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The Role Of Extensive Use Of New Technologies In Altering Learners Cultural Identity

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Abstract

The technological growth dissolved major boundaries on a large scale that enable globalization to occur, and introduced the different cultures where it is no longer a local concept. Due to the spread of technology around the world, cultures knew some changes that affected the identity of the learners from the new generation. We shed the light on the impact of the extensive use of the technology on the identity and what are the right tools for learners to enhance their cultural identity. My research methodology requires gathering data from specified documents and compiling databases in order to analyze the materials and arrive at more complete understanding toward the role of technology usage in building learners identity, and the reasons of cultural changes and its impact. It also dealswith how technology helps teachers to understand different cultures and create a safe multicultural classroom.In the end the findings of this research show that new technologies brought major advancement in helping learners to develop their identity and adapt among different cultures.

Key words: technology, learners, cultures, identity, multicultural classroom.

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General Introduction

Our planet survived billions of years each era knew radical changes in the development of life. In the recent decades technology took the leading role in improve and smarten the life of humans. Invention runs in the blood of human race from making fire to writing and drawing, later to wheel and the Arkwright water frame or the steam engine till the modern developed technology which stated as the fourth industrial revelation.

People used to travel around the world to discover and trade all over the places on extreme hard conditions which became now the easiest to do due to (plans, cars, boats and trains…). The different languages made trading difficult even once learned the cultural barriers played the major conflict , (beliefs , traditions , behaviors , signs , symbols …) which where learnt in a specific province remain the problem in completing transactions these details lead to wars and hostility among tribes . Technology came to solve such differences and make the best of it worth it “Diversity is our business” (harrnez_2010).

Nowadays, humans have the opportunity to correlate around the world and live the same experience at the same time. They can interact with any culture, community and country without the need to be physically present. However, globalization, modernity, post colonialism and technical revolutions have turned to be cultural revolutions that affected on the identity especially the learners who are born in the late decades who are considered as a digital native. The daily use of technologies opened doors to study different cultures as communicating with people from such cultures steer to cultural awareness and acceptance the “the respectful mind” (Gardner_2006) learners started to dive deep into the knowledge which extracted from other

cultures and accept people and things that are totally different from the native culture . This diversity which is easy to reach due to the technology marked an impact on the learners identity that obliged them to understand the basics of other cultures and perform according the environment put in.

The awareness of different cultures and languages results a vast confusion during performing in a target language that trigger the native culture instead the target one which will create a misunderstanding in the target society or country. Therefore technology is the first

tool to help the learners to overcome obstacles in such concept and shape their cultural identity to blend in a multicultural classroom or establishment. As it is the teacher role to provide a safe zone where learners practice the native culture and interact with others from different cultures turning the classroom to a global village.

The biggest challenges that occur to learners is how to maintain the native culture and not lose or change it during the process. Technology have minimized the geographic limitation and allowed to virtual relationships and new social identities through instantaneous global communications the mixture of the cultures lead to a gap between the generations. Theuse of technology helped the nations to store and saves the cultures knowledge and makes it accessible to the future generations to remain on the same path as their ancestors and not abandon the habits and traditions.

The aim behind this research is to investigate the role of extensive use of the new technologies on the learners' cultural identity. The following questions have been posed :

- What are the appropriate tools that can be used to get the cultural experience?
- What barriers that the learners will encounter in managing an intercultural exchange?
- Does the learner environment play a role in his cultural identity?
- How possible for technology to provide this altering?

As the following hypothesis were asked to start the investigation :

- Technology is the linking bridge between the harmonies of different cultures.
- The cultural identity arise from the use of the different technologies.
- Is the desire for invention what changes the human been vision to the future and his identity ?

What motivated me to deal with this dilemma is that in my two years as a language and communication student we dealt with the constant use of the new technologies and their effective role in the learning process, on the same time dealing with the cultural differences and barriers, using the tools to open toward other cultures where adapting to understand and develop a multicultural identity due to the understanding that may way in not the only right way.

Chapter one

Part one : technology

1-Introduction

Technology is untidy and complex. IT is hard to characterize and to comprehend. In its variety, it is loaded with inconsistency, weighed down with human habit, spared by periodic favorable deeds. In addition, rich with unintended outcomes. Technology is narrowly likened with PCs and web, which are erroneously expected to have been invented and developed in a private undertaking market context.

Since the 1980s the educational uses of new data and communication technologies and advanced media have been extending. Regardless of whether as PCs in the classroom, as 'instructive advances' intended for express academic purposes, or as ordinary new media being adjusted with educational aims, practices and exercises, new advancements and media have become, it appears, nearly naturalized as a sound judgment highlight of educational life. Schools are currently apparently worked around a complex apparatus of electronic screens and surfaces, specialized foundation, computing hardware, programming and code, all designed to electronic communication networks.

However, this has been no straightforward process of importing technological devices into classrooms and wiring them up to enlightening and correspondence networks. It has flagged the rise of better approaches for considering education, and about the future of education in an era that appears to will undoubtedly turn out to be unendingly more digitalized. As a result of this monstrous reworking of education itself, the manners by which numerous parts of learning, the curriculum and pedagogy are thought, comprehended and drilled have been gradually amalgamated with rising methods of conceiving, understanding and rehearsing with new technologies and media. In the process, better approaches for envisioning the future of education, schools, learning, teaching method and educational program have been produced.

The term 'socio-technical’ perceives that technologies and society are commonly

constitutive; technology impacts social relations, while social relations impact the development and take-up of technologies. Technology and society are continually associating. Imagined as a socio-specialized framework, education and technology are in this way comprised of communicating components of instructive practice and specialized systems, as well as parts of social strategy, digital media culture, and financial matters, in addition to other things. Education in the digital age is presently turning into an undeniably half breed area including mechanical arte realities, genuinely encapsulated human activity, social relations and foundations, and a scope of new and theories and practices of learning, educational program and instructional pedagogy all being amassed together.

This study is an endeavor to unwind a portion of the results of the hybridization of new technology and media with education for youngsters' sense of identity. Who do youngsters today think they are? What futures do they envision before them? What place does education have in shaping these characters? The study tends to three fundamental inquiries:

- (1) How is the future of education being thought and reevaluated comparable to new technology and media?
- (2) What sorts of learning identities are assumed and promoted by the merger of new technologies and media with education?
- (3) How are these learning identities to be organized in developing models of learning, curriculum and pedagogy?

We in this way stress 'learning identities' so as to underline how youngsters' characters are unpredictably associated with their continuous learning, yet in addition to show how identities themselves progressively should be learned through dynamic, progressing instructive opportunities both inside the formal institutions of education and in the informal

pedagogies accessed by means of new technology and media. Identities are not fixed always, yet are the subjects of steady lifelong learning. Thus, we are keen on how visions of the future of education are thought and 'made up,' and in how the identities of learners are 'made up' as well. The reshaping of identities is no minor procedure of driving up educational standards, test scores, student motivation, etc. It includes the reshaping of the modes of living and the futures which youngsters hope for. It reshapes and realigns their relations with financial, political and cultural real factors and makes certain futures apparently conceivable.

Technology is generally introduced in a setting of use, for example, correspondences, transportation, vitality or creation. The word technology came into basic use during the twentieth century particularly after World War II. Before then the commonsense expressions, applied science and engineering were regularly used to assign what today is normally called ‘Technology’. And creativity is typically connected with the expressive arts and design, yet technology since forever has empowered people to practice supernatural imaginative forces.

Past researchers have seen and characterized the term 'technology' from numerous points of view and this has impacted the research structure and results, arrangements around an exchange and government approaches in general (Reddy and Zhoa, 1990).Thus, the term technology has been given different definitions by past literatures. According to Kumar ET. Al (1999) technology comprises of two essential parts: 1) a physical segment which includes things, for example, items, tooling, supplies, outlines, techniques, and procedures; and 2) the informational segment which comprises of ability in the board, marketing, creation, quality control, reliability, talented work and useful territories. The prior definition by Sahal (1981) views technology as 'setup', seeing that the exchange object (the technology) depends on an abstractly decided however specifiable arrangement of procedures and items. The current

studies on the technology move have associated technology straightforwardly with information and more attention is given to the process of research and development (Dunning, 1994). By examining the technology definition, there are two fundamental parts that can be recognized: 1) 'information' or strategy; and 2) 'getting things done'. technology is constantly associated with getting certain outcome, settling certain issues, finishing certain tasks utilizing specific skills, utilizing information and abusing resources (Lan and Young, 1996). The concept of technology doesn't just identify with the technology that encapsulates in the item yet it is likewise connected with the information or data of it use, application and the procedure in building up the item (Lovell, 1998; Bozeman, 2000).

