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SALHI AHMED UNIVERSITY CENTER - NAAMA

DEPARTMENT OF FOREIGN LANGUAGES

Raising EFL Learners Cultural Awareness

The Use of ICT

Case Study of Third Year at Naama University Center

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

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Dedication

-I dedicate this work to my Uncle Bouhafs Laid May God have mercy on him,

who had encourage to make my dream true.

-I dedicate this work to my parents Arbaoui Ramdane and Bouhafs Khadidja.

-To my sisters fouziya and touria.

-To all my brothers and sisters.

-To khadidja and Adam and Hadil and Iyad.

-To my fiancé Tayeb.

-To my friend Naima and all the team of handball

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Abstract

Nowadays, culture has been considered as a general topic, especially in foreign language teaching and learning because language cannot be thought without culture and vice versa, and once the teachers teach a foreign language they teach the culture of this latter i.e. the way they speak and use their language. Moreover, the achievements and the boom of information and communication technologies leads the foreign language teachers to think about useful and advance techniques to create better foreign language atmosphere.

Additionally, the learners are more motivated when using such developed and advanced techniques when they learn about others cultures .The present work represents an attempt to investigate about raising English Foreign Language learners cultural awareness through the use of Information and Communication Technologies in the Algerian third years LMD learners at university of Naama .The purpose of this study is to investigate if ICT can help in raising EFL learners' cultural awareness and what the techniques and materials that are used in the classroom. This work in-depth looks to the concept culture in terms of definition, characteristics, and the techniques that the teachers use to raise the learners cultural awareness. Moving to Information and Communication Technologies in terms of definition, ICT in education, and tools. The methodology of this study involves classroom observation and students' questionnaire, which aims at finding the learners opinion in enhancing ICT tools in classroom and how they can help them in raising their cultural awareness. Additionally to the materials that are used by teachers and learners in the class, and classroom observation, which aims at observing the teaching and learning process by observing a deep information while using an advance techniques in teaching and learning culture.

Key-terms:

Culture, culture awareness, ICT, and ICT tools.

List of Abbreviations

EFL: English as Foreign Language.

ESL: English as Second Language.

ICT: Information and Communication Technologies.

It: Informations and Technologies.

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General Introduction

There is no doubt that culture is a very important topic, since knowing about culture,is to know about the traditions, values, art, language, and life style of foreign cultures. In fact, language and culture are related to each other and they cannot be separated because with language people can learn their culture and others culture. In the one hand, culture has become a major goal in English Foreign Language teaching and learning because once the learner learns a foreign culture, they learn their language, behavior and traditions, they will be aware of other culture knowledge.

In the other hand, with the inclusion of nowadays world, ICT has witnessed an important achievement in the 21stcentury, which led many fields to adopt it in their field. Among of those fields and the most influencing one is the educational system. Many schools and universities have adopted inserting ICT in their programs, for example in the Algerian EFL departments they tend to work with those developments tools like software equipments such as; internet, powerpoint, and hardware like computers ,in order to help the teachers and students to get access to a wide range of information in quick time.

As far as the development of ICT and globalization led to the flourishing and improvement of others cultures, how can ICT help to raise EFL learner's cultural awareness? Also, to answer the following questions:

- Does the aspect of culture affect ICT or vice versa? And how?
- What are the ICT developed tools that are used in EFL classrooms?
- To what extent may ICT techniques improve the learner's pedagogical skills?

These questions, in return are the most important to enhance this research in order to suggest the following hypotheses:

- It is hypothesized that ICT can play an important role in raising EFL learner's cultural awareness through motivating them and helpful to be engage them to engage to learn others culture and raising their awareness.

●It is hypothesized that ICT and the aspect of culture affect each others.

●The EFL teachers and students may use developed tools such as: internet, computers, and Powerpoints.

●It is hypothesized that ICT can improve the learners' pedagogical skill and help them to be competent users when using such advance tools.

This research had objectives to investigate if ICT can help in raising EFL learners' cultural awareness especially in the case of third years LMD students in the department of Naama at Salhi Ahmed University Center, also to investigate the effective tools that are used by EFL learner and teachers in classroom. This research has also major aims which are at finding if the teachers give importance to teach culture by using advance tools in order to help the learners to know more about others culture in easy and quick way.

This study is divided into two chapters, the first chapter deals with the theoretical part which include the definition of culture, characteristics, the relation between culture and language, definition of culture awareness and some techniques to teach culture and culture awareness. Also, it deals with ICT, starting with definition, tools and the relation between culture and ICT. Moreover, the second chapter which is the practical part that includes the data collection for this investigation and research instruments which include classroom observation and students' questionnaire, then the interpretation of the results obtained from the two instrument of this study.

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1.1. Introduction:

This chapter will be devoted a survey of literature beginning with all what concerns culture and EFL cultural awareness (definition, characteristics, techniques to raise EFL learners' cultural awareness), then moving to Information and communication technology which include definition ,theories, tools and how ICT helps in raising EFL learners cultural awareness.

1.2. Definition of Culture:

Culture is a very important and a broad topic that is not easy to define. Culture according to Oxford dictionary is: "**the customs, ideas and way of life of group of people or a country" (2016, p.93)**.Further, culture has also been regarded from different perspectives among those perspectives that are including in this research is the anthropology perspective. Edward.B.Taylor (1884) who is considered as the founder of anthropology, defines culture as:

> **the complex whole including beliefs, art, region, norm, ideas, law, taught, knowledge, customs, and other capabilities acquired by a man as a member of society (1884,p.145).**

This definition of culture is broad which includes almost everything from people's beliefs to their knowledge. Culture is something that individuals acquire through living as member of society and obtain their culture through the growing with that society. In addition, Hesar (2012.p; 68) regards culture as 'puzzle' and the beliefs, traditions, behaviors and value are the element of that puzzle and each element must be understood and if not it will be probable to have a clear understanding of that culture.

