achievements since teachers know they need to focus on the two aspects; language and culture.

8. Teachers’ frequent obstacles in teaching culture

-What are the most frequent obstacles you face during your culture teaching sessions?

option	Number of teachers	Percentage
Lack of resources	00	0%
Lack of time	00	0%
Lack of students’ cultural awareness	02	34%
Lack of technology tools	04	66%
Total	06	100%

Table 3.8: Teachers’ frequent obstacles in teaching culture



Pie-chart3.8: Teachers’ frequent obstacles in teaching culture

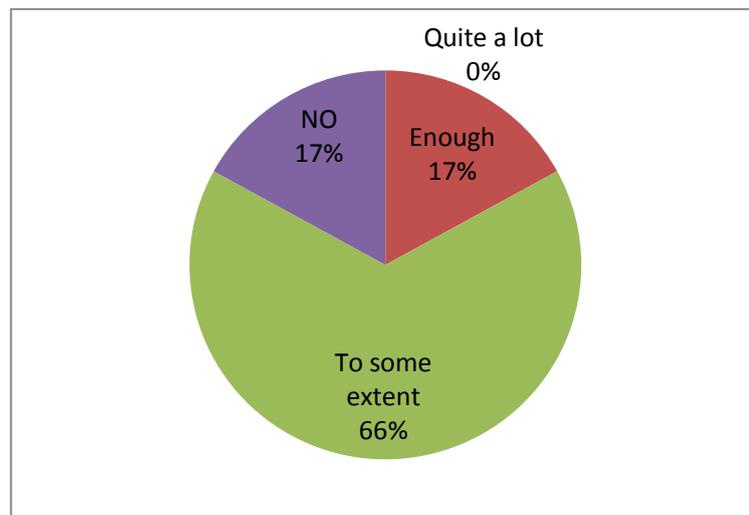
In accordance with table (66%) of teachers that answered the questions claims that their most common obstacles in teaching culture are. First, the lack of technology tools such as the use of mobiles and computers. Second, (34%) asserted “the lack of student’s cultural awareness” toward the target culture. Finally no answer for the lack of time and resources.

9: Teachers’ opinions about the use of handouts.

- In your opinion, do the handouts you use offer enough materials for discussing culture related issues?

Option	Number of teachers	Percentage
Yes, quite a lot	0	0%
Enough	1	17%
To some extent	4	66%
No	1	17%
Total	6	100%

Table 3.9: Teacher’s opinion about the use of handouts



Pei- chart3.9: Teacher’s opinion about the use of handouts

We deduce from the above table that (66%) of teachers believes handouts offers “to some extent” enough materials to discuss the cultural issue. It means that using only handouts is not helpful, and that is what the other (17%) of teachers that chosen “no” proof it. However, another (17%) of teachers considers the handouts are sufficient for discussing cultural issues.

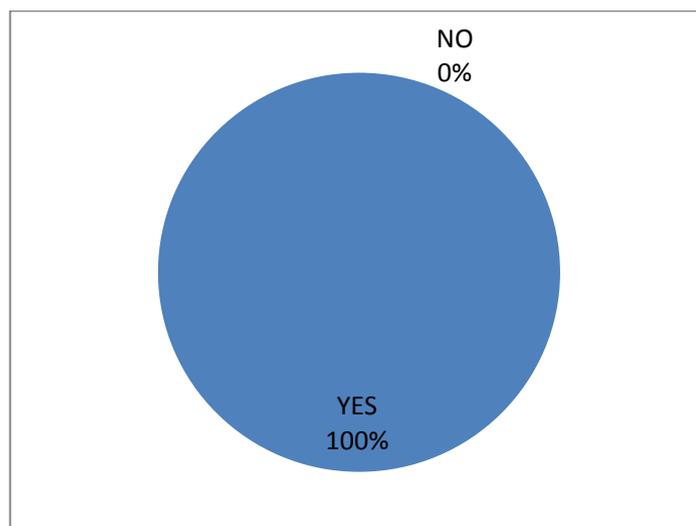
Section Three: The importance of using media technology in culture courses.

10: The role of using technology tools for effective teaching.

- Do you think technology tools would help you teaching efficiently?

option	Number of teachers	Percentage
yes	06	100%
No	0	0%
Total	06	100%

Table3.10: The role of using technology tools for effective teaching



Pei-chart3.10: The role of using technology tools for effective teaching

The common shared answer between all the teachers (100%) is “yes” they do believe that media technology helps them for teaching effectively.

