

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND
LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....

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**DOMAIN: FOREIGN
LANGUAGES**

**STREAM: ENGLISH
LANGUAGE**

OPTION: LINGUISTICS

**Using integrated ICT- based approach to teach culture to EFL
students: The Case of First Year Master Students at
Mohamed Dabbaghin University, Setif**

**Dissertation Submitted to the Department of English in Partial fulfillment of
the Requirements for the Degree of Master**

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2017 /2018

Declaration

I hereby solemnly declare that the work I am going to present in this thesis entitled

Using integrated ICT- based approach to teach culture to EFL students

-The case first year master students at Mohamed Dabbaghin University, Setif

Is my own to the limits of my knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

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Houfaf Asma

Date:June 2018

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Sebia Chafia

Date:June 2018

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List of Abbreviations:

%: Percentage

CALL : Computer Assisted Language Learning **CPU** :

Central Processing Unit

DVD : Digital Video Disk

EFL : English as Foreign Language

F1: FirstLanguage

FL : Foreign Language

FLL : Foreign Language Learning

FLT : Foreign Language Teaching

HTML: Hypertext Markup Language

ICT: Information and Communication Technologies **OHP** :

OverHead Projector

PC : Personal Computer

Vs : Versus

UNDP : United Nation Development Programme

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Dedication

To Mom and Dad

for their devotion to my education,

to my family, brothers and sisters

*Especially my dear brother Messaoud who has been
the backbone for every achievement I have ever made
to my friends and colleagues*

for their patience and support,

I dedicate

my work.

Asma

DEDICATIONS

I DEDICATE THIS WORK TO ALL MY FAMILY,

CLASSMATES,

FRIENDS

AND EVERYONE WHO HELPED

IN THE ACHIEVEMENT OF THIS WORK

CHAFIA

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all students and teachers who participated in answering

our questionnaire

Abstract

The present dissertation aims to explore the influence of ICTs on improving learners' cultural knowledge. It is focused on integrating different types of these tools to ameliorate teaching culture, as well as the importance of technological materials to create an enjoyable and a relaxing atmosphere as an attempt to make students use the targeted language effectively. The methods of this research are both descriptive and experimental at Setif University Mohamed Dabbaghine, its target is to describe and analyze two variables; the integration of information and communication technologies and their role in the development of EFL learners' cultural knowledge. The results have shown that integrating ICTs is the best technique for developing teaching culture module. In other words students learn better when studying in an enjoyable environment through the integration of ICTs.

Key words : Technologies, Teaching Culture , Means of Technology

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General Introduction

1. Introduction:

It is noticeable that technology dominated the whole world, where we find computer, internet, video players and others almost in all houses companies and universities, and the most influenced population are young learners; technology for them is an indicator of etiquette it holds modern ideas and thinking, they would only want to deal with modern tools and technologies.

In fact, ICT which is an acronym that stands for information and communication technology plays a major role in ameliorating teaching in classrooms and motivates EFL learners specially.

Many studies had shown that classes which are using different types of computing and networking materials perform better and the students interact more during the course . EFL programs are too long and charged , too much information, most of EFL learners feel so bored and tired , up to this sleeping easily in the classroom. In order to enhance the interest of the learners and to make the class more enjoyable and moreover, increase such level of learning we should change the materials that are used in presentation of the lecture , which ones fit certain situation and to participate in the development of the leaning process.

So, In order to motivate EFL students and enhance the teaching culture , teachers have to use effective tools and strategies to be more convincing and persuading.

2. The statement of the problem:

In the past, teaching was concerned with the teacher being the controller of the learning environment in which the teacher used textbooks to teach culture, but nowadays, it became more effective because of the integration of ICTs.

So in this line we decided to investigate the major role to ameliorate teaching culture by using ICTs in classroom.

3. The literature review:

Since ICT is considered new material of the twenty-first century. Every teacher needs to use it in his classroom. Nowadays, no one can deny the importance of using ICTs in teaching EFL students.

In this light , according to Victoria L.Tinio,2002 (p4) in her article , ICT in Education proposed that ICTs stands for information and communication technologies and are defined for the purpose of this primer, as « a diverse set of technological tools and resources used to communicate, and create, disseminate, store and manage information ». It was a general definition. Victoria attempted to explain in this definition, the main uses of ICT tools in all aspect of life as new materials for providing and saving different data more and more at school. Depending on another definition by Victoria of ICTs which had been provided also by the United Nations Development Programme(UNDP)

«ICTs are basically information- handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They contain the old ‘ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to create our networked world, a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, television and radio and, which reaches into every corner of the globe. »

Here they talked about the history of ICTs by illustrating some examples of old materials such as radios and televisions, and then the new tools which include computers,

the internet and so on, moreover, their main uses in processing information in which they are working as facilitating means of information.

Many researchers studied the impact of using information and communication technologies on learning a foreign language according to T.J.Ajit in «Use of ICT for Effective Teaching and Learning (p 11) » when he affirmed that the use of such tools focuses on the learner and summarized them as notes « ICT motivating, engaging the learner. ICT offering personal approaches to learning. ICT unleashing creativity in learning. ICT allowing independence in learning. ICT developing collaborative and team skills » He contained many functions of ICT materials inside classrooms and he integrated indirectly some of the learners differences as a motivation in which these tools will increase the desire of learners to learn a foreign language.

4. The research questions and hypothesis:

This study is intended to answer the following questions:

- ✚ To what extent do integrated ICT based approach ameliorates teaching culture to EFL learners?
- ✚ Are teachers aware of ICT as an active teaching aid in the classroom?
- ✚ Can ICT foster learners' motivation in the classroom?

It is hypothesized that:

- ✚ If ICTs were used in our class, learning will be more interesting and enjoyable and the students will be more active and motivated to study culture,
- ✚ If the teachers integrated ICT based approach in their class, it will help to ameliorate teaching culture.

5. The significance of the study:

This study is significant to both teachers and students of English. Actually, it attempts to shed the light on the importance of integrating information and communication technologies as a strong motivator in ameliorating teaching culture inside the classroom.

6. The objective of the study:

The purpose of this research is: first, we aim to shed light on the effectiveness of the integration of information and communication technologies within the classroom of English as a foreign language on the learners. The second principle is to spotlight on the importance of integrating ICT as a useful way in order to achieve the diversity of the classroom environment, to increase learners' motivation for positive interaction between student-student and teacher-student for a better quality of learning and teaching so that this learning resource facilitate the teaching culture.

7. Methodology:

In our dissertation, we are going to focus on the descriptive method which will be used to analyze data and also both the quantitative and qualitative methods. Using different types of questionnaires and checklists we will collect data in order to notice learners' attitudes towards using ICTs inside the classroom of English as a foreign language; and to test how much they are motivated to these materials. Data will be gathered from writing description of the use of ICTs in teaching culture. There is another method that is the analytical method by which we seek to understand phenomenon i.e. discovering the effectiveness of ICTs in teaching.

8. The structure of the dissertation:

The present research is divided into two main parts, a theoretical part which includes two chapters and a practical part which concerns the methodology and the analysis of the result. The first chapter contains an overview about ICT's and their definition, kinds of ICT's tools, advantages, history of ICTs evolution, ICT in education, and the benefits of using ICT in education for both teachers and learners. The second chapter is devoted to shed light on teaching culture in EFL classes; definition of culture, cultural influence on foreign language teaching. The second part is the field of investigation which includes students' questionnaire and teachers' questionnaire, the result and discussion, the last one is classroom observation.

Introduction:

Each generation has its brilliant new technology which is supposed to modify education and change some of its perspectives. ICT's are the new technologies of this era, they are found in different educational institutions, from preschools to universities. They may be found also in other places where education / or training is proved; corporation, religious, and humanitarian organization.

In fact, ICTs are the new technologies both learners and teachers use to interact through various activities. That is, Information and Communication Technology gives the teacher the opportunity to be better his delivery of the lesson, and an ample opportunity for learners to participate, interact, and enrich classroom talk.

Actually, ICTs significant is itself arguable that is why this current chapter begins with overview of ICTs , and shows how the latter is important in improving studies generally and foreign languages learning specially .In addition, This chapter describes the advantages of ICTs in foreign languages learning , as it clarifies why teacher are using them, and their benefits in education.

1. Brief History about ICTs Evolution:

It is safe to say that Information and Communication Technology/Technologies encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast -- all of which were and are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

In education, the historic technology has very important facts that we have seen in our days the first technology used in education is The Magin Catacoprica, known also as the magic lantern which was first introduced in 1646. In spite the fact that the use of the device

at home and theaters, to enhance learning and student engagement magic lanterns were deployed in the

classroom. In addition, proficient persons who use a magic lantern could quickly change the slides if the image was moving. Nowadays, the magic lantern is equivalent to power point slides. Later on after many technologies like the calculating engine and the typewriter, radios where the next big thing, some schools used the radio to broadcast lessons to other schools using a specific radio station. In 1925, the Board of Education send the first lesson over the radio Education in New York City. “In the 1920s, Radio was as an entirely new wave of learning; on-air classes started popping up for any learners within listening range”.(**online Purdue University**)

On May 20, 1938 a proffesseur called C.C. Clarck took his students to the 62 floor of the RCA building in New York. They were there to see the future of education a future filled with TV lectures. The train of technological breakthrough kept on moving with inventions like videotape, the photocopier, the microfilm viewer and so on.

So, to accomplish various instructional objectives, teachers have long used the media –and particularly films to build backgrounds for particular topics or motivating student reaction and analysis.

To make educational tools with high potential effect, it should use The visual media.such as film, video, and television which are now considererd as more accessible and less cumbersome to use. (**Rashmi Ranjan Mohanty,2011**).

As a conclusion, the application of educational media technology can be dated way back in history. But, it is different today whether in technologies, their names or their use.

2. Definition and Concepts:

2.1. Definition of ICTs

In fact the importance of ICTs cannot be dealt with without defining and introducing ICTs first.

ICT is an acronym that stands for Information and Communication Technology/Technologies that includes different communicating tools, devices, and applications such as computers, social networking (as facebook, twitter, messenger, youtube and the like), cell phones, television, radio and many other services which enable people to communicate in real time with others as if they were living next door, and create global village.

In conclusion, ICTs stand for information and communication technologies has the purposes, as a different technological tools and resources used for communication, and creation, dissemination, store, and management of information. Computers, the Internet, telephony, and broad casting technologies (radio and television) are considered as different technological tools. **(Statistics Canada, 2008)**

Education has a purpose which is using ICT to support teaching, learning and a range of exercises in education.

On the other hand, ICT is considered as an effective tool for teachers. Through students' participation, mainly asking questions, giving opinions, teacher can make modifications and amendments for their instruction by regulating their teaching styles and strategies –determining what is appropriate and suitable for students **(Rashmi Ranjan Mohanty, 2001)**

2.2. The Importance of ICTs:

With the ongoing speed of this era and its inventions it's a necessity to cope now and to have at least what is called nowadays digital literacy, real opportunities can be offered by New ICTs to enhance the quality of community life. To develop ICTs; it is also important to use these technological tools and to deepen our level of reflection on community dynamics and on the constraints encountered. A healthy information society is related with getting reliable and timely information to its members. Making people care about the advantages from the use of ICTs will help to make the society as a healthy one.

(Esoswo Francisca Ogbomo, 2008)

In all domains of life, there are ICT tools and devices which are very important they are:

- Bridge distances – e.g using e-mails, phone, video conferencing etc.
- Break literacy barriers in communication – e.g using video and radio.
- Allow us to research and share useful Information – e.g using Internet.
- Give us access to information on jobs/internships. And create new employment opportunities (via ICTs/with ICTs)
- Enhance interaction with peers over long distances.
- Create entertainment opportunities (games, music,video)
- Provide more realistic information on life elsewhere
- Provide health information, including on sensitive issues
- Provide educational information (long distance learning)

In several ways , the previous mentioned ICTs and others can enhance the quality of life in general and education specially, which occurs by increasing the motivation

in learners and their engagement making it easy to acquire the basic skills, and by enhancing teacher training. When these ICTs used appropriately, it can encourage the shift to a learner-centered environment.

In these two areas of teaching and learning, The ICTs have the potentials not only in ensuring effectiveness and efficiency; but also in erasing the administrative duties. **(The Organization for Economic Co-operation and Development (2005) and Gbenga (2006))**

Immediately, there are different technological tools of ICT For example, television, videos, and multimedia computer software that join text, sound, and colorful, moving images that can be used to enhance challenging and authentic content that will engage the learners in the learning process. The teachers use the Interactive radio which makes them become involved in the lesson which is delivered by the teacher. Any types of Information and communication technology more so than any other type of ICT can enhance learner motivation as it joins the media richness and interactivity of other ICTs with the occasions to connect with real people and to participate in real world events.

As an Example, people generally and students specially can find out information and to gain new knowledge by using ICTs, They may find information on the Internet based encyclopedia such as Microsoft Encarta .The teacher can extract information and prepare document to make it available to them via ICT, such as documents created using Microsoft Word or a Microsoft PowerPoint slideshow.

In addition, students can use ICT as part of a creative process where they have to consider more carefully the information which they have about a given subject. They may need to carry out calculations (eg. by using Microsoft Excel), or to check grammar and spelling in a piece of writing (perhaps using Microsoft Word), or they may need to

re-sequence a series of events (for example by re-ordering a series of Microsoft PowerPoint slides).

Thus, “To share knowledge, Students can present their work in a highly professional format by using ICT. Documents and slideshows can be created to demonstrate what they have learned, and then share this with other students, with their teacher, and even via email with people all around the world. . **(Rashmi Ranjan Mohanty,2011)**

2.3. The Advantages of ICTs:

With all the mentioned benefits there are many advantages and benefits left and in education mainly. In fact, no nation can develop without ICT based education. It is regarded as the fuel of development. ICT based education is an important ingredient in developing new ideas, in course content and curriculum and in the creation of materials and methods of learning and teaching. Students need ICT pursuing academic studies.**(Hon 2012)**

Thus, ICTs advantages in education are many we list among them:

- Motivating, engaging learner by providing authentic and live information
- Offering personal approach to learning.
- It develops the collaborative and team working skills.
- It offers new ways of teaching the same courses.
- It helps the teacher in planning
- It Offers more comprehensive approach to assessment
- It facilitates collection and analysis of information
- Facilitate acquisition of basic skills through drill and practice.
- Provides a vast resource online.

- There is a way which is called interactivity in which a person can relate to the content, forward and backward in the content, start at any depending upon prior knowledge instead of always a sequential way.
- High speed delivery, wide reach at low cost so there is delivery of information.
- E-mail, discussion groups and chat rooms develop Communication channels.
- The use of ICT regularly by teachers can have a beneficial motivational influence on students learning .across different curriculum subjects.
- There are Gains in ICT literacy skills, confidence and enthusiasm.
- ICT help to develop higher level learning styles.
- The quality of education is improved by using Information and Communication Technology.

ICTs use enables the students to learn anywhere and anytime all over the world.

It enables affectivity in education as it contributes to increase the academic skills and promotes the study of individual students. Language use and acquisition of foreign language are developed by using Internet and ICTs. As an example, it was found that interaction is very important in language which helps learners to get input in language learning process.(Kitao,1998)

2.4. Types of ICT's:

The ICT is a service to transmit and display data and information electronically
(Organisation for Economic Co-operation and Development, 2002, p.5)

In this case, ICT's have different types in different field and each type has its own characteristics and function. Such as:

2.4.1. Computer: is a device, usually electronic, that processes data according to a set of instructions, in other word, Computers are a helpful devices that are used to facilitate

communication between people, provide, store, and process data which can be words or numbers or programs according to a specific systems. So there are several types of computers and they consist of many components that are divided into software and hardware. (<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classroom>)

2.4.2. Digital Camera: is technological tools which have many roles to take and store photos and record videos. (<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classroom>)

2.4.3. Projector: is an ICT device used to present data in bigger format on big screen. The data displayed is on the computer or any storage device connected to the projector. The data can be in form of text, video or images. There exist portable projectors that can be moved from place to place and there are also overhead projectors fixed in one single room. To data can be displayed on a projector screen.

(<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classrooms>).

2.4.4. The Radio: is electromagnetic radiation of a frequency significantly help to transmit signals through free space that of visual light. Since 1925, that the radio started to be used in education. Radio was used by some schools to broadcast lessons to other schools using specific radio station. In 1925, the broad of education sent the first lesson over the radio in New York City.

(<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classrooms>)

2.4.5 The Television: is a technological tool it used to convert visual images (with sounds) into electrical signals; transmitting by radio or other means; and displaying them electronically and also it is considered as a mean of communication that is associated to several accessories, used to convey movies, programs, images; sounds, and various news and information. (**Oxford dictionary**).

2.4.6. Cell Phone: is a type of technology which also known Mobile phone and it has the same roles of telephone. Nowadays, in the wireless communications, the smart phone is considered as an important part. Cell phone has many different options typical for bigger devices such as laptops, desktops and tablets integrated in them. Using a smart phone the client can easily configure and manage the e-mail correspondence.