1.2.1.Characteristics of Culture:

According to Damen (1987cited in Tran.2010) Culture has six important characteristics among of these are: the learned culture, shared, based on symbol, integrated, dynamic and social; each characteristic had it own assumption.

1.2.1.1. Culture is Learned:

People learn their culture, it is unconsciously processed. They learn from old generation and pass to the new generation which they follow the same behaviors, traditions and values of the old generation as a part of their culture.

1.2.1.2. Culture is Shared:

Every culture is shared by a group of people, each group share the same region and geographical conditions, values, literature and history, all these aspects develop a unity and belong to that group.

1.2.1.3. Culture is Based on Symbol:

Symbol is something that stands for something else .Each community had a symbol that represents their culture; for instance, the symbols that are used in money, stamps and language. The most important symbol is the language; for example in English phonetics the symbols that are used to represent the transcription of the alphabets, or the uttered sounds.

1.2.1.4. Culture is Integrated:

Culture is integrated when the different parts of a culture are interconnected and all aspects of culture are connected to each other, in order to understand culture.

1.2.1.5. Culture is Dynamic:

It means that culture interact and change ,it does not remain constant because the majority of cultures that are in contact with each other ,and most of cultures exchange ideas and symbols between each other.

1.2.1.6. Culture is Social:

Culture can not exist in isolation. It represents a society which had values, behaviors; language that introduces their culture; also it is developed through social interaction.

1.2.2. Language and Culture:

All over the world human being communicate with each other in order to express their feeling, ideas, beliefs, and knowledge by using language, which is a system of words that are linked with each other to form a sentence, this type of communication known as linguistic communication .In addition, some people during their conversation tend to use handsjusters, smilling and laughing, this types is known as non-linguistic communication. In the one hand ,people way of life, beliefs ,feeling, thinking and the way they speak in different occasion represent their culture; all this concept are linked with each other as **'glue'.(brown.2007,p.188).**

Brown also claims (2007) that

> **"language is part of culture ,and culture is a part of language, the two are intricately interwoven so that one can not separate the two without losing the significant of either language or culture"(2007,p.189).**

According to him language and culture are closely linked to each other; they can not be separated from each other. In the other hand, many linguists and philosophers tend to study the link between language and culture among of them and the most significant contribution which studies this relationship is Sapir-Whorf hypothesis, according to them:

> "**Language does not exist apart from culture, that is, socially inherited assemblage of practices and beliefs that determines the texture of lives. (1992, p. 207).**

Moreover, kramsch (2000) was brought by Sapir and Whorf hypothesis assume that people minds and behaviors are controlled by language because each group of people has their own thinking and behavior, and because of differences of culture; one language cannot be existing in other language. They also presented two major versions which are the strong version (linguistic determinism) and the weak version (linguistic relatively), the strong version states that human language determines or constrains action and thought; whereas, in the weak version says that language effects to some range the thinking and behavior.

1.2.3. Teaching Culture in EFL Classrooms:

It is believed that learning a language is not learning how to read, write, speak and listen in the target language but; in fact, it is learning the culture of this language. learning culture in EFL classroom is very important because culture and language are close to each other as Ardila says **"language and culture are inextricably linked with each other"(2008,p.335)**.In addition ,when the learner learn a language , he or she will learn the culture of that language i.e. the value and traditions, behaviors and thinking .

Many linguists and anthropologists assert that culture is very important in ESL/EFL teaching. Atkinson assumes that **"they will face it in everything they do" (1999, p. 625)** .Also Daman states that **"language learning implies and embraces culture learning" (19987, p. 4)**. In other words, language learning and culture learning are related to each other in human society and that is like the relation that exists between culture and language.

Moreover, many teachers believe that is importance to present the aspect of culture in language teaching like Byram (1989), who states:

> **"As learners learn about language, they learn about culture and as they learn to use a new language; they learn to communicate with other individuals from a new culture" (1989).**

In this vein, learning language is learning culture and how to interact with others from a different culture. Hiser (2012, p.69) believes that culture is an important element in language learning and that can not '**disregarded'.** In addition, he considers culture as the '**flesh'** and language as the '**Skelton'** of the society.

1.2.4. Goals for Teaching Culture:

Many researchers and anthropologists had studied culture and present also the important goals for teaching culture , the main goal of teaching culture is to develop appropriately and effectively students' ability to communicate; Seely(1993,p.29) believes that the major goal of teaching culture is

> **All students will develop the cultural understanding, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture (cited Chkotua ,2014,p.5).**

According to him learning the culture of the target language will help to develop learners' skills and abilities and how to communicate in the target language. Chastain (1998, p.229-300) believes that understanding intercultural in language classes in considered as one goal .Furthermore, Seely (1993, p.30) introduces six main goals that can considered an effective goals of teaching culture, he believes that:

> **"The teacher should "help the students to develop interest in who in the target culture did what, where, when and why" (the first five goals) and "some sophistication in evaluating statements about the culture and finding out more about it".**

Besides Tomalin and Stempleski (1993, p.7-8) who had modified Seely six goals and present new goals that can be helpful for teaching culture to learners:

-To establish a considerate of culturally-circumstances behavior that is viewed by people.

-To establish a considerate variable that affects the way people speak and behave like gender, sex, and other social variables.

-To help the learner to be aware in common situation behavior in the target language.

-To raise the learner cultural awareness about word and phrases in the target culture.

-To establish the capability to judge and clarify about the target culture in the light of encouraging proof.

-To improve or increase learners skills to find information in the target culture.

-To encourage students desire and district about target language to approaching its people.

