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Option: Linguistics

Teachers' Perceptions of Using Technological Tools in Oral Expression to Raise EFL Students' Intercultural Awareness

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Dedication I

To the memory of my grandmother "Kissa"

This work is dedicated to my beloved parents. Thank you for always being there to lift me up and encourage me. I appreciate your infinite support, your endless love, and more importantly your patience. I would like to express my infinite gratitude for all what you gave me and taught me. Thank you for devoting your time to make me achieve my objectives.

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Lilia

Dedication II

I dedicate this work to:

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My lovely sisters "Samira and Rayan"

My adorable partner "Lilia"

All my friends

Lamia

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Abstract

The current study is carried out to investigate teachers' perceptions of using the different technological tools in Oral Expression classes to raise learners' intercultural awareness. Thus, it has been hypothesized that teachers would have positive attitudes and perceptions towards the use of technology in Oral Expression for the purpose of enhancing learners' intercultural awareness. In order to verify this hypothesis, the descriptive qualitative method of research has been used, and the main qualitative data collection tools were an interview and a classroom observation. The sample of the present investigation consists of eight (08) teachers of Oral Expression at the department of English, 8 Mai 1945 University-Guelma who were interviewed and observed while teaching Oral Expression to different levels; 1st, 2nd, and 3rd year. The obtained data has revealed that teachers showed positive attitudes towards the use of technology in Oral Expression sessions to increase learners' intercultural awareness. However, some of them are not applying technology to do that. Besides that, it has been perceived that learners were unaware of intercultural differences due to the limited use of technological tools that is directed towards improving learners' speaking and listening skills rather than introducing them to different cultures. On the basis of these findings, this inquiry suggests some pedagogical implications for learners, teachers, and policymakers to aid them in the process of raising intercultural awareness.

Key words: Teachers of Oral Expression, Technological Tools, Oral Expression, Intercultural Awareness.

List of Abbreviations

BL: Blended Learning

CALL: Computer-Assisted Language Learning

CMC: Computer-Mediated Communication

DL: Distance Learning

EFL: English as a Foreign Language

FL: Foreign Language

ICTs: Information and Communication Technologies

IWBs: Interactive Whiteboards

List of Tables

Contents

CHAPTER ONE: CULTURE AND INTERCULTURAL AWARENESS

CHAPTER TWO: TEACHING ORAL EXPRESSION THROUGH TECHNOLOGICAL TOOLS

CHAPTER THREE: ORAL EXPRESSION TEACHERS' ATTITUDES TOWARDS THE USE OF TECHNOLOGY AND ITS ROLE IN RAISING INTERCULTURAL AWARENESS

General Introduction

Introduction

Culture is the heart of any society; it reflects the inner life of its people and how they perceive themselves and the world around them. Despite the fact that it is always in a progressive change, this does not pass over the fact that it is what makes each social group unique and different. It is an umbrella that holds many aspects including language which is considered its second inseparable side. This inseparability allows culture to celebrate a vital position in language teaching and learning starting from the 1990s. In this vein, Kramsch (1995) argued that it became a 'fifth' skill along with reading, writing, listening, and speaking. It has been noticed that culture should go hand in hand with teaching the linguistic features of a foreign language (FL) since learning a language does not refer only to the mastery of its grammar, syntax, lexis, and phonology but also its culture and cultural aspects.

Accordingly, when considering teaching the target culture; it is necessary to identify intercultural awareness as being the medium behind cross-cultural communication. It is important that learners build a sense of empathy and acceptance towards the differences of the target culture. Accordingly, teachers' responsibility for fostering students' intercultural awareness is of primary importance especially during this era of technological developments.

With the advent of technology, the English language has become an international language that is being taught and learned all over the world. Long-ago, teachers used to rely on traditional methods that consider the learner as an absorber of information; however, with the development of technology, the English language classroom has deviated into another direction. Hence, both teachers and learners started to work as a team with technology being their third companion. Many technological tools have been used encompassing computers, mobiles, digital whiteboards, digital libraries, and projectors in addition to the recent applications that can be downloaded easily and rapidly. These educational technologies

helped teachers in achieving their teaching objectives while making the classroom atmosphere less-stressed, relaxed, and fun-filled. They also helped students to be motivated, cooperative, and autonomous learners. Along similar lines, technological tools have gained a significant position in the world as they go beyond distances and differences. Therefore, this study aims at investigating teachers' perceptions about using technological tools in Oral Expression to raise learners' intercultural awareness.

1. Statement of the Problem

While learning English as a foreign language (EFL), most learners aim at developing a proficiency level which enables them to communicate appropriately in different contexts. However, when they try to communicate with people from the target culture, they face serious difficulties. This is mainly due to their focus on the linguistic structures of the language they are learning without being aware of its culture and cultural elements. Thus, learners have a considerable lack of intercultural awareness and it is the teachers' role to help them achieve this awareness.

This research investigates the attitudes and perceptions of teachers of English at the University of 8 Mai 1945 towards the efficiency of technological tools in Oral Expression module to foster EFL learners' intercultural awareness.

2. Aims of the Study

The current study aims at investigating teachers' perceptions towards using technology in Oral Expression to raise EFL learners' intercultural awareness. Hence, it tries to explore the extent to which teachers use technological tools in the speaking classroom.

3. Research Questions

The present research addresses the following main questions:

1. What perceptions do teachers have towards using technological tools in Oral Expression?

2. According to teachers' views, could the use of technological tools help EFL learners raise their intercultural awareness?

4. Research Hypothesis

In this study, it is assumed that if teachers have positive attitudes towards the impact of using technological tools in Oral Expression, learners would raise their intercultural awareness. Hence, it is hypothesized that:

H_1: Teachers believe that the use of technological tools in Oral Expression would affect learners' intercultural awareness positively.

5. Research Methodology and Design

5.1. Research Method

The present study is conducted through the use of the descriptive qualitative method of research to investigate teachers' perceptions of using technological tools in Oral Expression for the purpose of enhancing learners' intercultural awareness. An interview has been conducted with eight teachers of Oral Expression at the department of English at the University of 8 Mai 1945-Guelma to know their opinions about the use of technology to foster learners' intercultural awareness. Besides that, an observation was conducted with the same group of teachers while they are teaching oral communication in order to explore their use of technology, the purposes for which they implement it, and whether they apply it to boost learners' intercultural awareness or not.

5.2. Population and Sampling

The population of this study consists of Oral Expression teachers at the department of English, 8 Mai 1945 University-Guelma. The chosen sample includes (08) teachers of Oral Expression module. It is chosen randomly and comprises of both males and females to collect their views concerning the use of technology and to what extent they make students aware of the differences between their own culture and the foreign cultures.

5.3. Data Gathering Tools

In this study, two data collection tools are used. First, an interview was conducted with eight (08) teachers of English in order to investigate their perceptions concerning the use of technology in Oral Expression and its impact on learners' intercultural awareness. Second, a classroom observation has been conducted with the same group of teachers during the instructional process in order to see whether they use technology to raise learners' intercultural awareness or not.

6. Structure of the Dissertation

This research is divided into three chapters besides a general introduction and a general conclusion. As a theoretical part of this study, the first two chapters give a review of literature about the variables: intercultural awareness and the use of technology in teaching Oral Expression while the third chapter stands for the practical part.

The first chapter is devoted to culture and intercultural awareness. It offers insights about the definition of culture, its characteristics, and its relationship with language and communication. It also deals with cultural awareness and the approaches to teaching culture. In particular, it introduces intercultural awareness as a concept tackling its levels and its development in the EFL classroom. Then, it focuses on the role of teachers in raising learners' intercultural awareness and the difficulties they face while trying to accomplish this goal.

The second chapter deals with teaching speaking through the use of technology. It firstly provides an overview about oral communication taking into consideration the factors which affect learners' oral communication and the different methods teachers use to teach it. After that, it deals with technology, its evolution in the field of FL teaching and learning, the forms of educational technology, the different technological tools, and their integration in Oral Expression classroom. Then, it sheds light on the impact of using the technological tools while teaching speaking on learners' intercultural awareness.

The third chapter represents the practical part of the research where the followed methodology, procedures, participants, data analysis and findings are presented. It is concerned with the data analysis and the interpretation of the gathered data from the interview and the observation. As a final component, it gives some pedagogical implications for learners, teachers, and policymakers.

CHAPTER ONE: CULTURE AND INTERCULTURAL AWARENESS

Introduction

From the last century onwards, scholars' interest in the relationship between language and culture has increased. Accordingly, culture becomes the focal point of foreign language (FL) teaching and learning. Learning a language nowadays necessitates being aware of its culture because it is this cultural knowledge and awareness which help learners communicate successfully while experiencing an intercultural encounter. Therefore, this chapter sheds light on the notion of culture, its characteristics, its connection with language and communication, and its integration in EFL classes. Then, it discusses intercultural awareness as the main reason behind effective cross-cultural communication, its development, and the challenges faced by EFL teachers and learners while trying to raise it.

1.1. Culture

1.1.1. Definition of Culture

Culture is a complex word that refers to many aspects which are responsible for shaping and defining people's identity and individuality. This complexity is a result of the fact that different meanings can be attributed to the term culture in different disciplines and fields of study. It is a broad concept that cannot be defined or explained through just one perspective. In this regard, scholars differ in the way they defined culture; however, they all agree on the fact that it is related to human lives.

Culture is first seen as all the aspects learned and/or acquired by individuals from the environment that surrounds them. These elements can refer to the behaviours and attitudes done by members of the family, customs and traditions celebrated by members of the society, and the rules respected and followed by the entire country. In this vein, Tylor (1871) considered culture as a human possession which embraces everything that can be learned by members of a particular social group in terms of language, religion, works of art, values and norms to mention but few. Therefore, culture is shared by people who are living together and

speaking the same language. It shapes the uniqueness of societies since every region has its specific features and cultural elements that are mutual and common between people who belong to it.

Another perspective has appeared while trying to define culture in terms of big 'C' and small 'c'. Clandfield (2008) distinguished between the two concepts stating that big 'C' culture incorporates literature, music, films, and symbols while little 'c' culture includes customs, institutions and everyday life. In other words, big 'C' culture refers to all the visible aspects that people can perceive and recognize including literary works, art, buildings, music, and symbols, in addition to the celebrated holidays, the popular food, and the language. In this regard, Hurn and Tomalin (2013) explained that visible culture refers to all what is observed by people even with the little knowledge they have about the target culture. This means that big 'C' culture is all the noticeable elements of culture that can be distinguished without living in the target country. Small 'c' culture; however, refers to the invisible and deep elements that are considered the root and the essence of any society and they are generally hard to change. It includes customs, beliefs, views, values, attitudes, and behaviours. In short, it refers to everyday life features that are understood only by people living in the same community. Thus, culture is a combination of both big 'C' and small 'c' cultures by incorporating its visible and invisible sides respectively.

Additionally, it is quite impossible to have one single definition which stands for what this term means. However, Samovar and Porter (2003) provided a general definition that highlights three main aspects to refer to culture. First, it is a broad concept that is difficult to define. Second, culture constitutes all the aspects of human lives such as language, religion, literature, history, and traditions. Third, culture is learned, shared, and transmitted by the same community from one generation to the next. Therefore, culture is an interdisciplinary concept

that refers to all life aspects that are related to a group of people sharing the same language, religion, and experiences.

Putting it together, culture is a broad concept that has a deep-rooted history since many scholars have attempted to provide a precise definition for the term culture; however, they all failed in giving an exact and specific description to culture. Therefore, culture is a complicated term that is learned from the outside world; mainly from family and school, and shared by members of the same society. It refers to all the visible and invisible aspects that pass through generations like beliefs, customs, language, and literature. Thus, culture should be integrated in any FL classroom because it helps learners identify themselves and discover the differences of the other cultures.

1.1.2. Characteristics of Culture

According to Samovar and Porter (2003), culture refers to all the aspects through which people describe and differentiate themselves from others. In addition to the fact that culture and all its distinct elements are merely possessed by and related to humans, it is necessary to identify its main characteristics and features which facilitate its understanding. Therefore, culture is learned, shared, integrated, transmitted, symbolic, and dynamic.

Culture is not born with an individual; thus, it is learned from the external environment. Individuals learn and/or acquire the behaviours, attitudes, and activities of their society from the family members or school. These latter are the main sources of discovering the cultural aspects of the society they are living in; in addition to the beliefs, principles, and values of the members they are dealing with. As it was explained by Hofstede (1991), culture is a social heritage that is learned and acquired by members of a particular social group from early stages of their lives through their different social organizations and experiences with one another. This means that an infant is unaware of the cultural elements of his/her community, but s/he

acquires them from ancestors and educational institutions that give lessons about the community's culture.