2-Teaching and Technology

ICT is one of the school's teaching tools, expected to achieve the school's aims. (Närings departmental, 2011b, p.34). Glancing back at the history of technology and education, (Bates (2015) notes that advancements' job in education returns at least 2500 years. Oral communication was the soonest methods for education and over time, as different technologies have been progressed; technologies have progressively been utilized to encourage or support oral communication. Preceding any technology, so as to learn, one needed to remember by listening and not reading. Transmission of information and data was simply by recitation - however not writing. In about 5th century BC, written documents 35 were presented in ancient Greece.In about 12th century, record sheets were utilized in India, while writing boards/blackboards were at first utilized in schools in Western nations around the eighteenth century. Overhead projectors were utilized before the finish of World War Two (1950s) for preparing by the U.S Army and later turned out to be regularly utilized for lecturing until about the 1990s when programming, for example, PowerPoint was presented. Sound conferencing utilizing phones, which has existed since the 1870s yet never turned into a significant tool in

education, was first utilized around the 1970s to help different kinds of media. Video-conferencing with devoted link frameworks and explicit specific conference rooms has been utilized since the 1980s. Early in 2000, packed video technology and low cost video servers supported lecture capturing systems and classroom lecture streaming (Bates, 2015).In accordance with Bates (2015), Laurillard (2012) additionally addresses the solid connection among education and technology. She perceives technologies as being significant drivers for education, despite the fact that most technologies utilized in training have not been explicitly created for instructive purposes. Education, normally, doesn't drive technology inventions (Laurillard, 2012, p.2); rather, technologies are for the most part produced for military what's more, business purposes (Bates, 2015). Laurillard (2012) takes note of that one of the most significant technologies in human development, in particular the capacity of writing, was created for business and not for education. The traditional printed book, which has for quite a long time empowered gaining, storing, transmitting and distributing knowledge, , was initially designed for spreading the word of religion and not to educate (Kay, 1972; Laurillard, 2012).

3- Machine Learning, Deep Learning, and Super-Intelligence

To create value from data, it is important to change over crude data into valuable information furthermore, knowledge is noteworthy, with the goal that some plan to deliver "wisdom" and "Foresight" (prescient capacities). This procedure requires strong Computer algorithms[1]. Machine learning algorithms don't simply take note Certain examples, yet discover designs even without anyone else Chris has driven this Anderson is known to accept the "end of theory», that is, the hypothesis that The flood of data makes the scientific method outdated 5 Sufficient amount of data, machine learning can transform into high-quality data

[1] Algorithms: a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

And come to the right conclusions. This hypothesis became the doctrine of Big Data analyzes, although this quasi-religious belief lacks an appropriate basis. I consequently bid to the idea here, by figuring the accompanying the test: Global machine learning algorithms can, when mining tremendous squares. Experimental physics information, find the laws of nature itself, without Supporting human knowledge and intelligence?

In spite of these issues, deep learning algorithms praise extraordinary successes in regular applications that do not require a comprehension of concealed rationale or causal association. These algorithms are global learning Systems that, in theory, can become familiar with any style or relationship of data sources, inputs and outputs sufficient opportunity and data. These algorithms are especially amazing in style Recognition tasks, for example reading, listening, viewing and classifying contents. Accordingly, specialists accept that about half of every single present place of employment is in the industry. The service sectors will be lost in the following ten to twenty years. Also, abilities Similar to the human brain is relied upon to be reached inside 5 to 25 years of age 8. This has restored artificial intelligence, which comes frequently.

Under "cognitive computing".To be able to compete with smart machines, humans will increasingly be in the futureNeed “Knowledge Assistants”. These are digital tools like Google Now. However,when cognitive aids become more powerful at accelerating the exponential pace,soon they will become something like virtual classmates,Digital coaches, and finally our chiefs.Robots that are operating as headsare already taking placeTested.Researchers are additionally working on "biological upgrades" for human. The first Cyborgs, which mean technologically updated people, do exist.The most well known of them is Neil Harbison. Simultaneously, there are incredible Advances in the creation of robots that look and act progressively like humans.

It ought to be accepted that numerous science fiction fantasies are appeared in films and beyond Television may become reality but lately, there are expanding worries about excessively artificial intelligence, that is, machines that will be more intelligent than human.Fact, Computers are presently better at computing and playing chess and the vast majority of them strategy games, in driving cars, and numerous other particular exhibitionstasks are progressively well. Savvy multipurpose machines make certain to work soon exist.

4-Modernization

Modernization or modernization refers to a model of a developmental progress from a 'pre-modern' or 'traditional' to a 'modern' society. The teleology of modernization is described in social evolutionism theories, existing as a layout that has been for the most part followed by societies that have accomplished modernity. While it might hypothetically be possible for certain societies to make the change in altogether various ways, there have been no counter examples given by reliable sources. Historians connect modernization to the procedures of urbanization and industrialization, just as to the spread of education. As Kendall (2007) notes, "Urbanization accompanied modernization and the rapid process of industrialization." In sociological critical theory, modernization is connected to an all-encompassing procedure of rationalization. At the point when modernization increases inside a society, the individual turns into considerably more significant, eventually supplanting the family or community as the fundamental unit of society.

4.1-The Impact of Modernization

Education plays a basic role in the society, creating knowledge, transferring it to students and encouraging advancement. Modernization is a process of socio-cultural transformation. It

is an intensive going procedure of progress including values, norms, institutions and structures. As per the sociological point of view, education doesn't emerge accordingly of the individual needs of the individual, however it emerges out of the requirements of the society of which the individual is a part. In a static society, the main function of the educational system is to transmit the social legacy to the new generation. But, in an evolving society, these continue changing from generation to generation and the educational system in such a society must not just transmit the social legacy, yet in addition preparing the young for adjustment to any changes in them that may have happened or are probably going to happen in future. The diffusion of scientific and technical knowledge by modern educational institutions can help in the creation of skilled manpower to play the occupational roles demanded by the industrial economy. Different qualities like individualism furthermore; universalistic ethics can likewise be instilled through education. Thus education can be an important means of modernization. For modernization,the significance of education can be acknowledged from the reality that all modernizing societies tend to emphasize on the universalisationof education and the modernized societies have just achieved it. In the old days, education was concentrated to one particular group. Yet, with the modernization of education, presently everybody has access to education, regardless of their standing, religion, culture and economic background.

The effect of modernization can be found in the schools moreover. The modern day schools are completely furnished with in fact sound devices that assist kids with building up their skill in a more clear way. Effective facilities give obstruction free access to people with disabilities, are liberated from wellbeing and environmental hazards, offer satisfactory space for students and instructors, and are furnished with fitting technology for classroom and instructional use. Become familiar with the issues surrounding school facilities and modernization by taking advantage of these resources. The useful life for a school building is

influenced by how educators and understudies cooperate for learning. As teaching methods change, structures may likewise need to change to suit them. Current teaching models require more adaptability in class spaces than the one classroom model. Students cooperating in small groups, for instance, can utilize the mutual spaces between classrooms in some of the newest elementary schools in the district.

Modernization is typically associated with urban and industrial development. During the twentieth century, cities have developed as economic and cultural centers, and new technologies have changed pretty much every part of life. In spite of the fact that modernization has many advantages, some are concerned about the long term impacts it has on nations and individuals.

-Culture

On the one hand, modernization has supported the advancement of new types of creative expression, for example, film and television. These structures can be effectively sent out and seen everywhere throughout the world. However, lost culture may result from modernization.

The spread of the Western culture has caused youngsters in non-Western nations to abandon traditional customs and values. Indeed, even dialects and languages start to vanish as urbanization urges individuals to gain proficiency with a nation's predominant language.

-Business

New technology has reformed the speed and accuracy of production. Besides, expanded worldwide exchange permits organizations to sell their items anywhere. But, expanded global production may hurt domestic business when international companies can offer items at less expensive costs. The production of goods in foreign countries, where labor laws are more relaxed, amounts to exploitation in some people's view.

-Environment

Natural resources, for example, wood, water and oil are frequently handled in modernized society, and high rises and factories start to transform the landscape. Environmental issues, for example, climate change, are accepted to be the aftereffect of industrial development and production. But, in numerous more unfortunate countries, the discovery of oil and the adoption of new technologies are welcomed for the financial open doors it presents.

-Communication and Travel

New Innovations, for example, telephones, TVs and PCs permit individuals to communicate in a split second anyplace on the globe. Expanded worldwide travel permits individuals to visit foreign cultures for business or leisure. Contact with foreign cultures

encourages universal collaboration, however can likewise bring about further loss of culture as people embrace the foreign cultures and languages they are presented to.

5-Technology in society/society in technology

What do we mean by ‘technology’? When we discuss new technology we are typically referring to tools, equipment, devices and an arrangement of material items, alongside the working systems, programming, graphic interfaces and other sensorial presentations which intercede the user’s experience with data and substance. But, this is a very innocent caricature of technology. It speaks to new advancements as rearranged asocial compartments of data, as arte facts without histories, as items without governmental issues, and as articles apparently without origins. But this is to disregard the perplexing social processes engaged with the creation, design and improvement of any technological device, framework, item or artifact. It locates technology as a detachable and autonomous factor outside of society. Moreover it proposes an innocent technological determinism which holds that technological change is driven by its own internal dynamism and afterward that these advancements will have impacts on society and the material, physical and biological conditions of our lives.

The contrary view, which we advocate, is that technology is inseparably a part of society. These arguments have been created in the field of Science, technology and Society (STS) studies (e.g. Bijker and Law 1992; Latour 1987).What STS research tells us is that all technological devices and systems are both socially shaped and socially shaping.

