

# A –relatively- New Approach to Address the Teaching of the Target Culture in Algerian Middle Schools: The Fifth Use of ICTs in Language Learning

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# Presentation points:

- Personal experience
- Culture and language
- ICTs in language learning
- Research Questions
- Research Methods
- Data Collection
- References

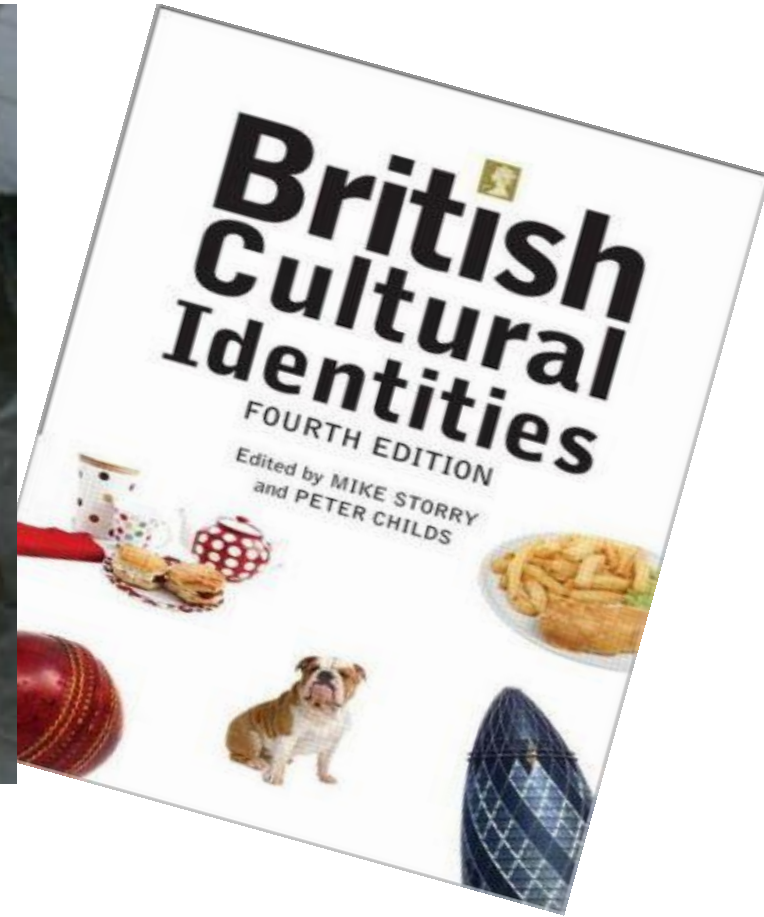
## Summary of the research

**Research title:** “ an investigation of the obstacles of using ICTs as a means to broaden cultural and intercultural awareness amongst Algerian middle school learners of English”

# Personal experience







- ▶ Culture is much broader and deeper.
- ▶ PURE British culture does not exist anymore.

# Literature Review

## ► WHAT is culture?

« Culture is one of the two or three complicated words of English » (Williams, 1983 and Eagleton, 2016)

“All what includes customs, art, knowledge, law, beliefs, morals and any other habits or capabilities that a man acquires as a member of a particular society” (Tylor, 1874)



“All the socially inherited aspects of human life with no reference to specific aspects.” (Sapir, 2001)

“Something that can neither be planned nor be fully conscious of” (Eliot, 1995)

“Culture refers to what has been grown and groomed” (Kramsch, 1998)

“The context within which we exist, think, feel, and relate to others” (Brown, 2007)