Another element that characterizes culture is the fact that it is shared by the members of a given society. Culture is not about one individual, it is concerned with a group of people who are living in the same setting, speaking the same language, and sharing a number of customs and traditions. To put it simple, people who live together wear the same style of traditional clothes and celebrate particular feasts. They have also experienced similar historical events and have related heritage. In this context, Lebrón (2013) explained that culture is a deposit of attitudes, ways of behaving, and standards that are common to people of a particular society and identify them as a distinct cultural group. Therefore, shared culture is what makes a country, a community, or a group of people unique and quite different from the others.

Furthermore, culture and all of its aspects like customs, beliefs, attitudes, and norms are connected and related to one another. In this context, Kroeber and Kluckhohn (1952) indicated that "the elements of a given culture tend to form a consistent and integrated whole" (p. 88). This interconnectedness; however, makes it necessary for people to know all of the underlying components of a particular culture so that they fully understand it.

In addition to all the above characteristics, transmission is another feature that defines and describes culture. Thus, culture tends to make sense to any society, and it is transferred from one generation to another. In this regard, Matsumoto (2007) said that culture is "shared by a group and transmitted across generations" (p. 1293). Consequently, to guarantee its preservation, culture is transmitted from one generation to the next within the same social group through means of socialization.

Moreover, being a system of symbols is another aspect that characterizes culture. Generally, a symbol hides a meaning that is unique to a particular society and shapes its differences. As it was explained by Samovar, Porter, and McDaniel (2009), culture is a

system of symbols which may take the form of words, signs, icons, and pictures. They are similar to all cultures; however, the meanings that they hold and transmit differ from one culture to another, and they are recognized only by members of the same social group. Therefore, being able to make these cultural symbols and understand what they stand for permit both the acquisition and the maintenance of culture.

As a final characteristic, culture can be described as dynamic because it is always subject to change whether through addition, omission, or modifying some of its elements. It is true that culture is transmitted from one generation to the next; however, it can be changed and affected by new circumstances. It can adapt to the changes of the modern time. Accordingly, Corbett (2003) said that "norms, beliefs, practices and language of any group are not static but dynamic" (p. 20). This means that culture is flexible since people may change the way they think and the behaviours and actions they do. Therefore, culture can be changed when meeting the latest inventions and cooperating with other cultures.

In short and despite the fact that cultures are dissimilar from each other, they are all human properties and symbolic systems that are learned from the surroundings, shared among a group of people, changed according to the situation, integrated, and passed from one generation to the next within the same social group.

1.1.3. Language and Culture

Culture and language are inseparable in the sense that people are not able to learn and communicate using a language if they are not aware of its cultural aspects and elements. Brown (2000) stressed that culture and language share a special relationship because people can express cultural values, attitudes, and beliefs through the use of language which is responsible for the development of culture. Thus, culture and language are related in multiple ways; culture directs language use and choice of words whereas language is responsible for reflecting, preserving, and passing culture.

Language cannot stand without culture in the sense that culture governs people's use of language and their communicative practices. In this context, Seelye (1993) stated that "emotions and thoughts cannot be understood apart from their cultural connotations" (p. 21). This means that people can express what they are thinking or feeling through the use of symbols that are controlled by culture. It is culture which decides the meaning each symbol holds and stands for and whether this symbol is suitable in a certain situation or not.

Moreover, language is responsible for the development and maintenance of culture. Fantini (1995) defined language as a communicative competence that reflects the way people perceive the world. Accordingly, language mirrors culture with all of its aspects. It also allows people to travel from the past to the present and from one situation to another. To put it another way, language is a powerful tool that enables people to refer to complex concepts, retell past events and experiences, talk about things that do not exist as well as develop human's imagination. Thus, language is important because it saves the culture of a given society and transmits it from one generation to another.

To sum up, both language and culture are interrelated bodies that complement each other. Due to this interconnectedness, culture must be an integral part in language classes and learning a language should go hand in hand with learning its culture.

1.1.4. Culture and Communication

Culture and communication are related to each other and this relationship is best typified in intercultural situations where people from different cultural backgrounds are in touch with one another. During such encounters, communication does not involve only the exchange of verbal and spoken stimuli; rather, it entails the ability to understand and decode the different cultural behaviours and acting patterns. In this light, Saville-Troike (2003) stated that communication depends on the combination of linguistic and cultural knowledge. It is never a

matter of sending and receiving messages but of messages appropriateness in a given situation and whether it is going to be delivered verbally or non-verbally.

Furthermore, the way people communicate with each other is affected unconsciously by their cultural traits. Anderson (2003) claimed that culture is the "invisible shaper of our communication behavior" (p. 241). In other words, people are not aware of how their cultures are embedded in the communication and what role they play. Hence, both communication and culture are intertwined entities; the former requires the knowledge of the latter. Culture paves the way for communication and determines its success. Accordingly, the lack of cultural knowledge may lead to misunderstandings and breakdowns in communication. Thus, to effectively communicate with people from other cultures, the ability to decode, understand, and be aware of their cultural baggage and patterns of behaviour is necessary.

1.1.5. Cultural Awareness

Due to the close relationship between culture and language, learning a language implies learning and being aware of its culture. Thus, cultural awareness becomes a corner stone and an integral part in FL teaching and learning. Baker (2012) defined cultural awareness as the ability of being aware of the impact culture has on both language learning and communicative practices. In other words, it entails understanding and being consciously aware of the differences between both the learners' own culture and the target culture, and their effect on language use and communication process.

Cultural awareness has a number of features. In this vein, Tomalin and Stempleski (1993) explained that learners need to develop their ability to perceive and recognize the other culture and its cultural behaviours. They must not only know the others' attitudes, values, and patterns of behaviour which are distinct from their own, but also accept and develop positive attitudes towards them; this is achieved through expressing and reflecting their own behaviours without showing any kind of bias or lack of respect. In brief, it can be said that

cultural awareness stands for the recognition that the target culture and learners' own are distinct but this is accepted and acclaimed rather than being a point of conflict.

1.1.6. Approaches to Teaching Culture

An approach refers to a set of assumptions dealing with the nature of teaching and learning. From this, different approaches are used while teaching culture; some of them focus on valuing the target culture, others focus on comparing the learners' own culture and the target culture, and some of them aim at developing a sense of tolerance. They determine the way of using classroom activities in order to facilitate learning. Each approach is used to achieve a specific aim that is designed by teachers.

1.1.6.1. The Comparative Approach

As its name indicates, this approach is based on the idea of making analogies between both the target culture and learners' own culture. Byram and Planet (2000) argued that this comparing process happens without showing that one culture is better than the other. Accordingly, learners start to compare between the two cultures in order to find the similarities and differences that exist between them; thus, this enables them to understand and be familiar with the target culture.

1.1.6.2. The Intercultural Approach

This approach focuses attention on the target culture without neglecting learners' own culture. As the comparative approach, the intercultural approach also uses comparison between the learners' own culture and the target culture; however, emphasis is being put on this latter. Risager (1998) claimed that the intercultural approach is insufficient to teach culture because it focuses on the target culture without taking into account the fact that many cultures can exist within this culture. To put it differently, this approach aims at developing learners' intercultural communicative competence; however, it was criticized due to the lack of cultural and linguistic diversities.

1.1.6.3. The Multicultural Approach

According to Risager (1998), the multicultural approach is based on the idea that within one society where different people may coexist together, a variety of cultures can be found. The main focus of this approach is on differences and variations that exist within the target culture and its language. Yet, it does not neglect those of the learners. In other words, this approach highlights the importance of making a comparison between the learners' native culture and the target culture in order to develop a sense of empathy and acceptance erasing at the same time any sort of discrimination and racism.

1.1.6.4. The Trans-Cultural Approach

As a result of globalization, expanded migration, and economic interrelations, Risager (1998) argued that cultures from different parts of the world are connected with each other. This idea refers to the fact that people who belong to different social communities and do not speak the same language tend to use FLs as lingua-francas to interact and communicate with each other. In other words, FLs are taught without relating a language to a specific culture because they become international languages used to facilitate interaction between people whose languages and cultural backgrounds are different.

1.1.6.5. The Mono-Cultural Approach

The mono-cultural approach to teaching culture or what Risager (1998) called 'the foreign-cultural approach' is based solely on the target culture. It aims at developing a native-like competence. In other words, the main aim of this approach is to make learners embrace the target language with its culture. Hence, it neglects totally the learners' own culture and does not take it into account and this puts it under harsh criticism.

1.1.6.6. The Theme-Based Approach

The theme-based approach sheds light on certain themes of the target culture such as education, religion, and family. In other words, learners are exposed to topics which are

related only to the target culture without mentioning their native culture. Saluveer (2004) argued that the discussion of those themes in the class allows learners to reach a better understanding of the target culture and its underlying structure. However, it can lead them to create stereotypes and false images about the foreign culture.

1.1.6.7. The Problem-Oriented Approach

This approach is based on the idea that once learners are exposed to the target language, they soon face problems related to its culture. Though, they start making investigations to collect data about this culture. According to Seelye (1993), teachers guide learners in their searching process. For example, if learners face a certain difficulty in a given task related to the target culture, their teachers can give them some useful instructions and advice in order to search easily and overcome difficulties.

1.1.6.8. The Task-Oriented Approach

Task-oriented approach, like the above-mentioned problem-oriented approach, encourages learners to investigate and look for data about the target culture. According to Tomalin and Stempleski (1993), this approach is concerned with forming small groups that work together. Thus, it is not an individual work but rather a collective activity through which learners cooperate with each other in the searching process. The task-oriented approach encourages the comparison between the different findings. This means that after the searching process, learners can discuss, analyze, and interpret the information they have found about the target culture.

1.2. Intercultural Awareness

1.2.1. Definition of Awareness

Awareness can go hand in hand with consciousness that refers to the realization of what is going on. Generally, individuals can make better decisions when they are aware of what surrounds them. In this regard, awareness can be defined as obtaining enough knowledge

about the settings and the different activities practiced by other individuals. As Van de Laar, Tretmans, and Borth (2013) argued, it may occur through the process of gathering and understanding information about things that surround the individuals. To put it differently, awareness is the ability to identify and distinguish the elements that exist in the setting, and understand people's actions and decisions. Therefore, it is important to develop awareness as a skill because it facilitates the recognition of what is happening and helps individuals to appreciate the differences.

1.2.2. Definition of Intercultural Awareness

Intercultural awareness is the main step towards achieving intercultural competence which allows various cultures to communicate and interact with each other. It occurs through the consciousness and recognition of the differences and similarities between one's own culture and other cultures. Moreover, it is concerned with the way each social group perceives and identifies another community. In this context, Clandfield (2008) argued that a person is described as an intercultural speaker when s/he breaks the ice between his/her beliefs, attitudes, assumptions, and the aspects of the foreign culture. In other words, intercultural awareness is the ability to accept and tolerate the differences between the cultures.

Furthermore, intercultural awareness takes place when people understand that others also have their own culture that must be respected. Zhu (2011) argued that intercultural awareness necessitates being able to put one's self in the others' shoes to see things from their standpoint. This means that individuals must know their own culture and what makes it distinct from other cultures. At the same time, they need to understand other cultures and be aware of their different aspects including values, norms, non-verbal conventions, and systems of behaviour. In other words, intercultural awareness is the ability to be familiar with the native culture in addition to the cultural elements of foreign cultures in order to achieve a

sense of tolerance and sensitivity towards them; meanwhile, to exclude any kind of contradiction and misinterpretation.

1.2.3. Levels of Intercultural Awareness

Intercultural awareness is considered a competence that is very difficult to attain. However, people can reach and get in touch with this type of awareness gradually. According to Hanvey (1987), it starts superficially then, it develops through time when living or visiting the target culture country. He listed four levels of intercultural awareness: awareness of superficial or very visible cultural traits, awareness of significant and subtle cultural traits that contrast markedly with one's own through culture conflict situations, awareness of significant and subtle cultural traits that contrast markedly with one's own through intellectual analysis, and an awareness of how another culture feels from the standpoint of the insider (p. 20).