11: the most useful tools that culture teacher use in their sessions

- If you were to teach culture along the English language, which of the following is/are most useful to use? (Please arrange the following according to their order of Importance from 1 to 6 by putting the appropriate number in the box provided for each option.)

Frequency of response.

		List of items				
N	A	B	C	D	E	F
Teacher 01	4	1	2	3	5	6
Teacher 02	3	1	2	4	5	6
Teacher 03	3	2	1	6	5	4
Teacher 04	4	3	1	2	6	5
Teacher 05	6	1	2	3	4	5
Teacher 06	3	1	2	4	6	5

Table 3.11: frequency of response

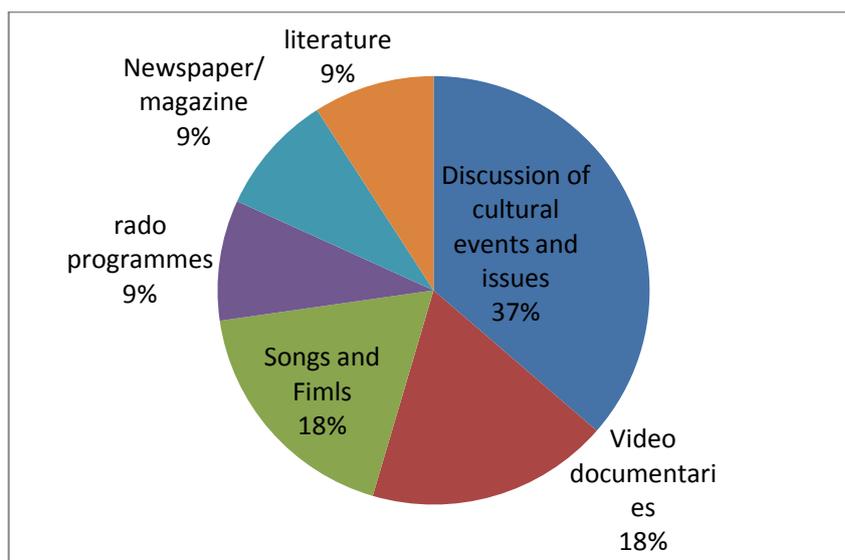
Relative frequency of responses of each degree

N= Teacher's classification

A...f= Items

	1	2	3	4	5	6	%
A	0%	0%	50%	33.33%	0%	16.66%	100 %
B	66.66%	16.66%	16.66%	0%	0%	0%	100 %
C	33.33%	16.66%	66.66%	0%	0%	0%	100 %
D	0%	16.66%	33.33%	33.33%	0%	16.66%	100 %
E	0%	0%	0%	16.66%	50%	33.33%	100 %
F	0%	0%	0%	16.66%	50%	33.33%	100 %

Table 3.12: Relative frequency of responses of each degree



Pei-chart 3.12: Relative frequency of responses of each degree

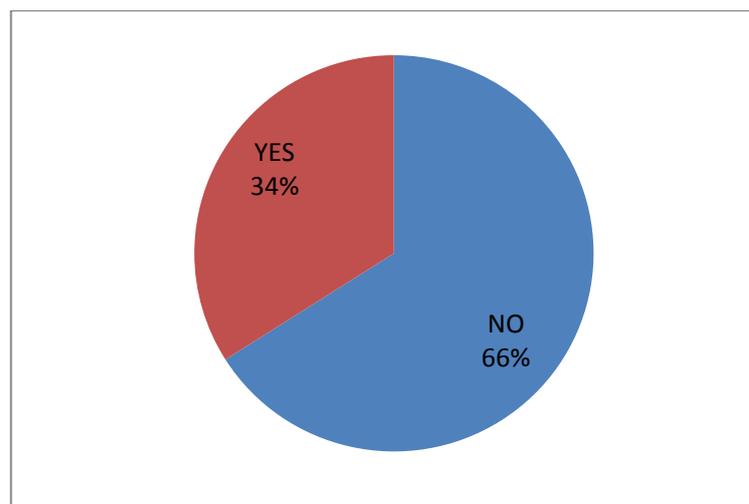
Consistent with the above table we deduce in the first rank, we find the most selected teaching tools that are chosen by the majority of teachers is “video documentaries” with a total percentage (66.66%). As to the second rank with have “songs and films” (33.33%). in the third rank, we have “Discussion of cultural events and issues” With (33.33%). In the fourth rank, “Radio programs” with a total percentage (16.66%). “Newspapers /magazine articles “with a percentage of (16.66%). Concerning the last rank “literature” we find a percentage of (16.66%).

