

Dedication

In the name of Allah,

The most merciful, the most compassionate.

This work is dedicated

*To my source of happiness and success in life , **My Parents.***

To my beloved brothers:

Abd Elwali and his wife, Housseem, Djihad and BahaaEddin.

*To my dearest sisters: **Miyyada and Maha***

*To my nieces and nephews: **Aline, Loudjaine and Younes.***

*To my work-partner: **Fatima***

To all who have supported and encouraged me to fulfill this work

Thank You All ☺

Dakaâ

Dedication

In the name of Allah, the Almighty .

With all love that covers my heart, this humble research work is dedicated to :

*My beloved “**Mom**” who has always encouraged me and has surrounded me with love and care. My deep love and thanks to her for all her sacrifices.*

*My loving “**Sisters**” and “**Brothers**” who have been considerate, understanding, and have graciously put up with the negligence that I have afflicted upon them all along the course of the study.*

*My mother-in-law “**Fouzia**” who has never saved any effort to help me .*

*Also, a special affectionate dedication goes to my wonderful husband, “**Anis**”.*

Without his support, bringing this thesis to its end would never have been completed.

You understood from the outset my desire to obtain this degree and never questioned or doubted my determination. I am very proud of you.

*Not to forget my beautiful nephew “**Yanis**” and adorable nieces, ”**Hiba**” ,”**Joudi** “ and “**Maria**”.*

*My work-partner “**Dakaâ**”.*

*My best friends “**Hadjer** “ and “**Meriem**“ who are always there for me whenever I need advice and support . You deserve the world’s love for being there for me .*

Those who sincerely supported me with their prayers, kindness, and efforts .

All people who are dear to my heart . I gladly dedicate this work and these words.

Thanks a Lot 😊

Fatima

Acknowledgements

*First of all, we would like to thank **Allah** for giving us the power and the will to complete this dissertation.*

*We are sincerely grateful to our supervisor Mrs. **Fouzia BENNECER** for being kind enough to accept directing this work.*

We would like to thank her for her support, guidance, supervision, and Encouragement.

*We are utterly grateful to the examining members of the jury Mrs. **Selma BOUHALI** and Mrs. **Sarah MEZRAGUE** who accepted to judge the Current dissertation.*

We would also like to express sincere thanks to first year Master students for being kind to answer the questionnaire.

Abstract

EFL students are supposed to be learning English as a foreign language. In fact, the recent studies concerning the relationship between language and culture showed that learning a foreign language requires the knowledge of its culture. With the appearance of the new technology “audio/video conferencing” which is considered as an advantageous way to connect with people anywhere in the world students are using this technology for the sake of exchanging their home culture with others from different cultures. The main concern of this dissertation is the cultural awareness among students in the Department of English at Mohamed Seddik Ben Yahia University - Jijel. The aim is to investigate the learners' perceptions towards the role of the technology (audio/video conferencing) in developing EFL learners' cultural awareness. Accordingly, we hypothesised that 1st year master students of English would perceive the audio/video conferencing as an affective learning tool to develop their cultural awareness. A questionnaire has been conducted and directed to 1st year Master students in department of English of Mohamed Seddik Ben Yahia University - jijel. The results from the analysis of the questionnaire showed that there is a gap in communication through audio/video conferencing because of the lack of local students' cultural awareness, since they do not have adequate knowledge about the two cultures. Furthermore, the data obtained from the students' questionnaire showed that the students are more attracted to discover the foreign culture than their own. Moreover, it has been concluded that learners perceive audio/video conferencing as a good tool to develop their cultural awareness.

List of Abbreviations

%: Percentage

AC: Audio Conferencing

Big **“C”**: Big Culture

CA: Cultural Awareness

EFL: English as Foreign Language

FL: Foreign Language

ICT: Information and communications technology

ISDN: (Integrated Services Digital Network)

i.e.: That is to say

L2 : Second Language

P : Participants

PC : Personal Computer

Q : Question

TC: Target Culture

Small **“c”**: Small culture

VC: Video Conferencing

List of Tables

Table 1: Students' Gender	52
Table 2: Students' Age	53
Table 3: Students' Choice	54
Table 4: Students' Language Ability.....	55
Table 5: Students' Views on Learning Language in Line with its Culture.....	57
Table 6: Students' Views on Having In-depth Knowledge about the English Cultures.....	59
Table 7: The Importance of Integrating Culture in Foreign Language Classes	60
Table 8: Reasons Attributed to the Importance of Integrating Culture in Foreign Language	62
Table 9: The Weight of the Cultural Content	63
Table 10: Whether Students Use any Tool to Develop their Cultural Knowledge	65
Table 11: Whether Students Use AC/VC as a Learning Tool outside Classroom.....	67
Table 12: Students' Frequency of Using AC/VC	68
Table 13: Students' Perspectives on the Contribution of AC/VC Materials in Developing the Cultural Components of other Cultures	69
Table 14: Student' Frequency of Thinking about the Presence of Related Issues in AC/VC.....	70
Table 15: Difficulties faced by EFL learners in audio/ video conferencing in relation to culture ...	73
Table 16: Students' Stance on the Contribution of AC/VC in Developing their Cultural Awareness	74
Table 17: Students' Frequency of AC/VC to Develop their Cultural Awareness.....	75
Table 18: Students' Views about AC/VC in Discovering One's Own Culture.....	76
Table 19: Students' Views about AC/VC in Discovering the Target Culture	78

Table 20: Students' Views about AC/VC in Comparing between the Own Culture and the Target One.....	79
Table 21: Students' Views about AC/VC in Having Knowledge about Others' Culture	81
Table 22: Justifications of the Use of AC/VC in Having Knowledge about Others' Culture.....	83

List of Figures

Figure 1: Observation of a School Class via Audio/Video Conferencing.....	22
Figure 2: Possible Procedure for Working with Audio/Video Conferencing Systems	23
Figure 3: Pyramid of Cultural Awareness	42
Figure 4: Students' Gender.....	41
Figure 5: Students' Age.....	52
Figure 6: Students' Choice.....	53
Figure 7: Years Spent in Learning English	55
Figure 8: Students' Evaluation of Language Ability	56
Figure 9: Students' Views on Learning Language in Line with its Culture.....	57
Figure 10: Students' Views on Having In-depth Knowledge about the English Cultures	59
Figure 11: The Importance of Integrating Culture in Foreign Language Classes.....	61
Figure 12: Reasons Attributed to the Importance of Integrating the Learning of Culture in Foreign Language Classes	62
Figure 13: The Weight of the Cultural Content	64
Figure 14: Whether Students Use any Tool to Develop their Cultural Knowledge	66
Figure 15: Whether Students use AC/VC as a Learning Tool outside Classroom.....	67
Figure 16: Students' Frequency of Using AC/VC	68
Figure 17: Students' Perspectives on the Contribution of AC/VC Materials in Developing the Cultural Components of other Cultures	69
Figure 18: Student' Frequency of Thinking about the Presence of Related Issues in AC/VC.....	71
Figure 19: Difficulties Faced by EFL Learners in AC/VC in Relation to Culture.....	73

Figure 20: Students' Stance on the Contribution of AC/VC in Developing their Cultural Awareness.....75

Figure 21: Students' Frequency of AC/VC to Develop their Cultural Awareness.....76

Figure 22: Students' Views about AC/VC in Discovering One's Own Culture.....77

Figure 23: Students' Views about AC/VC in Discovering the Target Culture78

Figure 24: Students' Views about AC/VC in Comparing between the Own Culture and the Target One80

Figure 25: Students' Views about AC/VC in Having Knowledge about Others' Culture82

Figure 26: Justifications of the Use of AC/VC in Having Knowledge about Others' Culture.....83

Table of Contents

Running Head	1
Dedication.....	2
Dedication.....	3
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Tables	7
List of Figures	9
Table of Contents.....	11
Chapter 1: Audio/ Video Conferencing and Cultural Development.....	14
General Introduction	14
1. Statement of the Problem	14
2. Aims of the Study	14
3. Research Questions	15
4. Assumption	15
5. Research Methodology	15
6. Structure of the Study	16
Section One: Audio/Video Conferencing	16
Introduction	16
1.1.1 Definition of Audio /Video Conferencing	17
1.1.2 Types of Audio/Video Conferencing	18
1.1.3 The Use of Audio/Video Conferencing in Education.....	19
1.1.4 The Implementation of Audio/Video Conferencing in Education	24

Developing EFL Learners' Cultural Awareness through Audio/Video Conferencing	12
1.1.5 The Importance of Audio/ Video Conferencing	27
1.1.5.1. In Language Learning.....	27
1.1.5.2. In Language Teaching.....	29
1.1.5.3. In Oral Fluency	29.
1.1.6. The Strengths and Weaknesses of Audio/Video Conferencing.....	32
1.1.7. The Benefits of Audio/Video Conferencing.....	33
Section Two: Developing Cultural Awareness of EFL Learners	35
1.2.1 Definition of Culture.....	35
1.2.2 The Interrelation between Culture and Language.....	37
1.2.3 The Definition of Cultural Awareness	38
1.2.4 The Importance of Cultural Awareness	42
1.2.5 Techniques for Teaching Cultural Awareness	43
Conclusion	46
Chapter Two: Research Methodology and Data Analysis and Interpretation.....	47
2.1 Section One: Research Methodology.....	47
Introduction.....	47
2.1.1. Description of the Selected Setting and Participants	47
2.1.2. Research Tool	48
2.1.2.1. Description of Student's Questionnaire	48
2.1.2.2. Administration of the questionnaire.....	49
2.1.3. Limitations of the Study.....	50

2.2 Section Two: Data Analysis.....	51
2.2.1. Analysis of the Learners' Questionnaire	53
2.2.2. Discussion of the Results.....	85
Conclusion	87
General Conclusion	88
Suggestions for Further Research.....	90
Recommendations.....	91

Bibliography

Appendix

ملخص

Résumé

Chapter 1: Audio/ Video Conferencing and Cultural Development

General Introduction

1. Statement of the Problem

In the past, teachers were recording audios in CDs and cassettes in order to use them in class to teach. But, nowadays with the advance of technology and the emergence of the internet things become easier. However, the focus of using ICT's in Algerian contexts still on developing language skills vocabulary, grammar... .The majority of learners find tremendous difficulties to understand other's culture even after several years of study trough ICT.

With the availability of the net connection many well developed countries are using audio/video conferencing to share knowledge and to develop interculturality. However, in the case of the Algerian universities learners are using the internet (since we also have the 3G and 4G) but we are not sure whether students are using it for educational purposes or just for entertainment. Because although cultural awareness in EFL classrooms has been an area of extensive research and different aspects of it have been explored in different contexts throughout the world, little, if any, large-scale research has examined it in an Algerian educational context and it is not searched before whether learners are using audio/video conferencing to develop their cultural awareness, and how they perceive the use of this tool.

2. Aim of the Study

This study aims at investigating whether 1st year Master students of English at the university of Mohammed Seddik Ben Yahia use audio/video conferencing as a learning tool to develop their cultural awareness. In addition, it aims at investigating the participants' perceptions towards the use of the technology (audio/video conferencing).

The main objective of this research is to shed light on the benefits of the use of audio/video conferencing to develop EFL learners' cultural awareness as well as exchanging cultural knowledge.

3. Research Questions

The present study seeks to respond to the following questions:

1. What are the major means by which learners try to develop cultural awareness in EFL classrooms?
2. Do students of master 1 use audio/video conferencing as a learning tool ?
3. To what extent do EFL 1st year master students benefit from the cultural content found in audio/video conferencing?
4. Does the use of audio/video conferencing as a learning tool develop Algerian EFL learners' cultural awareness?
5. What are the main obstacles facing learners in developing cultural awareness in EFL classrooms while using audio/video conferencing?

4. Assumption

On the basis of what has been stated, it is hypothesized that :

1st year master students of English would perceive the audio/video conferencing as an affective learning tool to develop their cultural awareness.

5. Research Methodology

Through this study , we will demonstrate the students' perceptions towards the role of audio/video conferencing in developing cultural awareness .The major aim behind selecting first year Master students and not the other years is due to the fact that they have spent more years in studying English at the university than the others. For that reason, they are supposed to be fluent speakers and more experienced in interacting and using the language. As well as they have a more background knowledge concerning culture because they are studying "Language and Culture " as a module , for that , perhaps they will look for ways to develop their cultural knowledge .Moreover, first year Master students are aware to use AC/VC to develop their cultural awareness more than the others.

This work would be achieved through a quantitative approach, we will use a questionnaire to investigate further whether really audio/video conferencing is helping students in raising their attention to learn more and to be aware of other's culture.

6-Structure of the Study

The current research work comprises two main chapters. The first chapter will be divided into two sections; the first section will shed light on the audio/video conferencing in terms of its definition, its use, its advantages and drawbacks as well as its importance in both language teaching and learning and oral fluency. It will, then provide the implementation of AC/VC and the strengths along with the weaknesses. Furthermore, it will demonstrate the benefits of AC/VC. The second section will give a clear definition of both the key terms culture and cultural awareness. Then, it will discuss the relationship between language and culture and gives insights to the importance of cultural awareness and exhibiting some techniques for teaching it.

The second chapter will be also divided into two sections; the first section will describe the research methodology. While the second section will be devoted for data analysis and the discussion of the main results which are obtained from students' questionnaire.

1.1. Section One: Audio/Video Conferencing

Introduction

ICT (Information and communications technology) is an important educational medium in the field of teaching/ learning English as a Foreign Language (EFL). EFL learners, who live in an environment void of English, can gain access to English content through online newspapers, movies, and blogs. Besides, communication plays an essential role in language learning. Nowadays, more and more learners are willing to use a variety of new technologies in order to have an effective and efficient communication. In addition, EFL learners can enjoy real communication opportunities in English with native speakers through audio/video conferencing, email, chat ...etc. Since the lack of meaningful exposure to English in their daily lives is one of the biggest issues for EFL learners' inability to learn English effectively. EFL learners are looking to the technologies as a tool to

provide an effective English learning environment, and audio/video conferencing is one kind of these technologies. Developing learners' cultural awareness through the use of audio/ video conferencing has a great importance in learning / teaching a foreign language. The first chapter contains two sections. The first section entails the definition of audio/video conferencing and brings to light its use, its implementation as well as its advantages and drawbacks. It will, then, deal with the importance of audio/ video conferencing in both language learning and teaching and oral fluency. The second section defines clearly the concepts culture and cultural awareness. Additionally, it gives some insights to the importance of cultural awareness and exhibiting some techniques for teaching it. It subsequently provides the relationship between language and culture.

1.1.1. Definition of Audio/Video Conferencing

Audio conferencing (AC) and Video conferencing (VC) can be included in the concept of web conferencing, since the latter is a broader term. Cruz and Barcia (2000) conceptualized web conferencing as a digital resource that allows oral, visual and written communication for people who are physically distant. While AC limits its affordances to the oral channel, VC combines visual and oral features to the interaction. Both AC and VC, many times, can make use of written communication resources through a chat box, besides graphics such as emoticons. (Cruz, 1997; Cruz & Moraes, 1997).

Audio/video conferencing is one of the technological systems which can be used in online learning. Audio/video conferencing is a synchronous model for interactive video, audio and data transfer conducted between two or more groups/people through communication lines. (Indian journal of Science and Technology, 2015)

Audio/video conferencing (also known as an audio/video teleconference) is a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously. It has also been called 'audio/visual collaboration' and is a type of groupware. Audio/video conferencing uses Telecommunications of audio and video to bring people at different sites together for a meeting. This can be as simple as a conversation between two

people in private offices (point-to-point) or involve several sites (multi-point) with more than one person in large rooms at different sites. Besides the audio and visual transmission of meeting activities, audio/video conferencing can be used to share documents, computer-displayed information, and whiteboards. The definition of audio/video conferencing is a communication method that connects people that are in different physical locations with video, audio, and computer technology. Audio/video conferencing creates a meeting environment that allows the user to interact face-to-face with other meeting participants without having to be in the same physical location (International Journal of Hybrid Computational Intelligence, p40)

Audio/video conferencing allows two or more locations (e.g., a school in Texas and a school in Canada) to connect using the internet, enabling both locations to hear and see each other in real time (Pringle, Klosterman, Milton-Brkich, & Hayes, 2010). In education, audio/video conferencing has been used for distance education courses, professional development workshops, visits with subject experts, virtual field trips to museums for classroom enhancement, and collaborations between schools (Lawson & Comber, 2010). An interesting feature of audio/video conferencing is that it can virtually connect students to faraway places “while never physically moving anyone” (Gerstein, 2000, p.182).

The term audio/video conferencing is a confusing one. Some commercial companies are now advertising audio/video conferencing as a new technology. The fact is that audio/video conferencing is a function which can be hosted on a variety of technologies and has been for some years. It is not a technology in itself. In America, the term is fast becoming defined as any use of television to join people in some live interaction. However, the term is actually applied to a wide range of situations from live audio/video lecturing to large audiences, to a point-to-point, individual-to-individual desktop PC chats. (Lynne Coventry, n. d).

1.1.2 Types of Audio/Video Conferencing

There are two basic types of audio/video conferences. A point-to-point video conference takes place between individuals in two separate locations. A multi-point video conference on the other

hand involves interaction between individuals located in three or more different locations. When you think about the possibility of being able to see and talk to individuals from multiple different locations together at one time, the possibilities are endless. One possible categorisation is into large scale and small scale. The majority of large scale set-ups are currently satellite-based in the form of “*interactive television*” i.e., one-way video, two-way audio. This allows for broadcast from a central point to many different locations regardless of distance. Small scale refers to compressed video for meetings between relatively few points for small meetings. A technology used for this function is ISDN (Integrated Services Digital Network). ISDN promises to make two-way video equally as cost effective, with potential for greater interactivity. Traditional audio/video conferencing requires expensive, fixed delivery and reception installations and high transmission costs over full band width analogue video channels or high capacity digital channels. Such high grade services allow full two-way audio and video communication between several locations at a price; a more common configuration is that of interactive TV (full service out, audio only in). High costs and the lack of flexibility have limited the past educational uses in the past to research projects. Recent developments in video compression and codec technology is increasing the use of relatively low bandwidth ISDN using a variety of display formats. (Lynne Coventry, n.d).

1.1.3. The Use of Audio/video Conferencing in Education

A related but fundamentally different approach is to use audio/video conferencing to connect theory and practice. Audio/Video conferencing systems allow a live exchange between different locations (e.g. a classroom and a seminar room). This technology enables the participating parties to see and to talk to each other. Audio/video conferencing technology has been used in educational institutions for some time now. Current possible uses include the following:

Collaboration between Classes: AC/VC allows collaborations between classes from different university levels, interdisciplinary cooperation with other classes and contact with universities abroad. For example, the differences between the respective universities can be discussed, or

foreign languages can be practised. Content-related projects across national borders are also possible (e.g. European School net). (Arnold, Cayle, & Griffith, 2002).

Bringing Experts into the School/University: instead of experts being physically present at school or university, experts can be brought into lessons/seminars via audio/video conferencing. These experts can take pupils or students on virtual field trips or the link between schools and universities can be encouraged by allowing academics to talk to pupils about their respective research fields (Arnold, Cayle, & Griffith, 2002; Anderson & Rourke, 2005; Hung & Tan, 2004; Ivey, 1999).

