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Teaching Civilization at The University

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Submitted by:

Ms. Khadidja DAIM

Supervised by:

Dr. Saadia Ouldyyerou

Board of Examiners:

Prof. Habib YAHIAOUI President University of M. Stambouli-Mascara

Dr. Saadia OULDYEROU Supervisor University of M. Stambouli-Mascara

Prof. Nawel MEBITIL Internal University of M. Stambouli-Mascara
Examiner

Dr. Miloud BEKKAR Internal University of M. Stambouli-Mascara
Examiner

Dr. Farouk BENABDI External University of A. Ben Badis-Mostaghanem
Examiner

Dr. Toufik BOUAKEL External Examiner University of H. Benbouali-Chlef

Academic Year: 2024-2025.

Statement of Originality

I, **Khadidja DAIM**, hereby, certify that this thesis, which is entitled “**Teaching Civilization at the University**”, represents my own work and has not been taken from the work of others, or previously included in a thesis, dissertation, or a report submitted to this university, or any other institution for a degree, diploma, or other qualifications, except where otherwise stated.

Ms.Khadidja DAIM

Dedication

To my beloved parents

To my lovely sisters

To my brothers Abdelhak and Med Hicham

To my family and friends.

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In the name of Allah, the most Compassionate, the most Merciful.

First of all, I would like to express my praise to my God Almighty “ALLAH” the Lord of the world, for enlightening my way to complete this humble work.

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Abstract

The current thesis examines the realistic teaching situation of civilization courses to English as Foreign Language (EFL) students at the University of Mascara. It aims to explore and analyze the teaching process of civilization in EFL context and examine its inclusion as a cultural subject in respect to the evolution of language-culture teaching approaches, and to analyze its teaching methodology under the Algerian higher educational Licence Master Doctorate (LMD) system reforms which came to modernize the Algerian higher education as well as to cope with modern education standards. In order to obtain the required data, a case study research was conducted by targeting second year EFL students and teachers who are specialized in teaching civilization at the University of Mascara. Accordingly, three main instruments were opted including classroom observation, teachers' interview, and students' questionnaire. The main research findings elucidate a complicated teaching situation of civilization in EFL context in respect to the case study which has been characterized with mono-culture teaching model and knowledge based instructions with classical teaching glances which do not correspond to Algerian higher educational LMD system reforms from one side, and to EFL learners' interests, needs, and preferences as digital natives, especially within this new digital era. Thus, a real reconsideration of teaching civilization have to be announced to alternate the shift from the civilization approach towards alternative culture teaching models in respect to the status of the target language as an international language and the integration of culture teaching by advocating the intercultural teaching and learning models taking into accounts the Algerian higher education reforms which support modernity, learner-centeredness, and technologies' integration inside and outside classroom.

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List of Abbreviations and Acronyms

- ALM: Audio Lingual Method
- Big C: Big Culture
- BMD: Bachelor Master Doctorate
- C1: First culture
- C2: Second culture
- CBA: Competency Based Approach
- CBE: Competency Based Education
- CBI: Content Based instructions
- CBLT: Competency Based Language Teaching
- CLIL: Content Language Integrated Learning (CLIL)
- CCL: Cognitive Code Learning
- CLL: Community Language Learning
- CLL: Cooperative Language Learning
- CLT: Communicative Language Teaching
- EFL: English as a Foreign Language
- ELT: English Language Teaching
- FL1: First Foreign Language
- FL2: Second Foreign Language
- 4-F approach: Folk dances, Festivals, Fairs and Food
- GTM: Grammar Translation Method
- L1: First Language
- L2: Second Language
- Little/ Small c: Little/ Small culture
- LMD: Licence Master Doctorate
- TBI: Task Based Instructions
- TBLT: Task Based Language Teaching
- TEFL: Teaching English as a Foreign Language

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General Introduction

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Teaching civilization to EFL students at the Algerian university is considered an integral part of the target language teaching curriculum. The incorporation of such cultural subjects for the target language learners is of paramount importance as language mastery goes beyond its linguistic system as modern language studies have approved that language has to be studied in respect to its cultural context. At this level, the study of language and culture are viewed as two sides of the same coin, the study of each of them could not be without the other (Sapir, 1929; Agar, 1994; Brown, 2000; Holme, 2002; Wardhough, 2006).

Alongside teaching linguistic and communicative skills, the target culture is regarded as the fifth skill which has been targeted either implicitly when cultural content is examined through different linguistic levels of analysis or explicitly throughout culture-based subjects such as British or American civilizations since they are representing the target culture and the history of English language speaking communities.

Teaching culture-based topics such as civilization to EFL learners at the university has attracted the attention of researchers from different perspectives, especially when it is taught to foreign language learners by introducing cultural and historical facts related to its native speakers. Undoubtedly, introducing cultural knowledge which appears under different names and terminologies was and is still present at the core of language teaching programs. Its inclusion for foreign language learners is interpreted and examined through different perspectives and based on different language teaching methodologies which may differ from one language to another. These methodologies are still wavering either to interpret culture as synonymous with civilization or to drop a sharp distinction between the two terms which are treated differently at least in French and German languages. In comparison to the English language, the concept of culture is used more frequently for its teaching context. As is asserted in the work of the anthropologist Edward Taylor (Botz-Bornstein, 2012), where both terms seem to refer to each other in an interchangeable manner (Huntington, 1996; Schafer, 2001; Botz- Bornstein, 2012).

Introducing cultural and historical facts which are related to the target language-speaking community to increase EFL learners' competencies, skills, and awareness as language learners at the first level could not be extended out of two main teaching paradigms. The first deals with the subject as a specific content. It interprets the incorporation of

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civilization in the EFL context from language-content interrelationship; as a content subject which reinforces language learning throughout a specific content.

The second paradigm treats civilization from a language-culture interrelationship standing on plenty of theories and assumptions including the most cited works in literature. It interprets the intertwined link between language and culture and its impacts on their teaching evolution in the EFL context. Undeniably, one of the main works which link language and culture dates back to the fifties of the last century by introducing Sapir-Whorfian hypotheses (Sapir, 1970, cited in Elmes, 2013), which is considered a reference work (Wardhaugh, 2006) approving the inseparable relationship between language and culture.

Culture's integration in language classrooms gains momentum by introducing intercultural teaching models. Based on Hyme's notion of communicative competence. It was introduced in the late 60s and early 70s against Chomsky's concept gaining popularity in the 50s and early 60s of the last century by limiting language borders in its linguistic system (Rickheit et al., 2008). It had its embedded impacts later on the position of culture in language teaching. Then, it was reinforced through Canal and Swain's revisited version. Alongside its teaching history in language curricula, culture has been determined by two main views including static and dynamic views (Applebee, 1996, cited in Newton et al, 2015; Liddicoat, 2001; Wendt, 2003; Crawford & McLaren, 2003; Liddicoat et al., 2003). Their reflections on the teaching methodology of cultural knowledge integration in foreign language classrooms have revealed its evolution from classical teaching approaches to modern language teaching methodologies. They overpass knowledge-based instructions that stand on teaching civilization.

As far as teaching civilization to EFL learners at Algerian universities is concerned, there is steadily growing number of studies (Nezzar, 2005; Bensaad, 2011; Mehdaoui, 2013, 2014; Ladi, 2014; Seddiki, 2018) which have examined its teaching process. They have examined the interwoven relationship between the English language teaching and civilization courses under the Algerian higher education LMD system. They have highlighted several issues related to the teaching process of civilization which may result from the non-convergent teaching methodologies. These are implemented to teach this subject to EFL learners under the LMD system reforms to modernize the educational process, as well as to cope with the shift from teacher-centeredness to learner-centeredness to meet the aspects of modern education standards.

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Yet, the teaching situation of civilization in the EFL context at the Algerian universities has revealed different controversies either at the level of its content that is characterized by the domination of historical rather than cultural aspects that are related to the native speakers of English language. Such overemphasis decreases learners' interests towards the subject, as well as its inadequate teaching methodology to the standards of LMD system. Thus, a deep exploration and examination of its real teaching situation are still needed to check out to what extent they cope with culture-language teaching evolution in parallel with the status of the English language as an international language concerning Algerian higher education reforms of LMD system; especially after the huge shift in the Algerian higher education from the classical system to the LMD system that has adopted hybrid teaching by amalgamating face to face teaching with electronic teaching and learning to ensure an effective teaching quality to cope with modern challenges.

Accordingly, the current study aims to explore and analyze the teaching process of civilization courses to EFL learners at the Algerian university by conducting a case study which has targeted second-year LMD students and EFL teachers who are specialized in teaching civilization and culture studies at the University of Mascara. It aims to examine the complicated teaching situation regarding language-culture interrelationship from one side, and from another side, its teaching situation concerning the Algerian higher educational LMD reforms. In addition, to examine EFL teachers' and learners' perceptions and views about the teaching situation of civilization taking into account EFL students' needs, interests, and preferences as well as its adequacy to modern education aspects in this digital era.

As an attempt to accomplish the current study, the following research questions are worthy to be posed:

- 1) To what extent does the current situation of teaching civilization to second-year EFL students at the University of Mascara correspond to the evolution of language-culture teaching methodologies under the Algerian educational LMD system?
- 2) Which methods are used in teaching civilization to second-year EFL learners for the nature of the subject and the digital era?
- 3) Do second-year EFL students correspond positively to the content of

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civilization courses at Mascara University?

Accordingly, the following hypotheses are formulated:

- 1) The current teaching situation of civilization to second-year EFL students at Mascara University may stand on the traditional teaching approaches regardless of the evolution of language-culture teaching approaches under the Algerian higher education LMD system's reforms.
- 2) EFL teachers may amalgamate different methods to teach civilization courses.
- 3) Second-year EFL students may not correspond positively to the content of civilization courses when history is overemphasized rather than culture.

Hence, the current research strives to investigate the realistic teaching of civilization at the university by conducting case study research. Therefore, the researcher selected a sample population composed of eighty EFL students from second-year LMD and five EFL teachers who are specialized in teaching civilization. To accomplish the research findings, three main instruments were opted including classroom observation, teachers' interview, and learners' questionnaire.

Indeed, this research work is essentially composed of five chapters which cover different aspects of the study. The first chapter is devoted to reviewing the theoretical studies which interpret the interrelationship between civilization and the target language teaching. It is an attempt to decipher the inclusion of civilization as a cultural subject being introduced to EFL learners by examining its presence in the EFL context. The second chapter displays the realistic teaching situation of civilization and its relationship with EFL teaching in the Algerian educational system in general and at Algerian universities in particular.

The third chapter is an attempt to justify the research methodology and the procedures which were implemented to conduct this research whereas the fourth chapter is devoted to displaying, analyzing, interpreting, and discussing the research findings which is followed by the last chapter which tackles the alternative solutions and strategies for changes to enhance the teaching process of civilization at the university and to ensure a soft shift towards new teaching models of language-culture teaching in respect to the target language teaching methodologies under its higher educational framework.

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Chapter One :
Literature Review

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1.6. Teacher-Centered and Learner-Centered Approaches in Teaching Culture and Civilization to Language Learners

1.7. Conclusion

Chapter One: Literature Review

1.1. Introduction

Teaching English as a foreign language is more than to be limited to language structure and rules. This field has extended to involve the target culture and the different aspects of the civilizations of its native inhabitants and speakers. To ensure a good quality of teaching and learning of the target language, cultural courses are officially inserted in language classrooms for learners of the second language. In such a process both EFL teachers and learners are required to master linguistic knowledge as well as a certain cultural background about the speakers and nations who represent the target language.

Teaching the target culture and civilization is highly demanded to support the learning of the foreign language through the given knowledge that fosters cultural values, traditions, beliefs and historical events to better understand this language and to master it through its culture.

As far as this research is concerned, teaching civilization to EFL students is the core of this chapter where the focus is on the theoretical framework. Thus, to understand civilization teaching to non-native speakers, it is required to decipher its code, its meaning, its inclusion to language learners, its approaches to teaching, and to understand it within a particular methodological paradigm that may differ from one language to another. Furthermore, to scrutinize it through the eyes of linguists, educators, and pioneers whose major works have emphasized its integration.

Accordingly, teaching civilization requires having a deep understanding of the way it should be taught taking into consideration the nature of the subject the objectives behind teaching this module and most importantly the way that should be taught in language context; the methods, the techniques, the strategies, the tasks and the instruments. Thus, teaching civilization to language students is not an easy task since the nature of this subject requires many practices to reach effective teaching. A lot has been said at this level to show plenty of pedagogical practices that are used to teach civilization.

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This theoretical chapter is an attempt to decode civilization as a term at the first level, and explain its relationship with culture at a second level. Then, to shed some light on its integration as a subject to language learners and the objectives behind it, its teaching approaches, and the perspectives which establish its inclusion.

Thus, understanding the teaching of civilization in a language classroom cannot be understood without referring to the target language and culture. In this chapter, the teaching of civilization is scrutinized from linguistic and cultural perspectives with a double focus on the major approaches and methods which interpret its incorporation as a cultural subject that EFL learners are about to be engaged in its tasks and practices.

1.2. Understanding Civilization and Culture

This section is devoted to the comprehension of the nature of civilization with its related notions to understand the objectives behind inserting such subjects in foreign language classes. Then, introduce the pedagogical practices which are related to the teaching process of the target culture and civilization.

A very interesting question should be raised to reveal the ambiguity that may cross each interested mind in teaching civilization in a foreign language context. What do we mean by civilization? A set of queries may follow it such as; is the word civilization a synonym for the word culture? If not? Then, what is the difference between them? Does civilization mean history? The following rubrics attempt to shed some light on these notions to answer all these questions.

1.2.1. Definition of Civilization

A close check for the concept in Oxford Word power Dictionary (2008) shows that the word civilization refers to “a society which has its own highly developed culture and way of life.” Or to describe “an advanced state of social and cultural development or the process of reaching this state” So, it could not be named a civilization unless it is characterized by a sophisticated improvement that shapes the lifestyle of a particular nation with a certain intellectual level. It is

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also clear that no existence for civilization without a solid culture and urbanized status.

According to Kroeber and Kluckhohn (1952, p.145), the word civilization has a *Latin* origin, it is a derivative of “*civic, civilis*” meaning “*citizen*” and “*civitas, civiltas*” meaning an urbanized place where residents reside. Simultaneously, it is regarded that the term has no presence in the old versions of Latin. Yet, the concept is said to have been formed and developed in medieval ages possibly within the *French* language taking its roots from the word “*civiliser*” which signifies attaining and reaching an advanced state, progress and conveying sophisticated attitudes and behaviours.

Beyond a shadow of a doubt, the term like many other concepts has Latin roots, then, it was borrowed and formed later in the French language to describe the aspects of a developed society. As a reflection on what has been stated about the French use of the term, the word civilization has different meanings and its uses may go back to ancient times when human being shifted from rural to urban life where all the aspects of modern life are found.

Historically, the term civilization goes back to the eighteenth century as Huntington (1996,p.40) mentioned where many French philosophers introduced it in contrast to the term “*barbarism*” to differentiate between two worlds. A stable built-up area, whose inhabitants are unconventional, educated and cultivated in contradiction to those who are illiterate, unorganized and conventional in their lifestyle. In the same line of thoughts, Tsioumis, Vamvakidou, Golia, and George (2006) claim that though civilization as a concept refers to a high-class society, it is at last utilized as an antonym for the word “*barbaric*” (p.01).

The term civilization tends to express different meanings in different languages as stated by Elias (2004, p.74, as cited in Elban, 2017, p.123) that the word in both French and English describes something dissimilar in the German language; however, it is sometimes used in parallel with culture.

1.2.2. Definition of Culture

The word culture has different meanings according to different fields and contexts. It has been defined and analyzed from different perspectives (Kashru & Smith, 2008, p.32). The following lines aim to describe and identify culture within language studies.

A first glimpse of the word culture in Oxford Word Power Dictionary (2008) shows that it refers to “customs, beliefs, art, way of life, etc of a particular country or group.” A culture is then a result of what members of a nation or what a set of people share in common as traditions, values, artistic side or lifestyle.

Diving into its origin, Kroeber and Kluckhohn (1952, p.33) mentioned that the word culture has Latin roots taken from “*culture*” from the verb “*colere*”, with the meaning of “*tending or cultivation*” or “*nurture*” (p.145). Throughout the analysis of the expected meaning of the given words, the verb to *cultivate* in Oxford Word Power Dictionary (2008) has two sides; the first exposes and links its meaning to agriculture. The second refers to a process to improve and enhance the quality of anything. Additionally, the verb to *nurture* according to the Cambridge Online Dictionary has an equal significance with the verb to cultivate with a common meaning; to improve something.

Looking into the early uses of the term, Kroeber and Kluckhohn (1952, p.145) illustrated that the term *culture* either as a synonym or not for “*civilization*” was not introduced at any place in 1750. In 1765, the term occurred in a work that was conducted by Voltaire; the French philosopher. Yet, it was not until 1850 that it had been launched in Germany going back and forth between its new implication and the old one. Then, it was launched by Taylor in his anthropological studies in 1871 throughout his endeavours to identify the term in an academic paper.

As mentioned by Braudel (2003, pp.51-59, as cited in Tsioumis et al., 2006, p.01) who presented a historical development when stating that the French word *culture* was introduced in the eighteenth century in the French context and was applied as a concept in 1752. Then, the word appeared again in a written work by

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Miraboud in 1756 where it was presented as a synonym to *civilization*, though Voltaire, who wrote a detailed “*history of civilization*” earlier, didn’t point out to culture in the way Miraboud did. Later on, the debated word found its settlement in the French context (as cited in Tsioumis et al., 2006).

A huge amount of growing studies have attempted to define culture from different perspectives aiming to describe its features and aspects. The main issue is that there is no one definition that all agree on when defining culture. A considerable number of definitions have been written holding and representing a particular field of interest.

A simple definition of the term culture was given by Geertz (1973,p.89, as cited in Kashru & Smith, 2008, p.31) who sees culture as “a historically transmitted pattern of meanings embodied in symbolic forms using which men communicate, perpetuate, and develop their knowledge about and attitudes toward life.” Perhaps from one generation to another, and through shared beliefs, values, language and lifestyle, cultural heritage is shaped and constructed.

In the same vein, an early illustration of the term culture is given by Nieto (1992, as cited in Nieto, 2010) who defines it as:

The ever-changing values, traditions, social and political relationships, and worldviews created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion. (p.136)

He provides a clear explanation for his quote when he points out that the previous lines hold answers for the meaning of culture, its components the manner it is constructed and changed, and the involved members. So, culture is complicated, it contains a set of beliefs, customs, liaison, and a general philosophy of life which is transmitted between generations.

1.2.3. Definition of History

The word history has been used and integrated into different disciplines. As long as this research is concerned, it is integrated into the civilization subject through reviewing historical events throughout times which are related to the natives of the target language.

According to Oxford Learner's Pocket Dictionary (2008, p.210), the word history refers to "the study of past events or description of past events or experiences." The term is used to describe the investigations that report what had happened in the ancient times. When reviewing the old events of a particular nation or a country it implies that it is a history classroom. In this respect, Ketchum (1978, p.3, as cited in Elban, 2017, p.123) points out that even though *civilization history* becomes a field of study with its specific techniques and pedagogical practices, it still be vague to differentiate between civilization and culture

1.2.4. Civilization Vs. Culture

In recent years, there has been a growing recognition of a vital link between culture and civilization. In this respect, a set of extended volumes have been written to explain this relationship. A group of researchers view culture and civilization as synonyms while another team draws a sharp distinction between them.

Generally speaking, a close look into the Oxford Learner's Pocket Dictionary (2008, p.74) shows that the word civilization refers to "culture, and way of life of a society at a particular time and place." For someone who checks the meaning for the first time, s/he will understand that the word civilization is used as a synonym for the word culture. This latter if not, then, is regarded as one of the components of the aforementioned.

One well-known study that is often cited in research on civilization and culture is that of Miraboud (1756, as cited in Tsioumis et al., 2006), who initiated the debate regarding culture as civilization. In the same vein, Huntington (1996, p.41) claims that "Civilization and culture both refer to the overall way of life of

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a people, and a civilization is a culture writ large.” His description is based on several works that have been drawn by different pioneers in different areas of study such as education, anthropology, sociology and so forth. Accordingly, Braudel considers civilization as culture. In this respect, culture is viewed as a mirror that reflects civilization. A spot where all the customs, values, and arts are grouped and shared.

Similarly, Dawson views it as the result of culture which is constructed and shared by members of the same community. Civilization is viewed as a result of social development for a certain cultural heritage that is shaped by a nation (as cited in Huntington, 1996, p.41).

Furthermore, this view is supported by Taylor (1874) in a seminal paper entitled ‘*Primitive Cultures*’ where civilization and culture were employed synonymously as follows:

Culture or civilization, takes in its broad ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.

(as cited in Kroeber and Kluckhohn, 1952, p. 120).

In light of what has been stated above, culture is treated as a synonym for civilization from an anthropologist’s angle. Thus, Taylor as a pioneer in this field claimed that what has been produced by people or transferred from one generation to another refers to civilization and culture.

From a sociologist’s perspective, Huntington (1996) points out Durkheim and Mauss who regarded civilization as a “*moral milieu*” that encircles several societies. Each society has its own culture. In this view, there is no single culture in the world. Yet, for each group, a specific culture is accounted as a part of the pack. In a nutshell, Spengler summarizes the relationship between culture and civilization by asserting that civilization is “the inevitable *destiny* of the Culture”

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(as cited in Huntington, 1996, p.42).

On another side, civilization was separated from culture in the German context where a set of philosophers classified them in terms of concrete and abstract facts (Kroeber & Kluckhohn, 1952; Huntington, 1996). In light of what has been stated above, Huntington (1996, p.41) illustrated that what refers to civilization is concerned with materials while culture is linked with abstract facts spiritual characteristics and so forth. This deviation for Braudel couldn't put a footprint in another place except Germany. Furthermore, this longing would not be achieved since civilization and culture are joined at the hip because it would be a craving to distinct them from each other (as cited in Huntington, 1996, p.42).

In the same vein, Arun (2011, p.11) states a set of characteristics to differentiate between *civilization* and *culture* as follows:

- *Culture* is a smaller entity than *civilization* for the reason that civilization covers social and political rules besides the cultural figures of a particular state.
- Culture is permanent while civilization is temporary.
- Culture is a part of civilization and this latter may include a set of cultures instead of a unique one.
- No survival for a civilization without a culture while this latter subsists even without civilization.
- Culture transfers through signs and words while civilization transfers through words.

1.3. Insights into Culture

This part highlights the main features and aspects of culture which are considered as the whole which combines different parts. Thus, to understand the meaning of civilization, it is needed to dive into the culture.

1.3.1. Big Culture Vs. small culture

The content of cultural knowledge is regarded from two main categories. The first category addresses '*big C*' which represents the '*achievement culture*' including knowledge about its historical events, description and location of its lands, policy, organizations, literary and artistic works and its people's lifestyle

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while the second is '*little c*' representing '*behaviour culture*' (Tomalin & Stempleski,1993,p.6) which addresses values and views and the way people behave at a certain culture and later extended to cover the cross-cultural impact on the way people behave and think as well as on their communication system in a particular cultural context. Meanwhile, the way its holders behave and how they represent it is where they could transfer a certain idea about their culture to the otherness.

Accordingly, Culture with "*Big C*", or small "*little c*" as Murray and Christison (2011a) states:

People refer to *big C* and *little c* culture. The former refers to a view of culture as contributions to civilization (architecture, art, literature, music, and so on), the latter to our everyday lives (what we like to call the fiestas, famous people, and food view). Both approaches are content-oriented, viewing culture as knowledge that can be examined and taught as a subject. (p.44)

The first represents the elements that participate in the advancement of a nation's intellectual, urban and artistic sides whereas the second represents the aspects of daily life for example the way to identify or name carnivals, holidays, celebrities, in addition to eating habits' perceptions. These two types of culture are teachable.

A noticeable concern has been raised on which culture ought to be emphasized in the lessons "in other words, should culture with a capital "C" (geographic, historic, and aesthetic factors) be addressed or should culture with a small "c" (the anthropological approach) be the course objective" (Halverson, 1985, p328). A distinction is made between culture with *big (C)* which refers to the history, geography and arts of a particular society and culture with *little (c)* which refers to the study of the evolution of the human race and their cultural

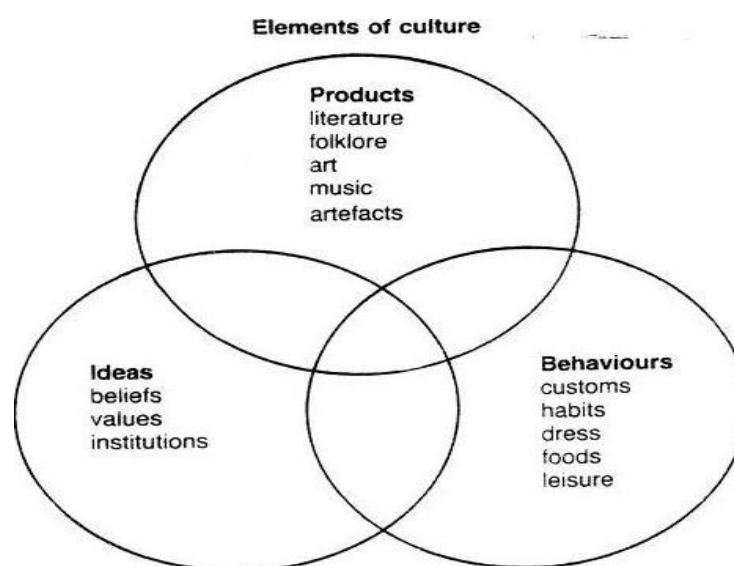
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developments of traditions, values and beliefs. Yet, the main issue is still to decide which one ought to be emphasized when drawing the objectives of the lessons when teaching culture.

1.3.2. Elements of Culture

Culture has different elements and components by which is identified and characterized. A number of studies illustrated how these elements are combined to construct culture. The following diagrams represent the main components of culture which may differ at a certain level but they all fall in the same vein.

Figure 1.1. *Elements of culture* (Robinson, 1985, cited in Tomalin & Stempleski, 1993, p.6).



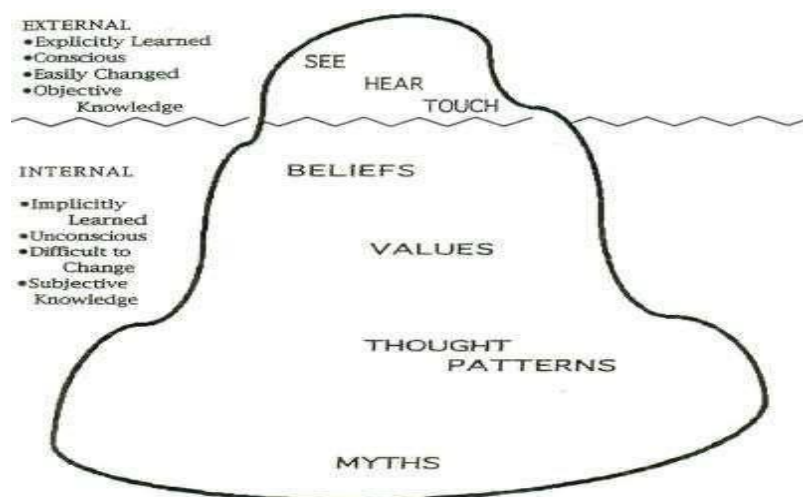
As shown in the diagram above, the cultural components cover three main categories. Each category contains a set of components. These three main categories are extracted and inferred from an exploration that was conducted by Robinson (1993) who questioned teachers about the meaning of culture according to them. He drew his conclusion from the participants' answers which did not jump out of those circles.

In the same line of thoughts, what culture is composed of could be

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discussed from another angle which analyzes it according to two main points; what is observed in contradiction with what is not observed.

Figure 1.2: *The cultural iceberg* (Weaver, 1993).



As shown in the diagram above, culture is compared with an iceberg. The surface represents the concrete objects of culture. By contrast, below the surface, there are abstract and unseen components of culture. They represent the way of thinking among the holders of a certain culture, what they believe in, and what is culturally hidden.

As a reflection on the “*cultural iceberg*” diagram, Newton (2009) states: “interculturally informed pedagogy focuses not only on the visible tip of the cultural iceberg but also on the less easily observable, dynamic aspects of culture represented by the largely invisible part of the iceberg” (p.6). The integration of cultural elements in language classrooms as advocated by the intercultural assumptions should cover both levels of culture where its surface as well as what is below it.

1.3.3. Characteristics of Culture

Murdock (1940, pp.346-69, as cited in Kroeber and Kluckhohn, 1952, pp.86-

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89) lists a set of characteristics to identify culture as follows:

- *Culture is learned:* it indicates that culture is not something that we were born with or inherited genetically. By contrast, it is transferred between members of a society. It is the result of constructed traditions which are conveyed throughout time.
- *Culture is inculcated:* at this level, inculcation is considered as a human aspect and people are deemed to be the only creatures who can transfer their cultural heritage which they had inherited, taught or trained to perform through repetitions over time between members, an illustrated example about the reason why an adopted pet who had been trained for years is unable to transfer his new skills to its youngsters.
- *Culture is social:* it means tied to a *society*. Besides the fact that cultural norms are indeed instilled and consequently passed down through the generations; they are also public, in the sense that they are recognized by humans living in structured groups or communities and maintained consistently by public influence of a particular community whose inhabitants are tied with the same cultural background.
- *Culture is ideational:* it means cultural facts are notional and functional; they are linked to thoughts and perceptions. Culture is considered a reflection of ideas and notions which are related to a particular community.
- *Culture is gratifying:* it satisfies human demands at a certain level. Thus, a culture must please its members and offer an amount of enjoyment for them otherwise it will not be able to last for a long time.
- *Culture is adaptive:* it acclimatizes and copes with the circumstances, geography, the environment, the human needs and so forth. Thus, any culture may witness some amendments and transformations overtime to cope with some situations.

- *Culture is integrative*: The components of a specific culture tend to form a cohesive and incorporated force.

1.3.4. The Importance of Teaching Culture and Civilization in EFL Context

A large and growing body of literature has investigated to what extent it is crucial to insert historical, social and cultural facts with the target language when it is taught to non- native speakers to better understand and master it. In this respect, stern (1983, as cited in Jane & Clarke, 1990, p31) is likely to say that it is impossible to distinguish cultural and social aspects from a particular language when this latter is taught in classes. Whenever language is introduced, few or many cultural norms are presented.

In Valdes's (1990, p.20) seminal paper entitled “*The Inevitability of Teaching and Learning Culture in a Foreign Language Course*”, it was asserted that in language classes, it is not necessary to introduce cultural aspects of that target language under a specific module that is supposed to be known as a separate subject. By contrast, in language classes, each task being introduced to learners, it carries a cultural message either explicitly or implicitly to develop students’ knowledge about this language. Moreover, the incorporation of culture increases the feasibility of courses for the ease and motivation which will be added to such sessions.

It is likely that language and culture go hand in hand since the study of each one cannot be realized if one of them is segregated from the other. According to Brown (2000) “whenever you teach a language, you also teach a complex system of cultural customs, values and way of thinking, feelings and acting” (p.64). It simply means that teaching a particular language is impractical without teaching its culture.

1.4. Perspectives of Integrating Civilization in Language Classroom

Usually, in any EFL class, both teachers and learners find themselves in front of a subject entitled civilization/culture which is connected with the lifestyle and the history of the native speakers of that target language. The most important

question that most of the participants asked is linked to the meaning of civilization in the EFL context. Furthermore, why a subject such as civilization is arranged in an EFL setting? And under which assumption it is inserted?

1.4.1. Language-Culture Interrelation

Language and culture likely go hand in hand since the study of each one cannot be realized if one of them is segregated from the other. According to Brown (2000) “whenever you teach a language, you also teach a complex system of cultural customs, values and way of thinking, feelings and acting” (p.64). It simply means that teaching a particular language is impractical without teaching its culture

1.4.1.1. Sapir-Whorfian Theory

What is known about the relationship between language and culture is largely based on the empirical studies that investigate how language and culture effect and intertwine with each other.

In this respect, Sapir (1970) claims that “Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives” (p.207, quoted in Elmes, 2013, p.12). In light of this idea, language and culture are inseparable since the way that people speak is affected by the social context that involves particular users who share the same culture and thoughts.

For Wardhaugh (2006, pp.221-222) the link between language and culture is revealed by an early investigation that was carried out by Edward Sapir and Benjamin Lee Whorf in a complementary work. They claim that language cannot be put under investigation unless it is surrounded by its cultural aspects and vice versa; to comprehend a particular language, its system and the way it is spoken should go in parallel to the study of its culture because they both cannot be separated from each other. Three main versions are to be considered wavering from the slight to the large representing what is known as “the Sapir-Whorf hypo”. The weakest version sees that language has only a slight impact on the

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way its presenters perceive the universe. The strongest edition fosters the claims that human thoughts are largely influenced by the linguistic system while the third, denies all such claims.

In the same vein, Murray and Christison (2011a) mention that the Sapir-Whorf hypo asserts that language determines human thoughts as “the deterministic view is best explained through the Sapir-Whorf hypo, which claims that the way people think is determined by the structure of their native language”(p.47).

Accordingly, human thinking depends on the linguistic system which is related to its members. Thus, thoughts are only a reflection of the language being spoken by its members. These assumptions are based on Sapir’s notion (1929) which argues that:

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society.. (p.209)

The previous claims are reinforced later by Whorf (1956) who asserts:

We dissect nature along lines laid down by our native languages. The categories and types that we isolate from the world of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in a kaleidoscopic flux of impressions which has to be organized by our minds and this means largely by the linguistic systems in our minds. (p. 213)

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Regier and Xu (2017, p.1) illustrate that Sapir-Whorf hypo stands for the notion that nations behave perceive and reflect in a dissimilar manner to others due to the impact of their first language. These assumptions answer the reason why human thinking of a particular country as an example is not the same as another one. The answer is probably because the people of a particular country have a language which is not the same one spoken as the one whose nation is in comparison. Thus, it gives an argument for such a proposed hypo. Therefore, human thinking is formed by the language being surrounded with.

Nevertheless, the Sapir-Whorfian hypo still imposes contradictions either at the level of its non-convergence with the universal cognitive paradigm or at the level of the observed cases which reveal some exceptions which deny and reject what has been hypothesized. Yet, the basics and assumptions of Sapir and Whorf are still stimulating investigators from other disciplines aiming to find links and roots to explain several facts.

Similarly, Holme (2002, p.213) argues that Whorfian notion (1956) about the impact of the linguistic system of human beings on their thinking and behaving seems controversial and trifling when it is confronted with Chomsky's notion (1965) about a universal system that all human languages are based on sharing the same basics. Real-life support is noticed that similar features between cultures which are constructed by languages are more in comparison to the diversities which characterize them.

1.4.1.2. Communicative Competence

According Rickheit et al., (2008, p.15), the term *communicative competence* was coined by Dell Hymes in the 1960's to the early 1970's. His notion asserts that knowing and mastering the grammar of a particular language is not enough to be a competent user of this language, it is beyond this level since the competent user should know how to use this language according to its context, and he/she should reach the communicative goals. Historically, the term was proposed as a reaction against Chomsky's notion (1965) which is known as "*linguistic competence*". This latter refers to a typical model of a language user

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who can produce correct sentences grammatically without referring to social context when it is performed. This view was strongly criticized by different researchers such as (Habermas 1970; Hymes, 1972, as cited in Rickheit et al., 2008).

From another angle, a deep question is posed whether Chomsky's concept is a part of Hymes' notion or not. According to Spolsky (1989, p.53), the answer came from the early work of Canal and Swain who ended the discussion by considering that *linguistic competence* is an essential component of *communicative competence*. They developed a copy proposed alongside the aforementioned notions; two other components which are known as: "*Sociolinguistic competence*" and "*Discourse competence*".

1.4.1.3. Intercultural Communicative Competence

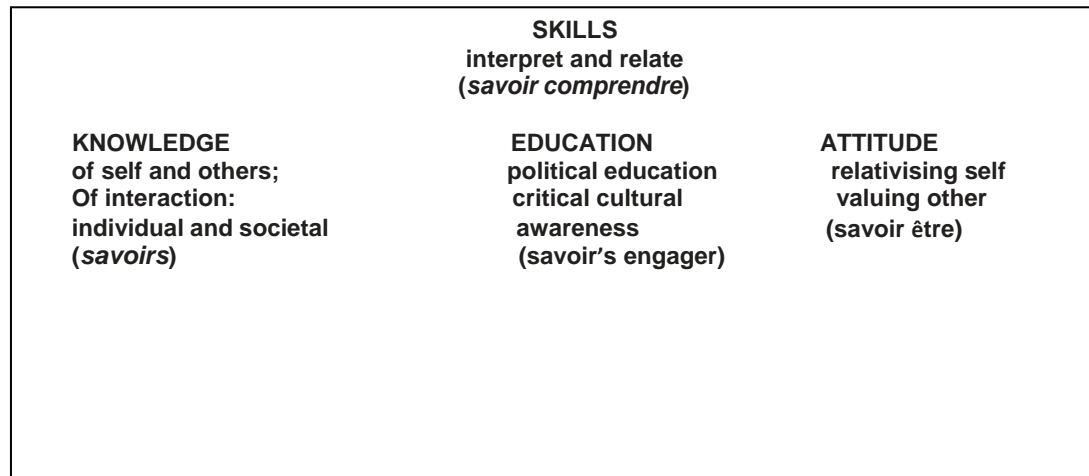
For Valdes (1990), the most important purpose of language teaching is to address the communicative goals. This process couldn't be achieved without referring to and understanding some cultural facts that are related to this language. Thus, giving more consideration to its culture will maximize the effectiveness of the language course. This integration will simplify the course and present it smartly.

For Byram (2008, p.79) the '*intercultural communicative competence*' is a revised version of Hymes' notion (1971), which fails to introduce a situation where the interlocutors are engaged using the target language. Those who are involved may have dissimilar customs, traditions, cultural backgrounds and views to the otherness.

The following diagram shows the aspect of this revised version which includes five main features which are presented below:

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Figure 1.3. *Factors in intercultural communication* (Byram, 2008, p.230)



The figure above includes five main aspects which have an impact on the communicators to reach successful communication. The French word '*savoir*' is used to describe a set of information and facts that should be known and mastered to achieve *intercultural communication*. Based on Byram's model that is mentioned above, these *savoirs* involve:

- Information about the partners involved in the communication; the speaker should know about himself and his partner and vice versa.
- Information about the context of the communicators to understand each other.
- To have the ability to infer and make connections.
- To be open-minded and to have the ability to accept different people whose cultural background is dissimilar.
- Being aware of cultural differences and what ought to be deduced and learnt from schools; to raise students' consciousness and to be more critical.
- To have the ability to interrelate and communicate.

In the same vein, Christison and Murray (2009, p.17, as cited in Christison and Murray, 2011a, p.51) recommend some procedures that should be

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implemented in the target language courses to foster intercultural communication. These procedures are presented as follows:

- Implementing direct procedures to understand the system of communication.
- Direct instructions to recognize the randomness and strengths of the target language; its forms and contents.
- Integrating cultural real-life situations related to the target language.
- Giving more attention to *intercultural communication* instead of devoting courses to studying several cultures.
- Implementing direct procedures to link between students' native culture and the target culture.
- Be trained to make connections with those whose culture is not the same.

1.4.1.4. Views of Cultural Content in Language Teaching Approaches

The integration of cultural knowledge in language teaching approaches is based on views that are shaping the way culture ought to be treated and presented in language classrooms.

1.4.1.3.1. Holme's Five Views

According to Holme (2002) including cultural information in language classes is based on five dimensions:

I will call the first the communicative view, the second the classical-curriculum view, the third the culture-free- language view, the fourth the deconstructionist view, and the fifth the competence view. (p210)

These restricted dimensions might probably meet and cooperate. Yet, their views still differ deeply and largely based on the views of the language teaching approaches that are given to the significance of integrating cultural knowledge.

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Only with the deconstructionist and the competence dimensions culture was flourished and deemed as a fundamental unit while with the other dimensions, it was dealt with slightly and without much emphasis on it especially during the “*communicative era*”.

- ***The Communicative View:***

It is based on “*the communicative approach*” which focuses on providing the learner with the basic knowledge to know the utilization of language according to its milieu and to increase chances for communication through the target language. Dudley-Evans and St John (1998, p.11, as cited in Holme, 2002, p.210) consider cultural information as “*carrier content*” that is related to the language which is intended to be alienated. Thus, when cultural facts are integrated into tasks, the purpose of the teaching methods is not to discuss these facts or their issues. On the contrary, the major aim is to communicate through the language, to debate and improve students’ capacities or to familiarize the learners with the speech that should be said in such circumstances.

- ***The Second Classical Curriculum View:***

It fosters the intellectual value of languages where learners are familiarized with the philosophical movements which may influence its linguistic system (Holme, 2002).

- ***The Instrumental or Culture-Free-Language View:***

It is linked to the unseen sides of politics and culture’s interference in a language. It considers language as an instrument to transfer culture and promote its norms to the non-natives. Holme (2002) points out Philipson’s investigation (1992) which considers the prevailing English language as an example. It is the spoken and the native language of the greatest nations; the source of authority in the world, at the level of sociology as well as the economy including Britain, North America, and Australia. It is widespread towards other nations hold a secreted intention to overspread their cultural norms and deprive foreigners of their own. Thus, language should be liberated from cultural norms (as cited in Holme, 2002, p.211)

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- ***The Deconstructionist View:***

It covers several perspectives based on studies in *critical literacy* and *critical discourse analysis* by the works of (Fairclough 1989; Hodge and Kress 1993; Maybin; 1994, as cited in Holme, 2002, p.211) in which culture is integrated and constructed indirectly in literary passages and language learners are required to decipher it. The comprehension of the cultural connotation is a part of language comprehension. Such a process enables the learners to deconstruct the given knowledge taking into account the social value of a language and its context. As a result, their comprehension and capacities will be improved. Holme (2002, p.212) points out the *Hallidayan analysis* as an example which copes with such a view when it is implemented in language classes.

