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**People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Abbes Laghrou University – Khenchela  
Faculty of Letters and Languages  
Department of English**

**The Use of Artificial Intelligence (AI) Tools in Teaching Culture  
Case Study of Master's Students of English at Abbes Laghrou University  
of Khenchela**

**Master in Language and Culture**

**Supervised by**

DR Ouchene Nour EL Houda

**Presented by**

Gharbi Meriama

Bouchenaf Walid

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### **Dedication1**

Dication To those who were the light that guided my path and my support in every step...

To my precious mother, who has always been a source of tenderness and sincere prayers, to whom I hope I can repay even a fraction of her kindness.

To my dear father, who taught me the first steps towards success and has always been my role model in strength and generosity.

To my beloved husband, who has been my companion and support throughout this journey of life. Thank you for your love and patience.

To my dear children, you are the dream I have always strived to achieve, and with you, my aspirations are fulfilled. I dedicate this achievement to you, as it is the fruit of your love and continuous support.

**GHARBI Meriama**

## **Dedication2**

Thank Allah that made me live this precious moment and guide me through all these years of hard work.

I thank my Parents who were the light of my path. May God bless you.

To all members of my family who support me and still; especially my wife and my kids: Bilel, Sadjid, and Anes.

To my beloved brothers and sisters, and all the members of the English Department of Abbes Lghrour Khenchela.

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We dedicate this humble work, in appreciation and gratitude for your boundless generosity.

## **Abstract**

**The present study investigates the integration of Artificial Intelligence (AI) tools into the teaching of English culture at the Department of English, Abbes Laghrour University of Khenchela. A sample of 30 Master's students was selected using random sampling, and data were collected through a structured questionnaire. The study aims to explore how AI tools can enhance cultural awareness among students while improving teaching practices. The findings revealed that AI tools significantly contribute to the development of cultural competence, making the learning process more engaging and interactive. However, the study also highlights challenges such as limited access to resources and insufficient teacher training. These results underline the necessity of incorporating AI tools effectively into EFL classrooms to bridge the gap between language and culture and ensure impactful learning outcomes.**

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# **General introduction**

## **Background of the Study**

AI is changing our world and has just begun to leave its mark on education. The vast improvements and inventions produced by AI affect many fields of humans' lives, such as education, which is an important element for the growth of society as well as that of the individual. People have greatly benefited from discoveries made in AI. On the other hand, the inclusion of AI in schools is changing how students learn, teachers teach, and institutions operate. By personalizing the learning experiences for students, automating administrative tasks and providing immediate feedback, artificial intelligence is transforming the schooling environment, thus enhancing inclusiveness and making it more efficient in terms of learning outcomes.

The presence of artificial intelligence (AI) technology is increasingly visible in various sectors, especially in education. The curriculum has been transformed, particularly in technical science, engineering, and mathematics. But AI will change the whole face of education as it were. One of the recent technologies attracting attention is Artificial Intelligence (AI). It plays an important part in facilitating different job functions, including educational ones. Moreover, it can be introduced within the world of learning environments today. It becomes easy for teachers/lecturers to analyze student needs more profoundly (Fitria, 2021). Additionally, learners can also study according to their requirements without facing any challenges..

The impact of artificial intelligence (AI) on classrooms today, including the potential benefits for teachers, will be examined in this research. For example, it will look at how teachers' roles may change with the introduction of AI in educational settings. Some of the specific research objectives are to explore the various ways in which it is possible for students to learn using AI and whether the technology has any implications on curriculum design. The goal is to examine if there is any evidence for improving educational outcomes through the use of AI tools.

The presentation of culture in teaching foreign languages results from being aware of how communication and culture influence each other, which provides language classes with a variety of advantages. This may assist in building linguistic proficiency that gives students pleasure in learning languages. On the other hand, this connection is thought to be developed at distinct degrees. Consequently, it is teachers' responsibility to give their students a

sufficient target culture that could improve their intercultural communication ability and language skill level.

When technology is included, it results in an appropriate way of teaching language. Moreover, this study suggests various new contents and techniques that would enable instructors to teach their culture lessons, which we believe will aid students learning English as a second language in enhancing their ability to speak the language fluently with the aid of different technological devices.

### **Statement of the problem**

Teachers aim to equip students with the skills to communicate effectively in the target language, which involves both linguistic proficiency and cultural competence, as these are inherently intertwined. The main objective of teaching culture is to enable students to communicate freely and effectively in the target language.

However, the use of AI tools in teaching culture has only been explored by a limited number of scholars due to the lack of detailed information on their applications in educational settings. This study addresses this gap by investigating the role of AI tools in teaching culture and their impact on improving students' cultural understanding. The findings aim to help educators integrate AI tools effectively into teaching practices to enhance cultural awareness and facilitate more meaningful learning experiences.

### **Aims of the study**

This study aims to:

- Investigate the efficacy of using AI tools in teaching culture.
- Present new methods that help teaching culture.
- Show the role of AI tools in improving the culture awareness of

students.

### **Research questions**

1. What is the effect of using AI tools in teaching culture?
2. How effectively are AI tools integrated into teaching culture?
3. What new methods can AI tools provide for teaching culture effectively?

### **Literature Review**

The relationship between culture and language has been a central topic in EFL teaching, with numerous studies emphasizing the importance of integrating cultural elements into language learning. Krumsch (1993) highlighted that cultural awareness is not just a prerequisite for effective language use but also a result of meaningful engagement with the

target language. Similarly, Brown (1994) described culture and language as two sides of the same coin, inherently linked and mutually reinforcing. These insights underline the critical role of teaching culture alongside linguistic skills in foreign language classrooms.

However, despite the growing interest in integrating culture into EFL teaching, a significant research gap exists concerning the use of Artificial Intelligence (AI) tools for this purpose. While many studies, such as those by Slimi (2021), have explored the general application of AI in education, few have specifically investigated its role in teaching cultural elements. This gap becomes more pronounced in the Algerian context, where studies addressing the unique challenges and opportunities of incorporating AI in cultural education remain scarce.

In Algeria, the teaching of English has traditionally focused on linguistic proficiency, with limited attention given to cultural dimensions. Recent efforts have sought to modernize educational practices by integrating technology, yet the specific application of AI tools in teaching culture has not been thoroughly examined. Algerian researchers, such as Bouchenafa (2020), have emphasized the need for innovative methodologies that address both linguistic and cultural competence in EFL settings. However, practical implementations of AI in this domain are still at an early stage.

This study aims to bridge this gap by exploring how AI tools can be utilized to enhance cultural teaching in Algerian EFL classrooms. By examining the experiences of Master's students at Abbes Laghrour University, the research contributes to the ongoing discussion on modernizing education and highlights the potential of AI to transform cultural learning in Algeria.

## **Research methodology**

The methodology adopted for this research includes a descriptive approach, focusing on understanding phenomena as they exist rather than exploring causation. Data were collected using a structured questionnaire administered to 30 randomly selected Master's students of English at Abbas Laghrour University. In analyzing the findings, emphasis was placed on interpreting results to provide insights into trends and challenges associated with AI tools in cultural education. For example, the preference for AI tools among students highlights their accessibility and interactive features, while the limited use reflects the need for better training and resources.

# **Chapter One: Culture and Education**

## Chapter One: Culture and Education

### Introduction

In this chapter, we attempt to present how culture and education are interrelated in such a point that makes culture has an essential role in teaching English. Therefore a brief explanation on culture has been introduced by different scholars, in addition to the different characteristics and principles of Culture. Moreover, we shed the light on techniques and approaches used by teachers in order to teach culture. Moving on to the importance of teaching culture in EFL classes and how the teacher is playing a vital role in introducing culture as important element in education. Finally, the challenges faced by teachers, while doing their job are presented in different sub-titles

### 1. Definition of culture

It is difficult to define culture. It reflects how one thinks about herself or himself, and who others perceive as such. There are numerous definitions for it. An anthropologist considers the term culture to be a basic component for belonging, while the communication specialist views it as a main element of communication or alternatively, it could be interpreted by psychologist as mental attitude of that one person (Damen, 1987).

Culture was first attempted to be defined by anthropologists. This term is a fundamental concept in their respective fields of study. Tylor (1871) offers what is often regarded as the classic definition and he perceived culture as "complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society " (p.36).

From a behaviourist standpoint, culture is passed down from generation to generation and it is responsible for the identity of a society and its differences from other societies. In defining culture, Nostrand (1989) describes societal norms and values which guide the conduct of individuals within that society. Equally, Brooks (1968) believes that culture is the aggregate of all learned behaviours that are shared among members of a societal group whereas Peck (1998) places emphasis on what people do in their respective societies; for example, social behaviour, manners and interaction. Thus, the cultural aspect is what makes one different from an animal in human behavior. Moreover, there is a distinction between Capital C and small c regarding culture. The former indicates on the achievements of any given society in terms of geography, history, arts or literature, music etc. It can be called traditional sense of culture; it is referred to as formal or accomplishment culture whilst later

denotes those beliefs and perceptions molded by and influenced through out of culture as well as daily patterns of conducting life, attitudes and beliefs. Both big and small c cultures follow the all-encompassing definition that Goodenough (1956) provides: “Culture is not a material phenomenon; it does not consist of things, people, behavior, or emotions. It is more rather an organization of these things. It is the form of things that people have in mind, models for perceiving, relating and otherwise interpreting them” (p.57).

### 1.2. Origins of Culture

The Latin word ‘colere’, which means cultivate, is the origin of everything in culture; this can be attributed to the cultivation done by man. In this sense, some scholars say that agriculture originates there, O’sullivan *et al.* (1994) stated that “Culture stems, originally, from purely agricultural root ;culture as cultivation of the soil, of plants, culture as tillage”. They also stated that it has a meaning in biology where it refers to growth of bacteria. So, cultivation entails preparing the land to grow crop. Furthermore this term can be used on human beings, not just in agriculture, for example cultivation of mind is to teach people how they can make use of their natural abilities in deducing rules which means humanizing societies as well as treating their relationships. Hence a ‘cultured’ or ‘cultivated’ person is someone who is well-educated and has an acceptable level of education (O’sullivan *et al.*,1994).

### 2. Characteristics of Culture

The term culture has been defined by different scholars in different ways hence implying that it has various features. According to O’Neil (2012) these features can be classified into three major groups:

- **Culture is Learned :** People do not pass down culture but instead learn and acquire it through their interactions among themselves in society. It has been proved that man has an innate capacity for fast language development and other aspects of human culture.
- **Culture Change (Dynamic) :** Cultural knowledge does not keep adding up all the time. New cultural features are added while some old ones fade away since they have served their purpose and therefore become irrelevant. Cultures are never constant; they always undergo metamorphosis in the course of time. In each society, however, the rate of change and the elements that alter differ greatly. Besides internal innovations in some societies, external influence may make them adopt new attire, food styles or behaviors.

- **People Usually are not Aware of Their Culture:** In everyday life, it seems like we are conversing and performing actions "naturally." We do this without realizing that we are ethnocentric and accustomed to our particular culture. Every society always evaluates other societies by their own valued practices and norms.

- **We Do Not Know All of Our Own Culture::** No one fully understands their own culture. All societies have some types of specialized cultural knowledge that are of a given gender—some men know what they will never tell women and vice versa. There are also many groups or associations in various societies which have knowledge only available to particular castes, jobs, religions etc.

- **Cultures No Longer Exist in Isolation :** It is hard to find that there are any communities are still found in complete isolation from the rest of the world. Even remote, insignificant tribal groups are now to some extent being incorporated into the world economy.

### 3. Principles for Teaching Culture

When it comes to teaching a foreign language, which principles are critical in teaching culture so that students are able to develop cultural competence? This being the case; there must be clear goals and teaching principles in culture teaching that will help in achieving these goals. Byram and Morgan (1994) argue that pedagogical principles are inevitable in culture teaching and it is important for culture instruction to contain these four essential elements: cognitive principle, assimilative principle, comparative principle and tolerant principle.

- **Cognitive Principle :** The cognitive principle in teaching culture highlights that students must know, comprehend and learn about the target culture. According to the International Journal of Humanities and Social Sciences (2012) whereas, concerning the cognitive principle much attention should go to understanding instead of acting. And we regard this as the cognitive Principle in culture pedagogy. It can be applied in language teaching. Today, even many language teachers themselves have never traveled abroad. Their insights on the target culture are mainly indirect. Most students have fewer chances to study or work in a community that uses the target language; therefore they obtain information on the target culture indirectly only. What they do is simply prepare themselves for any future prospects of encountering that specific culture. They must go through the language being taught because one significant characteristic about culture is its learnability. In addition, in

## CHAPTER ONE : CULTURE AND EDUCATION

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most cases among other foreign languages courses offered by universities there isn't an independent course related to cultures for non-English majors but instead it forms part of such a curriculum under which these individuals learn about some basics concerning their respective countries' cultures while learning foreign languages. It should therefore be mandatory for each lesson to incorporate the analysis of cultural behaviors. This would help students comprehend how to distinguish between two different cultures.

- **Assimilative Principle:** Speaking about assimilative principle, we mean that in cultural teaching classrooms it is not enough to just help students understand and explain the target culture but rather the most important thing is to make use of the most useful aspects of the target culture. Here are some explanations to support this principle. First of all, every culture which belongs to its own nation has its own national characteristics and there is need for them to assimilate a good deal of foreign progressive culture in order to nourish themselves because every culture has some strong points as well as weak ones; therefore they should learn from each other's advantages so as to overcome their weaknesses. Secondly, with world becoming just like a small village on account of globalization intercultural exchanges are becoming frequent. In consequence, blending among different cultures has started taking place. Consequently, cultures are evolving towards multiplicity. In short, by incorporating into our own culture elements from other foreign ones we nourish our own (Byram & Morgan, 1994).

- **Comparative Principle:** The act of comparing the learners' own culture with the target culture is referred to as the comparative principle for the purpose of finding similarities and differences. For instance, Chinese culture has similarities as well as differences when compared to Western cultures. Learners from China can accurately compare the two cultures with the help of such principles. This way, the students will be able to tell what is right or wrong in this new one without mistaking it for their own way of thinking and culture (target culture). The comparison made here can enable the learners to know more about the aim culture and provide an explanation for the various modes of conduct that may exist in a society at large thus avoiding the tendency to judge someone's behavior according to their values or impose their own penchant on someone else. Just by comparing individuals will be able to note what distinguishes different cultures as well as learn how to differentiate

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between acceptable and unacceptable behaviors so that they will not adopt new cultures blindly. Enhancement of people's comprehension therefore leads them towards clarifying any misconceptions they might have had before. Hence, students have an opportunity of boosting their ability to communicate with others (Byram and Morgan 1994).

- **Tolerant Principle:** Cultural non-discrimination is one of the major principles in cultural teaching. In learning of second culture, students often approach the new culture through their own native cultures. As a result it is impossible to avoid ethnic discrimination, which is mixed with ethnocentrism, cultural stereotypes and cultural prejudice. The narrower view of one's own culture being central to all reality as suggested by Bennett (1993) "The Worldview of One's Own Culture is Central to All Reality" (p.33) demonstrates the notion of Ethnocentrism. It also entails both a sense of entitlement associated with one's culture plus a hostile attitude towards other cultures. A particular culture or an idea about it that remains constant can indeed be a cultural stereotype. On the other hand, Cultural Prejudice means having negative feelings or being intolerant towards another people's way of life. Whenever teaching English teachers need to be objective about presenting different aspects of Englishness even though they should not forget to point out that there are always differences but never better or superior norms in anything else. Bennett (1997) adds:

*Both learners and the teacher should be encouraged to find their own position between the two cultures so that they can appreciate different cultures and expand their views without risking their identity and oversimplifying or overgeneralizing their ideas toward different cultures (p.147).*

Teachers are capable of preventing learners from developing biased attitudes towards either of the cultures. This is how one can develop an understanding and acceptance of cultural variations. Furthermore, Byram and Morgan (1994) argue that learners need to take part in interpreting both their own and foreign cultures. They should also learn about institutions and artifacts such as literature, films history and political institutions in order to make deep analyses of the values and meanings associated with foreign culture.

Actually, Kramsch (1993) emphasizes on different perspectives on language and cultural education. First, creating an area for interculturality, which implies that cultural education is not just passing on knowledge from one culture to another but relating it to another culture.

Secondly, teaching culture as a way of interacting with others replaces the transfer of facts with processes that facilitate comprehension of people's lives (Byram, et. al 3). Thirdly, it implies taking into account age, race, sex etc., which implies recognizing that diverse personal circumstances call for different considerations in understanding communities today. To put it differently, cultures ought not to be viewed as uniform entities. Finally, crossing discipline boundaries involves making connections between cultural teachings and disciplines such as anthropology and semiotics.