1.3. Cultural Awareness:

Ghorbani (2012) assumes that in modern language education, cultural awareness was considered as an important topic, Tomlinson (2001) believes that cultural awareness:

> **"Gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ. Such awareness can broaden the mind, increase tolerance and facilitate international communication" (2001, p.5quoted Saniei 2012, p.12).**

According to Tomlinson, cultural awareness involves an increase in the sense of similarity center of culture. To develop learners understanding for their culture and other culture, and what are the similarities and differences of both cultures. Such awareness can open-up an easy international communication and tolerance. However, Knutson (2006) notes that by encouraging learners to understand and recognize first their culture in relation to other culture that will help them to develop their cultural awareness. For this reason he suggests to teachers to analyze learners' needs in real world and academically in terms of cultural knowledge and cultural awareness. (Knuston, 2006 qoutedGhorbani, 2012, p.95)

In this vein, Tomlinson and Masuhara (2004) made a distinction between culture knowledge and cultural awareness. In one hand, cultural knowledge involves information about the characteristic of students' culture and the target culture.

In the other hand, culture awareness consists of the perception of students' culture and the target culture.

1.4. Some Techniques to Teach Culture and Raising Culture Awareness in EFL Classrooms:

Teaching culture and raising culture awareness is a very important topic that had been studied from different researchers, and which led them to provide some techniques that can help teacher and students in the learning and teaching process. Among of them: Huger (1986), and Kranser (1999), and Peterson and Coltrane (2003).Among of those techniques are: Comparison method, Culture capsule, Newspaper and Authentic material.

First, in the comparison method Huges (1986) believes that in this method teacher should introduce some elements and items in the target culture which differ from students' culture and then the teacher discuss and focus on the differences that may cause a problem. Second, culture capsule, in this technique the teacher presents essential difference in both cultures; for example in the Arabic and foreign customs by presenting a visual examples and illustration.

Third, some teacher use newspapers in order to make students compare between their own newspapers and foreign ones. Forth, Peterson and Coltron (2003) suggest another technique which is the authentic material; in this technique teachers tend to use such an advance tools like televisionshow, internet, videos, and computers

1.5. Definition of ICT:

ICT stands for information and communication technology; it refers to any system of storage, retrival, manipulation, retrieval and reception of digital information .According to Gorana and Dario (2011) assumes that ICT:

> **"Involves transfer and use of all kinds of information. ICT is the foundation of economy and a driving force of social changes in the 21st century. Distance is no longer an issue when it comes to accessing information; for example, working-from-home, distance learning, e-banking, and e-**

> **government are now possible from any place with an Internet connection and a computing device" (Gorana and Dario .2011, p.2).**

ICT gives an important and great change in the 21st century due to the discoveries that help in making the world as a village. Daniel (2002) believes that there was impression that ICT is generally referred to computer and computer activities where they consider it as an important tool to produce in modern information. All systems and technologies of this phenomena are regarded as ICT (Daniel, 2002, cited Amin, p.1-2). In the end of 1980sthe term computer was replaced by IT (information and technology) which witnessed a change from computer technology to retrieve and store information. Moreover, Menakshi believes that Information and communication technology has achieved a great success in short of time in modern society and many countries had mastered the important skills concerning ICT and considered as the heart of education in addition to other skills.

1.5.1. ICT and Education:

Due to the development of Information and Communication technology in the society and its effects in almost every domain especially in education, this had witnessed a great change in teaching and learning process (Ul-Amin). Meenakshi believes that Information and communication technology has achieved a great success in a short time. In modern society and many countries had mastered the important skills concerning ICT and considered as the heart of education in addition to other skills (Meenakshi, 2013, p.4).

Kofi Anan, the former united nation said that in the year of 2015 Information and Communication Technology (ICT) must be included in education in order to open the doors for both teachers and students and by giving them the chance to response to this new invention(Kofi Anan,cited in Mikre,2011,p.2).The UNESCO(2002) see that ICT is a combination of information technology and other communicated technology(UNISCO,2002, cited inUl-Amin).Moreover there are various tools of ICT that are used in education among of them are teleconferencing, email, audio

conferencing, CD ROMs and a lot of tools. (Sharma.2003.Sanyal. 2001. Bhattacharya and Sharma. 2007. Cited inUl-Amin).

Volman (2005) considers that Information and Communication Technology facilitate , encourage and develop the learning and teaching process, because he believes that students who use this technology gain higher education as was agreed by many researchers at that time ;they, also believe that ICT can develop students skills, and motivate them ,develop school and get economic spirit of future workers . (Davis and Tearle. 1999. Lemke and Coughlin. 1998. Cited by Yusuf. 2005 cited by Ul-Amin).

1.5.2. The Tools of ICT Used in EFL Classrooms:

Information and communication technology have been developed during a short time and many of ICT tools have been adopted in education in order to encourage students skills and help teachers when using such technological tools (UNESCO, UISANDTAG.ORG, 2013, p9-10).Among the tools that are concerned in this research are: computers, internet and power point.

1.5.2.1. Computers:

The last few years have proved that computers has been used in many fields natasly the teaching and learning process, since it helps both teachers and learners. Many researchers believe that computers can have the power to improve the teaching and learning process. In addition, using this technological tool can help in developing students pedagogical skills and help them to become a competent user.

Moreover, the appearance of computers in classrooms had witnessed the change of the atmosphere of classrooms because it attracts the student's attention and motivate them. Also computers can help teachers to determine the appropriate needs of the students in short time and organize their works whether it is presented in films or videos or in data shows(Tidjani and Bahi, 2006, p361-362).

1.5.2.2. Internet:

The internet is a very important element in education which is used by both teachers and students according to UNESCO (2003) who believes that internet offer a quick and easy access to information, it allows them to select, choose documents and to visit libraries and even to communicate with others in real time. Today, students and teachers use internet in their computers and their phone too. They can access to information in a very short time, they may use World Wild Web (WWW) which allows them to access to wild information and documents. They may use emails which allow them to communicate with others and exchange knowledge with them (UNESCO. 2003. P, 19-20-22-44-45).