Hanvey (1987) explained that the first level refers to the knowledge about the target culture which is attained through books of tourism, textbooks, and social media. In other words, people begin to get insights about the target culture without living in or travelling to its country. However, this knowledge is considered ostensible and leads to the creation of stereotypical images since they do not know whether what has been obtained is true or not, they are just creating abstract representations about the target culture.

During the second and third levels; however, people start to enlarge their vision about the target culture. According to Hanvey (1987), this can happen through direct or indirect contacts or experiences with people from the target culture. At first, they notice the illogical differences between their own culture and the other one which lead them to criticize severely the target culture. Then, they begin to intellectually analyze, understand, and accept these differences when they become parts of this culture. In this way, they recognize and accept what makes one culture different from the other and thus, their cross-cultural awareness is enhanced.

Besides, Hanvey (1987) stated that the fourth level is considered the highest level of intercultural awareness which necessitates being empathetic and tolerant towards the other culture and putting oneself in the others' position to see things from their perceptions. This means that people are familiar with the target culture as they live in its society; accordingly, they start to believe, make sense of, and more importantly develop a high degree of respect and tolerance towards it.

To put it together, people's intercultural awareness cannot be attained easily; rather, it starts by stereotypes and ends when they experience a real touch with the target culture. So that they learn to correct what has been mistakenly grasped, and their intercultural awareness reaches its peak.

1.2.4. Intercultural Awareness and EFL Teaching and Learning

As it has been mentioned previously, globalization led people from all over the world increasingly interact with one another using English as their medium of interaction which is based on intercultural awareness. In this vein, Zhu (2011) explained that being cross-culturally competent and aware of the diversities that exist between an individual's own culture and other cultures is required. As learners of an international language, intercultural awareness entails preparing them for cross-cultural encounters and how to behave appropriately in such situations. It is generally observed that people differ in the way they perceive the world, especially when different cultures are mixed together because these differences make people feel lost. Despite the fact that they are linguistically competent, they do not know what to say and how to behave because what is acceptable in one society is not tolerated in another. Accordingly, the intercultural dimension becomes an integral part in the EFL classes and a priority for both EFL teachers and learners. Learners need to be trained in how to develop their awareness which leads them to appreciate and respect other cultural backgrounds and thus communicate successfully in sociocultural contexts.

1.2.4.1. Developing Intercultural Awareness

Learning and being aware of a certain culture is a difficult and a never ending process. However, learners can develop their intercultural competence and be aware of the other cultures. This can happen through formal and/or informal education. Informal education is based on parents' transfer of knowledge and experiences to their children while formal education is based on transmitting information from teachers to learners in the classroom. Huber and Reynolds (2014) explained that teachers are considered as facilitators who play an integral role in developing intercultural competence through experience, comparison, analysis, reflection, and action.

First, it is important to note that intercultural awareness is based on tolerance, acceptance, and respect. These elements are well achieved through experiences that are provided by the teachers; for example, role-plays, social media, activities, or real interactions with foreigners. Second, learners can be aware of both their culture and the target culture when teachers encourage them to compare between them and appreciate the differences and the cultural variations. In this respect, teachers can introduce a cultural issue in the classroom and ask learners to compare between cultures in dealing with this matter. Huber and Reynolds (2014) explained that after comparing, teachers support learners to analyze and investigate these cultural similarities and differences they have found between the two cultures. Afterwards, learners are asked to reflect after experiencing, comparing, and analyzing. In this case, teachers give learners the opportunity to draw, write, or share orally their ideas and what they think or what they arrive at. As a last step to develop their awareness, facilitators can provide a better environment for learners in order to discuss, interact, and cooperate with people from different cultures.

In brief, it can be said that intercultural competence or awareness is a skill that is hard to achieve; however, it is really important in any educational setting because it leads to success,

open-mindedness, and self-awareness. It is also important to avoid any contradiction and rejection of the target culture.

1.2.4.2. The Role of the Teacher in Raising Learners' Intercultural Awareness

Many cultures can be found within one language, and people who speak the same language may not necessarily share the same attitudes, beliefs, assumptions, and understandings of the world around them. In this vein, Byram, Gribkova, and Starkey (2002) argued that teachers of FLs are not obliged to be aware of all the cultural aspects and elements of the target language. However, they take the responsibility of removing all the stereotypical images their learners have created about the target culture, in addition to designing an appropriate curriculum that covers cultural aspects and lead to the enhancement of learners' intercultural awareness.

When learning a FL and its culture, EFL learners start to make stereotypes and prejudices about this culture. Byram, Gribkova, and Starkey (2002) argued that on one hand, stereotyping means generalizing the way people perceive a certain social group to everyone who belongs to the foreign culture. On the other hand, prejudice is concerned with the idea that when people are not aware enough of the target culture, they build a particular belief about its society. In other words, learners may shape in their minds some images which do not go hand in hand with reality and it is the teachers' responsibility to make learners remove what they have wrongly acquired about the target culture.

Furthermore, it is the teachers' role to expose learners to the target culture through incorporating different activities and designing a curriculum that helps them develop their awareness and acceptance of all what is different. Byram, Gribkova, and Starkey (2002) argued that teaching both the native culture and the target culture encourages learners to analyze and compare between the experiences and skills interfered in each culture; so that they understand the differences and tolerate them. To achieve this, teachers can create an

environment where learners are asked to perform and behave like foreign people. It is a helpful method that would make learners put themselves in the others' position to understand both their native culture and the culture they are learning. In this context, teachers should take into account the choice of the topics. This means that teachers should select relevant, simple, and comprehensible topics to be discussed in the classroom in order to help learners grasp what is intended behind presenting them.

To clarify this, teachers play an integral role in developing learners' intercultural awareness. Being the guiders and controllers of the classroom does not mean that teachers are asked to be experts about the cultural values of other countries. Their main concern is to create a generation that asks questions and searches for answers rather than building falsifications and accepting them. They are the ones who make learners aware of their own culture and tolerate the others' way of life through designing an appropriate curriculum that corrects these falsifications and provides the alternatives.

1.2.4.3. Challenges in Raising Intercultural Awareness

While attempting to raise and develop EFL learners' intercultural awareness, many challenges are faced by both EFL learners and their teachers. In a study conducted by Zamanian and Saeidi (2017), it has been shown that the lack of training, support, and time are the main problems faced by EFL teachers in their way to raise learners' intercultural awareness. Zamanian and Saeidi explained that EFL teachers should be qualified with the adequate cultural knowledge which enables them to develop their learners' intercultural awareness. This knowledge is acquired through training and education. They must know the cultural aspects and how they can be delivered to learners in the classroom. This knowledge can also be attained through travelling to different countries with different cultures; so that they can report their experiences and how they communicated with people from different cultural backgrounds. In other words, if they are not culturally trained or educated enough

about other cultures and their aspects and how to teach them, they would be unable to teach the target culture and raise learners' intercultural awareness.

Besides that, Zamanian and Saeidi (2017) explained that EFL classes do not pay much attention to culture. Therefore, the assessment of learners' cultural knowledge is not taken into consideration since there is no time to add cultural aspects and cultural activities in the classroom. Moreover, teachers are not supported with the sufficient materials such as the different technological tools which enable learners to be familiar with other cultures and thus, develop their intercultural awareness.

In brief, it can be said that intercultural awareness is a focal point in EFL classes that has to be raised. However, its process of development is paved with many obstacles. In addition to the lack of time, both EFL teachers and learners are not administratively supported by the means which help in smoothing and facilitating the rise of this awareness.

Conclusion

To conclude, language and culture cannot be detached from each other. Hence, teaching and learning English implies integrating its culture and cultural aspects in the classroom. As a matter of fact, knowing the target culture helps learners to enlarge their vision towards that culture and to increase their intercultural awareness. It is also worth mentioning that the incorporation of culture in FL classes and being consciously aware of its components determine the use of its language. In this respect, culture is tied to communication in the sense that the way of communicating with people who do not share the same cultural baggage and the success of this communication are highly influenced by the cultural differences that exist between the two. Therefore, teachers are responsible for developing learners' intercultural communicative competence and making them aware of such differences in order to enable them reach a sense of tolerance and sympathy towards the cultural diversities.

CHAPTER TWO: TEACHING ORAL EXPRESSION THROUGH
TECHNOLOGICAL TOOLS

Introduction

It is generally claimed that FL classes should focus on learners' speaking skill by priority. Hence, teachers' main concern has been centred on enhancing the speaking proficiency. This has led to the implementation of various teaching methods and instructions ranging from those which focus on memorizing phrases, and others that emphasize repeating them. However, nowadays, teachers have started to use new technological methods and techniques that facilitate the learning and teaching process generally, and the speaking instruction in particular. Therefore, this chapter sheds light on oral communication starting with a general definition, the factors affecting learners' oral communication, and the different methods used by teachers to teach Oral Expression. Then, it discusses educational technology in detail; its history, its forms, and the different technological tools. Moreover, it concludes with the methods used to raise learners' intercultural awareness through the use of technological tools.

2.1. Oral Communication

2.1.1. Definition of Oral Communication

While learning a FL, speaking is said to be the most targeted skill. Learners seek to develop their communicative skills and become fluent speakers of that language. Oral communication is an effective way to exchange messages, knowledge, and views. Thus, many scholars worked on this term to give a clear definition. For example, Prabavathi and Nagasubramani (2018) stated that oral communication is a bidirectional process which requires the production, transmission, and reception of messages between two or more people. During such interaction, a piece of information is delivered orally by the sender to the receiver; this latter is going to decode the meaning of what has been said. It is worth mentioning that this type of communication can be done using visual aids in case it is a presentation or a speech that is going to be delivered to a large group of people.

To sum up, oral communication is a verbal interaction between two or more people who exchange their views and ideas with the accompaniment of non-verbal elements. It requires a speaker who sends the message and a listener who receives that message and responds to it. Accordingly, oral communication can be accomplished through face to face discussions or using any technological device or application for example mobile phones and Skype.

2.1.2. Factors Affecting Learners' Oral Communication

While teaching a FL, it is important to consider the classroom atmosphere and learners and teachers' attitudes and behaviours. Thus, creating a positive learning and teaching environment would lead to success and improved communication competences. There are a number of factors that influence learners' oral communication, either positively or negatively. These factors, including motivation, anxiety, engagement, self-confidence, and self-esteem, can highly have an effect on the effectiveness of communication.

2.1.2.1. Motivation

Motivation is one of the main effective factors which determines the success or failure of any action that people take. According to Dörnyei and Ushioda (2011), the term motivation has Latin roots since it originated from the Latin verb *movere* which means 'to move'. They added that it is the driving force behind any action or decision an individual makes in order to achieve what s/he wants. Additionally, it pushes FL learners to learn a language and encourages them to continue and succeed in doing that. In this regard, EFL learners need to have an internal motive which leads them to make an extensive effort in their way to accomplish the goals behind their learning. While discussing communicative motivation, Zorn (1993) argued that motivation to communicate in EFL classes is related to learners' desire and willingness to speak English. In this way, they can develop their communicative abilities and become competent language users. Therefore, this conveys that motivation is a key element in

EFL classes that should always be turned on since it provides learners with the energy to carry on their learning.

2.1.2.2. Anxiety

Most of the time, FL learners face speaking anxiety in classrooms. According to Horwitz, Horwitz, and Cope (1986), anxiety embraces all the negative emotions which lead an individual to be frightened of doing something encompassing stress, uneasiness, discomfort, fear, and panic. Additionally, they stated that FL speaking anxiety is composed of communication apprehension, test anxiety, and fear of negative evaluation (p. 127). Anxious EFL learners find it difficult to communicate in the classroom using the FL since they are scared of committing mistakes, they are not competent, or they are worried about being evaluated in an off-putting way. Accordingly, oral communication is the main provoke of anxiety in FL classes. In brief, it can be said that anxiety is a psychological and emotional state which has the potential to affect learners' speaking skill in specific and the learning process in general.

2.1.2.3. Engagement

Participation is a very important aspect in any language class because it increases learners' communicative abilities and makes the classroom dynamic. It goes hand in hand with engagement that Harris (2011) referred to as a feature that characterizes a group of learners who are active in the classroom, think in a critical manner, and solve problems in an effective way. Furthermore, Fredricks, Blumenfeld, and Paris (2004) argued that engagement can be behavioural and emotional; the former is concerned with following the standards and regulations of the classroom, in addition to initiating classroom discussions, focus, and perseverance; whereas the latter is related to the different emotions and feelings that are experienced in the classroom while learning. This means that engagement is the participation of learners in the classroom activities whether physically or emotionally.