### **4. Techniques for Teaching Culture**

Understanding how essential a culture is should come first before teaching it to students in class. Many researchers discussed whether or not it is possible to teach culture through classroom instruction. Peterson and Coltrane (2003) have offered several cultural instruction methods that could be useful for teachers who want to incorporate culture into their language lessons.

**1. Authentic Materials:** The students can be engaged in real cultural experiences with the help of original references from the local speech community. Examples of such references may include movies, news programs, TV shows; websites; as well as pictures, periodicals, dailies, restaurant menus, travel pamphlets and various other forms of printing.

**2. Proverbs :** According to **Ciccarelli (1996)**, one may find numerous common proverbs in the target language that have similarity or dissimilarity with the proverbs used by the students' first language; differences being instrumental to better understanding their historical and cultural basis.

**3. Role Play:** learners are trained in different characters that enable them to handle cultural situations and simulate behaviors. For instance, learners act as new visitors to USA and visit a restaurant to have lunch. The guest greets the worker then asks for a menu... etc. Thus, it goes a long way in helping students develop their cultural understanding and appropriate reactions to actual comparable circumstances of the target culture (Benmostefa, 2019).

**4. Culture Capsules:** The objects or images from the target culture can be presented to students (for example: jewelry, tools, figurines or art). Then it's up to them to find information about the particular object (s), either through research or having clues for investigation. On this point they would write a brief summary or make an oral presentation regarding the cultural relevance of that object (s). Teachers might also use such activities as starting points for discussing larger cultural, historical and linguistic contexts relevant with

these items. In fact contextualization is very important for successful use of culture capsules at all times

**5. Students as Cultural Resources:** Teachers can invite exchange students, immigrant students, or students who speak the target language as specialist sources into the classroom.

**6. Ethnographic Studies:** The most effective way for students to learn about the target language and culture is to be sent into their community to get information.

**7. Literature :** Cultural notions dominate most literary works and engage the readers in an unforgettable manner. Carefully chosen texts meant for a particular group of students can be quite helpful to learners who want to understand the culture.

**8. Film:** Textbooks may fail to reveal some behavioral patterns that can be observed in films or television programs.

### **5. Approaches of teaching culture:**

#### **5.1. Definition of approach**

It is essential to distinguish between 'method' and 'approach' when teaching cultures. Language educators can select appropriately from the plethora of strategies available for cultural instruction by understanding the distinctions between these two often confused concepts. **Brown's (2002:9)** has given clear explanation of method, citing Anthony as follows:

“ More than three decades ago, Edward Anthony (1963) gave us a definition that has quite admirably withstood the test of time. His concept of method was the second of the three hierarchical elements, namely, approach, method, and technique. An approach, according to Anthony, was a set of assumptions dealing with the nature of language, learning and teaching. Method was defined as an overall plan for systematic presentation of language based on the selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.”

Brown clearly states the distinctions between a more general term ‘approach’, ‘method’ and ‘technique’. Nevertheless, after two decades Richards and Rodgers (1986:29) provide an extended definition of ‘method’ which also contradicts Brown’s model:

“Method (in language teaching) is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learnt. Different methods of language teaching such as the direct method, the audio-lingual method, the grammar translation method, the silent way and communicative

approach result from different views of the nature of language, the nature of language learning goals and objectives in teaching, the type of syllabus to use, the role of teachers, learners, and instructional materials, the techniques and procedures to use.”

Teaching approaches have seen changes in the two perspectives that can be identified through this work. Language instructors have spent centuries identifying the most effective way of teaching foreign languages (Brown, 2002; Byram, 1999). According to an ancient Chinese, saying ‘there is no permanent method to follow and one method for everybody’ it should be understood that there are no such things as best methods. Therefore, discussions and trials for perfect theories continue forever hence their existence. The main teaching method used in recent years when it concerns language acquisition has been based on developing classroom tasks and activities (Nunan, 1991), at least so far as TESOL is concerned. The task-based approach is being introduced into Chinese language classrooms. The evolution from broad strategies to a certain methodology has come about because of the discovery that ‘designer methods do not produce successful teachings (Brown 2002: 11). Basically, Brown says that an ‘approach’ means: “not just set of static principles ‘set in stone’. It is, in fact, a dynamic composite of energies within a teacher that changes (or should change, if one is a growing teacher) with continued experience in learning and teaching.”

Pedagogy is not static, but rather it is dynamic, therefore necessitating to meet students’ needs while taking into consideration the character and dynamics of the learning process. This realization makes them aware that they need to consciously blend designed tasks and techniques based on how they approach their teaching of language instead of inventing new methods. Hence, it is important to rely on a principled approach if you want to succeed in this field. Briefly speaking, one may say that method refers to applying certain methodology in one’s class. A principled approach insists that one’s teaching should be relevant for a specific group of learners. In other words, any given strategy must change depending on what a teacher feels, sees, or goes through in his/her language class.

### **5.2. Approaches of teaching culture**

“Approach” is defined in the Longman Dictionary of Language Teaching and Applied Linguistics (2002) as the particular teaching practices that are based on theories, philosophies and principles. In this regard teaching culture has gone through many years where it has created different theories and principles which formed various approaches. Some approaches focus only on the target culture while others rely on comparing the learner’s native culture with their own (Benmostefa.2019).

### **5.2.1. The Mono-Cultural approach**

It emphasizes is on the Native culture and within a span of time up to year 1970 the teaching of culture was integrated into teaching/learning, mono-cultures were mainly applicable in lectures only such as: lande

skunde (a module with cultural content) in Germany, civilization in France, background in studies in UK and USA etc. Furthermore, there is also an approach on foreign cultures which insists on discovering and studying various aspects of these cultures without comparing them to one's own native culture. It aims at making learners communicatively competent and being able to react like native speakers (Benmostefa.2019)..

### **5.2.2. The Comparative approach**

Beneath its title, it compares the target culture with that of the student. This involves differentiating between two cultures by comparing them in terms of their similarities and dissimilarities. By so doing, students include an element of cultural awareness in a bid to raise their intercultural competence through finding out about two cultures. Moreover, this approach does not imply judging but rather familiarizing one who does not belong to another culture more closely than one does to his own For this reason, students are able to view both their own culture and the target culture from different angles which enhances their knowledge as well as acceptance and understanding towards others. In addition, as Risager (1998) suggests, there are two other approaches under this approach: on one hand intercultural approach which sees that culture is better and easier to learn via comparison so that learners will be aware of the cultural differences and similarities of the two culture. Although its focus on the target culture mostly but it helps them develop their intercultural communicative competence which enables them to be mediators between native culture and foreign one. On the other hand, multi-cultural approach is based on the idea that the target culture includes many cultures. It looks at the various ethnic, linguistic, and cultural aspects in the foreign country to be compared with learner's own culture like USA being a multi-cultural society (Benmostefa.2019).

### **5.2.3. The Trans-cultural app**

Risager, indicates that students should study a foreign language as an international language, which will allow them to communicate with people from distinct cultures. The thing is the suggestion by Risager deals with the fact that globalization and economic growth might have prompted its development. Additionally, it doesn't juxtapose NC and TC either. (Benmostefa.2019).

### **5.2.4. The Task-based approach**

The primary emphasis of the pupils about the subject matter of their research in the desired environment. Moreover, they do not work separately; they come together as well in groups or pairs to work on same dimensions of the topographical civilization. Once they are through with activities, they share their discoveries with one another and debate (Benmostefa 2019)

### **5.2.5. The Problem-based approach**

This is used for the purpose of motivating students to learn the target culture and encouraging them to read by discovering quite a number of topics related to it. Based on this, the teacher acts as a source of guidance to give some information about the research problems and provide some sources concerning these. As such, this teacher divides his class into groups so that learners can work on the problem together, its solutions being discovered at the end. (Rhem, 1998). Moreover, all previous cultural approaches were actually put into practice through various techniques whereas its importance could be realized through using technological aids: videos, images, audio recordings, etc.

## **6. Teacher's Role.**

The teacher is one of the elements that influence the teaching and learning of languages. As Leveridge (2008) noted it, Teachers should teach their pupils folklore surrounding language. Linguistic educators must acknowledge that what they understand about anything can be translated in different ways. Not only does meaning lie within cultural boundaries but also within a certain world view or idea that one can hold regarding their life experiences. This means one has to do more than merely defining what the used words mean; he/she should then describe the environment that gave rise to such wordings.

As Hoang-Thu (2010) emphasized, it is really a bigger blunder to think that language teachers could effortlessly teach culture since understanding what culture is really requires lots of effort, as does determination on which culture to have as a basis for instruction. Moreover, without proper training regarding methods of teaching culture properly, it is very difficult for teachers to teach culture as expected.

Kramsch (1993) contended that conventional attitudes towards learning foreign languages have confined cultural teachings to the dissemination of details concerning the target nation's inhabitants along with general perspectives and values. Disregarding the fact that a significant portion of what we refer to as culture is a social disparity, resulting from self and other impressions. This prompted the emergence of innovative ideas regarding language

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as a societal engagement that proposes different approaches to language and culture education, namely, these principles:

- Establishing a ‘sphere of inter-culturality’ :Understanding another culture is possible only through juxtaposing it to our own.
- Teaching culture as an interpersonal process: For this purpose it is not an effective way to teach static and normative language use but apply some process used for understanding where is something foreign (‘other’), since social interaction creates meanings thus rendering useless any attempt to teach fixed linguistic norms.
- Teaching culture as difference: Culture cannot be considered solely from the point of view that assigns value judgments based only on national characteristics but also takes into consideration other important factors like: age, gender, regional origin, ethnic background and social class amongst others etc... National characteristics are just one aspect among many others contributing towards one’s ‘culture’.
- Crossing disciplinary boundaries: In addition to literature teachers should expand their knowledge with respect to social scientists’ studies in general, ethnography and sociolinguistics related to both their own society and those speaking the language they are teaching.

### **7. The Importance of Teaching Culture.**

Teaching culture refers to an aspect of education. Even if the learner does not understand human behavior, this would help him have clearer insights about his own environment plus all other peoples’ environments he is familiar with and urge him to go beyond mere identification. Seelye (1974) elucidates that teaching culture is aimed at the following objectives:

- Students will be trained about people’s behaviours influenced by culture.
- Students are going to learn about how different factors affect people’s behaviour and communication including sex, age, social class and where they come from.
- Making Students more aware about the ordinary behaviors employed within that specific society’s context
- Help students understand what words and phrases in target language actually means

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- Help students think critically about the target culture on the basis of facts.
- Help learners how to collect information about the other country.
- Make students interested in learning languages; encourage them to be curious about the world around them as well as sympathize with other nations.

The learning of new idioms includes an important part which is the instruction on various aspects of culture. This trains them to discriminate their own social community from that of the language they are learning. Thus, they develop ability in exchanging views and make an understanding across nations. Broadly speaking, these involve getting to know about behavior styles associated with specific cultures, how culture affects language use within a certain context, and learning about appropriate behaviors as well as forming positive attitudes towards a foreign culture. Moreover, when teaching culture, educators should cater to its ever-changing dimensions. Lessard-Clouston (1997) claimed :

*“Students will be indeed to develop knowledge of l2 of culture, but this receptive aspect of cultural competence is not sufficient. Learners will also need master some skills in culturally appropriate communication and behavior for the target culture...cultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture (p.52).”*

### **8. The Challenges Faced by Teachers in Teaching English with its Culture**

All professions require the English language and its culture, as discovered by Flanegin and Rudd (2000). It is the most widely spoken language all over the world and many people choose to learn the English language in order to put them in a better position for job opportunities or effective global communication. Although it is one of the most popular languages to learn, English can be challenging for both learners and teachers since there are many obstacles that have to be overcome when teaching English and its culture. According to Maribel Blasco and Mette Zolner (2009), “Teaching cultural skills explores several challenges depending on the context in which the teaching takes place such as, the globalization of labor markets and trade; immigration, which has led to increased awareness of the need for cultural skills; and the internationalization of higher education, which has made classrooms more multicultural than ever before”. Another issue could be a general viewpoint among learners that it is not feasible to become completely fluent or proficient in any given culture.

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Additionally, their exposure to reading is very limited: they use English more often in class than out of class which isn't sufficient enough. Again there is little motivation for them to be acquainted with foreign cultures because this is essential in education and students must make some effort towards getting comprehensive knowledge concerning a target culture so as to develop an interest for it in themselves. According to Paige (1993, P: 3):

*“ the inclusion of culture in language teaching remains an unresolved issue for the following reasons; first of all, culture is complex and illusive incorporating as it does elements such as attitudes, beliefs, ideologies, perceptions, ways of thinking, and values. These elements cannot be included in language programs in the linear and objective instructional formats that have traditionally been employed. Second, many teachers say that culture is not language , so, why should we have to deal with its complexities, it takes away from the needed focus of language and communication. And third, any discussion of cultural differences could cause learners to change their own ways of thinking and behaving, in other words; culture takes the learning experience far beyond the realm of comfort”.*

### – **Writing difficulties:**

Writing skill is one of the four fundamental competencies that a learner ought to possess. It has an eminent significance especially within the academic field where students are expected to compose different forms of writings such as assignments, essays and reports. Expressing one's ideas in writing is hard for students in particular when they are required to write in English language; this assertion is well founded by Steinman (2009) who posited that: “it is a challenge for non-native speakers to write in English for academic purposes as not only must they deal with the obvious linguistic and technical issues such as syntax, vocabulary, and format, but they must also become familiar with Western notions of academic rhetoric” (p. 80). The main issues include writing problems such as run-on sentences, mother-tongue interference and punctuation among other types of struggles that not only affect native speakers of English but also millions of students who are learning English as a second language or even as foreign language across different countries in the world. The majority of the students face serious challenges when it comes to writing; therefore, they find it hard to compose anything meaningful in another

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language because there are so many hindrances involved and there are some rules that must be followed while others require specific skills for writing accurately and appropriately in a foreign language; otherwise, one may end up with unbalanced results due to lack of ability to write well enough. Writing should always include correct grammar use though people have been heard saying that they spend less time on writing than on listening, speaking or reading. “Students with writing difficulties often struggle when using different skills” (Mason, Graham & Harris 2011).

### – **Grammar:**

A poor command of grammar is said to be one of the difficulties that EFL students as well as native language students face in writing. English grammar is complex, particularly in verb variations and knowing which tense to use in different situations making it difficult for somebody to recollect it, master it and apply it logically. Ensuring correct use of grammar can be tricky, especially when one is in conversation with somebody else, and they are talking quickly. Howard Sargeant (2007) wrote “Learning grammar is like learning to drive, one can learn all of the theory, rules and regulations, but they will not be good at it unless they practice it, and it starts to become second nature to them. Grammar is extremely important, so incorrect use of grammar can confuse the person spoken to and even change the meaning of what is being communicated” ( P.4). Grammar is something that native speakers can recognize even in the slightest way. This is the reason why students of English cannot write a single English sentence without noticing the tiniest error in it. They only study these subjects looking at them from an examination point of view. Same case applies to English. Our educational structure promotes students’ rote learning instead of evaluating their analytical and creative capacities. Thus, they learn by heart what is in their syllabus, reproduce it in the examination rooms and forget it that day same day. The pride of being an English speaker makes people disapprove of any misuse of this language.

### – **Vocabulary:**

Considering the fact that words are crucial in conveying one’s emotions, feelings and ideas when we are communicating with other people, it follows that vocabulary teaching is an essential part of learning a language. Nonetheless, English teachers often struggle with explaining new terms which reflect cultural aspects of the English language. Therefore, foreign language specialists should pay more

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attention to vocabulary instruction in their classes. “It is often a challenge to teach vocabulary because English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone whose first language is English, although, it does not change the meaning of your text, it does weaken it” (Richards and Rodgers 1986 p.10). The new vocabulary must only appear in meaningful contexts and sentences as an emphasis point.

### – **Mother tongue interference:**

Normally, students prefer to think in their mother language and find it hard to communicate what they mean in English mainly due to lack of proficiency. Writing using other language might be a common thing among learners (Myles 2002). Myles (2002) is stating that sometimes learners ascertain ideas and go further to write down some details employing their native languages. Concentrating on thinking in English gets hindered by such an interference which is perceived negatively (Myles 2002). Directly translating the thoughts during first language thinking makes one stray into awkward and disorderly syntax of sentences in another tongue. Regrettably, this turns out to be some people’s ritual. Such issues lead EFL students, first of all, to forget about vocabulary and phrases they already know; secondly they often produce written assignments with no academic value resulting in poor performance records as far as grades are concerned. For this reason, it is essential for teachers to know what kind of writing problems their students have so that they can help them develop good pieces of written work.

