


## TECHNOLOGY INTEGRATION IN ELT: ASSESSING ICTS AVAILABILITY AND USE AT CONSTANTINE 1 UNIVERSITY FOR BOLSTERING EFL LEARNERS' CULTURAL LITERACY

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**Abstract:** The current research aims at assessing the availability of ICT tools in the teaching and learning of EFL culture at the Department of English, Constantine 1 Frères Mentouri University. It also aims at investigating the actual use of ICT resources by the teachers and the students for enhancing the students' cultural literacy. A descriptive research design, using a combination of quantitative and qualitative methods, has been adopted in this investigation. As regards the instruments employed for collecting data, two questionnaires were administered to the teachers and students under study. The findings of the study have revealed that there is very limited availability of ICT tools in the teaching and learning of EFL culture at the aforementioned department. The ICTs available at the targeted department include only computers, multimedia projectors, printers and photocopiers. More strikingly, such tools are not all accessible to the teachers and the students. Results have also demonstrated that there is lack of competence on the part of the teachers and the students in the use of ICT resources for fostering the students' cultural literacy. Based on such results, a number of recommendations are put forward to address the shortcomings spotted in the current area. It is stressed that ICT facilities be increased and varied in the teaching and learning of EFL culture at the Department of English, Constantine 1 Frères Mentouri University. Furthermore, the teachers and the students should reflect on their use of such technology-mediated resources for better development of EFL cultural literacy in the Algerian university context.

**Keywords:** Cultural literacy, ICT tools, information and communication technology integration, learning English as a foreign language culture, teaching English as a foreign language culture

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## **1. Introduction**

Teaching a language necessitates inevitable teaching of its corresponding culture as neither can be made separately. Therefore, a notable shift towards bolstering cultural literacy in EFL classes is deemed crucial (Bada, 2000; Ziesing, 2001; Callins, 2006; Van, 2009). Cultural literacy has been increasingly gaining more prominence due to the growing earnest communication demands of the globalization era in various domains, including EFL pedagogy. In similar manner, the increasing need for using ICT tools, in their various forms, has become imperative in today's globalized world. Globalization has been accelerated by growing technological advancement which has revolutionized EFL pedagogy, including EFL culture teaching and learning. Research (such as that of Fu, 2013; Azmi, 2014; Canbay, 2020; Shadiev, Wang & Huang, 2020) has documented various benefits of incorporating ICTs into the teaching and learning of EFL culture in order to build up learners' cultural literacy.

The research questions which the present paper basically seeks to answer are the following:

- What ICT tools are available for teaching and learning EFL culture at the Department of English, Constantine 1 Frères Mentouri University?
- How are ICT resources actually used by the teachers under study for enhancing their students' cultural literacy?
- How are ICTs actually used by the students under investigation in their learning of EFL culture?

As background to the current investigation, some key concepts are discussed with regard to cultural literacy and ICTs. Light is cast on the usefulness of using ICTs for fostering EFL students' cultural literacy.

## **2. Literature Review on Cultural Literacy and ICTs**

Teaching a language necessitates inevitable teaching of its culture as neither is to be learnt in isolation (Gao, 2006; Tolosa, Biebricher, East & Howard, 2018). Culture is a complex framework which includes traditions, knowledge, artistic expressions, legal systems and the diverse skills individuals acquire within their societies (Miller, 2020; cited in Guerniche & El-Mechta, 2024). Culture entails a distinction between what is referred to as small "c" culture and big "C" culture. While "c" culture is about lifestyles, daily lives, routines, traditions and customs of a society, "C" culture comprises formal aspects, including literary and artistic works, historical products, scientific contributions, economic systems, sport events and geography (Herron & Dubreil, 2000; Peterson, 2004; Lee, 2009). Matsumoto (1996; cited in Guerniche & El-Mechta, 2024) argues that the big C of culture (or high culture) involves the best of what humans have been able to achieve so far, whereas small c (or low culture) refers to people's regular activities, customs, values, norms, beliefs and attitudes.