1.5.2.3. Powerpoint:

Powerpoint is the most useful tool used by teachers and students in the classrooms, it is available in computers, and it is easy to use and learn. In fact, when working with power points, the presentation needs to be limited in text, pictures, and videos in the slides in order to be organized. Teachers tend to use PowerPoint to present; for example, book concept in more visually enjoyable way in order to make the students motivated and interested. They also present their presentation by using datashow in order to make the audience see all the information's that are presented. (Manju. 2012. P, 1).

1.5.3. The Role of ICT in Raising EFL Learner's Cultural Awareness:

Many researchers believe that using Information and Communication Technology in teaching and learning culture in EFL classrooms is a very important topic. Since the achievement that ICT tools have witnessed in 21st century, many teachers and students are using those developed tools which change the atmosphere of the classrooms (Oxana, 2012).In fact, the main objective of educators is to make the students interact and understand other people who had different language and culture, in this vein, ICT has helped foreign language teachers to adopt this advance technique such as computers, internet ,mobiles and other technological tools in order

to not only to teach the language structure but also the target culture(UNESCO2004 and Oxana, 2012).

Hollenbeck (2009) believes that the use of those technological tools may help the students be motivated and to encourage creativity and challenges between the learners. Also, it can help the learners to learn about others culture and to share, access to a wide range of information in short of time. With the inclusion of ICT in the classroom both teachers and students can benefit from its use outside the classroom too. (Oxana2012).

1-6-Conclusion:

This chapter is a survey of literature review deals with what all concern raising EFL learners' cultural awareness through the use of ICT. It gives an explanation to culture and the characteristic of culture. Later on, moving to culture awareness and the techniques to raise students' knowledge about culture; for example, by using newspapers and authentic materials. In the other hand ,dealing with ICT which is an important element in this investigation by explaining its tools and its importance in integrating it in the educational system specially in teaching and learning culture since it motive and help the learner and teachers in the classroom.

The Practical Part

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2.1. Introduction:

The framework of the first chapter was generally focusing on the theoretical part of raising EFL learners' cultural awareness through the use of Information and Communication Technology. The second chapter deals with putting the theory into practice, with the case study of third year Salhi Ahmed University Center English learners.

2.2. Aims of Research:

The aim of this research is to suggest new techniques to teach culture. Also, to show how ICT can help in raising EFL learners' cultural awareness by including ICT tools in teaching and learning culture in EFL classrooms at Salhi Ahmed Center University. This work will also clarify if teachers and learners are using ICT tools in the classrooms, and to determine if they appreciate using these tools in teaching and learning process.

2.3. Sample of Population:

This investigation about population sample includes, Algerian third year learners of Salhi Ahmed University Center at Naama.The class involves 72students;divided into two groups, each one have 37 students, the researcher have focus just on the second group which include 37 learners. The target students are in the age of 21-24 years old and can be considered as adult, also the numbers of girls is higher than boys in the target group.

2.4. Data Collection:

The researcher in this step collects data and information that are collected from classroom observation and students' questionnaire, in order to test and answer research questions, test hypotheses and to evaluate the outcomes.

2.4.1. Research Instruments:

The research instruments that are used in this study are classroom observation and students' questionnaire. The methodology of classroom observation is based on non participant observer which can help the researcher to conduct and gather data in easy way. Also, the methodology of students questionnaire is based on both qualitative and quantitative method which can help the researcher to answer questions of "why", "how" and represent, measure date in tables and pie-charts.

2.5. Data Analysis:

2.5.1. Analysis of Classroom Observation:

In the classroom observation, the researcher attempted to collect and gather data by observing the teachers' tools and activities that he used in teaching culture from one part and learners' attitude when using ICT tools from the other. After attending several sessions, it has been noticed that the module of culture was programmed as one session a week. It has been observed as follow:

-The session always begins on time.

-The teacher writes the topic of the lesson on the board and then starts explaining it.

-The teacher uses two techniques to explain a lesson, the first one by using the computer and power point, the other technique by using handout and the white board.

-When the teacher uses computer and power point, it has been noticed that all students became active and motivated to contribute with the teacher, while, when he used the handout no more than 15 students could contribute and participate with the teacher.

-When the teacher gave new words or items he asked from his students to search for them, almost all the student's use internet via their phones to find the answer. Also, when the teacher gave project to his learners, they were asked to present it by using computers and power points.

-When the learners present their work by using advance tools their college became more motivated, interested in learning new information about foreign culture and participate with each other.

-When the teacher used to present the course with power point, he tried to show images and videos in the slides about the aspect of the target culture in order to simplify the lesson.

-When the teacher and the students use the advance tools, the atmosphere of the classroom became more enjoyable for both teacher and students.

-It has been observed that the learners when they use those developed tools they became competent users, they could not found problems when they use it.

2.5.2. Classroom Analysis Result:

After the researcher finished with classroom observation, the next steps is to discuss the data that are conducted from what has been observed .the obtained results support the researcher first hypothesis which assumed that ICT can play an important role in raising EFL learner's cultural awareness through motivate and engage to learn others culture to raise their awareness .Whereas, the third hypothesis assumed that the aspect of culture and ICT tools effect on each other.

The assumption that ICT can help EFL learners' to raise their culture awareness was the observed first element. During attendance it has been observed that when the teacher use ICT tools, the learners became motivated and interested in the lesson and interact with each other, while when the teacher uses handout, little of them can interact with teacher. In fact ,this result prove the first hypothesis which asserts that ICT can play an important role in raising EFL learner's cultural awareness through motivating and helping the students to be engaged and competent user when using such developed tools. Moreover, when the students use these developed tools, they did not have any obstacles; they became competent users because they are accustomed to use too much, the fact which helps to develop their skill by constant use. These

confirm the fourth hypothesis which denotes that ICT can develops the learner's skills by making them competent users when using them.