### – **Speaking Difficulties:**

“Speaking is the active use of language to express meaning, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt, rather than oral skills being simply one aspect of learning language”, the spoken form in the young learner’s classroom acts as the prime source of language learning. Willem J. M. Levelt (1993 P:6) wrote “Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. However, speaking problems can be the major challenge to effective foreign language learning, communication and developing the ability to speak in a second or foreign language is widely considered a daunting task for most language learners”. One of the main reasons behind students’ inability to converse in English outside classrooms is because of

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hostile environments; here environment implies outside school individuals. For instance, some members of the public may consider those who converse using English language as mere show-offs thus discourage them from improving their speaking skills. The students therefore tend to revert back to their mother tongue when talking with their peers so as to avoid being despised by them. Nunan (1991) wrote, "Success is measured in terms of the ability to carry out a conversation in the target language.". There is no specific answer to this question that many are asking. The time it may take for an individual to master a language is contingent on various factors such as the person's capability in learning new languages, their desire for learning, surroundings where they get education, lack of strong determination and physical motivation as well as their past experiences when it comes to studying foreign dialects. Nevertheless, resolution to students' problems regarding communication in English should be prioritized in the shortest period of time.

– **Confidence:**

The problem is confidence, because it is not easy for a second language learner to speak in front of people and public. If one feels nervous and is afraid of making mistakes while speaking English, then this is the issue. Littlewood (2007 P.8) claimed that "a foreign language classroom can create inhibitions and anxiety easily". It's really difficult for some learners to maintain fluent speech in the face of stressful situations like when they are making a presentation to rest of the group or during oral examinations. Also, students who experience challenges in communication and anxiety problems may also find it hard doing group work and tutorials and need more time to build confidence before joining in. It would be helpful to arrange for meeting with the student beforehand and talk about what they feel is comfortable for them. Willem J. M. Levelt (1993P.6) said that "motivation and self confidence play an important role in EFL Learning".

– **Variations in English:**

There are many different forms of English and the differences between them can be very confusing at times. Some people may find it hard to differentiate between formal and informal languages or between spoken and written forms of speech. As a result, this leads students into writing words phonetically, i.e., how they would pronounce them instead of their correct spellings as well as employing some vulgar slang that they picked from formal places which might sound bad. "Foreign language classes usually seem quite hard for most students because they do not know what to say, which words to choose or how exactly to employ the right grammar." (Baker & Westrup, 2003).

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### – Cultural differences:

Aspects like staring, individual areas and closeness relate to varied societies globally while taking into consideration the just overview of social castes would help avoid cultural misunderstandings, which may create real devastation even when unintended. For instance, Claire Krumsch (1993) wrote "In studying cross-cultural differences, we are not just looking at individuals but at how one ethnic group compares itself with others". Thus we are contrasting two bell curves and there cannot be any generalization that can be made". For example, shaking your head side to side means "no" in most countries while it means "yes" in India; moreover, the thumb up symbol may stand for one in France plus some central European countries or represent okay sign meaning everything is totally fine throughout Latin America Brazil and beyond.

### **Conclusion**

In this previous chapter, we introduced culture as being a new component in the EFL class classroom that was absent before, and then we spoke about culture as a pivotal part of civilization in the world because there will not be a civilization if there was no culture as it is the identity and the character of people, after that we introduced different characteristics and principles of culture, we further introduced a number of culture related techniques that could be performed in the classroom to present cultural differences and to get to know the target culture a bit more. Coming up next was different approaches used by teachers in schools to teach English Culture with their definitions and small explanation on how to distinguish between method, approach, and technique.. Moreover, the teacher 'role is being explained briefly and how he is considered as a vital element in teaching culture. Then we included also an element that is important and was introduced in this previous chapter was: importance of teaching culture and its effect on student's life generally and professionally., finally, we introduced the challenges facing teachers in teaching English with its Culture in EFL classes which is being a very hard mission to be accomplished and they were divided into sub-titles. So learning the language and its culture is inventible and undisputable especially in this era.

## **Chapter Two: Artificial Intelligence**

### Chapter Two: Artificial Intelligence

#### Introduction

Educational environments have been introduced to AI marking what could be termed as a new era in which the cultural dynamics surrounding such contexts has greatly changed. Integrating artificial intelligence into education has moved beyond just adopting advanced technology; it is, instead, an irreversible cultural change that affects the fundamental nature of educational interactions and methodologies. Pedagogy, student engagement and indeed the whole learning experience are being transformed by AI. In this chapter, we introduce different definitions of AI, and emphasize on the use of AI in education on general; by mentioning different types of AI tools and introduce several examples of it. Then, we introduce the advantages of using AI in education. Moreover, several challenges and issues are explained with giving their solutions o overcome these obstacle that are faced by teachers.

#### 1. Definition of Artificial Intelligence

In 1956, John McCarthy argued that it was possible for computers to imitate the human brain's capacity, a claim that led to the coinage of the term "Artificial Intelligence." In addition, Pokrivcakova (2019) posits that AI refers to technological tools that are capable of functioning and processing information like a human being.

Artificial intelligence is a system which attempts to imitate human intelligence so as to perform various functions that humans can engage in. To put it differently “the automation of activities that we associate with human thinking, activities such as decision making, problem solving and learning...” (Bellman 1978).

#### 2. Artificial Intelligence in teaching English

##### 2.1. Strategies to teach culture through the use of Artificial

##### Intelligence

In an article entitled “Navigating Cultural Sensitivities with AI-Assisted Teaching”; the author introduced different strategies for teachers to use in order to teach culture which are:

- **Culturally Relevant Content:** Along with AI technologies, educators are at a crucial juncture for culturally responsive teaching that includes the aspects of acknowledging students’ culture, finding and including appropriate content, and varying methods of instruction for different types of students.

- **Continuous Monitoring and Feedback:** Situations such as biases, cultural insensitivity or misinterpretations need to be regularly assayed and monitored for the AI systems. Students should provide regular feedback that will reveal any problems which require adjustments.
- **Educator Sensitivity and Cultural Competence:** To foster their cultural sensitivity and competence, educators must undergo training and professional growth opportunities. This involves learning about and appreciating cultural diversity, identifying and addressing biases as well as encouraging inclusiveness and respect within classrooms.
- **Collaborative Decision-Making:** Students, parents, and other community members should participate in determine how AI technologies are to be used in class setting. This way, there will be different viewpoints taken into account as well as the development of trust among all parties involved.
- **Transparent Communication:** Work to create honest and open talks with pupils and their parents regarding utilization of artificial intelligence tools in academic settings. Lay out in plain language what purpose AI systems serve; ensure all concerns are taken care of while guaranteeing that the students' families have been given an opportunity to express themselves in such a way they can be considered important.

### **2.2. Types of Artificial Intelligence Tools**

There are many types of 'AI' language learning tools that are available for worldwide learners, each with unique features and approaches.

#### **2.2.1. Adaptive learning platforms**

These instruments are based on "AI" algorithms which help in personalized learning processes that are appropriate with respect to an individual's knowledge base and style of acquiring it. Basically, these instruments provide learners with personalized lessons and exercises regardless of their differing backgrounds, cultures or perspectives. Snowwalker (2005) claims that platforms for adaptive learning allow content to be better structured. Furthermore, these systems specify learning strategies based on the learner's knowledge and use results derived from student assessments so as to produce personalized constructive criticism for every single learner.

### **2.2.2. Language exchange tools**

In other words, language exchange tools are platforms that connect individuals with native speakers of the target languages they wish to learn. This method enables language exchange, as AI does the task of pairing individuals based on their linguistic preferences, timetable and proficiency level. Thus, it is not just a way to learn an intended language but also an opportunity for people from diverse cultures to interact; thereby creating an avenue for sharing thoughts, emotions and diverging political and philosophical perspectives and to put them together under one umbrella. In other words investigation has indicated that applications such as E- tandem language learning app provide a lot of assistance and advantages for those who wish to acquire the foreign language in addition to the native one (appel & mullen, 2000) asserted that E-tandem join two people who are using two different languages from each other and all of them learn the desired language through online forums leading to motivated involvement and self-directed learning.

### **2.2.3. Language Tutoring Chabot**

Chabots powered by so-called “AI” provide tutoring via voice conversation, they give a simulation of a real life dialogue, thus they can respond to questions and provide feedbacks on pronunciation and grammar errors (Liu et al,2019). Additionally, Noviyanti (2020) revealed that student’s pronunciation was improved through the use of AI based tools like pronunciation checker in language acquisition and therefore Chabot can serve as a mentor for language development since AI Chabot would place more emphasis on rectifying student’s pronunciation and grammar mistakes such as verb conjugation with a view to achieve better learning outcomes.

### **2.2.4. Speech Recognition platforms**

Individual speech recognition applications using “AI” technology provide speaking practice and pronunciation for users, these apps analyze participant’s speech patterns and give them constructive feedback to assist them in improving their fluency and pronunciation, therefore these platforms analyze learner’s voice and word stress, then provide constructive point of view to help the learners enhance more in their pronunciation. Additionally, it is important to note that the proper use of sounds is significant for speaking correct English and being understood by people. Begum (2016) asserts that the only aim of acquiring pronunciation by learners is to make them capable of pronouncing words exactly like native

speakers do, and they can be understood by other human beings. One can therefore conclude that applying speech recognition system is the right course of action intended at mastering among fundamental constituents in any verbal communication.

### **2.2.5. Grammar and vocabulary**

Similar to the majority of applications for language learning, AI powered apps use games and quizzes to impart grammar rules, sentence structure and vocabulary content. The main idea of these grammar and vocabulary applications that are incorporated with AI is to use natural language processing (NLP) algorithms in order to break down and produce language materials. Therefore, one can conclude that the foundation of using an AI tool which teaches grammar and vocabulary is based upon this processing system. Hence, it may be possible to say that in the near future these AI will have the capacity to generate the language they are programmed to teach. According to Ghufon (2019), teachers and students find it useful to use Grammarly because it helps reduce spelling mistakes in writing as well as errors in word choice. Likewise, within the domain of language acquisition, there exist AI-fueled platforms which have been around since 2023 as there are tools that translate written words across various languages; Google Translate being an obvious example of such tools and applications.

### **2.2.6. Microsoft Translator**

Various texts and speeches can be translated using different languages with the help of “AI” technologies like statistical and neural machine translations. For learners of foreign languages who have varying levels of English understanding, they are very helpful because they improve their communication (Choi, 2015).

## **2.3. Examples of Applications of Artificial Intelligence in EFL**

Today's companies battle to present multiple AI applications in EFL; for instance, Alexa, Siri, Cortana and chatbots that are AI assistants which have attracted millions of users and their fame lies on deep learning and neural networks. According to a research conducted by Kim (2020) entitled “The impact of artificial intelligence chatbots on developing Korean college students’ English grammar proficiency”, 70 individuals took part in the 16-week period study. The outcomes reveal that utilizing AI chatbots remarkably enhanced the grammar skills of the attendees.

Cleverbot is yet another kind of AI that is designed to imitate human conversation. This chatbot was developed by Rollo Carpenter and according to Shah et al. (2016), it has a successful artificial dialogue system which simulates real human

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interlocutor's interaction. As implied by Torrey et al. (2016), Cleverbot learns from real people and thus does not encounter problems in giving relevant responses.



**Figure 1: Screenshot of the application “Cleverbot”**

As stated by Daniels (2015), Cleverbot remains one of the renowned chatbot software. It comprises of two hundred queries. Upon receiving an input in form of texts, a chatbot goes through the sent messages making comparisons and then provides response in a textual way. This is done automatically such that it appears as if a person is conversing with another individual. Similarly, Kim (2020) stated that students' writing performance can be improved through interaction with Cleverbot. In other words, working with this chatbot would enhance their skills in English composition.

A major characteristic of Cleverbot is that, it places more emphasis on the conversation as a whole instead of single responses. It takes into account all the conversations so that it assembles little textual hints to offer an answer that is most appropriate. But it only learns from people who are engaging in a conversation with it and thus adopts their irrational or meaningless thinking patterns. This is demonstrated in further conversations with other individuals where it generates a reply based on its latest dialogue. Another chatbot is Elbot.

Elbot is another chatbot that is often used (see Figure 8), for it won the Loebner Prize 2008 AI Contest (Shah et al., 2016) due to its achievements in human-machine interaction. According to Floridi, et al. (2009), the interrogators were convinced that it was a human being and hence Elbot deserved the prize. Unlike most previous chatbots which just provided

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specific set of FAQs, Fred Roberts designed Elbot to hold a conversation on numerous topics using natural language interaction (NLI). And because of this challenge, this chatbot was supposed to deal with numerous subjects simultaneously. However, Shah et al. (2016) observe that there were still evidence of machinery in it and a lot of robotic themes.

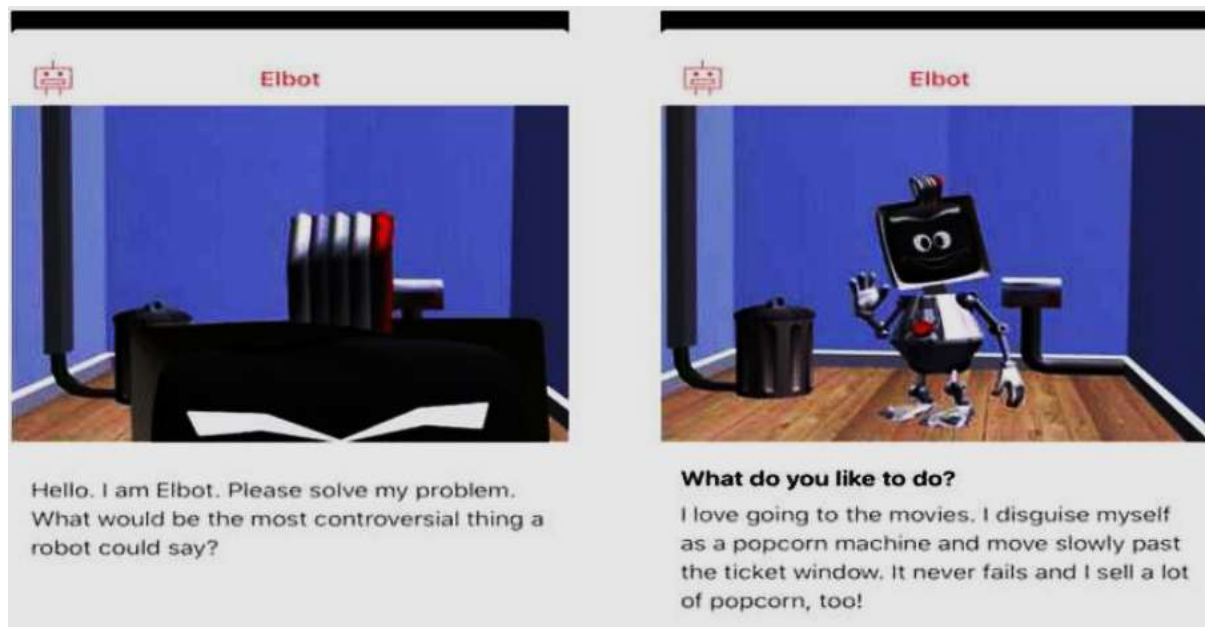


Figure 2: Screenshot of application Elbot..

### 3. The benefits of implementing Artificial Intelligence in teaching English

- **Efficiency and speed of learning**

Just as its name reveals its significance, the integration of an AI language learning tool in English learning is very useful for learners because it allows them to automate certain tasks as a way of saving time. It is also capable of offering individuals with personalized education depending on their requirements and pace of development (Robelledo, 2023). There are also other benefits including instant feedback which enables students to fast track their proficiency development process. Most importantly, time saving is another advantage that such a tool provides since it helps learners learn more language within a shorter period of time

- **Personalized learning experience**

By applying advanced algorithms to monitor a student's progress, AI language tutor can optimize content for every individual scholar. The result is an engaging and tangible form of education characterized by a vast array of resources accessible to learners in accordance with their preferred method of study and speed at which one learns (Kessler, 2018). In English teaching, personalizing instruction is an important supplement because it provides

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opportunities to move gradually through the curriculum in alignment with students' learning requirements as well as goals throughout one's entire educational career.

- **Improved speaking and listening skills**

Fabricio (2023) claimed that AI technology could also assist in improving students' speaking as well as listening skills. Furthermore, software recognizing the sound of speech would give an immediate response concerning intonation and pronunciation and facilitate practicum to enhance their proficiency (Li, 2018). In this context, it can be seen that due to AI's functionality such as providing semi-live conversations and proposing oral responses to learners' questions use of these instruments will significantly promote development of a student's both speaking and listening capacities.