As the results of intentional design processes, they are socially built and historically contingent, the results of conflicts among designers, developers, programmers, funders and a wide range of different entertainers. One method of expressing this is technologies have 'social

lives', as STS researcher Law (2010) puts it: they come into being with a purpose, through the efforts of sponsors, and through drawing upon previous resources. And just like most social lives, a lot of factors make them up. There is no single dominant shaping force which socially constructs technology but a multiplicity of heterogeneous shaping factors.

Part two: Culture

1-Introduction

Culture is the backbone of a lively society, communicated from numerous points of view we recount to our stories, celebrate, recall the past, engage ourselves, and envision what's to come. Our innovative expression characterizes what our identity is, and causes us see the world through the eyes of others. Individuals take part from multiple points of view—as audiences, professionals, amateurs, volunteers, and donors or investors.

In addition to its inherent worth, culture gives significant social and economic advantages. With improved learning and wellbeing, expanded tolerance, and chances to meet up with others, culture upgrades our personal satisfaction and builds by and large prosperity for the two individuals and communities. Basically anything in life that a certain group of people enjoy and feel strongly about will lead to people forming cultures. The culture is a lifestyle based on appreciation for what they think is good in life and what makes life worthwhile.

2-The Globalization Debate and the Role of the New Media

"Cultural Identity in a Globalized World" suggests an irresolute connection between cultural identity and the globalized world. Cultural identities, above all else, are believed to

have local roots. They are attached to local contexts, for example, values, symbols, and language, and determined historically. Thus, they are in strained connection with the idea of the global which, in the cultural sciences, foremost describes generalization and a decontextualisation of symbols, yet additionally the unit of social activities from explicit areas and explicit timeframes.

The troubles of analyzing the globalization concept are seen in definition as well as, most importantly, in the way that the applicable procedures and their outcomes influence both the microscopic level, for example individuals, and the macroscopic level, for example the entire society. These two levels habitually are not concentrated independently. Hence, the connection among globalization and the new media and their persuasions will be concentrated first on the microscopic level, and afterward the impacts will be inspected independently on the macroscopic level. As per Breidenbach and Zukrigl (1998), there are signs, on the microscopic level, of a new relation of community, area, and culture: “For more and more people, such as migrants, businessmen, young people, scientists, artists, or Internet users, fixed geographic spaces are losing their importance as key points of reference with respect to identity and everyday life, giving way to deterritorialised communities linked by common social, professional, and private interests” (ibid., p. 142). The reasons cited for these changes include not only intensified migration processes and worldwide tourism, however mainly the foundation of interconnected digital communication media everywhere throughout the world. We live in the so-called "media age," in which the best impact

on the hypothesized socio-cultural changes is attributed to media interlinked around the world. Anthony Giddens, a prominent author among those working on globalization as of late, feels those adjustments in the space-time relations of social activities assume a significant role. He characterizes globalization: “as the intensification of worldwide social relations which link

distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (Giddens 1990, p. 64). He alludes to dynamic "disembodying" mechanism by "symbolic tokens"1 and "expert systems" in light of the fact that both "remove social relations from the immediacies of context" and they likewise encourage "the separation of time from space as the condition of the time-space distanciation which they promote" (ibid., p. 28).

According to Breidenbach and Zukrigl, the Internet in this manner can be viewed as a suitable tool for advancing intercultural exchange by means of which even exceptionally small language and interest groups can network and communicate (cf. Breidenbach/Zukrigl 1998, p. 23). They proceed to conclude: "The world is fragmented by globalization. The exponential increase in contacts of people and societies enhances knowledge of alternative ways of life, values, and concepts. […] Exchanges with global influences produce new forms of culture" (Breidenbach/Zukrigl1998, pp. 35-7). Other authors, for example, Siegfried J. Schmidt (1999), Detlef Nothnagel (2000), and Juliana Roth (2000), postulate comparable results of media-induced globalization.

They contend that the overall system of media is capable, from one viewpoint, to observe everything and, then again, to be gotten anyplace by anyone. These outcomes in observations which add to the contingency experiences. Anyone these days getting media or, similarly as with the Internet, effectively partaking in them discovers that everything could similarly also be on a very basic level different, that others see everything in an unexpected way, and do, judge, and see things in an unexpected way (cf. Schmidt, 1999, p. 123). In addition to producing an experience contingency, the principle singular results of Internet technology comprise in changing the quantitative elements of communication. By means of the Internet, data, communication, and participation become a lot less complex, quicker, and more affordable (cf.

TAB-2005, p. 56). It likewise expands the accessibility of data and new sources of information, while simultaneously, classical gatekeepers, for example, print media and broadcasting, are increasingly losing that work. Internet search engines, for example, Google, Yahoo, and Lycos, enable anyone with access to them to take part in quick looking, and inquiring about for, and choosing data. Thusly, sources of information far outside an individual's local context can be tapped significantly more effectively, rapidly, and economically than previously.

As can be seen from the discussion of "cultural globalization" and the outlined contentions, theories and apprehensions just as expectations appended to the subject, the concept of "identity", for the most part as far as "cultural identity", plays a key role. It is striking to find in this association that the term as such is mentioned frequently, but is explained only in very few cases.

Examining the processes of mediated globalization, and their effects on and consequences for identity (especially cultural identity), requires a more intensive gander at the "cultural identity" develop. Theoretical conceptualization is especially troublesome in light of the fact that the two terms essentially consolidate an entire scope of potential meanings and concepts.

3-The Concept of "Culture" within the Concept of "Cultural Identity"

Additionally the concept of culture, similar to the idea of identity, can be utilized for some reasons and, consequently, is often modified to suit a particular topic (cf. Saxer 1999, p. 98). Philosophy, sociology, ethnology, cultural sciences, and transdisciplinary schools, for example, Cultural Studies, have attempted to describe and characterize what they view as culture. Indeed, even inside explicit disciplines, the concept of culture regularly stays dubious and conflicted. The theoretical troubles start with the numerous structures culture can take, and end paradoxes encountered in the scientific assessment of the phenomenon of culture. Culture is oftentimes portrayed as a direction or normalization of values or modes of behavior (for example as being

standardized) while, then again, there is additionally space for individual variety, subcultures, and very small communities which make cultures to seem different (cf. Demorgon/Molz 1996, pp. 43 ff.).

The "differential" ("differenz-logische") idea of culture created by Hansen (1995) permits this (appearing) paradox to be settled. Rather than seeing culture as an all encompassing element in the sense of Johann G. Herder (1774), Hansen builds up an idea of culture clarifying the solidarity of culture based on its separated nature. Language and history promote the cohesion of a society and constitute a first background of cultural influence. However, in some way, this is involuntary because it is achieved by birth and socialization. Socializations, i.e. education, makes an individual not only learn the native language and experience something of the specific history relevant to the society of that individual, but also brings about an introduction to, and incorporation into, the organization of society and its institutions.

Hansen's concept of culture separates the identity concept from the individual and in this way from the microscopic level, and connections it to the macroscopic level of groups or collectives. Once more, the interrelation between the idea of identity and the group level becomes evident. This implies individuals identifying relating to explicit groups and their values (as standardizing social standardizations) simultaneously are formed intellectually by these very standardizations. By living these guidelines, they make them their cultural identity. By linking the two concepts of identity and of culture, we can make a first approach to define cultural identity:

First of all, it is important to note, that groups and individuals are mutually based on each other. Individuals form a group which in turn influences the individuals. Moreover, these individuals attain their identities in close reaction to collective values (formed via communication between the group members) and normative standardizations existent in a given group. In order to identify oneself with a certain group, symbols are used which can be seen as standardized devices of communication, thought, feeling and behavior.

As one individual belongs to more than one group, cultural identity cannot be described as fixed state, but rather is constantly formed anew by referring (or not referring) to a number of possible group norms and values.

4-Culture and Society

The term culture, originally, had a religious and philosophical meaning. Indeed, we get the term agriculture from the Roman cults (worship) of the gods that favored farmers. Cicero also spoke of cultura animi (cultivation of the soul). It wasn't until the 17th century that it began to be used in its two modern meanings. One is the more effete sense, meaning humanities, the arts and literature. Another, used in anthropology and its derived social science of sociology, refers to the set of customs, traditions, and values of a society or community.

In the anthropological sense, which is the most common today, the culture of a society is its soul. The significance of culture is enormous because it covers the combined and actual practices of human beings in the process of associating with one another in community. Culture is the unwritten, unspecified glue that binds us to the people among whom we live from the moment we begin to walk and talk.

5-Threats

21st Century. An era of globalization where all the societies with various cultures live respectively. Mostly, Western civilization is sweeping away the traditions and culture of the society, influencing changes in the conduct and considering individuals of various societies. It is understood that a culture misfortune appears to be excessively clear in certain communities where the fundamental culture is weak. Many feel that if this pattern props up on, the worldwide decent variety of culture identity will be lost forever. Societies think globalization is a major danger as the generation is sweeping away with different cultures mostly adapting the culture of western style, which tragically stress the societies as they might suspect it will influence their way of life and furthermore won't require some serious energy is the vanishing of their cultures and values they follow. However, this cannot be genuine constantly. There are some constructive effects on individuals or society in view of globalization. Globalization is likewise an approach to learn and investigate the way of life contrast thus significantly more. Globalization allows us to speak to our way of life before the entire world and allow every single distinctive society to investigate our way of life.