(<http://ccti.colfinder.org/education/ict-international/technology-literacy/organization-and-administration/unit-2classroom-environment/materials>)

2.4.7. Internet: was made useful in the early to mid-1990s to the general public. Prior to this time, military, academic institutions and NASA used solely the internet. It was first introduce as a dial-up connection which occupied your telephone line. It is also very slow connection unlike the droadband connections of today and incapable of effeciently handling video.

(<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classrooms>)

3. ICT in Education

3.1. The Integration of Technology in Classroom : (Brief history)

In Printed lessons, named Horn-Books was one of the means used by educators to teach their students during the Colonial years, these printed lessons were used to assist students in learning verses. After two centuries, in 1870, technology advanced to involve the Magic means, a primitive version of a slide projector that projected images printed on glass plates. At the end of World War I, through the Chicago public school system, around 8,000 lantern slides were circulating. By the time, in 1890, the Chalkboard came around and followed by new thing which was the pencil in 1900, it was clear that students were eager to know more advanced technological tools in education which were the following:

- In the 1920s, Radio appeared as an entirely new wave of learning and in the 1920s; on-air classes began popping up for any student within listening range.
- In 1930, the overhead projector came then, in 1940, the ball point pen followed it and headphones in 1950.
- It was created new technological tool arrived, called Video tapes on the scene in 1951, creating a new and exciting method of instruction.
- A combined system of teaching was produced by The Skinner Teaching Machine and testing, strenghtening correct answers such that the student can proceed to the next lesson.
- The photocopier (1959) and hand held calculator (1972) took a part in the classrooms next, allowing for mass production of material on the fly and fast mathematical calculations.

•In 1972, Michael Sokolski has introduced The Scantron system of testing, that gave the chance to educators to grade tests more rapidly and efficiently outline.

In the years following, the pre-computer years were crucial in the decisions made for computers which were video, calculator, Scantron, were important technological types that had become necessary, and rapid production to materials, using the photocopier and had become a standard. In this regard, U.S. Department of Education reported that in 1900, high school enrollment was only 10%, but by 1992 had expanded to 95%. In college, The number of students was around 1 million in 1930, but by 2012 had grown to a record 21.6 million. When students were looking for new means to communicate, study, and learn new methods of instruction and testing were needed by teachers.

(<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classrooms>)

3.2. ICT Tools in education:

In short time, ICTs have become one of the basic building blocks of modern society. Understanding ICT as mastering the basic skills and concepts of ICT are regarded now by many countries who considered ICT as part of the core of education such as reading, speaking, listening ...ect. **(Daniels, 2002)**

As dealt with in the previous element there are many ICT devices that can be used in many fields but what are the ones that can be used in education? And what does ICT integration in education means?

In education, ICT Integration may indicate many things to many people. Depend on, the National Forum on Education Statistics **(2005, part 8)**, as defined Technology integration is the incorporation of technological resources and technology focused on practices into the daily routines, work, and management of schools and in Education,

there are some technological tools are integrated which are the following:

3.2.1. Computer: “is considered as a programmable machine. The user is permitted by computer to store all sorts of information and then ‘process ‘it, or carry out actions with the information, such as organization of words or calculation of numbers.

(UNDERSTANDING COMPUTERS: AN OVERVIEW FOR RECORDS AND ARCHIVES STAFF p 5)

3.2.2. Interactive Whiteboard: It is a large one, touch-sensitive board which used by people to facilitate interactive ICT engagement with a combination of a computer and digital projector. It is considered as a traditional one and can be used similarly. Besides, The computer connected to the interactive whiteboard can be used by touching the board directly or by using a special pen.**(Oxford Dictionary) .**

3.2.3. Power Point Presentations: is an electronic presentation program which is called power point that helps people present a speech using a collection of slide **(www2.eit.ac.nz/library/lis_computer.html)**

3.2.4. Video Tape: During the 1950s when videotape exhibit happened in California. The use of the videotape in the classroom also emerged. The videotape was shown using an Ampex tape recorder that kept the narrow tape redeploying at 360 inches per second. The wider magnetic videotapes were not put into use until a few years later.

(http://www.eslweb.net/blgedu/2017/08/17/history-of-technology-in-classrooms)

3.2.5. The Photocopier: At the end of the 1950’s, the first photocopier machine was launched by Xerox. This facilitated teachers to create copies of classroom materials to teachers faster than the mimeograph machine.

(http://www.eslweb.net/blgedu/2017/08/17/history-of-technology-in-classrooms).

3.2.6. The iPad: between 2007 and 2010, smart phones started growing in popularity and were widely used by students. At this time, they were still not acknowledged as a classroom learning tool until the inception of the iPad in 2010 which brought Wi-Fi enabled mobile devices to the forefront as a learning device in the classroom.

The role of the teacher was also changed by technology. Two decades ago, the teacher was fundamentally constrained to giving class notes, willing to make learning fun and interesting through showing a video, and using a limited variety of other tools. With this, they were required to achieve a various learning styles simultaneously without the proper tools.

Nowadays, a teacher's role has changed to a facilitator and supporter as students work together and use applications that are suitable to their learning style. This empower the teacher to be more proactive about giving individual help when required without worrying about hindering the learning process of other students in the classroom.

(<http://www.eslweb.net/blogedu/2017/08/17/history-of-technology-in-classrooms>)

Both teacher and students use this presentation collecting slides to create oral presentations, although there are many applications and programs that use slides presentation power point remains one of the most famous and easier ones to use. These are not the only ICTs used in education but the main ones, in fact ICTs are used all fields and higher education also.

4. The Use of ICT in Higher Education

The education environments now are permeated by using ICT which play a major role to success teaching and to enhance the process of learning by organizing management of learning institutions. **UNESCO (2002).**

ICTs are a driving force behind much of the development and innovation in both developed and developing countries, in fact ICTs are considered as a mainstream in higher education, and are being used in many areas such as:” developing course materials; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support and student enrolment” (**Mandal & Mete, 2012**).

ICT has been introduced into Algerian educational system in general and higher education from in the late 1990s. A wave of governmental decisions helped its dissemination across a large range of educational institutions under the provision of hardware, personal computers and ICT labs. The aim was to achieve the potential benefits of teaching and learning through ICT, and making by this way ICT as an integral part of the curriculum.

5. The benefits of using ICTs in Education:

Major differences in the learning and teaching approaches are made by the uses of ICT. Over the last 20 years, Schools in the Western World invested a lot for ICT infrastructures and students use computers more often and for a wider range of applications (Volman, 2005). Several examinations uncover that students using ICT facilities mostly obtain higher marks than those who do not use. For example, Kulik’s (1994) finding across 75 studies in the United States found the following. Students who used computer tutorials in mathematics, natural science, and social science score significantly higher on tests in these subjects. Students who utilized simulation software in science also scored higher.

Moreover, The discoveries additionally demonstrated that primary school students who used tutorial software in reading scored significantly higher on reading scores.

Extremely youthful students who utilized PCs to compose their own particular stories scored fundamentally higher on measures of reading skill. word processors and computer were used by the Students for writing scored higher on measures of writing skill. Furthermore, in education, the use of ICTs also changes the learning approaches. In education, there is a common belief stated by **(Bransford, Brown, and Cocking, 1999)** that the use of ICTs contributes to a more constructivist learning and an increase in activity and greater responsibility of students. The role of the teacher is limited to supporting, advising, and coaching students rather than merely transmitting knowledge by the use of ICTs. **(Tinio, V. L. 2002P.3).**

Schools and classrooms are changing through using ICT and by bringing in new curricula based on real world problems. In addition it help to give students and teachers more occasions for feedback and reflection, and building local and global communities that involve students, teachers, parents, practicing scientists, and other interested parties” **(Kozma and Anderson (2002).** According to Similarly, **Hepp et al. (2004)** declare that in the educational system, ICTs play the major role that can be pedagogical, cultural, social, professional and administrative. To conclude, the advantages and benefits can be divided into two kinds one for teachers and the other for students.

5.1. Benefits for Students:

It provides a high quality courses through greater collaboration between planning, preparing, and presenting a resources with the teacher. It develops a higher level learning styles. Furthermore, a main advantage is the development of oral skills, fluency, accuracy and elaboration; technology enhances setting more stimulation. In addition, it increases self-confidence and self-esteem because the most of students feel ease and so comfortable **(<https://www.useoftechnology.com/technology-workplace-2/>)**

5.2. Benefits for teachers:

ICTs facilitate sharing information and resources, as well as having a great flexibility in time and place these tasks were applied. The lessons can be easily planned and prepared by the teachers and also the design and the choice of materials. Besides, it improves the professional image projected to colleagues. Moreover, the usage of computers during the lessons motivates students to continue using it in academic purposes.

(<https://www.useoftechnology.com/technology-workplace-2/>)

6. Why teachers use ICT

The benefits and use of ICTs by learners relays on teachers. Actually there are many studies that showed why teachers choose to use ICT in a particular setting.

According to **Tella, Toyobo, Adika and Adeyinka (2007)** examined Nigerian secondary school teachers use a census of 700 teachers of ICTs for implications and development of ICT use in schools. The results presented that most teachers perceived ICT as a very useful tool which is making both teaching and learning easier. They believe that, emphasis should be placed on the pedagogy underlying the use of ICTs for teaching and learning.

According to 68 Researches and active projects, by **EdQual51**, a Research Consortium of educational institutions in the UK and Africa countries like South Africa, Rwanda, Ghana, Tanzania on Educational Quality, there are two main reasons why teachers use ICT.

Firstly, teachers feel that their learners are benefited by their own use of computers where they can see how computers actually work and how can they benefit from them, secondly, teachers feel learners benefit from using computers themselves, where they gain, self-respect , confidence, and renewed motivation.

Building on this, **Thijs et al. (2001)** argue that technology use creates a learner-centered environment by: making it easier for teachers to combine texts, sounds, colors and moving images which helps in motivating learners, and enhances content for easier learning. Teachers also believe that using ICTs Facilitates the acquisition of basic skills, which is better done by education television broadcasts that teaches literacy and numeracy at basic education level.

Finally, in the 21st century, the relevance of a teacher is determined by the will to develop professionally and appropriately, while teacher development, according to **MacDougall and Squires (1997)**, should focus on the following aspects in pre-service and in-service training programs:

- *ICT skills with particular applications
- * Integration of ICT into existing curricula
- * Curricular changes related to the use of ICT including changes in instructional design
- * Changes in teacher role in the face of ICT

(Sara Hennessy and Brown Onguko pp 68/69)

Conclusion:

Over the decades, the new technologies, such as the introduction of teaching machines and the widespread use of television in schools revolutionized school practices. Most of these developments were just a possible tool to help teachers perform their traditional tasks.

Nowadays, schooling and teaching are forced to change in a variety of ways and technology became a necessity, since computers are becoming ever more sophisticated and the Internet has globally spread, so both teachers and learners face tasks of keeping themselves up to date and also anticipating the forms of future schooling.

On the other side, English has turned into a universal language, its presence and value in the world has expanded enormously in the last few decades. In the past, no productive, creative and constructive activity was given to the learners in learning the language.

However, with the changing needs of the present time, both English language value and technology are developing day-by-day, and the educational field is taking advantage from this development; ICTs use as an aid tool to reach higher efficiencies in teaching foreign languages and especially in the oral skill, has showed a considerable positive results in the learners' level due to its wide range of tools, each tool having its own advantages to both the learner and the teacher. Hence, ICT is considered as an important methods of teaching in pedagogical domains.

Introduction:

Culture is like a familiar old song that we can all hum but when it comes to the lyrics it differs from one person to another, and this makes it varies from one country to another. Several points will be discussed in this chapter concerning Culture in foreign language teaching and learning. This part will include a definition of culture, and its meaning in EFL classroom, and then we will discuss the role of culture in EFL, with a brief history of integrating culture into EFL syllabi.

Moreover, the importance of teaching culture to EFL students, The goals of teaching culture to EFL students. Then, how can Culture influence foreign language teaching by using Information and Communication Technologies: vocabulary, speaking, listening, reading and translating. Finally, how can integrating ICTs ameliorate teaching culture in EFL classroom.

1. Definition of culture and what is meant by culture in EFL classroom :

1.1. Definition of culture :

Goodenough's (1957) definition is considered as one of the well-known definitions of culture. "...culture of society consists of two things .first ,whatever it is one must know or believe to operate in an acceptable manner to its members , and to do so in any role that they agree for any one of themselves" **(p.167)**

According to brown (2007), culture is a way of life and as the context within which people exist, feel, and related to others as the glue that relates groups of people together, in addition, Brown proposed another definition of culture as the ideas, customs, skills, art and tools that characterize a certain groups of people in a given period of time. **(p.188)**

1.2 What is meant by Culture in EFL Classroom:

Proficiency on these multiple levels is required, successful communication, phonology, grammar, lexis and culture. This is a fundamental factor to communicate on an international level.

In other words, culture can be defined as a complex term from various perspectives. There are five different views which can be accessed which are the following: the communicative view, the classical curriculum view, the instrumental or culture-free-language view, the deconstructionist view, and the competence view. In the communicative era, a combination of these five views is frequent. The first three views don't focus on cultural context which is related on its contribution to success language learning. The last two views show that language and culture as a unity, we considered them essential to the full understanding of the other (Holme 18).

1.3. The Relationship between Culture and Language:

It's clear that the relationship between language and culture are closely related so it is a complex one. **Politzer (1959, cited in Brooks, 1960, p. 85-86)** points out:

“As language teachers we must be interested in the study 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.”

In this regard, **Moran (2001)** believes that language and culture are two sides of the same coin, each mirroring the other which denotes that language and culture are intertwined to such an extent that one cannot survive without the other.

Furthermore, It is impossible to transmitt much of culture without using a key component which called language .

According to **Kramersch (1998)** identifies three ways of how language and culture are interrelated:

_ Cultural reality is expressed by Language: with words people express facts and ideas but also reflect their attitudes.

_ Language embodies cultural reality: through the means of communication, people can give meaning to their experience Language symbolizes cultural reality: people view their language as a symbol of their social identity.

Similarly, **Nababan (1974)** concludes that learning the culture without learning the language of the target context is impossible, because beliefs, feelings, perspectives, and so forth are functionally embedded within the language that even a fluent speaker might misunderstand the messages he/she hears or reads without sufficient cultural skills.

Finally, **Mitchell and Myles (2004, p. 235)** state: “Language and culture are not separate but acquired together, with each providing support for the development of the other”. Then, it is clear now that the process of teaching a second or foreign language includes the incorporation of some cultural aspects about countries where the target language is spoken as a native language.

1.4. Material for Teaching Culture

Textbooks, stories, interviews, maps, songs, music are used in foreign language teaching as sources to facilitate language teaching. **Byram (1993 cited in Corttazi and Jin:197)** analyzed Many documents and shedlight on three aims of foreign language instructions which are :

- To encounter the development of communicative competence, learners might expect.
- The development of an awareness of the nature of language and language learning.
- To develop the insight into the foreign culture and positive attitudes towards foreign.

These three aims should be integrated according to **Byram** because foreign language classroom offers good opportunities for culture learning. Elements of the target culture should be contained by teaching materials. In addition, English as foreign language and English for specific purposes textbooks are declared by **Corttazi and Jin (1999:198)** who expected to reflect a range of cultural contexts and to involve intercultural elements.

Moreover, the using of these materials in a variety of communicative contexts which are help learners to communicate effectively and appropriately and raise their awareness of intercultural issues. So, none of these are necessarily to know what happens, in most textbooks the based on skill and concentrate on improving the four language skills and elements of are often given as background or supplementary information.

2. Importance of Culture in Language Teaching:

According to **Wei (2005:56)**, he declared that language is considered as a communicative system and a carrier of culture. It is impossible to separate Language from culture and vice versa because a particular language is a mirror of a particular culture. In accordance with **Brown (1994:165)** shows the relation between language and culture as follows that each one is a part of the other, and the two cannot be separated without losing the significance of either language or culture.

So, in a way, culture and language are inseparable (**Jiang, 2000: 328**). When it comes to the realm of teaching and learning, **Gao (2006)** states, the interdependence of language learning and learning culture is so related that one can conclude that language learning is culture learning and consequently, teaching language is teaching culture. (**p.59**).

EFL teachers are presented by **Gao** presents that it should be aware of the place of cultural studies in EFL classroom and attempt to improve students cultural awareness and ameliorate their communicative competence.

In this regard, **Wang (2008)** confirms that teaching foreign language is foreign culture teaching, and FL teachers are foreign culture teachers. Depend on **Tomalin (2008)**, stated that the English language and globalization have the international role for two main reasons.

(International Journal of Multi-Disciplinary Research, April 2014)

A fifth language skill is teaching culture, moreover listening, speaking, reading and writing. To learn about, understand and appreciate the important ways of other culture, students should adapt The fifth language skill to use 3their English in order to understand how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to them. a changing attitude expresses by The use of language .According to **Tomalin (2008)** argues that in English, teaching of culture is considered as a Foreign Language which involve cultural knowledge, cultural values, cultural behavior, and cultural skills.