Distance Learning: students and pupils learn via audio/video conferencing systems and need not to be physically present at the university/school. Audio/Video conferencing has the advantage that students' access to the programme of study is facilitated in cases when the students would otherwise be unable to participate due to personal circumstances (Gillies,2008). Furthermore, they can be installed in schools when children are absent due to illness (Weiss, Whiteley, Treviranus, &Fels, 2001). In remote areas, audio/video conferencing can be used for decentralized teaching so that pupils can also participate in subjects that are not offered at their own schools (School of Distance Learning, n.d).

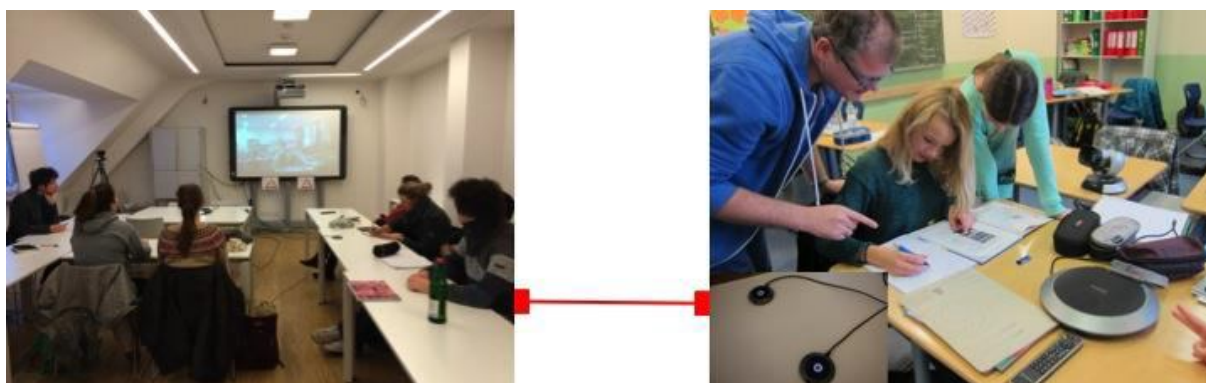
Teacher-to-Teacher: the Audio/video conferencing system can be used as learning and coaching tool for teachers and trainee teachers. They can consult other universities, participate in training courses or observe other teachers in action (Arnold, Cayle, & Griffith, 2002). Findings on the application of audio/video conferencing in teacher training are generally positive. Audio/ Video conferencing fosters communication and collaboration (Hu & Wong 2006; Johnson et al. 2006, Kent & Simpson 2010) and trainee teachers can jointly dissect the newly acquired knowledge (Hu & Wong 2006). Both Kent and Simpson (2010) concluded that audio/video conferencing is a “powerful tool” to give students confidence in innovative teaching practices. Further, they proposed the application of audio/video conferencing to facilitate the linkage of theory and practice in teacher education (Kent & Simpson 2010). However, trainee teachers require direct feedback actively teaching via audio/video conferencing (Johnson et al. 2006). Two other issues are critical to warrant

successful learning through audio/video conferencing; an impeccable audio and video transmission (Johnson et al. 2006; Romeo et al. 2012; Clarke 2015), as well as proper training for the users of the technology (Johnson et al. 2006; Lundgren 2012). Though audio/video conferencing resemble the use of classroom audios/videos in teacher education to some extent, crucial differences remain (e.g. communication between trainee teachers, pupils, and teachers or live transmission).

Working with audio/video conferencing systems allows contextualized learning on the basis of concrete teaching situations possible for current and trainee teachers and lecturers. Schools and universities can digitally communicate with each other in real time. To do this, several technical components are required at each location. A functioning Internet connection is needed, along with audio/video conferencing devices, as well as cameras and microphones. As can be seen in Figure 1, the microphones (the large device on the table in the picture on the right, and the small satellite microphones) can be flexibly distributed over tables, enabling far-reaching audio. The microphones can also be muted as required. The seminar participants can thus hear the sound in the classroom without disturbing the class when they discuss their observations. Speakers are required in both rooms to hear the sound.

Figure 1

Observation of a School Class via Audio/Video Conferencing



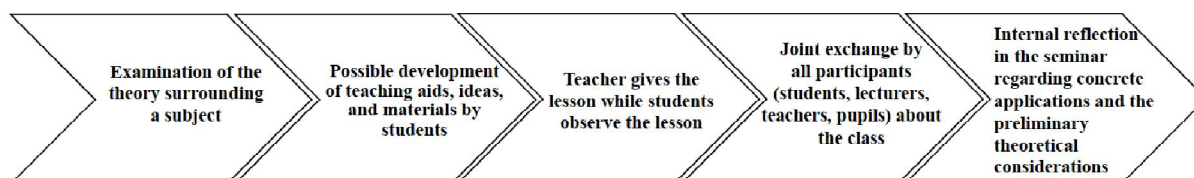
(Drexhage, J., Leiss, D., Schmidt, T., Ehmke, T. 2016).

There is a camera at each location. The university can control the camera in the classroom remotely so that particular groups of pupils, the board or the teacher can be observed. Monitors are also required at each location to receive the camera images. In university contexts, projectors or digital whiteboards are suitable and will often have been installed together with speakers. The seminar in Figure 1 (left) is using a digital whiteboard to observe the class (right). The audio/video conferencing system is portable and can thus be used in different lecture rooms at the university. The audio/video conferencing is not recorded for reasons of data protection and in order to reduce the inhibition of the participating teachers (Drexhage, J., Leiss, D., Schmidt, T., Ehmke, T).

A possible working procedure with the audio/video conferencing system may include the following steps (Figure 2): After the theoretical examination of a subject, the trainee teachers help shaping the class content in developing new lesson ideas. Afterwards, they coach the teacher based on their ideas, the teacher realizes these ideas in his class while the students listen/watch via audio/video conference (Figure 1). However, they do not interfere with the classroom activities. The joint reflection phase at the end involving all the participants (trainee teachers, lecturers, teachers and pupils) is one of the core elements of the audio/video conference. The groups participating can ask questions, talk about the class from their own perspectives and provide feedback for all participants. A second reflection phase taking place only in the university seminar concludes the online session (Drexhage, J., Leiss, D., Schmidt, T., Ehmke, T.).

Figure 2

Possible Procedure for Working with Audio/Video Conferencing Systems



(Drexhage, J., Leiss, D., Schmidt, T., Ehmke, T. 2016).

The use of the video conferencing system in education has the following objectives:

Building up Students' and Teachers' Actionable Knowledge: actionable knowledge is generated through the interaction between the implicit knowledge of students and teachers and the acquired theoretical learning-, background-, explanatory- and foundational-knowledge (Neuweg, 2011). This theoretical knowledge should apply not only as a "guide" for practice. Students and teachers should rather learn to ask questions, to systematically observe classroom activities and to reflect on and recognize theoretical knowledge as a model that helps to understand reality (Neuweg, 2011).

Understanding through the Broadening of Perspectives: through exchange between teachers, lecturers, and learner's various stakeholder perspectives are included into the reflection process. Limits of one's own observations can thus be overcome and potential solutions to central issues include multiple stakeholder perspectives (Dlugosch & Werning, 2002; Vescio, Ross, & Adams 2008).

Professional Development of Teachers and Learners: the audio/video conferencing system offers new opportunities for coaching and counselling to the teachers involved and can help them to optimize their own teaching. The teachers reflect on their classes together with learners and are introduced to the latest theoretical and empirical findings. In addition, the university learners have the opportunity to implement and evaluate theoretical knowledge in actual school settings.

New communication technologies are blurring the distinction between traditional and distant learning. It has potential uses in both situations. The main pedagogical issue is to understand where the new technology will have real impact on learning effectiveness. Some of the technology will support a second generation approach, bringing new impact and efficiency to the second generation model. Other aspects of the technology, however, allow the constraints of time and distance to be greatly lessened in bringing the power of small-group face-to face teaching to the individual desktop, in home or office. The opportunities within open learning is less clear. The reasons for using audio/video conferencing in traditional and distance learning are very different. There is also a role for audio/video conferencing on an international basis.

- Audio/video conferencing should be used to facilitate the best of distance and conventional teaching. Distance learning is normally associated with more class materials and better preparation of teaching materials. Conventional with lectures and face to face meetings.
- Audio/video conferencing provides a means to get both learners and tutors to a central location, all be it virtually. In Australia the introduction of audio/video conferencing has helped rural Institutes expand by 500%.
- Audio/video conferencing does not support open leaning, students must still register and attend classes at present times and progress at the pace established by the course.
- Audio/video conferencing could lead the way for a dual approach, giving learners more responsibility for their learning, working in groups, doing tasks, all of which would benefit conventional teaching, but audio/video conferencing provides an opportunity to implement them.
- There is no firm evidence as to whether full two ways or one way with audio or simply video tapes are most effective. Depends on the situation of the learner and whether true open (time and location) learning rather than distance (location) learning is required. (Lynne Coventry, n. d).

1.1.4. The Implementation of Audio/Video Conferencing

How teachers use AC/VC depends on their focus. There are several issues that must be taken into consideration (Tomalin, B, 1993).

Anticipate Needs: the teacher has to look closely at the script and clip. He/she must identify how much new vocabulary might need clarification, identify the words/expressions which can be guessed from context, look at the facial expressions or gestures/action and see if they can help him/her explain language and discover others' cultures. These points should be marked on the script and used during a pause tape while involving students using questions.

Have an Aim: the teacher must have a purpose in using AC/VC in classroom, he/she must look at request forms and practice them, give students practice in giving a commentary, telling a story, lead

to a discussion on an issue, give a concrete task for students to complete while chatting so they use the language he/she wants them to use and this helps them to concentrate on the audio/ video.

Length: no matter how keen students are on the audio/video or subject matter, they can only cope with so much at once. Teachers should avoid overwhelming them. The audio/video must be short. Because short audio/video sequences are easier to manipulate, they can be the starting point of a number of exercises, develop learners' cultural awareness and improve learners' communicative competence. Thus, the teacher needs to design activities to keep his/her learners involved.

Run Through: the teacher must estimate the time that students will take to start noticing the cultural components of the speaker, the time that the student need to do in each activity and how many times he/she will need to use an AC/VC. He/she must run through the whole thing and get the timing right.

Set Context: start the audio/video with sound off for a few seconds to elicit where the people are, who they might be, what the topic that will be discussed etc. When starting an Audio/video conferencing for use in the classroom certain general criteria should be kept in mind:

Watch Ability: the teacher should choose an interesting topic to be discussed during the audio/video conferencing to motivate the learners. Imagine that a native speaker regards this audio/video. It should be captivating.

Completeness: the ideal AC/VC discussed an interesting issue such as cultural diversity, critical thinking,...etc. This idea of completeness is important for young learners whose primary motivation for using AC/VC is to discover others' cultures. This is a useful trip to develop learners' cultural awareness. If, however, the Audio/video is being used for presenting language, comprehension tasks or raise learners' cultural awareness there are further factors to take into consideration which introduced by (Stempleski, S. &Arcario, 1992)

Speech Delivery: clarity of speech, speech rate and accents are all factors in determining how difficult an audio/video excerpt will be for students to learn the language of culture and its components and to develop their cultural awareness.

Density of Language; this refers to the amount of language spoken in a particular time. Audio/Video where the language is dense are more difficult for learners to comprehend rather is more helpful for learners to learn language and to develop their cultural awareness.

Language Content: in using audio/video conferencing to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or Colloquial expressions).

Degree of Visual Support: a good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said.

Clarity of Picture and Sound: while using an audio/video conferencing it is important to make sure both the picture and the sound are clear.

Language Level: the language level of the audio/video should be appropriate for the level of the class without the teacher having to explain too much. There are however, a couple of potential problems that teachers should watch out for.

Passivity: students are used to passively watching TV at home. Teachers should try to avoid learners switching off in class when the audio/video is switched on by providing stimulating activities where the student can interact with and learn from the video.

Parents: this is linked to the above. Some parents may get annoyed when hearing their children have spent the class watching the TV "as they can do that at home". This can be prevented by ensuring that time. Actually watching the audio/video is kept to a minimum and also by the children having something concrete to show to parents connected to the video: a worksheet, picture... etc.

Poor Quality Tapes and Disks: the bad sound/vision of the audio/video material will not engage students. The quality must be sufficiently good to attract the students' interest.

Stop and Start : there are students that lose interest and become frustrated when the teacher constantly stops and starts the audio/video conferencing. For that, teachers should try to avoid too many interruptions of the audio/video each time.

1.1.5. The Importance of Audio / Video Conferencing

Like any other innovations "Audio/Video Conferencing" also has a great importance in the field of foreign language learning and teaching.

1.1.5.1. In Language Learning

Audio/video conferencing is a very effective way in both motivating the students and helping them to learn language. Harmer (2001) identified the impact of using audio/video conferencing in classroom, but also some potential problems. He stated that: "There are many reasons why audio/video conferencing can add a special and extra dimension to the learning experience" (2001 p.282). He considered that one of the main benefits of using audio/video conferencing in classroom is that students both hear and see the language. One characteristic of audio/video is that it presents language in the context of life; it shows students how language is used naturally in realistic settings. Students can see facial expressions, gestures, and whether the speaker is hesitant or not about a particular subject. They can observe the body language of a situation, how far apart people stand, how the speaker react to emotional situation. All these paralinguistic characteristics give valuable meaning clues and help learners to see beyond what they are listening to, and interpret the speech more deeply. This context has several benefits. First, the language is authentic; this motivates students to learn language that is useful. In addition, the context increases the probability that the second language input will be comprehensible; has not everyone had the experience of being able to guess the meaning of something said in a foreign language because of the context in which it was

said. Gallacher, Lynn (2012) determined that Audio/video conferencing can also add variety to the classroom so that more than one method is used to present language. Not only will this make a class more interesting, but it can help students with different learning styles. Many auditory/visual learners feel left out in the typical classroom setting but can benefit from the audio/visual input of audio/video conferencing. Learners also benefit since they can listen to and watch audios/videos more than once. Because audio/videos can be listened/watched again and again, they can provide the repetition that language learners need.

AC/VC appeal to a wide variety of today's learners. Teenager learners, in particular, are part of the AC/VC generation. They have a positive attitude towards technology and internet. It is seen as being "modern" compared to books and traditional learning tools. Many are more comfortable using AC/VC to learn language than reading books. Many learners need to see cross-cultural situations being acted out. This adds to their confidence in facing new situations in a new language and develops their cultural awareness. Once the decision has been made to use an AC/VC in class as a learning tool, thought should be given as to what purpose this tool is being used for, which is the role of it. The way the AC/VC is used and the materials prepared to use with it will depend on the role the audio/video takes. Below are four possible roles for audio/video conferencing :

- Developing Listening Skills: listening for global understanding, listening for detail and listening to develop learners' cultural awareness.
- To provide information: to provide content relevant to students' needs and interest and extra details of others' cultures
- Presenting or reinforcing language: learning Grammar, learning vocabulary, learning functions. And learning pronunciation.
- Stimulating language production: AC/VC used as a basis for discussion, a model for learners to follow, and a visual aid and a learning tool to develop learners' cultural awareness,...etc.

1.1.5.2. In Language Teaching

One of the things that foreign language teachers and language methodologists agree on is that audio/video conferencing, opposed to written texts, offers the listener/viewer a more authentic representation of the reality. Compared to written texts, the language learner has a unique opportunity to observe interaction in an authentic context. AC/VC shows different gestures, gazes, discourse modes, registers and, paralinguistic cues that help the learner to grasp the meaning of the language spoken. Moreover, AC/VC can also be a tool for learners to witness different communicative situations and help them to transcend physical boundaries, making it possible for them to hear/watch the use of another language outside the classroom. However, this kind of listening/viewing has in most cases been regarded as an opportunity to discover others' cultures which develop the learners' cultural awareness, design exercises such as multiple choice assignments, pairing pictures, and sentences and putting forward questions that students are asked to answer, just like they would have done in typical reading or listening comprehension activities based on writing. These kinds of activities must be regarded as "passive" because they do not generate genuine communication in the classroom. This way of using audio/video was partly due to the limited controllability of analogue audio/videos. The frequent use of the forward and rewind button which is necessary when listening/watching an audio/video in foreign language classes was time consuming and far from motivating both teachers and students. (Cogill, 1999). Through the years AC/VC has been used as a tool for analysing learners' errors. Students use Audio/video recorded in order to analyse and correct their errors. This is typically done by self-, peer-, or teacher corrections. This kind of activity focuses mostly on the form and structure of the target language and less on meaning and cultural components. (Buckingham, Harvey, & Sefton-Green, 1999).

1.1.5.3. In Learners' Oral Fluency

Audio/video conferencing is a tool that allows people in distant locations to converse while viewing each other on monitors. The educational benefits of audio/video conferencing have been examined by many EFL researchers. Shiozawa (2005) reported that English learners were

motivated to communicate in English and felt their English skills improved when they were surveyed following English audio/video conferencing sessions between Japanese and Thai students. Owada (2005) designed a course involving audio/video conferencing between Japan and Korea and reported that more than 80% of the students felt their speaking and writing abilities improved after audio/video conferencing. In Lin's (2007) study, Taiwanese students reported that their English language skills improved after audio/videoconferencing sessions with Japanese partners in English. In addition to the reports of improved English skills by students, there is a small body of literature on the effects of audio/video conferencing on learning processes and outcomes. Mouhadjer (2013) reported that audio/video conferencing increased English learners' vocabulary and grammar development by describing detailed instances of their making sense of a new word and extending their inter-language grammar. Eguchi (2014) also analysed the language data taken from audio/video conferencing and found that Japanese English learners produced more utterances when they interacted with fluent English speakers than when they interacted with their classmates who shared the same mother tongue. However, the effect of videoconferencing on learners' fluency has not yet been investigated.

It is worth exploring the effect of audio/video conferencing on EFL learners' fluency due to three features of audio/video conferencing: naturally created information gaps, availability of an English-only audience, and availability of fluent English speakers.

First, audio/video conferencing creates information gaps that facilitate a greater willingness to speak. The function of information gaps as a motivator to speak is widely known in communicative language teaching/learning. According to Nunan (1989), "small group, two-way information gap tasks" (p.64) are effective in motivating students—even less confident student—to engage in speaking. In the audio/video conferencing setting, information gaps are naturally occurring, because groups of participants do not share common cultural knowledge. When culturally different participants exchange information, it is expected that they will encounter situations where one does not understand the other clearly, causing an information gap. When an information gap occurs, a

participant will feel like asking a question to resolve the problem. In this way, oral communication may increase.

Second audio/video conferencing provides English learners with a context in which they are forced to speak English. Reluctance to use English in the Japanese English classroom is a serious problem. Although students are encouraged to use English as a communication tool in the classroom, few are willing to speak in English, since speaking the mother language with classmates is easy and natural while speaking English is difficult and awkward. This problem is common in classrooms where students share a mother tongue. Afzai (2013) recommends creating a situation that makes the use of an L2 unavoidable, thus forcing students to speak it. Conversational exchange with an English only audience via audio/video conferencing is an effective way to create such a situation. In audio/video conferencing, English is the only possible language of communication. Therefore, speaking English is not only natural, but also unavoidable. EFL learners will probably speak a great deal of English when they meet English speakers in other countries, and thus increase their fluency.