These days various individuals from various society lives respectively in various culture society, so by observing the encompassing society appeared by that society it gives an opportunity for the migrants to adapt and adjust with their culture and values as they can learn

and investigate that they are finding in their environmental factors. Cultures are the core values that cannot be disappeared just because of globalization. Globalization is system that helps us

learn and explore different society culture by not forgetting our own culture because the main stream of any culture of any society is not weak that it can be affected by any globalization. But we can't say there is no effect on cultures but, they won't change the rituals and values of a culture of certain community or society.

6-Technology and Culture

The new information technologies and their worldwide dissemination have fundamentally impacted the adjustments in Western culture and locally. The present process of globalization has supported and has been fortified by the Internet which has developed with uncommon rapidity. Cultural differences between groups of individuals have consistently been at the very center of cultural and social human sciences since it turned into a scholastic control: as Hunnerz (2010) says "diversity is our business". Initially the discipline was concerned with the study of non-Western, so called ‘primitive’ cultures, which today likewise affect our own society. Anthropology is described by different, interconnected fields of study which make up the 'culture' of a group of individuals. This anthropological idea encourages us comprehend what we are discussing and comprises of a wide scope of various domains of information elaborated by all populations, and their resulting actions and behaviors’. Such circles of information are composed into a cognitive structure whose content varies from gathering to gathering.

▪ Conclusion

Media reception research comes to similar conclusions, at least with respect to the classical mass media. It has been illustrated, for example in detailed experimental investigations, that the equivalent

fictional media content, for example, the American drama "Dallas," is gotten in a particular social route by various groups of recipients (cf. Liebes 1988; Liebes/Katz 1990).This would contend for the supposition demonstrated over that a given cultural context has a significant influence in preparing and offering examples of observation, thought, interpretation, and action. They ensure a continuous process of inserting possibility involvement with one's personal cultural context.There is a general interest to consider in investigations of this transdisciplinary complex of topics the findings previously made and approved in individual disciplines as appeared above with reference to important studies about media reception.They permit the conclusion: "Cultural identity obviously can be expressed in different ways, as a specific function of culture, of processing identical stimuli of communication" (Saxer 1999, p. 105, emphasis in the original text). Next, so as to reveal more insight into the relationship between cultural identity and the Internet, inquiries concerning a culturally differing utilization of the Internet in a qualitative sense ought to be inquired. If

communication is viewed as normalization explicit to a culture, as was hypothesized by Hansen, it should be conceivable to show such differences additionally observationally in the various uses of the Internet.

Chapter two

1- Introduction

This study aims at investigating how technology could be so important in the learning process and its impact on the identity, and the importance of the technology as a tool to enhance the cultural knowledge and shape the cultural identity.

In attempt to test our hypothesis, this chapter is designed to provide an overview of quantitative and qualitative method use and how it is the most adequate approach to answer my research questions .In addition, details of the research methods and procedures are provided including: the description of the population and the questionnaire.

2-Description of the population

We conduct the study of the research as an online questionnaire on several groups on different social media platforms. Each one of these has a population of approximately 300 followers. We design the research in order to shape an understanding toward the learners and their extensive use of technology and its impact on their identity, it also highlights how the teachers, learners could and technology users use the right tools to come over the cultural barriers in their learning process.

3-Research tools

We design the research study to meet a major tool: a questionnaire, which is targeted to gather data on the study and provide a detailed understanding of the impact of the extensive use of technology on the identity, and highlights its effects on learner's motivation and their learning process.

I used as a research method to collect information from teachers, learners and technology users. It was designed to meet two types of questions, open and closed ended questions, we simply design it to investigate how the extensive use of technology impacts on the identity

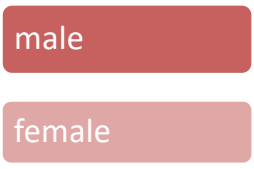
and how to enhance learning in general.

- Open-ended questions: a type of question used to make the teachers answer in their own words, the aim behind such questions is to determine the respondent's opinion toward the subject understudy.
- Closed ended questions: a type of question used to make the respondent's choose from pre dominant answers.

The questionnaire was handed out to eighty-one technology user. The questionnaire took place in an anonymous concept with the focus on drawing the user's attention to the fact of answering objectively and honestly. It consists of eleven different questions and each question has a target to achieve, the aim behind this questionnaire is to concentrate on how the use of technology could be so helpful and effective through series of questions, which would help to highlight the importance of the technology to enhance the learners' cultural identity.

4-The analysis of the questionnaire

- You are



Option	respondents	percentage
Male	27	33,33%
Female	54	66,67%
Total	81	100%

Table 01: Gender of the respondent.

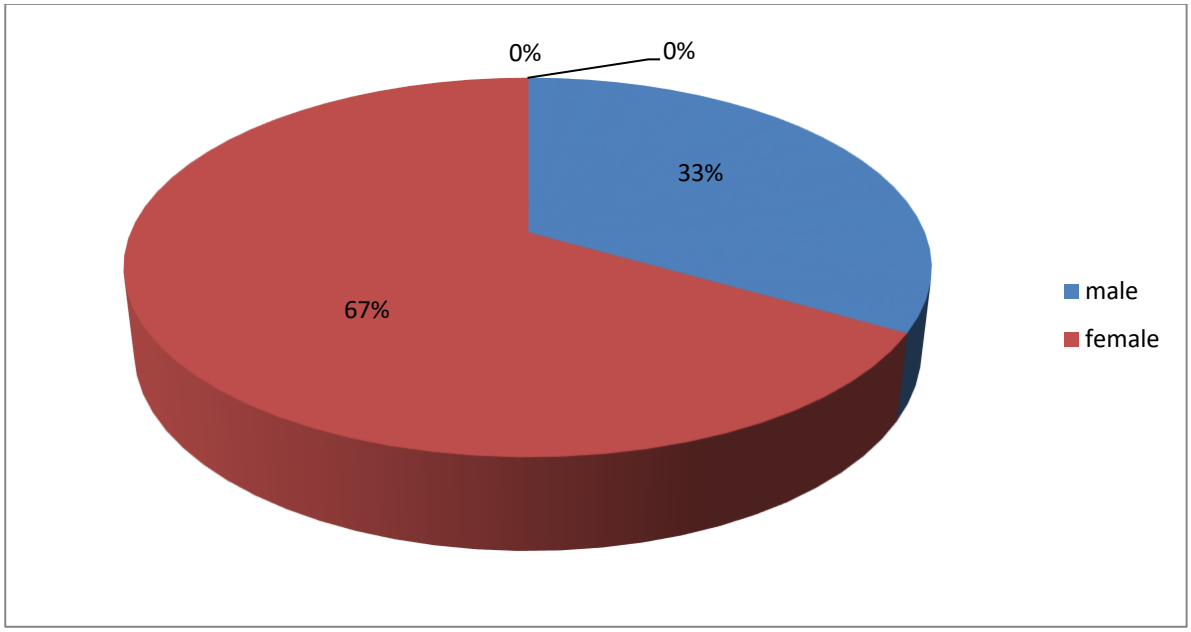


Figure 01: The Gender of the respondent.

Most of the users approximately (67%) are women, whereas (33%) are men.

2- What is your profession?

OPTION	RESPONDENTS	PERCENTAGE
STUDENT	62	76,54%
TEACHER	19	23,46%
TOTAL	81	100%

Table 02: User' profession

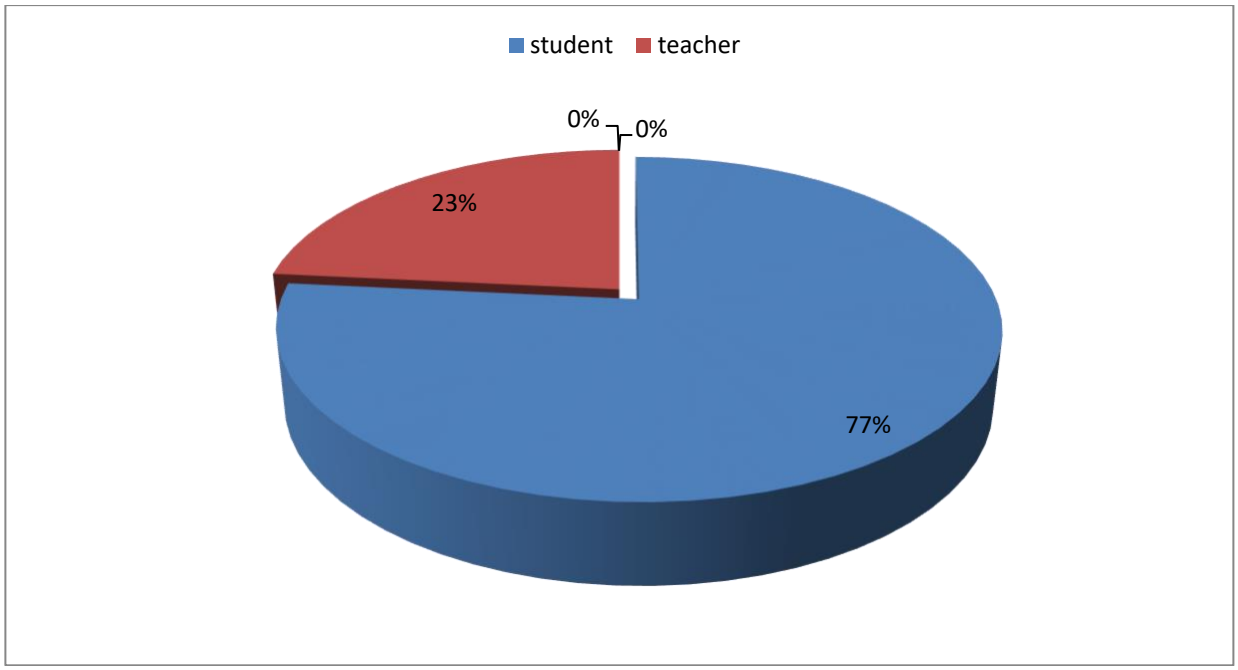


Figure 02: users' profession

The majority of the users (77%) are students, and (23%) are teachers.