3. Cultural Influence on Foreign Language Teaching

There are two questions needed to understand the importance of culture, firstly, to what extent cultural background knowledge influences language learning and teaching, secondly, how can we take advantage of that influence. The demonstration of the functions of culture plays a major role in language learning and teaching, because it is necessary to perform the components of language learning and teaching, such as listening, speaking, reading, and translating.

3.1. Cultural influence on vocabulary

Culture is transmitted by Language and the basic ingredient of language which called vocabulary, and inevitably, cultural difference will be displayed on the vocabulary, and the explanation of vocabulary will also reflect the national or cultural difference. For example color, in Chinese, white, denoting a color, often associates with “pure, noble and moral goodness”, and in most western countries, the bride is dressed in white during the wedding.

In China, exactly in the traditional wedding the bride have to wear red, definitely not white. Because Red means “ good luck , happiness, flourishing and prosperous” in the future and in funerals when one’s family member or relative is dead people only dress white because it is denoted “pale, weak and without vitality”.

So , learning a language means not only the knowledge of its grammatical rules and the denotative meanings of words but it contains much more, such as the culture phenomena.

(International Journal of Multi Disciplinary Research April, 2014)

3.2. Cultural influence on listening

In training of foreign language learning particularly in their listening ability to understand better, learners often complain that their progress is not sufficient, they do everything what they can to achieve this end, although learners pass lots of time in learning and practicing their ability of listening comprehension, they often complain that their progress is not sufficient, they do everything what they can to achieve this end.

As an example, learners try to improve their listening ability by buying tape recorders, and spend several hours in it every day to facilitate their learning process. But, learners can’t understand the new listening materials when they face them for the first time. The reason for this may be different, but some of them have been identified. Among this materials are their small vocabulary, weak grammar, and vague pronunciation. lack the necessary cultural background knowledge of the language which considered relatively very important reason about what they have learned.

Moreover, the culture is closely related Listening, politics and economy of the target language. Sometimes the pronunciation of each word can be easy to get it by using materials, but it is impossible to understand words without knowing the necessary cultural background knowledge. for example, the word of Chappaquiddick which is knowing by a name of place in

America, and is used in this sentence to refer to the traffic accident but if the learners can't know it they face a problem to understand the structure of the sentence and the real meaning.

So, culture plays a great in their listening ability and because it can hinder their progress of listening, and it can also help it at the same time.

(International Journal of Multi-Disciplinary Research, April 2014)

5.3. Cultural influence on speaking

Pronunciation or intonation are not only concerned with the ability of speaking, even Reading is very important for people to understand the cultural background knowledge of the target language in order to communicate successfully with the others.

So, in the training of oral English, the practical use of the language should be emphasized by teacher, who attempts to use the materials which come from the daily life which help people to know how to use proper sentences in proper context. In the linguistic aspect of the language, learners make mistakes and misunderstanding which related to the lacking of cultural background knowledge. For this, the experience of a young interpreter is a case in point:

Moreover, to pronounces standardized and natural language. There is a young interpreter. In the course of oral communication, the context is more important to pay much attention by the speakers, it means that what you are saying, to whom you are saying it, when and where you are saying it, etc.

(International Journal of Multi Disciplinary Research, April 2014)

3.4. Cultural influence on reading

The language knowledge in reading process is not simply the repetition and reappearance which the students already have, but under the stimulations of outside information, the process is difficult to recognize , analyze , decode, , , judge, and infer the material through the cognitive system **(Larsen-Freeman, and Long, 2000, pp.193-196).**

So, it is critical to know the nonverbal information, like: the traditional local customs, the background information about humanism, history, and geography, Linguistic knowledge can influence one's reading, but culture plays a very important role in the reading process, the language knowledge itself is not only the serious reading barriers, but also made by the cultural differences between the target language and mother tongue.

Furthermore, in background information there is cultural differences such as, words, sentences, and text structures, all of them become barriers in reading matters. In the text, ometimes we find that the meaning of each word may recognized and understood by the students, but they are still not so clear about the meaning of the whole sentences or paragraphs.

As long as People's works are always related with the culture of their nations, so it creates problems in reading especially related allusions or usage, which we are not familiar with.

(International Journal of Multi Disciplinary Research, April 2014)

3.5. Cultural influence on translating

Culture has a wide influence on translating, both the target and the source language should have enough knowledge about them. The understanding of cultural background knowledge is the main reason which causes the difficulty in translation. There are many aspects concerned with cultural background knowledge, as philosophy , geography , art, history and science, etc.

(International Journal of Multi Disciplinary Research, April2014)

4. Teaching culture in EFL classroom

Teaching culture is not an easy task. The way can be shown by the teachers rather than regulate a specific way of seeing things. Besides, In the target culture students should be aware of what help them recognize that there are no such things as superiority and inferiority and there are differences among people of distinctive cultures, as well. **(Wang, 2008:4).**

Depend on **Kramersch (1993)** who argue that to understand foreign culture. It should place a foreign culture and one's own culture together .The interaction with native speakers or text will be required by Learners to construct their own meanings rather than having educators simply transmitt information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own.

In this regard, **Kramersch (1993)** adds, when teaching culture educators should always have in mind, the need to develop students' awareness of their own culture (**Straub, 1999**) and 'the target. In choosing materials and pedagogical approaches, the learners' sociocultural background should be took by Teachers into consideration for particular contexts of teaching since ignoring the norms of students and expectations which is , what the things are students brought by the students to the classroom- is denying the learners' experiences (**Dogancay-Aktuna, 2005:100**) and in language classrooms, there is lack of consideration of variations in cultures of learning that can lead to frustration and subsequent failure (**Li, 1998; Holliday, 1994**). Learners require mastery of the cultural contexts are required in a language in which important social acts happen because it transmit solidarity and warm feelings among interlocutors.

Thus, to understand Language learners, native speaker needs to know when they use the language, even if they do not choose to replicate native speakers' behavior (**Liddicoat, 2000:51, cited in Paul, 2004**).

5. The advantages of integrating ICT in teaching culture in EFL classes

There are many studies that have documented the advantages of technology for language learning. That cover different aspects of learning as the following:

5.1 Engagement:

According to some researchers, increasing motivation of the students refer to the benefits of technology use as fun and games which are being brought into the classroom (**Lee 2000**). In a language classroom this fun factor is considered as a key benefit (**Galavis 1998; Warschauer & Healey, 1998**).

In addition, learners' engagement and motivation in fulfilling tasks can be enhanced by the new technologies or learners' experience of those technologies in the classroom (**Department of Education and Early Childhood Development DEECD 2010**)

5.2 Improvement in Academic Ability

The appearance of technology helps to improve language learners' academic ability. According to **Lee (2001)** Computer Assisted Language Learning (CALL) can do just this, changing students' learning attitudes and boosting their self-confidence probably can achieve this improvement.

So, the using of technology is asserted by both **Galavis (1998) and Dunken (1990)** that it is very important to improve learners' language proficiency and their overall academic skills.

5.3 A Paradigm Shift in Teaching and Learning

The change in the field of education from teacher –centered to learners centered approaches in language learning and teaching was due to the development of technology. In order to meet the needs of digitally grown-up learners, a different role is needed by teachers to adopt it to be facilitators rather than the traditional bench-bound instructors, and to support guiding students' learning (**DEECD 2010**). This important shift is supported by Learning technologies for the benefit of the learner. (**Journal of Education and Practice November, 2012**)

5.4 An Assessment Shift

In the classroom, integration of technology enables learners to assess their own work in a more meaningful way, become better aware of the quality of their work and accept feedback more willingly. In addition, it gives them an accession to undertake a more self-monitoring role, which due to a higher chance to successful tasks. Students 'knowledge can be also assessed by the Teachers to be more accurately and objectively.

Moreover, in the 21st century, The overall assessment modify from teacher to self and peer evaluation (**DEECD 2010**) help to develop student autonomy which is emphasized in learning.

5.5 Collaborative Learning Enhancement

The encouragement of collaboration and communication is another benefit of technology use is in learning activities. Depending on **Gillespie (2006)**, through new technology students can collect information and interact with resources, such as images and videos.

According to **Murphy (2006)**, who declares that the Internet is not only means of communication but also a reference source. It is argued that the user can get connected to the world outside of the classroom by using technology and hence produce high-quality work, a large audience will view their work.

Moreover, learners can get in touch with their peers from other schools, experts in the field and members of interest groups (**DEECD 2010**)

6. Goals of Teaching Culture

Language cannot be divorced from the study of culture. There can be no question as to whether culture should be taught or not. Culture teaching is an integral part of language instruction. Students need to learn the language so as to truly appreciate the culture, but they do need to learn about the culture in order to truly comprehend the language, simply because “the exquisite connection between the culture that is lived and the language that is spoken can only

be realized by those who possess a knowledge of both” (**National Standards in Foreign Language Education Project, 1999, p. 47**).

In addition, Culture teaching aims at helping students when they come in contact with the foreign culture by providing information and skills needed for adequate communication. It also raises their awareness of their own culture and makes them more tolerant to other ways and people. Culture teaching is very useful because it helps teachers to decide what to teach, when and how. Nostrand (**Lafayette and Schulz, 1997, p.578-579**) states a set of goals for cultural instruction:

- Students have the ability to react appropriately in a social situation.
- There is ability to describe, or ascribe to, a proper part of the population a pattern in the culture of social behavior.
- The ability to recognize a pattern when it is illustrated.
- The ability to "explain" a pattern.
- to apply a pattern, there is an ability to predict it in a given situation
- The ability to describe or manifest an important attitude to make one acceptable in the foreign society.
- The ability to evaluate the form of a statement which concern a culture pattern.
- To describe or demonstrate defensible methods, there is ability to analyze a sociocultural whole.
- To identify basic human purposes, there is ability that signify understanding which is being taught.

Later, Seelye (1974, p. 38-48) also confirmed that there are many goals are reinterpreted and modified them into seven goals. So, Seelye argue that if cultural activities in the classroom are to be purposeful, they should in some way relate to one of the seven goals:

- There is a sense, or functionality, of culturally conditioned behavior.
- The interaction of language and social variables.
- Conventional behaviourism in common situations
- There are some Cultural connotations of words and phrases.
- Ability to evaluate statements about a society.
- Researching another culture.
- There are some attitudes toward other cultures.

Depend on Tomalin and Stempleski (1993, p. 7-8) asserted that teaching culture has many aims as follow:

- Cultural activities help students to develop an understanding of the fact that all people exhibit culturally conditioned behaviors.
- Culture helps learners understand the way in which people speak and behave is influenced by social variables such as age, sex, social classes, and places.
- To make learners more aware of the conventional behaviors in common situations in the target culture.
- In order to develop learners awareness of the cultural connotations of words and phrases in the target language.
- To develop learners' ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To improve learners' skills to locate and organize information about the target culture.
- In order to increase and encourage learners' intellectual curiosity and empathy about the target culture.

7. Technology applications in Teaching Culture

The use of technology is supported by various researchers support to foster learning in culturally responsive classrooms. While technology's culture-reflecting nature pose some threats in culturally diverse classrooms, it can present some great gifts as well. In culturally diverse classrooms, Technology offers several tools that can be used to give learners a more engaging and interactive tool to express and share their cultures with others.

In addition, teachers can use these tools as ways of showing their interest in knowledge of students' cultures. For example, in classrooms, teachers use Power Point presentations effectively to present their lessons. In this regard, students are engaged by their visual nature and attracts attention while reflecting the culture of the creator in explicit and implicit ways. Another technology-based application that can be achieved in culturally diverse classrooms in order to enable students to share their cultures with their classmates is digital storytelling tools such as Microsoft Moviemaker or Photo Story.

According to Robin, he asserted that learners are motivated by digital storytelling to be more creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script. And developing an interesting story. So, different types of multimedia can be insert by The learners into their digital story and make it more appealing with some computer-based graphics, music, video clips, computer-generated text, , and they can play their story on a computer, share it on the web give the members of a culturally diverse classroom to share and reflect their cultures in class. **(Singapore2012,p.5)**

Conclusion:

Foreign language learning is the process that can be affected by several factors, one of which is the integration of ICTs which is an affective factor that determines the success or the failure of the foreign language learning and improves student's cultural knowledge.

Thus, technology is developing day-by-day, and the educational field is taking advantage from this development; ICT as an aid tool to reach higher efficiencies in teaching foreign languages and especially in the teaching culture, has showed a considerable positive results at the learners' level of cultural knowledge due to its wide range of tools, it help learners to be interested to teach culture. So, ICT is an appropriate way to ameliorate culture in EFL classroom.

Introduction:

The two previous chapters presented a review the literature about integrating ICT in EFL classroom. The present chapter; however, is devoted to the practical part of the research; it will shed light on the results obtained from the research tools. First, it describes the participants who took part in the present study. Following that, there is a description of the questionnaire by virtue of which the data pertinent to the present research work has been collected is put under the lens. Then, the current chapter presents an analysis of the participants' questionnaire results. Also, a classroom observation is used as another research tool to collect data. The current chapter ends with some pedagogical recommendations that can be implemented in the educational field to improve the effective of using ICT in teaching culture in an english as a foreign language.

1. Description of the population and sample:

The participants took part in this study were EFL master one students of Mohamed D'baghine University in Setif, during the academic year 2017- 2018. The participants were both males and females. The sample consists of 36 members. The reason for selecting EFL master one students to be under scrutiny is not unwarrantable. It is due to the fact that they have received a maximum level of instruction in English in contrast to other streams. Therefore, they are expected to be highly involved in participating in EFL classes.

Another reason is that in master one phase, the use of ICT can be affected. So, being ameliorated to teach culture is noticeable, and, accordingly, this factor helps the researcher to have a broad insight about the different tools, as well as the tools and strategies that teachers use and adopt to make students more interested, and make class more enjoyable.

2. Research Tools:

In order to gain information regarding the selected topic and to get both qualitative and quantitative data as well, the researcher made use of two research instruments, viz. a questionnaire and classroom observation.

2.1. Questionnaire:

The questionnaire is one of the most widely used research instruments to collect data from a large population in a short period of time. **Wilson and Mclean (1994)** defined the questionnaire as “... is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze” (**p12.**).

As far as the questionnaire’s structure, it consists of a series of questions to be answered by participants of the study. As **Brown (2001)** pointed out that “questionnaires are any written instrument that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting from among existing answers” (**as cited in Dornyei and Taguchi, 2010, p. 4).**

In order to elicit the information about the EFL learners’ personality traits qualities highlighted in the theoretical part, the present questionnaire is concerned with the practical side of the research.

2.1.1. Administration of the questionnaire:

The questionnaire was administered to the participants in their classrooms with the presence of the teacher. Students were given instructions before the completion of the questionnaire on how to complete it. It took learners about ten minutes to finish filling in the questionnaire, and, then, it was collected.

2.1.2. Aims of the questionnaire:

The main aim behind the use of the questionnaire is to what extent ICT can ameliorate culture in EFL classroom. It also aims to determine how it makes student more interesting and enjoyable in the classroom.

Analysis of students' questionnaire:

The questionnaire consists of 38 questions. It has three sections: the first one deals with personal information and the second one is related to language teaching and culture, and the third one deals with ICT's and teaching of english culture. The students sample consists of 38 students from 2 different groups, and all are first-year master EFL students from the University of Setif. We have given clear information about the questionnaire and for what reason it is designed, and finally asked them to answer all questions and answers will be used for research purposes only.

Section one: Personal information

Q1: Age 18-20 20-22 22-24 24-26

OPTIONS	N	%
18-20	0	100%
20-22	18	47%
22-24	17	45%
24-26	3	08%
TOTAL	38	100%

Table1 : Students' age

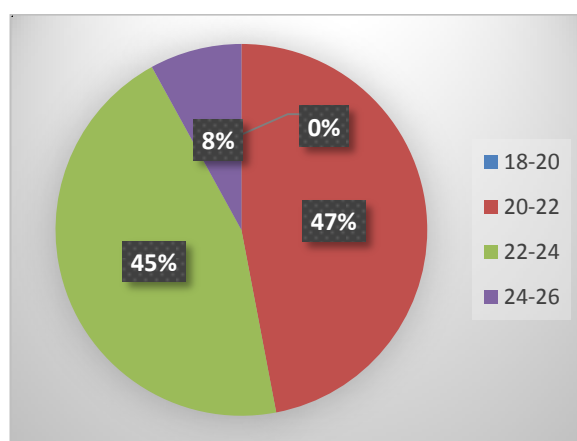


Figure1 : Students' age

The table above shows that our sample consists of two groups. This diversity of age is widely observed in first-year master linguistics. We have eight students (47%) of the subjects who are between 20-22 years old and there are seventeen students(45%) who are between 22-24 and the rest of three students(8%) are between 24-26 who are the oldest participant in the sample.

