

**THE ROLE OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN
TEACHING CULTURE THROUGH SECOND LANGUAGE ACQUISITION**

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Abstract

The need and importance of CALL in teaching culture through second language acquisition was researched in this paper. It was noticed that the technology has tremendous bearing on cross-cultural awareness by means of intercultural studies, facilitating the teaching and learning of cultures easier than before, especially in the acquisition of a second language. The success of teaching and learning of culture through CALL depends on the active participation of teachers and learners, and efficient use of technology. The teacher should be a guide, a facilitator, an organizer; and a learner, as well as an open-minded critical thinker who can analyze, synthesize and critique the material available in interaction with another culture. Technology should be used as a pedagogical catalyst, and should not paralyze the effective participation of teachers and students. Neither technology nor any culture and language can be idealized. All being human products, have their negative and positive points, which need to be studied critically and creatively.

Keywords: CALL, second language acquisition, technology, culture, pedagogy

1. Introduction

The present study seeks to explore the need and importance of technology in acquiring a second language through culture. Since technology has become essentially concomitant and concurrent in every field of human interest and research, therefore it has equally influenced language teaching and learning in/through cultural accompaniment. The existing conceptual study centers on the scope and significance of CALL in acquiring target language through culture(s). The current position paper examines the triangular study of CALL, culture (s) and teacher-learner relationship, to arrive at a conclusive understanding of target language.

2. Objective

The present paper probes to explore the aforesaid triangular relationship for acquiring a second language.

3. Theoretical Framework

Theoretical parameter of the current research paper is based on the conceptual investigation of the triad of CALL, culture (s) and teacher-learner relationship, critically and creatively.

4. Discussion and Analysis

4.1. The Learning of Culture

What is the learning of culture? Paige, et al (2000) have defined the learning of culture as cited by Dubreil, S. (2006): “....*The process of acquiring the culture—specific and culture general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and effectively*”.

By culture specific he means the acquisition of knowledge of one specific culture; culture general means the culture of any time and clime.

Furstenberg, G., Levet, S., English, K., and Maillet, K. (2001) remark that multinational companies all over the world demand communication and prefer to work with different nationalities. The need and importance of understanding other culture(s) has gained greater importance. Thus, it is essential for educators to equip their students with an appropriate understanding of culture through second language acquisition. This is considered to be a concomitant skill that a graduate must possess in Pakistan.

The learning of culture through literature and other means, is necessary for efficiency in language, without which there will be many misunderstandings and difficulties in conveying the message. Egbert, J., and Hanson-Smith, E. (2007) say that when learners use emails and other such links, it gives them a chance to negotiate meanings which is vital for learning. It gives the learners an authentic task to perform which is effective in language learning. Such interaction provides the opportunity to interact with various creative situations where the learners create language and use it. Most of the interaction provides immediate feedback to the learners.

Abrams, Z. (2006) found that CMC increases creativity in the students and reduces the level of anxiety in them. Osuna, M. and Meskill, C. (1998) state that the students in their research work found that material on the website about culture was current, interesting and real. They enjoyed the activity very much.

4.2. Technology and Language Teaching/ Learning

Luke, C. (2006) says that technology has influenced the education system and the field of language teaching and learning. Researchers are continuously striving to increase motivation for language learning, instructional methodologies and how to engage learners in the learning process. They are also trying to integrate technology for making language teaching more effective.

Jiang, W., and Ramsay, G. (2005) say computer-assisted language learning has brought a revolution in the learning of second language acquisition. Computer mediated language teaching provides a chance to the spoken language to be learnt outside the class and in the real environment. Computer mediated learning helps in developing rapport which is very important for learning, motivation and reducing anxiety. CALL has taken the learning of language beyond the walls of classrooms.

Smith, E., Egbert, and Buell, J. (2007) state that technology gives experience to the learners and enable them to appreciate a variety of views. It presents learning in a realistic and relevant context to learners. Learner can see their progress and they feel their share in the learning process. Learners can get social experience through technology and they can come to know about the multiple modes of the representation of knowledge. They say further that learners can themselves learn a lot from websites and teachers can help them in maximizing learning conditions by structuring activities and creating meaningful contexts. Technology gives learners access to authentic language, material and related tasks. It helps the learners to overcome the limitations of text books. Technology enables learners to communicate with people across boundaries. They say further that learners need a variety of input and then resources and means to use language. Technology provides them the opportunity to get multiplicity in input and output.

4.3. Teaching of Culture

Modern technology has provided us many facilities for teaching the culture of the target language. Researchers and teachers have used different facilities, for instance, videos, websites, internet, chat, blogs and email for teaching culture. These sources have not only helped in teaching culture, they have also made language teaching and learning an interesting activity.