- ***The Competence View:***

It considers culture as a part which cannot be separated from the study of language. It views that developing cultural knowledge is no less than acquiring and enhancing linguistic skills. Such perspective stands for major works given by pioneers such as (Byram, 1989; Byram & Fleming, 1998; Byram & Risager, 1999, as cited in Holme, 2002, p.212).

1.4.1.3.2. Liddicoat's Views

This perspective is considered the fundamental platform for the integration of culture in language classrooms and among the main concerns which were negotiated within the intercultural approaches as well with other practices which address the incorporation of culture and language, in which many scholars and pioneers in the fields have been intrigued and associate their works on it (Wendt, 2003).

Liddicoat (2001) stated two divergent perceptions of how cultural knowledge is integrated into language classes which represent two distinct perceptions. The first is known as '*the static view*' while the second is known as '*the dynamic view*'. According to Newton et al (2015, p.37), these two main streams of thought meet at a certain level with the '*intercultural*' assumptions are introduced in several works for many pioneers such as Kramersch (1993) and

Byram (1997) in this field.

1.4.1.4.2.1. The Static View

Where *culture* is regarded as a stable structure in which its parts are fixed with coherent characteristics that can be differentiated and described neutrally “as a distinguishable, homogeneous and objectively describable or “essentialist’ system” (Wendt, 2003, p.95). Therefore, the emphasis on the content that was delivered to learners was tied and accentuated with what Liddicoat et al., (2003) mention in the following:

The static view treats cultural knowledge as either facts or artefacts. Students are expected to learn cultural information about a country or people, their lives, their history, their institutions, or their customs or about the cultural icons these people have produced, such as their literature, their art, their architecture, or their music. A result of this orientation is that the cultural component becomes self-contained and is often very remote from the language itself. (p.7)

Moreover, such subjects are by no doubt covering the “4-F approach” which involves “folk dances, festivals, fairs and food” E. (Phillips, 2003, p. 1).

In this respect, the position of language within cultural facts’ presentation was foggy and not identified and fixed; whether to insert tasks which amalgamate both of them or not (Liddicoat, 2001, p. 48). In such a process, the focus is on the cultural knowledge rather than through which linguistic system it will be used to introduce it. Accordingly, Crawford & McLaren (2003) point out that culture was considered and dealt with as “*information to be transmitted*” (p.133).

Correspondingly, The emphasis is on ‘*knowledge-out-of-context*’ instead of ‘*knowledge-in-action*’ which indicates that the cultural information is introduced to students to give a picture of its artistic and intellectual to make students know such facts and supply them instead of involving them and creating an authentic situation to understand and be activated in its practices (Applebee, 1996, as cited

in Newton et al, 2015, p.37).

This view is highly criticized by several works which consider that such it could not offer a real establishment for learners to develop their communicative skills in the activities which are presented (Liddicoat et al, 2003). Besides, the students are not supplied with the cultural knowledge that they are mostly in need of to help them overcome communication issues with others as well as to be engaged interculturally (Dellit, 2005, as cited in Newton et al, 2015, p.38).

Other studies criticized the static view when it is applied in language classes for its huge focus on the distribution of cultural information which is not enough since it puts restrictions on what learners are required to receive or learn when confronted with cultural subjects (Crawford-Lange & Lange, 1984; Liddicoat, 2002, as cited in Liddicoat et al, 2003, p.7).

Moreover, teaching culture from such a perspective neglects what students are required to develop their intercultural communicative skills such as the mixture of cultures in the same community, the social and cultural beliefs by which this culture is shaped, the contribution of its holders as real participants in its cultural heritage, and the way linguistic and cultural aspects are interrelated and reflected in the people' speech and its significance and implications (Paige, Jorstad, Siaya, Klein, & Colby, 1999).

1.4.1.4.2.2. The Dynamic View

Where culture is regarded differently Wendt (2003, p.95) considers that “it is understood as dynamically developing events which are consequently only seized as momentary perceptions.” It is not considered as a stable process but rather as a changeable and active reformation of incidents that are not fixed which are translated and reflected on thoughts and views temporarily. Accordingly, culture is considered “a daily lived phenomenon that is both patterned and shared . . . an undercurrent of values and beliefs [that] guides behaviour” (Browett, 2003, p. 20).

In the same vein, there is a common point is shared by some researchers

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(Kramsch,1993, Byram,1997; Liddicoat,1997, Liddicoat et al 2003) that to prepare language learners interculturally, it is not enough to be supplied with information related to the target culture since such process require to dive deeper into the cultural practices of its holders to comprehend, practice, synthesize, reflect and make associations with their own and the one being learnt as well as to link between its linguistic and cultural frameworks.

Accordingly, Liddicoat et al., (2003, p.8) pointed out the perceptions of Kramsch, (1993) and Liddicoat (1997) about a need for intercultural incorporation when presenting the target culture which goes over transferring its facts to learners Then, it is highly advocated when introducing the target culture to switch from presenting information to involving students into several tasks to train them how to act according to its cultural framework. Moreover, the students have to be synthesized by the cultural differences and foster skills to overcome them by developing positive attitudes, consciousness and respect for otherness.

Following the same line of thoughts, Liddicoat (2005) asserted that culture from a dynamic perspective is regarded as a changing process which is by no way not stagnant and inactive as explained in the following:

When culture is viewed as a dynamic practice it gives a way of dealing with culture as a variable. We move away from the idea of the national culture and the idea of a monolithic ‘French culture’ or ‘Japanese culture’ and recognize that culture varies with time, place and social category and for age, gender, religion, ethnicity and sexuality. Different people participate in different groups and have multiple memberships within their cultural group each of which can and does affect the presentation of the self within the cultural context. (p.2)

Such illustration eliminates the idea of monoculture and traverses into interculturality. Besides, it fosters the notion of subcultures within one culture which may be owned by individuals since they could belong to different associations and different social categories.

1.4.2. Language-Content Interrelation

Generally speaking, there should be a reason or a philosophical basis which illustrates the inclusion of civilization courses in the department of foreign languages. Besides the fact that among the main reasons that language and culture cannot be separated, there is another theoretical movement which sees this inclusion from another angle. This vision is based on the integration of language and content which stands on the idea that “people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself” (Richards & Rodgers, 2001, p.208).

There is a large volume of published studies from different areas that promote the methods that insert different subjects when teaching the target language which could be implemented explicitly as well as implicitly (Grabe & Stoller, 1997, as cited in Murray & Christison, 2011b, p.149).

In this sense, Murray and Christison (2011b, p.151) provide an example of a syllabus that is widely used in some European educational systems. It is known as *Content Language Integrated Learning (CLIL)*. In such a curriculum, the learners “receive subject matter courses, such as history, geography, and math, in the second language. Other subjects are taught in the native language” (Murray and Christison, 2011b, p.151). This process is based on the integration of language and content where some high school participants have the option to select some modules to be studied in the target language while others with their L1.

In the same line of thought, new methods have appeared to foster the integration of language and content. Accordingly, Richard and Rodgers (2001) point out a model known as Content-Based Instruction (CBI) which is defined as “an approach to second language teaching in which teaching is organized around the content or the information that students will acquire, rather than around a linguistic or other type of syllabus” (p.204).

Meanwhile, the CBI focuses on the content instead of the linguistic levels of analysis such as phonetics, syntax, semantics and so forth. The attention is put on the subject matter itself. Accordingly, Widdowson (1978) claims that the

integration of language and content:

Not only helps to ensure the link with reality and the pupils' own experience but also provides us with the most certain means we have of teaching the language as communication, as used rather than simply as usage.
(p.16)

It is widely accepted that teaching L2 about different contents may foster learners' production of the target language especially when it is connected with different contexts which surely promote students' backgrounds.

1.5. Teaching Approaches of Civilization and Culture

Teaching the target culture and civilization is not an easy task since the nature of this subject requires many practices to reach an effective teaching. A lot has been said at this level to show plenty of pedagogical practices that are used to teach civilization. In this section, snapshots about terms of teaching the subject through the eyes of the language teaching paradigm are highlighted to clarify the use of each term

Furthermore, the teaching approaches are categorized according to different levels. Then, reviewing the previous studies about teaching civilization for language learners. This part is devoted for the main approaches, methods and techniques that are used in teaching the cultural and historical aspects of the target culture and civilization courses for EFL learners.

1.5.1. Culture in Language Teaching Methods

According to Heidari, Ketabi, and Zonoobi (2014), there is an agreement about the inseparable relationship between language and culture in which the study of language cannot be achieved without its culture. Yet, the position of culture in the methods of teaching languages differs from one to another. It is wavered slightly and largely based on the consideration of each *method* to its

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value and whether it is worth focusing on or not in language classes. The incorporation of cultural knowledge in language classrooms has a long history and its roots may probably traced back to many centuries ago until the heyday of the *Grammar translation method* with an indirect presence to culture which was reinforced and reflected through novels, stories, poems and artistic works. Throughout the years, the inclusion of culture has been fostered especially with the introducing of *intercultural competence* to meet the globalized world with the new calls to develop language learners' skills interculturally.

1.5.1.1. Grammar Translation Method

Its early uses were to teach Latin and Greek when they were dominating. Then, it was adopted to teach English and French when they were introduced in educational institutions two centuries ago (Long-Fu, 2001, p.32).

It is also named "*the classical method*". It is considered one of the most primitive methods in the history of teaching English language and foreign languages. It was dominating during the half of the nineteenth till the first half of the twentieth century in Europe and had proliferated overseas. It focuses on the grammatical rules of the language being learnt. A comparison between the target language and the first language of the learners was among its tracks. Translation using L1 to teach the target language is a main strategy to achieve the course goals. It is named classical due to its utilization to teach traditional languages⁶. Its flexibility and easiness are the fuel of its popularity among teachers. Words and expressions' connotations are explained and transmitted via the L1 rather than directly associated with the target language besides dictionaries as primary tools. Learners are asked to memorize them. Its major activities are to make students able to read and write with ignorance for communicative skills (Patel & Jain, 2008, pp.73-74).

Among the drawbacks which are given to this method, are its negligence to the development of speaking and communicative skills and the social nature of languages (Rivers, 1968; Omaggio, 1986; Patel & Jain, 2008). This method neither aims at raising students' and teachers' consciousness about the significance of culture nor devotes any endeavours to implement techniques to

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increase it (River, 1968; Omaggio, 1986).

Contrary, Long-Fu (2001, pp.32-33) argues that diving into the deep of GTM indicates that culture was inserted indirectly giving evidence from *Latin* and *Greek* languages when they were taught with this method. Moreover, models of conversation were implemented which indicates that speaking was not ignored as claimed before.

Additionally, Rivers (1968) adds another support for viewing language as “the key to the thought and literature of a great and ancient civilization” (p.15). Culture is not separated from language study when he claims that in the past, the thirsty to learn Latin and Greek an example was because people wanted to be cultivated and to understand other cultures and the developed nations.

1.5.1.2. The Direct Method

This method came as a reaction to GTM. It stands for the idea that languages would be better taught if they had been introduced naturally following the same path that people go for with their L1 via direct procedures without referring to translation (Patel and Jain, 2008, p.77).

According to Long-Fu (2001, p.35) the advancement of the industrial revolution in the early 19th century in *Britain* with the invention of transport instruments and the progress of different scientific and technical disciplines, the necessity to teach foreign languages with their social context had been increased as long as people found that the conventional procedures of teaching languages were not gratifying with the new circumstances which require more than to know about the language by the needs to get knowledge and facts about its original speakers, and the uses of their language in different circumstances to ease the *communication* process and to avoid misunderstanding between the interlocutors; especially with the huge increase of commercial exchanges and industrial transformations which speed up the amount of travelling and communication between nations.

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As a response to meet all such changes, an alternative method was established and named: “*the direct method*, also known by several other names such as the oral method, and the reformed method, was born. The method, advocated by educators such as Berlitz and Jespersen in the nineteenth century” (Long-Fu, 2001, p.35). Listening and speaking are to be considered as the core focus in such a method with a double caution to avoid translation as much as possible by referring directly to the substances, and through creating a natural setting as the way persons used to follow with their L1 (Long-Fu, 2001).

Among the techniques of the direct method which link objects and what they imply or signify in different circumstances, photos and images were inserted holding several aspects of cultural facts; which represent the society of the language; which they were introduced to or the lifestyle of its members to enable students to practice the language under different circumstances, giving a proof that culture was presented indirectly in the direct method (Rivers, 1968; Omaggio, 1986).

No doubt that culture was presented within the direct method as it is mentioned by Long-Fu (2001, p.37) who claims that with a gradual incorporation of cultural knowledge, the direct method inserted *small c* for learners who are still at the beginning of their learning process while big *C* for those who reach higher levels. This indicates that culture was not neglected. By contrast, it was inserted and believed that language study goes hand in hand with its cultural and social context.

In the same line of thoughts, Larsen-Freeman (2000) in his attempts to answer some queries, shows the position of language as well as culture within this method:

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or the countries, where the language is

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spoken, and information about the daily lives of the speakers of the language. (p.29)

Accordingly, cultural and historical facts are presented side by side with the linguistic features of the language being learnt.

1.5.1.3. The Audio-Lingual Method

The appearance of this method was due to many facts and events that led to its birth before the second half of the last century when the direct method was dominating in the European continent when introducing new languages to learners for the reason that finding someone who could supply learners with a natural use of language was considered as any task since there was no need to spend efforts to go to another country or struggle to find native people who speak and teach the language which they want to learn.

Meanwhile, Americans were struggling with the aforementioned reasons due to the huge distance between the USA and the world which minimize the chances to introduce new languages in a natural direct order. Thus, these circumstances lead the Americans to rethink the way new languages ought to be presented and to double the emphasis on reading as an alternative. Thanks go to Coleman's paper (1929, as cited in Brown, 2000, p.22) which gave an endeavour to follow that pathway.

Hence, during the two last decades which preceded the second half of the last century, American educators adopted again GTM. The ability to read was strongly emphasized and given more importance within the GTM method which was considered "the handmaiden of reading" (Bowen, Madseu, & Hilferty, 1985, as cited in Brown 2000, p.22).

The sudden release of the pressure and tension of world war two with the involvement of the USA in the warfare drove it to look for strategies to enable American soldiers to master different languages to better communicate orally with confederates or opponents. As a response to the circumstances, an "Army method" was developed by the American armed forces which emphasized the

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ability to communicate orally, to pronounce appropriately, to imitate dialogues and to train and repeat sentences which may fit some situations. Then, its uses extended to the field of education. Till the 1950s, this method turned to be acknowledged as the Audio-Lingual method (Brown, 2000, pp.22-23).

At the educational level, Richards and Rodgers (2001, p.53) mentioned that educators developed this method to cope with the American schools in which they amalgamated the stems of the military model with the structuralism paradigm of *Fries* and his fellows besides the behaviouristic standards of *Skinner* and other pioneers in this field.

According to Harmer (2001), this method is based on the behavioristic assumptions of stimulating and responding learners who would be reinforced later. Language within such view is considered a behaviour which has to be developed through repetition and training. In this respect, he adds:

Audio-lingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the students were constantly learning and, moreover, were shielded from the possibility of making mistakes by the design of the drill.(p79)

In the same vein, Larsen-Freeman (2000, p.35) considers that it focuses on the verbal form, with a noticeable reference to grammar rather than isolated words. It places much emphasis on training learners to memorize sentences which are modelled with a reflection of the language syntax with a replacement of words for each situation.

Larsen-Freeman (2000, p.46) in his attempts to answer the way language and culture are perceived within this method. He points out that the method at that time was affected by modern linguistics which describes and analyses

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languages scientifically where languages are not regarded as the same for the fact that they are different systematically throughout different categories which deals with the study of words, sentences, sounds and so on. These categories are characteristics with different parts. As far as culture is concerned, he adds:

Everyday speech is emphasized in the Audio-Lingual Method. The level of complexity of the speech is graded, however, so that beginning students are presented with simple patterns. Culture consists of the everyday behaviour and lifestyle of the target language speakers. (Larsen-Freeman, 2000, p.46)

Culture is presented within such a method throughout the daily conversations that learners are trained on and introduced to them gradually. Such conversations in one way or another hold cultural messages about the way of life and the habits and the thinking of the native members of the language being learnt.

In the same line of thought, Rivers (1968, p.44) asserted that culture was presented side by side with language. Knowing that its main goals were to enhance oral communication capacities and use them to empower the ability to write and read appropriately through the target language. At the same time, these efforts are used in parallel for the comprehension of the cultural facts which represent the natives of a particular language or their lives.

In the same vein, Chastain (1976) points out to culture within this method when he says:

Another characteristic of the dialogue in the early audio-lingual text was that they were to be linguistically and culturally authentic. Linguistic authenticity meant that the utterance in the dialogue was to be true to native speech ... Cultural

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authenticity meant that the conversation was to take place in the second culture and be appropriate to the dialogue situation. (p.114)

The previous lines reveal that daily life conversations were emphasized during the audio-lingual method. Besides their linguistic meaning which addresses real-life situations, they represent a real picture of the cultural life of the native speakers of the target language.

1.5.1.4. The Cognitive Approach

The domination of audio-lingual tasks which relied on behaviourism could not last longer due to Chomsky's notions that had revolutionized the field of linguistics and shifted the educators' and practitioners' minds from the focus on the exterior side to the profound composition of languages. Moreover, the popularity of his model with the assumptions of his theories on the way languages are acquired naturally had pressed on leading educational designers to develop courses and instructions to introduce languages based on deduction rather than what the standards of audio-lingualism strive to induce. These facts lead to adopt the *Cognitive Code Learning* (CCL), which links between GTM and Audio-lingualism standards with a double focus on introducing grammar deductively in addition to the drills activities (Brown, 2000, p.24).

The cognitive approach refers to the CCL which is explained by Brown (2000) as follows:

Cognitive code learning was not so much a method as it was an approach that emphasized a conscious awareness of rules and their applications to second language learning. It was a reaction to the strictly behavioristic practices of the ALM and ironically, a return to some of the practices of Grammar translation (p.24)

It is noticed that the CCL is regarded as a set of assumptions rather than a strict model to be followed. Its principles are considered the seeds which

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reconstructed language teaching. Its appearance came as an alternative to the audio-lingual tasks which reflected behaviourism. Simultaneously, it advocated the standard of GTM which gave much prominence to the grammar of language. At the level, it addressed the shortcomings of audio-lingualism to develop communicative skills through drills tasks. At the second level, it aroused attention to the development of the grammatical capacities of language learners.

According to Long-Fu (2001, pp.44-45), the inclusion of cultural information through this approach was not captured and emphasized as in other paradigms of teaching since the main focus was put on the development of linguistic skills.

- **Innovative/Designers Methods**

The 1970s of the last century saw a growing interest in the way foreign languages ought to be taught in parallel with the emerging theories in many fields such as education and psychology at the first side. Simultaneously, as a response against the behaviouristic standards of audio-lingualism which gave birth to different methods (Brown, 2000, pp.24-25).

1.5.1.5. The Silent Way Method

It is introduced by Caleb Gattegno. It refers to the application of a set of standards which emphasise students' talk rather than the teachers' talk in language classrooms. It indicates that practitioners' silence in the classroom is the foundation of the model which would give their students more opportunities to practice the target language, its main tools implemented are "the use of colour charts and coloured Cuisenaire rods." (Richards and Rodgers, 2001, p.81)

The attempts to reveal the position of culture or the way it is perceived during the silent method is clearly expressed by Larsen-Freeman (2000, p.67) who mentioned that language and culture are indistinguishable; each one is a representation of the other.

1.5.1.6. The Suggestopaedia Method

In some references, it is labelled as *Desuggestopedia* (Richards and Rodgers,

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2001; Larsen-Freeman, 2000). It was introduced by *Georgi Lozano* (1979) who could turn his interests in psychology to display the way that languages ought to be introduced. It stands for the notion that learning takes place when psychological conditions are offered such as creating an environment where learners relax and deliberate, providing musical sounds to contemplate more so as to learn with ease and comfortably with more authority in the teachers' hands. Its principles are inferred from *yoga* and psychological stems (Brown, 2000, p.27).

This method fosters the liaison between the lecturers and their students aiming to create the same link as with the father and his sons or simply “*infantilisation*” with no existence to apprehension and worries which may discontinue their educational process, upsetting subjects are to be evaded (Harmer, 2000, p.89).

Cultural knowledge was present in the Suggestopedia method through the introduction of native speakers' lifestyle of the target language besides paintings, musical pieces and so on which were highly appreciated (Larsen-Freeman, 2000, p. 83).

1.5.1.7. Community Language Learning (CLL)

This method is based on *Charles Curran's* notion (1972) that addressed “*the Counseling Learning*” where the designer took inspiration from Carl Rogers. Throughout this method, students were regarded as essential elements in the classroom which was considered a community where they learnt through the help of each other besides their teacher who took different roles aiming to offer help for his pupils, helping them to reduce apprehension and worries, advice them and lend a hand for them (Brown, 2000, p.25; Larsen-Freeman, 2000, p89).

According to Larsen-Freeman (2000, p.101) culture through the eyes of *Curran* as a designer of CLL was regarded as an essential element which cannot be separated from the study of language. The members may at first construct a link with each other as a first step. Then, they turned their goals to enhance their language skills with each other where they could foster their creations and

perceptions.

1.5.1.8. The Cooperative Language Learning (CLL)

It refers to an instructional process where cooperation between learners is highly advocated rather than setting competition between them viewing them as the core of the learning process. As a main feature, learners are grouped in small clusters composed of two or more in most cases to exchange information and assist each other in answering the given tasks effectively (Brown, 2000, p.47).

It is regarded as a portion of the set which is based on the whole standards of “*collaborative learning*” (Richards and Rodgers, 2001, p.192). Its application in different sessions reveals that it has several positive consequences on learners such as “promoting intrinsic motivation...heightening self-esteem...creating caring and altruistic relationships, and lowering anxiety and prejudice” (Oxford, 1997, p.445).

Moreover, classroom instructors play a crucial role in this process besides their first mission of introducing linguistic knowledge; they also teach the pupils how to work together and how to find their way of learning. Thus, this model “*teaches language for both academic and social purposes*” (Larsen-Freeman, 2000, p.168). This methodology offers guidance for learners throughout the improvement of their skills to construct a cultural atmosphere “*classroom culture*” which is needed and which by no doubt will lend a hand for them to master different skills and competencies (Murphey & Asaoka, 2006).

1.5.1.9. Content-Based Instruction (CBI)

This method of teaching refers to a set of procedures which combine between two processes. According to Larsen-Freeman, “the special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter” (2000, p.137). Its instructions link between the topics being introduced from one side and the language which is used to introduce them. At this level, Brown (2000, p.49) mentioned that *language* in such a context would serve as a tool to transfer

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the meaning of the presented facts and topics with a double focus to reach the objectives which were set for the lesson.

In this respect, Larsen-Freeman (2000, p.138) pointed out that the sessions ought to entail both the linguistic aims and goals to increase knowledge about the presented topics. As a result, students could develop their linguistic capacities as well as their understanding of a particular topic (Wesche, 1993).

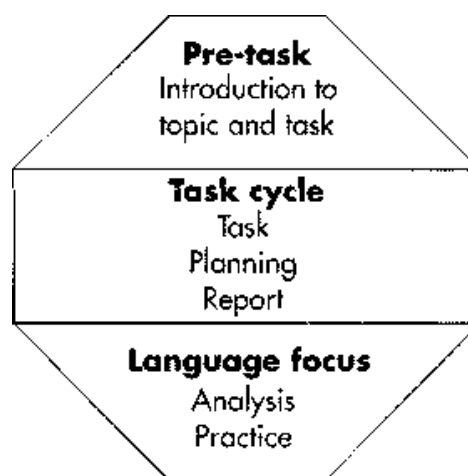
Culture is integrated with ease and smoothness with CBI in which it is treated as “*content*” which is transferred through statements, terms and lexis which the students are required to be familiar with in different activities. Meanwhile, they develop their knowledge about certain topics. Simultaneously, they develop their linguistic skills (Heidari et al., 2014, p.11).

1.5.1.10. Task-based Language Teaching (TBLT)

It is a method which focuses on “*tasks*” which are dealt with priority when introducing languages in the classrooms (Richards and Rodgers, 2001, p.123). Accordingly, Brown (2000, p.50) claims that TBLT considers “the learning process as a set of communicative tasks” which are associated with the syllabus and the lesson objectives. Moreover, Larsen-Freeman (2000, p.144) pointed out that there is a common point between TBLT and TBI both of them seek to supply students and engage them through real-life situations where language is utilized in different circumstances. Thus, in TBLT, students are given a particular “*task*” and asked to solve it, in which the amounts of interaction and communication would be increased giving the students double chances to be surrounded by input, to learn with ease, for comprehension, to check what has not be understood, and negotiate with classmates.

TBLI could be implemented smoothly through three main phases as they are shown in the following diagram:

Figure 1.4: “The Willis TBL Framework” (Willis, 1996, p.52, cited in Harmer, 2000,p.87)



- **The pre-task:** it is considered as a warm to prepare students.
- **Task cycle:** it is devoted to the period to do and answer the task where students work in two or more with the instructor’s guidance where they check their answers and interact with each other
- **Language focus:** is devoted to the examination of any language point to take it in detail which could be extracted from the previous activity.

As far as culture is concerned, the TBLI utilizes “*cultural objects*” within its tasks as pictures, photos, and metaphors in music and folklore to meet language objectives which require learners to be involved in practices which reflect real-life situations (Heidari et al., 2014).

1.5.1.11. The Communicative Approach

Historically, it emerged by the end of the 1970s and the beginning of the 1980s. Then, its extended basics brought inspiration to many growing practices by the end of the 1980’s to 1990 leading to new models of teaching languages (Brown, 2000, p. 43). It is based on Hymes’ notion (1971) which introduced “*communicative competence*” (as cited in Larsen-Freeman, 2000, p.121).

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This method is also known as *Communicative Language Teaching* (CLT). It brought a huge transfer in the field of education. Unlike the previous methods which focused on the development of linguistic competencies through the teaching of lexical grammatical aspects of the target language, the CLT came with another view by reinforcing the functional level of the target language besides its linguistic one. Several changes appeared to direct the teaching content and process for languages to foster the communicative skills of learners leading them to know the adequate uses of the language with a link to the contextual level which may adjust from one situation to another. Its main practices in the classroom are associated with real-life situations to engage students in the context of the language with an optimal goal to enable students to communicate instead of stressing them to produce an accurate speech (Harmer, 2001, p.84, 85).

According to Brown (2000, p.43), the main principles which characterize the CLT are as follows:

- The main objective of its practices is addressing the students' "*communicative competence*" with its five elements linking language structure and its contextual background.
- Its procedures aim to involve the participants in tasks which introduce real-life situations and contextual uses of language.
- The participants are involved in activities which give interchangeable roles between speaking accurately or fluently depending on the objective of each task.
- Fostering the participants' receptive as well as productive capacities to enable them to interact and communicate easily and appropriately with different topics which may cover different aspects of real life in different situations and circumstances.
- This method offers the participants new prospects to reorganize their learning preferences and to look for plans to become independent and self-directed in what they ought to

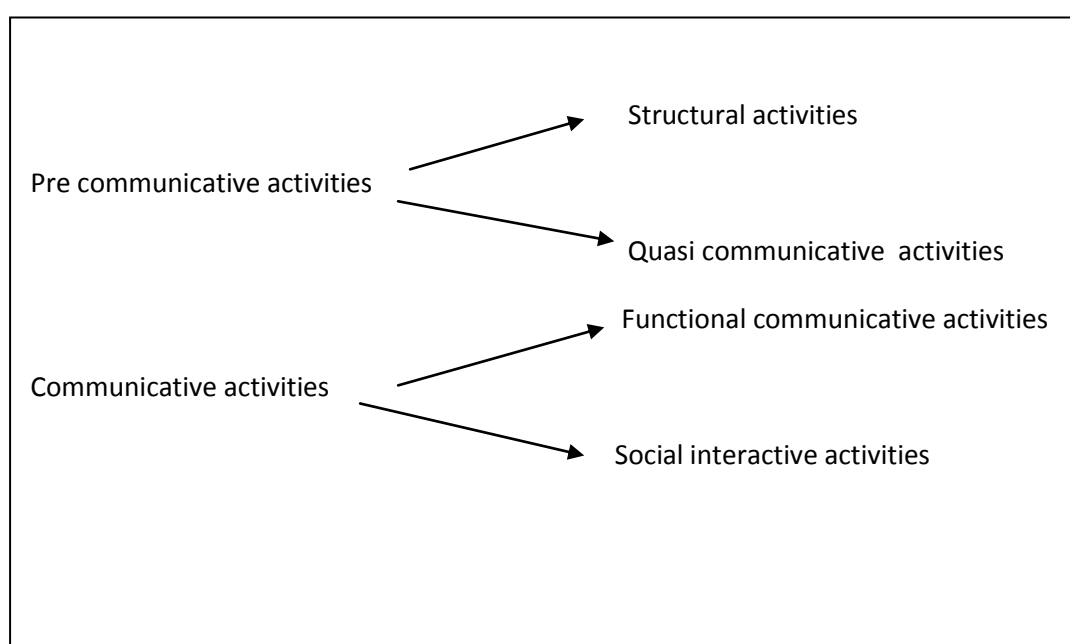
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learn and how.

- The essential mission of teachers through CLT is to offer guidance for the participants and to facilitate their learning not to be regarded as the only source of communication. Hence, learners are asked to create a communicative atmosphere outside their classes to increase their capacities.

In the same line of thoughts, Littlewood (1981,p.86, cited in Richards and Rodgers, 2001, p.171) illustrated the types of tasks that characterize this method in comparison with the previous tasks that were popular before it was coming as in the diagram below:

Figure1.5: *Pre-communicative and communicative activities* (Littlewood, 1981, p.86, as cited in Richards & Rodgers, 2001, p.171)



These tasks used to dominate language sessions before and during the communicative era as it is shown above where the communicative tasks were reduced before the emergence of the communicative approach while they were increased within it.

The target culture is regarded by CLT through the native speakers' daily

life with much emphasis on what interferes with their communicative system where even “*nonverbal behaviours*” such as gestures and body language are to be considered and treated significantly (Larsen-Freeman, 2000, p.131).

1.5.2. Culture Based Approaches

This part focuses on the approaches which give much attention and consideration to cultural content over linguistic and communicative practices. At least two main approaches are dominating the teaching of cultural and historical content related to the target language.

1.5.2.1. The Intercultural Approach

At this level, language is being taught and perceived from an “*intercultural*” angle (Newton et al, 2015, p.37). This view has brought a noticeable shift in the way language and culture are introduced to language learners (Heidari et al, 2014). Accordingly, these transformations are closely linked to several works and studies which introduced the notion of “*intercultural competence*” (Byram, 1997; Byram, 2003; Kramsch, 1998; Sharma, Tam, & Kim, 2009). It is defined by Sharma et al., (2009) as the “ability to think and act in appropriate ways with people from other cultures” (p.232).

In this respect, Byram (1997) claims “teaching for linguistic competence cannot be separated from teaching for intercultural competence” (p. 22). This means being aware and able to understand the culture of others is no less regarded than grammatical, morphological, language functions and so forth which by no doubt are inseparable and cannot function in isolation from their cultural context. For Kramsch (1998, p.81) “*intercultural*” could be used synonymously with “*cross-cultural approach*” which signifies the capacity to comprehend and recognize the cultural differences and pass through them either within the same community or at an international level.

Historically, the intercultural assumptions are expanded from Hyme’s notion (1972) of “*communicative competence*” which covers a set of competencies starting from linguistic skills to the ability to use the language in

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its appropriate context. Then, it was extended by Canal and Swain (1980) who modelled it throughout a set of pieces including: “*linguistic competence*”, “*sociolinguistic competence*”, and “*strategic competence*”. Soon after, Canal (1983) added “*discourse competence*” (as cited in Bickley et al., 2014, p.138). Then, a new moderate version has emerged with an involvement in cultural knowledge which has no fewer roles than the other competencies known as “*intercultural communicative competence*” which offers the basic skills to overcome cultural and communication barriers (Byram, 1997).

In the same line of thoughts, the term “intercultural competence” is identified by Ridings et al (2008) as follows: “A dynamic, ongoing, interactive self-reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts”(p.17).

In the same vein, Kramsch (1991) asserted that learners need to enhance their knowledge background about the target culture throughout their process of language learning as follows:

Cultural competence can best be developed in a structured learning environment, where conscious parallels can be drawn, where language can be explicitly linked to its meaning in a particular sociocultural and historical context, where disparate linguistic or cultural phenomena can be brought together and attached to more abstract principles of both base (C1) and the target (C2) language and culture. (p.229)

This means that providing learners with the linguistic background to master the language being learnt is of importance, especially when cultural knowledge is integrated into it at the same time to enhance students’ skills and understanding of both language and its related culture. Such a process implies correlating language with its social uses in the right context alongside the history which represents its speakers as well as their cultural heritage.

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In this respect, Byram (1997) pointed to “intercultural competence” as one of the components that has an equal and integral part with the other competencies which complete each other as in the following diagram:

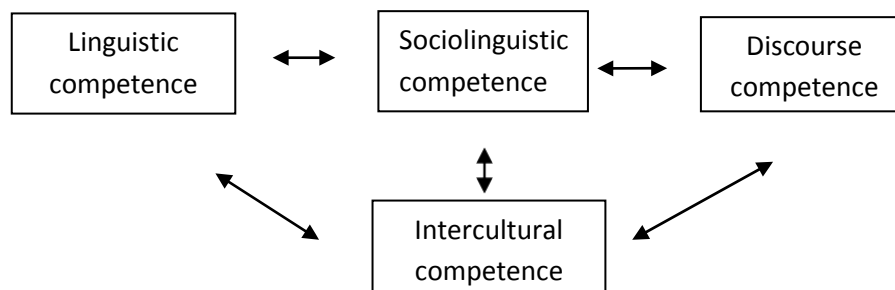
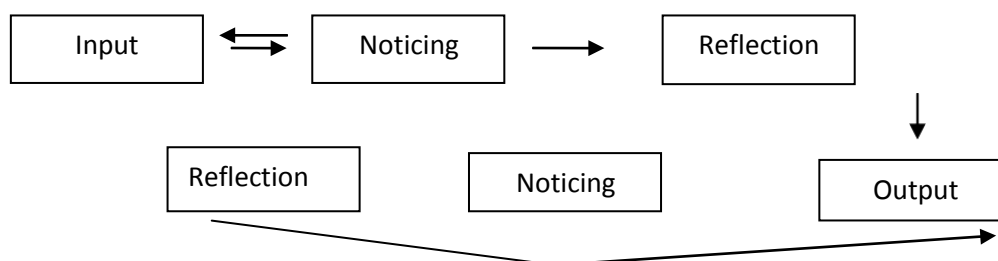


Figure 1.6. *Byram's (1997) model of intercultural communicative competence* (cited in Liddicoat et al., 2003, p.16).

In language classroom, Liddicoat (2002) pointed out that the development of “*intercultural competence*” ought to follow a smooth and renewable action as in the diagram below:

Figure 1.7: *A pathway for developing intercultural competence* (Liddicoat, 2002).



Both linguistic and cultural knowledge are received and acquired at an early stage through what is called “*input*” (Liddicoat, 2005). Such a process works better when the acquirers or the learners notice or put their focus on a special aspect of what they are learning or receiving (Schmidt, 1993). Receiving the input and being able to notice or detect some distinctive features between the mother culture and the target culture would help the learners to make some reflections which are translated into what they are producing and again with a

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detection and a focus on what has been produced and having a reflection on it throughout an continual process (Liddicoat, 2005).

In the same vein, intercultural Language Teaching is guided through a set of characteristics which are illustrated by Lo Bianco, Liddicoat, and Crozet (1999, pp.120- 122) as follows:

Figure 1.8: The main points of ILT pedagogy (Lo Bianco et al., 1999, pp.120-122).

- 1. Culture is not acquired through osmosis. It must be taught explicitly.**
- 2. The bilingual / multilingual speaker is the norm.**
- 3. Conceptual and experiential learning is required to acquire intercultural competence.**
- 4. Role of teachers and learners are redefined.**

- **Culture is not acquired through osmosis. It must be taught explicitly:**

It means that cultural facts should be introduced directly and not implicitly and throughout an instructed process not by incidents.

- **The bilingual/multilingual speaker is the norm:**

Unlike the traditional methods which see the achievement of a native-like as an ultimate goal.

- **Conceptual and experiential learning is required to acquire intercultural competence:**

The students need to be supplied with language basics and concepts. They need to be experienced and provided with the social, contextual and cultural uses of which interact with its linguistic system.

- **Roles of teachers and learners are redefined:**

The practitioners need to master linguistic knowledge alongside the cultural facts which are associated with the target culture.

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Simultaneously, the participants should analyze, compare and reflect on their native culture as well as the target culture.

- **New approaches to language testing are needed to assess intercultural competence:**

It's high time to look for ways to assess the acquired knowledge and skills about the target culture and to put an end to the marginal view of the assessment of culture in language classes where domination and priority are given to the linguistic side.

In the same vein, Liddicoat (2005) refers to a suggested model that was extended in collaboration with Crozet in several works (Crozet, 1996; Crozet and Liddicoat, 1999; Liddicoat, 2000; Liddicoat, 2002; Liddicoat and Crozet, 2001) to incorporate both of linguistic and cultural information throughout the following phases:

- **Awareness-raising :**

In this phase, the students' consciousness and attention should be aroused smoothly where the students are exposed at their beginning to the linguistic as well as the cultural features of the language being learnt throughout the instructed activities which supply them with the required knowledge. Thus, the provided knowledge should be presented in a way which helps the students to make a forward step in the target culture and to be encouraged to put it in comparison with their native culture (Liddicoat, 2005)

- **Skills development :**

At this level, the students need to engage in experiences, activities and practices which address their linguistic and cultural competencies and enhance them (Liddicoat, 2005).

- **Production :**

In such a phase, "*role plays*" are highly suggested to perform and turn their acquired knowledge into a real performance (Liddicoat, 2005).

- **Feedback :**

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This phase increases the students' reflection about their native language and its culture and what they are learning as L2 and its cultural system. This process involves the comments and advice and the talks they receive from their instructors as a reaction against their performance in the previous phase and checking their feeling attitudes toward such imitation to achieve a native-like (Liddicoat, 2005)

Moreover, Liddicoat (2003, p.17) asserts that the “*intercultural approach*” needs to cover *four* main tasks which should address cultural knowledge through the following points:

- Supplying the students with what is needed to acquire cultural knowledge.
- To make the students able to compare between different cultural systems.
- To discover and investigate different cultural systems.
- To make the students able to see and reflect on their position as “*a third place*” among different cultural systems.

1.5.2.2. The Civilization Approach

The history of cultural knowledge incorporation in language classrooms through its teaching process reveals that culture has got its heydays within the “intercultural approach” as well as in the “civilization approach” where both of them set clear and direct aims and procedures to include it. Both of these approaches “start from the idea that the cultural domain surpasses the linguistic one” (Murphy, 1988, p.149).

The civilization approach is one of the methods which are used to teach cultural facts that represent the speakers of a particular language which is considered as a target language for the learners, especially for those who are carrying their advanced studies at the college. Accordingly, Murphy (1988) declares,

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Civilisation modules juxtapose *language and culture*. Language is regarded as the means to the ultimate end: access to cultural materials, often of an exclusively literary nature. This represents the final stage of enlightenment of language studies, usually reserved for the happy few at the university level. While the cultural objective is now more explicit, it is still limited by its very elitist scope. (p.149)

This approach is used to supply college students with a cultural background which is associated with the speakers of the target language. It focuses on culture and uses language as an instrument to explain the lesson or to transfer this knowledge. In the same line of thoughts, Murphy (1988) states that the lectures of *civilization* focus:

On the formal description of cultural facts and phenomena, *le savoir culturel*. The teaching syllabus will comprise some historical events and characters, geographical notions, and institutions such as the judicial, political, and educational systems, representing an aggregation of factual knowledge. (p.150)

The civilization approach amalgamates different aspects of the culture which represent the speakers and the country where the target language is originated and spoken in which the presented information addresses the past events of those speakers and their state, the geography and locations of their lands, their organizations and buildings, the policy of their states, their governments, their schools and their intellectual paths which as a whole show a clear image about the culture of the language being learnt.

According to Morphy (1988, p.151), this method is characterized by some features such as:

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- It is associated with a teacher-centered paradigm.
- Learners grasp knowledge through their cognitive skills.
- Its process focuses on transferring information.
- The learners are not engaged in practices.
- The students are only passive receivers of information.
- No communicative activities are set within its courses.
- The focus is on the topics, not the language itself.
- It is derived from the *humanistic* paradigm.

As an attempt to answer the cultural content that is introduced to language learners, Tomalin and Stempleski (1993) point out the content of the target culture which Represents the natives of the English language as an example when being introduced in classrooms as follows:

The study of British and American /Canadian life and institutions has been a traditional part of school curricula in Europe and North America. Sometimes it has taken the form of special courses, such as *Civilization* in French, *Landeskunde* in Germany, and *Civiltà* in Italy. These courses emphasize the ‘big C’ elements of British and American culture _ history, geography, institution, literature, art, and music _and the way of life. (p.6)

These lectures on *civilization* focus on the historical events, geographical descriptions of its lands, its organizations, government, political systems, literary and artistic works and people's lifestyle.

In civilization courses which are inserted in language classrooms, the students are familiarized with historical and cultural information about the nation which represents the language being learnt (Schirmer, 1938, p.491).

1.6. Teacher-Centered and Learner-Centered Approaches in Teaching Culture and Civilization to Language Learners

At this level, the cultural knowledge teaching in language classes is analyzed and measured according to its degree of teacher-centeredness and learner-centeredness.

- **Teacher-Centered Approaches**

One of the most important characterizations of the traditional educational era is the focus on teacher-centeredness. This idea gave birth to many methods that have been used in different classes.