Third, audio/video conferencing allows English learners to interact with more proficient English speakers. Since EFL student proficiency is typically low (Mext,2015), it is likely that they will encounter more proficient English speakers in audio/video conferencing. This encounter will probably improve EFL students' fluency based on Communication Accommodation Theory as developed by Howard Giles. This theory stated that "individuals adapt to each other's communicative behaviours in terms of a wide range of linguistic-prosodic-nonverbal features including speech rate, pausal phenomena and utterance length, phonological variants, smiling, gaze, and so on" (Giles, Coupland, and Coupland, 1991, p.7). It can be expected that when Japanese EFL learners interact with English speakers whose fluency is higher than their own, they will be more likely to imitate their partners' speaking styles and will eventually increase their English fluency.

1.1.6. Strengths and Weaknesses of Audio/Video Conferencing

Like all innovations that we have come to accept, audio/video conferencing also have strengths and weaknesses. We should list these because it is important to know what they are especially if we plan and use them effectively. Some of the strengths of the AC/VC include: (International Conference on Education and Social Sciences 2015, P 1361) .

Individualization of Learning: this means that people learn as individuals and not as a homogenous group. AC/VC allows each individual to relate to the medium and its content.

Interactivity: interactivity is the way in which a person can relate to the content, go forward and backward in the content, start at any point depending upon prior knowledge instead of always in a sequential way. Opening windows for new thinking, an atmosphere of innovation

Distance and Climate Insensitive: It does not matter where you are, or how the weather is, you can still access and learn from AC/VC.

Serves Multiple Learning Functions and Diverse Audiences: audio/video conferencing can be useful in drill and practice; to help diagnose and solve problems, for accessing information and knowledge about various related themes.

Learning becomes interactive and joyful through multimedia tools. But, audio/video conferencing also have weaknesses which must be understood. Some of these include :

High Infrastructure and Start-up Costs: it costs money to build audio/video conferencing systems and to maintain them in universities and schools.

Tend toward Centralized Uniform Content in Economies of Scale: the larger the numbers, the lower the cost. This means that sometimes we try to reach large numbers so we make content common, not taking into account individual differences. Factors having to do with skills, support, time and attitudes. It is significant that teachers see themselves as generally lacking the required skills.

Are not Ideally Location and Problem Sensitive: address problems in a general way, but cannot, without special effort, solve local and culturally sensitive problems.

Problems of Reach, Access, Remain: not everyone has equal access; so not everyone benefits equally from the use of audio/video conferencing.

Tend to Create New Class of Knowledge Rich/Knowledge Poor: Those who have access and knowledge through the media become richer and those who do not become poorer, widening the “knowledge or digital gap” between rich and poor.

Essentially delivery systems: a medium is different from the content; and often we forget that we can deliver any content, because audio/video conferencing are essentially meant only to deliver content, not to change attitudes or bring about behaviour change.

Hard to Assess Impact: learning through AC/VC delivered content is difficult to assess since such learning is of a multidimensional and long term kind, rather than from immediate learning assessment as in a classroom test.

These are some of strengths and weaknesses of audio/video conferencing in education that any school or concerned stakeholders must look at. The benefits of this form of technology are great while challenges that come with it cannot be ignored all the same. Hence adopting the use of AC/VC systems in education requires careful thought and planning if success is to be realized. But despite the many financial and resource challenges presented by AC/VC, it still provides a convenient way to connect teachers, students, parents and other stakeholders.

1.1.7. Benefits of Audio/Video Conferencing

The effectiveness of audio/video conferencing as an educational tool relies on several factors, such as institutional, contextual and the attitudes of learners and teachers. Audio/video conferencing has advantages in terms of save time and reduce cost of education by connecting teachers and learners who are in different locations. Audio/video conferencing offers a connected environment where learners can share their experiences with each other and creates a feeling of togetherness, besides the benefit of expert instruction. Audio/video conferencing is considered more advanced

compared to other methods of distance education in terms of real-time interaction, relationships and motivation cooperative learning. The quality of audio/video conferencing systems differs depending on the bandwidth and technology used and it affects the quality of education and level of interaction among learners and teachers. In addition, it promotes effective learner participation in the process is very important for ensuring training environment and an efficient education. (Indian Journal of Science and Technology 2015. P 2).

Added to the above benefits, audio/video conferencing can enhance learning interactions within groups (Burke, Beach, & Isman, 1997) and can introduce learners to different perspectives within peer-to-peer exchanges (Merrick, 2005). Students have the opportunity to meet new people and participate in discussions where students can achieve greater language, communication, and social interaction skills (Thorpe, 1998, Abbott et al., 2004; Austin et al., 2004). Audio/video conferencing exchanges can increase student motivation (Gage, 2003; Abbott et al., 2004). In addition to increased communication skills, motivation, and greater confidence, the use of audio/video conferencing not only enriches pupils' knowledge and understanding of aspects of the curriculum, but through contact with other pupils, teachers, and experts, learners gain a better understanding of different cultures and the world about them (Cifuentes and Murphy, 2000; Austin et al., 2004; Comber, Lawson, Gage, Cullum-Hanshaw, & Allen, 2004; Payne et al., 2006). According to the International Journal of Hybrid Computational Intelligence (p41), many learners prefer audio/video conferencing for many reasons:

Saves Costs and Time: when the learner has to travel to learn about others' language and culture, he/she has to bear the costs for transportation, accommodation and food expenses. Hence, AC/VC saves a lot of time spent on the road and money for the trip.

Reducing Price of Audio/Video Conferencing Equipment: today audio/video conferencing is not as expensive as it was a decade back. Both big and small organizations are enjoying the benefits of this excellent technology.

Safety: traveling long distances has some risk associated with it. Air travel is becoming more difficult and risky; the safety of experts, teachers and learners cannot be assured when they go to other places to attend a meeting. Audio/video conferencing removes the risk factors present in traveling.

Learner Relationship Management: the costs of holding periodic learning meetings can be quite high. But, by using audio/video conferencing method, learners can save these costs. Also, they get the chance to have a face to face discussion without traveling or booking a large conference room for the meeting.

Faster Decision Making: audio/video conferencing allows to speed up the decision making process. This is because there is no need to wait for all the participants in the meeting to actually come over and share their views. Just call the conference, organize the equipment and start the meeting.

Quality of Life: instead of traveling to various places for conferences, learners can just attend an audio/video conference from their present location. This allows them more free time to spend with family or take up some leisure activities.

1.2. Section Two: Developing Cultural Awareness of EFL Learners

1.2.1. Definition of Culture

The concept of culture is quite complex; it is the topic of many discussions among scholars. For instance, Hall (1976, p. 16) believed that culture influences peoples' acts in the society because of their thought, values, beliefs and attitudes. Moreover, culture is not genetically transmitted, and also it cannot exist on its own, nevertheless it is constantly shared by all members of a society. Whereas, Hofstede (1980, p.21-23) defined culture as "the collective programming of the mind which distinguishes the members of one group from another." in other words, this collective programming is passed from one generation to another and each group has certain cultural features which are different from other groups. In addition, culture is dynamic since each generation adds something new in their culture before transmitting it to the next generation.

In 1952, the American anthropologists Kroeber and Kluckhohn, revised the concepts and definitions of culture, and brought a list of 164 various definitions. The term culture is difficult to understand, and the usage of the concept culture is numerously employed in the nineteenth century.

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action.

Kroeber & Kluckhohn (1952, p.181)

This quotation showed that culture is a complex concept, in which Kroeber and Kluckhohn said that culture consists of explicit and implicit patterns as well as traditional, ideas and values, and considered as products of action as conditional elements of future action.

The simplest definition of culture, is the one given from a normative perspective and which usually distinguishes between a small c culture which refers to the total way of life of a group of people, and a big C culture which refers to products and contributions of a society (Chastain, 1988).

And the more complex definition and the most quoted, is the one given by Tylor (1871,p1) which is “culture is.....the complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of a society”. This pure anthropological definition of culture refers to the total characteristics of human society in general. But in the side of human society which is given more importance is the socially patterned behavior which human beings are not born with but learn in their own society. This view of the term culture was debated for years to state clearly what is meant by ‘complex whole’ included in Taylor’s definition. Shaules (2007 p.26) for example, stated that this ‘complex whole’ refers to “the shared knowledge, values and physical products of a group of people”.

All things considered, culture is indeed a vague concept that has been hotly debated by different researchers in different disciplines. With this end in view, the integration of culture in foreign language teaching is necessary.

1.2.2 The Interrelation between Language and Culture

The relationship between language and culture has been at the center of interest of many scientists and has undergone a profound development. The intersection of language and culture is studied by methods of cognitive anthropology.

Sapir assessed that language and culture are not correlated only to admit later that language and our way of thinking are inseparably linked and can be considered the same. The ideas by which he supported his presumptions could be summarized as following: structure of cultural patterns is encoded in language of its culture; language is a guide to “social reality” (Sapir cited in Salzman, 1997. p41) and strongly conditions human thinking about social problems and processes. He believed that understanding the world is determined by language habits of society. Worlds, in which the societies are living, are different worlds, not the same world understood differently. (Sapir cited in Salzman 1997. p209) .

Whorf developed Sapir's presumptions into what is nowadays known as Sapir-Whorf hypothesis of linguistic relativity. This hypothesis posited that language determines thought and the way of seeing the world .

...the background linguistic system of each language is not merely a producing instrument for voicing ideas but rather is itself the shaper of ideas.

...We dissect nature along lines laid down by our native language. ...We cut nature up and organize it into concepts, ascribe significances as we do, largely because we are parties to an agreement to organize it in this way – an agreement which holds throughout our speech community and is codified in the patterns of our language. ...all observers are not led by the same physical evidence

to the same picture of the universe, unless their linguistic backgrounds are similar, or can in some way be calibrated. (Whorf in Hudson 1999,p101).

Supporters of 'language denotes culture' theory believed that to master a language , learners need to be able to understand values of that culture. These values should cover both, collectively shared values and values of individual persons, as members of the culture differ in their interpretations deriving from their personal characteristics. Language does not only refer to concrete objects and actions, but also to abstract concepts. That might, as Cohen suggested, cause difficulties for language learners who in order to learn these abstract concepts need to draw from their "cultural data bank." (Fisher 1983, in Cohen 2002.p78) Teachers have to pay attention to the plurality of culture, making their learners aware of this fact.

Cohen (2002. p79) said that 'Culture shapes language' theory derives from belief that language use is determined by culture norms. Language learner, in order to use language accurately in particular situation, needs to be familiar with particular "language routines and cultural patterns" associated with the social situation.

Concluding from the above mentioned, culture is an integral part of the interaction between language and thought. Thanasoulas claimed that "cultural patterns, customs, and ways of life are expressed in language; culture-specific world views are reflected in language." (Thanasoulas 2001.p6).

1.2.3 The Definition of Cultural Awareness

Cultural awareness is a process in which language learning offers an opportunity for students to develop a shared world of interaction and experience through discovering the meaning of text in relation to its context of situation. In this process of discovering meanings and practices, students negotiate and create a new reality by using their own frames of reference, deriving basically from their life world experience and socio-cultural background. (Cortazzi & Jin, 1999; Holliday, 1999) . Only then students find themselves in a position to understand the dialectical relationship between text and context as well as self and other (Kramsch, 1993). In this process, also, students move from

contact with otherness, to comparison and appreciation of similarities and differences to identifying with otherness and to taking an objective view of their own cultures. (Jones, 1995). Furthermore, through the process of learning about other cultures, students are encouraged to identify and define barriers to effective cross-cultural relationships, thus acquiring new ways of addressing prejudice and dispelling any stereotypes or misconceptions they may have of other cultures. (Byram & Fleming, 1998).

Cultural awareness was introduced by Tomalin and Stempleski (1993) and expanded upon by Jones (1995). Cultural awareness is a relatively new term in foreign language education. Tomalin and Stempleski (1993) suggested that the learners be made aware of members of another cultural group: their behavior, their expectations, their perspectives and values. According to them, language teachers should be trained to urge their students to attempt to understand the reasons for the actions and beliefs of the other cultural groups whose language they are learning to use. Tomalin and Stempleski (1993) designed language activities (10 to 60 minutes long) that aim for cultural orientation in foreign language education. Among these activities, there are exercises about working with cultural products, examining patterns of everyday life and cultural behavior, exploring patterns of communication, and exploring cultural experiences that influence cultural identity. As these exercises are oriented towards a selective view of the target culture (which is complex, loaded, and problematic), there is some danger that such an orientation may lead ESL students to stereotype from the language activities if they develop a partial view of cultural awareness based on pre-designed models.

Thus, the view of developing cultural awareness through learning culture (cf. Cotrazzi & Jin, in Coleman, 1996) goes beyond the cultural content of ESL textbooks to include what teachers and students bring to classroom interaction as they approach the cultural dimension of text through its socio-cultural context. That is, learning about culture in a language classroom entails a dialogue in which students negotiate the meaning of the cultural content of text and context with the teacher who may mediate ways in which students see themselves.

Tomlinson (2001) held that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ (cited in Tomlinson & Masuhara, 2004, p. 3). Tomlinson and Masuhara, (2004) claimed that an increased cultural awareness helps learners broaden the mind, increase tolerance and achieve cultural empathy and sensitivity. According to Tomalin and Stempleski (1993), cultural awareness encompasses three qualities:

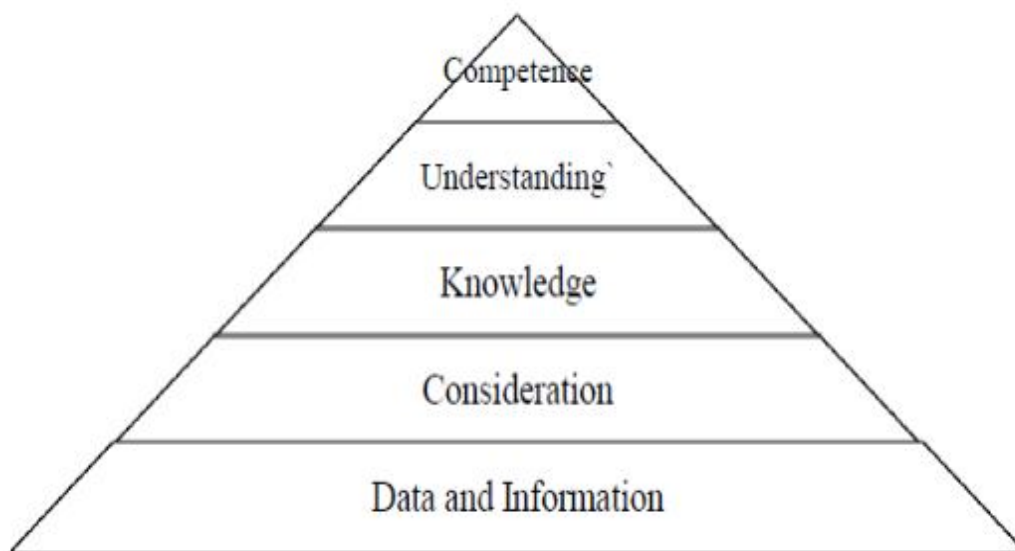
- Awareness of one's own culturally-induced behavior.
- Awareness of the culturally-induced behavior of others.
- Ability to explain one's own cultural standpoint (p.5).

Knutson (2006) pointed out that the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason he suggested that teachers should analyze students' real world and academic needs in terms of cultural knowledge, awareness or ability to function in appropriate ways (Knutson, 2006, cited in Beaudrie, et al (2009), p. 167-169). Tannen (1992) in the United States held that cultural identity is likely to diverge based not only on learners' national and linguistic background but also on their ethnic heritage, religious beliefs, class, age, gender, and sexual orientation (Tannen, 1992, cited in Kumaravadivelu, 2003). Woolward (1997) argued "identity gives an idea of who we are and of how we relate to others and to the world in which we live." She also claimed that "identity marks the way we are the same as others who share the position, and the ways in which we are different from those who do not" (Woolward, 1997, cited in Beaudrie, et al. (2009), pp. 167-169).

Wunderle (2006) stated that there are five levels to appreciate and understand cultural awareness, namely:

Figure 3

Pyramid of Cultural Awareness (Wunderle, 2008)



- **Data and Information:** In this level, data means source of a wide range of cultural differences collected, and then the data becomes information received by people or group community. Furthermore, data and information will assist the communication process, because both of them are the basic connective to convey a value of culture to know cultural differences one another.
- **Cultural Consideration:** Once you have a clear data and information about a culture, the following step is able to gain an understanding of the culture that involved the value of the culture. In this level, cultural considerations will help us to make strong the communication and interaction that will happen.
- **Cultural Knowledge:** Information and cultural considerations owned, it is not easy to be applied in a cultural knowledge. Cultural knowledge is an important factor because it is important to know about your own culture and not only other culture. Cultural knowledge is in desperate need of special training to be able to open the understanding of the history of a culture.

- **Cultural Understanding:** It is important to increase cultural understanding through advanced training for that provide cultural awareness in the process of thinking, motivating factors, the process of making a decision.
- **Cultural Competence:** Cultural competence is the highest level of cultural awareness. Cultural competence is used to determine a decision and cultural intelligence. This is very important, because the understanding of cultural intelligence can focus on planning decisions in certain situations.

We conclude that we cannot be competent in the language if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture. It is essential to have cultural awareness together with intercultural awareness in order to be efficient in the language. Furthermore, through the process of learning about other cultures, students are encouraged to identify and define barriers to effective cross-cultural relationships, thus acquiring new ways of addressing prejudice and dispelling any stereotypes or misconceptions they may have of other cultures. (Kramsch, 1993).

1.2.4 The Importance of Cultural Awareness

According to Cope and Kalantzis (2000), cultural awareness has some benefits such as :

- Understanding and respecting other people and their way of life, especially for students to know the similarities and differences in the life of various cultural groups .Thus, it helps students to perceive and cope with these differences.
- Helps not only to bridge differences of cultural background, but also to bring them closer to the richness of the variety of their own local culture.
- Cultural conflicts occur as a result of misinterpretations, ethnocentrism, stereotypes, and prejudice. Preventing these conflicts is possible with increased awareness of our own attitudes as well as sensitivity to cross-cultural differences.

- Teaching culture helps in changing learners' attitudes towards foreign language and they may have positive interest and motivation in learning foreign languages.
- It helps students gradually to develop an awareness of "self" and "other" as their attention is turned back onto themselves and the way of life which they often take for granted and rarely question.
- It provides students with the basis for successful interaction with members of another cultural group, not just the means of exchanging information. In this process, students are encouraged to show positive attitudes towards and understanding of the cultures of the target language as they work with authentic materials deriving from the communities of that language.