- **Increase learner's engagement**

Encouraging student participation during class is one helluva tough job for instructors. In this case, employing artificially intelligent language learning tools in English as a Foreign Language classrooms can serve in maintaining the students' interest to remain motivated to learn (Johnsone, 2005). It has been established that gradually, AI language learning games and other interactive tools have helped boost learners' engagement and motivation. In addition, the adoption of linguistic games for students where their interaction is regulated and guided by AI-based adaptive feedback had a more engaging and stimulating effect on them than that brought by the traditional materials for language learning (Iawsaki et al, 2019). With this in mind we need to realize that for a learner to be involved in the lessons one of the dimensions is providing it with stimulation and rewards. The use of Artificial Intelligence system would generate an experience in terms learning engagement through use of an interactive game on the target language that would give points according to how many questions a student answers correctly thus unlocking more stages. In consideration of motivation it keeps him or her motivated and alert every day for studies.

- **Increasing the fluency and accuracy in pronunciation using AI chatbots**

This ability to speak fluently is also regarded as the manner in which one talks fluently or smoothly with a certain rate, tone and articulation of sounds in speech. In other words, fluency is the ability to talk easily and without breaks (Derwing 2015).

The use of chatbot AI has been found to be successful in enhancing students' vocabularies and pronunciations. As stated by Hoang et al. (2023), "MissionFluent" is a new chatbot which is an AI powered tool for improving English pronunciation skills through

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offering exercises aimed at bettering the pronunciation. This approach of using “MissonFluent tool” allows learners of language to practice articulating sounds more precisely hence improving their phonetics patterns and intonation in English language. So when people are utilizing it, they are basically working on their speaking capabilities while pay attention to their accentuation skills.

- **Accessibility and opportunities**

According to **Morris (2020)**, the ability of AI education platforms to support people who are disabled in their ability to learn has been established. This proposal is based on ensuring that all learners regardless of their varying life conditions and circumstances are offered a level playing field when it comes to learning in schools. As such, people of all ages, cultures and health records can use these artificial intelligence tools thereby giving them an equal chance of participating in the educational process.

- **Improved learning outcomes**

The integration of AI into traditional teaching techniques enables EFL teachers to develop an appropriate and effective surrounding for their students that ultimately leads to better performance (Robello,2023). The main aim of this partnership is to make the learning process easier, therefore guaranteeing good results on different levels.

- **Cultural exposure**

According to Robello (2023), interactions with artificial intelligence (AI)-driven language learning programs and actual real-life examples may assist learners in becoming more proficient in their target language. Through these types of lessons, students might also get acquainted with varied cultural components like traditions, customs, and social norms. This in turn helps them develop a broader perspective on other people’s cultures globally. It is important to note that language acquisition cannot exist without an appreciation for culture; thus cultural understanding is paramount if one is ever going to be fluent in any language across the world.

### **4. Challenges of implementing Artificial intelligence in teaching and learning English**

Certainly, it can be said that “AI” can contribute to changes in the near future, such as developing appropriate and more efficient algorithms for natural language processing and creating adaptive learning processes that suit all learners. However, with the considerable attention that artificial intelligence has attracted over the last few years owing to its abilities, numerous challenges arise that could hinder its incorporation into education which are:

### **4.1. Limited human interaction**

According to the study done by Khanzode and Sarode (2020), the absence of human contact is the greatest barrier to Artificial intelligence whereas unlike some services which offer a chance to have real time conversation with natives , it does not create any human relation therefore; this method of learning is self directed hence making it difficult for those students who favor classroom learning in such cases, the human interaction plays a major role in quickening student's progress through understanding of their language, additionally it must be noted that students need to interact with their teachers so as to learn the language well.

### **4.2. Limited ability to recognize errors**

AI learning systems might not be as well aware of errors as human instructors, nor can they accurately identify and fix them. Thus, the habit of repeating errors may become an undesirable behavior in students' lives (Rebbeolledo, 2023). What it implies is that even though AI systems possess a great deal of language data that can serve as a base for conveying information in languages, Nevertheless, the ability of artificial intelligence to perform error recognition and analysis is limited. It is the prerogative of humans, particularly linguists who have engaged in research on constructive analysis and error analysis, to identify difficult errors made by learners. This is because recognition and correction of errors remain a big dilemma for artificially intelligent systems unless linguists around the world aid in developing features for AIs.

### **4.3. Teacher's lack of competencies**

A teacher is not the only one who should be able to learn some digital skills in order to use Artificial Intelligence in the classroom, but also an AI developer must understand teacher's actions within the classroom as well to create practical solutions which can endure real-life situations (Pedro et al, 2019). it is proved that teacher's incompetence's is a major challenge that would hinder the effective integration of AI.

### **4.4. Infrastructure to support AI based technology in schools and universities**

If underdeveloped countries want to integrate "AI" in EFL classrooms or any educational system at all, they will be faced with huge challenges. Having poor infrastructure could mean that they do not have the right tools or internet access for this purpose. Additionally, inappropriate technologies can further minimize AI availing opportunities in ELT and other education systems as well (OECD, 2015). Additionally, some people are

worried that AI technologies could replace teachers, which would eliminate human interaction and ability for students' emotional support (Razzaq et al., 2019). In other words, when it comes to language learning and teaching, the appropriate technological advancements have a very vital role in AI success. However the role of teachers in the classroom is still crucial; even if there are tools that depend on artificial intelligence (AI), a teacher must be present and there should be an atmosphere conducive to open communication as well as support with students.

### **4.5. Data and privacy breaches**

The latter represents a crucial difficulty that hinders the incorporation of Artificial intelligence into language pedagogy. According to Tzimas (2020), one vital requirement for utilizing "AI" in education to the fullest is collecting huge volumes of personal information and then processing such data for effective purposes. Hence due to this the private information of teachers and learners could be at risk of being invaded; for instance, in order to create a customized experience for each student through their educational process, sensitive data that is related to students' academic progress and achievement records are collected and used for forecasting future results, which can sometimes go against the desire of students (Li, 2007). Therefore, whilst addressing the issues surrounding our learning, there is a grave possibility that their information could be leaked. Moreover, saving personal information for future predictions raises ethical concerns about privacy especially when such act is done without an individual's consent.

### **5. The different Ethical issues of implementing Artificial intelligence in English Language Learning and Teaching**

When discussing the application of Artificial Intelligence in EFL classroom settings, it is not mainly about the benefits and obstacles that come along with it but the usage of this revolutionary tool places some ethical problems ahead, not only to the people who use AI. Again, these problems impact those who are attached to or engaged in such activities and systems (Kay & Kummerfeld, 2019). Hence, ethics play an important role in employing "AI."

Undoubtedly, according to Rebelleodo (2023), ethical aspects should be given importance for application of AI in language learning which includes human connectedness and attainability. It is vitally important for language acquisition that learners interact with one another as well as their tutors and thus teachers should use artificial intelligence just as an accessory within their classrooms but not an everlasting substitute. Considering this fact, it is unethical to perceive an AI system as its substitute.

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The condition of IT in terms of access is quite unique since every individual has the right to information. As a result, students' needs and access to particular technological resources are more or less unprofessional when it comes to AI. In fact, it can create an ethical dilemma about how AI could be integrated with education especially where languages are taught. (Rebolledo,2023).

In the realm of education, artificial intelligence (AI) faces an ethical predicament and privacy concerns that require critical focus on the difference between “doing things ethically and doing ethical things” (Holms et al, 2022). Thus, it is necessary to note that when working with Artificial intelligence we should always consider ethical implications specifically regarding language learning, this is because of the huge ethical risks that accompany it in terms of privacy and safety which need to be controlled, and the negative effects which can be brought about by unscrupulous AI tools. In addition, Russelle and Norvig (2022) argue that researchers worldwide must include ethics in their work .

Human beings have a tendency to be ethical while using artificial intelligence in elite training. However as a result of this many questions remain unanswered and hence learners' personal data must be protected from unauthorized persons. Examples of such data are language fluency levels and changes as well as their learning styles (Robeolledo, 2023).

### **5.1. Bias and fairness issue**

According to Rebolledo (2023), AI algorithms used for language learning purposes can enhance materials and teaching processes. Such prejudices may be considered unfair and non-equitable for all students; in this context, partiality problem is seen as the key ethical concern faced by developers of AI technology because the modern algorithms offer the advanced contents with which a learner feels uncomfortable in handling them, this will eventually make it impossible for a learner to manage such magnified language substance.

### **5.2. The transparency problem**

Artificial intelligence based learning devices are not open about the ways they use student's data. For this reason AI powered tools may discriminate against students from various racial groups, communities and cultures leading to lack of equality in education (De Cremer & De Schutter, 2021; as cited in Dietvorst et al., 2018). The concept of transparency is important when incorporating AI into language learning because many learners worldwide will connect to a single server for their studies; hence it follows that in order to be fair the learning must be clear-cut for all learners regardless of their race or culture.

### **5.3. Intellectual property issue**

In addition, the problem of authenticity is on the table since there are AI programs that regularly produce material for themselves. It then raises questions about who owns those materials they generate; therefore it may affect intellectual property rights when doing so using copies or not. This emerging phenomenon deserves some attention given today's global village characterized by widespread use of artificial intelligence technologies. In the beginning of Artificial intelligence period grasping intellectual property legislation is becoming vital issue, AI systems continue to produce materials in every sector thus it is only meant to safeguard the legal claims made for ownership by authors hence bestowing them a full assurance concerning their original outputs while due to emergence of AI there were difficulties regarding establishing authorship of the AI generated pieces (Ray Kurzweil, 2009).

### **5.4. Incorporating of Data and privacy matters**

It should be understood that before data collection can start, it is of importance to note that any form of data must be fully understood (Akgun et al., 2022). Since data utilization should always be guided by its principles and philosophies for ethical choices, this process forms a basis for understanding what an ethical choice means; and being worried about any possible undesired effects in education. To put this in another way; it is crucial to consider these aspects before even thinking about collecting any information.

While AI can benefit education greatly, it also brings about challenges that may arise in the near future as well as its misuse. Thus, there is an urgent need for ethical uses of artificial intelligence in education. In this regard, the ethical principles serve as a guideline for the most effective application of Artificial Intelligence from an ethics perspective. (Nigam et al., 2021, Berndet et al., 2020; Hagedorff et al., 2020) asserted that the need to create and emphasize the importance of ethical frameworks by which AI programs might be developed to be in line with human traditions is necessary. In so doing, it becomes imperative to embark on safeguards aimed at understanding the way such AI systems are devised and operate over time.

## **6. Ethical principles for implementing Artificial intelligence in education**

- **.Principale of transparency and accountability**

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Several educational institutions have employed artificial intelligence tools extensively to improve teaching and learning processes (Wang & Cheng, 2021). Nonetheless, a key ethical question remains unanswered on the aspect of data generated in terms of its transparency. According to Cope & Kalantzis (2019), this ethical principle is important for both teachers and students since such data visualizations represents changes in student behavior and their development over time; it should be noted that transparency policy itself comprises what is data?, where is it collected?, what happened to it? And most importantly how does it work? (Digital Curation Centre, 2020). The solutions to these questions will be answered only when data ownership and accessibility are guaranteed since when data are maintained transparency principle is achieved and reached successfully furthermore transparency as a principle in data and algorithms can be defined as a process of collecting, analyzing of the data, reporting data they should be transparent with informed consent and clarity of data ownership, accessibility and its purpose in a fair sense AI algorithms should be explainable and justifiable for specific educational purpose (Nguyen et al, 2023).

It has become clear throughout several ethical guidelines that in the application of AI in education, transparency is a fundamental issue which most well-known entities pay attention to, for instance: The European Commission Ethics Guidelines for Trustworthy AI (2019), European Parliament (2021), and UNESCO Education and AI (Mio et al., 2021) as well as Beijing Consensus UNESCO (2019) and OECD Principles for Responsible Supervision of Trustworthy AI (2021). The above organizations have all agreed that transparency is an important principle when it comes to using AI in English language learning.

- **Principale of privacy**

One important ethical issue about using artificial intelligence in education is privacy. It can be defined as “the right to be left alone” and this explanation emphasizes the need to keep personal and confidential information (Muller, 2020).

In order for AI developers to secure and help learner’s privacy and social wellbeing in learning processes, they need to comprehend and evaluate both teachers’ and learners’ perspectives about the way of incorporating AI into the classroom context (Miao et al.,2021). From this perspective, both developers and instructors must embrace visibility and openness. The intent of the latter is to cultivate a trustworthy gap between the students so as to provide them with adequate understanding on how to become better at all levels while still preserving their privacy in terms of information systems ( Jobin et al.,2019).

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It is about users imparting their own private information in a way such that they flow smoothly from one learning process to another when AI-based tools are integrated in a teaching and learning context. The participants are said to have consented by agreeing on the terms of use, how their private data will be collected, and processes taking place with it. In this sense, consent has to be transmitted well as a pragmatic approach that builds trust between students and teachers because sharing one's own private data implies using it by one's tutor for the sake of enhancing personal academic performance (Li et al., 2018).

- **Principle of security and safety**

AI integration in language teaching systems requires user data collection that can be employed to predict learning behaviors and performance of learners. However, according to this, the principle of security in data should be design and integrated in a way which ensures that safety and security does protect against cybercrime as well as data breaches or corruption threats. This guarantees that sensitive data is safe and secure from manipulation by any cyber criminals. The preventative measures used must revolve around a system that utilizes risk management approach during invention, development and integration so as to guarantee safety for users (Andy Nguyen, 2022).

According to Leslie (2019), developers should keep in mind not only the safety of participants and their data but also the need in producing, implementing and examining AI devices to guarantee security while using these systems. With that being said, it is important for everyone involved in putting AI into education such as trainers, builders and public officials to build a system that will ensure accountability and transparency from the moment when the technology is created to its end (AHEG, 2020). The main goal of this is to provide clear instructions on effective usage of AI tools by teachers with the aim of making sure they are safe while applying them in class or other learning environments.

### **7. Ways that enable foreign language teachers to be prepared to deal with the implementation of “AI” powered tools into their teaching:**

For EFL students, AI provides substantial advantages; however, some educators may find it difficult to use such an effective tool in classroom settings. Several challenges exist in this context such as lack of equipment, insufficient technical support, lack of knowledge and skills and fear to losing their own teaching authority (Pokrivcakova, 2019).

This title discusses possible strategies that can be used by teachers to get ready for incorporating ‘AI’ in language teaching and learning.

- **Professional development :**

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It is important in addition to being of great help for foreign language teachers to learn about various AI based tools and their effective application. Creating professional opportunities such as classes and seminars is essential for the overall advancement of technology (Nazaretsky et al., 2022). More than this, they are supposed to submit these opportunities as a matter of course.

- **Mentorship:**

For teachers, particularly those who are new to the profession, an alternative model of operating and utilizing artificial intelligence (AI) technology in classroom instruction could be achieved through mentorship by seasoned educators on its use. The process involves wherein knowledgeable trainers involve pupils by providing insights on operation and utilization of AI tools. At this level, experienced teachers get an opportunity to pass down their expertise pertaining to the use of AI-powdered writing platforms with novice tutors from whom they are conferred to guide in terms of developing efficient strategies for integrating such instruments into language learning as well as teaching (Pedro et al,2019).

- **support and guidance :**

Integrating AI technology in the field of language learning offers several challenges. As a result, it is important for teachers to be guided and given support throughout the whole process of incorporating AI in language education if they want their experience with this new technology to be less stressful and more productive. Thus teachers can benefit from the use of technical support, feedback and provision of answers to questions posed by them. In this way, those involved in teaching foreign languages may utilize AI technology with ease (Pokrivcakova, 2020).

### **Conclusion**

There is no doubt that artificial intelligence has come to stay in education. The short-term and medium-term implications (roughly, the next ten years) may be modest, while its implications on so many other aspects of our lives will almost obviously be substantial. At some time, however, AI would likely have deep rooted changes on education. As it was mentioned earlier, the implementation of AI in education has many obstacles and challenges, however most countries are looking forward to adopt AI tools to ease the educational process with taking into consideration some ethical principles and criteria.

**Chapter Three : Methodology, Discussion,  
and results.**

## **Chapter Three: Methodology, Discussion, and results.**

### **Introduction**

This Chapter accounts for the practical aspect of the research. It provides a comprehensive account of the methodology and the used tools for data collection and outlines some of the procedure's steps that have been observed. The results and their analysis and discussion are presented.

This study is mainly conducted to check if there are any significant improvements of implementing AI tools in teaching the culture of English language. In this chapter, the students' questionnaire will be analyzed. It has been submitted and carried out with Master One students of English at Abbes Laghrour University of Khenchela.