2.1.2.4. Self-Confidence

Self-confidence is when a learner believes in his/her own abilities and strengths. In this context, Murray (2006) stated that confidence is the strong and rigid belief that an action will go correctly and in the right direction. This means that a confident learner is someone who is not afraid of the consequences of his/her actions and trusts that s/he will succeed. Additionally, Wright (2009) introduced different features that characterize a person with low self-confidence. For example, the fear of changing, providing negative vibes, blaming others for every mistake, acting like a victim, and trying to please everyone. Therefore, confidence is a muscle that is built through practice and a skill that should be increased by EFL learners. It is important because it allows them to adapt to any situation despite the circumstances; so that they can express their thoughts efficiently and improve their communicative abilities.

2.1.2.5. Self- Esteem

EFL learners' oral communication is also affected by self-esteem. The latter is generally defined as giving a value and a sense of worthiness towards one's self. In this light, Coopersmith (1967) stated that it is a judgment and an appraisal of the self which can be either high or low (as cited in Kalanzadeh, Mahnegar, Hassannejad, and Bakhtiarvand, 2013, p. 78). Accordingly, learners with high levels of self-esteem appreciate and accept themselves more than those with low self-esteem. In a study conducted by Maleki and Mohammadi (2009), it has been found that there is a relationship between high degrees of EFL learners' self-esteem and their oral communication. In this regard, learners with high levels of self-esteem are more successful in using the language to perform different oral communicative activities in the classroom; as a result, their academic achievements and communicative competence are also affected.

2.1.3. Oral Production Teaching Activities

Due to the fact that communication is the heart of any FL classroom, speaking is known for being one the most challenging skills to be taught. Thus, teachers of Oral Expression are being more and more creative. They are always looking for different learning and teaching techniques; so that they can attract their learners and push them to produce the language more intensively. Accordingly, group work, role-plays, and discussions are among the most effective oral production activities they tend to make use of.

2.1.3.1. Group Work

Group work is one of the techniques that EFL teachers tend to use in their classes while teaching oral production. As its name indicates, Ur (2000) explained that group work means that the teacher divides the classroom into small units or groups to perform certain activities; each group is composed of a number of learners who are working together in an interactive way. Sharing the same point of view, Richards and Lockhart (1996) stated that group work has the potential to increase learners' oral production and collaborative learning. Jiang (2009) has also shown that it creates a positive environment where learners' speaking anxiety is reduced; besides that, when solving a given task or activity, learners feel comfortable and are motivated to discuss, participate, and interact freely with each other. Consequently, their speaking skill would be enhanced as they practise and produce language.

2.1.3.2. Role-Play

For Richards and Schmidt (2010), role-play is an educational activity through which learners act the role of characters and imagine what might happen in particular circumstances. Role-play is a learning task that enables learners to engage in the classroom and develop different communicative skills. In the same context, Harmer (1998) clarified that role-play is a good opportunity for learners to interfere in the learning activities. It is not only concerned with performing, but more necessarily with helping learners participate and be part of the

classroom's tasks. This means that role-play is an effective tool that helps learners in their learning process as it boosts their motivation and self-confidence; so that it enhances their communicative competence.

2.1.3.3. Discussion

Discussion is a learning method that is based on conversation and interaction between learners about a specific topic in order to share their ideas and opinions. According to Richards and Schmidt (2010), discussion can be defined as the act of initiating a conversation between groups of learners who will discuss, analyze, and share their knowledge and experiences about a particular topic which is suggested by their teacher. In other words, class discussions are powerful ways to shape future critical thinkers and successful communicators.

2.2. Educational Technology

2.2.1. Definition of Educational Technology

Technology becomes an integral part in education under the name of educational technology. Despite the variety of definitions which were given to educational technology throughout the recent years, almost all scholars agreed that the term refers to the use of technologies in order to facilitate learning. According to Januszewski and Molenda (2008), educational technology refers to the manageable use and application of the different technological tools in all levels of the educational sector to support the learning process with respect, at the same time, for certain ethics. Along similar lines, Garrison and Anderson (2003) defined educational technology as "those tools used in formal educational practice to disseminate, illustrate, communicate, or immerse learners and teachers in activities purposely designed to induce learning" (p. 34). In other words, these devices are used for the sake of aiding teachers to transmit the content in a more effective way which provokes learners to take part in their learning; so that the educational goals can be successfully realized.

2.2.2. Historical Overview of Educational Technology

Traditional education has evolved because of the technological devices that made the learning and teaching process easier and more effective. Howard and Mozejko (2015) argued that film and radio were used in schools in the late 1890s and 1920s whereas television was introduced in the 1950s. These three devices gained considerable attention among children and in the field of learning and teaching. In the early 20th century, classrooms started to enlarge the use of these technological devices in the education of children in order to introduce new knowledge and experiences, and provide better learning conditions for children. Due to technological developments, learners started to participate and interfere in the learning and teaching process instead of being blank minds that should be filled with information through memorizing alphabets and reciting phrases.

Furthermore, Howard and Mozejko (2015) claimed that during the 1970s and early 1980s, education started to integrate desktop computers in classroom instruction. Since computers revolutionized education and started to get significant consideration among schools, education departments organized computer labs to enhance and improve learning. In the 1980s, the demands of using technological devices, mainly computers, increased in a rapid way; consequently, personal laptop programs gained more popularity. However, teachers were not flexible when using them because they faced many difficulties in secondary schools than primary schools where they were able to switch from one activity to another.

Howard and Mozejko (2015) pointed out that by the end of the 1990s, the majority of education departments had access to the internet. Therefore, computers and a wide range of technological devices were connected to the internet too. In schools, these technologies helped learners to search, share, communicate, and exchange information and knowledge. In addition, smartphones have changed many educational and online aspects since 2007. This digital generation led to a bigger pressure on schools and more importantly on teachers who

had to integrate these technological devices in classrooms. They added that in Australia, "the national curriculum has positioned the capability to use information and communication technologies as a general capability, along with literacy and numeracy" (p. 6). To sum up, schools started to rely on films, televisions, computers, and the Internet and learners perceived them as one of necessities despite the difficulties faced by most teachers.

2.2.3. Forms of Educational Technology

2.2.3.1. Information and Communication Technologies (ICTs)

ICTs are one of the main forms of technologies that are widely used in education. Broadly speaking, ICTs can be defined as the number of tools used to communicate information. In this vein, Sarkar (2012) described ICTs as a combination of "the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services" (p. 32). In other words, ICTs are a collection of technological tools which are used for the sake of generating, processing, disseminating, and storing data. They encompass computers and the different telecommunication technologies and networks like the internet, cellular phones, televisions, and satellites.

2.2.3.2. Computer-Mediated Communication (CMC)

Bodomo (2010) claimed that CMC refers to any communication between humans through using not just their laptops but any other technological device or application. In the same vein, Herring (1996) defined that CMC is any interaction or communication that occurs between two or more people through the use of computers. This means that this type of digital communication needs a sender and a receiver. The sender conveys messages to the receiver who responds immediately or later when s/he turns on his/her computer.

2.2.3.3. Computer-Assisted Language Learning (CALL)

CALL is a technology that took a firm place in the field of language teaching and learning years ago. It refers to the use of computers to improve the language learning process. In this vein, Gamper and Knapp (2002) argued that CALL is any process by which learners make use of computer systems and programs in addition to the innovative media as a medium of language learning. In a study conducted by Dashtestani (2012) on Iranian EFL teachers' perceptions on CALL, it has been found that they show positive attitudes towards its implementation in their classes. In this context, CALL has the potential to make learners more motivated, independent, confident, and intercultural competent which lead them to master the language and succeed in its learning.

2.2.3.4. Mobile Learning (M-Learning)

Mobile learning is one form of the most recent educational technologies. McQuiggan, McQuiggan, Sabourin, and Kosturko (2015) argued that it is more than just the mobile device. Accordingly, many definitions have been attributed to mobile learning throughout the years, and each definition is from a different perspective. Nonetheless, Ferreira, Klein, Freitas, and Schlemmer (2013) provided the most acknowledged definition of mobile learning stating that it refers not only to the use of portable devices but also to the different wireless technologies or networks associated with it such as Bluetooth and Wi-Fi. According to Hashemi, Azizinezhad, Najafia, and Nesari (2011), these mobile technologies may include personal MP3/MP4 players, digital assistants (PDAs), smartphones, and tablet computers, to mention but few. Thus, mobile learning is of paramount importance since it promotes and smoothes the progress of learning as it can take place anywhere and at any time without necessarily sitting in the classroom.

2.2.3.5. Multimedia-Based Instruction

The term multimedia instruction varies from one individual to another. On the one hand, multimedia instruction is concerned with a speaker who delivers his/her presentation using audio-visual aids in order to introduce texts, graphics, animations, or sounds. On the other hand, multimedia instruction is perceived as a live presentation where/when a group of people is placed in a room and watch images on one or more screens, in addition to hearing the sounds introduced by the speakers. Mayer (2009) viewed that multimedia learning refers to education from words and pictures. Moreover, the messages of multimedia instructions depend either on highly developed technological devices or on the learners taking into consideration the human's cognition. Therefore, it is an educational tool that aims at supporting and enhancing the learning process through introducing pictures and words.

2.2.3.6. Distance Learning (DL)

Shih and Hung (2007) pointed out that DL is the education that takes place without the physical presence of teachers and learners. It occurs when the teaching and learning processes are performed through different technological applications and systems. Additionally, DL is divided into two types depending on the tools that are used. First, traditional tools including cable/public television, satellite video conferencing, and textbook. Second, computer-assisted and network tools including Web browser, Whiteboard, Chat room, and Windows Media Player. To put it differently, DL allows the learning and teaching process to take place through various technological tools which enable both the teacher and the learners to communicate and deliver messages without being together in the classroom.

2.2.3.7. Blended Learning (BL)

After the advent of technology, BL appeared to be the most applicable mode of learning. It refers to that type of learning which mixes both the traditional face-to-face learning and the new technologies. Lalima and Dangwal (2017) defined BL as "an innovative concept that

embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning" (p. 129). Additionally, Procter (2003) explained that BL gives learners the opportunity to choose their preferred styles of learning through the overlapping ways that are used both inside and outside the classroom to achieve the educational objectives. Accordingly, learners can take responsibility over their process of learning inside the classroom with their teacher and classmates or in any other space using a variety of technologies. In brief, BL is a composition of both traditional and modern learning methods; the first one is known as face-to-face learning method in the sense that both learners and teachers are present in the same educational setting. Here, the teacher uses the traditional board while giving instructions and delivering information to the learners. The second method occurs through the use of the internet; it is identified as online learning when learners and teachers are physically far from each other. Thus, teachers can convey their message while sitting in their homes using their laptops. To put it together, BL combines the old-style and e-learning method where learners can have access to videos, images, and all other lecture materials online; then, they discuss all what has been watched with the teacher and their colleagues. Therefore, learners are given the chance to choose the most adequate learning styles that enable them to effectively grasp the information.

2.2.4. Technological Tools/Materials

2.2.4.1. Audio-Visual Aids

Yadav et al. (2015) argued that media is a powerful teaching tool through which ideas are better communicated. It is divided into three types: visual, audio, and audio-visual. Audio media refers to the materials that are based on the hearing and listening skills including radio and language laboratories while the visual media covers the tools that can be seen like slides, maps, and photographs. Together, they form the third type which is the audio- visual media. The latter are considered effective facilitators of the learning and teaching processes. They

refer to all the materials which help learners to see and hear information in a better way including television, computers, video tapes, and films. They are very helpful because they develop learners' attention, concentration, and interest. Moreover, they are fast and can deliver information easily and effectively to many people. Hence, it is important to integrate audio-visual aids in the classroom because they smooth the progress of presenting the data in a better organized way.

2.2.4.2. Video Documentaries

Nelmes (2012) stated that a documentary is "a form that tells stories, makes assertions or observations about the real historical world, rather than the fabricated worlds of fiction" (p. 211). Accordingly, a video documentary is an authentic video which captures real events and stories. It has become a focal dynamic in language teaching and learning as it brings real and authentic language use to the classroom. In addition, it gives EFL learners an opportunity to listen to native speakers using different accents and dialects, the fact that helps them to improve their listening skill. According to Hart (1992), it is also of paramount importance in enlarging learners' vision and knowledge of the target language culture since it turns around the way by which people are connected to their societies. Furthermore, Skjæveland (2016) explained that such documentaries are debatable by nature. They tackle issues which challenge learners' views and trigger their brain leading them to think critically, and thus, initiating discussions in the classroom. These discussions and debates; however, have the potential to enhance learners' communicative and speaking skills.