1.2.5 Techniques for Teaching Cultural Awareness

There are many various opinions about what techniques should be used in the classroom in order to develop cultural awareness in learners. Learner centeredness , Comparative Approach Culture Assimilators , Culture Capsule , Role Play and Drama , and Audio motor unit or Total Physical Response have been found to be very effective for making learners sensitive to alternative cultural perspectives.

Planet and Byram (1999) considered Learner-Centredness important in intercultural teaching. For them , This principle should ensure that learner's own culture is not dealt with as an abstract concept but the focus is put on learner's involvement in it. Learners are encouraged to reflect on their culture on the basis of their own experience. These analyses take place in English lessons and learners use techniques to explain their own culture to people from other cultures, this make it different from culture teaching in other subjects. Planet and Byram (1999) warned not to provide learners with ready-made information which they might need in their analysis but instead, with information and sources where they might use themselves. Even though learners were born into the culture and are familiar with it, they need to require a more distant and general look on their culture together with some information in these analyses. Byram (1999) urges teachers to start with

reflecting on learner's own culture and only later introduce the target culture. The principle in which learners are supposed to discover their own knowledge applied even to dealing with the target culture.

Another technique for developing intercultural competence and that is supported by both Byram and Planet (1999) is the Comparative Approach. They suggested to "provide a double perspective but not to evaluate to see which is better". This double perspective can be reached by fronting phenomena from target culture and putting focus on interpreting own ways of doing as not 'natural' but 'cultural' (learned and acquired in home culture). The comparative approach contains evaluation in the terms of improving the familiar, "comparison makes the strange, the other, familiar and makes the familiar, the self, strange – and therefore easier to re-consider" teachers begin each discussion period with a presentation of one or more items in the target culture that are distinctly different from the students' culture. The discussion then centers on why these differences might cause problems.

Culture Assimilators, developed by social psychologists for facilitating adjustment to a foreign culture, are used as a brief description of a critical incident of cross-cultural interaction that would probably be misunderstood by the students. After the description of the incident, the students are presented with four possible explanations from which they are asked to select the correct one. If they make the wrong choice, they are asked to seek further information that would lead them to the correct conclusion. Culture assimilators are supposed to be a good method to promote understanding of cultural information and emotional empathy. (Hughes, 1993 as cited in Valdes 1986).

Among other techniques are Culture Capsule which draw learner's attention to comparisons between the home and target culture by presenting isolated items about the target culture. This technique uses visual aids which illustrate the difference, and a set of questions to stimulate class discussion (ibid). Cultural problem solving covers presentation of a problem for learners to solve and to evoke discussion about culture differences. Participants read or hear briefly about a real-life

problem. The problem should illustrate the topic or theme of the discussion and can be set out quite elaborately with a number of points to discuss. Instead of the discussion about solving the problem, learners can be offered alternate endings to the story, the following discussion then centers on deciding which solution to adopt (Thanasoulas 2001) . Peterson and Coltrane (2003) also Suggested that students can be presented with objects like tools, jewellery or images from the target culture. The students are then responsible for finding information about the item in question either by conducting research or being given clues to investigate. They can either write a brief summery or make oral presentation to the class about the cultural relevance of the item. According to Peterson and Coltrane (ibid), such activities can also serve as a foundation from which students can go on to discuss larger cultural, historical, and linguistic factors that are linked to the objects. That is to say, culture capsule is somewhat similar to culture assimilator, but cannot be assigned as a silent reading exercise. The teacher gives a brief presentation that show one essential difference between an American and a foreign custom, which is accompanied by visuals illustrating the difference, and a set of questions to stimulate class discussion.

Role play and Drama are very effective techniques. In a role play students take on the role of another person. The situation and sometimes some ideas are given in instructions. It is a popular method for communicative use of language where students are encouraged to use language imaginatively and creatively. Being based on real-life situations it is always welcome in a role play to use authentic aids from English speaking countries (for example train tickets, menus). Sometimes it is useful to record the role play on a video or audio cassette for future reference.(McKinnon, Rigby 2005). Drama is similarly useful for directly involving students in cross-cultural misunderstanding. In this technique selected members act out in a series of short scenes a misinterpretation of something that happens in the target culture and is clarified in the final scene. (O'Dowd 2004) .

The last technique which can be used to teach culture is Audiomotor Unit or Total Physical Response can be mentioned, primarily designed as a listening exercise, employs a carefully

constructed list of oral commands to which students respond. These commands are arranged in such a way to make students act out a cultural experience. (Bowen ,2005) .

Conclusion

Letting students work with audio/video conferencing can be seen as a good example of developing their cultural awareness. Also, it provides a setting for using the target language in an authentic and meaningful way. Often the target culture is not visible in the students' surroundings and the only place they hear and have the opportunity to speak, use and discover the cultures is in the classroom and internet. Moreover, the settings presented in audio/video conferencing teach more than language, they teach culture, which many learners need to know as much as they need to know English. Learners who are new to the culture feel comfortable because they can see how others have handled typical problems with school, family, finding a job or going shopping; this develops the learners' cultural awareness.

Chapter Two: Research Methodology and Data Analysis

Introduction

The previous chapter has presented a review about audio/video conferencing and cultural awareness. This chapter; however, represents the practical part of the research. It is divided into two sections, the first one starts with the research methodology in which we describe the setting along with the participants where we studied the problem of our research, the research tool, and the main limitations of the study. The second section will be devoted for the analysis and discussion of the findings obtained from students' questionnaire.

2.1. Section One: Research Methodology

The research methodology section will discuss the setting, the sample of the study, the research tool, and the main limitations of the study.

2.1.1. Description of the Selected Setting and Participants

The present study aims at demonstrating the students' perceptions towards the role of AC /VC. Since AC/VC is a valuable tool that is used in foreign language learning and because cultural awareness is an important subject to be discussed especially in the field of language learning. For that, it is necessary to investigate the role of AC/VC because it facilitates distance learning and enhances learning interactions within groups and introduces learners to different perspectives within peers. Moreover, learners have the opportunity to meet new people and participate in discussions where EFL learners develop their cultural awareness. This investigation is carried out with the first year Master students at the university of Mohammed Seddik Ben Yahia -Jijel- (2017_2018) .100 participants were asked to answer the concerned questions in the questionnaire.

The major aim behind selecting first year Master students and not the other years is due to the fact that they have spent more years studying English at University than the others for that reason they are supposed to be fluent speakers and more experienced in interacting and using the language

as well as they have a more background knowledge concerning culture. Furthermore, first year Master students are aware to use AC/VC to develop their cultural awareness more than the others.

2.1.2. Research Tool

2.1.2.1. Description of Student's Questionnaire

The questionnaire which is a quantitative research tool used to collect data in a form of statistical numbers is used because it is very suitable for a large sample, and it is easy to be administered; as it is suitable tool for finding out what people think of a certain phenomenon. The questions employed to gather data in this questionnaire are of two types: closed (or closed-ended) and open-ended. With regard to closed questions, the respondents are enquired to opt for "Yes" or "No" answers, on the one hand, or they are asked to pick up the right choice amongst others that best suits their opinions. Open-ended questions do not restrict the informants with any choice. They were asked to let the respondents free in expressing their opinions (Dornyei, 2003).

The questionnaire starts with a small introduction that presents the aim of the study and the definition of audio / video conferencing for a more clarification. It is made up of 34 questions which fall into 3 types:

1. Close Ended Questions

For instance: Do you use audio/ video conferencing as a learning tool outside classroom?

Yes

No

2. Open Ended Questions

For instance: What does the word "culture" mean to you?

3. Mixed Questions

For instance: Do you think that audio/ video conferencing leads EFL learners to compare between the target and the others culture?

Yes

No

The present questionnaire is composed of three main sections. The first section entitled “background information” which entails five (5) questions that is concerned with general information about whether studying English was student’s own choice along with their present language ability as well as their gender and age. The second section entitled “target cultural knowledge” which is composed of nine (9) questions, most of which are mixed questions except one question which is close ended. This section seeks to gather data about learner’s knowledge about the target culture in which students are asked about the meaning of culture from their points of view and their stances on whether learning English as a foreign language necessitates learning its culture in parallel. However, the last section entitled “developing cultural awareness through audio/video conferencing” is made up of twenty (20) questions in which all of them are mixed questions except (Q8). This section is intended to demonstrate student’s perceptions of the role of audio/video conferencing and whether student’s use of AC /VC have contributed to develop their cultural awareness.

The aim of student’s questionnaire was to elicit their perceptions about the role of audio video conferencing as a learning tool to develop their cultural awareness.

2.1.2.2. Administration of the Questionnaire

The questionnaire was administered on 15th of April and given to 100 students of first year Master EFL students at Mohammed Seddik Ben Yahia University, Jijel from the whole population represented by a total number of 140 students. The participants in the study were randomly selected from the existing population. The respondents were given some time to answer the questions, and then they handed them back to the researcher on the spot. The researchers themselves were present in the completion of the questionnaire so as to provide any necessary explanation in order to avoid misunderstanding which could lead to invalid responses. At the end, five (5) students have not returned back their questionnaires, and we have received five (5) questionnaires empty.

2.1.3. Limitations of the Study

Although the questionnaire is a widely used instrument for investigating further data in a given research study, they also involve some limitations. In this context, Moore (1983) stated that among the disadvantage of the questionnaires is “the lack of qualitative depth to the answers and the resultant superficiality” (p.19). Additionally, Brown (1988) stated that the respondents do not always show their real attitudes “subjects actually form a solidify attitudes that they did not have before filling out the questionnaires” (p.35). Other disadvantages can be summarized in the following points:

- Questionnaires are not always completed by the respondents.
- Questionnaires lack some helping features like gestures and personal contact which can affect the respondents' understanding of the questions.
- Not all respondents hand the questionnaires back; The researchers attempted to deal with a sample of 100 students. However, five (5) participants were excluded from the analysis since they did not give questionnaires back.
- The questionnaires do not give all the time reliable and valid information because learners by nature tend not to give their real opinions, rather they tend to lie and/or to hide their perceptions.

In addition to the drawbacks of the questionnaire some other difficulties and limitations have been encountered such as:

- The time allocated to the completion of this study is limited to four months, which hampers a deep exploration and development of the theme; if we had more time, we were willing to conduct an experimental design in order to check in and confirm the results obtained, and to see whether the recommendations are fruitful or not.

- The resources related to the topic of this study were limited and not available because AC / VC is a new technology that recently appeared in foreign language teaching and learning. So, the lack of relevant resources leads to the repetitive use of second-hand resources.
- Due to the nature of our topic which is concerned with audio/video conferencing, many students did not accept to answer the questionnaire because they assumed that they did not experience such kind of learning tool.
- The lack or the absence of the infrastructures at the University like computers which are equipped with the internet that allow the researcher to make the research, leads in a way or another to take a lot of time when doing the research.
- Some students did not answer some questions and other refuse to justify their answers and some of them returned them back empty and some others did not answer some questions especially open-ended ones. Consequently, the results of this study might be affected because of students' non-sincerity in answering the questions.
- The use of informal language by participants in their replies.

To sum up, the above research methodology section was designed to describe the methodology followed in this research study. It illustrated the research tool attached with the setting and the participants. This section also presented the sampling along with the population used. Then, it lined up the procedures of the student's questionnaire (the administration, the description and the aim) . Ultimately, it showed the limitations of the study. The coming section is concerned with the presentation and analysis of the results obtained from the research tool namely, the questionnaire.

2.2. Section Two: Data Analysis

This section presents the results obtained from the learners' questionnaire. Students' responses to the questionnaire are presented in tables and reported in the form of the following statistical tables.

2.2.1. Analysis of Learners' Questionnaire

General Information

Students' Responses to Q 1: (Indicate your gender ?)

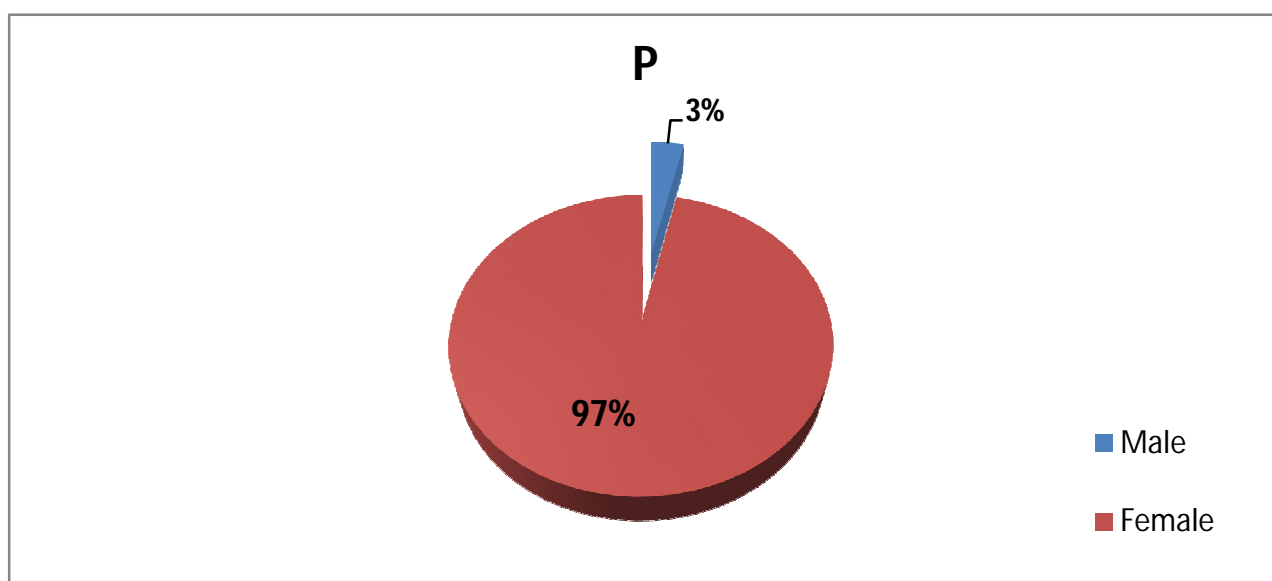
Table 1

Students' Gender

Options	Participants	Percentages%
Males	03	3,33%
Females	87	96,66%
Total	90	100%

Figure 4

Students' Gender



As it is shown above, the first table is about students' gender. We can notice that the majority of the respondents are females (96, 66%), whereas the number of males is very few (3, 33%). So, female participants outnumber male participants. In fact, the specification of gender will not affect our study since all participants are students, but we can predict that foreign languages, in general, and particularly English attract female learners more than males. Added to this , it is apparent that

females are more interested in learning English , unlike males who prefer to cut their studies early seeking for a more practical life.

Students' Responses to Q2: (Indicate your age?)

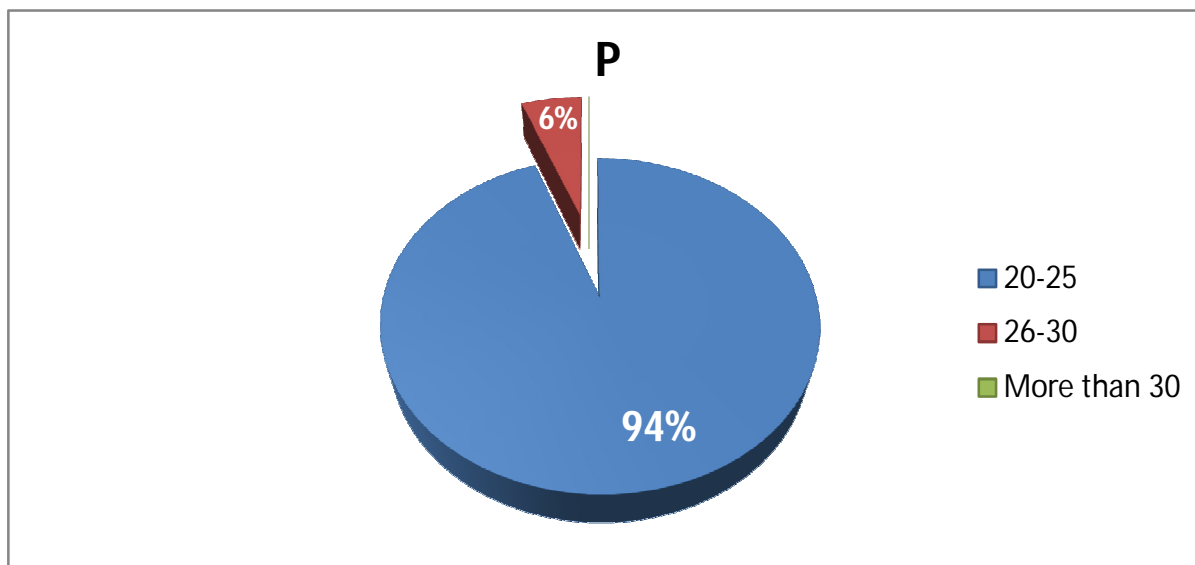
Table 2

Students' Age

Options	Participants	Percentages%
20-25	85	94,44%
26-30	05	5.55%
More than 30	00	00%
Total	90	100%

Figure 5

Students' Age



This table shows that there are three age groups in our selected sample. We have noticed that eighty- five of the total students (94, 44%) who are aged between twenty to twenty five years old represent the first rank of the students' age, five students represent 5.55 % of the students who are aged between twenty-six and thirty years old. However, there is no one aged up than 30. From these

results, we can notice that the students are not at the same age. Thus , they do not have the same abilities.

Students' Answers to Q3: (Was it your choice to major in English ?)