2.5.3. Students' Questionnaire Result:

This questionnaire was distributed to thirty (30) students of third year students at Salhi Ahmed Naama University Center that are present almost all the time. This questionnaire aims at finding students' opinions about learning culture with the use of ICT tools and kinds of tools that are used in the classroom. The questionnaire includes ten questions, analyzed one by one using, then illustrating the outcomes in percentages that are presented in graphic and tables.

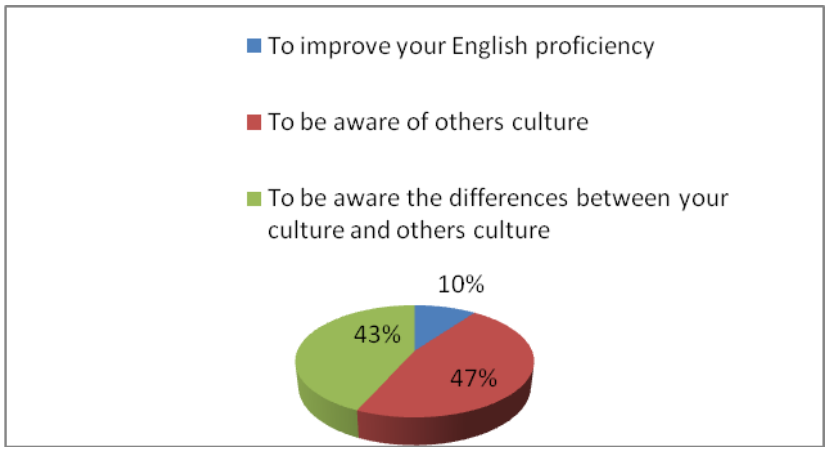
Section one: Personal Information

1-Students' opinion about learning culture:

Why do you think you are learning culture?

Choices	**Students' numbers**	**Percentages**
To improve your English proficiency	3	10
To be aware of others culture	14	47
To be aware the differences between your culture and others culture	13	43
Total	30	100%

Table 2.1. Students' opinion about learning culture.



Pie-chart 2.1. Students 'opinion about learning culture.

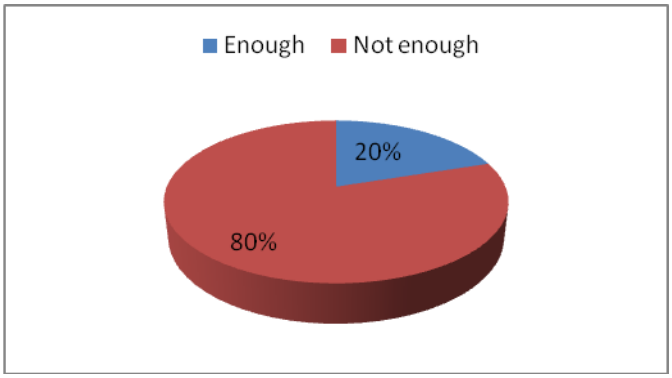
As it is shown in table and pie-chart so far, most of students (47%) are learning culture in order, to be aware of others culture. While (43%) believe that they learn culture for the reason they can be aware about the differences of their culture and others culture, still (10%) assert that they learn culture to improve their English proficiency.

2-Student' choice about one session a week of learning culture:

Do you think that one session a week is enough?

Options	Students numbers	Percentages
Enough	6	20%
Not enough	24	80%
Total	30	100%

Table 2.2.Student' choice about one session a week of learning culture.



Pie-chart 2.2.Student' choice about one session a week of learning culture.

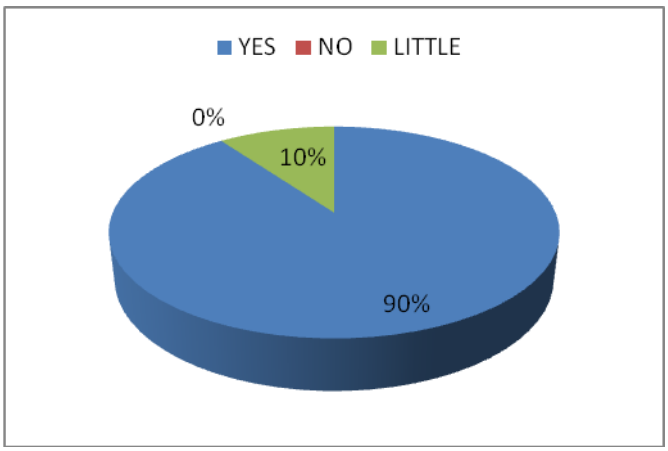
We noticed in table and pie-chart (80%) of students assert that one session a week is not enough to learn culture because they think that it is very important to know about others culture, while (20%) assumed that one session a week is enough because they think that is not too important to learn more about others culture.

3-Students'opinion about if they enjoy to learn culture:

Do you enjoy learning culture?

Options	Students numbers	Percentages
Yes	27	90%
No	0	0%
little	3	10%

Table2.3.Students'opinion about if they enjoy of learning culture.



Pie-chat 2.3. Students 'opinion about if they enjoy to learn culture.