2.2.4.3. Computer Software

Computer software is a technical term that is used to refer to all the programs of a computer. According to the General Accounting Office of the United States (1980), computer software refers to the set of programs and instructions which are responsible for making computers function and perform different activities. Moreover, computer software has three

types: application software, system software, and utility software (p. 2). These programs have the potential to enhance the teaching and learning process. In a study conducted by Yilmaz (2015) which attempted to assess the effectiveness of designed vocabulary learning software, it has been shown that such software is a valuable tool that helps learners to efficiently learn and acquire new words and vocabularies.

2.2.4.4. Smartphones

Mobile learning has introduced the use of smartphones both inside and outside the classroom to facilitate language learning. According to Himmelsbach (2013), a smartphone is a "mobile device that mostly unifies functionalities of a mobile phone, a PDA, an audio player, a digital camera and camcorder, a GPS receiver and a PC" (p. 10). In other words, smartphones allow learners to use plenty of systems and applications which permit them to take control of their learning without necessarily relying on the teacher and what s/he provides. In this respect, Barrs (2011) explained that such devices give learners the opportunity to take and store pictures of what is written on the whiteboard using the camera, record lectures by the voice recorder, search and learn depending on a countless number of English language learning applications.

2.2.4.5. Language Laboratories

With the development of education, schools started to rely on computers and the internet; so that, they created classrooms where learners can benefit from the new technological devices while learning. These classrooms are called language laboratories. Khampusaen (2013) in defining language laboratory stated that; it is a classroom where learners and teachers profit from audio-visual materials in their learning and teaching activities. Furthermore, Hayes (1963) highlighted that a language laboratory is designed to help learners acquire and learn the FL in a better and effective way using digital devices. Therefore, language laboratories are more beneficial because the teacher can provide the necessary help

to any individual without interrupting the work of the other learners. Moreover, due to the use of headphones, learners can better concentrate and focus. They can understand the language better because of the real contact of language and the equal sound provided. It also provides records of different natives of the FL in order to familiarize the language. Finally, it enables teachers to control the classroom and test learners' ability to understand what they have been listening to. To sum up, a language laboratory is a setting that is well prepared by the audio-visual devices where the teacher controls the activities and checks learners' comprehension and fluency, in order to develop their speaking and listening skills.

2.2.4.6. Interactive Whiteboards (IWBs)

IWBs are one of the most recent educational technologies. Smith, Higgins, Wall, and Miller (2005) defined them as electronic boards which make use of computers and projectors operating through direct screen-touch. Many studies have been conducted on the role that IWBs play in the classroom and they found that such technological tools have the potential to facilitate both the learning and teaching processes. Serin (2015) found that they increase learners' motivation, participation, and engagement in the different classroom tasks which go hand in hand with their different learning styles. Furthermore, they help teachers in distributing the content easily using various resources which lead to the creation of a comfortable atmosphere where classroom management is straightforwardly achieved.

2.2.4.7. Digital Libraries

Lesk (2005) defined digital libraries as "a collection of information which is both digitized and organized" (p. 2). In other words, they are an electronic set of materials and data that are saved and systemized. Digital information is less costly and attained in a fast way. It solves several traditional issues that are faced by researchers. From this, eBooks are highly recommended in today's classrooms because they help teachers achieve their goals and make learners engage in learning. According to Marchionini and Maurer (1995), digital libraries

provide an infinite number of books that are not available in the educational setting or town library. Accordingly, teachers integrate them in the classroom in order to introduce learners to a variety of topics in different fields. In another context, Witten and Wu (2006) emphasized that digital libraries allow teachers to bring together cultural aspects and elements; so that, learners can experience the target culture in the classroom. Moreover, digital libraries facilitate language learning in the sense that they encourage communication and collaboration between teachers and learners; teachers can share tips and learning strategies while learners are able to exchange their views. Thus, it can be concluded that the traditional libraries fail at giving learners the power and guidance that most digital libraries provide; these latter permit teachers to bring the target culture in the classroom and make it diverse and more interesting.

2.2.5. Raising Learners' Intercultural Awareness in Oral Expression Through the Use of Technological Tools

Recently, intercultural communication has gained a considerable attention in the world. It encourages tolerance, acceptance, respect, and understanding among people who do not share the same cultural elements and features. Consequently, it has become a focal point in EFL classes. Teachers are always in charge of raising their learners' intercultural competence in order to overcome all the barriers in their way and to achieve successful cross-cultural communication. To facilitate the acquisition of such competence, teachers rely on technology with its different tools. In this respect, Uzun (2014) argued that the internet has played an integral role in developing communication and interaction among people living in different regions. Therefore, technological devices including cell phones, tablets, computers, and a plenty of applications have opened the doors of communication and provided opportunities to different cultures and languages to meet and encounter. Thus, technology has influenced the way learners understand and perceive the world.

Technology has become one of the fundamental elements that facilitate teaching and learning. More importantly, it changed the way teachers develop their learners' skills while teaching a FL. In other words, technology allowed teachers to develop their teaching methods and techniques in order to make learners appreciate and enjoy the process of discovering a new language that carries new cultural aspects. Through technology, teachers can make learners listen to podcasts, audio books, and songs that are purely coming out from native speakers. In a study conducted by Petrus (2012) on exploring intercultural awareness through songs, it has been concluded that the use of music in language classes can raise learners' intercultural awareness. He explained that despite the fact that songs are not formal ways of teaching, but they help learners to improve their listening skills and pronunciation, enrich their vocabulary, and enlarge their cultural knowledge about the target culture as they include some words and idiomatic expressions that are related to it. Along similar lines, learners can also watch thousands of videos, films, series, and even talk shows that can enrich their vocabulary and introduce them to different cultures. Additionally, learners have many articles and books that can be read online; they can also look for the pronunciation and synonyms of words. Furthermore, teachers can use technological devices and applications to increase learners' writing skills. In a study conducted by Kasapoglu-Akyol (2010), it has been shown that the use of Microsoft word has the ability to correct grammatical mistakes, incoherent sentences, eliminate spelling errors, and find perfect to express ideas.

Oral Expression is considered the best module where technology can be integrated. It plays a vital role in developing learners' intercultural competence and making them aware of the differences existing between cultures. Teachers tend to use computers, projectors, videos, and other digital devices if available as a means to create content and at the same time a window through which learners are exposed to others' lifestyles. In this regard, Godwin-Jones (2013) explained that YouTube videos are powerful cultural sources that lead learners to learn both a

language and its culture. That is, YouTube provides learners with different types of videos which supply them with the linguistic features of a language in addition to transferring illustrated images of its cultural aspects. Thus, technology is also used to introduce learners to new perceptions and perspectives about the foreign cultures and the way people behave and interact in their countries. Botha, Vosloo, Kuner, and Berg (2009) found that technology has changed the way people send and receive linguistic and non-linguistic meanings. In other words, technological devices facilitate contact and communication among a wide range of people all over the world. Learners are lucky to have access to the internet because they can use a number of applications that give them the opportunity to enhance their speaking skill, and enlarge their cultural knowledge.

To sum up, it is important to take into account that Oral Expression is a module through which learners should enjoy in order to learn. Teachers have to create an environment that makes learners relaxed and excited through the use of technology with all of its devices and applications; as a result, learners can interact with natives and be exposed to their lifestyles. Thus, they discover the new culture, recognize the cultural variations, and increase their intercultural awareness.

Conclusion

In the FL classroom, speaking is perceived as the most important skill to be mastered by EFL learners. For that reason, teachers are always in charge of adapting their oral production methods; so, they help their students get rid of all the affective factors which hinder them from using the language orally inside the classroom. These goals have become more attainable with the advent of technology such as computers, smart phones, and a number of other technological tools and forms that have been increasingly used both inside and outside the classroom as a means to smooth the progress of teaching and learning, to meet the targeted needs, and to achieve the set educational objectives.

CHAPTER THREE: ORAL EXPRESSION TEACHERS' ATTITUDES TOWARDS THE USE OF TECHNOLOGY AND ITS ROLE IN RAISING INTERCULTURAL AWARENESS

Introduction

This chapter represents the practical part of the research. It aims at revealing teachers' perceptions towards using technological tools while teaching Oral Expression and their role in enhancing learners' intercultural awareness. To achieve this, two data collection tools that are highly qualitative have been used. First, an interview was conducted with (08) teachers of Oral Expression at the department of English, 8 Mai 1945 University-Guelma. Second, an observation has been carried out with the same teachers in order to perceive whether they use technology while teaching Oral Expression to 1st, 2nd, and 3rd year students to raise their intercultural awareness. After analyzing and interpreting the collected data, this chapter tackles the limitations of the study and some pedagogical implications.

This study is conducted through a descriptive qualitative method in which two data collection tools are used; an interview and a classroom observation. This method is used because it fits the aims of the study as teachers' attitudes and behaviours towards using technological devices to raise EFL students' intercultural awareness are best investigated through this method.

3.1. The Interview

3.1.1. Population and Sample

The population of the current study consists of teachers of English, both males and females, who teach Oral Expression, the course involved in our research, at the department of English, 8 Mai 1945 University-Guelma. As a sample, eight (08) teachers are chosen randomly to collect their perspectives and views about using technological tools in Oral Expression to develop learners' intercultural awareness.

3.1.2. Description of the Interview

The interview (see Appendix A) consists of nineteen (19) questions which are ordered from the general to the specific and tackle each of the research variables. The interview's

items vary from closed questions to open-ended ones. The first question seeks to ask about teachers' experience in teaching English. The following questions (from 2 to 7) are concerned with Oral Expression. Accordingly, they tackle teachers' experience, methods, and topics related to this module. The next set of questions (from 8 to 11) deals with the integration of culture in Oral Expression sessions, its importance, and the effective ways of its teaching. The subsequent questions (from 12 to 15) are concerned with technology and its use in Oral Expression. They try to check teachers' use of the different technological tools in their classes and the reasons behind such use. The remaining questions (from 16 to 19) tackle intercultural awareness and its development. They attempt to clarify teachers' ways to develop their learners' intercultural awareness encompassing technology, as well as some of the challenges they may face while trying to raise it.

3.1.3. Conduction of the Interview

The interview was conducted at the department of English, 8 Mai 1945 University-Guelma. Eight (8) teachers of Oral Expression were interviewed in about fifteen days starting from February 24th, 2020 to March 9th, 2020. The duration of each interview varies between ten (10) minutes to thirteen (30) minutes and they were recorded after taking the teachers' permission.

3.1.4. Analysis of Findings from the Interview

Question One: How long have you been teaching English?

The aim behind this question is to discover the extent to which the participants are experienced as teachers of English. The obtained data show that two teachers have less than five years of teaching English; this implies that they are still beginners. The remaining (06) teachers have more than ten years of English teaching. This reveals that they are qualified teachers of English who would help in providing different perspectives and viewpoints about the subject under investigation.

Question Two: What about teaching Oral Expression? Is it the first time you teach this module?

This question tries to investigate teachers' experience in teaching Oral Expression. This question is important because it examines teachers' awareness of the effective strategies and techniques of teaching Oral Expression. According to the outcomes, five (05) teachers have been teaching Oral Expression for less than five years which indicates that they do not have enough experience. Despite the fact that they are familiar with the teaching methods, they tend to face more difficulties while teaching. Three (03) teachers have been teaching Oral Expression from five to ten years. This implies that they are not beginners; rather they are more skillful. Therefore, teachers do not have the same knowledge and skills. They neither treat learners similarly, nor deliver information using the same methodologies; thus, this helps in gathering multiple opinions and different data.

Question Three: Do students enjoy or prefer to study this module? If yes, what makes it special?

This question seeks to know teachers' views about students' degree of preferences towards the module of Oral Expression. The majority of the informants agreed that their learners like to study Oral Expression. They stated that it is a comfortable atmosphere where technology and a diversity of activities give them the opportunity to speak and express their ideas without any difficulty. However, *teacher 1* said that not all learners like Oral Expression as a module, claiming that those who do not like studying it are not motivated to learn. To put it together, teachers' answers reveal that the majority of learners like to study Oral Expression because they find more freedom for communication and practice.

Question Four: Which teaching methods do you use while teaching this module?

This question aims at exploring the actions, procedures, and techniques that teachers use in order to provide information, motivate and evaluate learners while teaching Oral Expression.