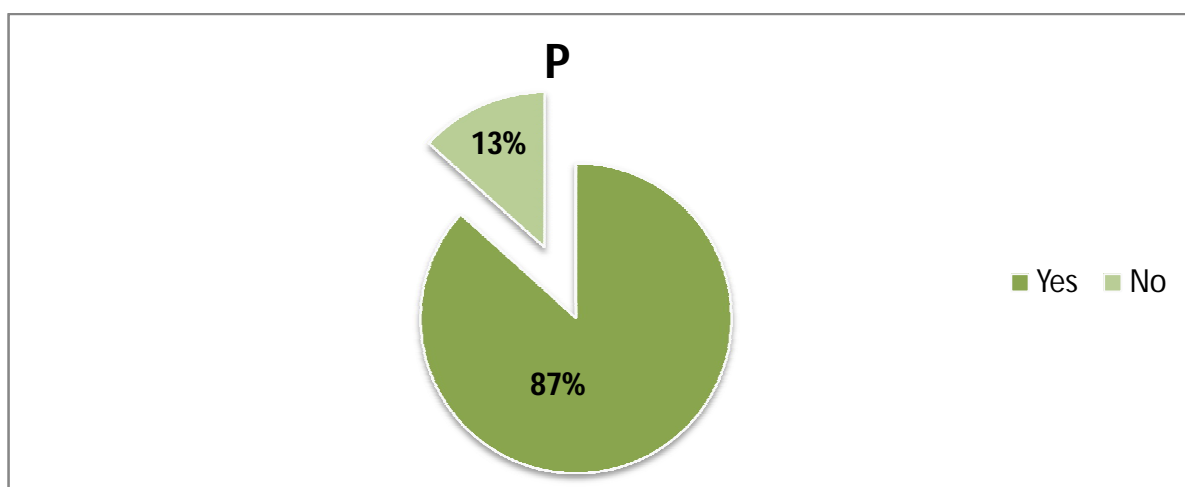
Table 3

Students' Choice

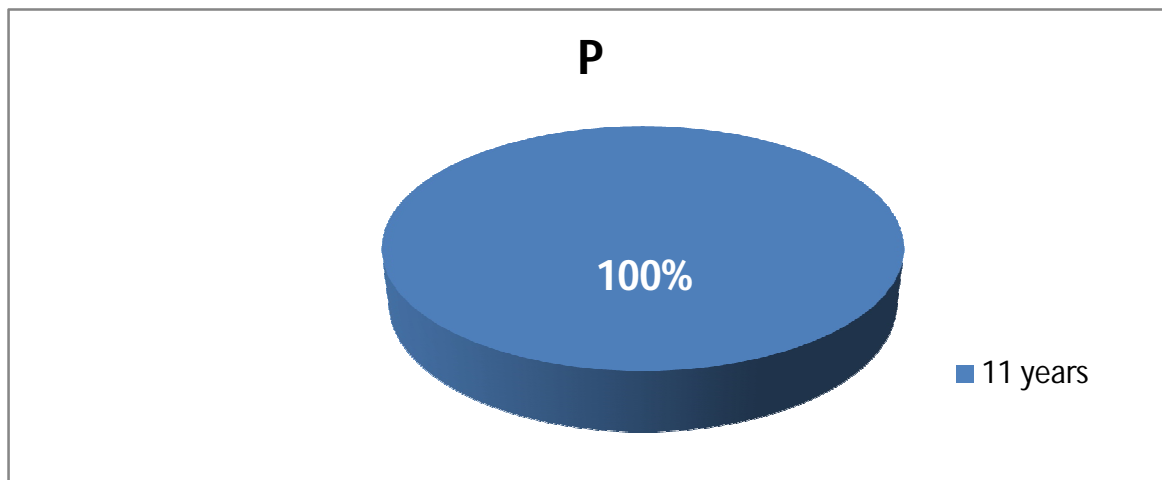
Options	Participants	Percentages%
Yes	88	86.66 %
No	12	13.33%
Total	90	100%

Figure 6

Students' Choice



Students' answers to Q3 clearly indicates that the great majority of the sampled population (86.66 %) was their own choice to major in English, This confirms that they are intrinsically motivated to learn this language . By contrast (13.33 %) stated that it was not their choice to major in English, and this is may be because they were not really willing to learn English, or they were obliged to study it. Consequently, this means that the lack of desire to learn English can be problematic for learners to Master this language .

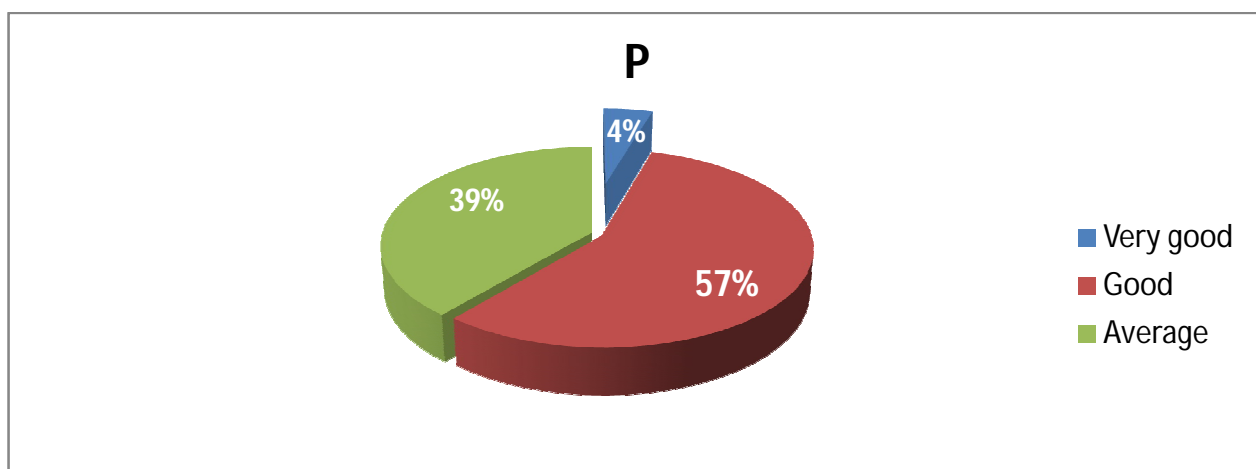
Students' Answer to Q4: (How many years have you been studying in English?)*Figure 7**Years Spent in Learning English*

As the answer shown in the table above, all the students have been studying English for eleven (11) years (100%), which is the normal situation in Algeria, in general, for students who started learning English in the first year at the middle school at the age of eleven.

Students' Answer to Q5: (What is your language ability ?)*Table 4**Students' Language Ability*

Options	Participants	Percentages %
Very good	04	4.44%
Good	51	56.66%
Average	35	38.88%
Total	90	100 %

Figure 8

Students' Language Ability

The results obtained from table (5) above show that only (4.44 %) of the students believed that they have very good level in English. While more than the half (56.66%) considered themselves as good English students, besides (38.88 %) of them think that they had an average level.

Target Cultural Knowledge**Students' Answer to Q 1:** (What does the word "Culture" mean to you?)

This question is an open one which was replied only by 65 students . It aims at eliciting students' perceptions about the word culture. According to the results obtained students' answers seem to diverge greatly on the concept culture. Interestingly, their answers run as follows:

- ❖ " Culture is a set of behaviors, assumptions, beliefs, traditions ..., that are shared by a given society" (53.84 %)
- ❖ "Culture is the way people think, react and behave according to their culture" (23.07 %)
- ❖ "Culture is a concept that is difficult to be defined, but it can be as a collection and a connection of language, religion, literature..." (1.53 %)
- ❖ "Culture means life, without it we cannot live or deal with people. Culture and language are interrelated to each other to the extent that we cannot understand a language without it is culture " (7.69 %)

- ❖ “ There is no specific definition of culture because it is a vast concept that is changing throughout time (4.61 %)
- ❖ “Culture is a broad word to be described , it is then the overall picture of a particular country , it includes stereotypes , art , values, lifestyle ...” (3.07 %)
- ❖ “Culture means to have more knowledge about all aspects concerning a country.”(6.15 %).

Students' Answers to Q 2: (Do you think that learning English as a foreign language necessitates learning its culture in parallel?)

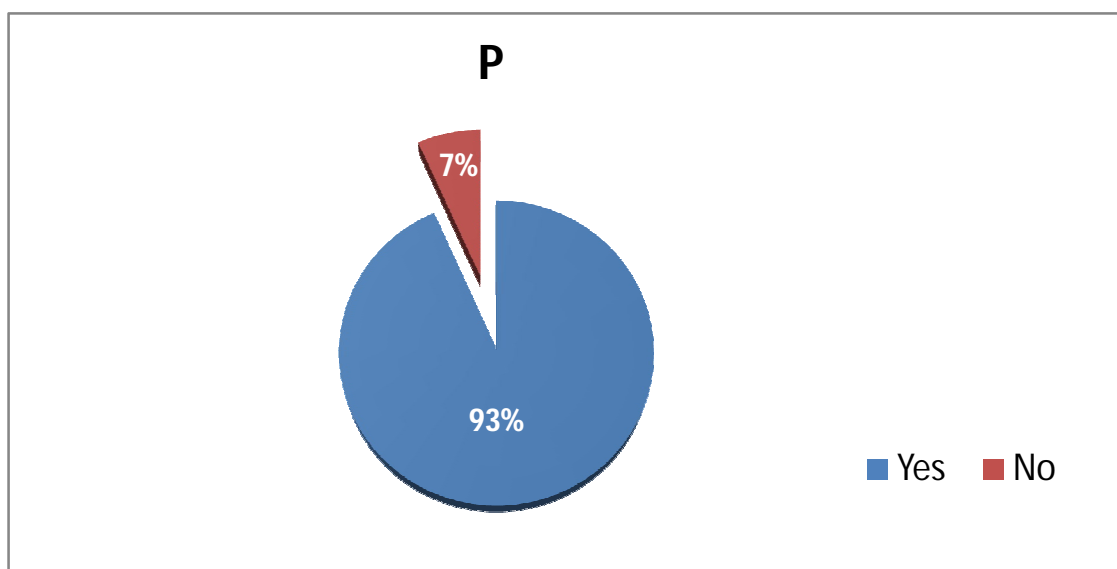
Table 5

Students' Views on Learning Language in Line with its Culture

Options	Participants	Percentages %
Yes	84	93.33%
No	06	6.66%
Total	90	100%

Figure 9

Students' Views on Learning Language in Line with its Culture



The results obtained in the table above denote that the vast majority of students (93, 33%) strongly believed that learning a foreign language necessitates learning its culture while; others (6, 66%) claimed that learning English as a foreign languages does not require learning it is culture .

Students' Responses to Q3 : (Please , justify your answer ?)

Participants were asked to justify their answers . In fact , it should be stated that 84 ticked “yes” , yet 47 of them have justified their choices. Accordingly, the students justifications are going to be listed in percentage terms in what follows:

- ❖ “Because it is difficult to learn a foreign language without being aware of it is culture, so you can understand why people would say or behave in a certain way which is different from your way “ (25.53%) .
- ❖ “Culture and language are interrelated items in term of foreign language learning; in order to understand a language it is necessary to have background knowledge about the different aspects of its culture. So culture and language cannot be learnt separately” (10.63%) .
- ❖ “Learning the culture of a foreign language helps learners to use the language appropriately and understand the context clearly” (14.89%) .
- ❖ “Since cultures differ from each other it is necessary to learn the culture of each foreign language in parallel “ (8.51%) .
- ❖ “Because it is helpful in discovering others culture and enriching your background knowledge concerning that culture “ (14.89 %) .
- ❖ “Because we cannot understand some items of the language like proverbs and idioms without relating them to culture “ (10.63 %) .
- ❖ “Because if we learn a language without its culture this mainly lead to misunderstanding “ (10.63%) .

It is of the utmost importance to note that 6 students were against the idea of learning a foreign language along with its culture, but only 3 students supplied the present research with justifications which will run as follows:

- ❖ One student claimed that “ No need for learning the culture of the language , rather it is enough to learn the grammar and vocabulary “ .
- ❖ Another student argued that “When we learn a lot of things about others culture this may lead to imitation that changes our behaviors as Muslims and this is not a good thing “ .
- ❖ The last student said that “When we travel to any country what we need is just the language and few things about culture “ .

Students' Answer to Q 4: (Do you think you have an in-depth knowledge in English culture?)

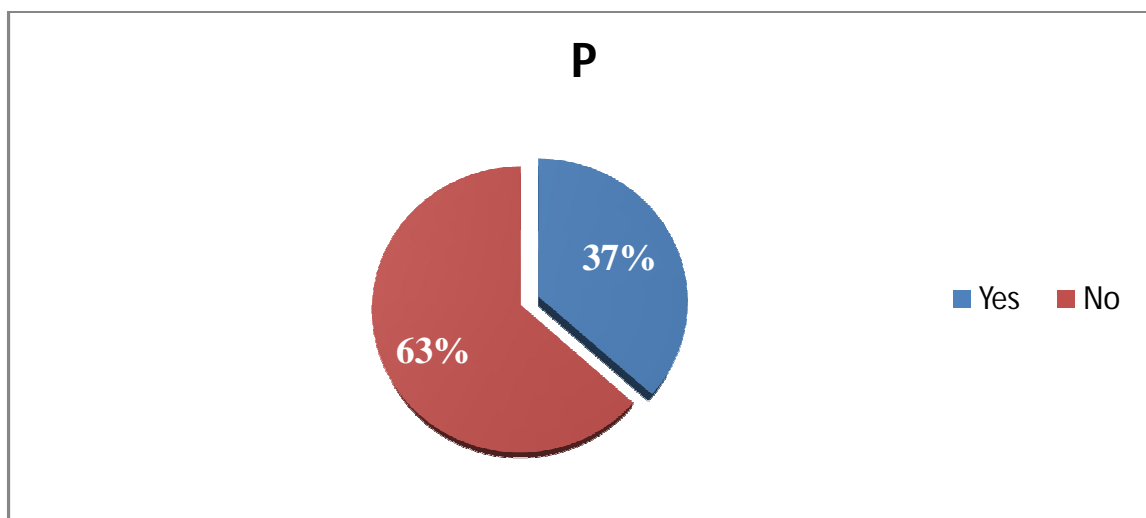
Table 6

Students' Views on Having In-depth Knowledge about the English Culture

Options	Participants	Percentages%
Yes	33	36.66%
No	57	63.33%
Total	90	100%

Figure 10

Students' Views on Having In-depth Knowledge about the English Culture



This question aims at checking the students' thinking about whether they have an in-depth knowledge about English culture. As it is shown in the table above, almost the whole sampled population (63.33%) believed that they do not have an in-depth knowledge about English culture. While only (36.33%) of the population think that they have a deep knowledge about the English culture .

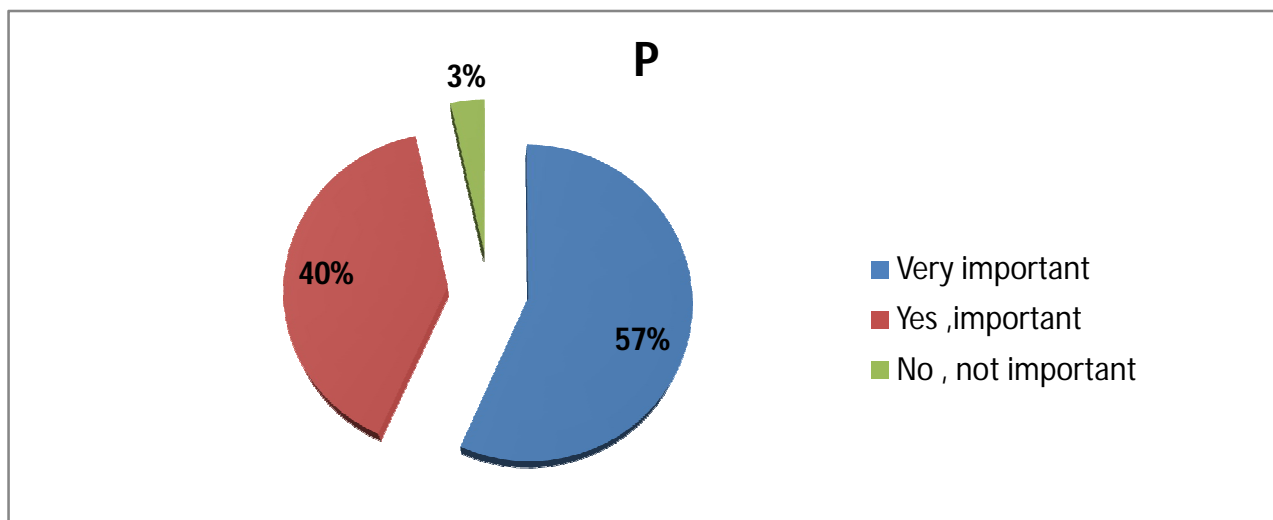
Students' Answers to Q5: (Do you think that it is important and necessary to integrate the learning of culture in foreign language classes?)

Table 7

The Importance of Integrating Culture in Foreign Language Classes

Options	Participants	Percentages%
Very important	51	56.66%
Yes ,important	36	40%
No, not important	3	3.33%
Total	90	100%

Figure 11

The Importance of Integrating Culture in Foreign Language Classes

Under this question, students are asked to reveal their views on the importance and the necessity to integrate the learning of culture in foreign language classes. More than half of the participants (56.66%) strongly agree with the idea and consider it as very important. While (40%) of the sampled population agree with the idea as important. In contrast only (3.33%) of participants gave no importance at all. In general, therefore, students are highly motivated to learn the culture in foreign language classes.

Students' Answers to Q6: (If the answer is "Yes" please select the reason why?)

- Language and culture cannot be separated.
- The cultural dimension is necessary to successful communication.
- To encourage positive attitudes towards language learning.
- To develop student's cultural awareness.

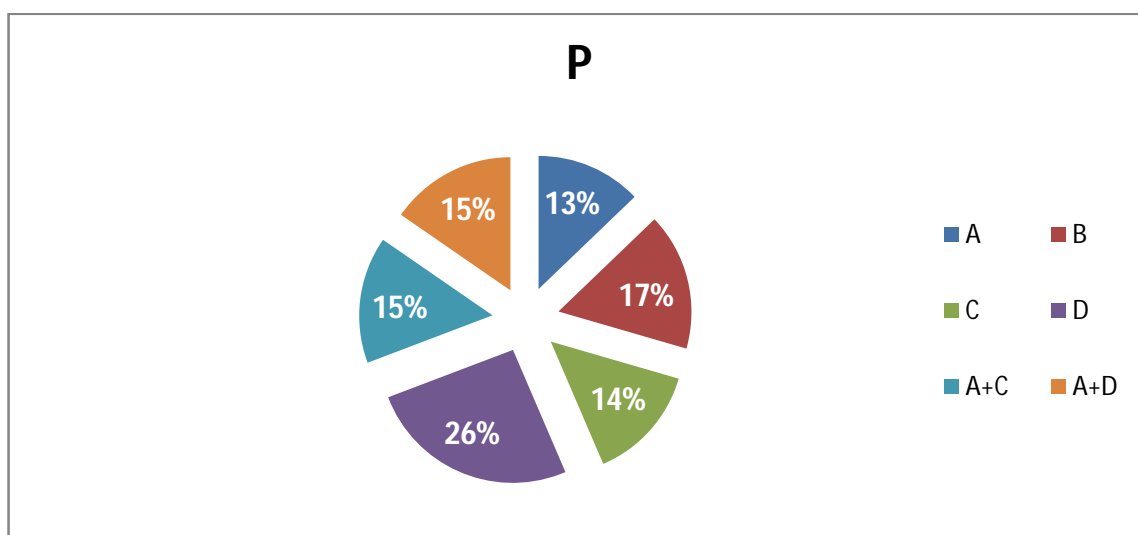
Table 8

Reasons Attributed to the Importance of Integrating Culture in Foreign Language Classes

Options	Participants	Percentages %
A	10	11.11%
B	13	14.44%
C	11	12.22%
D	20	22.22%
A+C	12	13.33%
A+D	12	13.33%
B+C	09	10%
B+D	03	3.33%
Total	90	100%

Figure 12

Reasons Attributed to the Importance of Integrating Culture in Foreign Language Classes



The table above shows the students' responses on the sixth questions; we notice that the fourth options received the highest percentage (22.22%); students believe that the integration of learning culture in foreign language classes develops learner's cultural awareness. While (14.44%) of the

students consider the cultural dimensions is necessary to a successful communication as an important reason. The first option coupled with the third one received (13.33%) of the students' responses, the same percentage for the first option coupled with the fourth one. Whereas the percentage of students who opted for the third option is limited as (12.22%). Another group of learners (10%) ticked the second and the third options. Respectively, only (3.33%) of participants opted for the third option coupled with the fourth one. The fourth choices are considered to be important reasons to integrate the learning of culture in foreign language classes. It is important to shed the light on the fact that under this question, students were asked to specify other reasons if any, Out of ninety (90) students who answered this question, yet , only three (3) of them have added some further reasons :

- ❖ One student wrote that” integrating the learning of culture in foreign language classes helps the students to master the language and be a good and motivated learner” .
- ❖ While the other one stated that “ it is helpful to learn how to think, to speak and to behave in certain situations” .
- ❖ The remain student claimed that “the integration of leaning culture in foreign language classes teaches the students how to avoid misunderstanding and stereotypes”.