The term teacher-centeredness has been regarded as a key concept when reviewing traditional educational practices, According to Richards and Schmidt (2010, p.586), it refers to a method of lecturing where the lecturer is the most dominant in the classroom while the learners are the least dominant. In such a method, the learners are just receivers and their participation is usually limited by an entirely given answer from the participants. Recently, most educational methods support learner-centeredness and reduce teachers' domination via the integration of tasks which foster individual efforts as well as collective production.

A teaching style in which instruction is closely managed and controlled by the teacher, where students often respond in unison to teacher questions, and where whole-class instruction is preferred to other methods. Many current teaching approaches try to encourage less teacher-directed interaction through the use of individualized activities or group work. (Richard & Schmidt, 2010, p.586)

Similarly, Darsih (2018, p.33) states that in the past, the instructors gave more consideration to their work in the classroom rather than the learners' perception of the knowledge being received in the class. As a result, learners become acquiescent, dependent on the teacher, and only knowledge receivers. These aspects are at the top of the conventional educational practices that are

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known as “*teacher-centered teaching*”. This is also in line with what Peyton, More and Young (2010) state as follow:

In a typical teacher-centred classroom, the teacher spends most of the time presenting the day’s content to the class from the whiteboard/Promethean board or overhead projector. The students should be taking notes and asking questions during the lecture. This process should be completed with ease and not troublesome for students. (p.21)

Whatever the tool or the material as long as the teacher is at the front of the classroom, dominating the whole talk, it can still be considered as a “*teacher-centred*” approach where learners act as knowledge receivers and their ultimate participation is limited to questioning the lecturer who is the knowledge’ spoon feeder. In such practices, the lesson ought to end without a critical analysis from the learners who used to end their course straightforwardly without any kind of reflection on what has been learnt.

In the same vein, Hamdi (2018,p.164) points out that teacher centered approach has taken its roots and principles from behaviourism paradigm that has been established on the stimulus-response interrelationship. In a view of that, Hamdi comments that learners are considered as receivers and their reactions are a response to what they have received in the classes. Once examining the teacher-centeredness course, it is noticed that a teacher must spoon-feed his learners with information about each lesson.

In such formula, where the learners are inactive while the lecturer is more dominant than his learners, the instructor represents the first resource of knowledge, the decision-maker for what should be taught, which activity to be inserted and how without taking into consideration the participants’ views and interests. Meanwhile, the schoolbook is regarded as the only essential document

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to select the tasks. The information is presented through the teacher who dominates the whole talk about the subject matter and is usually followed by corrective comments from the teacher as a reaction to students' mistakes.

- **Learner-Centered Approaches**

Generally speaking, a new shift has been witnessed in the educational systems as a reaction to teacher-centeredness, the modern educational era has been characterized by the implementation of the learner-centeredness.

Accordingly, Richards and Schmidt (2010, pp.326-327) point out a typical language classroom where learner-centeredness is applied. This notion stands on the assumption that turns the shift from the teacher as a dominant to the students who become at the front of the educational process. Therefore, the methods, the techniques, the curriculum, the educational assumptions, the way that languages should be learnt and even the assessment system. Yet, they all should serve the philosophical paradigm which considers the student as the nucleus of the educational process. To achieve it, the following points should be taken into consideration:

- What has been learnt by the students, the information that they have stored in their mind, their capacities.
- The students' interests, demands, desires and objectives are to be achieved.
- The students' differences lead to different ways of transmitting knowledge.
- Involving the students in the courses and taking the students' points of view about the preferable way of presenting the lessons and the suitable types of activities.
- The variety of facts, the multiple sources of information, students' demands, and prospects may identify the syllabus and the procedures as a response to the students' circumstances.
- The student in the front of the classroom is the opposite of the old practices which consider the instructor as the heart of the classroom who is responsible and the designer for what is

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taught and in which manner without any consideration for students' demands and desires.

Similarly, Brown (2000, pp.46-47) points out *Learner-centered instruction* as a concept that has been inserted within different programs and practices. Meanwhile, it is considered as an opposite of the traditional practice which is governed by the lecturer's authority. This new paradigm is widely explained by different researchers with different views. For Brown, it should cover the following points such as:

- Tools and strategies that cope with students' demands, preferences and aims.
- Instructions which guide the students' performance in the classroom.
- A syllabus design which copes with students' prior knowledge simultaneously involves the students in discussions to make decisions.
- Tools and strategies that foster the learners' imagination and modernization.
- Instructions that refresh the learners' minds improve their capacities and raise their self-confidence and value.

According to Wendt (2003), both language and culture had been taught and introduced to students before the 1960s through “*teacher-centred*” approaches and conventional activities which addressed the ability to read at the first level. Its procedures, tools and tasks are by no way conventional, “They were supplemented by more or less canonical, authorized reading matter, which was to provide access to authentic accounts of the target culture” (p.92). Later, the field of education was reshaped through a different transformation which came with a bendy, multifaceted, and through real-life illustration and other types of interactive and contextual communicative tasks (Bechtel, 2001, as cited in Wendt, 2003, p.92).

Moreover, the advent and the development of technological devices and the invention of the “internet” have brought changes in the pedagogical process and

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advanced the idea of a unified paradigm which may be used internationally (Müller-Hartmann, 2001, p.207, as cited in Wendt, 2003, p.92).

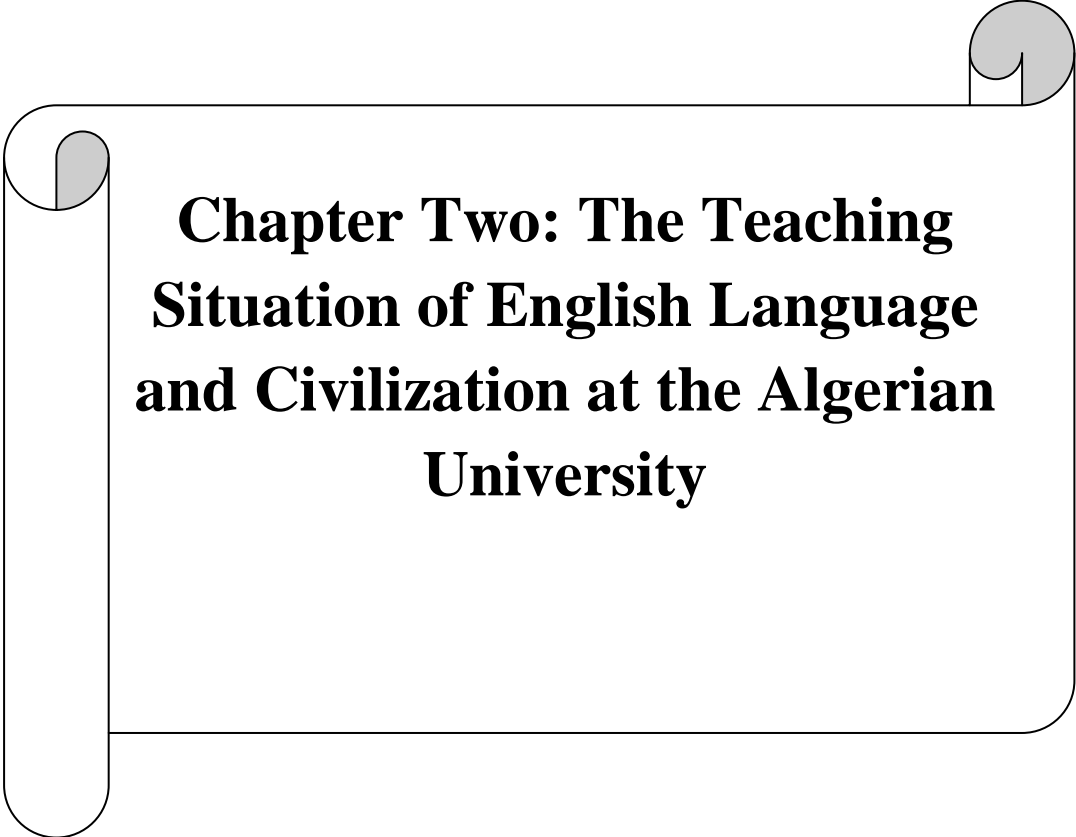
In fact, throughout the attempts at cultural knowledge incorporation in language classrooms, four main approaches are characterized by their reflection on the position of the students or the lecturer in the learning process. Both of *audio-visual* method and the *civilization* approach goes through an instructor's authoritative teaching where the lecturer is responsible for presenting cultural and artistic knowledge of the speakers of the target language whereas the *communicative* and the *intercultural* approaches follow a paradigm where the student is put at the core of the learning process. (Morphy, 1988, p.151)

1.7. Conclusion

Based on this theoretical chapter, teaching civilization in the EFL context is drawn from different views and perspectives which interpret its inclusion either as a cultural subject or as a specific content by which the target language is used as a mediator to transfer a specific content.

Theoretically, civilization is regarded as a culture-based content which has been integrated in parallel with the target language. This interwoven relationship stands on the inseparable relationship between language and its culture by which none of them could be studied and examined without referring to each other.

Moreover, the previously mentioned studies have shown evidence of the presence of culture-based topics in the target language classes either directly or indirectly throughout the entire teaching approaches of language and culture integration where introducing cultural topics has always been at the heart of every language class as culture is viewed as a fifth skill which gained its momentum within different approaches including mainly the civilization approach and the intercultural approach.



**Chapter Two: The Teaching
Situation of English Language
and Civilization at the Algerian
University**

Chapter 2: The Teaching Situation of English Language and Civilization at the Algerian University

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Chapter 2: The Teaching Situation of English Language and Civilization at the Algerian University

2.1. Introduction

This chapter attempts to shed some light on the situation of teaching civilization at the Algerian university. The history of teaching this subject is an integral part from the teaching of the English language at different levels. The teaching process of the English language in general, and the inclusion of culture and civilization courses in particular for EFL students is guided and controlled by several factors and standards starting from the methodology of language and culture teaching methods which identify the way the target culture is inserted and taught . At a second level, model these courses according to the educational system that is adopted by the Algerian policymakers. Accordingly, this part displays the nature of teaching the English language alongside the teaching process of civilization courses at the Algerian higher education with a double focus on the case study.

2.2. Teaching the English Language in Algeria

In the post-independence era, Algeria has witnessed a real linguistic as well as cultural conflict due to many reasons. Being under colonization for a long period of time has paved the way for the French language to dominate the linguistic reality over other languages or at least with an equal status with the first language of Algerian speakers. In fact, English language was introduced to Algerian schools at the beginning of the sixties and seventies of the last century as reported by the *British Council Profile on ELT in Algeria* (1975, as cited in Taibi, 2001, p.7) as reaction to the economical changes in the world, especially with the increase interests on non-renewable resources like gas, petrol and so forth.

An early attempt to insert and teach English Language to primary schools was in 1993 when policymakers and not educators who decided to integrate it at this phase (Miliani, 2000).

As announced by the Algerian authorities headed by the Algerian president Abdelmadjid Tebboune, Algerian primary schools are in meet with English language integration as a second language starting from third grade by the school

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year 2022/2023. His decision has put an endless pain for French language guardians when he finally asserts that “*French is a spoil of war, but English is an international language*” (Tebboune, as cited in Rouaba, 2022) cutting down years of language conflicts between French and English.

From 1962 till now, Algeria has inserted the English language through different educational levels. As may the following table show:

Table.2.1. *Status of English in the Algerian Curriculum* (Zaghar, 2013-2014, p.19).

	-1962	1962-1975	1975-1993	1993-2003	2003-
English FL1	Intermediate cycle (4 years) + secondary cycle (3 years)			Primary cycle (3 years) + intermediate cycle (3 years) + secondary cycle (3 years)	
English FL2		Intermediate cycle (2 years) + secondary cycle (3 years)	Intermediate cycle (2 years) + secondary cycle (3 years)		Intermediate cycle (4 years) + Secondary cycle (3 years)
Total	7 years	5 years	5 years	9 years	7 years

As mentioned, the English language in Algerian schools was taught as a first foreign language in the pre-independence era till 1962 and between 1993 and 2003 when it was first experienced in primary schools. Whereas it was considered as the second foreign language between 1962 till 1975.

The English language teaching at the three main educational levels is characterized by some common points as summarized by Mehdaoui (2016, 2017, p.95) with:

- The absence of the appropriate atmosphere to perform the English language.

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- Instead of inserting it at an early age, it is taught late till the learners become affected by their native language and the second language (French language).
- The short amount of sessions to teach the language par week.
- Overcrowded classrooms.
- The absence of technological tools and equipments at schools.
- No technological service is provided for teachers.

Noticeably, Algeria like many other countries has struggled to cope with the unexpected situation that covid-19 has imposed. Therefore, some procedures and solutions have been implemented to enhance the teaching and learning processes such as:

- The implementation of blended teaching where learners have received face to face courses as well as other courses through electronic tools and platforms.
- Dividing learners into groups to avoid overcrowded classrooms with no more than 24 till 25 students per class.
- Devoting some efforts to supply schools with technological tools and resources.
- The number of hours that is devoted to English language courses is reduced from 4 sessions per week for literary streams to 3 sessions while the number of sessions for scientific streams with 45 minutes instead of 60 minutes.

2.3. The Adopted Approaches of Teaching English Language in The Algerian Educational System

Algeria, like any other country aiming to be among the developed nations, has devoted considerable efforts to reach that level, knowing that the cornerstone is education. Therefore, adopting methods and methodologies to meet a good quality of teaching are of priority at this level. The following methods represent the history

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of teaching methods which has been implemented in the Algerian educational system. A glance through the past decades of Algerian educational system will give a clear picture about the methods that have shaped the teaching story of the English language.

1.3.1. Traditional Approaches

Discussing the teaching history of EFL in Algerian education could not be without referring to the traditional methods and practices that has dominated the field for decades. Though a set of methods has been opted, there has been noticed that the conventional practices are still dominating the Algerian classroom. Among these traditional teaching methods, GTM has been implemented in EFL courses in Algerian schools. Evidently, the teaching situation of different classrooms has revealed that the revival of such traditional glance in the realm of teaching appears to be present all over the world. Accordingly, Miliani (1998, as cited in Benmostefa (n.d.) says:

Practice shows that traditional methods continue to prevail despite the progress achieved in methodology. It seems, therefore, that the methodological routine continue more than ever as it is subject to a superficial coating of new labels whose philosophies are only rarely internalized by teachers. (p.14)

Brown (2000) justifies the popularity of the classical method which has dominated language classrooms. First, it does not demand lots of proficiencies and competencies from those who will teach using it. They only need to master some basics related to this method. Second, testing learners' grammatical knowledge and their correct translation is characterized by easiness at the level of planning the questions which by no way holds objectivity when giving scores. Third, the assessment of communicative abilities has not been emphasized in most language testing. Thus, learners are not interested in going out of grammatical knowledge,

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translation, and other activities that are based on memorizations which are highly implemented in most types of testing. Therefore, their learning of the language could be directed to read more which surely help them to master the language.

Officially, Algeria adopted GTM from 1962 till 1971 whereas the direct method was implemented from 1971 to 1981 (Zaghar, 2013, 2014). For Benadla (2013), integrating GTM to teach the English language in Algerian schools dates back to the *French colonization* era. Then, it continued to be used even in the post-independence era. Soon after, it was substituted by the *audio-lingual* method which was standing on the behaviouristic standards that were no longer supported to foster learners' communicative abilities that seem to be ignored. Therefore, the communicative approach had been integrated.

2.3.2. Communicative Approach

As far as the Algerian experience of EFL teaching is concerned, the integration of the communicative approach was integrated as a response to the paradigm shift in language teaching which has been directed into communicative language teaching. In this respect, Benadla (2013) asserts that Algeria implemented this method in the eighties of the last century which had been opted with much focus on “the teaching with objective method”. For Zaghar (2013, 2014), the communicative approach was integrated into Algerian schools in 1981 and continued to be applied till 2003.

2.3.3. Competency Based Approach

This approach appears to be implemented in different subjects teaching. In language classrooms, it is introduced as Competency Based Language Teaching (CBLT) which means applying the instructions of the Competency Based Approach (CBA) to teach language to learners (Benadla, 2013). According to Richards and

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Rodgers (2001) CBLT is based on the standards of what is known as Competency Based Education (CBE) referring to:

An educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE addresses what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective...and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of a study. (p.140)

Such kind of education has dominated the teaching and learning process over different disciplines by taking its standards which emphasize what learners produce instead of what they receive. As a result, the success of such process depends on learners' competencies at the first level so as to guarantee the accomplishments of learners which are expected when ending each task, lesson, and educational phase.

On the advantages that result from the implementation of competency based approaches, Docking asserts:

Competency-based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and training programs. Not only will the quality of assessment improve, but the quality of teaching and student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency-based assessment can offer. These beneficial effects have been observed at all levels and kinds of education and training, from primary school to university, and from academic studies to workplace training. (1994, p.15, as cited in Richards & Rodgers, 2001, p. 142)

Evidently, such approach is characterized with flexibility which permits instructors to revive the educational process leading to effective impacts on the teaching and learning processes which indisputably will be improved.

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As far as the Algerian educational system is concerned, and throughout its attempts to cope with the world changes and modern education standards in this new millennium era, Algeria has implemented a series of reforms to enhance the quality of education in its schools and institutions. According to Benadla (2013), CBA has been imported as a part from these reforms. Officially, Algeria has adopted CBA since 2002 as a response to the educational reforms which covered programs, textbooks, and the teaching methods of the Algerian schooling system (Shelli, 2010). Officially, this approach has been applied starting from 2003 as mentioned by Zaghar (2013, 2014).

In the same vein, the EFL courses are no exception from CBA integration in Algerian schools aiming “to prepare the learners to be competent in their real life tasks” (Shelli, 2010, p.2). For Abdellatif-Mami (2013), two main approaches have been recognized in the history of EFL teaching in Algerian educational system, noting the communicative approach and CBA which is regarded as an extension from the previous one. Its main basics supply learners with the required skills and components to develop their competencies mainly, the communicative instead of only stressing linguistic ones. As well as putting language in context instead of being separated from its real life uses.

Such emphasis could also foster the paradigm shift on learner-centeredness rather than teacher-centeredness whose mission was regarded in other roles which are required in this era, such as supplying learners with assistance so as to facilitate their learning process as it is the case in the US where it is highly advocated and demanded to cope with such new roles despite the fact that being fully restricted to such alternative role could be limited or restricted for many factors which surround the Algerian teaching context (Abdellatif-Mami, 2013)

2.4. The Algerian Educational Reforms

Algeria since its independence has devoted efforts and tools to enhance the quality of education and to foster unity and identity through the implementation of

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national reforms to cope with a set of national as well as international changes and challenges. As far as the Algerian university is concerned, there has been a plenty of reforms that have been integrated in this context. Therefore, the following lines hold an illustrative review of these reforms.

In fact, the Algerian educational reforms that are concerned with “*language education policies*” had passed through stages. Accordingly, Benrabah (2007) summarize it as follow:

Table 2.2: A summary of the three phases of the Algerian education reforms (Benrabah, 2007, pp.225-226)

<i>The first phase</i>	<i>The second phase</i>	<i>The third phase</i>
<ul style="list-style-type: none"> From 1962 to the middle of the 1960's, the post-independence era. 	<ul style="list-style-type: none"> From the end of the 1960's till 1990's. <p>“ <i>the socialist era</i> ”</p>	<ul style="list-style-type: none"> From the beginning of the new millennium era (the 2000's)
<ul style="list-style-type: none"> The schooling system was shaped by a western glimpse that was inherited from the colonizer. The French was the dominant language in comparison with Arabic which was gradually 	<ul style="list-style-type: none"> This period was characterized with some social and economical transformations to restore the national unity and empower the state, by which the schooling system was influenced and reformed to cope 	<ul style="list-style-type: none"> To cope with the economical changes and the globalized world. It was characterized by the adaptation of new system of education. The arabization process was not highly emphasized at

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empowered.	with these changes. • At this age, the Arabic Language had restored its position in schools by being forced and integrated increasingly	this age.
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2.4.1. Arabization Reforms

According to Absi (1981), a reaction against the practices and the traces of the invasions and conquests of Europe in the Arab world, a process to restore the Arabic language had been established and introduced as “Arabization” which “refers to the policy of using Arabic as official language and as language of instruction” (p.129).

Historically, Algeria was conquered by France which had settled in the state for a century and three decades. So as to defeat the French armies, the Algerian had been under their reign for ages and decades. After that, Algeria got its independence in 1962 after a long fight with the colonizer. Therefore, the post-independence era had been characterized by the Algerian authorities’ endeavors to stamp out the French symbols and heritage. In this respect, Rezig (2011) states that this process was developed and fostered in the post-independence era to remove the symbols and signs of the French existence after a century and thirty years of reign.

Accordingly, the arabization reforms had been launched by the policy makers to restore the Arabic language because it represents the identity of the Algerian nation. Simultaneously, to put an end to the domination of the French language that represents the colonizer. Thus, a set of instructions and procedures had been inserted at the educational level to restore the components of the Algerian nation

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making a huge reform to empower the position of Arabic language in the educational system which was characterized with a European glance. In this sense, Ben Rabah asserts:

Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favoured the national integrity and unity and religion. (as quoted in Rezig, 2011, p.1329)

In order to liberate the Algerian school from the western schooling system that was imposed as a result of the French colonization, the Algerian authorities had launched the arabization process through a gradual integration to Arabic language in parallel with the French language which was minimized.

Accordingly, a set of procedures had been conducted involving the timing, the language being used to deliver courses, by which the Arabic language had restored its position in comparison with the French which was considered as a symbol of colonization. So as to release and purify the state from the colonization traces, the schooling system has been reshaped. In this respect, language was regarded as a powerful symbol which could reflect identity, supremacy, freedom and complete independence that could unify the nation and restore its cultural and religious heritage and identity.

In order to accomplish the arabization process and due to the limited number of qualified persons in this field, Algeria had recruited around one thousand teachers and trainers from the Arabic republic of Egypt after one year from its independence (Benrabah, 2007). However, the students' outcomes and examination results were not satisfying leading the Algerian authorities "to admit that education has "failed" (Benrabah, 2007, p.226).

In fact, the arabization had been fostered gradually through stages under different presidential mandate. Accordingly, Grandguillaume (2004) asserts:

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Table 2.3: The phases of arabization in Algeria (Grandguillaume, 2004).

Era	Main figures	Characteristics of arabization
1962-1965	<i>Ben Bella</i>	<ul style="list-style-type: none"> • The announcement of teaching Arabic in schools in 1962. • Devoting 10 hours weekly to Arabic language in 1963. • Total arabization of the first grade at primary school in 1964. • Recruiting 1000 instructors and teachers from Egypt in 1964. • Creating an Islamic Institution at the University of Algiers. • Authorizing the preparation of License degree in Arabic using only Arabic.
1965-1970	<i>Boumediene/Taleb-Ibrahimi</i>	<ul style="list-style-type: none"> • It is characterized by “ideological arabization”. • The start of arabization of second grade in primary schools in 1967-1968. • Creating an Arabic section at the faculty of law in 1968. • Authorizing students to prepare License degree in history through Arabic language in 1968. • Creating a “national commission of reforms” in 1969 to enhance the schooling system.
1970-1977	<i>Boumediene/Mehri .</i>	<ul style="list-style-type: none"> • It was known as “systematic arabization”. • A decree imposed arabization in 1971.

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		<ul style="list-style-type: none"> • A decision to arabize 3rd and 4th grades in primary schools in 1971. • Arabization of parts in middle and secondary schools. • Creating the national commission of arabization in 1973 to prepare a report on the state of arabization and the linguistic situation.
1977-1979	<i>Boumediene/Lacheraf</i>	<ul style="list-style-type: none"> • This period was characterized by a pause in the arabization process. • The suspension of arabization process in 1977. • Releasing the professors who were reserved for arabisation at higher education • Supporting the training of bilingual teachers. • Reestablishment of “bilingual letters” section • Total arabization of literary branches. • Criticizing the outcomes of arabization in higher education and its reflections on employments which require French or English more than Arabic in Algeria.
1979-1984	/	<ul style="list-style-type: none"> • A decree imposed arabization for first years in faculties of law, political, social, and economic sciences in 1980. • The establishment of the higher council of the national language to monitor arabization in 1981.
1985-	/	<ul style="list-style-type: none"> • Non-authorizing students to attend workshops of

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1998		<p>the French cultural institutions.</p> <ul style="list-style-type: none"> • Reducing the position of French language by implementing English language in 4th grade in primary schools. • The parliament voted on a law to generalize Arabic language in 1990. • Generalizing the use of Arabic language starting from 1992. • It was reinitiated in 1996 and became applicable in 1998.
1999-	<i>Bouteflika</i>	<ul style="list-style-type: none"> • The establishment of the National Commission of the educational system reforms (CNRSE) in 2000. • The reintroduction of bilingualism in education at all levels. • A decree recognized Tamazight as a national language in 2001.

As it is shown in the table above, the arabization process was imposed gradually over the Algerian schools. It has covered different grades and subjects starting from the primary schools to the university. Despite the fact that it was considered as an essential step to regain the national unity and identity, it was criticized for its outcomes on students at the university from one side, and to meet the field of employment from another side had faced different challenges (Grandguillaume, 2004).

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2.4.2. The Fundamental Schooling System Reforms

The Algerian schooling system has witnessed many changes through different reforms. Accordingly, the introduction of the fundamental school system is considered as one of the main reforms in the field of education.

In fact, the implementation of the fundamental reforms was dated back to the seventies of the last century. According to Benrabah (1999, cited in Rezig, 2001, p. 1329) these reform came with a change for the old school system that was dominating till the 1970's. It was composed of five years in the primary school, four years in the middle school, and three years in the high school. By contrast, the fundamental system amalgamated the primary school and the middle school through duration of nine years of education. Consequently, six years were programmed to complete the primary and three years in the middle. Besides all, three years in the secondary education.

In the same vein, this reform was launched in 1971 (Clark, 2006). Nevertheless, it had been applied starting from 1976 (Benrabah, 1999, as cited in Rezig, 2011, p. 1329). Alongside another reform that enforced the students to complete at least ten years of school instead of six as an indispensable education that had to be accompanied with free education for all students and at all stages (Clark, 2006).

2.4.3. Reforms to Integrate English Language in Primary Schools

In an attempt to reduce the position of the French language in Algerian schools, there were several attempts to substitute it through the English language. One of these endeavors was translated in the deliberate efforts of policy makers to impose laws and decisions to implement it. Miliani (2000) mentioned that English language was imposed in 1993 in fourth grades over Algerian primary schools.

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Another reform has imposed English language in the third grade in Primary schools over Algeria. Throughout a presidential decree announced by the Algerian president Tebboune starting from the academic year 2022-2023.

2.4.4. The Higher Education Reforms

The Algerian university has witnessed a series of reforms to adjust its system from one side and to ensure the quality of education from another side. Remarkably, the linguistic conflict in Algeria was also present and translated in the higher education reforms over the political history of the state.

In view of that, the field of languages has been also effected as appointed by Lakhdar Barka (2003) who emphasized that the Algerian experience in the introduction and teaching of foreign languages at higher education context was influenced by three main reforms. The first was dated back to the seventies, the second in the eighties, and the third by the end of the nineties. These reforms affected the structure of teaching foreign language and imposed some changes at the level of its faculties and institutions. These transformations as stated by Lakhdar Barka (2003, p.87) involves the following:

- The transformation of faculties into institutions.
- Era of language as instrument.
- Returning back to the faculties of letters, languages and arts. As result, foreign languages lose their specific nature.

As far as English language is concerned, these reforms are mentioned to display the transformations of foreign language teaching at the level of its institutions.

2.4.4.1. The LMD System Reforms

In fact, teaching at the Algerian university has witnesses many transformations due to many facts and factors. The shift winds have turned the university from the classical system to what is known as License- Master- Doctorate (LMD) system which has been imposed by what is known as LMD system reforms.

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2.4.4.1.1. The LMD system

In fact, LMD system is an abbreviation which refers to License Master Doctorate. In another version it is mentioned as *BMD* (National Report, 2019, p.2) to refer to system that cover three main phases; the first is known as *Bachelor* which is composed of three years. The second phase is named *Master* which includes two years. The last phase is called *Doctorate* with 3 years at least.

Algeria has implemented the *LMD/BMD* system officially since the school year 2004-2005 (Abdellatif-Mami, 2013; Rezig, 2011). Exceptionally, some fields of study such as “medical sciences (medicine, pharmacy and dentistry), architecture, veterinary sciences and agronomic sciences” have kept working under the old system (National Report, 2019, p.3). Algeria as many other countries has incorporated LMD in higher education so as to engage in what is known as “the *Bologna process*” (Hamzaoui, 2021).

In fact, The “*Bologna process*” is designed and created according to the *European commission* to foster collaboration and cooperation between the states of the European continent. It aims to provide smooth and ease for learners as well as to support teaching and learning under a unified system. Moreover, it looks for consistency and unity to face the international changes aiming to offer the appropriate atmosphere to enhance educational programs at the European universities which devote efforts and tools with international standards.

In this sense, the European University Association (2004) states: “The Bologna Process does not aim to harmonise national educational systems but rather to provide tools to connect them”. Thus, its major goals are established to offer smooth and transition for learners and between nations by implementing the instructions and principles of LMD and not to unify the program or the content. Taking a step to join the community of states which engage in “*Bologna Process*” is optional where different states are free to join or not in which they hold the same

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intention to implement the procedures and instructions that are drawn and shared by the European *Higher Education Area* (European University Association, 2004).

In fact, the LMD system is based on a set of standards that put the students on the center of the educational process throughout a designed paradigm which increase their opportunities to cope with modern world. In this respect, Abdellatif-Mami (2013) states:

The philosophy of teaching under the new architecture stipulated that more space is given to the learners' output and mobility. Continuous education and training became a tremendous imperative for all successful learning using Information and Communication Technology. (p.243)

This system is predetermined with aspects and values taking the global changes into account. Thus, learners are supposed to be taught and trained through the use of digital tools and resources to foster the required skills and to enrich the quality and the production that are required alongside the double chances that will be provided for learners through the smooth transition and the mutual exchange between its users.

Accordingly, the Algerian higher academic institutions take the responsibility to ensure an effective implementation of LMD. Thus, these institutions have to offer and create the required atmosphere as mentioned by Hamzaoui (2021) throughout a number of duties such as:

- To train the students and focus on qualitative formation.
- To form and offer specialties which work in parallel with what is demanded at the level of society and its economy.
- To prepare the students and provide them with the required skills to lead and invent as well as to be effective in their communities.
- To offer the environment to do explorations and discoveries so as to participate and share in the development of science and the digital realm.

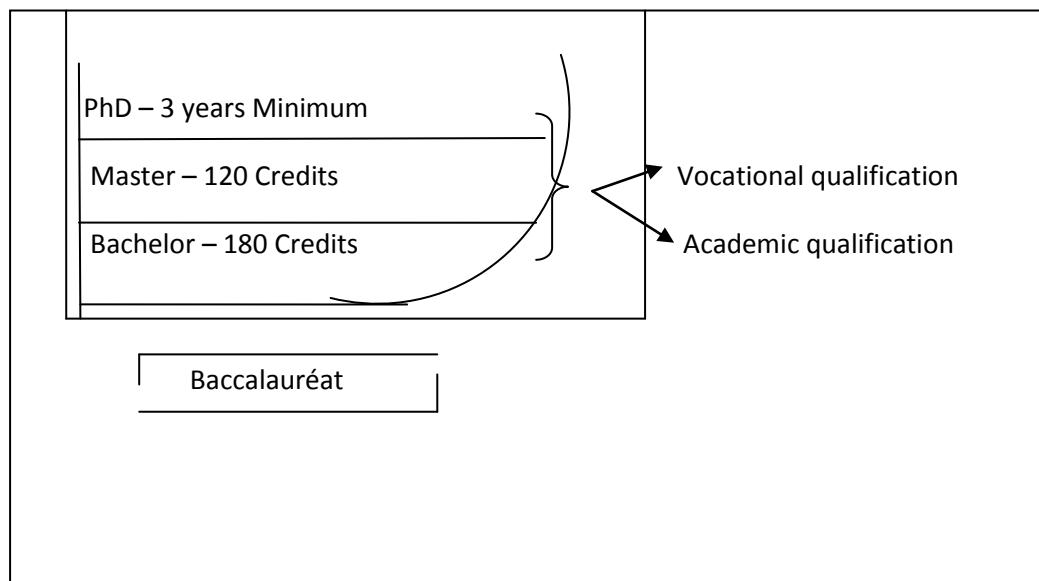
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- To make balance between the fields of study and the required jobs taking into account the world changes that have imposed and increased some specialties over others.
- To foster and diversify the outcomes and increase collaboration and exchange internationally at different levels.

2.4.4.1.2. Principles of LMD system

The system of LMD is based on a set of principles that are implemented during the three main phases to complete advanced studies in higher education.

Figure: 2.1. The higher educational process of “*the training cycles*” (The national report, 2019, p.3).



The diagram below illustrates the main phases that the *LMD* or *BMD* system (the national report, 2019) learners will go through during their educational process. The students must get their Baccalaureate successfully to join the university where they need to obtain a certain amounts of points and a complete *credit* that is composed of 180 with no debt to obtain License degree. The second phase covers the Master degree where the students are in need of 120 credits to pass it effectively. The third phase is concerned with advance studies for those who want to obtain the doctorate degree. Consequently, the university will offer the graduated

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students with diplomas as well as the required skills to be employed and join the field of work.

Additionally, the LMD system offers the opportunity for learners to compensate between modules (National Report, 2019) where they can pass from one year to another through the process of collecting credits and not scores. For each phase, they need to gather the needed scores through different exams, tests and theoretical as well as practical tasks to complete their credits. Each academic year includes two *semesters* with a total amount of six during License and four to complete master studies.

Moreover, learners will pass successfully and automatically (the National Report, 2019) if they achieved the following steps:

- To obtain the average in all the modules.
- To compensate between modules of each unit which need an average of ten points out of twenty or more in order to succeed.
- To collect 30 credits from a total of 60 at least to enroll in the second year.
- To pass to the third year, learners need to complete at least 80% of credits which cover the two previous years besides the confirmation of the essential units.
- There are some exceptions where learners can pass the year with debts providing that they will complete them later under the guidance of the administration and the teachers' views.

2.4.4.1.3. Reasons of Adopting LMD in Algeria

According to Sarnou, Koç, Houcine, & Bouhadiba, (2012) the shift from the old system to the new announced one was mainly because of some international transformations that were reshaping the world. Thus, the Algerian governors had taken a leap to meet these changes at different levels in parallel with the political, social, and economical visions of the state from one side. From another side, to

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correspond to the shift that most of European states had announced via the adaption of LMD system aiming that such imitation could increase chances and foster some developments interchangeably.

Moreover, the college's outputs and productions did not cope with commercial demands and what is needed at the society and the real situation where a significant disconnects had been noticed. These outcomes demonstrate the collapse and breakdown of such conventional process that had been adapted from the post-independence era to manage higher academic institutions till the reconstruction phase in 2004 with the LMD system (Sarnou et al., 2012; Hamzaoui, 2021).

In the same vein, Abdellatif-Mami (2013) claimed that living in a globalized world has imposed some changes in the field of education to cope with the modern world and the transformation of the societies as well as the requirements of their economy and world works. Thus, there had been many endeavors to modernize the field of education through adapting the appropriate methodology and the adequate techniques and tools and even programs.

2.5. English Language at the Algerian University

Taking a decision to complete advanced studies is one of great steps for Algerian students. Thus, the university could be the shelter for millions of learners to accomplish their research and studies.

2.5.1. The Algerian University

As far as Algerian learners are concerned, most of those who were interested to achieve higher studies, their directions were abroad due in the phase of French colonization. Then, in the post-independence era, there were not too many choices for them to decide which university they would go. According to the *National Report* (2019, p.2) when Algeria got its freedom in 1962, there were only three main universities; one at *Algiers*, another one at *Oran*, and the third at *Constantine*. One year later, Algeria started a huge reconstruction to its state and organizations

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and education was among the plans as well. Then, the seventies of the last century saw the establishment of the highest institution to manage higher academic studies which is known as “*the Ministry of Higher Education and Scientific Research*”. Later on, the number of academic institutions and schools has been increased with a noticeable growth of participants who have enrolled to complete their studies.

The following table summarizes the number of universities, participants and “*teaching staff*” enrolled at Algerian universities:

Table 2.4: A summary of the growth of the Algerian university and the number of students and educational workforce (National Report, 2019, p.2).

	1962	2015
The number of universities	3	107
The number of students	2000	1500000
The percentage of male students	99%	40%
The percentage of female students	1%	60%
<i>Teaching staff</i>	250	54000

2.5.2. Access to the University

Additionally, there are other conditions that are taken into consideration by the Algerian higher education to permit students to access to the universities. According to the National Report (2019) the students are required to pass their “*Baccalaureate*” successfully by which they will get a certificate or they will need an equal diploma for some exceptional cases. Moreover, a set of points are taken into accounts such as:

- The learners’ desires.
- The stream, the average, the marks of the subjects.

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- The pedagogical seats that are announced by each university or center.
- The location and the region of learners are also accounted; their seats at the university will be classified
- Some fields of study demand a proof and justification of being healthy and not person with disorders while others call participants to be interviewed so as to be accepted or refused them in that domain.
- Some fields demand an identified average or mark of a particular subject to be accepted.
- The instruction and the conditions are organized yearly under a national distributed “*circular*” by the ministry.

2.5.3. Choosing English Language at the Algerian University

Choosing to study English language at the Algerian university is preconditioned with obtaining and passing the Baccalaureate exam successfully. Moreover, learners need at least to get the overage in the English language at this exam.

According to Zaghar (2013,2014, p.23) by the 90’s of the last century, the Algerian Baccalaureate exam holders have been supported by a “*computerized card*” where they could mention and order their choices in respect to their interests and desires which are preconditioned by the required average and marks of the subject being selected.

2.5.4. English Language Teaching in The Classical System

Algeria as many other countries has passed through different paths to meet what is needed to enhance its educational system at higher institutions, universities, and schools.

In fact, Algeria had adopted the classical system in the post-independence era till 2004 at its universities (Hamzaoui, 2021). This system is composed four years to

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obtain *License* degree, two years to complete *Magister* degree, in addition to four years to complete *doctorate* studies (National Report, 2019; Hamzaoui, 2021)

According to Hamzaoui (2021) despite the fact that there was a noticeable intensification at different levels and basics to enhance education, this system was accompanied with a set of defects and shortcomings that have resulted in the degradation of the higher education's efficiency.

2.5.5. English Language Teaching in LMD System

Due to many facts and reasons, Algeria has decided to implement a set of reforms to cope with the world changes. As far as education is concerned, since 2004, it had been announced and transformed from the classical system to an alternative one known as LMD system.

In fact, The Teaching process of English language at the Algerian universities has passed through two main paths. The first was instructed by the classical system which was based on teacher-centeredness and lecturing as a method of teaching over all the subjects and branches of the universities. Based on these facts, English language teaching had been taught during that system as the other subjects traditionally and with less focus on learners' roles who were recognized as passive agents in the educational process.

As far as the classical system is concerned, learners who had chosen English language at the university had to complete four years to obtain license degree, two years for magister, and four in case of preparing for advanced studies as doctorate degree. For the subject and the topics that were introduced to EFL Learners over the Algerian universities, it is found that they cover linguistic as well as cultural knowledge about the English language system and its native speakers.

In this view, learners were exposed to modules as: linguistics and its levels of analysis, literature, culture and civilization which were graded according to each year. Then, learners were introduced to a more specific content on theories and models of language and literary studies. Noticeably, learners had to choose their

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specialty at the fourth year ending their license phase with a thesis in relation to the field of study.

For the magister studies, learners were obliged to pass a contest in a specific field of study such as: linguistics, didactics, literature and civilization, or any other related field that was imposed by the university which would prepare for the project. For the doctorate degree, only those who obtained magister diplomas were allowed to complete their doctorate studies when they have intended to do so by preparing their projects and defend them.

By contrast, the ELT has moved from classical system to the new LMD system which has turned the teaching winds from teacher-centeredness to learner-centeredness, with double focus on learners who deemed to be considered as the core of the educational process. meanwhile, English language as any other branches are pretend to be taught in respect to LMD reforms which aims to meet modern teaching standards that are highly recommended in the twenty-first century. Though the realistic situation of ELT has revealed some contradictions which are tied to conventional practices which do not reflect the new educational system in some cases.

In the same vein, the ELT at the Algerian universities within LMD system follow the same process at the level of credits and debts where learners are in required to obtain a certain credits to pass to the next year according to each educational phase. At the level of branches and subjects being introduced to EFL learners, there are different branches such as linguistics, applied linguistics, didactics, literature and civilization or any other which depends on each university.

In general, learners who choose to study English language at the Algerian universities under LMD system are obliged to pass three years to obtain license degree, two years to get Master diploma, and three years with an exception of two additional years for some cases to prepare for doctorate studies. Major topics and subjects which are introduced to EFL learners are concerned with language basics

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and skills in first and second year License. At this stage, most subjects are around grammar, oral sessions, listening and reading comprehensions, phonetics, literature, civilization and culture of the target language speakers. These competencies are extended gradually year after year by the end of this phase. Then, learners need to choose their specialty to focus more on a particular field of study.

The major specialties that are opened for English language students could be classified into two main categories: language sciences or literature and civilization. Each of them could be divided to other specialties such as linguistics, applied linguistics, didactics, ESP, translation, or any related field. On the other side, a different path is arranged for those who would go for literature and civilization where the focus is narrowed to literary, cultural, and historical studies. These branches and specialties represent the main fields where most of EFL students are introduced to go through in their studies at the most of the Algerian universities.

According to Mehdaoui (2016, 2017), LMD students who studied English language at the Algerian universities had to select their preferred branches in the third year License. These instructions were cancelled since the academic year (2016-2017) where the specialties were reserved to the Master phase.

2.6. The Teaching Situation of Civilization in EFL Courses at The Algerian University

As one of the programmed subjects for learners in their learning process of English language at the Algerian universities, the module of culture and civilization is introduced to them either as a subject during the three years of license phase, or as a field of specialty during Master and doctorate studies.