4.4. The Use of Video for Understanding Culture

Dubreil, S. (2006) says that video can be used in three ways to teach culture in the foreign language (FL) classroom, that is, video as a tool to show the target culture to the learners, video as a means to evaluate the learners, and video as a way for the learners to produce meanings. Dubreil (2004) work cited by Dubreil (2006) used video in all the three forms for teaching French culture. First of all authentic videos were shown to learners, who got information about the French culture. Then, they got involved in their own production in French. After that the video was used for the assessment of learners for review and critique. The use of video was a successful experience, it gave the students an opportunity to know about the French culture through authentic videos (newscasts, French films) and a chance to view, critique and review their own works. Dubreil, S (2006) has noted that many studies have examined the effectiveness of video for the teaching of culture, and all of them has one common characteristic: that learners were never passive; they were always busy in constructing new meanings about their own culture and the target culture.

Teachers have also used the video without sound. Dubreil, S (2006) cited the research of Kitajima and Lyman- Hager (1998), who showed a one-minute silent video of culture to Japanese students. Students watched the video individually and then they commented on the clip. This activity not only acquainted the students with Japanese culture, it also enhanced their thinking powers.

4.5. The Use of Internet for the Exchange of Culture

Lomicka, L. (2006) says that with the advent of digital communication tools, cultural learning between native speakers and non-native speakers and teaching of culture for FL teachers has become very attractive. Internet connections between natives and non natives for cultural discussions have been very successful. Lomicka, L. (2006) has mentioned '*Raison d'Être*' a project for cultural exchange between France and American classroom for learning culture and improving critical thinking. This project includes the regular exchange of e-mail messages, discussion board, weekly chat sessions with video conferencing, participation in a web magazine, and the exchange

of opinions on the current movies, books, and news. The partners for the project were the University of South Carolina (USC) and Paul Herout (LPH) in France.

In step1 of the project, students are paired up; they introduce themselves to each other through the key board. At the beginning, pictures of the students appear on the web, so that they may have a personal relationship. Discussions between the students are academic and personal. In step2 students from both the classes share views on the course, which has the same themes. Thus students can share linguistic, analytic and cultural items in their discussion. They also exchange pictures of their immediate environments. The students have discussions on a variety of topics, first in their own class and then they get response on the same topic from the other culture. Thereafter, they compare views. Then they talk about family life, education, religion and social life in each other's countries. When students come to know something new in their discussion, they contribute to the web magazine. During all this process, students use different tools, e-mail, chat, videoconferences and websites. Discussion boards are used by students with other members of the class, not with the ones they are attached through e-mails. This gives an opportunity for getting a broader perspective.

Next, textual chat with video conferencing allows students to interaction in real life situations where they can see real culture and life. They exchange views through this medium two times a month. They talk half of the time in English and half in French. They come to the class after reading selected topics with questions for each other. This sort of communication gives them the opportunity to negotiate and understand each other. The students' discussion is saved in a file and the teachers have access to them. The collaborative website is contributed to by students, who send their essays, survey, video, opinions, etc. The website has pictures of students. Students also send news about the USA and France to the websites. All these activities involve the students in their learning. The year culminates with the visits of students to each other's countries. The French students come to the USA and the Americans go to France. They take part in different activities in each other's country and get deeper understanding of the two cultures.

Lomicka, L. (2006) concluded that native speakers' contact can facilitate intercultural education but it does not mean that the students have achieved intercultural competence. However, students can get competency in intercultural education through constant reflective thinking and dialogue with the other cultures. Intercultural exchanges can give depth to the students' understanding of their own and other cultures.

Intercultural and intra- cultural exchanges in language teaching have been successful. Abrams, Z. (2006) reviewed the research done in intra-cultural computer-mediated communication (CMC) which is a situation where the participants share the native language, for instance, Americans who are learning German in the United States. CMC is used to provide an opportunity to learners to communicate in an intercultural community, and thus they are able to exchange their views in a positive and creative way. In designing a CMC activity, the teacher has to think about the expected result, decide whether synchronous or asynchronous material / approach will serve the purpose, the grouping of students, and what they have to do for the successful completion of the project. The research has proved that CMC enhances creativity and interactional skills of students. It also provides a forum where the learners can express their ideas without any fear.