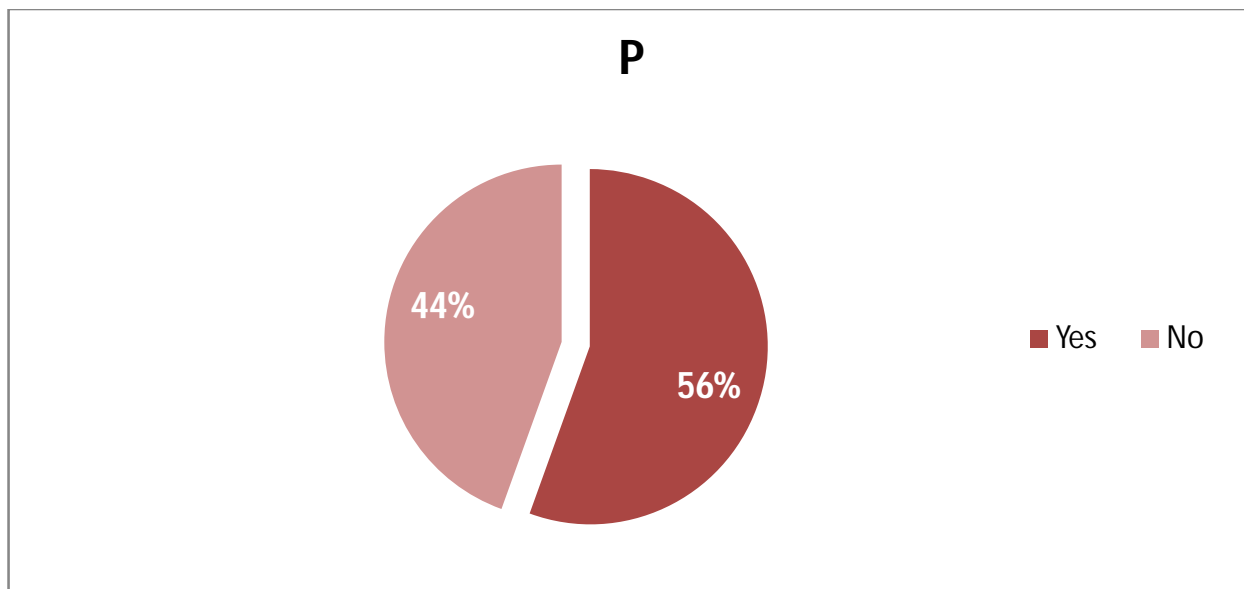
Students' Answers to Q 8 : (Do you give the cultural component equal footing as the other language components (pronunciation/ vocabulary/ Grammar) ?)

Table 9

The Weight of the Cultural Content

Options	Participants	Percentages%
Yes	50	55.55%
No	40	44.44%
Total	90	100%

Figure 13

The Weight of the Cultural Content

As indicated in the above table , (56%) of students give the cultural component equal footing as the ones given to grammar , vocabulary and pronunciation . However , (44%)of the respondents have done so .

Students who said “Yes” (50) , only (29) of them have justified their answers . Sometimes , the answers are repeated . They are as the following :

- ❖ “Because culture makes things easy to understand any language” . (17.24%)
- ❖ “Because culture helps in developing learner’s cultural awareness” . (3.44%)
- ❖ “Because the language components and culture are interrelated , we cannot focus on one and ignore the other” . (34.38%)
- ❖ “Because knowing the cultural components of any country helps in avoiding misunderstanding and stereotypes . Thus , this deals to a successful communication with people from different cultures” . (41.37%)
- ❖ “We have to know why would native speakers say things the way they do in certain situations . Thus , we can understand the language and we can function better “ . (3.44%)

Students who said “No” (40) , only (15) of them have justified their choices . Sometimes, the answers are repeated . They are as the following:

- ❖ “I personally give a sharp focus to the components of the language more than those of culture, because my aim is to be a fluent speaker and a good writer “ . (6.66%)
- ❖ “I don’t think culture is important as the components of the language because we don’t need culture to speak a language correctly “ (13.33%)
- ❖ “Mastering a FL comes through grammar, pronunciation, vocabulary and the 4 skills and not through culture “ (53.33%)
- ❖ “Because there are types of the cultural content that are inappropriate . That is , they are not suitable for us as Muslims “ (6.66%)
- ❖ “Simply, because the components of the language are the basic to master any language “ (20 %).

Developing Cultural Awareness through Audio/Video Conferencing

Students’ Responses to Q1: (Do you use any tools to develop your cultural knowledge?)

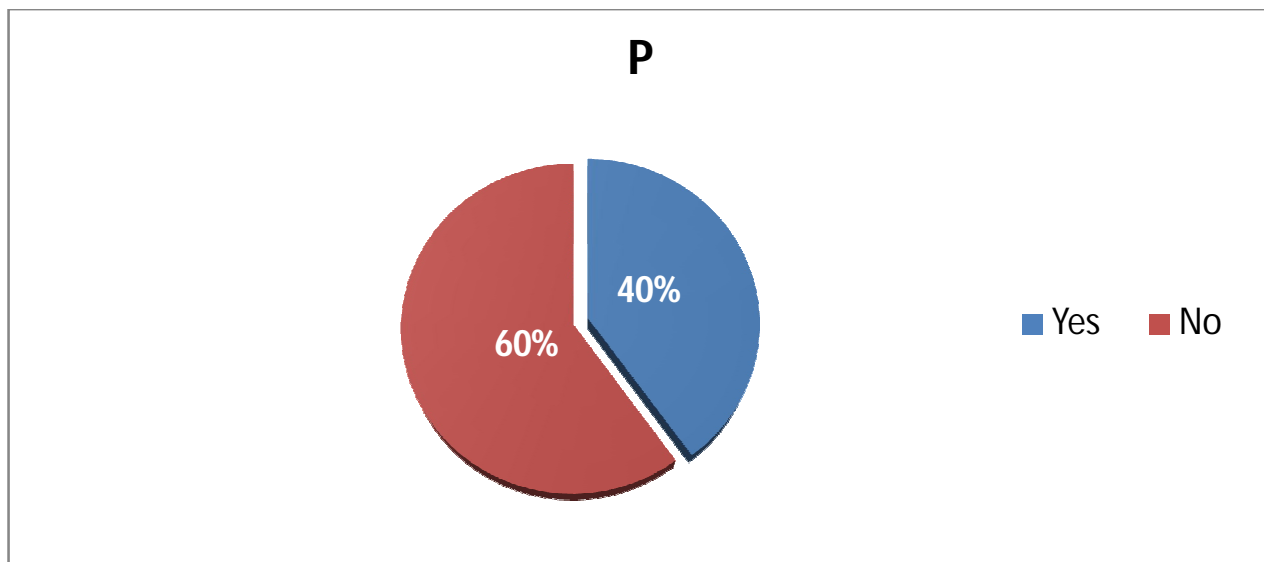
Table 10

Whether Students Use any Tool to Develop their Cultural knowledge

Options	Participants	Percentages %
Yes	36	40%
No	54	60%
Total	90	100%

Figure 14

Whether Students Use any Tool to Develop their Cultural Knowledge



As it is shown in the table above (60%) of the sampled population have chosen the first option “Yes”. That is they use some tools to develop their cultural knowledge. Nevertheless, 40% have chosen the second options which express totally the opposite of the first option. The students, additionally are supposed to justify their answers through the following question.

Students’ Responses to Q2 : (If “Yes” please state them).

Almost all of the respondents had to say something. The answers can be grouped in three points:

- ❖ Watching movies, documentaries, programs and TV shows.
- ❖ Reading cultural books, articles, ...etc
- ❖ Listening to music, broadcasting, radio and discuss with native speakers via net.

Students’ Responses to Q3: (Do you use audio/video conferencing as a learning tool outside classroom?)

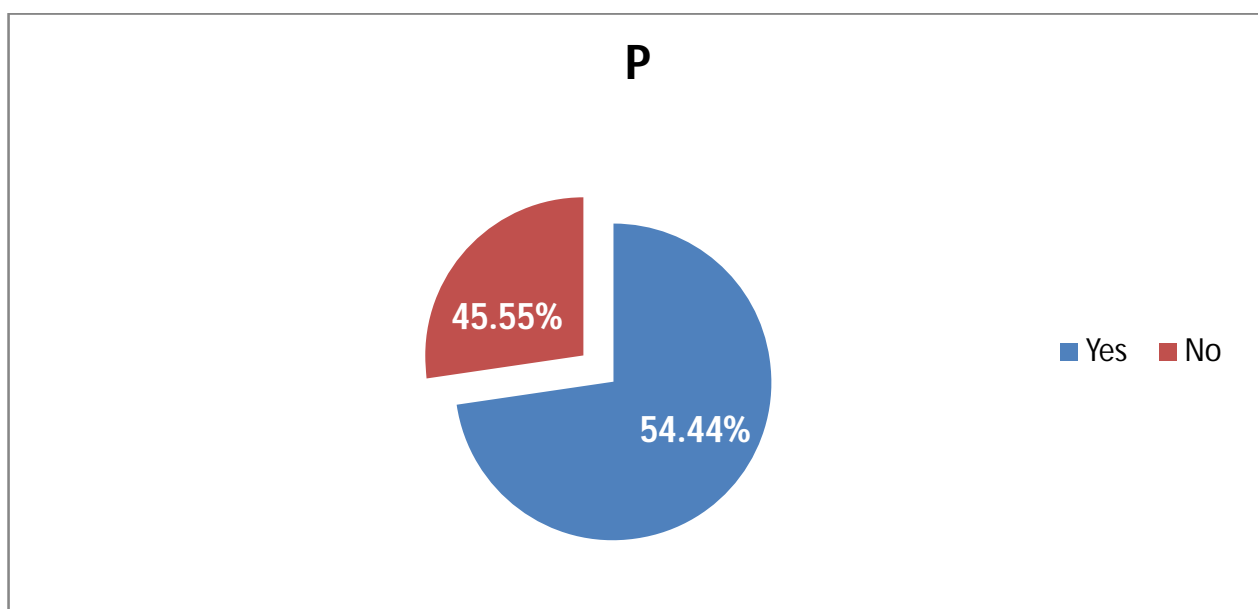
Table 11

Whether Students Use AC/VC as a Learning Tool outside Classroom

Options	Participants	Percentages %
Yes	49	54.44%
No	41	45.55%
Total	90	100%

Figure 15

Whether Students use AC/VC as a Learning Tool outside Classroom



This question is targeted to hopefully getting insights into students' stance toward the use of audio/video conferencing outside classroom. As it can be noticed in the table above, more than the half (54.44%) stated that they use audio/video conferencing outside classroom, while (45.44%) of participants ticked "No".

Students' Responses to Q4 : (If "yes" how often do you use it ?)

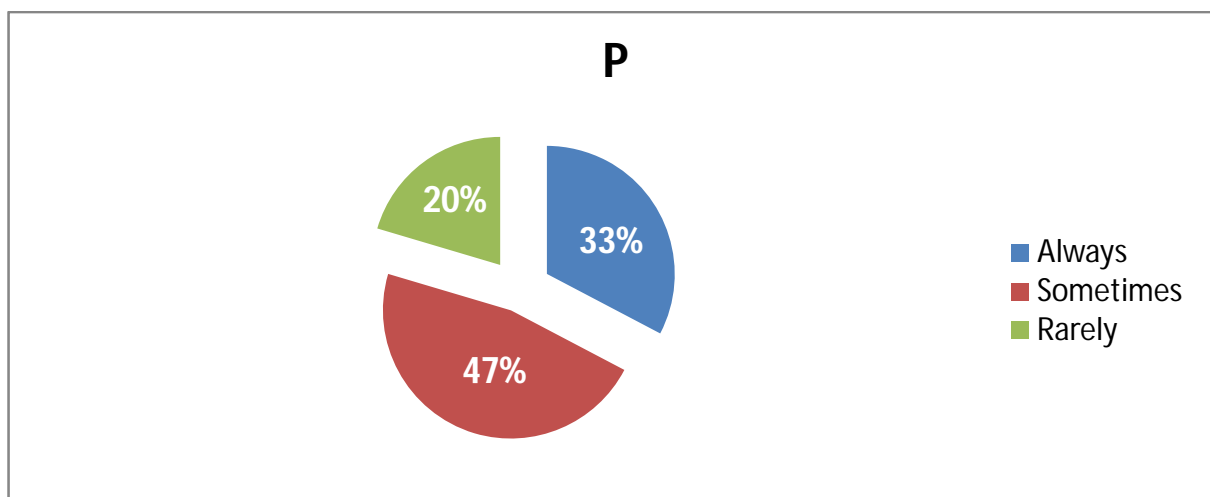
Table 12

Students' Frequency of Using AC/VC

Options	Participants	Percentages %
Always	16	32.65%
Sometimes	23	46.93%
Rarely	10	20.40%
Total	49	100%

Figure 16

Students' Frequency of Using AC/VC



Responses to this question show that a considerable percentage of learners (46.93%) opted for sometimes to be the frequency of their use of audio/video conferencing as a learning tool outside classroom, while (32.65%) of them said that they always use it. Additionally, another group of participants (20.40%) opted for rarely they use audio/video conferencing as a learning tool.

Students' Responses to Q5: (Do you perceive audio/ video materials as helpful in learning the cultural components of other cultures?)

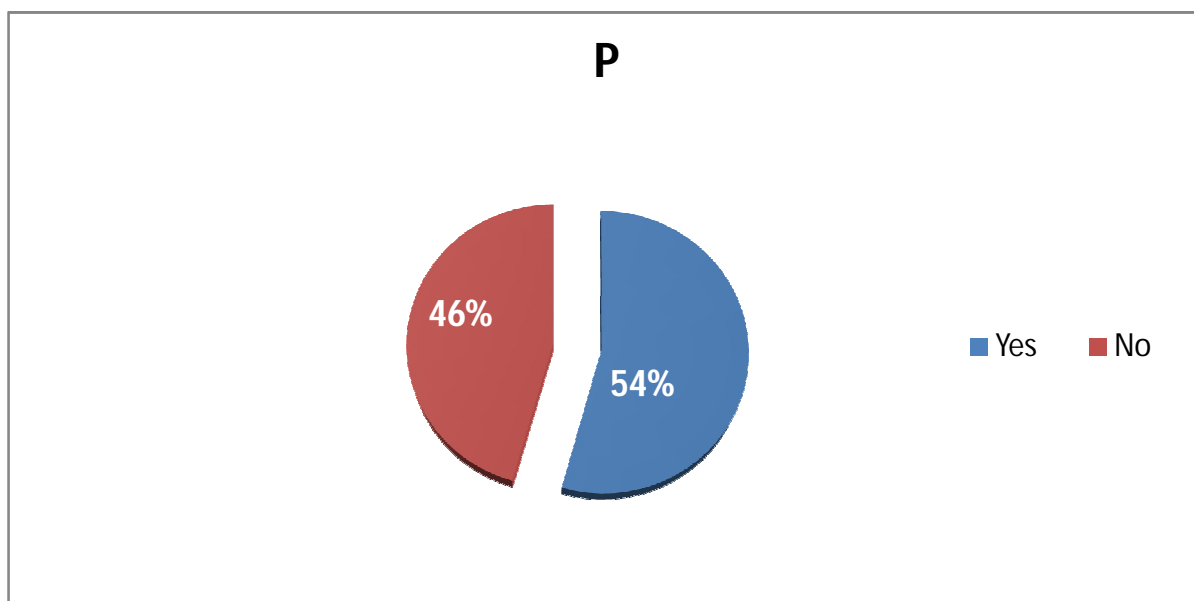
Table 13

Students' Perspectives on the Contribution of AVC Materials in Developing the Cultural Components of other Cultures

Options	Participants	Percentages %
Yes	49	54.45%
No	41	45.55%
Total	90	100%

Figure 17

Students' Perspectives on the Contribution of AVC Materials in Developing the Cultural Components of other Cultures



As it can be noticed in the table above, (54.45%) of the sampled population perceive audio/video conferencing as helpful tool in learning the cultural components of other cultures, while (45.55%) of participants did not advocate the idea. It is important to state that the students were asked to add further explanation through the following question.

Students' Responses to Q6 : (If “yes” please , explain how ?)

Almost all of the respondents had to say something. The answers can be grouped in the following points:

- ❖ “Audio/video conferencing helps in acquiring a good cultural background about others' cultures” .
- ❖ “It is a good alternative material to face to face communication; the latest helps to learn the different cultural components cultural”.
- ❖ “Because the learner can use it whenever and wherever he/she wants”.
- ❖ “It gives a clear image about the target culture”.

Students' Responses to Q7 : (How often do you think cultural related issues are present in Audio/Video conferencing?)

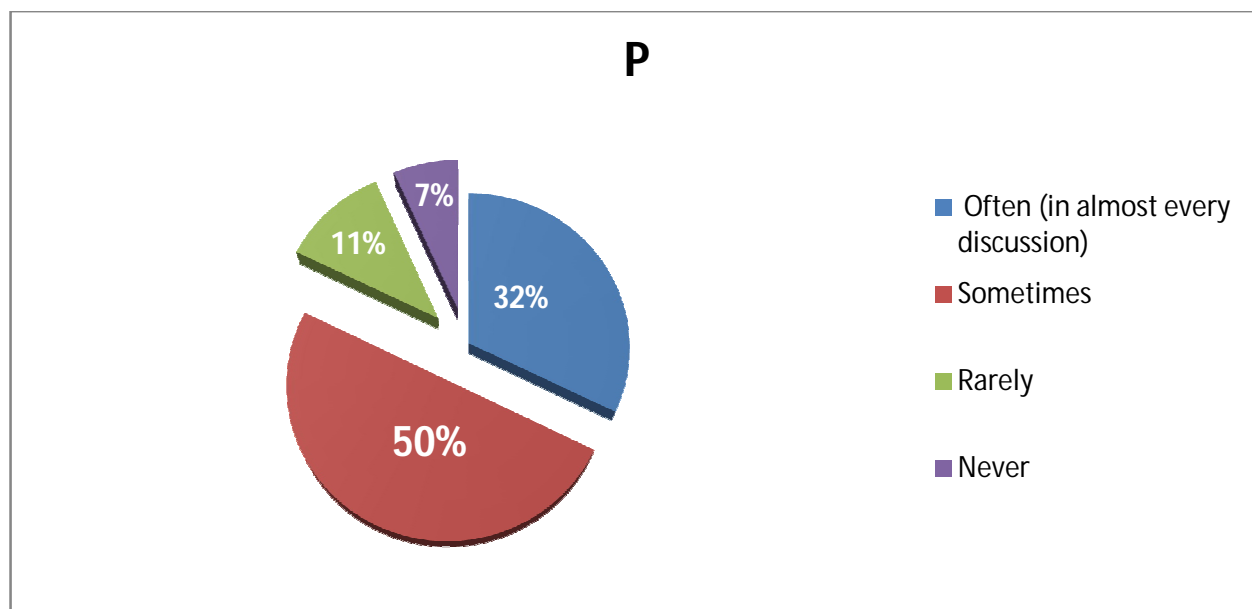
Table 14

Student' Frequency of Thinking about the Presence of Related Issues in AC/VC

Options	Participants	Percentages %
Often (in almost every discussion)	29	32.22%
Sometimes	45	50%
Rarely	10	11.11%
Never	06	6.66%
Total	90	100%

Figure 18

Student' Frequency of Thinking about the Presence of Related Issues in AC/VC



According to the results in table (7) ,half of the population (50%) think that cultural related issues are sometimes present in AC/VC . While (32.22%) of the sampled population claimed that they are often present and (11.11%) of them stated cultural related issues are rarely present in AC/VC. Only (6.66%) think that cultural related issues have never been presented in AC/VC.