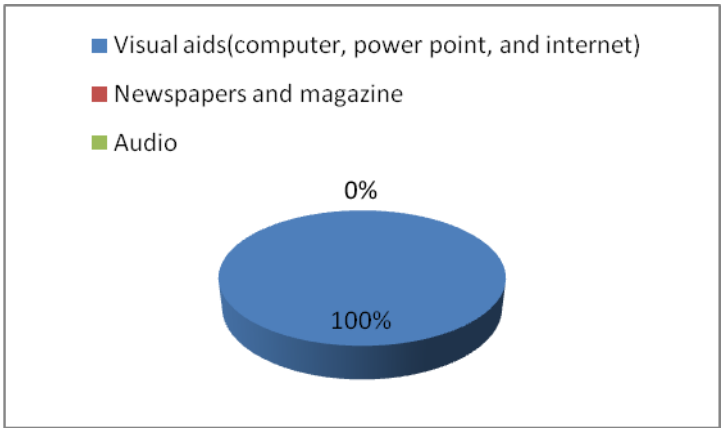
As shown in table and pie-chart3, (90%) enjoy learning culture because they can know more about traditions, customs, and way of life of other people, (10%) just a little of them enjoy learning culture, yet (0%)is for 'no' as an answer, because they think the most necessary thing is to learn just about the language.

4-The materials that are used in teaching culture:

What are the materials that are used in teaching culture?

options	Students numbers	percentages
Visual aids(computer, power point, and internet)	30	100%
Newspapers and magazine	0	0%
Audio	0	0%

Table 2.4.The materials that are used in teaching culture.



Pie –chart 2.4.Materials that are used in teaching culture.

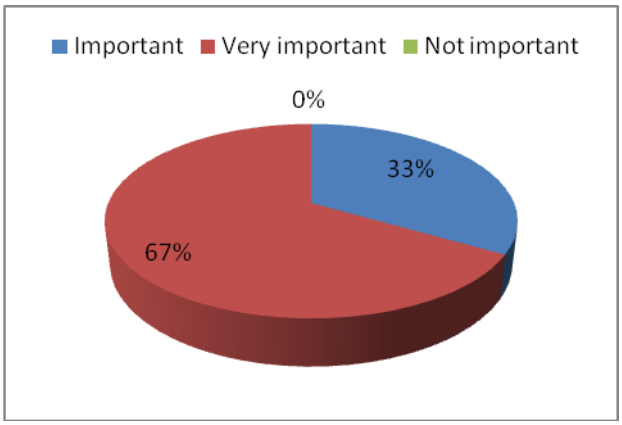
As a result ,(100%) as the totality of the number of the students think that the materials that are used in classroom are the visual aids, while (0%) is given to 'no' as an answer for both newspapers and magazine, audio materials as well as use in class.

5- The ICT that are used as tools in teaching culture:

What do you think about the use of ICT tools (computer, internet, and power point) in teaching culture?

options	Students numbers	Percentages
Important	10	0%
Very important	20	100%
Not important	0	0%

Table 2.5.The ICT that are used as tools in teaching culture.



Pie-chart 2.5.The ICT that are used as tools in teaching culture.

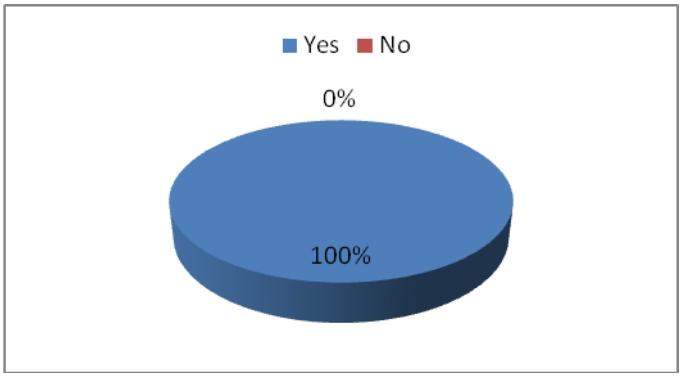
As it can be seen,(67%) of learners believed that it very important to use ICT tools in teaching culture, still(33%) assumed that it is just important to insert ICT tools in teaching culture .However, for 'not important' the result is(0%).we can say from the answer that the use of ICT tools in teaching culture is very important .

6-Learning with the use of ICT if it can motivate the learners:

Do you think that ICT tool helpand motivate you in learning culture?

options	Students numbers	Percentages
Yes	30	100%
No	0	0%

Table 2.6.Learning with the use of ICT if it can motivate the learners.



Pie-chart 2.6.Learning with the use of ICT if it can motivate the learners.

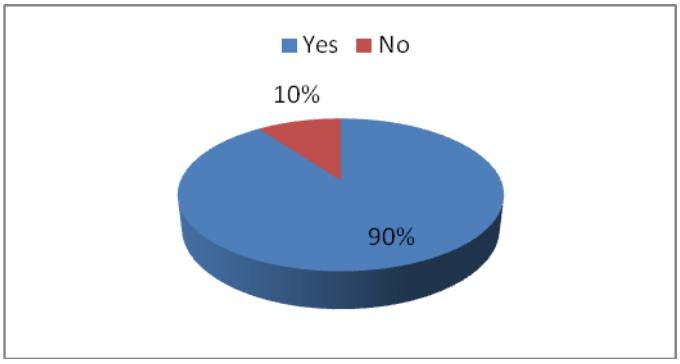
As it can be observed from the result above, (100%)of students agree that ICT tools hepl and motivete them when learning culture,for no(0%).So, we can say that ICT tools play an important role in motivating and helping the learners ;that is because of the globlization.

7-the use of advanced tools in the classroom:

Do you use advanced tools (computers, internet, and power point) in the classroom?

options	Students numbers	Percentages
Yes	27	90%
No	3	10%

Table 2.7.The use of advanced tools in classroom.



Pie-chart 2.7.The use of advanced tools in classroom.

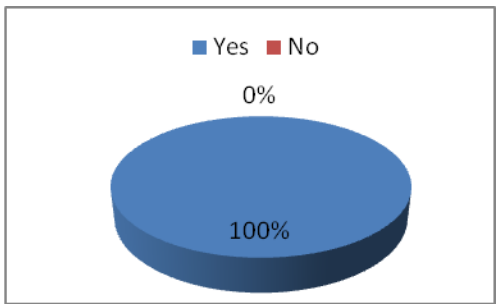
Like we observe in table and pie-chart (90%) students use computers, internet, and power point in the classroom because they present their work by using them and it gives information quickly and in a more accurate way, while, (10%) do not use them because of social factors for example: poverty.