The concept of culture is often interlaced with cultural literacy that has been initially introduced by Hirsch in the late 80's to signify a set of factual knowledge one should possess to act effectively in a certain culture and within its various subcultures. Cultural literacy involves the possession of information which extends over various fields of people's activities from sport events to scientific accomplishments (Hirsch, 1988). There have been a number of endeavours, however, by many scholars (such as Christenbury, 1989; Broudy, 1990; Mullican, 1991; Schweizer, 2009; Cook, 2009) to redefine cultural literacy by adding new meanings to the concept and to elaborate on the aspects which constitute it.

For decades, the significance of cultural literacy and its influence on individual members and societies have been theorised by various researchers, most notably Dudeney, Hockly & Pegrum (2013), Flavell, Thackrah & Hoffman (2013) and Anning (2010). In general, research documents the high contribution of cultural literacy to individuals' communication and societies as a whole. Therefore, a notable shift towards the teaching of

culture as a salient language skill for bolstering cultural literacy has been marked in the 21<sup>st</sup> century globalized classes. The latter are primarily characterized by the use of various technological resources.

Blurton (1999; cited in Oussou, 2020, p. 91) defines ICT as a “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information”. Likewise, Postholm (2006; cited in Oussou, 2020, p. 91) considers ICT “as a tool for finding information and communicating with others”. Twenty-first EFL classes are equipped with a myriad of ICT tools. Accordingly, Sutyono, Maximilian & Ajeng (2023) point out, teachers and learners are enabled to execute alternatives of traditional means through which language is acquired with minimal consideration of intercultural exchange. In this vein, teachers seem to resort to the use of versatile ICT resources such as interactive whiteboards, projectors, tablets, the Internet and similar technology-based tools in order to reinforce students’ EFL cultural awareness.

One of the paramount factors influencing teachers’ decision on classroom teaching is the availability of ICTs, in that lack of such facilities results in ineffective teaching (Gulbahar, 2005; cited in Hadj Djelloul, 2020). Teachers’ use of ICT facilities considerably depends on whether they have received proper training, and on the extent to which they are competent in the use of such technological assets (Balanskat et al., 2006; Stienen, 2007; Kasoko & Tella, 2010; cited in Hadj Djelloul, 2020). The implementation of ICTs has proven to be beneficial in many ways for such tools promote learners’ cultural literacy and ability to access digital data with more feasibility. In addition, they cater for students’ various needs, reinforce the paradigm of active learning, foster collaboration and provide opportunities to activate a wider range of cognitive, intercultural and metacognitive capabilities (Fu, 2013; Azmi, 2014; Canbay, 2020). Moreover, employing ICT tools in realistic contexts enables teachers and students to feel more confident and engaged in the teaching and learning processes (Hadj Djelloul, 2020; Gonzalez-Vidal & Moore, 2024).

Teachers resort to a wide spectrum of ICT resources to broaden students’ understanding of the culture in context as they can visualize and stimulate authentic contexts and prompt cultural knowledge of people’s behaviours, productions and standpoints. As a result, new digital learning modalities have emerged accordingly, such as flipped instruction, digital gamification and blended learning. They have all contributed to the development of virtual education. The latter, in its turn, facilitates access to the target language culture, and hence bolsters learners’ cultural literacy (Shadiev, Wang & Huang, 2020).

### **3. Methodology**

#### ***3.1. Participants and Sampling***

The current investigation is based on two samples: one of teachers and another of students. 18 teachers at the Department of English, Faculty of Literatures and Languages, Constantine 1 Frères Mentouri University, were involved in this study. Almost all the teachers (16) held a Doctorate degree. The teaching experience of most of them (14 teachers) ranged between six to ten years. The sampling technique adopted was ‘purposive’, also referred to as ‘selective sampling’. This technique is usually used to select a specific group of participants for analysis. Participants are selected on purpose, and not randomly, based on the characteristic(s) that the researcher is interested in studying (Thompson, 2012; Lohr, 2022). In the present study case, the researcher was interested in selecting only the teachers who taught EFL culture at the Department of English, Constantine 1 Frères Mentouri University.