# Culture and Language

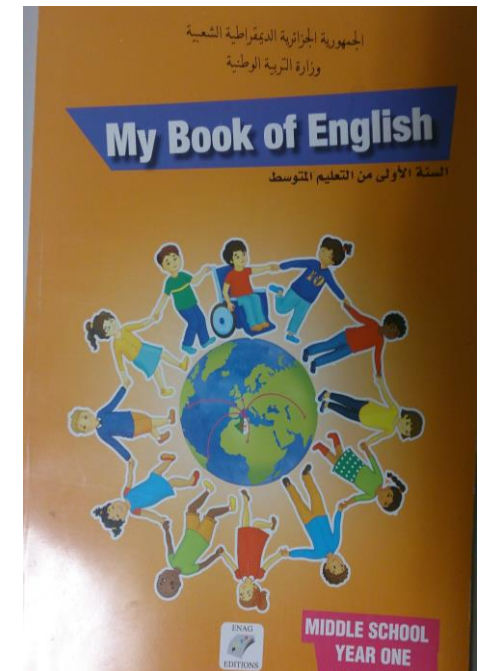
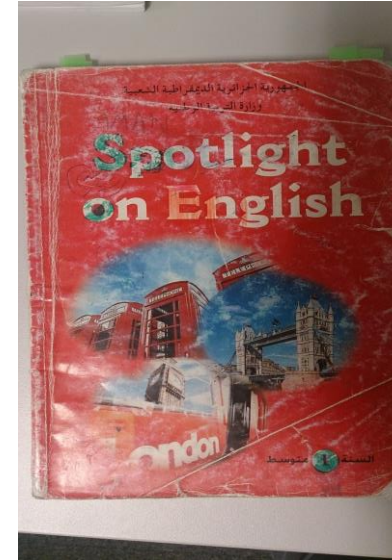
- ▶ “Language is an integral part of culture” (Risager, 2006)
- ▶ “The “dynamic” relationship between culture, language, and learning makes culture an element that cannot be discarded from the process of language learning” (Scarino, 2010)

## Overarching question:

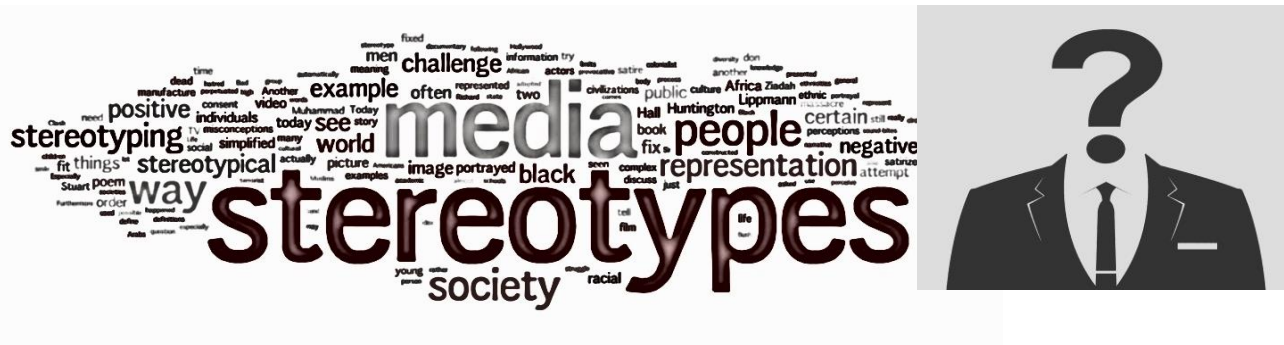
How can ICTs support pupils' cultural and intercultural awareness through English language teaching and learning in Algerian middle school?

## Specific research questions:

- How far do the current resources used for English language teaching and learning in Algerian middle schools support the development of pupils' cultural and intercultural awareness?



- What are the factors affecting the process of broadening pupils' cultural and intercultural awareness in relation to schools, teachers, and pupils?



- ▶ What is the potential of ICTs to support the development of students cultural and intercultural awareness alongside English language teaching and learning?
- ▶ Are Algerian middle school teachers and learners ready to use ICTs to support the development of cultural and intercultural awareness?