Q2: Sex: Male Female

OPTIONS	N	%
MALE	3	8%
FEMALE	35	92%
TOTAL	38	100%

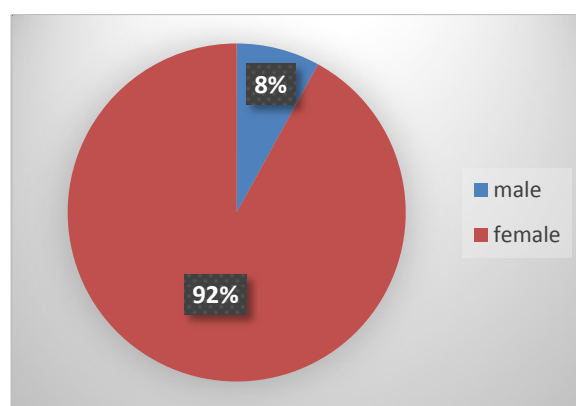


Table2 : Students' gender

Figure2 : Students' gender

From the table above we notice that thirty- five students subjects (92%) are female and the rest of three students (8%) are male. So, we notice that female are more than male . This can be explained by the idea that the female are more interested in foreign languages than males.

Q3- How long have you been studying English ?

OPTIONS	N	%
10 YEARS	3	8%
11 YEARS	35	92%
TOTAL	38	100%

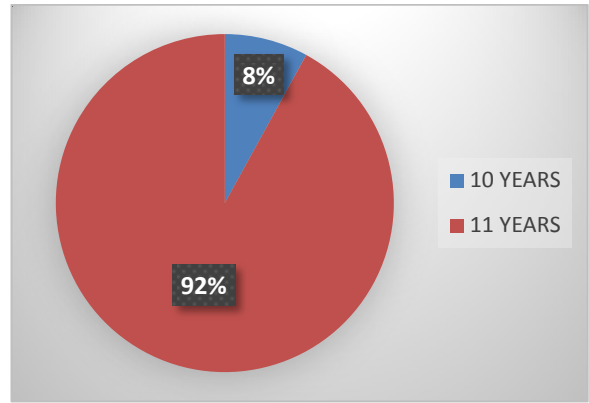


Table 3:Years of studying English

Figure 3: Years of studying English

The results above showed that the majority of the students (92%) demonstrated eleven years whereas, three students (8%) responded that ten years .The results obtained can be justified by the fact that the students show a high interest in studying English .

Q4: Was studying English at the university your first choice?

OPTIONS	N	%
YES	28	74%
NO	10	26%
TOTAL	38	100%

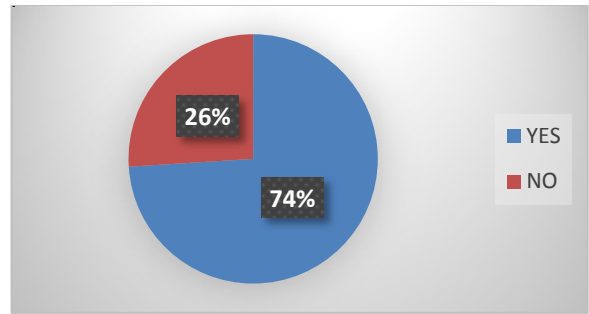


Table4 : The choice of Studying English at the university

Figure4 : The choice of Studying English at the university

As seen from the table above,the majority students (74%) ticked the option yes and the rest of ten students (26%) chose the option yes. The result that can be obtained that they like to study English as a foreign language .

Q5: which skills has your English study focused on ? (You can tick more than one box).

SKILLS	N	%
LISTENING	1	31%
SPEAKING	2	27%
READING	3	24%
WRITING	4	18%
TOTAL	38	100%

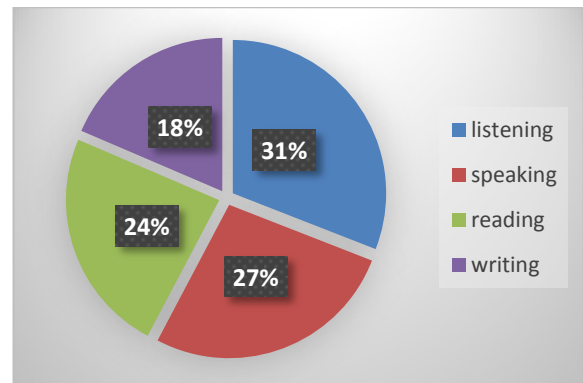


Table5 :English study focused on skills

Figure5: English study focused on skills

A large number of students state that they develop mostly the listening ((31%) skill by using technology, and automatically they develop the speaking(27%) skill with it, and after, comes reading(24%) skills, and finally, writing skill(18%).

Q6: At which level you were introduced to the culture of the English language

OPTIONS	N	%
MIDDLE SCHOOL	10	26%
SECONDARY SCHOOL	14	37%
UNIVERSITY LEVEL	14	37%
TOTAL	38	100%

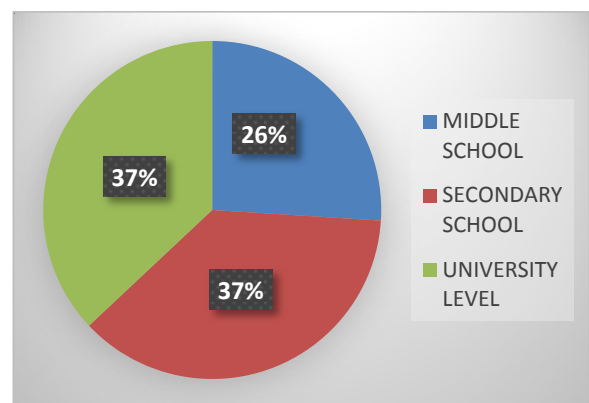


Table6 : Introducing the level to the culture of the English language

Figure6: Introducing the level to the culture of the English language

The findings in the table above revealed that ten students (26%) declared middle school and fourteen of them responded that is percentage of (37%) responded secondary school and the rest of students (37%) declared university level. The result can be obtained that culture exists more in secondary school and university level.

Q7: Do you communicate effectively in English? If no, cite the reasons why.

OPTIONS	N	%
YES	24	63%
NO	14	37%
TOTAL	38	100%

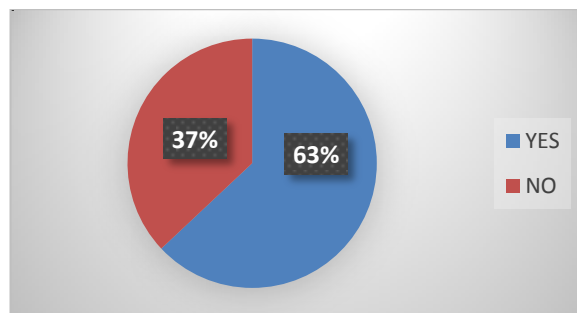


Table 7: The effective communication in English

Figure 7: The effective communication in English

From the table above, it can be seen that the majority of students (63%) chose the option yes .and the rest of fourteen students (37%) responded by ticking the option no. This result can be interpreted by the fact that those students who ticked the option no, they lack cultural knowledge of other cultures.

Part two : Language Teaching and Culture

Q1:Do you think that teaching culture is as important as teaching English as a foreign language ?

Options	N	%
Yes	32	85%
No	06	15 %
Total	38	100%

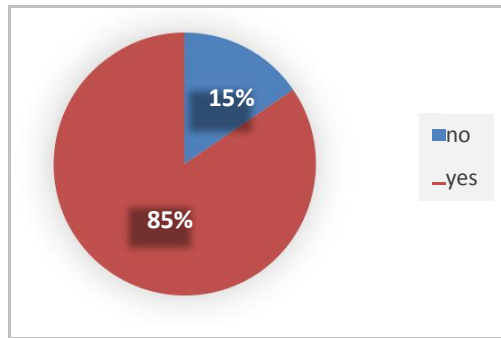


Table 8: The importance of teaching culture

Figure8: The importance of teaching culture

Most of students stated that teaching culture is very important i.e thirty- two students (84%) ticked the option Yes; the rest of six students (16%) chose the option No. In general, most students who answered yes and justified their answers that teaching depends on culture and vice versa. So, both are interrelated.

Q2: Are you motivated to study the English culture? if yes explain why ?

options	N	%
Yes	7	18%
No	31	82%
Total	38	100%

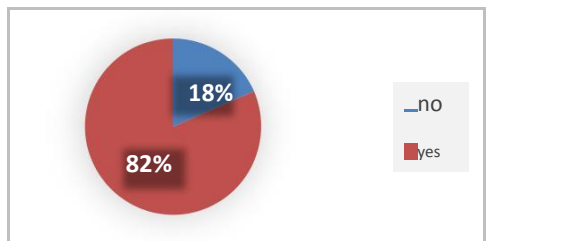


Table9: Motivation studying EFL culture.

Figure9: Motivation studying EFL culture.

The results showed that seven students (18%) answered No, and thirty-one students (82%) stated Yes. The results obtained can be justified by the fact that teaching culture is very important to know about others cultures and to enrich their vocabularies.

Q3: According to you, why most EFL students lack knowledge and competence in English Culture?

This question shows to us that the majority of students have the same points of view that the lack of teaching culture in EFL classroom i.e. no existence of culture as a module in the universities curriculum (no interest) and they focus them on other modules.

Q4: According to you, does learning the English culture improves students' linguistics accuracy?

Options	N	%
Yes	38	100%
No	0	0%
Total	38	100%

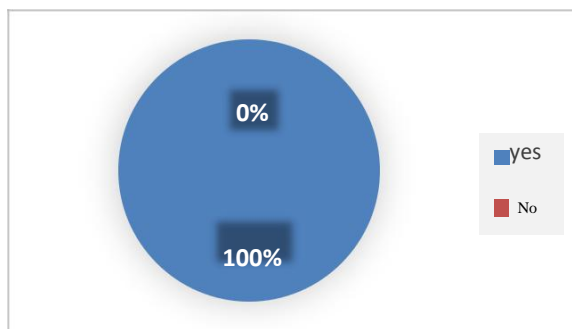


Table10: Learning EFL culture improves

Figure10: Learning EFL culture improves students' accuracy

In the data above, all students (100%) confirmed that learning the English culture enhances their linguistics competencies.

Q5 : How do you consider your level in using English culture ?

Options	N	%
AVERAGE	25	66%
GOOD	10	26%
POOR	02	5%
Excellent	01	03%
TOTAL	38	100%

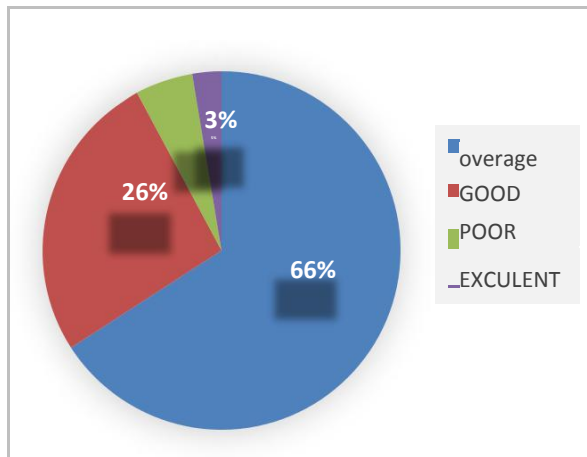


Table11: level in using English culture **Figure11:** level in using English culture

The data in the above table and figure showed how students evaluate their level in using English culture. Accordingly, twenty- five students (66%) chose the option average, and ten- students (26%) stated their level as good, and two (05%) of them ticked poor. The rest; however, (03%) chose rated their level excellent.

Q6 : Have you ever attempted to communicate with native speakers ?

Options	N	%
Yes	23	61%
No	15	39%
Total	38	100%

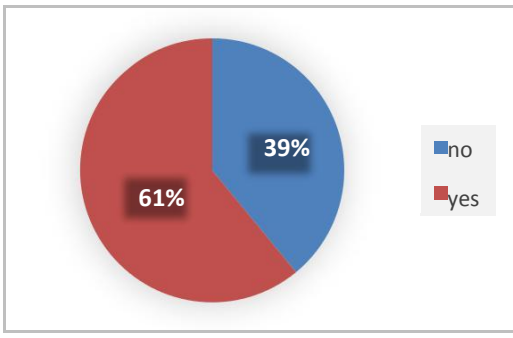


Table12: Communication with native speakers **Figure12:** Communication with native speakers

The results from the above table and figure showed that twenty- three of the total students (61%) ticked no, and the rest of fifteen students (39%) opted for yes option These results imply that students who said no that they have not ever attempted to communicate with native speakers i.e this is it may be they did not have cultural vocabulary of native speakers that’s why they fear to face them

Q7: Have you ever discussed topics related to English culture with your teacher in class?

Options	N	%
Yes	34	90%
No	04	11%
Total	38	100%

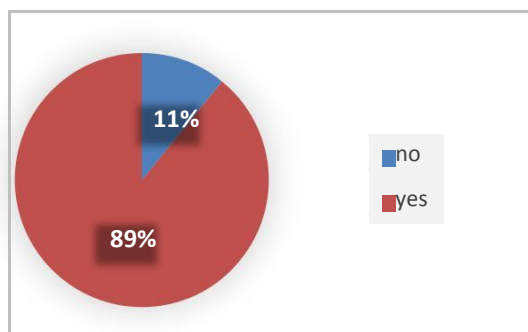


Table13: Discussion of English culture topics
In class

Figure13: Discussion of English culture
topics in class

The findings in the table and figure above revealed that the majority of the students (90%) have attempted to discuss topics related to the English culture, in contrast to few students (11%). This; in fact, shows that most of the students have a great interest to learn about EFL cult

Q8 : According to you, why EFL students lack knowledge of English culture ?

Options	%
Difficulty to master English language and its culture	1%
EFL students’ negative attitudes towards learning English culture	29%
Difference between students’ culture and English culture	26%
Teaching strategies used by EFL teachers	18%
Others	26%

Table 14: Reasons for EFL students' lacking knowledge of English culture

N

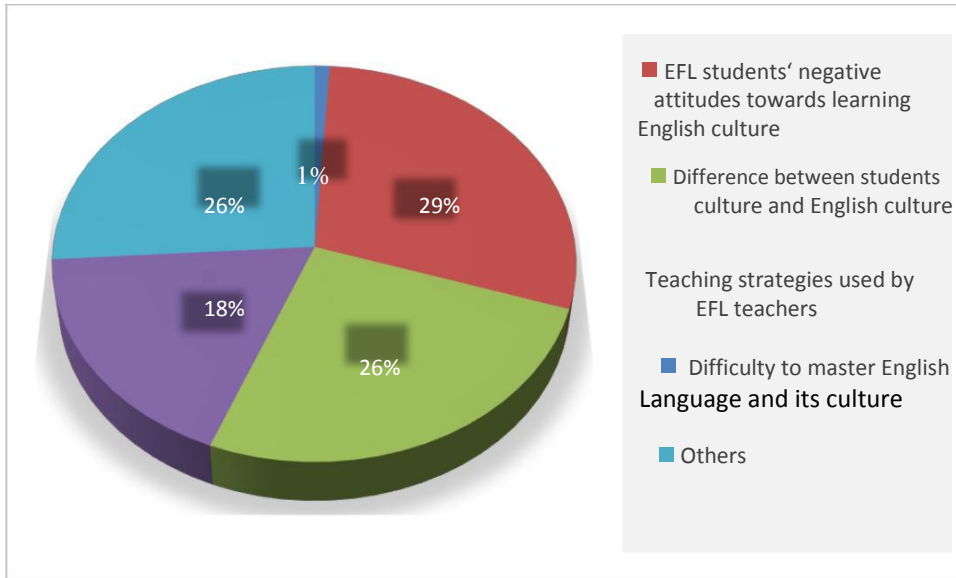


Fig14: Reasons for EFL students' lacking knowledge of English culture

The result showed that two students stated that both English language and its culture are difficult to master; eleven students (29%) stated EFL students have negative attitudes towards learning the English culture. In addition, ten of them (26%) answered there is difference between students' culture and English culture, and seven of them (18 %) said that the teaching strategies used by the teacher(s) during the session(s). The rest of the students (26%) had mixed answers. The results allow us to comprehend that students do not care about learning the English culture because it is due to the fact EFL teachers focus on other subjects rather than culture.

Section three: ICTs and the teaching of English culture.

Q1: According to you, what does the term ICT mean?

Options	N	%
Yes	25	65%
No	13	35%
Total	38	100%

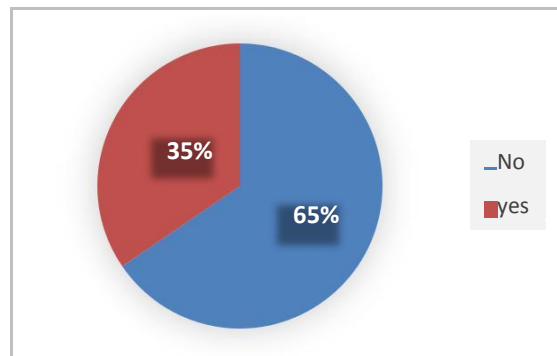


Table 15: The meaning of term ICT

Figure 15: The meaning of term ICT

The aim behind asking this question was whether they know what is meant by ICT or not. Accordingly, the findings showed that twenty-five (65%) knew its meaning, while thirteen (35%) of them demonstrated that they had no idea about it.