- If you are a teacher, how do you bring the culture you are teaching to your learners?

- Pre-searching information\ discussion at class.
- Using the different tools as videos, movies and documentaries from other cultures.
- Using different videos flashcards webinars etc.

The majority of the teacher answered the three answers above which reveal that the teachers have an agreement that the technology use is one of the convenient methods to deliver such an approach.

3- Do you use technology in learning?

Option	Respondents	Percentage
Yes	81	100%
No	0	0%
Total	81	100%

Table 03: users' using technology as a tool in learning

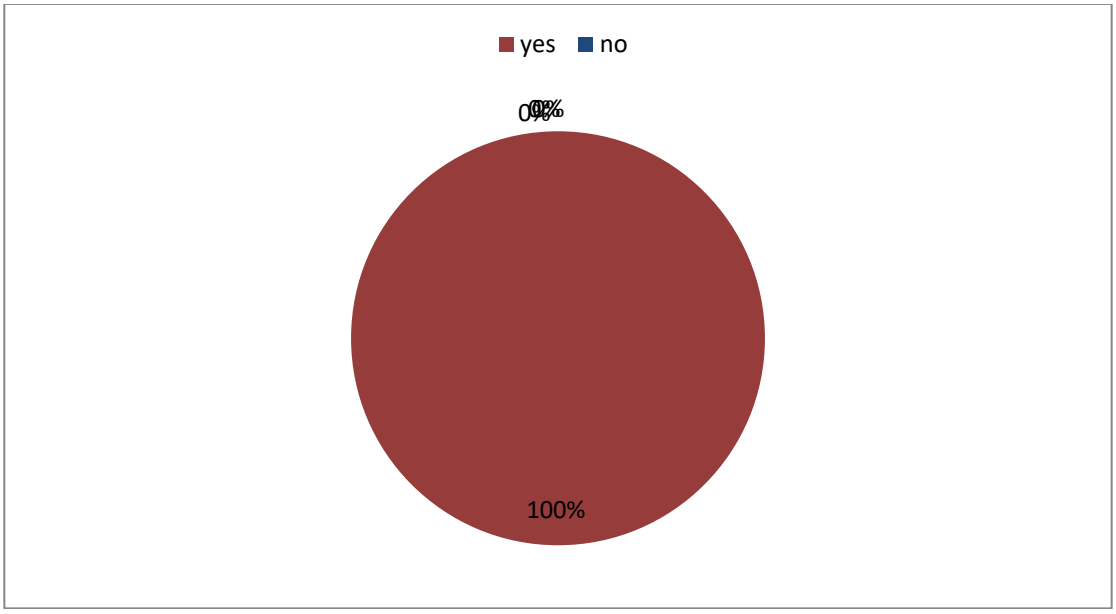


Figure 03: technology use in learning

All the users use technology in their learning process and research solving.

- If yes why?

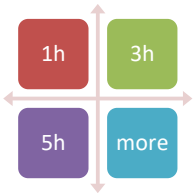
. It facilitates the work and manages the time.

. It is a lust these days, a quick and easy reference.

. To ease the process of learning and motivating learners to be autonomous.

The majority of the responses were like the mentioned above, the users are agreed that technology made the learning process easier and the first source to all information needed.

4- How much time do you spend using technology per day?



Option	Respondents	Percentage
1h	0	0%
3h	26	32,1%
5h	43	53,1%
More	12	14,8%
total	81	100%

Table 04: the hours use of technology per day

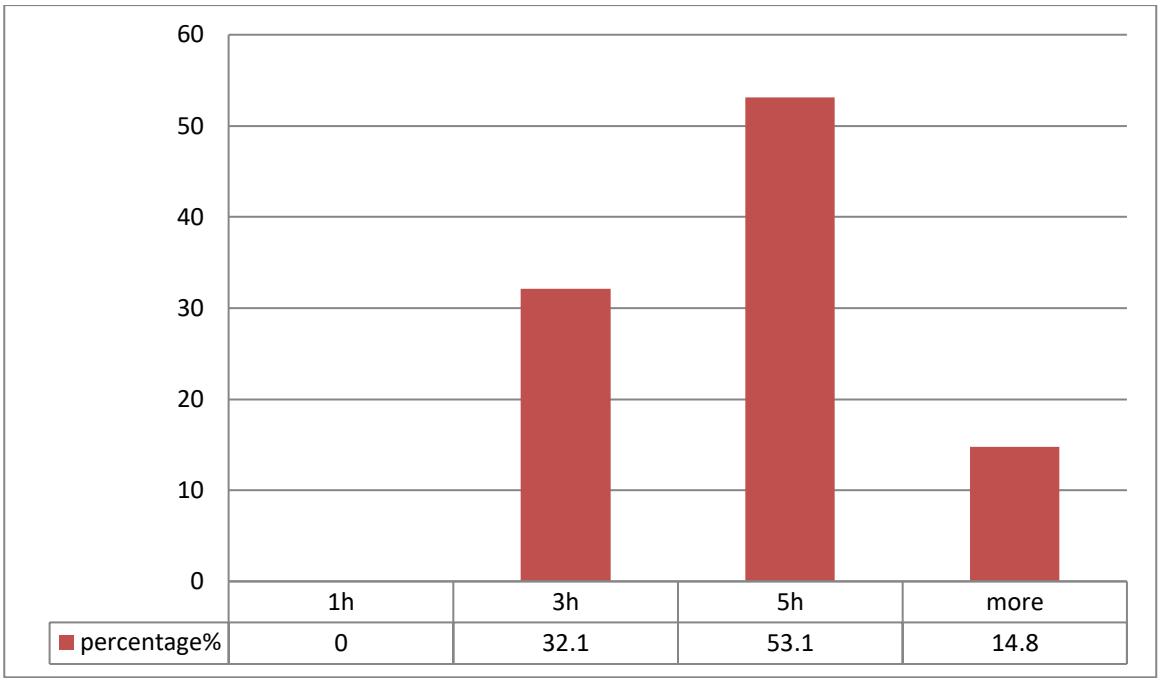
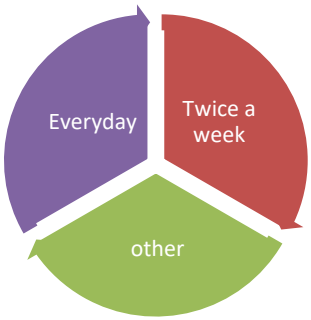


Figure 04: the time spent using technology by the users

The majority of the users (53%) spend an equivalent of (5h) per day in using technology, while (32%) spend (3h) and the rest of users (15%) go beyond the (5h) per day.

5- How often do/did your teachers provide opportunities for you to use technology in classroom?



Option	Respondents	Percentage
Everyday	34	41,9
Twice a week	39	48,1
Other	8	9,8
Total	81	100

Table 05: How often teachers provide the use of technology in classroom

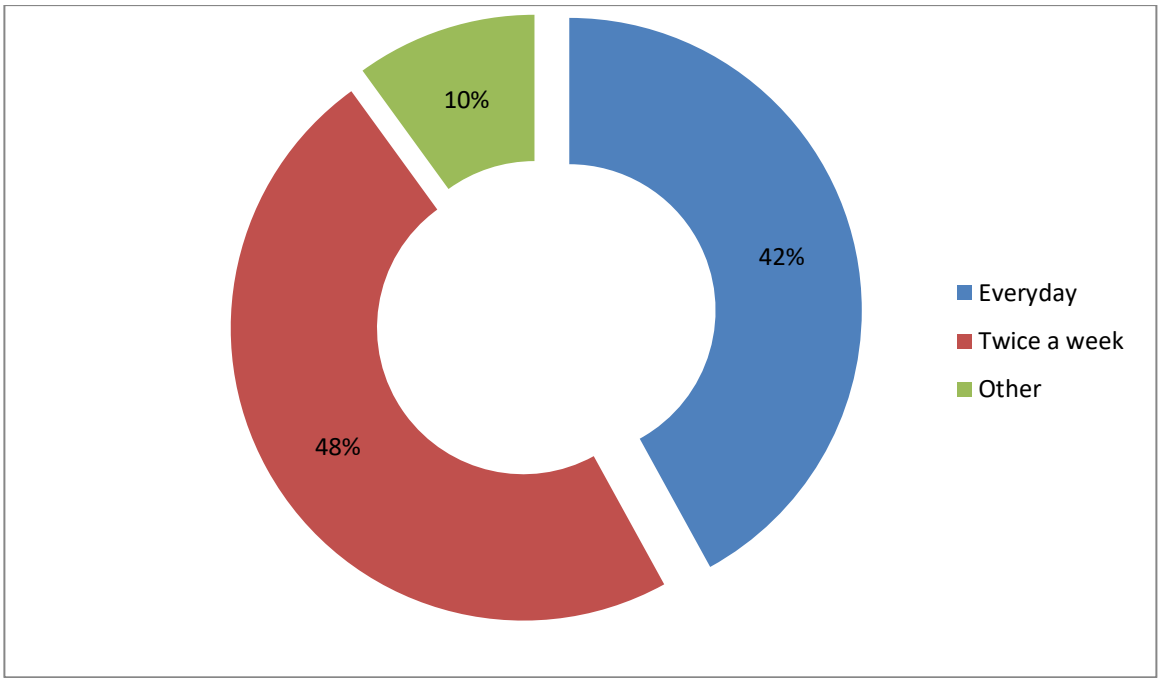


Figure 05: How often teachers provide the use of technology in classroom?