As regards the other sample, 86 students at the same aforementioned department participated in this research. The students were enrolled in various levels: first year Bachelor, second year Bachelor, third year Bachelor, first year Master, and second year Master. Concerning the students’ sample, the sampling technique adopted was ‘stratified sampling’

(also called ‘quota random sampling’). The latter is a random sampling technique where the researcher divides the population into subgroups (or ‘strata’), and selects a number of participants for each subgroup / ‘stratum’ (Brewer, 2002; Thompson, 2012; Lohr, 2022). In the present study, the students were divided into subgroups / ‘strata’ as follows:

- First year Bachelor (‘Licence’): 20 students;
- Second year Bachelor: 20 students;
- Third year Bachelor: 19 students;
- First year Master: 16 students;
- Second year Master: 11 students.

The number of participants in each subgroup / stratum can be equal or approximate. Such division is conducted in order to ensure representation based on (a) certain characteristic(s) (Brewer, 2002; Thompson, 2012; Lohr, 2022). In the case of the current study, this characteristic is the *learning level* (first-year ‘Licence’, second-year ‘Licence’, third-year ‘Licence’, first-year Master, second-year Master). Stratified sampling is frequently adopted in educational research, in that such a technique ensures that various educational levels are represented in studies (Brewer, 2002; Lohr, 2022).

### *3.2. Research Method, Data Collection Instrument, and Data Analysis Procedures*

The present study aims at assessing the availability of ICT tools in the teaching and learning of EFL culture at the Department of English, Constantine 1 Frères Mentouri University. It also aims at investigating the actual use of ICTs by the teachers as well as the students for enhancing the students’ cultural literacy. The study seeks to answer the following research questions: What ICT tools are available for teaching and learning EFL culture at the Department of English, Constantine 1 Frères Mentouri University? How are ICT resources actually used by the teachers under study for enhancing their students’ cultural literacy? How are ICTs actually used by the students under investigation, in their learning of EFL culture?

In the current research, a descriptive research design has been adopted due to its suitability to the nature of the present research problem, aims and questions. A combination of quantitative and qualitative methods, often referred to in methodology as the ‘mixed-method approach’ or the mixed method (Creswell & Plano Clark, 2011; Creswell, 2012) has been employed. This method was selected as the researcher of the current study intended to collect quantitative data (such as the numbers / percentages of teachers and students, and frequencies of use) as well as qualitative data (such as what tools available, and the participants’ views on ICT usefulness) for analysis. Concerning the instruments used for collecting data, two questionnaires were administered to the teachers and the students at the Department of English, Constantine 1 Frères Mentouri University. Each questionnaire is made up of ten questions (See Appendix I: Teacher Questionnaire and Appendix II: Student Questionnaire).

The researcher of the present work has adopted the following data analysis framework which summarizes the procedures to be followed in the analysis of data (Kothari, 2004; Creswell, 1994; 2012; Creswell & Plano Clark, 2011):

- Defining the research aims and questions of the investigation;
- Collecting the intended data using the appropriate instrument(s), in the present case, two questionnaires: one for teachers and another for students;
- Analyzing the collected data using the appropriate research method(s), in the current study, the mixed method: a combination of the quantitative and qualitative methods which were meant to analyze the data in the form of numbers / percentages and words (verbal / textual forms).
- Discussing the analyzed data in relevance to the outlined research aims and questions, in an attempt to answer these questions, and thus attain the research aims.

## 4. Results

### 4.1. Analysis of the Teacher Questionnaire Results

The teacher questionnaire feedback is analyzed with focused spotlight on the availability of ICTs at the targeted department. The way such tools are used in the teaching of EFL culture for bolstering the students' cultural literacy is equally addressed in the analysis.

- How often do you make use of ICT resources in your teaching of EFL culture?

**Table 1.**

*ICTs Frequency of Use in EFL Culture Teaching*

Options	N	%
Often	00	00
Sometimes	03	16.67
Rarely	15	83.33
Never	00	00
Total	18	100

Table 1 shows that only a minority of 16.67% of teachers employ ICTs in their teaching of EFL culture. The absolute majority have reported that they incorporate ICT tools in their culture instruction “rarely.”