The answers varied from one teacher to another according to their perceptions of the module; however, they agreed on the fact that in order to enhance learners' communication, it is important to select a successful method in Oral Expression. According to the results, some teachers have stated that Oral Expression can be taught through the use of visual aids by which they present a video and ask learners about their opinions. Other teachers said that they use listening and speaking activities like games, role-plays, and dialogues that involve both individual and team work. Thus, not all teachers use the same devices and follow the same methods while teaching Oral Expression, but they use different strategies in order to improve learners' listening and speaking proficiency.

Question Five: What skills do you focus on while teaching Oral Expression?

This question aims at identifying the respondents' purposes behind teaching Oral Expression module. Their answers imply that all of them are focusing on both listening and speaking skills in their classes. Some teachers stated that they focus only on listening and speaking; whereas, others added that they take into consideration other skills such as reading, writing, correcting learners' pronunciation, teaching them new vocabulary, and how to work in teams. Therefore, the teachers' main focus is developing learners' listening and speaking skills. Besides that, they also give students the opportunity to know new vocabulary and concepts, and correct their mistakes without neglecting the other skills.

Question Six: How do you select course content?

This question attempts to know teachers' ways of choosing the topics and activities to be practiced in classrooms. The informants' answers indicated that (03) of them are taking their learners' interests into consideration without obliging them to study topics that do not inspire them or they are not motivated about. While *teacher 3* argued that the content must be related to culture, two teachers explained that topics should go hand in hand with the purpose of each session. In a similar vein, *teacher 5* stated that classroom topics depend on the syllabus of the

course. Additionally, other teachers have affirmed that they are the ones who decide the topics of the classroom. In general terms, teachers are responsible for picking up classroom content that fits their learners' interests and preferences; so that, they achieve the objectives of each session and learners will grasp the intended knowledge without getting bored.

Question Seven: What are the topics of classroom discussion you generally use?

The present question's main purpose is to discover the kinds of topics teachers tend to present and discuss in the classroom. It also reveals the subjects and issues that learners are interested in. The results show that some teachers follow the designed syllabus. One teacher likes to present topics that are simple and motivate learners at the same time; for example, describing a person or a place, the benefits of water, and the dangers of sitting for a long time. Another interviewee keeps reminding learners of grammar lessons. The discussed topics turn around inspirational videos, social life problems, the role of family, violence, and the Palestine case. For other teachers, topics should be related to culture; for example, British feast, celebration, and clothes. One of them argued that the discussed topics in the classroom depend on the needs and interests of the learners. For *teacher 7*, it is important to push learners to read about different topics and encourage them to accept the fact that there are people who have different perspectives about life. To put it simple, teachers try to be diverse while choosing the topics. They try to make the classroom vivid and help learners become active and motivated since they are considered the centre of the classroom.

Question Eight: Do you take the target culture into consideration while teaching Oral Expression?

This question aims to identify if teachers care about involving the cultural elements while teaching Oral Expression or not. It highlights the amount of awareness teachers have towards the importance of teaching culture. The results showed that seven (07) teachers highly integrate culture while teaching Oral Expression. They all agreed on the fact that culture is

important in order to situate the selves, break the taboos, and compare between the native and the target culture. This means that culture is interfered in most English classes. Only one (01) teacher assumed that culture is not really integrated while teaching Oral Expression. According to the latter, the main focus is to make learners hear the language and have enough vocabulary which enables them to produce the target language. From this, the majority of teachers are trying to shape learners who are aware of both their native culture and the culture of people whose language is being taught.

Question Nine: What are the effective ways for integrating teaching culture while teaching language?

The main aim of this question is to identify the different ways teachers follow to include culture in their classes. In view of their answers, it can be noticed that they are trying to make culture a corner stone in their classes through the different instructional techniques they are using. In this regard, (04) teachers said that culture can be best integrated through technology as it is the only available way they can benefit from. In this context, they usually use projected videos. *Teacher 6* added that comparison between learners' own culture and the target one is another effective way for the integration of culture, the point that is confirmed by *teacher 4*. In the same vein, *teacher 8* explained that due to the inseparability between the language and its culture; this latter can be a part of any aspect of language teaching. In this respect, *teacher 5* has inserted that teaching a language is considered a way to deliver its culture. However, *teacher 7* claimed that culture can be taught to learners only if the teacher has the adequate knowledge and tolerance towards it. To sum up, the majority of teachers tend to use technology in order to integrate culture while teaching Oral Expression, in addition to comparison that makes students understand the target culture and celebrate their own. However, this cannot be achieved unless teachers are culturally aware and open-minded.

Question Ten: In your opinion, why is it important to introduce cultural elements of the target language?

The aim behind this question is to collect teachers' perspectives and views about introducing the cultural elements of the target language. Teachers gave different answers, but they agreed on the fact that culture is important in EFL classes. All teachers have approved that language and culture are tied; language cannot be taught without its culture. For *teacher 1*, students cannot learn a language unless they are exposed to its culture. This means that learners who learn the grammar and vocabulary of the language without knowing its culture will never master the language. Another interviewee argued that culture is important for learners in order to preserve and celebrate their own cultural identity. For *teacher 4*, it is essential to make learners familiar with the cultural differences in order to prepare them to face the foreign world when they travel abroad. To put it simple, all the teachers have agreed that culture is a fundamental part in any language classroom despite the fact that some of them do not integrate it in their classes as they do not focus on presenting the differences that stand between learners' own culture and the target one.

Question Eleven: Do you consider Oral Expression as the only opportunity to expose the target culture? Would you name other modules where teachers can transmit cultural data?

This question deals with teachers' opinions concerning the appropriate modules that help in introducing distinct cultural elements and whether Oral Expression is the only module to do that or not. All the teachers confirmed that Oral Expression is not the only module where teachers can tackle different cultural aspects. They affirmed that all the modules are a chance to expose learners to the target culture and what distinguishes it from their native culture; for instance, literature, civilization, written expression, linguistics, and grammar. This implies that the respondents' awareness of the interrelationship between language and culture would

facilitate its broad integration within different modules but not only Oral Expression, and this leads to boosting learners' intercultural awareness.

Question Twelve: Do you use technology while teaching Oral Expression?

This question seeks to identify the number of teachers who tend to use technological devices while teaching Oral Expression. The answers showed that all the eight (08) teachers that were interviewed use technology in their teaching process. To illustrate that, *teacher 6* stated that Oral Expression requires the total integration of technology. This means that teachers are aware that today's learners are a digital generation. They are more productive, dynamic, and motivated when they use familiar tools and applications. Thus, teachers are trying to go with the flow and modernize themselves. *Teacher 8* argues that despite the fact that technology is present, it is not used a lot because it is not always accessible. Therefore, teachers are always ready for change and development if the devices are available.

Question Thirteen: What are the different technological tools that you work with?

This question tries to elicit the different technologies teachers make use of while teaching Oral Expression. From their answers, almost all the teachers use their laptops with speakers, emails, Facebook groups, visual and audiovisual aids mainly the data show. However, for *teacher 7* technology depends on the level of students; if they are beginners or first year learners, it is good to depend on technology as a tool to expose them to listening but if they have a higher level, it would be much more better to expose them to speaking without using technology. Thus, the respondents' answers have shown that they are taking advantage of technology in their Oral Expression classes which entails their awareness towards its effectiveness; however, this use is limited as it is not available all the time.

Question Fourteen: For what purpose do you use such technologies in your classroom?

This question aims at investigating whether teachers are able to use technological devices appropriately while teaching EFL. The results show that four (04) teachers use technology for

listening. This means that they focus on familiarizing the target language and facilitating the comprehension of words for learners. For the other three (03) interviewees, any FL is better taught from the native speakers; for that reason, it is better to use audio-visual aids in order to teach Oral Expression since travelling to the country where the FL is spoken is not always possible. According to another respondent, technology is simply used to transfer information. Besides, *teacher 4* has confirmed that teachers have to develop their knowledge concerning the new devices and methods that are used all over the world. Accordingly, each teacher uses technology for a specific reason because s/he has a message to convey and a goal to reach at the end of the year.

Question Fifteen: What is the impact of using technology on the students?

The main aim of this question is to elicit the participants' viewpoints and perceptions towards the role that technology plays in their classes mainly its influence on learners. The majority of teachers agreed on the fact that technology is considered a motivational tool. Two teachers carried on saying that it provides learners with authentic materials which fix their attention and help them learn. *Teacher 4* added that the use of technology is a necessity in today's classroom as it solves problems and eases the learning and teaching processes. Therefore, all the teachers' responses have shown positive attitudes towards the use of technology on their learners. They also entail the fact that teachers recognize that their learners are a generation that is addicted to technology; hence, they are in charge of making it an integral part in their classes to motivate and drive their learners' attention.

Question Sixteen: What about intercultural awareness, did you ever use technology to raise students' intercultural awareness?

The aim behind this question is to explore whether teachers of Oral Expression care about making learners understand both their own culture and others' cultures through the use of technology. The results show that two (02) teachers do not use technology in order to increase

learners' intercultural competence. The remaining six (06) teachers use technological devices and try to shape learners who can determine and tolerate the differences and similarities that exist between their native culture and the foreign ones. One teacher argued that despite the fact that there is a big trial; learners are not familiar with terms like culture, intercultural communication, and intercultural awareness. Therefore, teachers use technology to increase learners' intercultural awareness but they face many issues while teaching for example lack of materials and limited time. Another interviewee claimed that technology is not only used inside the classroom; it can be used through asking learners to watch a movie at home and discuss it later in the classroom. Therefore, the majority of teachers are trying to increase their learners' intercultural awareness in their classes and make them aware of its importance.

Question Seventeen: What are the best ways that teachers can use to develop their students' intercultural awareness?

The purpose behind this question is to pinpoint teachers' perceptions in regard to the ways they use to effectively develop their learners' intercultural awareness. The informants' answers varied to include a number of ways they believe in their effectiveness. According to *teacher 1,* teachers should focus on topics that are relevant to culture, and use technology as an aid to deliver such topics. Additionally, *teacher 4* has also affirmed that the use of technology is helpful in increasing learners' intercultural awareness; however, scholarships are important because learners would better learn the language and its cultural aspects when they live in the country of the target language. Other teachers claimed that comparison between learners' own culture and the target culture is what leads them to be culturally aware. Moreover, *teacher 6* has confirmed that intercultural awareness can be reached only if there is a constructive syllabus with steps that must be followed to deliver culture theoretically to learners then, transmit this into practice through presentations, workshops, debates, and/or research projects as it is claimed by another teacher. Finally, *teacher 7* said that the best way

is to be tolerant as a teacher and help learners to accept what is different since intercultural awareness is about knowing and accepting the differences. To sum up, all teachers believe that it is important to develop students' intercultural competence; thus, various tools and techniques are used in order to achieve this, for instance, technology, comparison, scholarships, workshops, and a well-designed syllabus. It is also important to note that teachers play an influential role in developing learners' intercultural awareness; from this, the more the teacher is tolerant and open, the more learners would accept others.

Question Eighteen: Do you think that increasing intercultural awareness is an easy job? If no, what are the challenges that you generally face?

The aim behind this question is to explore whether teachers find it difficult to make learners interculturally aware. It also reveals the different challenges that teachers face while presenting this concept to their learners. According to the results, six (06) teachers thought that increasing intercultural awareness is not an easy job; however, *teacher 1* stated that it depends on teachers' methodology and the technological devices they use. Besides that, *teacher 5* affirmed that this process is reached through deep research and personal experience. Teachers may face problems while explaining because learners are careless and not aware. Instead, *teacher 7* stated that learners are open to other cultures but they refuse to declare. Lack of background knowledge and interaction with the foreign culture, the newness of the topic, and lack of communication and collaboration between teachers are other challenges that the interviewees identified. From this, intercultural competence is a skill that should be developed among both teachers and learners; however, it needs a long and difficult journey. Thus, teachers must be patient and learners have to be ready and motivated to learn and accept what is new.

Question Nineteen: Do you think that our department is aiming at developing students who are interculturally aware?

This question endeavours to check the participants' opinions in regard to whether or not the department of English is trying to develop learners' intercultural awareness. Their answers can be grouped into two categories. The first category belongs to those teachers who confirmed that the department is seeking to develop learners' intercultural competence even if it is a limited and a poor trial. The second category comprises those teachers who thought that there is nothing official and concrete to raise learners' intercultural awareness. Accordingly, *teacher 6* stated that the department has all the components which support this process of developing cross-cultural awareness but it lacks collaborative work. Moreover, *teacher 4* also inserted that the lack of technological materials and contact between the academic stuff hinder intercultural awareness to be raised.