12: The use of technology tools.

- Do you use technology tools in your courses?

Option	Number of teachers	Percentage
Yes	02	66%
No	04	34%
Total	06	100%

Table 3.13: The use of technology tools in culture courses



Pie-chart 3.13: the use of technology tools in culture courses

The above table shows that (34%) of the teachers use multimedia, (66%) of teachers asserted “no”. It may refer to the lack of tools and workshops in most universities. These results can be linked to the previous question. In other words, media technology helps teachers to explain and deal with cultural issues. Moreover, it provides a solid basis for teaching. Whereas, those who do not use them face difficulties in explaining cultural elements because it is very difficult to put students the picture unless they watch and see what the teacher is speaking about.

3.7.5. Interpretation of the Results

In personal information, the teachers’ responses reveal the entire chosen sample. (100%) teacher at Mohamed kheider University of Biskra. Concerning (Q2), teachers who have Experience Less than are (50%). In addition, the total percentage of teachers who have experienced less than 10 years is also (50%).

In section two “teaching the English language and culture and in Q (3) the half of teachers asserted that they traveled to Britain or USA while teaching, however, the other (50%) unfortunately did not have the opportunity to travel to English countries. We assume those who travel, they had a direct exposure to the language, hence; they would be more capable of teaching culture than those who had not been exposed to culture.

The Q (4) is related to those who traveled to Britain or the USA about if their staying helped them or not (100%) of teachers said “yes” which is not surprising because there is nothing better than having a direct contact with language; it is an opportunity to learn from native speaker’s and interact with them. Consequently, those who had a direct contact with the foreign culture will be more confident as well as interested in dealing with cultural issues and cultural aspects of language. Therefore, most of our teachers may face difficulties in teaching the target culture in classes. As to grasp the English language

necessitates direct experience with its culture and people. In Question (5) they are asked about their opinion about the student's level. (16%) did not answer the question at all. While the highest percentage of teachers (68%) show their student's level is "average" in English. However, (16%) assert "poor" and it is logical to not grade all students within the same level in their learning process.

In question (6) teachers were asked about the importance of teaching culture along with language; (66%) of the said very important and the other (34%) declare that is important. And in Question (7) teachers were asked about whether the teaching of EL should entail its culture or not (100%) asserted "yes" it is not surprising because we cannot teach language without its culture .In fact, culture helps us to speak appropriately with native speakers and it is considered as the fourth skill that learners should learn too. Both language and culture are inseparable and Cultural components are inherent in human language. Therefore, knowledge of EFL's culture induces the mastery of this language.

In question (8) teachers are asked to know about the most frequents obstacles that they face during their teaching of culture. The highest percentage of teachers (66%) emphasized that the frequent obstacles were; First, the lack of media tools as well as the use of computer software, the use of such mobiles app or social networking sites .Second, the student's lack of cultural awareness(34%). That may affect negatively on their performance and feedback.

Concerning question (9) teachers were asked about their use of handouts. A percentage of (66%) of the teachers believes handouts offers "to some extant"; enough materials to discuss cultural issue and (17%) considers the handouts are sufficient for discussing cultural issues.

In section three “the importance of using media technology in culture courses” teachers in Q (10) were asked about the role of media technology in teaching effectiveness. The result was (100%); all teachers asserted “yes” for the improvement of EFL teaching the program. Teachers consider that multimedia helps them for teaching effectively. Furthermore, it can represent language in its real context.

In question (11) teachers were asked about their preferred appropriate tool to teach culture along with the English language. The first place was given to videos documentaries and the use of songs and films too. In Question (12) we found (66%) did not use media technology in their sessions. In fact just (34%) use technology tools in their teaching. It may be because of the lack of media tools and workshops in most universities.

Concerning the last questions (13) was a description about the importance of media technology in teaching culture. Most all teachers (100%) answered the question and argued that is an opportunity to grasp language with its cultural aspect and to deal with several cultural issues hence we develop the students’ communicative competence and we make the teaching-learning process enjoyable and effective.

Conclusion

This chapter has attempted to find answers to the research questions. We do have confidence that we have applied the appropriate methodology. We commenced the chapter by describing the aim and the population. Then, we presented a description of the data collection techniques and tools, in the second part of the chapter; we discussed the results obtained from the collected data that we have used in this study. Moreover, we analysed and interpreted the questionnaire answers to confirm or reject the hypothesis stated earlier in this study.