### **1. Methodology:**

In order to address the research bright aspects descriptive approach was embraced. The aim of descriptive research, as its name implies, is to provide an accurate account of a phenomenon or its features. This research is less interested on why or how something occurred but rather what has occurred or will occur. Hence, observation and survey instruments are commonly employed to collect data (Gall, Gall, and Borg, (2007) as cited in Nassaji (2015).

Research is a systematic way of obtaining and evaluating information, and all research design is a process to proceed to the actual work of an investigation. The current study adopts a quantitative methodology. Accordingly, a student questionnaire has been selected as the instrument for research to collect appropriate data in order to not only have a deep insight of the issue discussed but to also collect a lot of interesting information and find out how the research of AI and its role in learning the English language and culture looks like.

### **1.2. Research Tools**

In this study, researchers have adopted the students' questionnaire as an instrument to collect data needed for the investigation of students' opinions about the use of AI tools in learning English Culture at their university for educational purposes, and its impact on learning Culture.

### **1.3. Description of Students' Questionnaire**

A questionnaire is the most frequently employed in gathering information. Usually, it takes the form of set written/paper questions, which may be open-ended questions and/or closed-ended questions. It is a very essential tool in most of the research works, and facilitates

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the researchers to gather the required information. The questionnaire is consisted of (21) questions that focus on students' perception about the use of AI tools and how it influences their English and mostly English Culture learning. Moreover, This questionnaire consists of (19) closed-ended questions with some questions that need justification, and (02) Open-ended questions that give the participants the chance to answer freely

### **1.4. Sample**

Students are the main participants of this study. Therefore, a questionnaire is chosen as a tool to investigate the opinions of Master one students of English department at Abbes Laghrour University of Khenchela. For that purpose, 30 students are selected randomly in order to answer the survey.

### **2. Students' questionnaire analysis**

The following part covers the detailed description and analysis of the research tool recovered from the selected participants for clear and accurate findings. Hence the data are organized by Responses to the Research Questions, their explanations and purposes illustrated, and presented in tables with statistical results and additional relevant materials for explanation and support.

**Question 1: Do you enjoy learning English?**

Analysis of table 1: Learning English

The table summarizes students' responses to the question: "Do you enjoy learning English?" 100% (30 students) answered "Yes," indicating a unanimous positive attitude toward learning English.

No students reported disinterest in learning the language.

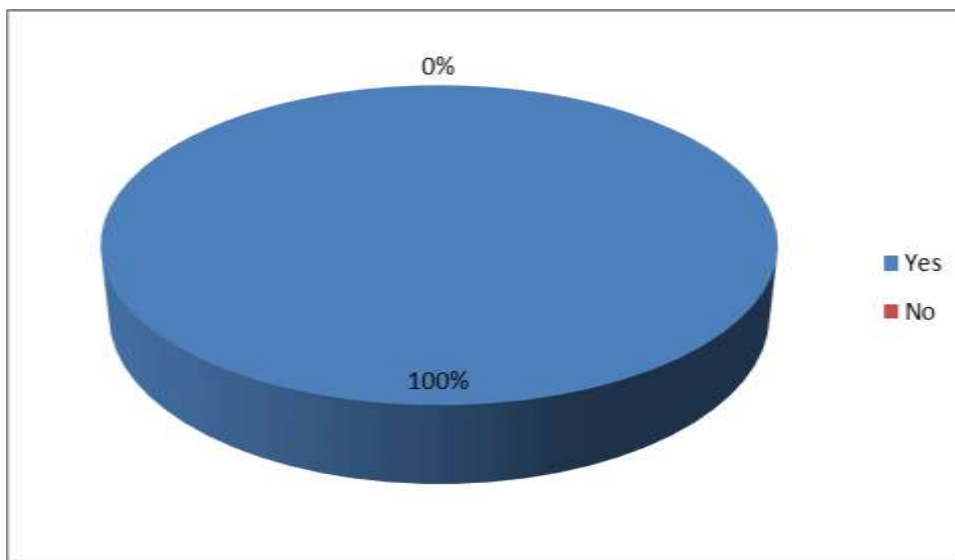
Interpretation:

The unanimous response reflects a strong enthusiasm for learning English among students, likely influenced by its global importance and relevance in academic and professional fields.

This enthusiasm creates an encouraging foundation for integrating innovative tools such as AI to further enhance their learning experiences.

**Table 1 :Learning English**

<b>Options</b>	<b>N (number of students)</b>	<b>% (Percentage)</b>
Yes	30	100%
No	00	00%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 3: Learning English**

**Question 2: How do you evaluate yourself in English?**

. Table 2: English Level

The table assesses students' self-evaluated proficiency levels in English:

73.3% (22 students) identify as "Intermediate," making it the majority category.

20% (6 students) consider themselves "Beginner."

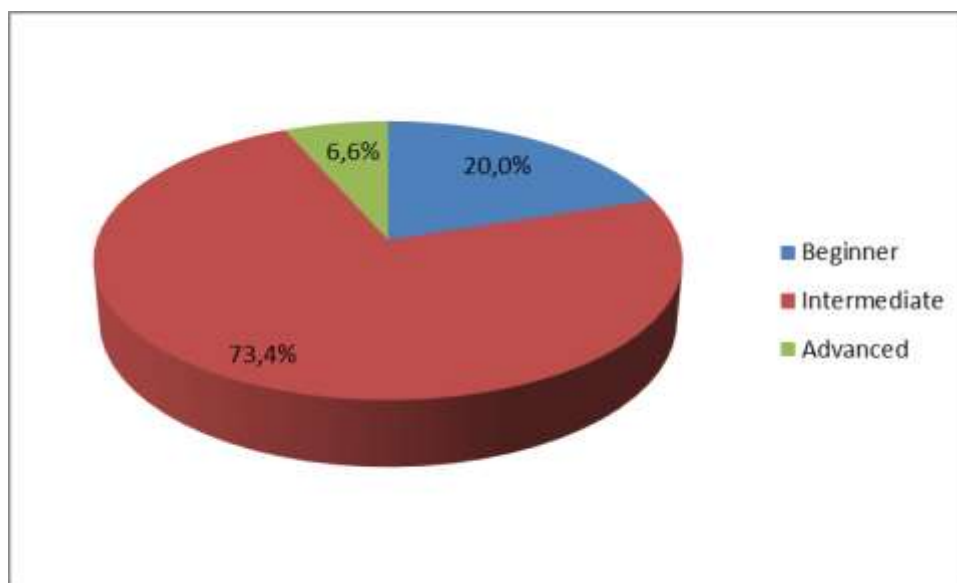
6.6% (2 students) classify as "Advanced."

Interpretation:

The data indicates that most students have a moderate level of proficiency, with a small number at the advanced stage. This suggests that while the majority possess functional language skills, there is still potential for improvement, particularly in advancing beginners and intermediates to higher levels of proficiency.

**Table 2 : English Level**

<b>Options</b>	<b>N (number of students)</b>	<b>% (Percentage)</b>
Beginner	06	20%
Intermediate	22	73.3%
Advanced	02	6.6%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 4: English Level**

**Question 3: Did you study the English culture at intermediary and secondary levels?**

Analysis of table 3: English Culture in Intermediary and Secondary Schools

The table examines whether students were exposed to English culture during intermediary and secondary school education:

26.7% (8 students) said "Yes."

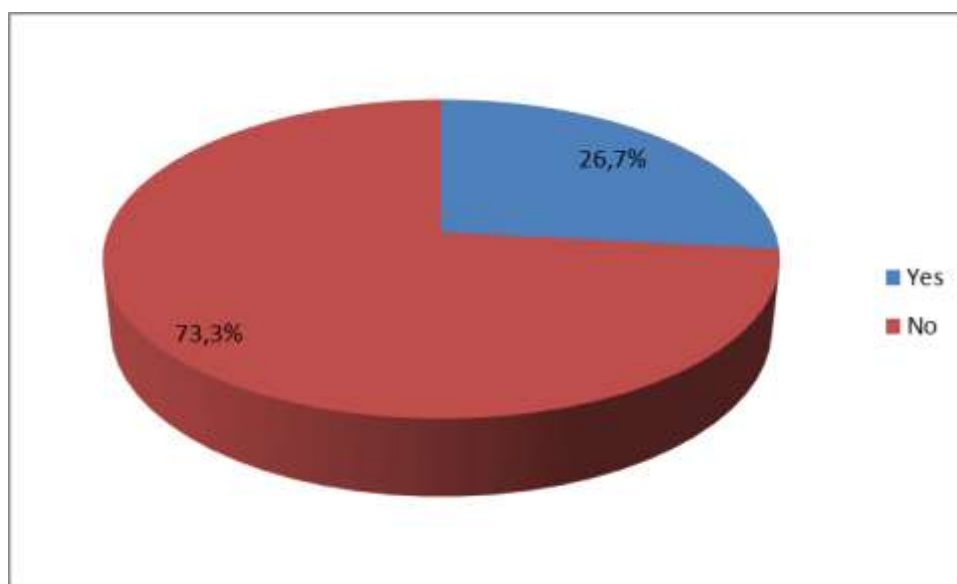
73.3% (22 students) said "No."

Interpretation:

The majority of students (73.3%) reported not being exposed to English culture in earlier education stages, which highlights a gap in the curriculum. Introducing cultural elements at these levels could provide a more comprehensive language learning experience.

**Table 3 : English Culture in intermediary and secondary schools**

Options	N (number of students)	% (Percentage)
Yes	08	26.7%
No	22	73.3%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 5: English Culture in intermediary and secondary schools**

**Question 4: Do you feel motivated while studying English culture?**

Analysis of table 4: Motivation and English Culture

This table investigates students' motivation when studying English culture:

60% (18 students) feel motivated.

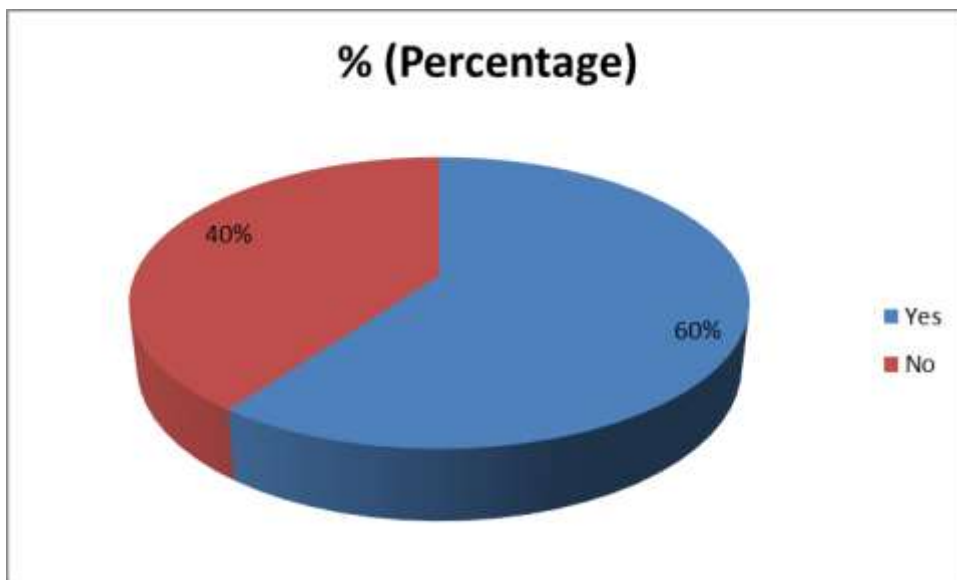
40% (12 students) do not feel motivated.

Interpretation:

While most students are motivated to learn English culture, a significant portion (40%) lack enthusiasm. This suggests a need to explore strategies that make cultural content more engaging and relatable, potentially through interactive tools or AI-based solutions.

**Table 4 : Motivation and English Culture**

Options	N (number of students)	% (Percentage)
Yes	18	60%
No	12	40%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 6: Motivation and English Culture**

**Question 5: If it is (No), is it because?**

Analysis of table 5: The Reason Behind the Lack of Motivation in Learning English Culture

This table explores the reasons why students lack motivation in learning English culture:

33.4% (10 students) cited cultural differences as the main reason.

30% (9 students) indicated a negative attitude toward English culture.

20% (6 students) blamed the teaching strategies used.

16.6% (5 students) believed English could be learned without its culture.

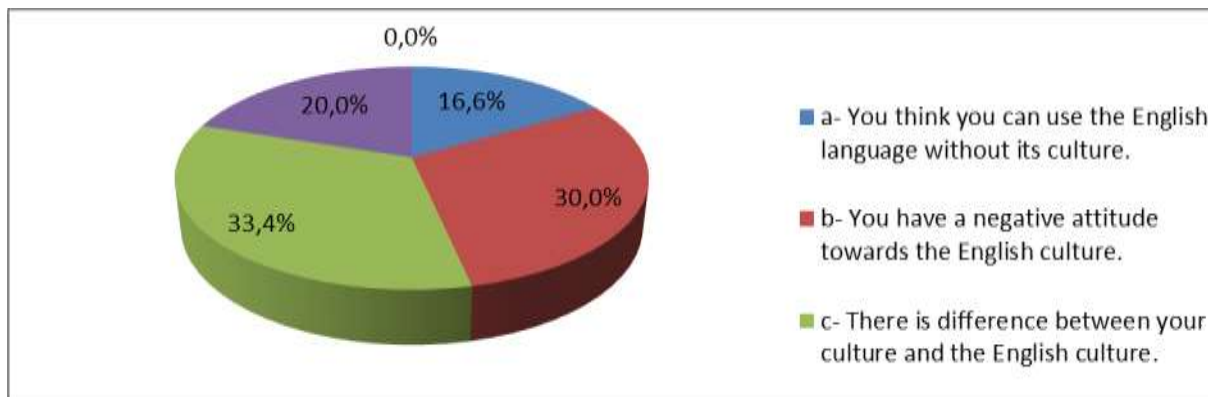
Interpretation:

The largest factor contributing to demotivation is the perceived cultural gap, followed closely by negative attitudes. Improving teaching strategies and fostering a more inclusive cultural perspective could help address these challenges.

**Table 5 : the reason behind the lack of motivation in learning English Culture**

<b>Options</b>	<b>N (number of students)</b>	<b>%(Percentage )</b>
a- You think you can use the English language without its culture.	05	16.6%
b- You have a negative attitude towards the English culture.	09	30%
c- There is difference between your culture and the English culture.	10	33.4%
d- Because of the teaching strategies that the teacher uses during the course	06	20%
e- Other	00	00%
<b>Total</b>	<b>30</b>	<b>100%</b>

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**Figure 7: the reason behind the lack of motivation in learning English Culture**

### **Question 6: Do you communicate effectively using English? .**

Analysis of Table 6: English and Communication

The table presents data on students' perceptions of their ability to communicate effectively in English:

60% (18 students) reported that they can communicate effectively using English.

40% (12 students) indicated that they struggle with communication.

Interpretation:

A majority of students (60%) feel confident in their communication skills, which reflects an acceptable level of proficiency. However, the 40% who struggle with communication highlight a gap that may be due to inadequate practice, insufficient exposure to interactive language activities, or a lack of confidence in real-life scenarios.

Recommendations:

1. Incorporate interactive communication activities (e.g., group discussions, debates) into the curriculum to boost confidence and engagement.
2. Utilize AI tools and language apps to simulate real-life conversations and provide immediate feedback.