- If you opt for “Rarely” or “Never”, is it due to:

**Table 2.**

*Teachers' Reasons for Not Using ICTs in Culture Instruction*

Options	N	%
ICT literacy deficiency	07	46.67
Lack of ICT facilities at your department	15	100
Lack of technical support at your department	13	86.67
Difficulty of integrating ICT resources into EFL culture teaching	06	40.00
Difficulty of managing ICT resources	12	80.00
Lack of confidence in using technologies	06	40.00

As demonstrated in Table 2, all the teachers (15) have explained that the top first reason which prevents them from implementing ICTs in teaching culture is lack of such facilities at their department. Lack of technical support and difficulty of managing ICTs have been highlighted by approximate high percentages of the teachers: 86.67% and 80%, respectively. Other secondary, but equally important cited reasons are ICT literacy deficiency (46.67%), difficulty of integrating ICTs into culture teaching (40%) and lack of confidence in using technologies (40%).

- Which ICT facilities are available at your department?

**Table 3.**

*ICT Facilities Available at the Department*

Options	N	%
Computers	18	100
Multimedia projectors	15	83.33
DVDs	03	16.67
Photocopiers	16	88.89
Printers	14	77.78

Based on the teachers' responses in Table 3, the ICTs available at their department are computers as stated by all the 18 teachers, photocopiers (88.89%), multimedia projectors (83.33%), printers (77.78%) and DVDs (16.67%). There is serious shortage of ICTs at the targeted department.

- Which ICT tools, provided by your department, do you usually use in your teaching of EFL culture?

More interestingly, very few teachers have said they utilize only two ICT facilities in their EFL culture instruction: the multimedia projector (03 teachers) and the photocopier (02 teachers). Such devices do not seem to satisfy anymore the changing needs of EFL teachers in this century of high technologies. Therefore, more ICT tools should be provided to teachers.

- Do you make use of your own ICT devices in teaching culture?

**Table 4.**

*Teachers' Frequency of Personal ICTs Use in Culture Teaching*

Options	N	%
Often	01	05.56
Sometimes	11	61.11
Rarely	06	33.33
Never	00	00
Total	18	100

More than half the teachers (61.11%) *sometimes* utilize their personal ICT tools in teaching EFL culture, whereas 33.33% have indicated that they *rarely* do so. Whether teachers do not own enough (or good-quality) personal ICT devices to use in their class, or simply have chosen not to employ them there, it is still highly required of the department to equip the EFL culture classroom with the necessary facilities.

- Which ICT devices do you use in particular?

Of the teachers who have said they employ their own tools, most of them (16) have indicated that they use their smart phones or tablets. The personal computer is used by 05%.

- To what extent do you think you are competent in using ICTs?

**Table 5.**

*Teachers' Self-rating of Their Competence in ICTs Use*

Options	N	%
Very incompetent	01	05.56
Incompetent	11	61.11
Competent	06	33.33
Very competent	00	00
Total	18	100

On a scale of four points, the bigger proportion of the informants have rated themselves as *incompetent* in the use of ICTs, as Table 5 indicates. This stresses the need for professional pre-service and in-service training programs or workshops for building up teachers' digital competence.

- To what extent do you believe that using ICT resources in the teaching of EFL culture is viable in promoting students' EFL cultural literacy?

**Table 6.***Views on ICT Viability in Fostering Students' Cultural Literacy*

<b>Options</b>	<b>N</b>	<b>%</b>
To a high extent	16	88.89
To some extent	02	11.11
To a limited extent	00	00
Total	18	100

The overwhelming majority of the teachers, making up 88.89%, believe to a *high* extent in the usefulness of integrating ICTs into EFL culture instruction for fostering students' cultural literacy. Such positive views need to have better teaching conditions in order to be translated into actual practices on the field.

- What benefits does the use ICT resources provide to the teaching of EFL culture?

**Table 7.***Benefits of ICTs Integration into EFL Culture Teaching*

<b>Options</b>	<b>N</b>	<b>%</b>
Creating a more engaging learning environment	18	100
Accommodating with students' learning styles	15	83.33
Appealing to students' various interests	13	72.22
Providing rich sources of cultural content	17	94.44

In general, the teachers seem to recognize the benefits that ICTs bring into the EFL culture class, in the sense that all of them (18) have reported that such technological resources help create a more engaging learning environment, provide rich sources of cultural content to students (94.44%), accommodate with students' different learning styles (83.33%), and appeal to students' various interests (72.22%). Despite teachers' positive attitudes and recognition of ICTs benefits, such technologies are not extensively used at the targeted department due to their very limited availability.