Based on the analyses of this table most of the teachers provide the use of technology in the classroom with an average of (48%) twice a week, others (42%) provide technology everyday on the other hand (10%) provide it other different occasions.

6- Do you believe that technology develop your cultural awareness ?

Option	Respondents	Percentage
Yes	81	100%
No	0	0%
Total	81	100%

Table 06: The users' belief that technology develop their cultural awareness.

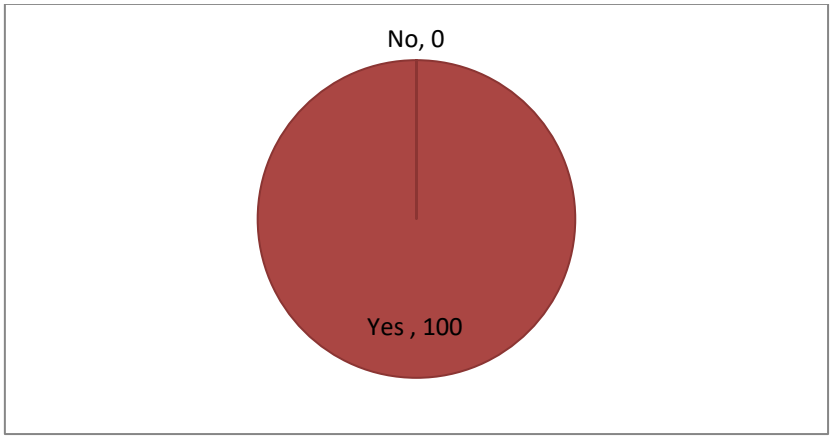


Figure06: The users' belief that technology develop their cultural awareness.

The entire users find that the use of technology is one of the reasons that helped in raising their cultural awareness.

7- Do you find that your cultural identity is similar to your ancestors?

Option	Respondents	Percentage
Yes	**12**	**14,8%**
No	**69**	**85,1%**
Total	**81**	**100%**

Table07: Users who find their cultural identity similar to their ancestors

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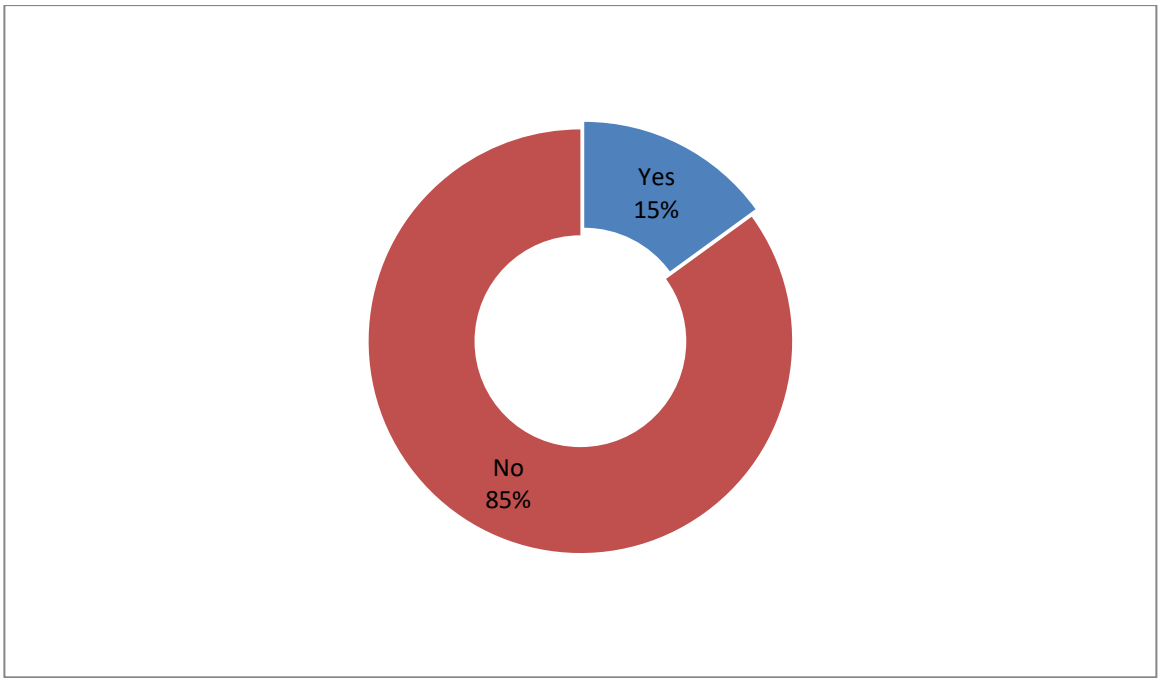


Figure 07: Users who find their cultural identity similar to their ancestors.

- If no, mention two factors lead to such changes.

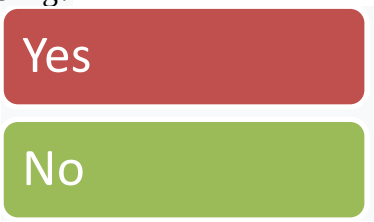
. Openness into the world makes people's mind change, people started accepting others' opinions and make more researches to check the credibility of the information.

. Cross-cultural communication, technology.

. Globalization due to technology and openness to other cultures.

The majority of users (85%) said no, who they agree that their cultural identity have changed, compared to their ancestors. they brought to light that the effect of such change is due to the openness toward other cultures because of the use of technology and the media. This led to the acceptances of the others due to cross-cultural communications in a global world.

8- As a learner do you agree that using technology open doors to other cultures without traveling?



Option	Respondents	Percentage
Yes	81	100%
No	0	0%
Total	81	100%

Table 08: Learners' opinion about technology opens doors to other cultures without traveling.

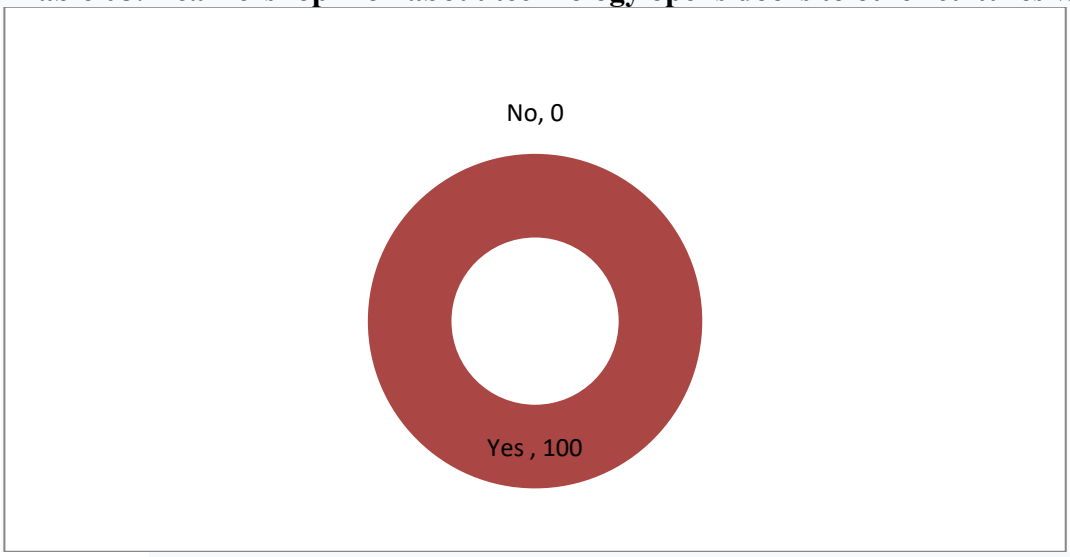


Figure 08: Learners' opinion about technology opens doors to other cultures without traveling.

A percentage of (100%) agrees that due to technology the world became under one umbrella where all the cultures and languages meet, no need to travel across oceans to experience new culture.

9-Where do you find yourself more comfortable?

Option	Respondents	percentage
Real Community	34	41,9%
Digital Community	47	58,1%
Total	81	100%

Table 09: Where users find themselves more comfortable.