**Table 6: English and communication**

Options	N (number of students)	% (Percentage)
Yes	18	60%
No	12	40%
<b>Total</b>	<b>30</b>	<b>100%</b>

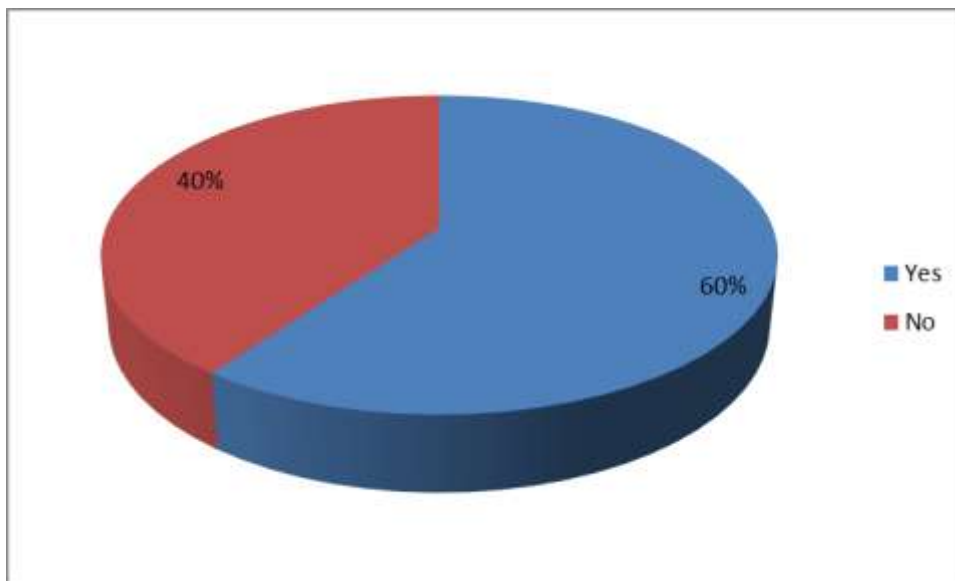


Figure 8: English and communication

**Question 7: If no, is it because of:**

The table provides insights into the challenges students face in communicating effectively in Analysis of table 7:English. The results are as follows

of students (6 participants) indicated that their lack of self-confidence is the primary %50 .reason for communication difficulties, making it the most common issue

of students (4 participants) cited the inability to use appropriate linguistic forms as a %33.4 .barrier to effective communication

.of students (2 participants) attributed their struggles to a lack of cultural knowledge %16.6 :Interpretation

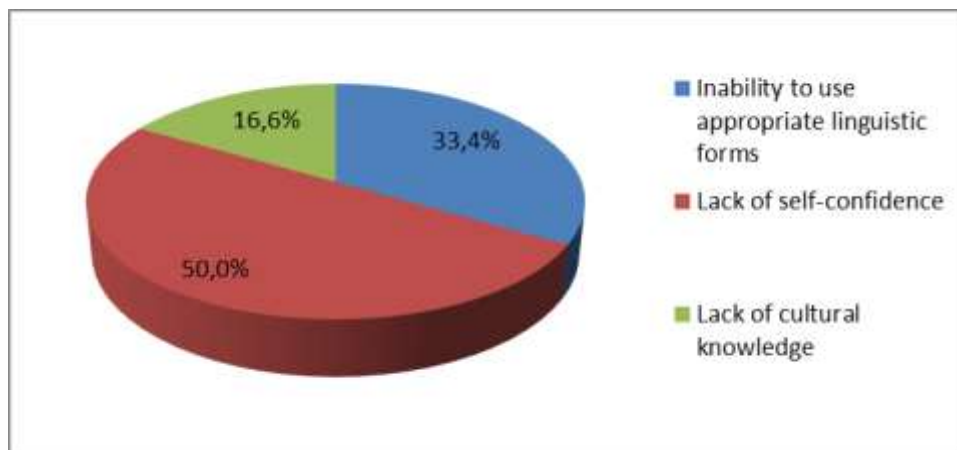
The findings highlight self-confidence as the most significant factor affecting students' ability to communicate. This suggests that fostering a supportive learning environment and confidence-building activities could help overcome this issue. Additionally, improving linguistic accuracy and enhancing cultural understanding are crucial for effective .communication

Table 7 : The reason of failure to communicate

Options	N (number of students)	% (Percentage)
Inability to use appropriate linguistic forms	04	33.4%
Lack of self-confidence	06	50%
Lack of cultural	02	16.6%

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knowledge		
<b>Total</b>	<b>12</b>	<b>100%</b>



**Figure 9: The reason of failure to communicate**

**Question 8: How do you consider your level in using English culture?**

Analysis of table 8: Level of English Culture

The table examines students’ perceptions of their level of English cultural understanding. The results are

of students (16 participants) rate their level as "Good," indicating a majority feel %53.3 confident in their cultural knowledge

".of students (8 participants) consider their level "Average %26.7

".of students (4 participants) believe their understanding is "Poor %13.4

".Only 6.6% of students (2 participants) rate their level as "Very Good

:Interpretation

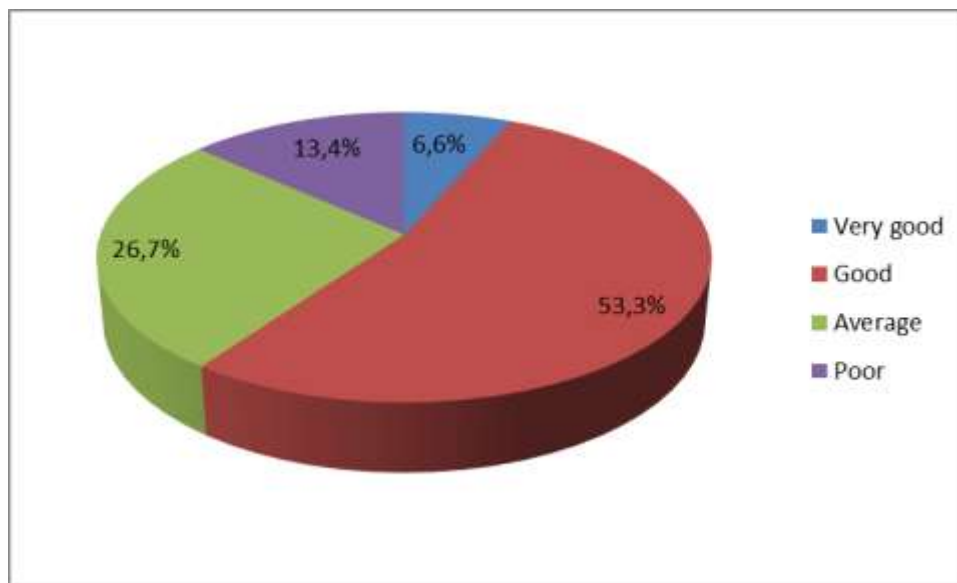
While a significant proportion of students rate their understanding of English culture as "Good," the fact that 40.1% consider themselves "Average" or "Poor" suggests room for improvement. Incorporating interactive cultural lessons or AI tools could enhance students' ---cultural competence

**Table 8 : Level of English Culture**

Options	N (number of students)	% (Percentage)
Very good	02	06.6%
Good	16	53.3%
Average	08	26.7%
Poor	04	13.4%

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<b>Total</b>	<b>30</b>	<b>100%</b>
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**Figure 10: Level of English Culture**

**Question9: How do you consider your level while attempting to communicate with native Speakers?**

Analysis of table 9: Communication with Native Speakers.

The table investigates students' self-assessed level of communication with native English speakers

".(16 participants) identify themselves as "Beginner %53.4

".(10 participants) rate their level as "Intermediate %33.4

(2 participants) classify themselves as "Weak," while another 6.6% consider themselves %6.6

". "Advanced

".None of the participants selected "Expert

:Interpretation

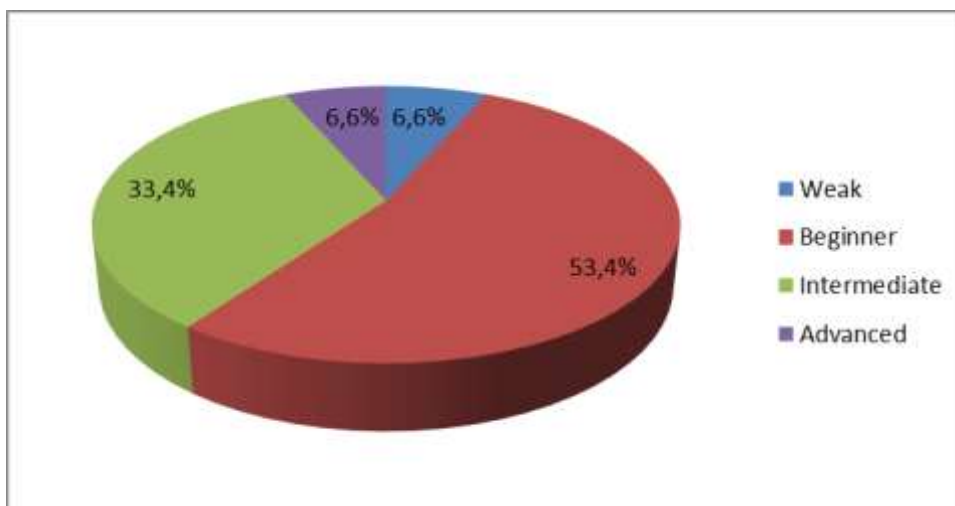
The results indicate that most students are in the early stages of developing communication skills with native speakers. This highlights the importance of providing more interaction opportunities, such as conversational practice or AI-based chat tools, to bridge this gap

**Table 9 : Communication with native speakers.**

<b>Options</b>	<b>N (number of students)</b>	<b>% (Percentage)</b>
Weak	02	06.6%
Beginner	16	53.4%
Intermediate	10	33.4%

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Advanced	02	06.6%
Expert	00	00
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 11: Communication with native speakers.**

**Question10: How is the learning of the English culture along with the English language important?**

Analysis of Table 10: The Importance of Learning Culture

The table explores students' perspectives on the importance of learning English culture alongside the language. The results indicate

.of students (18 participants) believe that learning English culture is very important %60

.of students (12 participants) consider it important but not essential %40

".None of the participants chose "Not Important

:Interpretation

The data shows that all students recognize the significance of cultural learning. The higher percentage of students emphasizing its critical importance suggests that incorporating cultural elements into language courses enhances students' motivation and overall learning experience

**Table 10 : The importance of learning Culture**

.Options	N (number of students)	% (Percentage)
Very important	18	60%
Important	12	40%
Not important	00	00%
<b>Total</b>	<b>30</b>	<b>100%</b>

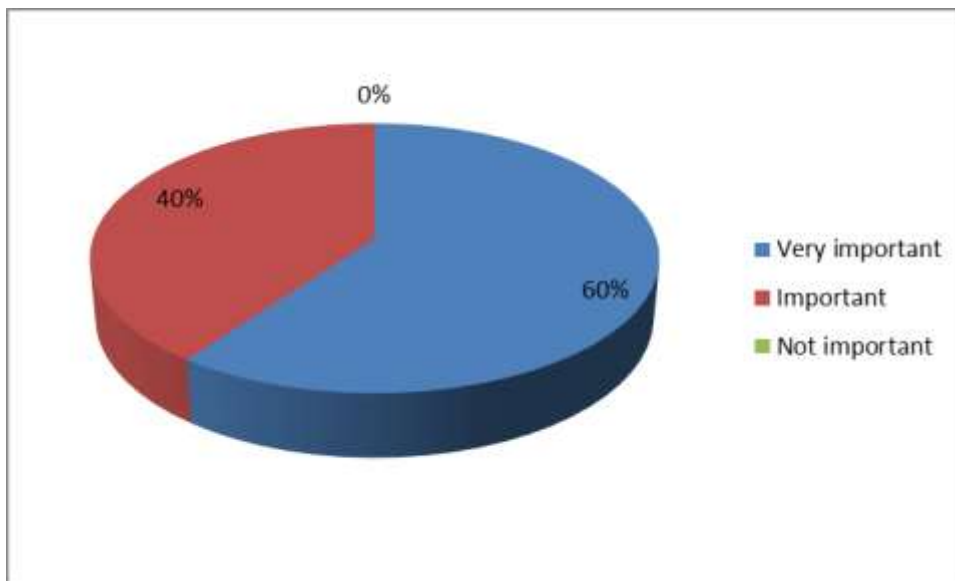


Figure 12: The importance of learning Culture

**Question: 11. Do you know what AI tools are?**

Analysis of table 11 The table assesses students' familiarity with AI tools used in learning.

The results reveal

.of students (20 participants) are familiar with AI tools %66.6

.of students (10 participants) are not familiar with such tools %33.4

Interpretation While the majority of students are aware of AI tools, the remaining third highlights a gap in awareness that could be addressed through training sessions or workshops.

.Increasing familiarity with these tools could improve their adoption in educational settings

**Table 11 : AI tools:**

Options	N (number of students)	% (Percentage)
Yes	20	66.6%
No	10	33.4%
<b>Total</b>	<b>30</b>	<b>100%</b>

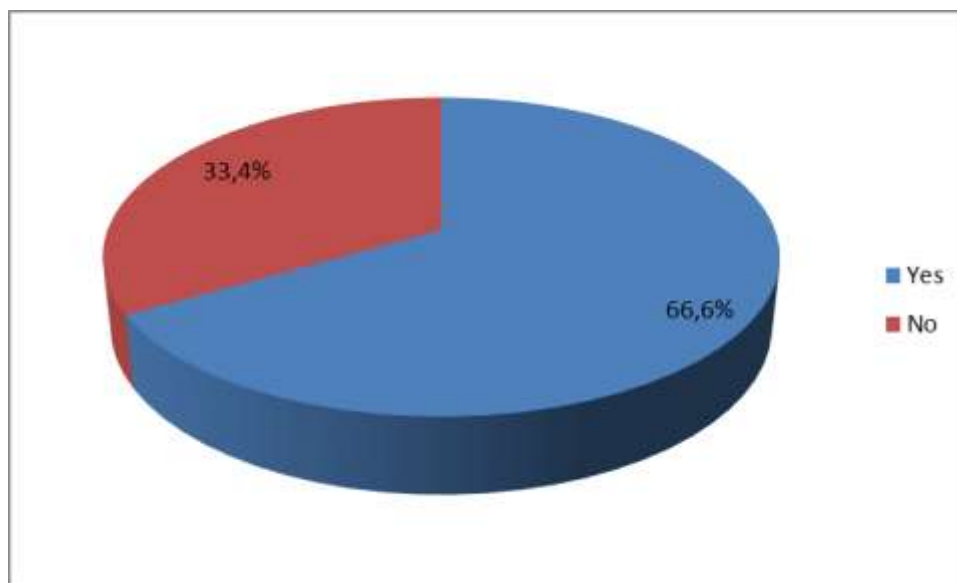


Figure 13: AI tools

**Question12: Have you ever used AI tools in English culture?**

**Analysis of** table 12: Usage of AI Tools in Learning English Culture

This table examines how frequently students use AI tools for learning English culture. The results show

.of students (16 participants) use AI tools sometimes %53.4

.(6 participants) either never or rarely use AI tools %20

.(2 participants) use AI tools often %6.6

.No students reported using AI tools always

:Interpretation

The limited use of AI tools indicates either a lack of access or insufficient knowledge of their benefits. Providing better resources and training could encourage students to use AI tools more frequently in learning English culture.

**Table 12 : the use of AI tools in learning English Culture**

Options	N (number of students)	% (Percentage)
Never	06	20%
Rarely	06	20%
Sometimes	16	53.4%
Often	02	6.6%
Always	00	00%
<b>Total</b>	<b>30</b>	<b>100%</b>

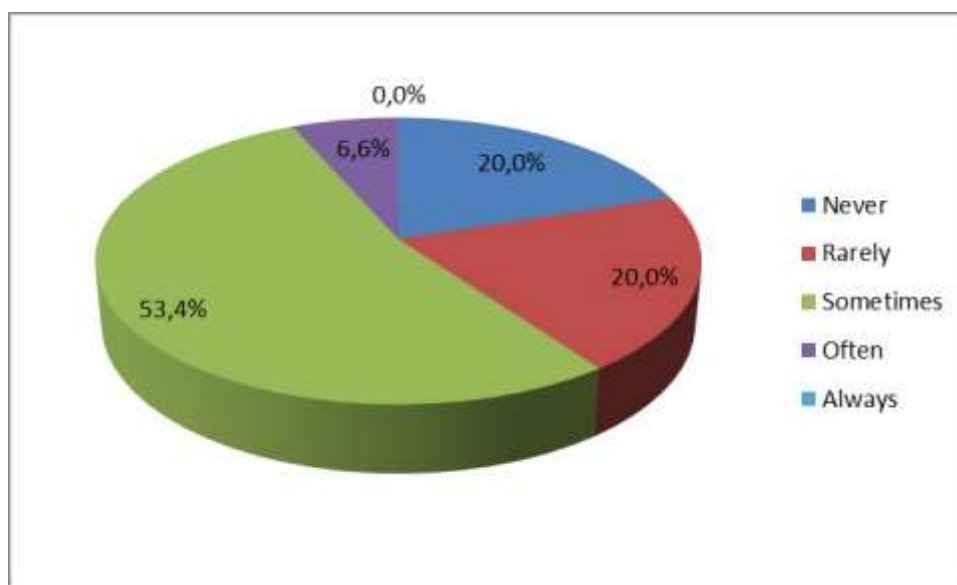


Figure 14: the use of AI tools in learning English Culture

**Question13: Do you use only handouts in studying English culture courses?**

Analysis of table 13: Handouts in Studying English Culture Analysis of Table 13: Handouts in Studying English Culture

The table illustrates how frequently students rely on handouts while studying English culture. The findings are as follows:

- 46.6% (14 students) sometimes use handouts, indicating moderate reliance.
- 33.4% (10 students) frequently use them, suggesting that handouts remain an important resource.
- 13.4% (4 students) rarely use handouts, and only 6.6% (2 students) never use them.