Generally, the topics which are taught in civilization courses are related to the history and culture of the English language natives. Noticeably, the focus is on the English and American history of these communities. Other English speaking communities such as Canadian, Irish, Australians are not covered by the program of British, American, and Anglo-Saxon civilizations. On the other side, some

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universities inserted African civilization in parallel with African literature to familiarized EFL learners with the needed facts and experiences to better understand the literary works.

Teaching civilization to EFL learners at the Algerian universities has been a subject of debate in different reports and studies. The content being presented along the teaching methods which has been implemented are on the agenda of educators and researchers who share the same agreement that the teaching process has witnessed some contradictions which lead to a series of issues leading to a negative attitude toward this subject among EFL learners.

The inappropriate teaching of civilization at the Algerian universities is still debated for the nature of the subject which has not been identified leading by the end to a fear and ignorance to the subject among the majority of learners who get rid from the teaching process which rely on traditional lecturing and memorization of information. Such teaching methodology was dominating civilization classes in the classical system, and seems to be inherited since it is still applied in some classes in LMD system.

Remarkably, the teaching process of civilization has witnessed some changes in the age of covid-19. As the Algerian university has implemented the blended learning which combine between face to face learning and e-learning in all subjects and branches, civilization courses were no exception by which the teaching process has been adjusted to cope with the world changes. In this era, civilization courses were taught following the blended approach.

Meanwhile, learners were divided into groups and subgroups to respect the social distance and reduce the proliferation of the pandemic. These instructions have been implemented since the late of 2020 as a solution to confront with the new challenges that has reshaped the world in general, and education in particular.

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2.6.1. Objectives of Teaching Civilization in EFL Context

Alongside the linguistic knowledge and skills that EFL learners are about to learn in their learning journey at the University, they are also supplied with cultural and historical facts about the native language speaking community; the British and American civilizations as two main popular nations with the common history that they share together which represents the Anglo-American civilization.

The content provided in civilization courses covers the historical, cultural, artistic, economical, and political sides of a particular civilization at a certain period of time. Such lectures not only help learners to foster their cultural and intercultural skills, they also permit them to understand literary works that was popular at that time by surrounding them with life and events and the developments leading to the emergence of a particular artifact .

To know about the civilizations that represent the English language natives also double learners' chances to avoid any misunderstanding when they communicate with its speakers. Hence, being aware of their history and culture within the lectures of civilization may provide learners with the keys of a successful communication as well as to cross cultural barriers and develop intercultural competencies.

According to Kaid (2009) as it supposed that students get involved in civilization course to foster their skills to comprehend and view what is published in libraries or displayed in the media about the target culture where they are pretended to get a clear picture or general facts that are known at least by any layman whose educational level could only reach secondary school.

These well-known facts did not require to be exposed to every single feature related to their history. By contrast, the curriculum of civilization scrutinizes all what is related this country even if some aspects are tremendously irrelevant or illusionary fact. Nevertheless, they are inserted and examined and forced to be introduced to learners (Kaid, 2009).

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2.6.2. The Teaching of Civilization in English Language Department at Mascara University as a Case-study

This study examines the teaching situation of civilization courses at the University of Mascara which represents the case-study as one of the Algerian universities that offer English language specialty at the faculty of letters and foreign languages. Accordingly, a detailed account is given on the teaching process of civilization courses for EFL students at the University of Mascara.

This academic institution was established in 1986 as a University center which has been promoted to a University since 2009 (AUF, 2022). It consists of seven faculties which are represented in the following table:

Table 2.5: Faculties of Mascara University (Source: University of Mustapha Stambouli Mascara)

<i>Faculty of exact sciences.</i>	<i>Faculty of sciences and technology</i>	<i>Faculty of sciences of nature and life</i>	<i>Faculty of economies, Business, and management sciences</i>	<i>Faculty of Law and political sciences.</i>	<i>Faculty of humanities and social sciences</i>	<i>Faculty of letters and languages</i>
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2.6.2.1. The English Language Department at Mascara University

As far as English language courses are concerned, the faculty of letters and languages represents where EFL students and teachers belong. This faculty is composed of three main departments as shown in the table below:

Table 2.6: The three departments related to the faculty of letters and languages at Mascara University. (Source: University of Mustapha Stambouli Mascara)

<i>Faculty of letters and languages</i>		
<i>The department of</i>	<i>The department of</i>	<i>The department of</i>

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<i>Arabic language and literature</i>	<i>French language and literature</i>	<i>English language and literature</i>
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The department of English language and Literature is devoted to manage and organize the teaching and learning processes of EFL teachers and students under the faculty of letters and languages. As a one of the three departments which belong to the faculty of letters and languages at the University of Mascara, the department of English language and Literature plays a key role in managing and ensuring the educational process of English language studies, as well as mediating between the administration, teachers, and students of this department.

2.6.2.2. The Position of Civilization in ELT at Mascara University

As any Algerian university, Mascara University arranges courses related to civilization as one of the main subjects which are programmed for EFL students. Alongside other subjects as extracted from the timetable of first year License at Mascara University including: *Linguistics, Foreign Language, Grammar, Phonetics, Literature, Culture and Civilization, Oral Expression, Written Expression, T.T.U, Human Sciences*. For the second year License LMD, the same modules are programmed with a slight difference where *Translation* is added as a subject. Simultaneously, the lectures of *Human Sciences* are omitted for this level. (University of Mustapha Stambouli Mascara).

Unlike the previous years, the third year License LMD is characterized with subjects and modules which dive deeper in different fields of study including: *ESP, Translation, Didactics, Linguistics, Literature, Civilization, Research Methodology, and Communication Sciences, Oral expression, Written Expression, and Foreign Language* (University of Mustapha Stambouli Mascara).

Such integration of subjects prepares learners and shapes their directions to choose their branches to obtain the Master degree. As far as civilization is concerned, its courses are integrated during the three years of License as it is apparent from the programmed modules. Undoubtedly, it would not have been

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introduced to learners if it had not been considered as one of the crucial subjects that EFL learners are in need for enhancing their competencies.

For the timing, each subject is programmed with duration of one hour and half for each group. Noticeably, the timing was reduced in the teaching period of covid-19 to one hour only for each module. Then, it has been returned to the same timing as it was programmed in the years which proceeded the pandemic era.

For those who carry on their studies in Master, the University of Mascara offers four main branches including: *Didactics, English for Specific Purposes, Translation, Literature and Civilization*. As far as this latter is concerned, learners who choose this branch will develop knowledge and expertise in the following modules during their first year Master: *History of British Empire and Commonwealth, British Civilization, Ethics and Deontology, Mastery of Concepts, Specialized Translation, Research Methodology in Civilization, History of Ideas, Anglo-American History, Communicational Practices, and Methodology of University Research* (University of Mustapha Stambouli Mascara).

For the second year Master, learners are introduced to the same modules approximately. They have been dealt with in their previous year of Master adding only two modules as: *History of British Literature, and School Legislation* (University of Mustapha Stambouli Mascara). The arrangement of these subjects may differ from one year to another according to different teaching staffs and circumstances. Concerning the timing, some subjects limited to one session with duration of one hour and half while some essential modules are given two sessions par week with an amount of three hours.

To obtain the Master degree in this branch, learners are required to complete the first and second semester of the first year Master. Then, to pass the third and fourth semesters in the second year Master successfully which end with a dissertation in the field of study. Thus, the grades of the last semester are tied with learners' projects of graduation that will be evaluated by the teachers who are

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specialized in this area. Thus, the students will graduate with a Master diploma providing that they complete the four semesters successfully.

2.6.2.3. The Content of Civilization in EFL Courses at Mascara University

As far as the case-study is concerned, the content of civilization courses represents what has been taught to EFL learners in their second year License at the University of Mascara. However, it is a praiseworthy to mention what those learners have dealt with their teachers at the level of the course content in their first year LMD since there are an interrelationship between the program of the first year and second year. Thus, to dive into the second year program, you need to know learners' acquired knowledge in the previous year to meet learners' needs from one side, and to design the syllabus from another side which by no doubts respects the chronology of events in case where the chronological-based instructions are implemented, and the themes which are discussed in a case of a thematic-based approach is integrated.

Generally, the first year program addresses different historical epics with all what characterized the British nation at that times showing the civilizations that have dominated the history and culture of Great Britain and the achievements of its inhabitants and members. At this level, learners get a detailed account on the native inhabitants of Britain, the invaders, and the rise of civilizations at this land. Meanwhile, knowledge about historical, cultural, political, and economical and intellectual sides are presented and discussed. These courses cover the shape of life along the emergence of civilizations from the earliest times of Britain, the early middle ages, and late of middle ages.

For the second year which represents the case-study, the program covers the history and culture of Britain in times of the Tudors, the Stuarts, the eighteenth and nineteenth century. Simultaneously, details about life, kings, arts, culture, society,

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and even peace and conflicts are integrated, discussed and interpreted during these courses.

For the third year Licence, learners deal with the position of Britain in world war I and II and examine the reflection of these events on the cultural, social, political, economical, and literary sides.

2.6.2.4. The Second Year LMD at Mascara University as a Case-Study

One of the main strategies to conduct a research is to narrow the area of investigation by choosing a sample and a case-study which represent and cover a part from the whole. Undoubtedly, covering all levels and all universities in Algeria require huge amounts of times and efforts which seem to be insufficient in one single work and for one investigator. Thus, choosing a case-study would be more representative in such situation to narrow the scope of research from one side, and to fill the gap of methodology from another side, especially when the information about the chosen case is limited or uncovered yet.

Therefore, second year License students who carry on their studies in EFL department at Mascara University represent the case-study. Thus, information about this case are presented and discussed. Additionally, a detailed account on the subjects and courses which are taught alongside their coefficients and credits are introduced to show the learning path where the case-study is conducted.

Moreover, the status of civilization courses in second year License is displayed. Such process would give a closer look on the realistic situation of this subject at one of the Algerian universities. Accordingly, the University of Mascara has been selected to cover the teaching process of civilization to second year LMD majoring in English language at the faculty of Letters and language where the case-study is investigated.

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Table 2.7: Credits and coefficients of Second Year LMD (Offres de Formation, 2007, 2008, p.7-8).

subjects	Credits	Coefficients
<i>Culture and civilization</i>	02	04
<i>Linguistics</i>	03	04
<i>Literature</i>	02	04
<i>Grammar</i>	03	04
<i>Phonetics</i>	02	04
<i>Oral Expression</i>	02	04
<i>Written Expression</i>	02	04
<i>T.T.U</i>	05	02
<i>Translation</i>	04	03
<i>Foreign Language</i>	05	01
Total	30	34

In fact, these courses are arranged and guided according to four main units (see appendix E) as it is shown in the table below which represent:

- *The fundamental unit:* it covers the most important courses in English language. It involves lectures which help learners to construct and improve basic knowledge and skills to master the target language.
- *The methodological unit:* it involves courses in research methodology and the methods which are used to conduct it.
- *The discovery unit:* it could involve a new knowledge that learners are about to discover and develop knowledge and skills to learn it.
- *The transverse unit:* it may cover different fields that learners are about to transverse in their learning process. It includes different options and it is up to each university to adopt what is needed for learners.

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Table 2.8: Units and courses of second year LMD (Adapted from: Offres de Formation, 2007, 2008, pp.7-8).

Units	Courses
<i>The Fundamental Unit</i>	<i>Linguistics, Culture and Civilization, Literature, Grammar, Oral Expression, Written Expression, Phonetics</i>
<i>The Methodological Unit</i>	<i>T.T.U</i>
<i>The Discovery Unit</i>	<i>Foreign Language</i>
<i>The Transverse Unit</i>	<i>Translation</i>

The table above shows that culture and civilization is considered as an important part in the fundamental unit alongside other courses. It indicates that these courses are of paramount importance that second year LMD students are required to study in their learning process.

2.6.2.5. The Curriculum and Syllabus of Civilization

Generally, dealing with the curriculum and the syllabus at the university is not the same as the other educational levels as in secondary, middle, and primary schools where the curriculum is detailed and unified. Thus, teachers are only required to design their syllabus according to the given curriculum. By, contrast, the university teachers are not limited and restricted to teach the same courses at each level. They are only provided with some clues in the curriculum. Meanwhile, they are given more freedom to select, collect, and present the contents and the facts which serve the curriculum (Mehdaoui, 2013, 2014). Thus, any university teacher's syllabus design may differ from one instructor to another and from one university to another.

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According to Mehdaoui (2013, 2014), those who are concerned with the teaching of instructors are permitted to design their syllabus based on the instructions that are drawn in the curriculum. Simultaneously, each teacher is free to be restricted to his own planning or to follow the same as his or her team through cooperation, collaboration, and the yearly councils in case they belong to the same university. Thus, coordination between teachers would provide them with some guidelines and draw the borders of these courses. It also helps to debate the required tools, competencies, and the goals that they need to achieve each year. The reason why before each academic year, and at an early phase, teachers are met through different councils and coordination sessions to set the goals and unify the vision about what will be taught and learnt for each level.

As it is mentioned earlier, the university teachers are required to design their syllabus taking into account the guidelines that are identified in the curriculum. As far as civilization courses which are introduced to second year LMD students are concerned, the teachers are familiarized with general guidelines and broad objectives where teachers are demanded to design a syllabus covering major movements and tendencies in the civilization related to the target language. In addition, introducing and studying its institutions and develop learners' critical thinking throughout these lectures.

At the level of Mascara University where the case-study is conducted with second year LMD in English language, major courses in civilization are related to particular epics which describe and discuss events and movements that represent the British civilization at a specific period of time.

2.6.3. Major Challenges and Obstacles of The Teaching Process of Civilization

In fact, the teaching process of civilization courses to EFL learners is not an easy task, taking into account the nature of the subject from one side, and the audience whose main interests are quite different, especially, when the teachers of

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civilization emphasize history rather than culture. these facts are by no way related to a single case of study or a particular university rather it summarize different studies (Nezzar, 2005, Mehdaoui, 2013, 2014; Ladi, 2014; Mehdaoui, 2016, 2017; Elaggoun, 2015) asserting that such courses did in fact created a kind of boredom and lack of interests among learners when are introduced traditionally and away from students' needs and interests.

Accordingly, Elaggoune (2015a) mentioned that relying on traditional lecturing over the past years in teaching civilization had established a kind of tediousness among learners as well as for teachers who came across realistic situations where neither basic platforms nor adequate resources are offered by the institution. Consequently, most of EFL teachers would choose another module rather than to teach civilization if they had been asked to choose. Otherwise, they would instruct their courses in a dreary way which might be translated in the detestation and revulsion had been already renovated from the teacher to his participants (Elaggoune, 2015a).

Additionally, the inappropriate teaching of these courses leads to other complications among learners and teachers as well. Thus, a growing debate has emerged to look for strategies and techniques which could help teachers of such courses to update their teaching process and involve their students by providing them with the required skills to engage in the subject matter.

As far as the case-study is concerned, the inappropriate teaching of civilization could not reflect only teachers' efforts, the methods, and the materials that are selected, as there are others criteria which are interfering in the teaching process in the real situation as the lack of materials and equipments which by no way rise different issues in the teaching of the subject despite the huge efforts that are made by each university, faculty, and department in order to enhance the quality of teaching and meet the digital age requirements in education.

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Another main issue has been encountered by the Algerian university teachers in general and civilization teachers in particular, during the pandemic era that has been imposed by covid-19 where they faced different challenges. Therefore, the blended approach has been opted to combine face to face and e-learning. This integration has put both of teachers, learners in confrontation with the inevitability of technology integration at the university in general, and in civilization courses particularly.

2.6.4. The Teaching Situation of Civilization in Covid-19 Era at The University Of Mascara

The proliferation of covid-19 advent has reshaped the teaching process worldwide, and the Algerian educational institutions were no exception. Thus, a set of procedures have been implemented to cope with the new situation that has been imposed by the pandemic situation.

Exceptionally, the Algerian university has adapted some procedures within the LMD system to cope with the pandemic situation that is opposed by covid-19 where the students are divided into groups to apply and respect social distance. Additionally, the ministry of higher education and scientific research has adapted the blended approach which combines face to face teaching with electronic learning and distance learning.

As any higher academic institution in Algeria, the teaching situation at Mascara University over all its faculties and departments has integrated a set of procedures. On the top of these changes, the blended approach has been opted as an alternative. Throughout the combination of face-to face learning and electronic learning, both of students and teachers were required to cope with the new teaching instructions that were imposed as a strategy to save the educational process taking the advantage of the advanced technologies that change the world into small village. Additionally, the University had implemented the system of groups to respect the social distance between the members so as to reduce the spread of the virus. Thus,

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learners and teachers, and even workers were grouped and asked to follow the schedule that organize the period of study of each group.

Meanwhile, each university was given the lights to manage the teaching process taking into account the pandemic situation at each area, the number of its members, the number of rooms, the size, the number of students in each class and every single detail which could increase the spread of the virus. Thus, some modules were cancelled, others were taught in class, and others were introduced online. Moreover, the timing duration of each module was reduced.

At the level of the EFL department at the University of Mascara, the same procedures have been followed with all the modules that were programmed for EFL learners. As far as civilization is concerned, this module is considered as one of the fundamental subjects that learners had to attend in class and fostered through online courses. The teaching of civilization at this period was reduced from one hour and thirty minutes to one hour only which was not enough to dive in the details of its courses. Also, the number of sessions was unlike the ordinary years of teaching where learners were studying ten weeks for each semester.

In contrast, the years of pandemic, learners were obliged to follow the system of groups where they had to study civilization courses for a limited number of weeks before being substituted with another. Despite the fact that learners were following their courses online using Google meet , Google classroom, zoom, moodle platform, face book pages and groups, e-mails and other e-platforms and social networks to ensure the interaction between the teachers and students from one side, and to guarantee the continuity of the education process from another side.

2.7. Conclusion

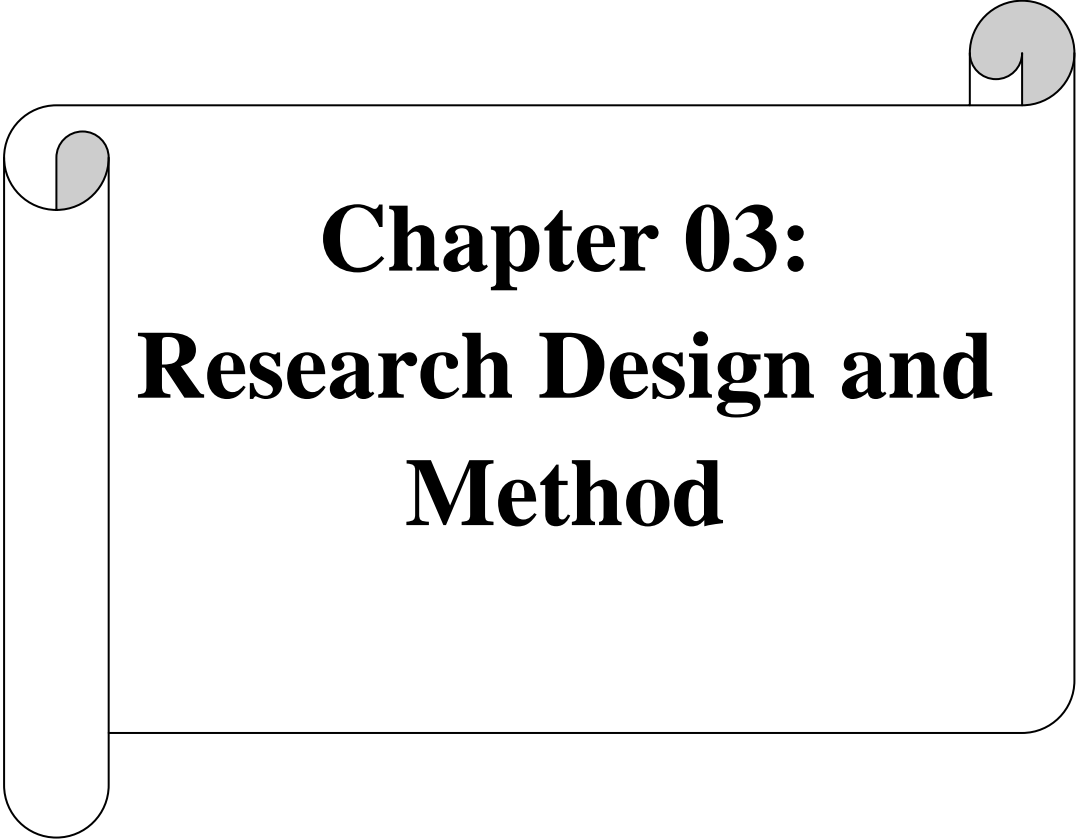
This chapter reveals the evolution of the teaching process of English language over different educational settings. Besides, it draws a link between its teaching and the integration of civilization as subject in EFL context at the Algerian universities

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by targeting the realistic teaching situation through a case study at the University of Mascara that represents one of these Algerian universities.

Understanding the complexity of the teaching process of civilization courses at the Algerian university could not be fully achieved without reviewing and analyzing the Algerian higher educational system and its main reforms which have revolutionized both learning and teaching process starting from the classical system to the adopted educational LMD system.

In this respect, civilization teaching in EFL context is examined in respect to the evolution of the Algerian higher educational system in order to understand and analyze the current teaching practices by which this subject is taught at the Algerian Universities by drawing more emphasis on the case of study.



**Chapter 03:
Research Design and
Method**

Chapter 03: Research Design and Method

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3.3. Conclusion

3.1. Introduction

This chapter attempts to highlight the research design, the procedures, and the instruments that are used in conducting the current study. It identifies the research method, the research type, and the participants throughout the findings which are collected using three main tools including observation, questionnaire, and interview. These outcomes are quantitatively and qualitatively analyzed and interpreted in respect to each question, its type, and aims on one hand, and according to the nature of each instrument on the second hand.

In fact, this part gives an overview about the practical side of the current study involving the research design and procedures. It also gives a rational for every single procedure standing back to the method being followed, the research type, and the case of study and justifies the sample being chosen to represent the study. Therefore, the following sections strive to clarify the research plan and procedures which are followed in this investigation.

3.2. Research Design

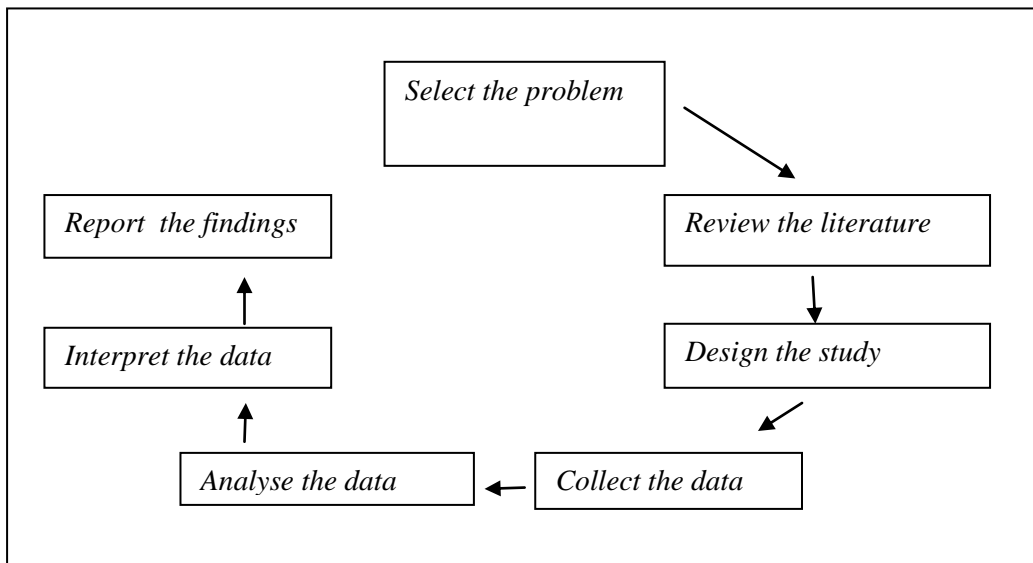
Looking for a methodological framework of a particular study is an essential step in research process. By reaching this phase, investigators are required to put their research into the adequate design. This step permits to identify the methodological scope through the research methods, the required information to be collected, the instruments, the participants, and context of the study as mentioned by Ary, Jacobs, Sorensen, and Razavieh who assert: “The design is the researcher’s plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom” (2010, p.32).

Fundamentally, this step is preceded by an early identification of research problem (Marczyk, DeMatteo, & Festinger, 2005), its questions and hypotheses (Creswell, 2012). Once it is done, researchers could clearly choose the adequate research design for their studies (Marczyk et al., 2005).

In the same vein, designing the study is regarded as a third step in research process as mentioned in the diagram below:

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Figure 3.1: *Stages in research process* (Ary et al., 2010, p.33)



As far as research design is concerned, it is viewed as an integral part in research process. It permits to identify the methodological plan of the research. Once it is designed, the following steps will be clearly executed. As this step identifies the required data, the tools, the analysis, and the way to expose the outcomes.

✓ **Types of research design:**

When the talk is about educational research, several research designs could be integrated and planned on taking into accounts different criteria. In fact, there are three main popular research designs by which studies could be designed though there are infinite models under which they are categorized. Their categorization is based on “the strength of the design’s experimental control” (Marczy et al., 2005, p.123) including:

✓ **Experimental design:**

It is released through experiments where two groups are put under investigation. It is characterized with random assignments of members into two groups. While one of the groups is receiving a particular treatment, the other is not (Marczyk et al., 2005, p.23).

✓ *Quasi-experimental design:*

It is opted when *randomized designs* are not viable and practical in some realistic situations. Thus, using quasi-experimental design is advocated in such situations. (Marczyk et al., 2005, p.137)

✓ *Non-experimental design (qualitative design):*

It is used in studies where the investigator has no control or no interference on the examined situation. It is extensively integrated in: “*case studies, naturalistic observation, surveys, and focus groups*” (Marczyk et al., 2006, p.147).

As far as the current study is concerned, the non-experimental design has been followed at the level of the interference’ strength of investigator over the examined phenomenon. Accordingly, there was no interference to change the examined situation. By contrast, the study aims to report and describe the realistic situation of teaching as it is and as it appear without any intentions or plans to interfere.

At the level of research approaches, these designs could be classified in respect to research approach which may fall under three main designs including:

- ✓ The quantitative design
- ✓ The qualitative design
- ✓ The mixed-methods design

Accordingly, conducting experimental and quasi-experimental studies could be classified under the quantitative design. In contrast, other studies which are characterized with qualitative features could fall under the qualitative design. Noticeably, some types could be classified under the non-experimental design at the level of interference’ strength; however, they could fall under the quantitative design as they hold quantitative nature as it is the case for survey research for instance.

In respect to the research approach, the current study is planned on a mixed-method design. Thus, in the next section, a detailed review for each research

approach is mentioned in order to justify the reasons behind conducting the current study through a mixed-method design.

3.2.1. Research approach

Generally speaking, conducting educational research could not be achieved without identifying research approach. At this level, three main approaches are mentioned and reviewed in literature including, the quantitative approach, the qualitative, and the mixed methods approach; which is a combination of both approaches. Deciding on which approach to be integrated in a study is identified by the nature of the research design, the problem, its questions and hypotheses, and the objectives which are willing to reach through the use of a particular approach pretending it could be the most appropriate to achieve better results.

In fact, relying on one of these approaches do not reflect only the way the data are exposed whether through numerical or non-numerical, but rather it is rooted in epistemology; it gives a reflection on its philosophical assumptions. Furthermore, other differences between them appear clearly through the instruments which are used to gather, analyze, and display data (Davies, 1995, cited in Dornyei, 2007, p.24).

As it is mentioned earlier, research approach is restricted to the nature of the research process. One of the earliest steps is to identify research problem. At this level, investigators should link it with the adequate research approach as Creswell (2012) asserts:

After you identify a research problem, you should also consider if it better fits a quantitative or qualitative approach. Because the two approaches differ in their essential characteristics, there should be a match between your problem and the approach you use. (p.58)

In an illustrative account, Creswell (2012) differentiates between quantitative and qualitative approach in respect to the research problem. To explain a problem “explain why” or study the effects and interrelations between variables gives

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features of quantitative approach. In contrast, the qualitative approach is opted when the researchers explore or strive to understand a research problem. In this vein, he says: “Explaining or predicting relations among variables is an important characteristic of quantitative research...Exploring a problem is a characteristic of qualitative research” (Creswell, 2012, p.58).

Table 3.1: Characteristics of research problem in quantitative and qualitative research approaches (adapted from Creswell, 2012, p.65).

Research problem in quantitative research	Research problem in qualitative research
<ul style="list-style-type: none"> ✓ Measurements of <i>variables</i>. ✓ Assessment of effects of <i>variables</i> on products and results. ✓ Testing theories and hypotheses ✓ To explain the problem broadly. ✓ To make its findings applicable on large population. 	<ul style="list-style-type: none"> ✓ When the problem entail the participants’ personal experiences or opinions and learning from them. ✓ Assessment of entity or a phenomenon within a period of time. ✓ Make assumptions based on the perceptions of the members of the sample. ✓ Provide details on research settings, and on small size of sample.

In fact, choosing a particular approach is determined by the philosophical background, by which research is drawn on and constructed as Lodico et al., assert: “Philosophical frameworks describe the assumptions that underlie research. To some extent, your philosophical framework will guide your selection of the type of research approach you will use” (2006, p.10).

In this respect, educational researchers mention different types of research approaches based on three standards as illustrated below:

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The specific approaches used in educational research can be further classified according to (1) the extent to which the findings are applicable to educational settings (e.g., basic vs. applied research), (2) the methods used to design the study and to collect data (e.g., qualitative vs. quantitative approaches), and (3) how the information is shared (e.g., the dissemination of the findings). (Lodico et al., 2006, p. 10)

Accordingly, research approaches vary from one to another; however, they could be grouped under the same category. Grouping them is based on three main criteria. First, degrees of application on a realistic context. It describes which actions are taken and to what extent researchers could apply it or not. At this level, two main types are listed including: basic and applied research approaches. Secondly, deciding on which research methods and through which instruments the researcher gathers the data resulting two confronted paths including quantitative and qualitative. Third, displaying data, the way used to expose the research results.

✓ **At the level of research purpose:**

As far as educational field is concerned, Research design in this area is also categorized in respect to the research objectives. Accordingly, two main types are stated in literature review including *basic* and *applied* research. In view of that, Ary et al., (2010) state: “Based on the objective, educational research can be classified into two major categories: basic and applied. The primary concern of basic research is to expand the frontiers of knowledge and to discover general laws. The main goal of applied research is to solve immediate practical problems”(p.39).

In order to clarify the uses of each approach, and which research it could fit, a detailed review for each is provided (Lodico et al., 2006, p. 10) including:

❖ **Basic research approach:**

According to Lodico et al., (2006, p.10) it is one of types of research approach which are used in educational research aiming to “*modify and develop theory*”.

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Accordingly, it is used in designing researches for testing, refining, or to make modifications or evolutions of theories.

❖ **Applied research approach:**

It is used to scrutinize the feasibility of practices and test their limits for examples, through experiments and so on. In a nutshell, its major objective is: *“to demonstrate the usefulness of theories in practice”* (Lodico et al., 2006, p.10).

✓ **At the level of methods and data collection:**

Technically, there are three main approaches of research which are introduced and reviewed in literature in respect to educational research. At this level, researchers are required to select the suitable approach in respect to the nature of the study. Their selection may fall under one of the three approaches which are listed below:

❖ **Quantitative approach:**

The word quantitative is derived from the noun quantity. As the name implies, it is concerned with numbers, measurements, statistics, and so on (Kothari, 2004, p.03). In research process, quantitative approach deals with data numerically and statistically (Lodico et al., 2006, p12) covering different research types under its paradigm despite the fact that they vary from one to another as their objectives and plans are dissimilar.

In this vein, a list of research types could be stated including: *descriptive survey research, experimental, causal comparative research, correlational research, Meta analysis* (Lodico et al., 2006, p.12-15).

❖ **Qualitative approach:**

This approach is used to gather information through observing, interviewing participants, or to analyze documents or content from another source. Following such research path allow researchers to display their results qualitatively throughout description, narration, and interpretation and so on (Lodico et al., 2006, p.15).

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In this vein, a set of research types are mentioned as they are characterized and highly integrated in qualitative studies including: *case studies, ethnographic studies, grounded theory, phenomenological studies* (Lodico et al., 2006, p.15-17).

In the same vein, qualitative data are collected using different convenient instruments and methods in respect to qualitative research. At this level, there are some popular methods of eliciting information from participants which are cited and reviewed in literature including: “commonly used methods for gathering qualitative data are outlined, including case studies, ethnographies, interviews, observational techniques, verbal protocols, and diaries/journals”(Mackey & Gass,2005,p.162).

Generally, qualitative studies are characterized with common features which hold a qualitative nature. According to Mackey and Gass (2005, p.162-164) these characteristics of qualitative studies are shown below including:

- ✓ Detailed description
- ✓ Addressing a natural context.
- ✓ Small size of sample.
- ✓ The study reflect the participants’ views and assumptions
- ✓ There is a possibility to reflect a particular ideology
- ✓ Using open ended questions and generating hypotheses.

❖ **Mixed-methods approach:**

As the name implies, this approach combines both of quantitative and qualitative approaches within one single study (Cohen et al., 2005; Lodico et al.,2006; Dornyei, 2007; Ary et al.,2010; Creswell,2012). This amalgamation of two approaches stands on the belief that it permits investigators to understand the problem more than doing so through one approach (Lodico et al., 2006; Ary et al., 2010). While one of two approaches could be overemphasized, their outcomes are equally regarded crucial and fundamental. Gathering the required data could be done concurrently or through phases where quantitative data could precede the qualitative or vice versa (Lodico et al., 2006).

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As far as the current investigation is concerned, taking a decision upon which research approach to be integrated is based on methodological considerations. As the investigator has opted a case study research , which is equally integrated in qualitative as well as in quantitative studies, and aiming to compensate the shortcomings which may result from the use of each instrument to provide either quantitative or qualitative data, a mixed-methods approach has been chosen to increase and validate the research findings. Thus, early decisions about which research method would pave the way for them to select the appropriate research approach.

3.2.2. Research method

In respect to the nature of this investigation, taking a decision on which research method to be chosen is linked to the research problem, its questions, hypotheses, objectives, and research design. As this study aims to explore and understand the complexity of the teaching situation of civilization to EFL learners at the university.

Adopting a case study as a research method is viewed as the adequate method to report a clear picture and understanding to the target situation from one side, and from another side, to identify the case to be under study within an identified settings due to the fact that one single study or one single investigator could not cover all the universities.

Therefore, conducting a case study research to explore and understand the teaching process of civilization at the university taking second year LMD students and civilization teachers at Mascara university has been taken to draw the limits and borders of the research scope in lack of collaborative works within covid-19 era where it was hardly achieved or permitted to go for an action research to solve practical teaching problem when teaching civilization to EFL students.

3.2.2.1. Case Study

The present research is a case study research involving eighty EFL learners who were studying second year LMD in the English language department at the

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University of Mascara for the academic year 2019-2020, and five teachers specialized in teaching civilization at the same university. Aiming to explore and understand the teaching situation of civilization to EFL learners at the university, the investigator conducted a case study to have a closer insight into the situation.

In respect to this situation, case study research is highly advocated and proposed as it permits investigators to be in the core of context; thus, an in-depth study could be achieved as mentioned by Lodico et al., who assert:

A case study could be proposed if you are conducting a study that gets you close to a particular individual, group, school, classroom, program, or event. As in ethnographic research, your goal would be to provide a richly detailed description (a thick description) of the situation, to capture the full complexity and uniqueness of the case information. (2006, p.270)

Thus, deciding upon which research method was directed by the aims of the research project ending up with a decision to conduct an exploratory case study as it is the most appropriate method for this investigation which could provide answers for the research questions.

In fact, case studies provide opportunities for researchers to study a specific context or a unique entity for a specific period of time in details using various tools to gather data about the identified situation as Creswell (1998) asserts: “a case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context” (p.61).

A case study as identified by different researchers could refer to a specific incident or event within identified settings. It is viewed as “a phenomenon of some sort in a bounded context” (Miles, Huberman, & Saldana, 2014, p.28). In a more detailed definition, Gall et al. (2003) consider it as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p. 436).

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As far as this research is considered, a detailed investigation is conducted on the teaching process of civilization at the university through the second year LMD students who are studying English language alongside five specialized teachers in civilization at the University of Mascara.

Meanwhile, the exploration has been conducted through the eyes of the participants who are involved in the study involving their views and experiences concerning the teaching process of civilization to EFL learners at the Algerian university within the LMD system. In view of that, Johnson (1992) states “the purpose [of case study] is to understand the complexity and dynamic nature of the particular entity and to discover systematic connections among experiences, behaviors, and relevant features of the context” (p. 84). At this level, case studies are conducted aiming to get a clear comprehension and understanding for the investigated phenomenon by mediating common features and examining them.

In the same vein, case studies over their different types whether a single as the name implies or multiple which could cover several cases within one study (Creswell, 1989), they could be ranged under other different categorization. In this respect, case studies are classified into: *exploratory*, *descriptive*, and *explanatory* (Yin, 1984, cited in Zaidah, 2007, p.3), or into *interpretive and evaluative case studies* (McDonough & McDonough, 1997), or under another distinction including: *intrinsic, instrumental, and collective* (Stake, 1995).

Basically, case study research is viewed as one of methods which are integrated and classified under the qualitative research approach. According to Merriam (1988) there are a set of characteristics that qualitative case studies share in common. At this level, she adds:

The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and

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rely heavily on inductive reasoning in handling multiple data sources. (Merriam, 1988, p. 16)

On lights of this quote, case studies are viewed from a qualitative research perspective. Accordingly, they share some features which could be detailed and explained below:

- Case studies seek to describe the phenomenon or the situation in details.
- They analyze the phenomenon or the situation in-depth.
- The study addresses a particular and special case.
- Case studies permit to discover more.
- They inductive rather than deductive
- Their outcomes could be inferred through triangulation of instruments.

As far as language classroom is concerned, case studies are widely integrated in SLA research as well as to study language learning in classroom (Mackey & Gass, 2005). In this respect, Cohen and Manion state:

The case study researcher typically observes the characteristics of an individual unit – a child, a class, a school or a community. The purpose of such observation is to probe deeply and to analyse intensely the multifarious phenomena that constitute the life cycle of the unit. (1995, p.106)

From another side, case study is viewed as similar as ethnography research; both of them gain popularity in language studies. They share a similar point in common that both of them seek to describe in details how a particular language is learnt or used within a specific time and place with an identified sample. The main difference between them is that ethnography research emphasizes “*cultural patterns*” of members or communities while case study attempts to offer a clear picture enriched with details which describe either a particular classroom or more than one, or a group of students as they appear in their natural context; in respect to

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the realistic situation where those members are learning including timing and place. Moreover, conducting a case study is widely used with “a longitudinal approach, in which observations of the phenomena under investigation are made at periodic intervals for an extended period of time” (Mackey & Gass, 2005, p.171).

Case studies are conducted through an ongoing process. Once investigators spot the problem that is concerned with the case to be examined, and determine the questions to be asked to study it, they should justify and give reasons behind choosing to go for a case study research and not for another type. Accordingly, an emerging methodological frame work appears which could be followed and viewed as the most adequate to solve the problem and answer its questions. Essentially, unambiguous questions permit researchers to choose the appropriate sample to represent the case. As long as they are conducting a case study, their selection is based on purposeful sampling’ kinds by which they will be guided to choose the members who will be involved in the observation and interview (Lodico et al., 2006, p.269).

3.2.2.2. The participants and sampling

As far as this research is concerned, the involved participants in this study include second year LMD students and teachers of civilization in the English language department at the University of Mascara. The sample is composed of 80 students out of 100 who enrolled during the academic year 2019-2020, and 05 teachers out of 08 specialists in the field of civilization at the University of Mascara.

Conducting a case study requires “defining the case and bounding the case” (Yin, 2018, p.30). It means to study a phenomenon in details with identification to its context. In this vein, Yin (2018) adds that case studies are suitable to solve research questions with “*how/why*” to explore and understand a phenomenon in details.

Subsequently, identifying the participants is a part from the identification of the case which is under investigation. By reason, there is no single case study which could covers all EFL students and civilization’s teachers and all levels over

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all the Algerian universities. Hence, identifying a particular case and a sample could fit the purpose of this study for some methodological considerations.

In respect to the case study research which could be qualitative as well as quantitative, the sampling has been identified accordingly. As case studies could be based on different sampling types, the following table shows the differences between two main sampling which this case study is based on including:

Table 3.2: Summary of the differences between probability and purposeful sampling (Adapted from Schoch, 2020, p.249).

Probability sampling	Purposeful sampling
✓ For quantitative	✓ For qualitative
✓ Representative of the whole	✓ Not required to be representative
✓ To be generalized on the whole population	✓ Not to be generalized
✓ No focus <i>on individuals</i>	✓ Focus on <i>individuals or cases</i>
✓ The focus on statistics	✓ The sample is not large
✓ Large sample	

In fact, case studies are categorized under the qualitative research. Accordingly, purposeful sampling is advised in case studies by which the researchers selects “the case, individuals, documents, and artifacts within the case” (Patton, 2002, p.46, as cited in Schoch, 2020,p.248) which permit them to have insights into the investigation, and get a closer look to discover different related issues related to the topic.

In view of that, the selection of EFL teachers at the University of Mascara was based on purposeful sampling. A small sample composed of five teachers specialized in the field of civilization were selected to participate in this study to share their views and experiences on the teaching process of civilization at the university. The aim was not to over generalize the findings, but rather to provide

quality and understanding of the teaching situation of civilization in EFL context at the university.

By contrast, EFL students were selected based on probability sampling. Around 80 students out of 100 from the target population were selected randomly where each learner has the same equal chance to be selected. A large number was selected to be generalized on the whole population.