In view of the results above, it can be said that the majority of students knew it that ICT means Information and communication Technology but who said that they did not know this abbreviation but they have an idea that is related to technology.

Q2 : Is the use of technology inside the classroom necessary or not?

Options	N	%
Necessary	37	97%
Not necessary	01	3%
Total	38	100%

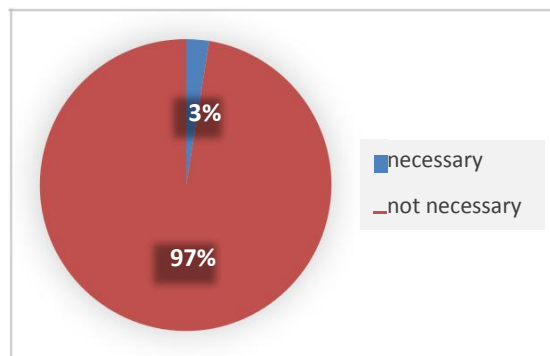


Table16: Using technology inside classroom

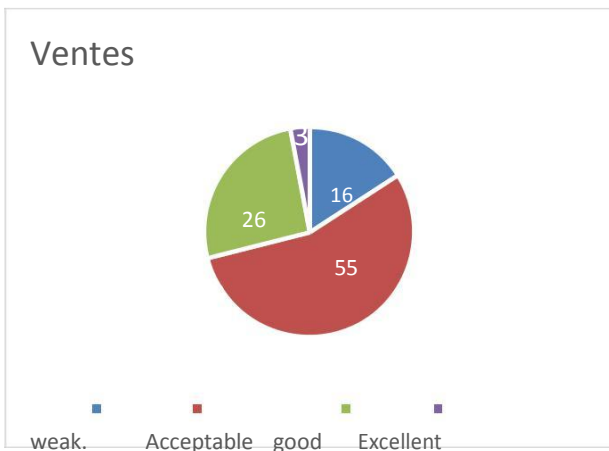
Figure16: Using technology inside classroom

The results above showed that thirty- seven students (97%) reported that it is necessary; however, one of them (3%) stated that it is not necessary. From the yielded results, it was justified that technology has a great importance by making students more interesting inside classroom.

Q3 : How do you rate your knowledge in manipulating ICT devices ?

Options	N	%
Weak	06	16%
Acceptable	21	55%
Good	10	26%
Excellent	1	03%
Total	38	100%

Table17: Students' knowledge in manipulating ICT tools



. Fig.17: Students' knowledge in manipulating ICT tools

The findings in the table above revealed that six (16%) were weak with the idea that they had not enough knowledge in manipulating ICTs. Twenty- one of them (55%) had acceptable knowledge that they were interested in using ICT. Ten of them (26%) stated their level to be good, and one of them (3%) expressed his level as excellent. The results showed that the majority of students know how to manipulate ICT devices appropriately.

Q4 : To what extent modern technology devices are present in your daily life ?

Options	N	%
Always	21	58%
Often	08	20%
Rarely	07	17%
Never	02	5%
Total	38	100%

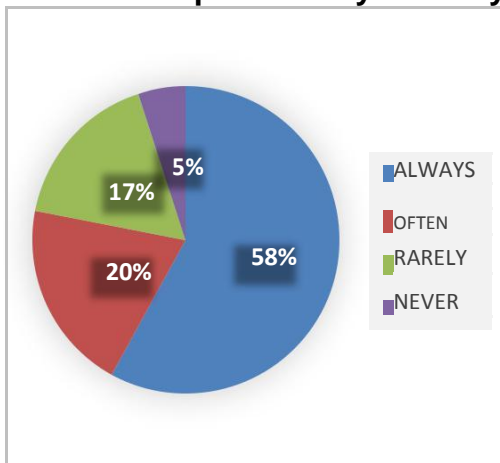


Table18: Are modern technology tools present in your daily life?

Fig18 : Are modern technology tools present in your daily life?

The findings in the table and the figure above revealed that the majority of the students, twenty-one (58%) always use technological devices. Eight of them (20%) stated they often use ICT in their daily life, and seven of them (17%) believed that they rarely use technology. However, the rest of the students (05%) stated that they never use technology in their daily life. These results reveal that technology is an important factor that helps students to ameliorate their skills in the language.

Q5: Classify the skills which technology devices help you most to develop (use1-4)

Siklls	N	Percentage
Listening	1	30%
Reading	2	26%
Speaking	3	23%
Writing	4	18%

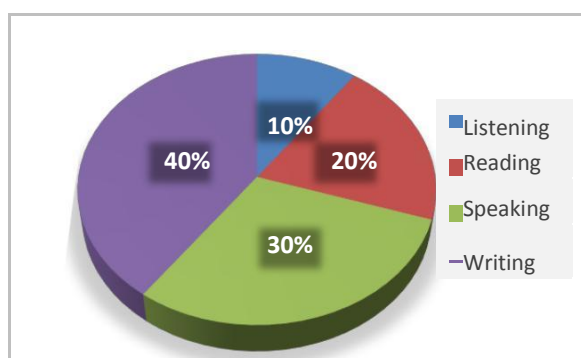


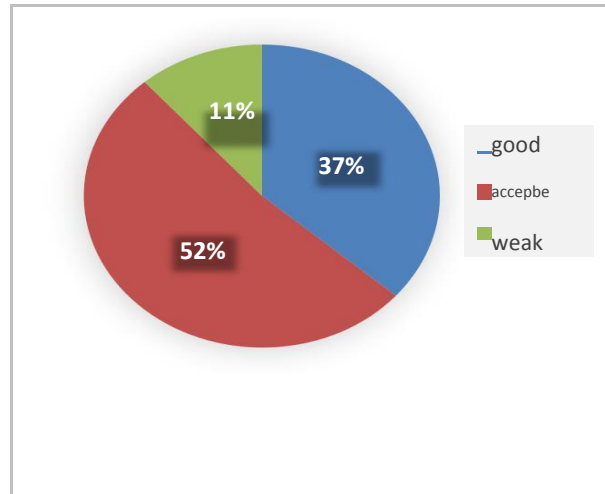
Table19: EFL skills which technology helps to develop

Fig.19;EFL skills which technology helps to develop.

The above data showed that a large number of students stated that they develop mostly the listening skill by using technology, and they automatically develop the speaking skill with it, and after, comes reading skills, and finally, writing skill.

Q6 : How do you rate your teachers ‘ proficiency in manipulating computer devices ?

Options	N	%
Good	15	37%
Accepbe	19	52%
Weak	4	11%
Total	38	100%



proficiency in manipulating computer devices Fig20: Teachers' proficiency in manipulating computer devices

As the table and the figure above illustrated, fifteen students (37%) rated their teachers' proficiency in using computer devices, whereas nineteen of them (52%) rated their teachers' proficiency as acceptable. The rest of the students (11%) believed their teachers' proficiency as weak. These results can be interpreted by the fact that teachers teach by using computer devices with appropriate way in their classes

Q7 : In your opinion, how is the teaching of English culture within the the English curriculum ?

Options	N	%
Very important	17	45%
Important	19	50%
Not important	2	5%
Total	38	100%

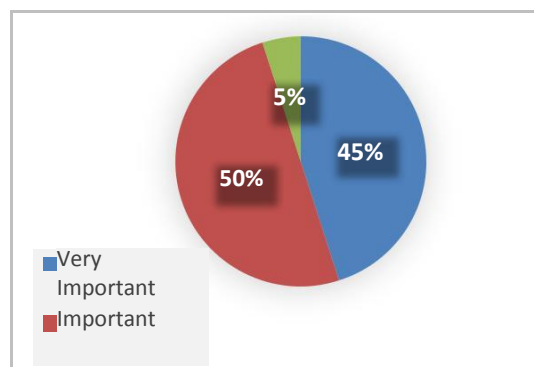


Table21: Teaching EFL culture within EFL curriculum

Fig21. : Teaching EFL culture within EFL curriculum

Responses to the above question indicated that 45% of the students believed that teaching of English culture within the English curriculum is very important, and 50% of them believed it is important. In addition, 5 % stated that is not important. This can be justified by the fact that learners find teaching culture very important in English curriculum. Accordingly, this makes them give more importance to the subject in order to improve their EFL learning so as to communicate effectively.

Q8: Is using ICT enough to to teach culture?

Options	N	%
Yes	21	55%
No	17	45%
Total	38	100%

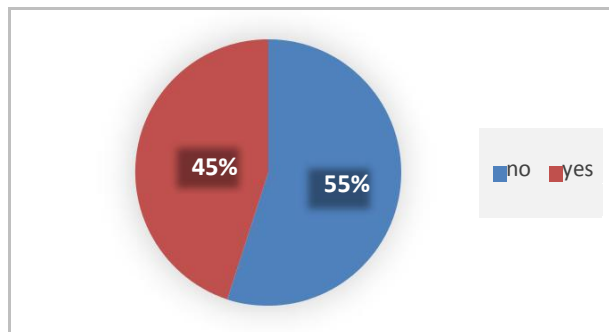


Table22: Using ICT is enough to to teach culture

Fig.22 : Using ICT is enough to to teach culture

From the data above, it is shown that 55% of the students believed that using ICT to teach culture is enough, in contrast to 45% who stated that it is not enough. Accordingly, these results illustrated that most of the students believed that Information and Communication Technology is a very important tool that should be used to teach culture, in addition to other sources like books. This; in fact, make it more satisfying.

Q9 : Have your teachers ever used media tools in teaching English culture ?

Options	N	%
Always	03	8%
Often	08	22%
Sometime	14	37%
Rarely	11	28%
Never	02	05%
Total	38	100%

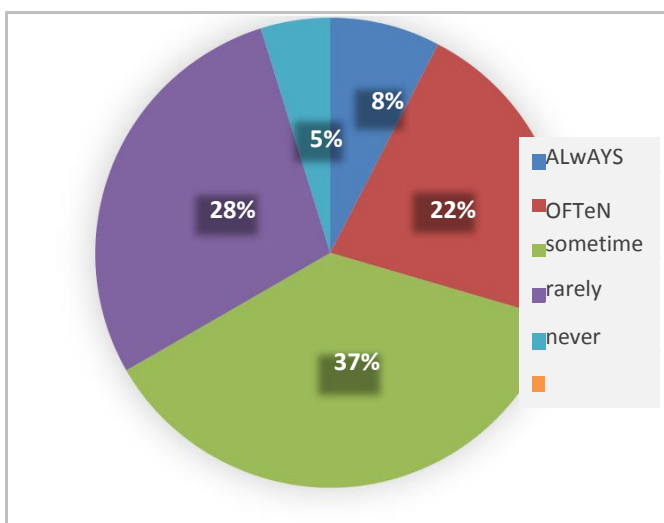


Table23: Teachers' use of media tools in teaching EFL culture

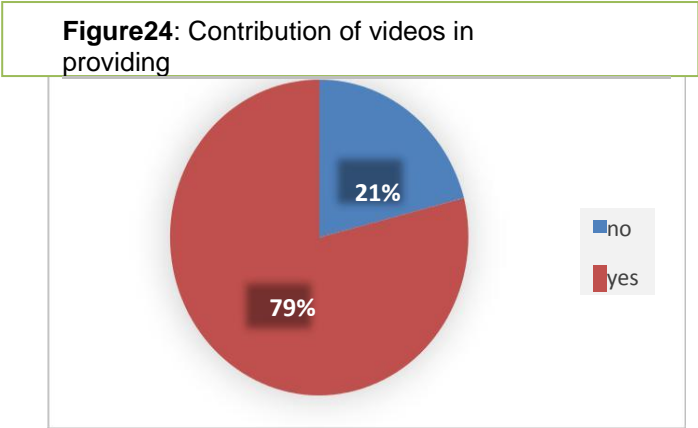
Fig23 : Teachers' use of media tools in teaching EFL culture

In response to the above question, 5 % of the students believed that their teachers never used media tools in teaching culture. 28% of them stated that their teachers rarely taught culture with media tools. Meanwhile, 37% of them asserted that their teachers sometimes used media tools in teaching culture. 22 % said their teachers often used media tools in teaching culture. The rest of the students (8%) believed that their teachers always used media tools in teaching culture. So, it can be said that teachers use ICT tools to teach culture in classes, but not always.

Q10: By watching divert videos native speakers, do you see beyond what is said to gether knowledge about their own culture?

Options	N	%
Yes	30	79%
No	08	21%
Total	38	100%

Table24: Contribution of videos in providing cultural knowledge



The findings in the table and the figure above revealed that the majority of the students (79%) believed that when watching divert videos of native speakers, this; in fact, contributes to understanding of the foreign culture. They strongly agreeable with the idea that videos are very enriching in the domain of culture teaching, and culture teacher should think seriously about using videos in their lectures to provide learners with extra information that they may not communicate themselves

Teachers’ questionnaire

The questionnaire consists of two sections, the first one is Teachers ‘use of ICTs, and the second one is ICTs and the teaching of English culture to gather the greatest number of information from teachers. The teachers sample consists of 2 teachers all from the University of Setif.

Section one:

1- Age: 25-30 30-35 35-40 40-45 45-50

OPTIONS	N	%
25-30	1	50%
30-35	1	50%
35-40	0	00%
45-50	0	00%
TOTAL	2	100%

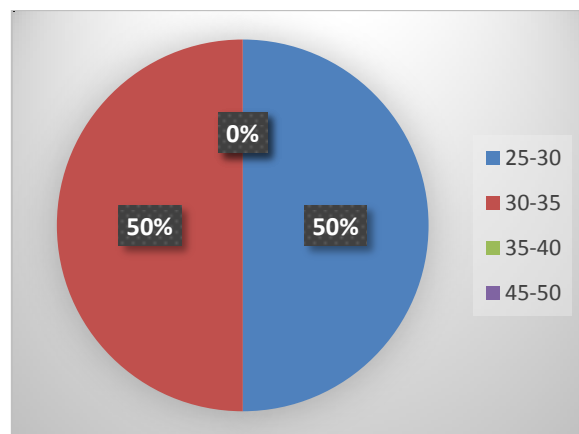


Table25 : Teacher' age

Figure25 : Teacher' age

The table above shows that our sample consists of two teachers because there are just two teachers who teach culture module . This diversity of age is widely observed in age of teachers. We have one teacher (50%) of the subjects who is between 35-40 years old and more. He is the oldest participant in the sample. Another teacher(50%) of our subject is between 25-30 years old.

2- Sex: MALE FEMALE

OPTIONS	N	%
MALE	0	00%
FEMALE	2	50%
TOTAL	2	100%

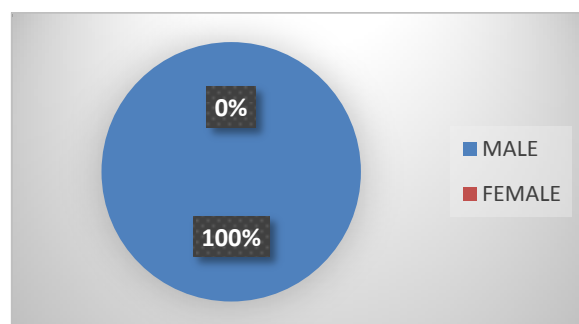


Table26 : Teacher' gender

Figure26 : Teacher' gender

From the table above we notice that both teachers are male subjects (100%). This can be explained by the idea that there are two teachers are more interested in teaching culture module than females.

Q3: How long have been teaching English?

OPTIONS	N	%
9 YEARS	1	50%
8 YEARS	1	50%
TOTAL	2	100%

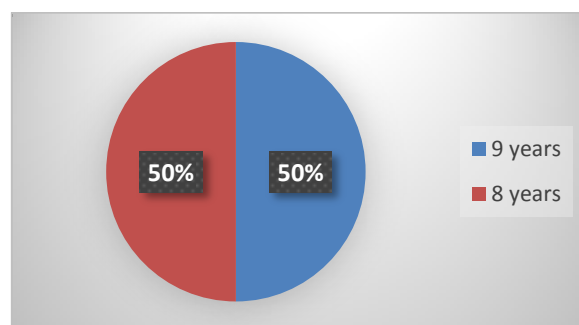


Table27 : The period to teaching culture

Figure27 : The period to teaching culture

As the table illustrates that one teacher (50%) said that ninth years and another teacher (50%) stated eighth years. The result can be obtained that those teachers have more experience in teaching English as a foreign language.

Q4: Have you attended any ICT training courses ?