In addition, most of the students have a positive attitude about the English language and its culture aspect. Furthermore, due to the lack of cultural knowledge about the English language, the majority of students face some problems concerning the speaking skill; for instance, communication with native speakers. Consequently, culture should be taught through the use of some different technology tools. In fact, all students in the sample prefer and teachers approved the use technology tools.

The research at hand confirms the hypothesis. Students are found to be lacking the minimum level communicative competence; as proved by the questionnaire, technology tools are a good way to develop their competence.

Recommendations

Based on the results obtained from the research tools, we recommend the following:

- Culture should be an integral part and systematic component, which includes topics of social life and values, so as to address issues within the context of family and community.
- Take modern technology tools into consideration for it provide opportunities for improving students' communicative competence.
- Teachers should effectively integrate media technology into language teaching and stress its use.
- Teachers should inform their students about the type of materials that they are using during their session, to set clear and achievable goals.
- Teachers should teach culture systematically and engage students' discussions about cultural issues and topics to enrich their cultural knowledge.
- Teachers should provide students with opportunities for contact with target culture representatives.
- Teachers should provide students with the opportunity to update students' cultural knowledge. They should also offer the opportunity to re-engage and promote a critical thinking.
- The main educational uses for media technology are the support they provide for interaction between students. It creates a new learning environment based on interests and induces them to work cooperatively; as well as, communicative activities which develop their speaking skill.

General Conclusion

The goal of this investigation is to examine the use of technology tools that are applied in teaching culture to develop students' communicative competence at Mohamed kheider university of Biskra. Furthermore, the study investigates instructors' and students' insight towards using media technology as a mean in culture courses. Therefore, our suggestion can be seen as an alternative to the issue. After conducting a research based on description and data analysis of the submitted questionnaires, the results clearly reveal that integrating media technology into teaching culture raise students' awareness, enrich their cultural knowledge, and induce them to develop their communicative competence.

In the first chapter, the researcher provides some definitions and deals with the concept of culture in the foreign language teaching. Also, investigates the relationship between language and culture, Furthermore, the researcher demonstrates the need for some new methods and techniques in teaching culture as scholars suggested them, the researchers shedding light on the importance of integrating culture in a foreign language.

The second chapter dealt with the use of media technology it started with historical. It introduced the types of technology tools like. After that, the researchers discussed the advantages of technology tools. As the chapter develops, the researcher introduces how to select appropriate tools and shows its importance in teaching culture. At the end of the chapter, he concludes by highlighting the influence of the use of technology in teaching culture in developing English foreign learners' communicative competence.

In the third part which constitutes the fieldwork, the researcher started by exploring students' current attitudes towards the target culture. By asking them closed and open-ended questions ,the questionnaire distributed to students in which they were asked to give their opinions about the activities, techniques, topics and materials currently used to teach

culture and whether their teachers use media technology or not to make sure about the validity and reliability of the research.

After we have analysed the results of the questioner of both teachers and students, we have made a detailed discussion of the results achieved through the two questionnaires. The results show that technology tools allow teachers to create new techniques, as well as evaluate and improve the more traditional techniques that help bring the target culture into the classroom. In fact, the majority of students are aware of the importance of culture in learning the English language. They are also motivated to study culture courses through media technology. Additionally, they prefer to have more opportunities to be exposed to how people interact in their natural environment; to interact directly with the second language and its culture and to construct a deep understanding of L2 cultural knowledge.

References

- Abramson, G.W., & Southeastern, N. (1997).” *Design for multimedia learning*. Retrieved from
http://nsuworks.nova.edu/gscis_facarticles/315
- Allen, H. W. (2008). *Textbook materials and foreign language teaching: Perspectives from the classroom*. *NECTFL Review*, 62, 5–28.
- Andrew, O. (1997). *Culture and technology*. Retrieved from
<https://he.palgrave.com/page/detail/?sf1=barcode&st1=9780333929278>
- Anonymous. (n.d.). *culture learning in language education*. Retrieved from
<http://www.carla.umn.edu/culture/resources/litreview.pd>
- Baek, G. 1998. *A Cross-cultural Study of Compliments and Compliment Responses in English and Korean*. Unpublished doctoral dissertation. Seoul: National University, Seoul.
- Bacon, M. (2002). *Bent's Fort: Crossroads of Cultures on the Santa Fe Trail*. Retrieved from <http://www.amazon.com/Bents-Fort-Crossroads-Cultures-Santa/dp/0865410623>.
- Barron, A. 2003. *Acquisition in Inter-language Pragmatics: Learning How to Do Things with Words in a Study abroad Context*. Philadelphia: John Benjamins.
- Bates, A.W. (1995). *Technology, open learning, and distance education*. London: Routledge.
- Bennett, M.J. (1993) .*Towards Ethnorelativism: a development model of intercultural sensitivity*. In Paige, R.M. (ed.), *Education for the intercultural*