4.6. On- line Environment for Developing Intercultural Competence

Liaw, M. (2006) investigated the effectiveness of an online environment which was meant to develop the intercultural competence through reading articles on line about one's own culture. This was contrary to the belief that English can only be taught through the target culture. The pilot study was conducted with thirty two bilingual education teachers' students at Sam Houston University in the USA, and sixteen freshmen of English language learning in Taiwan. The students had to study articles from a well-known magazines "*Sinorama*" in Taiwan and then they had to respond to their course fellows of the target culture in the USA. The reading material consisted of

reports on their own culture, and another space was created online where their own and the target culture met and there were online discussion boards, they were meant to encourage intercultural communication so that the speakers may be able to interact with speakers who use English as their L1, and to work as mediators between their own culture and the target culture. To facilitate learners, two online resources were provided. The exchange of views through e-reading forum benefitted the students in four ways: it created an interest in knowing the other's culture and introducing their own culture, they showed interest in knowing other people's ways of life, the ability to change perspective, and knowledge about intercultural communication. Students said that for the first time they realized the use of language in a purposeful activity.

4.7.The Use of Internet for Understanding the French Speaking World

Osuna, M. and Meskill, C. (1998) enquired about the role of internet as a means to gaining deeper understanding of the Spanish –speaking world and learning language. For the study, thirteen beginning level students of Spanish as a foreign language were selected. Five Spanish language activities based on the cultures of the Spanish speaking world were given to the students in each lesson as home work. These activities were coordinated with the Spanish course. Each lesson consisted of an aspect of culture in the Spanish world. The best websites for information were selected for students. They discussed their findings in class. Each student has to complete the assignment, and they were given fifty marks for the completed work. Their learning perception was measured through a questionnaire at the end of the study. The result of the study showed that internet is a good source for foreign language learning and culture learning. It was fun for the students to know about other countries. The participants found the use of internet informative and interesting. Information on the website was current as compare to books. The material used for language learning and culture was authentic and real.

4.8. Web-based '*Cultura Project*' for the Understanding of Culture

Furstenberg, G., Levet, S., English, K., and Maillet, K. (2001) the instructors of the '*Cultura Project*' which they developed in 1997 in Massachusetts Institute of Technology, Cambridge with the partner university in Evry, France. They designed the project to develop the foreign language learners' understanding of the target language culture, and ways of looking at the world. They say that we need to know how other people, in other cultures, view their world. The '*Cultura*' project has taken a constructivist approach to learning. It means an approach where students themselves develop an understanding of the subject matter. They focused on the cross cultural approach and how CMC can help the process. '*Cultura*' took two groups of students from the MIT, French learners and from INT, France, English learners. They had to work together in their respective language classes for the better understanding of each other's culture.

The students observe, analyze and compare similar material to exchange view points on the material. They select the same items like newspaper, advertisement, from both sides to examine them. These items can give an immediate overview of similarities and variations. The '*cultura*' project was organized step-wise. First, they had to respond to an identical set of three questionnaires that appeared on the web in their respective languages. Their responses to each question appeared side by side. Second, students on their own and then as a group made their observations and analyzed the reasons and then made a hypothesis about the reasons for the differences. Third, students share their observation from the other group and ask for further details and explanations. Each of the questions is sent to a specific forum, because there is an equal number of forums according to the questions. Fourth, students are provided with a large number of French and American opinion polls. This allows students to compare their point of view with the view of their friends from the other culture. Fifth, students dig deeper, using many resources available to them through websites, books and videos. Thus, students exchange their point of view in the students' forums.

The “*cultura*” project does not want students to learn just a few things about the cultures, it also wishes to promote understanding, negotiation, different points of views, to make deeper connections with the culture. Students are provided material and information in different forms, like, videos and films. They are encouraged to ask each other about a word or an aspect about which they are not clear, and a text which gives them a chance to evaluate the material from different angles. Cross-cultural exchange is very necessary for understanding of a given situation in a different culture and how people react to it.

Levy, M. (2007) worked on improving approaches and learning the teaching of culture, using new technologies. He says there are five facets of culture – culture as elemental (every-body is rooted in her own culture), culture as relative, culture as group membership, culture as contested, and culture as an individual variable multiple. Each facet of culture provides us material for thinking, learning and teaching of culture. Levy, M. (2007) has discussed different research works in this regard to show the different facets of culture, learning outcomes and requirements for teaching culture.

4.9. E-mail Exchange for Cultural Understanding

Levy, M. (2007) described the ‘*Australia- Brazil-Collaboration(A-B-C)*’ which was conducted in 2001, using e-mail for cultural understanding between 24 English language teachers at The Federal University of Minas Gerais (UFMG) in Belo Horizonte, Brazil, and 12 language teachers at Griffith University, Brisbane, Australia. The goal of the programme was to facilitate cultural learning among the participants and to evaluate the pedagogical framework and the specific tasks. The participants did not know each other. As a first step the Brazilians discussed their own culture in their class, and such activity surfaced the variation in the opinions about their own culture. It also helped in the objective approach towards their culture. Similarly, the Australian class also discussed their culture in the class. This helped in the recognition of one’s

personal point of view, as distinct from the widely held views in a country. Then the exchange of e-mails started with the partners. They discussed various aspects of their culture through e-mails. The participants made many generalizations about the other cultures and then they were cleared. The exchange through e-mails gives time for reflection.