OPTIONS	N	%
YES	1	100%
NO	0	00%
TOTAL	2	100%

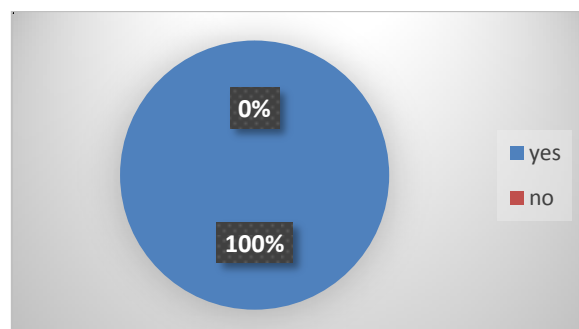


Table28 : Attendance of ICT training courses

Figure28 : Attendance of ICT training courses

In response to the fourth question, both teachers (100%) chose the option yes. So, it can be said that they are more interested in ICT in their lessons to attract their students .

Q5: Which level do you teach ?

License degree Master degree Doctorate degree

OPTIONS	N	%
LICENCE DEGREE	0	0%
MASTER DEGREE	2	100%
DOCTORATE DEGREE	0	00%
TOTAL	2	100%

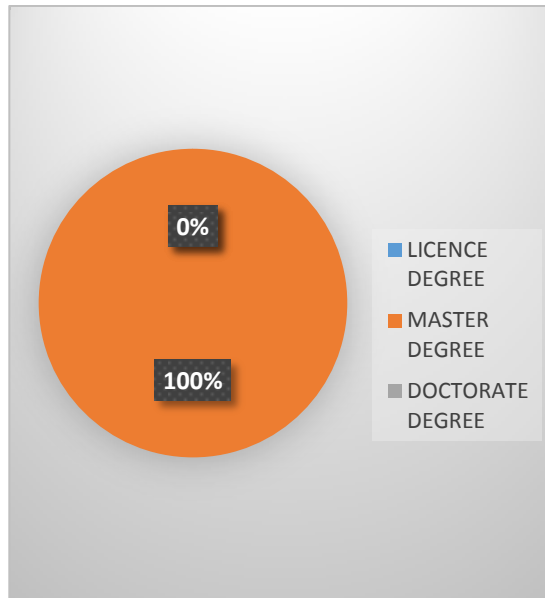


Table29 : The level which teaches by the teacher

Figure30 : The level which teaches by the teacher

As seen from the table above, both teachers (100%) repoding that they tought master degree. The result can be both teach master degree because they are more interesting to teach culture module.

Section one: Teachers ,use of ICTs:

1.How would your rate your confidence level in items of the computer skills or applications ?

Please tick one box only that indicates the appropriate choice in each row

1 Basics of operating PC (using keyboard, mouse ... etc.)

Options	N	percentage
Very unconfident	02	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	00	00%
Total	02	100%

Table31, Basics of operating PC.

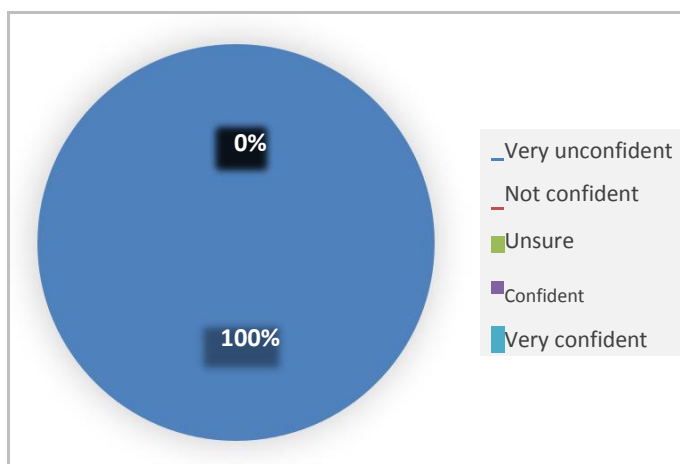


Fig31: Basics of operating PC.

In response to statement (1), Both teachers (100%) chose the option very unconfident. These results illustrate that both teachers use personal computers in their teaching, so teacher use these aids make it the more satisfying and the richer with information possible.

2 Managing files (delete, move to ... etc)

Options	N	Percentage
Very unconfident	00	00%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	00	100%
Total	02	100%

Table32 : Managing files.

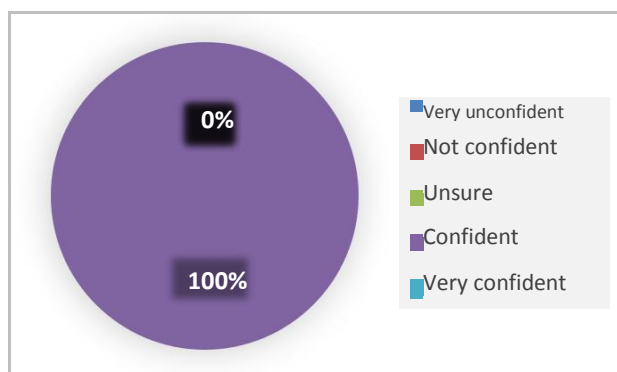


Fig.32 : Managing files.

In response to statement (2), Both teachers (100%) were very confident. This result shows that both teachers know how to use these files by deleting and moving to.

3 Using word processor (such as word program)

Options	N	Percentage
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	01	50%
Very confident	01	50%
Total	02	100%

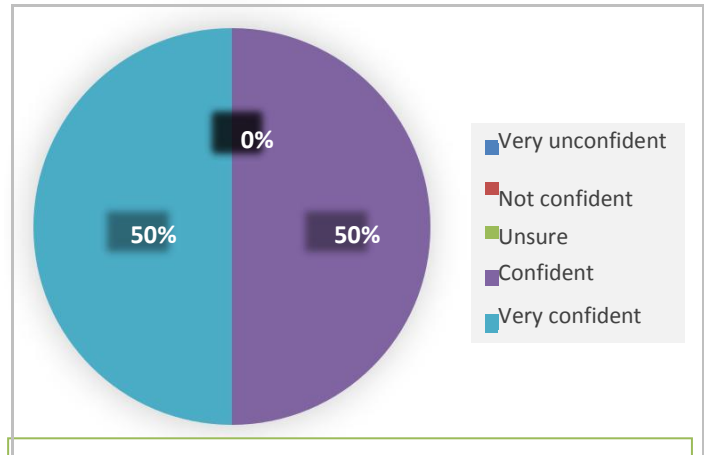


Table33 : Using word processor.

Fig33.: Using word processor.

As it can be noticed from the table and the figure above, one teacher stated that he was confident, (50%) and the other teacher (50%) believed that he was very confident. These results show that both teacher used them and they are more interesting in using this program.

4. Use spreadsheet processor (such as excel program)

Options	N	percentage
Very unconfident	00	00%
Not confident	00	00%
Unsure	00	00%
Confident	02	100%
Very confident	00	00%
Total	02	100%

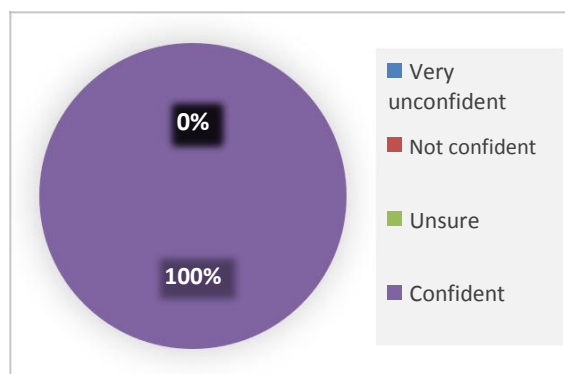


Table 34: Use spreadsheet processor.

Fig34.: Use spreadsheet processor

In response to statement (4), two teachers (100%) ticked the same option confident. This result can be showed that teachers enable in using this program and they provides many sources of information and data that are easily accessible; it makes the learning atmosphere more vital and relaxing; and both time and efforts are gained.

5 Creating or Using data base processor (such as accessing programs

options	N	%
Very unconfident	00	00%
Not confident	00	00%
Unsure	01	50%
Confident	01	50%
Very confident	00	00%
Total	02	100%

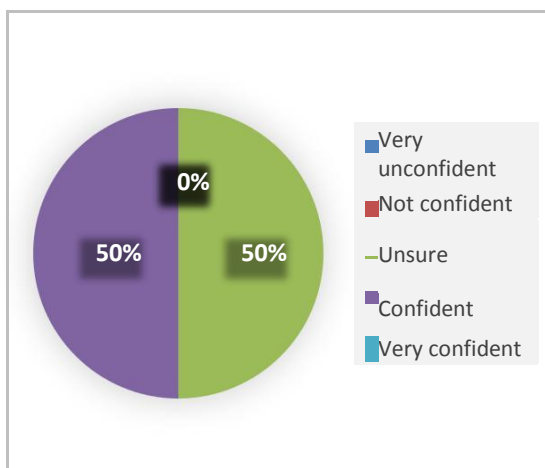


Table35 : Creating or Using data base processor.

Fig.35: Creating or Using data base processor.

We gather a data which show us that 100% One teacher (50%) answered by chosing the option unsure and another one (50%) ticked the option confident. Teacher responded by this because they used it to create something new and know how to organize the information.

6. Combining files from different resources (sound or video files) to create presentations.

options	N	Percentage
Very unconfident	00	00%
Not confident	00	00%
Unsure	01	50%
Confident	01	50%
Very confident	00	00%
total	02	100%

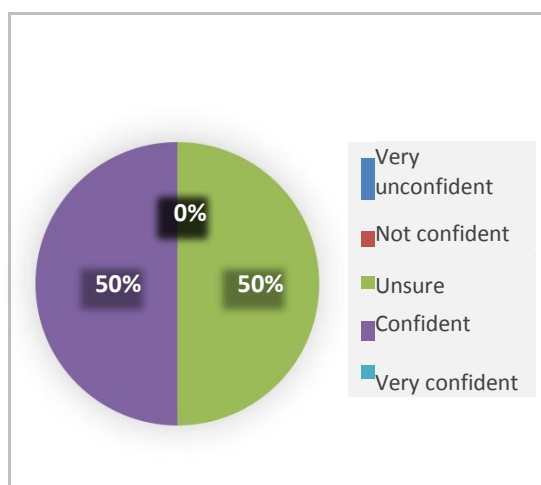


Table36: Combining files from different resources to create presentations

Fig36. : Combining files from different resources

What can be said from the results shown above was that one teacher (50%) responded by choosing the option unsure and another teacher answered by very confident , From the yielded results, it was concluded that they responded this way because they considered technology as important aid in their works and it is so clear that they use video files in their presentations by using data-show and they know when they use them by choosing the suitable videos to their lessons.

7 Producing learning software

Options	N	percentage
Very unconfident	00	00%
Not confident	01	50%
Unsure	01	50%
Confident	00	00%
Very confident	00	00%
Total	02	100%

Table37: Producing learning software

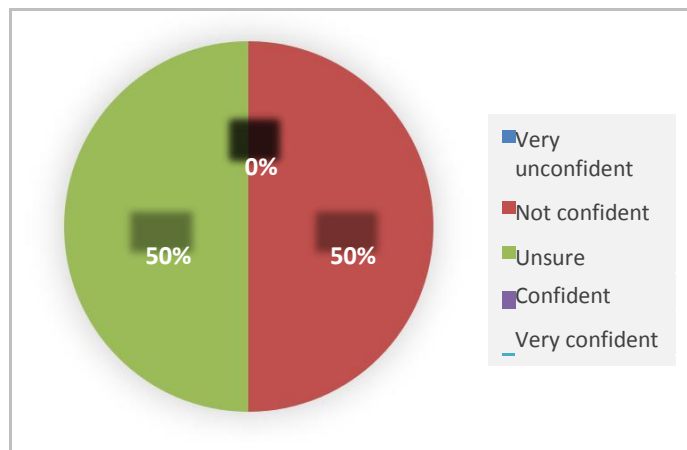


Fig.37: Producing learning software

One teacher (50%) answered by ticking the box not confident and another teacher (50%) ticked unsure. This result can be showed that they don't get good result in producing learning software to raise student learning outcome.

8 Using PowerPoint software

Options	N	Percentage
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	01	50%
Very confident	01	50%
Total	02	100%

Table38 : Using PowerPoint software

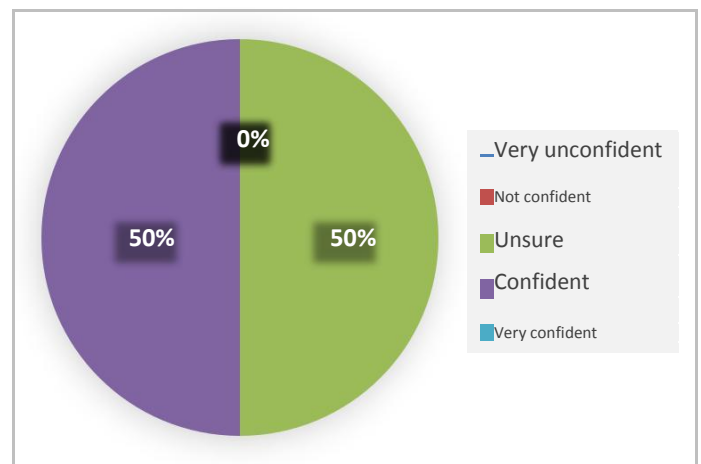


Figure38 : Using PowerPoint software

One teacher responded by ticking the option confident and another one chose the option very confident. The results allow us to comprehend that they use it to produce a professional-looking presentation and they see it to be easy to use and learn and make students more interesting and enjoyable in the classroom.

9 Searching for saved data on hard disk or compact disk

options	N	percentage
Very unconfident	00	100%
Not confident	0000%	
Unsure	00	00%
Confident	0000%	
Very confident	02	100%
Total	02	100%

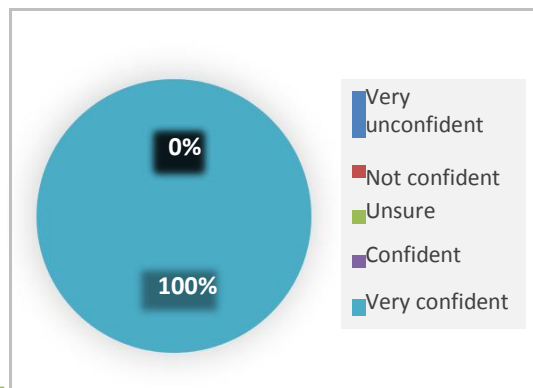


Table39 : Searching for saved data on hard disk,

Fig.39 : Searching for saved data on hard disk, or compact

From the above table, it can be seen that the teachers together (100%) answered by choosing the option very confident. So it can be said that they use the internet to search new data and save them on hard disk or compact disk.

10 Using data show basis on PC as projection tool

Options	N	Percentage
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
Total	02	100%

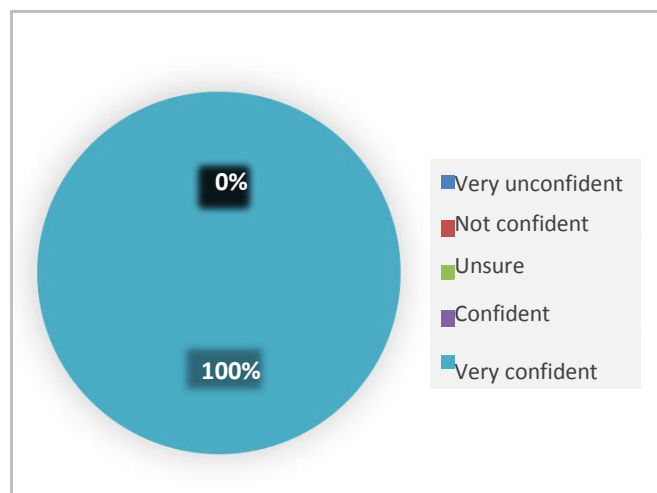


Table40 : Using data show as projection tool

Fig. 40: Using data show as projection tool

As the table illustrates both teachers (100%) answered that it very confident. the result itself demonstrated that they use data-show during presentation for their lessons to organize their works of course by using personal computer.

11 Using different designing programs (Photoshop, Flash)

Options	N	Percentage
Very unconfident	00	00%
Not confident	00	00%
Unsure	01	50%
Confident	01	50%
Very confident	00	00%
Total	02	100%

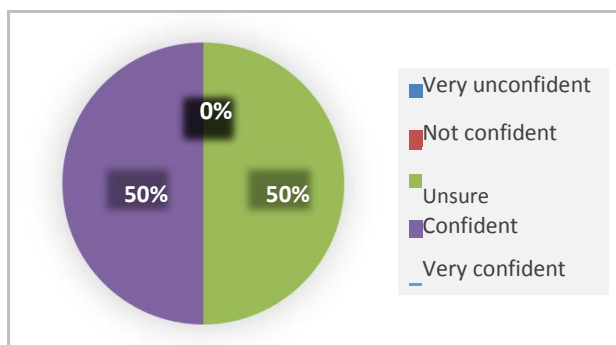


Table41: Using different designing programs.

Fig.41:Using different designing programs.