- experience*.(pp.21-71) .Yarmouth, ME: Intercultural Press.
- Brooks, N. H. (1964). *Language and language learning: Theory and practice*. New York: Harcourt.
- Byram, M., & Risager, K. (1999). *Language Teachers, Politics, and Cultures*. Multilingual Matters.
- Byram, M., & Morgan, C. (1994). *Teaching-and-learning language-and-culture*. Great Britain: WBC.
- Brooks, N. H. (1964). *Culture in the language classroom* (in Valdes, J. M.th ed.). Cambridge: Cambridge University Press.
- Brown, D. H. (2007). *Principles of language learning and teaching*. Pearson Education: Longman.
- Bork,A.M. (1980). *Computer assisted learning in education*. Oxford: Pergamum press.
- Bolitho, R. (1998). *Discover English: a language awareness workbook*. Retrieved from <http://www.amazon.com/Discover-English -language-awareness-workbook/dp/004371076x>
- Boyle, D. (1997). *Subject technology: Guerrilla television revisited*. Rerieved from https://www.amazon.fr/subject-change-Gerrilla-televion-Revisited/dp/0195110544/280-2992 181-217 5552? ie = UTF88*version*=18*=0
- Campbell, A. P. (2003). *Weblogs for use with ESL classes*. The Internet TESL Journal, 9(2). Retrieved from <http://iteslj.org/Techniques/Campbell-Weblogs.html>

- Chapelle, C. (2009). *A hidden curriculum in language textbooks: Are beginning learners of French at U.S. Universities taught about Canada?* *Modern Language Journal*, 93, 139–152.
- Cloud, C. (1989). *Network Ethics: Access, Consent and Informed Community*. USA: Westview Press.
- Conelios, T., & Oliva, M. (1993). *Using computer networks to enhance foreign language/culture education*. *Foreign Language Annals*, 26 (4), 527-534.
- Corbett, J. (2003). *An Intercultural Approach to English Language Teaching*. Clevedon, England: Multilingual Matters.
- Damen, L. 1987. *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.
- Douglas, d.(1970).*Deviance and respectability: the social construction of moral meanings*.
- Durant, A. (n.d.). *Facts and meaning in British culture studies* (Bassentth ed.). London: Rout ledge.
- Fiedler, F., Mitchell, T., & and Triandis, H. (1971). The culture assimilator: An approach to cross-cultural training. *Journal of Applied Psychology*, 55 (2), 95-102.
- Finnemann, M. D. (1996). *The World Wide Web and foreign language teaching*. ERIC/CLL News Bulletin, 20 (1).
- Fishman, S. (2006). *The public domain: How to find & use copyright-free writings, music, art & more*.
- Fotos,S. (Ed.), *Multimedia language teaching* (pp. 3-20). Tokyo: Logos International.

- Gale, L. E. (1989). *Macario, Montevideo, and interactive Digame: Developing interactive video for language instruction.*
- Galloway, D. (1985). *Motivating the difficult to teach.* Addison Wesley Publication.
- Grabe, M. (2007). *Integrating technology for meaningful learning* (5th Ed). Boston, NY: Houghton Mifflin Company.
- Goodenough, W. H. (1956). *Cultural Anthropology and Linguistics* (In D. Hymes th ed.). New York: Harper & Row.
- Graddol, D., & English 2000 (Project). (1997). *The future of English?: A guide to forecasting the popularity of English in the 21st century.* London: British Council
<http://unesdoc.unesco.org/images/0010/001056/105615E.pdf>
- Hutchins, E. (1991). *The social organization of distributed cognition.* In L. B. Resnick, J. M. Levine, & S. D.
- Harmer, J. (2001). *The Practice of English Language Teaching.* (3rd ed.) UK: Pearson Education Limited.
- Jacobson, R. (1960–1995). The Speech Event and the Function of Language. In Waugh L R&Monville-Burston M (eds.) *On language.* Cambridge/London: Harvard University Press.
- Jin, L. and Cortazzi, M. (1998). The culture the learner brings: A bridge or a barrier? In *Language learning in intercultural perspective: Approaches through drama and ethnography.*
- Jonassen, D. H. (2000). *Learning with technology.* Retrieved from
https://www.google.dz/?gws_rd=cr,ssl&ei=CnHIVpPbBYSKP-igpRA#q=Jonassen+Learning+with+technolog.