3.1.5. Summary of Findings from the Interview

The first part of the interview has dealt with Oral Expression. Despite the fact that the majority of teachers are considered beginners in teaching Oral Expression, they all succeeded in making it the most appreciated module among learners. Thus, they took the opportunity to diversify the topics of classroom discussions and activities in order to motivate learners, encourage them to take part in the classroom, and enhance their speaking and listening proficiencies.

The second part of the interview was designed to tackle the integration of the target culture and its different aspects from learners' own culture in Oral Expression. The results showed that most teachers are highly aware of the importance of the target culture in EFL classes. For that reason, the majority of them are making it a focal point while teaching Oral Expression in order to familiarize what makes it similar or different from the mother culture of learners. Nonetheless, they believe that the target culture can be best integrated in all the modules not only in Oral Expression due to the close interrelationship between language and its culture.

Despite the fact that teachers vary in the way they teach Oral Expression, the majority stated that technology is highly used to achieve this objective.

According to the results, all teachers agreed on the fact that Oral Expression is a module that needs technology in order to expose learners to native speakers, and to make them interested. In regards to raising learners' awareness towards the target culture, some teachers agreed that technology is an effective tool to incorporate the target culture and develop knowledge about what makes it distinct from the native culture of learners. The majority of the respondents took advantage of the different technological tools in order to shape learners who are tolerant, open-minded, and aware of the differences which exist between their own culture and the other cultures. They argued that technology is helpful in order to introduce cultural topics, yet, a teacher with adequate cultural knowledge would be more creative and effective. Nevertheless, most teachers claimed that it is a difficult mission to accomplish and their use of technology is very limited as they face a shortage of technological tools in their department. In addition, other teachers stated that they lack support from the higher authorities who did not take this kind of competence into consideration when they proposed curricular and syllabi; thus, it becomes the teachers' burden.

3.2. The Classroom Observation

3.2.1. Description of the Classroom Observation

In order to investigate teachers' use of the different technological tools in Oral Expression to raise learners' intercultural awareness, an observation has been conducted from February 23rd, 2020 to March 8th, 2020 in the department of English, 8 Mai 1945 University-Guelma. The researchers carried out this observation with 12 groups from three different levels (1st, 2nd, and 3rd years). Each group is consisted of more than 20 students. The groups have been observed in two sessions with 90 minutes for each session. Most students were motivated to learn; they enjoyed the activities provided by the teachers including discussions,

group works, and presentations, and role-plays. When observing, the researchers used note-taking to gather information about both teachers and learners' behaviours, classroom activities, topics of discussion, and more importantly whether technological tools are implemented to develop students' intercultural awareness or not.

3.2.2. Data Analysis and Interpretation

The qualitative analysis of data that was gathered during classroom observation is organized in observation grids; each table contains the data gathered from a particular level of students. Then, a descriptive interpretation follows each table to discuss the summary of the findings.

3.2.2.1. Analysis of First Year Classroom Observation Results

Table 3.1

First Year Classroom Observation

Level 1st year	Teachers' role	Learners' role	Topics of classroom discussion	Classroom activities	Use of technology	Integration of culture
S 1	Encouraging learners to speak Explaining Asking questions Giving instructions	Watching the video Giving and discussing opinions	English conversations, some expressions that natives use, and how to ask questions and continue a conversation	Watching a video about the lesson. Dictation of a short story A game	Computer Speakers Projector Mobile	Culture was there through exposing learners to natives but to a very limited degree
S 2	Encouraging learners to speak Explaining Asking questions Giving instructions	Watching the video Giving and discussing opinions	Some verbs (to advise, suggest, and recommend) and how to give a formal advice	Watching a video about how to recommend, advise, or suggest. Dictation of a short story A game	Computer Speakers Projector Mobile	Some aspects of the target culture were tackled implicitly like buildings and architecture
S 1	Reading short stories Encouraging learners to speak using English Asking questions Initiating discussions Explaining difficult words	Giving opinions	Having children and being poor Vs being alone but rich and successful	Reading short stories A game Pair work	Nothing	learners were asked to prepare play about British and American humor next session
S 2	Inviting learners to speak Asking questions Providing explanations	Presenting Giving opinions	Family	Presentation Giving opinions	Data projector and learners' laptops	Culture was integrated through a comparison between the Algerian and the British lifestyle
S 1	Providing a video Explaining difficult terms Asking learners questions	Listening to the video many times Taking notes Discussing Writing summaries Presenting	Chocolate	Listening to and watching a video Discussions Presentations Summarizing	Laptop	Nothing

3.2.2.1. Analysis of First Year Classroom Observation Results

Table 3.1

First Year Classroom Observation

S 2	Asking learners to read their summaries/ to give their opinions Helping the learners Controlling the discussion	Reading their summaries Writing notes about the discussed topic Explaining their ideas Discussing	Chocolate	Reading summaries of the last session Writing arguments and defending them	Nothing. Learners were not allowed to use the mobile even for searching in the dictionary	Just one example from the American culture: giving a gift without chocolate is not acceptable
S 1	Giving instructions to learners about their home works Making with each pair an individual discussion to check their topics	Proposing topics Discussing their topics with their teacher	Discussing just their home works	Nothing but discussing learners' home works: a presentation, a project, and a debate	Nothing; however, learners were given the opportunity to use any technological device	Nothing
S 2	Guiding learners by giving them instructions about how to make an effective debate Inviting learners to communicate and interact Giving comments and asking learners to provide feedback	Collaborate to prepare debate Making presentation Initiating a pair work debate Interact with the teacher and give feedback	Blood donation Equality between men and women Parents' control	Presentation Debate	Laptop Mobiles	Nothing
S 1	Directing/ evaluating/ and asking the presenters questions about their presentation Initiating discussion in the classroom Giving home works	Listening to the presenters	Brain drain	Presentation	Computer to present the topic and show a video	Nothing
S 2	Asking learners to perform their home works Giving instructions	Performing their home works	Divorce	Presentation	Computer to present the topic	Nothing

The obtained results show that first year teachers focused on increasing learners' speaking and listening proficiency without paying much attention to the native and foreign cultures. Thus, the emphasis was on making learners understand and produce the language correctly rather than making them aware of the cultural differences. Accordingly, teachers' role was principally to encourage and invite learners to interact rather than teaching them to accept their culture and tolerate the cultural differences. They aimed at initiating classroom discussions and debates where learners are always allowed to give their opinions and defend them with arguments. In order to achieve their goals, teachers used different ways to teach Oral Expression. Hence, different topics and activities encompassing presentations, games, and debates were used. Concerning the use of technology, the majority of teachers took into account the fact that learners are a digital generation; as a result, they used laptops, data projectors, and speakers to help learners listen to native speakers and motivate them to be part of the classroom debate. To sum up, most teachers of first year used technology in their classes; however, it has been oriented only towards improving their learners' speaking and listening skills. Therefore, teachers' implementation of technology in Oral Expression classes was not used for the purpose of raising learners' intercultural awareness because a little attention was directed to reveal the cultural differences between the two cultures; the native and the target one.

3.2.2.2. Analysis of Second Year Classroom Observation Results

Table 3.2

Second Year Classroom Observation

Level 2nd year	Teachers' role	Learners' role	Topics of classroom discussion	Classroom activities	Use of technology	Integration of culture
S1	Asking questions Giving examples Explaining some ideas Increasing learners' tolerance towards others Raising learners' intercultural awareness	Interacting Giving opinions Discussing	Multicultura-lism	Discussion	Nothing	Giving examples and making comparison between learners' own culture and the other cultures.
S2	Asking questions Giving some instructions Explaining new terms	Answering teacher's questions Giving opinions Discussing	Time management and procrastina-tion	Discussion	Nothing	Nothing
S1	Reading a text for learners Asking questions Giving marks Pushing learners to participate Correcting mistakes Explaining some ideas Translating some words	Taking notes Writing the questions and answering them Participating	Climate change	Discussion	The teacher brought with her the speakers, the remote control of the projector that was present in the classroom to show them a video but she forgot her laptop	Nothing
S2	Evaluating learners Asking questions Encouraging learners to participate Dictating some questions and explaining them Asking learners to bring some videos	Reading their short stories Asking questions Taking notes while listening to the video Writing the questions	Different short stories The effects of climate on people's moods	Short stories Listening to and watching a video Listening activity	Learners were using their mobiles to read their short stories The teacher used laptop and speakers	Two examples: the first is respecting flowers and gardens in western societies. The other is about the idea that all cultures agree that money does not bring happiness

The obtained data show that teachers of second year also focused on increasing learners' listening and speaking skills with more attention to the latter. Accordingly, teachers focused on discussing different topics in order to increase learners' production of the language. In addition, the findings demonstrate a considerable lack of technology because laptops, speakers, and projectors were used to show videos but to a very limited degree. In regards to raising students' intercultural awareness, the majority of teachers were not using technology to achieve this as they were not presenting the differences between the native and the foreign cultures. However, one teacher has devoted a whole session for discussing a cultural topic which is multiculturalism to raise learners' intercultural awareness and tolerance towards other cultures. This reveals that despite the lack of technology in her classroom, she was trying to make learners understand the cultural diversities and realize that each group has its own culture that must be respected. Nevertheless, it can be concluded that technology is used to achieve other purposes and developing intercultural awareness was not given more importance in Oral Expression classrooms.

3.2.2.3. Analysis of Third Year Classroom Observation Results

Table 3.3

Third Year Classroom Observation

Level 3rd year	Teachers' role	Learners' role	Topics of classroom discussion	Classroom activities	Use of technology	Integration of culture
S1	Asking questions Inviting learners to speak and discuss Providing a video Giving explanations and examples	Providing opinions Watching a video Listening to a song Reading the songs' lyrics Interact and discuss	The educational system	Watching a video Listening to a song Reading the lyrics Open discussions Debates	Laptop Speakers Data projector	Comparison between different English cultures
S2	Giving comments Observing learners	Performing a dialogue Peer-assessment	Family Gossip and rumours	Performing a dialogue	Laptop Speakers	Nothing
S1	Observing learners Asking questions Correcting misunderstanding Controlling the classroom atmosphere	Making presentation Discussion	Women empowerment	Presentations Discussion	Nothing	Slight integration of culture through a comparison between the learners' culture and other cultures
S1	Pushing learners to speak Asking students to interact and initiate discussions	Giving a presentation Asking questions and giving comments	Famous dish in USA	Presentation Discussion	Mobiles	Culture was integrated through the presented topic which was about the American food

According to the results, teachers of third year were going on their colleagues' path to continue the journey of developing learners' speaking abilities. Presentations were highly integrated in third year classrooms; teachers used them as a method to increase learners' communicative proficiency in addition to make them responsible for the preparation and deliberation of the lessons. Accordingly, teachers, at this level, made learners the centre of the classroom. Concerning the use of technology, laptops and data projectors were used by learners while delivering their presentations and there was only one teacher who used them to introduce videos. Thus, teachers were not using technology to increase learners' intercultural awareness. This latter was achieved through classroom discussions and debates in which teachers compared between learners' mother culture and the target one or between different English cultures. In this context, learners were also motivated and inspired to know about the others' cultures and philosophies what led them to choose cultural topics to be presented. Therefore, teachers of third year were making an effort to increase intercultural awareness despite the fact that they were not using the different technological tools in their classes.

3.2.3. Summary of Findings from the Classroom Observation

The previous findings have shown that most Oral Expression teachers' main aim was increasing learners' communicative competence. Accordingly, the module carries its name in the sense that the main goal is to make learners express their ideas freely and break the ice between each other. The results also revealed that most teachers encourage and invite learners to take part in classroom discussions and debates. Thus, teachers are instructors, observers, and guiders who provide explanations and clarify misunderstandings. Different methods and strategies were used by teachers in order to teach Oral Expression, some of them used games, listening and reading activities, and dictation; while others relied only on presentations and discussions in order to offer more speaking opportunities. Therefore, each teacher used a

method that goes with the level s/he taught; however, they all had the same objective of creating fluent language learners.