As it can be noticed from the above table, one teacher (50%) responded it is unsure and another one (50%) ticked the option confident. In response to the same statement, there are different designing programs used by the teachers to help his to present their lessons.

12 Deleting or editing pictures, animations or movies

Options	N	Percentage
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
Total	02	100%

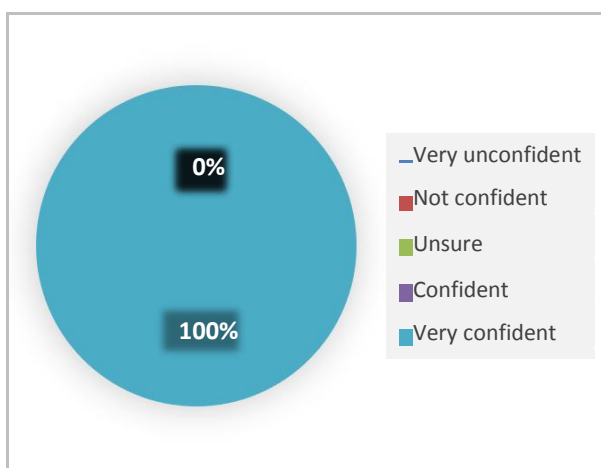


Table42: Deleting, or editing pictures, animations, or movies

Fig.42: Deleting or editing pictures, animations, or movies

we gather a data which shown us that 100% of teachers stated that it is very confident.

These results illustrate both of them know when they deleting or editing pictures, animation or movies when they are necessary in their works.

13 Using digital camera

options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
Total	02	100%

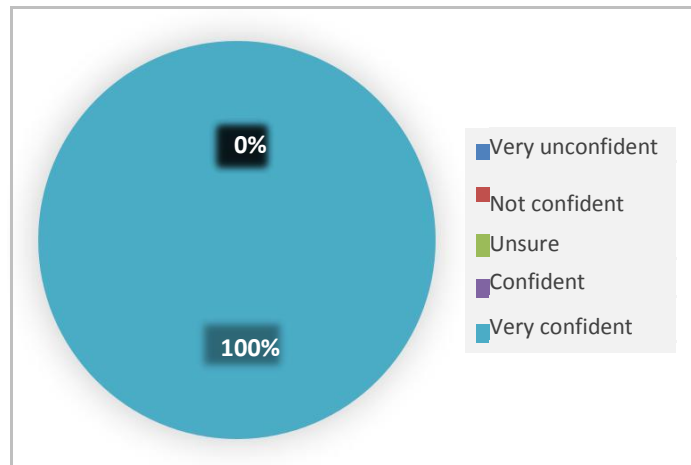


Table 43: Using digital camera

Fig.43: Using digital camera

As seen in the figure above, Both teacher (100%) responded by choosing the option very confident .the result showed that the teacher know how to use it through when they store and delete images and also they know how recording moving videos with sounds.

14 Internet browsing

options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
total	02	100%

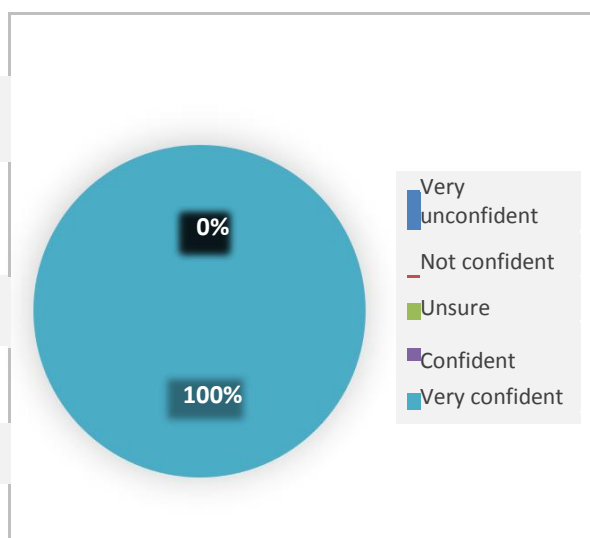


Table 44: Internet browsing

Fig.44 : Internet browsing

Two teachers (100%) answered by ticking the option very confident i.e that they are confident by themselves by know how to use the internet by good way in searching information to their presentation.

15- Searching for information on the Internet

Options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
Total	02	100%

Table45 : Searching the Internet

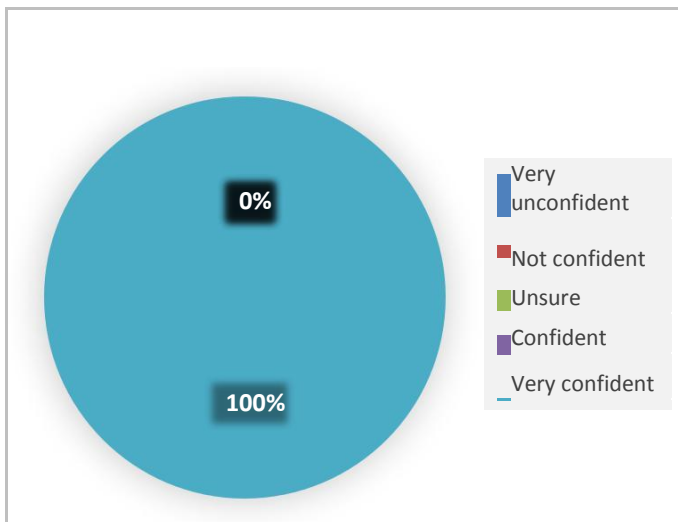


Fig.45 : Searching the Internet

The result means that both teachers (100%) chose the option very confident this refers to that they use the internet to search information effectively about their topics to their presentation by choosing the suitable information to their lessons.

16- Downloading files from the Internet

Options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
total	02	100%

Table 33: Downloading files from the Internet

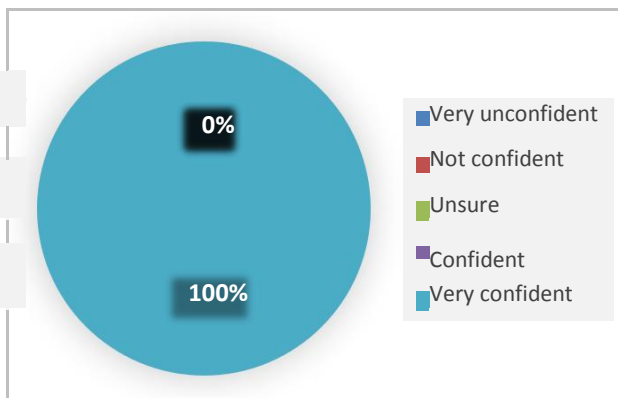


Fig.33 : Downloading files from the Internet

The results above showed that two teachers(100%)stated it is very confident because they use the internet to download files such as videos which are related to their lessons .

17- Using Email (reading and sending mails)

options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
total	02	100%

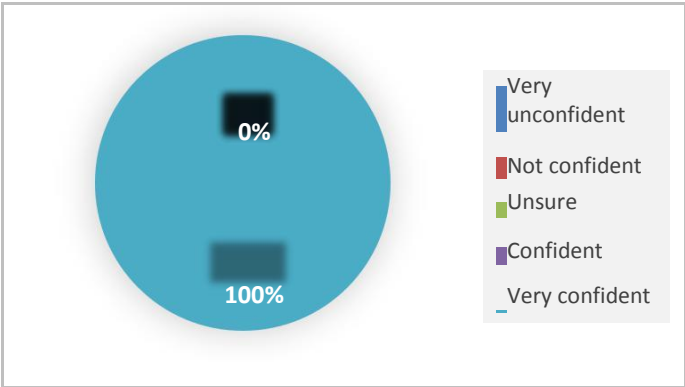


Table 34: Using Emails

Figure 34: Using Emails

The findings in the table above revealed that both teachers (100%) ticked the option very confident. The result can be obtained that the teachers use E-mail to exchange information between their students or between teachers because E-mail is an appropriate system for using computer to send messages over the internet.

18- Using chat rooms and forums (Facebook, Twitter)

options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	00	00%
Confident	00	00%
Very confident	02	100%
Total	02	100%

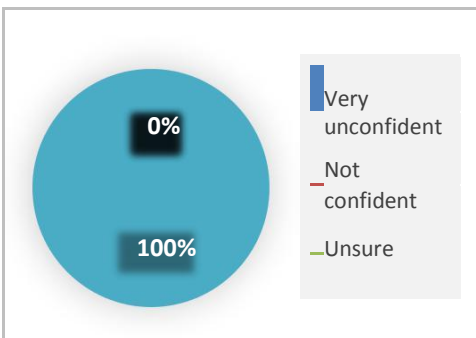


Table 35: Using chat rooms and forums

Fig35. : Using chat rooms and forums

The responses on statement (18) revealed that both teachers 100%) responded by ticking the box very confident In response to the same statement, teachers use different systems like Facebook , Twitter to exchange information by sending messages between them.

19- Publishing a personal blog

options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	02	100%
Confident	00	00%
Very confident	00	00%
total	02	100%

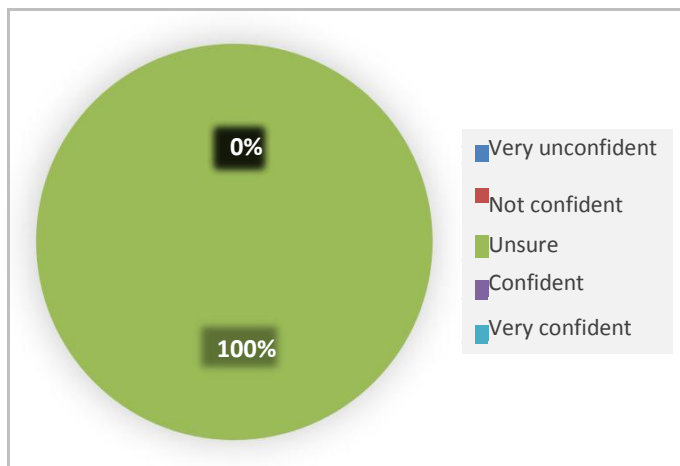


Table36 : Publishing a personal blog

Fig36. : Publishing a personal blog

According the table above, both teachers 100% answered that it is unsure. The result can be obtained that they have more interesting about publishing a personal plog.

20- Designing a web page or a personal site

options	N	%
Very unconfident	00	100%
Not confident	00	00%
Unsure	02	100%
Confident	00	00%
Very confident	00	00%
total	02	100%

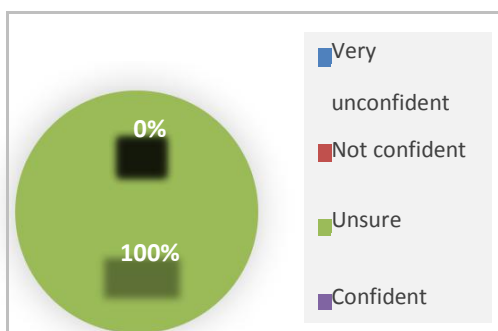


Table37 : Designing web pages personal sites

Figure37 : Designing web pages, or personal sites

From the above table, it can be seen that the teacher together chose the option unsure. In response to the same statement, technology is good way for the teachers to design a web page or personal site to collect data.

Q2 :How do you describe your level in using ICT in comparison with your associates at university ?

Very low

very high

01	02	03	04	05
----	----	----	----	----

In response to the second question, one teacher chosed the number 3 i.e very high and another teacher ticked number 4 this is also very high .So it can be said that those teachers use ICT with high confident because they used in their teaching and they considered technology is very important in teaching.

Q3 : Do you consider ICT as fundamental tool in teaching ?

Options	N	%
Yes	02	100%
No	00	00%
Total	02	100%

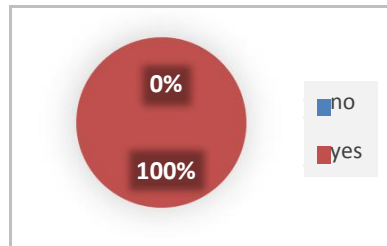


Table38: ICT as fundamental tool in teaching.

Figure38 : ICT as fundamental tool in teaching

Both teachers (100%) ticked yes in which they consider ICT as a fundamental module. This result shows that most teachers are aware about the importance that technology is taking in the education field and they justified their answer with the idea that ICTs have all the positive aspects such as save time in the classroom.

Q4 :Have ever used ICT tools for your teaching activities in class ?

options	N	%
Yes	02	100%
No	00	00%
Total	02	100%

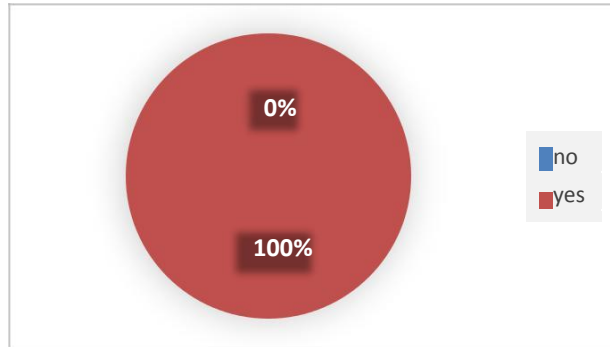


Table39: Using ICT tools in as teaching activities in class **Figure39:** Use of ICT tools for teaching activities in class in class

Both teachers (100%) declared yes, the result showed that technology is very helpful is motivating for students it makes the learning atmosphere more vital and relaxing; and both time and efforts are gained.in addition, they justified their answers the PC and the things related to it as USB reader, CD, and DVDs and sometime data-show.

Q5:In your opinion, are students motivated to learn via technology?

options	N	%
Yes	02	100%
No	00	00%
Total	02	100%

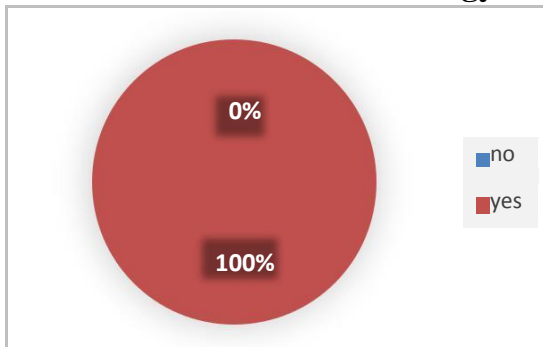


Table40: Motivating students' learning via technology **Fig.40 :** Motivating students' learning via technology

In response to the fifth question, All teachers responded by yes, they responded this way because they considered the tight relationship between today's students and technology, they see technology as learning motivator, atmosphere relaxer, and as a friend to learners.

Q6: What are your favorite ICT tools for teaching?

Responses on the question (6) indicated that a considerable percentage of one teacher, this 1 (50%) who stated that his favorite ICT tools are data-show, computer, electronic books for teaching. While, one teacher (50%) declared that his favorite ICT tools are PC and data. This can be justified by the fact that both teachers are more interesting to use ICT for teaching. And ICT enliven the classroom as they create a real-like environment which enables students to be immersed in the learning process and become active learners. ICT grasps the students' attention and keep them focused.

Section three: ICT's and the teaching of english culture.

Q7: Is teaching culture as important as English as a foreign language? IF yes explain

options	N	%
Yes	02	100%
No	00	00%
Total	02	100%

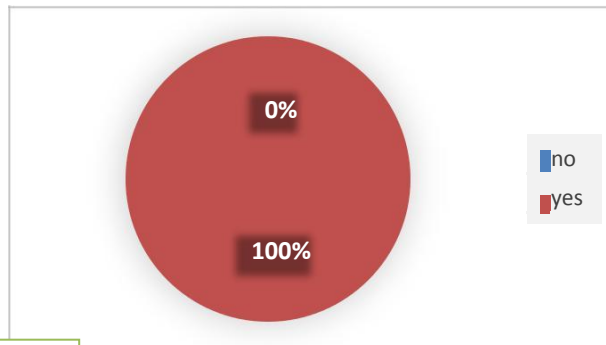


Table41: Teaching culture as important as EFL

Figure 41: Teaching culture as important as EFL

All teachers (100%) responded by yes, they responded this way because they couldn't separate them in any way. Moreover, there is no EFL without its culture.

Q8: According to you, does learning the English culture help students to master EFL skill?

If yes explain why?

Yes	02	100%
No	00	00%
Total	02	100%

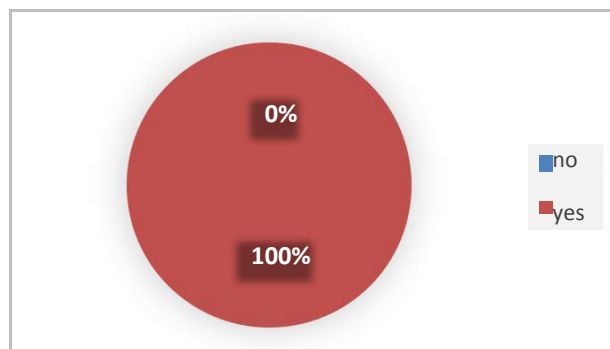


Table42: Learning EFL culture helps students to master EFL skill

Fig.42 : Learning EFL culture helps students to master EFL skill

Both teachers (100%) ticked yes with the idea that English culture is very impotent for students to master EFL skills. The result can be justified that culture is the context of language and it helps students to understand how language is used in different context.