- Kramsch, C. (1983). Culture and constructs: Communicating attitudes and values
In the foreign language classroom. *Foreign Language Annals*, 16 (6),
437-448.
- Kelly, C. (2002). Effective ways to use authentic materials with ESL/ EFL students. *The
Internet TESL Journal*, 8(11), 1-5.
- Longley, D., Shain, M., & Longley, D. (1989). *Van Nostrand Reinhold dictionary of
information technology*. New York: Van Nostrand Reinhold.
- Lonergan, B. J., Fallon, T. P., Riley, P. B., & International Lonergan Symposium on
Religion and Culture. (1987). *Religion and culture: Essays in honor* (Timothy P.
Fallon th ed.). Retrieved from [http://www.amazon.com/Religion-Culture-Essays-
Bernard-Lonergan/dp/088706289X](http://www.amazon.com/Religion-Culture-Essays-Bernard-Lonergan/dp/088706289X)
- Macgregor, J. (2006). *Technological Culture: A presentation to the Asia Cultural Forum*.
Retrieved from
http://www.cct.go.kr/data/acf2006/mobile/mobile_keynote2_Macgregor.pdf
- Meade B., & Morain, G. (1973). The culture cluster. *Foreign Language Annals*, 6
(3), 331-338.
- Moore, Z. (1996). Culture: How do teachers teach it? In Z. Moore (Ed.), *Foreign
language teacher education: Multiple perspectives* (pp. 269-288). Maryland:
University Press of America.
- Moore, A. (2003). *Realism and Christian faith: God, Grammar, and Meaning*. Cambridge,
UK: Cambridge University Press.
- T, S.M, (2012). *International Journal of Humanities and social science*. Retrieved from
<http://www.ijhssnet.com>

Nostrand, H. (1989). The beginning teacher's cultural competence: Goal and strategy.

Foreign Language Annals, 22 (2), 189-193.

Omaggio, A. C. (1986). *Teaching language in context: Proficiency-oriented*

instruction. Boston: Heinle.

Pablos, P. O., Tennyson, R. D. & Lytras, M. D. (2015). *Assessing the role of mobile technologies and distance learning in higher education*. Retrieved February 16, 2016, from

<http://www.woelcat.org/title/assessing-the-role-of-mobile-technologies-and-distance-learning-inhigher-education/oclc/905551321?refer=di&ht=edition>

Paolillo, J. C. (2001). Language Variation on Internet Relay Chat: A Social Network Approach. *Journal of Sociolinguistics*, 5(2), pp.49-52.

Polio, C. H. (2014). using authentic materials in the beginning language classroom.

Parker, P. (1997), *Linguistic Cultures of the World*, Westport, CT: Greenwood Press.

Peck, R. (1998). *London holiday*. New York, NY: Viking.

Pulitzer, G. (1959). *Exhibition of paintings & water-colours by minor English masters*. London: Author.

Pusak, J. P. & Otto, S. K. (1990). Applying instructional technologies. *Foreign Language Annals*, 23 (5), 409-417.

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*.

- Risager, K. (2004). *A social and cultural view of language*. In H.L.Hansen (Ed.). *Disciplines and interdisciplinarity* (pp.21-34). Copenhagen: Museum Tusulanum Press.
- Savignon, S. (1972). *Communicative competence: An experiment in foreign language testing*. Philadelphia: Centre for Curriculum Development.
- Segueni, L. (2009). Title Authentic Materials: Towards a Rational Selection and an Effective implementation. Retrieved from http://www.google.dz/?gws_rd=cr,ssl&ei=4aYzVcj9M4_nauuygcgI#q=authentic+materials+TOWARDS+A+RATIONAL+SELECTION+AND+AN+EFFECTIVE+IMPLEMENTATION+SEGNI+ALAMRI
- Seelye, H. N. (1974). *Teaching culture: Strategies for foreign language educators*. Skokie, IL: National Textbook Company.
- Taylor, H. D., & Sorensen, J. L. (1961). *The culture capsule*. *The Modern Language Journal*, 45 (8), 350-54.
- Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Oxford: Oxford University Press.
- Warschauer, M. (1996). *Virtual connections: Online activities & projects for networking language learners* (1995 ed.). Retrieved from <http://nflrc.hawaii.edu/publications/view/TR08/>
- Widdowson, G. (1978). *Teaching language as communication*. Oxford: Oxford university press.
- Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks: Sage.