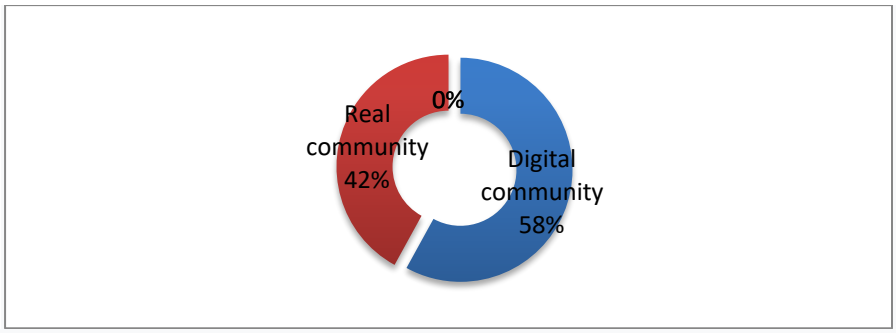


Figure 09: Where users find themselves more comfortable.

We have noticed that (58%) of our users prefer to be involved in the Digital Community which became lately more as a sanctuary to feel comfortable and be natural, on the other hand (42%) of the users told that the real community remains the original play ground where to experience and challenge self-own.

10- In a global village classroom do you find yourself able to fit into other cultures based on your knowledge from the internet?

Option	Respondents	Percentage
Yes	77	95,1%
No	4	4,9%
Total	81	100%

Table 10: Users' ability to fit into other cultures created in classroom as global village.

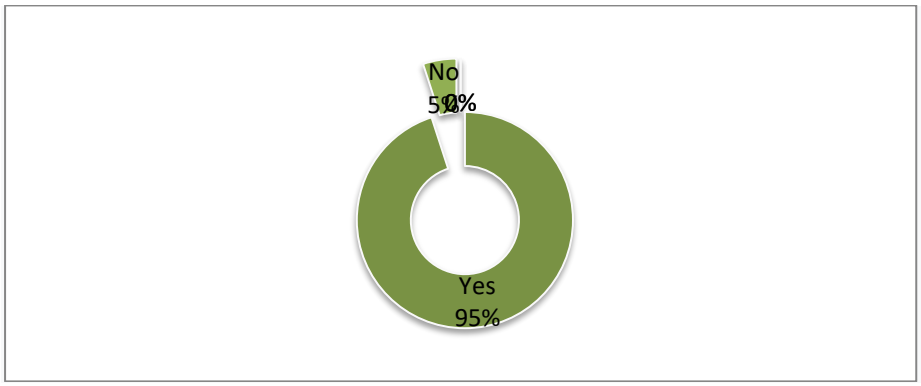
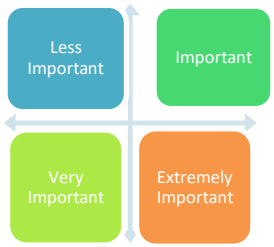


Figure 10: Users' ability to fit into other cultures created in classroom as global village.

The majority of users (95%) find that according to the knowledge gain from the internet they are able to fit and recognize other cultures and its fundamental, while (5%) find that they cannot join other cultures based only on the internet information and experiences.

11- In a multicultural classroom, to what extent is the use of technology important?



Option	Respondents	Percentage
Less Important	0	0%
Important	27	33,3%
Very Important	20	24,7%
Extremely Important	34	41,9%
Total	81	100%

Table 11: The importance of technology use in a multicultural classroom.

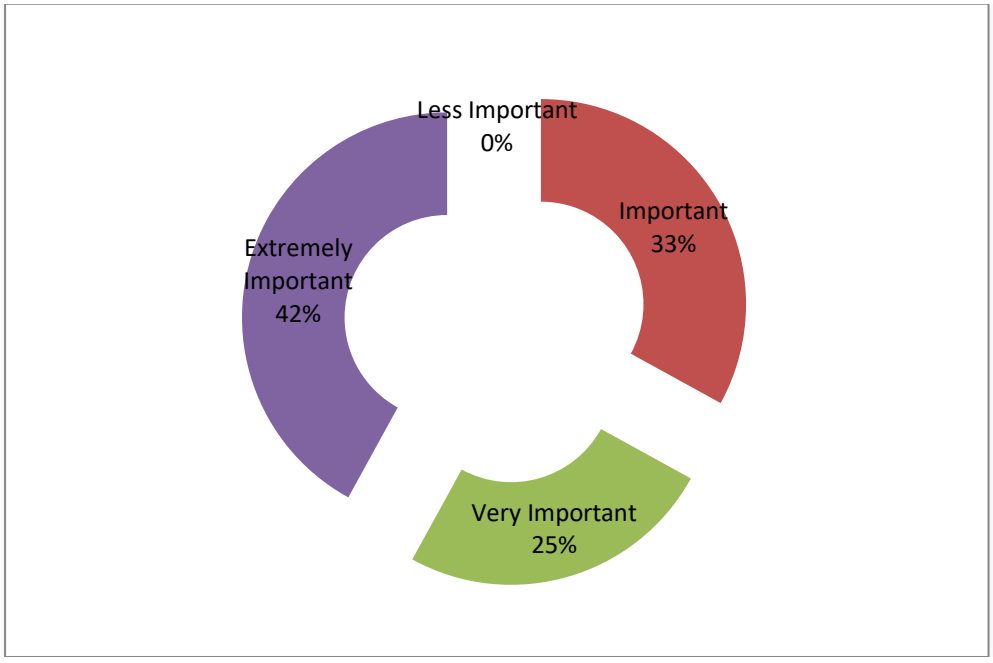


Figure 11: The importance of technology use in a multicultural classroom.

The table above put the light on the importance of using technology in a multicultural classroom. Most of the users (42%) say that it is extremely important, (25%) find it Very important while (33%) say that is important. In a multicultural classroom, the use of technology is necessary to avoid any misunderstanding of others cultures.

5-Conclusion

The results of the data analysis have come up to cover our hypothesis with a convenient feedback about the impact of the extensive use of technology on the identity. The outcomes have been revealed from the analytical part show learners' tendency to use technology in their learning process for the easy access to information and being the trend of the modern world.

Gathering the world under one roof lead to the openness and acceptances of the other cultures, which affected the cultural identity of the new generation transforming from the real community to living in the digital one and by the use of technology, they managed to alter

among the different cultures. Now we may realize the effect of technology on our identity and start to use it more effectively in our educational system to be an enjoyable tool to learn and its positive patterns on the academic performance of the learners. Thus, the discussion will seek to explore the role of extensive use of technology in altering leaner's cultural identity.

Chapter three

1-Introduction

Based on the results of the study, A positive story about innovation and progress has ruled history. Upgrades in living standards, which have been felt by most, from generation to generation, and a gathering of life-changing innovations, from the steam motorto mass travel, TV and communication, have made progress tangible. This chapter provides a general discussion of the research findings; it also provides recommendations and limitations of the study. We also would like to provide some suggestions to help the users of technology and learners obtain satisfactory outcomes in their learning process without losing their own culture.

2-Discussion of the findings

Technology has changed efficiency and living standards, and in the process, made new work in new divisions. Machines will keep on decreasing costs, democratizing what was at one time the save of the rich and outfitting the salary for expanded spending in new and existing regions. Crafted by what's to come is probably going to be differed and have a greater portion of social connection and compassion, thought, inventiveness and aptitude.
Thus, from the results obtained from the data analysis of the technology users' questionnaire, it is evident that the use of technology became a must nowadays and the most important tool in the different fields of learning and working, this has an impact on students' attitude and social behavior.

According to our investigation, there is a mix of results. As for teachers the majority of them answered that the use of technology during the learning process can facilitate the procedure and makes it clearer and can be a big motivator to the learners using the different tools as videos, movies and documentaries from other cultures. This reveals that the teachers

have an agreement that the technology use is one of the convenient methods to deliver such an approach. Based on the analyses most of the teachers provide the use of technology in the classroom with an average of (48%) twice a week, others (42%) provide technology everyday on the other hand (10%) provide it other different occasions.

As for learners, the majority of the answers came compatible; the users are agreed that technology made the learning process easier and the first source to all information needed. The use of technology facilitates the work and manages the time; it is a lust these days, a quick and easy reference and motivating learners to be autonomous. And this justifies the time technology users are spending on the net that the majority of the users (53%) spend an equivalent of (5h) per day in using technology, while (32%) spend (3h) and the rest of users (15%) go beyond the (5h) per day. About the importance of using technology in a multicultural classroom. Most of the users (42%) say that it is extremely important, (25%) find it Very important while (33%) say that is important. In a multicultural classroom, the use of technology is necessary to avoid any misunderstanding of others cultures.

Besides the entire users based on the questionnaire find that the use of technology is one of the reasons that helped in raising their cultural awareness and it gives them opportunity to have ideas about other cultures and showing theirs in turn. And this justifies their answer on the question said: Do you find that your cultural identity is similar to your ancestors? Where the majority of users (85%) said no, who they agree that their cultural identity have changed, Compared to their ancestors. They brought to light that the effect of such change is due to the openness toward other cultures because of the use of technology and the media. This led to the acceptances of the others due to cross-cultural communications in a global world. Openness into the world makes people's mind change, accepting others' opinions and makes more researches to check the credibility of the information, Globalization due to technology

and openness to other cultures. In addition, A percentage of (100%) agrees that due to technology the world became under one umbrella where all the cultures and languages meet, no need to travel across oceans to experience new culture. Also find that according to the knowledge gain from the internet they are able to fit and recognize other cultures.