The e-mails also raised questions about the value of a generalization (culture as relative), and the desirability and extent to which learners might choose to adopt, or adapt, the norms and practices of another culture. For example, many Brazilian participants gave their age at the start of their first contact e-mails to their Australian partners. This response was natural and spontaneous (culture as elemental). Many younger and older people from Australia comfortably followed this pattern.

Next, Levy, M. (2007) described the research of O' Dowd (2003) who did a study on five pairs of students located in Spain and the UK over a year's period. She wanted to know the cause of some of the successful e-mail exchanges about culture, and the cause of failure between others. She observed that culture is being contested. She found that students were fighting for misrepresentation. When in one of the e-mails the exchange student took a provocative position on regional nationalism and then this partnership failed. Thus a teacher should be very careful in teaching culture, because misconceptions and contests for one culture can broaden the gap between cultures, instead of mutual understanding.

Toyoda and Harrison (2002) studied the asynchronous nature of e-mail, and they found that this provides valuable opportunities for reflection and representation of cultural understandings. But synchronous as chat believes in short and spontaneous responses. They studied a series of chat conversations between students and native speakers of Japanese. They found that context is critical to language learning. Differences between the NS and NNS in interpreting the context led to miscommunication. Incomplete sentences by natives create problems in the conversation. The difficulty also arises due to the absence eye contact, facial

expression, body language, etc. It means that context plays a very important role in communication: teachers have to be very careful in teaching culture through online chat.

E-mail and chat provide chances for language improvement. There consideration is given to non-native speakers. But there are some forums of discussions where the function of the forum is not language learning, and it is not designed for this purpose; but they provide authentic material. They are demanding for the non-native speakers, because concessions are not made. There is a good example in the study of Hanna and De Noov (2003) who described four Anglophone students of French. They posted messages to a forum run by the French newspaper Le Monde. It was striking that a student who wrote in English was accepted into the forum, while others who wrote in French were discouraged. The two students who showed their willingness for the declared topic took part in the discussion, while the other two students who were discouraged. They approached the forum participants as language learners with a personal request to practice language. But the function of the forum was not to teach French, but to provide a chance for active discussion and debate, which proved more important than linguistic training. The designers of the forum have to emphasize the importance of appropriate task design' and awareness about the purpose of the facility.

4.10. Web- based Cultural Exchange

Then Levy, M. (2007), described another important web-based culture teaching project namely, '*Cultura*' of Furstenberg, G., Levet, S., English, K., and Maillet, K. (2001) which contains mechanisms for effectively shielding students from direct, person-to-person contact with C2 partners, initially. The e-mail studies have also provided this protection, but it was not that much organized. The methodology in '*Cultura*' contains an approach to risk management in the learning and teaching of culture. It has long been recognized that culture is contested, and that teaching culture

may involve risk. The organizers of this project have taken into consideration this risk. They have allowed culture to be contested, but in a safe, carefully managed learning environment. The authors of '*Cultura*' have recognized this facet of culture and managed for the risk involved in it. Through this study Levy, M. (2007) found that contrastive approach to culture learning and teaching is necessary, but it is not without problems. Generalizations about cultures have some significance, but they should not be considered as fixed. There are many layers of cultural groups and membership which are regulated formally and informally; and they aim at raising awareness of the cultural groups one belongs to, and how language is used to negotiate and sustain membership. Next, culture is contested at the individual and group levels through multiple interactions. Furthermore, culture varies from individual to individual.

4.11. Intercultural E-mail Exchange

Rooks, J. (2008) says that intercultural e-mail exchange (IEE) provides a unique opportunity to the learners for meaningful communication. In Japan it is difficult to find a partner for improving communication. He investigated intercultural e-mail exchange between two groups of university EFL students in Japan and Thailand. Pairs were made between Japanese and Taiwanese students. Three e-mails were mandatory. In the first e-mail, students had to introduce themselves; in the second, they had to write about one unique aspect of their culture; and in the third, one of the students was asked to share news items. Although the IEE was mandatory only up to the third e-mail, many participants kept on the relation. This project has the following steps. First, the students wrote the first draft of their e-mails and then they were peer reviewed, after which the e-mails were exchanged. Then, the Japanese students wrote about some unique cultural point to introduce to the Thai students. Thai students' cultural e-mails were received, for the third time. After that students from both the

countries answered any questions which they received from either side. The students submitted to their teacher, archived e-mail exchanges via text documents, along with two paragraphs' reaction to IEE, telling the teacher about the positive and negative side of IEE. The students found that the exchange improved their language abilities, motivated them for learning language, and broadened their sense of domestic as well as international culture, because they learnt how to communicate in an international situation. Rook,J.(2008)found IEE is an easy and effective way of culture learning and learning language. But teachers need to find more effective ways of using the internet. Internet provides many ways to communicate with other people.