Interpretation:

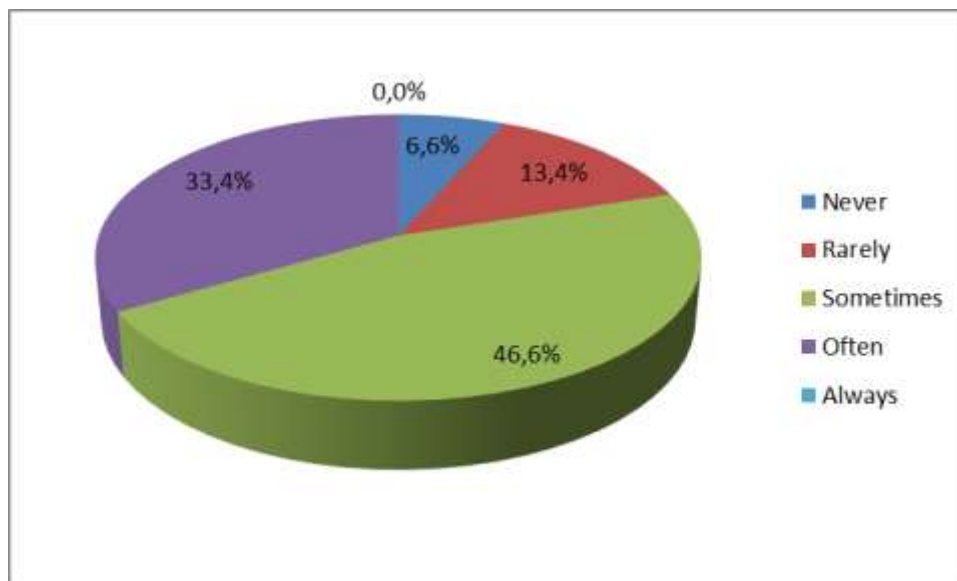
While the majority of students utilize handouts either frequently or occasionally, the smaller percentages indicate the need for complementary materials, such as digital tools or interactive resources, to enhance learning experiences.

Table 13 : English culture courses

Options	N (number of students)	% (Percentage)
Never	02	06.6%
Rarely	04	13.4%
Sometimes	14	46.6%
Often	10	33.4%
Always	00	00%

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<b>Total</b>	<b>30</b>	<b>100%</b>
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**Figure 15: English culture courses**

**Question14: Do you think it is easier for you to learn English culture using AI tools than using books?**

Analysis of Table 14: AI Tools vs. Books

The table explores students’ preferences between AI tools and traditional books for learning English culture:

86.6% (26 students) prefer AI tools, citing ease of access and interactivity.

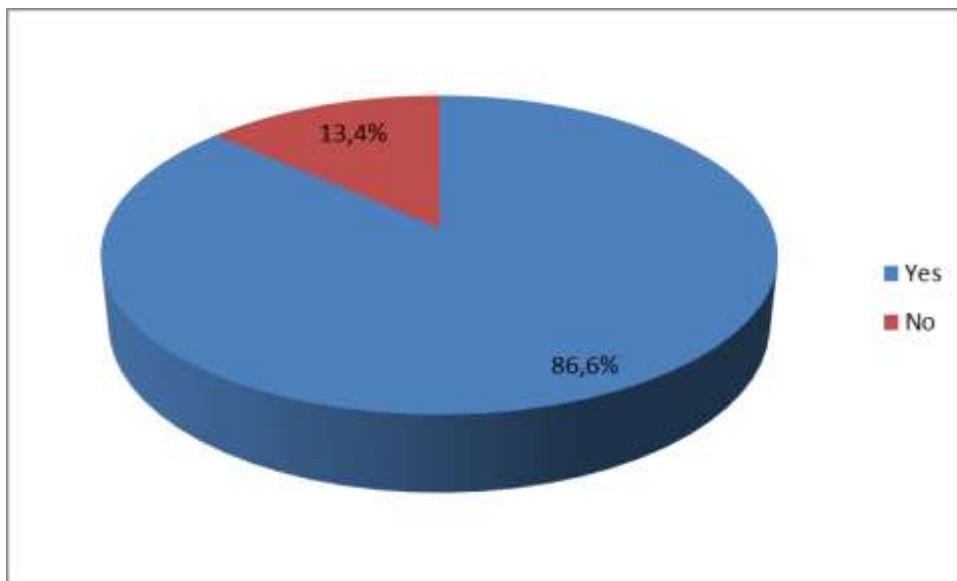
13.4% (4 students) prefer traditional books.

Interpretation:

The overwhelming preference for AI tools highlights their potential to modernize cultural learning. However, the 13.4% who favor books suggest the need to balance digital and traditional resources for inclusive learning experiences.

**Table 14 : Ai tools and books in learning English Culture**

<b>Options</b>	<b>N (number of students)</b>	<b>% (Percentage)</b>
Yes	26	86.6%
No	04	13.4%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 16: Ai tools and books in learning English Culture**

**Question 15: How would you rate your level of proficiency in operating AI applications?**

Analysis of table 15: Proficiency in AI Tools

Findings:

73.3% have an average level of proficiency, and 26.7% rate their skills as poor.

Interpretation: The data highlights the necessity of training to enhance AI proficiency among students.

**Table 15 : level of proficiency**

<b>Options</b>	<b>N (number of students)</b>	<b>% (Percentage)</b>
Poor	08	26.7%
Average	22	73.3%
Expert	00	00%
<b>Total</b>	<b>30</b>	<b>100%</b>

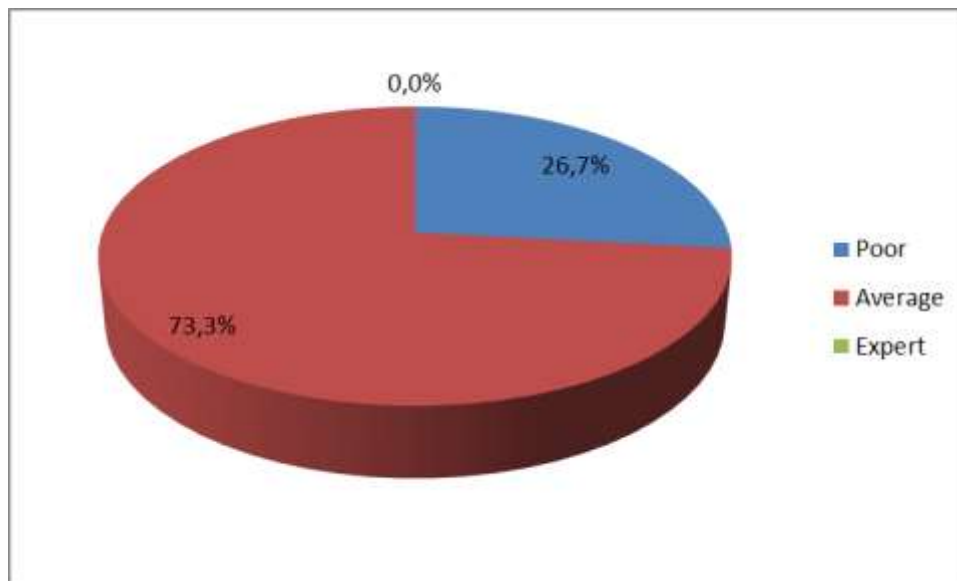


Figure 17: level of proficiency

**Question16: To get yourself ready to cope with the newly installed online learning applications, have you:**

Analysis of Table 16: Learning AI Tools

The table shows how students learn about AI tools:

60% (18 students) reported learning through social media platforms.

33.4% (10 students) attended workshops to gain knowledge about AI tools.

6.6% (2 students) learned independently by reading resources.

Interpretation:

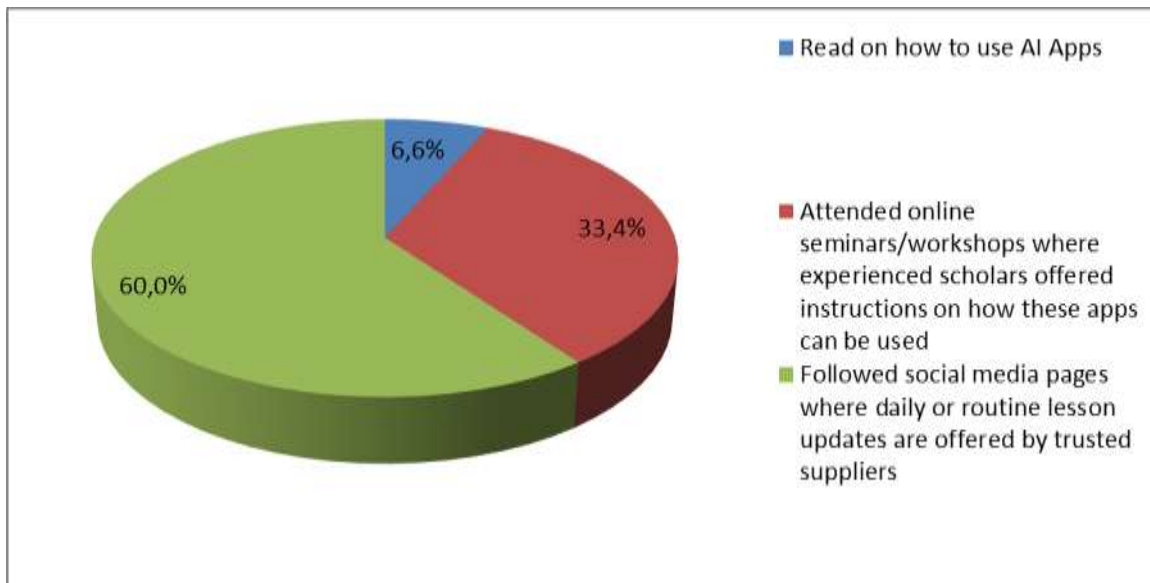
The dominance of social media as a learning platform reflects its accessibility and relevance to students. Workshops play a significant role, but encouraging more self-directed learning could enhance students' understanding of AI tools.

Table 16 : Means of learning AI tools' use

Options	N (number of students)	% (Percentage)
Read on how to use AI Apps	02	06.6%
Attended online seminars/workshops where experienced scholars offered instructions on how these apps can be used	10	33.4%
Followed social media pages where daily or routine lesson updates are offered by trusted suppliers	18	60%

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<b>Total</b>	<b>30</b>	<b>100%</b>
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**Figure 18: Means of learning AI tools' use**

**Question17: Which AI powered tool or app have you used for English Culture learning?**

Analysis of table 17: Types of AI Tools Used

The table explores the types of AI tools students use for learning English culture. The findings are:

.(22 students) use language learning apps, making this the most popular AI tool %73.3

.(8 students) use chatbots to support their learning %26.7

.No students reported using AI tutors

:Interpretation

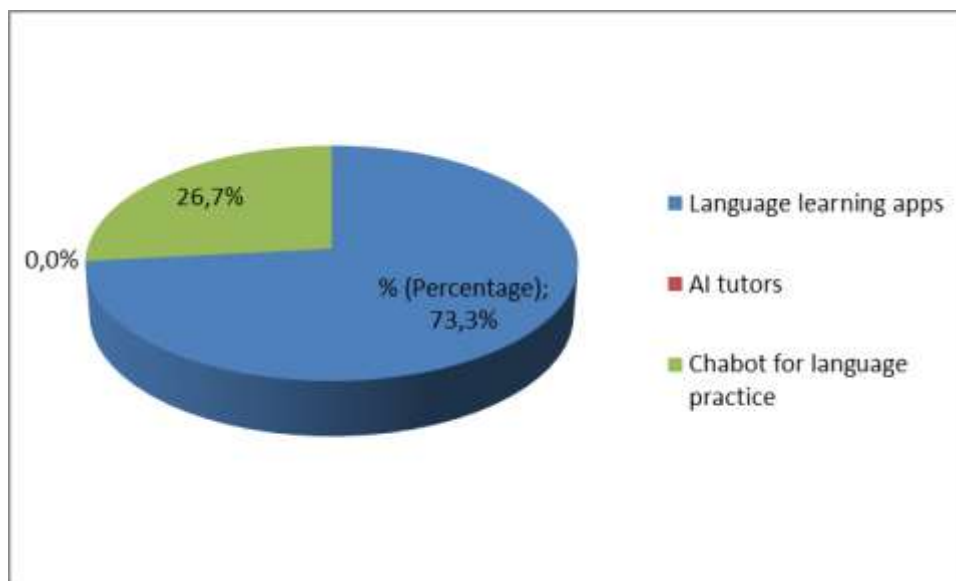
The dominance of language learning apps indicates their accessibility and effectiveness in providing interactive learning experiences. However, the lack of use of AI tutors suggests either unawareness of their availability or limited access. Encouraging students to explore diverse AI tools could enhance their cultural and linguistic competence

**Table 17 : Types of AI tools**

<b>Options</b>	<b>N (number of students)</b>	<b>% (Percentage)</b>
Language learning apps	22	73.3%
AI tutors	00	00%
Chabot for language practice	08	26.7%

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<b>Total</b>	<b>30</b>	<b>100%</b>
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**Figure 19: Types of AI tools**

#### **Question 18: What are the main challenges and difficulties you have faced while using these applications?**

Most of students Offer negative points or obstacles that face them when using AI tools, which are stated:

- “As a Beginner, the kind of vocabulary used in AI tools is complex and high-level”.
- “AI tools works only with English language, and I have difficulties to understand all terms”.
- “AI tools don’t offer subjective information such as opinions and personal views”.
- “It doesn’t mention the sources of information”.
- “AI tools give superficial knowledge and sometime false information”.
- “AI tools are complex and hard to understand”.

#### **Question 19: How do you prefer the way of receiving feedback from an AI basedtool?**

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Analysis of table 18: Feedback from AI Tools

The table highlights students’ preferences regarding feedback provided by AI tools. The results indicate

(20 students) prefer detailed explanations from AI tools %66.7

(8 students) value suggestions for improvement %26.7

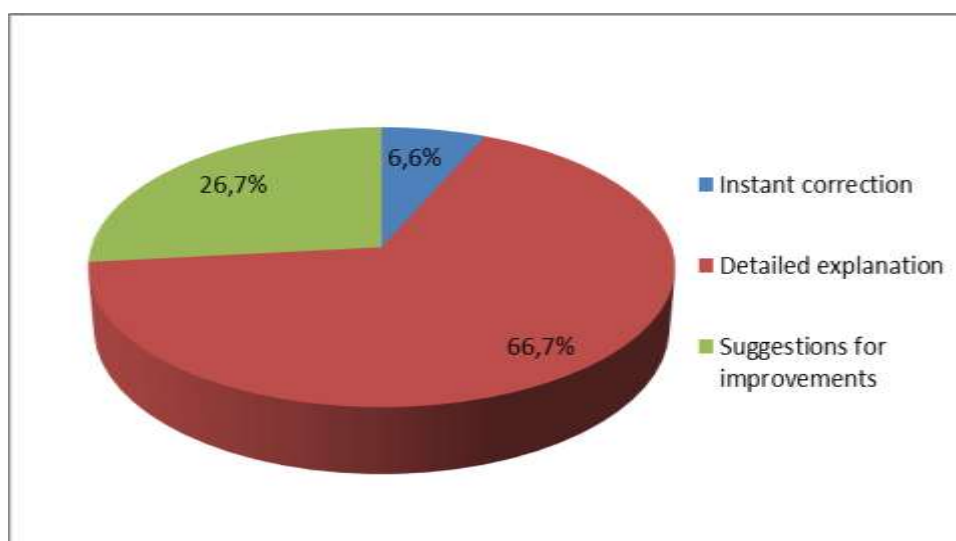
(2 students) prefer instant correction %6.6

Interpretation

The preference for detailed explanations reflects students' need for in-depth guidance to understand cultural and linguistic concepts. While instant correction is the least preferred, it highlights that students prioritize learning over quick answers. AI tools should focus on providing clear, thorough, and actionable feedback to enhance the learning experience

**Table 18 : Feedback from AI tools**

Options	N (number of students)	% (Percentage)
Instant correction	02	06.6%
Detailed explanation	20	66.7%
Suggestions for improvements	08	26.7%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 20: Feedback from AI tools**

**Question 20: Do you agree that there are some areas and fields in which AI powered tool cannot help you with in comparison to traditional learning methods ?**

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Analysis of table 19: AI Tools vs. Traditional Methods

This table examines students' opinions on whether AI tools can fully replace traditional :teaching methods. The findings show

.(18 students) agree that AI tools have limitations compared to traditional methods %60