Wesch, M. (2009, July 16). *The Machine is (Changing) Us: YouTube and the Politics of*

Authenticity [Video file]. Retrieved from [http://www.](http://www.youtube.com/watch?v=09gR6VPVrpw)

[youtube.com/watch?v=09gR6VPVrpw](http://www.youtube.com/watch?v=09gR6VPVrpw)

Wisniewska-Brogowska, D (n.d). *A topic –based approach to teaching culture.*

teachers' forum. Retrieved from.

[http:// elt.britconun .org.pl/forum/dorota.htm](http://elt.britconun.org.pl/forum/dorota.htm). Skokie, IL: National Textbook.

Appendices
Appendix 1: Students' Questionnaire
Appendix 2: Teachers' Questionnaire.

Appendix 1

Dear student

I am Master 2 student and I am conducting a research about using technology in teaching culture to develop communicative competence. The research aims at finding how technological tools can enhance the teaching of culture and raise students' communicative competence at the Foreign Languages Department at Mohamed Kheider University of Biskra. I would appreciate if you could give your opinions on teaching culture. Your point of view and linguistic behaviour as an English learner is what we really seek to investigate.

To answer put a cross (X)

Section one: language Teaching and culture.

1-Was studying English at the university your first choice?

Yes

No

2-Did you study the English culture at intermediary and secondary levels?

Yes

No

3- What has your English study focused on so far? (You can tick more than one box)

A. Writing skill

B. Reading Skill

C. Listening Skill

D. speaking Skill

4-Do you feel motivated while studying English culture?

Yes

No

If yes explain why?

.....
.....

5-If it is (No), is it because?

- A-You think you can use the English language without its culture.
- B-You have a negative attitude towards the English culture.
- C-There is difference between your culture and the English culture.
- D- because of the teaching strategies that the teacher uses during the course
- E- Other.....

6-How do you consider your level concerning the English?

- A- Very good
- B-Good
- C-Average
- D-Poor

7-Do you communicate effectively using English?

- Yes No

8-If no, is it because of:

- A. Inability to use appropriate linguistic forms.....
- B. Lack of self-confidence.....
- C. Lack of cultural knowledge.....

9-How do you consider your level in using English culture?

- A-Very good
- B-Good
- C-Average
- D-Poor

10-How do you consider your level while attempting to communicate with native speakers?

- A- Weak
- B- Beginner
- D- Intermediate
- E- Advanced
- F- Expert

11-If you consider yourself weak .Why?

.....

.....

.....

Section two: The Integration of Technology and Teaching culture.

1-Do you liked studying English culture?

- Yes No

If no explain why

.....

.....

2-Do you know what media technology are?

- Yes No

3-How is the teaching of the English culture along with the English language important?

- A- Very important
- B- Important
- C- Not important

4- Have you ever used media tools in English culture?

A- Never

B- Rarely

C- Sometimes

D- Often

E- Always

5- What do you think about the use of technology in English culture courses?

A- Very important

B- Important

C- Not important

6- Do you use only handouts in studying English culture courses?

A- Never

B- Rarely

C- Sometimes

D- Often

E- Always

7- What kind of tools do you prefer that your teacher use in your study? You can use more than one option:

A- Television show

B- Web sites

C- Photographs

D- Magazines

E- Mobiles

Others.....

Thank you for your co-operation

Appendix 2

Dear English Teacher,

Dear teacher,

This questionnaire serves as a data collection tool for a master degree in applied linguistics. This questionnaire aims at gathering some data concerning the use technology in enhancing the teaching of culture and rising students' communicative competence. Your answers will be of great help for us. Would you please tick the appropriate answer or give your own whenever it is necessary.

Section one: Back ground Information.

- 1. Name of your university:
- 2. Work Experience: (Number of years).....

Section two: Teaching the English language and culture

1. Did you travel to Britain or the USA while teaching?

A. Yes B. No

3. If your answer is 'yes', during your stay in Britain or the US, do you think that knowledge of the English language culture helped you to communicate effectively with the natives?