8-Students'opinion about if ICT tools help in raising learners' cultural awareness:

When using those advanced tools, do you think that they will help in raising your culture awareness?

Options	Students' numbers	Percentages
Yes	30	100%
No	0	0%

Table 2.8.Students 'opinion about if ICT tools help in raising learners' cultural awareness.



Pie-chart 2.8.Students 'opinion about if ICT tools help in raising learners'cultural awareness.

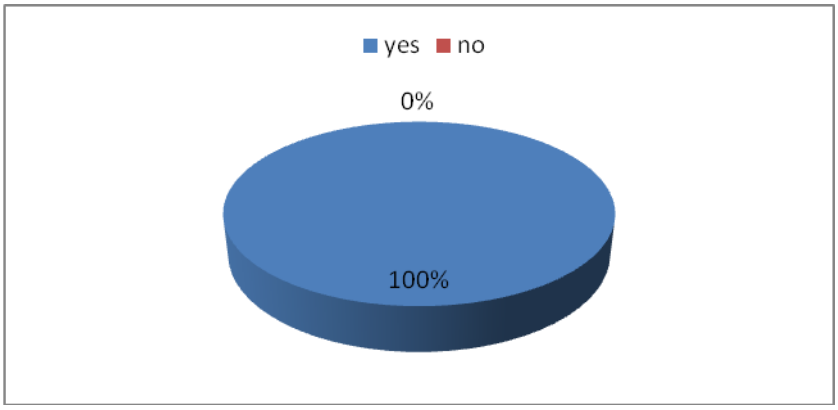
As we noticed, (100%) all students asserted that ICT tools can help and motivate them to raise their awareness, while 'no 'is a(0%) which consequently means according to the totality of the students ICT tools can help to understand more about culture and learn it in easy and modern way.

9-The change of classroom atmosphere by using ICT tools:

Do you think that ICT tools helps in changing the atmosphere of the classroom?

Options	Students' numbers	Percentages
Yes	30	100%
No	0	0%

Table 2.9.The change of classroom atmosphere by using ICT tools.



Pie-chart 2.9.The change of classroom atmosphere by using ICT tools.

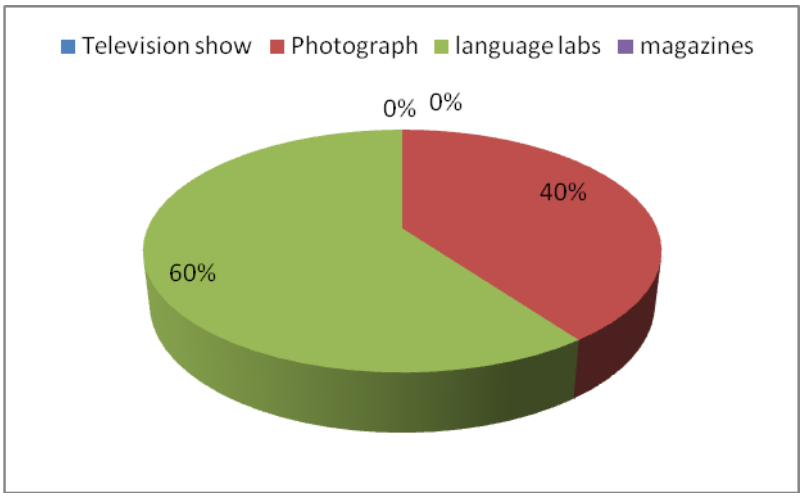
As the result shown so far, (100%) i.e. all students agree that ICT tools change the atmosphere of the classroom, and (0%) is 'no'. Because of the belief that this tools make learning more enjoyable and interested.

10-The ICT tools that the teacher used in classroom:

What kind of other ICT tools do you like that your teacher use in the classrooms? (You can pick more than one option)

options	Students numbers	Percentages
Television	0	0%
Photograph	21	70%
Language labs	9	30%
Magazines	0	0%

Table2.10.The ICT tools that the teacher used in classroom.



Pie-chart 2.10.The ICT tools that the teacher used in classroom.

The result shown from the table and pie-chart ,we observed that (60%) of teachers used language labs to teach culture because it helps the learners listen to the recordings and watch videos, while,(40%)stressed that teachers on the use of photograph in order to show some elements concerning culture. However (0%) is 'no' voted for television and magazines.

2.5.4. Interpretation of Students' Questionnaire:

After analyzing students' questionnaire, the researcher is going to discuss the outcomes resulting from the questionnaire. The main focus of the questionnaire is to know the materials that are used in teaching and learning culture, their attitude to learn and to get knowledge about other cultures by using ICT tools. First, from the students' responses of the question1 (47%) of students learn culture in order to be aware of others culture, while (43%) they learn it for the reason they can be aware about the differences between their culture and others culture, yet (10%) asserted that they learn it to improve their English proficiency. The percentage shows that the majority of students prefer to learn culture in order to get more information about foreign culture and all what concern their believes, customs, and traditions.

They are also asked in question(2) ,if one session in a week is enough, (80%) of students believe that it is not enough and the other (20%) thought it is enough session in a week, the differences may be because the students are interest to learn

something new about other culture. In this study they were asked in question (3)) if they enjoy toward learning culture, (90%) enjoy learning culture and (10%) have little enjoy toward learning culture. These differences may be because of change in the way of teaching culture or the materials that are used by teachers. However in question (4) they were asked about the materials that are used in teaching culture, (100%) as totality number of the students voted that visual materials are used in classroom such as computers, internet, and power point and because of they are the most useful materials in classroom. In question (5) they were asked about the importance of integrating ICT tools like computers, internet, and power point in teaching culture, (67%) think that is very important while (33%) consider as an important and that because of ICT tools are more developed tools and can be a good support in education system.