.(10 students) slightly agree with this statement %33.4

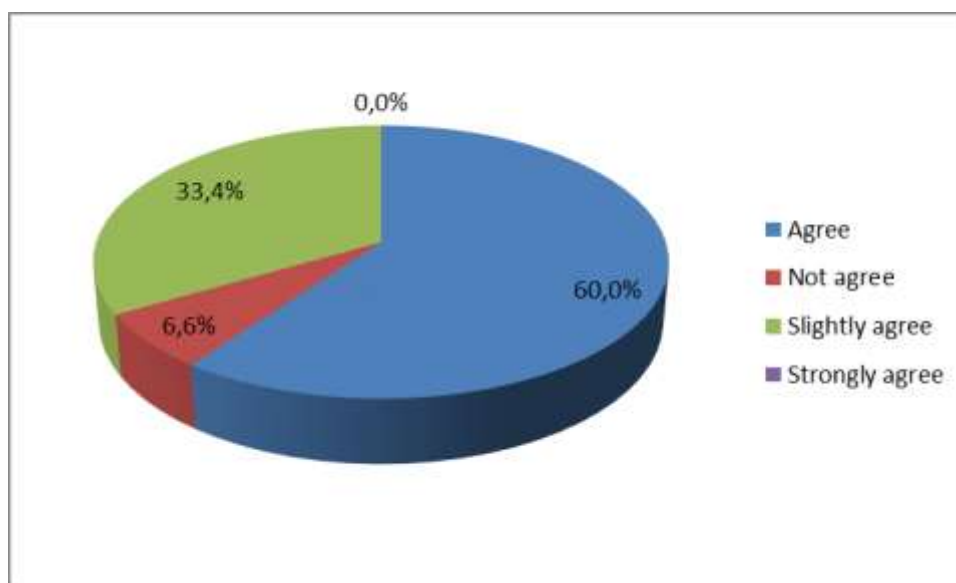
.(2 students) disagree, believing AI tools can be as effective as traditional methods %6.6

:Interpretation

The majority of students recognize the limitations of AI tools and emphasize the enduring value of traditional methods. This suggests that a hybrid approach combining AI tools with ---traditional teaching can provide a more balanced and effective learning experience

**Table 19 : AI tools versus traditional methods**

Options	N (number of students)	% (Percentage)
Agree	18	60%
Not agree	02	06.6%
Slightly agree	10	33.4%
Strongly agree	00	00%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 21: AI tools versus traditional methods**

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#### **Question 21: Would you recommend the use of AI to other individuals who want to learn English? Justify:**

Students have different views concerning this point, they state:

“Yes, I do recommend it but not rely on it only.”

“Yes, of course I would like to, because it facilitate learning English and make it funnier”.

“It is true that it is very easy now to get any piece of information, but sometimes we cannot confirm that this information is true or not”.

“Sometimes in some cases not all the times”.

“It is an effective tool to get knowledge”

“It is easy to use it and it doesn’t take time”.

“Yes, in some points to help but when it comes to the specific personal opinion or personal answer it needs to be from the students himself”.

### **3. Discussion of the students' questionnaire findings.**

The main aim of the questionnaire is to examine learners' views on using AI tools in to learn English Culture and their opinions concerning implementing technology as new methodological tools in cultural classes. First of all, the selected sample in this study reveals that all of students (100%) studying English as foreign language was their choice and none of them claim the opposite. The percentage reveals all of students have a positive attitude about learning English as foreign language; it will help them in their study, and make them enjoy learning Culture. Then, we have asked them about their English level, their answers have revealed that the majority of them have an intermediate level, since they studied English Language more than 10 years (in intermediate and secondary levels.). After that, in order to evaluate their level in English Culture, we had to know their background information concerning the English Culture, the answers differ from someone to another, 73.3% answer with "Yes" and the remaining 26.7% say "No"; this difference may be because of the changing in educational system, since it changes from one year to another. In Question (4), 60% of students feel motivated when studying English Culture, while the 40% left claim that they feel unmotivated during English Culture sessions. This shows that majority of students love learning English and find its Culture interesting to know.

However, the reason behind the feeling of being unmotivated is because of many reasons, most of students revealed that they have difficulties when learning culture because of the huge difference between the Algerian Culture and others.

30% of them have a negative attitude concerning the English Culture because of what is seen in TV and Social Media form misinformation and propagandas.

The other 20% state that teachers' strategies and the methods used are the boring and need to be changed with new tools and methods. Concerning the last reason, 16.6% of the sample believe that English Language can be taught separately without referring to its culture.

However the purpose of learning a new language is to be able to communicate effectively, the majority of them answer with Yes (60%), the left (40%) claim that they have difficulties when communicating in English and mostly their self-esteem is very low, because when studying English we focus more on writing and reading skills while we ignore the

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speaking skills of students. Therefore the learner finds himself in a position in high education in which he feels embarrassed and ashamed of speaking English fluently. For that reason we should encourage students to speak other language even if they make mistakes.

The ability of communication with native speakers is another item we asked about. In question (9), 53.4% of students consider themselves as beginners when communicating with native speakers, however this was revealed in question 9 when we ask students about their level in English Culture when of most of them answer that they have a good level in English culture.

The main reason behind the success in communicate with native speakers is being aware of the most cultural aspects of the target language. Learning any language cannot be separated from learning its culture, as it was mentioned earlier language and culture are inseparable and that was showed when the majority of students (60%) sees English and Culture are interrelated and cannot be separated from each other.

In order to know whether students are familiar with AI tools since it was emerged recently as a new development; most of them (66.6%) answer with “Yes” while he others claim “no” this is related to the fact that AI tools are still something new to discover. Most of students don’t rely heavily on AI tools in order to learn English Culture, yet they still rely on handouts, since majority of them (46.6%) answered with they sometimes use only handouts to learn English culture. this is because of the lack of training and the amount of information related to the use of AI tools are still limited as it was revealed in both question 15 and 16.

Therefore, the educational system should find instant solutions in order to overcome this ignorance of the use of AI tools and offer new solution such as: creating sessions and workshops that offer the students a general view on how they use AI tools and integrate them in their Cultural studies. Most of the students 73.3% who know how to use AI tools claim that they depend on using learning application using their phones, yet new applications should be created for cultural studies such as Grammarly and Duolingo who are considered as the most known ones to learn Grammar. In order to know how students get accurate information from AI tools, they answer that they prefer to receive a detailed explanation rather than an instant and superficial correction. Therefore AI tools offer the students the chance to see their mistakes and be fully detailed; therefore he students will memorize them and will never make the same mistakes again. However learners cannot depend only on AI tools as a major source of Cultural information, yet they see that the use of traditional and modern ways is more effective when learning English Culture. Additionally, they still face some challenges using

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AI tools such as: the majority of applications are complicated and not simple, therefore students should be trained and have background information, also there is no creativity when using AI tools, most of the answers are the same from one student to another and don't have personal touch. For beginners, it is hard to understand the language used in AI tools because its vocabulary is complex and depends only in English language. Other students claim that AI tools offer a superficial explanation and rely more on the context and not the content. Most of students claim that AI tools offer a general information and not detailed and doesn't work on the level of subjectivity. Finally, students say that information produced by AI tools are without sources and this academically refused. At the end of the survey, we asked the students if they recommend the use of AI tools in learning English Culture, most of answers were evolving around the facility of getting information and it is considered the fast way to learn. While others respond that AI tools should be used in regard to the learners' needs and it is not the only reliable way to learn English Culture.

### **Conclusion**

In this part of the research, we attempt to make a questionnaire in order to receive their views concerning the use of AI tools in learning English Culture. As it was revealed above, AI tools are newly discovered, therefore students face some difficulties when using AI tools, yet it is considered as an effective tool that allow the students to get information easily and fast. In other side, it was found that there are some negative points when implementing AI tools in learning English and therefore the learning process should be done with the use of both traditional and modern methods

## GENERAL CONCLUSION

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### General conclusion

This study examined the role of Artificial Intelligence (AI) tools in teaching culture to Master's students of English at Abbes Laghrour University in Khenchela. It aimed to investigate the effectiveness of AI tools in improving students' cultural awareness, as well as their ability to understand and engage with the cultural dimensions of the English language. The findings revealed that AI tools significantly enhanced students' understanding of cultural aspects, offering interactive and personalized learning experiences that motivated them to engage more deeply with the subject. AI tools such as chatbots, adaptive platforms, and other educational technologies provided students with new ways to explore cultural content. These tools also bridged the gap between theoretical knowledge and practical application, making cultural learning more accessible and relatable. However, challenges such as insufficient teacher training, lack of resources, and limited access to advanced AI tools hindered the full integration of these technologies. The results showed that while AI tools played a transformative role, their success depended on proper implementation and alignment with the educational context. When compared to previous studies, this research aligned with Slimi's (2021) findings, which highlighted the potential of AI in transforming educational when compared to previous studies, this research aligned with Slimi's (2021) findings, which highlighted the potential of AI in transforming educational practices. It also supported Brown's (1994) and Krumsch's (1993) arguments on the inseparability of language and culture, emphasizing that AI tools can act as a medium to strengthen this connection. Unlike earlier studies, however, this research addressed the specific context of Algerian EFL learners, contributing new insights into how AI tools can be adapted to meet local educational needs. In conclusion, the study confirmed that AI tools have the potential to enhance cultural teaching in EFL contexts, provided that educators receive adequate training and resources are made available. The findings also highlighted the importance of integrating AI tools in a way that complements rather than replaces traditional teaching methods. Future research should focus on developing AI-driven methodologies tailored to cultural education.

To conclude the aim of this research is to investigate different views of students about the use of AI tools as educational material to learn foreign Culture. They express high and positive attitudes towards the use of AI tools, yet they cannot neglect the other methods and materials. Therefore, AI can be considered as a shift in the methods employed in both teaching and learning because it revolutionizes the way of learning, especially learning the Culture of the Target language, since a language cannot be ever separated of its Culture.

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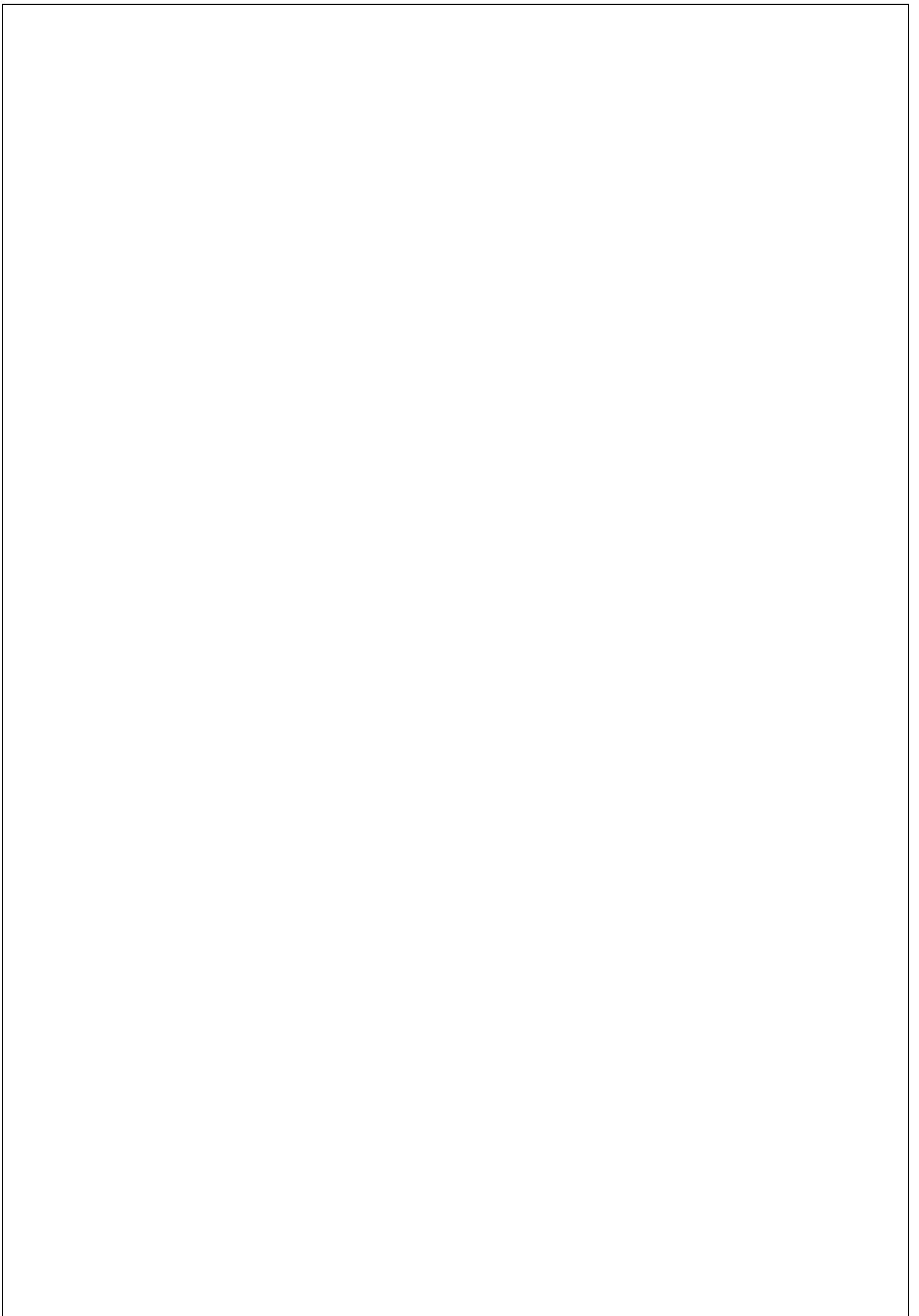
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## **Appendix: Students' Questionnaire**



## Students' questionnaire

This questionnaire is intended to collect data in the framework of a research work carried out for the attainment of a Master's degree. The purpose will be to find out how Artificial Intelligence tools has been applied in teaching and learning English culture, as recently this kind of technology has contributed much in the studies. We would be very grateful if you took part in this questionnaire, as your contribution is too important to present research. Please answer each question by Ticking the corresponding answer and make full statements whenever it is necessary.

### 1. Do you enjoy learning English?

- a. Yes
- b. No

### 2. How do you evaluate yourself in English?

- a. Beginner
- b. Intermediate
- c. Advanced

### 3. Did you study the English culture at intermediary and secondary levels?

- a. Yes
- b. No

### 4. Do you feel motivated while studying English culture?

- a. Yes
- b. No

### 5. If yes explain why?

.....

.....

.....

.....

.....

.....

### 6. If it is (No), is it because?

- a. You think you can use the English language without its culture.
- b. You have a negative attitude towards the English culture.
- c-There is difference between your culture and the English culture.
- d- because of the teaching strategies that the teacher uses during the course

e- Other.....

**7. Do you communicate effectively using English?**

- a. Yes
- b. No

**8. If no, is it because of:**

- a. Inability to use appropriate linguistic forms
- b. Lack of self-confidence
- c. Lack of cultural knowledge

**9. How do you consider your level in using English culture?**

- a. Very good
- b. Good
- c. Average
- d. Poor

**10. How do you consider your level while attempting to communicate with native Speakers?**

- a. Weak
- b. Beginner
- c. Intermediate
- d. Advanced
- e. Expert

**11. How is the teaching of the English culture along with the English language important?**

- a. Very important
- b. Important
- c. Not important

**12. Do you know what AI tools are?**

- a. Yes
- b. No

**13. Have you ever used AI tools in English culture?**

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

**14. Do you use only handouts in studying English culture courses?**

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

**15. Do you think it is easier for you to learn English culture using AI tools than using books?**

- a. Yes
- b. No

**16. How would you rate your level of proficiency in operating AI applications?**

- a. Poor
- b. Average
- c. Expert

**17. To get yourself ready to cope with the newly installed online learning applications, have you:**

- a. Read on how to use AI Apps
- b. Attended online seminars/workshops where experienced scholars offered instructions on how these apps can be used
- c. Followed social media pages where daily or routine lesson updates are offered by trusted suppliers

**18. Which AI powered tool or app have you used for English learning?**

- a. Language learning apps
- b. AI tutors
- c. Chabot for language practice

**19. What are the main challenges and difficulties you have faced while using these applications?**

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**20. How do you prefer the way of receiving feedback from an AI based tool?**

- a. Instant correction
- b. Detailed explanation
- c. Suggestions for improvements

**21. Do you agree that there are some areas and fields in which AI powered tool cannot help you with in comparison to traditional learning methods ?**

- a. Agree
- b. Not agree
- c. Slightly agree
- d. Strongly agree

**22. Would you recommend the use of AI to other individuals who want to learn English?  
Justify:**

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**Thank You.**