Q9: How do rate your students 'knowledge of the English culture?

options	N	%
EXCELENT	00	00%
GOOD	00	00%
AVERAGE	02	100%
POOR	00	00%
TOTAL	02	100%

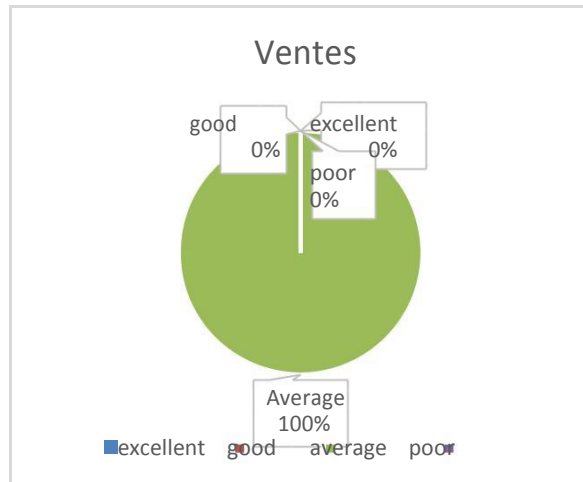


Table43: Students 'knowledge of EFL culture.

Fig.43: Students 'knowledge of EFL culture

The results above showed that both teachers (100%) chose the option average with the idea that their students' knowledge of English culture. The results obtained can be justified By the fact the teachers focus on more other modules rather than English culture that' s why they are average

Q10: In your opinion, how is the teaching of English culture within the English curriculum?

options	N	%
VERY IMPORTANT	01	50%
IMPORTANT	01	50%
NOT IMPORTANT	00	00%
Total	02	100%

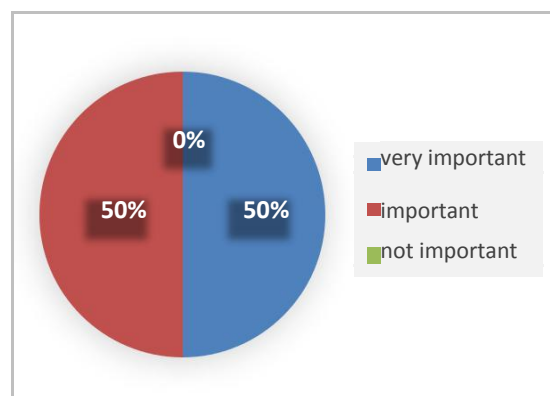


Table44: Teaching EFL culture within the curriculum

Fig44. : Teaching EFL culture within the curriculum

What can be said from the results shown above was that one teacher (50%) ticked important. In regard to the same question one teacher (50%) chose option very important. And no one ticked the option not important.

From the yielded results, it was concluded that teaching culture is very important in English curriculum because it helps students to enrich vocabulary.

Q11: Have you ever introduced ICT tools to teach culture? Explain why?

options	N	%
Yes	02	100%
No	00	00%
Total	02	100%

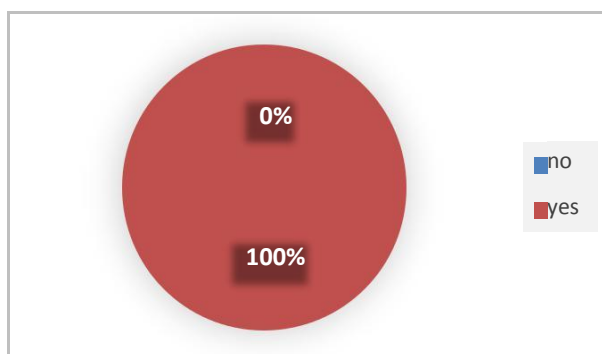


Table45: Introducing ICT tools to teach culture

Fig45. : Introducing ICT tools to teach culture

In response to the eleventh question, both teacher (100%) chose the option yes with the idea that teachers use ICT to teach culture by using different tools. In view of these results, it can be justified that teachers need it in their teaching of the target culture.

Q12: According to you, which ICT tools are effective in teaching culture ?

Options	N	%
Powerpoint	01	50%
Audio file	01	50%
Youtube video	00	00%

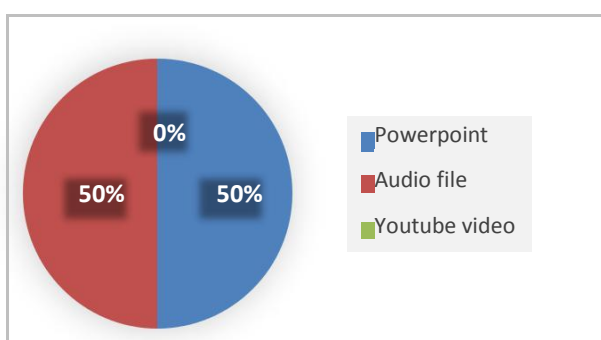


Table46: The effectiveness of ICT tools in teaching teaching culture

Fig.46 : The effectiveness of ICT tools in culture

By asking this question, we gather a data which shown us that 50% one teacher suggested lectures in which teacher use PowerPoint, Audio file and YouTube video 50% of one teacher that he preferred to use Audio file in his lectures.

These results illustrate that every teacher likes to use a suitable tool in his lessons, so teacher should be enough careful and wise to use these tools and make it the more satisfying and the richer with information possible.

Q13: What suggestion do you recommend for better integration of ICT's in teaching Culture in the English syllabi ?

Through this question, we concluded that ICT-based lessons to be tangible every day Success in the local teaching environment, unlimited access to internet service inside. The classroom should be the norm. computers and overhead-projectors should be Amongst the basic facilitates that each classroom is permanently equipped with, the result was that one teacher 50% replied that ICT's are very important in teaching culture, while, another teacher 50% answered that it is never teach culture without ICT's.

2.2. Classroom observation:

Classroom observation is a systematic method that aims at measuring teaching in classroom from direct observation. Griffie (2012) defined it as 'the systematic, intentional and principled looking, recording and analysis of the results of our observation for the purpose of the research' (p. 178). Equally, O'Leary (2014) argued that '...classroom observation is used as an instrument for observing and assessing classroom teaching and learning' (p. 49).

2.2.1. Description of classroom observation:

The researcher conducted the classroom observation that started on January, 2018 with two groups of master one which are specialized in Linguistics at Mohamed Debbeghine s' university in Setif . The attendance was in only one learning situation which was the classroom by one teacher. The observation took eight sessions,. Moreover, both groups of master one held together 38 students; 18 for the first group and 20 for the second one. In addition, what has caught the researcher's attention is that students in the two groups of master one at university of Setif were mostly female students with a very few number of them were male students.

2.2.2. Aims of classroom observation:

The aim behind attending two groups was to observe the effective of integrated ICT in these groups, focusing more on teaching culture and the best tools which use in the classroom. Besides to the teacher's role to help the students to be involved in the classroom through different strategies and techniques he adopted.

2.2.3. Observation scheme:

To get further data regarding the effective use of ICT in EFL classes and to have an idea about the materials which use by the teacher that make students more interesting and enjoyable in the EFL classroom. It was important to attend certain sessions to observe them. Classroom observation process was supported by observation checklist that is appeared below. It is defined as “a form with predetermined or closed category, usually listed down one side of the page and space is given to remark the presence and the absence of the predetermined item” (Griffie, 2012, p. 180).

It consisted of five items, which are class structure, methods employed by the teacher, the teacher-pupil interaction, lesson presentation, and content knowledge and relevance. In each of the previously mentioned items, the researcher tried to cover some issues related to each one of them. In below the observation checklist is appeared.

2.2.4. Collecting data:

The observation was informing the teacher in advance in order to avoid any kind of preparation and thus, to get more valid data .During the researcher's attendance, he sat in the last corner in the classroom for the sake of monitoring all what was happening during the session. It was conducted without any kind of audio recording or using camera. It was supported by observation checklist. The items that were observed are listed below:

- **Class structure**
 - During the sessions that were attended, the teacher seemed happy; he greeted his students when he came in class.
 - Before starting the lesson there were no noise. The teacher started the session by first reviewing the previous day's course content and before moving to new lesson, he made sure that the last session was understood for his students. Therefore, he targeted questions to his students. The teacher started the new lesson relying by using ICT then he asked questions and waited a sufficient time for students to provide answers.

- **Methods:**

The teacher used well- designed materials such as data show, videos, and so on during the session, the teacher asked his students to listen to some videos about culture then take notes through employing individual works. What was noticed was that ICT makes students interesting and enjoyable during the classroom. Additionally, the teacher uses different tools

of ICT to make his students come back to their backgrounds about culture. Furthermore, the teacher sometimes provided activities that gave his students the freedom to get new information during the lesson. It was noticed that the majority of them were interesting in the classroom because they participate. And give feedback. The researcher remarked that these ICTs help students to work hard.

- **Teacher– student interaction:**

The teacher tried to make all the students participate and interact with him focusing on teaching culture by using ICT's sitting at the back of the class who asked them to look at pictures which are in the video to write what do they think and seemed they were interested in the lesson. He tried to keep them attentive and controlled them. He targeted questions to them and asked them to answer these Questions. However, some of them kept silent and feel shy. Consequently, the students started to discuss between the the teacher and also between them . He also strive to make his students feel relax and comfortable by giving them his feedback and motivate them to speak and participate using praise a lot (good idea, thanks) .

An important thing that caught the researcher's attention is the reaction of students toward ICT in teaching culture. In addition, these materials help to ameliorate culture in which the students are more interesting in the EFL classroom.

- **Lesson presentation:**

The teacher presented the lesson by using data show and he asked his students to listen carefully to some videos then takes notes .He asked them to listen again then he asked them some questions to know what have they understood from their listening and gave some examples then his students started to discuss between them every one gave his ideas which are supported with examples by using their backgrounds and all are interested and motivated during the session.

Therefore, from time to time the teacher moved from points to points and at the same time the students continued to discuss these points between the teacher and them.

Moreover, he used Arabic to define the difficult words and write them on the blackboard with their synonyms and opposites. Some pupils asked questions in Arabic and the teacher replied in English. He asked them questions that require their thinking and reasoning. He asked them once to do a research about techniques and strategies to teach culture concerning it for the next time. At the end of the session, the teacher did not give a summary for the presented lesson. If he finished the lesson before the time was over and still time he discussed with his students about the next lesson then they started to discuss between them by using their background about culture. The researcher noticed that when the teacher used ICT this helped the learners to be more interesting and enjoyable in the class then they seemed relaxed while they were talking to their teacher.

- **Content Knowledge and Relevance:**

The teacher seemed well-organized in his way of teaching; he always chooses the suitable materials in presenting the lesson. In addition, he was clear in explaining the related learning concepts, he used simple words and structures as well as he sometimes related these concepts to his learners' experiences and this helped them to get better understanding. Once, he referred to "sexism" concept, the latter seemed vague to students; so, the teacher asked them the way they feel the time they see a woman works as mechanic or as a soldier, the learners asserted that these types of work are not suitable for a woman, then he declared that what was meant by sexism and being sexist. Concerning the content appropriateness; it was appropriate to the learners' level since it was compatible with their needs.

Regarding the used materials, they were always suitable to the aim of the course; for example when he presented a lesson regarding some sounds pronunciation, he always support the lesson by some audios or when he talked about the Egyptian civilisation and its features, he ought to present some pictures related to this great civilization

2.2.5. Data analysis:

Classroom observation was conducted to scrutinize the effectiveness of integrated ICT in teaching culture in EFL classroom as well as to discover that ICT play the major role help in ameliorating culture. Based on the classroom observation checklist results, the researcher noticed that these materials make students more interesting and enjoyable, they also discuss between them by using their backgrounds and also participate in the classroom. In addition, the teacher saved time in his presentation.

The teacher's closed relationship with his students led to have a comfortable environment where in can ameliorate culture by motivating them to know new information about culture such as get new vocabulary and helping them in translation, listening ... etc. In addition, the using of materials to support the lessons presented to learners resulted in the existence of motivation. Moreover, the learners 'closed relationship between each other also influenced in teaching culture through encouraged them to participate actively in the classroom. The using of ICT is an effective way to help the learners to be involved in an EFL class. However, creating some kind of challenging and competition through motivating them to be actively engage in discussions. Additionally, teaching culture by using ICT represented motivational factors to success teaching.

Conclusion:

This chapter was devoted to discuss and highlight the main findings generated by tools of ICT test, students' questionnaire, and classroom observation. Students are very motivated to learn and to ameliorate teaching culture via technology. They are very accustomed to technology, but, still they need more preparation to use it adequately, i.e. they need extra ICT based lectures to develop their competences in using computer aids. However, it is not their only issue, they also remarked that some teachers also need to develop their competences in using computer aids. However, they are still very open to learn via technology because they are aware about the advantages, benefits and merits behind the use of it and how effectively it could develop their cultural knowledge about the target community (British and American). The results of teachers' questionnaire show us that teachers are very eager and open to use technology to teach. They are aware about how much it could be beneficial for students.

Recommendations:

There are some implications for teachers for successful integration of ICT to teach culture into education, arising from this schools or universities need to provide training courses for teachers to gain experience in dealing with the new devices, modern technologies, and new pedagogical approaches. Technical support needs to be provided in universities . Additionally, universities must provide teachers with the necessary ICT resources including hardware and software. It is important for universities to cooperate with teachers by providing sufficient time to implement new technologies in the classroom.

So, EFL teachers should know how to incorporate culture into their lessons by using ICT so as that culture will be truly integrated into EFL classes and can be taught systematically:

Firstly, teachers should set clear objectives and successful instructional techniques to put culture teaching into practice and to establish an intercultural understanding in the classroom by using different tools of ICT.

Secondly, teachers should teach cultural elements integrative with linguistic items, in addition, using cultural context for target language practice activities; teachers should try to create situational activities and through role playing explain and demonstrate the differences in language use between the students 'culture and the target one in similar situations.

Thirdly, teachers should encourage students to do projects about the target culture topics. They may check the school library or the internet to look for interesting aspects of the target culture .This would develop their research skills and raise their cultural awareness.

Thus, It is essential to mention that EFL teaching curricula at universities should include methodology of teaching culture by integrating ICT to ameliorate it. Besides, working teachers should benefit from in service training .

General Conclusion

English as Foreign language is a very demanding process that requires the gathering of many factors within classroom context. In EFL classes, the integrated of ICT as affective factors plays a very essential role in cultural knowledge and the failure or the success of the foreign language learning process. Therefore, as the study shows that the integration of ICTs in the classroom is a necessity, and teachers of teaching culture module mainly are supposed to be aware of the use of those materials to achieve successful teaching results and better learning outcome.

Conducting this research work encountered two main difficulties. The first one is a difficulty to find related references because there is a little number of studies related to the use of ICTs in teaching, and especially about teaching culture. The second issue is the topic it self being wide, which urged us to put a side some significant aspect about the teaching of culture through ICTs . the investigation is limited to an LMD class of first year master EFL students of English at the University of Setif . The teachers' sample consists of two teachers, while the students' sample consists of thirty-eight students.

The study has shown that there are some students who did not have a cultural knowledege in the teaching environment devoted for the teaching of culture for many reasons such as the lack of language laboratories and unfamiliarity with ICTs by both teachers and students which made it difficult for teachers to integrate these technologies inside classrooms during an teaching culture session. The findings support the hypothesis that the integration of information and communication technologies inside the classroom creates a relaxing atmosphere, and helps to improve students knowledge in culture mainly interesting and enjoyable in classroom and ameliorate teaching culture.

As a solution for the failure and difficulties that face EFL students when Studing culture in different contexts, we strongly emphasize the use of ICT equipment as a key factor in developing students cultural knowledge. Thus, teachers of teaching culture module , and students of English should collaborate to accomplish a successful integration of ICTs in class.

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المخلص :

يهدف موضوع هذه المذكرة إلى اكتشاف أثر وسائل التكنولوجيا والاتصال على المتعلم بصفة عامة وعلى متعلم الثقافة والحضارة بصفة خاصة، وبذلك بالتركيز على كفية دمج هاته الوسائل لتحسين و تطوير مستوى تعليم هذه المادة، و كذلك تقوم هذ الدراسة على معالجة أهمية وسائل الاتصال و التكنولوجيا و التي من شأنها أن تجعل تعليم اللغة ممتعا و نافعا في نفس الوقت.

أجريت هذه الدراسة بجامعة "محمد دباغين بسطيف" وذلك بإجراء استبيان على كل من الطلبة والأساتذة باتباع المنهجية الوصفية التجريبية الكمية والنوعية، حيث و بعد كل هذا توصلنا فعلا إلى أن وسائل الاتصال المعلومات هي أفضل التقنيات لتطوير تعليم مادة الثقافة و الحضارة.