- Do you think it is imperative to get professional teacher training in order to foster your utilization of ICT facilities?

Almost all the informants (16 out of 18) have stressed the significance of receiving teacher training in ICT use. Teachers need to develop their competence in the utilization of various ICT resources, so that they can provide more authentic, diverse and richer EFL cultural contents for students. This is, in turn, more likely to develop learners' cultural literacy, on the one hand, and create a more engaging learning environment at higher education, on the other hand. National policies aiming for fostering ICTs incorporation need to be put into practice. At the institutional level, the university should equip its departments with enough ICT resources.

*4.2. Analysis of the Student Questionnaire Results*

In the analysis of the student questionnaire, special focus is on what ICT resources are available and accessible to the learners at the targeted department, and how such resources are used by the students in their EFL culture learning.

- How often do you use ICT tools in general?

Approximately all the students (82 out of 86) have reported that they employ ICT tools on a daily basis. It is rather expected that ICTs, in their various forms, are part of this younger generation's daily use.

- How often do you employ the ICT tools provided by your department in your learning of EFL culture?

**Table 8.**

*Students' Frequency of Use of the Department's ICTs*

Options	N	%
Often	03	03.50
Sometimes	30	34.88
Rarely	48	55.81
Never	05	05.81
Total	86	100

Table 8 exhibits that more than half the students (55.81%) have acknowledged that they “rarely” use the department’s ICT equipment in their learning of culture, and 05.81% “never”. Only a limited percentage of 34.88% said they “sometimes” employ such technologies in learning EFL culture. The students’ familiarity and daily use of ICTs could be benefited from if they are provided by their department with the appropriate facilities to use more frequently in their learning of culture.

- If you opt for “Rarely” or “Never,” is it because:

**Table 9.**

*Students' Reasons for Not Using ICTs in Learning Culture*

Options	N	%
You are not skillful in the use of ICT tools?	07	13.20
You believe that technologies distract attention?	06	11.32
You consider ICTs as a waste of time and efforts?	01	01.88
You prefer to use non-technological tools?	07	13.20
You lack ICT facilities at your department?	53	100

All the students (53) who have reported that they *rarely* or *never* employ the Department’s ICTs have owed such very limited use to lack of ICT equipment at the level of their department, as presented in Table 9. In addition, 13.20% have indicated that they are not skillful in the use of ICTs, and a similar percentage prefer to employ non-technological tools.

- In your learning of EFL culture, which ICT resources are accessible to you at your department?

Strikingly, only one type of ICT equipment, the computer, is accessible to the learners, as reported by 04 of them. Obviously, there is very limited availability and accessibility of ICTs at the targeted department.

- Do you use your own ICTs in learning about EFL culture?

**Table 10.**

*Frequency of Use of Personal ICTs in Culture Learning*

Options	N	%
Often	06	06.98
Sometimes	29	33.72
Rarely	51	59.30
Never	00	00
Total	86	100

Less expected is the fact that more than half the students (59.30%) have stated that they “rarely” make use of their personal ICT devices in learning about the culture of English. Only



33.72% tend to use their tools “*sometimes*”, whilst only 06.98% do “*often*”, although the students have acknowledged their *daily* use of ICTs in their response to the first question.

- Which ICT devices do you use in particular?

The personal ICTs used by students the most are the smart phone and personal computer (75 and 56 students, respectively). However, it is worth mentioning that these personal devices are “*rarely*” employed in learning culture, as evidenced by the students’ responses to the previous question.

- Rate your use of ICT tools in carrying out the following tasks.