Students' Responses to Q8 : : (What are the major difficulties that face EFL learners in audio/video conferencing?)

This question is an open one which was answered only by fifty three (53), (58.88%) of the respondents. These respondents stated certain difficulties. Sometimes, some students have given the same difficulties or closest ideas in the meaning. They are as follow:

- ❖ “The difficulty in pronunciation, accent and the quick speaking of the native speakers”.
(59%)
- ❖ “The difficulty to understand some words and concepts especially idioms and proverbs”.
(31.33%)

- ❖ “The difficulty to determine whether a behavior or an attitude is positive or negative and whether it is individual or shared by the community” . (9.67%)

Students' Responses to Q9 : (What are the major difficulties that face EFL learners in audio/ video conferencing in relation to culture?)

- a. The difficulty to understand the cultural dimensions and the social status of others' cultures.
- b. The difficulty to determine whether a behavior or an attitude is positive or negative.
- c. The difficulty to understand the speaker's intercultural meaning which he/she wants to convey to the learner .
- d. The difficulty to distinguish whether the speakers' behaviors and attitudes are his/her own (individual) or shared in his culture .
- e. The difficulty to set a connection or to make a comparison between the target culture and the foreign culture .

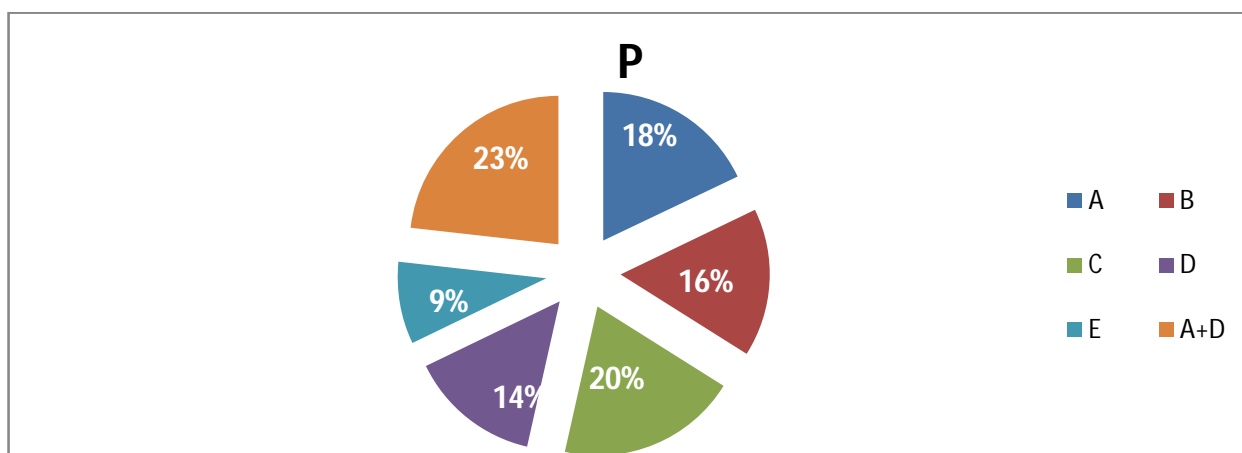
Table 15

Difficulties Faced by EFL Learners in Audio/ Video Conferencing in Relation to Culture

Options	Participants	Percentages %
A	10	11.11%
B	9	10%
C	11	12.22%
D	08	8.88%
E	05	5.55%
A+D	13	14.44%
B+C	11	12.22%
D+B	07	7.77%
A+B+C+D+E	16	17.77%
Total	90	100%

Figure 19

Difficulties Faced by EFL Learners in Audio/ Video Conferencing in Relation to Culture



As it is indicated in the table above the five options grouped together received the highest percentage of students' responses (17.77%) and the first option coupled with the fourth one received (14.44%). While the second option coupled with the third one received the same percentage as the second option (12.22%). The students face the difficulty to understand the cultural dimensions and the social status of others' cultures this idea advocated by (11.11%) of the sampled population. (10%) of the students consider the difficulty to determine whether a behavior or an attitude is positive or negative as the only difficulty that face EFL learners in AC/VC in relation to culture. However, (8.88%) of participants stated that they face a difficulty to distinguish whether the speakers' behaviors and attitudes are his/her own (individual) or shared in his/her culture whereas the percentage of students who opted for the fourth option with the second one is limited to (7.77%). At the end only (5.55%) of the sampled population ticked the fifth option as the major difficulty that face EFL learners in AC/VC in relation to culture . That is ; the difficulty to set a connection or to make a comparison between the target culture and the foreign one.

Students' Responses to Q10 : (Do you agree that EFL learners benefit from audio/ video conferencing to develop their cultural awareness ?)

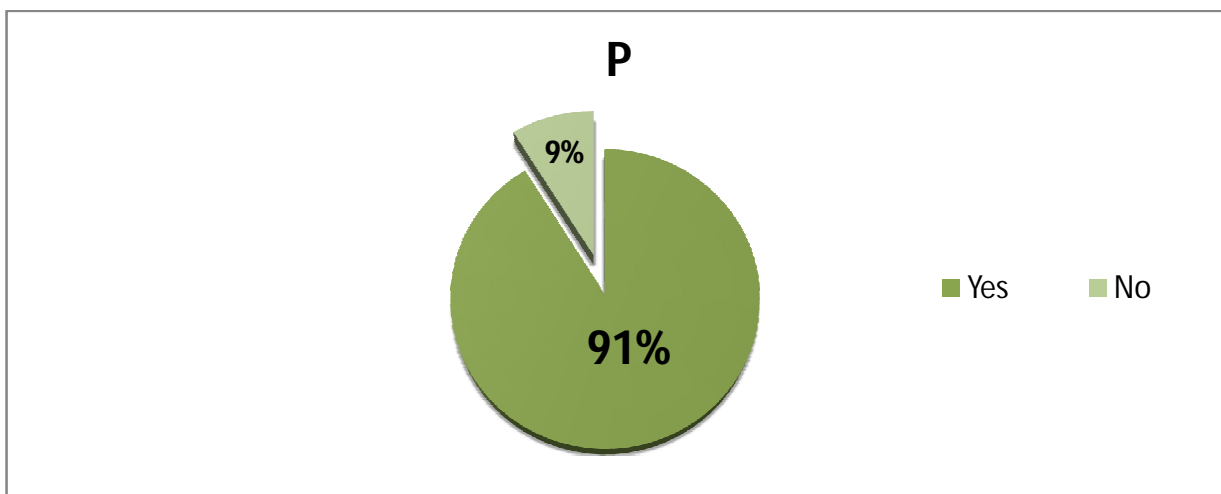
Table 16

Students' Stance on the Contribution of AC/VC in Developing their Cultural Awareness

Options	Participants	Percentages%
Yes	82	91.11%
No	08	8.88%
Total	90	100%

Figure 20

Students' Stance on the Contribution of AC/VC in Developing their Cultural Awareness



As it is shown in the table, 82 students of the chosen sample making up the majority of the participants and representing more than 91% of the whole population simply responded with a “yes”. In fact , those students agree that EFL learners benefit from AVC to develop their cultural awareness . Yet , 8 students making up a portion of 8.88% think that AVC cannot help EFL learners to develop their cultural awareness .

Students' Responses to Q11 : (If “yes” how often ?)

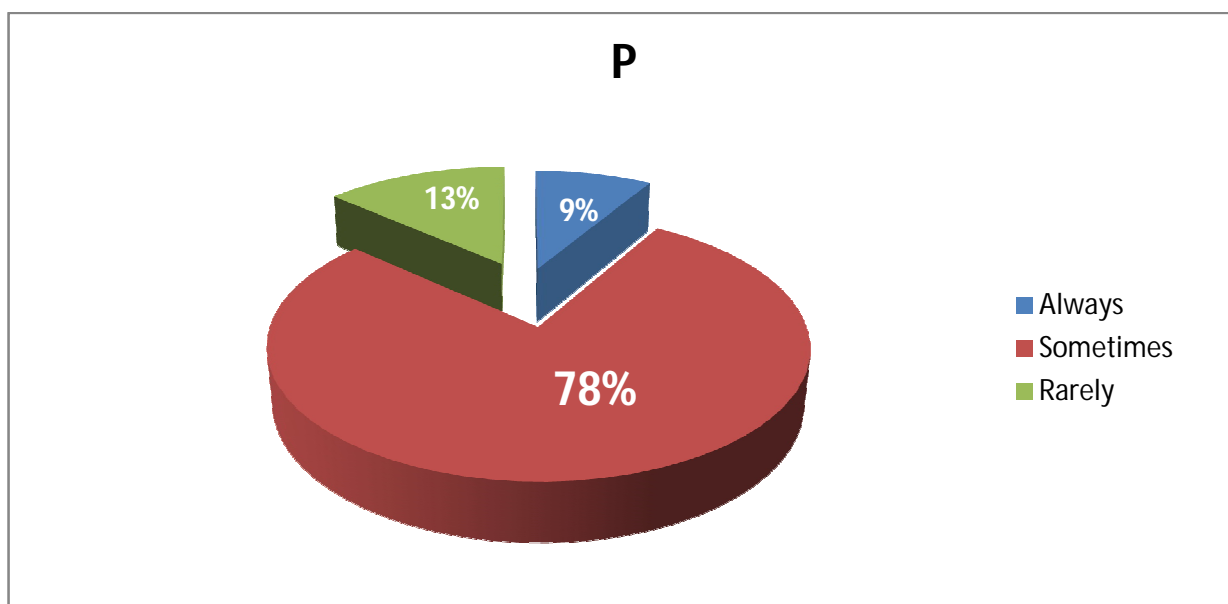
Table 17

Students' Frequency of AC/VC to Develop their Cultural Awareness

Options	Participants	Percentages %
Always	07	8.53%
Sometimes	64	78.04%
Rarely	11	13.41%
Total	82	100%

Figure 21

Students' Frequency of AC/VC to Develop their Cultural Awareness



Responses to this question show that a considerable percentage of learners (78.04%) opted for sometimes to be their frequency of the agreement on the idea that EFL learners benefit from AVC to develop their cultural awareness . While (13.41%) of them said that AVC always help students to develop their cultural awareness. Additionally, another group of participants (9%) opted for rarely .

Students' Responses to Q12 : (Do you think that audio/ video conferencing is helpful in discovering one's own culture ?)

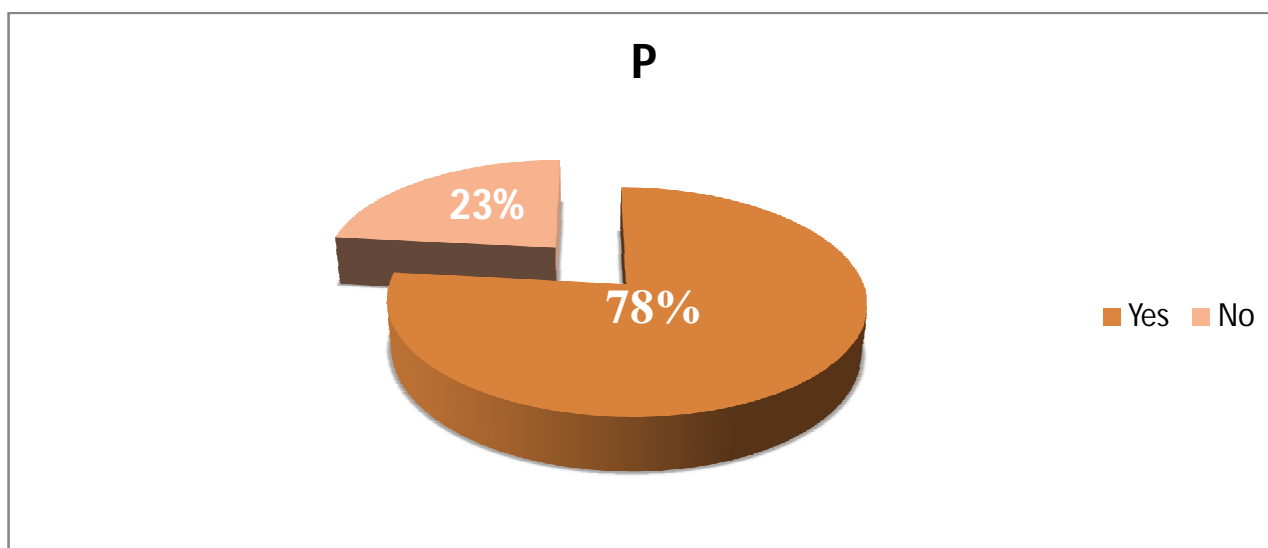
Table 18

Students' Views about AC/VC in Discovering one's Own Culture

Options	Participants	Percentages%
Yes	69	76.66%
No	21	23.33%
Total	90	100%

Figure 22

Students' Views about AVC in Discovering one's Own Culture



This question deals succinctly with whether AVC is helping students to discover their own culture. As it is clearly displayed in the table, the great majority of participants (78.77%) applauding the role of AVC in helping them to discover their own culture. While , few students (23.33%) didn't advocate the idea .

Students' Responses to Q13 : (Whatever your answer is , please justify ?)

This question is related to the previous one . Participants were asked to justify their choices . In fact it should be stated that (69) ticked "Yes" , yet (40) of them have justified their answers .Accordingly, the students' justifications are going to be listed in percentage terms. Some answers were repeated they are in what follows :

- ❖ " When we share and we exchange ideas with other people from different cultures this mainly lead to discover our own culture " . (22.5%)
- ❖ "AVC facilitates the communication when we talk with other people and saves time because it is not boring like reading books . As a result we like to learn more " (25 %)
- ❖ "AVC can provide a living example concerning gestures and the way of speaking unlike in the other materials you cannot do so . That is , you learn new things " (32.5%)

- ❖ “AVC gives us the opportunity to clarify the image and correct misunderstanding for both our culture and the target one “ (2.5%)
- ❖ “In a conversation when someone asks you something that you do not know you directly look for the answer, so you are discovering things related to your culture “ (17.5%)

In addition to that, students who ticked “No” (21) unfortunately only one participant have justified his/her answer :

- ❖ He/she argued that “ No need for AVC to discover our own culture because we learnt it spontaneously from our daily life and by reaction to each other “

Students’ Responses to Q14 : (Do you think that audio/ video conferencing is helpful in discovering the target culture ?)

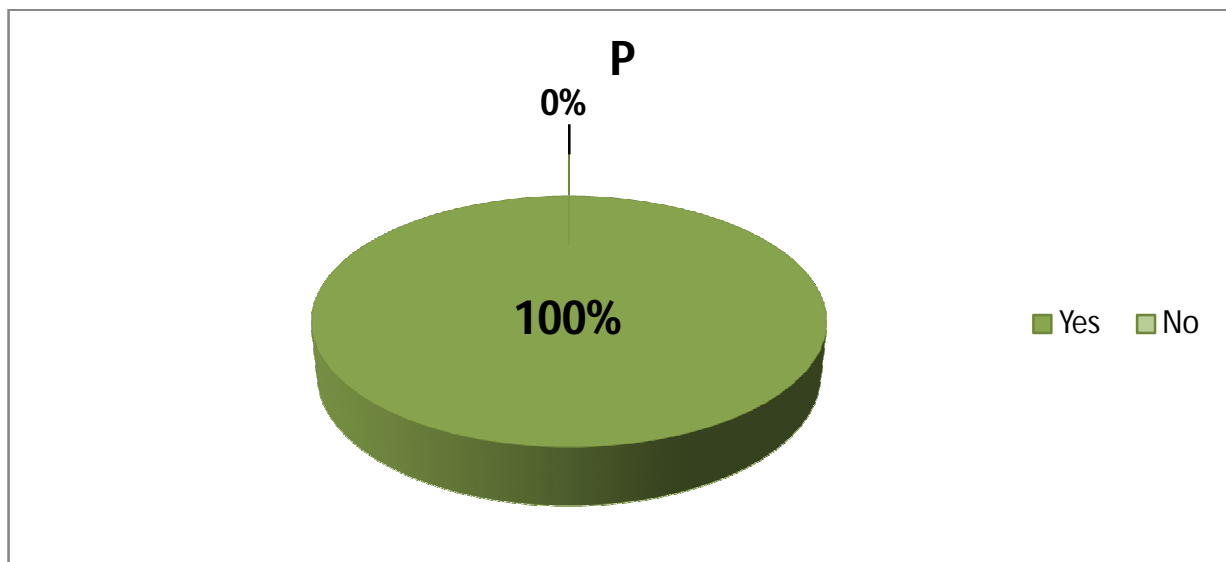
Table 19

Students’ Views about AC/VC in Discovering the Target Culture

Options	Participants	Percentages %
Yes	90	100%
No	00	00%
Total	90	100%

Figure 23

Students’ Views about AVC in Discovering the Target Culture



It is apparent from the table above that all the students (100%) believe that AVC is helping EFL learners to discover the target culture and no one was against the idea .

Students' Responses to Q15 : (Please , justify)

Whatever students' answers are , they were asked to justify their choices . It is stated that (90) students have answered "Yes" , yet only half (45) of them have justified their answers . Some answers were repeated , they are presented in terms of percentages and they are in what follows :

- ❖ "By using AVC , students will learn things that the teacher cannot provide " (55.55%)
- ❖ "It helps to break down barriers and overcome stereotypes" (35.55%)
- ❖ "It helps in building acceptance of the diverseness of the world rather than judging what makes people different " (8.88%)

Students' Responses to Q16 : (Do you think that audio/ video conferencing leads EFL learners to compare between their own culture and the target one ?)