4.12. V-mail for Cultural Exchange

Bray,E. (2010) examined video mail online, a tool available on v-mail dedicated websites such as tokbox and face book. V-mail uses web camera and provides opportunities to communicate in a foreign language across borders. He examined the project in which Japanese university students communicated through v-mail with students in Hungary, the USA, Taiwan and Turkey.

Japanese students were paired with students in Hungary, USA, Taiwan and Turkey. The purpose of the project was how best to facilitate intercultural communication, using the internet. The members of the project had felt that Japanese students were eager to communicate with other nationals for their English improvement. They also wanted to get out of stereotype thinking about others' cultures. The organizer of the project decided that students will start from exchanging their views on daily life. The students were asked to do daily reflection questions. Then they would hold whole-class discussions with the teacher. If there were any pitfalls, the teacher would solve them during the whole-class discussion. In this paper Bray described the experiences of one teacher with four different v-mail intercultural exchanges and what was learnt from them. They found that v-mail has an excellent potential for providing students a chance to experience other cultures. This also enabled students to communicate with

people of different accents, expressions and cultural issues. V-mail combines the potential of email and visual information. Web camera also allows students repeated viewing, which is very beneficial for them.

4.13. E-mail Exchanges for Knowing Successful and Unsuccessful Intercultural Exchanges

O'Dowd, R. (2003) examined intercultural exchange of email between Spanish and English second year university language learners. There were five pairs of Spanish and English second year university students over one academic year. They were studying each other's languages. He was interested to see why some intercultural exchanges are successful and others are not. He wanted to know what characteristics of the e-mail exchange can lead to intercultural learning.

He wanted to know what factors influenced the developing attitudes of students to the target culture and to the home culture. The researchers paired five students from Spain at Leon University and five from King's College, London. In London, the students were learning Spanish. All the students were of relatively advanced level students. The students were assigned a series of tasks for the study. Some of the activities were placed on line by Tandem Network. They also adopted activities from the '*Cultura project*'. Students were asked to complete each task in their target language and they had also to write a portion in their own language. They had to correct the errors made by their partners in their earlier correspondence. In task1 the Spanish group discussed the image of Spain abroad. After this, students introduced themselves and were asked to say what would be different if they visited the other home town. The students wrote about the association between words from the two sides. Students discussed the image of Britain in Spain and talked about their experiences with members of that culture. Next, the students visited a local tourist shop and reported back to their partners. They told them what they saw. Then, the students completed a list of comparative phrases and explained their significance. The Spanish group read a text from various foreign

writers about Spain. It commented on how correct the text was. Then the British group asked questions about the text. The students studied a fictitious story which discussed moral issues and then they reacted to it. Thereafter, the students explained some idioms from their own language in the target language. They looked into the link between idioms and culture in both the cultures. The students read short extracts about England and then they explained to each other how English culture and its people are viewed. Thus these activities informed the students about their own culture and the target culture. The students in Leon exchanged e-mails before interacting with students in England. That helped in clearing the ideas of these students. This gave the Spanish students had opportunity to exchange and get used to the e-mail exchange. Many students sent more e-mails than were required, to each other.

The researcher took the topic as an action research, because they wanted to know how e-mail can be used for learning and how this tool can be improved. The researcher collected data through observation, e-mail, questionnaire, interviews, the reflexive journal of the researcher, and peer group feedback. The researcher played the role of a researcher and classroom teacher. This allowed him to develop a relationship with the students. In order to collect data, the Spanish students sent it to the researcher, which they sent or received from their fellows in England. The researcher sent regular questionnaires to the students, in order to know their experiences with the e-mail exchange. But on the other side, the teacher was unable to engage in such a relationship due to time limitations. The researcher also held regular interviews to know the reactions of the students and solve their problems.

The researcher also maintained a reflexive journal in which he recorded his ideas, questions from the students and his experiences. He could look back to the written material and found the validity of his ideas. Both the researchers exchanged their views with each other about the project and discussed how the project was going on. During all this, they found three key issues. First, the students in Spain were contesting for their culture; they wanted to present their culture. They wanted to clear the misconception which the people had about their country, by trying to change it.

Second, the students thought over their own culture, so that they were now well informed than before. Now, when they need to describe the things around them, they become more conscious about them, which this makes all the difference. There were many things which they could see on a daily basis, but they had never thought of their importance in their culture. Now when they contrasted them with the other culture, they realized the importance of these symbols in their lives. Thus, it gave the power of interpreting and analyzing items and issues in new perspectives. One student in the study told that she not only learnt about the other culture, but she found very interesting themes about her own culture. Third, students develop their perspective of the other culture through dialogue. The students realized in their in-class discussion, and in their dialogue with their partners from the other culture, that they tested their ideas about the culture in the other country as well as about their own culture. In the exchange, the students got an opportunity for making hypothesis and confirming their hypothesis. The students learnt the link between language and culture.