3.2.3. The Research Tools

Aiming to collect the required data which are needed to realize this investigation, three main tools were opted including observation, questionnaire, and an interview. Relying on one or two instruments may not provide the required data. Therefore, using triangulation was the appropriate technique to compensate the weakness of each tool as well to guarantee their validity and vigour. So, the following section covers each tool giving reasons and description for its utilization within the scope of this investigation.

3.2.3.1. Classroom Observation

As one of the primary data resources, classroom observation is used in this investigation to collect data from its natural context. It is used in quantitative as well as in qualitative researches. In qualitative studies, Creswell asserts: “Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site” (2012, p.213). It is one of the tools which attract investigators as it permit them get a direct access to the situation rather than taking it from another reference (Patton,1990,p.203, cited in Cohen, Manion, and Morrison, 2005,p.306).

In this respect, Dornyei (2007) asserts: “it provides direct information rather than self-report accounts” (p.178). Basically, the use of observation as an instrument in studies is pre-conditioned with carefulness and organization; it stands on methodological basics where every single step is planned and justified. Particularly, the obtained outcomes of the observers’ have to reflect a certain level of exactness, being neutral, and the huge amounts of details which they could be

exposed and reported; the findings have to be exact, neutral, and in depth (Lodico, Spaulding, & Voegtle, 2006, p.117).

- **Types of observation:**

Generally speaking, there are different types of observation which are classified based on different levels and criteria. In this vein, three main classifications are mentioned and reviewed in literature including: the extent of participation, the structure, and the real intention and purpose of the observer to be shared and revealed to the participants involving covert or overt observation.

- **Degree of participation:**

Observation is categorized according to different levels. Choosing which role to play while conducting observations is among the main classifications to detect the participation of the observer within the context of observation. Accordingly, three main roles could be drawn as Creswell (2012, p.215) summarizes them including:

- ✓ ***Participant observer:***

The researcher is playing both roles, while he is observing, he is participating and taking part with the members in their practices.

- ✓ ***Non-participant observer:***

It describes a researcher's role whose first and last mission is to observe without any kind of participation with the members.

- ✓ ***Changing observational roles:***

In this case, the observer changes his roles depending on the circumstances or in respect to the requirement of his research; for instance, the researcher may change his role from a non-participant observer to a participant or vice versa (Creswell, 2012, p.215).

In a more illustrative account about the classification of observation at the level of participation as asserted by Gold (1958, cited in Lodico et al., 2006, p.117) and to which degree the observer is interfering with the group which he or she is observing. , the observer may take one of the following roles:

✓ *Complete participant:*

It means the observer is a participant at the same time; he is a member of the group which is observed. The participant is conducting observations without making others conscious that they are observed. Ethically, it is argued that such kind of observation is done without the permission or awareness of the members who illegally may be used by others and get deceived.

✓ *Participant as observer:*

In such category, the researcher is both a member of the group and an observer at the same time. The main difference is that the participant makes all the members aware about his second role as an observer who is willing to conduct his research. Another issue is raised by such type by claiming that knowing that they are observed may prevent them to act as they used to behave and interact with each other despite the fact that ethically all the members are conscious of the observation.

✓ *Observer as participant:*

Playing such role minimizes the researcher' participation and activities within the group though the link between the participant and his members is still exist; he would prefer to do so.

✓ *Complete observer:*

Where the researcher is neither a member of the group nor a participant; the researcher is only an observer.

➤ **At the level of the observer's purposes:**

At this level, observation is classified in respect to the observer' real intentions to reveal the research purposes to the participants while he or she is observing or hide them in order not to push the participants to react in a non-natural way which may mislead the outcomes of observation. Accordingly, two main types are contrasted including: overt and covert observation.

✓ **Overt vs. Covert observation:**

Another categorization of observation into *overt* or *covert* to show the degree that the researcher is willing to reveal his research objectives and aims behind his observational sessions with the group taking into account the emphasis they may brought on actions, behaviors of the members (Lodico et al., 2006).

➤ **At the level of structure (Structured vs. unstructured):**

Unlike the previous classification of observation, there is another type which divides it according to its structure. Accordingly, three main types could be listed as Cohen et al., (2005, p.305) mention including:

✓ ***Highly structured observation:***

It is used when the structure of observation is has planned before observing, and the observer directs his observation in respect to the plan and the points which have been listed to be observed.

✓ ***Semi-structured observation:***

The observer has already decided upon which points the observational session will focus on. Yet, the process of collecting these observational notes could be done without referring to a plan which is prepared earlier.

✓ ***Unstructured observation:***

In this case, the observer conducts observation without preparing or referring to a plan in advance. No decisions have been taken earlier on what the focus of observation would be until they put a foot in the scene (Cohen et al., 2005, p.305) viewing that while structured observation is regarded as a “*hypothesis-testing*” by which the results of observation are used to prove or disprove it, the semi-structured and the unstructured observation are considered as “*hypothesis-generating*” where the outcomes of observation are displayed before providing justifications for the observed situation.

3.2.3.1.1. The Aims of Classroom Observation

Classroom observation is one of the three main instruments which are used to obtain the required data in this investigation. Undoubtedly, conducting a classroom research could not be achieved without observation which gives clear insights about the learning and teaching processes. Using such tool would help the researchers “to

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see directly what people do without having to rely on what they say they do” (Dornyei, 2007, p.185).

In a similar view, Lodico et al., (2006, p.117) explain that the major aim behind the use of observation is linked to its strength in offering observers with precise, exact, and natural overview about the observed situation and phenomenon. Moreover, it permits to get a close seat side by side to the members who are observed. Thus, it would help the observers to understand the members and their experiences based on what has been observed and witnesses in realistic situations.

As far as this investigation is concerned, classroom observation is opted due to the fact that it is considered as “a method of directly observing teaching practices as it unfolds in real time.” Therefore, a descriptive protocol has been chosen to offer a description of the teaching context followed with a reflective analysis.

The aims behind choosing the descriptive protocol are linked to research questions by which observation may provide answers for them. Other aims are also on the agenda of this research in order to:

- Describe the realistic context without any interference.
- Offer a general evaluation of the teaching process of civilization and analyze the situation qualitatively.
- Examine learners’ needs.
- Examine patterns of teaching.

Hence, classroom observation was conducted through a descriptive protocol which was based on field note taking. This technique permits to offer a clear description of the teaching context without any intervention to change the realistic situation standing on Wragg’ view who assert:

From time to time there have been attempts to impose a single teaching style on teachers, but classroom observation studies have shown the importance of the context on what teachers do, and part of the benefits of being observed is that it enables practitioners to

decide how to teach more effectively in light of local conditions.
(1999, p.61)

In respect to this view, conducting classroom research using observation is more beneficial than striving to prove the efficacy of a particular model of teaching through experiments and focus groups. Thus, portraying the realistic situation would be better as it provide clear insights of the teaching process. Classroom observation provides researchers to get a closer look into the realistic context of the teaching process. Thus, their decisions to enhance the teaching quality are based on the realistic situation of teaching and under the same circumstances.

3.2.3.1.2. Description of Classroom Observation

In respect to the case study research, classroom observation was opted to describe the natural setting of teaching civilization to EFL students at the university. Accordingly, the researcher conducted several observational sessions choosing second year LMD students and teachers who teach civilization at Mascara University to represent the case study.

Basically, using observation as a tool to collect data permits to give an overview about the situation in-depth. In this respect, Morrison (1993, p.80, cited in Cohen et al., 2005, p.305) mentions what observers are able to collect including:

- *The physical settings:* to describe the context where the observation is conducted.
- *The human settings:* giving a detailed account on the members who are observed.
- *The interactional settings:* to describe the process of interaction; including the interactional patterns and the way the members interact with each other.
- *The programme settings:* including the curriculum, the syllabus, the materials, and so on.

In fact, no one could tell the whole story of classroom life, the reason why field note taking was chosen to describe the teaching process. As no single study

and one single researcher could tell the whole story of teaching civilization over all the Algerian universities. Thus, choosing one single case was the solo option for some methodological considerations and easiness of accessibility to the case study.

To provide a window on the teaching process of civilization courses, learners and teachers under the case study had been observed over 20 sessions during the academic year 2019/2020. Throughout the two semesters, the observational sessions focused on the teaching patterns rather than evaluating the teachers' practices.

Actually, no one could expect that the future of teaching had been transformed in the midst of the academic year due to the advent of covid-19. It was a transformational moment in the realm of education as well as in the other domains. The unexpected events have reshaped the teaching patterns by reinforcing the blended learning. Throughout this teaching style, learners and teachers completed their sessions using face to face teaching and e-learning to compensate their sessions and foster their skills.

By imposing the social distance between people and limiting the number of them in areas to decrease the proliferation of the pandemic, the blended approach has become the advocated option for the Algerian universities and over all the subjects. Accordingly, teachers and learners' presence in classrooms at the universities was restricted. Both of teachers and learners were divided into groups and subgroups. These divisions permitted each group to get access to the university to complete a particular number of face to face sessions in respect to the healthy conditions of the context.

3.2.3.2. Questionnaire

As far as this research is concerned, a questionnaire is opted to gather the data from EFL learners in respect to the case study to complete this research. In its broadest sense, a questionnaire as appear in Brown's definition when he states : "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (2001, p.06). Brown refers to a

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list of questions which are presented in written form which permit participants to answer either close-ended or open-ended questions.

In facts, questionnaires are used widely in educational research. Their popularity stand on several advantageous characteristics as it is listed by McDonough and McDonough (2006, p.171-172) including:

- ✓ The identification of the questions helps to get answers within the same scope by offering clear and precise answers.
- ✓ The flexibility of questionnaire to be used with different kinds of sampling and sample size either with large or small size of samples.
- ✓ Answering its questions is not limited to timing by which the participants could answer in different times; it could be at home, in schools, or somewhere in different timing and not necessarily in the same settings though the structure of questions is the same
- ✓ People could answer questionnaires by themselves easily and everywhere. This fact increase researchers' accessibility to distribute it out over different settings and expands its zone of distribution overseas.

- **Types of questionnaire data:**

In this vein, Dornyei (2003, p.08) asserts that using questionnaire permit investigators to obtain different information which provide “*factual, behavioral, and attitudinal*” facts about participants.

- ***Factual questions:***

They give a general picture about the participants, for instance, demographic information as age, gender, level, and so on.

- ***Behavioural questions:***

Such type of questions could provide information about previous experiences, actions, behaviours, reactions, and frequencies that the participants they used to deal with when facing a particular situation especially, when referring to a current or a previous situation and the way they have dealt with it.

- ***Attitudinal questions:***

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Such types of questions permit to get a view on people's thinking including: "attitudes, opinions, beliefs, interests, and values" (Dornyei 2003, p.08).

- ❖ *Attitudes*: They show the evaluation of the participants and their reaction to an identified situation or towards someone or something. They are less changeable.
- ❖ *Opinions*: Both of opinions and attitudes share a common point which is subjectivity. However, opinions are based on facts and could be more unstable than attitudes. Aiken (1996) illustrates with another difference between them at the level of awareness by claiming that humans usually have awareness about their opinions, but they may not get intention or get conscious about their attitudes.
- ❖ *Beliefs*: They are standing on basics and on what people truly believe in. In comparison with opinions, beliefs are more strengthened with facts than opinions. Mostly, they address the extent of rightness or falseness that people believe in.
- ❖ *Interests*: They describe what people prefer or not, or what they are interested to or not.
- ❖ *Values*: They could be divided into two sides. The first side is linked with what people prefer in their lives and lifestyle. The second side is tied with the significance and the worth of people's practices.

➤ **The types of questionnaire structure:**

Three main types of questionnaire are emerged based on its structure ranging from *structured*, *semi-structured* to *unstructured* (Cohen et al., 2005, p.247) where each of them is linked to the types of questions, the way they are organized, and the size of the sample; the structured is more advised to be used with huge number of participants with more close-ended questions whereas it is frequently found that less structured questionnaires are tied with small samples and open-ended questions.

➤ **The types of questionnaire items:**

Another classification is given to questionnaire based on its items. In this respect, Cohen et al., (2005, p.248) state: "There are several kinds of question and response modes in questionnaires, including, for example: dichotomous questions; multiple choice questions; rating scales; and open-ended questions". These questions fall under two main categories which are:

❖ *Close-ended questions:*

They describe questions which are restricted to the given choices where the participants are not permitted to answer out of the circle of the proposed answer (Oppenheim, 1992, p.115, cited in Cohen et al., 2005, p.248), as in *dichotomous*, *multiple choice*, and *rating scale*. These questions are not time consuming and easily coded through numerical and statistical processes (Wilson & McLean, 1994, p.21; Wilson, 1996, as cited in Cohen et al., 2005, p.248)

❖ *Open-ended questions:*

They describe questions which are open and not restricted to certain choices when answering. Within such type of questions, the participants express their opinions, justifications, and illustrations freely without any kind of restrictions or pre-planned items to select. Such questions are not easily coded for their qualitative nature in comparison with the previous type (Cohen et al., 2005, p.248).

According to McDonough and McDonough (2006, p.174) questionnaires could include one type of these questions or a combination of both bearing in mind that the participants have to be acquainted with instructions which describe clearly what is needed to answer the question to ensure their understanding and responding.

3.2.3.2.1. The Aims of Learners' Questionnaire

This questionnaire is designed to gather data from a random sample which is selected to represent the whole population among second year EFL students at the University of Mascara. It addresses the second year LMD students who studied English language during the academic year 2019-2020 at the University of Mascara.

In fact, the questionnaire aims to collect data from the participants which are under the case study. It is designed to examine students' views and attitudes and explore their needs and preferences on the teaching process of civilization in EFL context as well to report their responses and suggestions for what could be effective to enhance the teaching quality of this subject according to their needs and interests.

3.2.3.2.2. Description of Learners' Questionnaire

This questionnaire is composed of five sections. For each, there is a set of questions which are designed to reach specific aims. The first section includes two

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questions (Q1→Q2). The main aim is to give a general profile about the participants and identify their ages and genders.

The second section covers five questions (Q3 → Q8). It aims to identify learners' cultural interests, whether their choices to engage in EFL context were tied to a certain level with the target culture or not.

Then, students' views about the content of civilization were covered in the third section which is composed of four statements (Q9→Q12). At this level, learners were asked to evaluate the content being taught by sharing their views about the content being presented for them and their interests about what could be an alternative or motivating for them at this level.

In the fourth section, six questions are covered including (Q13→Q16) to scrutinize students' evaluation to the teaching process of civilization under LMD system. For the final section, two open-ended questions are set including (Q17→18) in order to expose students' suggestions to enhance the teaching of civilization to EFL learners at the Algerian universities.

3.2.3.3. Interview

Interview is an instrument which has been widely used in academic research either as primary tool or via triangulation alongside other instruments (McDonough & McDonough, 2006, p.181). It is widely used in qualitative studies (Creswell, 2012, p.217). Broadly speaking, interview is defined as “just a way of asking questions, this time in face-to face interaction, rather than the questionnaire format...” (McDonough & McDonough, 2006, p.182).

- **Types of interview:**

There are three main types of interview including: “*a) structured, b) semi-structured, and c) unstructured interview*”. (McDonough & McDonough, 2006, p.182). These classifications appear under different labels or dichotomies as “*focused vs. non-directive*” (Cohen & Manion, 1989), and as “*normative vs. non-*

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normative” (Lincoln & Guba, 1985, cited in McDonough & McDonough, 2006, p.182).

➤ *Structured interview:*

At the level of the structure, the questions of the interview are planned and ordered in advance. In this case, the interviewees are equally interviewed using the same questions as listed previously. It is as structured as questionnaire at the level of the structure, and could be distributed on large population. Nevertheless, using structured interview with small size of population could be favored rather than questionnaire as *“to make personal interviewing realistic”* (McDonough & McDonough, 2006, p.183).

At the level of items, the structured interview may include three types as Cohen and Manion (1989, p.312) list:

- ❖ *Close-ended* : as yes no questions or multiple choices
- ❖ *Open-ended*: as questions with what/which/ how, and so on.
- ❖ *Scale*: to measure degrees or to what extent the participants agree or disagree.

➤ *Semi-structured interview:*

The interview could be based on a particular structure which could be directed with extended questions or not restricted to the same order; it could stand on structured plan and could be managed smoothly in a less structured manner (McDonough & McDonough, 2006, p.183, 184).

In a similar view, it is characterized with both features of the two other types due to the fact that the interviewers could amalgamate their pre-planned questions with unplanned queries when it is needed *“in which the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information”* (Mackey & Gass, 2005, p.173).

➤ *Unstructured interview:*

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This type of interview is directed with the given answers of interviewees. Although the interviewer has identified the scope of the interview in advance, asking more or less questions is tied with the interviewees' responses (McDonough & McDonough, 2006, p.184).

- **The approach of interviewing:**

Another classification by which interviews are classified based on the approach of interviewing; whether the interviewees are interviewed individually or collectively and via which instrument are conducted (Creswell, 2012, p.218-220) recognizing two main types including:

- *One -on- one interview:*

It means the interview is conducted with the interviewees individually; one by one. This approach requires huge amounts of time and lots of efforts to be completed. It could be smoothly conducted with fluent, unhesitant speakers, and those who could express themselves freely with no restrictions (Creswell, 2012)

- *Focus group interview:*

The interview is conducted with the interviewees collectively. In this case, the interviewer manages the interview by directing the question to the entire group at the same time without referring to a particular member. It is used to collect data from the participants by asking questions and receiving answers from. It is favored in cases with participants whose views and experiences are similar, and could be more fruitful and interactive when the members are supportive to each other, and could provide an atmosphere for those who hesitate to speak by involving them (Creswell,2012).

- *Telephone interview:*

As the name of the instrument implies, the interview is conducted via the telephone. In this case, the interviewer may use this tool because of the distance or any other access difficulties which prevent to reach the participants either face to

face or to be grouped at once. Thus, the interviewing and recording processes are conducted using the tool where each member is called and interviewed separately (Creswell, 2012).

➤ *E-mail interview:*

It means the interviewing process is conducted through e-mail. In this case, and due to the extended uses of technologies in shortening the distance between people, the e-mail is regarded as an instrument by which the interviewers are opted to collect data. It could be done by contacting the participants through their e-mail addresses and interviewing them, or directly by inferring answers from e-mail conversations which could be used without making the respondents aware or permitted by them. This situation increase criticism against such pitfall which could not be accepted ethically as using others' information is not allowed without their agreements (Creswell, 2012).

3.2.1.1. The Aims of Teachers' Interview

As a research tool, interview is preferred by many researchers in particular studies to gather data from participants (McDonough and McDonough , 2006, p.172), it is preferable for different reasons as it allows to:

- ✓ It is face-to face in most case. Therefore, it permits to pay attention to the details of each individual when he is responding though the interviewees are exposed to the same questions.
- ✓ Flexibility, strength, and openness to manage the flaw of communication or to be directed over some areas and subjects.
- ✓ Its similarity with daily life questioning and answering modes facilitate communication between the interviewer and the interviewees whose personal experiences are taken as a source.
- ✓ Aiming to offer useful and valid information, asking for clarification, verification, keeping privacy, and assuring the guarantee of facts are usually offered when conducting interviews.

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- ✓ It permits the interviewees to respond freely without any restriction to pre-prepared items to choose when answering.

As far as the current study is concerned, an interview is opted as a research instrument in order to collect the required data from the participants. In respect to the case study research, the interview is conducted with specialized teachers of civilization in EFL context at the University of Mascara. The interview aim to explore teachers' views on the current teaching situation of civilization at the university taking into accounts the case study. Moreover, it is purposely opted to understand the teaching process from the participants' perspectives and experiences.

3.2.1.2. Design of Teachers' Interview

As far as the current study is concerned, the structured interview was conducted with teachers of civilization at the University of Mascara. They were contacted via emails where they were asked if they could participate in this study by sharing their views and experiences about the teaching process of civilization to EFL students taking second year LMD students at Mascara University as case study. Accordingly, only five teachers accepted to participate and share their views. Then, teachers were interviewed via e-mail using a structured interview including both close-ended and open-ended questions where all the participants interviewed using the same questions and in the same order which were prepared in advance.

Accordingly, the participants were interviewed through 15 questions. The structured interview was organized into sections; each one consists of questions to cover teachers' views, experiences, and the challenges which they encounter when they teach civilization at the university to EFL students.

The first section (Q01→Q06) covers teachers' views about the content of civilization while the second section (Q07→Q11) is concerned with their perceptions on the teaching methods, techniques, and materials which are incorporated to teach the subject. For the third section (Q12→15), it covers the challenges which they have faced during their teaching process for the subject as

well as their suggestions and recommendations to enhance the teaching quality of this subject.

2.3.4. Data Analysis Methods

The next step of data collection is analysis. After collecting the required data through research instruments, researchers need to treat, analyze and interpret them in respect of research design which had to be planned and identified previously and in earlier phases of research process as mentioned by Kothari who asserts:

Technically speaking, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. (2004, p.122)

While treating and analyzing the obtained data are regarded as non-separable steps, they are not viewed as one step which includes both though they are cited in the same vein. In respect to Kothari's view, analyzing data is the next step which has to be preceded by *processing* which is reserved for organization and categorization of the data. This prerequisite step paves the way and permit to analyze data smoothly by working directly on the treated data. Therefore, researchers could measure, mediate, infer, and elicit findings.

These complicated steps in data analysis are viewed simply as a transformation of the collected data into either words or numbers as mentioned by Miles and Huberman (1994, p.9) who explain: "we have a raw experience, which is then converted into wordsor numbers". They clearly defend and support their view that regardless the methods of analysis, the qualitative glance appear in all types of analysis even when dealing with quantitative analysis, researcher tend to use words to report numbers or when referring to statistical and numerical data.

2.3.4.1. Quantitative Analysis:

Dealing with quantitative data at the level of analysis is not limited in numerical and statistical representations of what have been calculated as this step is considered as just a part from a whole process. Besides, researchers need to prepare or make data ready to work on, analyze, report, and negotiate the outcomes (Creswell, 2012, p.174).

Researchers who tend to analyze quantitative data need to go step by step in order to accomplish their analysis. In respect to this view, Creswell (2012, p.175) lists them in details including:

- Preparation: to make data ready for calculation, to choose the adequate program to treat them, to enter them into and classify them to be measured and so on.
- Doing the analysis: starting the analysis
- Reporting: data could be reported using tables, graphs, and so on showing the outcomes of the analysis and also discuss them.
- Interpretation: to sum up the main findings and compare it with previous studies. Also, to draw limitations and open discussion for future studies.

2.3.4.2. Qualitative Analysis

Basically, qualitative data analysis tends to turn the collected information into words (Miles & Huberman, 1994, p.9). While conducting a qualitative research, the most complicated and hardest stage is to analyze data. As huge amounts of time and efforts are devoted to achieve it. The difficulties rise as the investigators could be in front of lots of information from several resources including observational notes, interviewees' replies which are recorded and transcribed previously, and other obtained data from videos, documents, or even from a reflective approach (Ary et al., 2010, p.481).

When referring to the analysis of qualitative data, we must bear in mind that the analysis covers different parts. In view of that Lodico et al., assert: “the

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processes involved in analyzing qualitative data, including data coding, description, identification of themes, hypothesis testing, and reporting and interpretation of data” (2006, p.300).

Despite the fact that there are many instructions and procedures which are followed when analyzing data based on several models (Wolcott, 1994; Maxwell, 2005; Marshall and Rossman, 2006; Creswell, 2007, as cited in Ary et al., 2010), they fall under three main phases as illustrated in the table below:

Table 3.3: *Stages of qualitative data analysis* (as cited in Ary et al., 2010, p.482).

<i>Reference</i>				
<i>Stage</i>	<i>Creswell (2007)</i>	<i>Marshall and Rossman (2006)</i>	<i>Maxwell (2005)</i>	<i>Wolcott (1994)</i>
<i>Organizing and familiarizing</i>	<i>Data managing Reading/ memoing</i>	<i>Organizing the data Immersion of the data</i>	<i>Reading, listening</i>	<i>Describe and highlight</i>
<i>Coding and reducing</i>	<i>Describing Classifying</i>	<i>Generating categories and themes Coding the data</i>	<i>Coding, memoing, categorizing</i>	<i>Analyze and identify patterns</i>
<i>Interpreting and reducing</i>	<i>Interpreting Representing Visualizing</i>	<i>Offering interpretations through analytic memos Searching for alternative</i>	<i>Connecting Reporting</i>	<i>Contextualize Display findings</i>

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		<i>understandings, Writing the report</i>		
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As it is apparent from the table, three main phases are stated under which all the given models may fall. Their instructions may differ slightly but they could be grouped under the same stage. The first stage is devoted to treatment of data. The second phase, to code it and categorize it by mediating common patterns and themes. The third is devoted to interpretation and reporting of findings. Apparently, the instructions may differ but the phases they go through are the same.

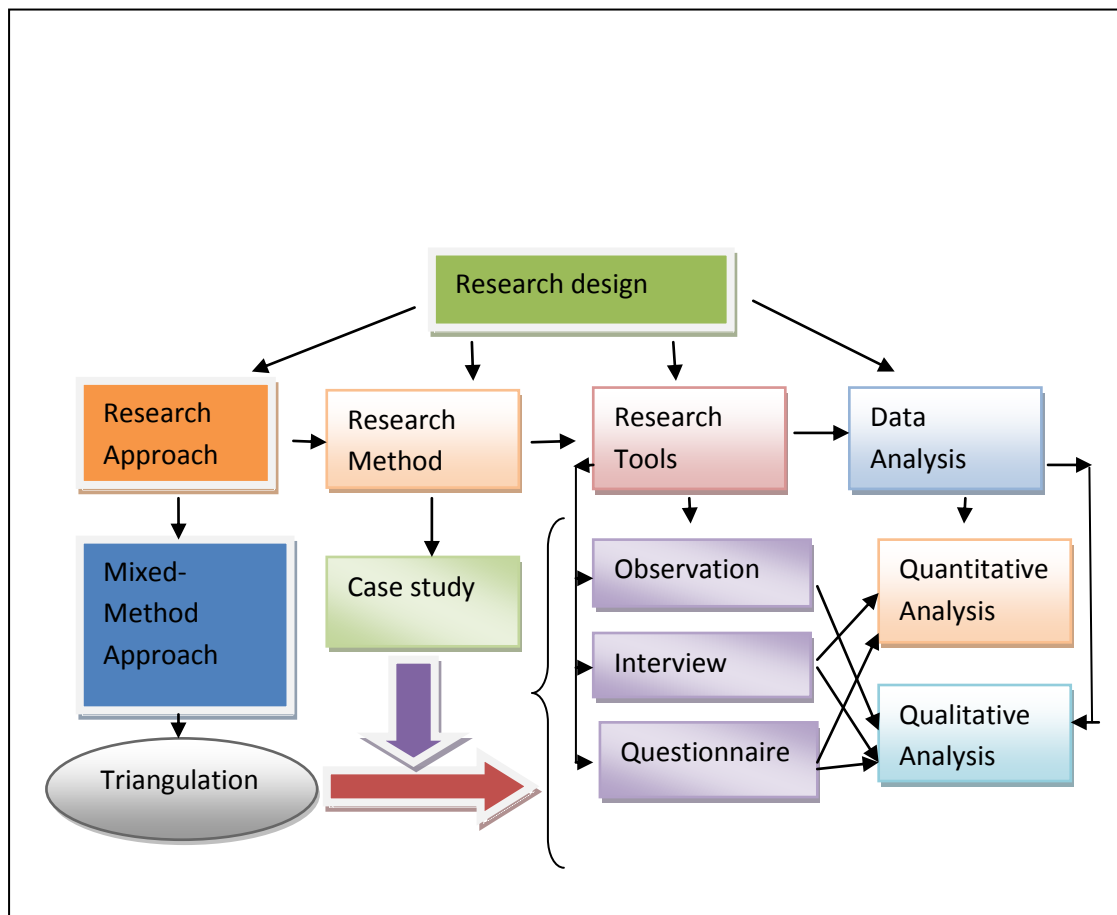
In a nutshell, in most qualitative studies, data analysis could not be accomplished without traversing the following steps despite the fact that researchers may take a footstep back and forth when necessary but not out as summarized and listed by Lodica et al (2006, p.301-302) including:

- ✓ Preparation and organization
- ✓ To examine and explore data
- ✓ To code and categorize them
- ✓ Description
- ✓ Elicit themes and mediate between outcomes and what has been hypothesized.
- ✓ The outcomes will be reported and interpreted.

In respect to the aforementioned procedures and steps in analyzing the collected data, the close-ended questions of learners' questionnaire and teachers' interview were analyzed quantitatively while the open-ended questions of both tools were analyzed qualitatively. For the classroom observation, the gathered data from field notes were analyzed qualitatively as the unstructured observation is considered as a popular instrument in qualitative research.

To sum up, the following table displays the methodological frame work by which the current study is conducted:

Figure 3.2: The summary of the methodological design of the current study.



As it appears from the diagram above, the current study is based on a mixed method approach using triangulation. For the research method, a case study research was conducted. Thus, three main instruments were used including classroom observation, teachers' interview, and learners' questionnaire. At this level, the obtained data from all these instruments were analyzed quantitatively and qualitatively.

3.3. Conclusion

This chapter reveals the methodological procedures which are taken in order to achieve this study. It gives an overview about practical side by which this study is conducted by addressing a case study research based on a mixed method approach. Accordingly, triangulation is opted using three main instruments to collect the required data including classroom observation, teachers' interview, and learners' interview.

At this level, the collected data were analyzed and interpreted in respect to the methods of analysis including quantitative as well as qualitative analysis for each instrument. Additionally, this chapter offers justification for every single step which has been taken to implement the research design and procedures which could better help in the realization of this investigation.

Indeed, this chapter is considered as the road map by which this research is conducted and achieved. It displays the methodological plan and the procedures which are taken in order to realize this research which reflects the research design, the implemented method which represents a case study research for second year LMD students and EFL teachers who are specialized in teaching civilization at the University of Mascara to offer a clear image on the realistic situation of teaching civilization at the university.



**Chapter 04: Data Analysis
and Interpretation**

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4.1. Introduction

4.2. Results and Analysis of Data

4.2.1. Results of Classroom Observation

4.2.2. Results of Learners' Questionnaire

4.2.2.2. Pilot the Questionnaire

4.2.2.3. The Quantitative and Qualitative Analysis of the Questionnaire

4.2.3. Results and Analysis of Teachers' Interview

4.3. Data Interpretation and Discussion

4.3.1. The Interpretation of Classroom Observation

4.3.2. The Interpretation of Learners' Questionnaire

4.3.3. The Interpretation of Teachers' Interview

4.4. Research Limitations

4.5. Conclusion

4.1. Introduction

This chapter is devoted to data analysis and interpretation. At this level, the collected data from different research instruments including classroom observation, learners' questionnaire, and teachers' interview are analyzed, interpreted, and reported. These processes are considered as integral steps in research process. In view of that, the gathered data which were collected from the participants in this research were put under analysis where they were treated and discussed. The first phase is devoted to the treatment and analysis of data while the second phase represents the reflective side through the interpretation and negotiation of the research findings.

4.2. Results and Analysis of Data

As far as the current study is concerned, the required data were collected through three main research instruments using triangulation technique to compensate the weaknesses of each single tool. Accordingly, the data were gathered using observation, questionnaire, and an interview. Then, the data were analyzed quantitatively and qualitatively in respect to each research instrument.

4.2.1. Analysis of Classroom Observation

In the present investigation, the researcher opted classroom observation as a primary tool for data collection in order to explore and describe the teaching process of civilization at the university taking second year LMD students and teachers at the University of Mascara as case study. Accordingly, the researcher observed two classes who were taught by the same teacher due to the fact that all the second year EFL students and groups were taught civilization by the same teacher, and since the observational sessions were to describe the teaching patters rather than evaluating teachers' practices. At this level, the observer conducted ten sessions for each group; a total number of twenty sessions including both of the classes.

In respect to the types of observation and the observer's role, the current study was based on unstructured observation. Meanwhile, it was conducted under a non-participant observation where there were no interference or participation or intentions

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to take part with the observed members or to be involved in their practices as the major goal of this study was to describe the teaching process of civilization as it occurred in its natural context.

Moreover, the observational sessions were conducted based on covert observation by which the observer's purposes for the observations were not revealed to the members in order to avoid their over reactions or non-natural behaviors which may mislead the observational sessions. As such type of observation may raise some ethical issues, the members were informed that the observer was conducting observational sessions to complete an academic research without diving in details for the purpose of observing them.

- **Field notes**

The major aim behind taking notes is to get a comprehensive picture on the teaching process of civilization without any interference from the observer, but rather to describe the situation as it is relying on field notes taking. These notes cover different teaching patterns which are organized and analyzed under the following rubrics:

- **Face to face teaching Vs e-learning sessions:**

By the beginning of the first semester, the teacher met the students and dictated the program telling the students to take part by making researches and extend their knowledge through books and websites. The teacher told the students that the following session would cover the first lesson of the program. As the two groups were observed, they receive the same instructions since they were taught by the same teacher. Learners were intended to complete ten sessions for each semester starting the academic year from the month of October till May. However, learners and teachers were unable to achieve it because of the proliferation of covid-19 which had increased in the middle of March. Therefore, the universities were closed because of the lockdown from the middle of March to October. After seven months, learners, teachers, and administrators came back to classrooms with a real

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enforcement of a new teaching model based on face to face teaching and e-learning. Learners completed four sessions; two sessions were face to face while the others were online. Then, they completed their final examination. Unlike, the first semester, the duration of each session became one hour instead of one hour and half.

- **Content of civilization courses:**

As far as the content of civilization is concerned, the observer noticed that the topics were about kings and queens and their achievements with more focus on history rather than culture. The over emphasis of historical events and battles has been noticed throughout the introduction of civilization lectures by diving in the history of Great Britain. The topics which were introduced in the first and second semesters covered lives and products of queens and kings.

- **Teaching methods and techniques:**

Throughout the observational sessions, it has been observed that different methods and techniques were used and no single method was dominating the teaching practices. In some sessions, the teacher was lecturing and providing learners with factual knowledge while they were listening carefully taking notes or copying what is written on the board. In other sessions, lecturing was taking another form either through PowerPoint's presentations or from handouts which were distributed, read, and discussed.

Simultaneously, there were several attempts to integrate learner-centered approaches in respect to the nature of tasks, content, and timing by putting learners at the core of the educational process. At this level, learners introduced presentation individually or collectively and engaged in different tasks.

Despite the fact that the teacher devoted huge efforts to support learners' centeredness, learners' autonomy, their linguistic level and the individual differences prevented the teacher to rely on it. Furthermore, civilization lectures were introduced using the mono-culture approach when presenting the content. In

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reference to the subject of British civilization, the focus was on British people who are considered as the native speakers of English language. Any others including students' own culture or non-target culture were not on the teaching agenda of civilization teachers.

- **Activities and tasks:**

In fact, it has been observed that different activities were integrated by the teacher in civilization courses. Learners were engaged in different tasks in respect to each lesson. These activities covered different learning styles and preferences. In some tasks, the teacher divided them into pairs or groups while for some activities which required individual skills, each learner worked alone.

The diversification of activities permitted learners to engage in the learning process. Accordingly, the teacher used different activities as text analysis, gaps filling, discussions, essay writing, interpretation of pictures and videos, students' presentations, and projects.

- **Materials and resources:**

Based on classroom observation, it has been noticed that different materials were integrated to teach civilization courses. The uses of handouts, whiteboard with the marker, and PowerPoint's presentations were dominating in the teaching process in the first semester.

Noticeably, technologies' integration increased in the second semester since e-learning had been imposed over all the Algerian universities. Thus, PowerPoint's presentations were used to save time and efforts, and e-platforms were used to interact out of classroom. At this level, the teacher posted documents and assignments for learners to accomplish them. Interaction between the teacher and learners varied from one learner to another as not all of them due to many reasons including the pandemic situation, the equipments, and the social and individual differences.

4.2.2. Results and Analysis of Learners' Questionnaire

In order to collect the required data about the teaching process of civilization at the university, a questionnaire was administered to second year students LMD at the University of Mascara including eighty students out of one hundred who were enrolled in the academic year 2019-2020.

4.2.2.1. Pilot the Study

In order to verify the quality of questions, and to check whether they are clear enough for learners or not, the questionnaire was distributed on 20 students at the first phase. Then, their answers were analyzed and examined to check the questions which were not comprehensible or confusing for learners. Next, some questions along the proposed choices were rephrased, modified, or cancelled.

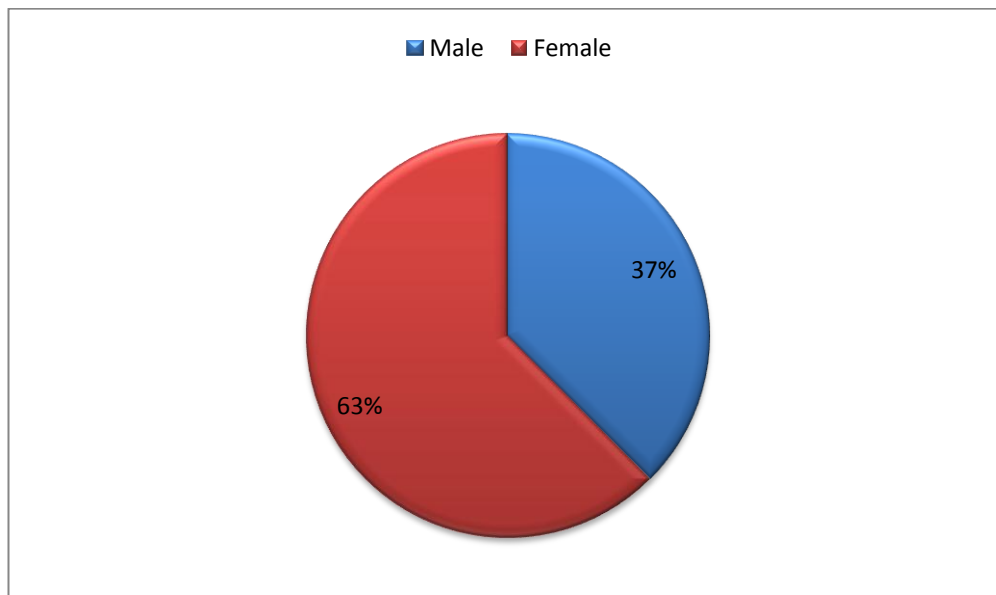
As it is the case for the fourth question which has been rephrased because it confused the learners. Then, the multiple choices which were suggested have been reconsidered. The common instruction in both the fourth and the twelfth questions indicate that learners need an explanation before they answer these two questions because most of them didn't reorder their choices. They only selected one or two choices and neglected the instructions which require listing all the choices according to their priority.

4.2.2.2. The Quantitative and Qualitative Analysis of the Questionnaire

This part introduces the results which are obtained from learners' questionnaire. The findings are gathered throughout a questionnaire which consists of 18 questions. The data are analyzed quantitatively and qualitatively according to the type of each question.

The first section displays learners' profile to identify the number of participants according to their gender and ages. It confirms that both of male and female are involved in this study aged from 18 to 22.

Pie-chart 4.1: Students' gender

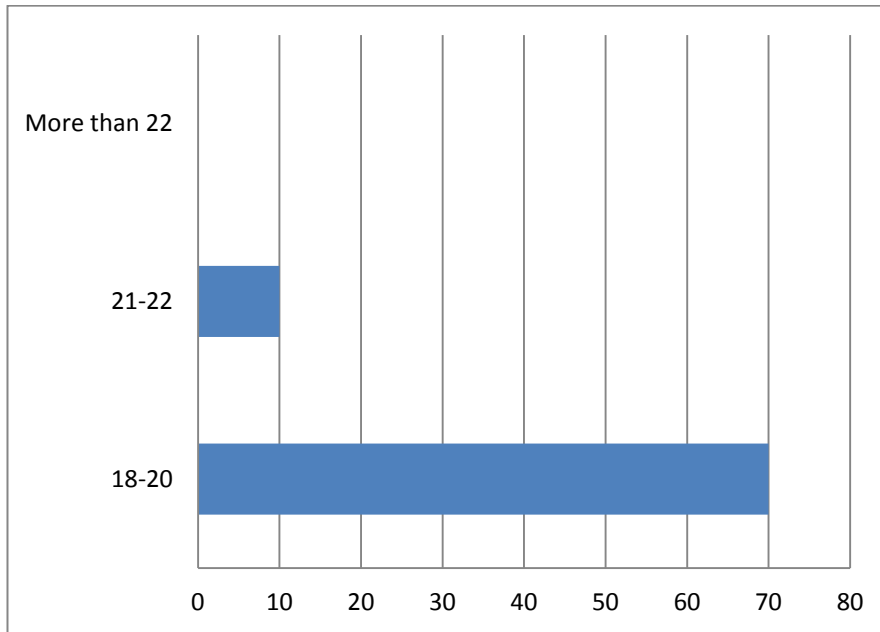


As it apparent from the diagram and the table above, 63% of the participants are female while 37% are male. It indicates that both of male and female participated in this questionnaire despite the fact that the number of female has dominated in the questionnaire since they are increasing in recent years over different fields at the university.

In the second question, learners were asked to mention their ages aiming to identify and display the ages of the participants who are selected to answer the questionnaire, as well as to scrutinize their answers in order to report students' interests and needs in respect to their age.