We have noticed that (58%) of our questionnaire answers prefer to be involved in the Digital Community which became lately more as a sanctuary to feel comfortable and be natural, on the other hand (42%) of the users told that the real community remains the original play ground where to experience and challenge self-own.

Technology users in changing cultural contexts are often considered to be at risk for maltreatment. This is because such families may experience sociocultural and socioeconomic change and a loss of their former support networks. The risk increases when users are exposed to systems with conflicting socialization goals and with contradictory definitions of desirable supervision frameworks. Cultural differences may also result in misinterpretation of parental behaviors and misdiagnosis of abuse and neglect. Such conflicts and misinterpretations can be avoided if both parents and social agents learn to understand and to respect their cultural differences, so that together, they can devise ways to bridge them.

Our experience with cultural legacy is changing a result of the extension of digital media. Commitment with legacy, especially for more youthful individuals, is regularly through digital surrogates, for example, virtual reproductions or advanced antiques. Social co-operations at sites and heritage discussions are progressively moved to the digital circle. Aside from this free and uncoordinated digital movement by communities, there is additionally a developing investigation of its potential by legacy experts and associations. Other than utilizing information technology at first for information capture and the administration of collections and sites, various cultural establishments are additionally trying different things with advanced media to convey in new manners and pull in new audiences.

This is a two-way process: not just have digital technologies impacted legacy; however more extensive legacy interpretation issues have additionally influenced how digital tools are being utilized.

3-Recommendations for technology users

Legacy is something that has a place with one by reason of birth and that is passed on from the past. It establishes a source of identity and attachment for communities disturbed by confusing change and economic instability. Traditional knowledge (TK) is a living body of information gave from generation to generation inside a community. It frequently shapes some portion of a people's cultural and spiritual identity.

Specialists determine two headings in the use of electronic technologies in the circle of conservation of cultural legacy:

a) **E-structure (electronic copies)** of traditional cultural storages, (for example, electronic museums, libraries, exhibitions, databases, etc.)

b) **Electronic types of new cultural objects** (PC programs, systems, technologies, digital works of art etc.), which may eventually become objects of social legacy, however as indicated by the method for protection are like the classification of intangible heritage.

How would we measure the advancement made by nations as far as the insurance and advancement of the diversity of cultural expressions in the digital age? The checking system introduced in the UNESCO Global Report Reshaping Cultural Policies proposes 3 fundamental indicators around there, with their respective means of verification:

1. Legislative base for universal access to the internet is a) established b) evaluated and c)functioning. Means of verification:

1.1-Evidence of relevant laws to establish universal access to the internet

1.2- Evidence of universal access to mobile internet connections (by gender, age, income

level) and to social networks

1.3- Evaluation reports on the impact of laws on universal access to the internet

2) Policies and measures to encourage digital creativity and civil society participation in the digital environments are a) established, b) evaluated and c) functioning. Means of verification:

2.1- Policies and measures to support digital arts, incubators for electronic art and experimentation, training for artists

2.2 -Measures to promote the production and consumption of e-content (paid and free, international and local)

2.3- Measures to encourage civil society participation via digital media

2.4 -Evaluation reports on the impact of policies to encourage digital creativity and civil society participation in the digital environment

3) Policies and measures to support dynamic and diverse digital cultural industry marketsare a) established, b) evaluated and c) functioning. Means of verification:

3.1 -Policies and measures to support the modernization of the cultural industries (e.g. technological infrastructure and training for digital cinema/filmmaking, republishing/writing)

3.2- Number of e-players participating in the market, by cultural industry (e.g. music, publishing, film, etc.) and levels of digital literacy among consumers (by gender, age, income level)

3.3- Share of digital income for small and medium-sized companies, by cultural industry

3.4 -Evaluation reports on the impact of policies to support dynamic and diverse digital cultural industry markets

As we have tried to show in this study, digital technologies are having a significant impact on the cultural scene, and the landscape of opportunities, barriers and policies

associated with the protection and promotion of the diversity of cultural expressions in the digital era is highly complex. Now, following examination, new technologies cannot be said to be either positive or negative in themselves but instead can be regarded as both an advantage and a challenge, depending on how they are applied in each context.

4-Suggestions for further studies

Within this framework, when it comes to protecting and promoting the diversity of cultural expressions in the new environment, the progress made by some countries could be extremely useful for others. Indeed, many of the initiatives we have studied in relation to access, creativity, cultural industries and social engagement are clear success stories that could be replicated. From the viewpoint of creativity, countries have invested in platforms and applications that contribute to the visibility of local artists, training activities that help them to experiment and create with digital technologies and various measures to protect copyright. Nevertheless, cultural policies often remain too anchored in the analogue creation model – in which the message is communicated in one direction – and lose sight somewhat of the very paradigm of the new environment, which is characterized by interaction and collaboration.

5-Limitation of study

Because of many reasons, the review under research has thought of some as limitations. In any case, the particular population is one limitation. The number of population in the review was restricted in light of the fact that it concentrated just on 81technology users who were in different places from the country .In this way, the quantity of the example would not speak to the entire population since it is hard to sum up these findings. In the event that the review secured an extensive number of users, it would have given another measure of information and discoveries. Therefore, it would be interesting if the study were repeated to examine a large number of users of different environments. The second limitation was time; we were limited by time and we needed to have exams in the period that we should

concentrate on our dissertation. Additionally we did not have enough time to cover an expansive example of instructors and utilize different tools for our research. Extended time would have been extremely useful to cover vast sample of technology users.

The examination of the study highlighted just the impact of digital media on the identity; it did not reveal the entire regions of the culture. Besides, the lack of documents and sources in our library drove us to search for eBooks and articles from the websites. The study under research concentrated just on one research tool: a questionnaire; it would have been quite beneficial if we made an interview and ask various segments of society about the use of technology nowadays; this may furnish us with an unmistakable amount of findings and allow us to reach different conclusions.

6-Conclusion

One of the most significant overall issues of this discussion, however, is that digital technology isn't simply an innocent tool in our push to record and understand the past, for it inevitably influences and shapes definitely how we experience social legacy. As the different digital technologies applied in this field have developed, yet in addition as the financial improvements of the most recent couple of years have changed the manner in which we see ourselves, others, and the past. The progress from the genuine circles of interaction with cultural objects to the virtual circle debilitates interpersonal communication in the context of connection with tradition. The outcome is the "removing" of traditional act of gathering of the past culture from educational, sacred, or axiological circle to the circle of entertainment, pretending PC games or special programs. Such programming items give the capacity to change at one's own will the authentic occasions, to simulate the historical backdrop of the family, the clan, the nation.

General conclusion

General conclusion

The aim behind this research is to highlight the role of extensive use of the new technologies in altering the learner cultural identity. The investigation provided reasonable answers that helped to move forward with the research, the questionnaire came in handy to clarify the questions in concern. The combination of the learners/teachers that use technology in daily basics confirmed our concerns.

The dissertation is based on three chapters that put the research under the specific study. The first one we focused on the theoretical part which is composed of two parts, part one discussed Technology and the improvement to the human life in several fields, the impact of modernization its advantages and disadvantages, the technology in society and vice versa. The second part we dealt with the culture and the changes occurred on it due to the globalization and its reflection on the identity, also the relation between technology and culture. The second chapter is about the investigation and the method of work; that is described in the details of description of population, data gathering and analysis of the responses. While the mast chapter, concentrate on the discussion of the data collection, provide recommendations and the limitation of the study.

To conclude as a learner considered as a digital native the relation with the use of technology is permanent and the ambition to belong to a global diverse community is higher; the need to learn new cultures and its basics is daily even without knowing the language. Technology and its impact on globalization made us come closer where the world shares the same language ‘English’ but when come over to the culture each community have its own, to cross these barriers the need to learn the culture is essential however in the use of technology the culture is an iceberg too little to show and too much to hide, the cultural identity will be

affected as it is in constant shifting the extensive use will develop higher awareness and different knowledge that will help the learner to fit in the working environment . the mixture of people , cultures and identities plays major role in the working environment, technology will always provide the knowledge to alter and shape your identity to fit with the norms of the group and develop the collectivist.

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APPENDIX

- Questionnaire

1. Gender
   *Yes * No

2. Profession
   *Teacher * student

   -If you are a teacher how do you bring the culture you are teaching to your learners?

3. Do you use technology in learning?
   *Yes * No

   -If yes why?

4. How much time do you spend using technology per day?
   *1H *3H *5H *More

5. How often do/did your teachers provide opportunities for you to use technology in classroom?
   *Everyday *Twice a week *Other

6. Do you believe that technology develop your cultural awareness?
   *Yes *No

7. Do you find that your cultural identity is similar to your ancestors?
   *Yes *No

   -If no mention two factors lead to such changes

8. As a learner do you agree that using technology open doors to other cultures without traveling?
   *Yes *No

9. Where do you find yourself more comfortable?
   *Real community * Digital community

10. In a global village classroom do you find yourself able to fit into other cultures based on your knowledge from the internet?
    *Yes *No

11. In a multicultural classroom, to what extent is the use of technology important?
    *Less important * Important *Very important *Extremely important