This study not only confirmed their negative attitudes towards the target culture; there were others who changed their stereotypes about the target culture. Those students who found negative attitudes actually could not find a proper partner who could discuss things in detail. Thus the prejudices or negative feelings were deepened. But on the other hand those students who found a suitable partner with whom they developed good rapport, changed all their stereotypes against each other's cultures. Secondly, the latter reflected critically on their cultures through questions asked by their partner. So, it shows that not only task design is important, but also the ability of the participants to engage in positive and productive communication. The personal ability of the students to develop personal relationship with a partner, the sensitivity to the partner's needs, styles of communication, and the capacity to make interesting and in-depth correspondence. Reciprocal respect is essential for mutual understanding to promote goodwill for friendship.

4.14. Intercultural Competence in Collaborative Foreign Language Learning and Teaching

Belz, J. A. (2003) focused on suggesting an analysis based on intercultural competence(IC) in tele-collaborative foreign language learning and teaching (FLL&T). It involves the use of internet communication tools by international students, in order to promote foreign language linguistic competence and intercultural competence. The researcher focuses on the electronic correspondence of two Germans, Anke and Katherene, and one American, Eric. He analyzed data from a three year (2000- 2002) research project designed to investigate the effect of tele-collaboration on FLL&T at the collegiate level in the USA and Germany. Students from the USA were paired electronically with university level EFL students in Europe. The focal students in this study were participants in the German component of the project during the Fall of 2000. These students used the teleconferencing programme First Class in order to correspond in both English and German. First Class allows for multi-room synchronous chat in addition to e-mail. But the three participants preferred e-mail communication. In this study, Eric wanted to improve his reading, writing and speaking skills. While the others wanted to have acquaintance with an American person.

The researcher selected the three fellows for analysis, because their report does not reflect the common reports which are seen in such literature. Eric discontinued with his German kepal after e-mail¹³. The researcher studied excerpts from the e-mails of the three persons. He noted the causes of this failure of communication. He found that willingness to seek out interaction with others in a relationship of equality is very necessary. Anke and Katheren wanted to exchange e-mails, but Eric felt that he did not feel to be in relationship of linguistic equality. On the other hand, they negatively evaluated Eric, but Eric never did so. Second, the exchange should be based on genuine interest in the other point of view. Anke and Catherine showed interest in Eric's point of view. Catherine was disappointed when Eric did not answer her cool and scared questions, by which she wanted to compare American and Canadian

families. The participants in a study should be ready to interrogate the value system and assumption behind one's own cultural practices. The electronic communication between Eric and the other two did not bring any change but their interaction reinforced the stereotypes. Another characteristic for successful communication is readiness to engage with culturally appropriate verbal communication in the corresponding text. Eric and others did not establish a relationship, because they did not have enough knowledge of culture specific patterns of interaction in their partners' language. The specific patterns of interaction means the performance of critique, the discussion of taboos, the degree of directness in the conversation and linguistic devices for easing of opinion.

The researcher says the Germans were not supposed to make many negative judgments; they need to know less use of direct statements about others' cultures. The American was needed to have given more direct and open vent to his opinions in his conversation with Germans. All the participants should know about the specific pattern of expressions in other languages. This would have helped the Germans and American in building and saving the relationship. That means conversational norms are essential for the participants.

4.15. Teaching and Learning Culture: the Role of Teachers

Teaching culture is a difficult task. All the people involved and technology have to play certain roles. Dubreil, S. (2006) says that the teacher, the learner and the technology have to play their respective roles, reasonably. The FL teacher has to play a more active role than before, inside and outside the classroom. His role hasn't been cut short by the use of technology. He has to play the part of an architect in creating a learning environment. The teacher has to organize, order, and choose the activity for the learner. The teacher has to find out the context, purpose and meaning of each lesson, and the cultural content via which the lesson will be given to the students. Foreign language teachers have to act like composers, because they have to create their own material with technology. The teacher must choose which aspect of the language he wants to teach through the piece of culture. The teacher should craft

activities for teaching language in any aspect of culture. If she is designing activities on the eating habits of the target culture, she can ask the students to compare and contrast. She should have the ability to generate an activity which can involve students in the comparison of culture, using language.