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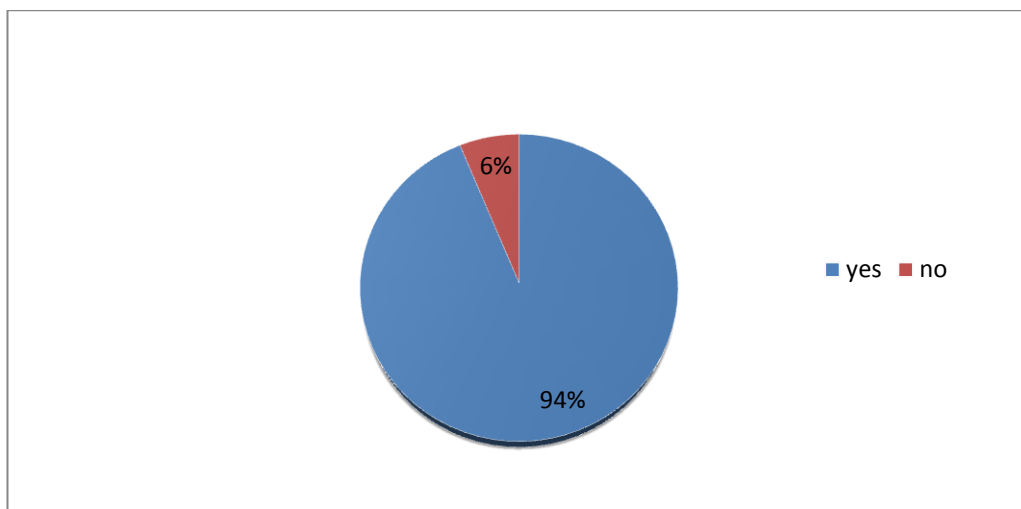
Bar-graph 4.1: Students' ages.



As it is shown above, seventy students of the participants which constitute (87%) are aged from 18 to 20 while ten students (13%) are ranked from 21 to 22.

In the third question, learners were asked whether they have chosen to study English language according to their interests or not. It aims to prepare them for the following question to see whether their interests come from their desire to learn about the target culture or not as well to check their cultural interests.

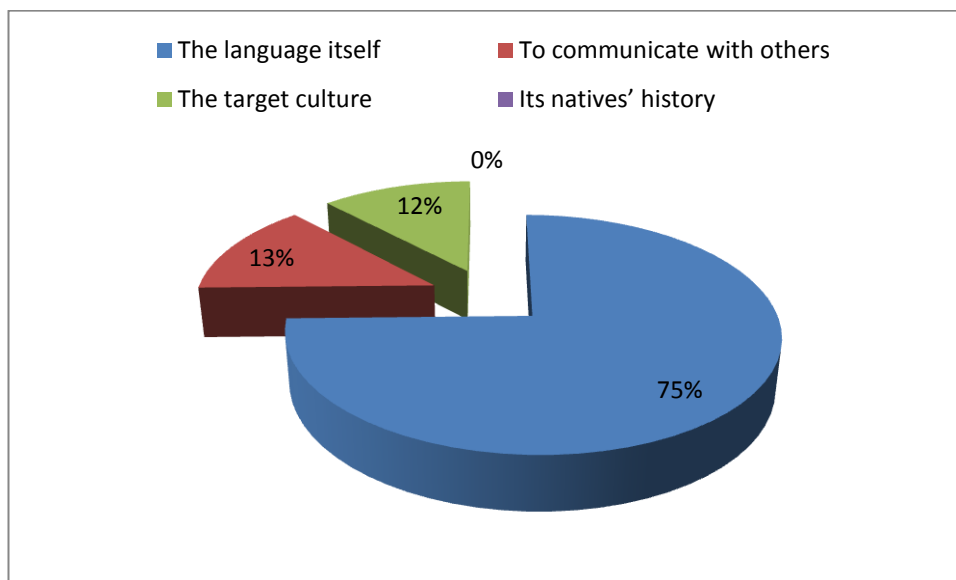
Pie-chart 4.2: Students' choices to study English language according to their interests



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As it is mentioned, the results show that (94%) of the students mentioned that they had chosen to study English language according to their interests while (06%) said that they had not.

Pie-chart 4.3: Learners' motives behind their choices to study English language

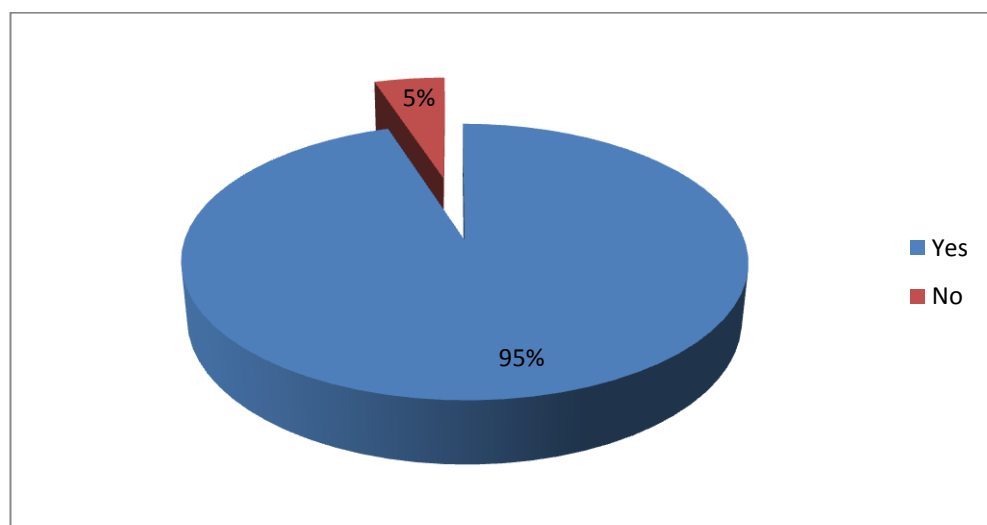


The figures above reveal that (75%) of students mentioned that the language itself was the main motive behind their decision to study English language. while (13%) confirmed that they their motives are linked with their desire to communicate with others. Meanwhile, (12%) of them declared that the target culture was the main motive for them. Predictably, no one mentioned that they have chosen to study the target language because of its natives' history.

In the fifth question, the learners were asked whether they are interested to know about cultural knowledge which represents the target language or not. The aim behind this question is to check whether learners are aware or not that that the study of the target language cannot be separated from its culture.

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Pie-chart 4.4: Students' interests about the target culture/ civilization



The main findings which are obtained from this question reveal that (95%) of the students claimed that they were interested about the target culture/civilization while (05%) mentioned that they were not.

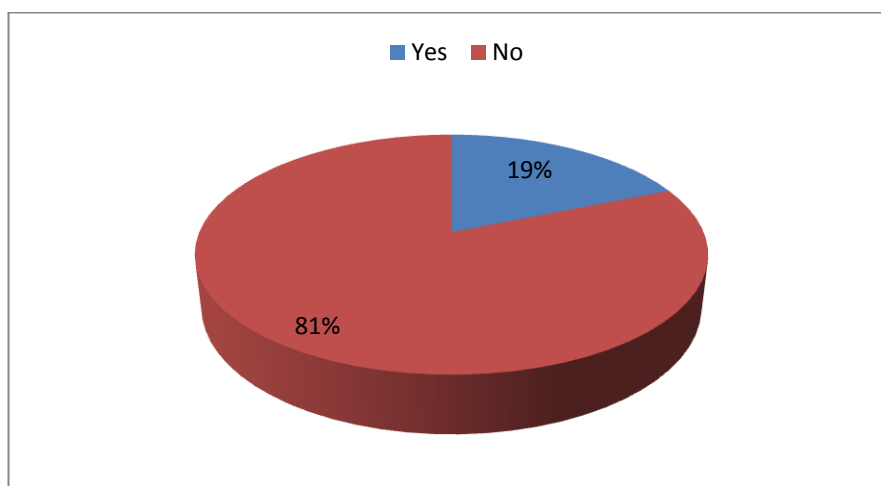
In the next question, they were asked to justify their answers aiming to find the reasons or the sources which increase or decrease their interests. Those who mentioned that they were interested to know about the culture/civilization which represents the native speakers of the target language, they all agreed and shared a common point they such cultural knowledge are required to understand its speakers and the fact of learning such information would help them to avoid misunderstanding when communicating with the natives, also to be more open-minded when they get a clear picture through such knowledge.

These responses are summarized from seventy students who clearly mentioned that they were interested and justified and provided explanations while six of them did not justify their answers. In contrast, those who mentioned that they were not interested to know about the target culture/civilization, they all justify their answers. It was clearly affirmed that their lack of interests was tied with the subject of civilization. They asserted that when they were exposed to such knowledge in civilization courses, the process turned into the study of history where they felt bored and not interested to know more because they had to memorize and learn by heart for their examination in the subject.

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Next, learners were asked in the seventh question if they were interested to know about other civilizations and not only of the English language natives. The aim behind this close ended question is to see whether learners are aware or not that they are required to be intercultural learners. Predictably, the results are as follow:

Pie-chart 4.5: Students' interests to know about other civilizations not only of the English language speakers



As it is shown above, (81%) of the students declared that they were not interested to know about other civilizations except those which represent the English language speaking community. In contrast, only (19%) of them mentioned the inverse.

When asking learners to justify their answers in the eighth question, those who mentioned that they were interested to know about different civilizations justified that knowing more about other nations increase their knowledge and double their chances to engage in communication with different people around the world. In contrast, most of learners as appear from the result of the previous question declared that they had not any interest. Furthermore, most of them explained that they didn't think they need to know or to be interested even except for the civilizations which may represent the speakers of the target language since such courses are imposed and programmed for them.

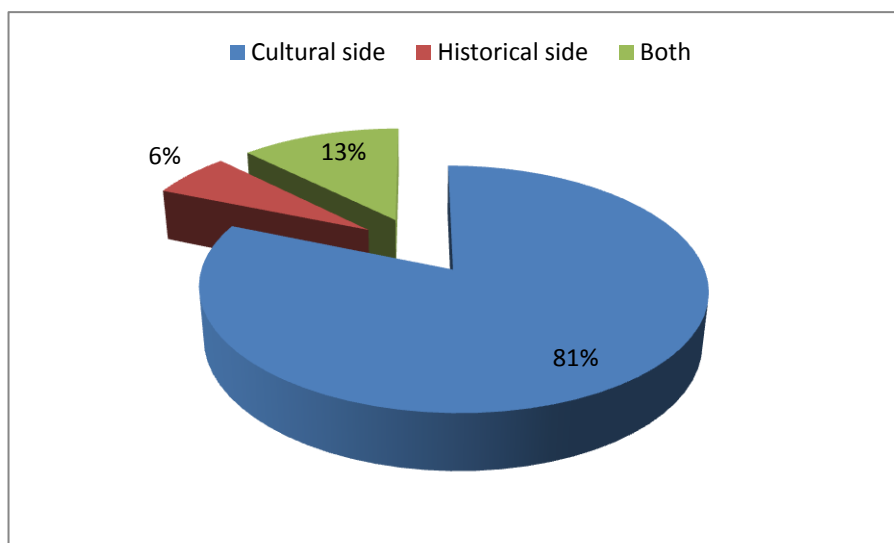
In the following section, learners were asked about their views about the content of civilization when it is introduced as a subject for EFL learners. In this

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vein, learners were questioned throughout four questions from the ninth to the twelfth.

The answers which were extracted from the ninth question about students' preferences on the content of civilization are as follow:

Pie-chart 4.6: Students' preferences about the emphasized content by teachers of civilization when targeting EFL students



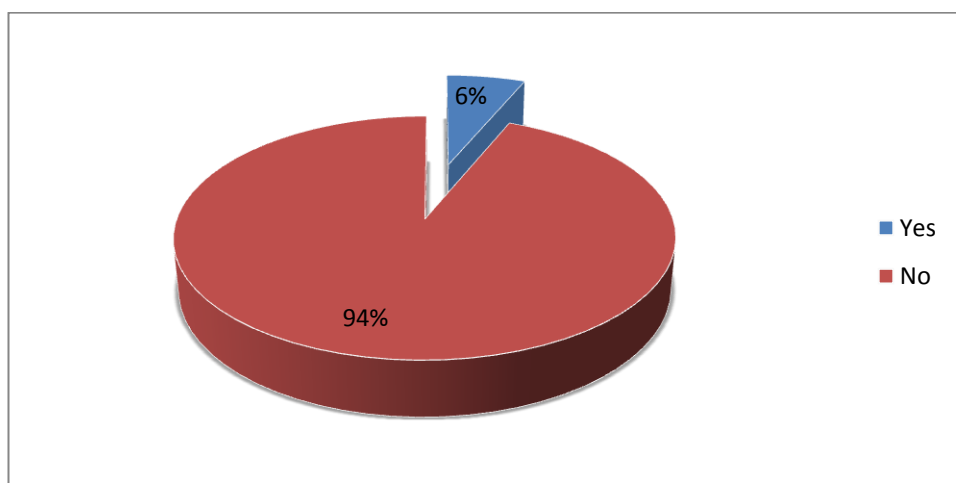
When learners were asked about their preferences on the content which they need to be emphasized by teachers of civilization when targeting EFL students. At this level, learners were exposed to a close ended question and they were asked to choose between the cultural and the historical sides or even both to check out their interests and views about what they are exposed to in their session and what they are aiming and expecting to be focused on. Accordingly, their displayed answers above reveal that (81%) of the students asserted that the cultural side is preferred to be emphasized rather than the historical side which was selected by only (06%) of the participants. Meanwhile, (13%) out of them mentioned that both sides need to be emphasized at the level of the content of civilization courses by teachers when targeting EFL students.

In the tenth question, learners were asked whether they had interests to know about the historical battles, kings, queens, and their lives. The aim behind this question is to find out whether learners are interested or not and to find a link

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between the reality of exposing EFL learners to such content and their lack of interests for such topics which are integrated into the syllabus of civilization courses. The following graphs show the main results:

Pie-chart 4.7: Students' interests to know about the historical battles, kings, queens, and their lives.

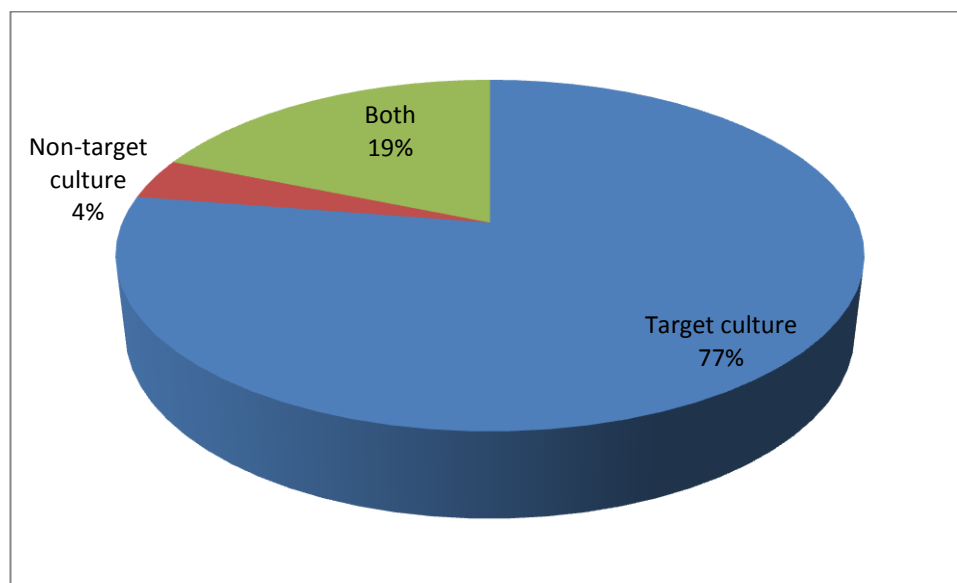


Based on students' answers, (94%) of the participants mentioned that they did not have interests to know about historical battles, kings, queens, and their lives. Meanwhile, only (6%) declared that they did.

Next, learners were asked in the eleventh question whether they would be motivated when the content of civilization covers the target or the non-target culture or even both. The aim from this question is to identify students' needs, interests, and awareness about the intercultural understandings.

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Pie-chart 4.8: Students' motivation according to the cultural source in civilization lectures

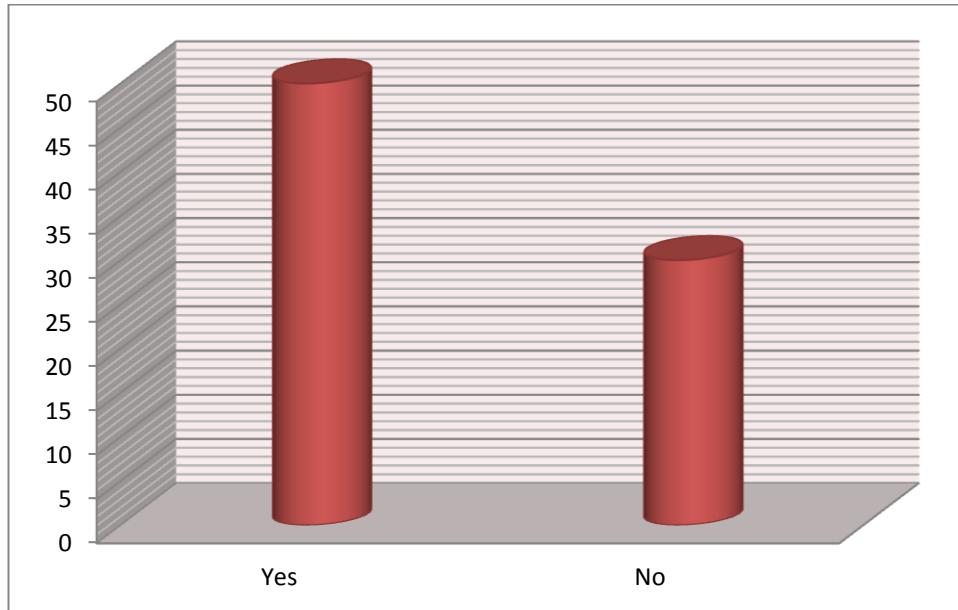


As it is shown above, most of learners with a representation of (77%) mentioned that their level of motivation would be higher when civilization courses covered the target culture. For the other students, only (04%) of them selected the non-target culture while (19%) of them mentioned both of them.

In the twelfth question, learners were asked about their interests if civilization courses had engaged them in intercultural situations. This close-ended question aims to check out learners' interests, readiness, and experiences of integrating interculturality in civilization lectures.

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Bar-graph 4.2: Students' interests in case civilization courses engage learners in intercultural situations

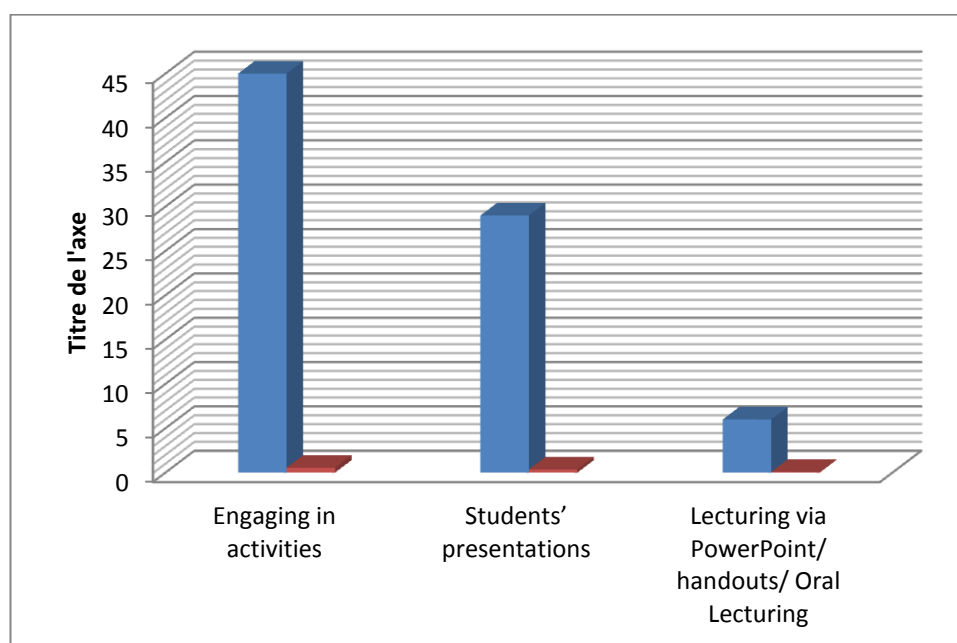


As it is shown above, the results reveal that 50 students which represent (62%) mentioned that they would be more interested if civilization courses engaged learners in intercultural situations while 30 of them representing (38%) mentioned that they would not.

The next section is concerned with learners' views on the teaching process of civilization at the level of its teaching methodology from the thirteenth to the sixteenth questions. Accordingly, learners were asked in the thirteenth question about their preferences concerning lessons' presentation in civilization lectures aiming to identify their needs and preferences. The following table and figure below reveal the main findings:

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Bar-graph 4.3: Students' preferences on civilization lessons' presentation

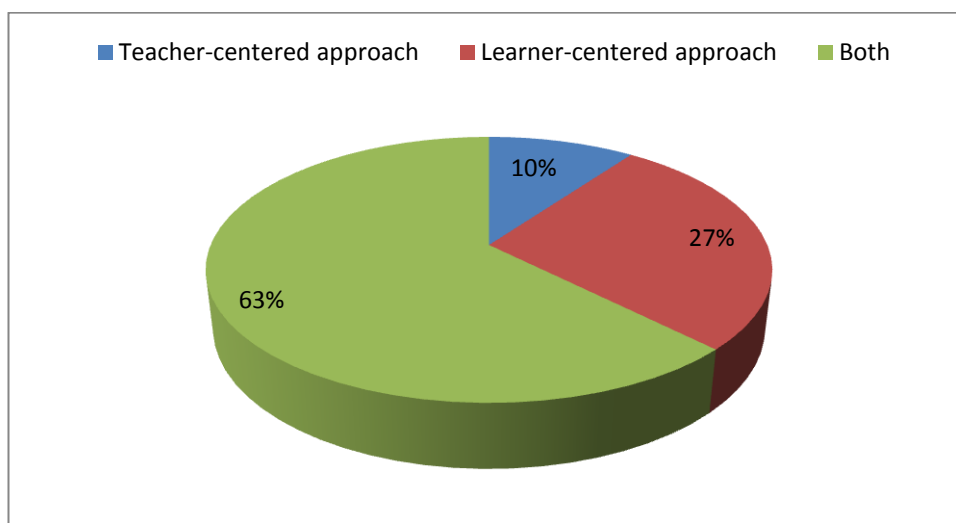


The results reveal that learners' main preferable way on presenting lessons of civilization was to be engaged in activities represented with 45 students (56%) rather than the other choices. Meanwhile, 29 students (36%) mentioned that they preferred students' presentations rather than teachers' oral lecturing or via PowerPoint and handouts that were mentioned only by 06 students which represents (08%) of them. these findings reveal that learners' preferences to be engaged in activities is the main preferable choice for learners.

Next, learners were asked which approach they preferred to be used in civilization courses. This close ended question aims to examine students' preferences at the level of the approaches of teaching. Thus, they were asked to mention the more preferable approach for them. Accordingly, they were asked to choose between two main dominant approaches including learner-centered and teacher centered approaches, or both of them.

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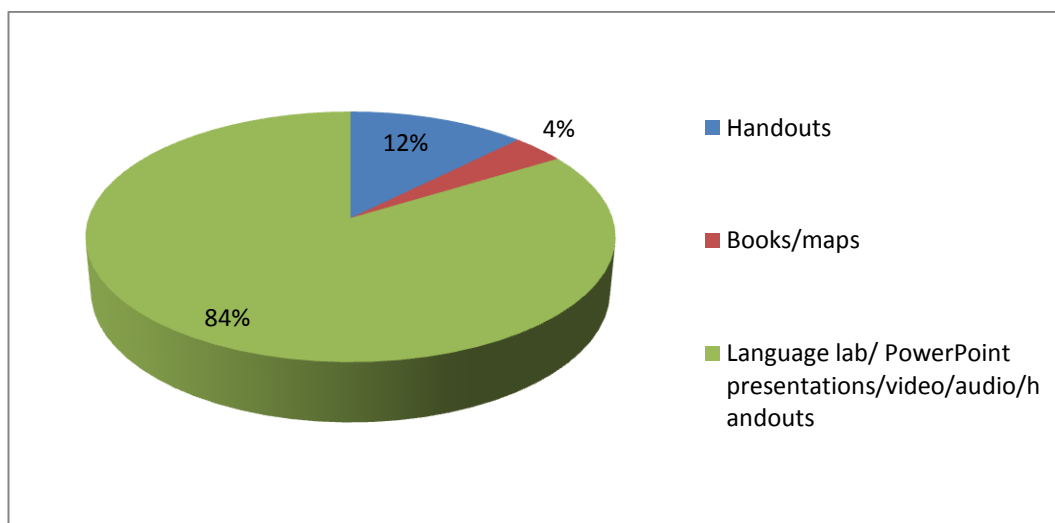
Pie-chart 4.9: Students' preferable teaching approaches



At this level, learners' answers according to the fourteenth question reveal that most of students including (63%) mentioned that they preferred both approaches. For learner-centered approach, it is mentioned by (27%) while (10%) selected teacher-centered approach.

In the next question, learners were asked about the preferable materials which they want their teachers to use increasingly to teach civilization. This close ended question includes multiple choices aiming to cover learners' needs and preferences. The aim behind this questioning is to analyze learners' needs at the level of the materials which are required for learners. Learners' answers are as follow:

Pie-chart 4.10: Students' preferable materials to integrate in civilization courses



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Based on learners' answers, (84%) of students declared that they preferred technologies including language labs, PowerPoint, video, audio, and handouts. While (12%) of them mentioned handouts only, others including (04%) selected books and maps. Such findings indicate that learners' learning styles are different despite the fact that the majority share a common interest that technologies are of priority for this generation.

In the next question, learners were asked to justify their choices. Accordingly, learners who mentioned technologies and handouts revealed that such materials facilitated their learning helped them to understand better, and to gain time and efforts. Some extracted responses as: *"it helps me..."*, *"to understand better ..."*, *"learn easily....."*, *"ease and fast learning"*, *"no time wasting, it motivated me also"* For those who selected handouts only, they pointed out that handouts included the essentials and help them to save time and efforts. Most of them say: *"because everything is written..."* For books and maps, one student didn't provide his explanation while two students mentioned that such materials helped them to gain details and to be guided to some references. At this level, one says: *"...books are my way to discover more details... direct my reading."* other also asserts: *maps and books to get a close look, to know more... also to check familiar books."*

The final section addresses learners' suggestions and recommendations to enhance the teaching process of civilization. In this respect, learners were asked two main open ended questions which cover the content and the teaching process of civilization inside classrooms as well as outside them as distance learning is advocated recently.

In the seventeenth question, learners were questioned to give suggestions at the level of content which stimulate them in civilization courses. Learners suggested topics as *"arts... painting, festivals, traditions, link between proverbs and its culture..., cultural explanation of behaviors, ideas...cultural symbols, how to behave in some cultural situation..., understand the cultural background..."*, *"no focus on history".....* *"I don't need to study about kings and queens,"*, *"I am pretty sure such information are useless not taken even by natives themselves..."*,

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“We need to study cultural topics and how British, Americans, Algerians, Asians or others respond in culture...”, better to be involved in cultural tasks...”, “differences and similarities between nations...” such themes focus on cultural side rather than history of British or American nations. They also added that English language speakers could be used by other people from different cultures as Asians or others. Thus, discussing cultural similarities or even differences would be interesting for them. Most of learners shared their suggestions except four students who did not.

In the last question, learners were asked to give suggestions to enhance the quality of teaching civilization inside and outside classrooms. Some suggest increasing the use of technologies to introduce lessons because it motivate them and others suggest to involve learners in variety of tasks, group works, films, songs, and role plays. Outside classrooms, learners suggest that any kind of interaction through platforms, emails, or social net work will be encouraged and appreciated especially when they cope with learners’ needs and interests.

4.2.3. Results and Analysis of Teachers’ Interview

In order to collect the required data, a structured interview was conducted with teachers who were teaching civilization at the University of Mascara. Five teachers were selected purposely due to their teaching experience and field of interests from one side, and as they are concerned with the case study from another side.

In order to analyze the gathered data of the structured interview, a plan has been followed where the close ended questions were treated and analyzed quantitatively whereas the open-ended questions of the interview were treated based on a protocol which offers guidance to organize, describe, code, and decode the data to analyze it. To begin with, EFL teachers who were specialized in teaching civilization at the University of Mascara were interviewed. Secondly, their responses were transcribed. Then, they were analyzed either quantitatively or qualitatively by coding them to detect themes and patterns based on the similarities and discrepancies which can be enlightened from their answers.

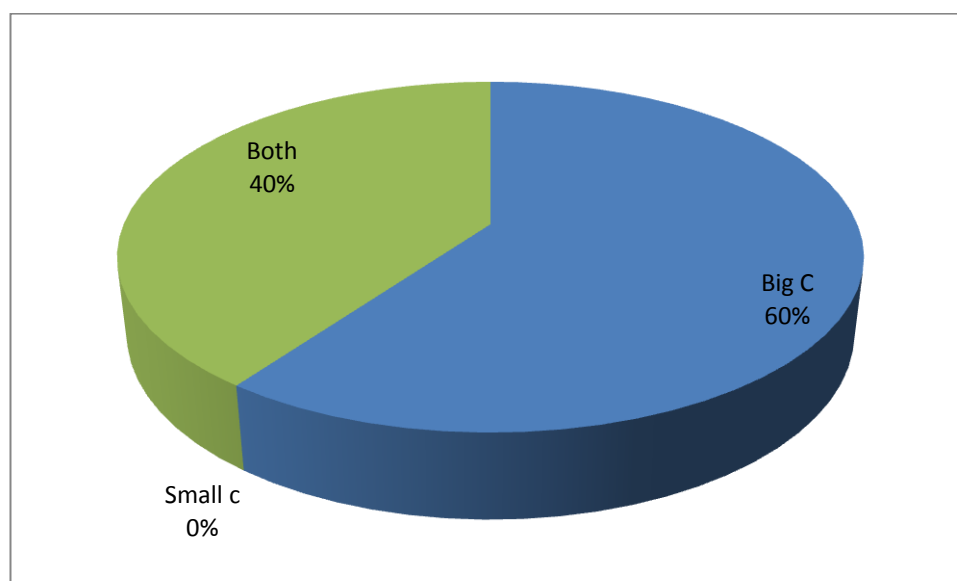
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Based on the first question, the participants were asked about the reasons behind teaching civilization to EFL students taking into account their experience as EFL teachers at first level, and as teachers of civilization at second level. This open-ended question aims to elicit teachers' perceptions about the importance of including such cultural subject to EFL learners.

Accordingly, teachers revealed that EFL learners need to study civilization because it is crucial part from the language learning process. The participants provided various reasons which assert the inseparable relationship between language and its culture, understanding literature, fostering language and cultural skills. Additionally, diving inside others' past would offer a clear vision to link the past, the present and the future of nations.

Secondly, teachers were asked about the cultural knowledge which they focused on when they teach civilization to EFL learners. In this multiple choices question, the participants were introduced to three types. The first category covers big culture (historic, geographic, and artistic) while the second covers small culture (the cultural evolution of values, tradition, the origin of fiesta, famous people, food view). The third is reserved for both types since some teachers inserted both.

Pie-chart 4.11. Teachers' focus on cultural knowledge when teaching civilization.



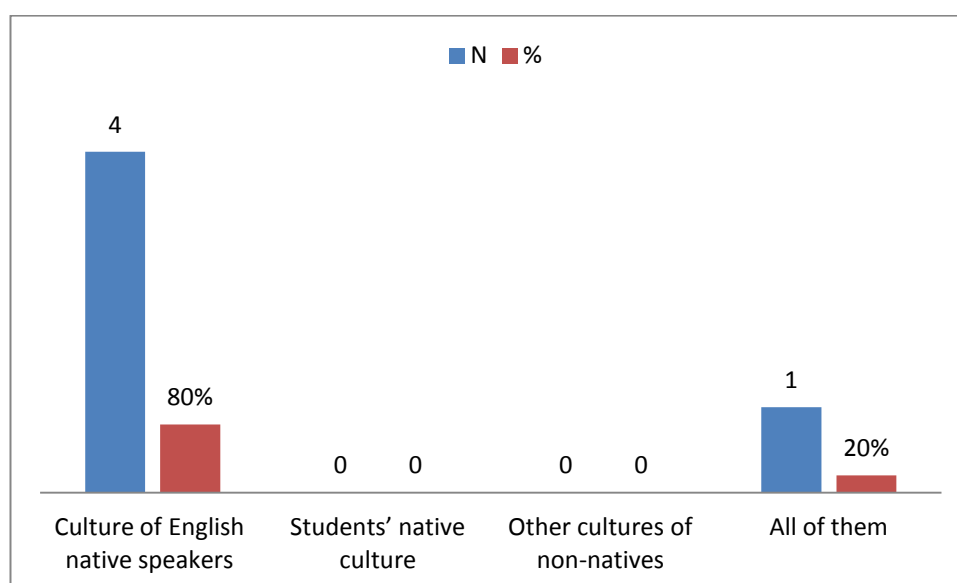
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Based on their responses, three teachers asserted that they focused on big culture with a double focus on the historical side. Meanwhile, two teachers declared that they focused on both of big and small culture throughout their replies which cover: history, geography, traditions, arts, customs, values, thoughts, and perceptions.

Then, teachers were asked in the third question to justify their answers and give an illustration for their choices. Accordingly, those who mentioned that they focused on big culture, their justifications were various. Their choices were restricted due to the timing which was not enough to cover all the elements of culture. The second participant replied that because of the program itself while the third asserted that history is of priority; thus, it is overemphasized. Others who answered that both sides of culture were emphasized, they explained the importance of both of them in the learning process.

In the fourth question, the interviewer questioned the interviewees about the source of culture they focused on when they used to teach civilization courses. This question is based on multiple choices aim to check out which culture is emphasized including the culture of English native speakers or even the non-target cultures.

Bar-graph 4.4: Teachers' focus on cultural sources in civilization courses

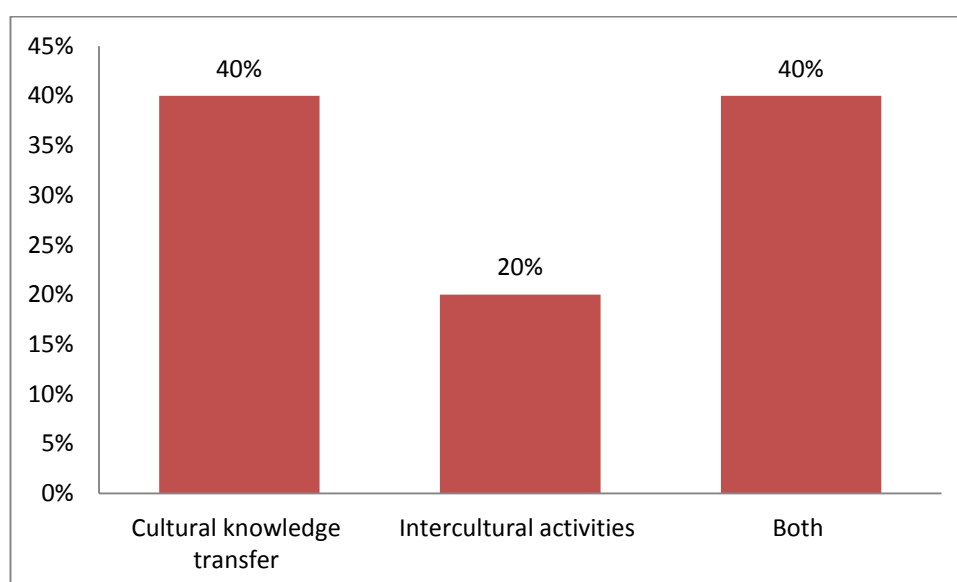


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The majority of them including four participants (80%) asserted that only the culture of English language speakers is emphasized and has been taken as a cultural source to teach civilization courses. Meanwhile, one participant (20%) declared that he referred to the target and non-target cultures. The participant explained that the non-target cultures could be the mother culture or any other of the world where similarities or differences could be highlighted.

In the fifth question, the participants were asked whether they focused on knowledge transfer or intercultural activities when they present civilization courses.

Bar-graph 4.5: Teachers' focus when presenting content of civilization.



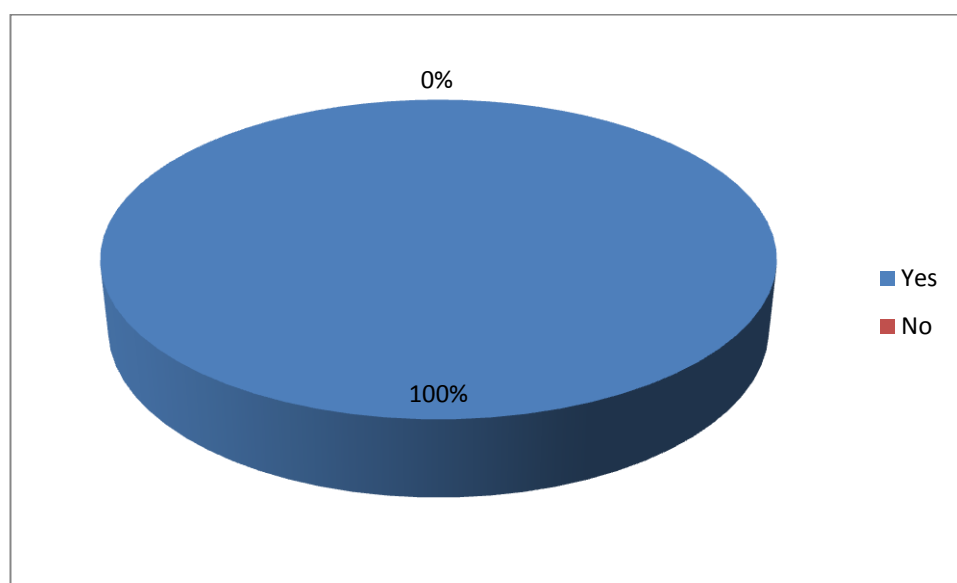
Apparently, two participants (40%) mentioned that they focused on cultural knowledge transfer while other two participants (40%) declared that they focused on both. Only one of them (20%) mentioned that the focus was on intercultural activities.

In the sixth question, the participants were asked about their opinions on the content which should be taught to second year LMD students as it is considered as a case study. Three teachers suggested that elements of big culture and small culture should be emphasized. Furthermore, intercultural tasks should be integrated as added by one of them. By contrast, two teachers overemphasized historical side when teaching civilization.

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The second section is devoted to teachers' views about the teaching methods, tasks, and materials of teaching civilization to EFL students. At this level, the seventh question is considered the opening for this phase. Accordingly, teachers were asked whether they had combined different methods to teach civilization or not. Then, in the eighth question justifying their responses. The aims behind these two questions are to check out teachers' awareness, practices and experiences with eclecticism and whether it is applicable and practical in civilization courses.

Pie-chart 4.12: Teachers' amalgamation of different methods to teach civilization



Noticeably, all the participants confirmed that they combined different methods to teach civilization courses.

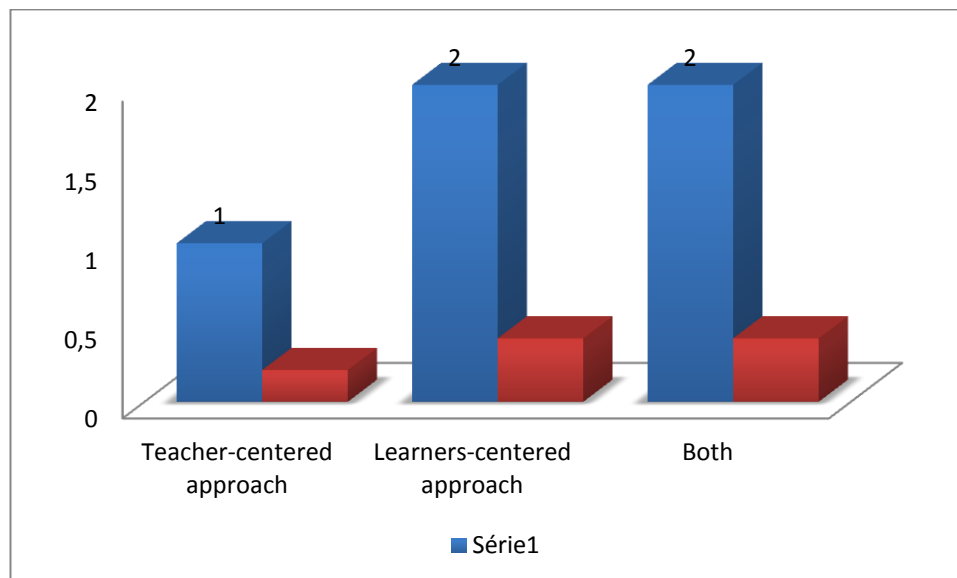
Generally, teachers shared a common view that diversifying or combining different methods is crucial in the teaching process. Such amalgamation would serve learners' needs and learning styles from one side, and a necessity to cover different topics and tasks. In brief, teachers agreed that there is no one method which could be valid for all lessons and for all learners.

As far as the ninth question is concerned, teachers were questioned about their preferable teaching methods at the level of learner-centeredness and teachers-centeredness. Then, to justify the reasons behind their choices in the tenth question.

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These queries aim to explore teachers' preferences and experiences which are based on their integration of teacher-centered and learner-centered approaches.

Bar-graph 4.6: Teachers' preferable approach to teach civilization courses



In respect to these questions, two teachers (40%) said that they preferred learner centered approaches while one teacher asserted that he preferred teacher-centered approach (20%). Meanwhile, two other teachers (40%) declared that they preferred both approaches.

Hence, teachers' views were divided into three categories. The first category for those who preferred teacher-centered approaches, the second for learner-centered approaches, and the third for both of them. Accordingly, teachers' justifications were grouped and analyzed. Supporters of learner-centered approaches justified that modern education standards requires learner-centeredness as the learner become the core of the educational process.

For teacher-centered approaches, one teacher justified and illustrated that civilization is viewed as a historical subject. Thus, the nature of such narrating subjects requires a complete dominance of teachers to deliver their courses. Teachers are viewed as the source of knowledge and the core of the educational process. Meanwhile, the third team stands in between. Their justifications amalgamate the advantages of both approaches. They explained that they preferred

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both of them because of the important roles of both teachers and learners. Thus, both approaches are preferred in respect to teachers' roles, learners' roles, necessities, and needs.

For the eleventh question, the participants were asked what materials they have relied on when they used to teach civilization in classrooms. Teachers' answers were various; they mentioned handouts, books, maps, technologies including PowerPoint's, videos, and audios.