**Table 11.**

<i>Students’ Self-rating of ICTs Use in Conducting Tasks</i>						
<b>Tasks</b>		<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>None</b>	<b>Total</b>
Chatting with friends	N	84	02	00	00	86
	%	97.67	02.33	00	00	100
Sharing videos and personal photos	N	75	11	00	00	86
	%	87.21	12.79	00	00	100
Playing games	N	69	05	03	09	86
	%	80.23	05.81	03.49	10.47	100
Other personal uses	N	00	00	32	54	86
	%	00	00	37.21	62.79	100
Learning issues irrelevant to the academic domain	N	09	74	03	00	86
	%	10.47	86.04	03.49	00	100
Learning the English language	N	17	59	10	00	86
	%	19.77	68.60	11.63	00	100
Learning about the culture of English	N	00	15	42	29	86
	%	00	17.44	48.84	33.72	100

The tasks with the *highest* frequency of use recorded in Table 11 are chatting with friends, sharing videos and personal photos and playing games, with percentages of 97.67%, 87.21% and 80.23%, respectively. While daily communication and social networking tasks have displayed *high* levels of use, tasks involving learning English in general have shown *moderate* use (68.60%). More strikingly, the task of learning about EFL culture has been rated the *lowest* in learners’ use of ICTs by a percentage of 48.84% of the students. It should also be highlighted that 33.72% have reported no use at all of ICT tools in their learning of EFL culture!

- To what extent do you think you are competent in using ICTs?

**Table 12.**

<i>Students’ Self-rating of Their Competence in ICTs Use</i>		
<b>Options</b>	<b>N</b>	<b>%</b>
Very incompetent	04	04.65
Incompetent	19	22.09
Competent	46	53.49
Very competent	17	19.77
Total	86	100

Table 12 reveals that most of the students perceive themselves as competent in the employment of ICTs: 53.49% have rated themselves as “competent”, and 19.77% “very competent”. Such digital competence could be positively directed toward learning EFL culture if the students receive appropriate teacher guidance and develop their learning strategies. It is highly imperative that the learners get involved in regular workshops which can be organized to ensure more efficient use and management of ICTs.

- To what extent do you think that using ICT tools in learning EFL culture is worthwhile in enhancing your cultural literacy?

**Table 13.**

<i>Views on ICTs Usefulness in Boosting Cultural Literacy</i>		
<b>Options</b>	<b>N</b>	<b>%</b>
To a high extent	67	77.91
To some extent	12	13.95
To a limited extent	07	08.14
Total	86	100

The largest part of the students (77.91%) have acknowledged the high viability of ICTs use for developing their EFL cultural literacy, as shown in Table 13. In fact, this awareness needs to be translated into action.

- In your opinion, what are the benefits of using ICT resources in your learning of EFL culture?

**Table 14.**

<i>Benefits of ICTs Integration into EFL Culture Learning</i>		
<b>Options</b>	<b>N</b>	<b>%</b>
Creating a more engaging learning environment	82	95.35
Accommodating with your learning styles	13	15.12
Appealing to your interests	72	83.72
Providing rich sources of cultural content	85	98.84

As regards the students’ views on the advantages of ICTs integration into EFL culture learning, the learners have stressed a number of benefits, as listed in Table 14: providing rich sources of cultural content (98.84%), creating a more engaging learning environment (95.35%), appealing to their interests (83.72%), and accommodating with their learning styles (15.12%).

## 5. Discussion

In response to the first research question raised in this study, ‘What ICT tools are available for teaching and learning EFL culture at the Department of English, Constantine 1 Frères Mentouri University?’, it has been found that the ICT tools available at the aforementioned department include only computers, photocopiers, multimedia projectors and printers, as evidenced by the teachers’ responses. More strikingly, very few teachers have said they use only two ICT facilities in their EFL culture teaching: the multimedia projector (03 teachers out of 18) and the photocopier (02 teachers out of 18). On the other hand, very few students (04 out of 86) have declared that only one type of ICTs, namely the computer, is available and accessible to them at their department. Obviously, this is very limited availability of ICT resources which are highly needed in teaching and learning EFL culture, as stressed by the teachers and the students under study, if the aim is to bolster the students’ cultural literacy.

As far as the second research question is concerned, ‘How are ICT resources actually used by the teachers under study for enhancing their students’ cultural literacy?’, the analysis of the teacher questionnaire results has shown that the absolute majority of the teachers (83.33%) do not make use of ICTs in their teaching of EFL culture although they hold positive views on the usefulness of such tools for enhancing the students’ cultural literacy. This limited use has been traced back to a number of reasons, on top of which are lack of ICT facilities at their department, lack of technical support, and difficulty of managing various ICT resources by themselves.