In relation to technology, the results revealed that teachers know its fundamental role in teaching and learning FLs; however, not all of them use technological tools to raise intercultural awareness. The majority of teachers depend on oral debates and discussions among learners to develop their speaking skill, whereas, a few of them try to integrate technology via the use of laptops, data projectors, and speakers to present videos, show pictures related to the topic covered in the classroom, or as a tool to facilitate transferring data. Hence, technology is used to a little extent in Oral Expression classes in order to improve learners' listening and speaking skills instead of making them celebrate their own culture and accept the others.

This study's findings have also shown that intercultural awareness was not highly integrated since teachers gave few examples to refer to the target culture during classroom discussions or through learners' presentations and plays if they are of a cultural nature. It is clear that teachers did not take advantage from the technological devices to present the cultural aspects and make learners tolerant. This reveals that teachers of Oral Expression do not focus on raising their learners' intercultural awareness despite the fact that they are highly aware of its importance, in addition to their students' interest in discovering new cultures mainly third-year students.

3.3. Limitations of the Study

The current research journey was paved with some obstacles that restricted its completion. These obstacles were mainly related to the practical part. First, because of COVID-19 and the fact of being quarantined, there was no time to finish conducting both the interview and the observation which led to limited data. Second, some teachers did not accept to take part in this research as they refused to be observed and interviewed. In addition, other teachers refused to

be observed till they fix a specific time and prepare the necessary tools which affect the reliability of the research.

3.4. Pedagogical Implications

The obtained data of the current study revealed that teachers develop positive attitudes towards the effectiveness of technology in Oral Expression on increasing learners' intercultural awareness. However, this would not deny the fact that EFL learners at the department of English, 8 Mai 1945 University-Guelma are intercultural unaware due to the limited use of technological tools that is directed towards improving learners' speaking and listening skills rather than introducing them to different cultures. In this regard, this section tends to provide some pedagogical implications for learners, teachers, and even policymakers in order to increase EFL learners' intercultural awareness through the use of technology.

3.4.1. Learners' Implications

In regard to learners, it is important that they understand that learning a FL is not confined in memorizing thousands of words or lists of grammar rules. Accordingly, they can enrich their cultural knowledge about the target culture in order to get involved at the heart of it. This would be achieved inside the classroom as well as outside it; learners need to be conscious that knowing other cultures and lifestyles is not only linked to the content of lessons, but it is a longitudinal process that requires research and self-dependence. In this vein, many tools can be used with technology at the top of the list. Nowadays, and due to the influence the internet has, learners are able to extend their knowledge in all fields of learning. Many applications also offer them plenty of opportunities to discover, share and be familiar with strange content without making efforts.

Among these applications, Facebook and Youtube are the most useful ones in enhancing learners' intercultural awareness. The former makes it possible to communicate with people from different cultural backgrounds, while the latter supplies learners with authentic videos

that stand as a real representative of all existing cultures. Thus, learners should go the extra mile and benefit from the available applications because they can picture to some extent the foreign societies. However, this does not mean that the native culture should be neglected at the expense of the target culture because it is the only aspect that celebrates their uniqueness. In other words, learners have their own cultural identity that should not be mixed with or replaced by what they are learning. Instead, they need to develop an ability to differentiate and hold the two cultures by accepting and adapting the new one without losing the mother culture.

3.4.2. Teachers' Implications

As far as teachers are concerned, they need first to develop their intercultural awareness in order to raise their learners' awareness. It is impossible to teach and transfer cultural aspects without knowing and understanding them. Therefore, teachers need to modernize themselves, enlarge their vision, and broaden their minds in regards to the target culture. They need to be tolerant, open-minded, and open to change before asking students to evolve. In addition, they need to focus on different cultural topics in all the modules they teach since they are aware of the inseparability between language and culture. In other words, teachers are highly conscious of the importance of culture while teaching FLs and developing learners' intercultural awareness; however, it is not visible. Teachers actually know the techniques and methods that learners need in order to build their cultural awareness but this is not enough; they also need to take an action and direct their attention towards practicing and applying this theoretical side. Accordingly, they can diversify the classroom activities and the followed methodologies with the help of technology.

Concerning the use of technology, teachers know that they are raising a generation that is addicted to technology. Accordingly, they may benefit from the fact that learners are more productive when they transfer the use of technology as an entertainment tool to a learning

one. In other words, teachers should bring into light the educational role of technology, especially when it is relevant to knowing about others and appreciating the self. Thus, teachers are responsible for guiding learners to realize that accepting different perspectives and learning new cultures do not make their own culture less significant. Moreover, teachers need to make their students aware that increasing their intercultural awareness is a process that needs self-reliance, with the teacher as the one who shows the road to achieve this.

3.4.3. Policymakers' Implications

As it is noticed from analyzing the data gathered from the interview for teachers, the issue of increasing learners' intercultural awareness is not given much attention by decision-makers at the University level. For that reason, the higher authorities have to reconsider the importance of the target culture while teaching a FL. This can be done through modifying the designed syllabi of each module by adding cultural traits and aspects; so that the target culture would be touched in every corner the learners turn to. This process of modification and addition should embrace the different modules at all levels starting from first year. In addition, teachers should be trained on how to teach the target culture and the different methods through which it can be integrated in all the modules, especially through the use of advanced technological tools of the 21st century. This could be realized through organizing seminars and workshops at the local or the international level where teachers can come across the latest teaching methodologies and techniques in order to develop their knowledge and update themselves. Moreover, FL departments should be supplied with the different technological tools. Another important aspect is to offer more scholarships for learners to live and study in the English speaking communities; this yield to familiarize them with the target culture at a more visible level.

Conclusion

Based on the obtained results from the field work that is put forward in this third chapter, teachers of Oral Expression at the department of English, 8 Mai 1945 University- Guelma are aware of the importance of technology in the field of EFL teaching and learning. They are also conscious about the significant role that the different technological tools play in increasing learners' intercultural awareness. According to them, Oral Expression is a module that requires technology because it is the window through which learners can be exposed to the target culture. Therefore, it is confirmed that teachers believe that technology has an affirmative impact on increasing learners' intercultural awareness while teaching Oral Expression. Nevertheless, the observation's results showed that most teachers are not applying what they believe in. This is mainly due to different reasons; on one hand, there is a limited use of technology in most of their classes. On the other hand, teachers' main aim is not to develop learners' intercultural awareness, rather is to develop learners' speaking proficiency in the majority of Oral Expression classes.

General Conclusion

The present study has aimed at examining teachers' perceptions towards using technological tools while teaching Oral Expression in order to increase learners' intercultural awareness. Since today's learners were born in a different decade, teachers have to take into consideration the fact that technology has improved many areas of life including education. Thus, it was hypothesized that teachers believe that the appropriate and intelligent use of technological devices and applications would have a positive impact on learners' intercultural background.

In order to test the research hypotheses, two main qualitative data collection tools have been used: an interview and a classroom observation. The former has been conducted with teachers of Oral Expression to identify their attitudes and perceptions towards using technological tools while teaching this module and integrating cultural elements. Then, an observation has been carried out with the same teachers while teaching Oral Expression to 1st, 2nd, and 3rd year students in order to investigate the techniques and methods of teaching Oral Expression, the skills they focus on, and the extent to which they make their students aware of the cultural differences through the modern and latest devices and applications.

Through these research tools, the research questions were answered and the alternative hypothesis was confirmed. The first question was concerned with teachers' perceptions towards using technological tools in Oral Expression. Based on the interview's results, the majority of teachers believed that technology is important as it influences in one way or another learners' achievements. Additionally, the observation results have shown that most teachers of Oral Expression relied on some technological tools to transmit data. Thus, it is clear that teachers have a positive attitude towards using technological devices and applications in the classroom. They confirmed that learners can better learn and produce when technology is present.

The second question was set to explore the extent to which teachers of Oral Expression use technology in their classes. According to the obtained data, it has been noticed that the majority of teachers made use of computers and data projectors to show some videos or to present lessons. In other words, there was a limited use of technology in most of their classes due to the lack of materials and media.

The third question was related to whether teachers believe that the use of technological tools help EFL learners raise their intercultural awareness or not. Based on the results, all teachers had the belief that technology helps transmit the cultural aspects as it is the only available means. However, the observation results showed that most teachers do not apply this. In other words, the majority of teachers are not using technology to make their students aware of the cultural differences that exist between their own culture and other cultures.

The hypothesis of this study dealt with teachers' views towards using technological tools to increase learners' intercultural awareness. Based on the results, teachers are aware of the importance of culture while teaching Oral Expression; they all agreed that culture cannot be detached from language. More importantly, they all believe that technology facilitate boosting learners' intercultural awareness. However, their use of technology is very limited and they are not introducing the cultural differences because they focus on developing learners speaking and listening skills. Hence, it has been confirmed that teachers perceive that the use of technology in Oral Expression classes has a positive effect on learners' intercultural awareness.

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Appendices

Appendix A

The Interview

Dear teachers,

The aim of the current study is to investigate your perceptions towards the use of technology in Oral Expression to raise EFL learners' intercultural awareness. The interview attempts to collect useful information about whether the use of the different technological tools in Oral Expression has the potential of enhancing EFL learners' intercultural awareness or not. Your answers are very important for the validity of the research we are conducting. We would be very grateful if you take a part in this interview which will be recorded based on your permission.

Ms. OUAMMAR Lilia

Ms. TRAD Lamia

Department of English

University 8 Mai 1945, Guelma

Questions

1. How long have you been teaching English?

2. What about oral expression? Is it the first time you teach this module?

3. Do students enjoy or prefer to study this module? If yes, what makes it special?

4. Which teaching methodology do you use while teaching this module?

5. What skills do you focus on while teaching Oral Expression?

6. How do you select course content?

7. What are the topics of classroom discussion you generally use?

8. Do you take the target culture into consideration while teaching oral Expression?

9. What are the effective ways for integrating teaching culture while teaching language?

10. In your opinion, why is it important to introduce cultural elements of the target language?

11. Do you consider Oral Expression as the only opportunity to expose the target culture? Would you name other modules where teachers can transmit cultural data?

12. Do you use technology while teaching Oral Expression?

13. What are the different technological tools that you work with?

14. For what purpose do you use such technologies in your classroom?

15. What is the impact of using technology on the students?

16. What about intercultural awareness, did you ever use technology to raise students' intercultural awareness?

17. What are the best ways that teachers can use to develop their students' intercultural awareness?

18. Do you think that increasing Intercultural awareness is an easy job? If no, what are the challenges that you generally face?

19. Do you think that our department is aiming at developing students who are interculturally aware?   **Thank you for your collaboration**

ملخص

تسعى الدّراسة الحالية إلى تقصي تصورات الأساتذة حول اِستخدام التّكنولوجيا بمختلف أدواتها في حصص التّعبير الشّفويّ وذلك لرفع وعي الطلبة بين الثقافات. وبالتّالي تم الافتراض بأن الأساتذة سيكون لديهم مواقف وتصورات ايجابية اتجاه استخدام التكنولوجيا في التّعبير الشفوي لغرض تعزيز وعي الطلبة بين الثّقافات. بغية التّحقق من صحة هذه الفرضية أو عدمها، تم استخدام الطريقة الوصفية النوعية للبحث، وكانت المقابلة والملاحظة الصفية أدوات جمع البيانات النوعية الرئيسية. تتكون عيّنة الدّراسة من ثمانية من أساتذة التعبير الشفوي بقسم اللّغة الإنجليزيّة 8 ماي 1945، بجامعة قالمة، الذين تمّت مقابلتهم وملاحظتهم أثناء تدريسهم مقياس التّعبير الشّفويّ لمستويات مختلفة: السّنة الأولى، الثّانية، والثّالثة. كشفت البيانات المُتحصّل عليها الموقف الإيجابي للأساتذة حول اِستخدام التّكنولوجيا في حصص التّعبير الشّفوي لرفع وعي الطلبة بين الثّقافات؛ رغم أن معظمهم لم يطبقوها للقيام بذلك. بالإضافة إلى ذلك، فقد تم إدراك أن الطلبة لم يكونوا على دراية بالاختلافات بين الثقافات بسبب الاستعمال المحدود للأدوات التكنولوجية الموجه نحو تحسين مهارات التحدث والاستماع بدلا من تعريفهم بثقافات مختلفة. وبناءً على ذلك، تمّ اِقتراح بعض التّوجيهات البيداغوجية للطلبة والأساتذة و صناع القرارات لمساعدتهم في عملية زيادة الوعي بين الثّقافات.

الكلمات المفتاحية: أساتذة التعبير الشفوي ، الأدوات التّكنولوجيّة، التّعبير الشّفويّ، الوعي بين الثّقافات.