Teachers' answers revealed three main teams: the first team includes two teachers who relied on paper materials as books, handouts, maps. The second team includes one teacher who relied on technologies including PowerPoint's, and the third team includes two teachers who relied on both of paper materials and technologies as their answers cover both of them.

As far as the last section is concerned, teachers were interviewed about the challenges that they have encountered and their recommendations to enhance teaching civilization at the Algerian university. Accordingly, the twelfth question addressed the struggles and the challenges that they had faced during their teaching for this subject. Teachers' answers were various; however the most highlighted ones cover:

- Learners' lack of interests and the needs to stimulate them.
- Shortage of time to cover all lessons.
- The gap between the curriculum and learners' needs and interests.
- The pandemic situation during covid-19 era.
- Lack of technological equipments.
- Students' poor linguistic and critical skills.

As far as the thirteenth question is concerned, the participants were asked what they suggest in order to motivate EFL learners in civilization courses. This open-ended question aims to find out strategies to stimulate and raise learners' motivation level to engage them based on teachers' experiences. Teachers' suggestions were

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various and covered different levels including the content of civilization, the teaching methods and tasks, the materials, and the classroom atmosphere. Thus, they suggested:

- diversifying methods and tasks
- Technologies' integration
- Make a link between the target culture and students' own culture
- Using rewards to stimulate learners
- Engage learners in intercultural activities
- Diversifying activities and create a comfort atmosphere to motivate learners
- Enhance learners' linguistic level to be easily engaged in the activities
- Support teachers and learners' creativity
- Integrate entertainments through games, projects, discussions and so on.

For the fourteenth question, teachers were asked how to enhance the teaching process of civilization at the university taking into account the EFL context, the teaching approaches, the nature of the subject, the LMD system, and the modern challenges. This open ended question aims to find out practical solutions to enhance the teaching quality of civilization lectures to EFL students at the Algerian university. Teachers' answers revealed many points which could be taken into accounts including:

- Learners' needs, interests, learning styles, and preferences.
- The inevitability of integrating technologies.
- Fostering learners' linguistic, communicative and intercultural skills.
- Taking the advantage of LMD system which advocates learners-centeredness inside and outside classrooms.
- Collaborative works to develop teaching' experience.
- Cope with innovative teaching methods.
- Develop learners' understanding to differentiate between history, culture, and civilization.

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In the last question, the participants were asked what suggestions they would like to give to civilization teachers to make their teaching as effective as needed inside as well as outside classrooms as the amalgamation of face to face teaching and e-learning are imposed in LMD system and along all the subjects.

Teachers' answers revealed that all the interviewees share a common view that such amalgamation is crucial and essential except one interview whose view was against considering it ineffective as the conditions to make it successful are not available. By contrast, the other participants advocated such amalgamation and mentioned a list of recommendations to make it as successful as needed including:

- Combining both of face to face teaching and e-learning.
- Fostering learners' linguistic and intercultural skills by supporting life-long learning which could be achieved in classrooms as well as outside them
- Plan activities to engage learners in intercultural activities rather than learning by heart to memorize facts.
- Clear instructions would help learners to take more advantage from e-learning, engage in, enhance capacities, and enjoying the courses
- Innovation and creativity to make teaching updated.
- Professional development and training sessions for teachers to enhance technology uses in the domain inside classrooms and outside.
- Devoting classroom sessions for explanations and discussions and take the advantage of technologies to send files, videos, and documents for learners to analyze them before sessions or after via emails, platforms or any other.
- Increase the use of technologies and support e-platforms and models (for example SAMR model, MOODLE, ZOOM, Google classroom...).

4.3. Data Interpretation and Discussion

The second phase of data analysis is to provide interpretations to the main findings of the research. At this level, a reflective analysis of the outcomes is given and discussed and compared with other previous results.

4.3.1. The Interpretation of Classroom Observation

Based on the obtained results from classroom observation, the teaching of civilization to second year EFL learners at the University of Mascara is characterized with the domination of the civilization approach. At this level, learners were exposed to the target culture of English native speakers. Throughout the examination of the content, the historical side was overemphasized rather than the cultural side.

Similar studies in Algerian universities asserted that teaching big culture to EFL learners with over emphasis on historical side of the English native speakers could not be motivating or stimulating for learners and could be a reason behind learners' lack of interests towards the subject (Nezzar, 2005; Bensaad, 2011; Mehdaoui, 2013, 2014; Ladi, 2014; Seddiki, 2018). In this respect, Tomalin & Stempleski (1993) asserted that the civilization approach holds a traditional glance viewing it as a reflection of the traditional curriculum.

In view of that, the current teaching practices of civilization courses have emphasized the mono-cultural approach as a model which stands basically on a static view with a strict elimination for the new emergent teaching approaches and models which take into account the need of an intercultural teaching approach and critical intercultural awareness (see Byram, 1989; Kramsch, 1993; Byram 1997) to cross intercultural and communicative barriers from one side, and from another side, the status of English language as an international language as well as a lingua franca (Crystal, 2008; Baker, 2012), besides globalization, the proliferation of technologies, and the evolution of English language teaching methods and culture integration into EFL classrooms.

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For the teaching approaches at the level of learner-centeredness or teachers-centeredness, there was a combination between teacher-centered approach and learner-centered approach. This amalgamation holds a transition between the classical system which was dominating the Algerian universities and the LMD system which has been adopted since 2004. The former advocates teacher-centeredness whereas the later is based on learner-centeredness. The two systems were translated in the teaching practices waver between the teacher-centered approach and learner-centered approach. Thus, the presentation of lessons, the techniques, the instructions, the strategies, and the activities which were implemented by the teacher reflect both of them.

As far as the teaching materials are concerned, the integration of different materials indicates the instructor s' awareness of learners' needs, preferences, and interests from one side, taking into account their nature as digital natives by which the integration of technologies as a teaching material become inevitable.

From another side, the incorporation of technologies in civilization courses was increased during the covid-19 era to cope with the new hybrid teaching models which amalgamate face to face teaching and e-learning as all the Algerian universities and over all the courses were imposed to the blended approach.

4.3.2. The Interpretation of Learners' Questionnaire

The previously mentioned results of learners' questionnaire showed that second year EFL students including both of male and female aged from 18 to 22. The composition of these young learners revealed different needs and interests which need to be taken into consideration to enhance the teaching quality of civilization as well as to stimulate learners at this young age.

The examination of learners' cultural interests revealed that learners' first choice to study English was the language itself (75%) rather than its culture (13%) or the history of its native speakers (00%) which has been overemphasized in civilization courses. it could give a reason behind learners' lack of interests on the subject matter . Diving into learners' cultural interests showed their awareness of

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the inseparable relationship between language and culture. These facts were clearly confirmed by the majority of learners with (95%) of them in the fifth question, and fostered in the sixth, the seventh, and the eighth questions. Yet, their answers to the seventh, the eighth, and the eleventh questions reveal their unconsciousness to the movements of interculturality where their views could not put the language out of the circle of its culture. Simultaneously, in the twelfth question (62%) of the students revealed their interests and willingness to experience and engage in intercultural tasks in case they would be applied. These facts reflect their views on the current teaching of civilization by which their needs and interests were not fully satisfied aiming to find a shelter in other alternative practices.

In the same vein, the examination of learners' interests on the content of civilization courses reveals ambivalence between their needs and the reality. In this respect, learners exposed their negative attitudes towards the overemphasis of the historical side. It was clearly stated by (81%) of students who mentioned that they preferred the cultural side rather than the historical side. New arguments came from the extracted answers of the tenth question as expressed by (94%) of the participants showing learners' lack of interests on historical topics which they used to be exposed to in civilization courses which cover content around kings, queens, historical battles and events.

Moreover, learners' views on the teaching process of civilization courses revealed different needs and preferences which require from instructors to be taken into accounts. Learners' answers in the thirteenth to sixteenth question indicate that relying on one single teaching method, technique, task, or material would not fit all learners' needs, learning styles, and preferences. Thus, an eclectic teaching approach based on different techniques and tasks would double learners' chances to learn better and engage in different activities.

Furthermore, the integration of different materials permits students to grasp meaning through different materials and extend their comfort learning zone. Being aware of learners' needs, interests, and preferences at this young age especially with their highly expressed desires and high levels of motivation in civilization courses

through the integration of technologies would provide instructors with a clear image of their next steps to ameliorate the teaching process of this subject.

4.3.3. The Interpretation of Teachers' Interview

Teachers' interview revealed that teaching civilization is of paramount importance for both EFL learners and teachers as the study of the target language could not be inseparable from the study of culture. Thus, teachers considered that civilization is regarded as a mediating link between language and its culture.

This view is translated in teachers' practices when they teach civilization to EFL learners where the focus is on the English native speaking community rather than other non-target cultures. Therefore, the civilization approach was mainly regarded as the appropriate way to teach the content of civilization courses where the focus is on big culture rather than small culture or both elements but with overemphasis on the history of the English language speakers.

Deciding upon which teaching method is suitable to teach the content of civilization lectures for EFL learners overpass to which teaching approach at the level of teacher-centeredness and learner-centeredness. The two paradigms have been tied with the classical system and the new LMD system over all the Algerian universities giving a reason behind the current teaching practices which are still wavering between teacher-centered approach and learner-centered approach.

At the level of the teaching methods and techniques, teachers shared a common view that diversifying or combing different methods is crucial in the teaching process. Such amalgamation would serve learners' needs and learning styles from one side, and a necessity to cover different topics and tasks. In brief, teachers agreed that there is no one method which could be valid for all lessons and for all learners.

Similarly, diversifying tasks and integrating different materials increase learners' chances to learn and engage in teaching situation taking into accounts that the appropriate integration of technologies to teach the subject would raise learners'

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level of motivation in classrooms as well as it would increase their knowledge and skills for life-long learning outside classrooms.

In a similar view, many researchers have called for a real reconsideration of the teaching process taking into accounts diversifications of methods, techniques, tasks (Kaid, 2009; Merrouch, 2010; Ouahmiche & Bensaad 2016; Elaggoune, 2015b; Zaghar , 2016; Louahala , 2017) , resources (Ladi, 2014) , the double-must of integrating technologies (Elaggoune,2015a; Atamena & Aboubou ,2016), and to incorporate the blended approach (Laichi & Bahloul, 2020) to fit learners needs as well as to cope with the new digital era. In view of that, many action researches as well as experimental studies have been conducted to solve teaching problem related to civilization teaching process

4.4. Research Limitations

Conducting a research on the teaching process of civilization to EFL learners at the university is not an easy task for several reasons taking into accounts the timing of this project and the circumstances which surrounded it. Teaching civilization at the university is a doctorate students' project to be conducted in three years with an exceptional authorization from the scientific community of the university with extension of two years. Attempts to complete the investigation as early as possible failed due the political situation of the country at the first year of the project , and the pandemic situation during the two following years because of covid-19's proliferation where the universities were partially closed and people's meetings and interactions were restricted with social distance.

Accordingly, the researchers' chances to meet and interact with learners and teachers were limited, and hoping to extend the project at a national level through a collaborative work based on an action research decreased in respect to the aforementioned circumstances.

In respect to the aforementioned limitations, the research design, the tools, the sample, and the setting were chosen to achieve the aims of this research. Thus, a

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single case study was conducted choosing the university where the investigator is carrying her doctorate studies for the easiness of accessibility to the context.

Undoubtedly, conducting multiple case studies to cover the teaching process would be more appropriate if there were more than one investigator and more than one university, and more than one classroom to be covered. Ultimately, this could not be the case of this research as there was only one investigation, and as working on multiple cases is of a time-consuming nature. Thus, a single case study was favored as the investigator was not that fully-time person, and in lack of collaboration between teachers of civilization to cover all the cases at a national level.

For the research tools, triangulation was opted to compensate the research findings as one single tool could not provide a full understanding and clear answers for the research work. Thus, the researcher opted three main instruments including classroom observation, questionnaire for learners, and an interview with teachers. Eventually, classroom observation provides a clear image on the current teaching of civilization to EFL learners at the university, however, it could not tell the whole story of the classroom. Therefore, triangulation was used by adding a questionnaire and an interview to compensate the weakness of each tool as well as to integrate both of learners and teachers' views on the current teaching process of civilization in EFL context at the Algerian universities.

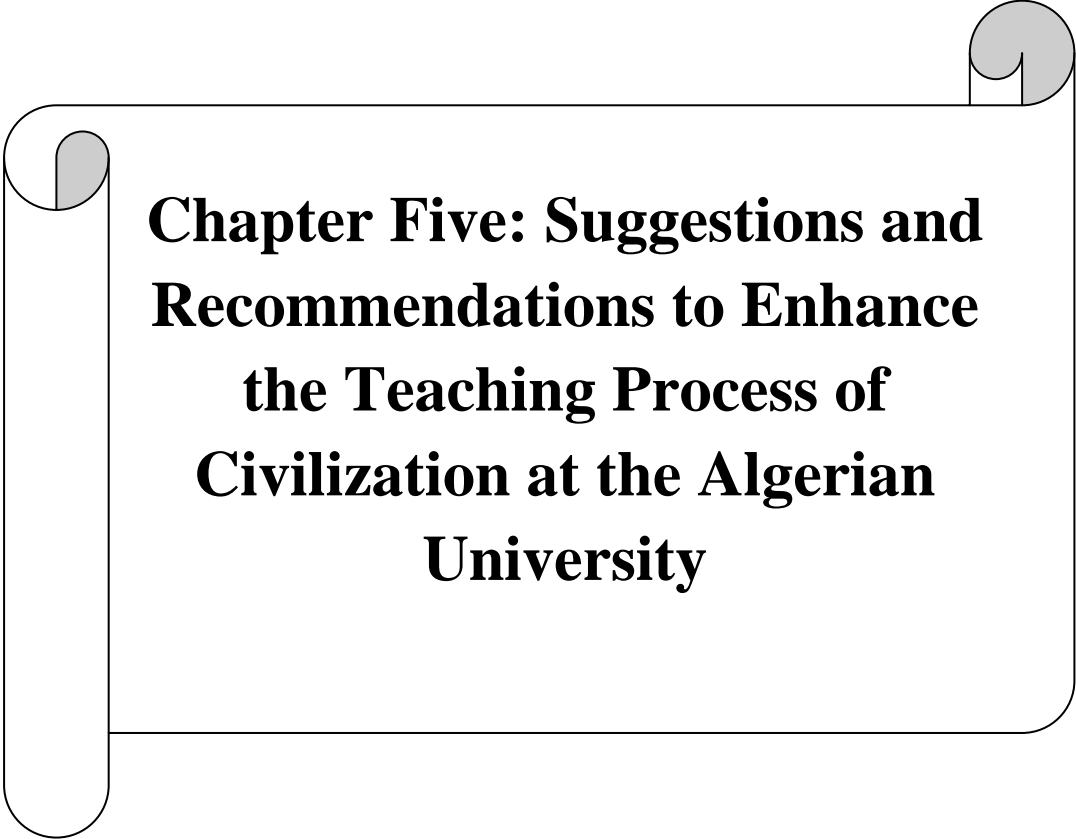
4.5. Conclusion

Based on the conclusions which are drawn from this investigation, teaching civilization in EFL context at the university reveals a complicated teaching situation. By targeting second year LMD students and teachers of civilization at the University of Mascara as a case study, the main findings indicate the domination of monoculture teaching model and knowledge-based instructions.

These practices reflect the overemphasis of the civilization approach though modern teaching methodologies overpass the mono-culture teaching, especially, with the status of English language as an international language and a lingua-franca. Besides, the huge impact of globalization and the advances of technologies which increase communication and cultural contacts between people. In this respect, turning the shift towards intercultural learning and teaching deem to be an alternative model of teaching to foster learners' intercultural competence and awareness to cope with the evolution of language-culture teaching approaches in EFL context.

Moreover, the complicated situation of teaching civilization at the Algerian university assert an amalgamation of different teaching methods which reflect traditional practices from the educational classical system in confrontation with learner-centered approaches which are integrated in response to the educational LMD system reforms which came to modernize the higher education and to cope with modern challenges.

Besides all the aforementioned claims, teachers as well as learners reveal their willingness and enthusiasm to enhance the teaching quality of civilization courses to cope with learners' needs, interests, and preferences especially within this digital era in respect to the integration of hybrid teaching models which are viewed as effective strategies to ensure an effective quality of teaching and learning inside as well as outside classrooms taking into accounts the global circumstances and challenges.



**Chapter Five: Suggestions and
Recommendations to Enhance
the Teaching Process of
Civilization at the Algerian
University**

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Chapter Five: Suggestions and Recommendations to enhance the Teaching Process of Civilization at the Algerian University

5.1. Introduction

This chapter provides suggestions and recommendations to enhance the teaching process of civilization courses to EFL students at the Algerian University. It aims to offer strategies for change which cover different levels of teaching civilization by suggesting alternatives to the content being taught, the methods being used, the tasks being planned, the materials being used, and suggest alternatives of assessing learners' skills.

Moreover, these recommendations highlight the inevitability of integrating technologies; in respect to modern education standards and the global circumstances which impose the blended approach by combining face to face alongside e-teaching and learning.

In view of that, the current chapter spotlights the main strategies for change which are highlighted and recommended due to the evolution of modern teaching methods of cultural knowledge integration for language learners; in respect to the final outcomes of this investigation; which reveal several shortcomings; which have been encountered during the teaching process of civilization to EFL students in respect to the case study and the limitations of this research.

5.2. Reconsideration of Civilization Teaching Process to EFL Students at the Algerian University

This section provides alternative approaches, methods, techniques, tasks, tools, and procedures which are required to be integrated to cope with the new teaching methodologies of cultural integration in EFL classrooms from one side, and to correspond to the modern teaching standards which incorporate technologies in this digital era. In view of that, researchers, scholars, teachers, and learners have asserted and called for a real reconsideration of teaching civilization for EFL learners taking into accounts the teaching content and process of the subject.

5.2.1. Reconsideration of Content Teaching: From Mono-culture Teaching to Intercultural Teaching

Teaching cultural knowledge to foreign language learners has been a subject of debate for decades viewing language and culture as two inseparable parts for the same coin

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where the study of each could not be without the other (Sapir, 1970, cited in Elmes, 2013; Agar, 1994; Brown, 2000; Holme, 2002; Wardhough, 2006).

Moreover, familiarizing learners with cultural facts related to the target language has been considered as an integral part from the learning process and a sign of language mastery. In view of that, the incorporation of culture to language learners becomes an integral part in language learning and teaching processes regardless how culture is viewed (Applebee, 1996, cited in Newton et al, 2015; Liddicoat, 2001; Wendt, 2003; Crawford & McLaren, 2003; Liddicoat et al, 2003) and integrated in respect to the evolution of language theories and teaching methods of language-culture incorporation.

Accordingly, the integration of cultural knowledge to foreign language learners has been integrated in language curricula standing on the reflection of culture to its language users regardless the different perspectives and views of culture either as a *static* or *dynamic* (Applebee, 1996, cited in Newton et al, 2015; Liddicoat, 2001; Wendt, 2003; Crawford & McLaren, 2003; Liddicoat et al, 2003) ; and its integration in classrooms which could fall under five views (Holme, 2002) including *communicative* (Dudley-Evans & St John ,1998) , the *classical-curriculum* (Holme, 2002), the *culture-free-language* (Philipson, 1992; Holme, 2002) , the *deconstructionist* (Fairclough 1989; Hodge and Kress 1993; Maybin; 1994, cited in Holme, 2002) , and also the *competence* views (Byram, 1989; Kramersch ,1993; Byram & Fleming, 1998; Byram & Risager, 1999).

Despite the fact that scholars, educators, and researchers share a common point of view that teaching language could not be fully achieved without integrating culture, an endless debate has been increased on the adequate approaches which have to be followed to teach cultural content, and which content is required to be integrated to foreign language learners.

In this respect, views of culture are translated in the pedagogical practices which are dominating the teaching process of cultural facts to language learners. In view of that several approaches have dominated the teaching process and may fall under three main approaches as summarized by Piatkowska (2015) including *knowledge-based approach* where the emphasis is on cultural facts transmission (Thanasoulas, 2001), the *contrastive approach* where the emphasis is on contrasting learners' own culture and the target language culture (Guest, 2002), The *communicative Language teaching* where culture is

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dealt with as a part of communicative competence (Brooks, 1969, cited in Thanasoulas,2001), and the intercultural approach where the focus is shifted from the cultural knowledge to the intercultural communicative competence (Kramsch,1993; Byram, 1997).

As far as the current study is concerned, teaching civilization to EFL learners at the Algerian University is dominated by the civilization approach as the name implies which could fall under knowledge-based process where culture is taught through civilization courses by which cultural facts are transmitted to learners. As the content which is introduced and taught to learners represent the culture of the target language native speakers.

The civilization approach is criticized and viewed as a part from the traditional curricula (Tomalin & Stempleski, 1993). Thus, scholars have recommended shifting towards alternative models as a reaction on the mono-cultural models and call for openness towards the intercultural approach (Byram, 1989; Kramsch , 1993; Byram & Fleming, 1998; Byram & Risager, 1999).

In fact, there are many studies which have called for a reconsideration of the content of civilization courses which are taught for EFL learners in the Algerian. In view of that, some researchers criticized the over emphasis of history rather than culture when targeting EFL students. Meanwhile, other researchers suggested shifting towards the intercultural approaches which overpass the mono-cultural model. This latter limits learners' cultural knowledge in foreign language context to cultural elements of the native speaking community that is related to the target culture.

As far as the teaching content of civilization courses is concerned, Bensaad (2011) revealed the inadequate teaching of civilization where the content being delivered did not supply learners with the required skills to achieve language mastery. Nezzar (2005, p.6.7) claimed that the content of the subject and the teaching process are among the aspects which lead college students to lost their passion to get involved in this subject. For Seddiki (2018) turning the shift into culture rather than history in civilization courses would increase students' background about the target civilization and raise their enthusiasm and engagement in learning both the target language and culture.

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The need to adopt new teaching approaches in respect to the content of civilization courses came as a reaction against the domination of the civilization approach which could not resist in front of researchers' calls to shift towards the intercultural approach which stands on developing learners' intercultural competencies. Thus, different studies have supported this integration in civilization courses.

In a view of that, Zaghar (2013; 2014) in her doctorate thesis declared that a civilization course provides students with knowledge related to the natives where many cultural tensions might be enlarged or reduced. Such courses would be more effective if students are entailed in tasks which foster their intercultural communicative competence, a course which aims to train learners to be tolerant and more aware for the cultural differences and understand the otherness. Based on these notions, she suggested integrating an intercultural method as an alternative by integrating tasks to teach in civilization courses instead of the classical methods which are used to teach this subject in the Algerian universities.

In a nutshell, huge calls have been announced worldwide in order to adopt the intercultural approach in regard to the status of English language as an international language and a lingua franca which by no doubts exceed the mono-model which is limited only to its native speakers towards an intercultural model in a multicultural world alongside the impacts of globalization and the advances of technologies on our interaction and intercommunication.

5.2.1.1. Identifying Intercultural Communicative Competence

In fact, intercultural communicative competence overpasses the traditional view of language mastery which is limited in linguistic competence. As it is viewed only as one of the components alongside strategic, sociolinguistic, and discourse competencies which cover the communicative competence. This latter is essentially regarded as an integral part of intercultural communicative competence which requires a certain level of developments of knowledge, skills, and attitudes (Skopinskaja, 2009, p.137).

By referring to intercultural communicative competence, scholars refer to the most cited models, including Byram's model (1997), and his revised version (2009) which

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encompasses the map way of becoming an intercultural communicative competent speaker. In this respect, Sykes (p. 120, cited in Chapelle & Sauro, 2017) illustrates:

Byram categorizes the model into six categories essential to preparing learners—(1) attitudes, (2) knowledge, (3) skills of interpreting and relating, (4) skills of discovery and interaction, (5) critical cultural awareness, and (6) critical cultural education/political education to enable learners to see the relationships among cultures different from their own.

Noticeably, Byram's view of language competency overpasses linguistic competencies as well as familiarizing language learners with culture-based topics related to the target language natives. It is extended to other dimensions including knowledge, skills, attitudes, and awareness by which the users could develop their intercultural communicative competence and cross communication and cultural barriers which they may encounter during their learning process.

5.2.1.2. Components of Intercultural Communicative Competence

As far as intercultural communicative competence learning and teaching are concerned, Byram and Zarate (1997, p.11) point out to four elements by which intercultural communicative competence is composed including the following:

- The first involves “*savoirs*” (*knowledge of Self and Other*),
- The second “*savoir comprendre*” (*skills of interpreting and relating*),
- The third “*savoir être*” (*intercultural attitudes*).
- The fourth “*savoir faire/apprendre*” (*skills of discovery and interaction*).
- The fifth is introduced by Byram at the core of his model (1997, p.54) “*savoir s’engager*” (*critical cultural awareness*).

These components are adopted and developed by the Common European Framework of Reference (2001) including four “*savoirs*”:

1. “*Savoir*” (*declarative knowledge*),
2. “*Savoir faire*” (*skills and know-how*),

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3. “*Savoir être*” (*existential competence*),
4. “*Savoir apprendre*” (*ability to learn*).

Definitely, these savoirs and skills are required to be developed and fostered in order to prepare learners to become intercultural communicative competent speakers and language users. Yet, EFL teachers need to ensure their students’ progress at this level by checking and assessing their intercultural communicative skills and understandings.

5.2.2. Assessing Learners’ Intercultural Communicative Competence

Assessing and evaluating EFL learners while they are exposed to a cultural subject is not an easy task. As far as civilization teaching is concerned, EFL students over the Algerian universities have been assessed and evaluated based on the civilization approach’s dimensions.

Accordingly, learners have been assessed in respect to their memorization and understanding of historical events, movements, and related knowledge to the target culture.

By contrast, the teaching of culture has shifted from mono-culture teaching to intercultural teaching. Hence, the shift has been transferred too from assessing learners’ cultural knowledge to intercultural understanding and skills. In view of that, recent studies open debate to find out strategies to assess and evaluate students in their learning process.

In respect to this view, Algerian university teachers are required to cope with the new teaching trends which advocate intercultural communicative competence learning and teaching. Accordingly, teachers are required to assess learners in respects to the components of intercultural communicative competence.

- **Dimensions of Assessment:**

As far as assessing Intercultural communicative competence is concerned, a detailed proposal as suggested by Lussier (1997) aiming to assess learners’ intercultural knowledge and skills by taking into accounts three main dimensions:

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- *Savoirs:*

Referring to cultural information which covers both aspects of culture including small culture and big culture.

- *Savoir-fair:*

In reference to this element, assessing skills and knowing-how about others' behaviours according to their culture and the way they communicate in a specific context.

- *Savoir être:*

It is concerned with the development of attitudes towards the target culture, its speakers by understanding, accepting, tolerating, and being aware of cultural dissimilarities to overcome cultural and communication barriers (Lussier et al., 2004).

- **Assessing intercultural communicative competence:**

By taking into accounts the three main dimensions of intercultural communicative competence; which are required to be assessed; learners will be able to receive information from their instructors which guide and develop their learning process. Simultaneously, it permits teachers to get an overview about their students' advancements in spite of the complexity of this process; it is praise-worthy to be integrated (Skopinskaja, 2009, p.138).

- *Assessing intercultural knowledge/savoirs:*

At this level, learners' cultural background is assessed by testing throughout different types of questions such as: "multiple-choice items, short answers, association or pairing items; all aiming at measuring the acquisition of cultural facts" (Lussier et al., 2007, p.27).

According to Lussier et al., (2007) as well in most cases, learners are asked to analyze text by identifying similarities and differences of different aspects of culture, making comparisons, find out and extract common features or sayings and set them together from passages. By essential, these cultural facts may fall under three main fields as the following table illustrates:

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Table 5.1: Approaches of cultural knowledge (adapted from Lussier et al, 2007, p.27)

<i>The Humanistic approach</i>	<i>The anthropological approach</i>	<i>The sociological approach</i>
It involves culture and civilization and their features which are engraved and saved by its members.	This part permits to make knowledge about the cultural diversities and minorities as well	It cover the context through the target culture is used.

As it is shown in the table above, the assessment of cultural knowledge cover three main fields which are considered as integral parts from the acquired knowledge by which culture is introduced to learners.

- ***Assessing intercultural know-how/savoir-faire:***

At this level, assessing learners' abilities to respond and function in respects to different contexts and cultures by activating not only their linguistic and communicative skills but also their intercultural skills through interaction, negotiation, adjusting, and interpreting in respect to specific cultural situations (Lussier et al., 2007).

- ***Assessing intercultural being /savoir-être :***

As far as assessing intercultural being is concerned, learners are required to develop and accomplish a certain level of “*critical awareness*” and develop a sense towards otherness and themselves in respect of others' identities, views, and principles so as to be able to cross intercultural communication barriers and increase their roles as “*intercultural mediators*”(Lussier et al., (2007,p.27).

As relying on tests to measure and assess students' attitudes are the dominant form, other alternative resources to elicit and measure students' attitudes are recommended including:

such as anecdotal records, observation checklists, observation rating scales, documentation of task-related behaviours, attitudes inventories, surveys, portfolios, journals, self-evaluation reports, collection of written products, interest inventories, logs, etc. (Lussier et al., 2007,p.27)

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Unlike tests, these resources are viewed as alternative options by which instructors are advised to integrate in order to assess intercultural being.

- **Types Assessing Learners :**

As it is mentioned previously, the assessment of learners' intercultural communicative competence is not restricted to knowledge related to culture. Thus, two other dimensions are required to be assessed including skills and students' attitudes (Lussier et al., (2007). As far as the three dimensions are identified, teachers need to decide upon which method or type of assessment to be integrated for their courses. At this level, different types are proposed and listed including the following:

- ***Formative vs. Summative Assessment***

Assessing students is not extracted to short parts from the sessions or limited to short term as the assessment of intercultural communicative skills and understanding is a continuous process which needs to be achieved at long terms (Lussier et al., 2007). Meanwhile, teachers need differentiate between two major types of including “*formative and summative assessment*” (Skopinskaja, 2009, p.138).

- ***Formative Assessment:***

This type of assessment refers to a continuous process by which teachers integrate it to guide and improve their students' outcomes during the session (Brindley, 2001).

- ***Summative Assessment:***

Unlike the previous type, instructors are required to integrate summative assessment at the end to evaluate learners throughout scores and averages (Brindley, 2001). For Lussier et al., (2007), formative assessment is favored rather than summative when targeting students' intercultural communicative competence due to its involvement of mental, attitudinal, and psychological factors which are taken into accounts.

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- ***Continuous Assessment:***

Simultaneously, students' intercultural and communicative abilities need to be assessed regularly and continually and over different parts and stages of the lessons. Certainly, assessing learners' skills and competencies could be achieved either by teachers or their students throughout evaluating themselves and their works, presentations, and outcomes during the sessions using "*checklists*", "*grids*", or even "*portfolios*" (Lussier et al., 2007, p.30).

- ***Direct Vs. Indirect Assessment:***

Assessment could be done directly when targeting skills or attitudes. When the instructor is noticing or focusing on students' performance, or for instance when students are grouped debating and negotiating cultural diversities and attitudes related to other cultures. Meanwhile, the teachers accomplish the assessment directly by observing, checking, linking, and completing the assessment for instance using *grids*. From another side, assessment could be realized indirectly when the cultural knowledge is targeted through the use of *tests* to be accomplished in most case on written forms (Lussier et al., 2007, p.30).

- ***Holistic Vs Analytic Assessment :***

Both of holistic and analytic assessment can be used to assess students' intercultural communicative competence. While the former is used by instructors to give an overall overview about the learners' outcomes, the latter demands instructors to examine all the intercultural dimensions and their related parts carefully all together or one by one to draw conclusions for each part (Lussier et al., 2007).

- ***Self-assessment:***

Learners could be assessed by their teachers as well as they could assess themselves. At this level, learner's self-assessment could be realized when the student judge and evaluate his or her outcomes or what he or she is performing. This type of assessing is

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regarded as complement to the other forms of assessing which are integrate by the instructors (Lussier et al., 2007).

As far as assessing intercultural communicative competence is concerned, teachers are required to take into accounts its dimensions to identify what to assess, and the adequate types and methods to decide how to do it.

5.2.3. Suggested Tasks and Activities: Towards engaging Learners in Intercultural Activities

With the growing interests of interculturality in foreign language classrooms, teachers are required to adopt activities and tasks which may help their students to develop their intercultural communicative competence which becomes an integral part of language mastery as well as to cross international communication borders.

There are several activities which are proposed by scholars and instructors to be integrated in classrooms when the intercultural competence is emphasized. Accordingly, a set of activities are proposed and suggested to enhance learners' intercultural competencies.

In this respect, Zaghar's thesis (2013,2014, pp.276-277) which advocates the shift towards the intercultural approach in the American civilization teaching at the Algerian university, lists a number of activities to cope with the intercultural approach including:

- Tasks which require learners to explain or express ideas in a while.
- Set learners in pairs or grouping them to debate and negotiate.
- Debate and negotiation at the level of each group and offering comments and guidance for learners.
- Presenting the tasks by the instructor who works as a guide, mediator, and facilitator who provide explanation and clarification for learners to understand and do the tasks. Besides, to create a comfortable atmosphere which help learners to overcome their psychological issues.
- The teacher's remarks will provide piece of advice in respect to the case or where it is required.

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- In some cases, it is preferable to stimulate a debate by asking queries, redefine some notions, and to explicate some opinions and assumptions.

In the same vein, Bensaad (2011, p.154) recalls teachers' minds when adapting and adopting activities to reconsider two main points. The first is tied with planning which to require reaching a certain level of flexibility. The second is concerned with introducing the course in the first contact with learners at the beginning of the year to clarify the objectives of these sessions, the topics, the type of tasks, assignments, the of presenting them, the way to be assessed and evaluated, the required atmosphere and behaviors, and to identify the roles of both teacher and learners in the teaching process.

For Bensaad (2011,p.156-159), as long as the two aforementioned elements are integrated, teachers could set out their tasks through three main stages which cover the instructions and activities which may be given to students before, during, and after the lesson.

The following table summarizes the suggested plan which covers the instructions and pedagogical practices which could be integrated during the three stages including:

Table 5.2: Stages of lesson delivery in teaching British civilization (adapted from Bensaad, 2011).

Pre: (15mn)	During:(01h)	Post:(15mn)
<ul style="list-style-type: none"> • Students should prepare and familiarize themselves with related information before the lesson's presentation. • Teachers could use <i>brainstorming</i> as a task for warming up. • Then, use <i>outlining</i> 	<p>Teachers could select and adapt one of the following tasks in respect to what is required for their learners.</p> <p>To develop <i>communicative</i> skills:</p> <ul style="list-style-type: none"> • Students could present works orally. • Group discussions • Study and analysis of texts 	<p>Teachers could use writing developments' tasks.</p> <p>To write and summarize the knowledge being learnt.</p> <p>To prepare pieces of writing.</p> <p>Teachers offer correction, guidance, control, and feedback.</p> <p>Language is prioritized over the topic.</p> <p>The tasks could be turned</p>

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<p>as a technique to identify the relevant points.</p>	<ul style="list-style-type: none"> • To perform <i>role play</i> • To analyze content from visual aids (small extracts) <p>To develop <i>intercultural communicative skills</i>:</p> <ul style="list-style-type: none"> • To integrate activities as: • <i>Culture islands</i> • <i>Culture capsules</i> • Paralinguistic features • commemorate cultural events • To raise students' cultural awareness. 	<p>to assignments to be done out of classrooms when timing is insufficient.</p>
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As it is displayed in the table above, teachers could use plenty of tasks which differ from one phase to another and in respect to each skill and competency which instructors are striving to emphasize to be improved among learners. Thus, the integration of these procedures and activities may differ from one teacher to another when teaching civilization courses as their students' needs and interests stand behind their choices by which they prioritize a particular technique or task over another.

In the same vein, Peck (1984) discourages activities where learners stand as passive rather than active participants when he says: "learning activities which focus on active rather than passive learning are the best" (p.61). In a view of that, he proposes a series of tasks which stimulate and activate learners' senses to engage in activities which foster learners' understanding about others' cultures including:

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- ***Culture islands:***

To arrange cultural islands using materials which picture culture of others to offer assistance for learners to construct their knowledge about a particular culture.

- ***Celebrating festivals:***

In such task, learners can use decoration, drawing, posters; and so on in order to commemorate events which related to a particular culture.

- ***Kinesics and body language:***

In this activity, teachers could direct learners' attentions to study signs, gestures, body expressions which are used or expressed by people when referring cultures of others.

- ***Culture capsules:***

Throughout this task, learners' attentions are directed to demonstrate dissimilarities between learners' own culture and the target one.

- ***Cultural consciousness raising:***

This task is concerned with helping learners to raise their awareness and attitudes towards otherness, so they could be able to ameliorate their cultural and intercultural understanding for others (Peck, 1984).

From another side, texts' analysis is among the suggested activities by which instructors integrate them to teach civilization and to develop learners' intercultural skills. These texts could be integrated to analyze cultural themes (Mahdaoui, 2012, 2013; 2016, 2017), literary texts (Bouhidel, 2017, 2018) to enhance learners' intercultural understanding and skills engaged successfully when *literary text* were integrated in the lectures. Consequently, such technique helped them to ameliorate their linguistic as well as *communicative* skills and foster their intercultural understanding, or to examine texts using "*critical hermeneutic analysis*" (Atamena & Aboubou, 2018) which applies the principles of this paradigm on the field of cultural studies.

In addition, texts' analysis, discussions, and projects are highly recommended (Mehdaoui, 2012, 2013) viewing that teachers could insert activities including the study of

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texts which are related to different themes to cover different patterns of civilization and discussing them. Moreover, he asserts that learners' projects are highly suggested at this level. These projects could be presented either individually or throughout grouping learners (Mehdaoui, 2016, 2017).

5.2.4. Suggested Materials: Towards Diversification

Broadly speaking, the use of materials to teach cultural topics is of paramount importance as it could lead to success or failure of teaching these courses. These materials are viewed as assistant tools for teachers which are used to prepare, plan, design, present, and integrate in classrooms or out of classes in the pre-phase sessions.

The integration of materials differ from one teacher to another , and from one class to another as learners' needs, interests , learning styles, and preferences alongside teachers' strategies are dissimilar. In view of that, teachers are required to incorporate different materials as relying on one type could not fit all learners, all lessons, in all cases.

Undoubtedly, the integration of these materials by instructors and their learners in classrooms plays an important role in teaching culture. Nevertheless, instructors should be cautious and pay more attention when they design their lessons to ensure the feasibility of these materials. Besides all, no great outcomes are expected when these materials are implemented for the sake of showing or presenting as learners have to be involved in the process by training and preparing them to extort and pick up adequate and related knowledge from these instruments (Tomalin and Stempleski, 1993).

Similarly, Byram et al., (2002) assert that instructors need to guarantee that their students comprehend the context where the culture is used as well as the intents behind displaying it through these materials in a way which permit learners to discover and interpret instead of being knowledge receivers only from them.

In a similar view, Artal, Carrion, and Monros (1997) lists two main elements which are required to be taken into consideration by instructors when they are intended to choose materials to teach culture. The First element is concerned with the appropriate instruments which foster intercultural understanding. The second is devoted to the cultural content which is presented through these materials.

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Simultaneously, Brooks (1968) warns instructors against the arbitrary selection of these materials by asserting that learners may construct wrong ideas about the examined culture through these materials when they are not selected carefully. Thus, teachers have to incorporate materials which reflect authenticity, representativeness, and significance for the content which is intended to be introduced to students.

As far as teaching civilization is concerned, there are a growing number of studies which advocate the incorporation of different materials and resources over others for the cultural nature of civilization courses as being taught at the Algerian universities taking into accounts learners' interests and needs (Nezzar, 2005; Kaid, 2009 ; Mehdaoui 2012, 2013; Zaghar 2013,2014; Ladi, 2014; Elaggoune ,2015a; Elaggoune , 2015b; Atamena & Aboubou, 2016;; Ouhamiche & Bensaad, 2016; Mehdaoui 2016, 2017; kaid & Ouhiba; Louahala,2017 ; Bouhidel 2016, 2017).

By illustrating types of teaching materials which are required to be integrated by teachers to teach the target culture, Tomalin and Stempleski (1993,p.) refer to a number of materials which are regarded as original resources to examine others' cultures including official documents as textbooks, audio and visual aids, telecommunication devices, original and specialized documents and speakers, extracting from papers that are written by journalists, and all kinds of *realia* which portray and display aspects of culture.

In a similar view, Kaid and Ouhiba (p.61) point out to the amalgamation of materials by highlighting the integration of docudrama throughout visual aids by which films, documents, and events could be displayed to enhance the teaching process of civilization courses.

Their paper investigates the causes behind students' tediousness during civilization lectures and proposing docudrama to improve the teaching process as well as to fit learners' needs. The study displays the effectiveness of docudrama pretending enhancement in courses if historical movies and documentaries are widely implemented which may help the learners to understand content knowledge which is provided to them.

In fact, teaching materials increase teachers and learners' chances to study and examine cultures when using primary resources which help them to get access and closer look into the culture of others. Thus, Ladi's article (2014, p.55) proposes that through the

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incorporation of “*primary sources*”, the civilization courses will be improved and learners become involved.

His work debates the effectiveness of such materials and resources when being incorporated to teach the content of civilization courses and advocating their inclusion rather than the secondary resources. The investigation points out to the availability of digital primary resources that are increased by the spread of technology. Nevertheless, its uses are still limited in civilization instructions. Though being exposed to such technique may rise students’ level of intellectual capacities and ameliorate their sense of analysis and evaluation in this subject.

By addressing EFL young learners who are mainly considered as digital native or daily users of technology devices who have witnessed and manipulated the advent of technologies, Mehdaoui (2013, 2014, p. 101) asserts that integrating such digital devices in teaching civilization to EFL students could be more attractive and motivating for them.

This view is supported by Atamena & Aboubou (2016, p. 169) who highlights the feasibility of computers as materials in the delivery of civilization lectures to EFL students who were born in this millennial era. The results indicate preliminary remarks on the relation between the use of computers and technology devices and the improvement of civilization teaching.