In response to the third (last) research question, ‘How are ICTs actually used by the students under investigation in their learning of EFL culture?’, the student questionnaire findings have exhibited that the same limited availability of ICT tools at the aforementioned department, as revealed by the teachers, has been reported by most of the students. The results have also demonstrated a wide diversity of students’ use of ICTs with use rates of such technologies in EFL culture learning being much considerably lower than the students’ use rates for daily communication and personal uses. The tasks with the highest frequency of use, as reported by the students, are chatting with friends, sharing videos / personal photos, and playing games, with percentages of 97.67%, 87.21% and 80.23%, respectively. While daily communication and social networking tasks have displayed *high* levels of use, tasks involving learning English in general have shown *moderate* use (68.60%). More strikingly, the task of learning about EFL culture has been rated the lowest in the learners’ use of ICTs by a percentage of 48.84% of the students. It should also be highlighted that 33.72% have reported no use at all of ICT tools in their learning of EFL culture! Moreover, evidence suggests that the discrepancy found in this study between the students’ use of ICTs for everyday life or personal purposes and for EFL culture learning challenges the assumption that ICT use automatically leads to better learning gains. This disparity also indicates that while the students have the aptitude for employing various ICTs, this does not automatically translate into willingness to transfer such aptitude / skills to their learning of culture.

Furthermore, the analysis of both the teacher and student questionnaires feedback has revealed that both teachers and students believe in the viability of making use of ICTs in bringing a positive impact on the teaching and learning of EFL culture, hence bolstering the students’ cultural literacy. However, it is fundamental to take into account the fact that adopting ICTs in the EFL classroom requires ample support of adaptation measures to lay down the basic foundations for incorporating technologies into culture teaching and learning. On top of such measures is ensuring the availability of enough ICT facilities at the educational institution, as well as the teachers and students’ competent use of such tools.

## **6. Conclusion and Recommendations**

The role of ICTs in developing learners’ cultural literacy has become more widely acknowledged. Successful integration of ICT tools into the teaching and learning of EFL culture depends on a number of factors, on top of which are the availability of ICT tools and competent use of such technologies. Results of the present investigation have demonstrated that there is limited availability of ICTs in the teaching and learning of culture at the Department of English, Constantine 1 Frères Mentouri University, for bolstering the students’ cultural literacy. The ICT tools available at the aforementioned department include only computers, multimedia projectors, printers and photocopiers. Such tools are not all accessible to the teachers and students, as evidenced by the teachers’ and students’ responses. Results have also indicated noticeable lack of competence on the part of the teachers and students in using ICT tools, despite the fact that both of them believe in the viability of incorporating ICTs into EFL culture teaching and learning in order to foster the learners’ EFL cultural literacy.

To achieve successful integration of ICTs into the teaching and learning of EFL culture, two paramount conditions need to be fulfilled. The first one is to guarantee the availability and access to ICT facilities for the teachers as well as the students at their educational institution. ICTs availability has to be accompanied by constant technical support, which can offer more efficient management of such facilities. The second condition is pertinent to the way ICTs are used by the teachers and the students in the EFL culture class. It is equally imperative to develop the practical digital skills of both teachers and students in the use of ICTs in culture teaching and learning. Once the two aforementioned conditions are actually put into effect, the students' EFL cultural literacy is more likely to promote.

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## Appendices

### Appendix I: Teacher Questionnaire

Dear teacher,

You are kindly invited to answer the current questionnaire which sets out to assess the availability of ICT (Information and communication technology) resources in the teaching of EFL culture at the Department of English, Constantine 1 Frères Mentouri University. It also attempts to examine your actual use and management of ICT tools for enhancing students' cultural literacy.