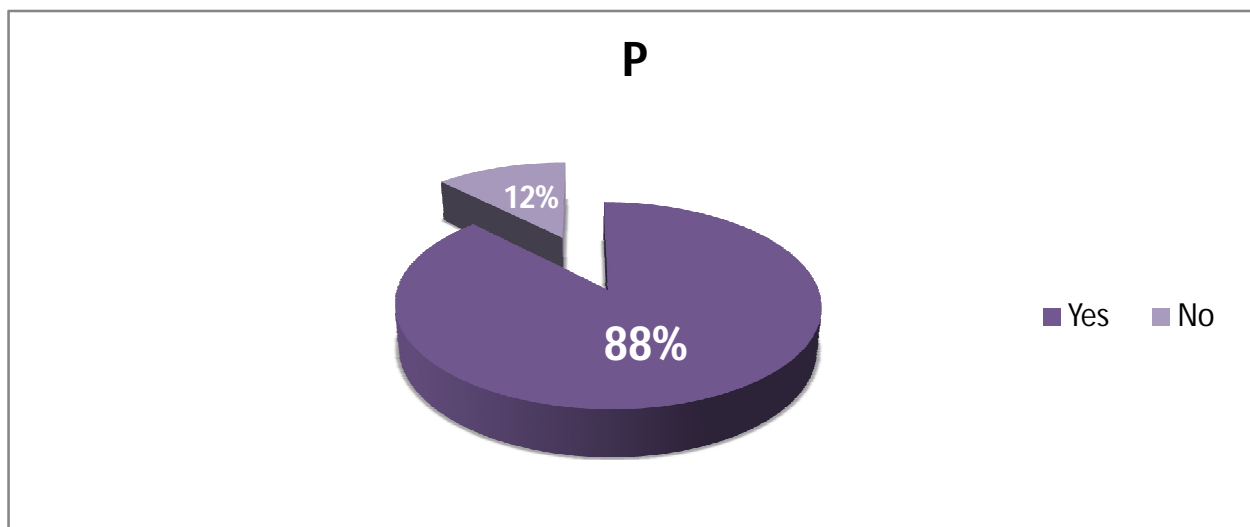
Table 20

Students' Views about AC/VC in Comparing between the own Culture and the Target one

Options	Participants	Percentages%
Yes	79	87.77%
No	11	12.22%
Total	90	100%

Figure 24

Students' Views about AC/VC in Comparing between the own Culture and the Target one



As it is noticed in table 3.14 the great majority of students (87.77%) see that AVC leads EFL learners to compare between their own culture and the target culture .While the rest of students (12.22%) oppose this idea. The aim of this question is to check students' noticing because in the previous questions (Q12+Q14) they said that AVC leads learners to discover their own culture and know more about the target culture . Thus , now they are aware of the similarities and the differences of both cultures .

Students 'Responses to Q17 : (Please , justify)

Students were asked to clarify their answers by justifying them . As it is mentioned before (79) of students ticked "Yes" , yet only (29) of them gave a justification. Some answers were repeated . They are presented in terms of percentages and run as follows :

- ❖ "The mysterious sides of the other cultures will make you very interesting and more curious to discover new things " (24.13%) .
- ❖ "When you fail in understanding something concerning others' cultures , you automatically try to relate it to your own culture " (44.82%) .

- ❖ “When you speak to a foreign person , and you suppose that he/she will act or say something in a particular way , but when he/she does it differently , here the learner will realize that there are differences and by this he/she starts comparing his/her own culture and the target one “ (31.03%) .

Out of (11) respondents who ticked “No”, only 2 of them have justified their answers :

- ❖ One student claimed that “ I am not interested in comparing my own culture to others because each culture has specific characteristics which are huge “
- ❖ The other student argued that “ I don't think that comparing cultures with each other is beneficial for me as a FL student “

Students' Responses to Q18 : (Do you think that audio/ video conferencing is beneficial in having knowledge about others' culture ?)

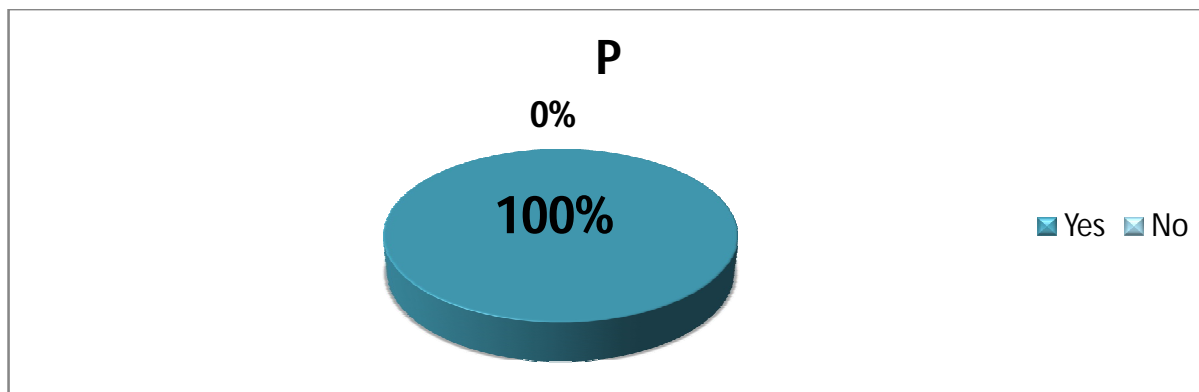
Table 21

Students' Views about AC/VC in Having Knowledge about others' Culture

Options	Participants	Percentages%
Yes	90	100
No	00	00
Total	90	100

Figure 25

Students' Views about AVC in Having Knowledge about others' Culture



The findings presented in the table 3.15 and the figure 3.13 above reveal that all the students (100%) agree on the idea that AVC helps students in having knowledge about others culture . To clarify their answers students are supposed to tick among the reasons provided in (Q19).

Students' Responses to Q19 : (If the answer is “yes” select the reason why)

- a. It is beneficial in discovering others cultural elements (attitudes , traditions , beliefs , religions...)
- b. It is helpful in decreasing misunderstanding and critical thinking
- c. It is a helpful tool in increasing awareness by making comparisons between cultures
- d. It stimulates the mind and forces you to think in new ways
- e. It is helpful in building acceptance of the diverseness of the world between all of the religions , races , languages ...
- f. It creates curiosity and leads to global awareness...

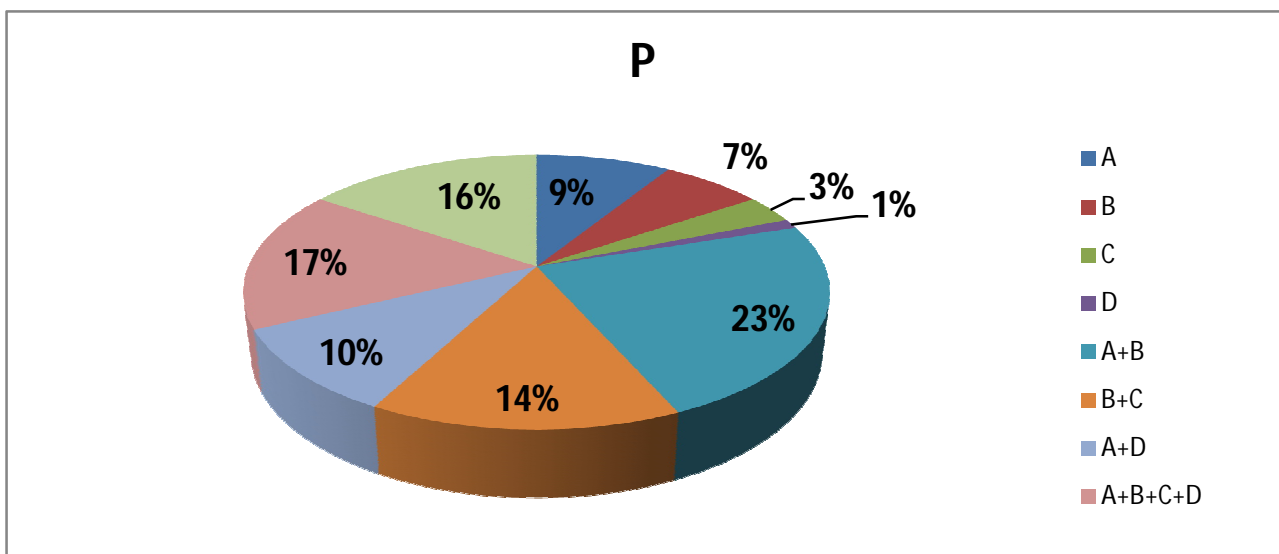
Table 22

Justifications of the use of AC/VC in Having Knowledge about Others' Cultures

Options	Participants	Percentages%
A	08	8.88%
B	06	6.66%
C	03	3.33%
D	01	1.11%
A+B	21	23.33%
B+C	13	14.44%
A+D	09	10%
A+B+C+D	15	16.66%
A+B+C+D+E+F	14	15.55%
Total	90	100%

Figure 26

Justifications of the use of AC/VC in Having Knowledge about Others' Cultures



This question is a follow up to the previous one in the sense that (22,33%) of the selected population have chosen the first option along with the second one (A+B) they believed that AVC is

beneficial in discovering others cultural elements like attitudes , traditions , beliefs ... and also it is helpful in decreasing misunderstanding and critical thinking that occur between people . While , (16.66%) of the respondents selected the first fourth options (A+B+C+D) , they considered AVC as a beneficial tool especially in increasing awareness as well as stimulates the mind in which learners will think in new ways. However , (15.55%) of the participants ticked all the choices , they believe that AVC is helpful in building acceptance of the diverseness of the world between all of the religions , races , languages ... because it is sometimes hard to be accepting of things and people that are different, but if you learn more about the others culture you can accept rather than judge what makes them different. Another group of learners ticked the second option coupled with the third one (14.44%) and the first option coupled with the fourth one is ticked by (10%) of the students to be their justifications . Respectively , (8.88%) have chosen only the first option (A) and (6.66%) have chosen the second choice (B) these participants kept only one choice and neglected the other choices .In addition , (3.33%) from the whole population ticked only the third choice which is (C) . At the end , the lowest population (1.11%) agreed that ADV is beneficial only in stimulating the mind and by this people will think in new ways .

Students' Responses to Q20 : (Please , add further comments if you have any about what should be done to develop EFL learners cultural awareness) .

This question is an open one . Most of the students left the space blank; perhaps they felt that they gave adequate comments and suggestions in the previous answers. Only three (3) students, who invested the space to provide more suggestions about ways to improve cultural awareness. The followings are some recommendations that may help EFL learners :

- ❖ One student said that “ when teaching culture , the teacher should bring interesting materials for learners to make them more motivated and increase their noticing “
- ❖ Another one wrote “ curriculum designer should put the module “language and culture” in all the years to be studied and not only in Master 1 so that learners will benefit more “

- ❖ The last one said that “ EFL learners should read more books and watch documents about others culture “

2.2.2. Discussion of the Results

The objective of the present research was to investigate Master 1 learners' perceptions towards the use of audio/video conferencing in developing EFL learners' cultural awareness, and to shed the light on the main difficulties that face EFL learners' in AC/VC. The analysis of the questionnaire revealed many insights on the students' attitudes towards the role of audio/video conferencing in developing EFL learners' cultural awareness.

As far as the first section of the questionnaire is concerned, it aims at gathering some information about the participants. The results showed that the vast majority of the participants are females (96,66 %) their ages are almost between (20-25). (86.66 %) of students willingly chose to major in English, and (56.66) of them have a good English level.

The second section of the questionnaire was devoted to investigate how students would define the word culture as well as it demonstrates students' views on learning language in line with its culture, (93.33%) of the students advocated the idea. Additionally, this section also demonstrates the students' views on having in-depth knowledge about the English culture in which (63.33%) of the responses were negative. In general, more than half of the participants (56.66%) considered the integration of learning culture in foreign language classes as very important (Q5); they claimed that the cultural dimension is necessary to successful communication as a principle reason to justify their answers. Succinctly speaking, findings on (Q8) showed that more than the half of the sampled population (55.55%) give the cultural component equal footing as the other language components (pronunciation/vocabulary/ Grammar).

The last section is devoted to investigate whether the students use any tool to develop their cultural knowledge, the results showed that (60%) of the participants do not use other tools. (46.93%) of the participants stated that they sometimes use AC/VC as a learning tool outside classroom. Furthermore, more than the half of the participants (54.45%) perceive AC/VC materials

as a helpful tool in learning the cultural components of others' cultures, actually they affirmed their answers with further explanations (Q6). (32.22%) of the participants thought that cultural related issues are often (in almost every discussion) present in AC/VC. In response to (Q8), regardless of stating the difficulty to determine whether a behavior or an attitude is positive or negative and whether it is individual or shared by the community, the majority of students (59%) attested that pronunciation, accent and the quick speaking of the native speakers is the major difficult encountered in AC/VC. Therefore, they face a difficulty to understand some words and concepts especially idioms and proverbs. More importantly, the majority of the participants (17.77%) opted all the options as the major difficulties that face EFL learners in AC/VC conferencing in (Q9). Additionally, the vast majority of the participants believe that EFL learners benefit from AC/VC: to develop their cultural awareness (78.04%), to discover one's own culture (76.66%), to discover the target culture (100%) and to compare between the target culture and the home one (87.77%), furthermore, the participants added further explanations to justify their answers. All the participants believed that they benefit from AC/VC to have a knowledge about other culture and (23.33%) of them affirmed that AC/VC is beneficial in discovering others cultural components like for example; attitudes, traditions, beliefs, religion... and they consider it helpful in decreasing misunderstanding and critical thinking. In answering to (Q20) students added further comments they thought important to develop learners' cultural awareness in which they said that curriculum designer should put the module "language and culture" in all the years to be studied and not only in Master 1 so that learners will benefit more and that EFL learners do more efforts to enhance their cultural knowledge like reading books, watching cultural documents ...etc.

All in all, the fifth research questions were clearly answered. The first one was asked to discover other means used by learners to the purpose of developing their cultural awareness in EFL classrooms, some major means were stated to answer this question such as; watching movies, documentaries, programs and TV shows...etc. The second question sought to determine whether 1st year Master students use AC/VC as a learning tool, while the third question was asked to investigate

how often do 1st year Master EFL learners benefit from cultural related issues in AC/VC, the answers showed that students are often benefit from cultural content presented in AC/VC. The question four of this research was concerned with the effectiveness of AC/VC as a learning tool to develop Algerian EFL learners' cultural awareness; the results of this study confirmed this question positively. The last question was asked to shed the light on the major obstacles and difficulties that face EFL learners in audio/video conferencing, the main ones were summarized in, the pronunciation, the accent and the quick speaking of the native speakers. Beside to the difficulty to understand some words and concepts, to determine whether a behavior or an attitude is positive or negative and whether it is individual or shared by the community. It is sobering to realize that students unequivocally acknowledged that discussing with native speakers through the new technology (audio /video conferencing) has a high effectiveness in developing EFL learners' cultural awareness. As a consequence, to the results obtained, our hypothesis is confirmed.

Conclusion

The major concern of this chapter was to analyze the data collected through one research instrument which is students' questionnaire. Based on the findings of this chapter, it is worth saying that Master one English students at Jijel University should use more motivating learning tools such as audio/video conferencing in order to exchange cultural knowledge and to enhance their cultural awareness.

General Conclusion

Nowadays, culture is an important component in English language classroom. Since culture varies from one country to another learners are in need to be aware of these differences. Thus , learning English as foreign language requires the learning of its culture in parallel. Furthermore, teaching and learning English as a foreign language requires essentially the use of some technological tools such as audio/video conferencing to facilitate the learning process. Since audio/video conferencing plays an important role in developing learners' cultural awareness, for that reason it's used to improve the learning experiences. Whenever learners use AC/VC in their English classrooms, they can directly acquire a great amount of cultural background information and emotional attitudes about others' culture. Thus, the present study aims at learning others culture in an Algerian educational context through the use of audio/ video conferencing .

Our piece of research aimed to demonstrate the participants' perceptions toward the use of AC/VC in developing EFL learners' CA as well as to shed light on the benefits of the use of this new technology in exchanging cultural knowledge .Through this study, it was hypothesized that if 1st year Master students of English use the audio/video conferencing as an affective learning tool ,it will contribute to develop their cultural awareness .

The present study contains two chapters .The first chapter is divided into two sections. The first section has been devoted to deal with the theoretical overview about AC/VC , including its history , its definition , its importance and its advantages along with drawbacks . The second section, however, has elaborated on developing EFL learners cultural awareness in which we discussed the main elements, the definition of culture, its relation with language. Also, it represented the importance of CA. Furthermore, it covers some techniques for developing CA .On the other hand, the second chapter consists of two main sections. Concerning the first one it represented the research methodology and the second section it represented an investigation based on a students' questionnaire as the main research tool to carry out this research and which was delivered to a hundred of first year EFL Master students at Jijel University.

Through the analysis of the research tool, the findings of the questionnaire revealed that AC/VC is an effective technique in enhancing EFL cultural awareness because it makes students more attracted in using it for communicative purposes as it provides them with opportunities to interact and communicate easily. Regarding the hypothesis, it has been confirmed by the results obtained from the questionnaire that AC/VC is considered as a useful tool which contributes to improve EFL learners' CA in the sense that it develops their cultural knowledge concerning their own culture and the target one.

Therefore, the use of AC/VC increases students' awareness about the similarities and the differences among cultures. Thus, it helps learners to break down barriers and overcome stereotypes as well as to decrease misunderstanding and critical thinking between people from all over the world.

Suggestions for Further Research

Beyond the current practices, there are some areas of research in EFL learning/teaching which are still calling for further investigation and understanding. These areas of research would guide us towards deeper and clearer understanding of students' perceptions' toward audio/video conferencing as a learning tool to develop their cultural awareness, therefore, would open window for further research. It is important to bear in mind that the findings of the present study might be regarded as a beginning of a new research investigation based on the limitations and shortcomings encountered. One could replicate this study and use other types of data collection procedures such interviews. We also suggest using a bigger number of participants in order to add to the data and thus to generalize the findings to wider populations. Beside the investigation of other samples of students from different levels at the department of English or in other universities, the results of these studies could then be compared. In order to have future research sample that is more representative, it is possible for researchers to enlarge the number of participants by including 1st and 2nd and 3rd -year LMD Students.

Recommendations

In the present research, when we analyzed the questionnaire we have come to disclose the fact that even though the Algerian EFL learners perceive AC/VC as an effective tool to develop their cultural awareness was not enough indeed. Therefore, it is recommended to use the following learning tools:

❖ The use of Social Media

The students should use the social media like Skype, face book, internet, TV for higher purpose among which the exposure to other cultures and try to have knowledge about these new cultures so that they can reflect on their own culture and develop their cultural awareness .

❖ Read about Cultural Awareness

The students ought to read culture either the local or the foreign culture. The purpose behind the reading about cultural awareness is to raise their cultural awareness background of the local culture and compare it with the target one. Hence, the students can exchange cultures and they develop their cultural awareness of the both cultures

❖ Teaching the Foreign Language Includes Teaching its Culture

The present techniques and methods of teaching foreign languages implicate the fact that culture and language are inseparable i.e. teaching a language requires teaching its culture where teachers are supposed to teach their students some cultural aspects of the target culture.

❖ Watching Documentary Movies about Different Cultures

There are several ways to develop cultural awareness and build knowledge about cultures. The aims of documentary movies are to make other people of different countries have an idea about different cultures in the world. In addition, the knowledge that we get from movies, increase the peoples' awareness and also tolerance about different cultures.