For the achievements that ICT have witnessed, students in question (6) were asked if ICT tools help and motivate them in learning culture and how it can motivate them. So (100%) agree on, but the answer was not the same; (15) students agree that ICT equipments can facilitate their understanding and provide more information about others culture and (8) students believe that it can help them to access to a range of information in quick time, while (7) students think that it can be a helpful tools in education.

All those differences in answer can summarize the fact that ICT tools simplify for learners to access to a range of information about the target culture in quick time and help to understand more about foreign culture i.e. the way they speak, behave, and think. Additionally ,the researcher focuses on the use of ICT tools by students when they were asked in question(7)and why they use them, the result was that ,(90%) use them because they use already in everyday life and they are competent user ,also to gain time when searching about a new information, while(10%) do not use this differences may be because lack of experience or other social factors like poverty .We also asked in question(8) about their opinion if ICT tools help them to raise their cultural awareness and how ,(100%) agree since it facilitate them to learn more about foreign culture and help to access to foreign cultures in an easy way and change also

the atmosphere of the classroom which was asked in question (9),consequently (100%) agree about the change of ICT in the atmosphere in classroom which make it more enjoyable, interesting ,and motivating to learn more about culture in order to become more aware of others culture. The researcher in question (10)propose other materials for students in order the teacher use them in the classroom, (60%) prefer language labs because it is a new technique and available in the university ,while (40%) suggest photography because they prefer photos ;they think that photos express thought ,feelings ,and customs about people from different culture.

2.6. Conclusion:

This chapter presents data collection, the result gathered from classroom observation and students' questionnaire, which are illustrated in table and pie-chart. After discussion, the main result is that, ICT can help in raising EFL learners' cultural awareness as mean of motivation. It is obviously that most of students and teachers use internet, computers, and power point in the classroom in order to facilitate learning process and change the atmosphere of the classroom and learning process.

General Conclusion

The goal of this study is to investigate how ICT can help in raising EFL learners' cultural awareness at Salhi Ahmed University Center. Therefore, due to the boom that ICT have seen in the 21st century many ICT tools have been adopted by teachers and learners in the classroom and outside, which in fact have helped the learners to communicate and be engaged with other people who have a different culture and that have raised their cultural knowledge. Since culture is an important topic, especially in EFL classes, most of teachers and learners prefer to use ICT tools in class in order to facilitate the learning process and to help the learner to be more aware of other culture or to change the atmosphere and make it more enjoyable.

After conducting data from the classroom observation and students' questionnaire, then analyzed, the results show that ICT play an important role in raising EFL learners cultural awareness by helping and motivating them toward learning about other cultures. Moreover, almost of teachers and learners are using ICT tools, and the most useful tools are: computers, internet, and power point. Also the result show that learners when using such developed tools, they become more aware and competent users which help them to develop their pedagogical skills. Yet, ICT and culture are important element in teaching and learning process, they can effect each other because ICT can bring culture to the classroom in easy way by using it tools, since it is somehow impossible to bring some aspect of culture to the classroom; ICT have facilitate the way to learn about all the aspect of culture weather by using internet, computers or power point.

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Recommendation and Suggestion:

-When using ICT tools, teachers should take into account the students who are not competent users in using these tools by giving those latters opportunity to make collaboration with other students who are more competent.

-Teachers can benefit from using other equipments that are available at the university to teach culture like language labs and visual conferences room.

-Due to the boom that ICT have witnessed, teachers should integrate using it in teaching culture in order to develop their cultural knowledge.

-Teachers should give opportunities for learners to meet and connect with native speakers by using visual conferences room in the university.

Appendices

Students Questionnaire

Dear student

I am a level two master student. I'm carrying out a survey for my master dissertation about Raising English Foreign language learner's cultural awareness through the use of Information and Communication Technology, and I'm asking about help to answer the following questionnaire. Please, tick the appropriate box with (*) and make full statements whenever necessary. Thank you for your collaboration.

Student profile:

-Age: -Sex: -Level:

1-Why do you think you are learning culture?

☐ -To improve you English proficiency.

☐ -To be aware of others culture.

☐ -To be aware the differences between your culture and others culture.

Others: which one ……

2-Do you think that one session a week is enough?

☐ -Enough ☐ -Not enough

3-Do you enjoy learning culture?

☐ -Yes ☐ -No ☐ -Little

-If no why?

☐ -The teaching materials are not interested.

☐ -The way of teaching is not interested.

☐ -Other

reasons……..

4-What are the materials that are used in teaching culture?

☐ -Visual aids (computers, videos, internet, PowerPoint).

☐ -Newspaper and magazine.

☐ -Audio.

5- What do you think about the use of ICT tools (computers, internet and PowerPoint) in teaching culture?

☐ -Important

☐ -Very important

☐ -Not important

6-Do you think that ICT tools help and motivate you in learning culture?

☐ -Yes ☐ -No

-How?

……
……
……
……

7- Do you use advance tools (computers, mobiles, internet and videos) in the classroom?

☐ -Yes ☐ -No

-why?

……

……

…….

8-When using those advance tools, do you think that they will help you in raising your cultural awareness?

☐ -Yes ☐ - No

How?

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

9- Do you believe that ICT tools helps in changing the atmosphere of the classroom?

☐ -Yes ☐ -No

-How?

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

10- What kind of other ICT tools do you like that your teacher use in the classrooms (you can pick more than one option)

☐ -Television Show

☐ -Photographs

☐ -Language labs

☐ -Magazines

Others……
……
……