1. How often do you make use of ICT resources in your teaching of EFL culture?
  - Often
  - Sometimes
  - Rarely
  - Never
2. If you opt for "*Rarely*" or "*Never*," is it due to:
  - ICT literacy deficiency
  - Lack of ICT facilities at your department
  - Lack of technical support at your department
  - Lack of student engagement
  - Large class size
  - Time constraints
  - Difficulty of integrating ICT resources into EFL culture teaching
  - Difficulty of managing various ICT resources
  - Lack of confidence in using technologies in general
  - Other: Please, specify.
3. Which ICT facilities are available at your department?
  - Computers (including various Software applications)
  - Internet connection
  - Multimedia projectors
  - Interactive whiteboards
  - USB flash drives
  - Tablets
  - DVDs
  - Photocopiers
  - Printers
  - Other: Please, specify.
4. Which ICT tools, provided by your department, do you usually use in your teaching of EFL culture?
  - Computers (including various Software applications)
  - Internet connection
  - Multimedia projectors
  - Interactive whiteboards
  - USB flash drives
  - Tablets
  - DVDs
  - Photocopiers
  - Printers
  - Other: Please, specify.
5. Do you make use of your own ICT devices in teaching culture?
  - Often
  - Sometimes

- Rarely
  - Never
6. Which ICT devices do you use in particular?
- Your personal computer
  - Your smart phone / tablet
  - Your USB flash drive
  - Your photocopier
  - Your printer
  - Other: Please, specify.
7. To what extent do you think you are competent in using ICTs?
- Very incompetent
  - Incompetent
  - Competent
  - Very competent
8. To what extent do you believe that using ICT resources in the teaching of EFL culture is viable in promoting students' EFL cultural literacy?
- To a high extent
  - To some extent
  - To a limited extent
9. What benefits does the use ICT resources provide to the teaching of EFL culture?
- Creating a more engaging learning environment
  - Accommodating with students' learning styles
  - Appealing to students' various interests
  - Providing rich sources of cultural content
  - Facilitating the teaching of EFL culture
  - Saving time and efforts
  - Inserting the fun element into the classroom
  - Other: Please, specify.
10. Do you think it is imperative to get professional teacher training in order to foster your utilization of ICT facilities?
- Yes
  - No

## Appendix II: Student Questionnaire

Dear student,

This questionnaire is part of a research work which basically aims at evaluating the availability of ICT (Information and communication technology) resources in EFL culture learning at the Department of English, Constantine 1 Frères Mentouri University. Besides, it seeks to examine your actual use of ICT tools for promoting your cultural literacy.

1. How often do you use ICT tools in general?
  - Never
  - One to two days a week
  - Three to four days a week
  - On a daily basis
2. How often do you employ the ICT tools provided by your department in your learning of EFL culture?
  - Often
  - Sometimes
  - Rarely
  - Never
3. If you opt for “*Rarely*” or “*Never*,” is it because:
  - You are not skillful in the use of ICT tools?
  - You believe that technologies distract attention?
  - You consider ICTs as a waste of time and efforts?
  - You do not have ICT devices at home (such as a computer or a smart phone)?
  - You lack ICT facilities at your department?
  - You prefer to use non-technological tools?
  - Other: Please, specify.
4. In your learning of EFL culture, which ICT resources are accessible to you at your department?
  - Computers (including various Software applications)
  - Internet connection
  - Multimedia projectors
  - Interactive whiteboards
  - USB flash drives
  - Tablets
  - DVDs
  - Photocopiers
  - Printers
  - Other: Please, specify.
5. Do you use your own ICTs in learning about EFL culture?
  - Often
  - Sometimes
  - Rarely
  - Never
6. Which ICT devices do you use in particular?
  - Your personal computer
  - Your smart phone / tablet
  - Your USB flash drive
  - Your photocopier
  - Your printer
  - Other: Please, specify.
7. Rate your use of ICT tools in carrying out the following tasks.



<b>Tasks</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>None</b>
Chatting with friends				
Sharing videos and personal photos				
Playing games				
Other personal uses				
Learning about general issues/ skills irrelevant to your academic domain				
Learning the English language (such as vocabulary and pronunciation)				
Learning about the culture of English				

8. To what extent do you think you are competent in using ICTs?

- Very incompetent
- Incompetent
- Competent
- Very competent

9. To what extent do you think that using ICT tools in learning EFL culture is worthwhile in enhancing your cultural literacy?

- To a high extent
- To some extent
- To a limited extent

10. In your opinion, what are the benefits of using ICT resources in your learning of EFL culture?

- Creating a more engaging learning environment
- Accommodating with your learning styles
- Appealing to your interests
- Providing rich sources of cultural content
- Facilitating the learning of EFL culture
- Saving time and efforts
- Inserting fun into your learning
- Other: Please, specify.