The duty of a FL teacher cannot be reduced to only a guide or a facilitator; she is a guide and a facilitator both in making learning possible. The next role of the teacher is to play the part of a student and model the way. He has to model the idea of an intercultural position. Every encounter with the target culture will pose new questions; she should be able to deal with the new scenario. But teachers should never consider themselves as the sole treasures of knowledge. They can learn about culture from their students, and from the cultures of their students and from the approach which they have towards cultures of the world. It means that teachers in either capacity, as a teacher, a student, a guide, or as a facilitator, have to play a major role to play, but without making the class a teacher-centered class. His real work will be outside the class, because he has to do a lot of work before the class starts.

Educational process is successful when both teachers and students are equally involved in it. And this is very much true in the teaching of culture through CALL. In this regard the learner must be an active participant, researcher, ethnographer and author. In the beginning of the course, teachers should tell students that they must not be only the recipients of knowledge; they also have to interact constantly with the teacher and the material. Only thus will they be able to learn a language and its culture. The teacher has to create activities which can involve the learners in constant interaction. Another role of the learner is to act as a researcher. The teacher needs to turn their learners into researchers, because culture learning is a sort of research; it involves knowing the other culture as well as one's own. Learners need to make hypotheses, and then confirm or reject them through their findings. Thus they will be involved in research work.

Moreover, a learner needs to be an ethnographer (who collects data about humans and their societies) and presents qualitative description of human and social phenomena.

FL teachers can guide their students to become ethnographers. They can ask them to make hypothesis about a particular aspect of the target culture, collect data and analyze it. This practice will improve their capacity of explaining phenomena. Learners can keep journals for recording their findings, as an effective tool. It will also provide them a chance to reflect on their work. Fl teachers should try to encourage learners to become writers. They can do so when they give freedom of expression to the students. When learners are experiencing their interaction with the target through technology and record their experience, this can train them into writers. In language classes, students can give presentations with a camera, comparing pictures from the target culture. This will not only help them to learn the target culture, it will also improve their communication skills and writing techniques.

Lomicka, L. (2006) has given some practical suggestions for inter-cultural learning. She says cultural studies provide an opportunity to look at the world from the perspective of another person. For achieving desired results, teachers and students have to shoulder some responsibilities. Teachers should find a suitable partner school for culture exchange. They can also find schools from different websites in this regard. When teachers decide to exchange culture, they should have clear objectives, and they should also decide about the technological tools which they will use in their exchange. Next, teachers have to align or match academic years, keeping in view national holidays and such other events in the academic year. The teacher should decide whether communication will be made in the target language, or native languages will also be used. They have to decide in advance about the assignment, assessment and grades. Before the commencement of the project, both the sides have to ensure the availability and functioning of all the equipment.

Furstenberg, G., Levet, S., English, K., and Maillet, K. (2001) say that the role of a teacher in the learning process is to accompany students through the analysis, stopping from quick generalizations, getting lost in details, encouraging students to use various techniques for solving problems. What such a project needs to be successful, is commitment from both the sides, both the parties need to agree that culture should be

the main focus of the language course, logistics, timings, etc, should be mutually agreed upon, and the websites should be regularly maintained.

Bray, E. (2010) says that teachers have to play an active role in making the programme a success. They have to collaborate to clarify class goals and expectation of students. The teacher has to make some arrangement for basic information about the country with which they are going to interact. The teacher can make small groups or he can manage the whole class. The teacher should also arrange for peer and teacher correction of the language. It can also improve language of students.

O'Dowd, R. (2003) found that the role of the teacher in email exchange is very important. He had to tell his students how to write an e-mail to a foreign partner. Most of the time, the learners don't have the required skills to learn from technology. In that case, the role of the teacher is inevitable. The participant can develop some misconceptions during the exchange, which can destroy the whole process. If there is an expert teacher, she can solve the problem.

4.16. The Role of the Learner

The role of the learner, like teachers, is very important; all the responsibility cannot be put on the shoulders of teachers. Egbert, J., and Hanson-Smith, E. (2007) opined that learners should have a critical point of view towards the material they find on websites. They should think twice before selecting the material, whether it is of any use to them or not. They should question why the site says so. They should also see that how the new material suits the learner, keeping in view his previous knowledge.

Intercultural speakers, according to Byram (1997) as cited by Belz, J. A. (2003) should not be like a tourist who visits different places to see people, art, and culture and enrich his life with new experiences, but does not basically change it. On the other hand, an intercultural speaker is like a '*sojourner*' who produces effects on society, challenges behaviours, ways of others, and in turn, his own behaviour and point of view are also challenged. In intercultural exchange, participants should have an open

mind. Second Intercultural speakers, according to Byram must, show a “*readiness to suspend disbelief and judgment with respect to others’ meanings, beliefs, and behavior*” and a “*willingness to suspend belief in one’s own meanings and behaviors, and to analyze them from the viewpoint of the others with whom one is engaging*”. According to Byram the, an intercultural speaker is not only the collector of information about another culture, he is also comparing and analyzing the information in the light of his knowledge about his own culture. He says that intercultural speakers must have the skills to take information from the target culture and relate it to the information which he has about his own culture.