# Research Methods

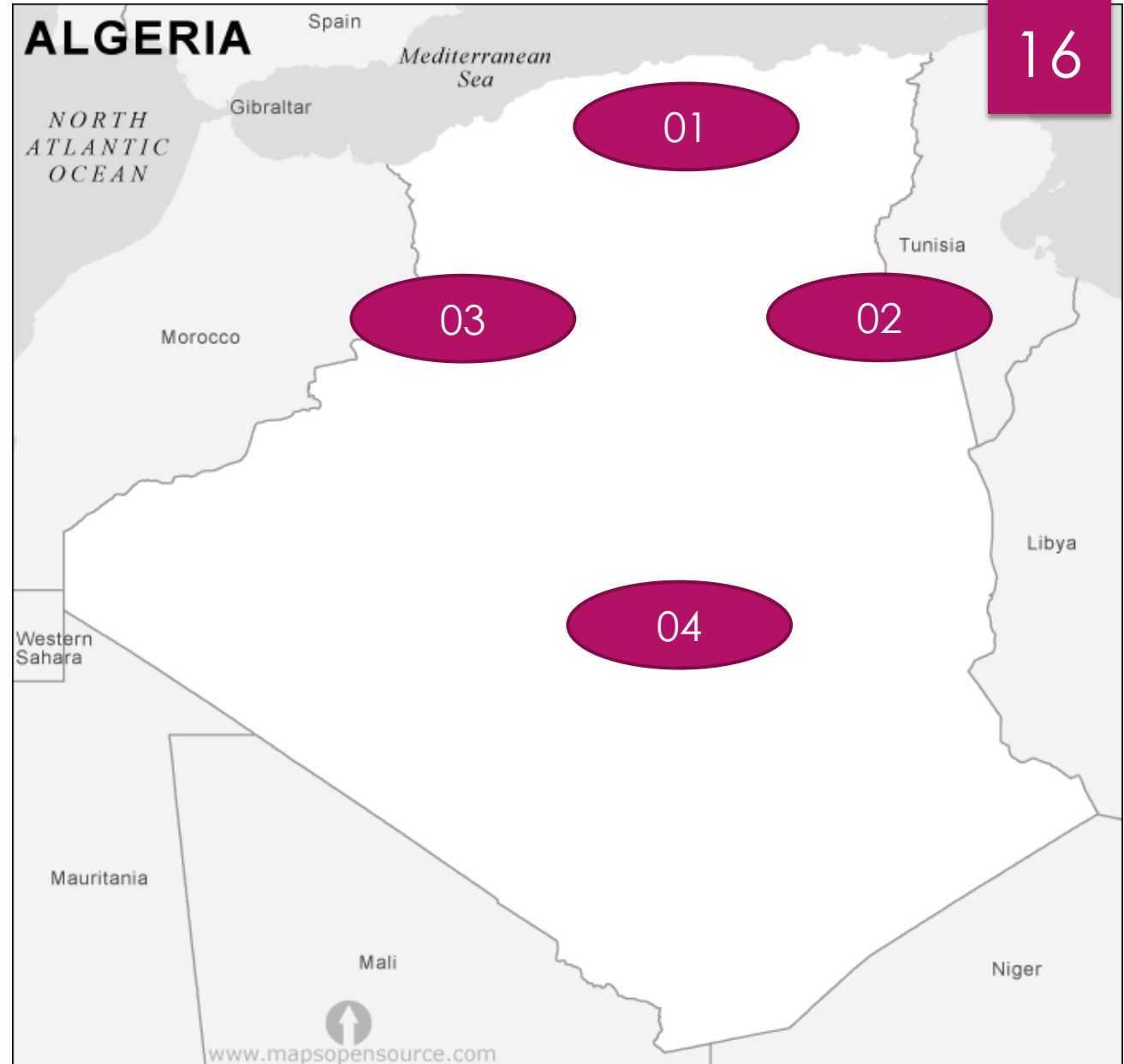
## Research design: Case Study

“Case study is the in-depth and detailed investigation of a particular and a unique case, this case can be a person, a system, a practice, an event, an organisation...etc. in real or natural settings.”

(Stake, 1995; Simons, 2009; Cohen, Manion and Morison, 2011; Bryman, 2016)