As limiting the use of materials merely on technologies may prevent learners to extend their comfort zone, instructors are demanded to adopt and diversify the teaching materials; to cover all learners’ learning styles and to provide opportunities for students to learn from various resources and tools. In respect to this view, a huge number of materials are mentioned and advocated to teach civilization courses and to foster learners’ cultural understanding and skills. Therefore, diversifying materials and resources are highly proposed to be integrated to teach cultural subjects.

5.2.5. Technology Integration in Teaching Civilization under Algerian LMD system: Towards a Blended Approach

This section provides an overview about the importance of integrating technologies when incorporating culture in EFL classrooms at the university. By taking into accounts

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the advances of technologies, the digital natives, and the status of English language, globalization, the cultural diversities, and the global challenges, the incorporation of technologies become necessary and integral in modern teaching standards to cope with this digital era.

This amalgamation of technologies has been increases; especially; with the proliferation of covid-19 by which face to face teaching and e-learning have been incorporated over all educational levels. Accordingly, the blended approach has become an integral part of teaching and learning over all the Algerian universities.

As far as civilization teaching at the university is concerned, this section highlights the effectiveness of incorporating technologies in respect to language-culture teaching and learning and its impact on learners' motivation and achievements. In addition, it provides methodological instructions to cope with hybrid teaching and learning.

5.2.5.1. The Importance of Technology Integration in Teaching Civilization

Undoubtedly, the use of technology become necessary and inevitable over all domains and education is no exception for the huge impact that they have brought when being integrated. These technologies are viewed as positive and effective instruments for their impacts on both teaching and learning processes which have been reshaped and enhanced intensely (McGuinness, 1999; Pearson & Somekh, 2006).

By referring to the integration of technology in EFL settings, researchers point out to “*digital technologies*” as a common term used in the American community or “*Information Communication Technologies*” (ICTs) as an equivalent term in the British community (Elaggoune, 2015, p. 187) which has been adopted by educators when targeting its uses in educational fields.

Essentially, these devices are used for different functions such as communication, constructing, storing, distributing, treating, and monitoring data (Blurton, 1999). These technologies as illustrated by Blurton (1999) include different components such as:

Hardware, software, media, and delivery systems. Today, ICT in education encompasses a great range of rapidly evolving technologies such as desktop,

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notebook, and handheld computers; digital camera; local area networking; the internet and World Wide Web; CD- ROMs and DVDs; and applications such as word processors, spreadsheets, tutorials, simulations, electronic mail(email), digital libraries, computer-mediated conferencing, and virtual reality (p.02)

Moreover, Tinio (2002) asserts that ICTs involve all types of computing and internet equipments, as well as other communication and telecommunication devices with all their kinds.

As far as EFL learners are concerned, the incorporation of technologies in language classrooms plays a crucial role in motivating learners (Grabe & Grabe, 2005) and boosting their autonomy (Duda, 2005, cited in Ghasemi & Hachemi, 2011, p.3098), especially for this generation that is recognized as digital natives (Elaggoune, 2015).

In fact, the manipulation and integration of technologies have been recognized as effective instruments which can be used by teachers for the huge impacts on teachers' professional development. Accordingly, Bhattacharjee and Deb (2016, p.04-05) say:

- ICT provides assistance for trainee and trainers in their teaching process.
- Teachers could benefit from these technologies to increase interaction with their learners.
- It provides assistance for teachers to prepare their courses and fix them.
- It facilitates access to higher academic institutions and increase teachers' chances for development and collaboration.
- Taking benefits of internal and external computing equipments to enhance learning and teaching.
- It copes with modern teaching and this digital era.
- It helps in teachers to teach skills.
- It offers assistance for instructors to enhance their professional development", classroom management, and to activate their learning in case of pre-service teaching.
- Teachers' roles have been reshaped by technologies which could be used as source and knowledge' provider instead of teachers themselves.

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- It fosters teachers and learners' skills and helps them to correspond to different contexts.
- It offers assistance for teachers to prepare, design lessons, store and treat data, evaluate learners, and foster communication with learners and educational partners.
- It could be used as motivational tools by teachers to motivate and activate their learners.

These ICTs are viewed as effective instruments and mediators between teachers and their students with their positive impacts on teachers' developments and enhancements for their teaching situations as well as on learners' achievements which seem to be enhanced when these technologies are implemented adequately (Bhattacharjee & Deb, 2016).

Proofs on the feasibility of integrating technologies in learning and teaching over all subjects are increasing to cope with this modern era, and civilization and culture teaching are not expected to resist the shift. Meanwhile, many studies have advocated the incorporation of technologies in culture-based teaching for EFL learners especially in this new millennium era which characterized with the domination of technology which transforms the world into global entity.

Accordingly, Atamena & Aboubou (2016, p. 169) in their eloquent article entitled "In the Wake of Globalization: Exploring the Teaching of English Civilization to non-Native Speakers of English in the Digital Age" debated the integration of technology in civilization courses when targeting EFL learners. Their main findings assert the feasibility of technologies in teaching civilization and its effectiveness on learners' outcomes in the subject matter.

Moreover, Ladi's investigation (2014) recommends the incorporation of "*primary sources*" which could be based on technologies to foster the pedagogical practices of civilization courses to EFL learners at the Algerian context and to settle inside them the spirits of research outside classes to underpin their knowledge.

As far as civilization teaching is concerned, and based on his experimental work, Elaggoune (2015a, p.185) claimed that the integration of digital tools in teaching American civilization for third year EFL students at Guelma University is one among the most

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adequate method of teaching the subject matter especially for this new generation which considered as “digital natives”.

In addition, the results show that the *ICT-based approach* copes with the pedagogical transformation that put the learner as the core of the educational process. It also raises students’ level of enthusiasm and independence in this courses as well as it improve their intellectual capacities besides the four language skills either productive or receptive (Elaggoune, 2015a).

Another study based on a survey research which targeted EFL students at the Algerian university; and their views on the incorporation of technologies in civilization courses revealing learners’ positive attitude towards ICTs when being integrated in civilization courses. At this level, more than (70%) of the sample of population have shown their preferences for technology devices rather than other tools by asserting that when experiencing civilization courses throughout ICTs, they understand the lessons better, and they become more motivated and excited in their learning journey for the subject, especially when these technologies are incorporated adequately (Daim & Ouldyeou, 2023).

5.5.5.2. The Incorporation of Face to Face Teaching and technology-based-Learning

As it stated earlier, the integration of technologies has been increased enormously as a result of the advent of covid-19. Accordingly, a new hybrid teaching has been adopted based on face to face teaching and e-learning. This new teaching model has been advocated and implemented by different countries to cope with the global challenges that have been encountered to accomplish an effective continuity of teaching and learning. Therefore, this new hybrid teaching model is viewed as an alternative option to replace traditional teaching norms as it is: “likely to emerge as the predominant model of the future and to become far more common than either [online or face-to-face instruction] alone” (Watson, 2008).

Accordingly, the Algerian universities have adopted a blended teaching approach. This new model of learning and teaching amalgamates face to face teaching alongside e-learning (Graham, 2006; Picciano, 2009, cited in Chapelle & Sauro, 2017, p. 149). In this

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respect, Throne (2003, p.01) states: “concept of blended learning which, like its name suggests, blends online learning with more traditional methods of learning and development”. This type of teaching combines traditional classroom teaching alongside technology-based norms of teaching through virtual sessions, platforms, blogs, and other technology-based instructions.

In fact, there are many rationales behind viewing the blended approach as a significant and powerful option to face modern teaching challenges. According to Throne (2003, p.18), the blended approach increase chances to construct effective learning environments within specific settings and for different members and for their different needs and capacities either in educational institutions or elsewhere.

By its integration, efforts and timing could be saved and cultural barriers could be crossed for the potentials that it comes with in making the world global and cultural interactions feasible and practical (Throne, 2003).

As far as teaching civilization at the university is concerned, civilization teachers and EFL students at the Algerian universities have experienced such new hybrid teaching model during and in post- covid-19 era. Undoubtedly, teachers as well as learners’ views on the feasibility of this mode of teaching differ from one to another based on their teaching and learning experiences and situations.

However, its powerful impacts could not be disguised and denied regarding the huge shift it comes with in education that as asserted by Dziuban, Hartman, and Mehaffy (2014, p.328) that “blended learning is a transformational face in education.”

Therefore, civilization teachers at the university and their EFL learners should establish an adequate integration of the blended approach take into accounts the following requirements to ensure an effective integration of the blended model which are advocated not only in language-culture teaching but around all subjects and disciplines. At this level, Thorne (2003, p.35) lists the following basics including:

- Identification of learners’ needs and the learning requirements.
- Matching these needs with an expected plan of work

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- Be aware of different learners' learning styles and preferences.
- Be creative when linking learners' demands with the suitable methods to be used.
- Support collaboration at different levels to accomplish the learning goals as well as to fit the learning requirements.
- Fostering professional developments to ensure effective usage of the blended approach.
- Ensuring both technical and professional assistance
- Check and evaluate the feasibility of integrating the blended approach to work on it and provide adequate conditions and requirements.

In addition, both teachers and learners are required to contribute and participate in implementing the blended approach. Accordingly, both of them are required to get necessary training to overcome the challenges which may result from the inadequate uses of these technologies or when being untrained well to deal with it. Moreover, students need to be trained, encouraged, motivated, and autonomous to accomplish their e-learning even in case where teachers' monitoring is not supplied (Grgurović p.164, cited in Chapelle & Sauro, 2017).

5.2.6. Other Recommendations for Teachers of Civilization

Based on the main findings which are obtained from this research about the teaching situation of civilization teaching at the Algerian university when being introduced to EFL learners; which by no doubt reveal the complexity of the teaching process of the subject from one side, and challenges that civilization teachers have encountered from another side. Accordingly, the following recommendations are proposed aiming to ensure an effective teaching quality to incorporate language and culture in EFL context.

5.2.6.1. Identifying Learners' Needs and Interests

Learners' needs and interests are among the main challenges that EFL teachers are facing in their teaching process of civilization courses. By no doubts, teachers ought to take them in to accounts as soon as possible in order to plan their lessons in respect to these needs and interests.

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Needs and interests are suggested to be identified as early as possible. Their identification should be done at the beginning of the school year and continue to the end of the year to adjust the teaching process in respect to the circumstances.

5.2.6.2. Accommodating Teaching to Learners' Learning Styles and Preferences

There are many individual differences by which learners are characterized and learning styles and preferences are among. Essentially, learning styles refer to: “an individual’s natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills” (Reid, 1995, p. viii).

At this level, uniqueness is extended to the way people used to learn and grasp knowledge that they are receiving through different ways which reveal that not all learners learn and prefer to learn in the same way. While the dimension of learning styles is viewed by most teachers and students in “*sensory preferences*” which cover “perceptual modes or learning channels through which students take information in” (Dornyei, 2005, pp.139-140).

Being aware of your learners’ different learning styles is one of the early steps that teachers are required to identify in order to plan their teaching. Accordingly, instructors ought to know that learners are characterized with different learning styles. According to keefe:

Knowledge about learning styles and brain behavior is a fundamental new tool at the service of teachers . . . It clearly is not the latest educational fad. It provides a deeper and more profound view of the learner than previously (1982, p. v).

In respect to this view, Dunn and Criggs (2000) claim that learners are exposed to complex learning tasks by which they are required to activate different functions to grasp it. Meanwhile, they wonder how they are expected to accomplish their learning if this knowledge is not modeled in respect to their learning styles; by which instructors are needed to recognize before they introduce their lessons. At this level, the identification of learners’ learning styles is regarded as a pre-advanced measure which permits instructors

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to assume the adequate way of teaching and the instruments which are expected to fit each learning style.

Meanwhile, teachers could adjust their teaching strategies in respect to the identification and examination of their learners' learning styles. As a result, teaching will be instructed based on these styles which learners used to grasp knowledge throughout them.

As far as civilization teachers are concerned, an early identification of learner' different learning styles would help them to plan their lessons and take decisions on what is suitable for the teaching process.

5.2.6.3. Adopting Eclecticism in Teaching

Broadly speaking, relying on one method of teaching could not be fixed to all lessons and all learners and for all classrooms. As Brown asserts: "rarely can we say that with absolute certainty some principle applies to all learners in all contexts for all purposes" (2001, p.42).

In this respect, teaching civilization to EFL learners at the university could not be practical and feasible using one single method or technique in all cases as the course objectives, the content, the needs, the learners' learning styles, and the classroom atmosphere, the teaching circumstances are varied.

In view of this fact, teachers are required to teach using eclecticism by which they can amalgamate different methods and techniques to reach their lessons' objectives in respect to their students' needs, interests, learning styles and preferences taking the teaching circumstances into consideration with the firm beliefs that "*teaching is dynamic*" (Brown,2001) and a changeable process.

Accordingly, teachers are required to adapt, adopt, create, and to act in respect to the teaching context. thus, it is hardly ever if not impossible to say that teachers could be restricted to one single method or technique over all their lessons as there is no single method that is approved successfully to be fixed in all cases .

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In fact, the use of eclecticism in EFL context is highly tied with the evolution of language teaching methods. Due to the shortcomings that each single method came with when being implemented, eclecticism had been regarded as an alternative solution to put an end to the domination of the best method era. For Brown (2002), eclecticism offers opportunities for teachers to construct their teaching with what could fit the teaching situation.

5.2.6.4. Teachers' Roles in Motivating EFL Students in Civilization Courses

Unquestionably, motivation plays an important role in EFL context. It is viewed as the fuels which stimulate learners in their learning process. As EFL students are required to master language skills, they are expected to deal with related cultures which represent the target language speakers or even others non-target language speaking communities in case of intercultural teaching models. Accordingly, teachers ought to use different strategies to stimulate learners and raise their levels of motivation in order to avoid learners' lack of interests.

As many studies have revealed, most of EFL learners feel unexcited and unmotivated in traditional classroom teaching of civilization courses at the Algerian universities (Nezzar, 2005; Kaid, 2009; Ladi, 2014; Elaggoune, 2015a; Kaid & Ouhiba; Seddiki, 2018).

In respect to this view, Ladi (2014,p.55) claims that most of Algerian EFL students at the university show a lack of interests to civilization courses since it is considered for them as a tedious and dreary with much focus on memorization of events which they recall during examinations. That's why, it is highly recommended to implement instructions and primary materials to involve students as well as to reinforce their understanding for the topics of civilization. His main findings prove that primary sources raise students' level of motivation and autonomy and turn them from bystanders to enthusiastic engagers.

From another angle, Seddiki (2018) debates the potential of cultural content rather than emphasizing the history of the native speaking community as a strategy to motivate EFL learners. The main finding indicated that turning the shift into culture in civilization

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courses would increase students' background about the target civilization and raise their enthusiasm and engagement in learning both the target language and culture.

In a similar view, Nezzar (2005) attempts to find answers for what prevent EFL students from being enthusiastic and excited during civilization courses and what is recommended at the pedagogical level to ameliorate the instructional practices to fit students' attention. His findings show that the content of the subject and the teaching process are among the aspects which lead students lost their passion to get involved in this subject.

By examining reasons behind students' lack of interests and low level of motivation, teachers could get a close picture on how to motivate their learners and what is required to be done in classrooms in order to raise their levels of motivation and enthusiasm to be engaged in courses where language and culture are met and amalgamated.

5.2.6.5. Ameliorating Classroom Atmosphere and Teaching Conditions

Teachers need to be aware that establishing a comfortable learning atmosphere is of paramount importance; for both teachers themselves and their students. Hence, teachers' role in ameliorating the classroom atmosphere is as crucial as their other pedagogical roles which they play.

As far as EFL learners are concerned, creating an appropriate learning environment would better help them to improve their skills and competencies; especially when targeting learners' intercultural communicative competencies and skills. In this respect, Byram, Gribkova, and Starkey assert on "promoting an atmosphere in the classroom which allows learners to take risks in their thinking and feeling" (2002, p. 34).

In order to set up a comfort learning environment, Brown (2000) asserts that teachers need to work on three main factors: the first, to get rid of negativity and create a positive atmosphere in the classroom. The second develop ways to stimulate and motivate learners. The third, increasing energies. Essentially, these outcomes could be achieved through some practical strategies including:

- Developing a good relationship between the teacher and the students.

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- Develop knowledge and awareness on when and how learners will be rewarded or criticized and making a balance between them.
- Set up and manage the classroom energy.

From another side, creating an adequate atmosphere which permits learners to succeed and develop their skills and competencies is restricted to the teaching conditions which may extend teachers' roles. This what Brown (2000) refers to as "*adverse circumstances*", including the groups' size, the equipments, the materials, learners' levels, behaviors, and any other internal or external factors which may concern administrative issues which may complicate or decrease the level of teaching and prevent teachers to establish a comfort learning environment.

5.2.6.6. Increasing Teachers' Training and Professional Development

One of the main requirements that civilization teachers are advocated to increase in their teaching profession is training and professional development. As engaging in pre-service training is insufficient and ought to be increased during the in-service phase.

Accordingly, teachers are required to develop themselves, engaging in training workshops which are organized by their institutions or even through "self-development" as asserted by Bensaad (2011, p. 152) in case where the universities do not offer training for its teachers or with a limited number of training sessions. Thus, they should engage in an ongoing training and develop themselves by the books which they read, and the increase number of researches which they do.

In the same vein, Zaghar (2016) advises civilization teachers at the Algerian universities to take advantage of technology's advances to enhance their professional developments. Moreover, she suggests that civilization teaching could be enhanced throughout combining instructions and procedures based on different' teachers' experiences and professional developments.

It is worthy to be mentioned that professional development is not restricted to developing teachers' own ways of teaching. It is extended to seven main domains as mentioned by Association for Science Education (2000, p.10) which cover:

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- *Subject knowledge and understanding.*
- *Pedagogical content knowledge.*
- *Development of teaching and learning.*
- *Understanding teaching and learning.*
- *The wider curriculum and other changes affecting teaching.*
- *Management skills: managing people.*
- *Management skills: managing yourself and your professional development.*

As it apparent in the list above, professional developments involves different areas by which teachers are required to enhance in order to reach an advanced proficiency level in their teaching profession.

5.2.6.7. Increasing Teachers' Collaborations and Action Research Studies

From teachers' own developments to increase collaboration between teachers of civilization in EFL context which could be increase not only though training workshops, seminars, group works, discussions, and knowledge exchange but also throughout attending observational session to solve related teaching issues of the subject and engage in action research projects to provide practical solutions.

As far as this investigation is concerned, teachers of civilization need to increase collaboration in order to enhance their teaching process. According to Zaghar (2016,p.235), the current procedures and practices in American civilization courses still hold a traditional glance in which the investigator calls for a real collaboration between practitioners to enhance their teaching throughout implementing “*A Melange of Professional Development Procedures*”.

Zaghar's main finding (2016) which are gathered indicate that the amalgamation of a set of practices and techniques based on practitioners' experiences provide a tremendous assistance for them to act as a go-between their students. Additionally, to cope with the modern educational measures to increase learners' educational achievements. Thus, it is high time to implement and insert the practices which are enhanced through the practitioners' experiences so as to insert them in the pedagogical process.

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In addition, they need to work collaboratively to adjust the shift from the mono-culture teaching model to the multi-culture integration and intercultural learning and teaching.

In respect to this view, teachers of civilization over all the Algerian universities are called to participate in action research studies to accomplish a national project in respect to the higher education latest reforms and policy makers' instructions which support learner-centered teaching approaches and technology-based instruction from one side, and the status of English language worldwide which recommends a real reconsideration for culture teaching in EFL context.

5.3. Conclusion

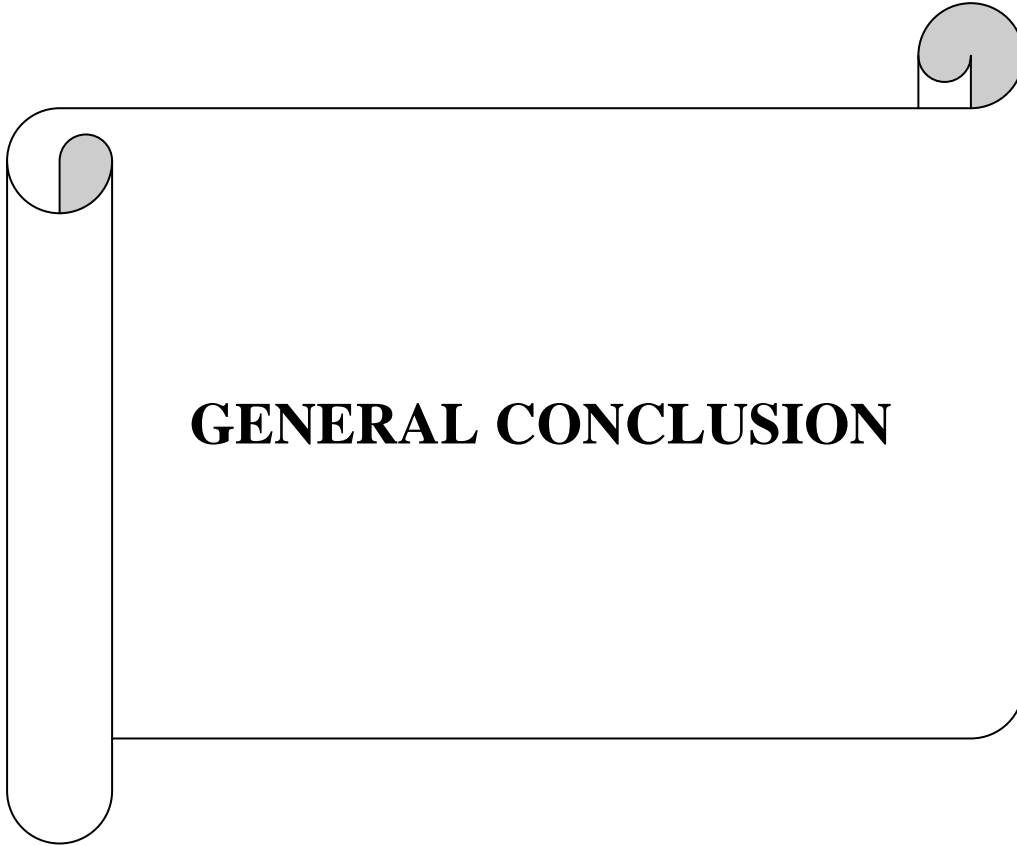
To sum up, teaching civilization in EFL context at the Algerian university seems to be complicated in respect to current teaching situation which is explored and examined in this research. The complexities occur in what is taught and what is expected to be taught based on language-culture interrelationship in EFL context taking into accounts the modern teaching methodologies which incorporate language and culture for EFL learners.

Accordingly, the major provided suggestions attempt to offer alternative pedagogical options to teachers of civilization to be opted and integrated to accompany the transition from the civilization approach which represent classical teaching pedagogy to a new alternative model of teaching culture in language classroom based on developing learners' intercultural communicative competence instead of cultural-based-knowledge instruction.

In respect to this view, the current chapter provides suggestions based on scholars, educators, teachers, and learners themselves who reveal the inadequacy of the current teaching methodologies of the civilization approach. These recommendations offer a road map for teachers to enhance the teaching quality of culture integration in EFL context. As well as to adjust the teaching towards an intercultural learning and teaching as the position of English language nowadays is not as decades ago as it is now considered as an international language and a lingua-franka between different members who are not essentially English native speakers or represent different culture minorities. These circumstances have reshaped the view of culture and its integration in language classroom.

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Thus, calling for a huge shift from civilization teaching to intercultural teaching is a necessity and an inevitability taken into accounts the aforementioned suggestions in regards to modern teaching methodologies of language and culture incorporation in EFL context from one side, and the Algerian higher educational reforms which are advocated by policy makers from another side which attempt to enhance the teaching quality over all the Algerian universities.



GENERAL CONCLUSION

General Conclusion

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Teaching civilization to EFL students at the Algerian universities becomes problematic, especially within this new millennium era where globalization, social media networks, the proliferation of technologies and the status of English language as an international language as well as a lingua franca are all reshaping this world.

In fact, the current teaching methodologies and practices of civilization lectures in respect to the case study research are still recognizing the British history and culture as the exclusive representative taking the mono-cultural approach as a model with a strict elimination for the aforementioned circumstances as well as for the new emergent teaching approaches and models.

As far as the current study is concerned, the realistic teaching situations of civilization courses throughout the case study research which targeted second year LMD students and EFL teachers who are specialized in teaching civilization in EFL context at the University of Mascara reveal a non-convergence between the theory and the pedagogical practices which surround the teaching process of civilization courses.

Essentially, supporting results are drawn not only from the practical framework of this research project but also from the theoretical chapters which display the huge misinterpretation of civilization courses when being taught in EFL settings at the university. Though the major objectives behind incorporating civilization as a cultural subject in EFL context are aiming to study the target language in respect to its cultural context. These interpretations assert that civilization courses are treated from a static view which considers culture as static. Thus, their courses could not be extended outer the big culture elements which summarize these lectures in all sorts of fixed events and aspects which represent the history and culture of the target language speaking communities.

Moreover, the current research findings confirm the static view of culture teaching through the integration of civilization teaching to EFL students at the university in respect to the case study which involve second year EFL students and

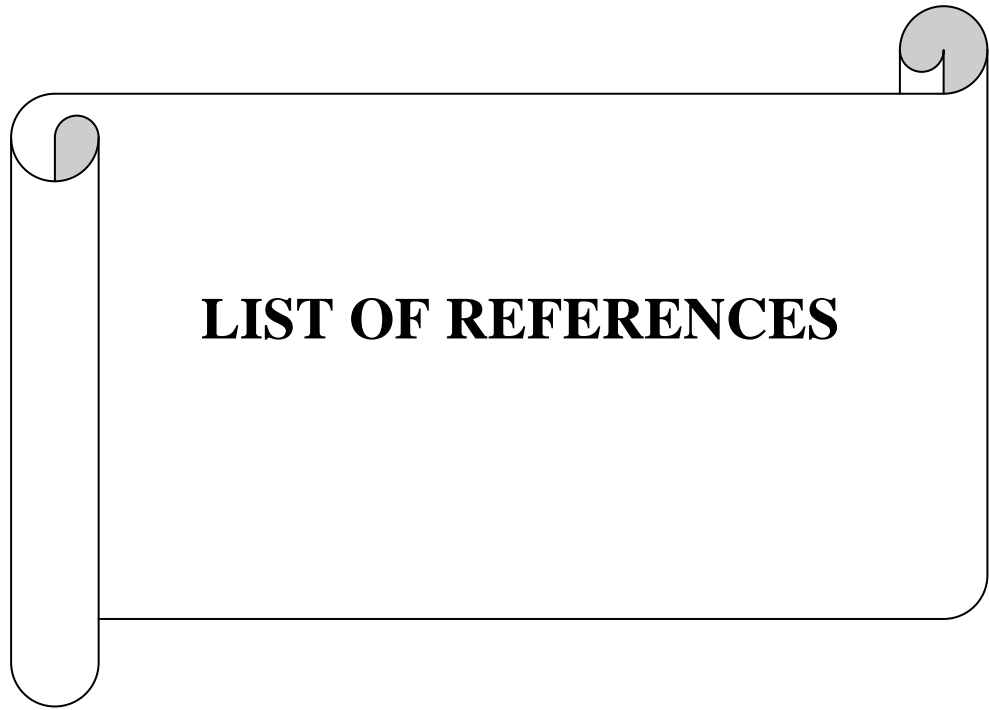
General Conclusion

teachers at the University of Mascara. At this level, the stated hypotheses have been confirmed throughout the obtained results from a three main instruments including classroom observation which contributed in portraying a realistic image about the current teaching situation of civilization lectures which demonstrates the domination of knowledge-based instructions for lessons' delivery.

In addition, teachers' responses which are obtained from the interview indicate that teaching civilization to EFL learners need to be reconsidered by teachers themselves and throughout collaborative works, trainings, and workshop to mediate a bridge between the target language teaching and culture teaching in EFL context which no longer cope with mono-culture teaching models in this era as well as to direct their teaching methodologies in respect to the latest educational LMD system reforms.

In the same line of thoughts, learners as they become at the core of the educational process, their needs, interests, learning styles, and preferences are required to be addressed when being introduced to civilization courses which by no doubts have to be turned towards intercultural learning and teaching models. As it is drawn from learners' questionnaire which confirm the aforementioned assumes on the complicated teaching situation of civilization and its embedded impacts which lead to learners' lack of interests and decrease their motivational levels.

To sum up, teachers as well learners must work in collaboration to cope with the smooth shift of civilization teaching from the mono-culture model to intercultural learning and teaching as advocated by researchers and scholars to cope with the evolution of language-culture teaching approaches in EFL context taking into account the inevitability of amalgamating intercultural teaching as an alternative and raising learners' critical intercultural awareness to cross intercultural and communicative barriers from a side , and to be a member and an international citizen in an international and globalized world as advocated by modern education standards in this century. Hence, it' high time to adopt the intercultural teaching approach instead of the civilization approach which can no longer resist in the front of the shifting sands of interculturality and globalization.



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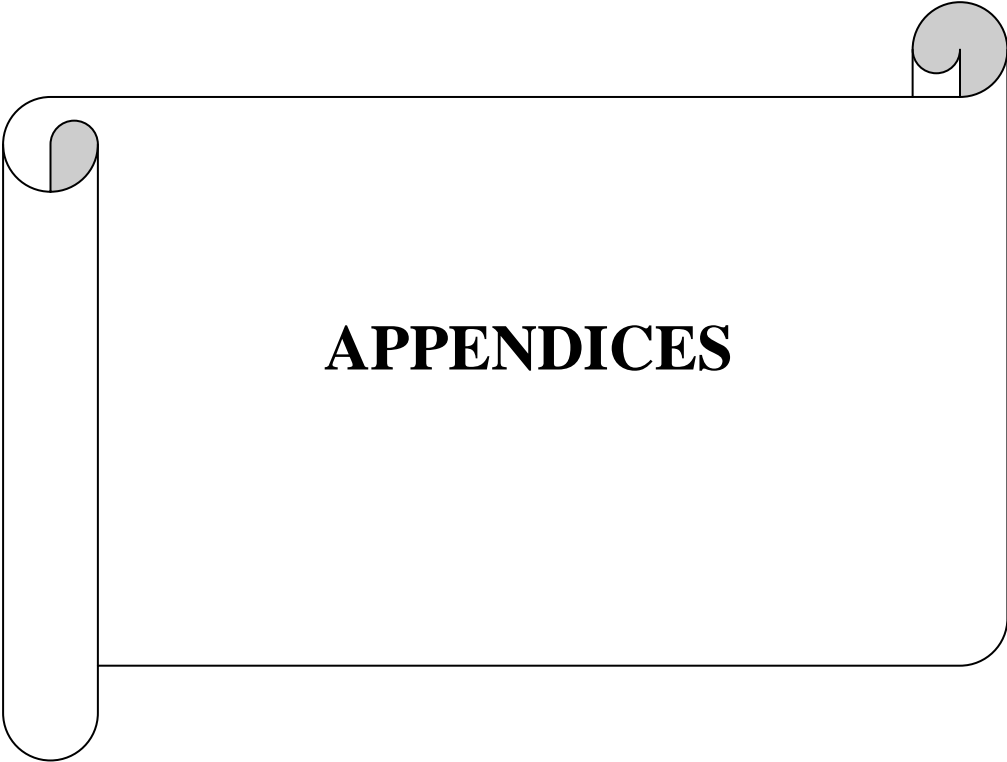
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APPENDICES

Appendix (A): Teachers' interview

Dear teachers,

This interview is a part of an academic research about teaching civilization to EFL learners at the Algerian university (the case of second year Licence at Mascara University). It would be grateful if you could share your views, experiences, and the challenges that you have encountered in your civilization teaching process by answering the following questions. Your collaboration is highly appreciated.

- **Content of civilization:**

1) As an English language teacher at first level, and a teacher of civilization to EFL students at second level, why do learners need to study civilization?

2) Which cultural knowledge do you focus on when you teach civilization?

Big culture (historic, geographic, and artistic)

Small culture (the cultural evolution of values, tradition, the origin of fiesta, famous people, food view)

Both none of them

3) Justify, please?

4) Which culture do you focus on in civilization courses?

Culture of the English native speakers Students' native culture

Other cultures of non-natives All of them

5) As a teacher of civilization, what do you focus on when you present content?

Cultural knowledge transfer Intercultural activities Both

6) According to you, what should be taught in civilization courses at the level of content when targeting EFL learners at the university? (second year Licence)

- **Methods and techniques to teach civilization**

7) Do you combine different methods when you teach civilization to EFL students?
Yes No

8) If yes, why?

9) Which approaches do you prefer when you teach civilization courses?

Teacher-centered approaches Learner-centered approaches Both

10) Why?

11) What materials do you rely on when you teach civilization in classrooms?

- **Challenges and recommendations:**

- 12) What are the struggles and the challenges that you encounter in your civilization teaching?
- 13) What do suggest in order to motivate EFL students in civilization courses?
- 14) How to enhance the teaching process of civilization at the university taking into account the EFL context, the teaching approaches, the nature of the subject, the LMD system, and the modern challenges?
- 15) As long as the amalgamation of face to face teaching and e-learning are imposed in LMD system and along all the subjects, what suggestions would you like to give to civilization teachers to make it as effective as needed inside as well as outside classrooms?

Appendix (B): Learners' questionnaire

Dear students,

You are kindly requested to participate in this questionnaire which is a part of an academic research about the teaching of civilization for second year EFL Students at the university.

• Section 1: Learners' profile

- 1) Age:
- 2) Gender:

• Section 2: learners' cultural interests

- 3) Have you chosen to Study English language according to your interests?
Yes No
- 4) If yes, is it because of:
The target language itself to communicate with others
The target culture Its natives' history
- 5) Are you interested about its native speakers' cultural facts?
Yes No
- 6) Why do you want to know about its culture /civilization?
.....
.....

- 7) Are you interested about other civilizations (not just of English speakers) to understand the others?
Yes No
- 8) Justify your answer, please?

• Section 03: students' view about the content of civilization

- 9) Which content do you prefer to be emphasized on by teachers of civilization when targeting EFL students?
Cultural side historical side both
- 10) Are you interested to know about the historical battles, kings, queens, and their lives?
Yes No
- 11) Would you feel motivated if Civilization courses covered target and non-target cultural content?
Target culture non-target culture both
- 12) Would you be more interested if civilization courses engaged learners in intercultural situations
Yes No

• Section 4: students' views on the teaching process of civilization

- 13) What do you prefer from civilization teachers to use in lesson presentation?
(Reorder from 1 to 6)
Oral Lecturing lecturing from handouts lecturing using PowerPoint
students' presentations Engaging learners in Activities
- 14) Which approach do you prefer to be used in civilization courses?

Teacher-centered approach learner-centered approach both

15) What materials do you want your civilization teachers to integrate increasingly in class?

Maps handouts books PowerPoint's' presentations
video audio language lab

16) Justify your choice, please?

• **Section 5: students suggestions**

17) What do you suggest at the level of content to stimulate learners in civilization courses?

18) What do you suggest to enhance the teaching quality inside and outside classroom in civilization courses?

.....

Appendix (C): Teachers' Responses

➤ **Question (01):** As an English language teacher at first level and a teacher of civilization to EFL students at second level, why do learners need to study civilization?

- **Interviewee (01):** To develop linguistic, communicative skills, also to understand others' culture, literature, to be interculturally competent.
- **Interviewee (02):** Because learning the culture of the target language is an essential part of the process of learning that language.
- **Interviewee (03):** Because it has to do with history, with the past, you cannot understand the present or the future without reference to the past of a country.
- **Interviewee (04):** Any language is not devoid of its culture. If learners have no idea about culture, they will not be able to use it appropriately.
- **Interviewee (05):** Language is part of culture; therefore studying culture/civilization strengthens the learning process of the language.

➤ **Question 03:** Justify which cultural knowledge do you focus on when you teach civilization?

- **Interviewee (01):** Because of the program.
- **Interviewee (02):** Because they need to know the overall picture (history).
- **Interviewee (03):** high and low culture is the exact terms.
- **Interviewee (04):** Time doesn't help to focus on many aspects even if we want to do that.
- **Interviewee (05):** All cultural aspects are important.

➤ **Question (06):** According to you, what should be taught in civilization courses at the level of content when targeting EFL learners at the university? (Second year LMD)

- **Interviewee (01):** Both cultures big c and small c and engage learners in intercultural activities.
- **Interviewee (02):** Historical events and the historical order of every king and queen that ruled UK at a defined point of history.
- **Interviewee (03):** Everything related to history, culture, religion, and customs.
- **Interviewee (04):** When it comes to the concept of civilization in general, I think students should be aware that the focus should not be on history alone but on all what civilization includes. Indeed, civilization includes all aspects of life and history is only part of it. If we cannot tackle all these aspects, at least we are supposed to explain this point to our students
- **Interviewee (05):**

- **Question (08):** Why do you combine different methods when you teach civilization to EFL students?
 - **Interviewee (01):** Because there is no best method and it depends on each lesson, each task which require to diversify methods and also because of learners' different learning styles.
 - **Interviewee (02):** To cover students' different learning styles and needs.
 - **Interviewee (03):** It depends on the content I am teaching.
 - **Interviewee (04):** relying on one method only increases students' boredom and therefore they lose focus. So, I always try to combine different methods.
 - **Interviewee (05):** I use project method, storytelling method, and discussion method. It is essential to adopt different methods and adapt to students' needs and capacities.
- **Question (10):** Why they prefer to use learner-centered approaches, teacher-centered approaches, or both?
 - **Interviewee (01):** Learner-centered approach to cope with modern education.
 - **Interviewee (02):** History is something that has already past, and that's everything that makes of it a particular state of time; which means it needs to be transferred through books to generations, through narration for example, and especially through teaching students about it; telling them about history, and that can only be done through teacher full-authority in the classroom, i.e. teacher-based approaches.
 - **Interviewee (03):** The role of the teacher is important and so is the involvement and interaction of learners, otherwise, students will be only like boxes receiving information only.
 - **Interviewee (04):** The learner is the center of knowledge, not the teacher.
 - **Interviewee (05):** Both because they are both important and needed.
- **Question (12):** What are the struggles and the challenges that you encounter in your civilization teaching?
 - **Interviewee (01):** The pandemic, students' lack of interests, timing, the materials sometimes, and the program itself which need to be updated to fit learners' needs and branch.
 - **Interviewee (02):** time is not enough to cover everything.
 - **Interviewee (03):** Lack of Technological tools Students digitally growing needs
 - **Interviewee (04):** Most of students consider the session of civilization boring, so the first challenge is to get them highly involved during the lecture as if they are inhabiting the past not only receiving information.
 - **Interviewee (05):** Learners with poor language Lack of critical thinking and logical reasoning.
- **Question (13):** What do you suggest in order to motivate EFL students in civilization courses?
 - **Interviewee (01):** To integrate technology and digital tools, and integrate different activities.

- **Interviewee (02):** Using technology, being more creative, investing in internet-based projects to teach civilization.
 - **Interviewee (03):** Try to make a link between the civilization you are teaching and students' civilization as well as their personal experiences.
 - **Interviewee (04):** Combining different methods, creating games and debates, adopting the system of gifts and praising to get them involved. All in all, try to make them feel as if they are inhabiting the past and living within it not only relying on the teacher's narration.
 - **Interviewee (05):** Improve their language first, and then get them involved in the lectures through interesting intercultural discussions.
- **Question (14):** How to enhance the teaching process of civilization at the university taking into account the EFL context, the teaching approaches, the nature of the subject, the LMD system, and the modern challenges?
- **Interviewee (01):** we need to integrate different techniques and technology to involve learners in intercultural activities to develop linguistic, communicative and intercultural skills within LMD system which support learner centered approaches inside as well as outside classes.
 - **Interviewee (02):** Today's generation is a digital one, thus, we should develop our teaching civilization approaches accordingly, taking into account their needs and their learning styles.
 - **Interviewee (03):** Attentively select what is relevant to students' needs and preferences.
 - **Interviewee (04):** First of all, there must be collaboration between teachers of the field to improve their methods. Secondly, teachers should keep track on the innovations in the field to improve their methods and take the teaching/learning process to the next level. Then, they should always clarify to their students that the terms civilization, history and culture are not the same albeit they are used interchangeably.
 - **Interviewee (05):** Language first; when the learners are good at English, learning other subjects become less difficult. Teachers of language should do their jobs.
- **Question (15):** As long as the amalgamation of face to face teaching and e-learning are imposed in LMD system and along all the subjects, what suggestions would you like to give to civilization teachers to make it as effective as needed inside as well as outside classrooms?
- **Interviewee (01):** engage learners in intercultural activities rather than memorization of historical events make clear instructions to help learners develop skills and enjoy the subject (e-learning).
 - **Interviewee (02):** They should combine both, also use platform as moodle, zoom, and Google class.
 - **Interviewee (03):** Update the way you teach this module.

- **Interviewee (04):** I suggest that teachers should get trained on how to use technology in teaching. They can combine both methods by explaining in class, sending lectures via email, sharing videos to be analyzed and discussed in class and so on. I also suggest the use of the SAMR model which is based on technology.
- **Interviewee (05):** I believe e-learning teaching is not effective, no condition, no real platform.

Appendix (D): Fundamental Units and Coefficient.

Unité d'enseignements	COMPOSANTES	Matières	Crédits	Coeff	V.H
<i>Unité d'enseignements Fondamentaux 5</i>	<i>UE 5.5 Initiation aux Cultures de la Langue</i>	<i>Initiation aux Cultures de la Langue - Les grandes étapes historiques : Idées et évolutions, études multidimensionnelles des différents mouvements de pensée et leur impact sur les sociétés. - Histoire des aires culturelles comme génératrice des phases historiques: Idées et mouvements correspondant aux différentes étapes historiques.</i>	02	04	

Fundamental Units and Coefficient related to civilization in LMD system in English Language Specialty, Second Year LMD (Offres de Formation, 2007,2008, p.7).