Dubreil,S. (2006) states that learners should be self-reflective, rather than self-centered, in order to reach a better understanding of their own culture and the target culture. Learners communicate with their partner with a sense of enquiry, constructing impressions from the communication which they have with the partners. Technology can help them by enabling them to communicate verbally and visually. It also offers the learner an opportunity to become an active learner, and active participant.

4.17. The Role of Technology

Dubreil,S. (2006) is of the opinion that technology should be considered as a means or tool, not an end in itself. It is a useful pedagogical tool, but it, itself, cannot teach. We should not think that the teacher who uses technology will teach better than another teacher who does not use it. It actually depends upon the use of technology. It can motivate the learner as well as the teacher. It can facilitate cultural learning, but it should never paralyze the teachers as well as students. Teachers and students should take full benefit of its presentational aspects – video, film, websites, and pictures. Teachers can show videos and films during their teaching in the class. It gives them a chance to show authentic material/ language/culture. Internet is a very useful tool for knowing the culture of others and making language communities.

One of the best uses of technology, according to Dereil, S. (2006) is to turn learners into writers and authors. When learners exchange pictures and other material and then they think and create their own meanings, it can make them creative, and thus this practice can turn them into writers. One more important aspect of technology which Dereil, S. (2006) concluded is the memory factor. Technology gives a chance to learners to experience events and thus they can memorize them. Technology has the power to produce visuals, and those learners who are visual, can learn and memorize things well through technology. Furthermore, technology gives a chance to store material used in one semester for analysis, comparison and as resource for another semester or class.

5. Results and Discussion

It is observed that technology-based language learning and teaching has revolutionized the foregoing process. Also, it bridges the communication and pedagogical gaps between teacher and learner. The effective and efficient use of CALL might considerably mitigate the language and communication barriers, and enhances the efficiency of learner-centered language learning-and-teaching process, especially in inter-and-cross cultural exchange of communication. The study has also shown that the role and use of technology (in the said process) reduces the formal distance between a teacher and a learner, and enables a language learner to participate in the process, critically and creatively. Such learning environment enables the learner to be experientially and synergistically involved in acquiring a target language. That not only enables the learner to acquire a target language, but get him acquainted and equipped with modern technology, too.

6. Conclusion and Recommendations

Technology has been used for teaching culture in language teaching, because the knowledge of the target culture is essential for learning language. Culture facilitates second language acquisition and helps a lot in communication with native speakers. When speakers do not know the culture of people, many misunderstandings are created, which are not based on the ill-intensions of the speakers, but that are caused by the lack of culture knowledge. Hence getting cultural knowledge is more than necessary.

CALL is playing a vital role in the teaching of culture. Teachers and researchers use video, e-mails, webs, blogs, e-, conferencing and wiki for teaching culture in classrooms and outside the classroom. These facilities are not only used for teaching culture, they are also used for evaluation, critique and self-correction. Teaching of culture in languages gives an opportunity for learning ones' own culture. That is very necessary, too, when we don't have deeper understanding of our own culture, we cannot compare and contrast it with another culture. The use of technology helps in the deeper understanding of culture. It takes us to the real society and environment, with which we can interact and talk about things in the real context, which is essential for language. We need to know all the essential aspects of culture. Partial knowledge is not that much helpful. Technology helps in showing the whole picture.

The use of CALL in the teaching of culture has been very effective, but real success depends both teachers and learners. Teachers have to play an active and important role. As we have seen in the above description of different researches, instead of creating a positive image through the teaching of culture, sometimes negative image is created, thereby widening differences instead of bridging them. Teachers have to play the role of a facilitator, guide, mediator and that of a watchman. She should monitor to see if anything is going in the wrong direction, in order to mitigate the error and put the cultural dialogue back on the right track. She has to establish a link with the partner institution, teachers and students. Learners should be allowed to interact with each other; but every time proper feedback should be obtained from the students and their partners, so that timely remedial action can be taken to remove any

misconception or misunderstanding between or among the partners. Culture is contested individually as well as collectively, which creates a problem, when there isn't any proper training and understanding.

All cultures and languages change continuously. Sound knowledge of one's own culture and language is the firm base of comparative studies—with or without the use of modern technology.

Learners also need to play their role. They need to be open- minded, they should first try to understand their own culture. There are two opinions about the culture of a country, individual opinion and broader opinion. The learners need to know the broader opinion of the culture. First, they need to agree on their own culture in a class then they should compare and contrast it for the sake of understanding and knowledge, not for passing judgments about good or bad.

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