# Multiple case studies

- ▶ North
- ▶ South
- ▶ East
- ▶ West

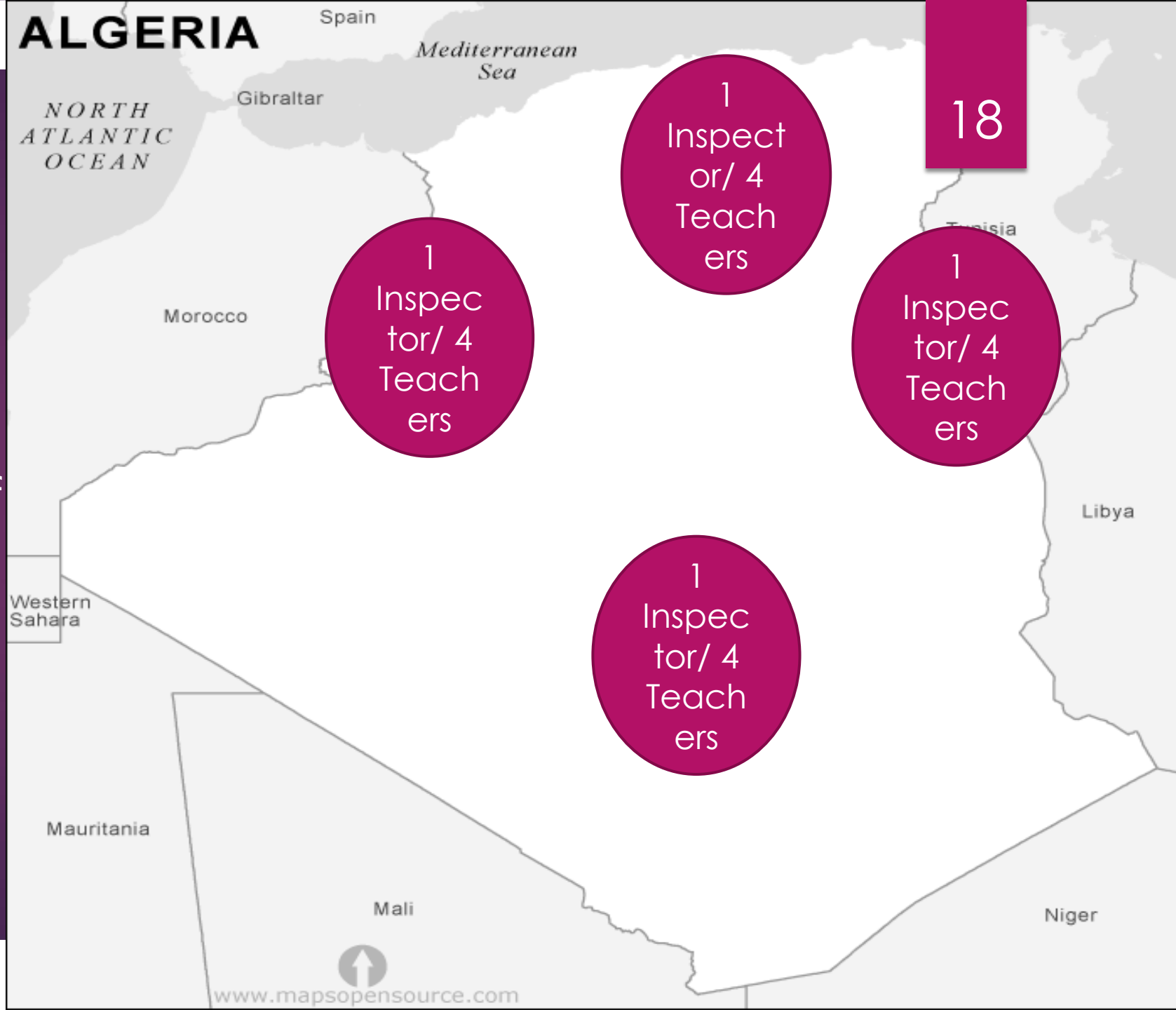




- ▶ **Methods:** Qualitative Methods
- ▶ **Population:** Algerian middle school teachers (more than 20000 teachers), inspectors of English (48 inspectors), textbook designers (05 designers)
- ▶ **Sampling:** purposive sampling,
- ▶ **Sampling approach:** Snowball Sampling

# Sample

- ▶ 04 Inspectors of English
- ▶ 16 Teachers of English
- ▶ 05 Textbook Designers



# Data collection tools

**Semi-structured interviews:** Teachers of English, Inspectors of English, New textbook designers

**Documents analysis:** New and Old textbook

**Participant observation:** Teachers/Inspectors seminars

# References

- ▶ Brown, H. D. (2007). *Principles of language learning and teaching. 5<sup>th</sup> Edn.* New York, NY: Pearson Education.
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Thank you!