A. Yes B. No

4. How do you describe the level of your students in term of English language mastery?

.....

5. How important is learning the English culture to your students?

A- Very important.

B- Important

C- Not important

6. Do you think that teaching English as a foreign language entails the teaching of its culture?

a. Yes

b. No

If it is **yes** please explain why?

.....
.....
.....
.....

7. What are the most frequent obstacles you face during your culture teaching sessions?

A- Lack of resources

B- Lack of time

C- Lack of students' cultural awareness

D- Lack of technology tools

E- Other (Please specify in the space below)

.....
.....
.....

8. In your opinion do the handouts you use offer enough materials for discussing culture related issues?

A-Yes, quit a lot

B- Enough

C- To some extent

D- Not at all

Please explain why?

.....
.....
.....

Section three: The importance of using media technology in culture courses

1. Do you think media technology would help teaching efficiently?

Yes

No

.Support your answer:

.....
.....
.....

2. If you were to teach culture along the English language, which of the following is/are most useful to use? (Please arrange the following according to their order of from 1 to 6 by putting the appropriate number in the box provided for each option.)

A- Discussion of cultural events and issues

B- Video documentaries

C- Songs and films

D- Radio programmes

E- Newspaper/magazine articles

F- Literature (plays, novels, etc...)

G- Other. (Please specify in the space below)

.....
.....

3. Do you use technology tools in your courses?

A. Yes B. No

If no please explain why?

.....
.....
.....

4. Can you describe the importance of using technology tools in culture courses?

.....
.....
.....

Thank you for your co-operation.

Résumé

L'un des objectifs les plus importants de l'enseignement de l'anglais est de développer la compétence communicative des apprenants, grâce à l'intégration de la culture dans l'enseignement des langues en classe. La présente étude examine si la culture anglaise est donnée en raison de l'importance par les enseignants et les étudiants universitaires à Mohamed Kheider université de Biskra et cherche à établir la mesure dans laquelle la technologie est mise en œuvre en cours d'anglais qui sont censés favoriser l'enseignement de la culture. A cet effet, l'étude repose sur l'analyse de deux questionnaires. Le premier vise à étudier les degrés de sensibilisation à la culture de leurs attitudes et des opinions sur les connaissances culturelles reçues grâce à la technologie moderne des apprenants. Les résultats obtenus, indiquent que la mise en œuvre de la technologie peut aider l'amélioration de leurs compétences communicatives et ils sont également motivés pour suivre des cours de culture grâce à la technologie des médias. Le second est administré aux enseignants d'examiner leurs opinions et en savoir plus sur la culture, la technologie et les méthodes qui sont suivies. L'étude montre l'absence d'outils technologiques. Enfin, la culture doit être enseignée par l'utilisation de certains différents outils technologiques. En fait, tous les élèves et les enseignants de l'échantillon préfèrent et ont approuvé aussi l'utilisation des outils technologiques. Basé sur ces résultats, certaines recommandations ont été réalisées dans le but de trouver nouveaux contenus et des méthodologies pour enseigner la culture et d'aider les étudiants à développer leur compétence communicative.

الملخص

تعتبر تطوير المهارة التواصلية للمتعلمين من اهم اهداف تدريس اللغة الانجليزية. و يتم ذلك من خلال ادماج الثقافة عن طريق وسائل التكنولوجيا. تهدف الدراسة الى تقديم نظرة ثاقبة عن الثقافة وطرق ادراجها في تدريس اللغة الانجليزية بجامعة محمد خيذر بسكرة. وفقا لذلك انطلقت هذه الدراسة بتوزيع استبيان على الطلاب لمعرفة مدى وعيهم اتجاه الثقافة كما تم توزيع استبيان على الاساتذة لمعرفة اراءهم حول المستوى الثقافي للطلبة وطرق تدريس الثقافة خاصة اذا تم ادماجها عن طريق وسائل التكنولوجيا. بعد ذلك قمنا بمقارنة النتائج بعد الاختبارات لإظهار الاثار المترتبة عن مرحلة المعالجة. و اخيرا النتائج التي تم الحصول عليها في هذا البحث تشير إلا ان تدريس الثقافة عن طريق وسائل التكنولوجيا يمكن ان تساعد الطلاب على تحسين مهارتهم التواصلية، بالإضافة الى تطوير وعيهم الثقافي.